

THE

BANNER

CSI'S OFFICIAL STUDENT NEWSPAPER



VOLUME IV, ISSUE VII

November 28, 1996

**Think you're a Junior...
Think Again!**



ACADEMIC CERTIFICATION EXAM

Test Development Program

Office of Academic Affairs

The Junior Rising Test

Club Day '96

By John La Mantia

Clubs took over the Campus Center for a day. On November 14, there was an event that gave clubs at CSI a chance to tell students what they're really about. It also helped with new members.

The clubs set up tables to provide information about themselves. Some clubs also gave out baked goods to entice new members. The

Women In Computer Science Club, as well as the Computer Science Club, showed off a robot they built call PaMaNa. Jaime Carrelli, President of the Women in Computer Science Club commented

about the event, "I think this is a great idea, it's a good thing to have because clubs do not get enough coverage, and this event gives student here at CSI a chance to learn about the clubs here at CSI." Their was also the Fine Art Club showing students some of their paintings. This reporter had a chance to talk to Jennifer Scott, the President of the Fine Art Club. She stated, "These are good facilities that students

should use more to encourage other students." Another student their for his club was Vallentino Scaramella of The Drama Club, which is doing the play One Flew Over The Cuckoo's Nest the week of November 20th. He said, "I think this is great event that gets students involved with CSI social life, were student involvement is nil."

This reporter also spoke with Leeza John, President of the Women and Science Club. She stated, "I think this is good idea and I hope it will increase students participated in clubs". She also commented that it is good to see all of the clubs taking part in today's



events.

There were over 29 different types of clubs taking part in the club festival. After it was over this reporter had a chance to talk with Clubs' Commissioner Luis Cruzatte. He said, "today's events were successful due to the fact that the clubs worked together to make this event happen."

Students Fight, Peace Officer Injured

By Christopher Zeyer

Campus Peace Officer Charles Carlino called for assistance when he felt an altercation between three students was going to escalate. The situation ended with three arrests and Officer Chris Adams being hospitalized. C.P.O. Carlino wrote what happened in an incident report, It stated:

"At t/p/o [Time and Place of Occurrence] r/o [Reporting Officer] responded to report of a fight in progress f/o [in Front Of] 1C. Upon arrival subjects engaged in verbal altercation. R/O requested I.D. from subjects. Subject #3 punched Subject #1 and both began to fight. Subject #2 joined in the fight. R/O called for assistance. Sgt. Licata and Officer Adams and Knott responded and with R/O attempted to separate combatants. Subject #1 had to be physically pulled from Officer Adams after Subject #1 was witnessed striking Officer Adams."

According to the report, two subjects were arrested for Assault Three. The other subject was arrested for Assault Two, Assault Three, and Resisting Arrest. The last piece of information given from the report was, "Officer Adams treated at S.I. University Hospital for knee injury."

Campus Peace Officer Knott,

who responded to the call, spoke with *The Banner* about what happened to C.P.O. Adams. "I heard the call and raced over to the scene as quick as I could. By the time I got there, punches were already thrown. Officer Adams attempted to stop the fighting. One of the subjects began to hit Adams over the head. The two went to the ground. I went to pull the guy off of Adams, but by that time, Chris was already hurt." C.P.O.

"By the time I got there, punches were already thrown."

Knott ended the interview by saying, "It's a real shame."

Public Safety Department Level One Shop Stewart, C.P.O. Castelli spoke with Adams after the altercation. Castelli stated, "I called him at home and asked him how he was doing. He told me his knee was hurt."

C.P.O. Castelli wanted to insure Officer Adams filled out and turned in all proper paperwork to the personel department. C.P.O. Castelli wanted Adams to know the entire department is behind him.

The extent of Officer Adams's injuries are unknown. He has had to seek a specialist's help in his rehabilitation process. *The Banner* attempted to speak with him about what happened, but was unable to get in touch with him by print time. C.P.O. Adams is expected to come back to work before the term ends. We all here at CSI hope for the best.

Kramer Makes Rock Stars Out of CSI Students

by Stuart Schultz

Kramer Entertainment has again brought leading edge technology to CSI. This time they had a "Make Your Own Video" attraction. Students were able to choose a song they liked by a popular artist and have it play in the background as their actions were recorded on videotape.

The student could choose any background they liked, such as psychedelic colors or riding on a motorcycle at 80 miles per hour. One student had a scene where he was a cowboy in the Old West, and had a shoot-out with three villains, then walked away.

An interesting thing was, there were 4 people on screen, but only one person in front of the camera. The other three were computer generated images supplied by Kramer Entertainment, projected onto a blue screen and combined with the student's image. This helped the participant's

video become more interesting.

One of the students, Naomi Pascal, commented, "it was cool, entertaining, and the students got a chance to express themselves on camera. They get a taste of what it is like being in a video." Another student, Robert Eisenstein, said that "it was embarrassing, but I had fun."

This all made for a very real Hollywood-like experience in which students could dance around in front of a background, such as exploding fireworks, or almost anything else they wanted. The director of the video used a fan to blow the person's hair around, like in so many commercial music videos to give a "real professional video effect".

This event had a huge turnout. Approximately 100-150 people attended. This was not the first time "Make Your Own Video" came to CSI, and by the crowd it caused, it won't be the last.

Women in Media

by Leslie Lake

"There are a large number of women in front of the cameras," said Greg Adamo, the General Manager at WSIA radio. In a *Banner* interview, Adamo discussed women working in media today.

Danielle Monaco, a former newscaster at WSIA, worked as a reporter for *E!* this summer on the show "Transit News Magazine". Monaco was at WSIA for two years. She also helped put together and hosted a segment of a news magazine show on Staten Island Cable's Channel 16. Monaco promoted Staten Island bands, such as *Rage*, and told Staten Islanders where they would be performing in weeks to come. "It is unusual to find women making decisions like males do," Adamo said. Yet in the news magazine show, Monaco was making important decisions about how the segment of the show should be done.

Monaco had a lot to say about working women. She stated, "I have no problems working in the music business as a woman. I think women have more

power today as opposed to 50 years ago when they took care of the house; women today are expected to work. The movie *Up Close and Personal* was an inspiration to me because I was a reporter over the summer."

"In the music industry I admire Sheryl Crow," Monaco continued, "She is an amazing musician. I also admire any person that works artistry and talent into the entertainment industry. I don't admire any particular person, but I admire people who start out at the bottom and get to the top."

Monaco is working as a Junior Publicist for a variety of recording artists, such as Peter Gabriel and Pearl Jam. "I also book concerts and tour promotions for bands," she noted. Monaco also works as an international receptionist for Gianni Versace, working the floor in the show room. "Even though I am working in the fashion industry," she said, "I will still persue being a reporter. I took this job because it is still in the entertainment business. Fashion and entertainment coincide."

A Time For Giving

By Christopher Alvarez

On December 9, 1996, the Social Work Club and the Sociology Club will hold the First Annual Holiday Gift Drive for Project Hospitality. Members of the two clubs will be on hand in the Green Dolphin Lounge to receive donations of new and used clothes, toys, and non-perishable (canned) food from 10 a.m. to 3 p.m.

Project Hospitality's mission is based on a commitment to care for, and offer a continuum of services to Staten Islanders who are low-income, homeless, or infected with HIV. The organization began in 1982 as a volunteer interfaith effort responding to the emergency needs of homeless Staten Islanders. It opened the first soup kitchen and overnight emergency shelter on the Island in the

basement of the Brighton Heights Church. Today, Project Hospitality administers a range of comprehensive direct care programs, serving more than 5,000 people in our community annually.

Jennifer DeWaters, President of The Social Work Club and coordinator of the event said, "during this holiday season, I would like to ask everyone to join together to make life better for those who are less fortunate; and on behalf of the Club members, I would like to thank all the donators and welcome everyone to participate in the festivities."

Donators will be welcomed to a warm reception by club members in the Green Dolphin, where refreshments and a D.J. will be provided to thank you for your generous contribution.

Faculty Discusses Junior Rising Test

By Holly Lenahan

A general faculty meeting was held in Building 1P on November 21. The primary topic of discussion was the Academic Certification Exam (ACE). Some basic information regarding the test was given to the CSI faculty in a memorandum from Prof. Ivan Smodlaka, the Director of Testing. The main purpose of the test was stated in the opening paragraph. It read:

The ACE is designed to evaluate the following abilities: drawing inferences, understanding perspective, comparing and contrasting, and intelligibility/clarity. The results are graded by two trained faculty members on a six point rating scale (1= no proficiency; 6= superior proficiency).

The ACE, which has become known as the Junior Rising Test, would be given to all undergraduate students who have completed between 45 and (possibly) 65 credits. If CUNY mandates the use of this test, all undergraduate students will be required to pass it before they can move on to their junior year.

