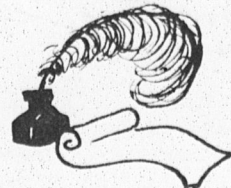


The College Times

A Student Publication Serving the College of Staten Island Community



Vol. 3 No. 2

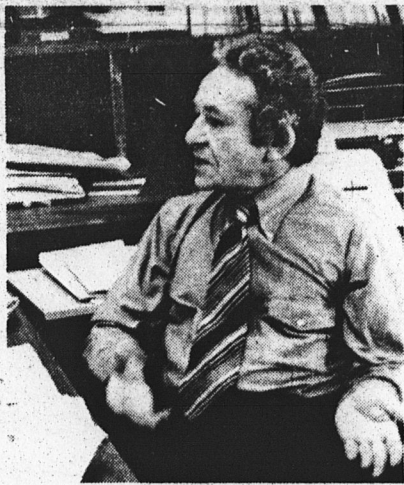
The College of Staten Island, CUNY

February 20, 1978

Interview with Birenbaum

By Jackie Singer

When I first observed Dr. Birenbaum, after not seeing him for two years, I was not surprised to see the man unchanged. He was casually dressed and still radiated his friendly, confident self. For the first 20 minutes of the interview I spent trying not to listen to him talk on the telephone. One conversation he was having was with a student editor from Colorado. At one point, Dr. Birenbaum became very angry at the editor, for she used the term "outsider" to describe some faculty member. He demanded of her the meaning of the word and what it implied and declared her attitude "anti-Antoichian." At this point I smiled to myself and thought how typically "Birenbaumian." As I continued to try to be patient, my eyes wandered around the office. It was plain, yet modernly furnished. I breathed a sigh of relief when the phone calls stopped, for my limits of sitting in a chair, quietly, is practically nil. We idly chattered for a few moments and then we proceeded with the interview, which follows, in its entirety.



QUES: In the late sixties and early seventies the students basically fought for representation in the decision-making process of the universities. Now, that the students have accomplished this goal, is their involvement an important component in this process?

ANS: I think the answer depends on what place you're talking about, to some extent, but in general, in my own experience, that the students have measured their achievement, by achieving opening up the opportunity to participate and have not attempted to measure their achievement by the quality or measure of their participation. That's very sad. During my last years, for example, at Staten Island, having opened up the budget process and many other levels of participation—that the students having earned opening them up, we had a very difficult time getting students to participate regularly, to assume the responsibility. The fun apparently was in the struggle for the right, but the hard nitty-gritty work of doing what is required to do to implement the right did not seem to turn people on. Now, about being pre-empted. I think when students really engage in this process they are not pre-empted by the administration, or by the faculty, or by the union—what they tend to be pre-empted by is the knowledge they gain. Unfortunately, the facts often circumscribe one's freedom of action,

and makes one reconsider one's ideals. Knowledge is a very dangerous thing—sometimes ignorance seems to make one freer. I do not believe that to be true, I believe that knowledge makes one freer. But students often came to a complicated subject knowing nothing and having simply answers. Once they got into the subject and came to know something, suddenly realized the answers were not so simple. Those students sometimes told me that their fellow students, who still did not know, felt that they had been pre-empted by something. It's my best guess that they are usually pre-empted by knowing more.

QUES: Do you think students of today fully utilize their power, if they indeed have any? Is student power a reality now?
ANS: No, I don't think people generally use their full powers. I think student power is now kind of an empty slogan, because it no longer is clear what the objectives of students are in the collective. Students seem to be pursuing more and more the cultivation of such (phone call, pause) . . . but I think everybody, not only students, are withdrawing into self and in America, generally now, there is a failure of collective purpose. Where there is a failure of collective purpose, then it's silly to talk about power, categorically—student power, black power, women power, any kind of power where people are not clear in their commitments to collective action. American students on our campuses now do not seem to be clear about collective action. They are clear, as I see it, mainly about individual action in pursuit of self-interest.

QUES: Students today face a serious dilemma—in the sense that they see education as becoming a commonplace utensil in the job market. Are the universities focusing on this problem? How? In your opinion, is this the course a college education should be geared?

ANS: I see nothing inconsistent at all, never have and do not now, between achieving the highest level of advanced education and in the course of it addressing the practical problems of career and work. In fact, I think, that the most liberal education we could present would be an education where values are examined in terms of our work obligations. So I don't see any inconsistency at all about the usefulness of knowing something and knowing something worthwhile. In fact, the conveyance of knowledge outside the terms of being useful is a very dangerous and wasteful process.

QUES: How do you feel about students having representation on the Personnel and Budget (P&B) Committee? Do you feel students should have participation on this committee, which decides on whether faculty members should be reappointed or tenured? Would students abuse this position if they established representation on this autocratic tribunal?

ANS: My feeling about that is I see nothing wrong with consumers participating in processes where the quality of production is judged, regardless of what the enterprise is—academic, industrial, etc. I think a consumer voice is an important voice in the process, but, voices that are ill-informed are of no use and can be abusive. I have seen students not participate in P&B committees, but

continued on pg. 3

AUDITORS ARRIVE TO PROBE STUDENT FUNDS

By RON SEGALL

A city audit of the use and history of student activity funds at The College of Staten Island is now in progress. The auditing team, consisting of three men, first met with the College Business Manager, Murray Weitz, in his ninth floor office for an "opening conference" on Tuesday, February 14.

At the perfunctory session, Scott Mendansky, the audit supervisor, requested and received Richmond College Association and Staten Island Community College Association by-laws and

put together a report," he said.

The College of Staten Island is the fourth stop on the investigation that has already reached the campuses of City, New York City Community, and Queens Colleges. Their stay here is expected to be at least six weeks and probably sometime in late April or May the findings of this survey will be released.

News of this audit comes just two months after the city comptroller's critical report on the spending habits of C.U.N.Y. presidents. President Edmond Volpe, a target of that report was in-



Photo by Eric

Comptroller Goldin's Auditors Hard at Work

minutes. During the course of their investigation, the auditors will be examining the system of accountability, the internal controls over money, and the propriety of expenditures.

In a telephone interview, Weitz said he was told, "they're not picking us out" and that "all the (C.U.N.Y.) colleges will be audited." The College Times has learned this is not the case. According to William Paolino, City University Audits Chief, possibly only six of the University's eighteen colleges will be audited. "We don't intend to go to all of the colleges, perhaps five or six, then we'll

formed that this audit is definitely an offshoot from the previous one in a letter sent to him from Comptroller Goldin's office. The letter, obtained by The Times, says, ". . . as part of our continuing audit of the City University of New York, we will begin a review of student faculty funds and other non-tax, levy college funds."

Justifying the probe, the letter goes on to state: "The audit is being conducted pursuant to the City Comptroller's audit responsibilities as set forth in Section 93,

continued on pg. 9

Nursing Grad '78

Highlighting the Nursing graduation ceremony held last month, in which 120 nursing students received their caps and pins was the oration given by Betty Salem, the student speaker. After summing up the duties and responsibilities of being a nurse, she demanded "an upper division course of study leading to a baccalaureate degree," bringing the audience to applause.

Mrs. Salem, who has been president of the nursing club is actively involved in pushing for a bonafide four year nursing curriculum at CSI. Part of her efforts was the collection of two thousand signatures on a petition for this cause. In addition, Mrs. Salem is now trying to establish a nursing alumni association.

Also addressing the graduates at the ceremony were Dr. Edmond Volpe, CSI president, and Professor Harriet Levine, director of the Nursing Department. Prof. Levine introduced Professors: Enid Harris, June Olsen, Georgiana Amps,

and Carita Klindtworth; all of whom assisted with the pinning of the graduates.

Renee Migliore, who was instrumental with the planning of the exercise, conducted the ceremony. Janyt Spivack was Chairperson of the event and Prof. Harris was the faculty coordinator.

The Staten Island Community Orchestra played the processional and Sidney Pitter, son of a graduating nurse sang in a musical interlude.

All of the nurses will receive associate applied science degrees with a major in Nursing at regular commencement exercises in June. Presently the nursing graduates are awaiting the results of the state boards taken earlier this month. Passing this exam will qualify them as Registered Professional Nurses.

Before the close of the ceremony, Prof. Levine led the nurses with the Florence Nightingale Pledge. This traditional pledge is an oath taken by all nursing graduates.

Reflections: An Open Admissions student who succeeded

By Lee S. Covino

The date was November, 1971. I had enrolled in "Project Transition" at Fort Dix, New Jersey, in order to obtain an early release from the U.S. Army. Project Transition in my case, involved participation in a college prep program called College Discovery (C.D.), which was staffed by faculty from Staten Island Community College.

Prior to that time, the most involved books which I had read consisted of mostly erotica. C.D. did help to whet my appetite for further academic advancement, however, and I was given confidence that the bitter past experiences of high school (I attended three before graduation) were not necessarily a reflection of my real potential. Upon completion of C.D. I was discharged and decided to enroll at S.I.C.C. because I was so deeply impressed by the youthful staff which had conducted the C.D. program at Fort Dix.

After a month(s) long celebration of my freedom, I registered at the Sunnyside campus, in the Fall of 1972.

The fast-paced sequence of events that followed went something like this: counseled by an adept veteran peer counselor, signed up for V.A. educational benefits, V.A. work-study and registered into the medical technology curriculum, a two year program. My confidence grew in the

creative and progressive environment of the campus. I became a veteran peer counselor myself, in order to fulfill V.A. work-study requirements.

Our veterans program at S.I.C.C. was financed in part by the Veteran's Cost of Instruction Program (V.C.I.P.) and Research Foundation (R.F.) grants. This part-time work experience provided maximum use of my spare time on campus, in addition to a meager, but necessary income to help pay for rent, food, etc. In time, the fight for adequate veterans benefits was in full swing (1973-4), and I became editor of the Veterans Newsletter, which I had suggested and our director approved. The expanded work schedule was further financed by the Comprehensive Employment Training Act (C.E.T.A.) of 1974.

The rest is now history. In addition to a full time curriculum, I maintained the counselor/editor position for 27 issues of the Newsletter, and completed my Associate in Science degree at S.I.C.C. (June 1974) and the Bachelor's degree at Richmond College (January 1977).

Although we were victorious in our lobbying efforts for veterans, there were some defeats on the student front. These "casualties" consisted of the end of open admissions, reductions in related programs such as C.D. and work-study, and numerous untenured staff and budget cutbacks.

In the interim, Staten Island and Richmond Colleges were merged. Retention guidelines were instituted. Remedial and tutorial programs were not re-funded in later semesters. Student enrollments have since dwindled, along with faculty/student morale.

The words "open admissions" have now become obsolete to the lower middle class wives and husbands, who in better times may have once had the opportunity to academically advance themselves. Ironically enough, tenured armchair administrators at the campus have remained relatively unscathed. Sabbaticals and lavish expense budgets have also remained intact for these fortunate professors.

As previously indicated, I received my B.A. degree in January of 1977. After eight frustrating months of mailing resumes, completing interviews, etc., a career was finally achieved within the very community which once fostered the progressive open admissions and upward mobility programs mentioned above.

At present, I am proud to say that I am now helping to process the claims, applications and paperwork of 147 senior citizens at New Broadview Manor, a domiciliary care facility in South Beach, S.I. This career as a caseworker was made possible by the counseling experience at school, financed by programs which no

longer exist in the same capacity today, and nurtured by a spirit which no longer exists in students and teachers alike. Sure, open enrollment did have its share of cheats, but the social benefits of those open admissions students who succeeded should have been analyzed before current policies concerning tuition were so hastily approved.

Given the current state of the new "College of Staten Island," the current feelings of students and staff alike, the lack of "real" teaching which is now going on, I seriously doubt whether I could have completed a comparable degree under present conditions. Professionally, C.U.N.Y. has reached an era where academia is dictated to by retrenchment committees instead of professional educators, where the student body is comprised of recent high school grads instead of students from *all* walks of life, where creative thinking has almost ceased and subtle intimidation is more the rule than the exception for students and faculty combined.

The programs are gone, without one feasibility study of overall accomplishments. As a result, America stands to cumulatively lose the "common" element of success. The persons who once were offered a chance to excel will now remain within their current callings and levels of achievement.

