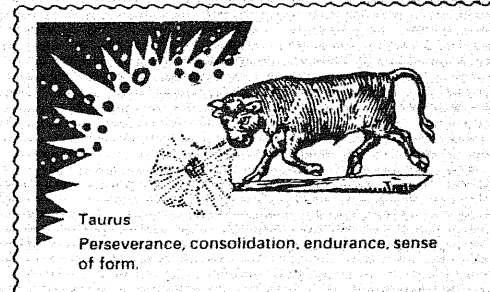


# The News Ferry

The Learning Town Press



Vol. 1, No. 2

Staten Island Community College

Tuesday, May 15, 1973



BOB TROW, DIRECTOR OF FINANCIAL AID

His Albany and Washington pipelines on higher ed money matters have been described by high administrative officials as uncanny, but to students and staff he's the guy who sees anybody anytime on money troubles. As SICC's personal "expediter" for student rights on Medicaid and Food Stamps, he's "gone to war."

## Congress Overrides Nixon BOG Plans

### President Can Still Impound Funds, Alter Guidelines Even Under '72 Higher Ed Act: "If a school doesn't get cut, it's an improvement"—Trow

While the recent Congressional challenge to the Nixon Basic Opportunity Grant plan gave the Congress its first clear victory over the present administration's tendency to override legislative mandates with various forms of executive privilege, the basic 1972 Higher Education Act still means, in dollars and cents, that, "if a school doesn't get cut, it's an improvement," according to Bob Trow, Director of Financial Aid.

In addition, the administration can still attempt to counter the intent of the Congress and the law by "impounding" the funds or changing the guidelines of its implementation. Guideline changes and impounding of funds has been a regular feature of the Nixon administration's arsenal in countering Congressional Bills the executive disagrees with.

The recent confrontation came out of an administration move to disregard the 1972 Higher Education Act's requirement that new programs would be funded only after all old ones were funded at the same level. If it had succeeded, the administration would have had complete control of guidelines, as yet unreleased, for the bulk of student aid finances under BOG. As it now stands, the 1972-73 funding levels will have to be maintained in the present categories of College Work Study, National Direct Student Loans and Educational Opportunity Act (EOG).

The Nixon Plan would have put \$622 million into the new Basic Opportunity Grant (BOG); reduced the current \$270 million Work Study budget by \$20 million; reduced the current \$293 million NDSL budget to \$23 million (since the NDSL program was overspent by that amount, there would have been no money, in effect); and eliminated completely the \$210 million EOG program.

In response to the Nixon challenge, Congress voted 387-0 to fund programs according to the intent of the law. The Senate also passed the measure by a large margin, but altered the present allocation priorities. The issue then went to a joint committee which again voted to follow the intent of the law. After a second passage in both houses, the President signed the bill.

According to Trow, the guidelines to distribution of the funds could still be revised to support a more restricted interpretation of the number of low income students a college might enroll for the aid assist. He pointed out, however, that with the CUNY commitment to Open Admissions such a change would not adversely affect SICC.

More importantly, Trow explained that even with strict adherence to the 1972 Higher Education Act, aid budgets

will suffer. He explained that even though National funding amounts are the same as 1972, the numbers of participating colleges and eligible students are growing. In addition, State formula, City formula, and CUNY formula for funding are likely to change in response to Federal pressures and increased eligibilities.

Besides funding the standing grant systems, the Congress voted \$122.1 million to be presented as a token effort toward implementation of the Basic Opportunity Grants system, with the proviso that, should the program remain without implementation in the 1973-74 fiscal year, the funds would revert to the EOG program. Eligibility on initial funds is limited to incoming freshmen.

Nationwide, Nursing Programs also stand to be further cut from the 1973 budgets. \$80 million was requested by colleges, nationally, in 1973. The government answered with \$40 million. Half went to the Nursing scholarship programs and half went to Nursing loans.

The 1974 budget cuts the Nursing scholarship programs again. "It appears they're getting ready to phase it out," speculates Trow. He said Nursing loans would remain the same.

The Law Enforcement Education Program (LEEP) may also be eliminated in several states. It is presently under the Department of Justice but is scheduled for transfer to the States via revenue sharing. If so, each state will be responsible for its own LEEP program.

NYHEAC, the State of New York's guaranteed student loan program has introduced a "needs analysis test" requirement (formerly a student merely signed a sworn statement attesting to need) and has steadily increased the "paperwork" and eligibility requirements. It is a longstanding maxim that the more difficult application procedures for any kind of aid are, the less poverty level people will tend to apply. All of which means the ongoing guideline changes may, in effect, cause a more subtle decrease in applications than the direct Federal cuts; or, at the least, tend to limit applicants in schools without aggressive aid departments (such as private colleges whose increased Bundy aid grants are based on number and kinds of "degrees" given and not on the "need" factors of its students).

SICC's Financial Aid for 1973 amounts to approximately \$3 million in actual spending, though "awards" total above the actual spending figure (due to the flux of student status, overawarding is a common practice of Financial Aid offices). Spending breaks down as follows:

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## ISU Elections Declared Invalid

After a three day election for officers of the International Students Center, discrepancies in the voting lists led Student Government Commissioner of Elections, Pete Riggi, to declare the entire election invalid.

Prior to the counting of ballots on May 3rd, Dino LaGravinese, Emilce Restrepo and Dominick DiCiollo filed affidavits with the Student Government in which they claimed to have observed or taken part in "irregularities" in the procedure under which the voting took place.

While their affidavits brought Riggi to the Center to eventually impound the ballots, they were not the reasons given by either Riggi or Charles Issacs of Student Personnel for the action taken.

Upon opening the ballot box it was discovered that 122 ballots had been cast. Issacs and Avril Gittens, current President of the Center, then counted signatures of members who had voted. 113 signatures were tallied, 9 less than ballots cast. A further check disclosed that 8 signees of the voting list did not have membership cards on file in the Center.

With these discrepancies and the three affidavits, Riggi consulted with Dr. Issacs who left him with the decision to validate or impound the election. Riggi impounded the materials. It was decided that the Center's Election Committee should set another date for elections.

While this confusion raged through the room, Avril Gittens denied each allegation made by the three dissenting members.

The day following the controversy, Gittens claimed to have found five of the missing membership cards. Her comment on the difference between the number of ballots cast and the signatures returned was simply, "These things happen when you have so many members and only one person manning the ballot box."

Another issue raised, and the one which eventually was given by Peter Riggi as the reason for impounding the ballots, was the accusation by Dominick Di Ciollo that graduating members of the Center had been allowed to vote, an exception contrary to the Center's Constitution.

DiCiollo stated in his affidavit, "The Constitution said that the graduating members cannot vote and I am a graduating member and I voted and I am not the only one who did it. I know some people who did vote. The President of the Club was standing near the table and telling people who to vote for."

Avril Gittens denied his accusations and added, "It would be impossible to

tell who was graduating and who was not. The Registrar's Office would not release the list to us."

Further doubts surrounding the election were raised by several members of the club who stated that the locked file cabinet in the Center's office was found open the morning of the last day of voting.

Dino LaGravinese had filed an affidavit stating that, on the last day of the balloting, he had counted 125 ballots but only 105 signatures. The ballot box was not officially open at the time he claimed to have derived his figures.

Gittens wondered the following morning how LaGravinese had known the number of ballots cast prior to their being counted in front of Issacs and Riggi. LaGravinese had replied earlier to that question with an Italian finger exercise and, "You know what you can do with it."

Following are the three affidavits:

### DINO LAGRAVINESE

"Wednesday (May 2) at 1:00 P.M. I walked over to the Election Booth and counted the signatures of the membership that had voted and came up with a count of 105 signatures, but the ballots cast showed a total of 125 ballots."

### DOMINICK DI CIOLLO

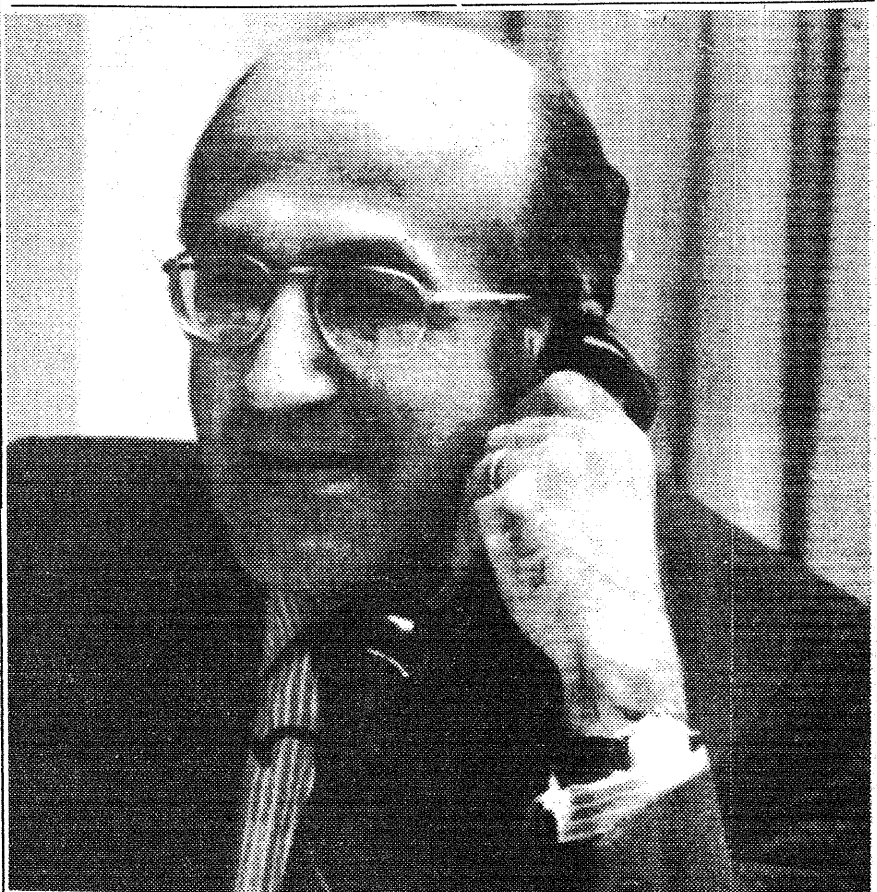
"The Constitution said that the graduating members cannot vote and I am a graduating member and I voted and I am not the only one who did it. I know some people who did vote. The President of the Club was standing near the table and telling people who to vote for."

### EMILCE RESTREPO

"I am running for secretary of the International Center. Before we started procedure for voting, the President told us not to stand near the voting table and we did not do that until today. We discovered that she was asking people to vote for the members she wanted. They asked who to vote for and I told them to vote for the one we wanted. The people who voted were not members of the International Center."

Gittens claimed the Restrepo charge was false. She held that she was describing what candidates "looked like" at the request of voters who could not associate names with candidates.

As to the current status of the Center's elections, a new date will be set by the Election Committee of the Center, with votes counted by Riggi.



Dean of Experimental Programs, Felix Cardegna, SICC's representative to CUNY Chancellor's Grant Review Panel.

## Proposals For Chancellor's Grants Forwarded to Board of Higher Ed.

### 12 Projects Would Expand SICC Curriculum

Among 120 proposals presently being considered by the Board of Higher Education for funding under the "Chancellor's Grants" program are 12 submissions from the faculty of SICC. Each, as required by the funding mechanism, is designed to "create non-traditional learning environments."

The Grant program, devised to provide incentive for faculty-initiated projects which endeavor to introduce diversity within or among established departments in any of CUNY's 20 affiliated institutions, is an attempt to keep pace with the ever expanding and multi-formed student body of the City University system.

Projects may cover a wide array of approaches to curriculum improvement but must be directed towards more effective means of reaching students at differing ability, age and interest levels. The 12

proposals forwarded to the Board from SICC represent as wide a range as might be found in any institution.

All proposals must first pass an intra-institution screening and then receive the approval of the President of the unit from which they originate.

SICC's proposals to the Board were first revised by the College's screening panel. Sixteen initiatives came from the SICC faculty. Of that number, four withdrew at later dates. The remaining twelve were all approved by President Birenbaum, and the screening committee, and forwarded to the Chancellor's Committee.

A decision on those forwarded to the Chancellor's Board is expected by mid-summer. Felix Cardegna, Dean of Experimental Programs at SICC, is a member of that committee. The complete list of proposals follows:

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## SPC Day Care Requests DSG Space

In a May 4th memo filed with Leona Sanders, President of the Day Session Student Government, the Student Parent Cooperative (Day Care Center) and a coalition of support groups appealed for permission to reclaim Room C-132 for Day Care use.

C-132, the DSG meeting room, is "generally nearly empty," according to the petition. It further claims an increase of 34 people in need of day care added to the present 90 on the full-time student waiting list. "There are many women who are right now being denied an education who can put that room to far better use," (than its present conference area status), according to the memorandum.

"We ask that the Student Government act justly this year in allocating space and give it where the need is greatest and most urgent. It was the concluding plea of the appeal. It was co-signed by the Women's Center, Women's Coalition and Community Scholars Program membership.

In further action, the Student Parent Cooperative is scheduled to meet with President William Birenbaum to discuss the proposed Early Childhood "Lab" School in the Master Plan of the new complex of buildings scheduled to go into construction shortly. According to Rosalyn Fenton, SPC Treasurer, participants will include supportive representation from the co-signers of the petition and, pending a final decision, SEEK, College Discovery and Circle '73 representatives. The meeting is scheduled for May 21st.

## Second CD Election Held

Students voted, Friday, April 27, for six student representatives to the College Discovery (CD) council. This board is composed of six students and six faculty members.

The winners were, in alphabetical order: Judy Ali, Melvina Digs, Vincent Graham, Hiyut Mekuvia, Ines Mercado, Jesus Vazquez.

Posters in prominent spots on campus provided candidate photographs so that students might be better able to link names with faces.

College Discovery, funded by New York City, is a program to aid community college students financially. It is related to the SEEK program (Search for Education Elevation and Knowledge), funded by New York City and State, to help finance students at four-year colleges.

The function of the CD board is to review issues that come before it, such as reappointment of teachers, and as reappointment of teachers, and as reappointment of teachers, and as reappointment of teachers.

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## Day Session Constitution Amended

Reprinted below are the amendments to the Day Session Student Government Constitution. They reached the NEWS FERRY too late for inclusion in the last issue's reprint of the entire document.

WHEREAS: this constitution is in whole a sexist document, and

WHEREAS: the time has come for all people to acknowledge that not only men exist, and

WHEREAS: women most certainly exist,

BE IT RESOLVED: that all sexist words (for instance, he, him, his, chairman) be deleted and be rewritten as chairperson, her or his, she or he, etc.

1) AMENDMENT TO ARTICLE III, Sect. 1: Substitute the words, "student body takes" for "students take."

2) IN ARTICLE III, Sect. 3-2, add the following: "The chairperson may not vote in the matter of her or his own recall and total membership in that case will be the total number of representatives minus one."

The Day Session Student Government also passed a resolution allocating each candidate for office \$10 for campaign expenses.

## Student Reps On Curric Comm: 'Mickey Mouse is Dead'

"I urge you to vote for Professor Black's Amendment. Allow Mickey Mouse to die a natural death," were the concluding words of a statement passed out to Faculty Council members as they entered the May 2nd meeting to discuss, amongst other items, the seating of voting students on the Curriculum Committee. As reported last issue, the tabbed motion did come up for consideration and was passed 58-9 with three abstentions.

As approved the resolution calls for one-third proportional representation by students. To accommodate the increase, the total membership was raised to 27 members; one faculty from each of the 18 instructional departments and 9 students. In addition, the proposal for Student Government selection of the new representatives was passed. Though effective immediately, student participation awaits action by the Student Government.

## AAS Gets Transfer Credit Nod From Higher Ed.

"Terminal degrees" was the traditional definition of the AAS programs in fields such as Business, Health, Technology and the Human Services. Following recent unanimous decision by the Board of Higher Education, AAS programs will now be guaranteed transfer credit eligibility into the Senior College system.

While various fields have endeavored to work out transfer compromises for individual students, students in the AAS programs were only able to transfer into Senior Colleges with a considerable amount of "makeup" credits.

Proponents of the resolution argued that the "piecemeal" approach to AAS admittance into Senior Colleges was inadequate. A spokesman for the Board of Higher Ed described the new AAS transfer formula as follows:

1. Parallel programs. Areas of study that directly parallel the offerings of Senior Colleges will be eligible for 64 transfer credits (one-half of the required 128).

2. Related programs. Courses that are related to the offerings in Senior Colleges will be eligible for a "prescription" of courses to be developed with faculty advisors that would leave students 64 to 72 credits left to accomplish at the senior level.

3. Unrelated programs. To deal with the transfer programs of essentially unrelated course schedules, and special departmental problems, a permanent Committee of Review was authorized to act as an appeals board. In this area, an AAS student can get his load reduced to 90 or 85 credit hours in the Senior system.

The Committee of Review is tentatively scheduled to be comprised of an equal number of Community and Senior College faculty, representatives of the Student Senate and the Office of Academic Affairs.

Senior College faculty had objected to the proposal on the grounds it would hurt the "image" of academic excellence in the Senior College system. At Hunter College, students in the AS and AA programs voted against it on the premise that it was unfair to those tied to the general requirements of the regular baccalaureate feeder programs.

Proponents argued that the formula had carefully avoided undermining the importance of prerequisites in the regular programs and that the AAS transfers would be surrendering some of their "free" electives in the transfer, rather than prerequisites.

The Senior faculty argument was countered with the claim that the "problems" of the AAS transfer would, in effect, achieve a standing goal of more individualized programming for students. They also held the program will allow more flex for AAS graduates and thus provide a buffer against two-year training for what might become future "dead-end" jobs.

According to Alan Shark, Student Senate Chairman, the new move further fulfills the aims of "Open Admissions" and would enhance, rather than "water down," the degree programs of CUNY in that the AAS students have, in many cases, strong academic credentials.



WILLIAM M. BIRENBAUM, PRESIDENT... "What can I do with a student body that doesn't wish to participate in its own government?"

## DAY SESSION ELECTIONS THIS WEEK

### Isaacs Concerned Turnout May Fall Below Required 30%

#### "I'll exercise my authority under the by-laws"—Birenbaum

Charles Isaacs, of the Student Activities Center, has expressed concern that this week's Day Session Student Government elections will not reach the legally required thirty percent turnout necessary to make the election valid.