Faculty members in attendance had different opinions about this issue. Prof. Sandi Cooper, CSI's Faculty Director, stated her opposition to the test when she stated that "the test costs thousand of dollars to create and administer. 60 credits are as good as a test." Prof. Fred Binder, chair of the History Department, expressed a similar opinion, saying that "it's going to take time and effort and will amount to

nothing." Prof. Alfred Levine, from the Applied Science department, had complaints regarding the validity of the test. He said that the test is "not reliable or valid."

Prof. Joan Hartman, the Dean of Humanities and Social Sciences, was more supportive of the test. "Test taking, along with many other things, is imperfect. The ACE is the best we can do. We can try to make it better, rather than protesting that we want a perfect test."

Wallace Orlowsky, a professor of psychology, also expressed a positive feeling toward the ACE. "I'm actually impressed," he said. "My own bias is that there ought to be assessment. We never bother to see if we're reaching our goals. We should be more interested in seeing if student life in general is what we wanted it to be, including socially, economically, and faculty involvement."

Prof. Alfred Levine implied that the test is unnecessary because he is satisfied with the current CSI assessment plan. He stated, "CSI has a well thought out assessment plan. I believe we are doing well. We would like to convince CUNY that our assessment plan is a better way to go."

Prof. Ivan Smodlaka told the Banner that although he remains neutral on the issue, he has "heard nothing but opposition to the test since it began to be debated." Ivan Smodlaka and the Student Government will hold a discussion of this issue in an open meeting on December 5.

According to

The Assessment Plan For

The College Of Staten Island:

"What is Outcomes Assessment?":

Outcomes Assessment is the gathering and analysis of information on the consequences or end products/results of college processes (e.g., teaching, learning service to students and the community, and research) for use in: (a) determining if institutional and/or programmatic goals are being achieved, and (b) informing further study, planning, and action leading to institutional and/or program improvement.

"What Principles Should Govern Outcomes Assessment At CSI?":

1. The primary purpose of outcomes assessment should be to improve College programs and services through a process of self-examination.
2. The outcomes assessment program should derive from, and reflect, the overall mission and character of the College as a senior institution of the City University of New York.
3. The focus of outcomes assessment should be on programs and services, not on individual students, staff, or faculty.
4. Assessment should be sensitive to, and respect, variation among members of the College community.
5. Outcomes assessment should be sensitive to, and respect, variation among College programs of study.
6. The faculty of academic departments, and the staff of student services offices, are

best suited to design the assessment of outcomes related to their programs.

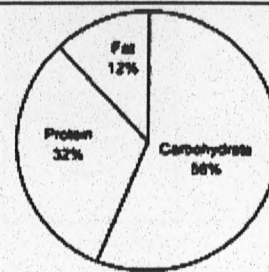
7. Outcomes assessment should be multi-dimensional as to yield a comprehensive understanding of the College's impact on students and the wider society.
8. Assessment should be designed to be as direct and simple as possible.
9. Outcomes assessment should be a continuous process of self-examination and improvement.
10. Outcomes assessment should involve all segments of the College community and become an integral part of campus life.

"How Should Assessment Findings Be Used?":

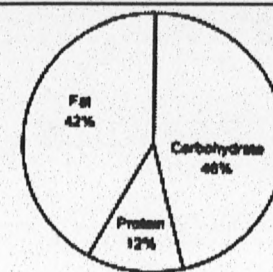
The faculty and staff who comprise the various College departments and offices will be both the primary producers, and the primary consumers, of assessment findings. These individuals, with the assistance of peers or off-campus experts, will:

- define program goals and objectives;
- design (or choose), prepare, and administer assessment instruments;
- collect, enter, analyze, and store the raw assessment data;
- prepare summary reports that elucidate the findings; and
- collectively discuss the implications of these findings (e.g., the fit between actual performances and goals), including needed follow-up activities or changes suggested by the data.

Examples Of Questions:



1909-13



1976

Where Our Calories Come From
1978 Handbook of Agriculture Charts, Agriculture Handbook No. 551, p. 56.
from Jane E. Brody, *Jane Brody's Nutrition Book*

TEXT #1

In the course of this century, an imbalance has crept into the American diet. Since the early 1900s, the percentage of our diet derived from carbohydrates has dropped, and the proportion of fat has risen dramatically. . . .

Another unhealthful change relates to the kinds of carbohydrates in the American diet. . . . At the turn of the century, most of our carbohydrates were the complex starches in nutrient-rich grains and beans and the natural simple sugars in fruits and vegetables. Today a major portion of carbohydrates in the American diet comes from refined and processed sugars often found in relatively nutrient-deficient and high-calorie foods. . . . This emphasis on "sweets" has been linked to a number of health problems, especially tooth decay and obesity.

Part of the problem is that there's no powerful, profit-making industry selling Americans on natural forms of complex carbohydrates at every commercial break on radio and TV. The growers of fruits, vegetables, grains, and potatoes are hard put to compete with the meat, dairy, and processed-foods industries for the consumer's attention.

The fall-off in consumption has been particularly dramatic for flour and cereal products. Today Americans typically consume half the amount of these foods their counterparts ate in 1910. . . . At that time, flour (used in bread and pasta) and cereals were America's chief sources of protein, supplying 38 percent of the day's protein. Today they account for only 17 percent of protein consumed, having been replaced by fattier sources of protein, primarily meats.

-From Jane Brody's Nutrition Book

TASK #1

Examine Figure 1. Describe all patterns or trends that you see in the data and explain their significance.

TASK #2

Consider both Text #1 and Figure # 1. Use information from both to explain the reasons for the changes in diet and the consequences of these changes.

A Graduate's Gripe

an editorial by Alice Marino

Attention all students who plan to have a career after college! As everyone knows, college is a place where you develop your mind beyond the simple guidelines of high school; it is where you grow as an adult and train for a job. It is supposed to make people desirable to employers. How will this new assessment exam (ACE) make CUNY students more desirable to employers? As a graduate of CSI, I feel that students will not gain from this exam for the following reasons:

First of all, I should hope that high school students have the abilities that ACE would test for — i.e. drawing inferences, understanding perspective, comparing and contrasting, and intelligibility/clarity. This testing would unify the CUNY curriculum, and so remove originality of thought and creativity from the professors grasp. Students would no longer be able to benefit from the life experiences and learned advice of professors. Now I know everyone thinks the College of Staten Island is a big joke, but there are a lot of people with very credible references teaching classes.

I have seen some of the proposed questions which would appear on the test. For example, the student must read a passage by Mark Twain, *The Two Ways of Seeing a River*. Then one must "identify the similarities and differences the author presents between the two ways of seeing a river." As an English major at CSI, I had never seen this passage previously. Those students who had studied this previously would receive a better grade than I. I studied *Walden's Pond* by Thoreau. If a Political Science major from Hunter College and I were to write essays about Walden Pond, I would get a better grade. I think CUNY would like to compare apples with oranges.

Why have the ACE and the Outcomes Assessment been proposed? It is my opinion that CUNY plans to rob more people. What is the point of open enrollment if there is a good chance that students will be tossed out after paying thousands of dollars? When I began at CSI, the tuition was \$750. Has tuition doubled in the last five years? Yes, it has. If CUNY would like to keep strict requirements, let them make college free again.

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I Don't Know... Maybe



Editor-in-Chief
James Scotto-
Lavino

Did you notice the letter-head last issue? Were you paying careful attention? I was. *The Banner* has become a thing of fear, stress and anxiety for me these last three weeks. For those of you that haven't heard yet (or, quite possibly, don't care), Michael Garofalo and Jennifer Valle, our former editor-in-chief and news editor of three years respectively, have resigned their positions here. Since then, the entire staff has been picking up the proverbial pieces — of the newspaper, and of the gray matter that splattered everywhere when our brains exploded. It was the middle of deadline week. Everyone had a schedule that went awry. Despite the enthusiasm of many of the members here, I needed C.P.R. administered several times for heart attacks. We were thrown, ready or not, into total responsibility for running the *Banner*. This is not to say that *The Banner* is finished. Oh no. No way. No siree, Bob.

In the space of three days, we got it together. Well, actually, it was through the efforts of our fine staff that it all came together. Between Alec, Rich, Chris, and all the editors that made sure we had a sufficient amount of submissions, Volume IV, Issue VI of the *Banner* came out on schedule. Huzzah. Now, you ask, what does this have to do with you?

What I am trying to say is this: we, as college students, are all asking ourselves the same questions.

What am I doing here? When will I be moving out of mommy and daddy's house? Am I going to pass economics? Why is my teacher trying to kill me? What's that clicking noise that comes from the bottom of my car when it runs? Why won't the margins on my printed résumé stay straight? Is that sickening sensation coming from the cafeteria food?

These are all important, legitimate questions that deserve the time we spend thinking about them. However, there are also questions out there of a different variety. Why are there never enough section numbers for the classes I need? What is the 1M building used for, and why does it scare me to look at it? Does anyone ever read those teacher evaluation sheets? What is that blue-green crap they're spraying all over the grass on campus?

Really, what the hell is that blue-green stuff? There was this landscaping guy shooting it out of what looked to me like a fire hose. Does it seed the ground, and if it does, why in November? Is it fertilizer? Is it to make an aerial shot of CSI look greener?

