

# Newly Elected S.G. Announces Major Changes For Next Semester

By Maureen Garrity

The new officers of the Student Government have found it necessary to add four additional positions. They will be a parliamentarian, a corresponding secretary, a presidential assistant, and an ambassador, all of whom will be chosen by the President and approved by the Senate.

"The Student Government," according to Steve Panzera and Hans Marryshow, "will serve as a governing body, rather than one which is mainly involved with social activities." Instead, Kaleidoscope, will advertise the social functions while the clubs will sponsor them. These clubs will pay the Kaleidoscope Committee to publicize their activities.

In an attempt to strengthen the senatorial power, the Student Government has proposed that five senators be added to the five faculty members on the SAAB. In addition, Student Government has asked that three students have a seat and vote on the Cabinet. They would be the

president, chief justice and a senator who will be interchanged from time to time.

In order to have the majority of students equally represented, Panzera and Marryshow have designated 100 students to be represented by each of the twenty-five senators. It will be the responsibility of the senators to contact these students and to inform them of what occurs in the Student Government.

Panzera and Marryshow have decided that the Student Government will run a leadership conference to be held at the beginning of next semester for the training of student leaders of clubs as well as Student Government.

Both the newly elected officers and the present officers of Student Government have convinced the school bookstore to buy back books at about 50% of cost and to sell them at about 60%. This, they feel, will aid the students financially in view of the

cuts in student aid. The Student Government hopes to obtain lockers for the students. Panzera plans to have a student typing room set up, which will be open to all students.

Since the previous freshman orientations have not been successful, the new officers have planned a totally new program. It will run two or three days and each day will begin with a stage production. The clubs will be introduced at an open house in the lounge.

Arrangements have been made for a car pool. All students who either need a ride or can give a ride will submit their names, addresses, and phone numbers to the SG office.

Marryshow as vice president, will personally visit each club to determine if they are acting as a service to the school and should obtain funds from the school.

Panzera has said, "We all know it will not be an easy job, but working together, we can make it a rewarding year for all."

# Queen Crowned at Starlight Ball

The Starlite Ball was held last Saturday night at the New York Hilton. Highlighting the evening was the crowning of the Campus Queen. This year's Queen is pretty blue-eyed Gale Smerick. Gale had stated that she wanted to be campus queen because she wanted to be able to represent our school at the various events. It could be said that we made the right choice. All candidates were qualified for the position, but as the saying goes "may the best women win!"



# The Dolphin

Vol. XII—No. 18 Staten Island Community College, Staten Island, N.Y.

May 15, 1969

# Summer Kaleidoscope To Present Variety Of Entertainment

By Michele R. Nagel

The 1969 Summer Kaleidoscope Program, under the coordination of James Cavaliere, is offering a variety of events that are both entertaining and artistically worthwhile. Consisting of four concerts, this program will provide for all who attend a summer of fine entertainment.

The first event, on July 11, is

in the format of a dance starring "The Second Coming," a group of five SICC students, who, in the past, have played with Frank and Janet. Sharing the bill with "The Second Coming" is "The Tone Clusters," a unique Kalypso act who recently appeared on campus.

The next attraction (on July 12), stars Shoshana Shoshan,

leading soprano of the Israel National Opera. Descending from a family of music lovers, Miss Shoshan worked her way from a frightened child in World War II into an international singer who has won great acclaim in the United States, Israel, and Australia. Critical praise usually focuses on her distinctive, pure, silvery tonal quality, warm stage personality and the agility and flexibility of her coloratura singing.

Miss Shoshan has also aided fund raising activities in the United States for national and international causes. Because of her tremendous talents and her good will, Miss Shoshan has been granted "Permanent Residence" in the United States through the qualifications of "Exceptional Talent" by various influential members of the Metropolitan Opera Company.

One of the greatest living blues men, B. B. King, will be at SICC on July 25. Originating from a poor background, he has reached far heights in the musical industry. B. B. King's attitude towards blues is of a positive nature. He feels blues are an aid to the black movement in the United States and, also, that blues are a way of expressing one's sorrows and troubles. States B. B. King, "I always start my show with the song, 'Everyday I have the blues.' This is probably because it is one of his, as well as other's, favorites.

Recently, B. B. King has appeared on the Steve Allen Show.

His music was also the background in the movie, "For the Love of Ivy."

The fourth concert, on July 26, features Clark Terry. Terry's music branches from blues to ballads to bop and he does so with ease, but you never once forget that both his feet are planted firmly on the stage. When Clark Terry talks about

his music he says, "I and my group strive for happy sounds. We'll have a small band within the band, a few guys playing a line with me while the rest of the group wails in the background." According to Bill Morrison, Clark Terry has a warm, perceptive sense of humor, which permeates his conversation musically and verbally.





# Final Exam Schedule

COURSE	SECTION	ROOM	DATE	TIME	COURSE	SECTION	ROOM	DATE	TIME	COURSE	SECTION	ROOM	DATE	TIME			
ART	10	AUD	6-05	12 TO 2:30	CT	10	B127	6-04	9 TO 11:30	MATH	21	NL	B209	6-04	3 TO 5:30		
ART	12	C134	6-03	9 TO 11:30	CT	12	B209	5-29	3 TO 5:30	MATH	22	AUD	6-04	3 TO 5:30			
ART	30	C134	6-04	12 TO 2:30	ECON	1	AUD	6-03	9 TO 11:30	MATH	23	B201	6-03	9 TO 11:30			
BIO	3	B217	6-06	9 TO 11:30	ENG	15	B230	6-04	12 TO 2:30	MATH	26	B217	5-29	12 TO 2:30			
BIO	4	B217	6-02	9 TO 11:30	ENG	31	AUD	6-05	3 TO 5:30	MATH	29	B217	5-29	12 TO 2:30			
BIO	5	R217	6-02	9 TO 11:30	ENG	32	AUD	5-29	3 TO 5:30	MEDT	2	B217	6-06	9 TO 11:30			
BIO	11	D101	5-29	3 TO 5:30	ENG	50	B201	5-29	12 TO 2:30	MT	6	B127	6-05	9 TO 11:30			
BIO	12	AUD	6-02	3 TO 5:30	ENG	74	B217	6-03	1 TO 2:30	MT	9	B144	6-03	9 TO 11:30			
BIO	14	B229	6-03	9 TO 11:30	ET	2	B127	6-02	9 TO 11:30	MT	10	B127	6-04	9 TO 11:30			
BIO	15	B217	6-02	9 TO 11:30	ET	4	K	B117	6-05	3 TO 5:30	MT	21	D101	6-04	12 TO 2:30		
BIO	100	B	B201	6-06	3 TO 5:30	ET	4	Z	B118	6-05	3 TO 5:30	MT	22	B232	5-29	9 TO 11:30	
BIO	100	C	B201	6-06	3 TO 5:30	ET	11	C	B232	6-04	9 TO 11:30	MT	27	B209	5-29	3 TO 5:30	
BIO	100	D	B117	6-06	3 TO 5:30	ET	11	D	B231	6-04	9 TO 11:30	MT	34	B209	6-02	9 TO 11:30	
BIO	100	K	B118	6-06	3 TO 5:30	ET	12	A	B209	6-02	3 TO 5:30	MT	41	B119	5-29	9 TO 11:30	
BIO	100	K2	B119	6-06	3 TO 5:30	ET	12	B	B209	6-02	3 TO 5:30	MT	62	B127	6-05	9 TO 11:30	
BIO	100	P	B232	6-06	3 TO 5:30	ET	12	J	B217	6-02	3 TO 5:30	MUS	10	B146	6-03	3 TO 5:30	
BIO	200	AUD	5-29	12 TO 2:30	ET	13	B217	5-29	3 TO 5:30	MUS	11	C136	6-04	3 TO 5:30			
BT	12	A220	6-03	9 TO 11:30	ET	20	B217	5-29	3 TO 5:30	NURS	1	B217	6-05	12 TO 2:30			
BT	100	B217	5-29	9 TO 11:30	ET	26	C136	6-05	3 TO 5:30	NURS	2	ZLI	B201	6-05	3 TO 5:30		
BT	111	BC1	B201	6-04	12 TO 2:30	ET	29	B118	5-29	9 TO 11:30	NURS	2	ZL2	B201	6-05	3 TO 5:30	
BT	111	BC2	B201	6-04	12 TO 2:30	ET	36	B118	5-29	9 TO 11:30	NURS	2	ZL3	B209	6-05	3 TO 5:30	
BT	111	BC3	B228	6-04	12 TO 2:30	ET	41	A	B232	6-06	12 TO 2:30	NURS	5	B209	5-29	12 TO 2:30	
BT	111	EG	B232	6-04	12 TO 2:30	ET	41	E	B201	6-06	12 TO 2:30	NURS	5	B217	6-03	3 TO 5:30	
BT	111	Z	B209	6-04	12 TO 2:30	ET	41	G	B201	6-06	12 TO 2:30	NURS	6	B209	5-29	12 TO 2:30	
BT	112	AB1	B146	6-06	3 TO 5:30	FREN	1	B201	6-02	12 TO 2:30	NURS	6	B127	6-03	3 TO 5:30		
BT	112	AB2	B146	6-06	3 TO 5:30	FREN	2	B201	6-06	9 TO 11:30	NURS	7	B201	6-02	9 TO 11:30		
BT	112	AB3	B148	6-06	3 TO 5:30	FREN	3	B231	6-04	12 TO 2:30	NURS	7	B201	6-04	9 TO 11:30		
BT	112	CD	B148	6-06	3 TO 5:30	FREN	4	B209	6-06	9 TO 11:30	NURS	8	B201	6-02	9 TO 11:30		
BT	112	CJ	B209	6-06	3 TO 5:30	FREN	5	B217	6-03	9 TO 11:30	NURS	8	B201	6-04	9 TO 11:30		
BT	112	JK1	B230	6-06	3 TO 5:30	FREN	6	B226	6-05	9 TO 11:30	PHIL	1	AUD	6-04	12 TO 2:30		
BT	112	JK2	B209	6-06	3 TO 5:30	GEOL	1	D101	6-03	12 TO 2:30	PHIL	3	D101	6-04	3 TO 5:30		
BT	112	NP1	B230	6-06	3 TO 5:30	GEOL	II	B201	6-04	3 TO 5:30	PHYS	2	D101	6-06	3 TO 5:30		
BT	115	B217	5-29	9 TO 11:30	GERM	2	D101	6-06	9 TO 11:30	PHYS	12	B230	6-05	9 TO 11:30			
BT	116	B230	5-29	3 TO 5:30	GERM	4	C136	6-06	12 TO 2:30	PHYS	14	B226	6-02	9 TO 11:30			
BT	118	B217	5-29	9 TO 11:30	GOVT	1	AUD	6-04	9 TO 11:30	PHYS	19	B226	6-02	9 TO 11:30			
BT	120	E	B119	5-29	3 TO 5:30	GOVT	4	B217	6-04	9 TO 11:30	PHYS	50	AB	B208	6-05	12 TO 2:30	
BT	120	K	B232	5-29	3 TO 5:30	HIST	1	AUD	6-02	3 TO 5:30	PHYS	50	D	B117	6-05	12 TO 2:30	
BT	120	N	C136	5-29	3 TO 5:30	HIST	2	AUD	5-29	9 TO 11:30	PHYS	50	K	B118	6-05	12 TO 2:30	
BT	120	N	D101	6-05	3 TO 5:30	HIST	2	C2	C136	5-29	9 TO 11:30	PHYS	50	Z	B119	6-05	12 TO 2:30
BT	135	D101	6-05	3 TO 5:30	HIST	2	D1	B148	5-29	9 TO 11:30	PHYS	60	C136	6-06	3 TO 5:30		
BT	140	A	B117	5-29	12 TO 2:30	HIST	2	G2	B201	5-29	9 TO 11:30	PHYS	70	AR	B230	6-02	9 TO 11:30
BT	140	C	B118	5-29	12 TO 2:30	HIST	2	J1	B146	5-29	9 TO 11:30	PHYS	70	KR	B231	6-02	9 TO 11:30
BT	140	D	B119	5-29	12 TO 2:30	HIST	2	N	D101	5-29	9 TO 11:30	PHYS	80	BC	B232	6-02	9 TO 11:30
BT	142	B232	6-03	9 TO 11:30	HIST	4	D101	6-02	3 TO 5:30	PHYS	80	GJ	B208	6-02	9 TO 11:30		
BT	144	AUD	6-02	12 TO 2:30	HIST	7	B230	5-29	9 TO 11:30	PSYC	1	AUD	6-05	9 TO 11:30			
BT	150	AUD	6-03	12 TO 2:30	HIST	21	B217	6-02	12 TO 2:30	PSYC	2	D101	6-05	9 TO 11:30			
BT	160	A	B230	6-05	12 TO 2:30	HYG	1	AUD	6-02	12 TO 2:30	PT	1	B209	6-04	9 TO 11:30		
BT	160	B	B231	6-05	12 TO 2:30	ITAL	1	D	B118	6-06	9 TO 11:30	PT	2	B118	5-29	3 TO 5:30	
BT	160	D	B127	6-05	12 TO 2:30	ITAL	1	J	B117	6-06	9 TO 11:30	PT	3	D101	6-03	9 TO 11:30	
BT	160	J	D101	6-05	12 TO 2:30	ITAL	1	J2	B118	6-06	9 TO 11:30	PT	4	B209	6-05	9 TO 11:30	
BT	160	K	D101	6-05	12 TO 2:30	ITAL	1	K	B117	6-06	9 TO 11:30	RUSS	4	B226	6-05	3 TO 5:30	
BT	160	K	D101	6-05	12 TO 2:30	ITAL	2	B	B118	6-06	12 TO 2:30	SCI	1	B227	5-29	9 TO 11:30	
BT	190	AUD	6-03	3 TO 5:30	ITAL	2	C	B118	6-06	12 TO 2:30	SOC	1	B	D101	6-06	12 TO 2:30	
BT	200	B127	6-04	3 TO 5:30	ITAL	2	DL	B148	6-06	12 TO 2:30	SOC	1	C	B217	6-06	12 TO 2:30	
CHEM	5	B117	5-29	3 TO 5:30	ITAL	3	B231	6-04	12 TO 2:30	SOC	1	G	B146	6-06	12 TO 2:30		
CHEM	6	B227	5-29	9 TO 11:30	ITAL	4	C136	6-06	12 TO 2:30	SOC	1	K	B117	6-06	12 TO 2:30		
CHEM	7	B227	5-29	9 TO 11:30	MATH	5	A	B117	6-02	9 TO 11:30	SOC	1	N	B209	6-06	12 TO 2:30	
CHEM	11	B117	5-29	3 TO 5:30	MATH	5	B	B146	6-02	9 TO 11:30	SOC	2	B201	6-05	12 TO 2:30		
CHEM	13	B201	5-29	3 TO 5:30	MATH	5	D	B118	6-02	9 TO 11:30	SOC	5	B217	6-06	3 TO 5:30		
CHEM	100	B	B232	6-03	12 TO 2:30	MATH	5	D2	B146	6-02	9 TO 11:30	SPAN	1	A	B146	6-06	9 TO 11:30
CHEM	100	B2	B201	6-03	12 TO 2:30	MATH	5	G	D101	6-02	9 TO 11:30	SPAN	1	B	B146	6-06	9 TO 11:30
CHEM	100	P	B201	6-03	12 TO 2:30	MATH	5	J1	B119	6-02	9 TO 11:30	SPAN	1	K	B127	6-06	9 TO 11:30
CHEM	200	AUD	6-03	12 TO 2:30	MATH	5	J2	D101	6-02	9 TO 11:30	SPAN	1	P	B127	6-06	9 TO 11:30	
CS	100	B208	6-04	9 TO 11:30	MATH	5	N	B148	6-02	9 TO 11:30	SPAN	2	BL	B148	6-06	9 TO 11:30	
CS	130	B208	5-29	3 TO 5:30	MATH	5	P	B148	6-02	9 TO 11:30	SPAN	2	C	B119	6-06	9 TO 11:30	
CS	140	D101	6-04	9 TO 11:30	MATH	6	AUD	6-04	3 TO 5:30	SPAN	2	D	B119	6-06	9 TO 11:30		
CT	1	B127	5-29	9 TO 11:30	MATH	8	AB	B230	6-03	12 TO 2:30	SPAN	2	J	B230	6-06	9 TO 11:30	
CT	3	B117	5-29	9 TO 11:30	MATH	8	B	B231	6-03	12 TO 2:30	SPAN	2	K	B230	6-06	9 TO 11:30	
CT	7	B127	5-29	3 TO 5:30	MATH	8	JG	B231	6-03	12 TO 2:30	SPAN	3	B217	6-05	9 TO 11:30		
CT	9	B117	5-29	9 TO 11:30	MATH	14	A	B117	6-02	3 TO 5:30	SPAN	4	C136	6-06	9 TO 11:30		
					MATH	14	E	B118	6-02	3 TO 5:30	SPAN	5	B209	6-03	9 TO 11:30		
					MATH	15	AUD	6-03	3 TO 5:30	SPAN	6	B230	6-04	3 TO 5:30			
					MATH	16	AUD	6-02	9 TO 11:30	SPAN	111	B230	6-04	9 TO 11:30			
					MATH	21	GL	B217	6-04	3 TO 5:30							