The turnout to validate the election is especially crucial in that only five of the incumbents are running for re-election. Over the year, the Day Session Government has finally been able to stabilize its procedures and activities, and plans are in the offing for parliamentary training sessions for new Senators.

With so few Senators remaining to stabilize the government, even a re-scheduling of the election would harm training plans as the semester is fast coming to a close.

When queried on what action he might take, should the vote turnout fall below the required 30 percent, President Birenbaum replied:

"What can I do with a student body that doesn't wish to participate in its own government. I'll exercise my authority under the by-laws. I don't

want to. I want to stay out of it, and please quote me on that."

The breakdown of constituent representation is as follows: Liberal Arts (non-Sci) elects five Senators; Orthopedic Assistants and Nursing combined have three Senators; College Discovery has two; and CUNY-BA, Business (Career), Business (Transfer), Child Care, Computer Tech, Civil Tech, Electro-Mech Tech, Electrical Tech, Medical Lab Tech, Mech Tech, Pre-Engineering, Liberal Arts (Sci), Science Lab Tech, Community Scholars, The Place and Circle '73 each have one Senator.

In total there are 19 constituent groups. Each group receives a base representation of one Senator, regardless of size. From that point a Senatorial slot is added with each 200 students in the program. The only three programs with more than one Senator, Liberal Arts (non-Science), the combined Orthopedic Assistant and Nursing constituency and College Discovery, have 1135, 687 and 518 students, respectively.

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# The News Ferry

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## 'Open Campus' Goes To Committee Review

At their May 2nd meeting the Faculty Council agreed to postpone any "motion of advice" on the issue of recruitment on campus. However, it did agree to impanel a committee of faculty and student government representatives (day and evening session) to study the issue of specifically military recruitment from campus facilities. Membership on the Committee is to be decided by Lester Keyser, Council Secretary.

Last Fall, when the issue first arose, President Birenbaum asked the legislative bodies on campus for "advice" on the matter. The Day Session Student Government adopted a resolution calling for a "closed" campus to military recruiters. The Evening Session government voted for "open access" to all recruiters. The Faculty Senate failed to respond.

While awaiting full response to his request, Birenbaum has exercised his prerogative as President of the College, and allowed military recruiters on campus. His actions have stimulated additional resolutions by the Day Session Student Government.

A motion passed in March allocated funds to publicize opposition to military recruitment on campus and reiterated DSG's stand on closing the campus to the military. DSG's interpretation of the matter is clearly expressed in the resolution, "...the recruiters only come during the day, hence only affecting the day session students;" A

representative of the day session student government re-stated this argument at the Faculty Council meeting and added, "...realistically, the faculty are not going to be recruited, or affected by this recruiting."

In anticipation of the "Job Fair" of April 12th, the DSG on April 5th meeting passed by 9-1 a resolution in which they expressed the wish "...to facilitate the efforts of job opportunity recruiters to disseminate information;..."

The motion was also designed "...to allow students of opposing views to set up counter-informational tables, directly opposite them (recruiting tables) in public." For this reason, the motion requested that "all further job opportunity recruiters during the day session, be located in the corridor between the C and D buildings."

Charles Isaacs, of the Student Activities Center, stated that this motion did in no way change DSG's opposition to military recruiting on campus.

Military recruiters were present at the "Job Fair," again at the prerogative of the President and the Fair itself was held in the gym.

Both actions were contrary to the requests of Day Session Student Government, thus far the only legislative body on campus to remain consistently active on the issue of advising the President in regard to the "Open Campus" question.

## Gov't 101: According To Judge Titone

**"If I were the Godfather, my hit men would be 15 years 11 months old and my pushers would be pregnant young girls"—Titone**

By Joe Killeen

On Tuesday and Thursday evenings at 5:30 P.M. in J-8, Richmond County Supreme Court Justice Vito Titone can be found discussing the "finer points" of the law, with his Government 101 class.

"I'd never tried teaching before and I thought it worthwhile to bring the textbook closer to home," were the Judge's reasons for taking on his new instructional role. In addition to his own background as a practicing attorney on Staten Island, a candidate for various political offices and a Justice of the Supreme Court, Titone has supplemented his practical and discursive approach to teaching with guest speakers that have included State legislators, City Councilman Tony Gaeta, from Staten Island, and a legislative drafting specialist from Manhattan.

From one of his more recent sessions it is easily understandable why he hopes to be able to offer the course in the morning during the coming semester. His present 5-30 hour conflicts with both day and evening sessions and attendance has been limited.

His own manner of teaching reveals the advice he imparts to speakers invited to his class, "Don't try and shade what's wrong, discuss it openly." Councilmen Gaeta and a student recently filled the blackboards with the student's recommendations for a rewrite of the New York City Charter.

Approaching his subject with the directness of a trial judge; a recent Titone class session encompassed the various levels and manners of rape, and opened the floor to audience comments on a Judge's prerogatives in several sentencing situations.

Moving into several areas of the law seldom discussed in undergraduate courses, Titone described Paternity Laws as, "...the worst laws on the books." He added, "If abortion is legal should there be paternity suits at all? It's unimaginable how many women are being supported now through the use of the Paternity Laws. A President of G.M. isn't going to go to court to fight a suit, he'd much rather settle."

As an example of his "relevancy" to island issues, Titone discussed his participation in the only suit brought against the Distributions Corporation and its liquid natural gas tanks currently causing a furor on Staten Island. While the case was settled out of court, Judge Titone commented that, had it continued under his jurisdiction, he would have had the authority to rescind the permits that allow the tanks to continue. Titone's "textbook" is very close to home.

Martin Black, Director of Student Personnel, one of the more regular attendees of the class raised the issue of columnist Jack Anderson's recent public statements that Anderson has copies of the transcript of the Grand Jury investigating the Watergate incident. Titone commented that "freedom of the press" did have its limitations and access to Federal Grand Jury Transcripts was one of them.

"Freedom of the Press" became the theme of the class. Titone further enlightened his class as to the workings of legal apparatus surrounding the subject matter of most Government courses.

Nadjar, the prosecutor of the Mackell case, came to his present position as "Special State Prosecutor" from Nassau County. Titone laughingly remembered that Nadjar's past experience included his direction of "Operation Stronghold," a drug raid on the campus of Stony Brook University in the mid-sixties. Titone compared the preparations to the "planning of D-Day." Nadjar's raid found few of the suspects on campus. Most of the students turned themselves in the next morning.

Walking through the corridor, the period over and his class still following him, discussions on freedom of the press, sentencing, and the "finer points of the law" continued—with the Judge leading the way.

## Radio Astronomy Sponsors Open House

By Lance Hermus

On Friday, May 18, The Radio Astronomy club will be holding open house. Coffee and cake will be served and all electronic equipment will be on display. President Birenbaum is among the invited guests.

Radio Astronomy is the study of Radio waves from objects in space those quasars and pulsars, currently popular as television power, in addition to galaxies Planets and Stars. Presently, work is being planned on the reading of waves from the Sun and Jupiter.

The club will also be working in conjunction with the University of Florida. Future plans include construction of a dish antenna and design

topic of discussion and Titone remarked that "a Pandora's Box" had been opened in the last year regarding the entire issue. Describing the history of the press in this country as a "pendulum," Titone remarked that newspapers had caused the initiation of laws, such as those limiting public access to Federal Grand Jury Transcripts because of their failure in the past to respect their "privileged" position, and "remain as objective and impartial as that position demands."

Challenged by a student as to legislator's rights to mandate who is more responsible, the lawmakers or the people, for deciding what information is pertinent, Titone held fast to his advice to guest lecturers, "don't shade the truth." The indictment of Queens District Attorney Thomas Mackell became the illustrative subject matter.

"I find it extremely interesting to watch the progress of the Mackell case. It involves so many of the issues of law and politics of which we've been talking. Mackell has been charged with malfeasance (unsuitable conduct while in office) but all prosecutors are as guilty as Mackell of malfeasance. If the government fails to prosecute Anderson for his having the Grand Jury transcripts—that's malfeasance. But, nothing is that simple."

Titone then filled in a little of the background on the Mackell case to lead his students into the "reality" of the law.

Maurice Nadjar, the special prosecutor, appointed by Governor Rockefeller to investigate corruption in City government, has been nadjarable for Mackell's indictment. Nadjar has been given one judge to hear all of his cases. That judge is Thomas Murtagh, of the infamous "Panther 13" trial.

Murtagh himself was indicted for malfeasance several years ago, but was saved from prosecution because of a legal technicality involving the crime differing from the district where his malfeasance was to have taken place. This same defense, according to Titone, will be used by Mackell to have the charges against him dropped.

Again using the Mackell case, Titone further enlightened his class as to the workings of legal apparatus surrounding the subject matter of most Government courses.

Nadjar, the prosecutor of the Mackell case, came to his present position as "Special State Prosecutor" from Nassau County. Titone laughingly remembered that Nadjar's past experience included his direction of "Operation Stronghold," a drug raid on the campus of Stony Brook University in the mid-sixties. Titone compared the preparations to the "planning of D-Day." Nadjar's raid found few of the suspects on campus. Most of the students turned themselves in the next morning.

Walking through the corridor, the period over and his class still following him, discussions on freedom of the press, sentencing, and the "finer points of the law" continued—with the Judge leading the way.

## May 21 Deadline For Top SICC Summer Session

Early registration is now underway for what will be the largest Summer Session in SICC history. Over 300 courses will be offered in the twelve week period from June 11 to August 31. Registration closes May 21.

Summer Session course schedules and registration material is available in the Registrar's Office, Rm A-127, during regular college hours. More information is available at the Summer Session Office, Rm A-107, or on the special A-Building bulletin board between Rms 101 and 102. Call 390-7669 during normal working hours. General registration is scheduled for June 4-6.

Sally Padilla, secretary to Student Parents Co-op (Child Care Center), served on Bloodbank Committee, Ford Foundation Scholarship, Dean's List; Bob Pepio, citizen participant in Student Government affairs, instrumental in writing new Student Government Constitution;

Kay Pesile, secretary of Evening Session Student Government; Angelica Rovira, member of Puerto Rican Organization, active in political affairs on campus;

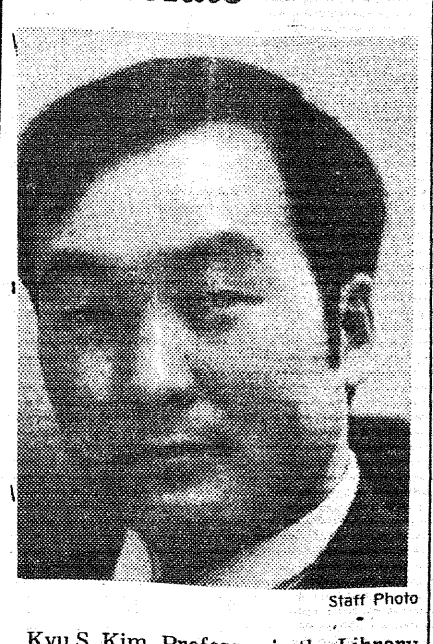
Delia Smith, co-ordinator of Kaleidoscope;

William Stukes, tutor in Student Tutoring Center, member of Gymnastic's Club;

Bianca Vazquez, active member of the International Center;

Pedro Vergara, president of Puerto Rican Organization.

## Kim to Receive Doctorate



Kyu S. Kim, Professor in the Library Department, has just passed the "oral defense" examination for his Ph.D. degree in Asian history. The doctorate will be conferred upon him on June 3, 1973 at St. John's University. Mr. Kim, having worked for the SICC Library as Coordinator of Evening Service since last year, is also Adjunct Assistant Professor of Library Science at St. John's University Graduate School. He earned two master's degrees, one in political science and the other in library science, from Long Island University.

## New Eve Session Survey Out, Atkinson's 'Bailiwick' Booms

By Fred Armentrout

Evening Session recently released its second survey in three years to build a profile of the burgeoning student enrollment. The three-page survey searches out "gripes," strengths, academic and job profiles, and student-faculty recommendations. "The end of May," was Roslyn R. Atkinson's target for returns on the survey. Atkinson is Dean of the Evening Session and Continuing Education.

In the three years under Atkinson's reign, the Evening Session has grown to 3500 students, 300 sections and approximately 215 instructional staff. Matriculated student population has gone from 800 in 1970 to about 1700 at present, almost 50 per cent.

Atkinson, who teaches advertising, knows the value of a "package" and handles her "bailiwick," the Evening Session and Continuing Ed, with the business zeal of a corporate board chairman. The "Evening" logo, surveys (marketing?), special course "packages" (such as Evening "Women's" courses and strong support of the "Ms." Club), and "the only stabilized course structure on campus" (basic business and marketing principles), are some of the ways this Chairman without a Board combines the advantages of highly centralized direction and a world view that sees students as stockholders, sales force and consumers.

## evening

An apparent disciple of the "modern" business school, Atkinson measures progress in growth and customer retention. With two half time research assistants, she keeps her own "data bank" on customer service and program analysis. What might usually be seen in terms of a post-mortem Memorex system that bounces to life only when a student needs "crisis intervention," has been turned into a marketing analysis system that provides the "over 300's of the night session" "individual treatment." With the deftness of Mary Wells outlining her famous Alka Seltzer ad campaign ("No matter what shape your stomach's in"), Atkinson has turned the deficit of small geography (almost everything on or about the Evening Session emanates from her office) into the Evening student with a "personal profile" and personal access to the hub of Evening Session.

In turn, the intimidation of the return to the "Ivy," and "culture shock" that usually follows, becomes an asset to the participant. Being the "old guard" returning to a new world becomes a special something a returning student can add, rather than a point of fear. Evening is the place where "experience" meets "theory," at least in theory. The result? Highly motivated academics and a collegiate subculture that may well rival the post "war baby" era of day students in numbers and influence on campus.

Evening Session Central is staffed by a coterie of "adjunct," "on loan" and full-time "future shock" specialists who, according to Atkinson, enjoy the unique challenge of the Evening Session.

Staff includes the Dean, a Director of Continuing Ed and six professors full time. Three more professors are on full-time loan and about 65 of 215 "adjuncts" are full-time. Part-timers include the two research assistants of the Dean, Instructional Resource and Library personnel and a rotating counselor. In addition there is one regular evening counselor.

Some of the "packages" in the Atkinson approach to Evening Session management are as follows:

### CIVIL SERVICE INSTITUTE

Grown from 22 to 300 enrollees, the Civil Service Institute is a special program geared to the revolving shifts of civil servants, industrial shift workers and nurses. Originally a "mix and match" program that combined day and night study, the program, with expansion, has been "stabilized" into an Evening and Saturday session system with day attendance tailored only in special cases.

Originally a police program, it has grown to include all manner of working students. Under the auspices of Experimental Programs, according to Dean Atkinson, curriculum flexibility, special admissions and acceptance of High School Equivalency's are integral.

At the outset, the concept was to create a "mix" of day and night sessions to stimulate interchange of the regular day student and civil service student. To provide some sense of stability, faculty was the same on day and night civil service shifts. Following Open Admissions in June of 1970, a sampling of 22 students were surveyed. The major "gripe" was that the mix and match arrangement was not working.

By August of 1971, the following "Status Report" was filed:

1. CSI was continued as a pilot program with 37 participants for the Spring, 1971. (Original projection for Spring, 1971-30 participants).

2. CSI was included as a part of the Experimental College, using the format

### GRUDGE REPORT

Several members of the clerical staff have been wondering lately if their status as City employees prohibited them from receiving unemployment insurance.

Interest on the issue became heightened following rumors of office reorganization and the often threatened cutbacks in the higher education budget.

After weeks of unresolved discussion in the corridors an inquiry at the Business Office produced an immediate answer. City employees are not eligible. "Pink slips" only bring "pink slips."

of the Comprehensive Curriculum to provide flexible, meaningful programming.

3. As a result of individual interviews with each CSI participant, custom-tailored programs were designed to meet the career goals and academic needs of the civil servants. A measure of the broadened dimensions of the total program can be seen in the total number of different courses available to the participants: 36 in the Spring, 1971 vs. 18 in Spring, 1970. Further evidence of the qualitative expansion in the program can be observed in the variety of curricular areas the students are pursuing: liberal arts, business, civil technology, computer science, mechanical technology, environmental health.

4. Of the 37 students enrolled in Spring, 1971, 35 have pre-registered for Fall, 1971. Of this total, 18 have been in attendance for each of the three semesters since the initial CSI program, 9 for 2 of the 3 semesters; and 10 for the first time in Spring, 1971. 5. Through word-of-mouth, additional civil servants have enlisted in the program. As of this date, there are approximately 60 participants for Fall, 1971. Although the original projection recommended limiting the pilot to 50 students in Fall, 1971, it is feasible at this time to accelerate our timetable. Present estimates for CSI participation for the academic year 1971-1972 have been adjusted to 100 civil servants (which was our target for 1972-1973). Additionally, we expect to open the Institute to candidates who are in any branch of the New York Civil Service (we now have police, fire, hospital, narcotics control, ferry, and maintenance personnel participating in the program, including one woman safety officer).

6. The level of academic performance of these civil servants is worth noting. Of the 37 students enrolled in Spring, 1971, 14 have a cumulative quality point index of 3.0 or better; 13 are between 2.0 and 2.9.

7. The typical CSI students takes an average of 2 courses per semester; is a non-matriculated, tuition paying participant. Most are veterans and qualify for veterans benefits. The police personnel also qualify for financial aid under the Law Enforcement Education Act Program (LEEP).

8. In summary—since the start of the program in Spring, 1970, 37 participants have enrolled in a total of 77 different courses; representing 149 individual enrollments. Expectations are for a maximum of 100 participants for the academic year 1971-1972, with an extension of the innovative and creative programming, opening eligibility to any municipal employees who work revolving or split shifts.

By the second "Status Report," in October of 1972, the program had grown to 199 participants and a special "Group Dynamics" course was offered at the request of CSI police students who were in the Community Relations Division of N.Y.P.D. They requested a mix of 15 police and 15 community members and agreed to be part of a survey of "police attitudes" that was part of a City University granted study by David Friedrichs, 67.3 per cent of the students had a 3.0 grade index or better.

Atkinson attributes the growth of CSI by "word-of-mouth" to the "custom-tailored" approach possible under the Experimental College. She points out that the bulk of police programs at John Jay College are "police science and job oriented," whereas the SICC programs allow for second career training as well as open choice amongst broader topics.