If you ever find yourself asking these questions, feel a sudden compulsion to write these thoughts down, and maybe want to have people read about them, then you just might be great for staff on *The Banner*. Some of the staff has walked out, and some are (gasp!) graduating. We need students. We need professors. We need your thoughts. We need your time. See what's written to the left of this article? Do you think we're kidding? If you need an extra-curricular activity, come visit us in 1C228. That's all.

Star Trek : First Contact

by James Scotto-Lavino

Star Trek 8 opened last Friday, continuing its never-ending chain of sequels. The movie got off to a really good start, for William Shatner appeared nowhere in the cast credits. Maybe the character is really dead. We can only dare to dream that it's true. So, for the first time, the Next Generation cast attempts a movie on its own. Staying in the Star Trek tradition of its movies being directed by their casts, Jonathan Frakes (Captain Picard's number one himself) directed it. The plot was slightly involved.

The Borg is/are back, and is/are headed for Earth. The Enterprise moves to intercept it/them (oh, thrill!) — disobeying direct orders from the Federation due to the possible instability of Picard with regard to their mutual past. For those of you that are not Trekkies, here's some background info.

The Borg is/are a hostile alien race whose goal is to assimilate all alien life into itself by making them into cyborgs that all connect together into a network. All traces of individuality are erased, and the assimilated being becomes part of the whole. As you might have figured, the affected beings are somewhat opposed to this idea. The Borg does it without any consideration; in their eyes, they are "helping" these beings. They play the same message to every soon-to-be-assimilated race: "This is the Borg. Resistance is futile. Your life as it has been is over. From this day forward, you will service us."

During a two-episode special in the ST:TNG (Star Trek: The Next Generation) original series, Captain Picard was assimilated into the Borg collective; although he was rescued, he suffered severe emotional trauma (that lasted as any kind of real handicap as long as it took for the next episode to air). Now, back to the movie.

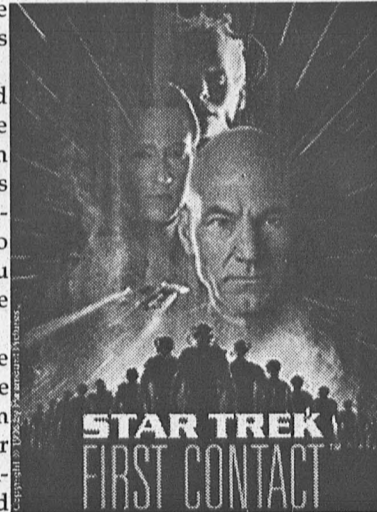
The Enterprise and other Federation ships encounter the Borg in a battle that looks as if it was taken right out of "Independence Day." However, this sequence does not last very long. The Borg ship is destroyed, except for an escape pod that creates a temporal something-or-other that sends the Borg back in time, where they go to prevent Earth's first contact

with an alien species. As a result, warp technology is never invented and the Borg assimilate the entire population of Earth. The Enterprise is unaffected by this (something to do with the aforementioned temporal something-or-other) and follows the Borg back in time to stop this thing that didn't happen, but did when it was changed, from happening. The English language sucks when you have to talk about time travel.

How is this movie different from any old ST:TNG episode? Well, we get to meet the extremely sexual Borg queen. She has a thing for Data, it seems. Data, the android lieutenant of the Enterprise, spent the entire run of television episodes endeavoring to be human. The first ST:TNG movie gave him his basic human emotions. It was like Bruce Willis and Cybil Shepherd finally going out in *Moonlighting*. However, just when you thought all the tension was released and we blew our Data load, we spend this movie giving him a human body. Yowza!

It makes one wonder why people still go out to see Star Trek movies. The last few have been pretty bad, but there's no stopping them. The fact remains: people have been watching these characters week after week on television. Movies get away with a bit more, so we get to see them poking fun at each other, using expletives, and acting in a show with a special effects budget. We get to see Troy get sloshed, Worf dismember a Borg, and Picard have another one of his famous emotional breakdowns. There is more sex and violence — the cornerstone of all modern action movies. And there is a lot of action.

We haven't seen this much violence in a Star Trek movie since *Star Trek II: The Wrath of Khan*. Starships get blown up; Borg get gunned down, zapped, beaten, dismembered. Their flesh is melted off their faces, and they get shot individually into space. These things considered, it was a really cool movie. As far as Star Trek movies go, it is one of their best. As far as all movies go, really, what is there left to do with this series? All of the stories worth telling have been told already, as is evident in the piss-poor quality of *Deep Space Nine* and *Voyager* nowadays. Please, guys, let it die like Kirk did. We will all be very happy to see it go.



Letters:

To the Drama Department,

As a student of CSI who have now been in evening showings of a play, in building 1P, I have a suggestion.

For the sake of audiences and cast members, I see a great need for a closer source of refreshments in this building. To put on plays, invite people to come and pay the five-dollar "suggested donation and then make them math, during intermission, to the Campus Center for refreshments is embarrassing. It makes the whole presentation look like something out of elementary school. If we want people to go away satisfied and looking forward to the next play, we could at least have one drink machine and one snack machine in the building. Playgoers are not just body-less minds.

Dear Editor,

I was pleased to see that "Hundreds 'make strides' against breast cancer" (November 14, 1996 article). While the efforts of the 800 people who took part in the Walk-A-Thon to help fight against breast cancer are certainly commendable, far greater strides can be made by educating people about the importance of shifting away from the diets that have been connected to breast cancer.

Most breast cancers are found in countries where people eat large amounts of animal fat, such as the United States, Great Britain, Australia, Argentina, and Canada. An American woman who eats meat daily instead of less than once a week, increases her risk of breast cancer by a factor of 3.8. In countries where little animal fat, especially beef, is consumed, breast cancer rates are significantly lower. For example, in Japan, where fat consumption is far lower than it is in the United States, their breast cancer rate is only one-fourth that of ours. Genetics don't seem to be the reason; when Japanese women move to the United States and adapt typical American diets, their breast cancer rates rise sharply and approach that of American women.

The Surgeon General's Report on Nutrition and Health (1988) noted, "Indeed, a comparison of populations indicates that death rates for cancers of the breast, colon, and prostate are directly proportional to estimated dietary fat intakes. After analyzing epidemiological, migration, wartime, and other studies, Robert Kradjian, M.D., a cancer surgeon for 30 years, concluded that animal-based diets are the prime cause of breast cancer.

If we want to reverse the epidemic of cancer, heart disease, stroke, and other degenerative diseases, and to reduce recent soaring health care costs, it is essential that we recognize that connections between animal-centered diets and disease, and act accordingly.

Very truly yours,
Richard H. Schwartz, Ph.D.
Professor, Mathematics, College of Staten Island

NO TICKET, NO LAUNDRY (OR, CAN'T ANYONE HERE GET A BREAK?)

By Robert Lauro

There are two ways to interpret the rules, both in life and here at college; there's the spirit and the letter of the law. CSI's financial office seems locked exclusively into the latter.

It seems that each trip I take to Building 2A brings me in contact with the worst aspects of bureaucracy. Long lines, indifferent personnel, and a slavish adherence to THE BOOK. I also encounter one or more students with the following problems:

- 1) They are being made to leave school because their financial aid came late.
- 2) They have a financial hardship that the CUNY system refuses to recognize.
- 3) Their paperwork isn't completely correct.

I've seen someone thrown out while standing in line, check in hand, because an arbitrary date had passed and the bursar's office wouldn't accept the check. I realize that it isn't entirely the college's fault because CSI gets its marching orders from CUNY Central in Manhattan, but I maintain that providing students with an education should have priority over the letter of the law. This is where we get into the spirit of the law. Rules must be modified to each student's situation. We don't all fit into some mold created by and for bureaucrats in order to have every "i" dotted and every "t" crossed.

GOSPEL fest 96

December 7, 1996

Sat. 7-10pm

Williamson Theater, 1P

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The Cassandra Chronicles Topic: The Name of the Savior

by Marco Sainte

I was having a religious discussion with the Christian Club a month ago, as I find myself doing at times. As one might expect, we touched on a variety of subjects, all of which were pretty interesting. There was one in particular that I would like to share with you; the subject being the Christian savior's name.

Christians call their savior 'Jesus Christ,' and they pretty much do just about everything in his name, from prayer to healing. The thing that cracks me up the most about this is that they don't even KNOW his name. How can you do something in the someone's name without knowing what that name is?

Let me clarify some things, because I'm sure that some people are bewildered by what I've just said. Their Messiah couldn't possibly have been called Jesus during his lifetime, for the simple reason that the letter 'J' didn't enter the English language until after the 16th century. This would probably make one wonder just how people pronounced his name, or better yet, just what that name was. Scholars have stated that it could be the Hebrew name Yeshua or the Arabic name Isa. Either way, the name Jesus seem far from these examples, so where did it come from?