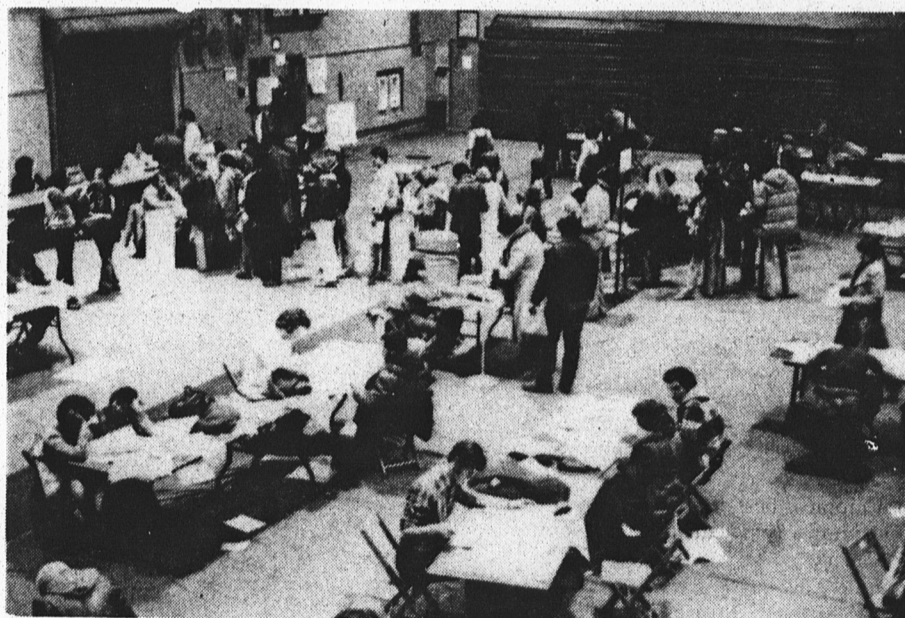
Questioning Photographer

Peter C. Fenty

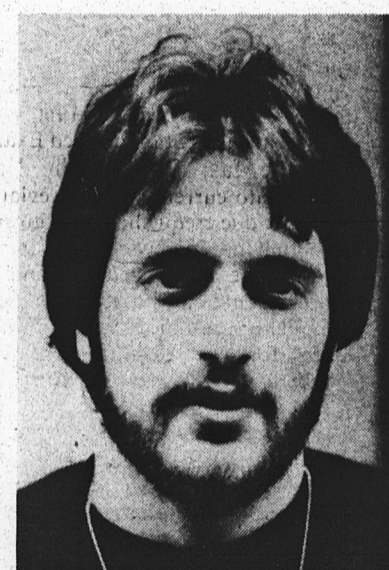
QUESTION: Has registration been a hassle?



Eurasto Silvestre, Pre-Architecture
No, not at all. In an hour and a half I did everything.



PHOTOS BY PETER C. FENTY



Peter Russo, Business
Yeh, there should be early registration. All my business curriculum courses were closed. I had to take bullshit courses.

Alice Rodziewicz, Liberal Arts
Not totally. I never had a problem at night, but the phys-ed classes are always closed out. Next semester I'll be screaming with everyone else when I register full-time.

Donna Fasulo, Liberal Arts
It's too involved. I work at night and all the classes I want to take are closed. I've been here from 3 o'clock till 6:30.



Dear Oread:

Advice to the sexually neurotic CSI community

Dear Oread:

Last night my boyfriend just wouldn't let me alone. I had two term papers to write and all he had on his mind was sex, sex, sex. After I became very angry at his behavior, he informed me he gets hot and heavy when he sees me opening up books. This nauseated me and caused a moment or two of gastric upheaval. What should I do about this sexually stimulated bookworm?

—COW

Dear Cow:

Venture to greener pastures, don't study around the book jock, or get a little kinky!

Dear Oread:

I'm a sexually frustrated History professor. There's this young male student who takes my courses every semester. At first I thought he was just another attractive, young stud, whom I could sin in my mind with. But he has developed a queer habit of displaying his tongue in a quite sensual manner during class. I find myself drifting away to

places of great sexual freedom—during class-time! What should I do to remedy this situation?

—HORNY

Dear Horny:

Maybe this student is trying to give you a signal. You could approach him if you have the unethical courage to do so and find out where he's coming from. If he has a fetish for flies instead, fail him, and you won't find him in your next class.

Dear Oread:

I'm in love. The girl of my dreams is a student senator. I go to every meeting just to see her. I never talk to her, for I know I'll get tongue-tied. The problem is the senate hasn't been meeting lately. I'm desperate. I must see her soon, for I feel empty not seeing her sitting at the phallic-shaped tables in C-132. Help me, help me!

—AFAR

Dear Afar:

Your best bet is to try to convince the Chairperson of the senate that an emergency meeting must take place. Playing the concerned student is a sure thing. You may even go so far as mailing this certain senator a letter informing her of a senate meeting. When she shows up and you and her are the only ones there she may start talking to you. Senators have a tendency for idle chatter. You won't have to say a word.

Freak-out Final

By The Student Leviathan

Leviathan: The Higher Education Cartel in cooperation with the School of Hard Knocks, a subdivision of said organization mentioned above.

Presents: As an exercise in fairness, hence futility: The Multi-Purpose 1960's and New Consciousness Standardized Exam.

With the fast flux of the "new stupidity" into current Society Leviathan believes that due credit should be given it. It is too long that merely college educated people may be recognized as fools; all stupidity should be treated on equal footing. This reasoning is the primary stimulus for this examination. It is designed to show that pedantry and sophistry are not merely confined within the ivy covered halls, but may in fact be found on any street corner. With these ideas and perhaps the more important need to pander, in a limited way, to the demands of the masses, in mind, Leviathan shall grant a B.S.S. (Bachelor of Street Stupidity) to any candidate that answers 75% of the questions with the dogmatically correct answer.

It is the considered opinion of the cartel's leaders that any movement towards equality in the state of affairs can do nothing save promulgate the present state of affairs. Since the aforementioned state is beneficial to the cartel, all such movements are to be endorsed. It is in this spirit that the composers of this orchestrated madness (at all levels of course), should like to thank all the revolutionary children of the 60's for their ever-waxing power. We dare say that this movement did more for capitalism than the cop-out of the intellectuals and the military expansionism of the 50's combined could ever hope to have done.

It is in recognition of these magnificently inane concepts that we choose to immortalize and accredit them.

The privileges of the B.S.S. holder are absolutely nil. The holder is entitled to live, ride the subways, and, with our permission, breathe, but not much else. But do not be disheartened, this is all we allow to any holder of any degree; we merely brainwash all university graduates into believing they have some semblance of intellectual superiority. Hell, we all know the only thing that really matters today: CONTROL! and we control you by the least common denominators: money, power, and sex. Peace and love from the cartel. (P.S. We can't give away who we are, that would be telling!)

Congratulations: you managed to survive the terse opening. Now read the

following instructions carefully, then totally disregard them, as this test is of no consequence anyway.

1) Each question is followed by 4 to 5 answers, A to E.

2) Choose the correct answer. (Just remember what we told you on T.V. news shows. If you are college educated, choose the answer you feel is wrong, we have no doubt fed you this answer in our attempt to show that free speech actually exists in this country).

3) In all fairness, this test is conducted in the same manner as a final exam in a major university, therefore, cheating is recommended. (For if you learn to hate each other how could you possibly hate us; your benefactors)

QUESTIONS

1) The 60's are often associated with:

- a) Peace and love
- b) Elevation of consciousness
- c) Birth of a new nation within America
- d) A drug-induced hallucination of the above.

2) "Frisco speedball" most often refers to:

- a) A song by the Flatt & Scruggs review.
- b) A progressive rock group.
- c) A poem by A. Ginsberg
- d) A rice-a-roni cable car out of control
- e) A trip to the morgue

3) A hippie is best defined as:

- a) Capitalist (particularly if he plays in a rock band)
- b) Marxist spiritualist
- c) Trotskyite
- d) Nihilist

4) Richard Daley is best noted for:

- a) His defense of free speech
- b) His founding of the Chicago Peace Corps
- c) His eloquence
- d) His collection of 0.38 caliber revolvers

5) "Far out" best defined is:

- a) The orbit of Neptune
- b) American foreign policy
- c) Anything the speaker wants
- d) A lethargic drug-induced state which the speaker regards highly

6) The sexual revolution was precipitated by:

- a) Boredom
- b) A natural consequence of social evolution
- c) 10 major pharmaceutical companies
- d) Communist infiltration and penetration

Birenbaum Interview

Cont'd from page 1

be present to testify at meetings. I have seen some students who are very well informed and have gone out of their way to take into account the realities of the human things that go on in that committee—the judgment of another human being, and that have made very constructive contributions to the process. I have seen other students who were so clouded by preconceptions of an ideological kind that they overlooked the fact that they're dealing with another human being and do not seem to be able to exercise the kind of humane judgment that ought to go on in that process. Those students have been destructive. I should hasten to add, I have also seen faculty members show something less than intelligence in dealing with the career, promotion, and tenure of colleagues. I have seen them be cruel and ill-informed and destructive too. So again, I don't think it's a faculty-student-administrative categorical kind of thing, it's a thing that deals with a human quality of being informed and being decent. If students are willing to put out what it takes to be informed and assuming they are no more indecent as a group than any other category of humans, I see no reason why they shouldn't have a role. But consumers who are the object of the productive process shouldn't have an input in the judging of the quality of production.

QUES: The budget crisis has seriously changed many CUNY traditions such as free tuition and open admissions. Do you believe the budget crisis has affected the educational quality of the CUNY COLLEGES? Was the budget crisis used as a political tool to abolish the above mentioned traditions?

ANS: Taking the last part first, as I recall, the period where the cutbacks occurred, yes, the necessities of dollars did get mixed up with the implementation or some person's political attitudes. Thus, the necessity to cutback on how much money we spent was used by some people who were against open admissions in political life and within the university to some extent, to further that ideological goal. Yes, I think there are limits beyond which you can't go in cutting back money

without affecting the quality and the capacity to deliver an education—yes, I think that is true and even while I was at CUNY the budget cutbacks as severe as they were, were beginning to have qualitative impact. But I would hasten to add a counterpoint, budget is simply a way of compelling those who administer it, to deal with priorities. When you have more money rather than less, there is less pressure on you to decide what is more important. When what you have is smaller, then how you spend it, segregating out which things are more important than less important becomes a much more critical process. I have found, and it isn't just CUNY that is cutting back budgets, in the process of cutting back, there is a great deal of reaction at work now—reaction against the rather vibrant, diverse efforts in the 60's and early 70's to take new taps and the reaction is taking the form of reverting to the traditional of being less adventuresome in approaching the future. One aspect of this on most campuses, obviously, as budgets has strunk, the first people to be fired have been the last people to have been hired. Consequently, budget cutting has had a very deleterious impact on affirmative action and it has also stripped many places of the younger. It has reduced many colleges to departments that are fully tenured, where for years ahead there will be no flexibility at all left to bring in different kinds of talents so that you may have a new people in the development of the educational program. All that is very, very sad and so what I see happening in American education is a retreat from the question of priorities, a retreat into the pre-60's ways of doing things. To justify that, often the flag is raised that people are really concerned about quality and a return to the basics. I don't necessarily think this is a return to quality. I'm not sure when people say a return to the basics that they're clear about what the basics are. Even under open admissions we all agreed that everyone should be able to read and write and do these fundamental skills. We all agreed on that, that was not the issue—the issue was our capacity to deliver that. What we are regressing from is an effort even to try, in many cases.

7) Tiny Tim ascribed his falsetto voice to:

- a) A shark attack
- b) The Vienna boys choir
- c) His marriage to Miss Vickie. (He failed vocabulary in High School)
- d) The fact that he had been born on Feb. 29 and as a result had not attained puberty

8) It-290 is:

- a) A song by the Jefferson Airplane
- b) The number of Nixon and McCarthy's joint Swiss account
- c) A powerful phycometetic drug (the indole homologue of an amphetamine derivative)
- d) A Washington Merv capable of causing 290 mega deaths

9) M.A.D. is a term applied to world politics after 1945, it is, in complete form:

- a) Marxism and Democracy
- b) Management and development
- c) Madness and depravity
- d) Mutually assured destruction

10) William Owsley is most noted for:

- a) His determination of U.S. foreign policy (1963-1972)
- b) His contribution to organic synthesis, with profit orientation
- c) His responsibility for the increased population of sanitarium inmates in Calif. (1964-1989)
- d) His progressive use of the guitar

11) Electric kool aid is:

- a) An electric device used by emphysema victims
- b) An air conditioner
- c) A device used by recording companies to promote low talent beat groups
- d) A soft drink containing a large dose of lsd-25
- e) Both c and d

12) The crucifixion, a song by P. Ochs, refers to and in part attests to:

- a) The high price of drugs, records and lumber
- b) A mannlicher carcano rifle
- c) The failure of certain rock stars to remember events such as the Bay of Pigs and the Cuban missile crisis
- d) The apotheosis of Harry Truman

13) As of 1974 only one of the following rock/jazz personalities was not dead. Specify:

- a) Bob Dylan
- b) Paul McCartney
- c) Gil Scott Heroin
- d) Chick Corea
- e) If you answer they are all alive, boy, are you brainwashed!

14) Jimi Hendrix holds the record for:

- a) Pummeling women in hotel rooms between 1967-1970
- b) Electric power consumption in one 4 hr. period prior to Led Zepelin (the limp blimp)
- c) Undetected musical mistakes in one concert, prior to the Stones' 75 tour
- d) Post humous record sales prior to Elvis Presley

15) Timothy Leary is noted for:

- a) His contribution to aeronautics, specifically space travel
- b) His communication with extra-terrestrials, notably the Harvard faculty
- c) His scholarly analysis of world politics between 10,000 and 20,000 A.D.
- d) His contribution to moral philosophy

cont. on page 9

Editorial

At The College of Staten Island, there is an enrollment of over 9,000 students. Out of these thousands of students, the number of actively-involved ones can be counted on four hands. This is not only a sorry state of affairs—this is a disgrace. The fact that so many students pay for student activities and really don't care about what happens to this money and don't get involved in activities that are supported by the student activities fee is ridiculous.

The students who do express some concern over student activities number fewer than one hundred, and these students merely react by making angry statements. They then either forget about what was disturbing them, or they tend to sit back and expect the small number of involved students to handle everything for them.

