

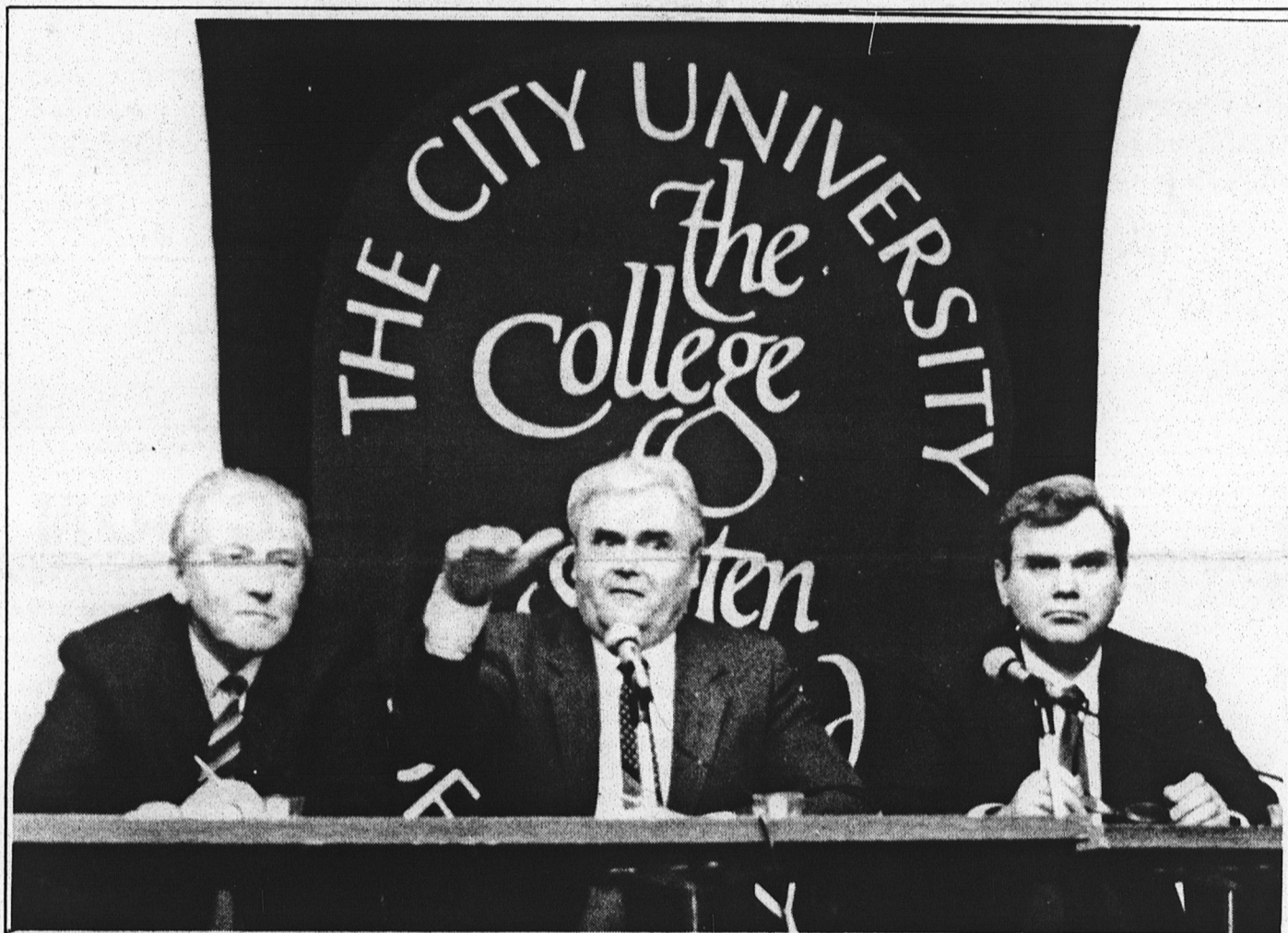


The College Voice

Vol. VIII, No. 6

FEBRUARY 11, 1988

SOVIETS BRING GLASNOST TO CSI



From left, Soviet educators Edgar Linde, Leonid Ivanouich Kiselovski, and Vladimir Shevchenko, discuss the soviet education system during a Jan. 12th symposium at CSI. Photo by: Richard Formica

BY DAVID DIAKOW

A three-man Soviet delegation was the focus of attention at a Jan. 12 symposium on education in the USSR, held at St. George's College Hall.

The symposium began with an introduction by CSI Pres. Edmond Volpe. "The whole purpose of this, in terms of our educational endeavors, is to establish relationships with our fellow universities, in the Soviet Union," he said. "Not only for the purpose of opening up intellectual exchanges, but also to establish exchanges of scholars and students, with the overall purpose of establishing the kinds of personal contacts which are going to be essential if these two giant countries are going to make a reality of these first steps in a glasnost, or openness, in the relationships between us and the Soviets."

Volpe also introduced the three Soviets (Edgar V. Linde, Minister of Higher Education for the Latvian Republic; Leonid I. Kiselovski, rector of Byelo Russian State University; and Vladimir P. Shevchenko, rector of Donetsk State University) and gave a summary of how their visit came about.

In Jan., 1987, Volpe was part of an American delegation of nine college presidents who travelled to Moscow and met with Soviet dissident Andrei Sakarov.

While there, Volpe met with officials from the Ministry of Higher Education, discussing an exchange program sponsored by the American Association of State Colleges and Universities. The Soviets' visit, along with a similar trip to be made to the USSR by a group of American college presidents in April, is the result of this contact.

After the introduction, each of the Soviets was given ten minutes to address the audience. Linde echoed Volpe's comments on the purpose of the exchange, saying one purpose of the visit was "to make personal contacts, and to invite your professional workers, professors, to our country."

He also added an interest in "getting as deeply acquainted as possible with edu-

Hall of Fame chairpeople Named

-CSI News Release

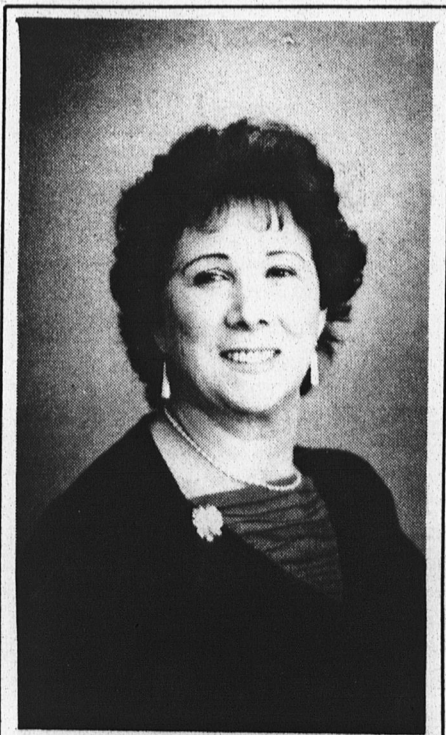
The Council of CSI's Alumni Association this year named Viola Huston of Grasmere as Chairperson of the Association's Annual Hall of Fame Dinner/Dance to be held at the Columbian Lyceum, Fri., Mar. 18.

Huston, an elementary school teacher at PS 57, also served as a member of Wagner College's education department. She earned a Bachelor of Science degree in Political Science from Hunter College, a Masters degree in Education from Wagner College, and a 6th year Administration and Supervision certificate from CSI. Actively involved as a volunteer with the Staten Island Unit of the American Cancer Society and the American Leukemia Society, Huston is also a member of the Sea View House Respite

Program and serves as President of the Staten Island Women's Division of the American Committee on Italian Migration. A long time member of the Friends of CSI, she serves on the Starlight Ball and International Festival committees. Huston is a member of the CSI Alumni Council, as well as serving on its Executive Committee.

Assisting Huston as co-chairman is Clarence McGhie, a former CSI instructor and Branch Sales Manager for Chemical Bank. McGhie serves many local organizations including Silver Lake Lodge No. 59 Prince Hall Masons, Mud Lane Society, Curtis High School PTA, National Council on Negro Women, North Shore Democratic Club, NAACP, and the CSI Alumni Association. A

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Viola Huston, Chairperson of the Alumni Hall of Fame Dinner/Dance. C.V. Photo File

EDITORIAL



COURT RULING SPELLS TROUBLE FOR SCHOOL PRESS

Last month's Supreme Court decision which upheld the right of the principal of Hazelwood East High School in Missouri to censor the school's student newspaper raises serious questions about the independence of the student press. Justice Byron White wrote in his majority opinion that a high school (which, since it funds the newspaper, is in effect its publisher) can, in some cases, censor material because it is "poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences."