# Richmond's President Inaugurated Here

By Anne Fanciullo

Herbert Schueler was inaugurated as the first president of Richmond College, in the SICC auditorium on Friday, May 9. On hand to witness the academic procession were notables and dignitaries from various colleges. The Honorable Arleigh B. Williamson, chairman of the Richmond College Committee, presided as emcee and general speechmaker for those Board of Higher Education officials who were unable to attend.

The official opening message was jointly delivered by Mr. Geraint Evans of Richmond College and Mr. Robert Arrindell, president of the Student Council. Mr. Evans spoke of the president as having "... an open door, symbol of an open mind," and a "reservoir of forbearance." Mr. Arrindell took the opportunity to express his desire that Mr. Schueler would handle the growing trend toward militarism at Richmond with the utmost care and impartiality. Arrindell commended the president for his establishment of a "better dialogue between students and administration."

Dr. Albert H. Bowker, chan-

cellor of the City University, sent as his delegate, Mr. Blitz, who responded with optimism for the university's future. He stressed again the importance of a faculty-student relationship at all colleges and gave special praise to Mr. Schueler for his work in that area.

President Schueler, in his inaugural address, expressed strong ideals and a humanitarian position upon current world issue. He dealt with such topics as progress in education, the university and teaching, warfare, the technologies, and the ghetto. Schueler feels that the U.S. should "combat poverty and bigotry along with a myriad of other social disorders." He expounded upon the ills of militarism, stating that through progress we have developed "methods to kill more in a shorter time than man has dreamed possible." Commenting upon the lack of peace and unity in the world, he again stressed progress as the culprit, saying that people are "close in time not close in spirit."

The ghetto, another source of interest to Dr. Schueler, holds "privilege among deprivation."

As universal knowledge reaches the pinnacle of development, the poverty areas of the country suffer in the obscurity of ignorance and destitution: "To know and to love are as far apart as ever."

"The university," he said, "should accept the world and work toward its improvement... and at the same time, be in service to society without being its slave." Also speaking on the educational front, he feels that a professor is "an empty shell without someone to profess to and with" thereby advocating an intricate student-teacher exchange both in the classroom and outside it. "We must," he said, "restore teaching to its rightful place at the forefront of the university's function." Dr. Schueler professes a belief in shared powers rather than separate powers with regard to community involvement in educational practices.

In closing, Schueler added that education must "dedicate itself to the betterment of mankind..." and in that way can truly be called a "moral institution."

# ANNOUNCEMENTS

Dr. Pessen, the head of the History and Social Sciences Department, will lecture on U. S. Foreign Policy today, between 12 and 2:00 p.m., in the student lounge. Dr. Pessen is a noted Jacksonian scholar, and is also an entertaining public speaker. All students are invited to attend.

If you want to get away from the noise, turmoil and pollution of the city, here is your change. Dr. Vagvolgyi of the Science Department is organizing a 14 day hike in the scenic White Mountains of New Hampshire.

The hike will begin on Friday, June 20th at 4:00 a.h., with a drive to Lake Ranglely in Maine and an overnight camp there. The hike will then proceed through the Presidential Range, Mount Moosilauke.

The costs will be minimal: Two and three dollars for food per day, and about eight dollars for transportation (including tolls). Interested? Then fill out the form below, and return it to Dr. Vagvolgyi, in room B-204, by May 22nd. An organizational meeting will be announced, and

a deposit of \$5.00 will be requested.

On May 23rd, at 8:00 p.m., the Film Committee of the Kaleidoscope Committee will present the underground film "Exterminating Angel." The film will be shown in the auditorium.

On Friday and Saturday, May 16 and 17, a production put on the SICC Theatre Workshop will be held at 8:30 p.m., in the Student Lounge. Admission is free, and no tickets are necessary. There will also be food and drinks served at no extra charge. The show will feature a new rock group, "The Second Coming." Performing in the group are Paul Costello, George Bouquo, Henry Alba, Maurice Oliver and Celeste Lederer. Frank and Janet will also do their thing as guest performers. Stuart Ashman will provide the show with a few blues numbers. Blind Brown is also going to knock out a few blues tunes on his guitar.

Poems will be read by student contributors to "The American Standard," the SICC literary magazine. Free copies of the magazine will be distributed.

Scenes from an original play written by Quinton and Dward Farquhar, and performed by students of the Theatre Workshop, will highlight this folk rock extravaganza. Free refreshments are to be served.

Films and slides produced by members of the Mixed Media Workshop, and a light show by Richie Uskie, will top off the show. After the show, there will be an all out blast in which the audience is invited to participate by dancing, or by doing their own thing, whatever it might be.

Admission is free, and so are the refreshments.

A reminder to all students: Applications for financial aid for the coming academic year 1969-70 are currently available in the Financial Aid Office, Room A-107-B. Interviews will be held from May 19 through June 15.

Students are urged to apply for financial aid as soon as possible. Those students who are transferring to another college in September must apply for financial aid at that school, as they are no longer eligible for aid at SICC. Upon request, the financial Aid Office will send the school a transcript of the aid received.

Also, some interesting summer jobs through the Urban Corps are being made available to college students. Such jobs, in city agencies, as Public Administration and Management Assistant, Accounting Assistant, and Photography Assistant are opened to qualified college students. For further information, inquire at the Financial Aid Office.

**GLEE CLUB CONCERT**  
The Glee Club will present a short informal program, in the Auditorium at one o'clock on Thursday, May 22.

# State Of The College

In an unprecedented move in the history of SICC, President William M. Birenbaum will, on Monday, May 26, report to the college at large in a State of the College speech. Birenbaum's predecessor, Walter Willig, never gave a similar address, and there is speculation, or rather hope, that this will be a continuing practice on the new President's part.

Following on the heels of student open forums, student commissions and open cabinet meetings, this innovation by Birenbaum is the latest step in his philosophy of keeping the students and faculty informed of what is going on in all areas of campus activity.

The meeting at which his report will be presented, is to be held in the auditorium at 1:50 p.m. In order to enable the greatest possible number of persons to attend, class hours for May 26 will be modified according to the following schedule:

Period	Normal Time Schedule	Modified Time Schedule for Monday, May 26
1	8:00 - 8:50	8:00 - 8:40
2	9:00 - 9:50	8:50 - 9:30
3	10:00 - 10:50	9:40 - 10:20
4	11:00 - 11:50	10:30 - 11:10
5	12:00 - 12:50	11:20 - 12:00
6	1:00 - 1:50	12:10 - 12:50
7	2:00 - 2:50	1:00 - 1:40
STATE OF THE COLLEGE MEETING 1:50 P.M. IN AUDITORIUM		
8	3:00 - 3:50	3:30 - 4:10
9	4:00 - 4:50	4:20 - 5:00
10	5:00 - 5:50	5:10 - 5:50

# Ballots Before Bullets

THE WASHINGTON POST Sunday, Feb. 9, 1969 B7

**LET FREEDOM'S BATTLE CRY BECOME BALLOTS BEFORE BULLETS. How RMN Can Win The Peace And With Honor Quickly End The Vietnam War With A Massive Moral Consensus.**

**THE ANSWER IS CLEARLY STATED IN TWO LETTERS TO PRESIDENT JOHNSON AS PRINTED IN THE CONGRESSIONAL RECORD (12-18-67 on pages A6282-3)**

The outstanding Inaugural remarks on peace by RMN deserve realistic implementation, not mass lip service. The following excerpts from my recent LBJ letter supply this great need.