The students who are involved and sincerely try to do something for their fellow students are continuously barraged by criticism from other students, receive little understanding from the faculty, and run into barriers from the administration. If any changes do occur, it usually means somewhere is a tired, burnt-out student, who feels very unappreciated.

The Student Senate and The College Times are two student organizations which feel the burden of the unconcerned, apathetic students. Both organizations are accused of wrongdoings by all sides. The Senate has trouble getting their own senators to attend meetings and getting involved for the benefit of the students who voted for them. The College Times has trouble getting contributions from the student population and cooperation from administration, the Senate, and sometimes from its own staff. The Senate and The College Times constantly being pressured by the administrative personnel to do things the *RIGHT WAY*, the legal way. In most cases their advice means to do things in a manner so it does not cause waves!

What will happen when the involved students get entirely sick and tired of the apathy and pressure in this college? Will there be any students out there willing to take their places; willing to back them up; willing to do more with their spare time than just hang out and be cool? The answer to these questions is the responsibility of any student reading this and getting a gut feeling. The time has come for students, faculty, and administration to "come out of the closet" and express yourselves. Write an article, go to a senate or association meeting, talk openly in your classes. Break loose!!



The Coffee House

Your Student Union at Work

By Jeff Verhey

The Student Union-Coffee House office (one and the same) is now open and presently arranging through the Democratic Union Club to provide a daily free coffee service and newspapers to daytime students. The Student Union is a new organization under construction, whose main purpose will be to benefit students by assistance in any area where the student may find that the institution or "establishment" is hindering his development. This is provided, of course, that the student's endeavors won't hinder the likewise development of his peers.

To face reality, the sole cause of student apathy and lack of participation in anything is that the student finds, in his effort to organize something useful, he is constantly being side tracked, brick-walled, and red taped until he either gives up, or succeeds with the thought that his success was hardly worth his effort. (A prime example will be illustrated later in this same article). The Student Union seeks to be the consoling shoulder to which all students can come to seek help, and answers to questions can be gotten, instead of the questioner being sent off to that ever evasive "someone who can probably help you."

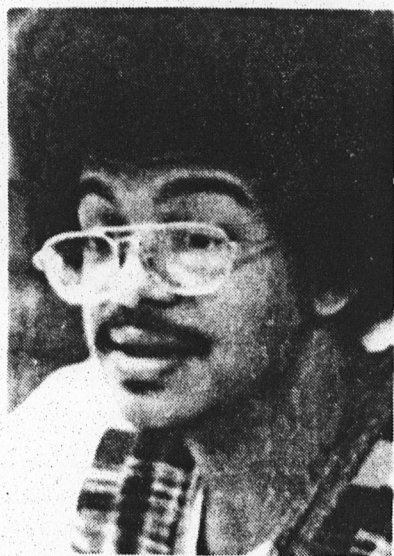
The promised illustration?—Well, the past Coffee House held on the evening of Dec. 16th was a great success, with upwards of 70 people showing up for free entertainment, coffee, and donuts (heapfuls of thanks to the assorted musicians and poets though you won't be named for fear someone will be overlooked. You know who you are, and the upwards of 70 fans you made that night hope to see you perform at the next Coffee House). Alas, however, if the success of the Coffee House had depended on this institution's Buildings

and Grounds Committee, and likewise coffee from the cafeteria, not to mention the promised help from the so-called theatrical dept., the Coffee House would have been as successful as a capful of draino to solve problematic constipation.

The heroes who turned the otherwise distressful situation into a multi-festive occasion are as follows: Marianne McLaughlin, whose ever present wit and ability to pull strings saved the Coffee House from proverbial damnation; Lorelei Stevens and Miriam Arnold, who pulled a quickie set up the tables and chairs act; who acted as clean-up crew as the evening drew to close, and otherwise made themselves useful. Lorelei acting as advisor due to the institution's lack of a faculty advisor interested enough to participate. Thanks to Ro Scampas for bailing us out in the treasury dept. at the last minute. And special thanks are in order for Mr. Jeff Close, Asst. Dean of Night Students, whose tireless efforts almost secured us a piano. Although he was supported by the evening dean himself, he was, unfortunately, vetoed down by an overriding vote of a member of the Theatrical Dept., and the institution beat the institution at its own game (self destructive aspects of the democratic process?). Ultimately, a band with a piano player who had travelled all the way in from Brooklyn had to be turned down, due to lack of a piano.

The new Student Union, with its voice in the College Times, as well as its support from the Coffee House, seeks the support and affiliation of all established organizations in the College. It seeks a hand at trouble shooting for its brother organizations, as well as individuals. You may find it tough coping with finding answers to problems brought before the institution, but if we face problems en masse, we will become the institution!

The Senate Voice



Herb Thomas Student Government Chairperson

I would like to introduce myself to you. My name is Herbert Thomas. I reside on the Lower East Side of Manhattan. I'm in my third semester at C.S.I., a former Community Scholar Program student and presently a College Discovery Student. I also have the privilege of being President of the Student Government of the College of Staten Island.

You must excuse our Student Government for a slightly distraught first semester. The majority of the students who were elected to Student Government this year had no experience whatsoever and were bound to make mistakes. Elections were late, budgets were made late; we allocated too much money for parties, became marks for mockery by people with experience in Student Government, and for the past few weeks haven't even been able to get a quorum together for student government meetings. For this I apologize and beg your forgiveness.

But so far, the student body has only heard of Student Government

wrongdoings. I would now like to tell you of things we have done for the benefit of students.

We have allocated ten thousand dollars to our school day care center for the year, so that they may continue services to our students; eleven hundred and forty five dollars were allocated to nursing students for their capping and pinning ceremony, which otherwise would not have occurred.

Other services that have remained open due to student government have included the counseling association, and the Women's Self Help Center. Still other things in progress are the purchase of a visualtek machine for our school's legally blind which increases the size of typewritten words, and typing rooms on both campuses. We've raised the maximum student emergency loan from twenty-five dollars to fifty dollars and allocated six thousand three hundred and sixty two dollars to our school newspaper to continue services, although for the past semester it has not been a newspaper, but a scandal sheet, and some of its editors have been receiving double stipends of between twenty and thirty five dollars per edition for printing this rigamarole. However, I hope that the new editor-in-chief, Jackie Singer, and a little student participation will change this problem.

Our school newspaper needs a new staff; this can only be filled by you, the student. Student Government needs students to work on committees with faculty and administration, and also on commissions within the student government, all serving the student body. We need students to come to meetings, present new ideas, give opinions. Anyone who is willing to work to uplift their school is invited. Feel free to call on me or Marianne McLaughlin, secretary, at 390-7544 or 720-8811. You will be warmly received.

Herb Thomas

CUNY Higher Education Services

By State Senator Franz S. Liechter

During the past year a total in excess of 750 students were dropped from the rolls at Lehman and Queens Colleges and the total for all CUNY institutions is in the thousands. CUNY's requirement of immediate payment is particularly ill advised since HESC will not allow CUNY to certify any student's enrollment until 28 days after their first day of classes. CUNY presently admits that it is still holding funds received on claims certified for the last academic year and that it still has many claims that it has not yet certified. Neither HESC nor CUNY are at present able to determine what number of students' applications have not been processed, or why; what money is due to any student; what money is due to any

school.

As a result of the scandalous conditions that have been uncovered I am, therefore, demanding that Comptroller Levitt's office conduct an immediate and complete audit of HESC's and CUNY's handling of these funds. My investigation will continue in order to eliminate the present abuses in this system and I will specifically press for CUNY's adoption of a payment system like that presently utilized by the private institutions and the enactment of all necessary corrective legislation.

Inept and cavalier administration of the State's Scholarship and Tuition Assistance Programs by the Higher Education Services Corporation (HESC) and City University of New York

College Times

- Editor-in-Chief Jackie Singer
- Managing Editor Justin Askins
- Associate Editor Jack Thompson
- Photography Editor Peter C. Fenty
- News Editor Ron Segall
- Arts Editor Joseph Gerardi
- Advisors Kevin Foley, Dr. Blau,

Staff Box Mary Grant Galimi, Sandy Dewine, Richard Lamanna, Lee Covino, the Student Leviathan, L.I. TER, Muelen, Eric Griffith, Sheila Segall, P.F. Flyer, Pat Macri

Offices St. George Campus Room 424 Phone 448-6141

The COLLEGE TIMES is a bi-weekly newspaper and is published by the Students of the College of Staten Island for the entire college community. The opinions expressed in this newspaper are those of the individual writers and do not necessarily reflect those of the editorial board or the College.

Offices: St. George Campus—Room 416 Phone: 448-6141
Circulation: 8,000

IN THE ARTS

The Composition of Music

By Justin Askins

While there are many structuring concepts in this, Stravinsky's fourth lecture at Harvard (published in his *Poetics of Music*), none is more substantive than his reiterated definition of the artist as craftsman. It is here—in contradistinction to his analysis of romantic versus classic, or the uselessness of modern/academic pigeonholing—that the core of this philosophy inheres. The theoretician, necessary in his pedagogical support and in fueling the fires of speculation, must inevitably yield to the practicing craftsmen of music (the oxygenating force) or risk suffocating any real advancement in the circumscriptive ambiance of academic mannerism. It is these diligent artisans, imbued with a selective sensitivity to the compositional materials available, and this sensitivity born of experience refined in a practical world, that achieve as Stravinsky espoused and as medieval and renaissance craftsmen aspired to, "the beautiful only through the category of the useful."

Stravinsky speaks of the unfortunate barriers—increasingly the result of the untenable pressures of a highly competitive, geometrically surcharged civilization (in Alvin Toffler's *Future Shock* sense)—that isolate the composer so far from his audience that "he comes to the point of speaking an idiom without relation to the world around him." What has surfaced is a false cosmopolitanism, a "sterile eclecticism" where the individual composer becomes a "monster of originality," a theoretician of rampaging complexity with no foundation in the real world. The quest for universality, so vitally essential to past ages, has been vitiated in "individual caprice and intellectual anarchy."

Since this is a lecture on musical style we must ask: How has this continued abstractionism affected the course of stylistic development? Certainly the early 1900's can be seen in much clearer historical perspective and the integral works of the period (including Stravinsky's *Rite*, Bartok's *Allegro Barbaro*, and Schoenberg's *Pierrot Lunaire*) reveal—contrary to the intense polarity originally ascribed them—an interesting degree of similitude, particularly in respect to rhythmic exploration. Almost as easily traced is the neo-classical tradition, in the 20's and 30's, of Hindemith, Bartok and Stravinsky which occurred along side the serialism of Schoenberg and his followers Berg and Webern. It is in the late 40's that problems arise and Stravinsky's *Poetics* (written in 1940) foreshadow the mounting disquietude of this decade and those that follow.

The rapid assimilation of electronic sound devices (the tape recorder and the synthesizer are the two most noted); serialism being extended to such areas as timbre and rhythm; musical iconoclasts such as Xenakis with his architectural-3 dimensional viewpoint, Messiaen employing, among other things, exotic instruments and the purity of bird songs in his own inimitable mysticism, or Crumb's extensive studies in timbre, per se—all these, along with a multitude of other changes, contribute, as could be expected in such a tensely-compressed age, to the obfuscation of stylistic development. It would not be wrong to state that the course of music is in the tumult of flux, with particular schools of thought playing themselves out with abrupt and unheard of velocity.

Stravinsky maintains that to understand the classic versus romantic controversy it is crucial to proceed to the depths of creative endeavor where, surprisingly, we find that (and here he is paraphrasing Gide) "classical works are

beautiful only by virtue of their subjugated romanticism." He points to Tchaikovsky's music where "the cut of his phrases and their beautiful arrangement" exemplify the propitious restraint of romantic impulse.

"What is important for the lucid ordering of the work—for its crystallization—is that all the Dionysian elements which set the imagination of the artist in motion and make the life-sap rise must be properly subjugated before they intoxicate us, and must finally be made to submit to the law: Apollo demands it."

This Dionysian intoxication is exactly Stravinsky's criticism of Richard Wagner. He decries, besides Wagner's gratuitous orchestration, the "spirit of systematization (Debussy referred to Wagner's *Ring* as a vast musical city directory) which, under the guise of doing away with conventions, establishes a new set, quite as arbitrary and much more cumbersome than the old." Stravinsky

cont. on page 11

The year in Retrospect

Poor Attendance

By Joseph Gerardi

Over the semester the Public and Cultural Affairs Committee has offered a wide variety of performances for our enjoyment here in the college. Unfortunately, very few people have bothered to take advantage of them. When the college takes time and money (your money) to bring a show into the school, it is very poorly patronized. And, those who do come are usually members of the community or a very select group of students who are the only ones who care enough to take advantage of what our school has to offer.

One has to ask himself why. Why is attendance so bad? Why do our students refuse to come? Where else could someone get quality and talent such as this for such a small ticket price? If you think this bit about tickets is bull, get a copy of the New York Times and take a look at the theatre section. Compare the

prices (usually the company is performing in the city at or around the same time as they are appearing at the college) and I think that you will see that what I say is true.

So, if it's not the tickets, what is it? Possibly the show itself could be the trouble. This may be but then how can one explain away that most of these shows, when in the city, are sellouts and standing room only? If it is the type of show that the P.C.A. offers, why do students not come to the P.C.A. office or to the stage office and complain. Yes, complain. If you do not think that our school offers shows that are of interest to our students, they will be happy to listen and ask you what you would like to see on our stage. Even if you do go, what are the chances of getting the show you like here at the school? Well, maybe they can't take everyone's advice, but if enough students show an interest in a certain type of show, you can bet that the P.C.A. will get it here.