On a professional newspaper, the paper itself makes these decisions in order to protect itself from libel. The court's ruling suggests that for the student press, the decision lay

in the hands of the school administration.

While the case involved a high school paper, the decision was vague enough that attempts may be made to extend its implications to college papers. Applying it to CSI, is it very hard to imagine the administration censoring an article critical of them, because in their opinion it is "poorly written." We are not implying that this has ever happened. But that does not mean that it never could.

It is understandable that a school would seek to protect itself from libel. But, in handing down this decision, the court has both increased the ability of those in power to protect themselves from criticism, and endangered the right of students to be informed.

-D.D.

LETTERS

College Voice

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THE COLLEGE VOICE is a newspaper published by the students of The College of Staten Island. The office is located at 715 Ocean Terrace (C-2, 442-4813) Staten Island, NY 10301. THE VOICE publishes every three weeks. Anyone interested in submitting articles, poetry, advertisements or letters, should visit room C-2 and speak with the editors. Opinions expressed are the writer's and not necessarily shared by anyone else.

CRASH CORRECTION

To the Editor:

In the article entitled "Weekend Teachers Lecture On Stockmarket At MEL" by Ron Kohn (*College Voice*, December 8, 1987, page 13), some mistakes were made in stating what I said in my lecture.

The article says that I stated that in 1987 we have a "flat exchange rate." This is incorrect. What I said is that in 1987 we have a "floating exchange rate system." More fully, it should read that we have a "floating exchange rate system with central bank intervention in 1987." What does this mean? It means that, under a floating exchange rate system, a currency's value is set on the basis of supply and demand. If, however, the central bank of a country does not like where the forces of supply and demand have set its currency's value, the central

bank will move into the foreign exchange markets to get the value where it wants it, in what is called a "dirty float."

FDIC is the abbreviation for the Federal Deposit Insurance Corporation, not "Federal deposit insurance," as stated in the article. SEC is the abbreviation for the Securities and Exchange Commission, not "Securities Exchange Commission," as stated in the article. The SEC, however, was established by the Securities Exchange Act of 1934.

In addition, the article says, "Prof. Meltzer compared the black monday of Oct. 19, '87 with the black monday of Oct. 1929." That is incorrect. In 1929, we had "black Tuesday," not black monday. The date of "black Tuesday" was October 29, 1929.

Prof. Yale Meltzer

"WHERE WAS THE SPEECH?"

To the Editor:

The January 4 issue of the *College Voice* carried a front page article on Prof. Yale Meltzer's speech on the Stock Market crash of 1987 at the Program to Honor Adult Learners held Nov. 12 in the Middle Earth Lounge. I was very pleased that Meltzer's talk was given such prominent and extensive coverage. But I would have been even more pleased if the article had also contained information about the program itself.

In celebration of Adult Learning Week, November 15-21, 1987, the Associate Dean of Faculty for Special Sessions and Programs, Dr. Nan M. Sussman, hosted a reception honoring academically outstanding adult students, their guests and

faculty members the students invited. Students honored were 25 years of age or older, on the 1986/87 Dean's List and were attending classes in the evening only, the Weekend College, ARC (Adults Returning to the Classroom) and certain Outreach programs. Prof. Meltzer's talk opened the program. It was followed by the awarding of certificates of achievement to each of the students with refreshments served. This program was one of the means by which the College of Staten Island joined other branches of CUNY in recognizing the achievements of adult learners.

Sincerely,
Constance Dondore
Director

LETTERS

"Let the Voices be Heard"

In the Dec. 8, 1987 issue of the *College Voice*, an editorial was printed that concerned itself with the sale of posters, which the writer deemed sexist, in the campus bookstore. The editor who wrote the article did so because she feels it is wrong for an educational institution to profit from sexism. However, I wish to make clear that this is not necessarily the opinion of the entire editorial staff.

The *College Voice* provides an open forum for students' ideas and concerns. To use such a forum as a vehicle for censorship is a form of moral terrorism, as disgusting and degrading as sexism. This is not to imply that the writer of this editorial had any such aspirations. She

was merely voicing an opinion; one which has a right to be heard, like any other. However, the *Voice* should not be placed in the position of demanding censorship when it is, in itself, an open press.

In short, the *Voice* staff consists of many individuals, and individuals have individual opinions on such issues. Our small community serves as a microcosm for CSI, which consists of many diverse personalities with conflicting opinions. Occasionally we disagree on controversial issues. When this happens, rather than ignore the issue and stifle a voice, we choose to let another voice be heard.

Stevie Anne D'Arbanville
Copy Editor

EDITORIAL DRAWS FIRE

To the Editor:

It is in regards to your editorial in a previous issue of the *College Voice* pertaining to sexism in our bookstore that I chose to write this letter. In the editorial you state that sexist posters should not be sold in, of all places, a college, because college is a place where people grow and learn and should not be exposed to this sort of "exploitation."

Well, I beg to differ. Yes, college is a place where people go to become educated and to mature, but of his or her own free will.

Don't you feel that the students of CSI should have freedom of choice? We are not talking about a store that minors frequent, we're talking about a shop who's majority of customers are over the age of twenty-two, and can make their own decisions.

If I may make another point, the model in these posters are doing so of their own free will. They are not exploiting the whole male/female population. If they feel that it is in their best interest to pos-

who are you or I to tell them what is right and what is wrong? This is not child pornography where the person is not of an age to make a reasonable decision, these are mature, legally responsible adults, that's the key word, adults, on those posters.

Also, if the students of CSI wish to buy these posters (and by their sales it seems they do), they should be allowed to do so, on and off campus. If it is my decision to look at a poster of a handsome bare-chested man leaning leisurely against a wall, it is my constitutional right to do so. If I choose to look at a poster of a shapely woman in a tightfitting bodysuit sitting on the floor with her head leaned back seductively, again it is my constitutional right to do so. This is not communist Russia, so I will look at what pleases me most, as long as it is within the confines of the law. I am sure many students feel this way. Please don't tell me what is naughty or nice. I believe I am capable of doing so by myself, thank you.

M.H.S.

"Junkstore"?

To the Editor:

I've just had the pleasure of perusing *The College Voice*. I was taken aback by the editorial I found. I guess people will always try to make a name for themselves by addressing the more mundane issues. Whether I or someone else wants to look at some half nude broads on a poster or not is none of your business. "If thine eye offends thee, pluck it out." I'd suggest just turning away.

I do recognize the problem of our bookstore. It goes beyond some ass in a jock strap, showing his muscles, or some half-bared breasts. It's the whole scene. The place is more like a boutique and "junk store." I think that the people in charge have forgotten that theirs is supposed to be a contribution to the advancement of knowledge. I guess they pull in more dollars selling the "CSI BEACH CLUB,"

or whatever, than the reading material that would supplement the educations of so many of our fashion conscious students.

I would like to see, if they're going to go along the fashion route, some Buckwheat T-shirts. I'm an avid collector. At least they represent a portion of the "golden age" of cinema comedy. Maybe, when people look back at their years at CSI, they too will appear as some kind of comedy.

I'm quite sure there are other, more pressing issues to place in the editorial column. In the future, I hope to see something that will stimulate some thought. If you can't think of anything, print a beer recipe or the formula for the Bell System credit card numbers. At least you'd be helping someone.

Thank you.

T. Jorgensen

THE INQUIRING PHOTOGRAPHER



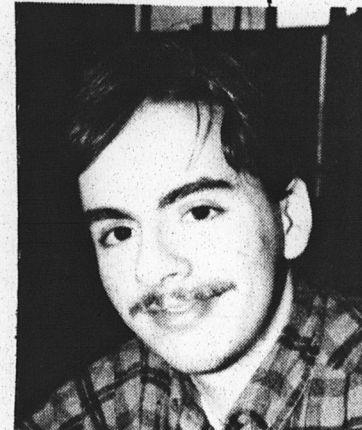
Interviews and photos by Karen Blando

What are your opinions about racism and how can it be eliminated?



Alice Orsini
Marketing

"People should accept you for what you are no matter what color or nationality. If a person is going to look down upon you for what you are then tell straight that (for example) you are capable of doing the work or going to school."



