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# the **DOLPHIN**

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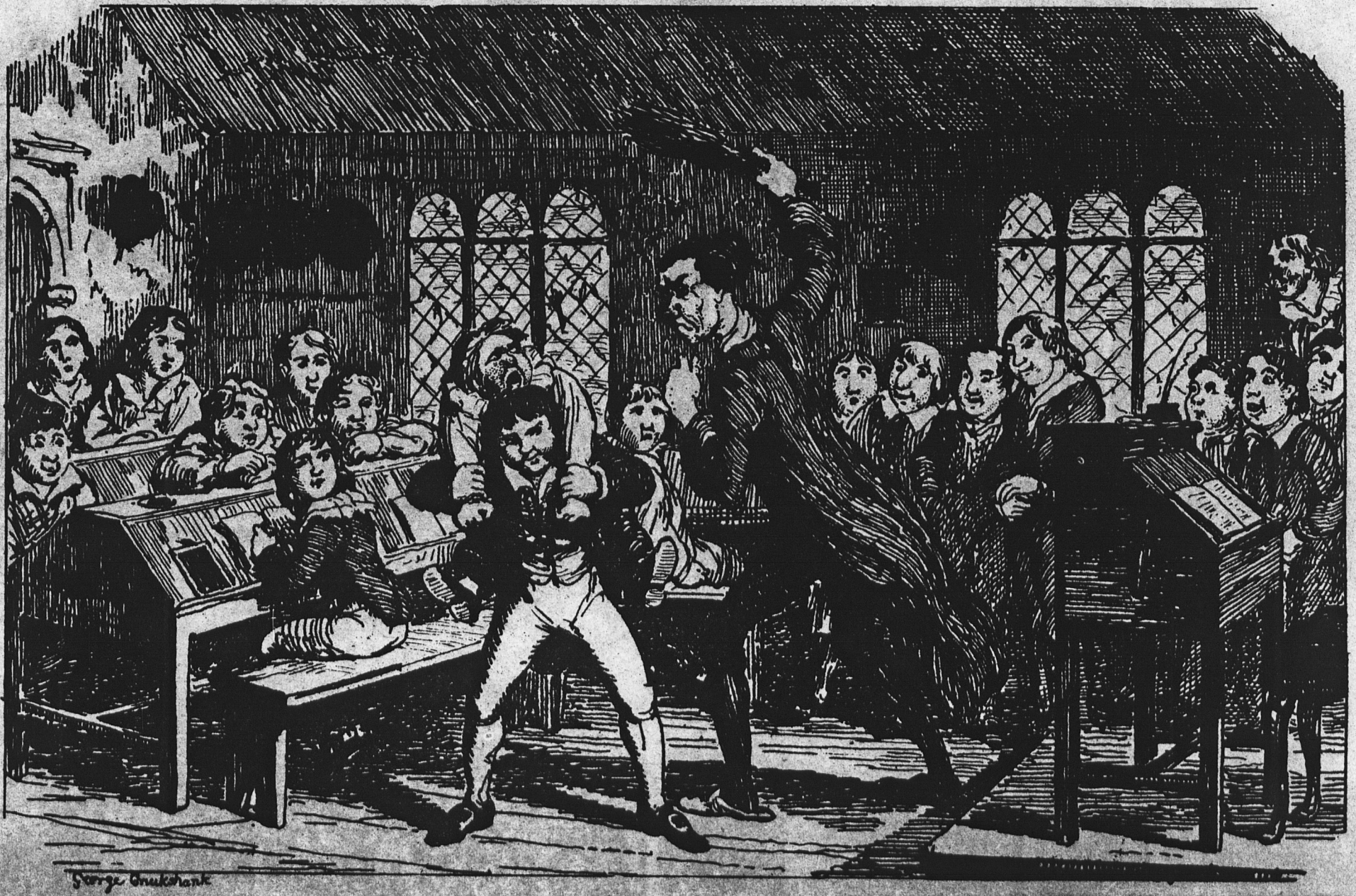
Wednesday, Dec. 13, 1972

## STUDENT GOVERNMENT PROPOSES REVISION OF CONSTITUTION

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## *Richard Robles Awaits His Day In Court*

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# SCHOOL NEWS

## PROPOSED CONSTITUTION BY ELECTED STUDENT BODY (PRESIDENT) To be called, CONSTITUENT GROUP REFERENDUM DEMOCRACY.

### Preamble,

We, the total body of the college, (Student, Faculty, Administration, Worker and Board of Higher Education), of Staten Island Community College, proclaim, that in order to protect the educational rights of the individual student and all concerned parties, propose never again shall there only be a few elected persons, (Student Senate, President of Senate, President of College) represent or vote on any issues related to matters pertaining to the student body, without their prior approval.

As an alternative to the outmoded method of democracy, we propose the method called, Constituent Group Referendum Democracy.

- 1- That there will be incorporated permanently in the college, either a ballot box, or booth, or any other device, which will permit the student and all other concerned parties, have their vote made known on any and all issues, which the elected body will present to the groups.
- 2- That there be the same amount of devices as there are Cons. Groups.
- 3- The amount of student Cons. Groups be decided by the amount of students divided by 250. (the official count of students will be set by the Registrars office)
- 4- The faculty will be considered one Constituent Group.
- 5- The administration will be considered

one Constituent Group.

6- The president of the college, will be the representative of the Board of Higher Education, and considered one Constituent Group.

7- The remainder of the college workers not part of either the administration, faculty, students or B.H.E., will be considered as part of the administration Constituent Group.

8- The community may form, as a body, one Constituent Group, providing there is at least 250 enrolled persons.

9- The above Constituent Groups may never be deleted from this constitution.

10- That all and every issue will be brought to the Constituent Group to be debated and voted on, once a month.

11- That any other time during the month, the elected body may temporarily vote on all issues, which will then be the force of law until the monthly meeting by the Constituent Groups, at which time it will be voted on by the total enrolled groups. (until next monthly)

(For clarification, enrolled groups will mean all the above mentioned groups on this constitution.)

12- Quorum, it will mean a majority of individual group, and/or a majority of the total enrolled groups. This will apply to the elected body at their own meetings.

13- A majority of an individual group, may write in any by-law to pertain to themselves, providing it does not conflict with the by-laws of the total enrolled groups, B.H.E., State or Federal Cons.

14- The elected body will submit all issues to constituent groups.

15- A majority of groups may create any

issue to be voted on by all the groups, by submitting it to the elected body.

16- To insure student participation of Constituent Groups, students will be given 2 credits, (under Government elective) per semester.

17- There will be at least 2 teacher advisers and 2 student advisers for each Cons. Group.

18- Monthly meetings will be no longer than one period.

19- All non-student Cons. Groups will be allotted a stipend per meeting, not to exceed the state or federal minimum hourly wage, whichever is greater.

20- Each Constituent Group will elect one officer, which will become part of the elected body.

21- Any elected Cons. Group officer may be removed, either by that Cons. Group. in question, a majority, or by a majority of the total enrolled Cons. Groups.

22- In case of a tie in any vote of an issue, the president of the college will vote to break tie. (This is in addition to his regular vote as the B.H.E. representative.)

23- The system of monthly voting will not be deleted from this constitution.

24- That this constitutions by-laws not be in conflict with Robert Rules of Order, Board of Higher Education, State and Nation Constitution.

25- The elected body will elect two persons to be called, executive chairperson & chairperson.

26- The executive chairperson will moderate all meetings of the elected body, using the Robert Rules of Order, if no clarification, B.H.E. by-laws, if no

clarification, State by-laws, if no clarification, Federal Constitution and/or by-laws.

27- The chairperson will take over as moderator if executive chair. is ill or absent.

28- The elected body may call a meeting without notice, if a majority of total enrolled body petitions so.

29- The president of the college may call a meeting of the total Cons. Groups or any individual Group, at any time, giving 4 hours notice.

30- Every meeting (excluding petition type) will have 48 hours notice of such.

31- In order for this constitution to take effect, a majority of college, students, administration, faculty, and all concerned parties will agree.

32- If students, or administration, etc. do not go along with the ratification of this constitution, then it must be voted on and if same amount vote to ratify, then it becomes the law of the college.

33- All issues will be posted no later than two weeks before Constituent Groups are to vote.

34- All votes by individuals will be signed and social security number entered.

35- Of the nominees put forth for minute taker of the elected body, it shall be voted on by the total Cons. Groups.

36- Additions or deletions may only be done with the consent of the elected minute taker.

37- The minutes will be the official transcript of the events of the elected body.

Sid Kitain

## A LETTER TO THE STUDENTS

To: The Student Body Association and Student Senate:

From: The President of the Student Body Assoc. Sidney Kitain.

Dear Student,

It gives me great pleasure in announcing the fact that you now have the free services of the Legal Aid Society.

As I had pledged in the campaign, quote, "I pledge to start a students Legal Rights Center, to promote the legal well being of the student. Bob Pepio will coordinate this center."

I have now officially fulfilled that initial pledge. The Legal Rights Center is now on its way to becoming a viable link in the concept of protecting the individual student, so he or she may be free to pursue their studies, without complications. Any student, or group of students who are without adequate means to employ other counsel, is eligible to receive the benefits of the Legal Aid Society.

However, the student senate and/or the "Dolphin" may not want you, the student to have this free service of the Legal Aid. Why?? This is where the whole problem originates from. I am not S.D.S. Coalitions Leader, he lost the election. By the way, who is the S.D.S. Coalition? 86% of the senate & "Dolphin".

Groups must only meet partial eligibility. Now too, the Dolphin and the senate can use the Legal Aid.

The Dolphin and senate may not want me to be able to help the students. They do not want me to get credit for doing something decent for the students. That would kill the phony image they are trying unsuccessfully to conjure about the president of the Student Gov't.