Okay, so now I've cut down another problem. But you don't have the time to go to anyone and ask them. Bull, again. If you want something bad enough, you will do anything to get it. I think that it's just another example of the student apathy so rampant in this school. And unfortunately, those who do express an interest are so few in numbers as to not carry enough weight for the P.C.A. to even consider their proposals.

If any of what I've just said means anything to you, then I expect that this article has done some good. If I can get even one more person to come to a show at the school, then I've done enough. Because, once one comes, then maybe they'll bring another and that is the start.

Music and Marionettes (for adults)

By Sheila Segall

On Friday, January 27, Dan Llords, solo marionettiste, performed before about 70 people in the Sunnyside auditorium. The program was entitled *Music and Marionettes For Adults*. The first act was an interpretation of Igor Stravinsky's *The Firebird*. Mr. Llords said "The audience should view the performance as a ballet and if the performers appear small it is because you have a cheap seat in the balcony."

The audience was so engrossed in the "ballet" it made little difference that one of the performers broke a string at the end of the first act.

The high point of the show was a marionette opera singer. When the soprano hit high notes, her neck would pop out of her shoulders as her chest filled out. Special effects such as a water fall springing from the stage, and a chain smoking marionette, elicited oohs and aahs from the audience.

Judging by the poor turnout, it would seem that marionettes are not sophisticated enough to be adult entertainment. For some strange reason children were not supposed to be admitted to this performance, but the few that were there seemed to have a better time than the adults.

Free Films at CUNY Graduate Center

Thursday nights are free film nights at the City University Graduate Center, located at 33 West 42nd Street in Manhattan. Each Thursday, from now through May 25, free films will be shown in the CUNY Graduate Center Auditorium beginning at 6:00 p.m. A listing of the films and the dates they'll be shown follows:

February 16, *Rebellion in Patagonia* (Argentina) dir. Hector Olivera
February 23, *Outcast of the Islands* (Great Britain) dir. Carol Reed
March 2, *Le Journal d'un Fou* (France) dir. Roger Coggio
March 9, *The Letter*, dir. William Wyler
March 16, *The Man I Killed*, dir. Ernst Lubitsch
March 23, *Lilith*, dir. Robert Rossen; *The Bridge* (Germany) dir. Bernhard Wicki
March 30, *The Fifth Horseman is Fear* (Czechoslovakia) dir. Zbynek Brynych
April 6, *Love* (Hungary) dir. Karoly Makk
April 13, *Boesman and Lena* (South Africa) dir. Ross Devenish
April 20, *I Fidanzati* (Italy) dir. Ermanno Olmi
April 27, *Antigone*, (Greece) dir. George Tzabellas
May 4, *The Lady with the Dog* (USSR) dir. Joseph Heifitz
May 11, *Diary of a Country Priest* (France) dir. Robert Bresson
May 18, *La Chariteuse de Parme* (France) dir. Christian-Jacque
May 25, *Get Carter* (Great Britain) dir. Mike Hodges

THREE EMOTIONS WHILE MEDITATING A SNOWSTORM

I

*It is snowing heavily in Montana;
Large chunks of delicate white
Made fierce in the prairie wind,
Covering the low mountain area
Quickly and thickly with the music
Of silence.*

*The snow is deep in Montana;
The roads impossible, the livestock
Buried in drifts. And I long
To be there; to fall deep into the snow
That covers the land and to know the space
Between the flakes in which there is a scarce
Second to breathe.*

II

*My loneliness spins its own fiction
More intricate than webs of snow
That fill the air, more simply than
The white mountains piled up on the land:
An intense moment of despair
As cruel as the wind that whips its cracks
Against the sky, yet softer than the lull
Of snowflakes singing on the land.*

III

*Not falling snow, but rather, forming--
Like the echo of a chant across a canyon
Or the first drops of paint in the artist's
Mind; these things come to me. And though
I am unable to understand, I nestle up close
To the storm and allow myself to wander.*

Richard Lamanna

MORE IN THE ARTS

Sleep it off, Lady

Stories by Jean Rhys

Rhys worked hard between 1927 and 1939 to produce several novels and numerous short stories (*Good Morning Midnight*, *After Leaving Mr. Mackenzie*, *Quartet*, *Voyage in the Dark*). She didn't publish again until the 60's when she completed *Wide Sargasso Sea*, the lyrical portrait of the first Mrs. Rochester (the mad-wife-in-the-tower of *Jane Eyre*), and a collection of short stories; *Tigers Are Better Looking*. We have recently been treated to another selection of her fine stories in *Sleep It Off, Lady*.

Rhys explores the undefinable in human nature. She does not concern her characters with the forces exerted upon them by a demanding world, but instead commits them wholly to the struggle between surviving with dignity intact, or surrendering honor in return for affection and protection. Her heroines are particularly wary of this affection—they know how costly it is.

The author reminds us that it is just when one begins to feel safe that something terrible might happen "... it was always the most ordinary things that suddenly turned around and showed you another face, a terrifying face." Better to be prepared than caught off guard.

She dissects the lives of her heroines as logically as a coroner would a corpse. Yet because the characters live there is pain when her blade slivers away another section for viewing by her microscope eye. She is aware of the disharmony surrounding her patients but insistently reveals the causes as coming from within.

This latest collection begins with several stories of childhood; a childhood where cynicism and innocence are identical twins, in which the view of the world is unsmudged by maudlin sentiment and nostalgia. The transition into adulthood is painless enough. One day one is a child, one day one is not. But adulthood is the time of life when we are too close to events to know their full meaning, or if they mean anything at all.

It is when we are caught in the mainstream, too busy swimming to see the shores.

But Rhys is now an old woman. She is in her eighties and at her best in those stores in which her earlier characters have aged and mellowed. The fears they live with are small and tangible, like the rat in the woodshed or the young girl across the way who watches so coldly when you pass, and heroes are nothing more than a cup of tea and a tinal. Rhys finally admits, "I'd stopped trying to make sense of clues that led nowhere." She allows her old women an eccentricity that her young women were never permitted. (Don't we all?) The old ghosts still haunt from time to time but most things are settled, or they don't matter, or they've taken on tangibility (like the rat).

In the final vignette, an old woman approaches two children playing in front of the house she grew up in. They don't see her. It is only then that she realizes she has gone beyond. She has finally passed all that life could challenge her with, including death, and she has survived, intact as far as she's concerned, though no longer recognizable to those still struggling. She has stopped fighting. She returns to the scene of her youth, neither in triumph nor defeat, but transformed. And youth doesn't even notice death, it doesn't yet recognize that possibility in itself. The cycle is complete.

Rhys reminds us that we are always lingering between dead pasts and futures as yet unhatched. Cynicism increasingly turns into hope, and we all live with a certain kind of blindness. "Of course, life would soon change, open out, become quite different. You couldn't go on if you didn't hope that, could you?" Could you? She gets you where it hurts, because she knows exactly where that is. And not afraid to say ouch.

(All quotes are from *Sleep It Off, Lady*.)

A Review by L.I. ter Meulen



The Elizabeth Keen Dance Company will appear at The Theatre, Sunnyside, as the second of our new dance series. Friday, March 3rd at 8:30 p.m. Tickets: \$3.00 general admission, \$2.00 students, senior citizens, children under 12 and alumni assoc. members.

The National Theatre of the Deaf will be performing at the Theatre, Sunnyside Campus, on Friday, February 24th at 8:00 p.m. All seats \$2.00.



Rod Rogers: Disappointing

Rod Rodgers Dance Company

By Joseph Gerardi

The Rod Rodgers Dance Company appeared at the Sunnyside theatre on Friday, Feb. 3rd. For the first time I was disappointed with a show this college had to offer. That's not to say the show was totally bad, but it did leave a lot to be desired.

As a reviewer, my job is not to analyze each and every movement the dancers make on stage. That is a job for a critic. My job is to state whether I enjoyed the show or not, and why, and Rod Rodgers simply did not live up to my expectations. Although the first dance "Tangents" did make me feel the show would be very good, it soon lost my attention. The dancers had a curious habit of dancing out of the light, and did not seem to have the emotions, and energetic strength while on stage. Also, while performing happy, lovely dances, not one of the dancers smiled. I'm all for having the body expressing the mood, but facial expressions would have helped.

There were exceptions though. "Sweet Blues" and "To Say Goodbye" and "Creature" were very beautiful; the first two being very heavily ballet influenced, and the latter a strong jazz piece. For me, these kept the show going.

No doubt is in my mind that the Rod Rodgers Dance Company can do very well. They would not have risen to the stature accorded them if this were not true. But I felt that this time they set a poor example for the start of our new dance series which will give us the Elizabeth Keen Dance Company on March 3rd.



FOLK MUSIC CONCERT:

Hedy West

Friday, March 10, 8 PM

Folksinger Hedy West will give the sixth concert of the CDSS N.Y. Pinewoods Folk Music Club's series on Friday, March 10. The concert starts at 8:00 PM at the Church of Our Lady of Peace Auditorium, 237 East 62nd Street (between 2nd & 3rd Avenues). The admission is \$3.00 and tickets will be available at the door. For more information call (212) AL 5-8895 during business hours.

Hedy West comes from a singing family of the Southern Mountains. Her repertoire includes many traditional American ballads and songs, to which she has added material gathered during her travels in England and Europe. She uses her fine voice skillfully, accompanying herself on guitar and banjo.

Future concerts will be held at the same location on the second Friday of each month through May. The schedule is: Fri., April 14: Harry Tuft; and Fri., May 12: Fennig's All Star String Band.

This series is made possible in part by public funds from the New York Council on the Arts, a State agency whose funds are recommended by the Governor and appropriated by the State Legislature.

College Cultural Calendar

FEBRUARY

Tuesday 21st
4:00 p.m.

Presidential Forum:
Robert Penn Warren, poet
College Hall, St. George Campus
Free and open to the public.

Friday 24th
8:00 p.m.

The National Theater of the Deaf
The Theater, Sunnyside Campus
All seats \$2.00

MARCH

Friday 3rd
8:30 p.m.

Dance Series:
Elizabeth Keen Dance Company
The Theater, Sunnyside Campus
\$3.00 general admission
\$2.00 students, senior citizens, children
under 12 and alumni assoc. members
(or series' prices: see Feb. 3rd)

Sunday 5th
2:00 p.m.

Concert:
Berenice Lipson-Gruzen and the Pro-Arte
Chamber Orchestra
College Hall, St. George Campus
\$3.00 general admission
\$1.50 students, senior citizens, children
under 12 and alumni assoc. members

Monday 6th

Art Exhibit:
Works of Valetta Gross
LaGalerie, The Library, Sunnyside Campus
Free and open to the public. Through March 31st.
Call 390-7695 for hours.

Wednesday 8th
4:00 p.m.

Presidential Forum:
"The Economic Policies of President Carter:
Will the Economy Be 'Born Again?'" with
Distinguished Professor Robert Lekachman of
Lehman College.



Thursday 9th
2:00 p.m.

Readings in LaGalerie:
George Ecomonou, poet
LaGalerie, the Library, Sunnyside Campus
Free and open to the public.

Friday 10th
7 and 9:00 p.m.

Friday Film Series:
"A Man Called Horse"
The Theater, Sunnyside Campus
All seats \$1.00

Sunday 12th
2:00 p.m.

Concert:
Deborah and David Apter, pianists
College Hall, St. George Campus
Free and open to the public

Thursday 16th
8:00 p.m.

Concert:
The College of Staten Island Jazz Ensemble
Professor Joseph Scianni, director
The Theater, Sunnyside Campus
Free and open to the public

Wednesday 29th
4:00 p.m.

Presidential Forum:
"The Equal Rights Amendment"
with Margaret ("Midge") Constanza,
Special Assistant for Public Liaison to
President Carter
The Theater, Sunnyside Campus
Free and open to the public.

Thursday 30th
2:00 p.m.

Readings in LaGalerie:
Sybil Clairborne, fiction writer
LaGalerie, the Library, Sunnyside Campus
Free and open to the public.

Friday 31st
8:00 p.m.

Concert:
New York Philomusica
College Hall, St. George Campus
\$3.00 general admission
\$1.50 students, senior citizens, children
under 12 and alumni assoc. members.
(or series' prices: see Feb. 12th)

It's all fixed you know (wrestling)

By P. F. Flyer

Bruno Sammartino is gone. I don't know where he is but he is not the champ of the Worldwide Wrestling Federation (WWWF). Unless you're following wrestling you probably don't know this. Bruno was champ for 15 years and somewhere in the last 15 years you've probably seen him or at least heard his name. Oh sure he would lose his belt now and then, but it was only briefly. By losing his belt he could win it back in a match that would not only fill the 24,000 seats in Madison Square Garden, but would also sell out the Felt Forum where it was broadcast on close circuit TV. You see wrestling is big business.

About two years ago, I became bored with the smart-assed Saturday Night Live show, and couldn't force myself to watch made-for-TV movies so I started watching wrestling (Channel 9, Saturday at midnight). At first it was weird, and then funny, and then (once I knew the characters) it became a continuing drama. It was good vs. bad, the beautiful vs. the ugly, honesty vs. dishonesty. More fun than a soap opera, and more absorbing than the New Bounty.

I became a closet wrestling fan. Slowly I would let the secret out just to find there were others still in the closet.