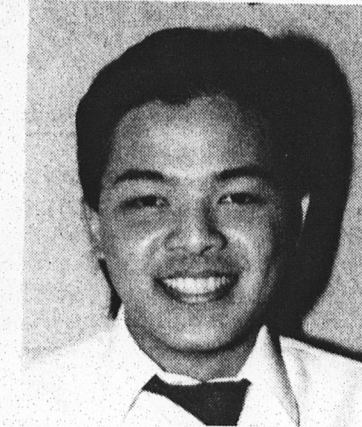
Michael DeLucci
Film and Video Art

"I feel racism is stupid. For example, at work, an individual should see how a person performs and not be judged by color or how they look. To eliminate racism, it should start in the home."



Manju Bala
Accounting

"On campus, students could join the International Club and speak to people from other countries. Then they will know and understand how others live and not be so quick to judge."



Ed Cruz
Finance/Management

"I don't think racism can be eliminated— it can be lessened. For example, by desegregating schools and educating the students through the schools."



Michael J. Taylor
Nursing

"I feel that we should look into ourselves and see that we are all human beings regardless of color. I believe prejudice is taught; if parents can teach their kids brotherly love, then there would be no prejudice."



Martha Guzman
Nursing

"It's a very high ideal (the elimination of racism) and it's something that's individualistic. If each person would treat another as just a person, then they would find out that they have a lot more in common than they have differences. It would be an awfully boring world if we were all alike."

LETTERS



SANTA THANKS YOU

Once again Santa Claus would like to thank the CSI staff and faculty for opening their hearts by providing generous contributions to purchase Christmas gifts for deprived Staten Island families.

Working in conjunction with the U.S. Postal Service "Dear Santa" program, which makes available to the public letters written by needy children asking Santa Claus for Christmas presents, we were able to supply them with gifts which they otherwise would not have received.

Special thanks to the following persons who collected contributions at the Sunnyside Campus:

"A" Building: Rita Ferrara, Kathy Murray and Nancy Edwards

"B" Building: Vickie Pesci

Again many thanks to ALL who participated. You made for a very happy holiday.

Sincerely,

SANTA CLAUS!



Student Government President Kevin O'Conner said "Handing out presents to the daycare center children was the most enjoyable part of my Christmas." Photo by: Yvonne Osterlund

MR. 80% KICKS OFF DRAMA CLUB SEASON

BY STEVIE ANNE D'ARBANVILLE

The Spring 1988 semester promises to be an active one for many student organizations, especially the CSI Drama Club. Though not even a year old, the club shows a lot of ambition and has high hopes for this semester. The club's plans include two productions in the immediate future.

The first of these is a production of *Mr.*

80%, directed by club president Michael Shadrick. The play will be presented at the St. George Studio Theatre, Feb. 18 through 21. Admission is free, but reservations will be required. The second production, scheduled for March, will be an original play written by Drama Club Vice President Young James Kenny.

If you are interested in getting involved, or just in knowing what the Drama Club is up to, call the Studio Theatre at 390-7839.

To the Editor:

We must unite! America must not stand down. We the people have the power. We must feed our own! Give tomorrow's youth a chance to live without the fear of war. The day has come to start choosing and preparing a leader from the people, one who will guide us into the next century and beyond. Hopefully, the twenty-first century will be known as both the 100 years of peace, and the first century of space colonization.

We must show that we care about all of our people, no matter how old or young they are. We must establish a national network of work-farms for run/throw aways. If we don't care enough to help the next generation, what will become of

them after we have gone? Who will help us when we grow old?

I move that these work-farms be easily accessible to youths and that a national headquarters be set up in order to notify the parents (without disclosing which work-farm the youth is in) that the youth is o.k. The farms should be similar to the Israeli Kibutz with the following facilities: Schools - Trade & High, Livestock, work shops, sleeping & eating quarters, an infirmary with a resident doctor (possibly an intern), and a job placement program for when the youth are ready to move on to the adult world of self-sufficiency.

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AIDS Update

Dear New Student:

No public health issue in recent history has affected New York City more acutely than the current AIDS epidemic. As a new student at CSI it is important that you read this letter and understand its implications.

Some of you know a great deal about AIDS; others may not be as familiar with the disease. During this crisis it is vital that you be informed. There are four major issues I would like to address. I have chosen to be very explicit. I do not wish to offend, only to clarify.

I would like to assure you that according to the most current scientific research AIDS is not highly contagious. One cannot contract AIDS in any of these ways:

- *Working with someone with AIDS
- *Living with a person who has AIDS
- *Sharing eating utensils with a person who has AIDS
- *Touching people
- *Hugging

*Airborn germs

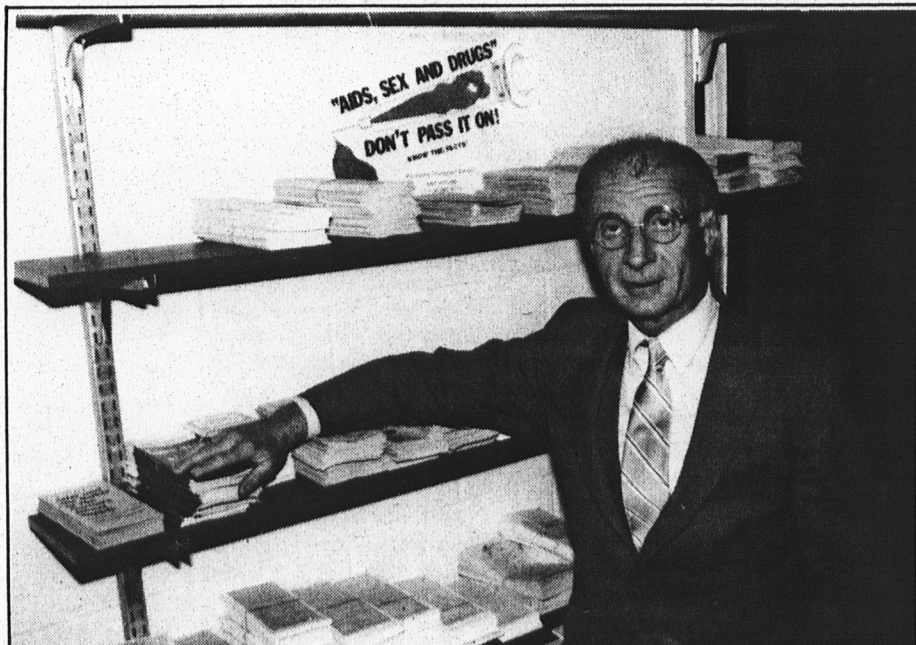
*Using public toilets, water fountains, or pools

Simply put, AIDS cannot be contracted casually.

People become infected with Human Immunodeficiency Virus (HIV), the virus associated with AIDS, almost exclusively through sexual intercourse or intravenous drug use. These activities (vaginal, oral or anal intercourse) involve the exchange of blood, semen, or vaginal secretions. When these body fluids of an infected person enter the body of another person the likelihood of infection is high.

AIDS does not discriminate. In New York City, AIDS is the number one killer of all men between the ages of 25 and 44 and of all women between the ages of 24 and 34. Since the incubation period is 5-10 years, what people do today can have a tremendous impact on the length and quality of their lives. Anyone having

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Prof. Hirsch, head of the AIDS Awareness program, motions to the pamphlets on AIDS in A-141. Photo by Karen Blando

COMMENTARY

THE KINDLY, LOVABLE PROFESSOR

BY DON HAUSDORFF

Four score and six years ago, in this space, I outlined an introductory set of spelling tips that I thought would end spelling problems at CSI forever. Alas, I erred. In the latest opinion survey of our students, this question was posed: "What do you think is the most difficult and dangerous problem facing us today?" Here are the surprising results:

Naval war in the Persian Gulf	....3
Crime	.....4
Environmental pollution	.....4
Balancing the federal budget	.....4
Delays in getting spare parts for the Mercedes and BMW	.....4
War in Central America	.....4
Donald Trump	.....4
Invasion from outer space	.....8
Ring-around-the-collar	.....2171
Bad spelling	.....2171

Clearly, the last two problems require immediate attention. Ring-around-the-collar, I am informed by the campus security office, can be rendered invisible by wearing a muffler at all times. To remedy the persistent rotten spelling, I am offering a newly-expanded guide, thoughtfully furnished by Dr. Michelin Pneu, CSI's Vice-Dean for Orthography. We all agree, of course, that spelling in English is demented and diseased, but does Sylvester Stallone whine with self-pity when confronted by 10,000 hostile Vietnamese and 20,000 hostile movie critics? No! Neither should you.

