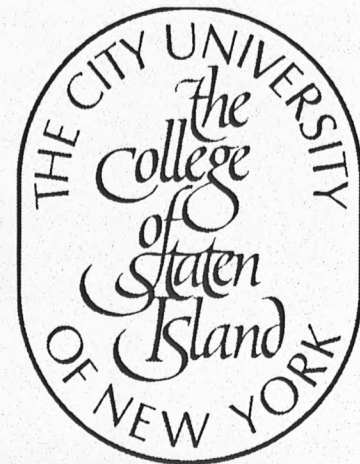


THE BANNER

CSI'S OFFICIAL COLLEGE NEWSPAPER



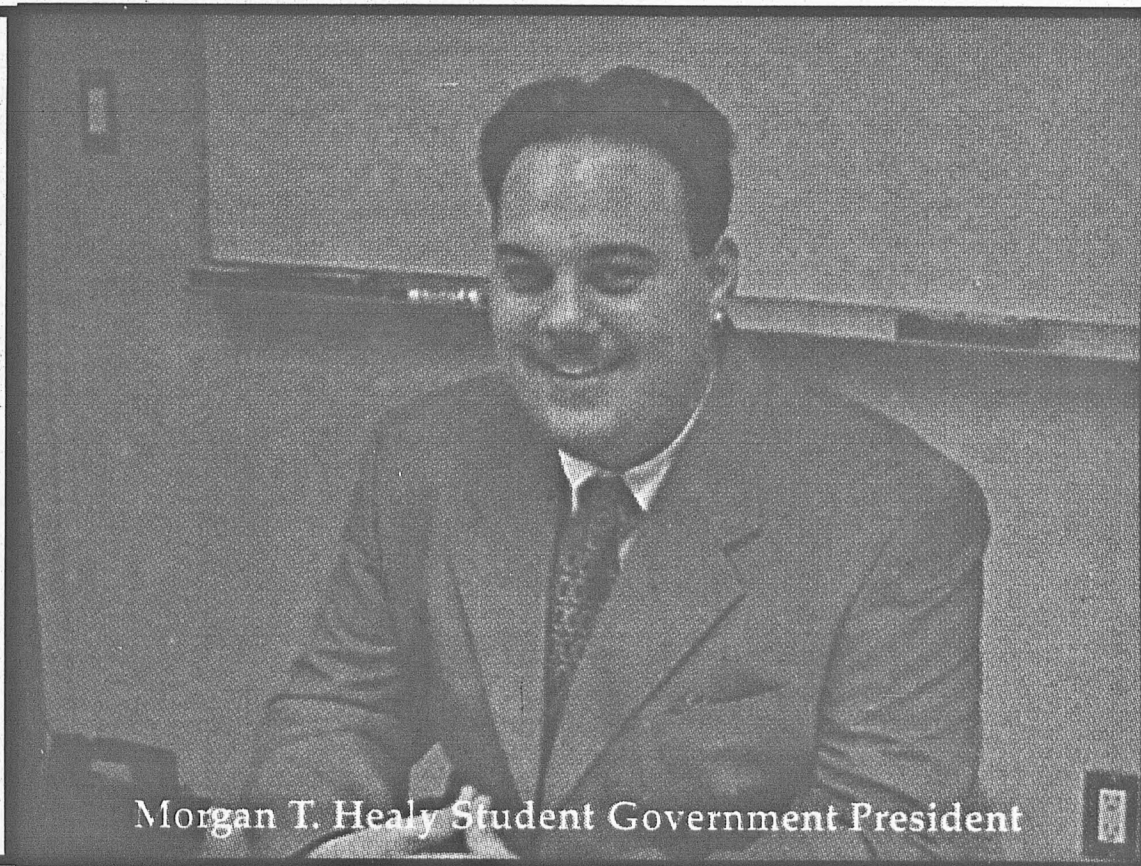
VOLUME VIII, ISSUE III

May 2000

CENSORSHIP OR GUIDANCE?

story on page 3

**SG President
bids farewell
to office after
two
great years
page 6**



**The Winning Team
United Students
Carry Elections
story on page 2**

**Club Festival
2000
pages 7-10
80's Night
page 11**

TABLE OF CONTENTS

Censorship.....	3
SG President.....	6
Club Festival 2000.....	7
80's Night.....	10
Commentary.....	11
Sports.....	13

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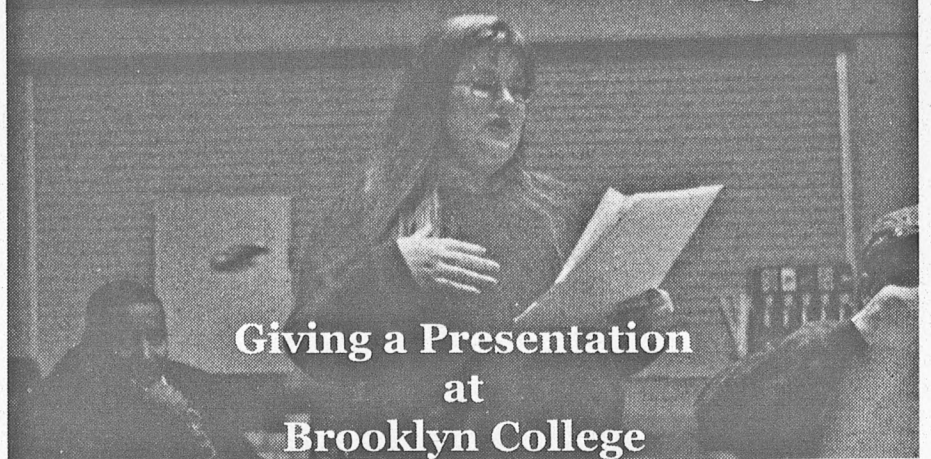
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FACULTY ADVISOR: Professor John Reel

This month we bid farewell to our Faculty Advisor
John Reel -- "Don't forget to close the door behind you!"

Joanne Gallo Vice President of Senior Colleges



Giving a Presentation at Brooklyn College

Landslide Victory Again For United Students by Andre Woods

For the past three years a core group of dedicated true student activists have maintained a strong foothold in the governance of this school and that group is called United Students. There are a few core people of this group that have propelled it into the spotlight on more than one occasion, however the group gets larger and larger every year. This year they won with a land-slide victory.

This group of students are sworn to uphold the principles of student activism and to see to it that the administration does not overstep their boundaries like they have done in the past. This group especially now that they have the majority of seats in the Student Government will be a watchdog group over Student Activity Fee do that other entities and people and the administration themselves will not try to spend it frivolously such as when William Wharton was president 3 years ago and was allowed to spend OVER HALF A MILLION DOLLARS IN STUDENT ACTIVITY FEE.

Lastly this group deserves praise for their efforts both large and small for doing a great job these past few years in maintaining our Student Activity Fee. There is at least one person who really should be mentioned and that is the current Vice-Chair of Senior Colleges Senator Joanne Gallo. This extraordinary woman is the founder of this movement. It is through her efforts and the efforts of many others that this group has survived for this amount of time. It is also her that pumps a lot of encouragement into the group. All the rest of the people who help make this group function now who they are and therefore I will not mention any other names. I mentioned Ms. Gallo only because she is the founder. When this reporter talked to Ms. Gallo she was quoted as saying "I am very proud of all the students who have put forth a great deal of effort to win every year that we have won the majority in Student Government. I am very proud to have served with many of them and participated in the many good events that they have worked on. I thank all that have supported me in the past and present and give all my best wishes that this new group is just as, if not more successful than the past 3 Student Governments. I also want to mention overall it has been quite a experience these past few years and I am glad that overall it has been beneficial in that it taught me some pretty good lessons. Thank you everyone for all that you have done I will never forget you." On that note this reporter can only say that he will be on the lookout for this next year and see how successful this next Student Government will be. Good luck to you United Students. You have got your work cut out for you.

Rambling Jimmy has been searching the Student Center trying to solve the mystery of the missing G4 computer, sadly, to no avail. See if you can help him. Study the pages of the May Banner carefully and maybe you can find it!

Censorship and Blond Cinderellas

An interview with the students of Professor Sally Smith's Children's Literature Course (EDE 652)

Every semester Professor Smith asks the students in her Children's Literature class to read, think, and talk about the important issues they will face as teachers. This article examines just one of these important children's literature issues "Censorship"

By Tom Healy

One wet, cold and teal grey February afternoon this semester, I had arrived some ten minutes early for my education methods class. Seeking shelter from the inhospitable elements, I waited impatiently outside of room 204 of building 3S. Leaning my body against the corridor wall with my shoulder pressed up to and supported by a large metal framed bulletin board, I glanced over my shoulder and read the large block letters of the title of the mounted display, "HOW MANY BANNED BOOKS HAVE YOU READ?" There to my surprise were many books that I had more than a passing familiarity with including *The Grapes of Wrath*, *The Catcher in the Rye*, *Tom Sawyer*, *The Adventures of Huckleberry Finn*, *Little Red Riding Hood* and two books authored by Judy Blume, a popular writer of children's fiction. Needless to say my interest had been piqued. I glanced down at the left-hand corner of the board and saw the ascribed credit "Submitted by students from Professor S. Smith's Children's Literature class Fall 1999". It was at that moment I wanted to find out more about S. Smith, her class and my unwitting radicalism in reading and encouraging others (including my offspring) to read banned books.

By the time I was able to set up an interview with this firebrand, Sally Smith, who was taking on the old Bostonian practice of censorship and book banning, a new display entitled "SHOULD THESE BOOKS BE TUCKED AWAY?" appeared on the 2nd floor of Building 3S. Apparently she and her new Children's Literature class (EDE 652) were at it again and I anticipated an extremely pointed interview with a strongly opinionated education professor. Thus, approaching her office door for my initial interview and expecting a sword-wielding radical of Amazonian qualities, I timidly knocked and entered her lair. Here I discovered to my surprise that Professor Sally Smith was much more than this two-dimensional preconceived image of the Education Department's Xena: Professor Sally Smith is an educator "par excellence".

Sally Smith is a soft-spoken, highly intelligent bibliophile whose love of the typeset



book can be seen in the private confines of her office. Books here, books there, books everywhere. The printed word means a great deal to Sally Smith. Her concern for its free access through public libraries is felt whenever she discusses censorship and the banning of books with a willing listener such as myself, or when she is leading a class of youth educators which is indeed her primary and best calling. Every semester Professor Smith asks the students in her Children's Literature class to read, think, and talk about the issue of censorship. This is an important issue for teachers who will be using a wide variety of children's literature in their classes. During the course of this interview, we touched on the many topics and concerns of censorship which at times culminates in a community exercising its ability to ban a particular book from that communities' library. The expressed concerns of community censorship focus on the concept of community values and ill-defined local moral standards, which apparently are the constitutional and legal legitimacy by which the adults of a particular town, county, city or state can limit access to library books by youths of their community.