Well, on January 23, I started mainlining. I went to a wrestling match.

What sort of people would you find at a wrestling match? Everyone you expect, and everyone you don't expect. As one usher said, "You have to be bilingual to work the wrestling: Spanish, Polish, Indian . . . it's ridiculous."

The matches themselves ran from 8:30 to 11:00 o'clock and in case you're even slightly interested: in the feature match the current champ Superstar Billy Graham beat Mils Mascara. Graham, who looks like a derelict Arnold Swartzenegger, beat Sammartino about six months ago. Graham is a bad guy in the wrestling world and won the fight match with Mascara (a good guy) because of outside interference. It seems Billy Backlund ran in to help his friend Mascara when he was in trouble. Well, since this was a re-match between Graham and Mascara we now have a grudge match between Backlund and Graham, then of course a re-match. You see how it works? By the way, earlier in the evening Backlund (the All-American Boy) was the winner of a eight man elimination tag-team in which the audience went totally bananas. Wrestlers still have names like the Golden Terror, Chief Strongbow, Dusty Rhoads, and Mr. Fugi. The names have changed, but the drama which taught Ali how to sell boxing is still there. It's all fixed you know, but who wants to believe it.

The drama of the drama classes

By Joseph Gerardi

Believe it or not, there is a drama department here at our school. If you have never heard of it, don't be surprised. Once, when President Volpe asked one girl what she was majoring in, and she replied drama, he countered "We don't offer drama as a major." This is what our two drama professors, Norman Kruger at Sunnyside and Martin Blank at St. George go through every day.

First, Sunnyside Prof. Kruger's class meets in the theatre and usually ends up freezing. This is because Buildings & Grounds refuses to turn on the heat. Then what few props and essentials they do ask for, are slow in coming because the stage office is usually closed. And, if there was a show in the theatre the previous Friday night, you can bet that the chairs he needs for his class are locked up in the stage office.

If all this isn't enough, when forced to leave the theatre because of inefficiency, things go from bad to worse. The classroom assigned to them is Room B-101. To people who have to function in B-101, Alcatraz would look like a four-star resort. When it rains outside, it rains inside. When it snows outside, it snows inside. And if the heat works, it's not uncommon to see the students down on their knees thanking their maker.

Now St. George. St. George drama classes have none of these problems. The reason is because they don't have a room. The room allocated them is Room 7245, which is about the size of a rather large telephone booth. Just the right atmosphere for good healthy learning. And, when they try to meet in College Hall, they're usually kicked out of there by one of the many Presidential Forums or what-have-you that takes place.

All this is rather good though. For where else is an actors imagination stimulated so well as where they can't function, can't perform, or sometimes can't even learn.

DRIVING

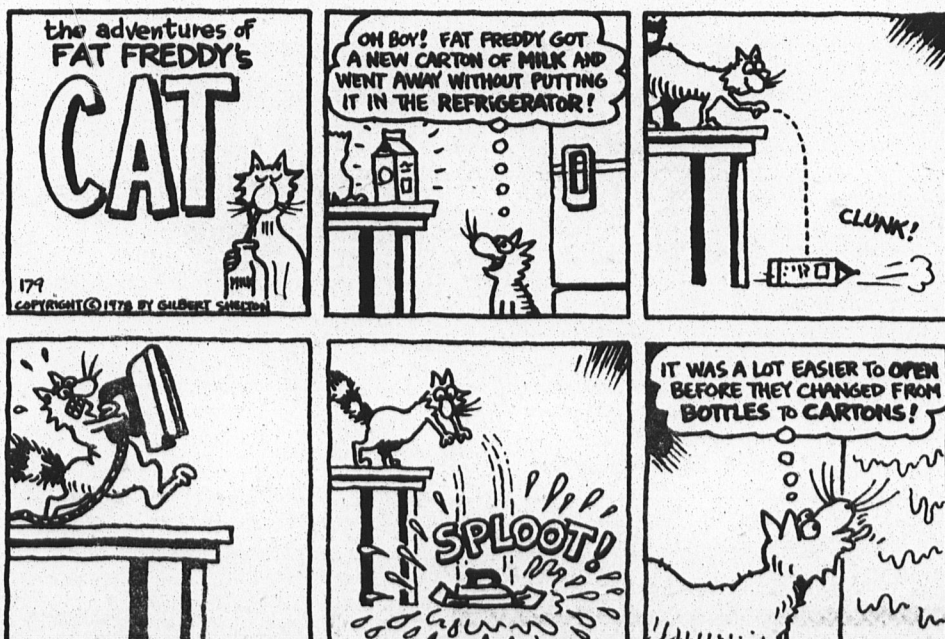
I CAME UPON MY BROTHER
WHILE DRIVING ON THE ROAD
HE WAS TRAVELLING SLOWER THAN I
AND CARRYING A HEAVIER LOAD
I WAITED THERE BEHIND HIM
UNTIL HE MOVED ASIDE
CAUSE WORKING WITH MY BROTHER
ASSURES A SMOOTHER RIDE

THE ROAD AHEAD HAS UPS AND DOWNS
AND MANY SUDDEN TURNS
TO TAKE HEED OF THEIR COMING
THE WISER MAN SOON LEARNS
THEN IF YOU'VE TRAVELLED SMOOTHLY
ALONG THE ROADS YOU'VE BEEN
YOU'LL FIND THAT YOU HAVE MANY FRIENDS
WHEN YOU TRAVEL THEM AGAIN

HERE WE TRAVEL THIS SAME ROAD
BUT HE MUCH FAST OR SLOWER
SO EITHER I WILL PASS HIM BY
OR SEE HIM AND PULL OVER
I HOPE THAT HE KNOWS HOW TO DRIVE
AND WILL NO DANGER MAKE
BUT WATCH HIS MOVEMENTS ANYWAY
FOR ALL MY BROTHERS SAKE

THERE IS NO ONE SAFE PACE TO DRIVE
AND SO THE PACES VARY
BUT ACCIDENTS UPON THIS ROAD
COULD BRING DANGER TO MANY
ON THE ROAD OF LIFE AND ROADS OF MEN
THESE RULES THEY DO APPLY
SO TAKE A WARY NOTE OF THEM
AND FEWER MEN WILL DIE

Jack Thompson





... AND IF YOU'RE ON THE FOURTH FLOOR, VISIT THE WOMEN'S CENTER OR THE WOMEN'S SELF HELP CLINIC

Women in Prison

By Sandy DeWine

- Up to 80 percent of women in some prisons receive thorazine, librium, or other drugs on a daily basis to keep them "manageable."
- Cosmetology is one of the few trades offered in prison, though convicted felons cannot obtain licenses in most states.
- A handful of women prisoners throughout the country learn to be dental assistants, but they receive no official credentials.
- Factories run by prison labor are multimillion-dollar industries. Most women earn an average of nineteen cents a day.
- Most women in jail are there for committing "Victimless" crimes, acts against themselves, such as drug addiction, prostitution, etc.
- Few women in prison are tried by a jury of their peers. They are arrested, prosecuted, sentenced by men with backgrounds far different from their own. Their annual incomes total more money than the women will probably see in a lifetime.
- Solitary confinement is euphemistically referred to as "Adjustment." It is the common punishment for suspected lesbianism, and is used to divide women. At Sybil Brand Institute in Los Angeles there is a separate cellblock for women who are considered gay, and they are in 24-hour solitary confinement.
- Prisons in New York are the Women's section at Rikers Island (city) and Bedford Hills in Westchester (federal).
- Women have a much higher score for larceny than sex, 56,000 compared to 2,250, but no matter what, her crime is sexual.
- It is a myth that most of women's crime is sexual delinquency: Among juveniles—forceable rape, male, 2,380; female, 0. Prostitution and commercial vice, male, 311; female, 726. Other sex offences, male, 5,606; female, 1,533. Total of all offences, male, 8,297; female 2,259.
- Studies have shown that the average urban resident commits 18 felonies a year, each punishable theoretically by a year or more imprisonment (fornication, adultery, traffic, liquor, drug laws, business infractions, tax evasions). People in jail are there for the crime of being poor. They are arrested for being on the street and held because they can't raise bail.
- Most women in the Women's section at Rikers Island are there awaiting sentencing. Most never receive a jury trial.
- Prisons must be abolished for they cannot be reformed. The establishment of separate prisons has resulted in more women being funneled into them. The better prisons get the more likely judges are to send people there.
- When sentences were deemed too long (we have the longest sentences in the world) the parole system was established. Judges responded by giving even longer sentences. Parole has justified governing personal and private life with an emphasis on middle class morals. It has become an effective harness on behavior which has no relationship to crime.
- A society woman who is "driven" to the point of shooting her husband is acquitted for justifiable homicide because of the "mental torture" she endured.
- The court orders private psych. treatment. Her less prestigious counterpart who stabbed her cruel and abrasive husband to death following one of many beatings is sentenced to life imprisonment without parole.

A STUDENT SPEAKS

By Mary Grant Galimi

My second semester in a college biology course was no cause for concern to me. I had completed the first semester with excellent grades; I was genuinely interested in the subject matter and I was eager to learn even more. No 'portent of evil' loomed over my head. My first semester lecture instructor was Pamela Carlton, my lab instructor Dr. Sophie Jakowska. Both of these instructors were very capable, seemed to like their material and presented it in an unbiased manner. At no time did I feel personally affronted, disgusted or morally outraged. That situation changed for the worse last semester. My lecture instructor was again, very capable, but unlike the previous instructors, he implied through his actual statements, examples, omissions, and assumptions that a woman has a well defined niche in society and that she will be filling it. This niche is, in his opinion, homemaker, husband's helper, primary care parent, birth preventer, emotional caretaker of the family and facilitator of health care.

By his implications, women in general are *not*: graduate students, professionals, single, divorced parents without child custody or equal to males. He gives the impression that ideal women are voluptuous, helpful, encouraging, married, uninvolved with feminism, pleasing to men and heterosexual if biologically normal. I personally find his assumptions confining and revolting. I see in his implications, gestures, omissions, and attitude an attack on myself and my sisters. I see my freedom being boxed up and crated in the stiflingly small life space he reserves for woman. I object often, but I fear I will become a 'nit picker,' I object loudly, but fear disrupting the class, I object as student to professor, and so feel I could be destroyed in a power play, and quite often I object almost blindly, having less specific knowledge on the subject than he does, so then I fear ridicule. But what is most important to me, personally, is that I object at all. I need to state my objections, I am not used to conflict, I was not raised to rebel, but to conform. Yet what I see I cannot conform to, I cannot accept. Therefore, I have a need to object publicly, an inner need. The other students also need to hear me object, although to me this is a side benefit. Perhaps they can grow in their sensitivity along with me. The professor needs to hear me object. Hopefully he will stop and consider. By some minor miracle he may change! In biology metamorphosis is possible!

My first hint of what was to come came in a seemingly innocuous statement about children's vaccinations. He mentioned many children needlessly coming down with various diseases because their mothers failed to get them inoculated. My immediate response, spoken loudly from the front row, center, was *OR FATHERS!* After recovering from the initial shock of a student interrupting his tirade, he smiled confusedly and mumbled, "Oh yes, of course," and went on to say *both* parents were responsible. It is a sick attitude of our society that fosters paternal uninvolvedness.

The situation really worsened when the subject matter turned to contraception. The benefit of contraception was shown

by using the following example: Supposing a student was in graduate school and his wife got pregnant, it could ruin his career. Certain preconceptions and values are inherent in this little story. I would like to ask the following questions:

1. Who says *graduate student* implies male?
2. How did the wife "get" pregnant? By herself?
3. Is it assumed that she is supporting his schooling? Why?
4. Does she not have a career which might be "ruined"?
5. Does having a child necessarily "ruin" one's career?

Now of course this is just an example of an hypothetical situation used by the instructor, but a highly typical one for this class.