December 16, 1968

Dear President Johnson:

How you can become the greatest peacemaker in White House history in the next 30 days is absolutely possible. THIS IS NOT RUBBISH. Let me briefly outline a workable answer giving approximate dates.

● Part 1... On Dec. 23, 1968 you could announce to the government of S. Vietnam and to the world that American armed intervention will cease after Jan. 11, 1969 unless the people (in S. Vietnam) indicate in a national plebiscite that they want America to continue military intervention. You could ask them to pray for divine guidance before they vote. If the vote indicates that the U.S. should leave, we can do so with honor.

● Part 2... If the vote in Vietnam indicates that our armed forces are wanted, then you could ask the American people to vote on Jan. 15 or 18, 1969 in a U.S. plebiscite as to final approval. If our voters approve of using American military power to bring the war to an end, then we can turn on the power.

● Right now you have this power. You do not need a Supreme Court decision or a Congressional resolution. Vietnam is essentially a political war. By all standards, it ought to be settled with **BALLOTS BEFORE BULLETS**. That this simple but realistic plan is in complete harmony with the following statements by President Eisenhower and General MacArthur should be as clear to you as it is to me.

● **PRESIDENT EISENHOWER**... Its winning (the peace) cannot be left to the diplomat and the soldier... There should be a reminder to each of us that cause of peace needs God. We should come to know also that responsibility for peace or conflict rests in some degree with each of us. (8-20-54).

● **GENERAL MACARTHUR**... I believe that the great tragedy of the world today is that we have not been able to establish the mechanics to carry out the will of the common people that war shall be nonexistent. Now, the masses of the world are far ahead of their leaders... I believe it is the massed opposition of the rank and file against war that offers the greatest possible hope that there shall be no war. (5-5-51)

● The above **BALLOTS BEFORE BULLETS** plan is how you (or RMN after 1-20-69) can in one move set in motion forces that can both change the course of human history and with honor quickly end the Vietnam War. This is how America's image as a "nation under God" can be revitalized and how it can recapture the moral leadership of the world.

● It may interest you to know that the CONGRESSIONAL RECORD (12-18-67 on pages A6282-3) contains this plan—my 2 LBJ letters. It was most timely in view of your AFL-CIO speech 12-12-67, "But I only wish that those who bewail war would bring me just one workable solution to end the war."

● Would you not like to have future generations read that LBJ was the greatest peacemaker rather than the darling of the trigger happy members of the MILITARY-INDUSTRIAL COMPLEX? This plan may give Saigon the political jitters to such an extent that the Paris talks will get moving.

● The question now is—can you afford to deprive all mankind of the blessings wrapped up in this solution and what it can do for your own public image in history. All I can do is pray that you will be divinely guided to accept this plan. Never before has one person been able to do so much with so little effort.

● When is America and the world going to wake up to the simple fact that (except to repel armed invasion) **KILLING X NUMBER OF PEOPLE DOES NOT SOLVE POLITICAL, SCIENTIFIC OR MATHEMATICAL PROBLEMS? ONLY RIGHT THINKING CAN DO THAT.**

● **IN THE BATTLE FOR THE MINDS OF MEN, LET FREEDOM'S BATTLE CRY BECOME BALLOTS BEFORE BULLETS.**

● If you really have sufficient vision and courage, **YOU CAN STILL BECOME THE GREATEST PEACEMAKER IN WHITE HOUSE HISTORY** and alone for some of your political sins at the same time.

● I can only hope that you appreciate the spirit in which I send this friendly message, designed to bless all mankind.

**PLEASE PRAYERFULLY PERUSE** in conjunction with this message. **AN HONORABLE END TO VIETNAM WAR**, in C.R. (12-18-67 on pages A6282-3). **WITH ALL BEST WISHES . . . . YOURS FOR PEACEMAKING BY ALL,** CLIFFORD R. JOHNSON

P.S. A Summit Conference Resolution (HCR 39) and one for UN Charter Revision (HCR 30) were introduced in Congress in 1959 and both were based on the **BALLOTS BEFORE BULLETS** plan.

# Free Chest X-ray

on Thursday, May 22

12:30 P.M. through 6:30 P.M.

Registration and Administration in lobby between C136 and D101.

For pre-registration, time preference,

or to volunteer, contact Miss Carlton in B204 or at Ext. 372.



# The Dolphin

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Staten Island Community College of The City University of New York  
The Dolphin is a member of the Associated Collegiate Press  
and the Revolutionary Action Press

## - Letters To The Editor -

### To the Editor:

The newest campus publication, *Vanguard*, deserves praise.

In a choking atmosphere of chronic non-awareness and political primitivism, *Vanguard* is boldly attempting to taste a point of view. That point of view is inclined to perceive that much of what is American is not, and never was, devoted to classical ideals, but rather by the cross motives of exploitation, repression and hypocrisy.

Vietnam is the finest example of such American motives. At one time, the public believed government stances on why we were in that war. Slowly but powerfully, the public discovered that these positions were pure rhetoric and that American involvement was more inclined to make an American feel shame rather than patriotic pride. *Vanguard* feels that shame caused by government policy and they accurately expose our motives.

Such a way of seeing is frightening to several members of our college community. They feel threatened by the other interpretations of world events. They sense, on reflection, their own intellectual shallowness and their emotionally caused blindness. They claim that *Vanguard* will undermine the weak, impressionable student body, and they try to cut its funds and drive the paper out. But they will not succeed in such endeavors, for *Vanguard* is planted already.

Foes of the *Vanguard* should examine themselves and see if their positions are all so glimmering of truth. Chances are that their positions will crumble quickly, and the cherished fantasy will be forever refuted, and that will cause pain. But you need not fear the pain, loyalists, to hypocrisy, for in understanding there is a thorough redemption. All of us, in accepting the realities over the myths, can see what we can accomplish. We can change this campus, we can transfigure our own selves and, lastly, we can approach the change of society more surely and confidently.

Rubin Watnik

### To the Editor:

I'm writing this letter to both commend and complain about the teachers of SICC.

I feel that the teachers take a genuine interest in the students of SICC. They want to see the students graduate and continue their education. The teachers are always willing to give of their free time to any student who has a problem. However, I feel that when it comes to counseling students, that the teachers are not as well informed as they could be.

Many students have lost credits when transferring. This is often due to the fact that the course, although acceptable to the school, is not acceptable to the curriculum the student wishes to follow. Also, students find themselves taking courses that would not be needed at the school they

wish to attend.

I feel that if teachers of SICC are to be advisors to the students, they should be better informed so as to advise the students. It's a shame that the very teachers who try so hard to help students to go on and further their education are often hindering them.

I would advise any student who wishes to transfer to another school to call the school he wishes to attend, before making up his schedule, to see which of his courses are acceptable.

Paul M. Navarro

### TO THE PERSON WHO NEEDED MONEY IN MY WALLET MORE THAN I DID

Yesterday, in the time that it takes to walk down a hallway to another office with a "Christian perfection is a gift message, my wallet was removed from my closed purse, which was left momentarily on my desk in A-323. At the same time a pair of cufflinks of some value was taken from the desk of one of the teachers. No one who works for a living can readily afford to lose \$16 in cash, but since money is replaceable I can accept that loss. However, the personal treasures in the form of family pictures are irreplaceable. I appeal to the person who took the wallet to return it in some way to me. It was shabby blue leather stuffed with pictures of my family and several important papers and telephone numbers.

Sophie Matthews

Secretary in the English Dept.

### Joint Publication

The *Dolphin* wishes to welcome the *Black Awakening*, *Vanguard*, and the *English Fifty* newspapers into this combined issue. The *Black Awakening*, as many students may be aware, is a publication sponsored by the Afro-American Society. The *Vanguard*, which is the latest addition to our school's list of publications, is presently being sponsored by the Discussion Club, while the *English Fifty* newspaper is a publication compiled by the SICC journalism class once a semester.

The reason why *The Dolphin* is incorporating these four publications is because they are so new that they have no budget as yet. *The Dolphin* hopes that next year all of these publications will be granted budgets so that they will be able to publish independently.

### Congratulations

The *Dolphin* wishes to congratulate Miss Gale Smerick, our new Campus Queen for the academic year 1969-70. We wish her the best of luck in her coming reign.

### Guest Editorial

In reading the Kerner Report, it is necessary to compare it with the movement of Black leaders in the establishment of equality for Blacks. One of these leaders whose philosophy could put the report through its most critical test is Malcolm X. Malcolm's thinking reflects the thinking of the majority of Black America, and from this thought has stemmed the main obstacle course for obtaining absolute freedom.

In the autobiography of Malcolm X, his ideas and criticisms of the United States Government where Blacks are concerned are explicit.

First, a few statements about the report itself. The report is clearly an attempt by white America to understand the problems of the ghetto. I think this attempt is viewed differently by Black Americans because they have nothing to gain from the report. They've lived through it and made it possible for such a report to be written. On the other hand, whites see it as a tool to help solve the problems of the ghetto. Not many Blacks would agree. The majority of the Blacks see the report as something similar to a doctor treating the symptoms and ignoring the disease. We find that most of the studies are watered down, diluted and seem designed, intentionally or not, to the benefits of whites. An example of the misuse of some of the information acquired, is when store owners raise their prices on the 1st and 15th of the month. They know that the ghetto people receive their welfare and social security checks on these days.

The Commission, though very factual with statistics, has missed the boat. That boat might be called the concept or awareness of power. It does very well with written rules, but fails to take into consideration the unwritten causes of riots. This is the root of the problem—the powerful vs the powerless.

The uneven distribution of power is the underlying cause of the frustration of the people of the ghetto which inevitably leads to riots. What is power? Basically, power is the ability to act, which is non-existent in the ghetto. The formation of riots derives mainly from the knowledge that, through pressure, one can attain definite actions and reactions. Malcolm X might be powerful vs the powerless, having been born powerless and paying with his life for the small bit of power he did manage to achieve.

## Portrait Of A Catholic

Dear Non-Believers,

First of all I will apologize for the delay in writing this rebuttal, because it should have been written centuries ago. All I can say is that when people have faith they can't give answers to the discontented, they can only give pity. Secondly I apologize for not being able to give factual statements in support of my belief. My words come only from my heart and emotions and not a superficial intelligence. I also have many questions concerning our world so maybe if I explain what Christianity means to me someone will answer my questions.

It seems we have arrived in a period where man is searching for peace, love, truth and understanding. But it also seems that the only way we are trying to achieve the "better life" is by hating, killing, destruction and criticism and expecting perfection of our fellow man.

I once read an essay written by John Wesley in 1766, entitled "A Plain Account of Christian Perfection" which states, "Christian perfection is attained when perfect love of God and neighbor rules a person's heart and words and actions.

Christian perfection is a gift of God's grace, . . . and being wrought by faith.

Christian perfection is not absolute, for God alone is absolute-

ly perfect; nor should it be called sinless. . ."

John Wesley was a priest of the Church of England. He was not a Catholic, but his essay can refer to any Christian religion. Disregarding "Christian" it can apply to the Jews and, by disregarding "God," perfection can still be attained by atheists.

Now where do I as a Christian fit into the beautiful picture of humanity man has created? And where does the Catholic Church fit in? Where it's always been for the minds and hearts of those who accept the teachings of Christ. As for me, the Catholic Church is my guidance. It is a man-made institution, imperfect and questionable, but this doesn't lessen my faith in Christ and God himself. How else can I explain the meaning of faith. I've known fear and pain and hatred and loneliness but I also know that without my faith those crosses would have been ten times harder to bear. I've known religious people, priests and nuns who with all sincerity have given their lives to helping others. Helping others? That seems to be something you don't see very much. Everyone is out for their own skin, not caring that what they want could make many others unhappy. Recently I saw a young man very sick on drugs and this so-called friends were near by, not helping not caring,

only laughing. Yes, I feel hatred, hatred for my generation that is causing its' own destruction. And yet I have respect, respect for the old lady sitting in church saying a rosary. Since when does someone have the right to question another's feelings, emotions, or tears. If you see someone who needs your help, help them. Forget that you're Catholic and he's a Jew, forget that you're white and he's black, forget that you love God and he doesn't, forget that you're intelligent and he's not. Just remember you're a human being and so is he!

