

THE BANNER

May 16, 2005

Project Credit Smart Helps Prevent CSI Students From Going Into Debt

David Maltz

It's an increasingly common problem: College students digging themselves deep into credit card debt.

A 5-year-old project, run by the Federal Trade Commission (FTC) called Project Credit Smart seeks to change that. In partnership with CUNY, the project is new to CSI. "Project Credit Smart is the Federal Trade Commission's effort to reach students about financial literacy and choosing and using credit properly," said Thomas Cohn, the FTC's Senior Assistant Regional Director for the Northeast. "We have a lot of partners we work with to get the message out, including CUNY."

The problem of credit card debt is serious. According to the FTC, 80% of undergraduates have more than 1 credit card. 20% have four or more credit cards. The average credit card balance for college students is \$2,327. 20% of college students carry between \$3,000-\$7,000 debt and 25% have \$10,000+ credit card debt. "It's more serious than people think," said Cohn. "54% of freshman have a credit card," added Gloria Garcia, SEEK Program Director. "When they reach the sophomore year, 92% have a credit card."

The project aims to reach students in a variety of ways, including lectures, handouts, and extracurricular activities. So far the project has had limited expo-

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Meeting of the Minds The 2005 Undergraduate Research Conference

Annmarie Costella

"That's a lot of work to be doing for no credit," my father muttered as I stepped over papers and glued photographs onto a poster board, but like many students who participated in the Undergraduate Research Conference, the ability to discuss and share what I had learned was worth more than any prize.

Every year for the past four years students have gathered in the atrium of Building 1P to present the research they have conducted with the help and guidance of their professors. This year's conference began at 12:15 pm with a short speech by CSI President Dr. Marlene Springer during which she congratulated students on their fine work. That was followed by a 45 minute brunch for the participants and administration. Students sat with their professors and feasted on tiny sandwiches, fruit, cookies, soda, and punch. From 1:00-4:00pm students stood next to their projects and proudly discussed their work to any interested passerby.

There were a total of 51 participants, (double the amount of 2004) representing 13 academic departments. The projects covered a wide variety of topics that ranged from the theatrical ("Shakespeare on Stage and in Film from 1970-2000") to the complex ("A Domain Decomposition Algorithm for Solving Two Dimensional Partial



Photo: Costella

Differential Equations in a Parallel Computing Environment"). Conference Committee Assistant Provost, Vijendra Agarwal, was extremely pleased by the increase in student interest. "We want to celebrate the substance of our undergraduates. They work with their faculty members and they have some accomplishments that they can claim are theirs. We want to give them motivation," said Agarwal. "They can put on their resume that they have done research when they apply for graduate school or for employment opportunities. It's exciting having the students here and learning from others. It's very inspirational."

This was my 2nd consecutive year presenting my research on serial killer David "Son of Sam" Berkowitz. It began as a short assignment for my criminology class, but with the help and encouragement of Dr. Louis A. Foleno it quickly ballooned into an independent studies project and a 20 page thesis. I believed that an analysis of Berkowitz was extremely

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Tenure Tale Takes a Turn

**PRESIDENT SPRINGER
MAY HAVE USED
SINGLE CRITERIA TO
DENY TENURE
TO BROWN**

"Disciplines have particular methodologies that they use to pose and answer questions which ultimately contribute to the academic dialogue and the generation of knowledge."
—President Springer

Kevin S.P Mamakas

When Fahamisha Brown was put on the tenure track in the fall 2000 semester, it looked like the English Department was on the right track to become more diversified. After Onwuchekwa Jemie had been denied tenure more than a decade ago, the Department had lacked an African American professor.

First, a little background about the process: Professors that are on a tenure track have to reapply for a position every year for five years. On the fifth year it is decided if a professor can have tenure. Professors have been granted tenure before the five years is up. Fahamisha Brown reapplied for a position in the English Department during the fall 2003 academic year with tenure, and President Springer did grant Brown another year as a professor, but without tenure.

When Prof. Brown reapplied for her job with tenure during the Fall 2004 semester, she was denied tenure as a result of the Promotions and Budget (P&B) Committee's recommendation to President Springer. This committee consists of the 16 Academic Departments, the chairperson of the Library, Wilma Jones, and Vice President Carol Jackson. Prof. Brown appealed P&B's decision, and after her colleagues showed their support of Prof. Brown getting tenure, the P&B ruling was reversed.

Despite the English faculty's overwhelming support of Prof. Brown case for tenure, and P&B's decision to back her bid, President Springer overturned the P&B decision and denied Prof. Brown tenure.

In the letter explaining her decision,

Writing Center & The ACT

Orumé Agbeyegbe

In 2001, Belhassen Haouala, a native speaker of Arabic and French, relocated from Tunisia to the United States as a resident alien. "When I moved to the States I did not speak any English at all," said Haouala. Later, in the spring of 2003, after he gained admission to CSI, he sat for the college's assessment tests. Haouala passed math, but failed English proficiency. This immediately led to his placement in a remedial class (Eng 039, Reading for Non-Native Speakers of English) which would prepare Haouala and make him eligible to retake the reading test.

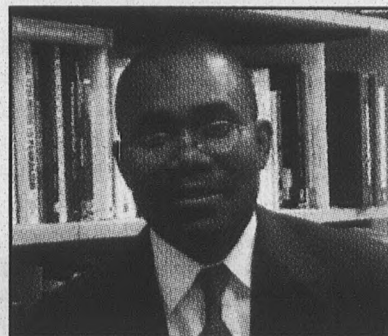
CUNY's academic policies require that all undergraduate students pass the City University of New York Basic Skills Tests (reading and writing) within one

CSI Student Recalls the Life and Teaching of François Ngolet

Marcel Sandoungout

When I first enrolled in CSI in the fall of 2000, my cousin Felicia Kabory took me to Dr. Ngolet and introduced me to him. We hit it off right away, and became friends. Dr. Ngolet wanted me to come take his classes, because "as an African, you should know about your continent." I took all his courses and I must admit that I learned a lot, on and off classes. I would go to his office or we would walk together after class and he would still talk about the lesson. It was good in a way, because I was getting a lot of information for my personal culture, but bad because during exams, he was expecting me to put everything on paper, and to fill up two blue books! He was a hard worker, and he encouraged students to do the same.

Dr. Francois Ngolet passed away on Monday April 11th, 2005 in St's Vincent Hospital, West Brighton. The news took everybody by surprise. On Thursday 14th and Friday 15th April, the CSI community, along with the small Gabonese community paid tribute to Dr. Ngolet at the Christian Pentecostal church on Richmond Road. Students, professors, members of the College Administration, Gabon's Minister of Foreign Affairs, Gabon's





Barnes & Noble Gets Financial Aid Dollars Students Get Higher Book Prices

Matt Safford

As CSI Senior Ben Vales scraped the burnt fat from the surface of the grill at his family's Sub2Go sandwich shop, it was obvious he'd rather be somewhere else. Frying bacon, slicing meat, and handling unruly customers is not the greatest way to spend a Saturday afternoon. "But hey," says Vales "I gotta pay the bills." While Vales has worked throughout his college career, he's in a constant perilous struggle with debt. He's managing to keep afloat, but like many students, he needs every break he can get.

In the past, he's made the most out of his financial aid by searching tirelessly for the lowest priced textbooks. His previous quests have sent him to Ebay, Half.com,

Amazon, and various brick and mortar stores around the city. Sometimes these quests become a little too epic—leaving friends and family to wonder if maybe he has a bit of an Ebay obsession—but they've usually resulted in substantial savings over the prices of our own campus book store, which meant more cash in his pocket, and less financial woes.

All that changed however, when the book voucher program was unveiled last year. Where once, students received financial aid checks, they now get an ugly green piece of card stock telling them they have a book voucher, which can only be used at the campus book store, and only for textbooks. While whatever amount of this credit they don't use gets sent back to their financial aid coffers, and sent out later in the semester, this program effectively takes money from the pockets of the students who need it most, by forcing them to pay whatever price Barnes and Noble—the corporation which runs the campus book store—deems appropriate.

Exorbitant might be an apt epithet, considering one historical linguistics textbook selling this semester for \$33 dollars on campus, is available direct from the publisher for \$19.95. For all of you who haven't taken your requisite math class, that's more than a 70% mark up. While the book store has a contract with the college which regulates book prices, the contract clearly wasn't negotiated with the best interests of students in mind.

Some professors send students off campus to get their texts. English Professor Frank Battaglia has sent his stu-

dents to the Clove Lakes Bookstore for years. But since book vouchers take that option away from some students, a compromise has to be made. "I am always willing to let [students] order their books through the campus book store," says Battaglia "and have them do their work later if that's what it takes." But those kinds of inconveniences are often too much for professors, who order books through the campus store for the sake of convenience, even if the prices are higher.

A few untenured professors are even

afraid to openly suggest to students that they go elsewhere for their books, fearing possible repercussions for doing so. While Battaglia says that's not likely to be a serious issue, considering President Springer's recent

tenure denial of Professor Fahamisha Patricia Brown, one could understand why untenured professors are somewhat fearful.

Not every campus compatriot however, walks in fear of the shadow of the almighty Springer. "Students shouldn't be forced into lining the pockets of corporate hotshots," Student Senator Linda Appu said recently. "I applaud professors who skip the campus bookstore and order books through local establishments." But those local establishments may be a dying breed. A couple of years ago there were two textbook sellers in the CSI area. Today there is only the Clove Lake Book Store. And with programs like the book voucher program channeling more and more money away from independent local vendors and into the pockets of the corporate-owned chains, one wonders how much longer any local non-corporate book stores can stay in business.

But then, it falls upon the local stores themselves to know the situation, and do what they can to stay in business. "I don't really know too much about it," said Gay Runfola of the Clove Lake Store. "I haven't noticed a drop in business, because I never really had the business." While she said she had taken some vouchers from other programs in the past, she seemed to feel that the paperwork necessary for reimbursement is more trouble than the student business is worth. "I really don't know all that much about it," she said again. "I'm sorry I couldn't be more helpful."

When it falls to the reporter to explain

Mayor's Emergency Management Plan Puts New Yorkers at Risk

Luke Crisalli

On June 8th 2004, The New York City Fire Department announced the deployment of three Hazardous Materials or Hazmat Engine technician companies. This meant that the duties of the engine companies would be expanded to deal with Hazmat situations, such as chemical spills, or biological attacks. One of these companies, Engine Company 165, is quartered right here on Staten Island. This would add an additional seventy hazmat trained workers to the departments already impressive roster of Hazmat trained firefighters.

The FDNY operates five Rescue units citywide, one for each borough, with an average of thirty firefighters per company. All of these firefighters are trained in Hazmat operations to complement their firefighting skills, and are considered to be the best firefighters worldwide.