Though, in fact, Professor Smith and her Children's Literature class are primarily concerned with the censorship of literature available for use in their professional capacity as teachers, my own interest of concern is with the idea of actually banning books from public access, particularly at the public library, an American institution founded by Ben Franklin. Further, my own opinion of the community values

argument is that on a national level it can be a serious impediment to the U.S Constitution and its protections and guarantees which must be afforded everyone whether of voting age or not. Prof. Smith on the other hand sees it more as the concerns of caring parents. "We all censor in some way whether in the choice of television programming we watch, the newspaper or magazines we read, or as a parent the books we provide for our children, but we do this for our own children. Is it right to do it on a community level?" she asked. "Or for some parents to prevent other people's children from reading what they don't want their own children reading by banning some book from the local public library?"

As a parent that question hung in my mind like the sound of one hand clapping: someone else making parental decisions for me or my making those same decisions for another parent. Could the answer, if there is an answer, be as simple as the young child's lesson in "right versus wrong" or did it lie in the fears of the framers of the "Bill of Rights" the tyranny of the majority?

We spoke for the better part of an hour discussing the emotions and thoughts of her students toward the issues surrounding the censorship of children's reading. At several points during the interview, Prof. Smith made it quite clear that the book banning display projects were entirely motivated by the participating students' own concerns. Though she was open and frank in all her personal responses to my questions about subjects pertaining to community values and political agendas (here she was particularly open in stating she was certain that there was no X-File-like national conspiracy afoot to ban any group of authors works or to quell any one social topic), I did notice that she was somewhat reluctant to characterize what her students felt about these issues. Thus, when she offered to allow me to sit in and question her students about how they felt about the banning of books, I jumped at the opportunity.

I must admit that when first meeting Sally Smith's Children's Literature class it was

Censorship

something akin to a terrible adolescent nightmare. My God, a score or more of elementary school teachers all in the same room, at the same time and all staring at you. Fortunately, the wave of pre-teen fear passed just as soon as I realized through their conversation that this was not a mixed group of seven-foot ogres from my youth, but intelligent, enthusiastic and caring educators and parents talking about a subject of great personal and professional concern.

Groups of students in Professor Smith's Children's Literature class selected to read about many issues as a class assignment and to share their research via bulletin boards and class discussions. Among the topics selected were "Is Your Cinderella Still A Blond?" (a look at multicultural children's literature), "Comparisons Of Gender In Children's Literature" comparing the 1940's to the 1990's as well as the aforementioned "Should These Books Be Tucked Away?" dealing with the censorship of children's literature..

(Reporter's note: In the following question/response section many people responded to the questions, some to more than one question. However, individual speakers are only referred to as Respondents to any one particular question.)

Question: What is your general feeling about your participation in the class project and the censorship of children's reading?

Response: I feel that by banning books too much is being projected into it. My personal opinion is let it be the kid's book. Don't rip it apart in all this detail. Expressing things like it's a bad thing or good thing. If race does come up or bad language or certain other things that are being questioned come up then maybe it should just be handled within the class in some sort of discussion and just let it go after that.

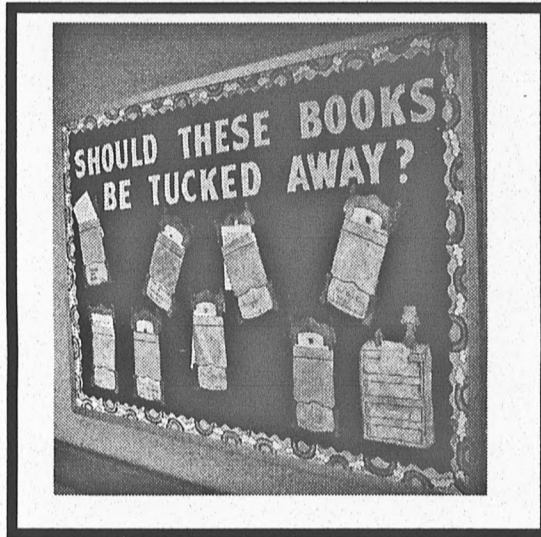
Question: Do you believe in the concept of community values and would that qualify a community to censor the content of the local library?

Response: Of course I believe in community values, but in the case of censoring the library I think everyone should be involved in it; and if there is one certain book or books that are at issue I think it should be brought up to some type of board that is put together representing the entire community.

Second Respondent: They have opinions to offer and they should be heard, but as far as censoring something nobody has that right. It should be discussed and agreed upon. As far as community values go as a

concept it really starts in the home and as far as where it goes from there it is up to the home. We are teachers. We have to teach these children how to go on to the next level. And if in the class reading a child is exposed to a story their parents don't want them to read, it makes it very difficult because what one parent feels then the whole class is subjected to one parent's point of view. When you talk about a community value having an overall say, no, it should be something that is agreed upon and shared by all.

Third Respondent: When you think about censorship of a book and even community values, you ask yourself who is it that is setting these values— older people. Where were these older people? Weren't they once children? We were children at one point of time and today everything is becoming more of an issue— more of a



bigger thing — more of a principle. Somebody has got to stand for this— that person who wants to start this thing— they forget that they were 2, 4, or 5 at one time and there was nobody then hindering their growth or preventing them from seeing their surroundings. A lot of these values—and don't get me wrong I'm not knocking values— I believe everyone should have some sort of values— but you know what you can't live in a glass bubble. You have to be aware of what is out there; you can't be stifled. They can't stifle you from seeing what is out there.

Question: One of the display boards, I believe it was done by the previous class, posted two of the books that dealt with the rainbow curriculum that was so prominent in the news several years ago. Do have any recollections of what you felt at that time?

Response: I had no problem with the rainbow curriculum because it exists. That is life today. There's a Heather (reporter's note: referring to the book Heather has Two Mommies) out there who does have two moms; there's Joan's father that lives with his friend Gary (reporter's note: referring to another book prominent in the controversy). This is life as it exists. What are

we hiding from?

I don't believe though there is so much of this literature out there. And we don't really have to go out there— controversial issue— someone complains— a parent— the PTA. I feel that if you are in a community that is typified as having a lot of these children who come from these types of homes— that is fine. But if you are going to inflame everyone about opinions and values— we don't have to go there and read Heather has Two Mommies when you have an abundance of so many excellent books out there where the children can learn values and deal with issues. It doesn't have to be one that sparks such emotion in so many people. I think it would depend upon the community you are serving.

Question: Are you saying that it would be a parental responsibility at this point?

Response: I discuss issues with my children. I am a parent. I don't know if every parent is as open about sex and sexual orientation with their children. I would not read that book in my classroom because I don't know how the parents would feel about it, but I think that is the parents job and if they want to do so that is perfectly fine. To take a book like that and read it to your two children and discuss the issues, that's fine. I do not have a problem with that at all.

Second Respondent: They proposed that curriculum basically from what I understood across the board. I don't think that sexual preference was ever at any time previously discussed with kindergarten students, first graders, second graders, so to me it was confusing as to why they had to incorporate sexual preference for reading to six-year-olds. Did they have to do it that way? Couldn't it just be that these two women live together as opposed to bringing up the fact that it is an alternative family situation.

Prof. Smith: Just to clarify the record.... The books in question were included on a separate reading list bibliography and not really part of the curriculum reading. During the controversy those books were over represented...There were over ten books on that list and only three of them dealt with homosexual parents ...perhaps it may have been inappropriate for six year olds but it was not something that was mandated by the Board of Ed.

Question: I noticed that Mark Twain's Huckleberry Finn and Tom Sawyer were banned quite regularly throughout parts of the country. What are your feelings about those books and the reasons why they were banned?

Response: I think Huck Finn was banned

because it used the word "nigger" over 250 times in the text and I could see where people would be offended by that. A large majority does not want to see that word. Doesn't want to hear it. Doesn't want to remember what it represents. I don't think it should be banned from the library. I think it should be in any school library. I think students should have access to the book if they want to read it. It should be in the public library. I don't think it should be a mandated book that a child would have to read though.

Question: How much do you think politics plays in this?

Response: I think that politics plays a very important role. I think they were just ripping the books apart. You want to give the children an accurate account of history.

Portray an accurate account.

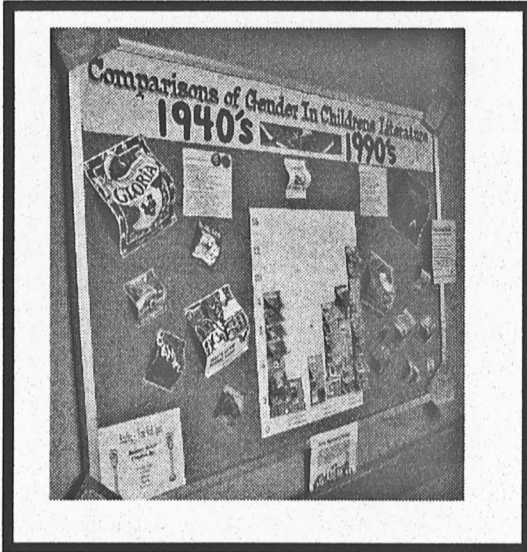
Second Respondent: I don't know if that is true because Jim at the beginning of the book is portrayed as a very typical 1850's portrait of a black man— a fool— a clown and I could see how people would be offended by that. It's not a stereotype that children have to look at — not a stereotype that a black child has to look at.

Third Respondent: When you study him— Mark Twain was making fun of and critiquing the attitude of white people at that time. So if it is taught correctly and the students understand that that was his view in the book and the point of it was that there could be friendships between white and black people at that time. It's now at another level, it's a more sophisticated book that is problematic because that makes censorship even more problematic to me. Because if you read it one way it could be worth censoring but if you know in terms of the author it's entirely different. But who knows? I think the problem is that the people who do not know anything about it is where the problem is. There was a recent lecture in the news. A woman gave a lecture on Martin Luther King Day and obviously a child did not understand anything about the lecture because she went home and told her mother that the teacher said that if I sat in the front of the bus I would get beaten up. Well the mother got all hysterical and called the news media. What about the portrayal of Jews in Shakespeare? Just because there is a Shylock does that mean we should not read Shakespeare anymore

Question: What about the new electronic medium "the internet" how do you feel about censorship on the internet and television with the "V" chip?

Response: I just want to say the difference between censoring books and saying a museum can't have their art program and you can't have this on the internet or you

can't have the other... I don't think you can take public money to support certain things but I think that if you want to have control over your own children that is fine. If you want to say that is censorship... to control what your kids watch on TV or control what your kids do on the computer or so on— but if you are just talking about some big brother coming into your home and saying you can't do this and you can't do that and you can't paint this painting because I don't like it— then we are talking about something else.