What is faith? You can't learn it and you can't teach it. It's a mystery. It comes when you want it and leaves when you want it to. I have faith and after I'm unhappy. I have many questions and few answers. What is truth, what is understanding, what is peace, what is love. I want these things but I can't find them. All I have is time, a little patience and my faith. I'm a human being, are you? I have one wish and that is to be black so I would really know what it means to be a human being.

What else can I say, except I'll pray for you!

Love,

Donna D'Amato

P.S. Alexander Pope wrote a poem called the "Universal Prayer." If you have time, read it. It's faith!



# Bread and Circus — S.I. Style Gripes On Pedagogy

By Frank Giacalone

Occide, Occide, was the resounding cry as thousands of sporting Romans hollered for the blood of criminals and gladiators in the Colosseum and various other amphitheatres around the empire. Such was the mood that manifested itself in P.S. 29, on Wednesday, May 7th at an alleged "decency" convention. Sponsored by the American Legion, and supported by organizations like the Holy Name Society, the Protestant Council, the Marine Corps League and the Service Organizations in the Chamber of Commerce, this group of civic minded Staten Islanders convened to see what could be done on the question of disloyalty, vulgarity and blasphemy at Richmond and Staten Island Community Colleges. Adopting the name C.O.D.E.S. (Community Organization Demanding Educational Sanity), a format was drawn up which consisted of four cardinal precepts: 1) formation of a Parent-Teacher Organization in the colleges to bring pressure on teachers; 2) the aiding and funding of students who will undermine the outspoken ones; 3) formation of a Community Watchdog Commission to compel students to behave as C.O.D.E.S. demands; 4) to invoke legal action in the event of opposition. Following their proposed plan came speeches by the organizers of the council. The top echelon included the "good Christians" Aldo Benedetto, Daniel Leddy Jr., Pasquale Bifulco, Vinny Murphy of the Holy Name Society and Gene

Perry of the Police Department.

Some of the more intelligent suggestions came from the stage to generate emotion and spawn propoganda. For example, Vinny Murphy, president of the Holy Name Society and secretary of the meeting, gave a beautiful dissertation on beating his children into submission and stated, "I'm not afraid to throw kids through windows if they disrupt things." Thus we see a magnificent example of Christian benevolence and understanding. Murphy went on to say how the president of the college lives in an \$85,000 rent-free house, paid by citizens' taxes, and does nothing to stop the "trash." So his brilliant solution to the problem was to haul the president in a car to Albany and demand that the governor fire him. This, he claims, would bring a halt to student unrest and eliminate the radical influence.

When "Ludicrous Leddy" took the floor, the proposed spearhead thrust was revealed. The omniscient attorney evinced his plan to bring pressure on state senators and various public officials, to question the contenders in the mayoral race where they stand on this issue, to persuade students to refuse payment of the admission fee used for publications, to cut the aid which pays the salaries of teachers, deans and faculty, and to fine offending students to determine the thrust of prohibition. Such reactionary policies can be perpetrated by a Machiavellian opportunist, who though he admits his interest in politics, disdains utilizing this issue as a stepping

stone to an administrative position. Such an obvious facade is a clear indication that Leddy has created a situation to fit his own personal inclinations.

During the progress of the meeting, I attempted to defend my article, "The Catholic Church—Cancer Society." When I alighted the steps of the stage and introduce myself as the author of the article, I immediately felt transported back to the days of Roman barbarism. Amid sporadic outbursts of "Drag him off the stage." and "Kill him, kill him," "good Christians" saw fit to threaten me when I left the meeting. So rather than sacrificing myself to the will of the mob, I walked off the stage and found my way out of the theater with some friends. Though we were followed by some Java men dressed in the uniform of the American Legion, we escaped unhurt from this modern, Christian-style Coliseum.

Now we experience the inception of educational persecution if we allow this primitive clan to extend their influence in our colleges. Professing their 15th century ideas and following opportunities like Leddy and Bifulco, such people are dangerous by the very nature of their ignorance. Writing should be continued in all student publications without community inhibitions placed upon them.

Either we show the Neanderthals where we stand or be cast into the political arena where the results may be disastrous for publications in schools and colleges all over New York.

By Bruce Merles

Although the teaching techniques that are now typical appear to be foolproof and equitable, they actually have more faults than Carter has pills. I would like to bring forward some of the grave injustices inflicted upon the students.

Gripe # 1

The student awaiting his final grade after being given only a limited number of tests is in for a severe jolt. (Limited implies a maximum of three tests or reports.) The student should doubtless be graded also on his classroom recitations—their content and delivery. But, to everyone's surprise, he may say all he wishes and get nothing out of it except perhaps some self satisfaction. Teachers claim that class participation contributes toward a grade, but the truth is another story. In addition, many students often find that it is impossible to take a written test, because they freeze up and forget everything. They therefore fail. Why can't students have oral tests as well as written—or be given the option of taking one or the other?

Gripe # 2

Why should a teacher be allowed to stay out for a week without a substitute taking over?

Gripe # 3

Why should a teacher refuse a student permission to rewrite a D or F, so that he can improve his mark. Many teachers give the excuse that they have

so much paper work to do that they cannot take time out for a rewritten paper. If this is the case, then the teacher is at fault because he should realize that such "extra" chores are part of his job. Why can't the student have a second chance sometimes? Teachers must know from their own experience what it is like to receive a poor grade on a paper, and not be allowed to write it over. Don't teachers realize that the student may have been compelled, by the pressure of other assignments, to rush a particular paper, and shouldn't they therefore give him a second chance? The only assumption that can be made is that the teachers are letting their power go to their heads.

Gripe # 4

The student often must take courses that have nothing to do with his future profession. It is absurd that a student should have to take a civil technology curriculum when he is interested in psychology. Moreover, it should be easy and painless to change from one curriculum to another—with a minimum of red tape, harrassment, or "counseling." A college student should be permitted free selection of his curriculum, even a mistake or two in the process, without penalty. But even apart from the question of curriculum changes, the major problem is that many student do initially get their choice; but many do not.

## Advice To Lovelorn

Dear Rick,

How far does a girl have to go to satisfy the cravings of a sex maniac? For some time now, I have been a private secretary for a well known personage of Staten Island. In the office, he acts calm and civil towards me in the presence of others. However, when we are alone, he suddenly becomes violent and displays a starvation for affections. When I try to pacify him with my womanly wiles, he tries to seduce me all the more.

Now I have reached my climax of endurance, but he still continues.

Please advise me of my next plan of tactics, as his attentions are becoming more than I can bear.

His secretary

Dear Sexretary,

If you don't like him, don't pacify him; he is not a baby. Level with him and tell him you have no interest in him romantically and tell him you don't want him to have it in you either. If he persists, refuse to be alone with him; if necessary, resign.

Dear Rick,

Help! I have an intense flame of desire burning in my heart for the affections and body of my girlfriend. To express my intense love, I would like to show her off to the rest of the school, by escorting her to the Starlite Bal. However, how will I be able to explain to the ticket vendor when I purchase the ticket and she

asks my date's name and that I must give hers? Please answer in your next column.

Lezie Bisexty

Dear Lez B.

I don't know of any special qualifications as to who you can escort to the Ball. It is your privilege to escort anyone you please. If its your thing, "man," do it. One question: who wears the corsage?

Dear Rick,

Do you know of any car mechanic who has the knowledge and equipment to correct a leaky Bi-Sexual valve?

Draining

Dear Draining,

I've talked to several mechanics. To correct a leaky Bi-Sexual valve, they have suggested nuts, screws and a good cork. Confidential to the Pied Piper—turn, turn, turn. Confidential to old faithful—Are you going to Florida?

Notice: I have found an expensive blue textbook. If you have lost it, leave a note describing the book exactly, and in care of Rick Manrich, at The Dolphin office. I will then leave the book there within three days. Thank you.

Problems? Ask Rick. Leave all letters c/o Rick Manrich at The Dolphin office in C113 for immediate reply. Specify for personal reply and pick up answer within 5 days at the office, if you prefer.

## The Draft: Fight It On Your Own Terms

By Anne Fanciullo

Humanism is not dead. . . . but merely coexisting with its enemies of hatred, violence, and fear. Its existence has been threatened, torn apart, and finally mended. . . . but never uprooted. For as the seeds of prejudice and belligerency are shown in the early stages of human life, also inherent in that being is a natural phenomenon called "love."

If a man is concerned with the detrimental fluctuations of his life, then the task is truly his own to correct those abnormalities as swiftly as they arise.

Specifically, I am referring to those current draft laws which provide for the usurping of fine human machinery for the farcical "game" of war.

Everyone has the right to (follow his conscience,) and if this so-called democracy is . . . of the people, by the people for the people. . . . then it is upon the conscience of all men to oppose their country if they place personal belief above political credence.

It is a dismal observation in the wealthiest of countries where a young man, having the highest aspirations to better his life and to achieve a personal goal, is forced to serve in an institution advocating the destruction of other young men with the same benevolent aspirations.

Many feel as though serving in the military is a compulsory,

automatic duty everyone is responsible to fulfill. Nothing could be more inaccurate! Many "volunteers" to do as an "escape route" to fulfill the interim voided by a poor education or lack of employment.

If you are a person opposed to THE WAR (or any war) for any reason, the draft has become your personal problem. You must decide where you stand in regard to military service; you must also realize that it is "the basic function of the military to wage war—not to build men."

The alternatives to the draft are innumerable and well worth looking into before any permanent decisions are formulated. For example, Conscientious Objection is a broad framework within which one can avoid conscription. There are those types of objectors who are opposed to all forms of warfare and military service, but are willing to do two years alternative civilian service, possibly in a hospital. Also, as an objector, one may be willing to serve in the armed forces in a non-combatant position, assigned to medical work, but in this way would still be contributing to the war machine.

If a person has been already inducted into the military, he may be honorably discharged as a qualified "Co" if he has come to this position since induction. The "non-cooperators" are a small but growing number of objectors who wish to oppose the

Selective Service for a variety of reasons. These men face prison terms to five years and a \$10,000 fine. As a last option, some choose exile in Canada knowing that upon their return, even after they are no longer draft age or have lost their citizenship, can be immediately initiated into Uncle Sam's Cavalry. The Occupational and Dependency deferments, along with the I-F and IV-F classifications are each so technically detailed as to "stretch" the arm of the law to the most infinite degrees.

But probably many have become uneasily aware of the tremendous information shortage. Facts about draft alternatives seemed to be termed "classified information" to all non-holders of the keys to General Hershey's file cabinet. In response to this need, the initiative has been taken to form a Student Peace Union on campus for the Fall '69 semester. The organization will feature competent draft counseling services, films, discussion, and guest speakers in conjunction with the Fellowship of Reconciliation, the War Resisters League, and the Peace Fellowship.

It is the individual's choice. Whether one claims status as a CO or is simply curious; whether one is against the issues or for them, a man must answer to his own conscience and do what he thinks best for himself and his fellow man.



# Rebuttal: Architecture Aids Education

By Niles Miller

In the May 8th edition of *The Dolphin*, there appeared an article written by Mr. George Sideris entitled "Architecture Triumphs Over Education." Mr. Sideris expressed his views on the campus planning of Staten Island Community College, as a very sad and critical one. He has critically torn apart many aspects of the college campus without any real conception of how a campus such as ours is planned. Mr. Sideris has a few valid points in his article, but most are completely absurd.

If we examine the plan of our campus, we can see that there are places for recreation, some for study, and others for entertainment. In determining if these places are successful in their objective, one must judge if they succeed in serving their individual needs, and then it is still a subjective decision. One example of this concerns the student lounge. Some people find it very pleasing to study in there, where others find it almost impossible.

In that article, the writer states the idea of weeding out the irresponsible administrators who planned our campus. The fallacy in this statement is that both administrators in and outside our campus grounds are responsible for campus planning

decisions. The faculty administration in charge of campus planning would be the campus facilities office. I am sure that any good suggestions on campus planning would be taken into consideration by that office.