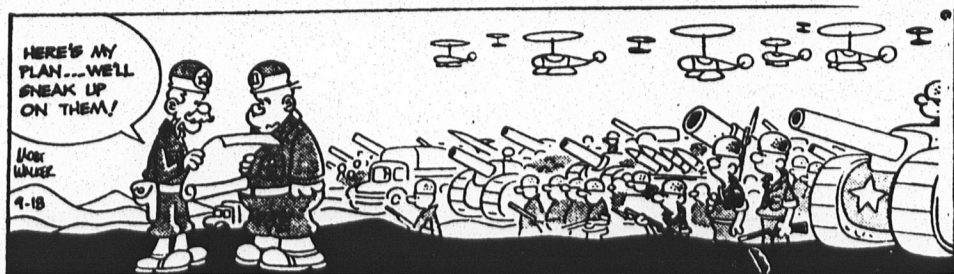
The following is the content of the contract with the Legal Aid.

"Our office is available under the policy of the Legal Aid Society to represent the Student Gov't. Association, as a group. If we are contracted by a duly elected representative of your organization, we would be glad to offer our services.

Sincerely,  
Dave Goldfarb  
Staff Attorney

If I may give you a little background on this attorney, Mr. Goldfarb. When attending the University of Wisconsin, he was the president of the Student Gov't. This is the ideal attorney within the Legal Aid to represent students.

Day session and senate students, make your feelings known about the need for the legal representation through your constituent group senator. Protect the student.



## Spaceview Magazine

If you are fascinated by Flying Saucer Topics, Astrology, ESP, then Spaceview is meant for you! An independent magazine specializing in world UFO news and the occult subjects. Published bi-monthly, SPACEVIEW is professionally printed, with justified columns, and bound in an attractive art paper cover. Six issues for only \$2.50. Subscribe and receive a FREE bonus — a color photo of an authentic UFO plus a FREE back issue of SPACEVIEW. For your subscription, write:

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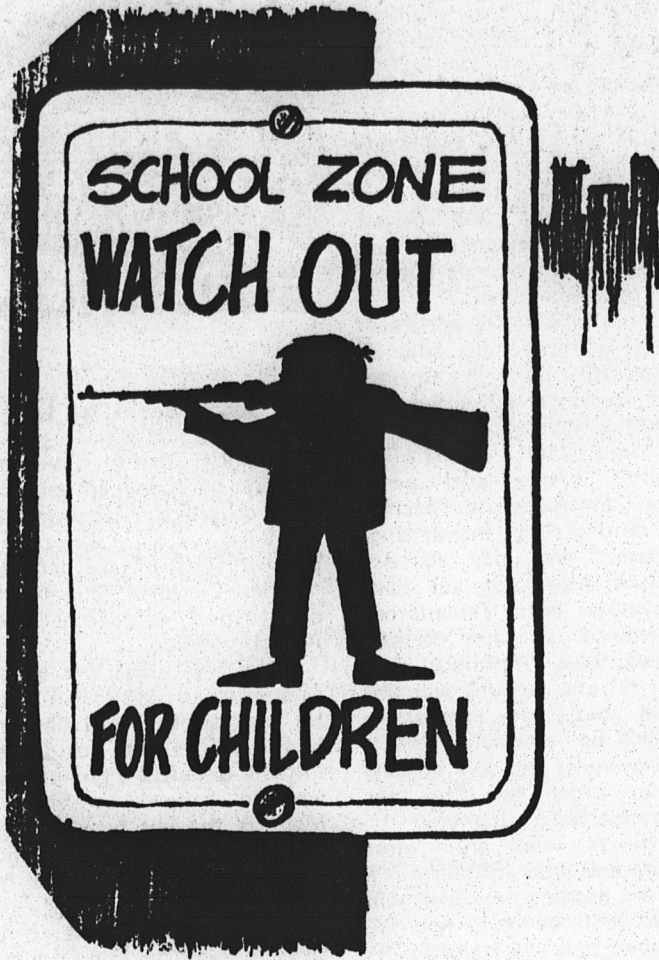
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Dear Gentlemen:

Enclosed is my \$2.50 for one year's subscription to SPACEVIEW. Rush my first issue and my free bonus, as soon as possible.

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ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_





**NEW COMMUNITY COLLEGE/  
SENIOR COLLEGE TRANSFER POLICY**

Graduates of two-year community colleges of the City University of New York who hold Associate in Arts (A.A.) or Associate in Science (A.S.) degrees will be automatically granted a minimum of 64 credits toward their baccalaureate degrees upon transfer to a CUNY senior college under a new policy adopted last night by the Board of Higher Education.

The question of transfer of credits from the wide range of career programs (Associate in Applied Science degree, A.A.S.) offered by CUNY's eight community colleges is currently under study by the board.

The new articulation policy, which will give CUNY transfer students priority over non-CUNY students, reaffirms a board policy established in 1967 and expanded in 1969.

Luis Quero-Chiesa, chairman of the Board of Higher Education, said that he expects the new transfer policy to attract increasing numbers of high school graduates into the community colleges as a way of attaining a baccalaureate degree.

Previous interpretation of the transfer policy by some CUNY senior colleges granted a transfer student credit only if the courses completed at his community college corresponded directly to courses offered at the senior college of his choice.

Under the new policy the CUNY community college graduate with an A.A. or A.S. degree will be required to complete only the number of credits between 64 and the total credits required (usually 128) in the baccalaureate program in which he enrolls.

A student who transfers into a program unrelated to his associate degree work will have to fulfill the requirements of the major as established by the senior college, but will no longer be required to earn more than the total credits required in a program.

While mandating the senior colleges to accept a transfer student's 64 credits, the new BHE policy reaffirms the right of the senior colleges to establish requirements for majors and prerequisites for those requirements.

More than 69,000 students at CUNY's community colleges are enrolled full- and part-time in programs ranging from liberal arts/transfer to hotel technology and bilingual secretarial science.

PCA  
presents  
**ST. JOAN OF ARC'S MEMORIAL  
SCHOOL FOR GIFTED CHILDREN**  
a new play  
by  
Costabile Di Biasi

Production and Lighting . . . . . William R. Hanauer  
Music and Additional Lyrics . . . . . Jon Weiss  
Sets . . . . . Aoki  
Additional Art . . . . . Paul Covington  
Dance Consultant . . . . . Elizabeth Thompson  
Direction . . . . . Morty Schiff

December 13, 14, 15, 16-- 8 p.m.  
Auditorium ( stage door entrance )  
Tickets available at the PCA Department  
Donation \$1.00

**SICC RECEIVES \$500  
SCHOLARSHIP GRANT FROM  
ROTARY CLUB OF STATEN  
ISLAND.**

Staten Island Community College has received a \$500 scholarship award from the Rotary Club of Staten Island, it was announced today by SICC's President William M. Birenbaum.

The scholarship grant, a Rotary Foundation Scholarship award, will be used to help disadvantaged students who, without financial help, would not be able to buy the textbooks required in their courses or to meet the fees levied by law.

"Support such as this from the Rotary Club of Staten Island convinces us that the community looks at SICC as a true community college, striving to meet the needs of our students and the city which is their environment," Dr. Birenbaum commented in his announcement of the grant. "We are grateful to the Rotary Club of Staten Island for this helping hand."

**Student Tutoring Center  
Trailer 34**

Free Tutoring in All Subjects by your fellow students during your free time.

**SICC STUDENTS SELL YULE  
CARDS AS PROJECT TO AID  
UNICEF**

Staten Island Community College students are selling UNICEF Christmas cards and notepaper as their contribution to United Nations children's program.

The sale of UNICEF cards and Yule notes is a project of the SICC International Center, which several years originated the Christmas sale as the students' way of aiding the UN organization's long-range program for betterment of health and living standards of children in every part of the world.

The UNICEF sales booth, manned by members of SICC's International Center, is open Monday through Friday, from 9:00 A.M. to 4:00 P.M., adjacent to the International Center in the Student Activities Building.

Contact: Lee L. Landes  
212-390-7666 715 Ocean Terrace  
Staten Island, New York 10301

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**Neruda and Vallejo**

A selection of the best translations available in English of the Chilean Pablo Neruda and the Peruvian Cesar Vallejo, who have not only written some of the finest poems of our century, but who also in both their writing and their personal lives broke with the culture of the oligarchies and tried to create a poetry of class struggle and national liberation. Perhaps, more than other writers of our century, these two are the inheritors of Walt Whitman. This bilingual volume also contains Robert Bly's interview with Neruda conducted in New York in 1966. Edited by Robert Bly and published by Beacon Press. 269 pages, paperback. \$2.95.

**ANNOUNCING  
For Spring 1973**

**The History of Western Science (Hist. 12)  
Stanley J. Pacion**

Using HISTORY as the Tool, this course selectively surveys the Western Mind's changing attitudes towards Science and the Scientist from primitive to modern times. All reading selections are from paperback books. Topics and approach vary according to class wants and needs, but count on ancient visions of the universe, the TELESCOPE, futuristic scientific fantasies, GRAVITY & RELATIVITY (as seen from the personal view of their creators), and Third-Consciousness Feeling about Nature.

**Some planned course readings:**

- THE TIME MACHINE, H.G. Wells
- A SEPARATE REALITY: Further Conversations with Don Juan, Carlos Castaneda
- FROM MAGIC TO SCIENCE, Charles Singer
- THE STARRY MESSENGER, G. Galileo
- Other Specifics:
- Two papers for the term
- Hard Work
- GRADES, ATTENDANCE, etc. explained the first day of class
- A POSITIVE METHOD
- DISCIPLINE IN READING AND WRITING SKILLS
- Practice in a Historical Way of Thought

**Jackie Robinson Memorial Program**

A special memorial program to honor the late Jackie Robinson, one of the greatest Black athletes of all time, took place in the SICC auditorium on November 15. The program was sponsored by the Black Students Union under the leadership of its president, William Ward, who served as master of ceremonies. The program commenced with the singing of the Black national anthem by Ms. Cathy Jefferson. An edited version of the film "The Jackie Robinson Story" followed.