'Jesus,' in fact is a combination of two names; Ja and Zeus. The combination came about when there were problems converting the many so-called "gentiles" to the Christian religion, the Ethiopians and Greeks in particular. So the founders had to com-

bine deities; hence Ja-Zeus, or Jesus, was born from Ja of the Ethiopians, and Zeus of, you guessed it, the Greeks. I know many of you don't think it's true, so do a little research and find out for yourself.

Something else about the name Jesus: it is constantly used to do things like healing, as I have stated before. Christians feel that the name gives them power. This is ludicrous; first of all, it isn't his name, and second, even if it was, it's just that: a name, a word. It can't grant you power. It's the person using it that sparks the power through his/her belief. You can find many people in the Bible who didn't use the name Jesus and performed miracles anyway, 'Jesus' included. So it must be something else. Whether it's God, the Holy Ghost, or simply a person's inner force, it's not the name. If you insist on saying it's the name then you are saying that you practice witchcraft. That's right, you read me correctly. Witches, magicians, and other magic users believe in the power of the word, with their various incantations and magic words. Abracadabra. Hocus Pocus. Nickelodeon. Jesus Christ. It's all the same. So, Christians, think about this the next time you say, "In the name of Jesus Christ, I..."

This concludes my piece. I hope you got something useful out of it, even though I know there will be a lot of you getting pissed off because you haven't read this with an open mind. But hey, that's why this column is called what it is. All of this can be found through research, if you are willing to find it. It also takes something very few people use: common sense.



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CATALOG PRICES ON STATEN ISLAND

Wellness Column: DOMESTIC VIOLENCE

By Veronica Petersen, Peer Educator

- Every fifteen seconds in the United States a women is battered.
- Every minute an adult woman is raped.
- Approximately six children are reported abused and neglected every minute in the United States.

Surprising figures? Alarming numbers? Not according to the shelter for battered women, "My Sisters Place", who compiled these statistics from:

- 1 - The American Medical Association.
- 2 - National Victim Center.
- 3 - The National Committee for prevention of Child Abuse 1993.

What can we do about this alarming epidemic that strikes out at the family particularly women and children? We can recognize it. Are you being abused?

Does your partner...?

- Constantly criticize you or your abilities as a wife, partner, mother or employee?
- Behave in an overprotective manner or become extremely jealous?
- Call you names or fight with you in front of friends or family?
- Threaten to hurt you, your children, pets, family members, friends or himself?
- Prevent you from seeing family or friends?
- Suddenly get angry and lose his temper?
- Destroy personal property?
- Deny you access to family assets like bank accounts, credit cards, and cars?
- Control all your finances or withdraw all money from you?
- Use intimidation or manipulation to control you or your children?
 - Hit, punch, slap, kick, shove or bite you?
 - Prevent you from going places?
 - Force you to have sex?
 - Harass you at work?

If you answered yes to any of these questions you may be in an abusive relationship. Remember you are not alone - Every fifteen seconds in America, some woman is being battered, where? In the safety of her own home.

Domestic violence is any physical, emotional, psychological, sexual or financial exploitation that occurs between family members or romantic partners. It is a crime! You are not alone and you are not to blame! The best tool we have is to educate ourselves, the more you learn about domestic violence the easier it would be for you and I to do something about the situation.

The number of the Victims Services 24 hour hotline is (212) 577-7777. For even more information come by the Peer Drop-In Center located inside the Health Services Office in 1C-112 in the Campus Center. The phone number is 982-3267.

The Center offers counseling and referrals to other agencies such as Victim Services, who can help you with your problem or refer you to someone who can.

Remember the Wellness Program is located in 1C-112, the Health Services Offices. Just go in and ask to speak to someone in the Peer Drop-In Center. We are all trained peer educators in the center and our greatest gift to you is our ability to listen. We can help whether it's our listening or our referrals or just offering suggestions on how to cope!

You are not alone! There are people who want to help you.

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Shooting the Philosophic Breeze

By Peter Simpson

Someone asked me recently to write about happiness, so I have decided to oblige. It will, perhaps, make both of us happy.

But then, that is the question. What is it that makes us happy, or, more to the point, what really is happiness? For if one is going to talk about something, the first thing to do is to get clear about what it is one is talking about.

Some people have a ready answer to this question. They say happiness is whatever turns you on, or, to use one of my favorite modern expressions, whatever floats your boat. This view makes the question of happiness very easy. You don't need to think; all you need to do is experience or, rather, to feel.

This view is also very comforting and egalitarian. For none of us can avoid having a view about happiness, since we are all obliged, by our very existence, to act and do things, and what we choose to do is determined pretty much by what we think will make us happy. So, provided happiness is something we just feel, happiness will be relative to our individual feelings and all of us will at once know what our happiness is.

On the other hand, if happiness is something obscure which requires thought to work out, the only people we could say would know anything about it would be those who have devoted much time and thought to the question. Happiness would be something difficult and elitist, reserved for the learned few.

As for most of us, we would have to say that we would be ignorant and very foolish, for we would all be doing things to make ourselves happy without ever having discovered what happiness was. We would be like people trying to drive to the Staten Island Mall without ever knowing where the Mall was.

On the other hand, if happiness is just what we each feel, and so something that varies according to individual feeling, we would have to say that any being that has feelings is, or can be, happy. Thus, most animals would be happy because they feel too. Indeed, they would be happier and for a longer time than any of us, for animal needs and desires are easily satisfied and do not require much expense or labor, especially when the animal is a domestic one or a pet.

We, by contrast, are full of a host of complex and, indeed, conflicting needs and desires that are very hard and very expensive to satisfy. Just think of all the things you would love to do but cannot do because you have neither the time nor the money. Then look at your dog Rover or your cat Felix stretched out on the rug before a warm fire, with a full belly of food. They have not a care in the

world. And if you showed them pictures in a travel brochure of some idyllic island in the sun, that wouldn't move them a bit. They would conceive no unfulfilled yearnings, nor be pained by envy, nor racked by ambition. They would just roll over, or yawn, or cuddle up for another pat or a hug.

Are they happy? They must be, if happiness is just a matter of how one feels. So they must be happier than most of us can ever hope to be. Maybe then it would be better for us if we became like cats or dogs or even like small children who seem, with respect to feelings, little different from cats and dogs.

Well, there are in fact people who never get much beyond the level of small children, such as the severely mentally retarded. So would it be better for us to be severely mentally retarded? Wouldn't we all be happier that way?

Why then do we pity people who are retarded? Why also do we pity their families? Shouldn't we rather congratulate the retarded on their happiness and their families on having a completely happy son or daughter?

But we do not congratulate such people and we do pity them instead, and if so, that can only mean that we do not really think that happiness is just a matter of feelings. We must really think that happiness is something more.

But what more? Well, consider that dogs and cats and children are severely limited in the sorts of things they can do. They may enjoy what they do and have many pleasant feelings, but what we find missing in them is any of the more properly human activities.

They are not capable of the arts, for instance, and even if they can enjoy certain beautiful sights and harmonious sounds, they cannot appreciate the subtleties and finer points of these colors and sounds. Grand opera, Broadway musicals, Jazz at the Village Vanguard, or a new exhibition of Renaissance paintings at the Met are beyond their ken, except with respect to the most basic of aspects.

Neither are they capable of going to school and college and learning higher calculus, or unravelling the causes of the First World War, or plumbing the depths of the human psyche, or dissecting arguments for the existence of God. They are not capable of the virtues of courage, or justice, or self-control, or wise judgement. Nor can they rule a modern nation-state or pass laws or argue or decide cases at the bar. They can express love and companionship, perhaps, but they cannot be friends, or at least not friends with whom one can share one's whole life and one's deepest and most intimate thoughts and secrets.

In short, if they are capable of happiness at their own level, they are not capable of happiness at a human level, a happiness that consists of the full range of activi-

ties proper to man. Happiness for us, therefore, cannot be a mere matter of feelings. It must rather be a matter of certain *sorts* of feelings, or certain *sorts* of activity and the feelings peculiar to them.

Feelings are within everyone's capacity and knowledge, of course, but not every sort of feeling need be within everyone's capacity and knowledge, or not straightaway at any rate. The feelings of the sorts of activities just mentioned are only felt and known by those who do the activities, or rather by those who do those activities well.

But these activities have to be learned and practiced and got used to by frequent repetition, none of which need be pleasant to begin with. Consider, for instance, those who can play well a musical instrument or are fluent in a foreign language. They certainly receive many joys from the exercise of their ability, joys which are denied to those without the ability. But think how they came by the ability—through much labor, and learning, and practice, above all in their younger years. And I bet that most of them only did that learning and practice because they were forced to do it by parents and teachers. Yet how grateful they are now for that forced discipline of their youth!

The same is true, in fact, of most of the properly human activities. They do not come to us spontaneously. All that comes to us spontaneously is what also comes to babies spontaneously, and babies can do none of the properly human things. They cannot even talk, and think how miserable our lives would be without speech.