Mr. Sideris gives certain examples such as a noisy library, supplemented by the Xerox corporation. This duplicating machine is one of the most useful facilities in the school, existing for the convenience of the students. It is true that the library duplicator is noisy, but the machine is not in operation too many times during the period of an hour to interrupt the process of studying. The bright white and yellow walls in the library were designed especially to ease the eyes when studying. The relationship of our campus buildings to factories, as mentioned in the article, is completely irrelevant, and this may be how that writer relates the function of our school. Our campus was built by a precast method of construction, and this method is very successful in showing unique architectural designs.

Mr. Sideris states that, because of this so called architectural tragedy, there is a 50 percent dropout rate. This statement is completely false, and, even if it were true, it would be irrelevant to the structure of the school. The combination of

art, architecture, and engineering has been shown here, but I am sure not to the fullest extent. Obviously, if Mr. Sideris had any knowledge of the architecture, it would have stopped him from writing about this mediocre pile of stone. A true analysis tells us that the chief reason for a lack

of true artistic detail is the lack of funds, but the architect has succeeded in his primary objective, which is functional.

If the master plan of our campus is observed, it tells you that a separate library, gymnasium and student union building,

among other structures, are in the planning stages.

It takes many years for a campus to grow, and, in most cases, college campuses never do stop growing. We also have to think along those lines of expansion, may it be this year, or ten years from now.

## The Smothered Brothers

By Loretta Argue

Last month, the long arm of censorship reached out to strangle the Smothers Brothers Comedy Hour. CBS president Robert D. Wood charged the Smothers Brothers with "breach of contract for not submitting tapes in time for clearance by affiliate stations."

Tommy Smothers denied these charges, declaring there had never been any contractual obligation to do so and, "we have been prepared to let the affiliates cut out anything they wanted. But CBS keeps itself between the creative people and the affiliates."

These accusations were clearly fabricated as an excuse for canceling the show, which has been a thorn in the network's side

for a long time. The motives for cancelling the program were more aptly described by one CBS official who commented, "Tommy has been sticking his finger in the network eye. Something had to be done."

In the past, Tommy has criticized the practice of CBS censorship both in print and on other shows. Evidently, the network felt it was time to silence that voice by removing it from the air.

This totalitarian attempt to crush the voice of opposition may have been successful in clearing the sacred air space over the United States, but not in suppressing that voice altogether. The Smothers Brothers have received an offer to put on their program over a privately-owned Canadian network. If they decide to accept this of-

fer they'll call the show "The Smothers Brothers in Exile."

The president of the Canadian Broadcasting Company, Murray Cherkover, suggested that, "Perhaps the Canadian audience is more mature. Canadian audiences are used to satirical commentary and documentaries."

This action taken by the CBS censors is typical of the mentality exhibited by most TV producers who apparently feel that the intelligence of the American audience does not exceed that of a ten year old. It will be interesting to see what CBS intends to replace the Smothers Brothers Comedy Hour with. Most likely, such inspiring and socially accepted programs as "Land of the Giants" or "Big Valley" will fill the time slot.

## The Future of Modern Youth

By Tony Di Raimondo

The other day, I was sitting on the bus when I came about two dozen high school kids. Most of them looked like they were freshmen and sophomores. Half of them were rowdy and the other half were calm and quiet. I couldn't help but think to myself these kids were just "teenyboppers."

After observing them for about ten minutes, I realized that someday these people would be the law making politicians, the profit making businessmen, the people who will be running everything.

I more or less know what influenced, and still does influence, my development; but I started thinking about all the forces that would influence and direct their development as adults. Just about everything has an affect on a person in his early teens.

Growing up in the midst of social reform isn't easy. He sees the old system starting to fail and he sees that the new system has too many flaws in it to really work. He is confused as to which way he should go; stick with the old, or try the new. More specifically, he is influenced by wars going on throughout the world. He is led to be prejudiced and hateful towards other men, invariably by his parents. He has to be affected by the sight of college students turning to open warfare on campuses, taking over buildings and universities. He is influenced by people rioting in the streets killing each other and burning down cities like Watts and Detroit, not to mention Harlem. He is influenced by the sadistic and brutal murders of three of the greatest men in our history. He is forced

to take up a weapon against some of his friends in a growing, needless war between black and white men. And the list goes on and on and on.

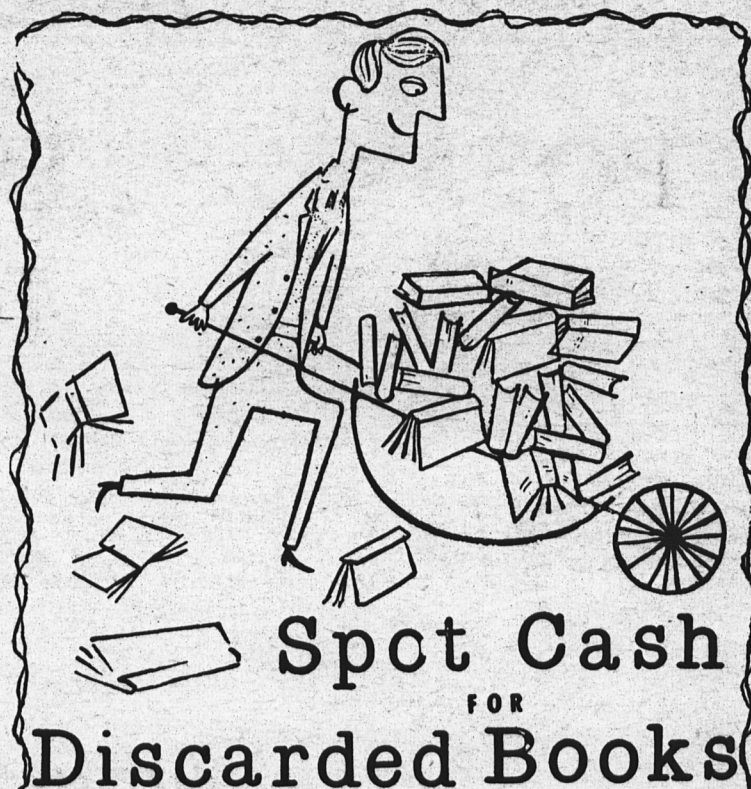
I, of course, only mentioned some of the things that may be detrimental to him. I won't go into the hundreds of thousands of almost unbelievable accomplishments made in such areas as science and medicine.

Why shouldn't it be difficult for this person to grow up? With so much affecting him, how can it be easy? It can't. Growing up is probably the hardest task that a person has in life. Unfortunately, the parental generation often makes demands on kids they can't fulfill. In so doing, parents give their kids a complex. This young adult feels that he is always falling just a little short of what's expected of him. And throughout his life he never actually recovers.

Tomorrow is his

What worked yesterday, isn't necessarily going to work tomorrow. Where, then, does the young person turn? Where does he go? What will be his tomorrow? Well, the answer is that he will have to make his own tomorrow. By the time that today's reforms are enacted, he will be the one who is enacting them. He will make them work for him and his society.

Hopefully, he will take yesterday, utilize its accomplishments, and discard its failures. He will grasp some contemporary ideas and he will make a tomorrow better than we have today.



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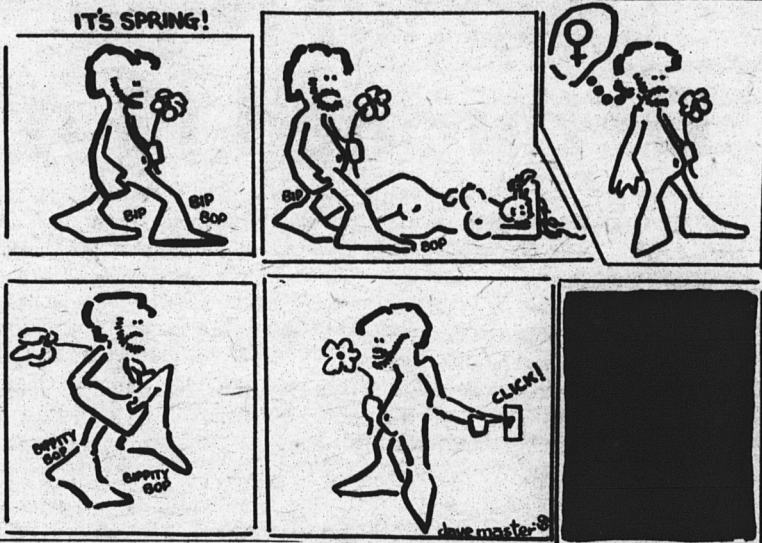
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# COMMITMENT

Jesus, where are you?  
Where are your disciples?  
Oh, in church singing.  
... Is it Sunday already?  
"Ye have heard that it hath been said, Thou shalt love thy neighbour, and hate thine enemy. But I say unto you, Love your enemies." (Matt. 5:43)  
"Love thy neighbour." (Matt. 12:31)  
"Love one another." (John 15:12)  
"Recompense to no man evil for evil . . . but overcome evil with good." (Rom. 12:17, 21)  
Except the communists of course! We've got to stop them before . . .  
"From whence come wars and fightings among you? Come they not hence, even of your lusts that war in your members? Ye lust, and have not: ye kill, and desire to have, and cannot obtain: ye fight and war, yet ye have not." (James 4:1,2)

"Let all bitterness, and wrath, and anger, and clamor, and evil speaking, be put away from you, with all malice." (Eph. 4:31)  
"This is my commandment, that ye love one another." (John 15:12)  
"Let your light so shine before men." (Matt. 5:16)  
"When I was a child, I spoke as a child, I understood as a child, I thought as a child, but when I became a man, I put away childish things . . . now, abideth faith, hope, love, these three; but the greatest of these is love." (1 Cor. 13:11,13)  
But where are the other disciples?  
Oh, in church singing . . .  
How long will they be?  
How long can they be?  
If anyone should ask for me on Monday Jesus, I am here committed.



# Marlboros, 2-1 Over Bowlers III

By John Imbriale

On Thursday, May 8, the bowling intramurals entered the final stage of the playoffs. The two teams in contention for the league champion honors were The Bowlers III, consisting of Joel Grable, Tom Hickey, and Leo Agrillo and the Marlboro's, made up of John Gino, Paul Collier and Tom Jefferson.

In the first game, the Bowlers III showed that they still had their winning ways because, by the sixth frame, they had only missed one mark and were leading the Marlboro's by some 90 pins. Towards the end of the game, the Marlboro's started a flurry and the Bowlers III only won by 61 pins. The high game was a 177 by Tom Hickey, but the rest of his team was not far behind with a 173 and a 165. From the way the Marlboros were bowling in the first half of their game, it was an off day for them. John Gino finished his game 10 pins below his average; Jefferson, some 25 pins below his, and Collier some 20 off his normal pace.

The second game began as the first ended, with the Bowlers III cooled off and the Marlboros hotter than their cigarettes. One reason why the Bowlers III cooled off was because of Leo Agrillo's four splits. At the end of the game, the Marlboros had won by 93 pins, good enough to garner them the trophies.

# Wyso: Man At The Plate

By Linda Marino

Behind the plate for the SICC baseball team is Pete Wyso, an extremely powerful and talented ball player. The 6'3", 210 pound catcher has been playing baseball since his childhood for sheer enjoyment, and is now thinking of making it a career.

Pete, a Staten Island resident, attended St. Peter's High School for boys. He qualified for their varsity team by his sophomore year, and went on to catch for the Eagles as a junior and senior. It was no wonder that he was chosen as a Staten Island All-Star in his final two years of high school, for his batting average always exceeded .350.

In his first year of college ball, Pete is hitting an impressive .330, with 20 RBI's to his credit, which has earned him the clean-up position on the Dolphin team. He also has the important characteristic of a catcher: the ability to throw quickly and accurately. The members of the opposing teams seldom try to steal when Wyso is behind the plate.

Pete enjoys playing with the Dolphin team; he feels they have everything a good team needs: hitting, speed, and excellent pitching. Wyso added: "The skills of each player are definitely equal. It's great playing with such a talented club."

Pete is presently considering which college he will attend after SICC. St. John's is interested in him, but Pete would rather go

to a college in the south or southwest. The reasoning behind his decision is practical. Due to the longer span of warm weather in the southern region, most colleges scheduled 80 games a season, while in the northern states a team rarely plays more than 20 games. The extra experience Pete can gain by playing this additional amount of games will be to his advantage. Currently, Pete is interested in attending Arizona State University.