The first speaker was Dean Henry Harris, the college's official representative to the memorial program. He accepted, for the college, a plaque commemorating Jackie Robinson. Governor Rockefeller was represented by Jack Staple, State

Commissioner of Human Rights, who delivered for the governor a commendation of the BSU. Hope Meyer, deputized by Mayor Lindsay for the program, also commended the BSU and gave a short eulogy of Jackie Robinson's character.

The borough president of Staten Island, Robert T. Connor, proclaimed November 15 "Jackie Robinson Day."

Also present at the memorial program was Ben Harris, who congratulated the BSU on its thoughtfulness. The Staten Island Urban League was represented by Dave Smith, and the Robinson family by Rev. George Lawrence and Mrs. Gladys Johnson, Roy Campanella's sister.

The program closed with the singing of "Amazing Grace" in which the audience participated.

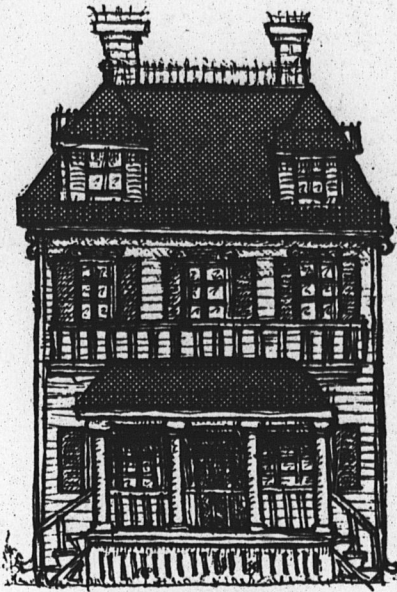
Leslie Reynolds



Photo by Irving Sealey



# SCHOOL HOUSING



### HOUSING

**Scholastic Housing Company**  
Buffalo, N.Y.-(I.P.)- Scholastic Housing Company, Inc. At the State University of New York at Buffalo is a corporate organization whose job is to develop housing for students in Buffalo. It is a unique company because it is run by students.

A "not-for-profit" corporation, Scholastic Housing

Company grew out of Sub-Board I, another not-for-profit corporation that is a disbursing agency for the State University at Buffalo's student government association. Buffalo, and its metropolitan area have a notoriously low vacancy ratio - less than 1% which is far below national average of 3%.

Finding adequate housing for the University population has always been a job. By seeking out private financing and federal monies, the corporation's new board hopes to be able to re-vitalize existing dwellings and provide new housing units. Jennifer E. Washburn, vice chairman of the company's Board of Directors and a sophomore in environmental design, describes the company in terms of its goals. "We are trying to provide fair cost housing for students which is in reasonably good condition, and as well, free up the existing low cost housing market for use by families.

Though student initiated, the corporation is not thought of as merely a "learning experience" for those involved in it. A Board of Directors will guide the corporation in its policies and will consist of eight student members, two tenant members, two University faculty or staff

members and three members of the Buffalo business community. "We hope to manage the corporation in the co-operative spirit rather than in the legal (co-operative) sense," Miss Washburn adds.

The University has no official connection or responsibility for the organization since it is incorporated by the New York State No. 402 Not-for-Profit Corporation Law. In a letter to the student chairman of the corporation, Mr. James W. Beall, President Robert L. Ketter expressed confidence in the goals of the organization.

"To the extent that their efforts (Scholastic Housing Company, Inc.) are directed toward providing supplementary and additional housing at reasonable cost for students and others identified with the University, their activities represent a worthwhile activity by Sub-Board I of benefit to the students of this University."

Seed funds for the housing corporation were provided by Sub-Board I who will continue investing in the corporation. "We hope to break even," said Miss Washburn. Any profit made by the corporation will be assumed by Sub-Board who will re-invest it in housing. The Board is now

"shopping" for existing dwellings which can be reconstructed. The timetable for housing availability is largely connected with the amount of monies received from various federal and private programs. The corporation's long range goal is to provide housing before next September.

"We are looking for apartment buildings within a mile radius of the University or in the corridor of the new campus," noted Miss Washburn. Housing will not be "luxurious" but attempt to "provide clean and good physical" environments. Specifics about renting costs, maintenance procedures, and day to day operations have not yet been fully worked out. "Tenants can be involved as they want," explained Miss Washburn who feels tenant input will be essential but not mandatory. There will be "alternative" styles of living built into the housing units in order to allow for co-operative living situations.

Students who are "most deserving and who will make it a showplace housing example" will be given first chance to rent the units when they are opened. The board will in time develop an "admissions-rental policy" which will attempt to be selective in terms of an individual's needs.



### School Books Tell Lies

Victoria, British Columbia - Protests by Indian groups in B.C. have caused the Victoria school board to remove a provincially-prescribed text, "Under Canadian Skies," which contained a story about Almighty Voice.

Almighty Voice was a young Cree who in 1895 shot a cow. He was arrested and convicted, but unable to understand English, he asked a Mountie what was to happen to him. The Mountie thought he would scare the youth and said he was going to be hung. He escaped from custody, and eventually killed three Mounties who were trying to recapture him. The subsequent manhunt and bombardment of his stronghold by cannons was a significant event in Indian/Canadian history.

But the text, published by J.M. Dent & Sons, said that "Almighty Voice just wanted his own way and didn't want to obey laws... He wanted to show them what a 'heap big Indian' he was..." The story is entitled, "The Long Arm of the Law".

Although Indian groups applauded the action of the Victoria School Board in withdrawing the text, the Victoria Times thought differently.

In an editorial, it said "there is no good argument for tossing into the flames all the reading matter that does not appeal to one's own tastes."

Now with one victory, though, the Indian groups are after another text, "Canada: A Political & Social History," also used in British Columbia's Schools.

"The aborigines made no major contribution to the culture that developed in the settled communities of Canada...the Indian was not only useless but an active menace whose speedy extermination would be an unqualified boon."

Reprinted from Akwesasne Notes.

## NEA URGE INVESTIGATION

NEA and Student NEA Urge Investigation Of Unrest at Louisiana's Southern University .

WASHINGTON, D.C., Nov. 17- Presidents Catharine Barrett of the National Education Association and Tom Creighton of the Student NEA today (Friday) offered to provide "a professional team of both students and educators to begin an immediate investigation into the causes of unrest and crisis" at Louisiana's Southern University.

In a joint wire to Gov. Edwin W. Edwards and G. Leon Netterville, president of the university at Baton Rouge, Mrs. Barrett and Mr. Creighton urged cooperation and immediate response to the NEA-Student NEA proposal, noting that "the crisis at Southern University has implications of sweeping proportions for the national education community." Two black students were killed yesterday (Thursday) in a confrontation between sheriff's deputies and protesters on the campus.

The wire stated: "In order that all students and educators be forewarned of the danger signals, the facts leading to your tragedy must be investigated and brought to their attention.

"The NEA and the Student NEA, the majority representatives of teachers and students in the United States, suggest that the most serious problems underlying the tragedy are beyond law enforcement and the judicial system," the organizations claimed. "They are problems that only the education community can deal with."

The presidents pointed out that NEA and Student NEA affiliates in Louisiana--

the Louisiana Education Association and the Student Education Association at Southern University--are already involved in an investigation of the situation that has led to three weeks of student unrest at SU.

"We propose a national, nongovernmental investigation leading to a full hearing in which all voices will be heard," the wire concluded. "The results of such a hearing could be of inestimable value to the education community throughout the United States."

There is a rational alternative to the repressive cries for "law and order" that emanate from the citizens of all the communities in this city. We're all frightened by the epidemics of crime and violence that spread themselves across the front pages of newspapers. Citizen involvement could make a difference and that's what the Alliance for a Safer New York is all about.

Although only a year old, the Alliance has made its "face" known around criminal justice circles in the city. With its plan called "Twenty-two Steps Toward Safer Cities," individual citizens and groups have found a positive way to build a sense of community using techniques such as auxiliary police, better street lights, and police Community Councils.

That's not all the Alliance is about. Member organizations and other interested New Yorkers participate in tours of the various courts and detention facilities so that they can understand what needs to be done. The system has to be changed so that ex-offenders can do something with their lives, not repeat past criminal behavior. Programs and volunteers are needed inside the "system" as are jobs for ex-offenders outside the system.

Volunteers are needed to work in all areas of the "system". At present some

50 volunteers, many of them college students, are spending their time as court monitors in the Criminal Term, Supreme Court, County of New York. Their presence in the courtroom alone makes a difference.

With increased volunteer participation, the court observer program could be extended to other parts of the city.

Volunteers are also needed to act as receptionists in their local precincts so that police men and women can get out and do the job they are paid to do.

According to Joel Moss, Alliance Volunteer Coordinator, "The campuses should be a perfect place for volunteer recruitment."

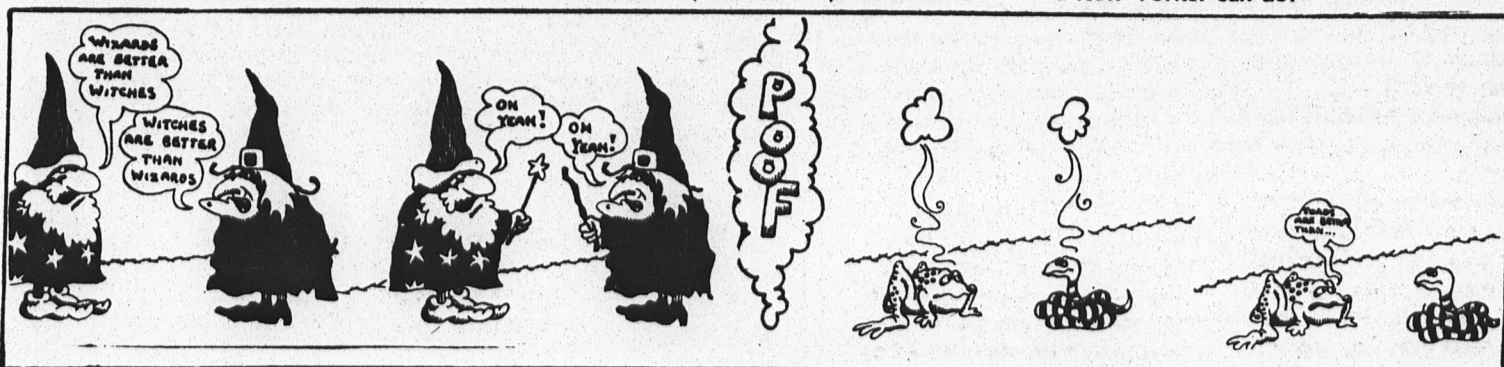
He continued, "All the social concerns that students have could be 'plugged' right in to the criminal justice system. There is a real need."