Second Respondent: You set up the rules and regulations in your own home and if you don't want your child to read this or see that then you don't allow it. You turn the TV off. It becomes more complicated in the classroom. There we have so many different values. If I were a teacher of all of your children I would say "uh oh" what am I going to do. And part of it is the understanding of what reading is. Does reading make somebody different? What is reading? How should we be using books? I guess I would be interested in the question, does this issue belong in a children's literature class?

It's more a case of assistance as opposed to censorship. They need more assistance. You were talking about Mark Twain, well, they need to know what was the purpose of the author. Maybe certain children obtaining certain books without an understanding— without being assisted— could be a problem. I think we fear our children taking on some of the values, some of the morals of the characters of the book they are reading. But it's not a problem as long as they are assisted. Parents are afraid. I think it is more of a case of public fear.

Third Respondent: The V chip is obviously a form of censorship. If you control it in your own house there is nothing wrong with that. But if someone else is going to say you cannot look at this and you cannot look at that— then I wouldn't go along with it. You have to have control of it in your own house. Already with the internet and with the government-look at the census we just got— you have this questionnaire that asks so many personal ques-

tions— and the government has so much intrusion into your life and into your business and into what your doing. And then they want to be able to tell from what you are downloading— and if you are downloading pornographic stuff, they could come to your house and arrest you and it is totally ridiculous.

Question: How about porn on the internet? How big of a problem is it?

Response: Not necessarily for children, but for the general public it is. Because there are moves to try to limit it for the general public.

Second Respondent: The kids sometimes hook into sites. My son got into a site. One day he put in some key words and he ended up getting in a site that he should not have gotten on— that really upset me because he was not trying to get on it.

Third Respondent: I was in the library and all of a sudden I heard the librarian screaming, "They Downloaded". The kids went flying out of the library and I was appalled. I was there with my two children— and I am saying children should not be allowed— or at least they should be supervised when they are on the internet— and I could not believe this was in a library in a children's room and they were downloading pornography.

Fourth Respondent: They certainly should be supervised in the library, but I feel that it should be there for anyone who wants to see it. Well, as far as a young person going in and going on the computers, maybe they should be supervised by a librarian or a staff member who sits there and monitors what they are looking for and helps them. But as far as what is on the internet and what is on that computer, I believe that any adult has the right to walk in, take something off the shelf and take it out of the library or take it off the internet. I believe that access should be there for all.

Fifth Respondent: Does it have to be at a library? Why can't you do this in your home? Why do you have to do this in a public library? If you are an adult, you have to have enough money to afford a computer, to be able to access what you want off of it. They are not there to let you rent porno. Why should you be able to download porn in the library? There are plenty of other places where you can get it.

Fourth Respondent: I just feel you are talking about images. I believe things should be there for everyone. What you need is a "V" chip for the children's section. If you see a bunch of kids in the adult section, then it is time to go see what they are up to.

Fifth Respondent: There is no porn in the library!

Fourth Respondent: Accessible to all. If a

Censorship

library has a computer accessible to the internet— then if Mr. Slezebag who lives down the corner cannot afford a computer, he should have the right to walk into the public library and access whatever he wants.

Reporter: There seems to be a difference in opinion.

Prof. Smith: The internet brings up a different problem because if librarians have access, they exert some censorship in terms of the journals and books that they provide. But the thing that makes the internet so different is, they don't have that, so it does raise very relevant questions about the freedom of speech.

Reporter: Is it the consensus that no book should be banned from the library?

Slowly, over a period of several seconds, all hands eventually were raised. The hesitance being indicative of the difficulty of the subject matter.

Reporter: It is the consensus.

I left the classroom and climbed the steps. Arriving a few seconds later on the second floor of building 3S, I glanced once more at the display boards, this time carefully reading the words which framed the display that first piqued my interest.

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

Many thanks to Professor Sally Smith and her well spoken Children's Literature (EDE 652) students, a great group of Concerned Educators. And don't forget to check out the bulletin boards on the 2nd Floor of building 3S.

Are You Interested in Journalism? If so the Banner will be looking for you this Fall. Keep an eye out for the intial fall issue for details on joining the Banner.

SG President

Dear CSI Community,

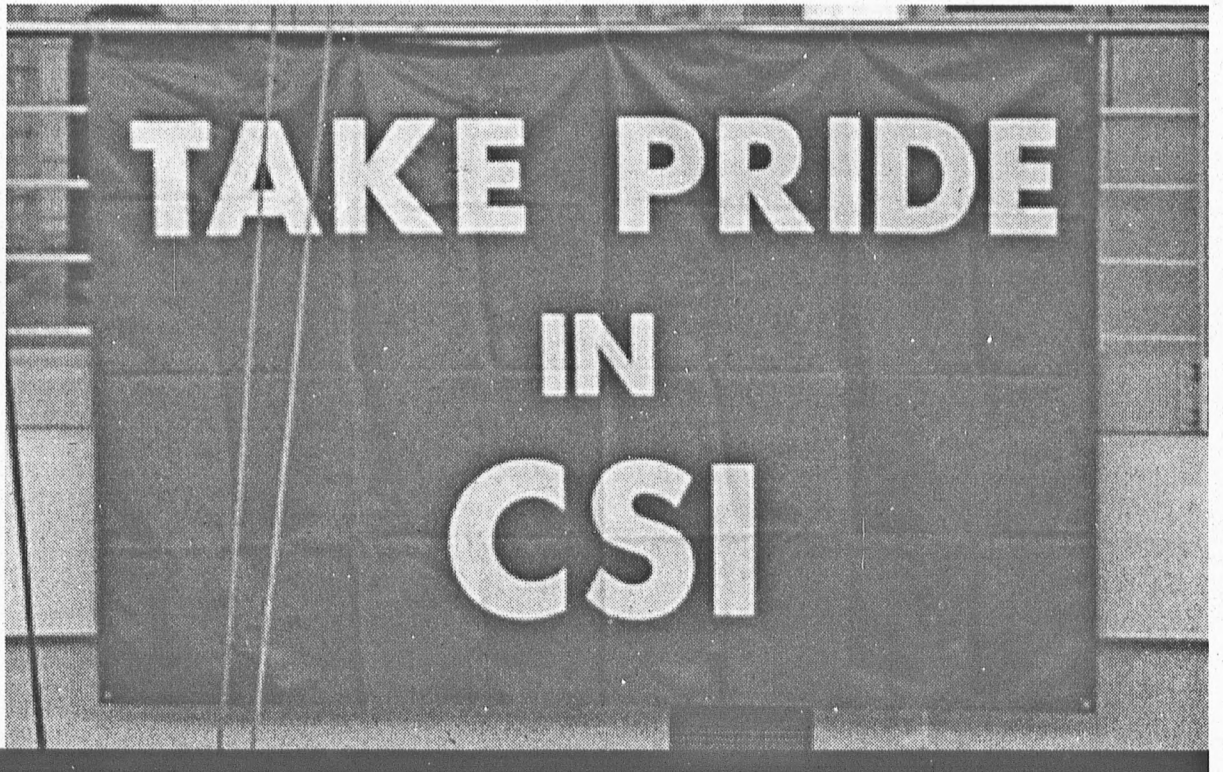
By now you should have just about finished up for the year. You may have just finished taking your finals, or registered for the Summer / Fall semester. Perhaps you are looking forward to the big moment on Thursday June 8 GRADUATION DAY. If you have competed these challenges, I wish you congratulations! And I would like to take this time to give my heart felt thanks for the opportunity of having been your Student Government President, and Club Commissioner (1997-2000). I have been elected to Student Government for 3 years now, and I am grateful for all that I have learned in my time serving you.

My proudest moment on Student Government was when I started out as the Club Commissioner. With the help of Joanne Gallo (Deputy Club Commissioner), I co-founded the Club Council, which is a student run organization represented by every club on campus. Since that first year I have had the privilege to advocate for all student organizations here at CSI, and I must say it has been an overwhelming job. I am very confident in your newly elected Student Government representatives and feel that great things will come from their hard work and effort. However, I hope that you will communicate with them and give them the support that they will need to serve you well.

I would like to give special thanks to two senators that have worked with me all these years and are moving on as well. Before I mention their names, I would like to say that they are the best Senators that this Student Government has ever had. They put in an enormous amount of time and effort reaching out to the CSI community. They have done their jobs well, and should be recognized and respected for this. The first is Joanne Gallo. "You have always been my source of inspiration, and every now and then I wish I could be a little more like you and take from the strength you possess (in what seems to be in such abundance)." Then there is Andre Woods. "Thank you for being there when you were needed most. I am sorry that your time on Student Government was cut short due to extenuating circumstances. But know this, I think you are one of the best."

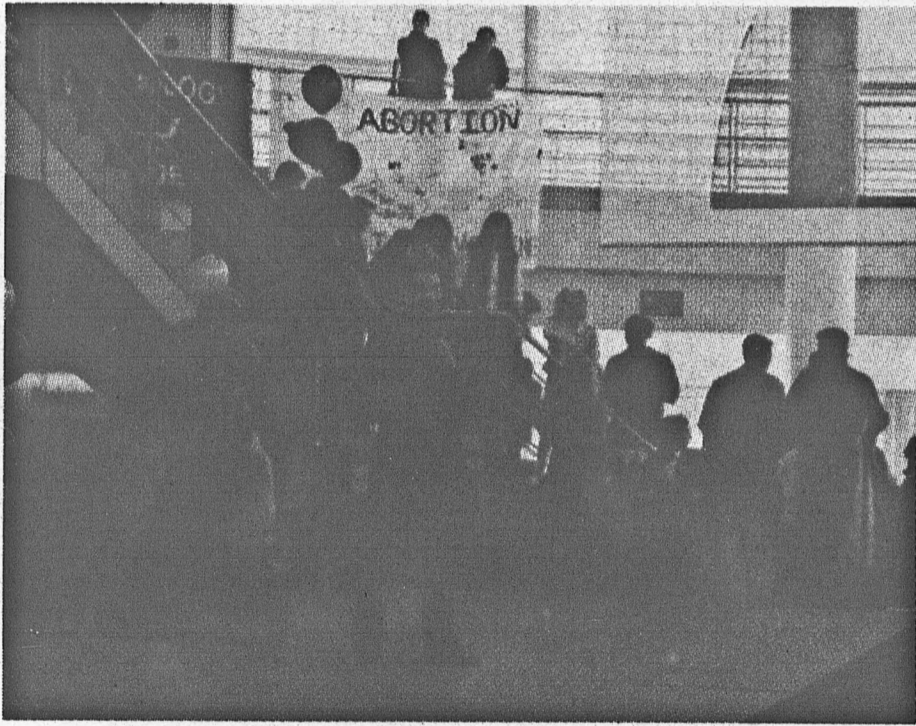
Lastly I would like to wish the new Student Government my very best hopes for the future. You have big shoes to fill, but I know you will all do just fine. I also wish those graduating great success in your future. CUNY RULES!

