



The *paper*

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Staten Island Community College



DAAB Launches Program of Drug Education

by Deanna Abzug

(SICC) — Considering some of the drug-related tragedies that occurred at Staten Island Community College during the '69-'70 academic year, many students may wonder what plans, if any, are being formulated to counteract the rising phenomenon of student involvement with drugs. As a member of the recently constituted Drug Abuse Advisory Board, a faculty-student committee, I am aware that a rather ambitious program on drugs is presently under consideration by the board. The program being discussed by the board has three major goals, as follows: 1) to educate the college community to the various aspects of drug involvement; 2) to identify and treat drug abusers; and 3) to develop sanctions and a system of enforcing them. All of these goals seem consistent with the basic premise of the board in establishing a drug control program: members of the D.A.A.B. essentially agree that drug abuse is an illness rather than a crime and that measures to curb misuse of drugs should attempt to stress professional help rather than punishment. To accomplish its goals, the board will utilize both the resources of the college and of the community beyond the campus. Personnel from several related disciplines will work in a complementary relationship to each other, thus permitting an eclectic approach to the complicated problem of drug involvement.

Since the education aspect of any drug program is usually the most concrete and specific area with which to deal, it is also the easiest one to formulate. Certainly treatment and legal controls have been far more controversial topics of discussion for the D.A.A.B. than the topic of prevention through drug education. Thus it is only the educational aspect of the total program that I may, at this time, write about with any degree of confidence.

To date, concerned students and faculty have helped incorporate into the curriculum a credit-bearing course on drugs. This course, offered as a pilot experiment to ninety students, will cover four areas of concern, as follows: 1) psychological and physical effects of commonly used drugs; 2) sociological values surrounding drug use; 3) legal controls on drug abuse; and 4) evaluation of various treatment services available to addicts. In addition to this classroom offering, the D.A.A.B. is planning an informal out-of-classroom educational program directed at reaching the entire campus population. Akin to the progressive, experimental, and flexible style of instruction presently furnished by academics of the free university, the out-of-classroom syllabus will vary with the needs of the people for whom it is being designed. Essentially it will provide information on all drugs (including alcohol, tobacco, and caffeine), rather than focusing entirely on the hallucinogens and

hard drugs. In stressing the addictive personality as one facet of the drug phenomenon, the educational program will analyze the widespread American custom of overeating, the hypocrisy of legal pharmaceutical practices, and the pernicious effect on our population of well-known drug campaigns launched by Madison Avenue advertising concerns.

To disseminate information, the drug education program will heavily rely on three channels of communication: a) a campus-wide campaign to stimulate interest and awareness of the program; such a campaign will be effectuated by means of posters, pamphlets, newspaper articles, etc. b) a drug library which will make available to all interested parties books, films, and tapes on drugs; c) a live discussion of drugs as made possible by forums,

debates, lectures, and encounter groups; these discussions may be led by students, psychologists, sociologists, physicians, former addicts, chemists, pharmacists, law enforcement officers, or any other individual with a particular knowledge of the drug phenomenon.

To enable students to attend and to participate in these discussions, members of the D.A.A.B. hope that it will be possible next Fall to suspend classes for a double period one day each week, a bloc of time that would be scheduled in addition to, rather than instead of, the weekly club hours. All students and faculty are invited to respond to this suggestion and to offer any other comments on a drug education program by contacting Deanna Abzug, Office of Student Activities, C-128, ext. 324 or 325.

Tragedy in Focus

by James Allen

"Damn, man I want to go back into the world. I'm tired of being locked up in here!" I wonder how many people have heard of Arthur Kill. Well for those who don't know it is a rehabilitation center for drug addicts.

It started when I was about twelve years of age. Little did I know that this would be the start of misery and pain for me. I was only twelve years old and considered a kid by most people older than me and there were those who did not. This was because most kids that were my age acted younger and I acted older. So I hung out with dudes that were two and three years older than me. At first I was drinking wine and beer and going to parties with older people. I drank wine and beer for about six months. At the end of this six months I graduated from wine to reefer.

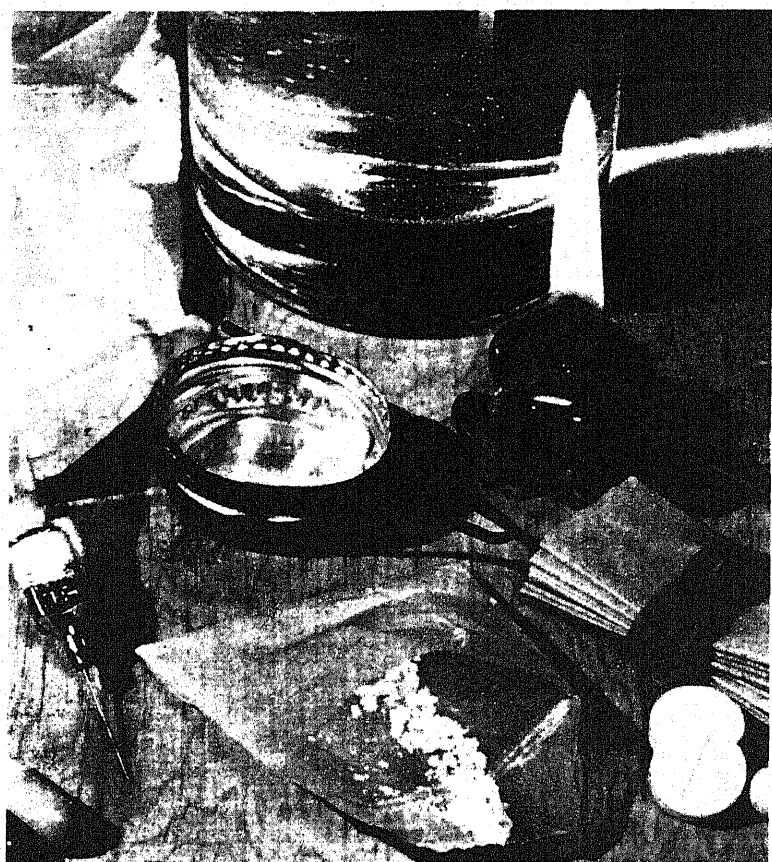
At first the group that I wanted to be with would turn me and my cousin on. Anytime we wanted to get high we would look for them and they'd turn us off. After a while they got tired of turning us on day after day. So they started avoiding us whenever possible. So on the week ends when we got money from our mothers my cousin and I would put our money together and get our own bag. This went on until I was the age of fourteen. Then I graduate again, this time from reefer to dope.

The same guy, that had turned me on to reefer turned me on to dope. Every Saturday my cousin and I would go to his house to watch television. (He had a color T.V.) One Saturday he asked us if we wanted to get high. We didn't have any money to buy reefer this day and we thought that he had some. Instead he brought out three five dollar bags of dope, he gave us both a finger nail file, he showed us how to pick it up on the file and how to put it in our noses. We did not know how we were supposed to feel or what it was supposed to do to us. After awhile the high started to come down, I felt drowsy and caught myself sleeping which is called "noddings". We felt sick after that and swore that we'd never do it again, but as you know "curiosity killed the cat."

Once again the guy got tired of getting us high and we started putting our money together, but only this time to buy dope.

When we started buying dope, this dude was selling six dollar bags. They were heavy and the stuff was dynamite. We turned on a couple of our closest friends on to it. They dug it and every weekend we would get high and party. Now there were four of us, three were fourteen and my cousin was thirteen. Also at this age we started noticing the style of clothes. We were buying clothes just like or similar to the ones that the older dudes were wearing. We started acting and doing things that older dudes did. After awhile we were known in the neighborhood as cool little cats. In other words we were accepted by the older people. We listened to the older dudes when they were talking and we learned. We learned how to pull the young girls and how to make money and we put it to good use.