The Alliance is concerned with the problems of "victimless crimes" like prostitution, gambling, drug usage and alcoholism, which take the time away from policemen that could be used to deal with violent crime.

"Victimless crimes," according to Alliance Director, Marge Gross, could be taken care of by appropriate health or social service agencies, so that the courts, which are clogged with many such cases could be on their way to functioning again.

The real "name of the game" is alternatives. The Alliance is trying to provide them by attempting to insure that those addicts who want treatment can get it, that the jamming of the courts can be halted. Really, so that justice can take place.

If you'd like to find out more, write the Alliance for a Safer New York at 165 East 56th Street, New York, N.Y. 10022, or call PL 1-4000. Find out what you as a New Yorker can do.



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OLD MEN AND BABIES

OLD MEN AND BABIES  
 FLOWERS FALL AND MATTED BIRDS  
 CRACK THE ENCOMPASSING  
 SHELL.  
 BIRTH BEGINS. LIFE BEGINS  
 OLD MEN RAGGED, TORN, WISE AND  
 ETERNAL  
 DEATH AWAITS THEM  
 THEY AWAIT DEATH  
 DAYS ARE DARK  
 NIGHTS ARE LIGHT  
 IN SHADOWS — LIFE STANDS STILL  
 SILENCE ECHOES  
 AND WORDS DO NOT TALK  
 WORDS ARE PEOPLE WITH UGLY MOUTHS  
 SALIVA AND ROT THAT SPILL FORTH  
 AND ARE WRITTEN  
 ONLY THE INNOCENT KNOW  
 ONLY THE INNOCENT LIVE  
 ONLY THE INNOCENT PREVAIL  
 ONLY — THE INNOCENTS ARE GHOSTS!  
 HUNTING THE GUILTY  
 WILTING THE FLOWERS  
 CRACKING THE SHELLS  
 KISSING THE BABIES WITH THEIR INNOCENCE  
 GIVING US PEACE PEACE THROUGH  
 DEATH  
 PEACE ETERNAL DEATH ETERNAL!  
 MUSIC AT TWILIGHT A HORN AND A  
 MELODY  
 A BUS THEN A TRAIN  
 FLOGGING THE EARS  
 SPEAKING THE MESSAGE OF  
 THE BROKEN LIVES  
 THE BELLIGERANT LIVES  
 THE UGLY LIVES  
 THE LONELY LIVES  
 MY LIFE  
 \*\*\*  
 DAYS -  
 MANY DAYS GONE  
 TOMORROW MAYBE NEVER  
 TODAY  
 I LOVE I WANT I HATE  
 AND GOD (ARE YOU LISTENING?)  
 PLEASE BLESS ALL THE  
 CHILDREN  
 MAY THEY SAVE US  
 AND THE FALLING FLOWERS  
 AND THE OLD MEN

Janice Cohen

SAINT LEO, FLORIDA.....Students holding the Associate of Arts, Associate of Science, and Associate of Applied Science degrees can receive a B.A. or B.S. degree after two successful years of study (60 semester hours) at Saint Leo College.

Tuition scholarships valued at \$438 per semester are available for junior college graduates. These scholarships are awarded on the basis of past academic achievement.

Concentrations offered at Saint Leo College include: Art, Biology, Business Administration, Business Teacher Education, Chemistry, Criminology, Dance, Education, English, History, Industrial Chemistry, Mathematics, Music, Philosophy, Physical Education, Political Science, Psychology, Sociology, and Theatre. Pre-professional programs include Pre-Dental, Pre-Law, Pre-Medical, and Pre-Veterinary Science.

The A.A. degree holder must elect one of the above concentrations and complete all requirements for that concentration.

The A.S. or A.A.S. degree holder has two options. He may elect one of Saint Leo College's concentrations and complete all requirements for that concentration. Or, he may elect his A.S. or A.A.S. degree program as his concentration and complete a program of general studies at the College.

Additional information may be obtained by writing the Director of Admissions, Saint Leo College, Saint Leo, Florida 33574.

ROBLES' ART EXHIBIT

From December 4th to December 15th, there will be an exhibition and sale of the paintings of Richard Robles. Hours are from 5:00 to 9:00, in the evening, in the A Building library. Any proceeds will go to Robles, so that he'll be able to hire lawyers, to perfect an appeal, so that he may be able to exonerate himself.

Some of Robles' work recently appeared at the Prison Reform Task Force's first annual Art Exhibit in New York City, and he currently has paintings on exhibition in Washington, D.C., and in the Katonah Gallery in White Plains, New York.

Thomas Jeans

Secretary of Education.

The articles revealed that Acanfora, after his affiliation with the homosexual group became known, had been suspended from student teaching by a district in the State College, Pa., area having a cooperative arrangement with Penn State. He sued the district and was reinstated within a week.

After he was graduated last June, the university certification council deadlocked on whether he could meet provisions of state law calling for teachers to be of "good moral character." The DuShane Fund financed his appeal to the State Secretary of Education. Acanfora was a member of the Student NEA.

Neither his teaching ability nor his competence was at issue in Pennsylvania or Maryland.

# EDITORIAL

Why has the Dolphin been so down on Sid Kitain? Why have we allowed this man to be so battered around by some of our most erudite writers? Aren't you getting sick and tired of seeing Sid's name plastered in every nook and cranny? I personally believe that it is about time we leave this poor man alone. He can't help being what ever he is. If this were the 15th century Sid would probably be made a saint. Even Joan of Arc got a rest once in a while. The man that kills with lightning speed is considered a hero, but the man that beats a dead horse is looked on as a fool. Never let it be said that this institution breeds fools.

In case you don't know it, Sid has done a lot for you and me. I admit that sometimes it appears he is nothing more than a raving idiot, another Hitler or some kind of once extinct beast rejuvenated by an atomic blast. Its always bad to "Judge a book by its cover". Some of the best books I've read have had assinine looking covers but I read them anyway. By the time this paper comes out Sid should have shown his true colors. Once and for all the student body of S.I.C.C. and the world will know just what kind of man Sid Kitain is.

In closing I would just like to say that we should all take a stand behind this man. We should unite in a common bond and give Sid the same support we would to our honorable president Richard Nixon. Never let the world say that we didn't treat our guy in the manner befitting his station.

Right on!!!  
 Power to  
 the populace.

Curtis Eskew  
 Editor

ELEPHANT STEW

- 1 Medium-size Elephant
- 2 Rabbits, optional
- Salt and Pepper

Cut the elephant into small, bite-size pieces. Add enough brown gravy to cover. Cook over kerosene fire about four weeks at 465 degrees. This will serve 3,800 people. If more are expected, two rabbits may be added. But do this only in emergency; most people do not like hare in their stew.

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  - Jack Lis
  - Jim Rossi

Dolphin is a publication of the students of Staten Island Community College. All articles that appear in this publication are the opinions of the writer. Editorials are the opinions of the Editorial and Executive Boards, and may not necessarily be the opinion of the faculty students, or administration.

All articles submitted  
 to the Dolphin  
 must be typed  
 and proofread

Maryland Homosexual Teacher Brings Suit Because of Transfer

WASHINGTON, D.C.—A Rockville, Md., classroom teacher, who was transferred to a nonteaching position after his homosexual affiliations became known to school authorities, filed suit in the U.S. District Court in Baltimore today (Tuesday).

Joseph Acanfora III, 22, an admitted homosexual, is seeking reinstatement to his classroom position and attorney's fees. Defendants are the Montgomery County Board of Education, the Montgomery County Public Schools, Superintendent Homer L. Elseroad, Deputy Superintendent Donald Miedema, and all present school board members.

The National Education Association and its state and local affiliates, the Maryland State Teachers Association and the Montgomery County Education Association, are supporting Acanfora's allegation that he was transferred for "constitutionally impermissible" reasons, violating his rights under the Fourteenth Amendment.