### PERMA

"A learning center," is the way Atkinson describes the PERMA program. It involves small seminars on topical issues in American Studies with a core group of about 25 students.

This Fall the group will enjoy a team teaching approach to Women's Studies and Comparative Societies that can provide up to 6 credits (three literature, three history).

### SICC-RICHMOND COOPERATIVE CREDIT PROGRAM

In a unique cooperative program with Richmond College, students are able to work towards their AA and BA at the same time. Courses in Business, Education and Public Administration have been opened on a limited scale to SICC students and Richmond students are eligible for International Economics courses at SICC.

### GOVERNOR'S ISLAND EXTENSION

At the request of Coast Guardsmen, SICC offers credit courses in extension at Governor's Island.

### CONTINUING ED: INVITATIONS TO LEARNING

Under Ralph Gut, Director of Continuing Education, non-credit programs have been brought to children and adults.

In conjunction with the Children's Theater of Staten Island, SICC offers special children's art classes in Island housing projects.

The adult program has featured everything from macramé to FAA Ground School training and participates in the New York City and State's career ladder programs. There is also a senior citizens program at Cassidy Coles center on Staten Island.

### TOTTENVILLE HIGH SCHOOL "BRIDGE PROGRAM"

Through an adjunct line teacher in the Evening Session, a program enabling a limited number of graduating seniors from Tottenville successfully operant in its first year.

From Roslyn Atkinson's view, an ever expanding Evening Session growth outreach programs are the profit and loss criteria of her corporate approach to education. With flow charts, surveys adding whole new subsidiaries and educational diversity to the Evening Session logo she designed.

SEND YOUR CALENDAR ITEMS, STORY IDEAS AND CLASSIFIED TO THE NEWS FERRY.

## Science Strategist Visits Campus

"When I was a very young scientist, I took part in a project where the supervising Doctor was collecting radio isotopes and mixing 50 cc. of isotopes with blood and then giving transfusions to patients. We were working with terminal patients, of course. But I found it disconcerting to have the relatives of the patients thanking me for trying to save their lives while the experiment was not leading to that end. I found this to be a gross violation of ethics and an inexcusable use of resources. So, I left, quit the job," discovered later that the Doctor was charging the patients for the transfusions.

Dorothy Zinburg, Harvard specialist in the "Social Science of Science" related that example to indicate why she advocates the broadening of the field of Social Science into a "year long social-science of science program designed specifically for science undergraduates."

Discussing the topic with members of the Social Science Coordinating Committee, who met with her at the President's request on May 8th, Zinburg reiterated her argument for extension of the type of course (she presently teaches such a course at Harvard) that she had originally outlined in an editorial in "Science" magazine (March 23rd 1973 edition). "This course would aim to orient students in the workaday world of science, acquaint them with the background and rationale of its organization, support, and rituals, and trace out the relation of basic research to technological developments."

Members of the faculty generally agreed with Dr. Zinburg's approach and the need for a course of this type. Discussion was primarily concerned with the possibility of making such a course a "core requirement." Employing team teaching, or hiring a specialist in the field were further considerations mentioned.

There was general agreement among the Faculty members present as to the need. But, a morning seminar group which included Arthur Field of Social Science, Anne Merlino of Biology, Carl Erickson of Physics and Harvey Taub of Psychology, along with Peter Mazella of Chemistry and Larry Schwartz of Economics and Politics, offered differing reasons for the probable success or failure of the course in gaining acceptance from the student body.

As Zinburg stated in her editorial in "Science" Magazine, "Established courses in the history of science and the philosophy of science cover some of these areas in depth, but they seldom address problems today's students will meet. The sociological aspects of science are dealt with in a few 'sociology of science' courses, but these emphasize the sociological concerns of science and generally do not attract science students."

Some of the obstacles to science majors gaining an insight into society and their chosen field's role in that society, were enumerated by the faculty present. A notion that science majors consider social science classes as unnecessary was felt to be prevalent by the faculty involved. Carl Erickson mentioned students who come to him for advice as predominantly looking for the "easiest" manner of fulfilling their social science electives.

Peter Mazella and the faculty present generally agreed that science and technology students were primarily interested in the most direct manner of meeting their requirements and receiving "formal training."

## Black Messiah Proceeds Go To Sickle Cell, BSU Scholarships

Benefits from the three day production of Black Messiah by the Black Student Union will go to support the Black Student Scholarship and Sickle Cell Anemia Funds, both long established activities of the Union.

Harold Willard, founder of the College's branch of the National Sickle Cell Anemia Foundation, estimated that since early 1970, his group had administered over 2000 Sickle Cell diagnostic tests, free of charge. However, the cost to the Island branch has been about \$1000, according to Willard.

As the testing has been partially financed by benefits and donations from the Black Student Union in the past, it was decided by the BSU & Willard to distribute the proceeds from the production of the Black Messiah between the Sickle Cell Testing program and the Black Student Union Scholarship Fund.

The Scholarship Fund aids graduating members of the BSU who decide to continue their education.

## MEDIAMANIA

The library has established a new circulation policy that allows one month as loan period for all materials in the General Collection and no fines.

To hold materials for a second month call 390-7699 or renew on-line. Renewal is automatic unless the item has been requested by someone else. Unless needed for the Reserve Collection, all materials will be recalled before expiration of the loan period.

Borrowers of overdue material will be notified by mail. Two weeks after notification, a nominal service charge and replacement cost invoice will be sent. If materials are not returned within two weeks of the invoice date, charges will be payable in the Business Office.

Materials on Reserve can be used in the library. If more than one copy is available, Reserve items may be checked out overnight. There is a \$1 a day charge on overdue Reserve matter.

## Mock U.N. Delegates, SICC Group Shakes Harvard

Twelve students and two faculty advisors from SICC took part in the Harvard Model United Nations held in Boston from March 22-25. Late additions to the list of delegates, they were one of only two community colleges represented at the conference which attempts to simulate actual U. N. proceedings.

Representing the Peoples Republic of Iran and the Republic of Iceland the SICC delegation played important roles in the proceedings of the conference which had its inception in 1945 when, then student, now President, William Birenbaum originated the concept.

The choice of representing the "Peoples Republic" of Iran was based upon knowledge of the "puppet regime" in actual power in that country. Charles Isaacs, advisor to the group, commented, "We wanted to see if we could get away with it." The delegation not only "got away with it," but was awarded a "certificate of honor" for their work during the conference.

Students of the Iranian delegation were: Avril Gittens, Fred Masten, Mary DeRosa, Bill Monemassities, Curtis Eskew and Steve Barone. Their challenge to establish a new government in Iran was declared as "unheard of" by the Secretary General of the Conference, but the four day schedule didn't allow the Secretary any leeway in letting a seating challenge go before the entire delegate body for discussion. Choosing the next best option, it was ignored. SICC's representatives just walked in and became active members of the conference.

In addition to their successful seating

challenge, and subsequent activity in the operations of the General Assembly and "bloc meeting" that occupied the students delegates time, Mary DeRosa of the Iranian delegation was successful in aiding an "equal rights for women" amendment to the "Second Decade Development" gain passage in the General Assembly.

Iceland, the second country chosen by the SICC group to represent, was successful in defending a challenge from student representatives of Great Britain to Iceland's extension of its territorial water limit. The challenge entered in the conference's International Court of Justice, was answered by Ken Herzog. Other members of the Icelandic delegation were: Salako Hamilton, Derek Defreitas, Emerald Harnnays, Peter Riggi and Louise Jurkops. Advisor to this group was Colin Martindale.

What made the SICC delegations activities at the conference all the more impressive was the amount of time they had to prepare. Not choosing to enter the conference until a short time before its start, all of their position papers and activities were achieved with only a few weeks of preparation.

Derek Defreitas, in the final report of the group summed up their impressions of the four days of activities: "Although the United Nations is a comparatively harmless worldwide governing body, it is a working model, parallel in structure to the effective ruling bodies of those same nations it represents. Therefore, games in the model United Nations have real value and this model United Nations provided some students with a concentrated opportunity to see that, despite different strategies, they were all playing games."

## Who's Who At SICC

Twenty-three SICC students, including student government and community service leaders, have been chosen for inclusion in the Who's Who Among Students in American Junior Colleges.

Those selected were required to meet qualifications which included at least 26 earned academic credits, demonstrated scholarship, campus citizenship, participation and leadership, and promise of future usefulness to business and society. Fourteen of the students also attained the Dean's List for academic achievement.

The 23 SICC students whose names and achievements have earned them places in Who's Who were listed by the editors as:

Brenda Ayers, member of the Student Personnel Administrative Department Internship Committee, Dean's List;

Thomas W. Broderidge, biologist working in independent study course on the evolution of land snails, Dean's List;

Donna Casazza, tutor in Student Tutoring Center, Dean's List;

Joseph Covello, president of the Ski Club, member of the Language Club and the International Center, organizer of Volunteer Blood Drive, Dean's List;

Marie Dente, member of Evening Session Newman Club, Ms. Club, Dean's List;

Barbara Desiderio, secretary of the Ski Club, member of the International Center and Language Club, School representative of March of Dimes "Walkathon," Dean's List;

Kathleen F. Gahles, president Psychology Workshop, member of the Ad Hoc Student Advisory Committee of the C.U.N.Y. B.A., advertising editor of the Dolphin;

Avril Gittens, president of the International Center, Commissioner of Cultural Clubs, tutor to Community Scholar Program, Dean's List;

Kenneth Herzog, Student Government Senator, treasurer of Ski Club, member of Natural Science and Outdoor Clubs and International Center, delegate to model United Nations held at Harvard University, Dean's List;

Kathleen Him, editor of Feedback, member of Faculty Student Council in College Discovery;

Kathy Jefferson, member Women's Basketball Team, member of Advocate Staff, member of theater, drama and PCA Club, Dean's List;

Jerry Kissel, vice-president of Evening Session Student Government, member Engineering & Technology Society, Dean's List;

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NIXON BOG

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College Discovery \$504,000
Economic Opportunity Grants (EOG) \$238,000
Nursing Scholarships \$103,000
Nursing Loans \$200,000
Nat'l Direct Student Loans (NDSL) \$174,000
Guaranteed Student Loans (NYHEAC) \$500,000
TOTAL \$2,289,000

College Discovery students come to Financial Aid for counseling, but are awarded their grants directly through the Board of Education at the time of admission.

Trow attributes the phenomenal growth of the SICCAID figures to the priorities of the President and Dean of Administration. Under President Birenbaum and Deane Kreisman, aid has gone from a quarter of a million dollars annually to 2.3 million.

“About 40 percent of the student body is getting some form of aid because, in the President's eyes, aid is an integral part of the college. It would have been impossible for such growth to occur without the matching funds, materials, services and things like computer time so freely given.”

Trow breaks down the “geography” of SICCAID financial aid as follows:

- 45 percent Staten Island
37 percent Brooklyn
10 percent Manhattan
3 percent Bronx
3 percent Queens
2 percent Other
43 pct. Female, 57 pct. Male, 15 pct. Married, 85 pct. Single.

He also points out that students at SICCAID receive grants “that get to their pockets”, in that there is no tuition to cover.

Priorities for SICCAID financial aid are based on three categories. First priority goes to students whose families' income index is at or below poverty level. Second priority goes to families who are able to feed themselves. Third priority goes to students whose families can afford to feed, clothe and provide some financial help (based on a scale from \$100 to \$5,000 annually).

Last year, through October, SICCAID was able to provide all priority 1 and 2 students, who applied on time, with 85 to 95 percent of their need. Priority 3 has, in effect, never been funded except in very unusual circumstances, according to Trow. Priority 1 and 2 “late” registrants also get first priority over priority 3 and, with funds steadily dropping, there are no awards left.

85 percent has been determined as the minimum base of “need” fulfillment Financial Aid will consider.

PERCENTAGE OF AID IN PROGRAM BY GROSS FAMILY INCOME
Table with columns for income brackets (0-2999 to over 11,000) and rows for National Defense, Student Loan, College Work Study, etc.

End of Youth Fare Starts June 1st

As of June 1st, the beginning of the end of Youth and Family Plan air fares will begin. Based on a recent decision by the Civil Aeronautics Board, implementation of a return to full fares for everyone will begin with the first of a two phase jump this June.

Youth fares represent 6 percent of domestic air travel, or about 10 million stand-by travelers a year. In the two phase program, a New York student who now pays \$11 for a one-way ticket to California will pay \$131 by June 1st; \$150 as of December 1st; and the full \$168 by June 1st of 1974.

First introduced in 1961, Youth fares spread to virtually every airline by 1968, as airlines were eager to keep their large jets filled to capacity.

CAB had first tried to do away with youth fares in 1966, but large scale protests from young people and Congressmen thwarted the plan.

Last December, CAB again announced its intention to abolish youth fares and family plans. This time they argued it “discriminated” between classes of passengers. They then claimed it would take many months to implement the policy in order to insure the presumed “savings” by the airlines would be passed on to the air consumers at large.

In February, President Nixon appointed Robert D. Timm, former Washington state legislator and Republican Committeeman, to the post of CAB Chairman.

He has identified improvement of airline profits as his principal short range goal. Industry sources, according to a New York Times report, suggest the step-up in time schedule, reflects the views of the new Chairman. The change is possible on such short notice due to the fact the CAB has changed its stance on returning the Youth and Family Plan savings to the consumer. Instead, savings may be kept by the airlines.

According to Trow, it is felt that less than the 85 percent minimum would only leave students with the possibility of entrance, leaving them unable to keep up financially.

Beyond the most basic financial priority system, a secondary selection system is used by date of application. Presently enrolled students are given first priority. On time applications of freshmen are second; late applicants in order of application and need are third. Late applicants may get less, depending on total funds and number of on time applications. According to Trow, almost all first and second priority students were funded this year. Grant packages at SICCA range from \$500 to \$3,000 for nine month periods.

At present, there are 1,200 applications in for Fall. 500 are ready for awards. Another 700 filed only one of the two required forms. The second form is a recent inclusion in the grants application process. Although opposed by Trow at the CUNY council on financial aid, the second form is a “need” evaluation chart which goes to the College Service in California. There it is analyzed, and in roughly 6-8 weeks, returned to the local financial aid office. Trow predicts that to 1700 applications will be cleared by the end of summer and the problematic 500 “walk-ins” in September will complete next year's load.

Like NYHEAC guidelines, the new form requires documentation with supporting materials such as financial statements or rent receipts. Trow argues the additional paperwork and “needs” test procedures only increase pressure on the application deadlines. “Since many students have never dealt with the concept of a rigid deadline,” he adds, extensive advance notice and personal interviews are the only tools Financial Aid has to reach students in need.

Few schools have as extensive a “notice” system as SICCAID for financial aid. Trow claims letters are sent to every aid student, announcements are made in class and on the public address system, 50 signs are posted in A, B, C, and D Buildings, two-thousand flyers are distributed in C Building, a quarter page advertisement is run in the Dolphin for 4 issues and flyers are given out with checks through a two to three week check cycle. All of which again suggests increased complications of forms are tantamount to cutbacks in schools without aggressive aid departments—there will still be about 500 “walk-ins” this Fall.

Trow claims that SICCAID is the only school in the CUNY system where the personal interview is required for financial aid. He claims the interviews, usually a half hour, help them clarify information for forms and predict possible data or student situation changes. Freshmen can apply through June, upper class deadlines were May 1st. Normally, award notices are sent by July, though the new forms will mean later notice.

With the new “tuition” proposals for CUNY at the State level, political rhetoric notwithstanding, the future of aid to students at every level looks bleak. Much like welfare “reform”, the various guideline changes and cutbacks use the rhetoric of students’ “rights” to education while treating the means to those rights as a matter of “privilege”.

Russo Would Cut Student Activities

Now being considered by the State Legislature is an amendment to the State education law that would effectively cut student activity fees for the coming semester.

Introduced by Island Assemblyman Lucio Russo, at an earlier session of the legislature, the amendment met with opposition strong enough to warrant its being referred to the Committee on Education. Its release from that committee to the floor of the legislature is followed by strong rumors and activities that have led to the belief that it may pass the Assembly in this session.

Passed the amendment would place the current mandatory \$48 student activity fee on a voluntary basis. An act sufficiently engineered to curtail student financed activities. Specifically, the “Russo Bill” was instituted several years ago to answer a law suit and Russo's personal anger over an issue of “The Richmond Times” the student newspaper of Richmond College.

Profanity and sacrilege were the charges levied at the “Times” for

several articles and caricatures that appeared in the paper. A law suit was filed by parents of several students and Russo began his introduction of the still active legislation.

With student publications financed at all CUNY and CUNY schools from student activity funds they would be most directly affected by the amendment. But the cutback would not leave student freedom of the press as the only right and service hindered. The recently established “Telecommunication Center” at SICCA could be successfully curtailed.

On SICCA's campus, and on campuses throughout the state and city, day care centers are becoming integral parts of student activities. Large amounts of student governed monies are allocated to these operations. Each would be affected.

Aligned with this proposal and the activities on every level of government to cutback money for public education is the apathy of student interest in governmental workings. Now that the war has silenced the need to “be heard,” the mechanisms for expressing opinions may themselves be lost—along with bicycles, day care centers, concerts and karate classes.

Movement on the Russo Bill may only be read by those supporting the measure as a reflection of the current vein of student interest. At its last attempt at passage the bill was greeted by a supporter with the comment, “If it's wanted bad enough, they can pay for it.”

Foreign Student Money Troubles Grow; Reserves Gone, 7% Waiver Null

One of the unique features of the SICCA campus is its international mix of Africans, Latin American, Greek and Eastern European student “immigrants”. A spokesman for the International Club estimated 60 countries are represented with a good number of “first generation” members. With CUNY budget problems and a diminished reserve fund, internationalism may soon be coming to an end.

A good number of the SICCA immigrant students can only survive with various kinds of financial aid. Because they are not citizens or landed immigrants (for the most part they are here on student visas), they are not eligible for regular college aid programs. Because they are on student visas, they are severely limited in where and how much they work.

According to Bob Trow, Financial Aid Director and Leonard Kreisman, Dean of Administration, a recent Board of Higher Education decision to rescind the 7 percent tuition waiver allowed Community Colleges and the end of available reserve funds have eliminated any hope for future aid to immigrant students.

Other methods to help foreign students have been “unrestricted” grants of about \$10,000 and reserve funds. Foreign students must pay a tuition rate of \$450 a semester. On its own initiative, SICCA has managed to cover half tuition for 66 students—about \$30,600 annually.