The FDNY also operates seven squad companies citywide, also with roughly thirty firefighters per company. All of these crews are drilled heavily in hazmat operations and even operate a second truck for the operations. One of these companies, Squad 288 in Queens is quartered with its own special hazmat company that responds to major citywide hazmat incidents. There are also numerous other hazmat operations that the FDNY have been practicing for years.

With statistics as impressive as those, one must wonder why mayor Bloomberg decided to put the NYPD in charge of Hazmat incidents when they do not operate a single hazmat company. The NYPD does have some training in the Hazmat field but it is no where near the level of the FDNY. Under the mayor's disaster protocol, the NYPD

would have control over a disaster scene until terrorism is ruled out. However, life safety operations are top priority and the FDNY commands all rescue efforts.

As soon as he entered office it appears that mayor Bloomberg has had some sort of vendetta against the Fire Department, be it closing firehouses, ignoring the fact that the Fire department has been working without a contract, or reducing staffing on engine companies. A grudge is one thing, but mayor Bloomberg is playing Russian roulette with the lives of New York City's citizens.

Chief of Department Peter Hayden testified before the city council on Monday, May 9th to state his displeasure in the mayors decision. "This does not make any sense," Hayden repeatedly said at the meeting. "They [the mayor and police commissioner Ray Kelly] are very confused. There will be a compromise of safety. This is a recipe for disaster," he added. At an FDNY promotion ceremony on Randall's Island the following day, Hayden was met with a standing ovation for defending his department.

Mayor Bloomberg sought to block Chief Hayden's testimony, but in an effort led by City Council speaker and democratic mayoral hopeful Gifford Miller, a staunch supporter of the FDNY, Hayden was allowed to give his testimony. At the council meeting, throngs of uniformed firefighters cheered Miller.

New York City Council Minority Leader James Oddo who is also council member for District 50, which represents mid-island, including CSI was also a vocal supporter of the FDNY. He addressed Kelly; "If you think this will go smoothly, that is naïve at best," he said.

a major shift in the funding which makes up an important part of a small business's revenue, over a year after the fact, all the blame can't fall on the corporation's shoulders when places like this go out of business. And sadly, it's obvious that students can't rely on the Clove Lake Bookstore to be around much longer, if they can't take any initiative to improve their business opportunities. When that happens, the Campus Bookstore will have no real competition in the Borough, and they'll be able to raise their prices even higher.

Of course, there are ways around the book voucher program. If you have credit cards, there's always the option of buying your books for the cheapest prices you can find, then waiting for that mid-semester financial aid check to pay

off your plastic. But keep in mind that you're going to be paying interest on the credit card until that check comes. So if you're only saving a few dollars by getting a book from somewhere else, it's probably not worth it. But in many cases, the savings can be immense, and well worth dipping into your credit.

Ben Vales sweeps up the dirt and bits of food refuse before closing. "I'm graduating soon," he says. "If I go to graduate school, it'll probably be in another state. So I won't have to put up with this crap." But those students who aren't seniors, and those yet to come, can expect to keep seeing those green strips of paper. And they can expect to keep paying whatever price Barnes and Noble and CSI Administrators deem appropriate.

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FAHAMISHA BROWN'S TENURE SAGA CONTINUES

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President Springer stated, "I have examined each of these criteria and it is my judgment that your candidacy does not support a positive recommendation with respect to scholarship." The letter continued to explain that Prof. Brown had not published enough.

The Bylaws of the University state that, "[The Board] reaffirms the Commissions caution that judgments on promotion be sufficiently flexible to allow for a judicious balance among excellence in teaching, scholarship, and other criteria."

Professor Brown and her colleagues believe that she is being denied tenure because she has not published enough since she has been at CSI. Although Prof. Brown has been credited with writing one of the most successful books in her field, it was published less than a year before she started the tenure track at CSI, so it does not count as a publication towards her tenure. Brown has published one on-line article since she has been on the tenure track, and this is the main reason why she is being denied tenure. She has helped to create more than twelve literature classes. Most importantly, she is known to her colleagues as a scholar.

Professor Sarah Benesch, Linguistics and ESL Coordinator in the English Department, believes scholarship is more than just publishing articles. "It requires being well read in your field and being recognized as an important figure by your peers."

The Banner reported earlier this semester that Prof. Brown has filed a PSC-Union Grievance. This process is the last chance for Prof. Brown to be granted tenure. According to the CUNY Portal, "The Professional Staff Congress (PSC) is the union of the Faculty, Higher Education Officers (HEOs), and College Laboratory Technicians (CLTs) of CUNY... The second function of the

PSC includes negotiating and administering the labor-management contract. The contract is multidimensional and includes... tenure, promotion, grievances...and the monitoring of State laws concerning these issues."

Roz Bologh, a Sociology Professor, is the PSC Union representative for the grievance process. Kathy Galvez is the College Attorney and she will be representing the college. They will help make a decision regarding Brown's grievance and make a recommendation to President Springer.

Prof. Brown has been waiting since April 29 for the results of her grievance. If everything is done correctly, Prof. Brown will have a better chance to get tenure as a result. She must be evaluated by all of the credentials of her scholarship, and not only her publications.

The contract between the University and the Union, which supersedes all other contracts and bylaws of the University, states that "Evaluation of a member of the teaching faculty shall be based on total academic performance, with especial attention to teaching effectiveness, including, but not limited to such elements as: 1. Classroom instruction and related activities; 2. Administrative assignments; 3. Research; 4. Scholarly writing; 5. Departmental, college and university assignments; 6. Student guidance; 7. Course and curricula development; 8. Creative works in individual discipline; 9. Public and professional activities in field of study."

"One of the hallmarks of colleges and universities throughout history has been the advancement of knowledge within disciplines," stated President Springer. "Disciplines have particular methodologies that they use to pose and answer questions which ultimately contribute to the academic dialogue and the generation of knowledge."

cards," he said. "They shouldn't allow them to have them there." He appeared happy that a project to help combat credit card debt is progressing at CSI. "I think it's a great idea," he said. "It's crazy, you see something you buy it. Someone should be there to explain things like interest."

A CSI senior who came to CSI with seven credit cards and \$500 in debt has seen that rise to \$10,000 over the past three years. In the beginning, part of the debt accumulated by using credit cards to help pay his tuition, among other items. "Part of it was probably stupidity," he said. "But part of it was that there were things I just needed to buy. I had the credit so I used it."

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UNDERGRAD RESEARCH CONFERENCE

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important, for it is only when we understand the criminal himself, can we prevent future crimes by others like him. It was a very rewarding process which resulted in the construction of my own theory as to why Berkowitz committed multiple murders. I incorporated all of my findings and constructed an eye-catching poster board, which took me about 20 hours over the course of two weeks to complete. I was not alone in my dedication and pursuit of discovery,

Elpida Potouridis began her project "Naming Pictures—Semantic and Categorical Associations in Alzheimer's Disease" under the supervision of Dr. Patricia Brooks, several months ago. Her research was a part of a larger study being conducted by Dr. Brooks. Elpida performed an experiment using CSI students. "We had pairs of words appear on a screen and then the participants had to rate how similar they were, according to the Likert Scale, from 1 (extremely similar) to 6 (extremely different)," said Elpida. "We had some very unusual responses. For example, hair and fur were expected to receive a 1 for extremely similar, but instead received a 5.3 indicating very different or extremely different." The results of her study will be compared and contrasted to similar studies that were conducted on Alzheimer's patients. It took her 12 hours over the course of 4 days to complete her poster board, but she felt it was worth it. "I really enjoy doing this," said Elpida. "It's not something you get to do everyday."

The 2005 CSI Undergraduate Research Scholar Award Winners

ALEX EFROS

"Rhythm and Movement Learning Assessment: A Pilot Study"

FADEKE OGUNBIYI

"Synthesis of Novel Ligand-containing Polymer for Transition Metal Catalysis"

JONATHAN BLAIZE &

MAUREEN DOWNEY

"Increased Phosphate levels Alter the Effects of non-Genotoxic Xenobiotics in *Candida albicans*"

MICHELLE BOSCO &

ANNA GUIRGUIS

"The Impact of Cell Phone Usage on 'Quality Time': Interruption or Insignificant?"

KRISTEN LINDTVED

"Fair-play in Juvenile Bonobo Chimpanzee: Observations of Sexual Differences"

AZMAT LATIF

"Identifying Quasar host Galaxies in the COSMOS field"

PROJECT CREDIT SMART HELPS KEEP CSI STUDENTS OUT OF DEBT —continued from page 1

sure—only 2 groups of incoming freshman have been exposed to the project.

During a recent planning meeting with Cohn; Florence Hogan, Legal Technician for the FTC; and Mary Murphy, Associate Director of the Counseling Center, Garcia discussed plans for expanding the project. A team of administrators, led by Carol Jackson, Vice President for Student Affairs is working on expanding outreach for the project. "What Vice President Jackson wants right now is a concerted effort," Garcia said. "We are working to make sure that they will be present when students are present."

Garcia added that a media campaign is in the planning stage. "We're

going to have a web page online within the next 2 months. We've talked about using the radio station as well," Garcia said. "We're going to look at every area in the community and see how we can put the message out there."

"The bookstore will play a critical role, because that's where all the students go once a semester," said Garcia. "We want to identify more places."

"If the bookstore bags have credit card offers, we would like an FTC brochure there too," joked Cohn. "You will have it," Garcia replied.

One CSI Junior who has four credit cards and owes \$3,000 in credit card debt himself agrees. "Every building on campus they have applications for credit

Polymers: The New Age of Science, Business, and Commodity

Matthew Beck

Believe it or not, we use synthetic substances like polyethylene terephthalate and polyacrylonitrile. And we do it every day. These substances are polymers. Whether in polyester clothing, thermoplastic glasses, neoprene shoes, vinyl carpets, Teflon cookware, or foam mattresses, our lives are inundated with polymers, and CSI plays an important role in their protracted pilgrimage from test tubes to mass society.

"These structures are not possible to make without polymers," explains Dr. Ralf Peetz, a co-director of the CSI Center for Engineered Polymeric Materials. "Polymers are the enabling technology for the entire industry. There is no other available."

A million years ago, man carved an existence out of the raw earth during the Stone Age. In the Bronze, Iron, and Steel Ages, mankind ripened and civilization hurled towards industrialization. Science was birthed as ignorant superstition, but slowly began to mature into an art form.

Society has now reached the Age of Polymers, an Orwellian epoch of man-made marvels. They are the foundation for the future. And a scientific sentry like Dr. Ralf Peetz is completely conscious. "I've seen it. It's coming," he declares

firmly. "It'll dissipate through everything in your daily life."