No, the properly human things come to us only through effort, the effort forced on us above all by education. Happiness is something we achieve by deliberate intention and effort, not something that just happens to us or that we just fall into (no one is happy, for instance, just because he wins the lotto; he is only happy if he uses his winnings well, namely with knowledge and deliberate choice).

So happiness is, after all, something difficult and, by the same token, something elitist too. Or it is elitist with respect to its achievement (since only those who think and choose carefully will attain happiness), though not with respect to its possibility (for all of us, or most of us, have the capacity to think and choose carefully—if we make the effort).

School and college are places designed to give people the wherewithal to get from the possibility to the achievement. So congratulations on being among those who made it to college. Use your opportunities well, then, while you still have the chance. Think, think, and think again. For, as Ian Fleming did not say, you only live once.

Things that are really annoying about Attention Deficit Disorder...

by David Reiersen

1. Procrastination
2. Fidgeting around a lot
3. Saying something embarrassing and not even realizing it
4. Starting five or ten different tasks and getting none of them done
5. Having a high I.Q. but really lousy grades
6. Never finishing your tests on time
7. Not being able to do your homework
8. Daydreaming a lot
9. Having major mood swings

This list describes just a few of the symptoms associated with Attention Deficit Disorder. What is it, you might ask? It is usually called A.D.D., and is considered to be a learning disability. A.D.D. is a disorder of the central nervous system characterized by disturbances in the areas of attention, impulsiveness, and hyperactivity.

It's hereditary which means it gets passed down

through the genes. As the great Luke Skywalker once said, "My father has it. I have it. And... my sister has it." It was passed down to me through my father's side of the family. My mom does not have A.D.D., but unfortunately she has to suffer with the rest of us.

Attention Deficit Disorder is not a disease. It's not some evil virus that attacks your nervous system. And it definitely isn't something that makes you lazy, stupid or crazy. It just makes you different. And isn't everybody?

Support groups for people with A.D.D. can be found all over the United States. Children and Adults with Attention Deficit Disorder (C.H.A.D.D.) is the national support group. If you want information about the disability, they could probably help you out. The number is (305)587-3700.

Another great place to look is on the World Wide Web. I went to a web searcher and typed in "attention deficit disorder." It came up with over 1,000,000 sites! To use the World Wide Web, just go to one of the computer labs in the college library and ask someone on staff how to use it.

Don't think you can't do anything about A.D.D. if you have it. Medication is available to help you deal with this learning disability. For example, Ritalin and Dexedrine are two different medications which are used to help you concentrate. Prozac is used to help deal with hyperactivity and mood swings.

A lot of the information for this article was found in two books that I very much recommend: *You Mean I'm not Lazy, Stupid or Crazy?!* by Kate Kelly and Peggy Ramundo, and *Driven to Distraction*, by Edward M. Hallowell, M.D. and John J. Ratey, M.D. (a national best seller). You can most likely find one of these books in your local book store.

A.D.D. has become as well-known as dyslexia, and though it has caused me a lot of anti-social and academic problems, it has not defeated me. Three years ago, I would have never thought that I would end up writing this article. Through therapy, medication, and teaching myself to be more sociable, I have almost totally conquered it. There is one very good advantage to A.D.D.; I've got one hell of an imagination.

Rebuilding Intellectual Life at CSI

by William Wharton

Thursday, November 14, 1996 marked an important day in the intellectual life of the students at the College of Staten Island. Thanks to the work of members of the African Studies Club, the CSI History Club and the Political Science Pre-Law Club, not to mention the contributions of the faculty of the History and Political Science Department, a forum about global issues concerning the Welfare State took place during club hours in room 1C-109. Although the topic of the forum was of great importance, the event was defined by the interest and participation of the students. Dedicated students faced such distractions as the first snowstorm of the season, the noise and activity of the club fair, and a rock band playing in the Green Dolphin Lounge. Despite these distractions, forty students still decided to attend and learned about issues that will continue to dominate historical, economic and sociological discussions into the twenty-first century. The lessons that this event offered us go far beyond the subject matter. We learned the following:

1) The students of the College of Staten Island will pursue knowledge purely for the sake of enhancing their intellects, not in hope of obtaining some award;

2) The faculty of the College is willing to help students achieve their goals inside and outside of the classroom; and

3) A solid structure put in place by active students will eventually spark interest from the student body; each action will provide a reaction.

Each of these factors came together at the forum, and can be used to build a new arena of intellectual and social exchange on the campus.

The first point, the one regarding the students, is the most essential. Student activity is the lifeblood of any organization that functions on the campus. On a daily basis, the majority of students at CSI face the continuous challenge of balancing their personal, professional and scholarly life. A number of students sent their children to day care centers, rearranged their work schedules, or even came to school on their day off just to attend the forum. There was no extrinsic motivation used to lure the students; no awards, no money, not even a higher grade or additional credits. The only motivation involved was the desire for knowledge. This proves that many of the myths concerning our college may not be true.

In many circles, the College of Staten Island is

seen as a non-competitive, unintellectual environment. A sort of baby-sitting service for Staten Island's misguided youth. Yes, there are students that are not involved in campus life; but in addition to these students, there are also untapped reservoirs of students who will work towards the betterment of our campus life. The key is to reach out and contact these students using any means necessary. This can take the form of hanging signs on the wall, asking WSIA to make a Public Service Announcement, advertising in the papers, e-mailing people, developing a mailing list and, most importantly, getting out into the student body and talking to people. So many times we forget that it is students that will make or break this college; the power is in their hands!

Secondly, the speakers (Prof. Carpenter, Prof. Kramer, Prof. Dobos and Prof. Ngolet) were more than eager to help the project. They seemed genuinely excited

**So many times we forget
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about preparing and delivering their presentations. Each professor spent a little extra time in their office prior to the event to hammer out final details of their presentations. The professors raised the intellectual level of the conference to a much higher plateau than a classroom setting, for fear of speaking over the heads of the students, can afford. When the fateful moment came for the question and answer session, hands flew into the air, giving a clear indication that the students were indeed able to handle these new heights. Questions were clear and concise, forcing the speakers to clarify and expand on their main points. The speakers seemed both pleased and, in some sense, surprised at the large turnout and the enthusiasm of the students. Activities such as this are beneficial both to students and to professors. Students are able to accumulate information that will further enhance their education, while professors obtain twofold benefits. On the one

hand, student activities such as this are great way to test out their current research and theories; on the other hand, by raising the intellectual level of students, professors have to spend less time on the basics in the classroom and can introduce progressively more advanced concepts to the students. This will not occur overnight or as a result of one conference, but through a steady exchange of ideas between the student body and the faculty. Student clubs need to make use of the intellectual talent we have here on campus. Knock on your professors' doors; knock them down if you have to! The faculty at the College of Staten Island needs to take an active role in the development of the clubs associated with their individual departments. Most likely you will find some of the most dedicated students on campus in these settings, and a little help can long way for both the students and yourself.

The final point is directed to the students; both those that are active now and those that are contemplating becoming active in extra-curricular life. Continue the fight! If you build a solid, well-organized structure, the students will eventually come. The goal of any organization should be to construct a foundation of aggressive, dedicated students and then branch out to the student body. Interesting, well publicized, intellectually stimulating events will attract students in the long run. Persistence is the key, and a mix of entertaining social events and well-structured educational topics is essential. Another aspect of the Welfare Forum that added to its success was the fact that three clubs came together and worked to create a large event instead of creating three independent, obscure events. The pooling of financial resources and creativity among groups should occur more frequently on this campus. Too often, clubs and other organizations place so much emphasis on the differences between them that workable commonalities go unnoticed. The link between us all is that we are active students and we care about our education. Bonds such as these should be unbreakable.

From small ideas come grand ventures, so those students who feel the calling to improve the intellectual life at the College of Staten Island should act quickly and aggressively. Despite encountering many roadblocks in attempting to organize large events, the benefits make it worth the effort. Reaching out to the untapped potential of the student body, forging student-faculty ties, and creating structurally solid organizations will help the student body take control of their educational experience and become critically minded individuals.

Who's Jesus? (according to the Bible)

by Steven Guzzi

Many people have different ideas about Jesus. On campus you can easily find all different views about him. Some consider him to be a good, moral man, but nothing more; others consider him to be a prophet or a great religious leader. Even in Jesus' day, there was much confusion surrounding him. The responses to the following question of Jesus is evident of this: "Whom do men say that I the Son of man am? And they said, Some say that thou art John the baptist: some Elias; and others Jeremias, or one of the prophets." (Matt 16:14-15)

Jesus then asked his disciples who they personally thought he was. One of Jesus's closest friends and apostles answered Jesus's question this way: "Thou art the Christ, the Son of the living God." (Matthew 16:16) To Peter, it was evident that Christ was the Messiah and the Son of God. Jesus responded to him by saying, "Blessed art thou, Simon Barjona: for flesh and blood hath not revealed it unto thee, but my Father which is in heaven." (Matthew 16:17) Thus, Jesus affirmed Peter's statement, and on many other occasions Jesus claimed that he indeed was the Messiah and Son of God.