When I was fifteen I graduated again. This time from snorting to skin-popping. In the summertime they held night summer school in the neighborhood high school for those in high school. And at this time it was necessary to be dressed in your best because that was the style. After school was over everybody would meet at this hamburger place called Wetson's. It was one of those drive in places and everybody would be three dressed to kill and getting high. I bought two bags from this girl and I saw one of the dudes that I knew. He was crossing the street and going into Prospect Park. I asked him where he was going and he told me he was going to get off. I went with him to the park and watched him put his works together. He tied up and got off and then he asked me if I wanted to use them. He asked me if I had ever gotten off before. I told him no. So he told me that I'd better skin pop, so I did. The high was dynamite so I hipped the fellows to it. So we started skin-popping every weekend and soon were doing everyday. We did



this for about a year and a half. Then I graduated for the last time. I found myself mainlining.

This is where my life became meaningless and miserable. The first time I mainlined I was at this junkie's house when I was skin popping I would get off there. He tied a string around my arm so that the veins would pop up, then he stuck the needle into the vein. The blood rushed into the eyedropper. Then he shot it in and booted it. By this I mean he let the blood rush back up into the dropper and shooting it in again. Once again I hipped the fellows to it. At first we wouldn't mainline every time we got dope, sometimes we would skin pop. But after awhile we found ourselves mainlining regularly and it was too late to turn back. We were getting off every day and everytime we got money. I mainlined for about six months before I had a habit. I was going on seventeen years old and still in school, but had little time to go to school. I was too busy trying to make money so that I could get high and this led to stealing, not only money but anything that I could sell. When I turned seventeen my mother busted me with a set of works and I lied my way out of it. I kept going and at an increasing pace until finally I was really strug out. This is when everything started happening.

I was also out in the street trying to make money so that I could get my supply of stuff. I started snatching pocketbooks, pick pocketing people on trains and buses and stealing things from my house. I usually did good and as a result was shooting more dope. At this time I went through a change. My personality, my attitude and the crowd that I was with. I was usually with fellow drug addicts, old or young it didn't matter. My attitude towards my family and other people changed a great deal. I was nasty and loud, I could get into an argument with my mother over little things, I was always snapping and biting. She didn't say too much but she knew something was going on, because my school grades dropped and I was literally going to the dogs. I was losing weight rapidly and my health habits declined greatly.

After awhile I could sense that my mother didn't even want me in the house so I started staying away. I was living in the streets and with other junkies in dirty little apartments. I was a good hustler and somehow always made mine and only experienced sickness about ten times. That is about the worst thing that has ever happened to me, being without dope. My eyes and nose would water and run, I would get cold chills and diarrhea and would throw up until I got some dope. This went on until the summer of '69'. I was supposed to graduate from high school in '69' but I rarely went so I didn't. I went to summer school at night or at least was supposed to go. I moved go down to the school and get high and watch the fey young girl go in and out. My mother went to the school and found out that I hadn't even reported to class, she knew that I wasn't going to do anything worth while so she sent me South the next week.

The first two days down there I was miserable. I didn't have any dope but I had money but lacked the knowledge of where to cop. But after those two days I found where to get dope and spent all my money. When my money was gone I was miserable again, but not for long. I started stealing from my Aunt and Uncle and when I couldn't steal anymore I had to kick cold. So I went through the month of August without it.

I came back home at the end of the summer and started right back in about a month was strung out again. This went on until December and I came to the Rockefeller Program.

This was one experience where I learned a lot about life. I learned the right and wrong of the street world, a code that could not be broken. I also learned that it doesn't pay to mess with the "white lady". I experienced pain and misery which a boy eighteen years old shouldn't experience in such young years and being here for helped me to find myself from where I was in the street I didn't know my own identity.

Under the Banner of Freedom

by Frank Giacalone

Since the defeat of the Axis powers in 1945 and the subsequent collapse of the Japanese Empire in Asia and the Pacific, the United States has replaced Japan in establishing its own empire. Its Asian holdings are however, unlike those of its predecessor, in that it largely concentrates on the influence of its major corporations, who drain the natural "blood of the land" in the form of resources and sustains its political influence in these same foreign governments, thus acting as an economic and political parasite. This can be vividly seen in the extended presence of the American military throughout most of Southeast Asia:

1. **South Vietnam** — where over the recent years over one half-million GI's and marines have been waging a ridiculous and futile war against the opposing Communist north. Over fifty thousand Americans and Two million Vietnamese have perished in a struggle to maintain America's hegemony, with the underlying hope of subjecting the entire area to the grasping talons of the Western eagle in order that business may have a clear field to exploit its profits once the war has been won as they are doing now that the war is being waged. And in guaranteeing the right-wing puppet government of Thieu and Ky (who is an ardent admirer of Adolph Hitler — Daily mirror Saigon correspondent interview 7/4/65), it makes it easier to comprehend why this charming individual's first act was to suspend virtually the entire press of his country as well as keep every peace candidate off the ballot. But let no man say that the United States is not in Vietnam for maintaining freedom — here is a perfect example of a "democratic" government the Americans have set up.

2. **South Korea** — with the termination of the Korean conflict the United States signed a mutual-defense treaty (10/1/53). When General Park Chung Hee took power in a coup in 1962, he maintained a close cooperation policy with the United States. He has sent forty thousand troops to aid the Western giant in the Vietnam war and as a result the "great white father" in Washington has stepped up military aid in 1968-69, building up South Korea's armed forces to six hundred thousand men. A military government with extended control over the press, radio and personal freedom it presents another wonderful manifestation of governments developing under American auspices.

3. **Taiwan (Formosa)** — or Nationalist China as it is sometimes called represents another firm foothold of the US in the Far East. Ruled by Generalissimo Chiang Kai-shek, another humanitarian who became infamous in his ruthlessness to anyone who opposed his ruling party, the Kuomintang. In 1953 the US began patrolling the Strait of Formosa with its navy as it does to this day. In 1955 it signed a mutual defense treaty by which it is committed to defend Taiwan

and its neighboring islands. The very presence of the Seventh Fleet, while allegedly acting as a deterrent to protect Taiwan from a mainland attack, is actually safeguarding American interests in the form of business and military bases. The American fleet, while in a formidable location so near the Red Chinese mainland, is enough to spark an international incident whose repercussions can be more serious than those felt in the Pueblo incident involving North Korea.