Polymers have extremely practical, serviceable functions. The industrial uses are endless. Plastic containers are constructed from moldable derivative. Valves, piping, and flooring are produced from tough, rigid polymers. Lacquers, coatings, and adhesives are cheaply made from quick drying, water-soluble resins. They are even utilized in candles to increase the strength of the wax, refine the vibrancy of the colors, and improve the opacity of the flame. Polymers fueled the furious tech inferno of the 1990's with special electro-conductor processing chips.

Polymer research at CSI focuses on applied polymers, i.e., that are used commercially. In 2003, CSI was bequeathed with \$2.3 million for a research site that would conform with Governor Pataki's enterprise of statewide technology-based applied research and economic expansion. The result was the Center for Engineered Polymeric Material. "The Center's charge is to conduct cutting-edge research in engineered polymers...and to provide a conduit for the transfer of technology involving synergis-

tic interactions among New York State industry, academic institutions, and government laboratories," stated the Director's Welcoming Message from the CePM inauguration.

Dr. Chwen-Yang Shew understands that building a "conduit for the transfer of technology" isn't just talk, but a practical game plan to fortify CSI academically and New York economically. "This is a rare opportunity for CSI," he discloses. "Not only for research, but for helping companies build specialties in their own area."

A million years ago, man carved an existence out of the raw earth during the Stone Age. Today, society has reached the an Orwellian epoch of man-made marvels.

The Center helps students secure berths in the workforce by arranging referrals when companies decide how many they want to hire. "Through the Center, students will get positions they need to build their careers," he said with assurance. "We not only think of our own research, but of ways we can boost the experience for undergraduates."

Olubodo Ogunlusi is a senior undergraduate who enjoys the experience heartily. "I love the research aspect," he

says with an infectious amiable grin. "What pushes me is the motivation—not to impress 'the boss'—but just because I like what I'm doing." His zeal for science is evident. "If you're not patient, you can't do this kind of work," he says. "It's a lot of repetition." Ogunlusi initially wanted to be a doctor, but decided that researching medical technology was just as important. "Keep in mind that this is just research—not the final application," he specifies. "It's the industry that will refine it and make it applicable, but we have to do the basic research and steer it in a certain direction."

The industry acquires the research via the Industry Liaison officer, a quietly cognizant, spectacled man named Dr. Andrew A. Auerbach. "It's very difficult to get ideas from academia translated into reality," he says perceptively. "You must have some sort of contact to make that transition." After 31 years of working and establishing business connections in the technology sector, he was hired to be a shrewd seller-of-science specialist. "One of our big mandates is to get close with the companies in New York State," says Dr. Auerbach. "The problem with the industry is that they tend to move around a lot, so if you're not as mobile as they are you get left behind." But he keeps speed, and remains a crucial cog in the collective wheel of polymers at CSI.

Students Battle CSI's Ten Year Plan

Marissa Tornetti

"It's been a long 4 years," said CSI senior, Lorraine Jacob. "Out of four of my friends, I am the only one that is graduating on time."

In January 2001, Former Mayor Giuliani called CUNY a failure and stated that only 9% of students graduate in four years. However, while very few CUNY students acquire a bachelors in four years, after six years their graduation rate rises from 9% to 32%. Graduating in four years requires a lot of hard work, time and many extra large cups of coffee," said Jacob. "Your mind really has to want it."

Jacob enrolled in CSI in Fall 2001 and took as many as 20 credits during the regular school year and up to 16 credits during the summer session. Unfortunately, this immense credit load is not offered to all CSI students; even some students who believe they can handle the workload are not permitted to take that many credits. "I had to first raise my GPA over a 3.0 before being permitted to take such a heavy work load," said Jacob. "You have to work really hard before the college gives you permission to work even harder."

Jacob looks back on her college career and remembers waking up at 8 am, attending class for a few hours, going straight to work and then back to school from 6:30pm until 10. "There were many days when I went home and cried because I was always left out of what my friends were doing," said Jacob. "Thinking back, I realize how much those tears paid off."

"This is the first summer in four years

that I will be sitting on a beach instead of a classroom," said Jacob. "I am also going to use my free time to send out my resume and hopefully begin my career."

"It's not easy to work all day and then go to school," said Thomas Spiracelli. "I need to work to pay for school so I don't have much of a choice. I don't believe in student loans."

I don't think there is a time limit for receiving a degree," said Spiracelli. "College is for adults and adults have hectic lives. Everyone is different and therefore it is only natural that everyone would graduate at different times."

In CUNY schools, approximately half the students have household incomes that are less than \$22,000. So they must work. While many people view receiving a Bachelors in four years as something that is expected, Data from the National Center for Educational Statistics proved that the majority of people take more than four years to earn their Bachelors degree.

When comparing CUNY's graduation rate to the 56% six-year rate within SUNY, many neglect to consider that while fewer than 28 % of SUNY students come from families making less than \$22,000 a year, 72 % of CUNY students do. Nationwide, 30 % of college students come from families making more than \$50,000; only 4 % of CUNY students do.

Each of these factors bears on how quickly or slowly students proceed toward a Bachelors. In fact, SUNY and CUNY have very different populations; CUNY students typically work more than SUNY students do.

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Marlene Springer

Final Thoughts From the 2004-5 Editor-in-Chief

"Buy the Ticket, Take the Ride"
Hunter S. Thompson

I wanted to write something profound in my last letter from the editor. Instead, I stared blankly out the bus window and at the white piece of paper in front of me for a few days. But during the whole time, Hunter Thompson's famous words of wisdom kept creeping into my mind.

It's a fitting slogan to use under these circumstances. It is exactly what I did when I joined *The Banner* in 2001. I started as a shy contributor. I'd sheepishly drop off music reviews and slip out un-noticed—then cross my fingers that the editors would publish me. I would never have imagined that I'd be running this place by senior year.

I also never thought that I would meet such a great group of people at *The Banner*. I'm lucky to have met them. The paper brought people together from different cultures and backgrounds and we learned to work with each other. Many of us became good friends. I know I'll miss them, but the feeling won't hit me until I'm at

a job with the most miserable people ever. That's when I'll be wishing for someone to hit me in the back of the head with a beach ball or sing bad Darkness songs in my ear while I'm typing.

For the past 4 years our faculty advisor, Professor Kaufman, has taught me more things in the classroom and in the *Banner* office than any other teacher I ever had; From ethics in journalism to layout design and First Amendment rights to how many picas there are in an inch. There's no doubt that 5, even 10 years down the line, (when I'm a famous music critic) I'll still be asking him for journalistic advice. Kaufman deserves a long paid vacation.

I may even miss you wacky *Banner* critics. Ah yes, your letters kept me entertained and kept me on my toes. I know in the "real world" of newspapers, editors have to deal with many more critics. At least I have had a little glimpse.

Yea, I'll miss everyone, but I can't wait to graduate and move on with my life! No longer can I stand being broke, and cursing at the computer

screen to "please send to the printers with no trouble!" (Even though there always is). I want to play my trumpet again and get my nails done!

These past couple of weeks have been extremely stressful. I've struggled to complete this last issue and at the same time, fought against time to use the Mac lab in 1P to finish a final project. Plus, I have to go to an internship that doesn't pay and is not that useful to me as far as experience goes. The thing that is driving me—aside from graduation is—Bonnaroo.

Bonnaroo is a huge, three-day, uncommercialized, music festival down in Manchester, Tennessee. Taking an RV down south to see the best musicians come together and play as long as they like, all night into the morning. Musicians are free to spontaneously jump onstage and jam out with anyone they wish.

It's not rare to see a DJ scratching to a fiddle band. Groups from various genres perform here. From the Allman Brothers and Neil Young to Jurassic 5 and the Brazilian Girls, from The Yonder Mountain String Band and Les Claypool to Toots and

The Maytals. Ah yes, the musically unimaginable can happen there. So whenever I'm about to give up, I just say to myself, "three weeks left to Bonnaroo!"

I guess my advice to all faithful readers of the *Banner* would be to do the same as I did—"buy the ticket, take the ride." (And keep reading the *Banner*!) Try new things, learn from your experiences. You won't know until you try it and all that.

John Frusciante said it best in, *The Day Has Turned*, "What you least suspect is coming next." So true.

—Jen Moss crop



Complaints, Rants, Fears, and Praise

"Fire...!" and "Flay the Sex Columnist!"

I have one question for all of you who seem so intent on sending hate mail to *The Banner*'s sex columnist, Jessica Mendez: Why does it mean so much to you? Why does one measly little half-page column in a college newspaper only published bi-weekly hold so much weight in your lives? Do you have nothing better to do with your time than read this column week after week in the hopes of stirring up some controversy? One person even wrote in that she shares the column with her mother.

What possible point could you be trying to make? One student's mother more than likely does not attend CSI and therefore has no concerns with what is going on in the school's newspaper. If you are worried about the column warping your precious daughter's fragile little mind, then instruct her not to read it. As a college student she should be able to make that decision by herself, but it seems she keeps crawling back week after week.

What could possibly be the rea-

soning for this? Another writer seems to be so keen on psychoanalyzing the columnist, Jessica Mendez, saying that, "She accomplishes nothing but showing how low her self-esteem really is, because a woman who was confident and mature about her body, sexuality, and attractiveness wouldn't have to keep faithfully reminding people-who don't care-about it!" How about turning that magnifying lens inward for a moment? Could it be that you yourself have low self-esteem, and the only reason you read her column is to make you feel good about yourself, by saying, "Well, at least I don't sink that low"? Perhaps, in secret, you wish you had the kind of sex-life that would warrant writing a sex column of your own.

Personally, I find Jessica's columns to be witty, insightful, and well-written. Shouldn't that be the standard for all journalism, no matter the content? As a male, I can take her advice on what women want and hate and put it to good use in my own life. Her point in writing the column is not to stir up controversy nor is it to be as sleazy as her editors

allow her to be. On the contrary, it is to share her experiences with an open and understanding public, and to inform her audience to her perspective of sexual life, whether it be completely straight-forward, or slightly deviant.

By your hateful and childish "insights" into *The Banner*'s sex column and columnist, it seems you still have a lot of growing up to do.

—Allon Scheyer

More Library Instruction Needed?

Have you ever been to the library and had trouble finding your book? Does it seem like it's not in order? Misplaced? Do you feel like you're in a maze and you're trying to find a way out from the chaos? Well, as I went to look for my book, it felt like that and that's why I went to the library to look for Wilma Jones. To my surprise, I was there too early. Instead, I talked to Edward Owusu-Ansah, and he was quite helpful. I asked him how the books are processed and shelved and he told me that once the new books come in, they go to the catalog and are then assigned a call number. Then,

circulation comes and shelves the books. I asked him why students get lost, and he told me that the college should mandate a library instruction class.

I asked Owusu-Ansah what each floor represents, and he told me that the first floor is for reference books and special collections. The second floor is where you can find periodicals, microforms, print indices, and archives. The third floor is the circulating collection and for back issues of periodicals, magazines, journals, and newspapers.