According to Jewish law in Jesus' day, and according to Jesus and his disciples, to claim that you were the Son of God meant you were claiming to be God. "Therefore the Jews sought the more to kill him, because he not only had broken the sabbath, but said also that God was his Father, making himself equal with God." (John 5:18) The apostle Paul says of Jesus, "For by him were all things created, that are in heaven, and in earth, visible and invisible,

whether they be thrones, or dominions, or principalities, or powers: all things were created by him, and for him: And he is before all things, and by him all things consist." (Colossians 1:16-17) Thus, Jesus Christ must be God, since God created the heavens and the earth (Genesis 1:1). According to this verse, he also holds everything in the universe together, including our bodies.

Now, according to the apostle John, Christ is the

**"Search the scriptures...and
they are they which testify
of me"**

(Book of John 5:39)

Word of God that created all things (John 1:1-14). Remember that the Word of God is the scriptures. "All scripture is given by inspiration of God." (2 Tim 3:16) Thus, Christ and the Bible are interchangeable. You can't believe in one without believing the other. If you claim to believe in Jesus but not the Bible, you will inevitably show that you don't believe Jesus, since he believed in the Bible and claimed that all of it, including the Old Testament, was written by, for and about him. "Search the scriptures... and

they are they which testify of me... For had ye believed Moses, ye would have believed me: for he wrote of me. But if ye believe not his writings, how shall ye believe my words?" (John 5:39, 46-47) The Old Testament prophesies of a future Messiah that would come to Israel to be a Savior and Deliverer. Many detailed prophecies, such as the Messiah's birth place, tribe, lineage and manner of death are given. Jesus fulfilled them all. The probabilities of any one man fulfilling these by chance is astronomical, leading to two conclusions: the Bible is the Word of God — it knows the future with impeccable accuracy — and Jesus truly is the Jewish Messiah.

If Jesus isn't what he claimed of himself, then of course by making such claims he would be a liar or a lunatic and cannot be considered a good moral or sane man, but rather a wicked one, and thus could not have been a true prophet of God. These are the real options we have about him. We accept him either as Lord, or as liar or lunatic. There are no others if we consider the evidence; for he left no other alternatives to us when he made such great claims about himself. Who is he to you?

If he is Lord, then he can't take second best in a religion or a person's life. To use an analogy, if you were driving a car and saw Jesus on the roadside and asked him to get in and ride with you, he would say to you, "Move over buddy, I don't ride, I drive." As the Son of God, Creator and keeper of the world, he must drive your car or he won't come into your car. "The word which God sent unto the children of Israel, preaching peace by Jesus Christ: he is LORD of all. (Acts 10:36)

Backstage at "Crucible"

By Carol Vernon Hope

Just as the sun is setting to slumber in crimson cushions, we flutter in like wild birds and swoop through the marble halls. Some laugh and call hellos, some whisper and gesture their lives. We slip through dressing-room doors to join with our new-termed cliques.

Lights glow hot around mirrors; day clothing flies onto hangers. As robes and collars emerge, we button and pin and zip; Slurping from bottles of tea. Then over the intercom comes the voice of the makeup man: "Anyone for makeup, come now or never!"

The time to go on is approaching. Soon, loud in the hall an announcement comes: "Five-minute warning, people, five minutes." Out the doors, up the stairs, into the backstage half-dark room, where voices stay low, but frantic. "My boots!" "My shawl!" "My stick, where is it?" "You're on, break a leg, get going!"

We wait our turns, pacing in silence, costumes for "Crucible" turning us all to inmates of convents, to whispering monks, One does a dance of shuffling steps, causing a strangle of laughter held back; another frowns, fixes his belt, Takes a deep breath and leaves us on cue, now to be Marshall or judge.

Never forgotten, never the same, stage life transforms us each one from everyday students or mothers, mingled with real actors, equals for now, to waifs and to witches or lechers-to victims or pompous cold judges. The fearful true story unwinds until curtain-call signals the end.

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As we scan how phenomena began, O

Studying around the clock, our sometimes
tired eyes-do-mock-our-plight
But despite we hope this all was somehow right

Yes, True Students — learn their civil rudiments
While practicing prudence — In The University Of Life

And thus we the people still say
Pursuit of Happiness! (Don't Give Up The Fights)

Louis Bardel 10/25/96
"Steamship Marvin"

The Storyteller

Chapter one: the Mediocre Worker

by Marco Sainte

I remember one tale my mom told me once. It was on one of the many delightful events in her childhood, tales that I had and still love to hear. This one took place in high school, and the main character was her new history teacher.

This guy was not like any teacher the students had ever seen before. From the way he dressed and carried himself one could tell he was one of the many hippies who roamed in the 60s. He walked with a loose, non-commanding gait, as if he didn't have a care in the world. The students didn't know what to make of this individual as he entered the classroom. He put his suitcase down upon the desk, sat down, cast his weary eyes upon the bewildered adolescents, and with a non-caring, almost monotone form of linguistics, gave the following speech:

"Let's cut to the chase, alright? I'm tired, I'm overworked, I'm underpaid, and I'm frustrated. So don't expect a lot from me. I'm just here to do my job: teach. You're here to do your job: listen to what I have to say. I'm just gonna do my job and give my lessons and you simply study them. Don't expect me to explain a lot; I'm tired, and besides, I'm on a schedule here. If you don't want to do that, fine. I won't pester you. You can go outside and cut class and do what you like, I don't care; I'll just fail you and we can all get on with our lives. You guys OK with that?"

The history class was one of the most interesting classes the students had ever taken, not so much because of the subject matter, but because of the teacher. He was the most disinterested teacher they ever had. Lessons usually flew by...simply because of his lack of explaining them,

keeping true to the credo he stated at the beginning of the semester. He did explain at times, but usually to the expense of the questioners pride: "Don't tell me you can't understand that simple part, unless you are lacking in mental abilities." One would think him boring considering his slight monotone speech, yet the students were intrigued by his extremely uncaring attitude. Students had been brought up to believe that teachers were supposed to care, that they were required to push their students to excel. He obviously was not the norm.

My mother soon got a real taste of his personality. On the day that a test was due she had to go to a nurses internship program, so she kindly asked her mentor if he would allow her a make-up, on the grounds that she had never asked for this before, and was a really good student.

Replying in his unique style of talk: "My heart bleeds for you. Really, it does, but you see, I can't. You see this schedule here? It says that on Friday there will be a test. There is nothing here about a make-up. don't feel too bad though, like you said, you're a good student. I'll just simply give you an F and your other grades will more than make up for it. If you have to be somewhere else, go ahead, I won't stop you. But hey, I can't give you that make-up." Needless to say, Mom was in class on Friday.

The young learning minds were soon compelled to try to get to know this disheartened individual. One bold female student asked him point blank: "Why did you become a teacher?"

"Well the Vietnam war was going on. I'm a weak and cowardly man, and as I didn't want to fight in a place I never heard of I had three options: feign disabili-

ty, act gay, or teach. I'm good at telling people things I know, so..."

It soon got to the point where the students were just about frustrated with the man, especially one girl who because of absences (due to her job) was failing. At the end of a class she was arguing with him and finally blurted out, "You're a horrible teacher who should be fired!"

"Maybe," he nonchalantly replied, "but I'll never be fired. You see child, the world is not the nice place that people want it to be, especially in the work place. You see, there are three types of workers: the lazy worker, the hard working worker, and the mediocre worker. The lazy worker is the guy who just does nothing all day and messes things up, so he's fired. Then there's the hard working worker, who always is trying to do his best to give 100%. They are also the ones who always care; who try to improve on anything. As nice as these guys are, they do not usually climb up the job ladder as quickly as others, for they are usually too naive to the harshness around them. And the credit those good ideas of theirs are usually taken by other people. The poor hard working slob is usually exploited.

And then there are people like me, the mediocre workers, the ones who are just there. We are here do our 9 to 5, no more, no less. We aren't going to try to work our butts off till we bleed because it is a waste of time, and we aren't going to slack off either because we'd lose our jobs. So we just do what's necessary, just enough to get us our paycheck. When it comes time to fire people we are safe because we are so general we don't bring much attention to ourselves. The other types usually do. We're the gears in the machine. You don't get rid of the necessary parts. The

mediocre worker always keeps his job."

That tale was a good source of entertainment for me, and I had told it to a few of my associates to give them the same enjoyment, but I've also realized that this is a good lesson for life as well. You see, there are quite a few mediocre workers out there; too many in fact. We have them in all types of jobs today; you might know some yourself. You might even be one. The point is, they are everywhere. There are mediocre workers in stores, restaurants, police departments, and in our government.

We also have them in Administration.

It is well known in CSI (at least I think it is) that there are many workers in this institution who simply do not seem to care about us, who seem to only care about their paycheck. Proof of this is the fact that students having financial problems are finding it harder to get in this college; to the point of not being included at all, as well as the fact that there is no real action from the heads against fighting the cuts, and no information is being passed from them to the students on these matters. The mentality of these people seems to be that of irrelevance: "As long as I follow procedure I will get paid. If someone gets hurt, if a kid can't get in, hey, I'm just doing my job." That was the same rationale and excuse the Nazis used after World War II during war trials.