"This case raises major constitutional issues concerning the right of all teachers to fair treatment by their employers regardless of private associations or unorthodox beliefs," James T. Butler, director of NEA's DuShane Emergen-

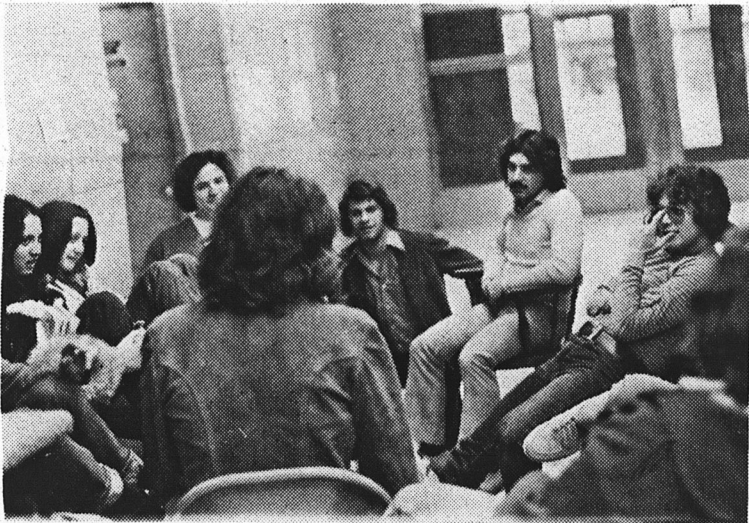
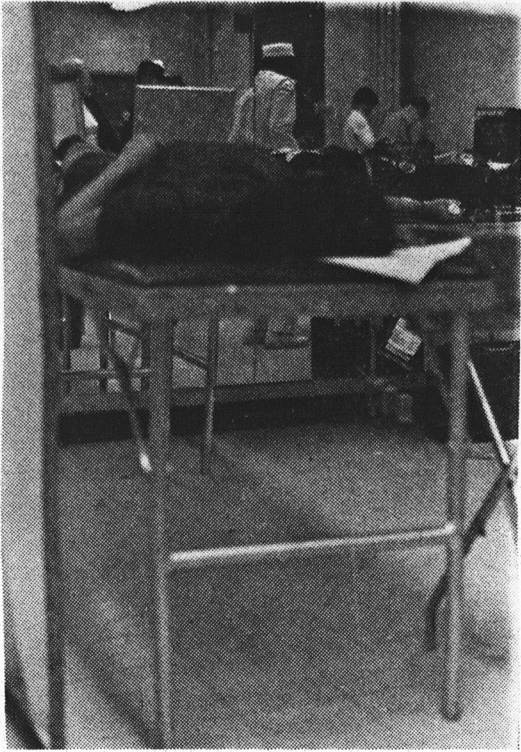
cy Fund, said. Butler noted that the fund, established to protect the civil and professional rights of educators, "has been consistent in supporting teachers whose classroom effectiveness is not adversely affected by their exercise of constitutionally protected rights to privacy, free expression, political activity, and association leadership."

Acanfora, a resident of Washington, D.C., signed a contract this summer to teach earth science during the 1972-73 school year at Parkland Junior High School in Rockville. On Sept. 26 he received a letter from Miedema explaining that he was being transferred temporarily from his classroom reathing assignment to a non-teaching position in the Montgomery County Public Schools' Department of Curriculum and Instruction. Acanfora has never been given a hearing and his request for reinstatement to the classroom have been refused.

According to the complaint filed today, articles appearing in Washington, D.C., and New York City newspapers Sept. 25 reported that Acanfora, who belonged to a homosexual group while a student at Pennsylvania State University, had been granted teaching credentials by the Pennsylvania State

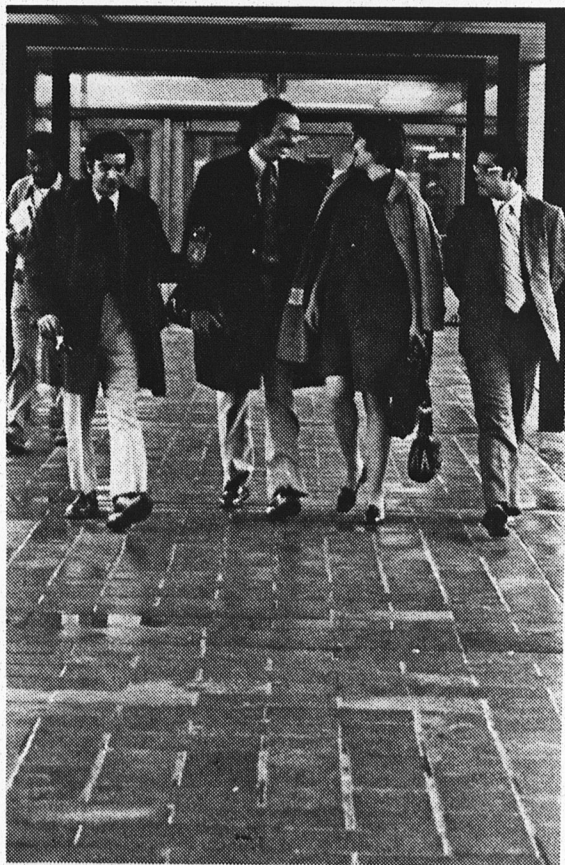
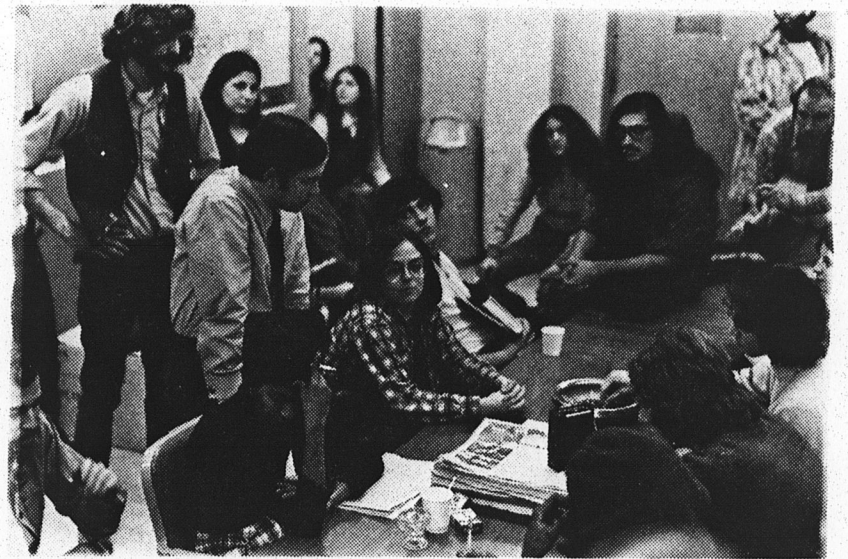
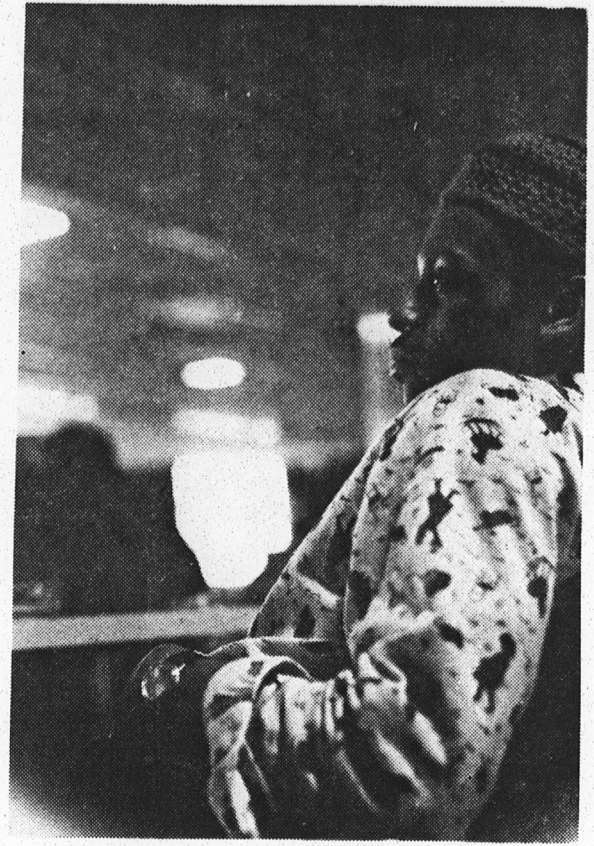


# AROUND





# SCHOOL





# entertainment

## Emmett Kelly, Jr. Heads Own Circus

An all-new children's entertainment, the new "Emmett Kelly, Jr. All Star Circus" which is the holiday attraction at the Brooklyn Academy of Music, December 26 - December 31, will star beloved clown Emmett Kelly, Jr., one of few second generation show business talents who developed his own particular artistry.

Born on the closing day of a circus in Tennessee to parents who were billed as the fastest double trapeze act in show business, Emmett travelled with them until reaching school age. He then lived with close relatives while attending school, making frequent visits to circuses all over the country to see his parents. Discharged from the U.S. Navy in 1945, he then worked as an automotive mechanic and railroad switchtender.

It was while Kelly was working in other fields that it became increasingly clear that the circus which was so much a part of his parent's life was undeniably a part of his also and he decided to enter show business. Debuting in Peru, Indiana, at the 1960 Circus City Festival the proud name of Kelly continued as Emmett, Jr. furthered the clown tradition of his now semi-retired father. During the next four years a rapid succession of cross country appearances followed, including Grand Marshall in thousands of parades, cheer-up visits to hospitals and as a guest on network TV shows.

Then in 1964 he opened the Kodak Pavilion at the New York World's Fair with a full color, 30 by 36 photograph of himself on the picture tower, the world's largest color print. Mr. Kelly ran second to the Unisphere as the most photographed subject at the Fair. Now with his own "Emmett Kelly, Jr. All Star Circus," he has journeyed full circle from boy with the circus to star of the circus.

Performances Tuesday, December 26 through Friday, December 29 are at 2:30 p.m. and 7:30 p.m. Performances Saturday, December 30 and Sunday, December 31 are at 2:00 p.m. and 5:00 p.m. Tickets are \$3.50, 2.50 and 1.50 and can be purchased at A&S, Bloomingdale's and the BAM box office. For reservations call 783-2434.



Photo by Jim Rossi

## Richard Robles' Life/Art

This show was unique in many ways. For me, it was the first. I believe it was also the first one-man showing of a prison artist who never had any formal art training. Usually an artist picks out his best work for showing. In this show, I've put in every available piece I have. From my earliest attempts to transform oil into a pretty piece of work, to my latest painting, a painting of my daughter who has grown up into a young lady without her father. I consider it my best work.

I started painting in 1969, in what I can only describe as a lucky accident. A fellow prisoner in the cell next to me loaned me a brush and paint. I attempted a selfportrait that I thought came out good. From that day on I've felt an irresistible urge to create something. I was spurred on by the fact that I could make money to support myself while in prison. I was relying on my 72 year old grandmother for money for cigarettes and other goodies. For the first time in my life I found I was able to rely on myself. I matured in the process. Early in my career I also was painting to impress my

woman, and I painted for my daughter. To both impress her, and I hoped in some way it would help her to remember me. I was doing a life sentence, it was very important to have someone.