However, Pete may not have to worry about choosing a second college. There are presently 10 major league clubs who are looking at him and all of the scouts will have a close eye on him in the upcoming June draft. Pete is not particularly concerned as to which team he will play for; he considers it a thrill and honor just to be in the majors. But he did say, "The National League is stronger than the American so I would like to play in the N.L."

Pete Wyso realizes the extraordinary power and skill he possesses in this field, and hopes to overcome any obstacles he might encounter. He won't find the road to the majors too bumpy, because he has all the potentials of a big league ball player. However, Pete remains modest at all times. His modesty could be detected during the interview as he said, "I feel strange answering all of these questions; this is my first interview." Let's hope it's the first of many more to come.

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# Harriers Take 3rd In Region; Mike Marotta Breaks Record

By DAVID GOTEINER

What at first appeared to be a fairytale ending in the Regional Championships on May 10, turned out to be a nightmare as a highly controversial official's ruling disqualified the SICC mile relay team, and took the second place trophy away from Coach Farkouh's talented contingent. The disqualification took away the points that were necessary for SICC to edge Nassau out of second place.

All through the meet, SICC was in third place behind Nassau. But by the time the last event of the day, the mile relay, was up, our men had drawn to within a point and a half of their immediate opponents. Now all the pressure was upon four runners and they were set on coming through.

Bill Orfanos started off for SICC and held fine position amid the crowded field. Gene Padilla followed and held second place behind Farmingdale. The third leg, run by Chris Irish, produced the controversy.

Irish was coming out of the first turn in second place, when it appeared that the runner directly behind, a Nassau man, ran into him. The Nassau runner stumbled and lost ground. Meanwhile, the judges said nothing and made no claim.

Anchor man Bill Hodge finished off the race in a burst of speed with a 50.0 split and broke the tape for a new Region XV and school record of 3:25.2.

However, minutes after the conclusion of the race, the judges were huddling together discussing something. Coach Farkouh calmed down his runners, telling them not to worry since he did not see any infractions of the rules by the SICC team. He said that if a foul was called, it would most probably be called against the Nassau runner since he ran into a man in front of him. Five minutes later, the officials ruled that the SICC relay team was disqualified and that the record breaking time they set was void.

Anger was the reaction of the squad, and Coach Farkouh hurled his clipboard to the ground, not believing the decision that the judges had made. Most of the coaches present also expressed disbelief because it was a bad decision. As one competitor put it, "I would not let them get away with a crummy ruling like that." The coach argued vehemently claiming "inconsistencies" in the rulings, but the officials turned away, not wishing to hear.

Although SICC's total of 48 points was far off the winner Farmingdale's 98, many exceptional performances were turned in by our representatives.

Mike Marotta took first in the mile run with a time of 4:23.9 and in the process cracked the old regional record of 4:27.2. This was an achievement that Mike had been aiming at for quite some time and it could not have happened at a better moment. The team was in hot pursuit of Nassau at this time and this brought them just that much closer.

Marotta later came back in the two mile run to place third with a timing of 10:12; 14 seconds off the winner's place. The 440 yard relay team also came through in winning style as they made an exciting come from behind victory.

The team, composed of Bill Orfanos, Mitch Dickman, Bill Hodge and Tom Tramutola, was in third place going into the last 110 yards and it looked like it would end that way. However, Tramutola put on a display of speed on his anchor leg that was not to be exceeded. He streaked down the straightaway and passed the two lead runners as if they were standing still.

Tramutola gained another medal as he finished second in the 100 yard dash (10.1), while Orfanos and Dickman took second and third, respectively, in the 220.

A 1-2 sweep was registered in the 1/2 mile event with Gene

Padilla breaking the two minute mark. His 1:59.8 broke the school record which was set this year by Ron Barnhart. Barnhart was also trying to better the two minute mark, but he was a little off with his 2:00.2, and he had to settle for second place and a silver medal.

In the other track event that we scored in, Bill Hodge ran a 51 second flat quarter mile which garnered him fourth place.

Surprising himself and his teammates, Frank Moscardiello hung on in the pole vault and captured second place with a vault of 10' 6". His opponents seemed to have an edge on him, but Frank came through with flying colors.

The team's musclemen, Vin Rucci, also gained second place in his event, the shot put, with a 46' 11" heave, while Walt Osmanski's javelin throw got fourth.

Now that the track season is over (except for the Nationals in Kansas in which SICC will be represented), congratulations are certainly in order for Coach Nicholas Farkouh and his talented team. Mr. Farkouh has only coached the team for two years and he has worked miracles. Combining tough workouts and close supervision, he has guided the squad through a fine season. With the many victories this season, one can only foresee a bright outlook for next year.

## Dolphin Nine Dethroned, 13-4

By LINDA MARINO

The SICC baseball team was dethroned as the Regional XV Champions on Sunday May 11, as they bowed 13-4 to Nassau CC at Mitchell Memorial Field. The previous day found the Dolphins romping over Dutchess CC 7-0 to gain a position in the finals.

Their victory came by way of Bill Nikosey, who fired a two hitter striking out 13. Nikosey, who had won two consecutive games in last year's regionals, got off to a slow start.

In the first two innings, Dutchess managed to get two men on base, but Nikosey got himself out of the two tight spots with important strikeouts.

The Dolphins came across in the fourth, as Pete Wyso lined to right center to start things off. John Gofredo and Chuck Schmidt then walked to load the bases. Don De Young followed by lining a base hit off the hand of starter Tom De Figlio, which knocked him out of the box.

An error and a wild pitch brought Gofredo and Schmidt home, and a Texas League single by Bob Dillon accounted for the final two runs in the five run inning. SICC scored again in the eight to total their 7 runs.

The victory sent SICC into the finals, with coach Dave O'Brien starting Nikosey again. However, he could not repeat his winning performance.

The Commodores jumped off to a 5-0 lead in the first two innings. SICC scored one in the

fourth, when Joe Liotta and De Young drew walks and Bill Figueccio, pinch hitting for Nikosey, lined a single to right. The Dolphins came back with 3 in the fifth, which caused Nassau starter Dan Schneider to leave the game.

As Tom Martin came in, Dillon was hit by a pitch prior to Kirk's double. Wyso then smashed a three-run homer over the center field fence, to put SICC back in the game. However, reliever Martin put out the Dolphin fire by retiring the last three of the five batters he faced.

Nassau came across with 5 big ones in the bottom of the fifth to drown any hopes of a Dolphin comeback.

After the two games were completed, coach O'Brien stated: "On Saturday we played perfect ball, and Sunday we didn't play bad. However, Nassau did deserve to win. I feel the team played excellently all year and deserve credit for the fine job they did in the finals. Both teams were evenly matched, but we just couldn't put it all together."

They didn't put it together in the final game of the Regional Tournament, but have been putting it together all year, as the final season slate reads 11-3. The Dolphin would like to congratulate the team on their fine season and performance in the Regionals, and thank them for giving SICC an excellent reputation in the field of sports.

## Wrestling Championships

By DAVID GOTEINER

Cheered on by over 250 spectators, Pete Valente, Frank Moscardiello, Dan Matthews, Richie Leto, Pat Macri, Hank Higgins and Ed Fitzpatrick battled their way to gold trophies in the wrestling tournament championships held on May 8. The action was fast and furious, as these seven men proved that they were the best of the 48 men competing.

Pete Valente and Don Schioppo went at it in the lightest class, the 137 lb. division, and it was close most of the way. The score was tied at four all at the end of the first period, but Valente went to work in the second. He scored two quick points on a take down and then, with :21 seconds gone, gained control of Schioppo and pinned him.

Frank Moscardiello used his head, and let opponent, Louis Torres, make the mistakes as he

took the winner's trophy for the 145 lb. group.

Both wrestlers were feeling each other out in the opening period and were being very careful. Frank then took the offensive and was, literally, using his head to keep Torres on the mat. Frank was leading only 2-0 going into the last period, but fouls by Torres increased his score to 4-0. Torres was starting to tire from the rapid pace of the match and, with 22 seconds elapsed, he was finally pinned.

Guy Settineri did not have a chance in the 152 lb. finals as Dan Matthews overpowered him, 15-0. Matthews's aggressiveness, plus capitalizing on his rival's mistakes, gave him a commanding 8-0 lead after only the initial period. This was enough to win as he held Settineri scoreless despite the latter's vain efforts to turn the tide of the match.

Encouraged by what seemed to be his own fan club, Richie Leto took the 160 lb. title over Chris Koratanis. Leto took a 5-0 lead in the first period and held onto it, as he was desperately trying for an early pin. With only :23 seconds passed in the middle period, he accomplished his goal amid the cheers of his supporters, and earned himself a gold trophy.

John Todisco gave Pat Macri a hard time in the 167 lb. fight, but the latter triumphed.

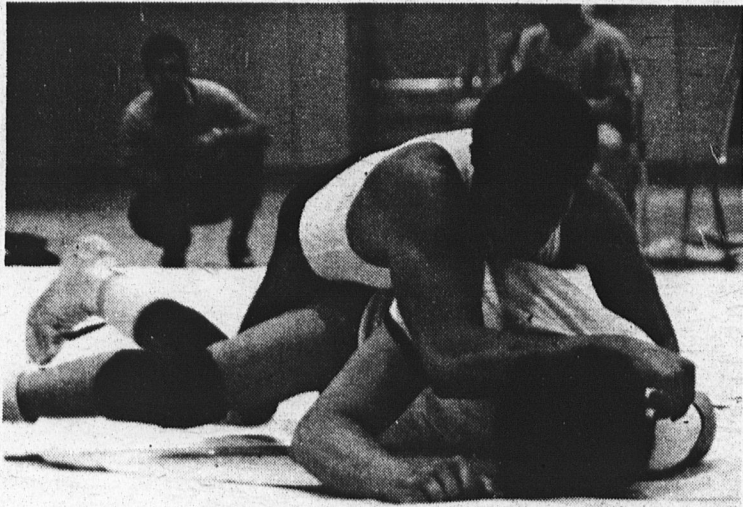
Macri went into the second period ahead by two points and then increased his margin to 8-5 with a take down. Claspings his hands in a hold, he lost a point but it did not matter as he pinned Todisco with :34 seconds gone in the last period.

One of the toughest matches of the tourney took place between Hank Higgins and Bob Calta for the 177 lb. crown.

The action seesawed back and forth, as first Higgins was behind and then almost pinned his opponent in the second period. It was anybody's contest at this point, but the third period decided it.

Higgins assumed the role of the aggressor, and combined his skill and muscle to gain valuable tallies. Calta made a heroic attempt for a comeback in the closing seconds, but he fell short by a lone point.

The unlimited weight category match between Ed Fitzpatrick and Stan Timari closed out the competition with a flurry of nothing. Both wrestlers barely made contact in the match with Fitzpatrick coming out on top, 2-0.



Frank Moscardiello controls Louis Torres in the 145 lb. contest.

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## The Siege Of Manhattan C. C.

With the recent increase in campus disturbances and student unrest, the news media have been very selective in what they report. They thrive on campus take-overs, mob violence, and student arrests.

The recent take-over of Manhattan Community College received little coverage by the news media. One report said that ten students had sat in an elevator and refused to leave without seeing the school president. Actually there were more than one hundred students actively taking part in the take-over. There was no report of the fact that all classes were canceled during the two-day period that the student take-over lasted. The Daily News, finding the best photo they could, showed white students protesting the take-over carrying signs, "We want our school back."

On the evening of April 28, 1969, the "Third World Coalition," made up of Black, Puerto Rican, and some white students, took over the B building of Manhattan Community College. A list of seven non-negotiable demands were given to the president to be accepted along with all their implications. The demands were as follows:

- 1) That the number of Third World faculty members should reflect the percentage of Third World students in the total student body.
- 2) That recognized student committee be established for the purpose of teacher evaluation. Whether teachers have tenure or not, they must be under the same jurisdiction of this student evaluation committee.
- 3) That department of Third World studies be implemented within the present Manhattan Community College structure.
- 4) That the composition of ad-

ministrators of education programs geared for minority students, i.e. SEEK and College Discovery, must reflect the ethnic composition of students of the college.