All students, even the lethargic ones in here, would like to see a change in the way things are run when it comes to our education. But it is a fact that in order to improve a machine, you have to improve the gears inside, even if it means you have to replace some.

Rodger: Joins Auxiliary Police

By Ron Magnusson

Rodger Joins, and immediatly gets his gun.

This is a list direct from Springer of people we can shoot.

Rodgers First Duty: Break-up Student Government Argument, sends everyone to 1R.

YOU ARE A PEE-PEE HEAD!!!

YOU ARE A STUPID HEAD

Next Rodger breaks up a riot in the cafeteria...

I will not pay \$1.40 for a BAGEL!!!

Rodger's job isn't all work, he always has time for a quick nap...

Rodger suspects Drug use in the always Cheerful Christian Club, and administrates a FULL Cavity search.

Drop your drawers, I'm a Cop!

Rodger fills up his days activities by creating Speed Bumps...

Rodger spends his nights getting Publications out by 10:00 PM...

Rodger makes sure there are no Campus activities for the next year.

A Saltine Cracker expo is a breach in security I will not have it!

Rodger stays cool under fire...

A MAN IS BEING MUGGED!!!

What does that have to do with my Donut?

ITS THE DONUT MAN!!!

I'LL BE RIGHT ON IT!!!

Since 2N is always on fire anyway Rodger turns it into a crematorium to deal with all the excess CSI prisoners.

Rodger is caught by NYPIRG Popping a wheely...

Thats the Man! he said he was here to help, and then he took all my Donuts

Then he's sent to prison in the 1M tower...

Thursday, November 28, 1996 • BANNER

The Crucible

by John Adrian

Two years after the move to Willowbrook and a year after the opening of The Center for the Arts, The Laboratory Theatre finally saw its first production last week. For the first time, The College of Staten Island has a black box theatre of good size with a modern lighting system and technical facilities at hand to allow a first-rate drama program to be created at this college.

Arthur Miller wrote "The Crucible" in 1953, at a time when Senator Joseph McCarthy (R-Wisc.) was leading the United States in a witch hunt to root out Communists. "The Crucible" was Miller's response to McCarthyism; a warning to America that fanaticism, no matter how well intended, ultimately causes more harm than the supposed evil it is trying to combat. The warning is as timely today as it was forty-odd years ago.

We hear the beating of drums in a primitive rhythm. By the light of the moon we see a group of girls dancing with abandon in a small clearing in a forest. Is one of the girls naked? Suddenly the drums and the dancing stop and the girls scatter into the forest as the Reverend Samuel Parris enters the clearing.

The scene moves to a small upper bedroom in the home of the Reverend Parris in Salem, Massachusetts, Spring 1692. His young daughter, Betty, has fallen ill, and

the medical knowledge of the time cannot explain her condition. The only conclusion that the townsfolk can come to is that she has fallen under the spell of a witch. But who in this small community is the witch? Can it be Tituba, the Reverend Parris' slave? She is from Barbados, and "knows about" such things. Can it be Giles Corey's wife? According to Corey, she reads books in secret, and hides the books when she is not reading them. Can it be that there is no witch at all in Salem, only people attempting to conceal their indiscretions with lies which beget more lies?

This production, which I saw in its final rehearsal, was cast with actors whose ages appear to span close to half a century. Their acting abilities span a wide range as well. Especially noteworthy for their performances are: Holly Lenahan as Abigail Williams, Angela Locantore as Betty Parris, Jessica Jackson as Mercy Lewis, Kimberly Morely as Susanna Walcott, and Alice Marino as Mary Warren. As the girls and young women of Salem around whom much of the story revolves, they gave convincing performances. C. J. Morgan as the Reverend Mr. Parris and Wayne Miller as John Proctor, around whom the rest of the story revolves, gave good solid performances, but I have seen both of them do better in the past. Deputy Governor Danforth, played by Michael Tota, is a pivotal character in the third act, one who requires a great deal of memorization of long speeches by the actor. I was

told that Mr. Tota replaced another actor on less than two weeks notice and with only six rehearsals. He did not know all of his lines, but the character of Danforth was well developed, and I feel that Mr. Tota has grown considerably as an actor since the last time I saw him. James Scotto-Lavino gave an earnest performance as the Reverend Hale, a traveling exorcist, but he detracted from his own performance by appearing with an anachronistic hairstyle. Mr. Scotto-Lavino and John Melone, who appeared as Ezekiel Cheever, the bailiff, should plan on taking DRA 213, Movement for the Theatre, when it is next offered by the Drama department.

The set, designed by Mr. Miller and executed by Paul D. Rubenstein and Bill Wood, was an excellent example of a set well designed for both the theatre in which it was used and for the play that used it, serving to support the actors and the action without intruding on them. Likewise, Richard Muggie's lighting design carefully set the moods of the scenes without intruding upon them.

The College of Staten Island needs a lot of chutzpah to award degrees in theatre, given how few courses it actually offers from among those listed in the catalog. Given that any production of the Program in Dramatic Arts needs to be viewed as a workshop for all the people involved, this production was well worth while for both the company and for the audience.

One Flew Over the Cuckoo's Nest

By Matthew Sullivan

In the acting world, there have been few performances that have earned the name "memorable." You have Olivier's "Hamlet," Wells' "Citizen Kane," and now Miranda's "R.P. McMurphy." The cast of "One Flew Over the Cuckoo's Nest" could not have done a better job had they been bankrolled by Hollywood.

The setting is deep in the Pacific Northwest, in a solitary ward within a small state mental hospital. The choice of scenery was masterful; the aesthetic feeling of a hospital was captured in the simple props used in the production. Christopher Gonzales, the director and costume designer, has earned a place of recognition among the world's amateur directors. He has done for college theater what George Lucas (Star Wars) did for special effects.

In the film version of "Cuckoo," the role of Chief was not a part of any importance. In Ken Kesey's book, he is the narrator of the story. Dale Wasserman, who wrote the play adaptation, made Chief a major character again. Mr. Gonzales brought out Chief's importance through the use of lighting, soliloquy, and auditory flashback. This, in my opinion, made Chief an insightful character.

Now, a play without serious actors is a play without hope. The actors chosen for these roles could best be summed with a quote from Henry Dobson's "When Finis Comes:"

This is the Actor's gift; to share
All moods, all passions, nor to care

One whit for scene, so he without
Can lead men's mind the round-about.

These actors needed their props like a surgeon needs a bottle of snake charmer's elixir. With masterful precision these actors took the stage; the mood was set from the start, and never did it stray from its course.

Lee PoeRio put the fires of hell into the role of Nurse Ratched, a role that she played with an air of confidence and flair. When Ms. PoeRio walked onto the stage, she not only earned the respect of the other actors, but made the audience feel she was a woman to be reckoned with, especially since she demands respect with her articulate voice and cool composure.

The R.P. McMurphy character was taken to a new plateau by Jeffrey Miranda. Small in stature, Miranda was a giant on the stage. The audience could only hope to live their lives as freely and wildly as R.P. McMurphy. From the moment McMurphy's wool-clad head appeared, the audience was thrust into the psyche of a man free of the worries and cares of the world.

In addition to PoeRio and Miranda, there were three supporting actors that deserve equal recognition: Valentino Scaramella, Sean Ramos, and Michele Dym.

Valentino Scaramella played Billy Bibbit. He allowed the audience to see more of the character's true spirit; a child tormented by a love/hate relationship with his mother and Ratched. Billy is drawn into the mire, the need to please his mother by being a 'good boy,' and the

desire to become his own man. From his innocent, puppy-like eyes, to his nervous stutter, Scaramella has done poetic justice to the part.

Cheswick, portrayed by Sean Ramos, was a delightful wisecracking addition. Clothed in nothing more than a hospital gown and having a never ending line of cigarettes, Ramos was bathed in an aura of insanity. Wild haired and bent, he moved through the play like a man possessed. Deviate in nature, Cheswick was able to find a friend, probably his first, in Mr. McMurphy. This role was made for a man of Ramos' ability; he is an actor that has the innate ability to truly get into a character.

Candy Starr, played by the brilliant Michele Dym, put the final touch on an already magnificent play. Candy, one of the colorful women known by McMurphy as the catalyst brings the entire production to its emotional conclusion. Pitying the innocent Billy, and following the lead of McMurphy, Candy allows the sinless child for the first time to feel the warm embrace of a woman's loving arms. Seductively garbed in clothing from a by-gone era, Dym struts across the stage with the determination and vigor of a woman who knows what she wants, and will except nothing less. Dym, an aspiring actress, has taken her first step into a much larger world.

In retrospect I must say it was a charming play, filled with a cast of living, breathing character. One Flew Over the Cuckoo's Nest is bound to become a citation in the annals of CSI productions, and a radiant jewel in the crown of Christopher Gonzales.