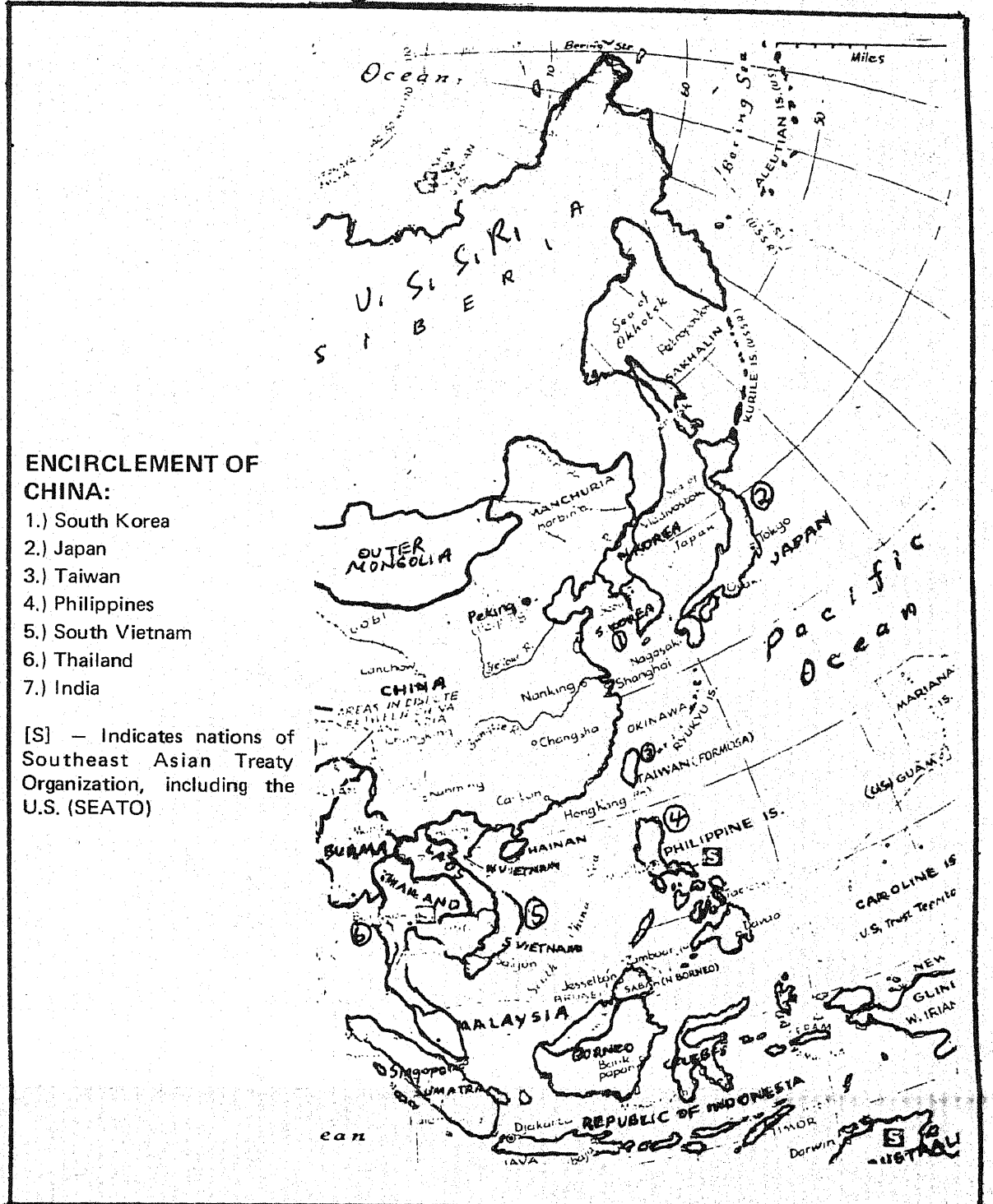
4. **Philippines** — who by the way was bestowed with the blessing of American concentration camps during after the Spanish-American War signed a new defense accord with their Western ally in 1966 thus emphasizing its pro-Western posture. American bases are also maintained here to ward off the communist hordes, they say. But the Philippines possess large and relatively undeveloped mineral resources. The most important include gold, silver, iron ore, cooper ore, chromite, manganese lead and zinc. Could it be that American pragmatists desire to exploit these fruits of the earth? Not at all, since Mr. Nixon ans his predecessors along with out "brilliant" patriots continuously assure us that our purpose in Asia is merely to safeguard freedom and American lives.

5. **Japan** — was the only country to be blessed with the destruction of atomic weapons at the close of World War II, by the good old, freedom loving U.S. In the words of F.D.R. "We Americans are builders, not destroyers."

Being the most industrialized nation in the Far East, Japan reaps immense profits from investments in he world as well as Asia, and functions as a sort of friendly economic rival of the United States. With numerous bases dotted along its topography, it is one of the main nerve centers of the American military and business machines in the East. The mutual defense pact between Japan and the U.S. was received again in 1970, even though Prime Minister Eisaku Sato cam under sharp attack for his espousal of the treaty as well as his governments support of American policy in Vietnam.

6. **Thailand** — is the base that services the B-52 bombers which incessantly rain down the blessings of destruction to the populaces of North Vietnam, Laos and now Cambodia. The Monarchical government here welcomes Uncle Sam, for it is he who will increase the wealth of the royal family by the very nature of his extended presence. Construction on new highway has begun which will serve two purposes — expedite the transportation of goods to urban markets as well as aid the military who quell peasant uprisings designed to better the lot of the common man in Thailand as a whole by eliminating the ruling class.

Rice as the principal crop here with rubber the second most important. The country also possesses nominal deposits of gold, tin, tungsten and lead concentrates, products which the American military or big business



ENCIRCLEMENT OF CHINA:

- 1.) South Korea
- 2.) Japan
- 3.) Taiwan
- 4.) Philippines
- 5.) South Vietnam
- 6.) Thailand
- 7.) India

[S] — Indicates nations of Southeast Asian Treaty Organization, including the U.S. (SEATO)

wouldn't dream of utilizing for their own respective aims.

7. **Indonesia** — an exceptionally rich nation in resources and now under considerable American influence. When Sukarno almost succeeded in launching a Communist coup in 1965, the CIA and American businessmen guaranteed its failure by aiding General Suharto in suppressing it, thus keeping Indonesia's rich resources in Western Hands.

Industry, especially in Java, is booming while the peasant and the worker economically raped by the foreign forces there. In addition to numerous chemical works, shipyards, and textile and paper mills — a Goodyear tire and rubber plant as well as a General Motors Assembly plant operate here.

Petroleum is the principal mineral product of modern Indonesia and it is from here that Hapan imports much of her oil which she processes and sells to the US war machine in Vietnam. Other important minerals include tin, bauxite, coal salt, nickel and manganese.

This nation of five thousand islands is one of the main focuses of American involvement in southeast Asia by the nature of its abundant natural wealth. If the United States safely controlled Indonesia, with no resistance in any other part of Asia its Hegemony would be almost complete.

8. **Laos** — has seen almost the

same length of time in fighting as its Vietnamese neighbor, but news of fighting here has been constantly suppressed. However, the Pathet Lao have succeeded in repelling Vang Pao's American equipped army from the Plain of Jars but the sum total of American assistance here is still reliably estimated at between 250-300 million a year. The CIA also maintain's Vang Pao's army of fifteen thousand full-time troops from its nerve center at Long Cheng. Yet despite this, a top embassy official in the capital of Vientiane argues: "There is no chance of turning this into another Vietnam. We know the mistakes made in Vietnam and we have no intentions of repeating them. Hanoi understand our position here. We seek no wider war." Does this sound familiar?

9. **Cambodia** — the newest victim currently being ground under the heel of the American oppressor to suffer for its former neutrality. Now that the CIA financed the coup which overthrew Prince Norodom Sihanouk, the United States is throughly justified to move in a perpetrate the same benious acts committed in Laos and Vietnam over the past five years. Under the pretext of cleaning out Communist sanctuaries, our beloved president has promised not to go beyond his stated twenty-one mile limit. However, there are unofficial reports of American "advisors" proceeding to the capital of

Pheom-Penh, well past that mark. Can anyone believe Nixon?

While neither Laos nor Cambodia are as extensively rich in resources they are nevertheless, expendable buffer zones in the event of a future Chinese confrontation. In other words they can be sacrificed to safeguard the richer nations lying around their peripheries.

It is the idea of building a series of advanced bases around communist China as well as securing an economic hegemony which explains the course of events from the defeat of the trench at Dienbiaphain 1954 and onward up to the current invasion of Cambodia. If one examines the map of Southeast Asia, it is obvious that the nation mentioned previously encircled China to contain the awakening giant. If the USA were certain of an expedient victory, it is my belief that she would launch a first-strike tactical nuclear attack against China establish her pinnacle of power in the East at the expense of a few million Chinese. The Soviet Union would be relieved of the considerable pressure endured along its 4400 mile border with the red giant and the US could proceed along virtually unopposed in securing it's far Eastern economic empire by ruthlessly crushing all opposition as it has done or tried to do in the past — and all this carried out under the banner of freedom.

EDITORIAL

We are the People

We are a new nation.
We believe in life.
And we want to live now.
We want to be alive 24 hours a day.
Nine-to-five Amerika doesn't even live on weekends.