Also, in the opening remarks about contraception he stressed the desirability of using contraceptive methods that were either temporary or reversible. This is fine in itself, but again his reasoning was biased. The hypothetical situation put forth was as follows: Supposing the man

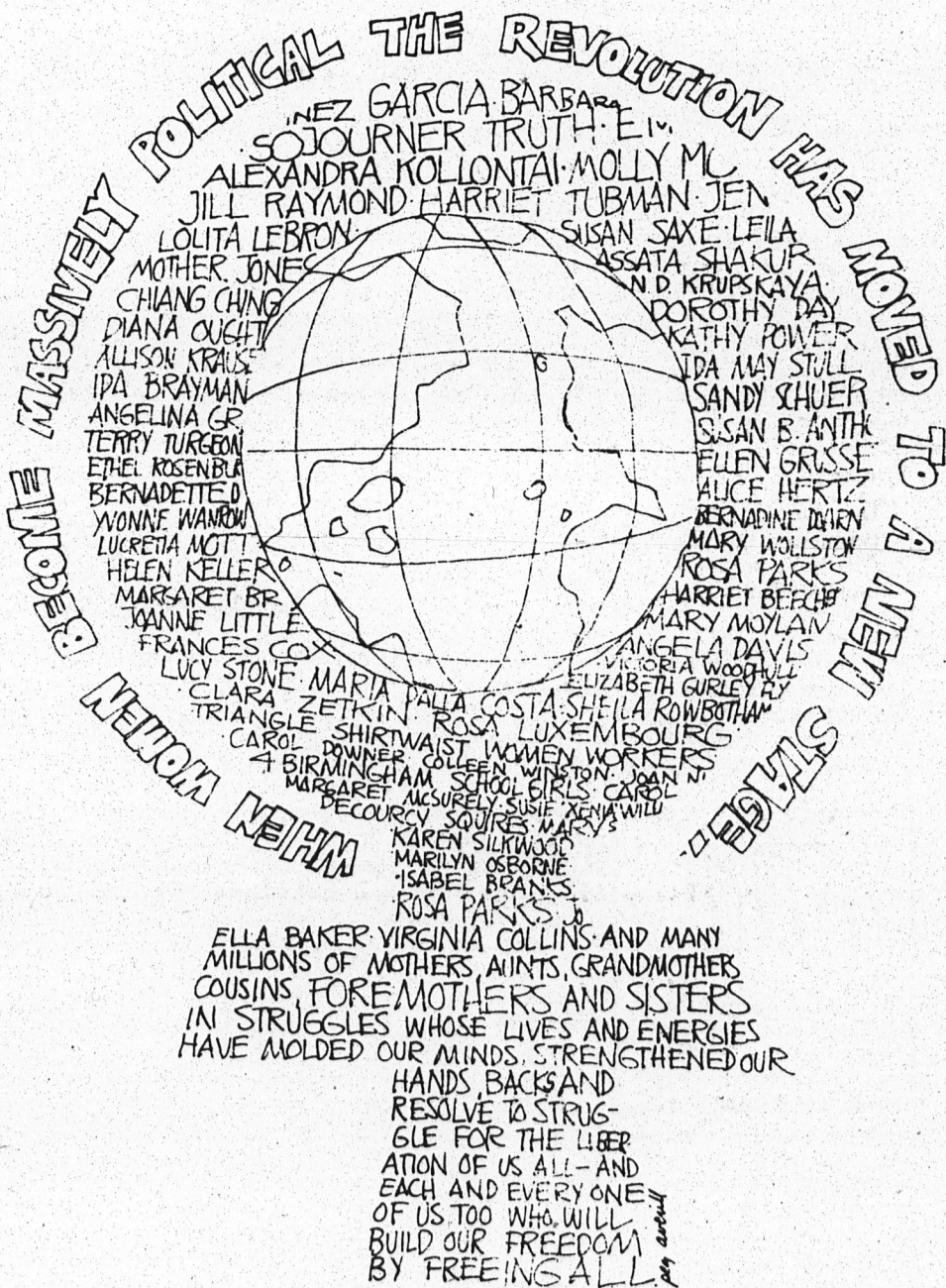
is divorced and wants to remarry and have children. Again I would like to question some assumptions based on his preconceptions:

1. Has the man already fathered children? If so then "have *more* children" would be appropriate. A father does not divorce children.
2. Fathers do not "have" children, they *do* have a vital role in the process.
3. Who is to say that the father does not have custody of his present children from his first marriage? It is *assumed* the mother has custody.

I personally feel, when he lectures, as if I am expected to follow a certain script as a woman. He has all the answers, all we need do, as women, is to ask him what we should do in certain circumstances!

As the class began to explore specific contraceptive devices he lectured on the efficacy of each, their effect on the body and his personal opinion of them. Great attention was given to the intrauterine devices (IUD's). During the entire lecture on IUD's, not once did he mention that most of the major theories about why the IUD works say that it is *abortive* rather than contraceptive as he presented it to be. After the lecture I challenged the definition of 'contraceptive' and he capitulated. Again, during the whole section on IUD's, he neglected to warn against uterine punctures or even to mention that perforations of the uterus were possible! Once again I questioned

continued on pg. 9



[QUOTE IS BY VIETNAMESE DELEGATES TO THE 1970 WOMEN'S INTERNATIONAL DEMOCRATIC FEDERATION.]

A Student Speaks

cont. from page 8

him and he countered by saying this was 'rare' and the old model Dalkon Shield was responsible. A female classmate took heart and said she experienced severe bleeding problems (a not uncommon occurrence). Again he minimized this by saying it was rare and a minor problem which could usually be solved by changing to a different style IUD. He wound up by saying that the IUD was the contraceptive method he considered best.

My feelings? Sure, tear up our guts, not yours!! Keep us uninformed! Keep us solely responsible for birth control! Let us use IUD's, just don't bother us with the fact that we are *aborting* rather than *preventing* pregnancies. AAAAAGH!

Vasectomies and laparoscopies were presented as less desirable, since usually irreversible. He personally advised against vasectomies since: the sperm is emptied into the abdominal cavity and the body may build up antibodies against it. Not only did he say or imply that the egg of the woman, which is also deprived of natural exit from the body in laparoscopy, could cause antibody buildup against the woman's body, but by now I didn't expect he would.

After the contraceptive methods were thoroughly discussed we went on to reproductive anatomy. Here the most telling sequence of all came to light. The statement was made: Those women libbers who talk about man and woman being equal do not know anything about biology. Thoroughly incensed I cried out indignantly, "What does equality have to do with *sameness*?" Once more the mumbling apologetic explanation and a quick hurrying on to other matters. My feelings? By calling feminists "Women's libbers" he dehumanized us. It is a

common enough tactic. I personally consider "Women's libber" equivalent to "nigger" as it is almost without fail used in a derogatory manner (connoting an unreasoning hysterical radical). Also an attack is felt because of the mention of 'knowing nothing about biology.' It is equivalent to saying all Irish are drunkards, attributes which are completely unrelated.

Sexism can be shown in many ways and the next insult was not auditory but visual. Instead of hearing about women from him I saw what one looks like in his estimation. The familiar hand motion showing voluptuous curves was given in conjunction with a simple statement that man and woman are not physically identical. I do not know what woman he was describing with his gesture but it certainly was not me.

The section on color blindness was presented so as to give the impression that the major cause of color blindness among children was if the mother was a carrier. Actually, an *equal* number of *fathers* pass the trait on to their children. This was not

stated in the lecture but *after questioning* was admitted to be the case.

The section on the theory of evolution was the next trouble spot for me. It was stated that different species could not successfully mate (produce progeny). In order to impress upon the class that Neanderthal Man was indeed the same general species as modern man, the instructor gave this callous example: "You gals, if he (Neanderthal Ma) got you in a closet, you could get pregnant." The same point could have been made in a less crude and more educationally sound manner. I object to the idea of being raped by Neanderthal Man. I object to his reference to it!

So then, the prevailing atmosphere throughout the whole course was one of woman as an appendage of man's, an afterthought, a property, a way to produce more men, but nowhere as a productive, vital and brilliant counterpart of man, co-heir to the universe and all its wonders, problems and responsibilities. To this omission I object, to this ideal (being co-heirs) I address my energies. I pray others may do likewise.



Auditors Arrive

cont. from page 1

Chapter 5 of the New York City Charter."

Volpe Asks for Student Money

Special interest may be given to Dr. Volpe's recent request for funds from the new college association, C.S.I.A. No specific amount was asked for, but association members were assured the money would not be used to purchase liquor.

Discretionary fund allocations to college presidents are common throughout City University, yet the practice remains an object of criticism. Volpe's request to the C.S.I.A. is the first since the merger and gives rise to speculation that the college's excess earnings account is rapidly depleting.

This account is comprised of money left over from faculty grants. Discretionary use of these funds is permissive, but now there is pressure on C.U.N.Y. presidents to use the account more prudently.

Assembly Committee On Environmental Conservation Assembly Subcommittee On Air Quality NOTICE OF PUBLIC HEARING

Date: Friday, February 24th
Time: 10:00 a.m.
Place: New York State Hearing Room (44th Floor), 2 World Trade Center, New York, New York
Subject: Westway Project and its Alternatives

The Assembly Committee on Environmental Conservation, chaired by Assemblyman G. Oliver Koppell and the Assembly Subcommittee on Air Quality chaired by Assemblyman Alexander B. Grannis are holding a public hearing on

Women Evening Students

There is safety in numbers. If you leave class after 7:40, 9:00 or 10:25 p.m. Monday through Friday meet us right after class and walk *together* to the Victory Boulevard Bus. Don't hesitate to show up in front of Room A-144 for the hike. Then we can discuss while walking how to start changing this situation. Don't be ashamed or afraid to admit that maybe you're scared on that lonely walk. We all are and if we stick together we can change it and get help for all late night students who face the fact of totally inadequate transportation and protection each time they leave Sunnyside Campus.

For further information contact Ro Scampas at 390-7630.

Friday, February 24th at 10 a.m. in the New York State Hearing Room, 44th Floor at 2 World Trade Center, New York, New York.

The purpose of the hearing is to collect information on the Westway Project and its alternatives.

Since its proposal, the Westway Project has been the subject of much controversy and confusion. The most recent development in the decision process before construction of the highway would be allowed was the refusal of Environmental Conservation Commissioner Peter Berle to grant a permit because of the failure of the project to satisfy air quality requirements. To date, our committees have not had the formal opportunity to meet with informed citizens on the environmental problems being considered.

Persons wishing to testify at the hearing should plan on limiting their testimony to ten minutes. Please submit five copies of written testimony to the subcommittee prior to the hearing. Further information can be obtained by contacting Michael Harwood at (518) 472-6503.

CONTEST

\$3,500 - \$2,500 - \$2,000 — to be awarded to the three top essayists by Friends of Animals, Inc.

The Regina Bauer Frankenberg Scholarship contest is aimed at fostering interest in changing the relationship between humans and other life forms. Awards will be given to students who present the three best essays incorporating animal rights principles in support of a Federal legislative campaign. The subject of the essay is, "Why should Congress, on behalf of the people, the animals and the environment, ban the leg-hold trap?"

For further information and entry form, please write: Friends of Animals, Scholarship Committee, 11 West 60th Street, New York, NY 10023.

FINAL

cont. from page 3

16) If the philosophical ideals of the last 2 centuries are carried to fruition, one might extrapolate that the dominant system on earth in 2180 A.D. will be:

- a) Marxism
- b) Mercantilism
- c) Capitalism
- d) Silence

STREET MATH: the following questions (17-19) will test quantitative ability on the street.

17) Which of the following best describes a pentagon:

- a)
- b)
- c)
- d)

18) If one ingests 1,000 mics of lsd-25 one might expect to:

- a) See God
- b) See Marx
- c) See the police in technicolor
- d) See nothing but rubber for a long time

19) Which of the following is the best defense against street violence:

- a) a 6" switch-blade
- b) A 0.45 automatic
- c) A hydrogen bomb
- d) A home in Westchester

20) The Republic was written by:

- a) Norman Mailer
- b) Josef Stalin
- c) Plato
- d) Abbey Hoffman
- e) Richard Nixon

21) The phrase "burn baby burn" was first coined by:

- a) Harry Truman
- b) H. Rap Brown
- c) The Klu Klux Klan
- d) Emperor Nero

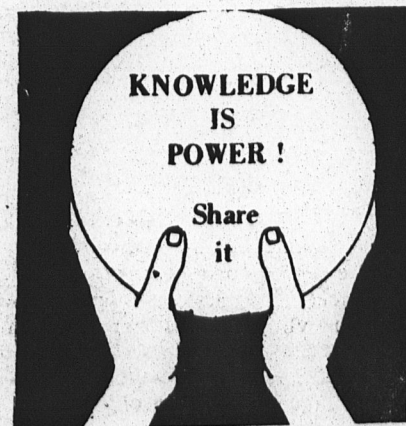
22) The fact that the Dock in the Bay is not in L.A. shows:

- a) Jim Morrison failed Geography
- b) Jim Morrison may have seen that everyone in this generation looks for the right end in the wrong place
- c) Otis Redding was a misunderstood prophet
- d) How stupid rock stars actually are to think the youth of America is perceptive enough to glean the information in B.

This concludes the test, if you finish before time is called go out and get stoned. (It's what we want you to do, and why not some T.V. and mindless sex while you're at it. It's OK, everybody does it).

Remember those who fail to recall History, are doomed to repeat it. We sincerely hope none of you got a thing out of the above. We were so sure that you wouldn't that we were brazen enough to print it. We have so established ourselves that nothing short of nuclear war shall uproot us. Lastly we should like to thank Harry Truman, Ike, J.F.K., NBC, CBS, ABC, Playboy, Penthouse, Abby, Jerry, Angela, Larry Flint, Walter Cronkite, Bob Dylan, Rich & Bradigan, Carlos Casteneta, Burt Reynolds, Elmer Keith, and the Woodstock Walton Inc. for making this blatant mockery of American freedom possible. We issue a strong reprimand to Paul Robeson, Martin Luther King, Medgar Evers, Albert Einstein, Leo Silizard, Hi Chi Minh, Ralph Ellison, Alan Ginsberg, I.F. Stone, and all other enemies of the new epicurean culture. (You should have got it while it was not fellas). Best wishes for a vegetative existence.

—The Student Leviathan





O, that I were
A mockery
King of snow
-Shakespeare



Photos by Peter C. Fenty



TAP

Cont'd Fr. Pg. 4

(CUNY) has cost CUNY millions of dollars in first year tuition charges, cost students hundreds of thousands of dollars and placed undue financial burden on their families.

HESC, a public corporation created by the N.Y.S. Legislature in 1974 to administer the scholarship and TAP Programs, has disbursed 188 million dollars in the academic year 1976-77 to institutions of higher education throughout the State, 49 million dollars of which has been paid directly to the member institutions of CUNY. It has not to this day ascertained whether any of these funds have been received by the students for whom they were intended.