Owusu-Ansah said that students should look for their own books without any help. He said if you want a book, you should first go to the catalog, search for the book you want, get the call number, then go to the shelves and pick it up.

But why can't books for communications majors all be in one section? Owusu-Ansah said they were. Each discipline gets its own code. Although all my questions had been answered, the library still seemed hard to understand. I still think more staff is needed for such a large maze.

—Philip Tam

CSI Writing Center Helps Students Pass ACT Examination

—continued from page 1—

year of admission. ESL students have two academic years to fulfill this requirement. Belhassen Haoualas' failure to pass the tests within the time limit could result in his dismissal from the College.

CSI, like most educational institutions, offers remediation courses to students who have not yet achieved the proficiency necessary to perform college-level work. The Writing Center in 2S-216 provides students with additional help in preparing for the reading and writing tests.

Occupying a glass paneled office, visible and accessible to students, surrounded by English reading and writing books, dictionaries, and thesauri, is Professor Robert Brandt, the director of the Writing Center. Professor Brandt acted as the interim director for one year before attaining full-time status as the Center's director, a position he has held for the past year and a half. He said that part of the Center's mission includes providing "a place where experienced students can help less experienced students with their work, both in reading and writing, by providing them with guidance and insight as opposed to helping them to correct things."

The Writing Center serves the entire college. Professor Sarah Benesh, an ESL Coordinator in the English Department since 1987, and an occasional tutor at the Center, elaborated on one of the functions. "If we find students struggling with their reading and writing, we will refer them to the Writing Center. Sometimes you get the feeling right away... but usually, it might take a week or two when you get a lot of the papers back." Professor Benesh continued, "Sometimes I worry that they may feel stigmatized if I say that I really recommend that they go to the Writing Center, so I take them over there myself ... I try to explain that this [service] is free."

Remedial EPL and ESL students who registered for Blocked Courses sacrifice one hour a week of their time to attend tutoring at the Writing Center. Unlike the tutorial workshop, which is a two-hour non-mandatory weekly session, the freshman workshop, which Haouala enrolled in, remains mandatory. According to Professor Brandt, the tutorial workshop "is available to those students who have

completed the entire sequence of developmental courses."

The Writing Center also offers conversation group sessions designed for ESL students who want to sharpen both their English speaking and listening skills; additionally, the Center renders individualized developmental instruction for students. "The ones that come voluntarily are very motivated and they don't need to be told. They work hard," said Professor Benesh. "Native or non-native speakers, I think anyone writing a paper needs feedback, even myself. When I write books, the chapters are sent out to readers to give me feedback, and the feedback is very useful."

Two skills necessary to every discipline in college are reading and writing. According to Professor Brandt, attendance at the Center is weighted more towards writing. Semester enrollment varies; this semester, regularly scheduled 50-minute weekly sessions are up 29% from spring of 2003. 46.8% of the Center's registered students are in developmental courses. Only a small percentage of the wide range of students registered in programs at the beginning of the semester fall by the wayside. Professor Brandt said "studies over the years have shown a direct correlation between attending the Writing Center and passing the assessment test," as well as, "improving one's overall GPA."

Haouala did not discover the Writing Center until his third attempt and failure at the writing test. This 28-year-old cab driver said that he "learnt to speak English on the job and in the street." After taking Eng 039, he passed the reading test with a score of 90. The last assessment test left for Haouala to conquer was writing. "If I don't pass the writing test I'm probably going to be kicked out of school, because I already have a lot of credits." Since he had not completed his entire proficiency test, Haouala had to register as an Associates degree student in Business instead of as a baccalaureate degree student in Economics and Finance, his desired major. During a frustrating attempt at registration last semester, an adviser finally mentioned the option available to him at the Writing Center. He met with Professor Brandt who immediately regis-

tered him in a workshop. Haouala whose group consisted of three other students said, "You get individual attention and get to do a lot of work."

Shortly before the end of the semester, he sat for the writing test. "I was more confident than before," said Haouala. "The workshop did help me a lot. My problem was grammar, and it was the way of presenting my work." When the results came out two weeks later, Haouala said he did not pass. He explained that he could not develop his ideas and ended up repeating himself because "the topics that we wrote in the essay were really boring and so simple."

Haouala could not register for the Winter Immersion remediation session because his results were not immediately available; however, he knew that he could take the free workshop again, so this semester, he has registered for another session at the Writing Center. He currently works with another good tutor, a graduate student from Hunter College, who gives the students more freedom to write on their own. "She knows a lot of grammar rules," he said. He went on, "She usually brings in a lot of New York Times and Wall Street Journal articles," which they discuss and they write about their opinions.

Haouala recently found out that the Center also offers drop-in tutoring. While students are encouraged to drop in for help with individual papers, in any subject, without an appointment, Haouala commented that, "A lot of times, people don't get a lot of information about what is going on in the college."

Haouala said he has been getting many letters from the school threatening dismissal if he does not pass his entire assessment test within the time allotted. Haouala's gesticulating hands illustrate his frustrations at failing the writing test and its many consequences. "All the classes I am taking are toward economics," he said, yet "I cannot claim my major." The stocky, clean shaven student with a boyish face hopes to pass this time but says, "I am not as confident as before. My mistake was that I was there just to pass the exam because I am getting tired of taking the exams, and I want to move on with my studies and graduate."

FRANÇOIS NGOLET

—continued from page 1—

same roof, to honor this bright man, who left too early, at the age of 43.

François Ngolet was born in Lambarene, Moyen Ogooue, and his ethnic group was Akele. He started to study History and Anthropology at the Université Omar Bongo (UOB), in Gabon, and obtained his doctorate in 1994 from the Université de Montpellier 1, Paul Valéry, in France.

Dr. François Ngolet was brilliant, genuine and very kind-hearted. On campus, he was always available to students and his fellow professors. The sound of NPR or Radio France International (RFI) indicated that he was in his office. I would knock on the door, and he would invite me in. We would spend time talking about everything, from his book and his future projects to US foreign and domestic policy.

This kind of treatment was not reserved for me only, but it was the way Dr. Ngolet treated his students. "I'm here to help them as much as I can, and as often as I can," he would say. He had this gift to make any individual feel special, just by being himself. During his eulogy for Dr. Ngolet at the mass on Friday 15th, Dr. Michael S. Foley, who spoke on behalf of the History Department, reminisced the good memories and the good time he had with his "best friend in the department," and how special Dr. Ngolet would make anybody feel special.

"All of us in the department (and I'm sure all of you here), will most remember François as our friend and more as our brother," he said. "It was the way he made each of us feel, that we not only a best friend, but really a brother."

During my last semester at CSI, fall 2004, I took Dr. Ngolet's class on Globalization, in which we had courses with student from Kadir Has University in Istanbul, Turkey. For the last day of class, we had refreshments and cookies, and we played music. One of the song we sang was "Wish you were here" by Pink Floyd. That how I feel right now, I wish he was here not only for me or us all, but also for himself, because he was full of projects and I wish he could be here to realize them.

CSI Offers Students a Place to Sleep

Nicole Belliveau

When students on campus were asked, "Where do you see most students sleeping on campus?", The answers that were given are in the classrooms, in their cars, the library or upstairs in 1P. Not one student mentioned the sleeping dolphin room where students can relax, do work or fall asleep. Why don't most students on campus know about the sleeping dolphin room?

"The sleeping dolphin room is designed to be a quiet room in the cafeteria where students can do work quietly or take a nap," said Student Government President Dwight Dunkley. "There are cots in the room in case students can't fall asleep on the couches, but there are no alarm clocks." Along with the sleeping dolphin room, Dwight mentioned that

there is a quiet games room that was also designed for students to play quiet games or relax.

Taking a walk upstairs in 1C, the sleeping dolphin room is blue and white room with red couches and a few cubicles where students can do work. On this day, one student was out cold sleeping on the couch, another student was at the cubicle doing work on his laptop while another was reading the newspaper. It was nice and quiet in the room instead of the loud sounds of downstairs.

One day a student who found the room by accident was marketing student Annie Serena. She found the room during a three-hour break and decided to see what was upstairs. Serena mentions, "The Sleeping Dolphin is a pretty cool room and it's nice to see that there is a

place on campus where students can take a nap on long breaks. The only turn off was it smelled like feet because a few people had their shoes off." Annie isn't one to really fall asleep on campus, but if she has a class in one of the north buildings, instead of going all the way to the library, she goes to the sleeping dolphin room to relax and do work.

Catherine Rudolph, a journalism student has many of her classes in 1P and calls the building a second home. "I have no problem falling asleep upstairs in 1P because there are many other students sleeping as well," says Rudolph. A few weeks ago, Catherine tried falling asleep in the lounge of 3N before her next class in that building. She had a hard time falling asleep because of people walking in and out. Catherine said, "If I knew that there was a room in 1C called the Sleeping Dolphin room, I would have gone in there to take a nap before class

since it's close to 3N."

Nursing student Gina Wrenn also did not know about the Sleeping Dolphin room. "I usually don't sleep on campus. I go home on my breaks, if they are long enough and take a nap in my own bed. If I did know about the Sleeping Dolphin room, I probably would have gone there to take a nap instead of going home and losing my parking spot," said Wrenn.

There are many rooms in the 1C that students do not know about. There is a game room with big video arcade machines, a quiet games room to play games like chess and checkers, a computer lab room, and during club hours on Thursday's, you can watch a movie on the big screen television in one of the rooms. Is it a big secret? No, students just have to go upstairs and go looking for the rooms to realize that there are things to do on campus if you do not want to leave on break.

English Chair Defends Academic Freedom in ESL Classes

Tomoko Arai

Have you ever felt that your professors are teaching something different from what you expected? Thanks to academic freedom, they can teach whatever they want to in class as long as the lecture is related to the main subject of each course. Geology classes cannot be criminology classes.

Now, many of English as Second Language (ESL) students are complaining about some ENG classes of the ESL section because of way they have been taught. ENG classes are basically for students to prepare to pass the Academic College Test (ACT).

However, it seems that some teachers drift away from the subject that they are supposed to teach. I interviewed a chair of the English department, Associate Professor Janet Dudley, and she answered all my questions.

Q: Are all the teachers of ESL classes trained in the field?

A: Every teacher can teach ESL classes but we try to ask the people, who have experience to teach ESL students.

Q: Is there any manual for ESL class?

A: No. It is because of the academic freedom. They can teach whatever they want to. Therefore, we don't have the specific textbooks and manuals. They have to teach not only about ACT but how to follow the higher English classes, such as ENG 111 and 151.

Q: In my class, my professor used a book called PUSH, which was the story of the woman who



English Department Chair Janet Dudley

was abused by her father and had children with him. I liked this book and this is the famous novel, however, I do not think

that PUSH is the proper textbook for this class since it is written in the vernacular to an uneducated; fearful woman. Also, there are graphic sexual expressions in it. Since this is the ESL class, there are students, who are from countries with strict sexual values. I am quite understanding about the academic freedom but isn't it lacking some delicacies? Don't you think?