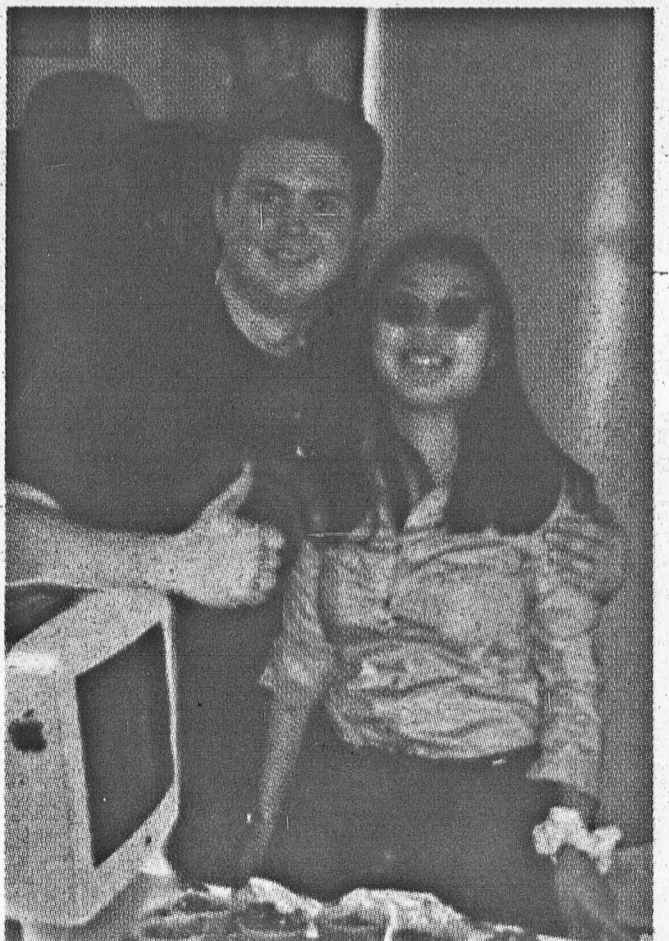
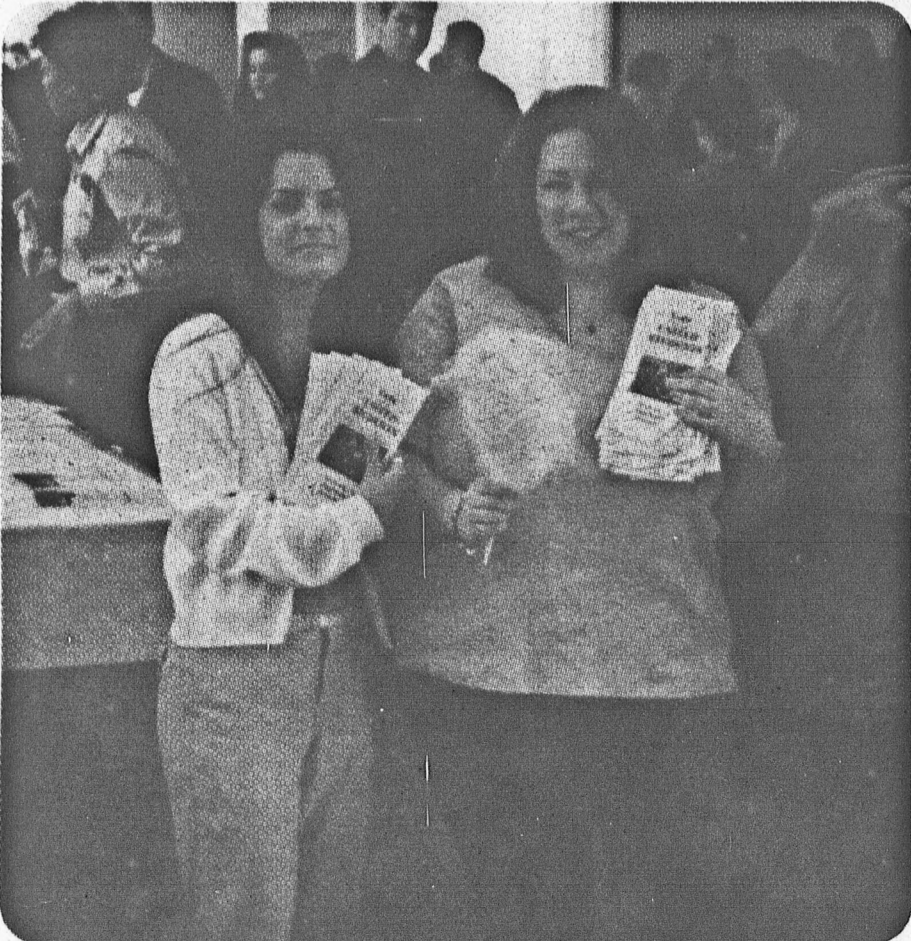
Yours Truly
Morgan T. Healy
Student Government President

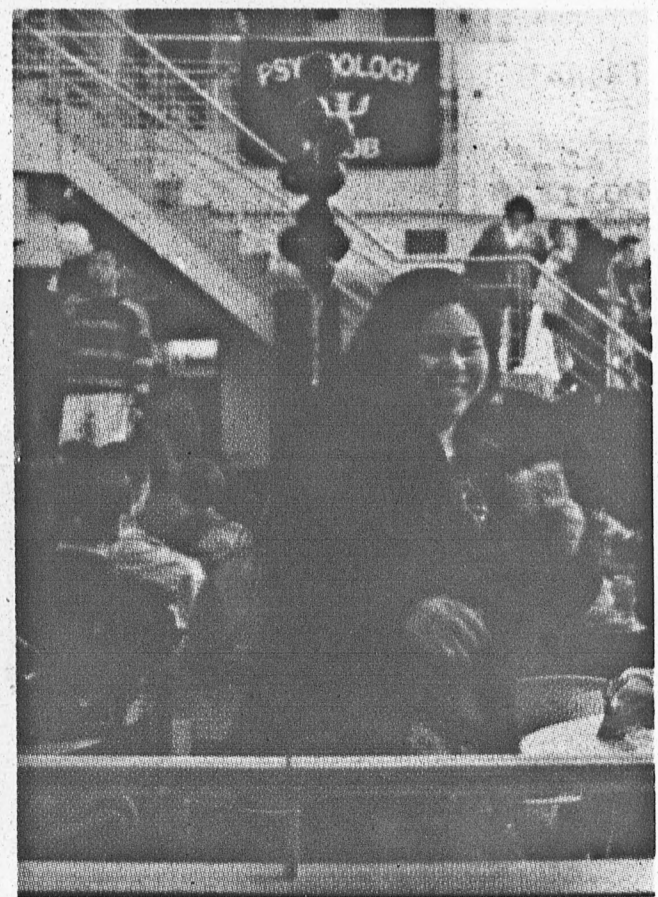
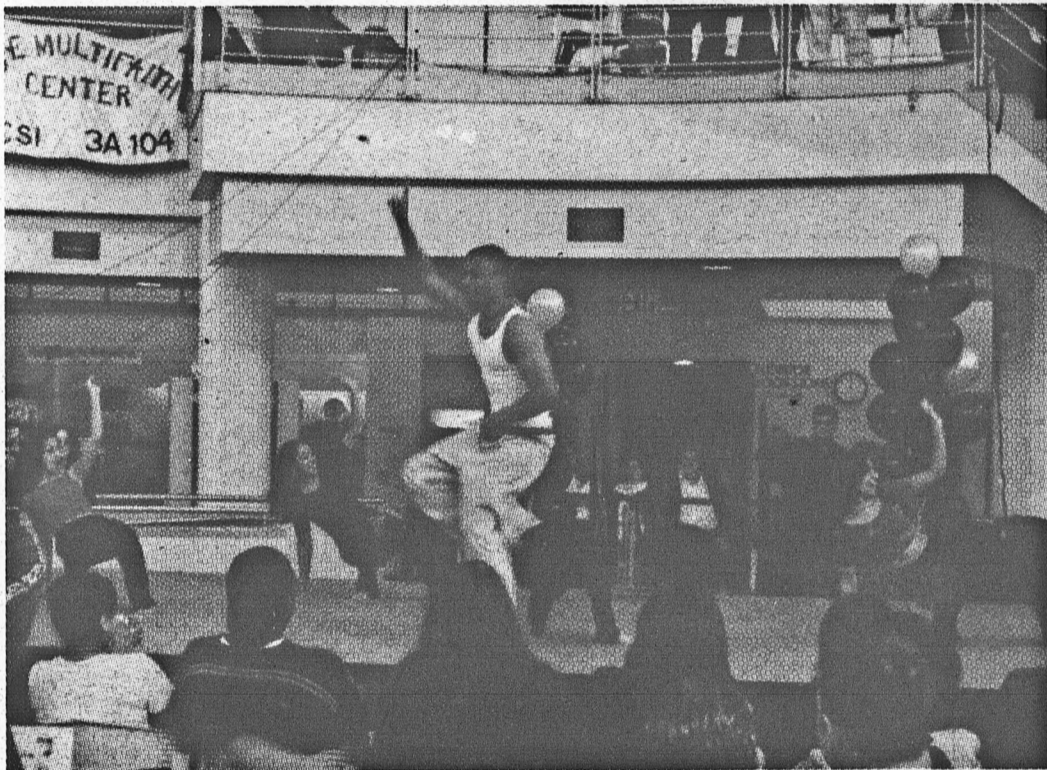