5) That change in advisers, counselors, and administrators in the Department of Student Life reflect the ethnic composition of the enrollment of the college.

6) That a committee of Third World students and faculty recommend educators for both ethnic and non-ethnic studies and special programs.

7) That realistic program in remediation and counseling for Third World students who have been subjected to miseducation and indifference be established.

On Wednesday, April 30, at 7:30 p.m., after a series of three meetings with the school president, lasting all afternoon, the demands were met with all their implications.

The student take-over of Manhattan Community College was a well organized operation. Within the building held, the Coalition students conducted various meetings and classes to keep them well informed. There were also seminars, which were open to all. They operated in groups of ten, with a group leader who reported to a central committee. To conclude their take-over in an orderly manner the coalition students cleaned the entire building they had held.

The Third World Coalition received support and advice from CUNY and Hunter College. There was also community support from Manhattan's lower east side. Although they were backed by some white students in the school, Manhattan Community's SDS gave no backing to the take-over.

(Continued on Page 2)

## Save Your Own Ass, Nigger!

Many of us today are concerned with the new generation Black Man—the revolutionary, the militant. But what about the old generation Blacks or "Negroes." What is being referred to here are not the "honkies," but the chronic church-goers. These are the people who walk out of church every Sunday and admire the big beautiful world that God created. When you point out to them all the evil, prejudice, bigotry, oppression, and shit there is in the world, they reply, with a shining light in their eyes, that "God will make a way somehow."

When you pound into their heads and hearts how much the Black race has been dehumanized, the Black Man psychologically castrated, and the Black Woman raped and degraded, they reply, "Jesus saves!" Sure he saves! But what does he save. He saves the white bigots from prosecution under the constitution and he saves Black children from the trouble of having to find a decent school to attend because the rats do not even give them a chance to grow up. His so-called acts of salvation seem only to give Whitey an advantage over the Black Man.

The ignorant believers think that God will do whatever is necessary in his own time. (Meanwhile, back in the rat-and-disease-infested ghettos . . .) They cry, "God save us," and then they sit back on their asses and wait for God to precipitate a special chemical spray from the heavens that will immediately cleanse all peoples of their prejudice and ignorance.

A word to the wise, Blacks—"God helps those who help themselves." You just keep on praying, Niggers, then sit back on your haunches and see how fast Whitey will load you in those trucks and take you off to the gas chambers. In the words of the Last Poets, "Save your own ass, Nigger!"

—Terri Brooks

## A Dedicated Message

This is a message to black people who are in a position to help their less fortunate brothers and sisters who are hung up in this racist society but don't. Go to any poor black section of the city, and you will see many young black people on the street corners doing nothing with their lives. All that potential power is stagnant. This is power—black power—going to waste. These people are not doing anything with their lives because they're not receiving direction.

All young people are looking for direction. Whom will they look to for direction? Will they look to the junkies, pushers, and hustlers—or to the collegiates, lawyers and doctors? Young people will receive advice and direction from the people they come in contact with.

It's all right for prominent blacks to talk about contacting their downtrodden brothers and sisters, but talking and doing are two different things. Once we really get together, once we are united, nothing can stop us.

—Aaron Crowders

People, People  
A class of people  
A person.

### Questions:

1. What is it that a cow has four of and a woman has only two of?
2. What is it a lady does sitting down, a man does standing up and a dog does on three legs?
3. What is it that is round and hard, has hair around it, when sticking out of a man's pajamas he can hang his hat on?
4. What is it that goes in hard and firm and comes out soft and sticky? —Bruce Cornish

## Lest We Forget, Lest We Forget

*In an Alabama town,  
On a bright Sabbath day,  
Four little black girls  
Went to church to pray.*

*I wondered what they thought,  
How they felt inside,  
When they got up that morning,  
Preparing to walk outside.*

*I guess they dreamed of growing up,  
Like your kids and mine too,  
They must have dreamed of travel,  
picnics . . .  
And toys like other children do.*

*They may have dreamed of happiness,  
Places where they could run and play  
I know they never dreamed  
Their lives would end that day.*

*They couldn't have dreamed  
As they sang to God above;  
That anything harmful could happen,  
In this house of warmth and love.*

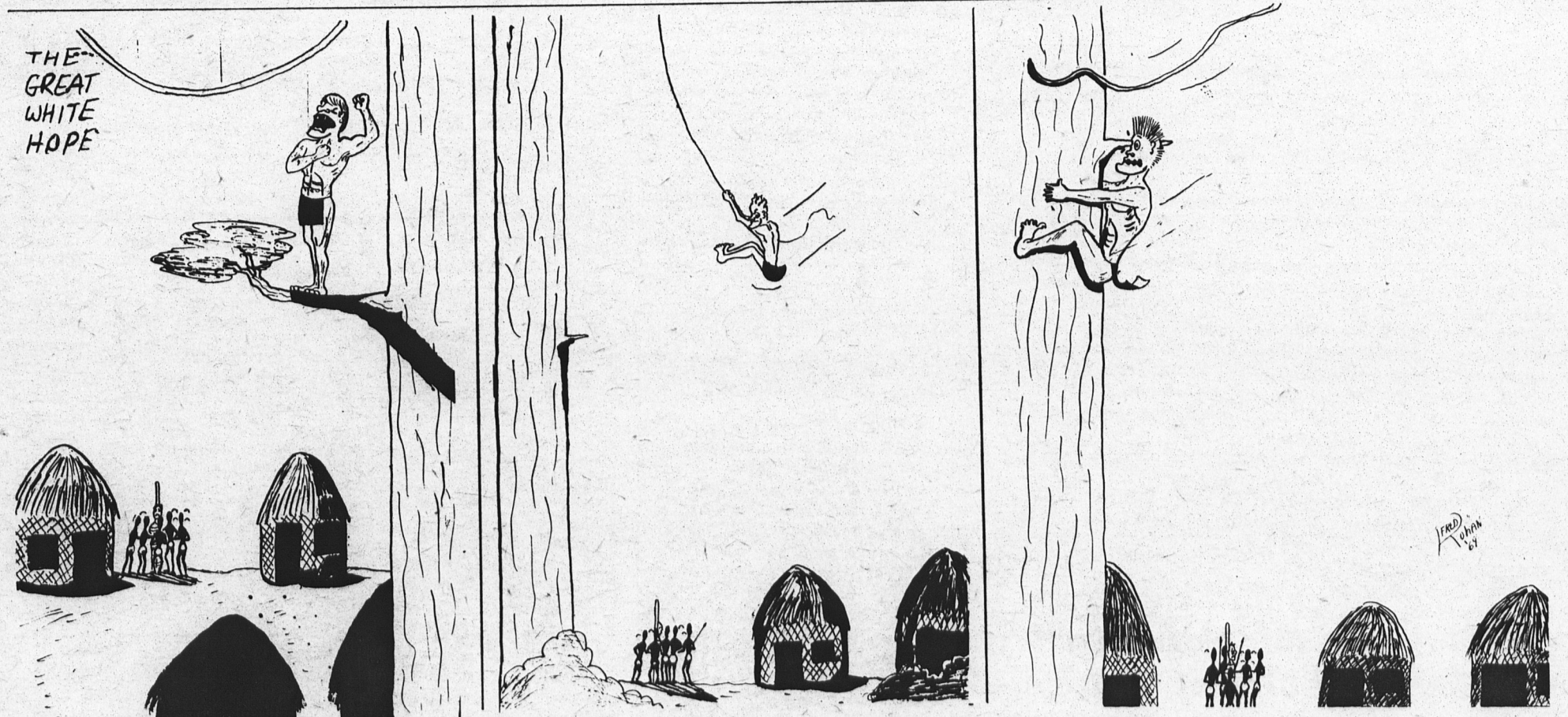
*Yet even as they knelt and prayed,  
With their little hands folded tight;  
Some man had sneaked outside,  
And lit some dynamite.*

*A loud explosion broke the silence,  
And the church came crumbling down,  
The little girls that knelt to pray,  
Would never make another sound.*

*How cheap is life when children die,  
We say how sad, but never cry,  
Poor little children killed by hate,  
Nothing is done . . . We call it fate.*

*How soon we forget! How fast time flies!  
Whom will we have to forget tomorrow  
When another Black child dies?*

—James P. Wooten





**BLACK AWAKENING**

Co-Editors

**YOLANDO O. PHILPOTTS**

**JUANITA E. RAY**

STAFF: Terri Brooks, Bruce Cornish, Aaron Crowder, Arlann Harper, Alex Hubbard, Winifred Neblett, Carol Ann Palmer, Fred Rohan, Janette Spencer, Sylvia E. Sumter, Bill Thomas, Christopher Thompson, Robert Young.

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Faculty Adviser  
Prof. Henry T. Harris, Jr.

Editorial Adviser  
Dr. Bernard Blau

**God and the Black Revolution**

Since the days of slavery. God has been, to the Black Man in America, a means of salvation and hope. The church was the home for many, united for a common cause—escape from reality. Today God is still present in the Black Man's mind, but He has taken on a new image. Today God symbolizes freedom more so than humbleness. The famous biblical practice of "turn the other cheek" is no longer practical. The Black Man has run out of cheeks to turn. He is concerned with living, in the full sense of the word. He is not satisfied any longer with existing for the benefit of the white man or with sub-

mitting to his abuse. One cannot pinpoint exactly when the Black Revolution began, but everyone is aware of its existence and growing strength. The Black Man wants to live like any other human being and more be recognized as one by any means necessary." Behind every revolution there is a driving force. This force in the Black Revolution is faith in one another; the goal is freedom and respect.

Yes—God is alive and the Black Man has risen from the dead. The renaissance is just beginning.

—Juanita E. Ray

**Listen Here**

*Whitey, listen! you have created this problem, yet I must suffer, but I will suffer no more. And you will pay for your blindness, your stupidity, your arrogance, and your violent ways!*

*And in the end, Whitey, you will look up to black men with respect and dignity, for then you will truly see what a real man is! He is Black!*

—Diane Felton

*You take away my identity,  
You darken all my moral and mental visions,  
You take my manhood, spit on it, stamp on it!  
You steal from me, my history, my culture.  
You! You have done all this—and more!  
You! You know who you are—you are the oppressor.  
I hate the oppressor!  
I weep no more, for the time for weeping has passed.  
I fear no more, for the fear which once lingered in my soul,  
my heart, and my mind has disappeared.  
Turn the other cheek; this is what we have been taught to do.  
After turning fire hoses and dogs on us, after beating on us,  
after all this, we are to turn the other cheek—for more!  
The time for turning cheeks has too long passed,  
for I have run out of cheeks to turn.  
I have run out of time and I must now prepare to defend myself,  
to defend my black brothers and sisters—My Black People  
By any means necessary—to stop you!  
And if you are the oppressor then it is to you that I am speaking.  
I am not a violent man, I am a Black man.  
The Black man is the most passive man on this earth.  
History will tell you that violence is a tool of the white man.  
So, when you speak of violence, you are speaking of the white man.  
And when you speak of nonviolence, you are speaking of the  
black man.  
"The Devil Lives!" Yes, even today and he is more vicious than  
yesterday, and as each tomorrow passes he will become more  
vicious!  
I can no longer watch this devil in his course of destruction;  
I can no longer pray to that "White God" for deliverance;  
I can no longer wait for the time, when by the grace of this  
God, all men can live together as one, equally.  
And do you want to know why I can't watch, can't pray, can't wait!  
Because that time will never come.  
Equality? Blacks and Whites as one?  
No, the time for integration has too long passed.  
I don't want to be "integrated" into this white society  
for fear of becoming as blind and as arrogant as he—the devil.  
—Diane Felton*

**Movin' on Up**

Many people have voiced their surprise at the fact that 30,000 blacks exist on Staten Island. A good explanation for this lack of knowledge is that there has never been any sort of black outcry or revolt on this island. Although Staten Island has its share of ghettos (called poverty pockets), most of the residents have reasoned that they were not in the steaming city; that their children knew that trees didn't grow out of cement, and that they could breathe air a little fresher than the rest of the city. So why should they try to upset the watermelon cart?