1. **Read.** Read books and magazines and newspapers, and pay attention to the words in what you read. Most of the words you read (except for those in the

New York Post, the *Enquirer*, and advertising copy) will be spelled correctly. You must look at them.

2. **Curse the schwa.** Many spelling errors in English are created by the presence of what linguists call the "schwa" (Germans call it the "schwa," but remember that they lost both World War I and World War II). The schwa is the "uh" sound that Mayor Koch intones when he speaks, as in "I uh think uh that Russians are uh foreigners." In real words, the schwa sound can be represented by any vowel. It turns up as an "a" in "manure," as an "i" in "possible," as both "o's" in "collector," as a "u" in "circus," and so on. For most of these, you simply have to use your eyes, refer to your dictionary, and practice.

2a. Two particularly schwarrible pairs might be noted. The schwa is the first vowel sound in both "affect" and "effect," and it is the final syllable in both "principle" and "principal." These four words have a number of meanings, but these are the most common:

"Affect" usually is a verb, meaning "to act on," as in "How does Vanna White affect you when she turns those numbers?" "Effect" usually is a noun, meaning "results," as in "Vanna White has a profound effect on me when she turns those numbers." You can look up other, less common meanings for both "affect" and "effect," but this is the start. "Principle" is a noun, meaning an "accepted rule" or "truth," as in "It is a wise principle to remove your socks when taking a shower." "Principal" often is an adjective, meaning "most important," as in "Attorney General Meese's principal virtue is integrity." When it is a noun,

it can mean money ("principal plus interest") or a leader, as in "the principal of Papa Doc Junior High School."

3. **The "i"-e dilemma.** Which comes first? Still the finest guide is the lovely folk song that we all sang when we were little children. But you must learn the whole song. Sing to the tune of "You Ain't Nothin' But a Hound Dog":

Place "i" before "e" (believe)
 Except after "c" (receive)
 Or when sounded like "a"
 As in "neighbor" or "weigh"
 Or when rhyming with "smite"
 As in the word "height"
 Or when rhyming with "Ginger Rogers and Fred Astaire"
 As in "heir" and "their"
 Or when it comes out of Old English and used to be spelled "wyrde" or "wearde" or "wirred" or "wyrrd" or "weard" but always rhymes with "sneered"
 As in the word "weird."

I'm sorry, but there are a few exceptions that even the song doesn't cover.

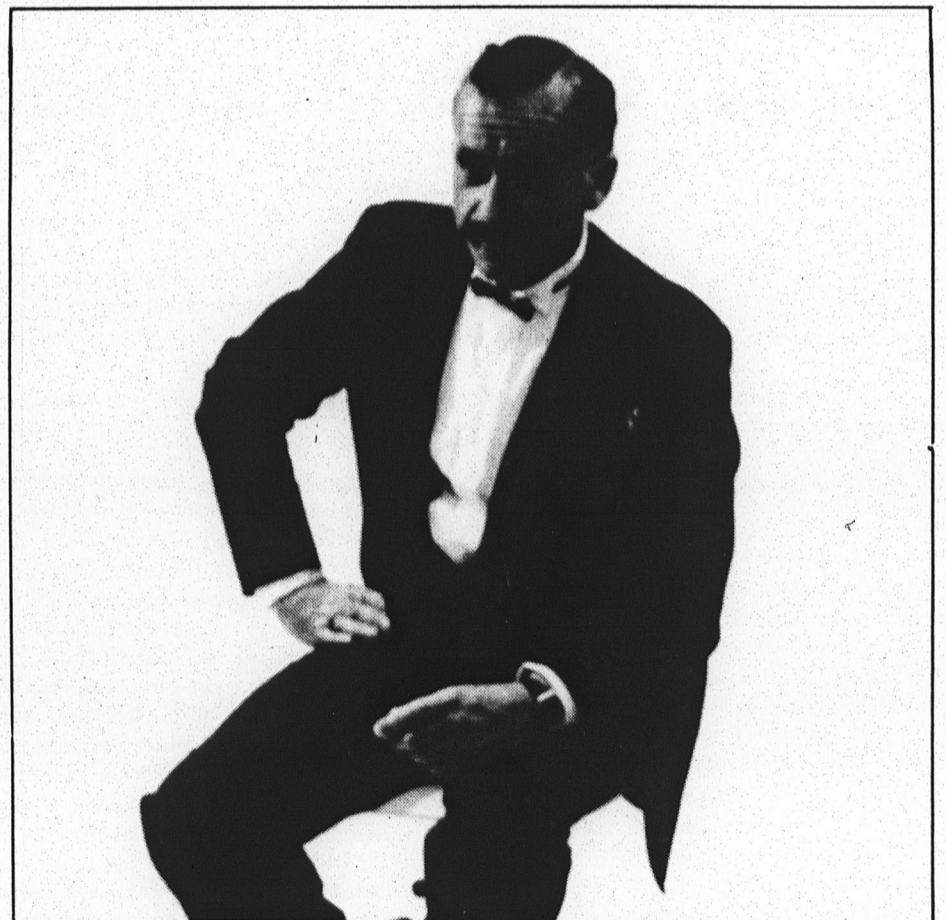
4. **Homonyms** (they sound alike) are loathsome. Affect-effect and principle-principal are homonym pairs you've already mastered. Here are some more, all a cinch if you learn the trick.

To-Too-Two. The many meanings of "to" are hard to define and remember, so learn the others, which are easy. "Two" is simply the number 2, as in "My brother has two heads." "Too" sometimes means "also," as in "My sister has two heads too." "Too" sometimes means "excessively," as in "My ears are just too beautiful for words." All the other words with this pronunciation are spelled "to." All of them. So just learn "two" and "too," and you got it made.

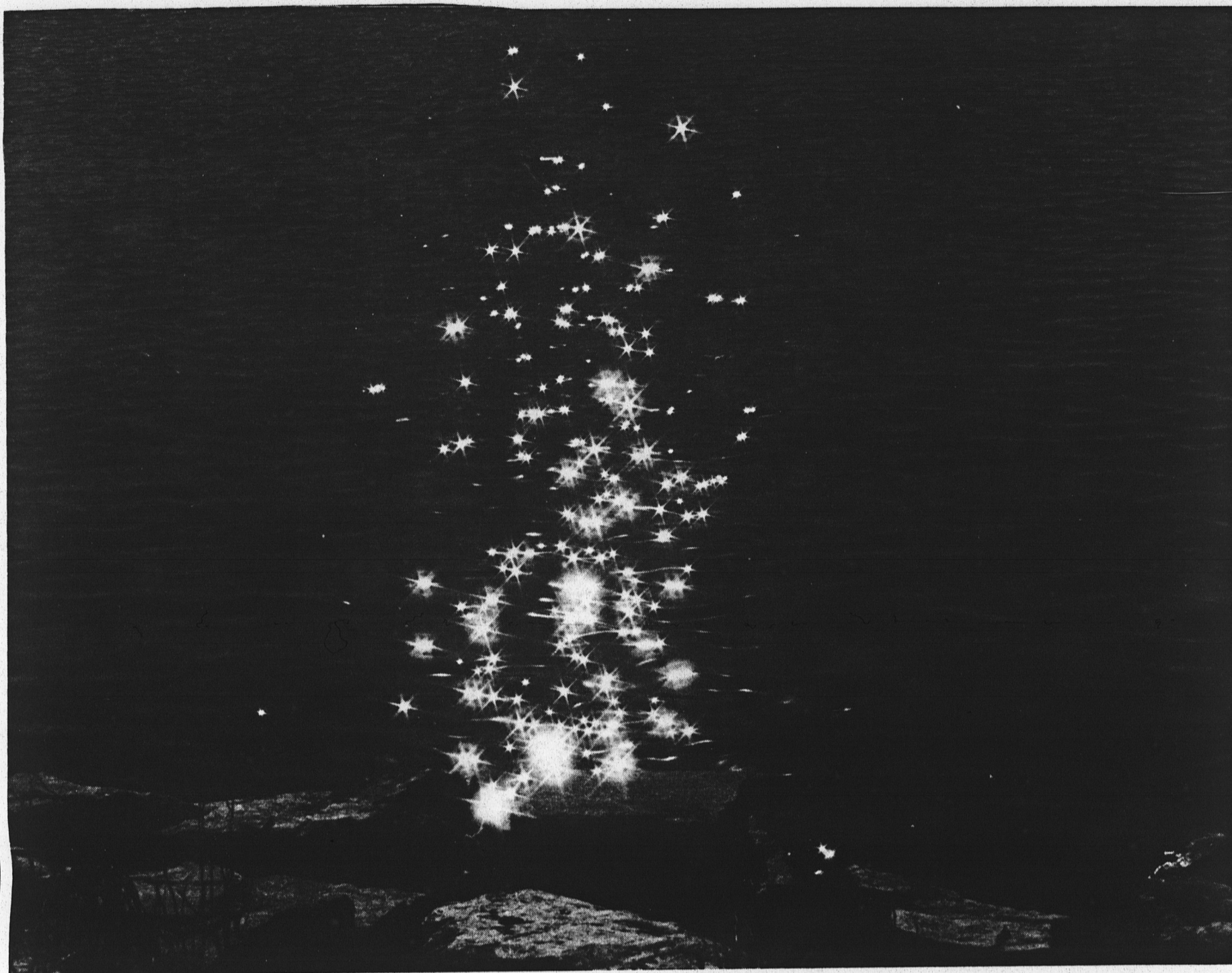
There-Their-They're. As with "to," the meanings of "there" are not easy to define and remember, so learn the others. "Their" is a possessive, as in "Their feet are too big for the bed." "They're" is a contraction for "they are," as in "Hey, hey, hey, they're eating my porridge." All the other words with this pronunciation are spelled "there." So just learn "their" and "they're," and by jingo, you got it made once more.