In addition, “Z” bank money (part time City employment) has been used to help students not otherwise eligible, to get part-time work. But the Immigration Department restricts such work to 15 hours a week. Bob Trow estimates foreign students earn about \$20 a week, on an average.

When asked why foreign students would take such a great risk as to arrive in New York broke, Trow speculated that American overseas

propaganda of the “land of opportunity” ilk might have something to do with it. Dean Kreisman pointed out that many of the students are refugees. The reason neither our government nor theirs will help is that the students have signed sworn statements with the Immigration Department stating that they have the resources to cover the cost of school. Depending on the checking methods of their country of origin, students may lie, or, in some cases, borrow money to put in the bank cases, borrow money to put in the bank cases, the money may just “spend” faster than anticipated.

“Furtive” is the way Kreisman describes the students’ dealings with the government and college authorities. Often they fear deportation if they tell the truth or, in their home country, have no other way to emigrate. In some cases, students “bootleg” illegal work or have a spouse who works.

Despite an often semi-secret existence in fear of government or college reprisals, a tremendous economic hardships in many cases, language barriers and the various forms of discrimination directed at immigrants generally, Dean Kreisman describes the internationals as, “on the whole, good students.”

Academic achievement is but another method in some cases, to assure finances and help in continuing school. Many of the students have been able to remain only with the help of scholarships.

Perhaps the saddest irony is in the fact that cultural exchange is one of the oldest and most respected forms of educational interaction. In the end, the reluctance on the part of CUNY to assist educational immigration denies its domestic students a valuable experience.

Collective Bargaining: Student Senate Gives 36 Demands

Sitting on the desk of the Chancellor of the Board of Higher Education is a list of “36 demands” presented by the City University Student Senate. They mark the first major step by CUNY students to extend the right of collective bargaining to themselves.

This extension of student rights follows in the tradition of the American labor movement, and, more recently, the unionization of college faculty. The Professional Staff Congress, PFC will, in addition to the Board of Higher Education, be a deciding factor in the future of the “CUNY Student Union.” The Congress would be the third party in negotiations that range from salaries to students rights and health care.

As stated by Alan Shark, President of the CUNY Student Senate—a lobbying body for CUNY students, “While students fight a long tedious battle to assert their rights and gain meaningful recognition, the faculties of the

university continue rapidly to increase their union demands and strengthen their self-proclaimed prerogatives.”

Tied to the increase in faculty bargaining power are the continued attempts to further reduce monies for higher education. It is a situation that Shark and other student leaders fear will eventually cause the rising cost of education to come out of the student's pocket.

In addition to cost, those pushing for a student union assert that increased faculty strength, through their union, will diminish the role of the student as a decision making body on campus. College student leaders fear the descending academic priority that has set in upon students of lower education levels in the wake of mass unionization of grammar and high school faculties will have no check without student influence.

Faculty collective bargaining contracts often concentrate “on conditions of employment” which student leaders are interpreting broadly to include such concerns as class size, academic freedom, curriculum, faculty student ratios, and budgets. These issues directly affect students, but at present students are not represented in the negotiations.

As a predecessor to their introduction of the “36 demands,” the CUNY Student Senate has asked both the Board of Higher Education and the Staff Congress to allow a student observer at the bargaining table “with the provision that he would not say anything unless asked.” The administration agreed, but the Congress refused.

While the CUNY Student Senate “demands” lay dormant, students at colleges across the country have adopted various forms of collective bargaining and labor-management negotiating measures to increase their role in the ruling process. At Long Island University, a student was allowed to sit in on bargaining sessions as an observer. Students at the community colleges of Philadelphia and

Rocky's "Program Bill" Would Pack Board of Ed, Tuition Could Follow

On April 17th, Governor Rockefeller announced an \$18.3 million increase in state aid to private institutions. On May 5th, the Governor called for an increase to that amount by 46 per cent.

In the same package, the Governor proposes to increase his control over the Board of Higher Education of the City by limiting its numbers from 21 to 10, with 5 appointed by the Governor and 5 by the Mayor. At present all 21 are chosen by the Mayor.

The Governor described his recommendations as “reflecting the large educational and financial involvement of all the people of the state in the City University program.” Last year the Governor proposed that the State University take over the CUNY system and end the policy of “free tuition.” Two months ago he endorsed a recommendation for abandoning the “free tuition” policy by a special commission he appointed, the Keppel Commission.

In addition to these influences on the CUNY system the Governor has specifically “deemed” community colleges in the City of New York to be a single community college for purposes of budgeting, expending funds for determination of eligibility for State financial aid operating costs.” With

community colleges funded under a proportional system, all community colleges in the CUNY system must divvy up their combined one-third.

Inherent in the Governor's plan for education in the “70's” is to obtain a significant shift in power over public community colleges. Review panels to “promulgate codes” with “such codes not limited to” minimum and maximum standards for academic curricula.” The bill has built in financial incentives to colleges complying with the regulations.

To increase cooperation in a plan that was met with strong disapproval by educators, the Governor has increased state aid to community colleges. In 1973-74, the amount will be \$8.9 million and \$7.1 million the following year.

“This is a peachy program,” was the reaction of James I. Kirkpatrick, president of the Commission of Independent Colleges and Universities, to the Governor's new package. Kirkpatrick was referring to the Governor's increase in aid to private education. Kirkpatrick was a member of the Keppel Commission, the Committee whose report the Governor uses as a basis for his program.

The bulk of the increases come through the “Bundy” plan which provides allotted amounts of money for

numbers and types of degrees granted. “Diploma mill” was a term often used to describe the effect.

In his new program, the Governor increases the amounts of the awards to private colleges. For a B.A. the amount goes from \$400-\$800. An M.A. brings in \$600, an increase of \$200. The ante on a Doctorate has been raised from \$2,400 to \$3,000. In addition, the Governor has extended the grant program to private, two-year colleges, giving them \$200 for each Associate Degree.

These “Bundy” grants have been in effect for several years. In 1966-67 “Bundy” aided institutions had deficits of \$4.3 million. In 1969-70 even with “Bundy” aid contributions, deficits totaled \$35 million. In 1970-71, the deficits of these institutions reached \$50 million.

“Free tuition” at CUNY has been labeled as the reason for the rise in the deficits of these private institutions. But, the State Education Department, itself, ran a study on the “open admissions” policy and found that of 17,300 freshmen admitted to CUNY under the policy, only 1,300 were drawn from private institutions. A statement from the Board of Regents of the State also concluded, “Those with small endowments have lower costs, those with large endowments have higher costs.”

Defenders of Open Admissions . . .

As an original advocate of Open Admissions, who has written, spoken, and acted in behalf of it, I remain now, more than ever before, committed to it as a policy and as a program.

About half of the students now in our college would not be here were it not for Open Admissions. That half has helped to transform this College into something new. I am for what has happened—for what may happen yet through Open Admissions.

Free tuition, like public education, is in the spirit of America. In the Soviet Union, where there is free tuition, but no open admissions, free higher education is only for an elite which is willing to commit itself to the purposes of the State.

The combination of Open Admissions and Free Tuition in New York's CUNY is an expression of American equality and American confidence in all of the people which is unique to us. This combination assumes the best is possible in all citizens. It is anti-elitist.

Schemes for imposing tuition upon CUNY

Dear Ms. Sanders: I appreciate the visit that you and the other students of Staten Island Community College made to my office this date to discuss my position with respect to various items concerning the City University of New York.

Confirming my verbal advice to you, I note my voting record during my approximately ten years as an elected official of full support to the various fiscal programs of the City University in the City Council and the Board of Estimate, and my specific individual effort with respect to the building programs of Staten Island Community College and Richmond College in this Borough.

The concept of free tuition at the City University has had, has, and will continue to have my support. Further, I am calling on the

assume, at the very most, that tuition will bring an income of \$40 million to the University. The University's operating budget is now at the level of a half-billion. The \$40 million is a relatively small part of the whole. To redistribute this new income so that the poorer students will not suffer will require an additional bureaucracy whose cost in terms of both dollars and morale will far exceed the relatively modest additional income produced.

As an institutional framework for a working coalition between the poor and the middle class, City University stands almost alone on the American landscape. Open Admissions and Free tuition are the foundation for that coalition.

Never before in American history has there been such an urgent need for an institutional alliance of the interests which CUNY now represents.

Naturally, I support with everything I have at my disposal.

President William M. Birenbaum

State Legislature and the State Administration to complete the funding of the City University so that all the programs that have been supported by the Board of Estimate will receive the additional financing to continue.

As I mentioned to you, I am personally highly cognizant of the quality of education provided by the City University inasmuch as I am enrolled in the CUNY BA program at Hunter College. My experience there in the Urban Affairs Division and in other units of the University has given me particularly good insights into the high level of competence and expertise in the academic programs.

Should you have any further requests for background information or policy positions on my part, please do not hesitate to contact me again. Robert T. Connor

Allegheny County filed suits seeking injunctions against faculty strikes.

Thus far, response to the “demands” has been noted as “ignored by both sides,” but CUNY Chancellor Robert Kibbee did say, “The very nature of a collective bargaining contract is that it is a set of promises or agreements to which each side commits itself. Although one can conceive of many things that administrators and faculty can promise students, it is difficult to conceive of what students can promise in return.”

Belle Zeller, President of the PSC has remarked “Collective bargaining can stimulate a larger input from students, at least in a consultative and advisory capacity.”

In addition to the official “reaction,” the future of a “CUNY student union” or a “student union” on any campus is also faced with a legal hurdle. There is no current law that allows for students to bargain collectively unless they are University employees. The 36 demands presented by the CUNY Student Senate provide a means of circling that restriction. Demand number 6 asks that full-time employees of the proposed student union also be allowed status as members of the Professional Staff Congress, in effect making them employees.

While awaiting a response from the Chancellor and the Staff Council, proponents of the Student Union are left to contemplate the words of Alan Shark, President of the CUNY Student Senate, “I believe that unions are necessary. Unfortunately, they often turn out to be evil in that they become greedy. They are compelled by their political nature to place themselves in a position to demand and acquire as much as possible.”

Following are the 36 demands of the CUNY Student Senate: SENATE CONGRESS-BOARD RELATIONSHIPS:— The Professional Staff Conference and the Board of Higher Education agree to recognize the University Student Senate as the sole representative and bargaining agent of the students of the City University. INTELLECTUAL FREEDOM:— No rights assigned to the Senate prior

to the adoption of this agreement shall be diminished.

3. APPROVAL OF STUDENT CLAUSES Any section of this Agreement which shall require any type of action by a student, students, or student group or groups shall be subject to the approval of the Senate before it becomes operative.

Likewise, any section of this Agreement which shall affect the nature of the students' curriculum, or supporting services shall be subject to approval by the Senate before it becomes operative.

4. SENATE RESPONSE TO STUDENT CLAUSES

The Senate agrees to respond affirmatively or negatively, with or without opinion within thirty (30) days of the submission of such items of negotiation as are appropriate for its action.

Any section of the contract not responded to within thirty (30) days shall be considered approved.

Any section of the contract not approved and responded to within thirty (30) days shall be submitted to arbitration.

5. TITLE RECOGNITION

All titles currently covered by agreement shall be covered under this Agreement with the exception of departmental chairman not selected in the following manner:

a. In all instances where there occurs a vacancy in the position of departmental chairman the president of the college shall convene a search committee composed of both students and faculty, with the student members being selected in whatever manner deemed appropriate by the student governments of a particular college.

b. Such a search committee shall make recommendations for appointment to the vacancy to the college president.

c. The college president shall choose from among the alternatives given him whom shall fill the vacancy.

6. DIVISION OF DUTIES

No individual may hold simultaneously an instructional line and an administrative function, nor may one hold simultaneously an ad-

INCOMING FRESHMAN

Incoming freshmen interested in the new Basic Opportunity Grant (BOG) eligibility requirements should come to the Financial Aid Office (C-2) by the second week in June.

New Home Relief And Foster Care Bills Would Help CUNY Students

According to the April edition of FEEDBACK, the citywide College Discovery publication, the following new bills are in the State Legislature: Senate Bill 1731:

Would permit a Home Relief grant to include payments for tuition, books and other items needed for a minor recipient to attend college, if the local social services official considers it in the minor's best interests.

Senate Bill 122; Assembly Bill 23: Would permit children of minors in the Home Relief category of public assistance to retain all their school vacation earnings without reduction in their public assistance payments.

Social Services Law 398: Would authorize social services officials to make foster care payments directly to colleges or universities for room and board for foster children away from home and attending school. Payment would replace regular payments to the foster parents if the child had remained home and could not exceed those amounts.

Information on the bills was researched by Carmen Hernandez, College Discovery Welfare Consultant. If passed, the bills would provide new forms of financial assistance for Home Relief and Foster Care students.

NEXT WEEK: “CUNY Budget Woes” will cover the “Commission Crisis,” with a review of the Keppel Commission's reports.

Turn to Page 7

36 Demands

Continued from Page 3
Administrative line and instructional duties.
Departmental chairman must teach at least one undergraduate course per semester.
7. MEETINGS AND DISCUSSIONS
Nothing contained herein shall prevent the Board, or the Congress, or the Senate, or an official of the Board, or the Congress, or the Senate from meeting with any individual or organization to hear views on any matter, except that as to matters so presented which are proper subjects of collective negotiation, any changes or modifications shall be made only through negotiation and agreement with the Congress, or the Senate, or both, subject to the approval of the Senate if the matter affects action by a student, or student group, or affects directly, or proximately the curriculum or student services.
8. OPTION OF SENATE EMPLOYEES
The Board and the Professional Staff Congress agree that because of the unique position of the Senate as the sole representative and bargaining agent of the students of the City University, and in an attempt to avoid a conflict of interests, the employees of the Senate, hired on a full-time basis shall have the option of being represented by the Professional Staff Congress or the Senate.
9. UNIVERSITY STUDENT FEE
The Board agrees to the principle of a University-wide Student Activity Fee, in lieu of the checkoff, in an amount of \$1 per semester. The Board agrees that the privilege will not be extended to any other organization.
10. CONSULTATION
Each campus shall have a committee composed of members of the Professional Staff Congress, representatives of the local student governments, and the administration which shall meet regularly to discuss legitimate and proper subjects of collective negotiations that may arise during the life of this agreement, and to discuss matters necessary to the implementation of this agreement which are indigenous to the local campus.
Reports and recommendations from these campus bodies shall be forwarded to the University-wide agencies following each meeting.
11. GRIEVANCE
The Senate, the Congress and the Board agree that they will use their best efforts to encourage the prompt settlement of complaints and grievances which may arise among the students, the student governments, the Congress, the employees and the Board.
Under the provisions of this Agreement, a complaint or grievance may be filed by a student, student group, student government, or the Senate if it is his or her belief that the curriculum or supporting services, or those items in reasonable proximity to them have been in part or whole changed or modified as a result of the implementation of this Agreement.
A student(s), student government, or the Senate may institute a complaint or grievance for failure to properly comply with the provisions of this contract which relate to actions required of students.
Step 1: The grievance must be stated in writing setting forth the basis therefor and the remedy requested. Grievances shall be filed with the college president or his designee. The president or his designee shall meet with the grievant and a representative of his choice from either his student government, or the Senate if he is an individual. A student government may be represented by the Senate; however, the Senate will represent itself. The Congress shall be present at this meeting. The meeting shall be called within seven (7) days of the filing of the grievance. All materials of immediate and proximate relevance to the grievance may be made public to the parties at this level at the request of the grievant. The president or his designee shall issue a decision on the grievance within seven (7) days.
Step 2: Within seven (7) calendar days of receipt of the college decision, the grievant or his representative may, if the grievance is not settled, submit his grievance in writing along with a copy of the college decision to the Vice-Chancellor for Faculty and Staff Relations. Within seven (7) days of receipt of the grievance the Vice-Chancellor for Faculty and Staff Relations or his designee shall meet with the grievant and a representative of the Senate for the purpose of discussing the grievance. The Vice-Chancellor for Faculty and Staff Relations or his designee shall issue a decision with opinion in writing within seven (7) days after the meeting. The Congress shall be present at these proceedings.
NORA BENE: - Grievance involving actions required of students by the contract shall not be deemed to involve academic judgement.
Step 3: If the grievance has not been settled at Step 2, the grievant or the Senate may request arbitration by registered mail, directed to the Chancellor and the Arbitration Panel. The Panel shall consist of five (5) members familiar with the nature, customs and practice of the academic community of the City University of New York. Members will be chosen jointly by the Senate, the P.F. Congress and the Board. Each panel member shall serve as the sole arbitrator of a given case. If a member cannot serve, the next member will take his place. The rules of the American Arbitration Association shall apply. The arbitrator shall not have the power to add, subtract or modify this agreement. A final decision shall be made within 30 days. The decision shall be binding. The parties to the arbitration shall equally share the expenses. However, the party who calls a witness shall bear all costs involved with that witness' appearance.
12. DATA AND INFORMATION
The Board and the Congress agree to make available to the Senate, upon its reasonable request and within a reasonable time thereafter, such statistics, data, reports and financial information related to the collective negotiations and in possession of the Board and/or the Congress as are

necessary for negotiation and implementation of this Agreement.
13. RELEASED TIME
The Board shall grant released time at each college to the Senate representative from the student governments who is charged with the implementation of this contract and handling of grievances to the extent of three credit hours.
The Board shall grant each college and University-wide student government official three credit hours of released time.
14. FACILITIES
Upon request to the president or his designee, the student government, or local student representative and bargaining agent shall be permitted to use college facilities for the purposes of informing students of their rights under this contract, and obtaining student viewpoints in matters pertaining to the contract.
The Board agrees to make its facilities available to the Senate for similar purposes.
Student governments or local representative and bargaining agents shall be permitted use of mailroom facilities at the college for the distribution of material pertaining to the contract.
The Senate shall have the right to use the Board's facilities for this purpose.
15. FACULTY WORKLOAD
Members of the staff shall be considered full-time if they teach 12 credits hours or their equivalent.
Salary schedules shall be made proportional to the fraction of full-time teaching load.
Released time shall be counted at half the total number credits given in released time for pay purposes.
Tutorial services shall likewise be counted at half the total number of credits for pay purposes.
16. STUDENT EVALUATIONS
A uniform student-teacher evaluation form shall be established within each department by the majors of that department.
Each instructor shall be evaluated for each course he teaches.
The evaluation shall determine levels of teaching competence. Any teacher who fails for two consecutive semesters, or three semesters during the course of his appointment to reach the minimum acceptable level or better shall not be considered a candidate for reappointment, tenure or promotion.
The results of these evaluations shall be made public and a copy placed in the teacher's files.
17. DISCIPLINARY PROCEEDINGS
The local campus representative shall be present at all disciplinary proceedings brought under this contract.
18. JURY DUTY
Students who are required to serve on a jury, or are required to report to court in person in response to a jury duty summons, a summons or subpoena shall not be penalized.
19. ALLOCATION OF SUBSIDIARY FUNDS
Funds allocated for financing Sabbatical Leave, Travel Allowance and Research Support, and Distinguished Professorships shall be made pending budgetary ability.
These funds shall not be allocated in any year in which there is a cutback or lack of expansion as provided for in the Master Plan of current levels of student services.
20. ACADEMIC RANK
All promotions in academic rank will be based upon monetary ability, teacher evaluations and the approval of the Board.
There shall be no quota system for promotions.
21. SENATE RECOGNITION
The Senate shall decide what organization on each campus constitutes the local representative-bargaining agent.
22. TUITION
The Board agrees to eliminate all fees and tuition on the undergraduate level during the duration of these agreements.
The Board further agrees that a student admitted to a graduate program within the University, who might not otherwise have tuition waived, shall pay tuition at a rate not to exceed the tuition charges of the semester he is admitted.
23. IDENTIFICATION CARDS
The Board agrees to a University-wide identification card which may be used as an inter-library card.
24. COUNSELING
The Board agrees to increase the number of student counselors and remedial teachers at each campus by 50 per cent.
25. HEALTH CARE
The Board agrees to insure each student who has no current health insurance upon application by the student.
The Board agrees to the presence of both impartial and legal observers on a campus at the time of any disturbance.
The Board agrees that no member of the instructional staff shall be appointed security duties.
The Board agrees that police shall not be called upon the campus without the consent of the local student government.
27. GOVERNANCE
The Board agrees that no matter relating to the governance of a college or the University shall be included in this contract.
The Board agrees to offer a double summer session at each University unit, and that students may take summer work at the college of their choice.
29. DISTINGUISHED PROFESSORS
The Board and the Congress agree that any appointment of a Distinguished Professor shall entail the teaching of at least one undergraduate course.
30. INSTITUTE OF URBAN ENVIRONMENTAL SCIENCE AND STUDIES
The Board agrees to establish an Institute of Urban Environmental Science and Studies with a sum of \$1,500,000.