I'm not sure when, but, the time came when I thought I was getting somewhere. In my cell at night, I would daydream. Looking up at the ceiling, I lay dreaming of the day I would be "An Artist". It wasn't the first time in life I dreamed of being somebody, but it was the first time I actually saw it could be. The first time in my life that I felt my fate was in my own hands.

I don't know what art is to you. But to me, it has become my life. It has given me a new outlook on life. Before I was a drug addict, thief, with no goal in life. Art has given me hope. It hasn't made me a winner, cause I'm still in prison serving a life sentence for a crime I didn't commit. But it has given me a reason to fight. A much deeper reason than just freedom, which may not make much sense to you. Or it might make sense, maybe.

Richard Robles

## Richard Robles awaits his day in court

by David Rothenberg

New York's most famous murder case of the 1960s remains a puzzle. Two men were arrested, separately, and at one point were simultaneously facing prosecution.

Janice Wylie and Emily Hoffert were murdered on the

morning of August 28, 1963, the day Martin Luther King made his famous "I Have a Dream" speech. George Whitmore was arrested eight months later for an attempted rape in Brooklyn, a murder in Brooklyn, and the slaying of the two young women. Subsequently, it was learned that Whitmore watched the Washington, D. C., ceremonies that day in a hotel in Wildwood, New Jersey.

Before charges were dropped against Whitmore, Richard Robles was arrested and charged with the murders of Janice Wylie and Emily Hoffert. Till her death, Richard Robles's mother vowed that he was sleeping in her apartment on the morning of August 28. His grandmother, Mrs. Leotine Bochard, who is still alive, never testified in behalf of her grandson, but recalls that on that morning she called her daughter from work and asked, "How's Stinky?" and the reply was, "I can't get him up this morning." Mrs. Bochard remembers the day because the work staff at her job

at the New York State Unemployment Office was slim on the day of the Washington march.

On December 1, 1965, Richard Robles was convicted of the murders of Janice Wylie and Emily Hoffert and given a double life sentence. He might spend the rest of his life in a New York State institution. There are many persons well acquainted with the case who insist that Robles, like Whitmore, is innocent.

In the entire bizarre murder case of the Newsweek researcher and the schoolteacher from Minnesota, Robles has remained an enigma to the public. Whitmore was spotlighted when it was revealed about the scandalous police inquiry of his role in the case. But little is known of Robles's background.

Everyone may recall reading of Whitmore being found with a snapshot of Janice Wylie in his possession when picked up on April 24, 1965. It was not until I read the book, "The Victims,"

that I learned that it was established that the photo was not of Janice Wylie but of a girl from Wildwood, New Jersey, named Arlene Franco. Nevertheless, the detectives and a Manhattan D. A. took a 61-page confession from him.

Whitmore's agonizing trials and years in jail and prison have made him a landmark in American jurisprudence. The intimidation of Whitmore, which resulted in his confessions, also spearheaded the New York state legislature to make capital punishment illegal.

Richard Robles has provoked no legislation or inquiry for change. There are no banners or disclaimers about Robles. Yet the process by which Robles was arrested and convicted creates enough doubt that his case could be an addendum to the Knapp Commission. Richard Robles also deserves his day in court.

Janice Wylie, in addition to being attractive, was employed by Newsweek magazine and was the niece of novelist Philip Wylie. She traveled in chic circles. She knew the affluent, the well-connected, the people who could insist that the police do something

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## SUNSET BEGINS RUN AT CHELSEA

SUNSET, by Isaac Babel, begins a four week limited engagement tonight at the Chelsea Theater Center of Brooklyn. The second major production of Chelsea's '72-'73 season, SUNSET is sold out for the first week of its run.

Directed by Robert Kalfin, SUNSET tells a tale of the tensions between father and son in a Jewish family; in so doing it explores the disintegration of a society within a society.

SUNSET runs at the Chelsea Theater Center through December 24. Performances are Tuesday and Sunday at 7:30 pm; Wednesday through Saturday at 8:30 pm; Saturday and Sunday matinees at 3:00 pm. Tickets are now on sale at the box office of the Brooklyn Academy of Music or by mail order (by enclosing a self-addressed, stamped envelope.) For additional information, including group sales, please call 783-5110.

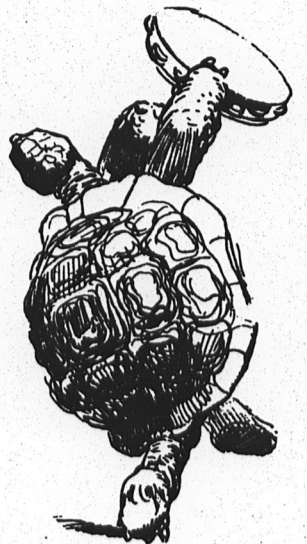
## Mini-Exhibit: Black Heroes Past and Present

For the past ten days an exhibit of Black art has been on view in the lounge of the SICC library. The theme of the exhibit is "Black Heroes Past and Present."

The paintings are done by a class of handicapped youngsters enrolled at P.S. 129, an elementary school in Harlem. Accompanying each painting is a short biography of the subject, also done by the members of this class. The young artists are to be congratulated for their courage and the biographers for their knowledge.

One artist in particular may well deserve critical acclaim - Ronald Tyner. He is the most prolific of the young artists in his class and his portrait of Thurgood Marshall is exceptionally well executed. Three cheers for the artists and teachers who collaborated on this fine exhibit.

Leslie Reynolds





### BROOKLYN COLLEGE TO SPONSOR FIRST CENTER OF ITALIAN-AMERICAN STUDIES

The Board of Higher Education last night (Monday, November 27) approved the establishment of a Center of Italian-American Studies at Brooklyn College to encourage research in the historical, sociological, economic and political activities of Italian-American life.

The new center will be the first of its kind in The City University of New York system. Brooklyn College, with an enrollment of 33,000 students, is the largest of CUNY's 20 higher education facilities.

Noting that Brooklyn College currently sponsors studies and institutes for other ethnic groups, Dr. John W. Kneller, college president, said it is appropriate that the college, with its large enrollment of students of Italian-American backgrounds, should have on its campus a Center of Italian-American Studies. Dr. Kneller said that the new center is being organized with the cooperation of the Congress of Italian-American Organizations (CIAO) which is a community based confederation of Italian-American groups in New York City.

Deputy City Administrator Joseph Rodriguez Erazo helped arrange the funding for the proposed center.

The contributions as well as the problems of the Italian-American community of New York City will be studied in a scholarly and systematic fashion at the new center, Dr. Kneller said. The results of such research would enrich not only academic programs, but would be of major use to governmental and private agencies which provide social services, he added.

Mrs. Mary C. Sansone, executive director of CIAO, said it is fitting for the proposed Center of Italian-American Studies to be located on the Brooklyn College campus because more Italian-Americans live in Brooklyn than in any other borough of the city and because Brooklyn College has a commitment of service to the community.

"There is great need to gather, catalogue and analyze the materials which can be used to support scholarly work, to enrich high school and college curricula and to guide governmental agencies in

providing public services to communities in which reside large ethnic groups, such as the Italian-Americans," Mrs. Sansone said.

"The Congress of Italian-American Organizations, committed as it is to multi-ethnic cooperation, believes that programs of Italian-American studies at the university level will contribute to mutual understanding among the various ethnic groups in New York City," Mrs. Sansone added.

In planning for the center, Mrs. Sansone was assisted by Anthony

Sanfilippo, president of the Columbia Association of the Board of Education. The association, a member organization of CIAO, is composed of Italian-American public school teachers and administrators.

Announcing the establishment of the Center of Italian-American Studies, Dr. Kneller asserted:

"Just as we are conducting study programs of other ethnic groups, their participation in American history and their role in contemporary society, we shall study and research the contributions as well as the problems of the Italian-American community. A Center of Italian-American Studies at Brooklyn College could begin this work."

Dr. Kneller further announced that he has formed a committee of four deans who are canvassing the Brooklyn College faculty to participate in the proposed center. The committee consists of Dean T. Bruce Birkenhead of the School of Social Science, Dean Ethyle R. Wolfe of the School of Humanities, Dean Carlos E. Russell of the School of Contemporary Studies and Dean Irene Impellizzeri of the School of Education.

During the past two years there have been extensive curriculum revisions at Brooklyn College, reflecting a general trend toward more courses of interest to various ethnic groups. The college currently sponsors institutes for Judaic studies, Afro-American studies and Puerto Rican studies.



## THE WAY

In the great reluctance of Indian people to interrupt when another person is speaking one sees this respect for words. Only rarely, perhaps in emergencies, does one speak over the voices of others. Part of the reason must simply be what constitutes good manners. But beyond this, the worth of the word is extended to encompass the right of the individual to speak his own words without interference.

Two kinds of writing are presented in "The Way". First, there are ancient speeches of honored leaders and orators. These must be read for the thoughts they contain, rather than for the way in which they are written. Many are second or even third translations. They come to us in flowery old English: "O Great White Father, we are your children..." We do not know whether this formal style was a European or an Indian invention. However, we suspect that, because of its pervasiveness, it might have been the interpreters' idea of a fitting style. Nothing apparent in contemporary Indian speeches and demeanor toward governmental figures suggests this odd style of delivery.

...The second kind of writing found in this anthology is contemporary. It includes both speeches and written articles. Looking through these selections, it should be apparent that two separate forms, spoken and written, are not used by Indians. All is "spoken". Here is a clever survival of an oral tradition: anything written reads well aloud. In fact, the words are mentally "said" then written down. Here, we think, is a distinct contrast with most other English writing. "Hearers", not "readers" are the audience. This is very old. It is also very new.