Numerous CUNY students experienced untoward delays of several months and in some cases have not yet received their monies due since September, 1976. These funds were disbursed in a lump sum payable to CUNY institutions by HESC and immediately placed in interest bearing accounts where they have languished for many months with no noticeable effort to refund or credit them to their rightful owners, the students. This ripoff is caused by CUNY's adoption of a prepayment system from HESC wherein it receives 75% of its total claims well in advance of any deter-

mination of their or the students' entitlement to such funds. Most, or all, private higher education institutions in New York State have opted for a no prepayment plan which allows those institutions to receive and process individual checks made out in the students' names after a period of approximately two months. The private institutions defer that part of the tuition which will be paid by the State (covered by these scholarship and TAP grants) until such time as the student receives the check previously forwarded to the school in the student's name.

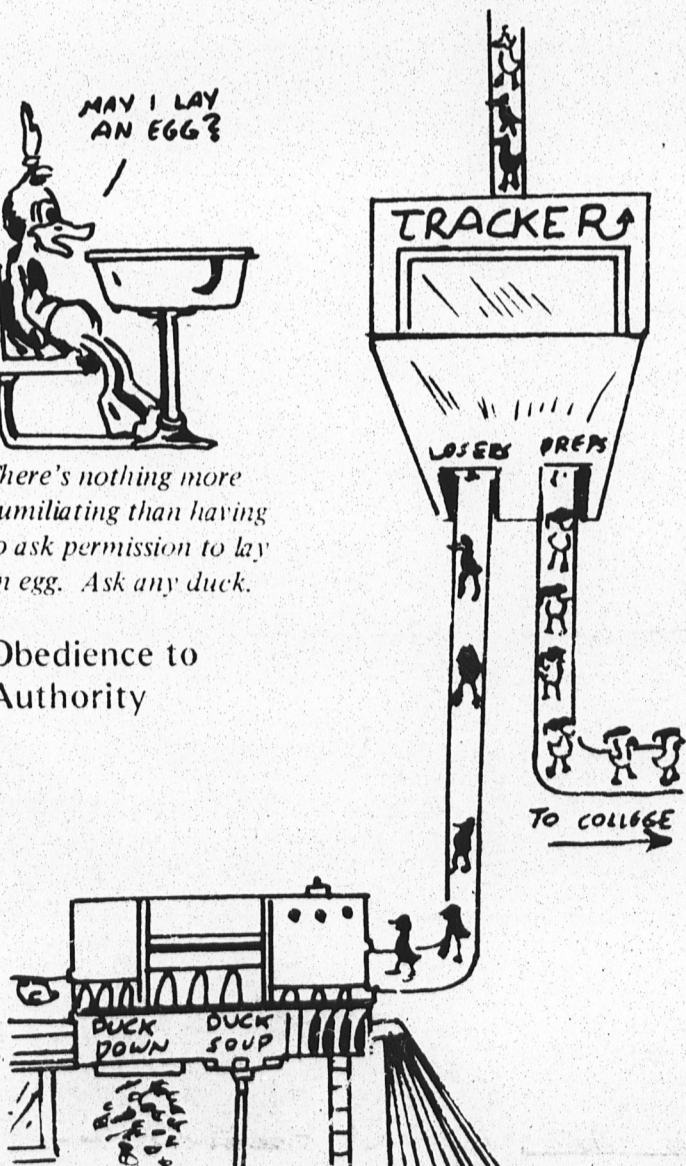
Because HESC has a special arrangement with CUNY, and because of HESC's inept administration, CUNY last year lost 11 million dollars in tuition payments. These tuition payments were never made by students who expected to receive TAP grants but did not because their applications were incorrectly made out, the students never applied, or some other processing error.

In order to try to remedy the situation into which its greed has placed it, and to abide by State Budget Office directives to collect tuitions "within a reasonable time," CUNY has now instituted a policy of requiring full payment of all tuition as a condition for registration. Any student who does not have the money, or an actual processed and certified award certificate from HESC, is dropped from the rolls with no provision for time extensions, deferral or any other consideration of individual situations.



There's nothing more humiliating than having to ask permission to lay an egg. Ask any duck.

Obedience to Authority



ELVIS

THE LEGEND LIVES

**On Broadway
Limited Engagement**

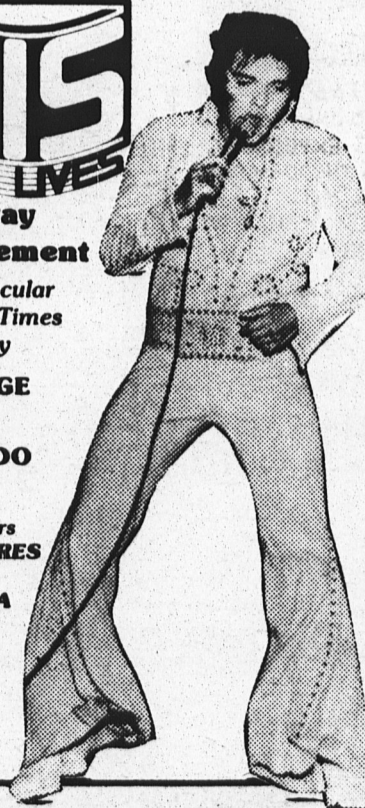
*Relive The Spectacular
Performances and Times
of Elvis Presley*

LIVE ON STAGE

**STARRING
RICK SAUCEDO
AS ELVIS**

*special guest stars
THE JORDANAIREs
and
D.J. FONTANA*

*Elvis' own original vocal
quartet and drummer
plus
WILL JORDAN
as
ED SULLIVAN*



PALACE THEATER 47th Street and Broadway
 Information: (212) 725-5070 Showtimes: Tues-Thurs: 7:30 pm
 Fri & Sat: 7 & 10 pm Sun: 3 pm Tickets: 9.50/11.50/13.50
 at the box office at "TICKETRON" (212) 977-9020, or at Chargit (212) 239-7177
 Based on the Illustrated Elvis by W.A. Harbinson
 © 1975 W.A. Harbinson all rights reserved.

STRAVINSKY

Continued from Pg. 5

accuses Wagner of asking "the impossible of music . . . to express feelings, to translate dramatic situations, even to imitate nature," and uses the fuge, "a pure form in which the music means nothing outside itself," to illustrate Leonardo da Vinci's dictum that "strength is born of constraint and dies in freedom."

Earlier I had mentioned Gide's "subjugated romanticism" and Stravinsky affirms this in his own analysis of the romantic/classical question. He states that this separation is "a purely theoretical division, moreover, for we shall always find at the origin of invention an irrational element on which the spirit of submission has no hold and that escapes all constraint." This irrepressible "spirit" is clearly the energizing source, the propulsive winds of creativity that all composers must capture (in the Apollonian sense which entails, as mentioned in the third lecture, the principle of "speculative volition") so as to sail purposefully upon the tempestuous ocean of artistic expression.

There are two additional topics which should be commented upon. One consists of the classification of musical works into the niche of modernism as opposed to that of academic. Stravinsky believed that this categorization is meaningless and denounced it with these words: "Contemporary writers on music have acquired the habit of measuring everything in terms of modernism, that is to say on a non-existent scale, and promptly consign to the category of 'academic'—which they regard as the opposite of modern—all that is not in keeping with the extravagances which in their eyes constitute the thrice-distilled quintessence of modernism. To these critics, whatever appears discordant and confused is automatically relegated to the pigeon hole of modernism. Whatever they cannot help finding clear and well-ordered, and devoid of ambiguity which might give them an opening, is promptly relegated in its turn to the pigeonhole of academicism." In line with this thinking he had earlier berated "the devotees of the religion of Progress" who feel "that today is always and necessarily more worth while than yesterday." He uses his *Pulcinella* (based on the much antecedent style of Pergolesi) to show how a present-

day composer can work within an older format to create a genuinely innovative and entertaining composition.

Following this, Stravinsky turns directly to the problems of musical criticism. Since it is itself an art, criticism must itself be open to evaluation. The crucial tenet is contained in this question: "What is the use, in a word, of tormenting him (the composer) with the *why* instead of seeking for itself the *how*, and thus establishing the reasons for his failure or success?" He continues on "that it is obviously much easier to ask questions than give answers." One has only to contemplate this invigorating question for a moment to see that the *how*, inherently reflective, is the active hence more difficult aspect of the critic's role. *Why's*, according to the Russian master, are passive and serve only to continue an almost impotent dialogue. As a sampling of the myopia of critics throughout the ages he lists Scheibe on Bach: ". . . too much bombast and confusion;" Schiller writing on Haydn's *Creation* as "frigid;" Ludwig Spohr commenting that Beethoven lacked "a sense of beauty;" and illuminates the presentation with this gem, the poet Grillparzer's opinion of Weber's *Eurante*: "A complete lack of order and color. This music is hideous. Such a perversion of euphony would have been punished by law in the great age of Greece. Such music should come under police jurisdiction..."

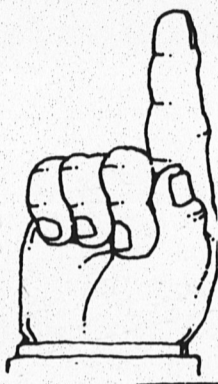
So now we approach the point of summation. We have observed that Stravinsky, in examining the issue of musical style, has perceptively covered a diverse and extensive series of topics. His insight has been elucidating, profound yet refreshing, and unmistakably individual.

In ending let us return to Stravinsky's own definition of style in promulgating that style is "the particular way a composer organizes his conceptions and speaks the language of his craft," the key word is, again, craft. For it is the practicing craftsman of music, eschewing the moodiness of romanticism, that Stravinsky the Apollonian wishes to praise. Even though this arduous path requires continual effort, its fecundity is undeniable and its beauty manifest in so many timeless works of music.

The Student Senate

The Student Senate

Is in need of senators! Students interested in a position on the senate, commencement, and the auxiliary committees are asked to contact Maryanne McLaughlin at 390-7544 in C-132 immediately please.



Do you intend to become a doctor?

If your answer is "yes"—please think about the following: There is a Pre-Medical Advisory Committee functioning in your college and its purpose is to help you—the freshman, sophomore, junior or senior student. Your actual major is less important at this stage—but a sound advisement is essential. The purpose of this Committee is precisely to advise these students who even remotely think of pursuing a medical career.

The Committee would like to contact these students as early as possible—to avoid later disappointments, delays in application for medical schools, and to tell them what to do and what must be done during their college years. As you know, there are some specific requirements which have to be met to be admitted to a medical school, and the earlier you understand them, the better are your future chances.

Nobody can enter a medical school without a written recommendation from this Committee. To receive one—you need to be known.

Please contact us. We are waiting for you.

Prof. Andrei N. Weiszmann
Chairman, Pre-Med
Advisory Committee
Room 440 - St. George

Free Film at Sunnyside

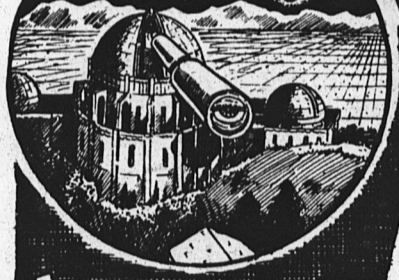
"Campamento"—Consequences of Overthrow in Chile

Feb. 22nd, 11:00 a.m. and 1:00 p.m.

Auditorium

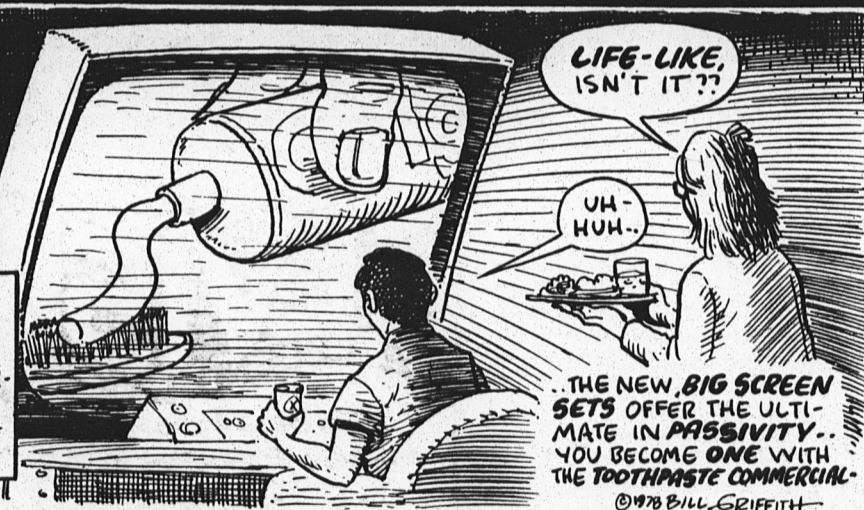


Griffith Observatory



IN AN ALIENATED SOCIETY, IT'S NOT SURPRISING TO FIND SO MANY PEOPLE EXPERIENCING THEIR LIVES THROUGH VARIOUS MEDIA... MOST FAMILIAR IS YOUR COMMON ORDINARY T.V. JUNKIE

MEDIA ADDICTS

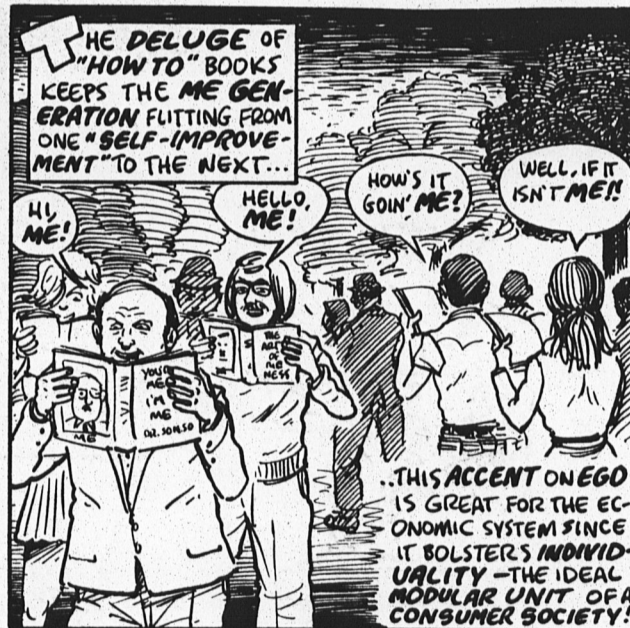


LIFE-LIKE, ISN'T IT??