Amerika is a death machine. It is run on and for money whose power determines a society based on war, racism, sexism, and the destruction of the planet.
Our life-energy is the greatest threat to the machine.

So they're out to stop us.
They have to make us like them.
They cut our hair, ban our music festivals, put cops and narcs in the schools, put 200,000 of us in jail for smoking flowers, induct us, housewife us, Easy-Rider murder us.

Amerika has declared war on our New Nation!

WE WILL BUILD AND DEFEND OUR NEW NATION

But we will continue to live and grow.
We are young, we have beautiful ideas about the way we should live. We want everyone to control their own life and to care for one another. And we will defend our freedom because we can't live any other way.
We will continue to sieze control of our minds and our bodies. We can't do it in their schools, so we'll take them over or create our own. We can't do it in their Army, so we'll keep them from taking our brothers. We can't make it in their jobs, so we'll work only to survive. We can't relate to each other like they do—our nation is based on cooperation not competition.

We will provide for all that we need to build and defend our nation. We will teach each other the true history of Amerika so that we may learn from the past to survive in the present. We will teach each other the tactics of self-defense. We will provide free health services: birth control and abortions, drug information, medical care, that this society is not providing us with. We will begin to take control of drug manufacture and distribution, and stop the flow of bad shit. We will make sure that everyone has a decent place to live: we will fight landlords, renovate buildings, live communally, have places for sitters and brothers from out-of-town, and for runaways and freed prisoners. We will set-up national and international transportation and communication so that we can be together with our sisters and brothers from different parts of the country and the world. We will fight the unnatural division between cities and country by facilitating travel and communication...

We will end the domination of women by men, and children by adults.

The well-being of our nation is the well-being of all peace-loving people.

WE WILL HAVE PEACE

We cannot tolerate attitudes, institutions, and machines whose purpose is the destruction of life, the accumulation of "profit."

Schools and universities are training us for roles in Amerika's empire of endless war. We cannot allow them to use us for the military-industrial profiteers.

Companies that produce waste, poisons, germs, and bombs have no place in this world.

We are living in the capital of the world war being waged against life. We are not good Germans. We who are living in this strategic center of Babylon, must make it our strategic center. We can and we must stop the death machine from butchering the planet.

We will shut the motherfucker down!

WE WILL MAKE OUR NEW NATION FIT FOR LIVING THINGS

We will sieze Amerika's technology and use it to build a nation based on love and respect for all life.

Our new society is not about the power of a few men but the right of all humans, animals, and plants to play out their natural roles in harmony.

We will build our communities to reflect the beauty inside us.

People all over the world are fighting to keep Amerika from turning their countries into parking lots!

WE WILL BE TOGETHER WITH ALL THE TOGETHER PEOPLES OF THIS EARTH

Pig Empire is ravaging the globe, but the beautiful people everywhere are fighting back.

New Nation is one with the black, brown, red, & yellow nations.

Che said:

"You North Amerikans are very lucky. You live in the middle of the beast.

You are fighting the most important fight of all, in the center of the battle.

If I had my wish, I would go back with you to North Amerika to fight there.

I envy you."

The Game of Repression

by ERIC WASHINGTON

Huey P. Newton relates to us the fact that the slaves have always outnumbered the slave masters, and that the power of the oppressor rests upon the submission of the people. If one were to take a look in retrospect at the situation that existed between the oppressed and the oppressors, one could righteously conclude that both statements correct. Both statements applied correctly to the situations of yesterday as they just as correctly apply to the situations of today.

It is obvious, today that the oppressor is taking full advantage of his power over the masses of the people or the slaves. The oppressor continues to do this because he recognizes that the masses are submissive. He recognizes also why they are submissive, they are not united. The people are not organized; there is no solidarity. So this division between the people makes it advantageous for the oppressor to promoted antagonistic contradictions, among the people which will keep them divided and unconscious to

the real foe. Their division is a tool which the oppressor uses to facilitate his repression of the people. He has created a game out of his brutal pastime. He makes all the rules and he always wins, unless he is careless. He has made his game legitimate, pleasurable, and profitable. The end goal is always the same: to win, and to destroy anything that would interfere with the process of winning, e.g. Non-White.

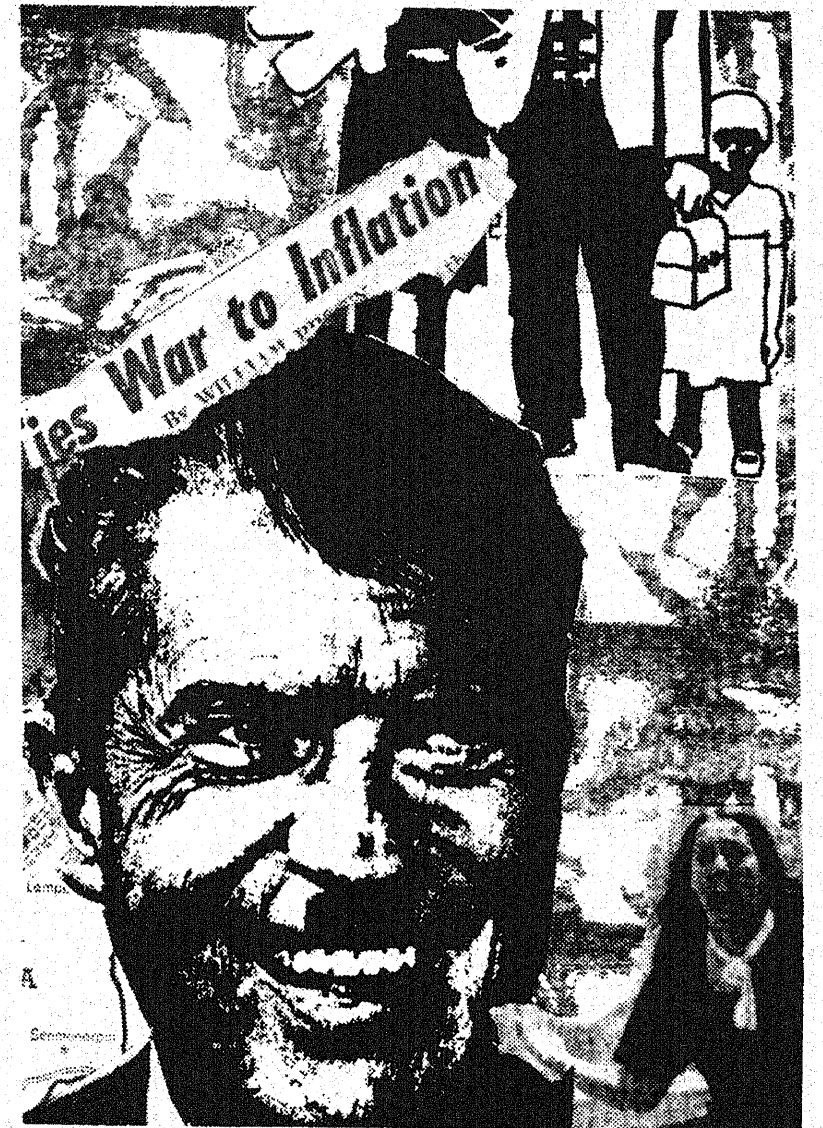
Non-White people are a serious infraction to the rules of the game, therefore they must be dealt with accordingly — genocide. The oppressor must then take out his tools and precede through the stages of mental and physical repression. One thing is for certain — the division among the people must be persistent in order for the acts of repression to be functional.

The oppressor has many things at his disposal for him to divide the people: Propaganda, the media, drugs, his laws and an armed militia to back him up. All of these devices actively functional in the act of repression toward the goal of genocide.

For example, the oppressor makes profits that run into the millions by killing people through the promotion of the selling of drugs in the ghetto. And that is only a trite example of one form of repression that is used.