Taken as a whole, then, what is this volume about? You are soon to meet Indian thoughts as they were meant to be understood and have not been. You are to experience Indian logic as it naturally flows. You will witness the coalescence of American's ancient, original tradition with present-day language and problems. Indian people will speak to you directly: their ideas will no longer be veiled by outside interpretation. You may not like the thoughts you perceive, but these are only the first robins of an Indian literary spring, at long last released from a winter of silence. The summer promises to be hot.

The Way: An Anthology of American Indian Literature edited by Shirley Hill Witt and Stan Steiner. Alfred Knopf, publisher, 1972. \$1.95 paperback. (Although AKWESASNE NOTES highly recommends this book, the best review we have seen on it is, in fact, the introduction to the book by Shirley Hill Witt. We reprint excerpts of it here.)

On a ship's prow; at the tobacconist's; in the Smithsonian; on an advertisement for a cigarette, a whiskey for executives - there he stands: the wooden Indian, solemn and humorless, his mouth clamped shut. The mute Indian - as familiar an image as Aunt Jemima, Charlie Chan, and the Frito Bandito.

Yet, he is different from them. For one thing, he has no name. Is he Injun Joe or Lonesome Polecat? Who is he? He doesn't say; he's mute.

The nameless mute wooden Indian comes down to us through the years, an old acquaintance. Only Tonto rivals him as the ethnic stereotype, now that Indianhead nickels are so rare. Poor Tonto, whose name means "silly" or "foolish" - his cartoonist was no artist. No face comes to mind, only a brown suit with fringes.

Why a nameless mute image as a legacy for a hundred-thousand-year investment in this hemisphere? If words possess sanctity and imperishability, they must be fittingly couched and exhibited. For speech to have full meaning, it must also have silence. Silence is half of speech: speech is half of silence. It is not pause. Neither is it an interlude of anxiety glowing red and viscous. It is not a time of frantic groping for thoughts and words to express thoughts. Least of all is silence the brackets surrounding communication. Silence is the continuity which integrates ideas and words. And it is more. Silence is a thing of power. Beyond any utterance, the power of silence stands vast and awesome.

The power of silence heightened the speech of the ancients even as it does today among the living generations. Such a bountiful style is slow to be abandoned. Thus, it is understood that one must not flood the air with words, hoping that from sheer volume the pristine thoughts will voluntarily float free and full-blown. Only verbal pollution results from this. If we recognize the value of words, then silence is not threatening; it is not laden with tension. Silence instead is potent and honorable.





# WHY I BECAME A REVOLUTIONARY

I was born in the State of Virginia when my mother was 17 years old and my father 21, just out of the service. He had a job working in the coal mines. When I was two we moved to Detroit hoping to find a better job.

Well things weren't so good, I guess. So after two years there we moved to Chicago, hoping again to find a better life for the family. My Dad found a job but it wasn't too good and he got laid off. So for awhile we were on unemployment compensation. During that time I can still remember my Dad and Mother up late at nights tired and exhausted looking through the want ads in the paper. My Dad would get up early every morning running around the city hoping to find work.

We hardly ever had money except for the rent and some food so when I'd be in a store and seeing something I wanted, even a candy bar, I'd rip it off because I hated to ask my parents because when I would they'd say no and in their eyes they would seem sad because like most parents, they wished they could give me everything. So I stopped asking.

At the age of 7 we moved again. My Dad had to get two jobs because our family was growing. We had four kids now.

As the years went by I hung around with more and more other boys in the neighborhood, after awhile we formed a gang and it was kinda funny, like we were always acting out parts of movies we'd see about gangs. Some times we'd go rip off empty pop bottles in the neighborhood and get the deposits. It made us feel good to have a little money. Most of the time we'd be on the streets even though most of our parents were strict we managed to be out a lot. I know most of my friends and myself hated to be home. Home was a place where you'd get yelled at for some off the wall things because our parents were always worrying about something.

My Dad had been an alcoholic up until I was 7 or 8 and at the time I hated him for it. When he had a lot of problems (which was most of the time) he'd get drunk sometimes for days. He'd take all the problems out on my mother and us kids. He always felt sorry afterward though and finally he made up his mind to stop, it took a long time but he did. My Dad used to get after me all the time about doing my homework and to study hard and get a good education. He hadn't finished high school so he'd say he didn't want me to suffer like they did. I really tried, and all, but I just couldn't see myself being anything so I would just try to fake it in front of my Dad so he'd think I was trying.

When I was 16 I met this out of sight girl, we dug each other so much we dropped most of our friends and just did everything together. We were both in the second year of high school. She was real smart and doing great. Myself, I just couldn't hack it. It was such a drag, I thought I'd go nuts every day in class watching the clock, hearing it tick waiting for that Bell. After awhile I cut so many classes I was kicked out. I then got a full time job.

About a year later it was 1968 and the Democratic convention was here. All my friends were rapping about how far out it was supposed to be. We didn't know why we were going except that a riot sounded pretty far out. I told my girl about it and she flipped, because she didn't dig it. She was uptight and didn't want me to go so we broke up and I

went to the convention. When we got there some people were rapping about the war and getting really mad so we thought we should get mad too and we got people to tip over a squad car. About an hour later the police were shooting tear gas into the middle of the crowd so people were running everywhere. The police were everywhere too so the fighting began. We saw pigs beating people bad and when newsmen would be taking picture the pigs would jump on them too and break the cameras.

A few weeks after it was all over I went back with my girl and things seemed to be the same again—but I never forgot that week. I kept thinking about a few things like why couldn't people speak against the war? And the police were beating us, the same people they take taxes from to pay them. That week

kinda opened my eyes a little, it also broke down a few things in my head like America wasn't all that great. I wanted to do more in the movement but it didn't seem like there was anything around.

After another year went by my girl and I started thinking about getting married. She was ready to graduate high school. We both had a job so we started saving our money. We saved a little over \$200.00, but then Christmas came around and we blew it on presents. Christmas went by and we started wondering how we would make it in the future. I didn't have a high school diploma so I probably couldn't get a good job. So I went and enlisted in the Army which blew everyone's mind including my girl. I told her, look at it this way, I'll go in and get a high school diploma and we could both save some money and by the time I got out, the Army will have made me a man. We both agreed that this would be the best thing for our future.

In a way I dug going in because all my life I watched these Army movies and now I'm in it for real. I did keep asking myself over and over what am I doing here, and I thought a lot about what I could be doing, and I got kinda homesick for everyone. After Basic I came home on leave. Everyone was stunned to see how I had changed, because I was always talking about killing, I really never knew how everyone felt till a year later.

After my leave was up I went to a different Fort. It was a lot different because the guys there were back from Viet Nam or were almost out of the service. I would rap to them a lot and my mind started changing back a-

gain because they told me how bad the army was and how bad the war was. After awhile I thought the best thing to do was fight back so little by little I did because I could see a lot of brothers wanting to fight back. So as time went on we learned a great deal and the organizing got better and better. Our strength against the army brought out things we never saw before—like how the struggle in the army was related to the revolutionary struggle around the world.

Around this time I started to hear about Rising Up Angry. I dug them a lot because they were into serving the people. So when I went home on my leave I stopped in to see them. It really amazed me to see how together they were and how organized they were. And the Spirit of everyone working around Angry was so high. When I got out of the Service I joined friends of Angry and started working on the Legal Program.

When I look back into my life when someone asks why I became a revolutionary all I can say is because I am a human being and any human being that loves the people will eventually become a Revolutionary. As I go back through my life I think about my mother and father, I remember how I used to get mad at them and sometimes I'd say I hated them. But now when I see how oppressed they were and are and how hard they are fighting to meet the standards this society has put forth I feel so sorry for them and I love them even more. Memories of my parents' hardships are so deep in me that everytime I see another older person, the picture of my mother and father are in them and even though they are not my parents I feel the same for them.

So I don't expect change over night. I believe it will be a long time. Revolution is a process so I believe I'll be struggling for the people and myself to live a decent life all my life. Someday there won't be a small handful of greedy blood-thirsty pigs with billions of dollars, and their own planes, and houses galore while the majority of the people are either going hungry or struggling to look like they're well off. I know sooner or later a socialist State will be made by the people and everything we all need as Humans will be taken care of because we are Humans and not because some of us are rich.

**STAND TOGETHER  
STRUGGLE TOGETHER  
TOGETHER WE WILL WIN!!**



The more we look around us, the more we see our brothers and sisters messed around by the pigs and this pig system—and this is what makes us want to build a New World for us all to live in.



continued from page 8

... anything.  
Roberto Cruz was not so well-connected. He was stabbed to death with a knife stuck in his skull in a doorway on October 8, 1964. His demise did not create a political or social ripple, nor did it reach the ears of the police hierarchy.

Nathan Delaney was quickly picked up for the knifing of Roberto Cruz. Before arraignment, he told the police that he could give them the name of the Wylie-Hoffert murderer. For Manhattan police this was a bonanza, because word had begun to get out that the case against Whitmore was starting to collapse.

Ten days after his arrest in October of 1964, Delaney was brought to the Manhattan District Attorney's office. A year later, in October of 1965, he testified at Robles's trial as to what took place that night. Delaney spoke to Assistant D. A. Peter Koste. Delaney related: "Koste promised that they would not prosecute in my own homicide that I was charged with and I would not be charged with accessory after the fact in the Wylie-Hoffert homicide." Delaney also said that Assistant D. A. Koste had intervened for him in other narcotics cases against him and had gotten him suspended sentences.

Delaney sought and got a deal. All that was left to do was for him to give a name. Delaney, a drug pusher, gave the police the name of a young Puerto Rican drug addict whose habit he was maintaining, Richard (Ricky) Robles.

Robles was brought to the District Attorney's office that night, and when confronted with Delaney's accusation, flatly denied any involvement in the crime. After several hours of questioning he was released. Delaney was never indicated or tried for the slaying of Cruz.

Delaney and his wife helped Robles maintain his drug habit for the next three months. They fed Robles drugs and information about the crime and taped the conversations. It was Delaney's task to get a confession from Robles for the police.