Photo by Daniel Benevento

Women's Conference Begins Transitions

As their second annual Women's Conference indicated, SICC's feminine community has begun their community out-reach program.
Feminists speakers, painters, photographers and writers shared with the college community their experiences and achievements.
What began as an idea of many who graduate this year has now become a reality in T-35. Plans for the future encompass the total Island community. Volunteers are always needed.
Continued from Page 1
submit their opinion to the director of the program, Dean Joseph Harris. He has the final decision on action to be taken.
Although elections were held when Dr. Bernard Blau was director of the program, the present policy is inconsistent. Some members have been elected, some appointed.
An election was held on Monday, April 23, with a dismal turnout. Out of 1,600 students, there were 70 returns.
To enter the election, candidates had to be in the CD program, and have a grade of 2.0 or better. Nominations were taken in all CD classes. Students could be nominated, or nominate themselves.

CD Election

Continued from Page 1
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Deadline For Scholarships

May 25, is the deadline for four categories of scholarships awarded yearly by the college's Alumni Association. The categories and a brief description follow. Applications and further information can be found in Room C-111 by asking for Irene Anne Czys.
Arleigh B. Williamson Alumni Scholarship Fund
This \$300 award is available to students currently enrolled at SICC. To qualify, a student must have completed a minimum of 12 credits and maintained a 2.5 index.
The Walter L. Willis Scholarship Fund
\$1200 is the total amount of this award. It is granted yearly to one or more students currently enrolled in the college. To qualify a student must have completed at least 12 credits with a minimum of a 3.0 index.
The A. Richard Boera Alumni Scholarship Fund
Recipients must be either graduating students or graduates of the college who will use the money, a total not to exceed \$1000 per year and no more than \$500 in any one student, for continuing study towards their Bachelor's Degree.
The John J. Goller Memorial Scholarship Fund
A \$300 yearly grant to a currently enrolled student at S.I.C.C. who has completed a minimum of 12 credits with a 2.5 index or better.

MAIL GRAM

TO President William Birenbaum
The University Center at Stony Brook was among the first SUNY campuses to admit every A.S. or A.A. degree recipient from SICC who was recommended. Similar priority is being offered to 1973 grads, who wish to enter Stony Brook next September.

Environment

MATH 19: MATHEMATICS AND THE ENVIRONMENT
DAY SESSION 3 HRS. 3 CRS.
Mathematical topics including sequences, graphs, statistics, probability, solution of equations, and mathematics reasoning applied to environmental issues.
ARCH 101: ARCHITECTURAL CONCEPTS I
DAY SESSION 3 HRS. 3 CRS.
The personal environment. Students will analyze and describe their personal physical surroundings. Developing architectural drawing, model making, diagrammatic representation, sun photography and film.
SCIENCE, TECHNOLOGY AND SOCIETY (CIRCLE '73)
DAY SESSION 3 HRS. 3 CRS.
The importance of technology in modern society. Field trips will be encouraged.
XFCH 004 - MAN'S PRESENT ENVIRONMENT: PHYSICAL, BIOLOGICAL AND SOCIAL ASPECT
DAY SESSION 4 HRS. 4 CRS.
This course is concerned with the abiotic and biotic aspects of nature. An interdisciplinary course to be taught by a biologist, Emmanuel Sorce, a chemist, Emil Wildman and Ernest Kaarsburg, a physicist and geologist. This course is the beginning of a series of courses that will hopefully be approved as a curriculum for a major in Environmental Studies.
XFAV 005 - BASIC NATURAL SCIENCE
DAY SESSION HENDRICKS 4 CRS. 2 LAB 2 CL. 4 HRS.
A procedural approach to learning of essential concepts of conservation, ecology and pollution control.
XFBG 003 - ENVIRONMENTAL ISSUES ON S.I. 3 CREDIT ELECTIVE
1) Summer Session, 1973: 6 weeks, July 9 - Aug. 16, Monday, Tuesday, Thursday, 9 AM - Noon.
2) Fall Semester, 1973: Monday Nights 7:45 - 10:20 P.M.
To become familiar with S.I. environmental issues, we will utilize:
1) Films & Filmstrips
2) Guest Speakers from various S.I. developmental, planning & environmental groups.
3) Field Trips to such places as High Rock Nature Conservatory, Sanitary landfill, housing developments, gas tanks, power plants.
How can we insure a better future environment on S.I.?
What are the facts about:
South Richmond crowded highways
flooding
lack of neighborhood parks
tacki-tacki housing
bulldozed Staten Island
B - USE, MISUSE AND ABUSE OF DRUGS II - Emil Wildman
The abuse of dangerous drugs is a growing problem across the nation. This course will attempt to summarize the "factual" information on the major drugs of abuse and how we can cope with drug addiction and its consequences. Readings on sociological, psychological and scientific aspects of drug use.
PCA 404 ENVIRONMENT
3 HRS. 3 CRS.
The creative potential of environment. Recent advances in cybernetic structural techniques, as well as modular and cybernetic theory. Also explores combinational and variable techniques in light, sound, atmosphere, and basic living services to improve man's habitational and work conditions. Students design and build spaces to live in. Guest lecturers: an environmentalist and an architect.
607 MODERN MAN AND NATURE
3 HRS. 3 CRS.
AC CORNWELL: The literature of ecology.
PCA 003 THE IDEA ENVIRONMENT
DAY SESSION 3 HRS. 3 CRS.
An exploration of the environment - scientific, cultural, and technological - and its interactions with the creative imagination of individuals. The aim of this course is to examine the interrelatedness of even the most disparate aspects of the general culture. Interdisciplinary instruction.
CHEMISTRY & HUMAN ENVIRONMENT: 3 hours lecture 4 CREDITS: 3 hours lab
Credit Block: Natural Science
WILDMAN HAUBEN
Eat, drink, breathe, or touch anything in our urban environment; every benefit of modern technology yields at least one harmful by-product. You may gain power over these problems once you have insight into their causes and consequences. Students will perform laboratory tests for air and water pollutants, toxic metals (e.g., lead poisoning) lasting effects of detergents and enzymes, etc. We will also speak concretely and systematically about over-population, urban blight, and the general demeaning of the human spirit. Guest speakers will present specialized and sometimes controversial views. No mathematics or previous knowledge of science are required.

Leadership

SPAD 100-THEORY AND PRACTICUM IN COLLEGE LEADERSHIP
Leadership - Summer Only
Leadership and dynamics of involvement. The course will be supplemented by workshops, individual counseling and group experiences. It will synthesize knowledge of the goals of education, administrative structure, departmental structure, education and city union structure, data about the background and composition of the student body, understanding of group processes and the dynamics of change. Course requirements may include independent study, written projects, field work, supervised conferences, and selected readings.
SPAD 200-DEVELOPING A CAREER AND PERSONAL LIFE STYLE
Day and Evening - Fall Semester
Reasons for attending college; college demands and opportunities; factors to be considered in conscious, deliberate career choice and development; the value and limitations of test data in career choice; the development of personal and social relationships' how to improve study habits and skills; and career opportunities in various professional, technical and business fields. Students will receive a pass or fail grade for this course.
These courses are being offered as extensions of the Student Activities Office. SPAD 100 which will be taught by Martin Black, Charles Issacs and possibly, Pam Mahajan, of that office, will be held during the summer.
SPAD 100 during the summer will consist of two weekend workshops at a yet to be chosen site off campus (all expenses paid) and three evening follow-up meetings. The dates for the summer session are: June 1-3 (entire weekend)-off campus June 8-10 (entire weekend)-off campus June 13, 20, 27 (7-10 p.m.) on campus.
Participation in the workshop carries three credits. The requirements consist of being there and participating fully. Spad 200 offered in the Day and Evening sessions during the Fall will be taught by various graduate counselors. It will be a two-hour course carrying one credit and can be used as a free elective. A grade of P or F will be given for this course.
HIS 100 MAN IN TIME
DAY SESSION 3 HOURS 3 CREDITS
An interdisciplinary examination of historical experience. Topics will be drawn from all of history, and will be used to discuss concepts such as freedom, power, social roles, bureaucracy, historical cycles and decadence.
MINI-COURSES II - 2 credits
DAY SESSION XFAV 003 30 hours
Credit Block: Social Science or Humanities
A - SURVIVAL OF THE FITTEST II - Jeff Siegel
Introduction to the Creative Process to acquaint students with the dynamics of the creative experience. Invited guests from the areas of politics, art, literature and social engineering will describe their creative experience, focusing specifically on the interaction between imagination and particular life experiences.
618 LITERATURE OF CRISIS IN VALUES
DAY SESSION
DF McBRIDE: Outstanding twentieth-century works in continental and American literature manifesting conflicts in values characteristic of contemporary Western civilization; some social and philosophic concerns related to the literary trends. Selections from the following authors: Hesse, Sartre, Camus, Silone, Hemingway, Fitzgerald.
PRINCIPLES OF LEARNING: SAYING & DOING - Maxine Rinsky 3 credits
DAY SESSION XFAV 004
Credit Block: Social Science
Prerequisite: Understanding Human Behavior I
In this course, we will examine the ways in which we learn about ourselves and the roles which we play in the world. We will question whether or not we are the passive recipients of environmental factors or if we, in fact, have something to "say," about how the world affects our lives. We will examine the concept of free-will from a psychological point of view, and study current theories of learning to gain a better understanding of human behavior. As much as possible students' personal experience, when relevant, will be called upon to supplement our course work.
XFAW001 - Ethical Concepts I - FREEDOM & EQUALITY (to be cross-listed with the Place)-Professor Lynne Belaief.
By using the insights and methods of both philosophy and psychology, the course will attempt to discover the complex meanings of these two fundamental goals of democratic societies. Questions will be raised concerning what the failure of interest in these values means for our society. Students can choose between a research project, an examination, or internship work in a civil rights agency, if available. 3 CREDITS.
History - Man in Time (as yet unnumbered) 3 CRS.
DAY SESSION
Organized as a Faculty colloquium, this course will delve into different historical times and scenes - or a comparative and analytical discussion of important concepts. These concepts and students will change as our antenna catch new currents. Examples of such concepts are power, freedom, love, survival, technology, class, etc. As wide a variety of materials as possible will be used: readings, films, drama, television. The course is recommended as an introductory experience with historical awareness. Instructors - TBA.
C. COMPUTERS AND PEOPLE - Emile C. Chi
Basic concepts of computers and computer programming; the ways in which computerization affects our lives; social, legal, and moral implications of the wide use of computers; the concept of large data banks.

New Law Program Features Internships

Due to what Internship Program Director, Michael O'Shea termed "frequent suggestions from SICC students," the college will begin this Fall with an expanded "pre-law" curriculum.
One course offered this semester, "Law, Courts and the Community," taught by Donald Adler of the "Task Force on Justice, provided the basis for the coming semester's expansion. Five courses are scheduled to be included in the first core of a program that could eventually lead to a legal clerkship position for graduates of the series. At present New York State allows law clerks to take the bar examination, an exception that has helped add to the curriculum's conception.
The basic course was established to "demonstrate a learning of the law through both an academic and an experiential thrust." That will continue to be the motto of the curriculum. SICC students monitored the Landlord-Tenant courts around the city, spending one full day a week in the court. The full summary of their court research is due to be published this summer.
Next semester's additions will include "Legal Advocacy with the New York City Board of Corrections" to be taught by Mary Pickman, Director of the Legal Advocate Program of the New York City Board of Corrections. Pickman, in addition to her position with the Board, served as Assistant General Counsel to the McKay Commission which investigated the violence at Attica State Prison.
William T. O'Halloran, a practicing criminal attorney, will teach "Crime and the Community." Students enrolled in the course will be expected to observe criminal proceedings from arraignment through verdict, in addition to being addressed by public prosecutors, law enforcement officers and probationary personnel.
Nancy Ryan and David Schnall will teach an interdisciplinary program

Introduction to Law

XFCJ-004 TBA
Ref. No. 7640 - JUSTICE AND THE DEFENDANT
MS. MARY PICKMAN
DIRECTOR OF LEGAL ADVOCACY PROGRAM
BOARD OF CORRECTIONS
JOHN BRICKMAN
EXECUTIVE DIRECTOR
BOARD OF CORRECTIONS 4 Credits
XFCK-004
Ref. No. 7645 - POLITICS OF THE LAW
JOSEPH ERAZO
1ST DEPUTY ADMINISTRATOR
CITY OF NEW YORK 4 Credits
XFCL-004
Ref. No. 7650 - CRIME AND THE COMMUNITY
WILLIAM O'HALLORAN
ATTORNEY 4 Credits
XFCE-004
Ref. No. 7655 - ADMINISTRATION OF JUSTICE
JUDGE BRUCE WRIGHT
JUDGE OF THE MANHATTAN CRIMINAL COURT 4 Credits
XFBK-004
Ref. No. 7615 - LAW, COURTS AND THE COMMUNITY
DONALD ADLER
ASSOCIATE DIRECTOR OF TASK FORCE FOR JUSTICE 4 Credit
BT 760 PRACTICAL NEW YORK LAW
DAY-EVENING SESSIONS 3 HOURS 3 CREDIT:
A study of Superior Court cases and New York Statutory law as related to bank accounts, consumer affairs, contracts crimes, the family, insurance, labor, the landlord-tenant relationship, torts and wills. Elements of each legal equitable cause of action are analyzed and contrasted with appropriate defenses.

SUMMER SEMINARS

SICC's campus expands this summer to the decks of the liner Canberra and the theaters of Eastern and Western Europe, under the auspices of two of the college's experimental programs. Courses offered aboard the Canberra are still open. The theatre seminar has already been filled.
The cruise, to observe the solar eclipse off the coast of Africa, will serve as the format for two courses in the summer session program. The cruise is scheduled for June 22 to July 8.
Science at Sea, one of the course offerings, will provide students with a survey of Meteorology, Space and Sea exploration, Navigation, Oceanography, Astronomy and, of course, Celestial Observation. Also included, in the subjects to be explored, are Astrophotography and Birding. Any applicable scientific subject will receive attention during the course of the journey.
A second course to be offered during the cruise is entitled "Humanities at Sea" and will enable students to share a view of the drama, history and culture of Africa.
Registration for these two courses are open every day including the day the ship is scheduled to leave. Joseph Harris, at the Learning Center, should be contacted for further information on the cruise.
Wendy Guillou, of Circle '73, is leading a Seminar in Comparative Theatre to the major cities of East and West Germany, Poland, England and France from May 31-July 8. Five weeks for 6 credits. Registration for the course is closed.
Listed as a goal of the trip is to "come to an understanding of the effects of a socialist state upon the art forms: theatre, opera, folk and classical music and ballet."
A weekend retreat is planned for when the group returns from their tour to evaluate the experience and each others' involvement. Each student is also expected to have completed an individual or group project by the end of the retreat.
Circle '73 Trip
Schedule For Theatre Seminar
May 31 Kennedy Air France
June 1 Arrive Berlin
June 6 Arrive Poznan
June 8 Arrive Warsaw
June 11 Arrive Lodz
June 12 Arrive Wroclow
June 15 Arrive Krakow
June 18 Arrive Zakopane
June 20 Arrive Tatroska Striba (Czechoslovakia)
June 22 Arrive Gottwaldon
June 23 Arrive Prague
June 26 Arrive Nuremberg
June 26 Arrive Paris
July 5 Arrive Stratford-upon-Avon
July 5 Arrive London
July 8 Arrive New York
PER PERSON EXPENSES
AIR FARE: \$260.
LIVING EXPENSES: \$390.
VISAS AND PASSPORTS: 50.
\$700.

# Chancellor's Grants To CUNY

Continued From Page 1

**SPECIAL ADMISSIONS—Of Campus Extension**

Proposed By: Ms. Zenobia Malino

This is a proposal to enlarge the present SICC Special Admissions Program for ex-ads and ex-offenders by offering college credit courses at four centers: Staten Island, Queensboro, Manhattan Rehabilitation Center (Queens), Manhattan Rehabilitation Center (Manhattan), and Harlem Confrontation House (Manhattan). Each center will offer one or two courses in English, Composition, Sociology and Introduction to Psychology. Students who complete the courses successfully will be given college credit and will be guaranteed admission to the Special Admissions Program as full matriculated students at Staten Island Community College.