A: Yes, it is provocative. However, again, there is academic freedom, nobody can stop them when

they are in the class. However, students can complain about it.

Q: Do negative evaluations force professors with bad reputations to improve lectures? I know 90% of my classmates in my one of ENG class gave one professor, quite bad scores, but I still see him working in this college.

A: Of course it does affect the teacher's ability to continue. When they get bad scores, they need to talk with their chair and they are asked to improve their classes. If those teachers do not improve? They will be sacked, obviously.

Q: What is the best thing the students can do to improve those classes?

A: First of all, you need to talk with your own teachers and if they did not change their attitude, visit me.

If you have a problem, visit Dr. Janet Dudley in building 2S, room 214.

New Format for Communication Students

Danielle Reno

For all you communication students out there, I've got some big news for you. It was just brought to my attention that a new format for all communications students may be out next fall. I spoke to Ed Miller, the head of the communications department and he said that he and his fellow faculty members of the communications department have been discussing this topic for quite sometime.

Professor Ed Miller said, "It's time to upgrade and modernize the communications format." The main goal of the new format is to ensure courses for all students to be offered within four years for any students specialty area. One idea was to add another course to the common core area. Professor Miller said, "that they were thinking about adding more basic production courses, such as a class called 'Media Environment,' which will be a two-credit course." Another new format will be that media studies students will have to take film and video production for their major.

One other change that I found very interesting was that they were thinking about removing journalism from the common core section. The journalism class may be for only journalism majors and will not be required. This will support journalism majors because it will help them substitute classes. There may be more 300 level classes such as a class called "Media and Gender" and "Media and Audiences." Both of these classes sound really interesting to me and I think they would be very helpful for all communication students. I know if I had been a student when these classes were offered, I would definitely have wanted to take either one.

For Corporate Communication majors, the department is considering replacing Accounting with Media

Institutions, but Professor Miller said that he is not sure yet. For Publication Design students, there will be more 300 level courses and the classes will be placed in on more skill set areas.

When I was speaking with Ed Miller, he told me that the curriculum that we have now was done in the 1980's. He and his fellow faculty members want to organize it better, so that more choices will be available to bring the course selections into this century.

In the communications department there are all new faculty members since 1998, and both Ed Miller and the rest of the communications faculty now knows what their students need. Professor Miller told me that, "the communications faculty had a series of meetings to show the curriculum committee the new format." Professor Miller also said, "that he surveyed a lot of graduate students to get their input on some ideas for a new format and wanted their opinions and advice on what should change." He would also like to publicly announce the department's new ideas to current communications students to get more feedback on these new changes.

I think this is a great idea for all communications students. I think this is going to be a much easier way for students to graduate on time and get all the classes they need to graduate. When I was talking with Ed Miller, I found a lot of the new classes that might be being offered very interesting and helpful for the area of your major. I just wish this format would have come out sooner so I could have had the opportunity to take some of these courses. If anyone has any questions regarding this new format, you can go and talk to Ed Miller, the head of the Communications Department in building 1P, Room 226.

CSI Students Grade Professors Online

Dimitri Theodosio

English Professor Bernhardt
Receives Perfect Score

Each semester, CSI students are asked to fill out teacher evaluations, only to watch the information disappear into the abyss, never to be seen again. Word of mouth was the only option students had to learn about professors. Until now. At RateMyProfessors.com, CSI students can now anonymously rate professors on their helpfulness, clarity, and difficulty of classes. Students can also leave comments about professors and the courses they teach.

The website was founded in 1999 by John Swapceinski, who graduated that year from San Jose State University. "I got the idea for the site after taking a class with a particularly immoral professor who often left students in tears and genuinely seemed to enjoy it," he said.

Students who visit the site can check professor's ratings, or rate professors on a one to five scale, five being highest, in categories of helpfulness, clarity, and easiness. Although some expect the site to be a place to bash professors, almost 70% of the ratings are positive, according to Swapceinski.

Currently, RateMyProfessors.com has a total of 2323 ratings for 553 CSI professors. CSI's highest rated professor is Professor Bill Bernhardt of the English Department, with an overall rating of 5.0. Of the six ratings for this professor, comments included, "Great professor, an asset to CSI" and "Take his class, awesome experience."

"Teaching is an absorbing profession," Professor Bernhardt commented. "One works not only with content and skills, but also with people. The challenge is to find a way to make what one knows accessible to others."

Although RateMyProfessors.com was created with the student in mind, the site is not without its critics. Some stu-

dents question the validity of the ratings, especially since students are not required to log in to rate professors. Even the site's list of frequently asked questions admits, "Remember, we have no way of knowing who is doing the rating—students, the teacher, other teachers, parents, etc."

Swapceinski stated he receives threats of legal action from irate professors every week. "It's amazing," he said, "the number of professors with Ph.D.'s that don't get the concept of the First Amendment."

Remember, this isn't a site to get even with a professor that gave you a D. Grade your professors in an honest manner. Don't abuse the site.

Project Credit Smart

—continued from page 3—

For a time, he had been using his girlfriend's father's car, which meant he did not have to pay for his own car insurance. After getting into a car accident, he needed to buy a new car and insurance for himself, which is when things snowballed for him. "I had no cash, so I put my car on my credit card," he said. "It perpetuated from there. To make minimum payments on the three credit cards that I used, it was between \$500-\$600 per month and car insurance on top of that was \$250... I've been juggling it for so long," he said. "I feel at this point I just need to keep juggling until I get out of school. I'll just pay it off when I graduate."

Although it is late to help him, he supports Project Credit Smart "The more people know about it the better," he said. "The thing that makes debt dangerous is that it just creeps up on you."

Project Credit Smart hopes to change that.

SPRING BREAK IN HAWAII

While your local Banner editors were cleaning their apartments, some students actually had time on their hands. Some got lei'd on a pristine, beautiful island (not Staten).



IN CASE YOU WERE WONDERING,

Illustrations by Enrique "Not So" Inocente

THIS YEAR'S BANNER HAS BEEN BROUGHT TO YOU BY...



JEN "EVERYBODY'S GONNA BE HAPPY" MOSSCROP



DAVE "AARRRRRRRGH" MALTZ



MELISSA "BONO LOVES THE CHILDREN" SEECHARAN



JESSICA "DICK, THE OTHER WHITE MEAT" MENDEZ



DOM "YES, I WORK HERE" FIDUCCIA



MATT "JESUS HATES ME" SAFFORD



FRED "KEEP THE PIMP HAND STRONG" KAUFMAN



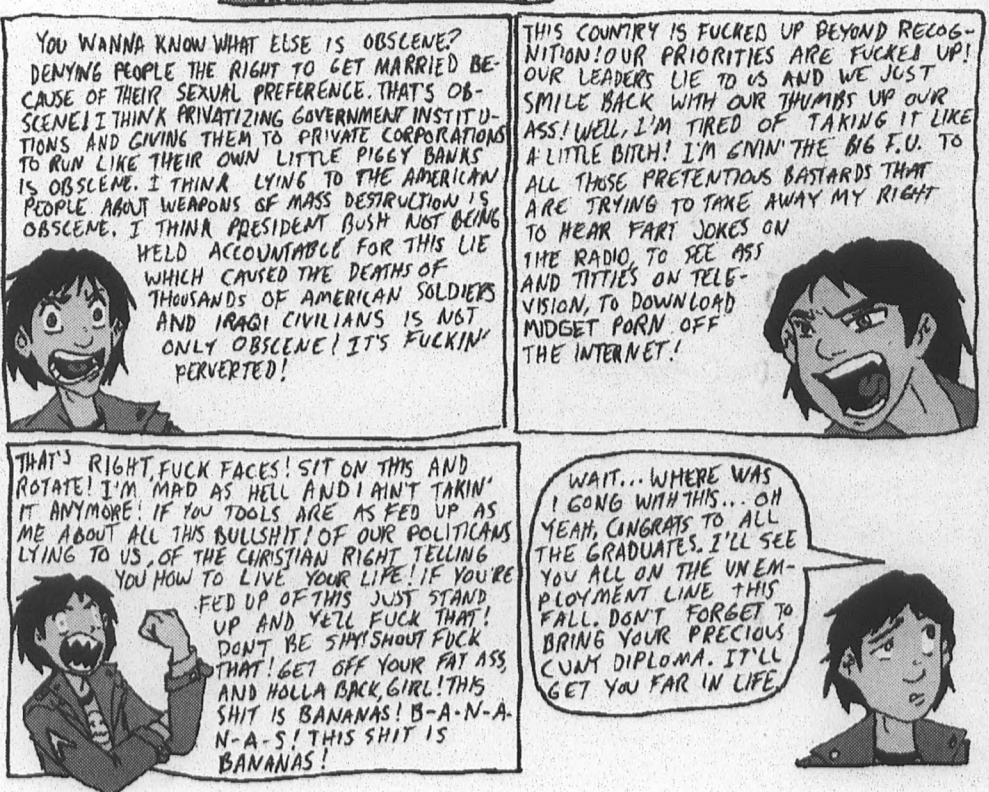
ENRIQUE "CASUAL MISOGYNIST?" INOCENTE



LUKE "IT'S MY PHOTO SPREAD, WAAAAH!" CRISALLI

Disclaimer:The views expressed in the Comics Section is solely Enrique's and not that of The Banner.