On one tape introduced against him, Robles is heard to say to the Delaneys: "Another thing I said to Bobby is this. Now, that I think the house is bugged. No I told this to Bobby. And when that, uh, with this in my mind, like, uh, being I'm doing Jimmy (Delaney) a favor, you see, in talking, you understand, as if I'm it. You dig." (Emphasis supplied.)

Why did Robles record the tapes, obviously knowingly?

First, you have to understand the behavior pattern of a drug user. Robles's habit was maintained without the usual hassle of stealing or paying off his connection. Second, as he keeps stating on the tapes, none of this happened but if this is what they wanted to hear he'd say it. Robles recently told me that as an immature 20-year-old addict he was fascinated by the cloak and dagger aspect of it and never really thought beyond his next fix.

Delaney had obviously convinced the young addict that this stall would keep the cops away from him (Delaney) on his homicide charge and Ricky was willing to play a game, to help his drug connection and maintain his habit. Also, as Delaney pointed out to him, Ricky hadn't committed the crime and he (Delaney) would change his testimony in court. That covered the case.

One other important aspect of understanding the junkie is the murder itself. I've discussed this case with numerous addicts and none feel that a junkie could have been involved. The reasoning for this is simple. An addict who burglarizes is jeopardizing his freedom to get hockable items or cash. He needs his fix. He wouldn't waste valuable time with sexual abnormalities, as occurred in the slayings of Janice Wylie



and Emily Hoffert. The addict's sexual drive is greatly reduced by his drug usage.

On January 26, 1965, Richard Robles was picked up by the police. He was brought to trial on September 20, 1965. In a letter written to me, Robles recalled the atmosphere as his trial began. "I had my clothing neatly pressed, for the beginning of my trial the following day. I was playing cards with my cellmate. The radio was on and the newscast came on. That was the first I heard of an alleged escape attempt. The D. A. had fabricated yet another prejudicial news story to broadcast on the eve of my trial. Needless to say, I couldn't sleep that night. Next day I go to court. There in the middle of the courtroom stood a chair with a huge white box on it. Handwritten in black was three-inch high lettering saying 'STRAIGHT JACKET.' The public and the press were present. I say this to say these were, of course, circus tricks to prejudice my trial."

The prosecution's case was based on a careful selection of tapes between Robles and the Delaneys. They utilized only two tapes out of a reported 180 conversations recorded. Most of the taped conversations, in which Robles continually told the Delaneys of his non-involvement, were not offered as evidence. The tapes that were used suggest that Delaney had given Robles a free run on drugs in exchange for his recitations of spoon-fed information on how the murders took place.

One aspect of the tape reports and the testimony by Delaney and his wife dealt with the alleged sexual assault during the crime. The sexual attack was described by the Delaneys as "forcing oral intercourse" on Janice Wylie. According to the testimony, Emily Hoffert was not in any way tampered with. During the trial it was revealed that medical examination had proved that Miss Hoffert was a virgin. The only persons who could have known definitely of Miss Hoffert's virginity were the prosecution staff. Other evidence revealed that Emily Hoffert was found fully clothed and that her sex organs had not been tampered with. The real murderer of Emily Hoffert could not have known she was a virgin before the trial testimony revealed that fact. Yet on the January 14, 1965, tape, one of the tapes used as evidence, this fact is discussed openly by the Delaneys and Robles as a fact of the crime.

And thoughts cause maturity. 'All right, kid, you are on your own, now what?' You realize you are a man. So you decide what kind of a man you are going to be. You look around and question yourself. So then it gets to a point where you wonder why should you accept arbitrary commands, calculated to degrade you. Do you accept it or maintain your dignity and accept the punishment? Do you even deserve it? The answer I determined is a resounding NO. And when the answer is made it whips you into a frenzy. You decide to be yourself, not the slave/dog they try to make of you. So I decided segregation, away from everyone, was the only thing that would preserve my self-respect. I'd sooner eat iced potatoes than the bile in my gut. But the frenzy was too much. The feelings too deep. The anger, frustration, and helplessness collided with my self-determination in a confused, trembling Ricky who screamed out and wound up in the bug house. . . .

"I was sent here because there is no place in prison for people who have feelings and demand their self-respect. They call the reason insanity. In the penal atmosphere it is insane. I'll be called 'crazy' all day long and care less. It's what I call myself by and know myself as that counts. My tears, to them, were proof of depression. To me they were tears of liberation. Good, bad, or indifferent, I declared my manhood. It was frightening, to be sure, but I guess maturity always is.

"I was sent here because I was so desperately trying to hold on to my self-respect. To assert my right, as an innocent person, as a human being, to respect. It was a rebellion against the forces of New York State. And I was scared to death, but I did it and I'll do it over again, if and when necessary. I'm neither ashamed of my tears, nor overly proud of the guts it took. I'm just able to live with myself a little better."

Our entire system of criminal justice must begin to acknowledge its own errors and have a willingness to re-examine itself. I cannot stubbornly ignore truth to preserve the system. Richard Robles was once a name in a newspaper to me. Now I know him as a friend and realize that the preservation of the system is not sufficient reason to stand by and let a life be condemned to a continuing death in our prisons.

If Richard Robles had not been a Puerto Rican junkie, he could not have been enveloped in this case, as was a black youth named George Whitmore. A thorough investigation of this case must begin from scratch. The system will not be maintained because District Attorney Hogan needs a conviction. It will survive only when the truth is used to serve justice.

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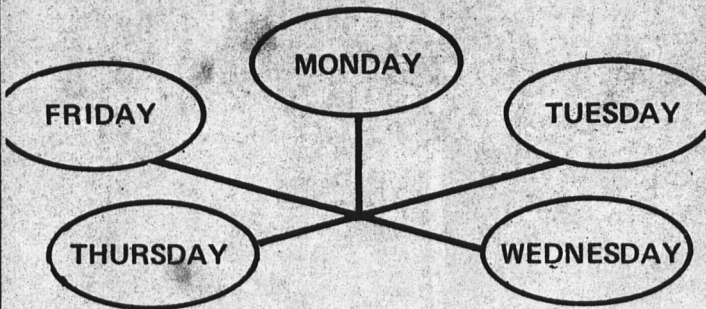
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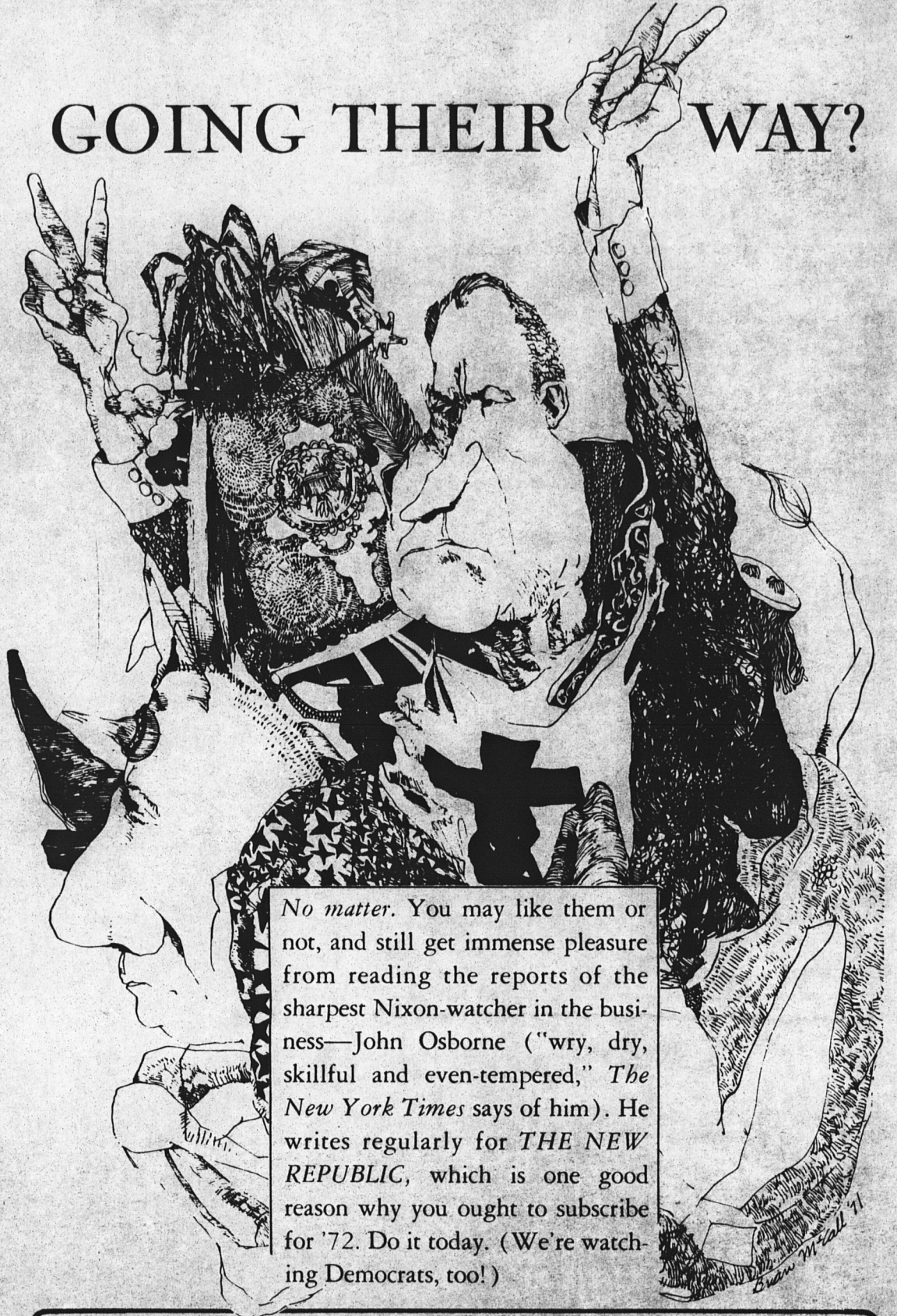
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