It's-Its. A piece of cake. "It's" is a contraction for "it is," as in "It's the pits, Marvin." "Its" is a possessive, as in "Give it its mittens so its little paws won't freeze." That's all there is to it. And note: the apostrophe never follows the "s" - there is no word "its'."

5. **More fragments of advice.** When you misspell words on papers for class, surely your professor informs you in a firm but friendly way. If he/she doesn't, pester him/her to do so. Look carefully at the corrections, or look up the words in your dictionary. Practice. Put down this paper immediately, and rush to your nearest English professor, your nearby library or the bookstore. There you will be directed to all manner and shape of guides and manuals for further tips on spelling and that other bugaboo, punctuation. You should know that independent laboratory tests prove that good spellers stay married longer, earn bigger tips, have fewer cavities, and achieve (place "i" before "e") higher free-throw shooting percentages than bad spellers. How would you like to look into a mirror and say, "Hey, you good-looking son-of-a-gun, you can spell! You must be a college student!"



Prof. Jerry P. Melmed passed away on Jan. 13, after eighteen years of service to the College. A memorial service was held on Jan. 30. Morty Schiff's eulogy will be printed in the next issue of the voice.



College Voice Photo Contest Winner: Marion Norberg has what it takes to be a winner. Norberg, a Liberal Arts Major, impressed the judges with her technical skills as well as her visual awareness. The quality of her photo is clear, crisp, and artistically composed. Norberg said "I was jogging and had my camera with me when I noticed the scene...I used no star filter, and underexposed the film to capture the sparkling water." Norberg chose a year's subscription to *Darkroom* and *Creative Camera Techniques* as her prize.

JAZZ ON FILM SERIES OPENS

The legendary superstars of jazz come to life in *Jazz On Film*, Snug Harbor's film series, in three different programs on three Sundays—Feb. 7, 14, and 21—at 2 p.m. in Veterans Memorial Hall. *Jazz On Film* is part of the American Express Jazz Festival at Snug Harbor. Tickets are \$5/\$4 members. For tickets or travel information call HarborCharge at (718) 448-2500.

Jazz On Film is full of great musical performances and insights into the world of jazz and the artists who create "America's classical music." The screening schedule is as follows:

Sunday, Feb. 7 at 2 p.m.

The Last Of The Blue Devils. The definitive film on Kansas City Jazz with Count Basie and His Orchestra and Big Joe Turner. Plus the short film *Bird Lives*, an animated short featuring the music of Charlie Parker.

Series to be introduced by Bruce Ricker, *Jazz On Film* curator and Producer/Director of *The Last Of The Blue Devils*.

Sunday, Feb. 14 at 2 p.m.

Jazz On A Summer's Day. A performance film of the 1960 Newport Jazz Festival featuring Louis Armstrong and Jack Teagarden. Plus the short film *Daybreak Express*, a New York subway ride set to the music of Duke Ellington.

Chicago Blues. The story of Chicago's tough urban music with performances by Muddy Waters and Junior Wells and commentary of Dick Gregory. Plus: *Jazz Hooper*. The bebop dance style of tap dancer Baby Lawrence, who "led tap into its last creative phase" (*Jazz Dance*). *The New York Times* considered *Jazz Hooper* "... a rare record of a vital and very American Art form." Plus: *The International Sweethearts of Rhythm*. Stars of the Apollo Theatre in the 1940s, this is the story of the hottest multi-racial all woman's jazz band of the big band era. Performance footage combined with contemporary interviews with band members create a memorable portrait of "the greatest girl band in America."

Continued on page 9

JOHN BLAKE QUARTET PLAYS SNUG HARBOR

Jazz violin: effervescent ... oratorical ... unabashed melody ... virtuoso ... nimble and free wheeling...

The John Blake Quartet comes to Snug Harbor's intimate Veterans Memorial Hall on Saturday, Feb. 13 for two shows, 7 and 9:30 p.m. to show jazz fans that a fiddle is still a fiddle. Tickets are \$12 (\$10, members). Parking is free and on site. For travel information and tickets, call Harbor Charge, 718-448-2500.

John Blake has forged a unique and exciting sound on the jazz violin. He is a consummate musician and charismatic performer. Jazz critic Leonard Feather states that "John Blake is the most important new violinist to reach the jazz forefront in the past several years."

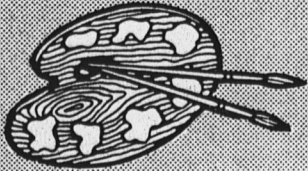
Born in Philadelphia, Blake studied at Settlement Music School, West Virginia State University, and The Institute for Advanced Musical Studies in Montreux, Switzerland. Having been awarded an N.E.A. grant to study the Southern Carnatic violin style of India, and a special scholarship to study in Europe with concert violinist Zino Francescotti, Blake

brings a broad and diverse background to his performance.

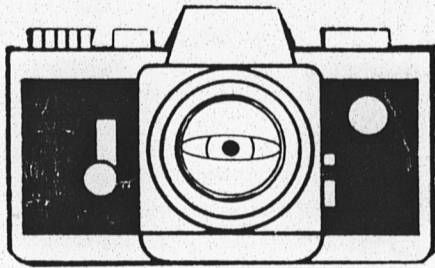
Blake was introduced to the possibilities of using the violin for improvisation similar to the way that saxophones are used after hearing Ray Nance, the violinist with Duke Ellington's orchestra. Blake's main inspirations are saxophonists John Coltrane, Charlie Parker, Grover Washington, Jr. and pianist McCoy Tyner.

John Blake came into prominence in the early 1970's when renowned saxophonist Archie Shepp recruited him to play on two albums. He then became part of a super group assembled by Grover Washington, Jr. in the mid-70's and toured with them for three years. This was one of the first groups to successfully crossover from the jazz field into the rhythm & blues market and Blake's violin played a major role. Blake credits his subsequent five year stint in McCoy Tyner's band with stretching him as an improviser and establishing him as a premier jazz talent.

ARTS



FOCUS ON CREATIVITY



BY RICHARD FORMICA

Fresh fallen snow is without a doubt one of the most beautiful sights to behold in nature. Yet because it is so beautiful many photographers assume that a great winter snow scene will automatically make a creative and attractive photograph. Grabbing your camera, rushing outside, and shooting pictures blindly will almost always let you down because the sad fact remains that those snow scenes all too often look great at the time you are photographing but not on the finished prints. Too often the snow in the photos will be monotonous and overpowering. Some shots will be too overexposed and lacking any detail while others that were underexposed will be gray and dull. Yet, any problem posed by photographing snow can be overcome by intelligent handling of contrast, color, and exposure by the photographer.