But what effects does this have on the people? How are they reacting? Many of the people still have not recognized their predicament. An on the other hand, though, repression has greatly educated some of the people. Many are learning how to deal with this situation. Here we can recognize the carelessness of the slavemaster. The rules to his game were much too submissive because they consistently told the masses OF SLAVES that they were equal to the oppressors. The slaves will not allow for that rule to be changed but they are determined to organize the other slaves to deal with the slavemaster the only way he can be dealt with, they will rise above his level and come down on him with a mighty blow.

ALL POWER TO THE PEOPLE
FIGHT FIRE WITH WATER



LETTERS

Pollution in Staten Island

To the Editor

This is a Staten Island Beach. It is cluttered with debris and the water — if you can manage to get to it through the sea of broken bottles, driftwood, and other assorted jetsam — is so polluted it is unfit for bathing. It does not take much imagination to see what it will look like when our children are this age.

We hear an awful lot about oil slicks fouling beaches in California and Florida, but no one seems to care about our own beaches. Sure, Earth Day was great — but why set aside only one day to fight pollution? High school kids aren't the ones to rake our beaches. This is city owned property? Let's get with it, Mr. Mayor and Mr. Borough President. Let's clean our house. We will do our part too — however, it is up to us to let the Borough President and the Mayor know that these conditions will not be tolerated.

Dennis Hickey

They are Killing

To the Editor:

Hey everybody, won't you just look around. Can't anybody see just what's going on. Can you touch the sky and feel-feel what is real. Listen too, and you feel that we've got a lot to do. They're killing you and me. God damned they're killing everybody. What can we do? You say you've got to make war, they're moving the army abroad. And if we don't start now, they won't be around anymore. They'll ruin the world

for you and me, we've got to change. Don't let it be me and everyone that didn't help out. Now we must try again, before they kill us all. No more dying, no more killing, no more dying no more fighting, we don't want to die. We don't want to die, please let's change it all. Please let's make it all good in the present and in the future. Love one another, oh please, help us brothers. We can make it happen. Let's just make it happen, for all our children, all our women. Change this world please make it happen, come on. Well come on, oh please come on-it's up to you, up to me. Come on people, do it now. People hating, dying, for life you know it's not right. How can it be right? We better end it soon, my friend. Better end it soon.

Daniel Rodriguez

dropout & failures

To the Editor:

A recent issue of the Dolphin contained a table entitled, "Study on Dropouts and Failures" which listed certain courses and instructors together with percentages of grades F, H, and J awarded.

This is a report which has been prepared every semester in its present form since the Spring of 1965. It was distributed to department chairmen and administrators, as it has been each semester and was not intended for publication. However, since the data have in fact been published, it is appropriate that the nature of the data be more completely explained so that the information

contained in the report may be interpreted correctly.

The report is always issued with a covering memorandum indicating the basis for selecting the courses and instructors listed therein. The memorandum indicates that only those courses and instructors are included for which either (a) the percentage of J's awarded was at least 15%, (b) the combined percentage of J's and H's was at least 20%, (c) the percentage of F's was at least 15%, or (d) the combined percentage of F's and J's was at least 20%.

The grades J and H are defined in the college catalog as follows: J — a course dropped without penalty, H — a course dropped with a failure due to excessive absences. It has been the practice at the College for students to be permitted to initiate a drop without penalty from any course up to the end of the seventh week of the semester. There is an additional two-week period during which the student may drop a course under the advice of his curriculum advisor.

Experience has shown that students will drop a course with a grade of J for a very wide variety of reasons: some personal, some academic, and some technical. In many instances, of course, the reasons have little or nothing to do with the quality of instruction. One the other hand, the academic performance of the student is a major cause for dropping, and curriculum advisors will frequently urge a student to drop a course in which he is doing poorly in order to allow him more

time to devote to his remaining subjects.

Obviously, no conclusion may be drawn about the teaching effectiveness of an instructor on the basis of J grades awarded in any one semester. On the other hand, a consistently high percentage of J grades for a particular instructor as compared to other instructors teaching the same subject should be considered as evidence which bears examination on the part of the instructor and his chairman to determine the reasons for the unusual pattern.

—Arthur Kaufman
Dean of the College

America Yes

Mr. Ralph Palladino,

I read your article titled "White America Must Wake Up"! I don't know where you are getting your facts from and I do imagine you are a young person since you are in college but you seem to overlook or leave out quite a few outstanding points.

I would point out to you and I think you will agree that each Negro in this country has a car, a telephone, a T.V. set etc. Even whites of other countries for example Australia don't even own or have what the Negro has here. You must admit this to yourself unless you want to remain blind.

As far as I know the blacks themselves in Africa sold other blacks into slavery. I don't believe the Negroes of Africa were educated or kept records so how could they trace their ancestry?

You neglected to point out many white men shed their blood

for you too. The blacks were and are a minority so isn't it correct to assume more whites shed their blood? In fact, if men like myself didn't enlist and fight W.W.II, maybe you would be in slavery right now.

Women have been sexually abused down through the ages. Didn't a band of 5 or 6 Negroes rape a white girl in N.Y.C. not so long ago? White or black these things always happen. You make a statement, "Blacks were forbidden to converse in any way with English girls by the U.S. Army. 'SON I WAS THERE! This is simply not true and a big lie. The blacks dated and enjoyed the company of the English girls. We often joked about it because they were considered American Indians by the English girls."

You say the blacks were exploited as a form of cheap labor, but wasn't young white children also, isn't that why we have child labor laws?

The "Civil Rights Act" son, even had been pushed by the Communists, I imagine before you were born back in 1932.

The only reason I write this letter is I sincerely believe you young people are being led by the Communist element in this country. Once you help them solidify their power you will become a slave yourself of the Communist system. Power to the people! Have you ever asked yourself why you don't protest the invasion say of Czechoslovakia?

Think my young friend, think!
Sincerely,
J. Kurschner

White America Must Wake Up!

BY RALPH PALLADINO

This is the second article dealing with the plight of the Black man in America. In the first article I dealt with the historical injustices committed by the white ruling class in America against the Blacks. Now I wish to explain the need of the Black Community for the organizing of the Black Panther Party.

In October, 1966, the Black Panther Party was formed by Huey P. Newton as a vanguard party to promote the idea to Whites and Blacks that Black Americans are able to protect themselves from oppression, whether oppression by the gun or oppression from discrimination in jobs and public services. The Panthers want to educate the poor oppressed Black people that they do have a heritage to be proud of, an intellect that equals or betters the White man's (contrary to what many Whites preach and actually believe), and that they need not sit back and let oppression of the poor people continue, not just Black people but ALL POOR PEOPLE! An important accomplishment of the party has been to make the White people more aware of the problem of the poor and oppressed in this country. People have asked, "Why do the Panthers carry guns?" or

why do they talk so tough, what is meant by the term "Black Power?" The Panthers have made the people ask, "Why?" "Black Power" means simply that Black people should have the SAME opportunities and privileges that the Whites have... THE SAME not MORE or LESS! Is that asking too much? They warn that if the oppressed people of this country are not treated equally then all these people will rise up and overthrow their oppressors!

Contrary to what the Daily News says, the Black Panthers do only constructive things in their neighborhoods. It is the Black Panther Party that speaks out against the jailing of political prisoners, without regard to race, creed or color. It is they alone who are fighting the problem of dope in their communities. The police force fights the problems of drugs in the richer neighborhoods Only! Just take a walk through to Harlem of Bedford Stuyvesant and you will see the pusher working at his trade, while across the street sits a Police car doing nothing. When was the last time you heard of a large dope raid made in a ghetto area? Who is it that gives out free food and has a Free Breakfast Program for kids every morning and who is it that raids those programs and jails the

people running them? It is the police that do the raiding and it is White Racist America that condones it.