## INTERNSHIP BANK

Proposed By: Mr. Michael O'Shea, Internship Program

The proposal for an Internship Bank is written to cover the entire program of collecting and implementing a "bank" or referral service for student internships, apprenticeships, and work-study opportunities. The total budget comes to over \$100,000. While a program of this magnitude should involve a regular institutional commitment, rather than a one-shot seed money grant, one component of the proposal is experimental and appropriate for money from the Chancellor's Fund; the internships and apprenticeships are to be evaluated and practical experience. Such professional growth, their previous contacts, could provide much-needed assistance in dealing with the business, legal, health, industrial, and governmental worlds.

## TO GRADUATE SELECTED ELECTRICAL TECHNOLOGY STUDENTS AS TESTERS-TROUBLE SHOOTERS

Proposed By: Sol Lapatine

OPEN ADMISSIONS has resulted in a dramatic and attrition rate in the Electrical Technology department. These students cannot cope with the mathematics. It is proposed to offer an electronics option in the ET curriculum, with minimal mathematics. All advanced theory will be taught on a tutorial non-mathematical basis. Laboratory courses will emphasize use of test equipment and trouble-shooting techniques. This project proposed to canvass electronic manufacturing companies in the metropolitan New York City area to solicit opportunities for basic instrumentations for ET students. Recruitments for each instrument will be solicited. Hopefully, this project will result in an experimental tester-trouble-shooter option in the ET curriculum.

## COMPREHENSIVE VETERANS CENTER

Proposed By: Henry T. Harris

It is proposed that a multi-serviced Veterans Center be developed and that a professional staff be trained to operate it. The Center will consist of three interacting units, outreach, counseling, and education coordinated by the Director of Veterans Affairs. This proposal is projected in anticipation of an enrollment of 1300 veterans at SICC in the Fall Semester.

## RESOURCES FOR DEVELOPMENT OF THE COMMUNITY INSTRUCTIONAL CAPABILITY AT SICC

Proposed By: Joseph Newmark

Funds to be used to obtain the necessary equipment and tapes to facilitate the implementation of closed circuit TV. The proposed equipment will be placed in the mathematics workshop and be readily available for student use. Using equipment already available on campus, this additional grant will provide bank tapes and monitors for mathematics department classes. It will be made of lessons for student use.

# Business Manager Appointed

Frank E. Allen has been appointed Business Manager in the College of Business, June 1, 1973. Currently Mr. Allen is the Business Administrator of School District No. 1 in Hempstead. He has taught accounting in the public schools of New York City, and has held an executive position in the Statistical Division of the Board of Education. He has been a consultant to and the Director of Administration and Finance for the Neighborhood Civic League in Brooklyn.

Mr. Allen holds a B.S. Degree in Accounting from Brooklyn College where he was awarded two Gold Keys for fostering interracial and interfaith unity on campus. His M.Sc. Degree is from City College. He has taken additional graduate work at Pace College, and New York University.

He holds professional memberships in Business Administrators and the New York State Association of School Business Administrators. Mr. Allen speaks Spanish fluently.

# MAY DAY



Fun



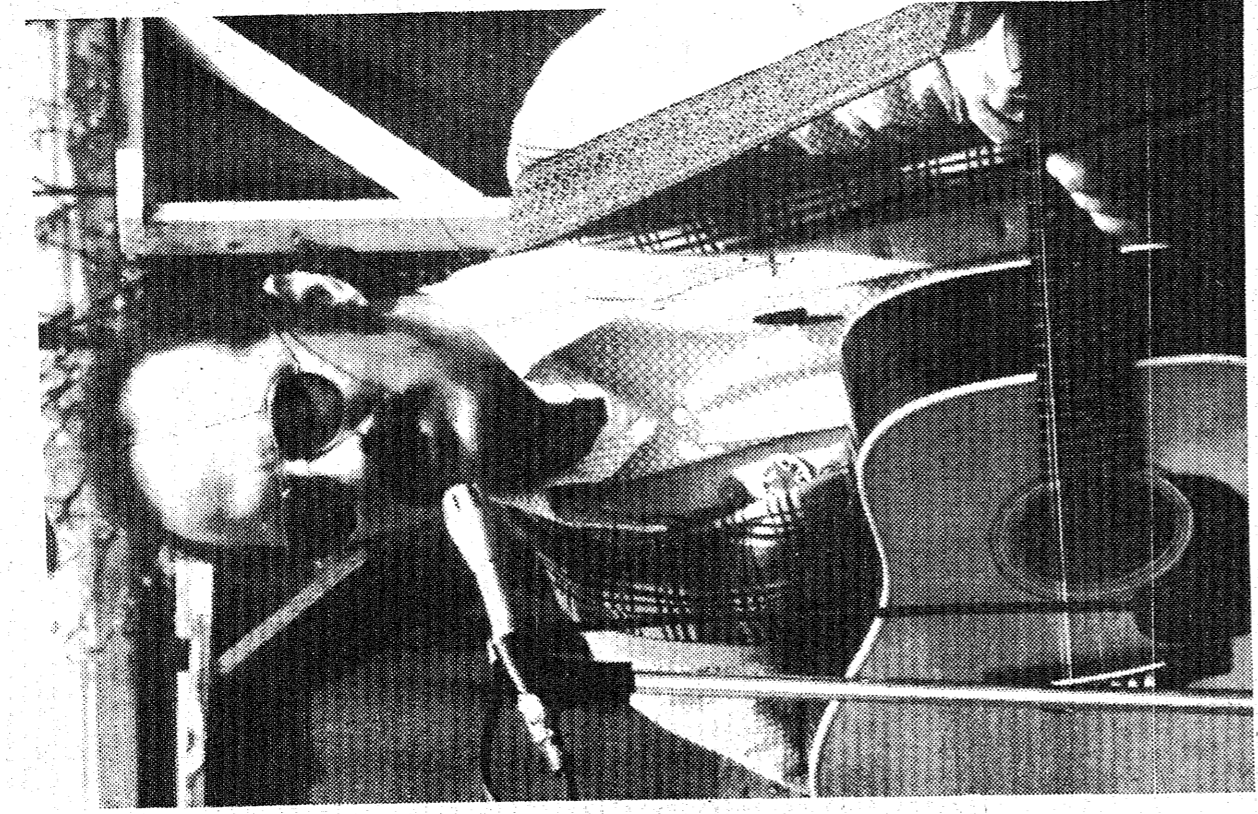
Food



Culture



Games?



Music



Gifts

## THE INTERCOMMUNITY ASSOCIATE IN ARTS DEGREE PROGRAM

Proposed By: Roger Ekins, Experimental Programs

This proposal is for a flexible, individualized degree program which would enable students to take fuller advantage of the learning experiences beyond the classroom and the campus in the degree. Basically, it amounts to having one Facilitator (or co-counselor) direct the study of a group of 15 to 20 students through the two years of their associate degree. Each student would devise an educational contract in consultation with a student-faculty committee, involving both on-campus classroom experiences and off-campus, non-classroom experiences. An initial colloquium would set the ground rules and determine the course of each student's study, and a concluding "Final Project" (a paper, a film, etc.) would serve as the capstone of each student's learning experience. The external degree program, along with the original guidelines of the University Without Walls.

## BEHAVIORAL MODIFICATION OF READING AND MATH SKILLS

Proposed By: Dr. Stanley Schonbuch, College Discovery

This program will attempt to offer immediate, concrete rewards for improved performance in reading and math skills by students in the College Discovery Program. It will take a pilot group of 30 students who score in the bottom 10 per cent on reading and math placement tests and offer them immediate monetary rewards (in the neighborhood of \$10) for completing discrete learning and skill development units. A control group of students will be selected from the bottom 10 per cent as a check on the program's performance. Both groups will be tested after the program to determine the extent to which the immediate reward system has been useful in improving behavior in the development of skills.

## CENTER FOR COMMUNITY COLLEGE TRANSFER STUDENTS

Proposed By: S. Zwerling

Only a small percentage of community college students who declare themselves interested in attaining a B.A. ever transfer to four-year colleges (25 per cent and even fewer ever earn B.A.'s (10-12 per cent). This project proposes to work intensively with B.A.-aspiring SICC students to improve their transfer skills. SICC will support a pilot inter-College Transfer project during 1972-73 and propose to expand it during the next two years. The program focuses on two areas: the cognitive-to-increase facility in basic "hard" skills required at the four-year colleges students select for transfer; and the affective-to work in "soft" skills areas of self-esteem, personal aspirations, etc. to increase these so as to improve the students' chances for success. Also, we will continue to establish institutional links with CUNY, and non-CUNY colleges to aid the transfer process. We will ages to help them develop similar programs.

## A VIDEOTAPE MODULAR APPROACH TO THE INSTRUCTION OF PRACTICAL SPANISH

Proposed By: Carl T. Erickson

To overcome the language barrier between the Spanish-speaking community and those who serve them, a knowledge of basic, practical Spanish is essential. For the past three years, Staten Island Community College has offered courses in Practical Spanish and now it proposes to expand these facilities through the use of videotape programs. These would present particular situations to the student. Testing at the end of each unit would determine the student's ability to proceed to the next unit.

## EXPERIENTIAL INTERPRETATION OF THE UNITED STATES TO INTERNATIONAL STUDENTS

Proposed By: Padma Mahajan

The establishment of a special program of experiential learning designed to help international students maximize the education opportunities that their stay in the United States can afford. Included are the establishment of a special orientation for international students plus needed enrichment experiences not generally included as part of the curriculum. We will ages to help them develop similar programs.

## "THE STUDIUM" COOPERATING SCHOOLS:

SICC St. Joseph by the Sea-Elisabeth Irwin Public High School

Proposed By: Nancy Ryan, PLACE

This curriculum represents an attempt to organize a cooperative curricular program for grades 11 through 14 in conjunction with a Catholic high school on Staten Island, a private high school in Manhattan, and a public high school in Brooklyn or Manhattan. As of now, the intention is not to create and offer a body of new courses, but to open the resources of the various high schools and the colleges to each other. With the advice of high school and college counselors, students will program an educational strategy, a program contract. These programs will satisfy the requirements of the high school diploma at the participating high schools, as well as the requirements of the associate degree at the College. The programmatic core of the program will consist of an Educational Development Seminar to be offered at the College one afternoon each week. Students from the participating high schools will be held at each of the institutions for a rotating basis. Opportunities for internships, apprenticeships, and career education will be built into the curriculum of the program.

## Projects Withdrawn

### PHYSICS THROUGH HOME APPLIANCES AND THE AUTOMOBILE

Dr. Reuben Benumof

The purpose of this project is to experiment with a new mode of teaching physics by bringing the study of physics into direct relation with the daily lives of students. The core of the project will be a new course to be entitled "The Physics of Everyday Living." In this course, small groups of students would begin by disassembling and reconstructing appliances or devices of particular interest to them, such as, for instance, a toaster or an electric motor. While this happens, they would be studying the physics of the purpose and function of each. Completion of the course would involve passing an examination which would test the student's grasp of the physical theories involved as well as his/her practical ability to repair the device. The final product of the project will be a report on the lessons learned about the teaching of physics, to be prepared by the instructor. The feasibility of using these gains to each proposal for implementing such a program.

### COMMUNITY RESEARCH AND DEVELOPMENT PROGRAM

Proposed By: Prof. Nancy Ryan, The Place

Dr. Frank Battaglia, English

This program involves an attempt to set up a baccalaureate degree program

## Games in Computer Language

Dean Leonard Kreisman

This proposal is for a small planning grant to investigate the possible use of simulation games as a fun teaching tool in computer language and use. The idea is not to devise a computer assisted instruction program, but to familiarize students in a broad spectrum of fields with the language and use of their computer as it relates to the discipline, through the use of simulation games. The money is for a research assistant to investigate the possibility of 4,000 games now in existence to study the feasibility of using these games to each proposal for implementing such a program.

## STUDENT PRECEPTOR PROGRAM

Proposed By: Stanley Paquin

The Student Preceptor is intended to meet the social, personal and institutional limitations faculty members find in teaching the Open Admissions classroom. An "in-the-classroom" tutor whose main responsibility has to

## INTERNATIONAL CAREER EDUCATION

Dean Leonard Kreisman

Prof. Wendy Guilion

Opportunities for students in two-year "terminal" programs to study abroad are severely limited both in CUNY and in other colleges and universities in the country. This program would offer a work-study or internship experience abroad to students from SICC in the technology and career programs. Students would enter the program in the Freshman year, spend the spring in a year, and return to the university in the fall. This proposal is for a grant to fund a research seminar on issues and problems facing Staten Island, an attempt to begin compiling a community-oriented research assistant to investigate the possibility of making community services.

## STUDENT PRECEPTOR PROGRAM

Proposed By: Stanley Paquin

The Student Preceptor is intended to meet the social, personal and institutional limitations faculty members find in teaching the Open Admissions classroom. An "in-the-classroom" tutor whose main responsibility has to

## do with the intensification and expansion of the normal classroom structure.

This proposal was formulated with 5 students who filled supporting documents. If approved it will employ students as "in the classroom tutors" with a coincidental intent of providing experience for Social Science majors who intend to pursue a career in teaching.

## Mayday Thanks

The Mayday Committee wants to thank all students, faculty and staff who helped make Mayday such a success this year. We found that our People's Exchange was very popular, and in anticipation of next year, we will be collecting excess items all year. You can bring things over to come pick things up, if you leave us a message.

## PETRONA RE-ELECTED TO WELFARE COUNCIL

Professor Grace Petrone was re-elected as a SICC representative to the CUNY Faculty Council Welfare Fund. The Council represents the structural staff of the City University System in all matters pertaining to welfare benefits. Provided for in these benefits are life, disability, medical and hospital insurance.

## Photos by Daniel Benevento

# JESUS ROCKS/WITH CHARISMA

SICC had a recent spiritual uplift May 2 with the Charisma "Up With People" style gospel rock band. They were sponsored by the Inter-Varsity Christian Fellowship.



ARE YOU SINGING WITH ME, JESUS?



NON-SEQUITUR



THE COVER OF THE ROLLING STONE?



"BABY, TAKE ME HIGH-ER"

Photos by Daniel Benevento

## DSG Election

Continued from Page 1

In all, 26 Senators will be elected and 1532 votes are required to reach the 30 percent validation point.

Self-nominations for election were required to be turned in by Thursday, May 10, at noon. To facilitate voting choices an eight question Nomination Form was used by candidates.

The questions are as follows:  
1. Should attendance, for its own sake, be a requirement for passing courses?

2. Should all students be eligible to run for office, even if they are on probation?

3. Should students have a vote on the college's Personnel and Budget Committee?

4. Do you approve of the proposed Student Government Association Constitution?

5. Should military recruiters be permitted on campus?

6. Should the Student Government fund off-campus activities?

7. Should the Student Government fund partisan political activity?

8. Should the Student Government fund sectarian religious activity?

Answer choices were "Yes," "No," and "Sometimes."

Following is a list of candidates, their constituency and answers (in numerical order as presented above, coded as Y, N and S):

1. LIBERAL ARTS (NON-SCIENCE), 5 SENATORS (15 Candidates) 1135 Students.

John Barone. 1N, 2Y, 3Y, 4Y, 5N, 6S, 7S, 8N.

Robert W. Blei. 1Y, 2N, 3Y, 4N, 5Y, 6N, 7N, 8N.

Marianne Brown. 1S, 2Y, 3Y, 4(no ans.), 5N, 6N, 7Y, 8N.

Chris Johansen. 1N, 2N, 3S, 4Y, 5N, 6N, 7Y, 8Y.

Lance Hermus. 1N, 2Y, 3Y, 4N, 5N, 6S, 7N, 8N.

Sidney Kitain. 1N, 2N, 3Y, 4N, 5Y, 6Y, 7N, 8N.

Gary Libow. 1N, 2Y, 3Y, 4Y, 5N, 6Y, 7Y, 8Y.

Frances Melendez. 1N, 2S, 3Y, 4(no ans.), 5N, 6S, 7S, 8S.

Peter Mudgett. 1Y, 2N, 3Y, 4N, 5Y, 6S, 7S, 8N.

Thomas Nugent. 1N, 2Y, 3Y, 4Y, 5N, 6Y, 7Y, 8N.

James O'Grady. 1N, 2S, 3Y, 4(no ans.), 5Y, 6S, 7S, 8Y.

Patricia G. Palmer. 1S, 2N, 3Y, 4Y, 5N, 6S, 7S, 8N.

Francis X. Scott. 1N, 2Y, 3Y, 4Y, 5N, 6S, 7Y, 8N.

William Ward. 1Y, 2Y, 3Y, 4S, 5N, 6N, 7Y, 8S.

Sheldon Anthony Williams. 1N, 2Y, 3Y, 4Y, 5Y, 6Y, 7S, 8S.

2. ORTH. ASST.— NURSING, 3 SENATORS (Four Candidates) 687 Students.

Joan Bodden. 1N, 2N, 3N, 4Y, 5N, 6Y, 7-8 (no ans.).

Helen Bracey. 1Y, 2N, 3Y, 4 (No ans.) 5Y, 6Y, 7N, 8N.

Anne McAnanama. 1N, 2Y, 3Y, 4Y, 5N, 6Y, 7N, 8N.

Carol A. Satchell. 1Y, 2Y, 3Y, 4N, 5N, 6Y, 7Y, 8Y.

3. COLLEGE DISCOVERY, 2 SENATORS (Two Candidates) 518 Students.

Marva McKeythorn. 1Y, 2Y, 3Y, 4 (no ans.), 5N, 6S, 7S, 8N.

Peter Rigg. 1N, 2Y, 3Y, 4Y, 5S, 6Y, 7Y, 8Y.

Vickie Whitmore. 1Y, 2Y, 3Y, 4S, 5N, 6Y, 7Y, 8S.

4. BUSINESS (CAREER), 1 SENATOR (No Candidates) 352 Students.

Ed Jagacki. 1N, 2Y, 3Y, 4Y, 5Y, 6Y, 7Y, 8S.

Ray Hurley. 1N, 2N, 3Y, 4Y, 5N, 6S, 7N, 8N.