One Flew Over the Cuckoo's Nest Too

by John Adrian

The play begins: we hear the thoughts of Chief (Enrique Sandoval, Jr), the last of his tribe of Native Americans, who has been diagnosed catatonic. While he is believed to be deaf and dumb, he does think and remember.

As morning breaks and the shadows flee the day room of a ward in a state mental hospital, two mental hygiene therapy aides and two mental health nurses awaken and medicate their charges, all of whom, we later learn, are voluntarily in this hospital. Principal among these patients are Dale Harding (Eddie Fontana) and Billy Bibbit (Valentino Scaramella), who have hospitalized themselves because they cannot deal with society's expectations of them. Also included in the ward population are Scanlon (Gabriel Lopez), Cheswick (Shawn-Paul Ramos), Martini (Jeremey Fein), Ruckley (Dave Morrison) and Chief. Before the morning has gotten too old, a new patient joins the group: R. P. McMurphy (Jeffrey Miranda), whom we later learn is not a voluntary patient, but who has been committed for assault and rape.

As the play progresses we see Nurse Ratched (Lee PoeRio) manipulate and intimidate these men in ways which

guarantee that they will never improve, much less recover, until her control over them is challenged by McMurphy. The play then details the struggle between Ratched and McMurphy for control of these men, a struggle which leads to the climax at the end of Act II.

The production of this period piece, entirely the work of students at The College of Staten Island, cannot be confused with a professional production nor with a good community theatre production, but it has much to recommend it.

Mr. Scaramella, whose physical and vocal characterization is consistent and accurate throughout the performance, is outstanding. While it is not difficult for an actor to create an emotionally disturbed character, consistently maintaining that character in a supporting role is not easy. Mr. Ramos, Mr. Morrison and Mr. Sandoval did a very good job as well. Mr. Miranda gave a performance full of energy and life, but his anachronistic posture and small repertoire of bodily movements made McMurphy annoying to watch and made an otherwise outstanding performance mediocre. According to the program this state mental hospital is in the Pacific Northwest, and I am puzzled by the dubious

Southern accents of some of the minor characters.

The set design by Bill Wood is sufficiently functional for this play, but it would be more realistic if the cleaning equipment were kept in a custodian's closet when not in use instead of being piled in an upstage corner. The walls could also use some cheap prints of too familiar paintings by some long dead artists to break-up their large flat surfaces and give the set a truly institutional appearance. The lighting, credited in the program to a Richard Muggie, is adequate as long as the actors are upstage of the proscenium. When the actors travel downstage of the proscenium, they are nicely backlit.

This cuckoo's nest, while having many strong points, needs a lot more attention to detail. Seeing which details need attention and giving it to them is the job of the director. Hopefully the director, Christopher E. Gonzales, will find a way to take technical theatre classes, voice classes and dance classes along with acting and directing classes, even if it means cross-registering at another college. This production shows that he has talent as a director. It would be a shame if he did not develop it by learning as much as he can about theatre.

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CSI Basketball Preview

By Mike Anderson

Last year the Dolphins compiled an impressive mark of 22-6 and won the CUNY championship. In a tight race for CUNY MVP, guard John Cali finished third. Head coach Tony Petosa won his first CUNY Coach of the Year Award. All in all CSI had one great season. But that was last year and this year coach Petosa and assistant Matty White will bring us another great season.

This year's team doesn't show much difference to last year's team. Led by junior John Cali's 16.1 ppg average, CSI's top eight in scoring are back for another year. Cali provided clutch shooting from the outside and played superior, solid play from the point guard position. Cali averaged 16.1 ppg and from behind the three point arc Cali connected on 65 of 158 shots for a .411 FG%. All this from a starter who was only a sophomore last year. No doubt last year's performance will serve as a stepping stone for future things to come.

Senior center Chris Kelly will be asked upon again to be a force in the middle. Kelly averaged in double figures for points and rebounds with 11.9 ppg and 11.8 rpg.

His tenacity in the middle should provide the backbone for a solid defense. Kelly's 329 rebounds ranks fourth on CSI's all-time single-season list. Due to his great season, Kelly was rewarded with second team All-CUNY honors.

It seemed that junior forward Brian Gasper was second in everything. He was second in ppg with 13.5, was second in assists with 58, was second in steals with 41 and finished third in rebounds with a 6.1 average. His all-around game will be asked upon again to play an instrumental role.

Last year Bill Felci was a freshman. Maybe much wasn't expected from the 6-8 forward. Whether or not it was expected, Felci delivered. He finished fourth on the team in ppg with 10.4 and second in rebounds with 6.4 rpg. More than that, Felci was the best percentage shooter on the team hitting at 48.7 percent of his shots.

Guard Robert Schnurer helped lend a helping hand when it came to clutch shooting. Schnurer did not start any games last year, but was effective enough to pace the team with 8 ppg. Dolphin fans might remember his clutch shooting from last year's CUNY Championship game. With the game tied at 52 and time winding down,

Schnurer showcased his heroics. First Schnurer launched a three. After York scored two, Schnurer loaded up again and hit from three-point-range. From that point, CSI took the momentum and won the game and championship 66-62. The other guard for CSI was Brian Namorato. Namorato started all 28 games for the Dolphins and played solidly. He averaged 7.1 ppg and hit on 35 of 99 three-point-shots. Together these two guards hit on 63 three-pointers.

Senior forward Joe O'Leary helped provide defense from the bench. The 6-3 senior averaged 6.5 ppg and provided solid play when either Kelly or Felci would get into foul trouble. O'Leary played in all 28 games and started in seven of them. His play off the bench will be asked upon again this year.

The rest of the team is comprised of guards Steve Aponte, Craig Sleaf, Joe Puleo, Joe Silveti and Shaun Coggins. The rest of the forwards are Unique Heyward, Ken Thomassen, Jack Westrenen, and Danny Hansen.

With these pieces in place, CSI will try to capture their third consecutive 20-win season and their second consecutive and tenth overall CUNY Championship.

This year will be different for the CSI Women Dolphin Basketball Team. One reason is that going into the season they know that their head coach, Gerry Mosley, will retire at the end of the season. This year will be his ninth season as the head women's coach. Mosley has been associated with the college for 21 years. He played for the men's team for four years and then was assistant for the women for five years before taking the head coaching post. With his retirement announcement out of the way he and assistant Steve McGoy will try and steer the Lady Dolphins to the right course.

Last year's team had some obstacles they had to face. The major one was perhaps the losing of leading scorer Emma Dodd halfway through the season. She played and started in 16 games and averaged 15 ppg. When she left CSI had to pick up the slack.

Forward Darlene Lewis can be represented as the iron-horse of this team. She was the only player to start all 27 games. After Dodd left she lead the team in rebounds in

the last 8 games. She also scored 23 points in one game twice during the season. All total she emassed 10.6 ppg and 8.1 rpg.

Guard Keri O'Brien helped pace the team with her points and rebounds total. Her 9.2 ppg and 4.8 rpg placed her third on the team in those respective categories. She was also first in 3-pointers made with 24 and 3-point accuracy with a .258 FG%.

Guard Lily Ann Sciametta helped provide spark to the team. She led all players in assists and steals with 117 and 109, respectively. She was also one of three players to play in all 27 games and she started 25 of them. She averaged 7.5 ppg and 4.4 rpg.

This team showed great heart and determination in last year's CUNY Tournament. Entering as the fourth seed they bumped off the fifth seed, Medgar Evers, 53-51. Their next opponent was the number one seed, Hunter. They eeked out a win here too as they defeated Hunter 59-56. The Lady Dolphins then lost to CCNY in the champi-

onship 73-57. With the win CCNY three-peated while with the loss CSI showed that next year they will be a force to be reckoned with. And that's where we're at now.

The Lady Dolphins have a relatively young squad this year. Experienced players like Michelle Monahan, Lynn Saunders, Jennifer Masiello, Lucana Troia, and Simone Pusey will give leadership and advice to the eight freshman on the squad. These freshman are Tara Gagliardo, Kristen Lisi, Shermaine Smith, Tanisha Bell, Amanda Gorman, Lisa Teixeira, Mary Giblin and Tracy Derevanik.

These players will all chip in to give coach Gerry Mosley a great going away present— a CUNY Championship. Based on last year's performance in the tournament this goal can be achieved. With a mix of talented freshman and experienced veterans this team should be fun to watch to see them try to achieve this goal.

Upcoming CSI Games

	Dec. 2	Dec. 3	Dec. 4	Dec. 5	Dec. 7	Dec. 9	Dec. 11	Dec. 14
Men's Basketball		Pratt 7:30 pm		NJIT 7:30pm		Rutgers-Newark 7:30 pm	Medgar Evers 7:00 pm	
Women's Basketball	SUNY-Old Westbury 6:00 pm		New York University 7:00 pm		Drew 2:00 pm	York 5:00 pm		Hunter 2:00 pm
Men's Swimming						Lehman 4:00 pm		

Key:

Home

Away