Club Festival 2000

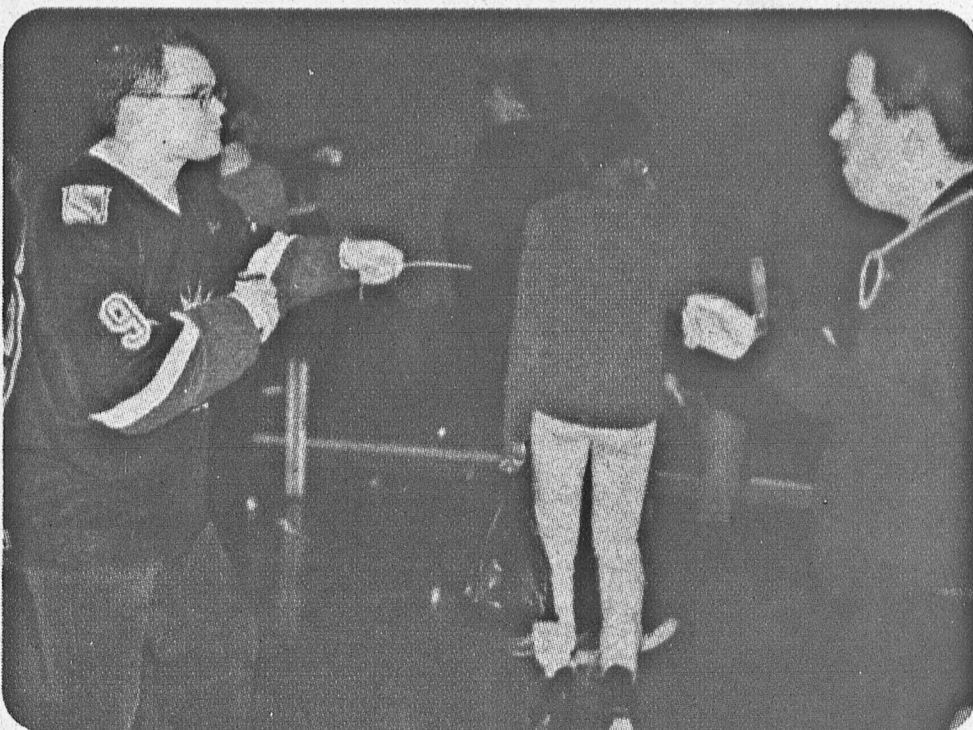
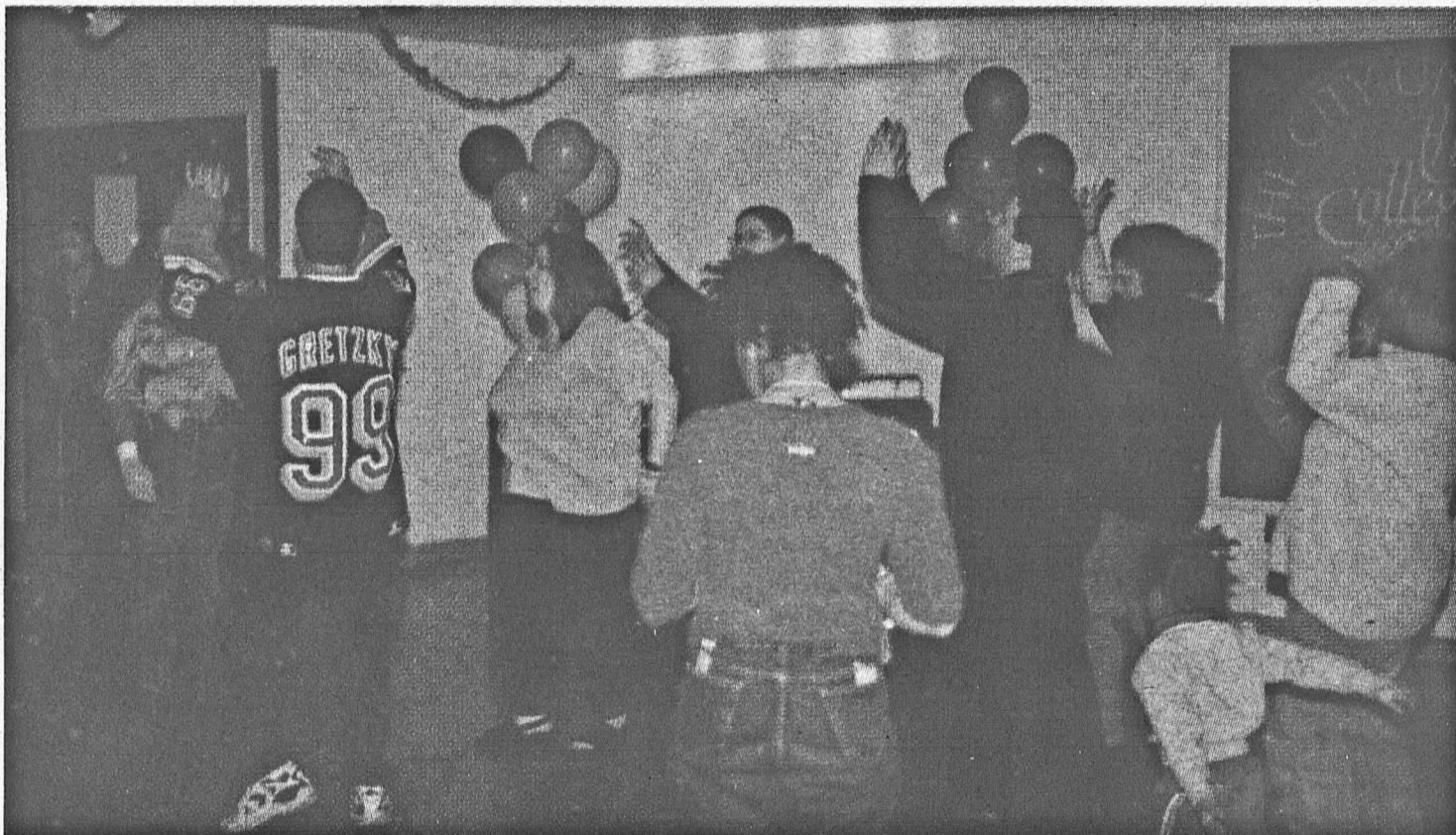
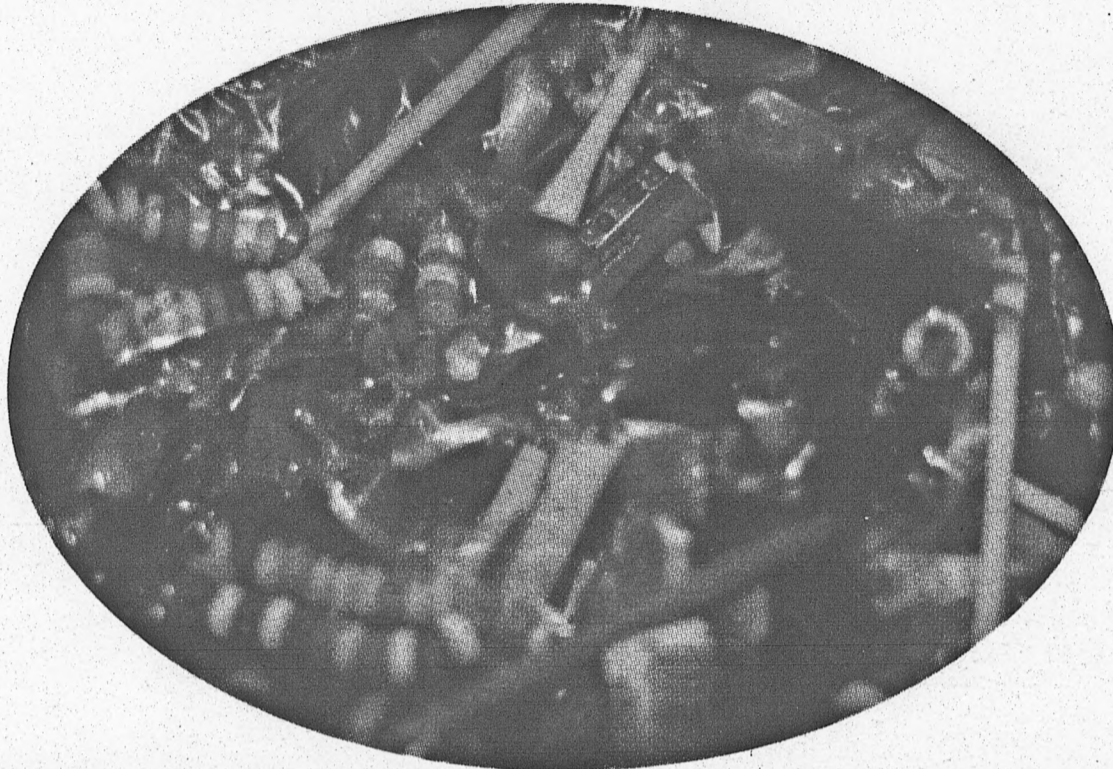
Photos by Jose Hernandez, Joanne Gallo, Klint Eastman, Morgan Healy







80's NIGHT



WHERE'S THE SECURITY?

By : Brenda Starr

Here at the College of Staten Island we are promised excellent security. If you're a evening student, then you know this is not the case. While we are running from class to class the Alumni walk lights are usually out, so unless you carried a flash light with you to your class, your out of luck! Wonder where our officers are for that supposed escort well as a student found out after waiting an hour they are not so efficient.

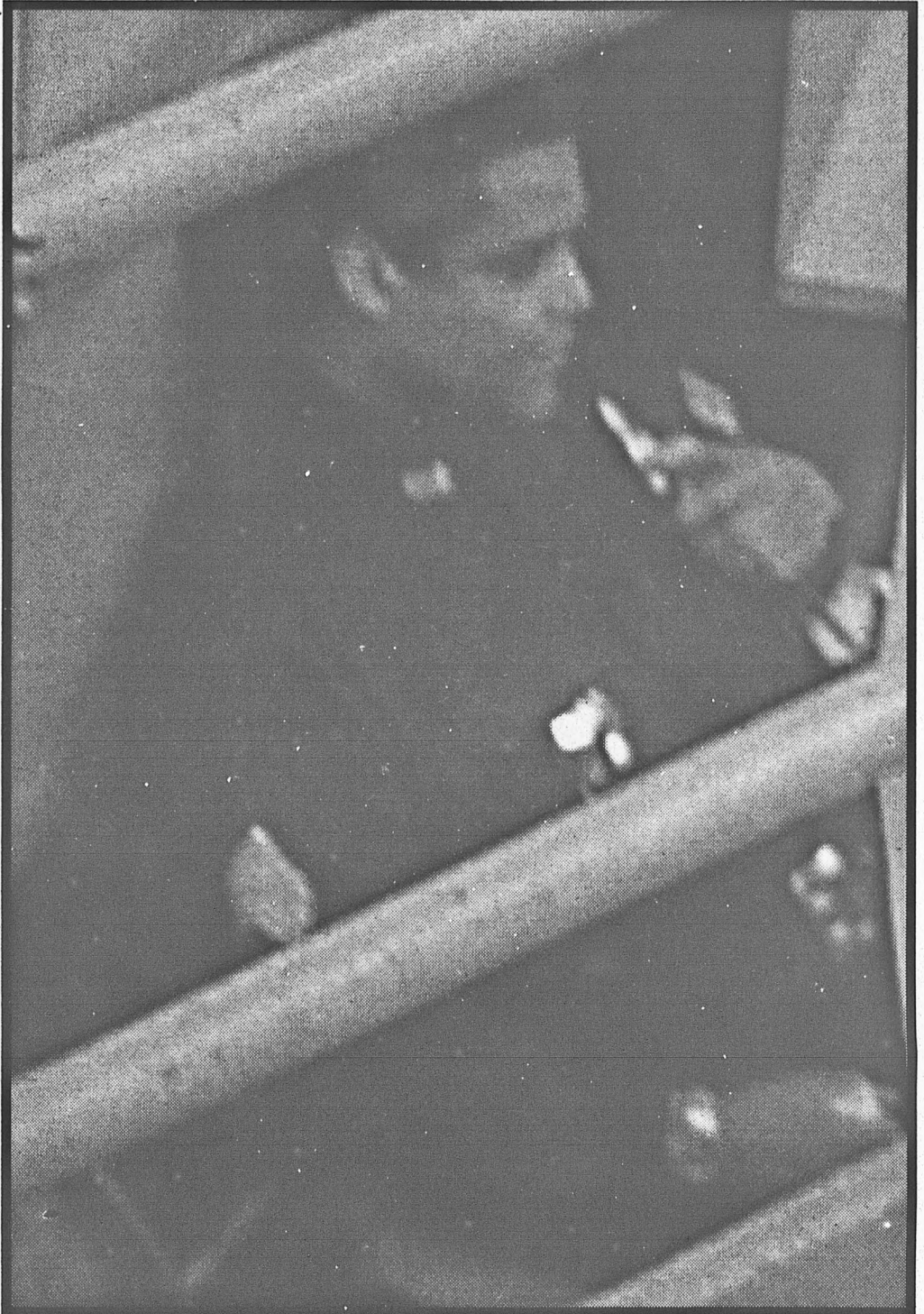
Our Peace Officers are less than "HARD AT WORK" After months of observing the night security on campus, my co-workers, and myself have found that these night officers are not so active.