6. LIBERAL ARTS (SCIENCE), 1 SENATOR (Three Candidates) 290 Students.

Jody Jakob. 1N, 2Y, 3Y, 4N, 5Y, 6Y, 7Y, 8Y.

Alicia Rodriguez. 1N, 2S, 3Y, 4(no ans.), 5N, 6S, 7S, 8S.

7. BUSINESS (TRANSFER), 1 SENATOR (Two Candidates) 282 Students.

Donato (Dino) La Gravinese. 1N, 2Y, 3N, 4Y, 5N, 6Y, 7Y, 8N.

Dennis Pompilio. 1N, 2Y, 3Y, 4Y, 5N, 6Y, 7S, 8N.

8. THE PLACE, 1 SENATOR (One Candidate) 240 Students.

Joseph Mendez. 1N, 2Y, 3Y, 4Y, 5N, 6Y, 7Y, 8Y.

9. COMMUNITY SCHOLARS, 1 SENATOR (No Candidates) 240 Students.

10. ELECTRICAL TECH, 1 SENATOR (No Candidates) 167 Students.

11. MEDICAL LAB TECH, 1 SENATOR (Two Candidates) 146 Students.

John Poggi. 1N, 2S, 3S, 4Y, 5Y, 6S, 7N, 8S.

Catherine Wertz. 1N, 2N, 3Y, 4Y, 5Y, 6S, 7Y, 8Y.

12. CHILD CARE, 1 SENATOR (Two Candidates) 146 Students.

Dorothy Bish. 1N, 2Y, 3Y, 4S, 5N, 6S, 7S, 8S.

Antoinette Gears. 1N, 2S, 3Y, 4Y, 5N, 6S, 7S, 8Y.

13. SCIENCE LAB TECH, 1 SENATOR (No Candidates) 138 Students.

14. MECHANICAL TECH, 1 SENATOR (Two Candidates) 99 Students.

Kenneth Pedersen. 1Y, 2N, 3Y, 4(no ans.), 5Y, 6Y, 7N, 8N.

Franklin Walters. 1N, 2S, 3Y, 4(no ans.), 5N, 6S, 7S, 8S.

15. PRE-ENGINEERING, 1 SENATOR (One Candidate) 128 Students.

Costanzo di Fasio. 1N, 2N, 3Y, 4Y, 5N, 6Y, 7S, 8N.

16. CIVIL TECH, 1 SENATOR (Two Candidates) 74 Students.

Dennis Coronato. 1Y, 2S, 3Y, 4Y, 5Y, 6Y, 7N, 8S.

Anthony Kostakis. 1N, 2Y, 3S, 4Y, 5Y, 6S, 7S, 8N.

17. ELECTRO-MECH TECH, 1 SENATOR (No Candidates) 59 Students.

18. COMPUTER TECH, 1 SENATOR (One Candidate) 56 Students.

Leona E. Sanders. 1N, 2Y, 3Y, 4Y, 5N, 6S, 7N, 8S.

19. CUNY-BA, 2 SENATOR (One Candidate) 30 Students.

Joe Hamill. 1N, 2Y, 3Y, 4Y, 5N, 6Y, 7Y, 8N.

As indicated by the chart, five constituencies have no candidates running. According to figures supplied by the Student Activities Center, that will leave a combined constituency of 956 students with no ballot candidate. All figures in the chart for regular course schedules are the net numbers minus the Experimental Program students who have been broken into their own constituencies.

In addition, five constituent groups will have no choice between listed candidates as the total nominations equal the total to be elected. As such, a total of 972 students will be limited to the opportunity to choose between being represented by the only available candidates, writing in, or remaining disenfranchised on the Student Senate.

In the case of the Nursing constituency, the choice is one of three Senators amongst four candidates. In essence, then, the voter will only be choosing one ballot candidate, three others will win by default or lose by write-in. That constituency consists of 687 students.

In total, over 50 per cent of the Day Session student body (2615 students) has been to some degree disenfranchised by the lack of constituent nominations for Student Government office. That, and the feared low turnout, are no small source of frustration to incumbent members and those concerned with this past year's struggle to stabilize a student government. They are apparently relying heavily on "write-in" votes to fill constituency quotas.

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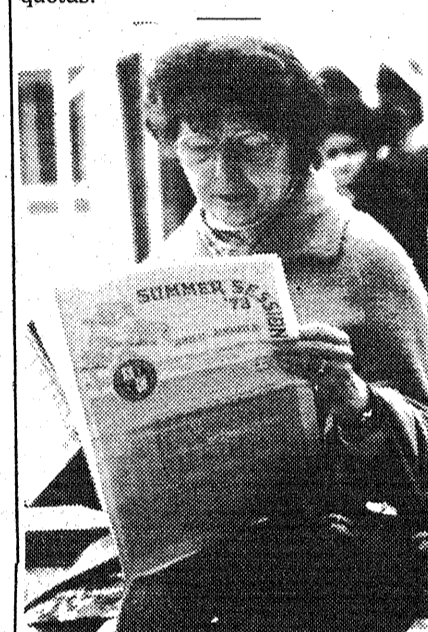


Photo by Daniel Benevento

## LAW DAY



Wounded Knee and the BIA sit-in by activist Indians was Russell Ayer's topic-An Indian "assimilated" by the crutch of the depression, Ayres gave a poignant talk on a history of lies and extermination tactics on the part of the American government.

Photos by Daniel Benevento

### 'Something for Everybody Is Not Enough' —

Birenbaum

"... the best way to keep the Blacks and Spanish speaking down is not to teach them English. To keep them powerless, subject them ruthlessly to the law, but never teach it to them. In fact, this is a pretty good way to keep white middle-class youth powerless while they are in college. At least it's worked reasonably well so far."



George Kane, (PCA) reads a short story on those first "24 hours" one goes through as their intake into the American judicial system when arrested.



Activist civil rights attorney spoke on the unique history of "movement" law, in that lawyers have served throughout the civil rights struggle as legal technicians rather than leaders.

## Two New Chem Courses 'You Are What You Eat'

"You are what you eat, drink, breathe and permit to enter your body from any source" is the theme of a chemistry course given this Summer and Fall at S.I.C.C. "Chemistry for Today" has been designed to provide concerned non-science students with an awareness of their environment and to better equip them to make sound judgments in matters affecting their daily lives.

Chemistry 50 includes a discussion of such topics as alcohol, tobacco, the "Pill," environmental pollutants including air and water pollutants, detergents, radioactivity and mind-altering drugs. Topics are presented in a modern, non-mathematical approach.

In discussions on mind altering drugs, an attempt is made to provide what is known about the drugs and their effects on the body without moralizing or preaching.

Second semester, CHEMISTRY 60-62 includes discussion of foods and food

additives as well as insecticides, fungicides and other man-made organic pollutants. An attempt is made to provide a basic knowledge of food and nutrition. One of the objectives is to teach students how to read a label and to make sound judgments about products they are using as consumers. Laboratory exercises this semester include determining the amount of fat in meat and analyzing processed meat products for nitrates.

"Chemistry for Today" is acceptable as a laboratory science course for non-science majors in many colleges, including Richmond. It will be offered during summer session in two 6-week evening sessions and again during the regular '73-'74 school year in day and evening sessions.

For more information, contact Professor Seymour Stambler, Department of Chemistry, Staten Island Community College, Room B-32. (390-7738).

## Gay Liberation: Harassment Continues, Numbers Grow

Harassment by teachers and students alike continue to plague members of the Gay Liberation Group on campus. At their first dance on April 14th, the neighborhood became involved when children in the area threw rocks at the windows in the student lounge throughout the dance.

Endowed with \$320 from the Student Government for this semester's budget, President Ellen Walsh, Vice President Jimmie Mack and Treasurer Mel Morgenstern have been able to move a subject of intense debate into the quadrangle on May Day and in the classroom whenever the opportunity presents itself.

However, debate and argument or "trashing" are not their main concern. Using their budget to finance the dance, attended by 65 people from throughout the city, and to engage speakers from the Gay Activists Alliance and the West Side Discussion Club (both citywide gay organizations), the group wants an end to the "closet" mentality of society in general and their fellow students and teachers in particular.

Walsh talked of some members of the group, which officially totals 24, speaking before an Evening Session English class to illustrate her major emphasis of the need for "someone to come out." "Coming out" or actively living their lives is the thrust of the "movement" on SICC's campus.

"Most people think of homosexuals as parasites who prey on society. We only want to be recognized as human beings." Members of the group men-

tioned their "constant" problems with members of the Attica Brigade, a radical political group who refuse to recognize homosexuals as vehemently as the "straight" society that has caused them problems in the classroom.

Several members claim to have been questioned and humiliated in a number of classes. Spanish, Biology and English being three of the subjects they would discuss. Prior to being allotted the traditional door tag, the paper sign that identified their meeting room was torn down every morning.

"I listen to all this talk of groovy, getting together and the rest of the crap," said Walsh, "and I think if I were a violent person I would be really, really furious."

Male members of the group have felt the impact of ostracization more than the females and some of them have become politically active. Recently, posters adorned the corridors of the campus asking supporters of Gay rights to demonstrate at City Hall for passage of "Intro. 473," a resolution that has been circulating in the City Council for two years. Defeated again, it would have guaranteed homosexuals "equal rights."

While some members have turned to political action, others to helping in the Women's Center, most claim personal well-being, rather than a movement consciousness, as their motive for "coming out."

In the Fall, several courses being offered in women's studies, English and Sociology will have, as their major emphasis, the role of the homosexual in society.

# News Ferry Guide to Selected Curricula

## Art of The Film

**PCA 440 PHOTOGRAPHY AS EXPRESSION**  
DAY-EVENING SESSIONS 4 LAB. HRS. 2 CRS.  
The art of photography as it relates to Fine Arts examined with the aim of developing an individual style.

**PCA 442 ADVANCED PHOTOGRAPHY**  
DAY SESSION 1 CL. HR.; 4 LAB. HRS. PER WK. 2 CRS.  
Continuation of ART 40. Emphasis on utilization of creative techniques in communicating the visual message.

**PCA 442 STUDIO PHOTOGRAPHY**  
DAY SESSION 6 HRS. 3 CRS.  
Studio shooting techniques. Students will work in both large and small formats, utilizing tungsten and studio strobe lighting. Techniques of Still Life, Portraiture, Fashion and Figure photography will be stressed.  
Prerequisite: PCA 440 and PCA 441

**PHYS 9 - SOUND AND LIGHT**  
DAY-EVENING SESSIONS 3 CRS.  
Study of sources, transmission and reception of sound and light. Application to music, art and photography. Topics to be discussed will include the general of waves, optical and musical instruments, pigments, physics of seeing and hearing and other related topics.

**PCA 445 FUNDAMENTALS OF PORTABLE VIDEO TAPE**  
DAY-EVENING SESSIONS 3 HRS. 3 CRS.  
An exploration of basic aesthetic and practical applications of this medium from the creative viewpoint. Includes both documentary and artistic considerations. Students produce at least one twenty-minute tape as well as shorter experimental segments.

**PCA 450 THE ART OF THE FILM**  
DAY SESSION 3 HRS. 3 CRS.  
The aesthetics of the cinema is explored. Included are the works of the early pioneers as well as that of leading film makers of the 1920's, 1930's, 1940's and 1950's — Eisenstein, Griffith, Chaplin, Welles and Hitchcock.

**PCA 451 CONTEMPORARY FILM MAKERS**  
DAY SESSION 3 HRS. 3 CRS.  
Godard, Fellini, Resnais, Truffaut, Bergman, Antonioni, Polanski, Pasolini and the Underground.

**462 ITALIAN CINEMA**  
EVENING SESSION 4 HRS. 3 CRS.  
Presentation and discussion of important films from the Italian repertory with emphasis on their cultural background. Comparisons with the literature, music, and other art forms of the contemporary period stressed. This is an interdepartmental course, to be jointly taught by members of the PCA Department and Modern Language Department.

**709 SCREENWRITING**  
DAY SESSION 3 HRS. 3 CRS.  
DH SHOR: Workshop in film writing and the use of film for autobiography, including production of student film.

**704 WRITING ABOUT FILM**  
DAY SESSION 3 HRS. 3 CRS.  
LM KEYSER: The material of the course will be extensive screenings of significant films and intensive readings on cinema as an artistic medium. Students will be required to keep journals containing reviews of films viewed.

**PCA 410 INTRODUCTION TO MEDIA**  
DAY SESSION 4 HRS. 3 CRS.  
Introduction to television, films, and related media.

**PCA 433 FILM MAKING WORKSHOP**  
DAY-EVENING SESSIONS 4 HRS. 3 CRS.  
An introductory course in film-making with emphasis on problem solving and on conception of an idea and its development into a short film. Instruction will include use of the camera, lighting, editing, directing and theory of creative film making.

**XFBL 003 LITERATURE INTO FILM**  
DAY SESSION 3 HRS. 4 CRS.  
SNYDER  
Some examples of works to be studied:  
Who's Afraid of Virginia Woolf?, Sons & Lovers, Zorba The Greek, Midnight Cowboy, Street Car Named Desire.

**PCA 446 INTRODUCTION TO BROADCASTING**  
DAY-EVENING SESSIONS 3 HRS. 3 CRS.  
A study of the American system of radio and television broadcasting, its philosophy, history and regulations, and its comparisons with systems in other nations. The laboratory session involves a student-scripted radio production, experience with portable videotape cameras and recorders, and a production in the College's new color television studio.

## Art of The Word

**710 MAGAZINE WRITING**  
DAY SESSION - SHOR 5 CR.  
Students will study journalistic writing, join a social agency organization, or governmental office in New York City, where they will become familiar with the groups' functions and write publicity (pamphlets, brochures, mail letters, news releases) for that group.  
Majority of class work will involve students preparing a folder of her or his writings for an organization. Students will enroll for two credits of independent study to cover off-campus field work.

**701 (50) JOURNALISM**  
DAY-EVENING SESSIONS 3 CR.  
DF BATTAGLIA: Community newspaper. Researching problems of Staten Island and New York. Reporting, editing, layout, distribution-feedback system.  
GK BLAU: Workshop in newspaper publishing from writing through printing.

**710 MAGAZINE WRITING AND PRODUCTION** 3 CR.  
DAY SESSION  
BD SHOR: A journalism course in magazine writing, layout, editing, including production of The Advocate, the student magazine, or other publication.

**PCA 224 MAKING FICTION**  
DAY SESSION 4 HRS. 3 CRS.  
H. LIEBMAN  
A study of the techniques of fiction writing. Students will work on short stories and longer works with concentration on individual projects.

**708 ADVANCED WRITING-SPEECH WORKSHOP**  
DAY SESSION  
ED FALK  
PCA 225 MAKING POETRY  
DAY SESSION 4 HRS. 3 CRS.  
A. SCHWERNER  
The course aims to lead each student to the discovery of his own poetic voice. The catholic approach includes examinations of primitive, concrete, found, rock and the more traditional categories of poetry. Guest poets will contribute to the course.

**310 AUTOBIOGRAPHY**  
DAY SESSION  
EB STOCK: Readings in autobiographies, autobiographical fiction and poetry. Student writing will be primarily autobiographical.

**215 WORKSHOP IN LINGUISTICS**  
DAY SESSION MN  
BERNHARDT: What we know and can learn about the nature of language; the uses and limitations of language; nonverbal components of speech; relations between spoken and written speech; languages as a manifestation of culture.

**PCA 202 THE JOURNAL**  
DAY SESSION 3 HRS. 3 CRS.  
TBA  
The course centers around a journal kept by each student during the semester. In it will appear fragments of responses to whatever moments and situations (personal, domestic, social, cultural) the student feels to write about. The student will be encouraged to develop these fragments and their connections as his understanding of them deepens.

The headings and courses listed are a result of looking through the various catalogues that circulate on campus. Consultation with a counselor as to credit application and core requirements is a necessity.

**COMMUNICATION SKILLS I (Circle '73)** 3 CR.  
DAY SESSION CAROL VINE  
Besides dealing with language skills, the course will emphasize the development of individual style in expression. This will not be an introductory composition course. It will not help a student write better research papers in standard College English. The point of the course will be to show that language should not be standardized; rather it should be flexible to meet the needs of different people.

**COMMUNICATION SKILLS II (CIRCLE '73)** 3 CR.  
DAY SESSION  
The course will be a workshop where students can practice verbal and written communication skills while receiving criticism and encouragement from the class members and the teacher. Students will lead the discussions themselves, and decide upon their own reading material. Written papers will be assigned on topics coming from the discussions and the readings. The written papers will be discussed, graded and analyzed by class members.

**LIB 101 - FUNDAMENTALS OF LIBRARY USE 3 CREDITS**  
DAY-EVENING SESSIONS  
Introduction to the use of essential library tools (use of card catalog, mechanics of term paper preparation, bibliographies, indices, etc.). Students will gather information for a research project.

**SEMINAR IN COMMUNICATIONS I - NANCY RYAN** 6 CREDITS  
DAY SESSION XFM 004 - 6 HOURS  
Credit Block: Humanities

This class is an ongoing experiment with the power of the word. A basic objective will be to develop the feeling of community which is essential for effective communication. The affective skills which enable a person to write for himself and to comfortably share his thoughts and perceptions with others will be emphasized strongly. Course materials include the more traditional genres of contemporary and classical prose and poetry, and the less commonly studied forms including the political speech, the personal journal, the letter, contemporary magazine articles, etc. Growing out of this, the students and teacher will create and share with each other a great deal of their own writing. The class will experiment with fiction and poetry as well as personal essays and more technical writing. Because of the nature of this course, the students will be largely responsible not only for the format of each class, but for its direction and creative possibilities.

**WOMEN AND LITERATURE** Instructor: Nancy Linde  
English 603 5A  
4 hrs. 3 cr.  
Tuesday, Thursday - 9:05-10:45

A course studying the relationship between being a woman and being an artist. We will compare men's and women's art and try to determine if there is any intrinsic difference in their voices. We will explore the state of being of woman as expressed through the writings of women.

In this course we will explore our own womanhood through an identification with the writing of women. Our main area of focus will be ourselves, reflected in literature — our feelings about being women, how we feel that we were brought up to be women, our definitions of what woman is. Original writing by students is encouraged and will be discussed.

## Art of The Sound

**PCA 540 INTRODUCTION TO JAZZ-ROCK ARTICULATION AND IMPROVISATION**  
DAY SESSION 2 HRS. 1 CR.  
J. SCIANNI  
Instrumentalists will learn to play and improvise in characteristic jazz-rock styles. Students must have their own instruments.  
Prerequisite: Ability to read music and permission of the instructor.