BY ENRIQUE INOCENTE

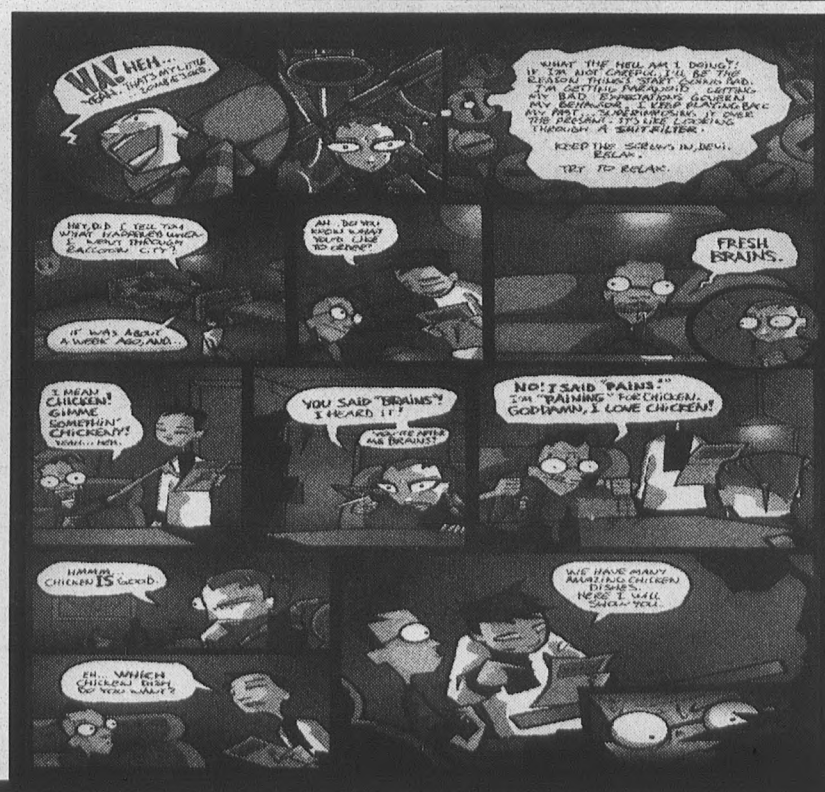


Thanks be to God. With all the war and famine occurring around the world, why am I giving thanks to our Creator. you ask? I thank him for giving us Jhonen Vasquez because he truly is a gift from God. What? You've never heard of Sir Jhonen Vasquez? Well, let me educate your feeble mortal brain cells. He's the creative genius/mutant freak behind such imaginative characters like Squee, Happy Noodle Boy, and Johnny the Homicidal Maniac. He also had a short-lived cartoon series on Nickelodeon by the name of Invader Zim, which I suggest you go pick up on DVD because it's an excellent show that wasn't given its proper respect.

So let me stop clamoring over Vasquez and get to why I woke up at seven in the morning to get this review done before The Banner goes to print later today. *I Feel Sick* is a two issue miniseries by Vasquez starring Devi. If you've read *Johnny the Homicidal Maniac*, you'll remember her as the aspiring artist working at a bookstore who was unlucky enough to go on a date with the murderous Johnny.

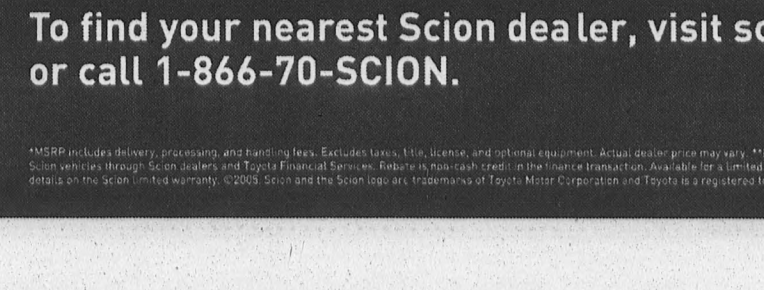
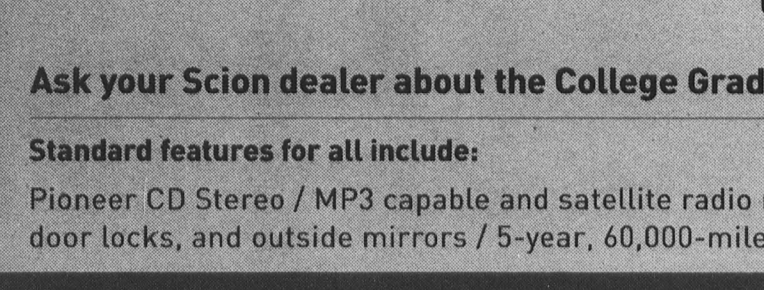
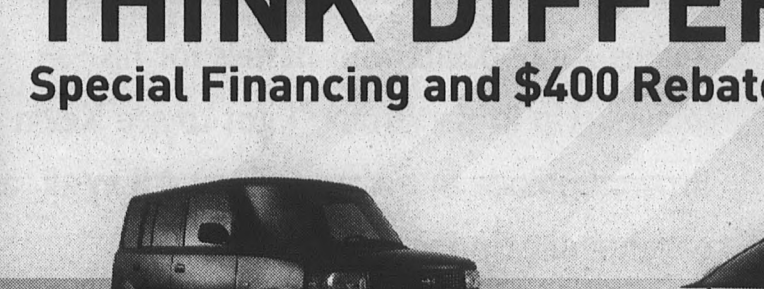
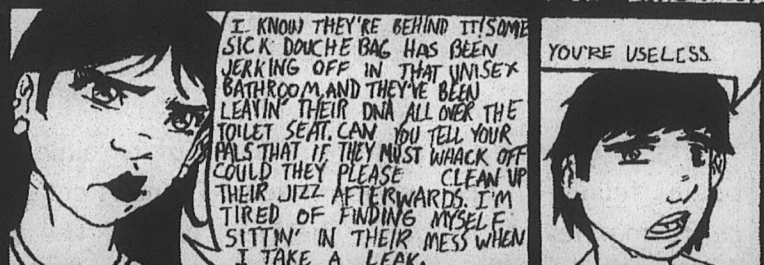
In *I Feel Sick*, Devi has quit her job and become a freelance artist working for NERVE publishing. Devi is overwhelmed by the work given to her by NERVE and starts to go crazy. A painting she did of a soulless doll begins talking to her, and her friend Tenna is constantly pestering Devi to hangout. The first half of the series follows Devi as she recounts to Tenna all the bad dates she's had with zombies, vampires, and perverts, oh my. The second half of the series goes supernatural as the evil doll painting comes to life using Devi's subconscious as a medium to enter our world.

I Feel Sick is an amusing diversion, but certainly not as epic or violent as *Johnny the Homicidal Maniac*. The dialogue is witty, and I found myself reading it a couple of times because it was so damn funny and clever. Vasquez twisted humor is in full effect here so if you're a fan of his work you'll appreciate this comic. If you're not, *I Feel Sick* won't win you over to the dark side, but I suggest anybody desperate for some fresh storytelling check it out. You won't regret it.



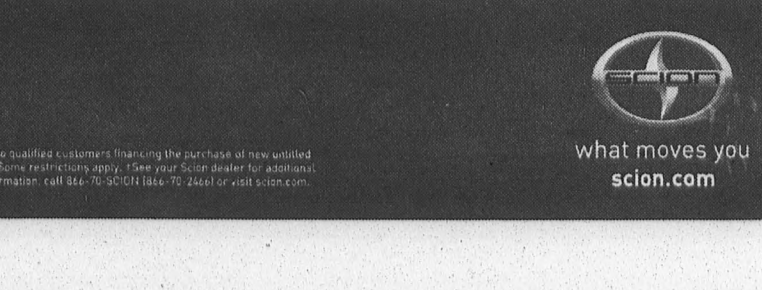
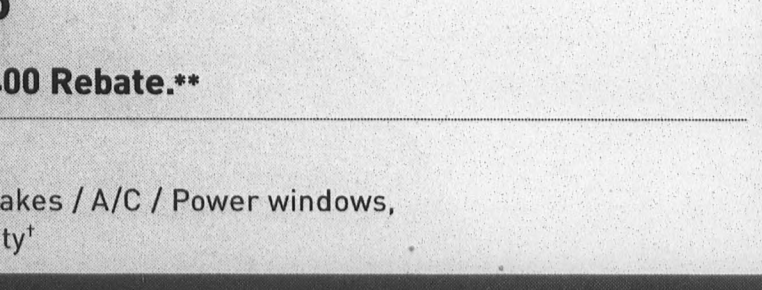
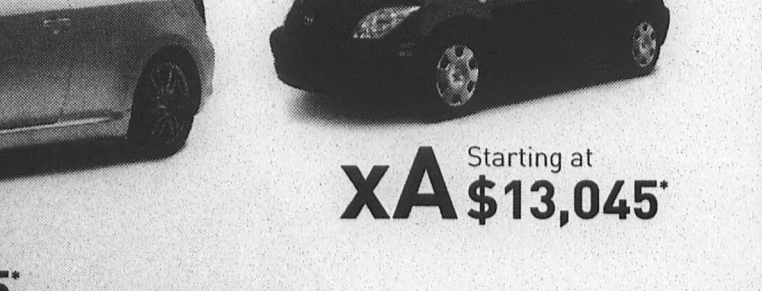
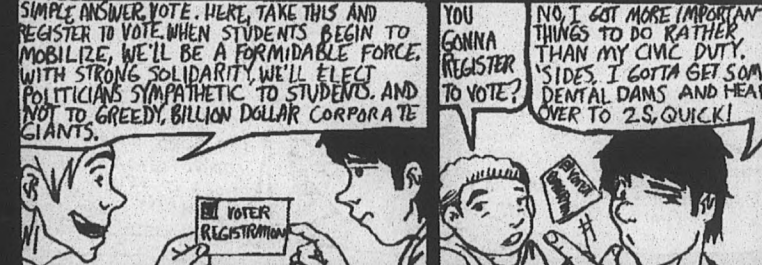
CLASSIC CSI ADVENTURES

AFTER THE BANNER FAILED TO REALIZE THE BRILLIANCE OF MY ARTICLE ON OVERPRICED TEXTBOOKS, I DECIDED TO TAKE MY CLAIM ELSEWHERE...



WARNING: The following are episodes 4 and 9 of the highly controversial CSI Adventures originally printed in Fall 2003. Because of editorial policies, they were censored in their first printing. Today they are presented in their original, UNCUT form. Reader discretion is VERY advised.

CLASSIC CSI ADVENTURES



SPRING BREAK IN THE CITY

While some people went to Hawaii for Spring Break (see page 8), I chose to explore the wonders of New York. I took a walking tour of downtown, experienced art in Times Square, and went to a Yankee game.



Downtown, I saw the best architecture on the East Coast. The Woolworth Building has been around for more than a century. I went inside, but the cops won't let reporters take pictures of the interior. Midtown has some of the most under-appreciated artists of the city—and they line the sidewalk. This guy mixing spray paints with pastels for his images. Up in the Bronx, I got to see Kevin Brown implode in a Yankee loss. All in all, an enlightening Spring Break . . .



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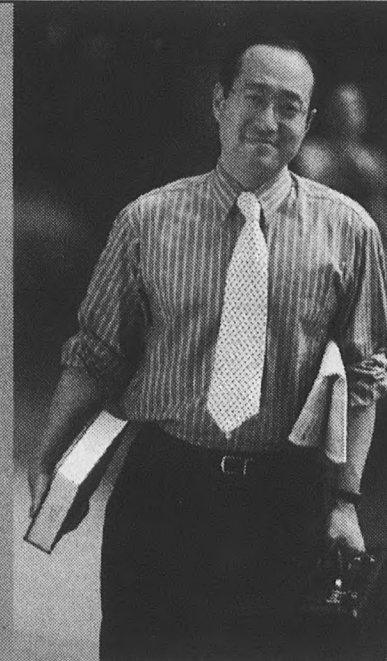
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Life.... Love... & SEX

No Fairytale conclusion, y'all.