It has come to be that Campus Center officer that works Monday through Wednesday, and the North quad bike officer like to hang out after roll call in the 1-c building at the info booth. This is their everyday ritual while other officers are hard at their positions these two officers are chillin out. The North quad officer is assigned to the 4 and 5 north buildings, is one of the "Elite" Bike Patrol. Now, a question comes to mind shouldn't this Officer be on patrol? Well, obviously this Officer thinks otherwise. The other "Elite" Bike Patrol Officer is a Corporal, finds his time lounging in the 1-L snack bar, or talking with the North Quad Officer, outside 1-C. This Corporal is assigned to the south Quad, and buildings 1S,2S,3S. These two "Elite" Officers spend more time relaxing then working.

The Campus center Officer, must not sleep well at his home, because he along with the evening 3-11pm Sergeant have been seen sleeping in the Sleepy Dolphin Lounge during their shift. I certainly Hope no one needs assistance because they need a nap!

The evening Sergeant, usually on patrol, can be found with the 1-c Officer and the north quad officer in the campus center, talking up a good conversation, and relaxing while not on a break since they all have been sitting since roll call in the campus center! Well I guess these officers fell through the system!

After much review of our night security, it was amazing that TWO of our night officers were repositioned to the day shift. They moved one path patrol officer and one north quad bike patrol officer. This doesn't help the security problem which is at hand. They transferred two officers from City Tech, but they don't replace what we lost. Neither of the new transferred officers are trained for bike patrol so what good does that do the evening students? Instead it adds to their already large day shift officers. There seems to be a large problem in the hands of the Public Safety Department. Why would the Director of Public Safety want to increase the security level during the day, if most of the security problems happen at night? So where is the real problem coming from? Is it a matter of control, knowing what the officers are really up to at night! Then again it could be that the commanding officers just aren't aware of what these officers are doing at night. Once again the question comes to hand where's the safety?



THE RAMBLINGS OF JIMMY

These are my ramblings concerning our campus community.

* I would like to congratulate Alan Hoffner on his recent promotion as the head of the Registrar's office, and his new hobby of training fish to sing. He's still trying to be that #1 Pokemon trainer. Thanks Alan keep up the good work.

* Can somebody please tell me why the 1P building does not have any vending machines? It is a hassle in hot and cold weather for us not to be able to grab a nice beverage, or Snickers bar to while we are there for activities, or in between classes.

* Is there some strange reason why I hear all this talk concerning useless memos and letters? I think that some people are going off the deep end with their ego trips. I mean lets be adult about this. If people have a problem about this, then they should consider planting a tree. Because half the paper that it takes to write these complaints and articles is killing another tree, or even depriving young kids of Dr.Seuss books since there is no paper left to print any more.

* Does anybody have some thought on what to do here on campus next year? I feel that this campus should be awoken from a deep sleep and bring back many of the carnivals and festivals that will have D.J's who will play Top 40 music, to accommodate more than one segment of our population here on campus.

* I express sympathy to those who do not have a yearbook to commemorate their years here on campus. You may be curious to know that a few years ago a certain publication (in which I will not name at this time) took over the Yearbook space. And SG has not been able to get another Yearbook staff to occupy this room, which has resulted in our not having a Yearbook since. I think that the Publications Commission should investigate this issue, since administration has not looked into this problem. And you should know that there is portion of your student activity fee that is, year after year, allocated for this purpose!

I just want to state for the record that I believe my ramblings for the people are reasonable, and I challenge anyone who thinks I am wrong on what I say. Because these statements can be backed with evidence, and someone needs to speak out on these issues. If you have any challenging concerns that need to be addressed, or statements to be made, bring them to the Banner office. You can put them on disk or give us a written hard copy at our office, 1 C room 228, not hand written and NOT written on our door.

Let it be written, let it be read. The bottom line has been spoken and it matters, till we are all dead!

My Experience at CTV

by James Scotto-Lavino, CSI Alumni

As a graduate of the College of Staten Island communications department, I am in a prime position to write some "further adventures of" articles for (hopefully) your benefit. A lot of students have a lot of different plans while they attend. I'm sure the plans are vastly different according to whatever major we're talking about. I won't claim to know anything about the history department. However, I can stab a knowledge at communications, and one of the big plans of students was to continue their film careers at Staten Island Community Access Television. This article is for all of you bright, energetic folks that are slaving their way through the 1P building-trying to make movies and thinking CSI equipment is the worst on the face of the earth. Think again.

As far as equipment, they use the same crappy Amigas as the editing room in 1P. The difference is they are hooked up to ancient decks and lack video toasters. The cameras are the super cheap Super VHS ones you generally see in underfunded video labs. The electronic credit system is absolutely laughable, but let's not talk too much about technical jargon.

The equipment, however, can be worked with (with much work). This is not what is so bad about the place. The bad thing is their employees, most of which are so wrapped up in their non-sensical red tape policies that they no longer have the ability to think for themselves, and the amount of money you end up spending in the pursuit of what is supposed to be free.

The first thing required of you is that you take a class on how to tape movies. This class costs \$60.00, and membership must be renewed at \$35.00 a year. When asked why this class costs \$60.00 plus \$35.00 a year, they will explain to you how much the class would cost you if you took it elsewhere. Apparently, the words "free" and "bargain" are one and the same at CTV. I thought "free" meant something that cost nothing. They think "free" means that you save money doing what they require of you. I tried to explain to them that I had taken all of the video production classes available at CSI, and knew all this stuff. They quoted policy.

Let me digress for just one paragraph. In general, if you ever find yourself at a job where someone asks you a question and you answer "it's just policy" because otherwise you have no idea how to answer the question, take a good long look at your salary. If it is not above a hundred thousand dollars a year, kill yourself. Take a gun, preferably a magnum or other such high caliber hand gun, point it at your temple, and try by reflex to get off more than one shot because you have no right to live. The only reason your ass is alive is to make other people wish you were dead, and that isn't worth less than one hundred thousand dollars a year.

Another step in the "free" process of making movies at CTV is you have to buy a \$25.00 DVC Pro tape from them. Other digital format tapes run at about \$10.00, and this leads me to believe that the prices for the tapes at CTV are almost certainly grossly inflated. One might then try to purchase the tape from a different supplier, but good luck. This specific (almost unheard of) tape format is almost completely unavailable elsewhere. Before I go on about this, let me get into how using the DVC Pro format at CTV is totally useless and asinine.

DVC Pro, like other digital tapes, is used for the digital transfer of video footage. Let me explain how digital differs from analog.

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Digital, on the other hand, is information comprised of ones and zeros. Your computer, VCR, or stereo interprets these ones and zeros, and makes the image or sound. CD's and DVD's are in this format. If you copy the files from a CD onto your computer, you can use a device called a CDR (compact disk writer) to copy these files onto another CD. Because the information copied (the ones and zeros) don't change at all, the result is virtually a perfect copy of the CD. The same is true of DVD's and DVC Pro tape.

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The usefulness of a digital format should now be obvious. During editing (when clips of your project are put together), you are moving footage from tape to tape, and it would be useful to keep the quality constant by sticking

solely to digital. It sounds as if DVC Pro is a good format to use. It is, but not the way CTV does it. Here's why:

First of all, producers that are taping their CTV projects outside the premises have no access to cameras that would tape onto DVC Pro tapes. The only ones they make available are VHS and SVHS cameras which are both analog formats. Then in the editing room, the VHS or SVHS must be transferred to the DVC Pro tape. Regardless of using digital, quality is lost because in order to keep the quality you must go from digital to digital. In other words, the DVC Pro tape is not getting the ones and zeros it needs to keep the quality constant. Instead, the tape is receiving an analog signal, and interpreting it into ones and zeros. Your work should best not be left to computer interpretation in this ridiculous manner.

Now, say you owned your own DVC Pro camera, and taped onto the DVC Pro tape. Then the quality could be kept. Can this be accomplished at CTV? NO! They do not have editing rooms that go from DVC Pro to DVC Pro, only VHS to DVC Pro.

Okay, scratch that, but how about if you had your own DVC Pro Camera, and your own DVC Pro editing studio. You taped in DVC Pro, wrote to DVC Pro (no loss of quality), and submitted the tape to CTV. Then will the quality of your program be better? NO! After your project is submitted to CTV, they transfer your DVC Pro tape to an analog (and pre historically dated) 3/4" tape format. The tapes are as large as babies, and have the picture quality of their messed diapers. So you see, there's no reason for using this format at all. Even if they took the DVC Pro tapes and aired them that way, you as a producer shouldn't have to have a video camera and an editing studio to get the quality from them. Using CTV equipment is what CTV is for.

Now, go back to your CD collection. Look as best you can for an analog, digital sequence of 'DAD', as in digital to analog to digital. If you find one (which you most likely won't) remember the record label, because they're all totally useless idiots. Whoever uses analog as a middle-man format between two digital ones is stupid. Any imagined quality that is gleaned by using the analog is lost when it is transferred back to digital.