Many Whites believe that the Panthers are a racist anti-white group. If you were to read "The Black Panther" you would know that they speak out against both Black and White racism. They fight against upper class Capitalists ONLY. By upper class Capitalists I mean people like Nelson Rockefeller and the people who support his owning most of another nation, Venezuela. They call for a class struggle and not a race struggle, as a matter of fact the Panthers have been condemning Black racists groups as well as White racists.

We White people in America must wake up before it's too late! The Black Panthers exist and are growing in numbers because they are needed. We must wake up to the fact that there is Social Injustice existing in this country now. The Panthers are one group that is "Right On" in dealing with these injustices. The Blacks alone are not being exploited, we all are. Who do you work for yourself or a company? Who is making the money?

Ask yourself these questions and ask questions of any on the Black Coalition leaders in the



school. Learn something, that what you're here for!

I'd like to leave you with a thought that is most appropriate in summing up what I've said. It is a quote from Huey P. Newton Minister of Defense of the Black Panther Party. "The Panther community programs are attempting to spur the community into action-creative action- to make decisions and regain the dignity of the people. We join the world and in this country no matter what color they are to gain these same rights. These rights of man and not of any particular group. So the Panthers are in some ways like

the psychotherapist in that we are trying to make the people whole again. The people have been made ill by those forces which have controlled them in their position of servitude. The first thing we have to do is educate the people and make them realize that there are forces controlling them - forces that appear to be beyond their reach. The external forces have become translated into internal forces through the indoctrination of the ruling class. Thus we have internalized certain behavior patterns which we feel are instinctual or a basic part of man, but they are not."

WAKE UP, AMERICA!

Student Dissent:

Irresponsible or Justified?

by Anne Fancivlo

David Lawrence, a syndicated columnist, assumingly knowledgeable in those topics of which he has chosen to write, has in good part exhibited himself as an incompetent and thoroughly uninformed journalist, leaning too heavily upon questions rather than answers.

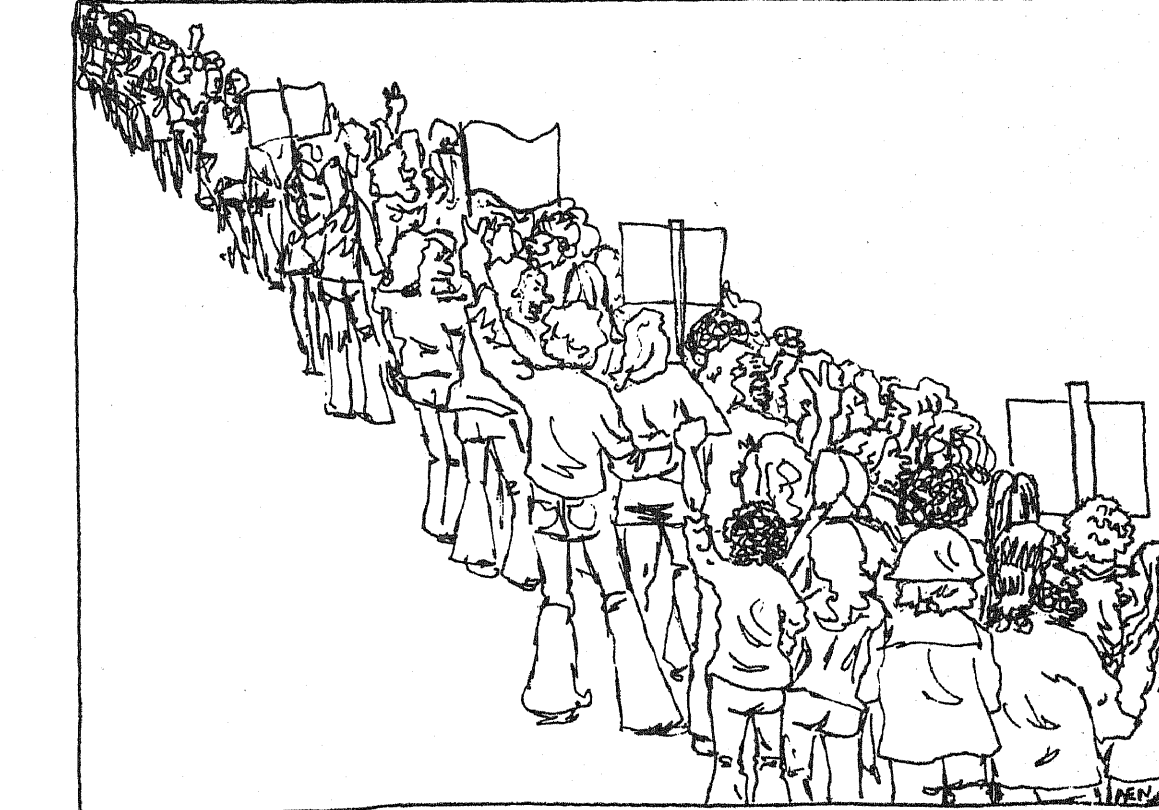
This seemingly odd literary device invites a more intelligible reader to answer those questions and expound upon those statements which Mr. Lawrence has deemed fit to belittle in print.

The title of the article itself tends to arouse a passionate desire on the part of many card-carrying Conservatives to read further and undoubtedly retort with glowing faces: "He is right... its dem left-wing radical Commies who start all the trouble... they don't want to learn." However, through-out the course of his remarks, Mr. Lawrence makes repeated inferences to the effect that no one (including the author) has ever actually conducted a survey investigating the reasons for college unrest. He simply assumes, in statement after statement, that students are not interested in their courses and are simply out for thrills when they engage in near-fatal violence with National Guardsmen and State Troopers.

However, it is they - long-haired, clean shaven,

"hippie" types or straight - it is COLLEGE STUDENTS who are the victims of the draft. It is they, who must lay their lives down for a cause with which they do not agree - much less die. And their only means of disagreement comes through the form of demonstration and protest. They, like all U.S. citizens, have no direct voice in their government's policies, relying solely on the vote - if they are fortunate enough to be over 21. In the majority of other cases, when a deaf ear is turned to public petitioning and the voicing of grievances, violence becomes the only recourse - an outlet for despair.

To gain an in-depth view of the college situation, one need examine the elements involved. Status, publicity, and group pressure have an instigating effect upon some students who are admittedly in college to avoid the draft and who would actually be happier in a business or commercial environment. But again, is it not the status-makers and the mass media who insist that one needs a higher education to get a better job? This same group of potential blue collar workers and craftsmen turned students have fallen prey to a weak form of sensationalism. True, they would have been happier as machinemen or shopkeepers, but their attention has been sidetracked by a steadily



increasing economy, government propaganda, and the flowing ranks of draft resisters.

Not only are students ill positioned, but their instructors as well. According to Mr. Lawrence, many teachers are dissatisfied with their work and regard it as "a convenient way of earning a living." Although this may be true in a few cases, most teachers who have taken the time - usually 2-8 years - to devote to their post

graduate studies, are usually certain to have chosen a profession which they enjoy and hopefully find rewarding. Most college instructorships are not easily come by, due to the overload of qualified candidates; and most instructors, when they are selected for these positions, are usually the finest in their field.

has never been such mass political involvement as has been evidenced now, originating mainly on the college campus. Perhaps the reason for this lies within the inconsistency of the democratic system itself. Average American citizens are tired of being herded like cattle behind a superimposed leader who is playing politics with

Addiction: "An escape into slavery"

BY CHRISTINE BENEDICT

11:48 a.m. A semi-conscious young girl is rushed into the emergency room of City Hospital.

11:52 a.m. A team of surgeons desperately tries to clean the breathing passages of the patient by applying suction instruments to her nose and mouth.