Jessica Mendez

This isn't a happy ending, but it sure is shaping up to be one hell of a brilliant journey

Three weeks until the end of the semester. I am on my bed, still in my pajamas, surrounded by books, papers, and tons of notes, most of those being on the nature of feminism (for one of my final papers). I have two major tests, two huge projects, and a paper to complete. None of it is even computing in my brain, however. I'm too busy watching *The Notebook*. Yes, the brainchild of the Sultan of Schmaltz, Nicholas Sparks. As I watched the surprisingly entertaining drama (and the predictably sexy Ryan Gosling—rrrrroooowwwwrrr), I succumbed to the heart-tugging, tear wringing notion that love is a universal emotion that we all long for and scorn in equal measure. We reject it while we fight to claim it, conquer it and understand it. I found myself thinking more and more about how interesting it is that a man wrote this romance. It made me think about the sexes, namely, my relationship with men and how they have influenced my life more than I had ever thought. After all, my father named me after his favorite journalist, Jessica Savitch. Now, if that wasn't influential, I don't know what is!

Oh, I know—such a radical notion for such an ardent feminist. Or is it? Doesn't the struggle for equality of the sexes require acknowledging the gifts and influences of both sexes? The truth is, artistically, I have admired the work of men for ages. I wouldn't even have thought of being a writer if it weren't for the works of brilliant men such as Christopher Pike. His female protagonists were the most fascinating, nifty women. They loved sex and played victims and villains deliciously. From Josie, the frankly unapologetic heroine who embraces her sexual urges and the powers of the Greek gods in *The Immortal* to sassy specter Shari Cooper in the *Remember Me* trilogy, these were carnivorous, flawed, sexy bitches. It constantly amazed me that a man got the complex nature of women better than many modern female writers do, but hey, he allows women to think (all together now) like men! Pike's women flaunt their masculine sides while making full use of their feminine wiles.

Then there's the aforementioned Sparks. Yes, his works are nothing short of manipulative. And yet, he is adored for millions for his mastery of the bitter-sweet old-fashioned romance. In *The Notebook*, Allie is headstrong and will fight passionately with her beau, Noah. She'll also make up with Noah just as

passionately. Meanwhile, while Allie moves on when she thinks Noah is a figure in her past, Noah never forgets the memory of Allie and is haunted by their love. She's a war nurse, educated, and

balancing life as a single mother and breadwinner. I soon developed a love for pedicures and a yearning for feet that weren't so flat and would actually allow me to wear those same heels.

It wasn't until several years later, as I threw on some flip flops and got ready to head to the nail salon for my own pedicure that my mom told me why she loved pedicures.

"Your father gave me my first pedicure," she revealed, smiling, almost to herself. It turns out that the macho Puerto Rican jefe was the one to convince my mother that such an act of frivolity was an essential part of reclaiming her own beauty and power.

If there is one story that encom-

beautiful.

How is it that these male writers manage to capture women so fully and with some magnificence? Perhaps it is because the literary gender switch allows for a writer to explore their many sides. Hey, women do it just as much, such as Nicole Krauss, who admits as much in this week's "Time Out New York."

All of my musings started me thinking about the "war" between the sexes. The constant power trips and resentments perpetuated by age-old stereotypes really need to cease and desist. Now. Hints of a brighter, more harmonious world have crept into my life as of late.

One night, walking home bleary-eyed after a night of drinking games and indie music at a mellow NYU cast party, my male friend Jonze counseled his lovelorn friend Tarantino about getting over his ex. I listened as Jonze and Tarantino discussed affairs of the heart with tenderness and passion, and my own cold little heart melted a bit. It was the first time I had ever heard men talk about lost love in a straightforward, honest manner. Over the months, Jonze and I have had many seemingly endless conversations about how confusing love is. Neither sex has the answers to what love is supposed to be, nor does one possess superior smarts, strength, or heart.

In fact, sometimes, men actually understand beauty more than women do. One of my earliest memories is watching my mom give herself a pedicure. The polish was the cheap Brucci brand, undoubtedly from Duane Reade. Frosty lilac. After the polish had dried, she would slip her feet into sky-high peep-toe stilettos, spray herself with some golden perfume, kiss me on the cheek and glide out of the door.

This beauty ritual fascinated me. It struck me as both powerful and feminine, strong legs balancing precariously on heels when she wasn't precariously

When two people are in love, the fronts, the seemingly endless posturing and facades, all seem to melt away. That moment will live in its own space, with intimacy reaching beyond sex and turning into a sacred ritual.

passes everything about the nature of love, beauty, and the power of the feminine in feminism, this is it. When two people are in love, the fronts, the seemingly endless posturing and facades, all

I wanted to know what it would be like to achieve heights of pleasure without the heartbreak that accompanies such sex.

My little epiphany pushed me to explore a life of sex without love, a life where my body was mine and mine alone to use as I saw fit. Without the broken heart, I would have never tested my limits and boundaries, and without testing my limits and boundaries, my heart would have never begun to heal. Now, because of this column, I am one step closer to achieving the balance. I'm one step closer to opening my heart. Whether that accompanies my spread thighs remains to be seen. What I do know is that appreciating men doesn't make me a traitor to my gender; it makes me smart. It makes me human.

"Only by going insane on the page can you find sanity and serenity in life," says Erica Jong (who just happens to be CSI's Commencement speaker, and one of my idols). Damn straight. Love and sex shape all of us and make us who we may dare to dream

of becoming. So relish them, let those blips in time create your story, not destroy it. No matter how bad things seem, these are the living, breathing poems that make you think, "Hell, it

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I think of all of this now, as my time as *The Banner's* agent provocateur comes to a close, because I realize that my feminist stance has often made people assume that I don't appreciate the significance of men in my life and in the world. The truth is, a strong, powerful, amazing woman raised me. Seeing her struggle to gain equal footing in this world is what made me become so outspoken about equality of the sexes.

Not long before I started writing this column, a royal metaphorical ass fucking known as a broken heart knocked me flat on my back. There I lay, tears pooling in my eyes, when something clicked. I wiped my eyes, and I figured, might as well have some fun while my back's against the mattress!

As my positions in the bedroom changed, so did my life. Sex while you're in love is a rare thing, and I enjoy it. But

could have been worse."

And now I look ahead; I think of all the lessons I've learned from the most experimental stage of my life thus far. I think of the moments, indelible, forever etched in my memory that continue to accumulate, and I smile, knowing that, with all of the pain and pleasure come growth and wisdom. As John Legend says in his latest single, "This ain't a movie, y'all/No fairy tale conclusion, y'all." Don't expect this column wrapped up in a tidy bow. This is only part of the journey that is my life. Yes, it sure could have been worse, but it always has the capacity to get better. Now, where's that pedicure?

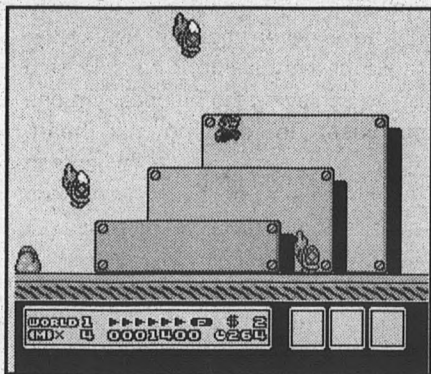
THE ELITE TEN OF THE VIDEO GAME UNIVERSE

Dominic Fiduccia

Well this is it. After three years of giving the CSI community video game coverage as the gaming columnist for the Banner, my time at the Banner has come to an end. I will be graduating from CSI this June. I'll miss my time here at the Banner and I believe that the only way to end the gaming column is to feature my picks of the The Top Ten Greatest Video Games of All-Time. If any of you don't like my picks or feel that this list is biased all I have to say is sorry—it's my list. Enjoy.

1. Super Mario Bros. 3

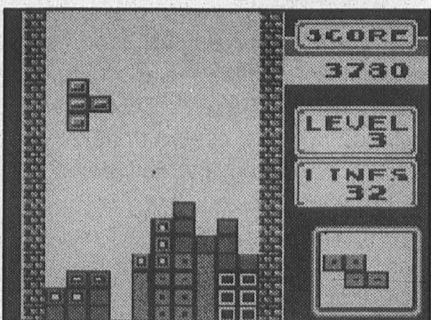
1990, Nintendo, NES



So why is this the greatest video game of all-time? There are too many reasons, but here are a few besides the point that it is the greatest Mario game ever made. It features all of the elements that made the first Super Mario Bros. so great and makes everything 100 times better. Having the most and best power-ups to help Mario on his adventure (from the Super Leaf to the Frog Suit and the Warp Whistle, the list is endless) to the return of Mario's greatest enemy, Bowser (Wart was the villain of Mario 2). It featured the best graphics for an 8-bit game when the 8-bit era was already coming to a close. Plus, even after you beat this game there are so many secrets you want to keep exploring them all.

2. Tetris

1989, Created by Alexey Pajitnov



This game is the granddaddy of puzzle games and is the game that all puzzle games are measured by. Still, Tetris is still the best. It's hard to explain but there is just something very addictive about playing a game that has seven blocks. Stack them up so you can make them go away as more blocks keep coming down. It's about as simple as video games can get but no matter what version you have played, Tetris is a game that you can play for years and years and still won't get bored of it.

3. Legend of Zelda: Ocarina of Time

1998, Nintendo, Nintendo 64



The greatest action-RPG game makes the leap to the 3-D world and does a beautiful job of it. This is the game that modern video games are meant to be, not only a great game with great gameplay, but a game that has beautiful graphics and a great story, too. This game has succeeded in all three. It shows that Zelda can be a great game that doesn't have the birds-eye view 2-D style graphics. Very few games have succeeded in the transfer from 2-D to 3-D (famous examples Mega Man and Metroid), but Zelda has proven that and it can actually even be better.

4. Super Mario 64

1996, Nintendo, Nintendo 64



This game was one of the most hyped and anticipated games ever and it actually lived up to it. It proved to everyone that 3-D console games can be great and who better to prove it than Mario, who proved the standard of 2-D console games nine years earlier with Super Mario Bros. to be the standard for 3-D console games as well. This game had everything that a Mario game is known for. Exploring several different levels, discovering secrets and shortcuts and of course, saving Princess Toadstool from the evil, Bowser. The only difference was that it was in 3-D

5. Legend of Zelda: A Link to the Past

1992, Nintendo, Super NES



After dealing with the train wreck that is called Zelda II, fans of the series finally got the sequel they really wanted. The game takes everything that made the original game the classic it is into an even better and improved version. The graphics are among the best for a 2-D game. The levels are huge. The environments are more interactive than before and how could you not love it when you saw it raining in the game the first time and be thinking how cool the Super NES was.