The same goes for when you use a digital format as a middle-man between two analog formats. Any quality gleaned from using the digital format is lost both ways. In this respect, I can think of no use for using DVC Pro tape at CTV.

Now, here's the most hilarious thing of all. After you edit onto their useless (even to them) format, you must pay them if you want to get your movie from the DVC Pro onto VHS for use in your VCR!! In the midst of my \$60.00 class, on my way to buying a \$25.00 tape, I heard this and got very upset. When I asked why I had to pay for this service, I got sarcasm. For example: what if I asked them to make me multiple copies? Then they would have to spend all this time in their private editing room. "But what if we just had a room that we had access to where we could make the transfer," I said, "Then we'd just set up the time and make the copies ourselves!" His answer was, "Don't worry about it. Really, don't worry about it." To that answer, I asked him for some of his money. When he looked at me strangely, I told him not to worry about it. I believe the joke was lost on him. Then again, it really wasn't a joke, was it?

My first and last project for CTV was a short video. We were required to make one to show that we could use the equipment. Again, they were unfettered by my extensive education and experience in it. Again, they quoted policy. The video itself was somewhat darker than I desired and the sound quality wasn't the best, but there was no excuse for how the thing looked on screen. The quality was so bad it was almost unwatchable. My only guess is that they transferred it from the DVC Pro tape to one of their 3/4" tapes that have been used an re-used about 600,000 times. There are VHS tapes that I own that were taped back when VCR technology first came out, and they don't look that bad. It was absolutely pathetic. Forget about even approaching an end result with any worth.

I dealt with them last a few days ago. I wanted to reserve a boom mic. That's all. No camera, no lights, no tripod. Just a mic. Trying to reserve it over the phone was an exercise in futility. It is required to fill out a full explanation of your movie so it is certain they can get their grubby hands on it, and ruin it. They wouldn't reserve it otherwise. I asked if I could fax it to them. They said okay, but in order to fax the explanation, you have to fill out another type of release form. That form cannot be faxed. You must go up in person to fill it out. Why, you ask? Policy. When I got mad about that, I was immediately transferred to someone's voice mail, and have not gotten a response about it.

And so, in conclusion, I have never seen such laziness and incompetence. Never seen such a lack of common sense, or will to live. They are begging for crap. Begging, and begging, and begging for it. They do not care for quality, just obedience. So take my advice. Instead of trying to work for CTV, just get a friend to roll you tight with 4000 feet of red tape, and you'll get the same amount of satisfaction and enjoyment.

COLLEGE OF STATEN ISLAND A DYNASTY IN BASEBALL CAPTURES CUNY CROWN 2000

By Jose Hernandez

The Dolphins have three championships in four years. Dolphin's relief pitcher Tom Consolmagno got a 13-inning 5-4 win over Lehman College.

The College of Staten Island tied the game in the ninth inning on an infield fly ball that dropped and two runs scored. The reliever Tom Consolmagno pitched against Lehman College and got the 5-4 win for the CUNY Conference Tournament championship.

The MVP for the Dolphins in this tournament was Tom Consolmagno. CSI has been crowned the CUNY champs three times in four years.

Lehman was leading the Dolphins 4-1 when they had a single score two runners against Tom Urrico. It seemed as if Lehman was on their way to a win in the ninth inning. Then Marc Navarino got an infield single the Michael Guarneri and Frank Sansonetti walked. Then a pitch hit Tom Consolmagno and another run scored. Then Anthony DiStefano had a pop fly to the right but first baseman Chris Barcala lost the ball in the lights and did not get the ball and two runs scored.

CSI tied 4-4 in the ninth inning after bases were loaded and Guarneri walked home. Then in the 13 inning the Dolphins hit Lehman relief pitcher Wilson Rios and scored one run to go ahead 5-4. This was one of the greatest comebacks for CSI.

CSI came up short of the NCAA Division III tournament by losing in a semi final game to College at Old Westbury 2-1 at Shea Stadium in the Knickerbocker Conference. The winner advanced to the automatic birth in the conference.

CSI played with a lot of heart and played a tough game. Both teams were great all the way to the end. The Dolphins rallied in the ninth with Victor Romanos single and Kenny Browns double then an intentional walk on Chris Milante but Old Westbury reliever managed to get out of the inning and get the win for old Westbury.

CSI baseball team will go on to play Drew in an ECAC NY/NJ tournament and the winner will play the winner of Kean University at FDU-Madison and the highest seeded winner will have home field advantage. The Dolphins crushed Drew and reached ECAC final winning 11-0 going on to win the ECAC final against FDU Madison.

THE CUNY CHAMPIONSHIP GETS AWAY CSI WOMENS SOFTBALL DEFENDING CHAMPIONS OF TWO CONSECUTIVE TITLES 1998 AND 1999

By Jose Hernandez

The College of Staten Island women softball team seemed to be heading for another CUNY Conference Tournament Championship leading 10-0 against John Jay College at Lehman Bronx field.

John Jay College rallied to even the game 10-10 after six innings and in the bottom of the seventh scored one run on a single by Eva Perez with Bases loaded and gave John Jay College its first ever softball tournament championship. This got them the automatic bid to the NCAA Division III conference.

The Dolphins had started the day by playing Lehman, a game which had been postpone the day before because of rain but they got a 7-2 win over Lehman.

College of Staten Island had been leading 10-0 but stop hitting and the John Jay pitcher was shutting them out. John Jay hit of the Dolphins pitcher hard and came from behind to win the championship.

TOP TEN LIST OF THE COOLEST FACULTY AND STAFF

Submitted by Liz Edwards

1. ALAN HOFFNER - REGISTRAR
2. CHRIS ADAMS - PUBLIC SAFETY
3. ELANOR ROBINSON - PUBLIC SAFETY
4. MARLA BRINSON - STUDENT ACTIVITIES
5. FRANCO FERRANTE - PUBLIC SAFETY
6. KEVIN MEYERS - PUBLIC SAFETY
7. PROFESSOR SIGLER - PSA DEPARTMENT
8. PROFESSOR THOMAS - AFRICAN STUDIES
9. GENE MARTINEZ - PUBLIC SAFETY DIRECTOR
10. PROFESSOR CHEN - SOCIAL WORK DEPARTMENT

New Millenium Same Old Parking Hell
 By Lorriann DePhillips (SG Senator)

In my opinion, I think parking policies need to be changed, it's a new millennium. This reporter has found out that the parking policies have not been revised since 1995, although students have consistently complained about these practices. One of the most disturbing issues that I have been personally investigating is the appeals process when students receive tickets. First you get a ticket. At this point you have the ability to file for an appeal. And you wait until you get the outcome in the mail. There are two outcomes, you can pay it or it can be dismissed.

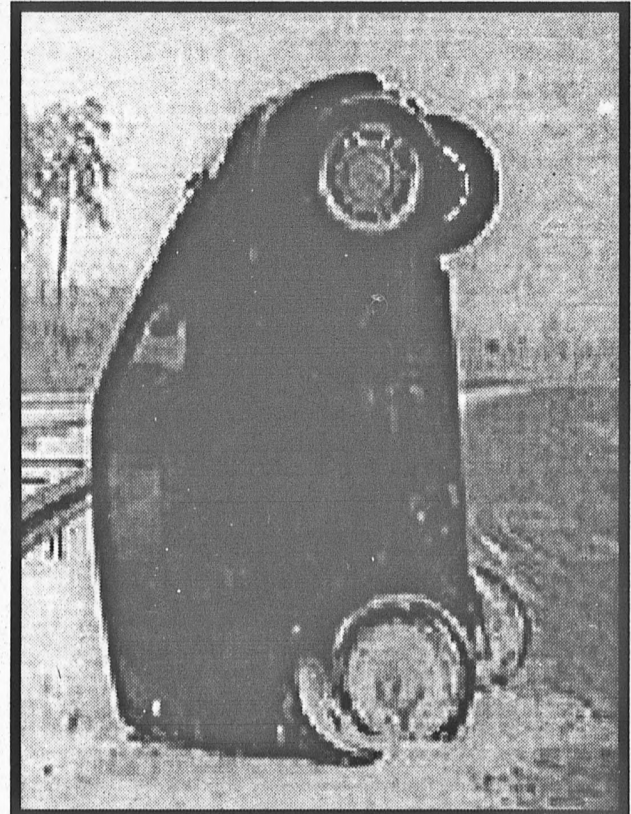
I was told by the director of Parking Services that this appeals process is done justly. However, as I have investigated the issue of the appeals process, I have not been given any documentation that would prove whether the process is fair or not. Therefore, we plan to set up a system where the students give Student Government a copy of the appeals. In this way, CSI students will have the ability to be avocated for, by their elected representatives. There is a way we can check now, to see if they are really being fair to the students. Also students be aware that when you file for an appeal the two people making the decision are not students. Also, if you get a \$20.00 ticket saying that your car will be booted, you don't have to pay it. Unless your car is booted, if its not you should not have to pay the ticket. Because you only have to pay it if your car is booted, so students be careful. If you have any complaints or questions that I may be able to help you out with, please feel free to come to the Student Government Office located in 207 in building 1C. This battle is not over, its just begun. Students are what make this campus alive so start viewing your opinions you have a right too.

INFINITY

The pool of my feelings ripples endlessly into infinty as my emotions go unsettled throughout my consciousness I look upon my environment and see a endless array of flotsam but nothing of true substance. I can feel the cold grip a the dark enigma that hovers over me and follows me. I was born with it I hope that I will not die with it. My emotions now mutate into whitewater as I travel down through my mortal coil. the further i go the more unsettled are the waves. i can almost hear a waterfall in the distance but how can that be? As I look out into the infinite realm i find peace at last and as I approach the waterfall I close my eyes and a smile creeps upon my face for I know peace now and I can no longer hear the waves crashing in the distance or the roar of the waterfall nor do I notice the flotsam around me peace engulfs me and the dark enigma begins to fade only to give way to total darkness. When I open my eyes again I look out unto infinity and I see absoulutely no color and I can see where I was . I stretch my hand across time and space to touch what I once had and find that I can just reach it but I know that I will never touch it and feel it the same way again. I look ahead of me and my path seems clear and devoid of anything that will hinder me, I know this to be false so carefully I venture forth into infinity and as I look back I can see the trail I left for others to follow and in the distance I can see people comming onto and leaving my path, but this is good I feel. As I approach the cliff of existence I feel a hand upon my shoulder and a voice says Don't turn around tell me of your existence in three words that you may live all I can say is Friends Family Contentment. This hand then pushes me over the ridge but I do not feel like I am falling instead I start to ascend until I no longer feel my emotions or my thoughts, but I feel infinite I feel peace on such a level that can't be explained I feel whole again as I awaken from my slumber a tear roles down my face as I savor what it was I felt just ashort time ago knowing that it awaits me but I will never get to feel it again. These are my lingering thoughts as darkness envelopes me once more.