11:56 a.m. One doctor tests her veins for signs of collapse. A clear plastic tube is inserted into the patient's right arm and left nostril. Machines begin to draw the drug from her respiratory system.

12:03 p.m. The young patient lapses into a coma. 12:30 p.m. The patient dies as a result of a heroin overdose.

Like hundreds of young people, this young girl lived and died in a fantasy world of mind-affecting drugs. Before shooting heroin, she followed the regular route of smoking marijuana and dropping LSD.

Marijuana is one of many mind-affecting drugs. Marijuana, more commonly known as pot, grass reefer, hemp, rope, green, Mary Jane, stick, joy stick, nay and joint; it is derived from the female hemp plant called Cannabis Sativa L. The flowering tops and leaves of this plant are dried, mixed with tobacco and smoked. The effects of this drug can endure from three to five hours and sometimes longer. Reactions to the drug depend on the individual and the amount taken. Most smokers experience a feeling of great well-being. Some users

become talkative; while others fall into a sleepy state. Most users fantasize and acquire a deep appreciation for the arts. Marijuana distorts the perception of time and space. Sound and distance are magnified. Regular smokers become irritable because the inspired ideas of accomplishment do not become realities.

Those people who oppose the legalization of this drug argue that too little is known about its long term effects both physically and psychologically. In North Africa where more potent marijuana is used, there are "skid rows" of vagabonds roaming the streets. Medical experts claim that this condition has resulted from the use of this drug. Marijuana users do not develop a physical need for the drug; psychological dependance may occur.

Another hallucinogen popular with college students is LSD (lysergic acid diethylamide). According to information published recently by the Associated Press, LSD is the most powerful of the mind-affecting drugs. In 1938, this hallucinogen was synthesized in Switzerland. However, it was not brought to public attention until the early 1960's. Other terms for this drug include acid, cubes, trips, heavenly blue and pearly gates. Acid can be taken in tablet, capsule or hypodermic form. It is also supplied as a tasteless liquid which can be soaked into sugar cubes and crackers. An acid trip begins about forty minutes after the drug has been taken. It may last from eight to twelve hours.

LSD produces exhilarated or depressed hallucinations depending on the individual's attitudes, motives, companions, and environment. Most users claim that on good trips one sees starbursts, gleaming colors, and object distortions. At times, the mind may seem separated from the body. Under the influence of LSD, the user feels creative. Nevertheless, experts claim that LSD trips do not lead to great creativity in the arts.

Acid causes both physical as well as psychological damage. On bad trips, users sometimes feel isolated and panicky. Startling fantasies such as insects crawling over one's body have been experienced. Under the influence of this hallucinogen a user may try to fly. Scientific research claims that damage to the chromosomes (hereditary carriers) results from the use of LSD.

Like marijuana, no physical need is acquired from the use of acid, but a strong psychological desire for the drug has been known to occur. LSD, together with other mind-affecting drugs has come to be known as "psychedelic" or mind-manifesting.

The fantasy drug heroin, known as the KILLER, is among the most powerful of the hallucinogens. It is also called snow, stuff, H, junk and others. This drug is usually taken by intravenous injection. After taking H for a week, a user may become "hooked." Unlike marijuana and LSD, a heroin addict becomes both psychologically and physically dependent on the drug. A user feels a sense of well-being and is "safe" from the problems and challenges of the world. A user often appears sleepy or sometimes seem intoxicated. The pupils of his eyes become constricted; his pulse and respiration are slowed down. Withdrawal symptoms may last for ten days; an overdose may result in death.

Like LSD, heroin does physical damage. New born babies whose mothers are addicts show all signs of withdrawal. Sometimes these infants die unless treated immediately with antidotes.

In New York, heroin is the biggest single cause of death for people between the ages of 18 and 35. While the KILLER lingers on as one of America's major problems, the number of addicts is increasing as the age of users is decreasing.

Heroin is an escape. One dose of this drug lasts from three to four hours. After this time, the fears and anxieties which challenge the addict's life reappear. Gradually, he begins to realize that he has become enslaved in his own fantasy world. The heroin addict must always be sure that he has a source for tomorrow, that is, if he lives to see tomorrow...

School needs Hold on Students

By David Lawrence

WASHINGTON - Why is it that many students in colleges nowadays have no interest in the subjects they are supposed to be studying and would rather give their time to activities outside the classroom? Why do they so readily take part in rallies and "demonstrations"? Why are they willing to go out of town to participate in such events and miss classes?

The answer will be found some day when a study is made for the purpose of reorganizing the whole college system. Not long ago, the dean of a Midwestern college, as he waved his hand toward the campus, said to a friend: "50 per cent of the students out here have no business in college at all."

The aptitudes of individuals are not carefully appraised in advance of college. Parents insist on their sons or daughters taking particular courses. Students themselves don't know for what careers they should currently prepare. Also, it is quite possible that a high school education plus two years of post-high school studies, would be adequate preparation for work. Indeed, a large proportion of students in college today would be happier at jobs - actually starting their working life at an earlier age.

As one reads how much time is given by the students to pursuits separated from their studies, it may well be wondered why there is hardly any worry on their part about missing lectures or failing to attend classes. "Demonstrations" in various cities are attended by students from colleges hundreds of miles away. Naturally, there is a good deal of recruiting being done on the campus by militant and "activist" groups, but the significant thing is that the students are often eager to join them.

Another disappointing factor is the attitude of some members of the faculties, many of whom should not be teaching. They have taken up the work because they too frequently are themselves unsure of the kind of career they should really be following. They have selected teaching as a convenient way of earning a living, but they aren't happy about it and are restless.

The colleges, moreover, are usually too large to deal with the individual problems of students. Many

of them have an enrollment of more than 10,000. Today, a college with 1,500 or 2,000 students is considered small, while 20 years ago an enrollment of 5,000 was rare.

Kent State University in Ohio, where four young people were shot by National Guardsmen has an enrollment of over 23,000. The universities with student bodies of 20,000 or 40,000 or even 50,000 present a big challenge to the administrators.

The question before the country today is whether the colleges are admitting students who should actually be employes in business or finance or industry or agriculture or construction or technical fields. Also, should some of the young people who are being denied a college education be given an opportunity to specialize in studies for which they have inherent qualifications?

While there always were rallies on campuses in this country in past decades, none ever reached the point of open rebellion against constituted authority. There was no such mass involvement in American political controversies as is evident now. The college seem helpless to prevent it. One solution lies in really examining the work of the students to see whether they are capable and willing to give the attention to their studies that is required. It may be that there are many students in college who do not benefit from the kind of cursory classroom work which they apparently are being allowed to do in a four-year curriculum.

The press is presently filled with notices that in many colleges there are to be no more classes for the rest of the term, which means that approximately a month is to be cut off the college year. And why must those students who are not in any way involved with the "demonstrations" be the victims of such arbitrary actions.

Present day disorders have originated in large part on the college campuses. But the basic causes of the unrest have not been sufficiently studied by persons competent to judge what should be done to make students more interested in their classroom work so that they would have no time for, and no inclination to engage in, outside and irrelevant activities.