The overall brightness is the most striking feature of a snow scene, and the amount of brightness should dictate what approach, both technically and creatively, the photographer should take to achieve a successful image.

One helpful thought worth remembering is to find something which will contrast in color or tone with the snow and include it in your composition to help compliment the overall scene. For example, if you are shooting a landscape, a bright subject in the foreground (a car, a tree, a person in colorful clothing) can be used to not only add color, but to give a sense of scale as well. Without some reference to a familiar object, it is easy to lose the idea of scale once the snow has covered everything under a white blanket. On the other hand, you can use the vast whiteness to create surreal high key effects. The bottom line is that you should control the final product by having the camera work for you and not by you working for the camera.

Control over contrast is important to producing a fine photograph. The type of film you choose will give you the control of contrast you will need to create great snow pictures. Slow speed films have high contrast and fast speed films have lower contrast. Snow scenes shot on fast speed film, such as Kodak 40 VR-G, can result in weak, washed out prints because of its low contrast. With a slow

speed film, such as Kodak 100 VR-G, you can emphasize the wide range of tones and brightness in a snow scene.

Many of the details of the texture of snow are low in contrast, and a slow speed film will help to record them. A scene which is high in contrast would naturally benefit more from a faster speed film because of its lower contrast.

There is some debate about the correct exposure to use when photographing a snow scene. The problem most people have is shooting the film at the settings their camera meter suggests. When a camera meter reads a snow scene, it will give you an exposure which will render the snow as an overall dull gray, instead of its true white color. This inherent underexposure is common in all camera light meters, especially on an overcast low-contrast day. To ensure good exposures you should bracket at least two to three stops over the suggested camera meter readings with black and white film, one to two stops with color negative film, and one stop with color slide film. This will help to achieve the proper exposure. A better technique is to use a Kodak 18% reflectance gray card. To use this card, place it in the scene you want to photograph and take a close-up reading with your camera's meter of just the grey card, and then set that reading on your camera and shoot.

As always, using the correct exposure for color slide film is far more critical than using that for color negative film. Because of its wider exposure latitude, this is one time where color negative film could be more helpful in obtaining a successful exposure than slide film.

Besides controlling exposure, shutter speeds are quite useful in recording the effects of motion on film. When snow is falling, shutter speed time of 1/250 of a second and shorter should capture snowflakes in mid-air. A long shutter speed of 1/30 of a second and slower will show the flakes as hazy streaks, which can give a scene a romantic appearance. Using a flash as snow is falling will show the nearer flakes as very bright and blurred, though frozen in motion. This technique can be used to emphasize the snowfall.

Perhaps the most rewarding area to explore during a snowstorm is that which includes the human element. Most people enjoy the snow enormously and something about it tends to make people uninhibited about their enjoyment. This is a particularly good time for photographing portraits, candid, and action shots of children as they build snowmen, have snowball fights, skate on ponds, and toboggan down slopes. Usually the clothing people wear outdoors is warm and colorful, and if not, their faces themselves can be rosy enough to act as a point of color in an otherwise white scene.



Although this photo had strong back lighting, an overexposure of 3 stops above the metered reading helped to preserve texture and detail in the foreground.
Photo by Richard Formica



Want a little fame, fortune, and notoriety? Enter the College Voice Photography Contest for a chance to win a year's subscription to the photography magazine of your choice. In addition to the subscription, your name and winning photograph will be published in the College Voice.

In each issue, we will judge and select a winning photo. The subject matter of the photo entered is entirely up to the submitter, but only one black and white photo no larger than 8 x 10 may be submitted per contestant each issue. Contestants must write their name and phone number on the back of each photo entered for judging.

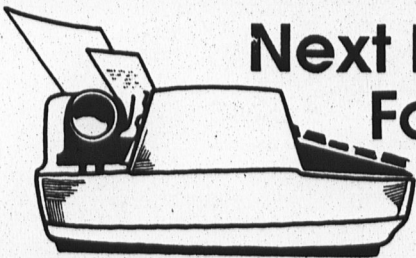
This contest is open only to CSI students. College Voice and CSI faculty staff are ineligible to enter.

Deadlines for entries:

Feb. 17

Next Deadline
For Articles

Feb. 11



POETRY

Dad & Mom

Inside the church
Inside your mind
you live as one
like no-one else could ever do

And with the love
You feel for one another
and the others of your name
you feel the same
from One to One
Who lives inside you both

Lord Jesus and his father
both have given you so much
So much
that was for asking
and your faith was all you asked
Inside each other
Mom & Dad
You both exist
to live with one another
inside the holy house you've built

A home for all you've loved
And for all of us
the one's you've raised
If I may speak
for all of us
I want to thank you
both of you
from the bottom of our heart

-Dan Gangemi

The mountains
thrusting up from the bosom
of the touching trees
limb to limb
Casting their ancient gaze
on the lake
Reflection
into the sky

-Rey Garcia

J. or D.
Friends and Lovers;
Lovers and Friends.
They drift as they go;
They go as they drift.
Of both I've known many;
Of many I've known both.
Matters of the heart;
Heart of the matters.
But, I know not of puppets;
Of puppets I know but not.
Please, be not one;
One be not, please!
D. or J.

City Of Lights (The End?)

How quiet it all seems,
not a single soul walks this night
in this eerie-serene quietness.

How strange it feels,
to move about and not hear
a single sound
in a city full of lights of life,
and still
not a soul in sight.

I pause and wonder
what had happened,
to find a reason I cannot;
the only thing I see
is a bright red glow.

I ask:
Did someone forget to turn out the lights?

-Ron Kohn



Photo by: Richard Formica

"WHEN WISDOM COMES" By LYNDA DURINDA

When wisdom comes
It destroys solitude.
It gives brilliance and meanings to the mind
The mind goes on and on with ideals and
dreams.
You never stop.
Now for your feelings, they're lost.
Time is rare and you the mind are
misunderstood.
To see inside of everyone and know the
mechanism is rare.
To feel life's inner source is a very hard
course
To understand and realize everyone's
goals
To live in constant fear of not being able
to accept all this wisdom is complete
insanity
I feel and fear there are others like me
To know so much
To touch, to feel, to hear life's inner song.
Do you realize what we're going through
I don't feel anymore, I don't cry anymore
I'm you and you and you
Me has gotten lost
My wisdom is overruling me
Surely you understand
For as for me I don't
I'm life's inner song....

The Moving Target

Hail! Baby New Year in fresh diaper enfolded -
Sweet newborn addition to Time.
Since you have emerged from your pristine enclosure,
You're tarnished with unsight y grime.

No guidelines were given you. Lacking instructions,
Awareness is what you most need.
Malevolent forces of strife and corruption
Are rampant on Everyman Street.

The weight of the universe thrust on your shoulders
Is bound to repel you. How dare
They hurl you, untaught, on the world's barren boulders
To languish in poisonous air.

You're rapidly aging and that's not surprising.
How deeply you're furrowed by grief.
When you have accomplished 12 months, we're surmising
You'll vanish in mists of relief.

-Maryjane O'Connor

Fly high and far

Fly high and far
Stay free for your life
just keep on soaring.

My friend for life
we need you around
you symbolize our country's pride
we've learned to kill
to destroy your kind
to bring you out of the sky.

We've come from afar
to kill your breed in hordes
destroyed your nest,
killed your young
your eaglets are dead!

Fly high and far
fly for your life!
Just keep on soaring
Keep on soaring high.

-Ron Kohn

Continued from page 4

unprotected intercourse or sharing needles is at risk of contracting AIDS.

The most effective ways for people to prevent the transmission of HIV is never to use intravenous drugs, never have intercourse, and only engage in sexual activity that does not involve the exchange of blood, semen, or vaginal secretions. If people have intercourse, they should protect themselves and their partner. A condom should be used.

Our college is more than a place to study, it is a community of all kinds of people who work, learn, study, play, and often live together. Just as AIDS is a problem New York City must confront, it is also a problem we must face - every student, employee, and anyone who is part of our community.

With little hope for a cure or vaccine for AIDS in the near future, there is only one way to control the further spread of HIV infection - EDUCATION. Throughout the year, our college will be sponsoring a variety of educational programs in response to the AIDS epidemic. I urge you to attend these functions and take the AIDS crisis seriously. Your opinion is highly regarded. If you take AIDS seriously, so will others.