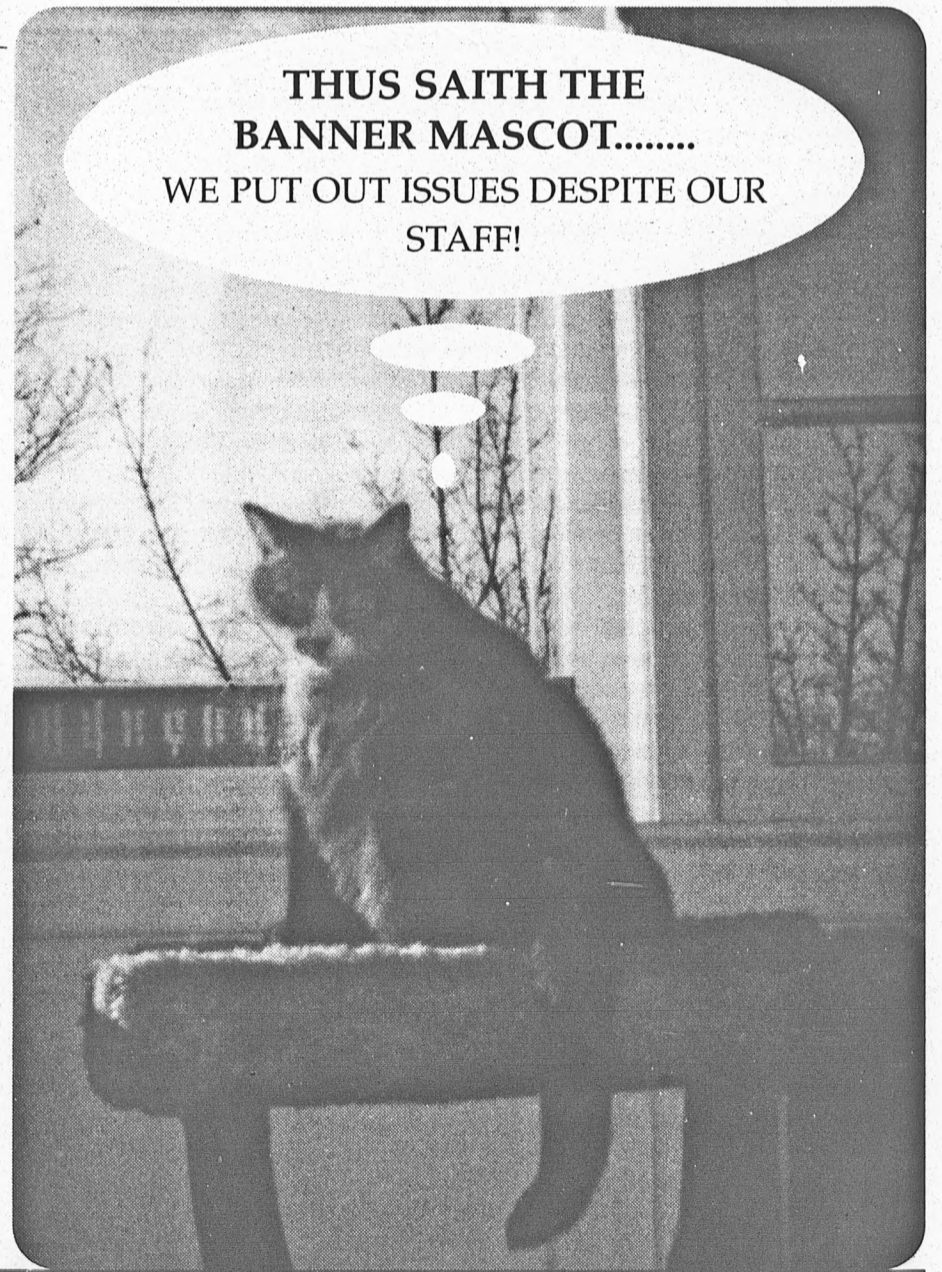
By Andre Woods

Campus Smile



**Auxillary Services unveils
latest plan to increase
parking lot capacity!**

**THUS SAITH THE
BANNER MASCOT.....
WE PUT OUT ISSUES DESPITE OUR
STAFF!**



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by James Scotto-Lavino, CSI Alumni

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To clarify slightly further: if you look at the back of a CD, in most cases, you should see a three-letter code comprised of A's and D's. This shows you the evolution of how the music was generated. The last letter will always be a 'D' because it is on a CD, which is a digital format. It will start with an 'A' if the band used conventional instruments. If digital instruments were used (like computerized synthesizers) it will start with a 'D'. The middle letter is how the music was recorded. For example, the latest Soundgarden album was 'AAD' because the band members used conventional instruments and Chris Cornell believed that an analog recording reel made the music sound better (some people believe the same about vinyl records). After recording, the analog reel was transferred to CD, which is digital.

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Okay, scratch that, but how about if you had your own

PRESS RELEASE

New York's first Masters in Marketing Research

Baruch College's Zicklin School of Business is proud to announce New York's first Masters degree (M.S.) focused on Market Research. Although New York City is a global center for market research, there is no academic training focused on the topic anywhere in the metropolitan area. The Program will be offered evenings to facilitate both full and part time graduate student attendance. Full time students can finish the program in one calendar year, assuming they have the prerequisites completed. The program will include Internet Research, Modeling, Questionnaire Design, Qualitative Research, New Product Research, and other topics. Applications for the program will be accepted for Fall 2000 enrollment.

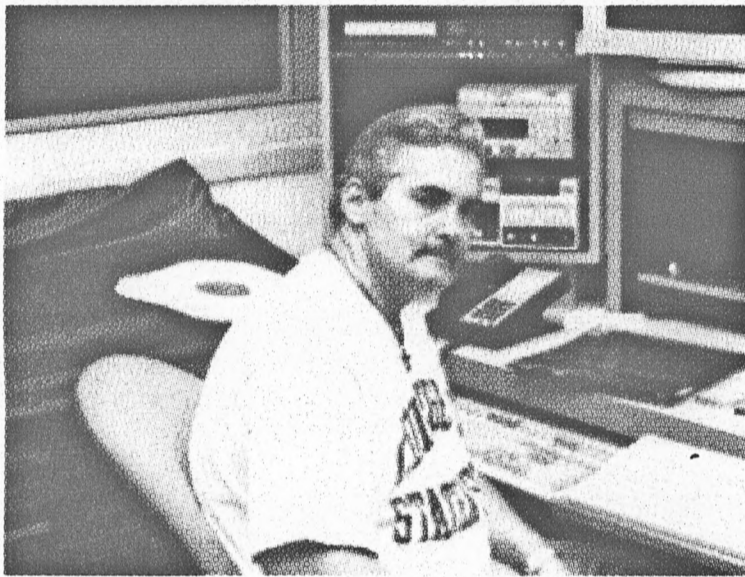
For information email: charles_gengler@baruch.cuny.edu.

**The Banner Staff
wish you all a great
Summer Vacation**

Farewell Rob. We hardly Got To Know Ya!

On Tuesday March 21, WSIA and The College of Staten Island were deeply saddened by the untimely death of Robert Lauro, he was 51.

There are no words that can express the profound sorrow felt by so many of us who knew and loved this very special human being. Staff throughout the radio station as well as many students and faculty of the College of Staten Island all shared a small portion of Rob's life through his various responsibilities.



Rob inspired many people through his own dedication and determination to turn his life around. He acquired a bachelors degree in History and a teaching license all while taking on the responsibilities as WSIA's News Director, the Campus Center's building manager, and as a student worker in the library. As a graduate MALS, Rob obtained a position as a CUNY CAP. He was always there to help everyone out, make us laugh, and most importantly, be there to listen.

A loving son, brother, uncle, husband, and father, Rob is survived by his wife Maria, daughter Sandra, stepson Tavis, stepmother Grace and his brothers Allen and Donald. His son William passed away in 1997. Our prayers go out to the entire Lauro family. With heavy hearts and the deepest of sympathy for his family, we say good-bye.

If the legacy of a man's life is measured by the lives he's touched and how much he is loved then a big piece of Rob Lauro will live on in all of us.

We will always love and miss you Rob. So long and God speed.



I just want to thank everyone at WSIA for the lovely Memorial Service for Robert Lauro. I am his step daughter Bonnie Lakatos. Being that there was no funeral, CSI gave me something to attend on his behalf. Bob raised me through my childhood and was the father that I never had, being that mine left when I was a toddler. He was always good to me as I know he was to all of you at CSI. I never in my life seen someone go through so much in his life only to completely turn it around and make a success of himself. Bobby was a real human being to the core, he loved people, music, learning, family and friends. When I was growing up, my mother worked in the city trying to make ends meet and Bobby would be home with my sister and I until she got home after which, he himself would go to the city to work a night shift at the post office. He was such a good person and a hard worker too. One time when I was about 8 years old, I made a something with a small piece of 2X4 wood and 4 nails. It sort of resembled a small table, anyhow, Bobby wrote on it with black marker in the beautiful handwriting that he had Made by Bonnie with her own two hands and the date. I will never forget that. He made me feel like my shitty little table was a masterpiece and can remember feeling that it truly was, only after he wrote the words that he did. My mother during my younger years was a battered woman who lived with an abusive, alcoholic angry man (my father). To make a long story short, she left Florida where we lived, moved back to Staten Island where we came from originally and that's when she met Bobby. She began to work in NYC for a prestigious company. Soon she was studying to pass her Series 7 exam. My Mom would not be where she is today (VP of the same Company) had it not been for Bob who helped her vigorously with the mathematical aspect of her studies ie; decimals, fractions and percents. No matter how hard times were for us financially, Bob always managed to bring jokes and laughter to our home life. My Mom and Bob were together for 8 years and although I didn't understand it then, I do now. My Mom had to grow on her own, as did Bob. I am so proud that Bob did great things with his life like getting re-married to Maria, and for being closer than he ever was to his biological daughter Sandra, receiving his degree, working at the radio station, making lots of great friends (all of you at CSI). In my tribute to Bobby (or as you know him Uncle Bob or Rob) I ask that you do what you want with this letter, pass it around hang it somewhere (maybe next to the toilet I saw on the WSIA web page):)

I just thought some nice thoughts during a difficult time for all of us would be useful and nice in memory of him, and also because I owe him at least this much.

Thank you very much.
Bonnie Lakatos

Farewell Uncle Bob from the Entire BANNER Staff