**PCA 541, 2, 3, 4 JAZZ-ROCK ENSEMBLE I, II, III, IV** 1 CR.  
DAY SESSION 2 HRS.  
J. SCIANNI  
An ensemble consisting of a balanced group of selected instrumentalists who will perform more advanced works in the contemporary Jazz-Rock idiom. Several public performances will be given. May be taken without credit.  
Prerequisite: PCA 540 and permission of the instructor.

**PCA 545 INTERMEDIATE JAZZ-ROCK ARTICULATION AND IMPROVISATION I**  
DAY SESSION 2 HRS. 1 CR.  
M. COHEN  
Continued exploration and development of performing skills introduced in PCA 540.  
Prerequisite: PCA 540 and permission of the instructor.

**PCA 518 POPULAR MUSIC IN THE UNITED STATES SINCE 1900**  
DAY SESSION 3 CL. HRS. 2 CRS.  
J. WEISS  
A study through recordings, of various forms, styles, and media including folk, blues, jazz, rock, musical theatre and concert music: consideration of inter-cultural, sociological, and ethnic influences — Western, Africa, Oriental, etc. Outside listening and reading assignments.

**PCA 570 ELEMENTARY SIGHT-SINGING AND EAR-TRAINING**  
DAY SESSION 3 HRS. 1 CR.  
H. CHANEY  
Development of basic reading, hearing and performing ability through the study of one and two-part melodic (diatonic) and rhythmic exercises, applied sol-feg, and monodic dictation.  
Prerequisite: PCA 520 with a grade of "C" or better, or permission of the instructor.

**PCA 571 MATERIALS AND STRUCTURE OF MUSIC I**  
DAY SESSION 7 HRS. 5 CREDITS  
J. SCIANNI  
Melodic analysis, two and three-part counterpoint (free), three-part harmony (diatonic); the study of related repertory (listening lab); coordinated workshops in sight-singing, dictation and keyboard.

**PCA 572 MATERIALS AND STRUCTURE OF MUSIC II**  
DAY SESSION 7 HRS. 5 CREDITS  
J. SCIANNI  
Melodic analysis, two and three-part counterpoint (free), three-part harmony (diatonic); the study of related repertory (listening lab); coordinated workshops in sight-singing, dictation and keyboard.  
Prerequisite: PCA 571 and PCA 570, both with a grade of "C" or better and PCA 557 or permission of the instructor.  
Corequisite: PCA 582 or PCA 583 and PCA 558 or PCA 559.

**PCA 420 AESTHETICS OF SOUND RECORDING**  
DAY SESSION 4 HRS. 2 CRS.  
An aesthetic approach to recording techniques and special tape effects. Emphasis on application to theatre, songwriting and media. Students will use 2, 4, and 8-track portable and studio equipment. Students will develop and present their own independent projects.

**PCA 506 PIANO CLASS FOR BEGINNERS**  
DAY SESSION 3 HRS. 3 CRS.  
A. BLOCK  
Introduction to basic keyboard technique and reading of music. Study of easy pieces and accompanying of simple songs. No previous music knowledge required. (Not for Music Majors)

**PCA 507 CLASSIC GUITAR I**  
DAY SESSION 2 HRS. 1 CR.  
V. HOVSEPIAN  
Beginning students will learn the fundamentals of classic guitar playing (School of Tarrega) through the study of technique, scales, chords, etudes, simple pieces, and sight reading. Students must provide their own nylon-strung guitar.  
Prerequisite or corequisite: PCA 520 or equivalent and permission of the instructor.

**PCA 508 CLASSIC GUITAR II**  
DAY SESSION 2 HRS. 1 CR.  
V. HOVSEPIAN  
A continuation of PCA 507.  
Prerequisite: PCA 507 with a grade of "C" or better, or equivalent, and permission of the instructor.

## Art of The Theatre

**SOCIOLOGY OF THE THEATER-CIRCLE '73** 3 CR.  
DAY SESSION  
WENDY GUILLOU  
The course will deal with two phases of the theater:  
1. The literary development of the theater and allied fields and the effects that they have on the community as a whole as well as on the individual.  
2. Theater in its larger sense (theater itself, church services, carnivals, circuses, and other events that include ritual, rhythm, and spectacle) as well as the physical characteristics and development of the medium (lights, staging, costumes, techniques of design, direction and theater construction).

**PCA 63-INTRODUCTION TO DIRECTING**  
DAY SESSION 2 CL. HRS; 2 LAB HRS. PER WEEK  
A study of directing technique, in various media. Students will be expected to stage scenes and a one act play.

**SPACE AND THE DRAMATIC EXPERIENCE** 3 credits  
XFBN 004  
3 HRS. Credit Block: Humanities  
EKINS  
This class will explore various ways in which space defines, forms, and conceptually, emotionally and sensually affects the dramatic experience.

Readings: Gaston Bachelard (The Poetics of Space), Mircea Eliade (The Sacred and the Profane: The Nature of Religion) and plays by Genet, Beckett, Albee, Shakespeare, Pinter, Aeschylus, etc. Also, there will be a considerable emphasis on how space affects other art forms such as dance, painting, architecture, sculpture, poetry and music. Hopefully, we shall see and participate in several plays as well as read them.

**PCA 64 REF. NO. 5945** Instructor: Sue Perlgut  
Women's Drama Workshop  
4 hrs. 3 cr.  
Wed., 6:55-12:28  
Workshop, the theme of which is the role of women in the Culture Street Theater and improvisation techniques explored with emphasis on personal experience of the members of the class. References also to the literature of the theater relevant to the women's movement.

**PCA 613 INTRODUCTION TO THEATRE ARTS**  
EVENING SESSION 3 CL. HRS. 3 CREDITS  
Fundamentals of theatre history, literature, and related crafts.

**PCA 616 ACTING I**  
DAY-EVENING SESSIONS 4 CLASS HRS. 3 CREDITS  
N. KRUGER  
An exploration of the logic and imagination an actor needs to play a role by means of exercise, improvisation and work on scenes.

**PCA 617 ACTING II**  
DAY-EVENING SESSIONS 4 CL. HRS. 3 CREDITS  
C. BELGRAVE  
A continuation of the work in PCA 616 with performances given before invited audiences.  
PRE-REQUISITE: PCA 616

**PCA 618 ACTING III**  
DAY SESSION 4 HRS. 3 CREDITS  
C. BELGRAVE  
Intensive work on scenes with attention to the individual actor, encouraging him to explore a variety of characters. Selected scenes to be presented before invited audiences.  
PRE-REQUISITE: 616 and PCA 617

**PCA 619 EXPLORING THE NEW YORK THEATRE SCENE**  
EVENING SESSION 4 HRS. 3 CREDITS  
The class will see at least five productions on and off Broadway at a nominal cost and will examine them in order to gain an understanding of what goes into an evening at the theatre so that critical standards may be developed. Materials for analysis and discussion will include newspapers, magazines, and books. Students should be ready to meet in New York City at curtain (7:30) or obtain their own tickets for weekend performances. The estimated cost is \$25.

**306 TRAGEDY**  
MQ KEIL: Greek tragedy from the perspective of twentieth century literature.

**PCA 170 STUDIO COURSE IN VISUAL ARTS I**  
DAY SESSION 12 HRS. 6 CRS.  
R. MARTEL  
An open studio course involving sculpture subtractive and additive - including welding and machine sculpture; foundry casting; paintings and techniques; and graphics. The student will move freely between disciplines in a smooth spontaneous flow based on individual need. There will not be a specific amount of time spent on each expression. The student will be expected to exhaust all possibilities in each project. This will develop a professional attitude in the particular artistic bent. The studio will also be open at other times for further work on projects.  
Prerequisite: Permission of the instructor.

**PCA 171 STUDIO COURSE IN VISUAL ARTS II**  
DAY SESSION 12 HRS. 6 CRS.  
R. MARTEL  
A continuation of PCA 170.  
Prerequisite: PCA 170 and permission of the instructor.

**PCA 172 STUDIO COURSE IN VISUAL ARTS III**  
DAY SESSION 12 HRS. 6 CRS.  
R. MARTEL  
A continuation of PCA 171.  
Prerequisite: PCA 171 and permission of the instructor.

**PCA 181 ADVERTISING ART**  
DAY SESSION  
TBA

**PCA 142 GRAPHIC ART**  
DAY SESSION 4 HRS. 2 CRS.  
R. LUDWIG  
Basic techniques for creative work with graphic mediums etching, woodblock, screen serigraph and lithography).

**PCA 121 ADVANCED DRAWING**  
DAY SESSION 4 HRS. 2 CRS.  
Concentrated study of the figure. The students will be required to draw from models and memory.

**PCA 120 DRAWING**  
DAY SESSION 4 HRS. 2 CRS.  
W. BECKMAN  
DN An introduction to fundamentals of drawing materials and techniques.

**PCA 130 PAINTING**  
DAY-EVENING SESSIONS 4 HRS. 2 CRS.  
An introduction to painting media and techniques with stress on the development of a personal style.

**PCA 132 ADVANCED PAINTING**  
DAY-EVENING SESSIONS 4 HRS. 2 CRS.  
An exploratory experience in the technical application of media and visual unity.

Prerequisite: PCA 130  
(Earlier work can be presented for consideration in waiving PCA 130 foundation course).  
**LIB 102: HISTORY OF GRAPHICS FOR PUBLICATION** 2 CRS.  
DAY SESSION 2 HRS.  
The history of Typography and the development of symbols; the power of the poster; methods of printing . . . exploring motivation through graphics.

## Art of The Dance

**PCA 300 CONTEMPORARY DANCE TECHNIQUE I**  
DAY SESSION 4 HRS. 2 CRS.  
The technical level of dance movement for students concentrating in dance as well as those with some previous dance experience.

**PCA 301 CONTEMPORARY DANCE TECHNIQUE II**  
DAY SESSION 4 HRS. 2 CRS.  
A continuation of PCA 300.  
Prerequisite: PCA 300.

**PCA 314 MODERN DANCE SURVEY**  
DAY SESSION 4 HRS. 3 CRS.  
The technique of modern dance. Movement experimentation relating to time, space and energy as used in the performance of modern dance on a college level. Technique classes are supplemented by professional films, theory of dance, discussions, and concert attendance.

**PCA 316 CHOREOGRAPHY**  
EVENING SESSION 4 HOURS 3 CREDITS  
The students will explore the various traditional techniques and experimental approaches to choreography, working in elements of time, space, texture, rhythms, and dynamics. Students presenting their own creative works each semester offers an opportunity for technical aspects of production. The course meets 2 times a week for 2 class periods. Additional practice hours are arranged.

**PCA 314 MODERN DANCE SURVEY (DANCE HISTORY)**  
DAY SESSION 4 HOURS 3 CREDITS  
The technique of modern dance. Movement experimentation relating to time, space and energy used in the performance of modern dance on a college level. Technique classes are supplemented by professional films, theory of dance, discussions, and concert attendance.

**PCA 390 INTERNATIONAL FOLK DANCE**  
DAY SESSION 2 HRS. 1/2 CR.  
Authentic folk dances from "Round the World," concentrating on British Isles, Russia, Germany, Scandinavian countries, Greece and Israel.

**PCA 395 MODERN DANCE I - TECHNIQUE**  
DAY-EVENING SESSIONS 2 HRS. 1/2 CR.  
A course designed toward technical movement skills in dance as well as the appreciation of dance as a performing art today. It includes the role of modern dance on the college level, professional dance films and experimenting with dance movement for the beginning dance student.

**PCA 396 MODERN DANCE II - TECHNIQUE**  
DAY-EVENING SESSIONS 2 HRS. 1/2 CR.  
A continuation of PCA 395.  
Prerequisite: PCA 395.

**PCA 397 IMPROVISATION**  
DAY SESSION 2 HRS. 1/2 CR.  
Experimenting with movement by exploring the technique and methods of dance to help develop sensitivity and creative response through free movement patterns. The use of dance "props" in improvising.

**PCA 398 AFRO-HAITIAN RHYTHMS I - TECHNIQUE**  
DAY SESSION 2 HRS. 1/2 CR.  
The influence and inspiration of African rhythms in black dance today and related to the Afro-Haitian beat.

**PCA 394 MODERN JAZZ - DANCE**  
DAY SESSION 2 HRS. 1 CR.  
L. LOUNIS  
Includes basic dance technique to be used for rhythmic improvisation with contemporary American Jazz.

**PCA 327 DANCE FOR MEN**  
DAY SESSION 4 HOURS 2 CREDITS  
A course purposely structured for men students with little or no experience in dance movement; emphasis on modern techniques stressing Jazz forms for theatre dance.

**PCA 150 SCULPTURE**  
DAY SESSION 4 HRS. 2 CRS.  
R. MARTEL  
Basic techniques with major sculpture mediums from drawing to the finished piece (wood, stone, plastic, metal and welding).  
Prerequisite: PCA 141.

**PCA 151 CERAMICS**  
DAY-EVENING SESSIONS 4 HRS. 2 CRS.  
N. SURVING  
Clay as a medium of artistic expression. Experience in the traditional ways of forming clay on the wheel and by hand, and guidelines for experimental works. Pieces are glazed and fired.

**PCA 152 JEWELRY**  
DAY SESSION 4 HRS. 2 CRS.  
R. ROGOVIN  
Basic techniques of designing and creating objects in metal, including stone setting.

**PCA 153 BASIC ARTS AND CRAFTS**  
EVENING SESSION 4 HRS. 2 CRS.  
Introduction to craft mediums and techniques. Stress on creative approach to craft materials. A students project in each medium to complete course. Students must supply their own materials which will cost approximately ten dollars.

**111 (25) COMMUNICATIONS WORKSHOP I**  
DAY-EVENING SESSIONS — STAFF  
AB CURRIE: Themes and speeches on literature and essays both contemporary and classic.  
AC GILLIKIN: Films, records, novels, poems, discussion of current issues.

**110 (23) COMMUNICATIONS WORKSHOP A 5HR., 5CR.**  
DAY SESSION — STAFF - DO  
HK KEYSER: Workshop in Popular Culture.  
KL CURRIE: Themes and speeches on literature and essays both contemporary and classic.

**LM OLSEN:** Emphasis on short fiction and drama, with integrated writing.  
**QS SNYDER:** Literature and films. Study of how both art forms make us "see" more of ourselves and the world.  
**LM KEYSER:** Workshop in Popular Culture.

**PCA 012 ARTIST IN RESIDENCE**  
DAY SESSION 3 HRS. 3 CR.  
An outstanding artist meets with the regularly scheduled classes. Additional hours may be scheduled with the artist for personal creative development and philosophical discussion.

**PCA 161 CREATIVE EXPRESSION - ART EDUCATION WORKSHOP**  
DAY SESSION 4 HRS. A. SIMONS 2 CR.  
An exploration in the world of visual form through studio involvement effectively directed towards children's expression and development in a classroom situation. Students must supply their own materials which will cost approximately ten dollars.

**PCA 060 ARTS FOR CHILDREN**  
EVENING SESSION 4 HRS. 3 CR.  
For students of Child Care. Instruction in presenting dance, arts and crafts, drama, and creative writing to children.

## FC Action On Courses Due

On May 16 the Faculty Council will meet to discuss and take action on a host of new courses, changes in credits and course titles. Some of the courses listed in the News Ferry Guide to Curriculum are among those that have yet to be approved. All of the courses are listed in the Fall and Summer catalogues.

As explained by Michael Bloomberg, Assistant to Martin Kuhn, Dean of Faculty, there are three ways that a course may gain approval. The route of the group coming before the Faculty Council on Wednesday being the slowest.

A faculty member may submit a course to his (her) department's curriculum committee. If initial approval is gained on that level the course is then referred to the Curriculum Committee of the Faculty Senate. The Curriculum Committee then makes an evaluation and refers the course or usually group of courses to the Faculty Senate. If approved it is then referred to the President. The President must advise the Board of Higher Education, both parties having the right to turn down the course. That authority is rarely used.

B. Any of the experimental programs can submit new course prospectus to Felix Cardagna, Dean of Experimental Programs (ESP). He evaluates the idea and then forwards the proposal to the President, who in turn must submit the course to the Board of Higher Ed. C. Each college President is allowed the prerogative to approve 15 new courses per semester. "It must be something new, something different" or something needed for a specific curriculum. The course may only run two semesters before going to the Faculty Council.

## CURRENT EVENTS

**May 14-18** — Day Session Student Government elections.

**May 16** — Professor S. Mubako, University of Zambia, will speak on: Philosophy of African Law. Rm. J-10. 1:30.

**May 16** — Surfing Club presents "Endless Summer" free in auditorium. 1:30.

**May 16** — What Happens When LNG Tanks Blow Up? Films of tank fires, discussion of Staten Island tanks dangers. 8 P.M. Auditorium.

**May 15-16** — IBM recruiters will be on campus interested in students of electrical-mechanics, electrical-technology and mechanical-technology.

**May 16** — "Billie" Luisi author of "Potworks: A first Book of Clay" will offer a pottery workshop. 9:A.M.-Noon. RM. B-100.

**May 16** — Graduation party for "Place" students. 1:30, Rm. H-7. "Come join us."

**May 17** — How To Succeed in Business Finals. Bring old tests and any texts that read like Greek. 8 & 9 period, Trailer 16.

**May 18** — Late I.D. Photos for Evening Session - Students. 7:15-8:30 P.M. Room 101.

**May 18** — Evening Session Student Government Elections close.

**May 19** — Irish Freedom Club presents: The Thomas Davies Players in "Love Irish Style" 2 one act comedies.  
Bedtime Story  
by Sean O'Casey  
and  
"Lovers" Part 2  
by Brian Fried

All proceeds to Minibus Fund for transportation of political internees' families visiting Long Kesh Camp.

Dono: \$3.00 Student I.D.-\$150

**May 20** — PCA Spring Concert 7:P.M. SICC Theatre. Jazz and Rock. Free.

**May 21** — Summer Registration closes

**Through June 1** — "See Yourself Through Someone Else's Eyes," Photography Club exhibit. 2nd Floor Library Exhibit Room.

**Yoga** every Tues. 8:P.M. 590 Victory Blvd.

**Free Pregnancy Tests.** Monday, 10-11:30. Wednesday Club Hours D-136.

**Free arts and crafts** every week— Mondays 2-8; Wednesdays 6-9; Fridays 2-9

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