Sincerely,
Dr. Jerrold I. Hirsch,
Coordinator, Advisory Committee on AIDS Education
Associate Prof.,
Dept. of Student Services
A-141, 390-7630

Continued from page 6

Maiden Dance, Blake's first album for Gramavision, received excellent reviews. Jazz critic Jim Roberts described "... the tone as warm and woody while the beauty of this sound is matched by the lyricism of his playing." *Twinkling of an Eye*, John Blake's last album on Gramavision, was Number One for four consecutive weeks on the Radio and Record National Jazz Airplay Chart, and reached Number Eleven on the Billboard Jazz Chart.

Continued from page 4

I ask from both the students and the faculty of this and other schools to help me take this country and put it back on the right track. If there are any suggestions that will help the cause, no matter how small, please let me know. Mail for me or COTE (Children of the Earth) can be left c/o the *College Voice*. Thank you.

Ron Kohn

Continued from page 9

graduate of McKee Vocational and Technical High School, McGhie earned an Associate in Arts degree from Staten Island Community College, his Bachelor of Science degree in Education from Long Island University, and his Master of Social Work degree from Columbia University.

CUNY Trustees Louis Cenci and Margaret Titone, former Trustee Joseph Holska, and Trustee Emeritus Maniscalco are honorary chairpersons.

The CSI Alumni Hall of Fame was established to recognize CSI alumni who have distinguished themselves through outstanding achievement, leadership, and service.

Tickets to the dinner dance are \$40.00 per person. For additional information and reservations, call (718) 390-7885.

Continued from page 1

cation in your country," suggesting lessons could be learned which could be applied to the schools in Russia. Kiselovski, the second speaker, talked about the sharp division in Soviet schools between "education" (liberal arts) and the sciences, and praised the joining of the two which he felt the American schools had accomplished.

Shevchenko finished this portion of the symposium with a recounting of the various steps in his education and academic career, illustrating the makeup of the Soviet academic system and hierarchy.

The addresses were followed by a question and answer period. One of the questions came from Education Prof. David Seely, who asked if the policy of Glasnost will bring pressure for changes in the education system. Linde answered that there are currently areas in which prob-

lems are perceived. One of the examples he gave was the Russian universities' emphasis on lectures, rather than student research.

Vice Pres. Barry Bressler asked how Soviet academics felt about instances where their colleagues were dismissed because of their political views. Kiselovski said that this had not occurred at his university, and claimed to have no knowledge of any such dismissals.

CSI was the first stop in the Soviets' tour. From here they went on to the University of North Carolina at Charlotte, the University of Central Florida in Orlando, Louisiana State University in Shreveport, Grambling State University, Louisiana Tech. University, and the State University of New York at Geneseo. Other scheduled stops included the Kennedy Space Center and Walt Disney World

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CONTEST RULES AND RESTRICTIONS:

1. Any student is eligible to submit his or her verse.
2. All entries must be original and unpublished. Poems previously printed in student publications are acceptable.
3. All entries must be typed, double-spaced, on one side of the page only. Each poem must be on a separate sheet and must bear, in the upper left-hand corner, the NAME and ADDRESS of the student as well as the COLLEGE attended. Put name and address on envelope also!
4. There are no restrictions on form or theme. Length of poems up to fourteen lines. Each poem must have a separate title. (Avoid "Untitled"! Small black and white illustrations welcome.
5. The judges' decision will be final. No info by phone!
6. Entrants should keep a copy of all entries as they cannot be returned. Prize winners and all authors awarded publication will receive a certificate ten days after the deadline. I.P. will retain one-time publication rights for accepted poems. Foreign language poems welcome.
7. There is an initial \$3 registration fee for the first entry and a fee of one dollar for each additional poem.
8. All entries must be postmarked not later than the above deadline and fees be paid, cash, check or money order, to:

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NOTICES

STUDY NATURAL HISTORY IN THE FIELD

San Jose State News Release

You can earn university credit in natural science with San Jose State University in 1988 while participating in Field Studies in Natural History trips. Destinations include: Death Valley, Mar. 27 - Apr. 2; Grand Canyon, Jun. 28 - Jul. 4 and/or Jul. 4-12; The Islands of Hawaii, Naturally, Jul. 6-24; Trinity Alps, Aug. 7-13.

Each program offers in-depth exploration of plant and animal life, geology, ecology, and more. Professors guide you on daily trips, with discussion and special activities, too. Some trips allow family members to participate in the family

participation plan - allowing you to earn university credit while the family enjoys a summer vacation.

For further information, costs, and registration assistance, call (408) 924-2625, Field Studies in Natural History, San Jose State University.

For a free brochure describing 1988 programs, call (408) 924-2625, or write: Summer Field Studies, Office of Continuing Education, Field Studies in Natural History, San Jose State University, San Jose, CA 95192-0135.

The programs are open to all adults (or families where specified). You do not have to be already enrolled at SJSU to attend.

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Are you a liberal arts major?

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As a liberal arts student, you can major in a liberal arts discipline (Art History, English and World Literature, Economics, History, Political Science), study Italian language, take a core of courses in international business, spend six months in Florence, Italy, studying at the Scuola Lorenzo de Medici, and do an internship

before graduation, with cooperating international businesses. At the conclusion of your degree, you will be offered not a job, but an interview, with an Italian or Italian-American business firm.

This program, called "Cultura e Commercio" offers you a wide range of educational, professional, social, and cultural experiences, along with a set of specific marketable job skills.

Interested? For further information, please contact Alessandra Robertazzi at 390-7553, or drop by Room A-103 on the Sunnyside campus.

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Edgar:
Happy Val's Day!
If I put Michael Jordan's hand over an open flame, would you scream?
The hippie-pervert-tramp monster

Love to all of you LDW's esp. my Hammahead woman who I missed so much when I was getting drunk alone on New Year's Eve.
awwwwwwwwwwwwwwwwwww
LDW Stevarino

TO THE CHIEF
Thanx for the xmas card
I know you would never trade me because your penalty killing av. would go right down the tubes. Those Wagner wimps can't fight. Well, they can fight, but they

can't edit. Okay, so they can edit, but they can't write stupid classifieds. Yeah, okay, they can do that too, but theirs aren't as long as mine. Besides, I'm cute.
Yours falsely,
Stevie

The meek shall inherit the camels.

Found: car containing several large stuffed camels. When's the next party?

Beware Handshakers: The camels have wrought this plague upon you. REPENT!!!!!!

Notices

Anyone interested in working for Senator Paul Simon's presidential campaign should contact Prof. Richard Schwartz (Rm. H-7; phone 390-7718). The New York State primary will be held on Apr. 19.

Prof. Daniel Kramer has placed on closed reserve in both the St. George and Sunnyside campus libraries the "MAPLA 1987-88 Profiles." These indicate the median LSAT test score and median grade point average obtained by those entering many US law schools in Sept., 1987.

CRASH, PART 3: BROKARAGE HOUSE HARD HIT

BY RON KOHN

The crash: part 3

The week of the crash saw the first of many brokerage houses closing their doors. Before I tell you who and how many suffered, I must explain a few key terms.

Specialist: The middle-man (stock broker) between the company floating stock (i.e. IBM, TRW) and the other stock brokers.

Two dollar broker: Non-specialist.

Retail house: A broker or group of brokers who take orders from their clients. (Portfolio) Investment management firm: A company which invests your money for you (you can't tell them what to do with your money).

Back office: The clearing house part of the brokerage firm that makes sure that the trade "cleans up" (settles properly).

The most well known after-effect is Shearson's take-over of Hutton, but that's only because it was the first and largest takeover. Hutton was having trouble before the crash took place. Drexel laid off 2000 employees the week of the crash. Three specialists went out of business, and one was taken-over by Merrill Lynch. L.F. Rothchild, an investment management firm, closed their back office (this was a surprise) and were taken-over.

Bear Stearns bought out Asiel (a specialist and \$2 broker). Many small two dollar brokers were either bought out or simply went out of business. All this has left tens of thousands of people jobless, and this is only the beginning.

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Nurse's Office, Room 536
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(St. George Campus)

(The program is jointly sponsored by the College, the Staten Island Mental Health Society and the students themselves through Student Government and the College Association.)

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This poetic photograph taken aboard the S. I. Ferry is one that many out of borough CSI students have the privilege of viewing daily as they commute from other boroughs to and from school.