"Students want Revamping of College System"

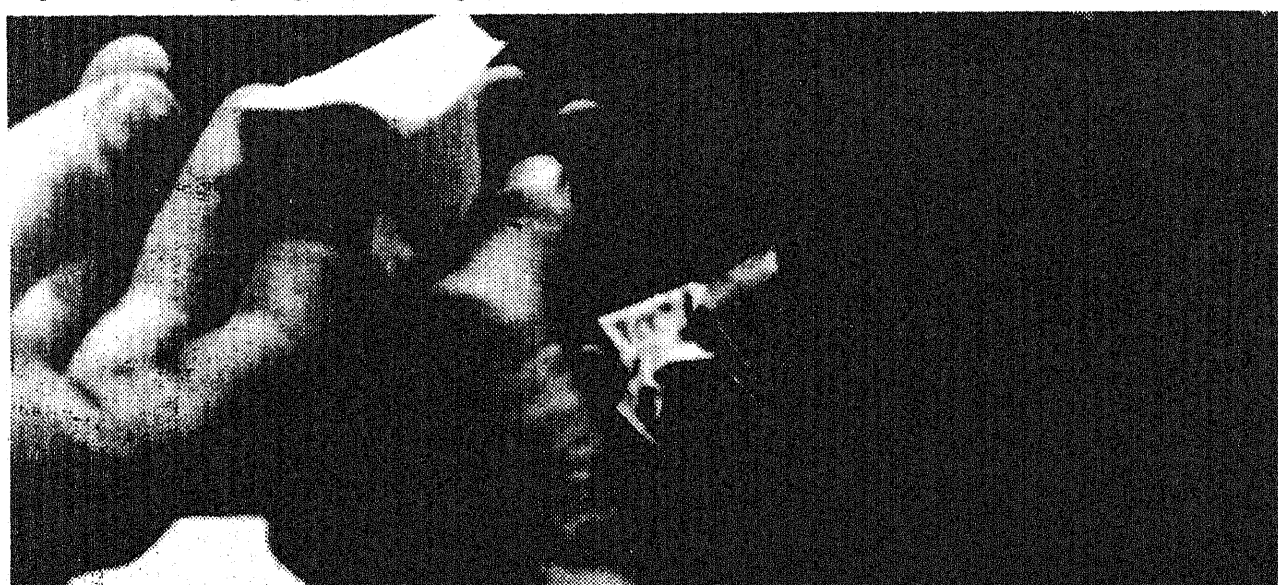
A view expressed in the major portion of Mr. Lawrence's article - which showed an amazing fraction of insight on the part of the author - comes in the form of reviewing our present educational system, another heavily burdened aspect of campus "unrest." It is justifiable for students to demand a say in the functioning of their schools, for it is they who are at the receiving end: students are aware if an instructor is communicating with his class; whether the student is enjoying the course, will it be useful to him in the future, which required courses should be required (if any)... Simply, students are asking for a revamping of the present college curriculum to fit their needs on an individual basis; what was good or useful thirty years ago, may well be obsolete now. It is therefore feasible to make the judgement that until students, faculty and administration reach a rational agreement - a shift of values which would benefit the student rather than the flowering chastity of tradition or the class-consciousness of tenured professors - campus "disorders" will continue to be the rule rather than the exception.

Perhaps it would be more legitimate to discuss the causes rather than the results of dissent, or, as Mr. Lawrence so adamantly phrased it: "... open rebellion against constituted authority." Mr. Lawrence contends that there

incapable of bucking the system, and afraid of the law. As related by the illustrious Councilman Frank Biondolillo: A law's rightness or wrongness can only be challenged through the breakage of that law. Because of the complexity of our constitution and our "democratic" system of government, change comes about through an exceedingly lengthy and roundabout process. The amendment procedure was purposely made abstruse... to preserve the traditional tenets of the American "way." The system may be delapidated and crumbling from within, but by the time an amendment has completed its cycle, it may be too late...

In essence, Mr. Lawrence's article offered little if any insight into the present "trend" of student unrest. He did, however, pose many debatable hypotheses, some totally unfounded, while others, possibly true. He feels that both teachers and students are misplaced in their present roles, and could be happier in technical fields; he also contends that the enrollment of the university determines how well both faculty and students are screened. Primarily, he presses the desire for a type of Lou Harris to conduct a poll which would probe the deepest thought cavities of students' motives and activities during their college lives.

(Continued on Page 8)



Dolphins 4th Regional Tournament

BY LINDA MARINO

May 9, Farmingdale Long Island, was the setting for the Regional XV Track and Field Tournament; which saw SICC's Dolphins finish in a fourth place spot. The Auggies, Farmingdale's squad won the title with a team effort totaling 71 points. Suffolk was second with 66, Nassau third (56.5), SICC, (47), NYCCC, (12), Queensboro, (10), Kingsboro (6), Rockland, (2.5), and Manhattan, (0), rounded out the scoring.

The Dolphin squad took home more gold medals than any other club there, a total of nine; with the entire SICC group giving excellent performances.

Ozro Plair did his thing by taking two first place finishes in the one and two mile run. Plair ran the mile in 4:25.5 and the two miles in 9:55.8. Another expected islander victor was Gene Padilla in the 880 with a time of 1:56.8. Manny Lozada ended his season in the 440 intermediate hurdles by finishing first with a 56.2, breaking the school record he held. Lozada didn't lose once in the 440 hurdles all year, and is indeed the region champion.

The mile relay team of Bill Orfanos, Lozada, Padilla, and Bill Hodge who took the first in the Penn Relays repeated their winning performance with a 3:24, for a region record. The Dolphins

other first place came in the triple jump with James Satterfield jumping 45'5½".

Other notable Dolphin performances came from the 440 relay team of Orfanos, Lozada, Drayton Noel, and Hodge with a 43.9 for fourth place. In the 120 high hurdles Frank Minutello finished third with a 16.3. And the Dolphin's Noel took fifth in 100, with a 10.7. In the 440

SICC's Hodge placed second running the quarter in 50.8.

Coach Nicholas Farkouh was pleased with the individual performances of all his men and felt with a little more depth the Dolphin team could have taken home one of the first place trophies.

The coach now has six men eligible for theational tournament later this week.

Student Dissent:

(Continued from Page 7)

The answers have already been expressed. The academic community has taken it has taken the lead in initiating a rebellion which will eventually encompass a major segment of the American public. A specific example has been the moratorium days, when an improved cross-section of the American community actively took part in a newly reawakened "right" — lawful assembly to petition and air grievances. Violence (although wrong in itself) may possibly be a consequence of this right — but the cause will be frustration — not simply a wanton act of destruction to life and property.

In most cases, administrators cannot and will not interfere with academic freedom — the liberty of the student to express himself for the purposes of personal

development — in a non-policed state. To tamper with this student right is analagous to inviting a maiden ladies' sewing circle to an SDS meeting. Police and students coagulate; one defeats the purpose of the other.

The only remedy for college disturbances lies not within the administration of the schools or a higher caliber of students and faculty members, but within the framework of the U.S. government and our duly elected "officials." Are these elements willing to lend an ear to an opposing view, to realize that demonstrators are also citizens and voters who come under the sovereigns and the laws set up by such beaurocrats? If these two objectives can be reached with tangible results then perhaps Mr. Lawrence's proposed survey will prove itself unnecessary.

Dolphine Nine Regional Champions

BY LINDA MARINO

Baseball coach Dave O'Brien's Dolphins have won the Regional XV title with victories over Dutchess CCC and Suffolk CCC on May 15 and 16 respectively, at Dutchess' Riverview Field.

The Dolphins defeated Dutchess in the first round of the tourney 9-1. SICC dropped one of their two defeats this season to them 11-4, just two weeks ago.

Dutchess scored one in the first inning, but after the Dolphins four runs in the fourth inning the game belonged to the Staten Islanders. SICC added one more in the fifth and sixth innings and came back with three in the seventh.

At the conclusion of the seventh inning the game was called by the umpires. There is a tournament rule which states,

"... if a club leads by eight runs after the seventh inning the game is over...".

The following day SICC faced Suffolk, the only other team they lost to all year, and captured the Regional XV crown with a 4-2 victory.

Joe Hughes, a former Tottenville High School star, shined for the Dolphins as he hurled a one-hitter. The hit was credited to Tom McCabe in the eighth inning as he dropped one into short left field.

SICC's runns came by way of Bill Figuccio, James Meraglia, Hughes, and the tournaments Most Valuable Player Larry Robinson.

The Dolphins will now face the winners of the Regional III Tournament, and the winner of that clash will go to Colorado for the nationals.

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