UH-HUH...

THE NEW BIG SCREEN SETS OFFER THE ULTIMATE IN PASSIVITY... YOU BECOME ONE WITH THE TOOTHPASTE COMMERCIAL.

©1978 BILL GRIFFITH



THE DELUGE OF "HOW TO" BOOKS KEEPS THE ME GENERATION FITTING FROM ONE "SELF-IMPROVEMENT" TO THE NEXT...

HI ME!

HELLO ME!

HOW'S IT GOIN' ME?

WELL, IF IT ISN'T ME!

THIS ACCENT ON EGO IS GREAT FOR THE ECONOMIC SYSTEM SINCE IT BOLSTERS INDIVIDUALITY—THE IDEAL MODULAR UNIT OF A CONSUMER SOCIETY!



THEN, THERE ARE THE TALKERS... WHO OFTEN MISS THE POINT ALTOGETHER AMID A BARRAGE OF VERBAL AMMO...

SPECTACULAR SUNSET

BUT IF YOU STRETCH THE MEANING TO INCLUDE A TANGIBLE CONCEPT OF BEAUTY, DON'T YOU SEE BLAH, BLAH...

HOLD IT.. LET'S REDEFINE OUR TERMS ARE WE TALKING SPIRITUAL OR SUBSTITUTED BEAUTY? LET'S NOT FORGET, BLAH, BLAH

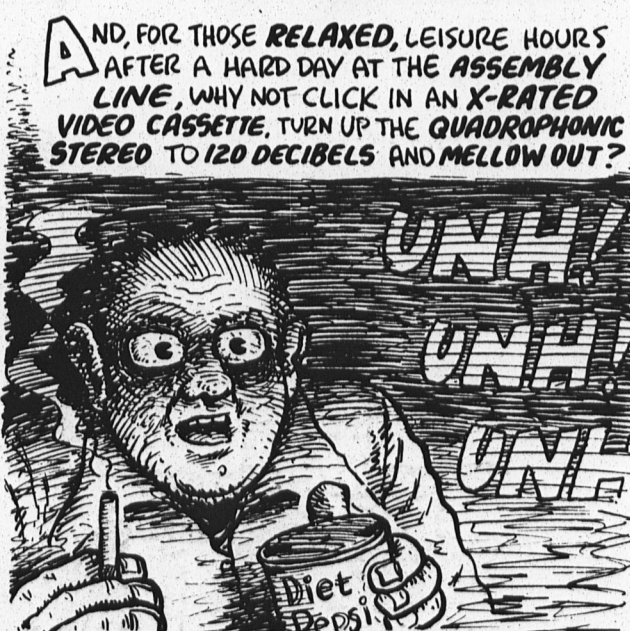
BLAH, BLAH, BLAH...



SNAPSHOTS HAVE LARGELY REPLACED EXPERIENCE FOR MANY TRAVELERS AND VACATIONERS...

YOU'RE GONNA HATE A MOVE T' TH' LEFT! THAT WATERFALL AIN'T CONTRASTY ENOUGH!

THEY FEEL THEY'RE "ACCOMPLISHING SOMETHING" WHILE STILL HAVING "FUN"



AND, FOR THOSE RELAXED, LEISURE HOURS AFTER A HARD DAY AT THE ASSEMBLY LINE, WHY NOT CLICK IN AN X-RATED VIDEO CASSETTE, TURN UP THE QUADROPHONIC STEREO TO 120 DECIBELS AND MELLOW OUT?

Diet Pepsi

Demonstrators

Arrested

ANTI-SHAH DEMONSTRATORS

On Thursday, January 12, seven Iranian students and seven American supporters were arrested inside the Hilton Hotel for protesting the Asia Society's dinner honoring Fara Pahlavi, Empress of Iran.

Six of those arrested had purchased tickets to the dinner, and disrupted the Empress' speech by shouting: "She's a liar! Down with the Shah!" All six were gagged and beaten by a group of security agents including those from the Secret Service, the FBI, and SAVAK (Iran's secret political police, illegally operating in the United States, with the de facto approval of the U.S. government). Five were eventually charged with Disorderly Conduct and released, while the sixth was also charged with Assault, had his passport confiscated by the State Department, and was thrown into jail with eight others arrested in the Hilton lobby.

The group of protestors in the lobby were charged with Criminal Trespass and Disorderly Conduct. Several of the Iranians were singled out by SAVAK agents and brutally beaten in the back rooms of the Hilton. All nine were detained for over 30 hours, most of the time in the infamous Tombs (100 Centre Street), harassed, threatened with beatings, and denied food and adequate sanitary facilities. Towards the end of the second day of detainment, the Court papers were mysteriously misplaced, and they were told they would have to spend yet another harrowing day in the hellhole known as the Tombs.

"We announced that we would not return to our cells," one of the Nine explained. "Chained together, the nine of us sat down in the hallway of the Tombs, refusing to move until we were permitted to appear before the Judge." At the same time, 40 supporters in the Court Room declared that they would refuse to leave the Court until the Nine were released.

Finally, after much pressure was brought to bear on the District Attorney's Office, at 1:30 in the morning, after spending more than 30 hours in prison, the "Butcher's Banquet Nine" walked out of prison and into the icy morning, singing, in both Persian and English, the Internationale.

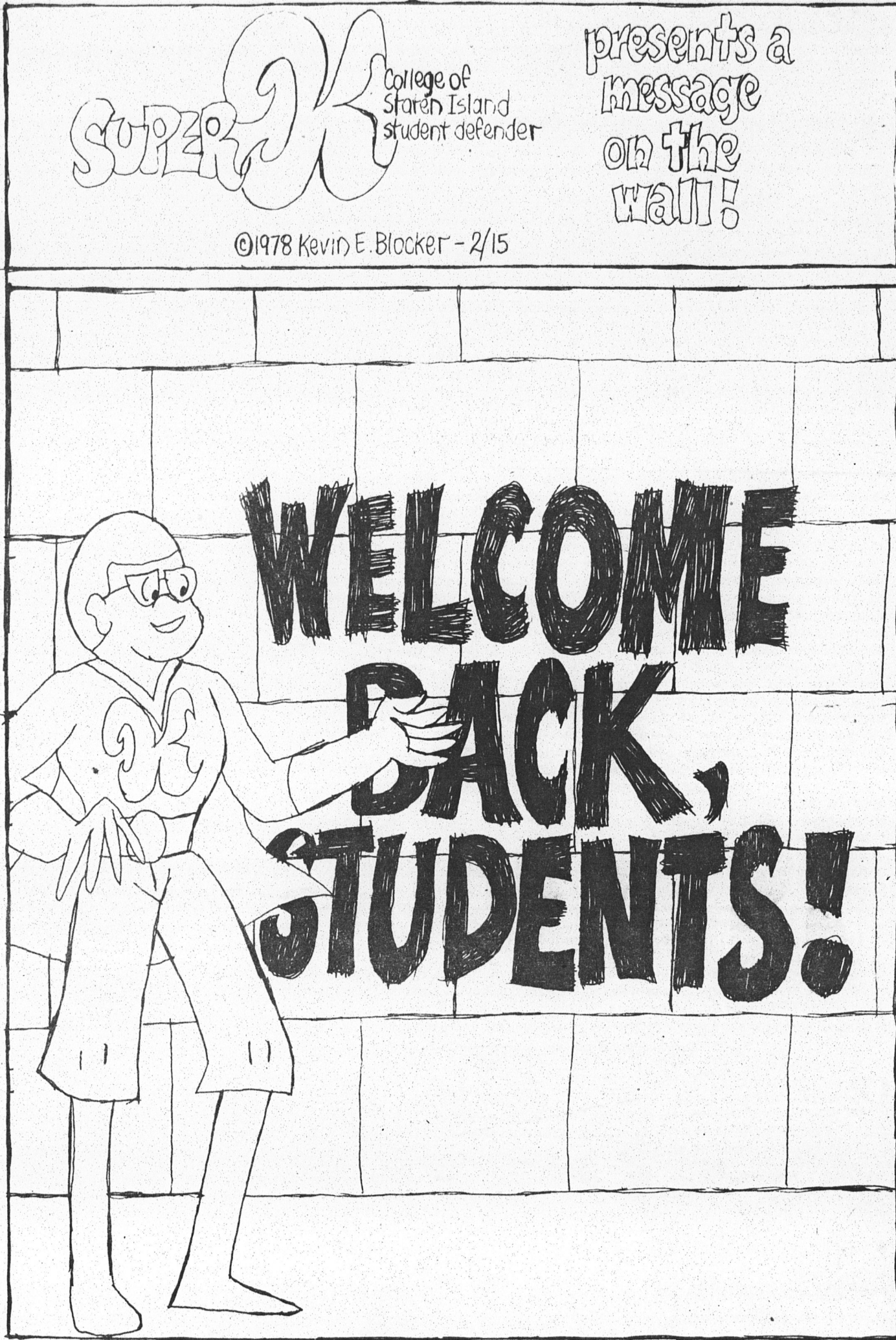
(The Nine are to appear in Court at 100 Centre Street on Thursday, February 16th, 1978, AP7, 4th Floor.)

STATEMENT RELEASED BY THE NINE

It is no surprise that the Asia Society sponsored this dinner. The Society is overwhelmingly funded and directed by the Rockefeller Brothers who own huge oil and financial interests in Iran (\$1,000,000 donated in 1976 by the Rockefeller Brothers Fund, \$5,000 by Atlantic Richfield Foundation, \$30,000 by General Service Foundation, \$25,000 by Ford Foundation, \$5,000 by John D. Rockefeller III, \$240,000 by Andrew Mellon Foundation, \$10,000 by Rockefeller Foundation). Because of the strategic importance of Iran to the U.S.-led imperialist interests, the dinner included not only oil magnates but also representatives from many other multinational corporations, as well as such notorious political figures as Henry Kissinger, Richard Helms (former Ambassador to Iran and Director of the CIA), and William Rogers. The shindig was further blessed in a personal telegram from President and Mrs. Carter, and by the appearance of Nelson Rockefeller, Lady Bird Johnson and the Presidents of Exxon and Mobil Oil.

We see this event as another gesture by the representatives of U.S.-imperialism to legitimize and further support the Fascist Shah's regime, U.S. imperialism's watchdog in the region.

Terrified that the successful demonstration by thousands against the Shah's visit to Washington D.C. last November would spread to other cities and kindle anti-Shah demonstrations across the



country, the U.S. and Iranian governments mobilized one of the largest domestic police operations in recent memory. Nearly 5,000 Secret Service, Security, and Police forces were hired (at a cost of more than \$1 million to the already beleaguered taxpayers of New York City), to protect Fara, and to try to prevent another embarrassing incident to the American policy-makers and the Shah. In addition, to deceive the American people, once again dozens of SAVAK agents, along with other mercenaries, were paid to appear as "pro-Shah" demonstrators.

Just as terror, torture, and mass-repression has not been able to prevent the Iranian people from continuing their liberation struggle in Iran, the terror-tactic employed by U.S.-Iranian security agents during the Asia Society dinner failed to prevent militant demonstrations and the disruption of the butcher's banquet. This show of force on the part of the U.S. and Iranian governments only succeeds in encouraging us to intensify our efforts against the Shah.

Considering the purpose and the nature of this dinner, and the documented collaboration of U.S. security forces with

SAVAK, it was only to be expected that the 14 people arrested would have been assaulted, harassed, and denied their rights.

The fight against the fascist regime of the Shah and its imperialist masters is not a crime but a responsibility for all democratic-minded peoples. We ask for your support.

This Press Release was written by the 9 Iranian students and American supporters still facing criminal charges for their participation in the anti-Shah demonstration of Jan. 12, 1978.

What You Can Do

1(Send telegrams, letters, and phone calls to The Manhattan DA's Office, The Hilton Hotel (1335 6th Ave.), and Mayor Koch, requesting that the charges be dropped.

2(Come to the Hearing on Thursday, February 16th, 9:30 a.m. 100 Centre Street, 4th Floor, AP7.

C.S.I.—SUNG HARBOR

ANNUAL CULTURAL FESTIVAL

Anyone interested in performing at or planning for the 2nd. Annual College of Staten Island Cultural Festival at Snug Harbor on May 27, please contact Professor Victor Matfeld 720-3239 or Peter C. Fenty at the College Times 448-6141 as soon as possible.