Photo by Richard Formica

STUDY ABROAD

an international education column

Q. Why should I study abroad?

A. There are at least three good reasons to make study abroad a part of your college education. You can learn a foreign language at the source, gain a global perspective about how other people work and live and enhance your career opportunities.

Q. How will studying abroad help my future career plans?

A. Most counselors and career placement personnel agree that a study abroad experience helps you "sell" yourself to a future employer. Study abroad demonstrates maturity, interpersonal skills,

willingness to try something new, independence and other qualities strongly considered by potential employers.

Q. Will I be able to transfer my credit earned overseas to a U.S. college?

A. In many cases, yes. But to be sure, check with your dean of students or study abroad advisor *before* enrolling in any program.

Q. What kind of study abroad programs are available?

A. Literally there are thousands of study abroad programs in hundreds of academic disci-

plines offered by colleges, universities and private organizations. Programs range from two-week study tours to full year academic programs. The most complete listing of programs is contained in "Vacation Study Abroad" and "Semester and Academic Year" books published by the Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

Q. What resources are available to help me decide what, where and when to study abroad?

A. Your very best resource may be right on your own campus! On many campuses there are

study abroad (or international) offices which have been created to advise students planning to study abroad. Your study abroad advisor will have all the latest catalogs, provide information or reading materials, travel details and generally help you find the program which meets your needs.

Another good source of first hand information is a quarterly newspaper called "Transitions" (18 Hulst Road, Amherst, MA 01002) written by students and other travelers who have participated in various programs.

A professional organization called NAFSA (National Association For For-

eign Student Affairs, 1860 19th Street NW, Washington, DC 20009) has a variety of pamphlets and bibliographies of interest to students planning to study abroad.

The American Institute For Foreign Study (102 Greenwich Avenue, Greenwich, Connecticut 06830) offers the widest variety of study abroad programs—more than 100 summer, semester and academic year opportunities in their college catalog.

For additional information on study abroad programs, visit your study abroad office.



SPORTS



Athletics Director, Joe Barresi takes on the "Big Chill," as he heads down-hill. Photo by: Yvonne Osterlund

Addicted to Snow

BY ANN "SHAZAM" SPAHITZ

CSI mingled with Yale, Rutgers, and other universities during College Week at Mt. Snow. CSI students were enrolled in a physical education class adaptable to all levels of skiers.

The Ski Trip left the Sunnyside Campus on Jan. 10 for five days of instruction on the slopes. A welcome reception, sponsored by Orangina, psyched students with anticipation of their lessons to come.

The first day segregated students based on skills. Lessons were approximately five hours each day. Journals, recording all that was learned each day, were kept

by students. The end of the week tested the skills of all skiers on the mountain with races. CSI demonstrated outstanding ability, taking a majority of medals, in all categories.

Instruction expands beyond the level of Physical Education. International comparisons of French, Italian, and American products were a popular topic of discussion. Geographic discussions ranked second, regarding layout and conditions of Vermont. A variety of skills were practiced, preparing students for life after college.

The concluding mood of the trip was positive, as students anticipate more classes of this nature.

Trivia Contest

Cash Awards

1st Prize \$25.00 2nd Prize \$15.00

Prize will be awarded on correct answers, date, and time brought into C-129 Athletic, Intra/Rec. College Voice staff and CSI staff and faculty not eligible for awards. Answers will be next issue.

1) Roger Staubach was the fourth player from West Point to win the Heisman Trophy.

True or False

2) With a 1968 average of 43.8 points per game Pete Maravich of L.S.U. was the first college basketball player to average more than 40 points a game.

True or False

3) During his college days, Kareem Abdul-Jabbar was never the N.C.A.A. leader in rebounding or scoring.

True or False

4) His 44 home runs and 130 R.B.I.'s won Hank Aaron the 1963 National League M.V.P. award.

True or False

5) In 1968, Carl Yastremski of Boston was the only American League to hit .300 or better.

True or False

6) In the 1982 Sugar Bowl, Penn State coach Joe Paterno won his first national title in 17 years at the school.

True or False

7) When the San Francisco 49ers won the 1982 Super Bowl, it was their:

a. first, b. third, c. fifth

8) Jim McMahon quarterbacked this college football team:

a. Stanford, b. Pittsburgh, c. Brigham Young

9) How many golf tournaments did Jack Nicklaus win in 1981?

a. 0, b. 5, c. 8

10) How many football games did the New Orleans Saints win in 1980?

a. 0, b. 1, c. 2

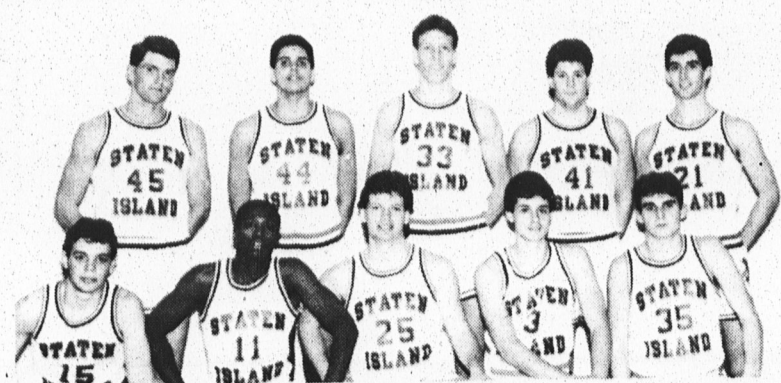
11) How many managers did the New York Yankees have in 1982?

a. 2, b. 3, c. 4

January Basketball Scores (as of Jan. 21)

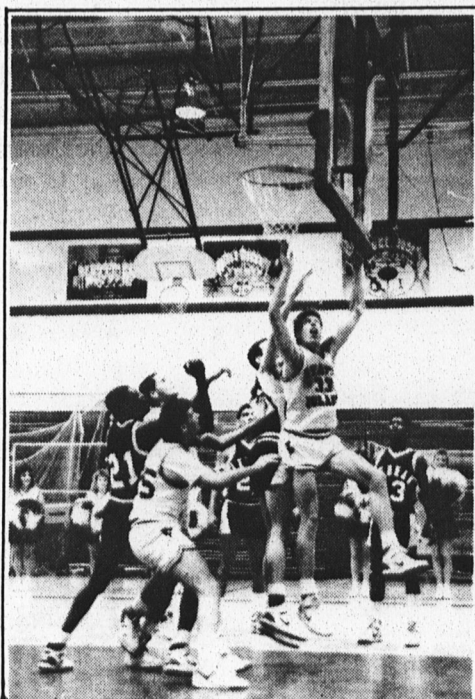


Date	H/A	Score
Jan. 6	Home	Hunter 75, CSI 72
Jan. 9	Away	Jersey City State 91, CSI 75
Jan. 13	Away	CSI 97, Medgar Evers 63
Jan. 16	Away	CSI 93, CCNY 88
Jan. 20	Home	CSI 106, John Jay 86



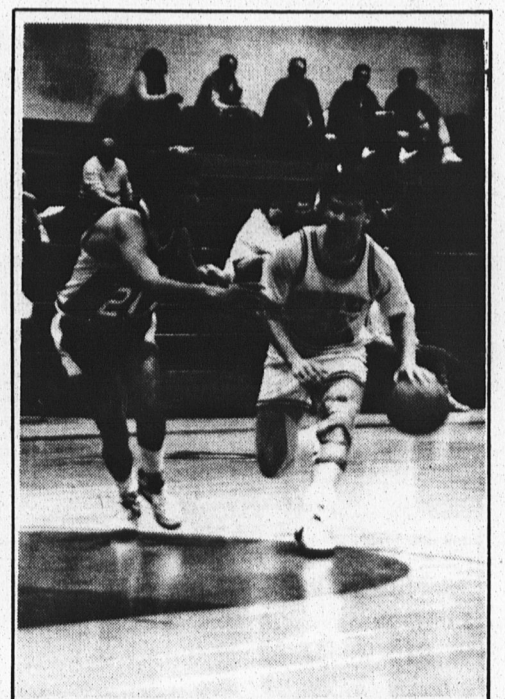
1988 CUNY LEAGUE CHAMPIONS: CSI's men's basketball team defeated Hunter College 86-87, to win the crown.

Photo by: C.V. Photo File



In the big game, CSI triumphs over Lehman College.

Photo by Richard Formica



1000 point scorer Gerard Nicholson burns another opponent.

Photo by Richard Formica