6. Super Metroid

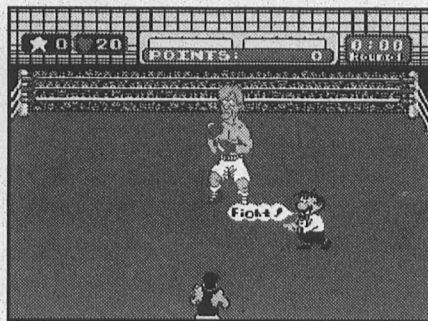
1994, Nintendo, Super NES



Remember, when I said how cool the Super NES was? Well, after you played Super Metroid you sure understood what I meant. Even with the platoon of new Metroid games since 2002, this game remains to be the best Metroid game. Why? Because this game takes place exactly where the first Metroid left off. It took everything that the original was but turned it into a bigger and better version that included tons of new levels, weapons, and secrets to be explored.

7. Mike Tyson's Punch-Out!!

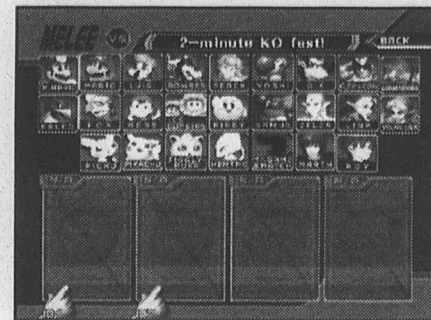
1986, Nintendo, NES



This game was historic for being the first sports licensed game. Facing Mike Tyson in the final match was what made this game fun to play even though it was difficult when you did get to fight him since he uses his deadly Dynamite Punches in the fight's first 90 seconds and without a well placed strategy you were doomed to lose like so many of his real-life opponents. Also you've got to love the appeal of fighting Tyson when he was actually undefeated and you were able to beat him in a video game (even though it was hard to do).

8. Super Smash Bros. Melee

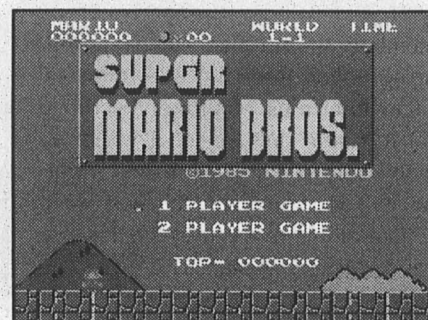
2001, Nintendo, Nintendo GameCube



The first Super Smash Bros. was fun but the second is better than the original in every way. It shows off how cool the GCN's graphics are. It gave fans tons of unlockables from characters to stages and so much more. Plus, with all of the trophies to collect in the game from so many of Nintendo's past games, it shows how cool Nintendo is and with its vast history in gaming. Which is what this game needed with the GCN going up against the Microsoft's Xbox.

9. Super Mario Bros.

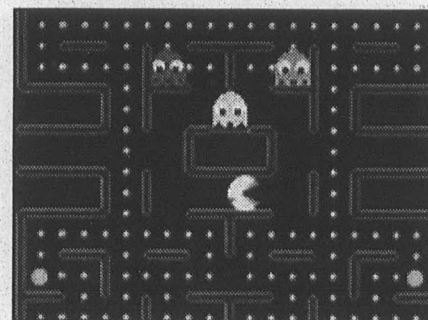
1985, Nintendo, NES



I know what you are thinking a third Mario game that made the list? Yes, but let's face it, it wouldn't be right to not have this game make the list since it is the standard that all 2-D games have followed by featuring tons of levels, secrets, and an actual ending. Plus, it is the game that brought the console market back from the dead and started the Super Mario Bros. franchise.

10. Pac-Man

1980, Namco



It would be a sin for this game to not be on the list (or not be played by any gamer). This game gave the video game world its first big mega-star. It is also a simple yet a very addictive game, not to mention that 25 years later it still can be played by almost anyone on almost any system.

SPORTS

May 16, 2005

CSI'S CHAMPIONSHIP SEASONS

Adam Lazatin

Our school had 11 teams that competed in this year's CUNY Athletic Conference, and as of now, we stand in the running for the CUNY Commissioners Cup. Taking a look back to see how we have finished in CUNY competition, it goes like this:

- **Men's Basketball**—made it to the CUNY Championship Game but took a loss to City Tech 76-66.

- **Men's Soccer** — Made it to the CUNY Semifinals.
- **Men's Swimming and Diving**—First Place CUNY Champs Swimming and Diving.
- **Baseball** — CUNY Champs
- **Men's Tennis** — In season
- **Women's Basketball**—First place CUNY Champs; Automatic NCAA Tournament first round by; lost in the second round.
- **Women's Swimming**—Third place finish in the CUNY Conference.

- **Women's Tennis**—Lost in CUNY Quarterfinals.

- **Women's Volleyball** — did not make playoffs.

- **Women's Softball** — In season

All in all, our teams have done a great job this year. The CUNY Commissioners Cup is an award that goes to the school that has done the best in CUNY Athletic competition. Our biggest rival in the Commissioner's Cup is Hunter, and right now they are in the lead while we stand in second. Although

we have done great on the playing field, Hunter offers more Athletic Programs than we do.

This year has produced some great individual performances from many of our athletes including awards such as Player of the Week, Rookie of the Week, Rookie of the Year, Player of the Year, and many other specials awards from MBWA Basketball, and D3hoop.com. Our athletes work hard on and off the court and deserve all the congratulations we can give.

Grueling Spring Training Created the Champs

Bukurije Begai

It is 9:00 a.m., and the newly constructed soccer field, made of artificial grass and held together by billions of small, round, black, rubber balls of recycled Nike sneakers remains heated ten degrees above the rest of the campus. The only sound heard is the scuffling of feet and deep gasps of breathes with an occasional, "one more" from the coach. It's training season and despite the cool gusts of wind and warm rays of sun, not one soccer ball is rolling on the field. "All we do the first few weeks," said Captain Andria Kleboe. "Is run and run, so when the season starts hopefully we will be faster than everyone else."

Since winning the CUNY championship in its inaugural season last Fall, the preparations for the upcoming season have already begun, and CSI's women's soccer team is pulling out their cleats for the highly dreaded training regimen before them. The goal of training is to heighten a player's skills and cut down their weaknesses, so that they may outdo their opponents, according to the ashy-haired head coach. He sat behind his desk and discussed the imminent practices using grand hand gestures and pointing to the figures on the dry-erase board, John Guagliardo revealed his secret, conditioning. "We start with endurance workouts," he said, with intent to "improve players by making them stronger." The training schedule begins with an intense "four weeks of conditioning." Conditioning consists of various running and stretching drills intended to increase agility, stamina, speed and flexibility, followed by a few rigorous weeks of "ball-skill practice, weight training and gaming strategies" until finally, "scrimmages are incorporated" thus completing the program in time for the seasons opening game at Ramapo College on

September 10th.

CSI athletic trainer John Nostro agrees with these training methods: They "lead to improvement in strength, endurance and power to play the sport," he said. "As long as there is consistency and progression in a program" improvement will be inevitable. Some of the common drills include: Squats, jumps, shuffling, high knees, hops, sprints, quick feet, pushups, crunches, throwing, calf raises and backward and forward lunges. As practices continue, the amount of time for each stretch is extended and other stretches are added. However, the most important soccer stretches in this trainers eyes, are the lower-back and the hamstring stretches, because they are the most affective injury prevention workouts.

"I remember last seasons training," said Kleboe. "It's usually the most difficult part of the season, because people are subject to minor injuries and are often troubled by pain caused by specific drills." The drills that cause pain are usually the ones that aren't stretched properly during the off-season and can lead to serious injuries and pulls unless they are conditioned through the lengthening and contraction of the muscles.

Forward Ahlam Jaoui admits disliking the push-up and crunch portions of practice. Another player, midfielder Carrine Fassari stated that "the worst drill was the lunges, because you feel pain in your muscles for the following few days," she said. "But after a few weeks, your legs feel lighter and stronger." Kleboe reminisced as she removed her cleats and tossed her Nike shin guards beside her, the most difficult part is the running. "You feel like your running for an eternity," she said. "Running and running but you never go anywhere." "The end is always the beginning" she joked.

Stamina-wise, jogging and sprinting may be the most efficient way of increas-

ing physical endurance. Sprinting is the hardest and most important, because it gives your body an extra surge of energy. A sprint is when the player runs at full speed from one point to the next, training methods stretch to both long (full or half field) or short (small number of yards). By the end of training, it is expected that each player would be able to last an entire half, forty-five minutes of running without having to stop to take a drink or need to take any type of break.

Although training strengthens the body's capability, it could also have the negative affect, instead of increasing potential it may reduce it through injury. Players must be able to cope with pain and deal with both minor and major cuts and bruises, "its part of the game" said Andria Kleboe.

The most common injuries noted both at CSI as well as through the NCAA are sprains and strains, especially of the ankle. Another finding is that woman's teams have a 4-fold higher risk of ACL injury than men. This change has come about because of the change in style of play; women's sports were once dominated by a slow, defensive style game-play that has transformed into a faster, aggressive and pressured style focused on precision and power. The NCAA also states that about 5% of injuries occur during practices and 18% during actual games and women are more likely to obtain serious injuries than their male-counter parts in both contact and non-contact related injuries. Studies suggest that these incidences stem from complex, interrelated factors, possibly including hamstring-quadriceps, strength imbalances, joint laxity, and the use of ankle braces. Today's training attempts to work out these imbalances so as to reduce the risk to players.

Injuries usually sustained at practices often occur towards the beginning of training, Kleboe explained how "the first week

is terrible, your entire body is painfully sore, and all you want to do is sleep it off." However, "after the first few weeks, your body becomes accustomed to it" she said, "and you feel great." The endurance training seems to be the hardest, because "it is the most boring" yet "the most exhausting." Trainer Nostro, who has training experience with all the CSI athletic team's, also stated that "overuse" injuries are common, when overworking the muscles. That is why teams often may have a rest day, where all they do is nurse their muscles and allow them to rest, creating a balance.

The intention is to train harder and be more powerful than the opponent both physically and mentally, being flexible enough to change directions sharper, move faster and communicate with the teammates more efficiently. The world of men's soccer has slowly been transforming, and a revamped version of women's soccer is hitting the field, with more and more colleges creating teams, competition is becoming fiercer. Coach John Guagliardo however seems to have his own method, or ideology that seems to have his team winning, it explains the most important reason for his heavy training, with grandeur gestures, his belief is that the players "should play just as strong in the first ten minutes" he said, "as they should in the last ten minutes."

According to the captain, the best way to prepare for training season is to train for it. As the women slowly strolled off the field, blushed and exhausted they discussed how much they looked forward to the next season and the challenges that lay ahead. Now better prepared mentally and physically for the try-outs and the conditioning ahead, the captains' practice ends and the unit divides and goes their separate ways. As Kleobe starts her car to go home and rest, she said jests, "I can't wait for the real training season to begin."