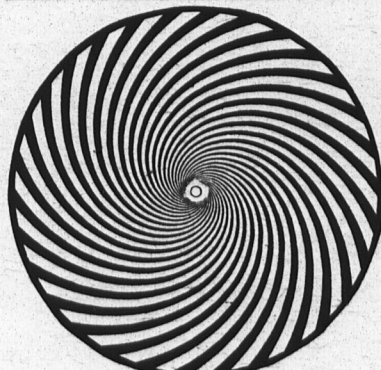
This kind of rationalization has spread to the average black student, who chooses to complain about the lousy conditions in the island schools for blacks, rather than demand that the necessary changes be made. Because of the progress that has converged on Staten Island, every aspect of it has advanced drastically. From the mushrooming of cracker-box houses to the new co-op apartments (most for whites only) everything is advancing except for the black situation. Outside of this once-secluded box, things are changing even faster; blacks are fed up with the stuff that has been handed them for so long. But the question is, when is this form of enlightenment going to reach this island?

Time is growing short; every black must choose one way or the other—whether or not they want to stay in the past or to get the long-denied benefits in the present and the future. There have been a few signs that the blacks have already decided and the forecast is good. With the formation of the M.L.K. Heritage House, the Staten Island Black Citizens for Political Education, and a chapter of the Black Panthers the island, blacks have shown that they have at last seen the light. The rest remains to be seen. Oh yes—you could keep your eye on your daily newspaper; who knows what may happen!

—CarolAnn Palmer

The Black Man's Saviour  
*Dig, Man, I'm a liberal, can't you tell?  
Why, Man, I dig black the most—anything black:  
Black Jazz, black rhythm, black jive, black anything,  
But what I dig the most are those black chicks so much—  
And this will show you how liberal I am—  
That I've had fifteen or so, more or less.  
What's that? . . . "Ofay!" you say?  
What do you mean, "mother-grabbin' whitey"?  
Didn't I just tell you I was a liberal?  
Hell, Man, I dig equality and all that jazz . . .  
Now wait a minute, Man . . . hold off . . .  
Don't lay that fist on me . . .  
Damn, dirty niggers . . . They're all alike . . .*

—John R. Deltrick



**Letter to Richard Plouff**

Dear Richard:

How are you? Fine I hope.

I read your letter in the March issue of **Black Awakening** and was very disturbed by its contents.

You wrote that you were pleased to find that B.A. was "literate, intellectual and relevant to our times." What did you expect to find, a lot of incoherent numbo-jumbo written by a bunch of idiots?

We do have a patent on racial discrimination and poverty. You give the poor white man in Appalachia the means to better himself and he'll move on to better things. Do the same for a black man and let him dare to try to improve his environment and you come out with: "It takes time; you want things to change too fast; slow down."

Again, we do have a patent on music and art, black music and art. I think this is what Miss Neblett was referring to in her article. The white man has exploited our jazz and our rock music; he even tries to sing like us. The word "Soul" was used by blacks in the ghettos for years. It was something for black people to identify with. The Italians have Italian food, the Jews have kosher food, and black people have soul food, soul music, soul sisters and brothers, etc. But you changed that too, didn't you?

All that you have said, dear Richard, about certain portions of Miss Neblett's article being repulsive to you as a member of the human race (not black or white), about art having no racial boundaries and how everybody has soul—all of this might be true, but I can't buy that line now. I've seen black people take too much s—t too long to look at things so idealistically as you do.

I leave you now, dear Richard, and I hope that I haven't said anything to hurt your feelings.

Sincerely yours,  
C. R. Y.

**Open Dialogue At Notre Dame**

On Wednesday, April 30, fifteen black sisters held an open dialogue which was followed by a poetry session by one of Leroi Jones' contemporaries Yusef Iman at Notre Dame College for Women on S. I. The purpose for this dialogue and poetry session was to enlighten the white sophisticated conservatives and the 'way out phony liberals, who walk around saying' "yeah I know what the problem is, but how can I help." As in any other open dialogue this one stuck to the stereotype where the whites gave their bullshit and the blacks as a result ended up accomplishing nothing.

The "Black Awakening" congratulates the fifteen black sisters for their effort in trying to make the white society of Notre Dame aware of the fact that black people are no longer a figment of anyone's imagination but a part of reality.

—Yolando O. Philpotts

**ANGER**

Deep set

**STRONG**

Right or wrong  
Brought about through  
Hate, disgust . . . love

**DEATH—through anger**

A slow but penetrating death  
Transformed from . . . HUMAN

to

ANIMAL

to

**DEATH**

Suicide in the making  
A form of escape?  
No—ignorance at its height  
Be angry; it suits you.  
Or does it?  
Only a few are exempt  
The poor, the uneducated, the  
abused, the selfish, the  
dissatisfied  
But that's everyone, isn't it?  
An angry world is doomed  
It's not worth worrying about  
though  
You were born dead and satisfied;  
YOU have nothing to lose.

**We the staff of the "Black Awakening" would like to thank Dr. Bernard Blau for his untiring efforts and assistance in the publication of this, the "Black Awakening" in its first semester of publication.**

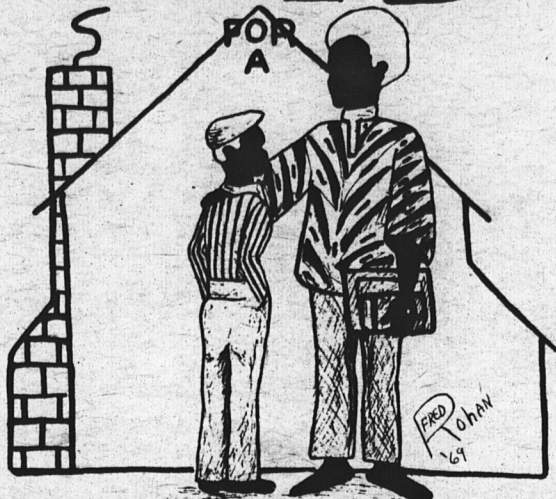
**Afro-American Society '68-'69**



**Memorial being held 2 p.m.  
Sunday at Mt. Morris Park  
In Memory of Brother Malcolm X  
Born May 19, 1925**



# THE NEED



# BLACK DORM

## Black Dorm Needed For Staten Island

A black dorm is necessary for black students to reach their true potentials in college. Students coming from black communities in the Bronx, Manhattan, Queens, Brooklyn, and Staten Island spend a great deal of time traveling, sometimes up to six hours daily. Black college students seem to carry a heavier burden than other students because of their inferior education, acquired in our public schools. They are still behind many other incoming students, and it takes a great deal of concentrated effort just to come up to average.

If such a dorm is to be set up, there are certain questions that must be answered. One is where the dorm should be located: the black community of Staten Island or near the college?

There are two reasons why I do not wish the black dorm to be located in the black community. One reason is that the travelling time can involve three hours a day. The second is that there are still elements in the black community that pose a threat to black students—like narcotics as a means of escape (not that narcotics can't be found outside the black community.)

The argument for such black dormitories is that black students will serve as an incentive to other black students to continue to go on to college and also to help in community affairs.

There are several reasons for setting the black dorm near the school. The most obvious is that traveling time would be cut down considerably, and more time could be devoted to studies. It has been said that opposition to a black dorm near the school might come from the surrounding community, which happens to be white. How

true this might be, remains to be seen.

In any case, the dorm will serve as a bridge between black students and the white community. Black students would be able to enlighten and educate the white community about black people — their hopes and dreams and fears. This could be the first step in creating an atmosphere of mutual respect. Interested community parties might establish friendships which would lead to helpful advice, concerning all parties. Part of the dorm, we hope, will be set aside for cultural activities such as a black-oriented library, an art gallery, and a music division which would be open to all students and the community.

The main purpose of this dorm is to secure a place where black students can work together students can work toward fulfilling their potentials, so that their studies have the least amount of interference. It is hoped that they will gain the knowledge they need to lead themselves and others like them, in their desired paths.

—Arlann Harper

### Pome on St. Mark's Pl.

a broken  
Ukrainian  
easter egg  
vedere  
vedere  
marvelousness  
while black young  
tumble and  
tumble &  
hold hands  
through  
the architecture

—Paul Cava

## Conspiracy of White Society

The order of preference in hiring is (1) white man, (2) white woman, (3) black woman, (4) black man.

In employment alone the black woman has been given more of an opportunity to advance herself and her situation (note: not totally, but just enough progress that wouldn't be pernicious to white supremacy).

Due to employment opportunity, the black woman has a big role in the family structure. She is in a better position than her husband to support the household. The black child looks upon the mother as the sole supporter of the family. The son looks up to the mother as the backbone of the family structure. The daughter accepts the role of female superiority. The responsibility that has been embedded in the black female has created, an attitude as superiority toward her black male.

The black man resents the fact that the black woman has been the breadwinner for his family, and in order to assure his masculinity, he sometimes beats his wife. Having such a small role in the household as breadwinner, the black man looks upon the black woman as an authoritarian object set by white racist society to destroy his masculinity. This takes away the prestige and pride of the black man and in turn leads to a shallow relationship between the two people.

The black man must realize that his role as a man does not end when he is confronted by his black woman. The black man today is able and willing to face the force of the entire white society—that he is a man and must act accordingly in all situations and relationships.

The black woman must accept the fact that her role as head of the family must be eliminated and black man reinstated. This is not to negate the fact that the black woman has done an outstanding job as head of the black family, but her success has been at the expense of her black man.

—Fred Rohan

### I Laugh

i laugh when i think of yesterday  
when i hear the great white father  
say  
my son separate from those blacks  
and stay

i laugh when i think of yesterday  
when i hear the proud black father  
say  
my son mix with those whites to-  
day

i laugh when i think of today  
when i hear the humble white son  
say  
my father i must mix with those  
blacks—today  
i laugh when i think of today  
when i hear the brave black son  
say  
my father i can't use those whites  
any way

i laugh 'cause i know what they  
say  
'cause that's the way the world is  
today  
so let's each do his own thing in  
his own way

Margaret Rascoe



### Ivory and Ebony

Universe of Ivory and Ebony  
Our cities are crumbling  
Our schools are in revolt.  
Our economy is shaky  
Our brothers and sisters are un-  
washed and living in sin.  
The air smells funny and the  
water tastes bad.  
The state of the Union (not to  
mention the rest of the world) is  
falling apart and going to Hell.  
What Now!  
Where do we go from here!  
Do we just sit around waiting for  
the obvious?  
Do we the young of this dying  
world, spit on our hands, roll  
up our sleeves and start shovel-  
ing away the wreckage? Wes, we  
the young of this world have to  
do what our mothers and fathers  
did not do in their time. By this  
I mean we have to go out in this  
wrecked world and demand  
something be done. We have to  
show them this world can be  
saved and in fact must be saved  
for our salvation is at stake. We  
must burn the will of God into  
the hearts of mankind. We then  
must hope all men will live in  
a society of peace and brother-  
hood and at this time and no  
other I will lay down my gun.  
Then and only then the Uni-  
verse of Ivory and Ebony will  
be a peaceful one.

—Alan Hubbard

White man, white man, telling  
your lie.  
Sending overseas your C.I.A. spy.  
Look me in the eye and tell me  
I'm a fool.  
Take me by the hand to your white-  
washed school.  
Teach me to hate black and to  
love white.  
Show me how to wage a non-  
violent fight.  
Call me a Negro and make BLACK  
bad.  
Never let me know what my peo-  
ple once had.  
As soon as I learn the truth and  
what's right.  
White man, white man, it's you  
I'll fight.  
There will be no place safe for  
you and your kind.

—Nick Taylor

### Origin of Blackness

Black is not a color.  
All colors come from Black.  
Black is a rhythm.  
A drum beat.  
Ancient.  
Primitive.  
The first word was Black.  
The first man was Black.  
God is Black.  
Black knows its brother.  
You can't run from Black.  
You can't hide from Black.  
Your mama is Black.  
Your father is Black.  
Your shadow is Black.  
The things you see and hear are  
Black.  
The things you can't see and hear  
are Black.  
Black is reality.  
Unity. Freedom. Justice. Equality.

## The Black Man and Black Woman

Though unified in color and aware of black, does the black man look upon the black woman as a woman, and does the black woman look upon the black man as a man? These questions are one of profound importance to us as young black students.

The psychological whip of the white racist society has in the past totally emasculated the black man and raped the minds of the black woman. Historically, the black family has suffered severely by this white conspiracy to destroy the pride of black people of America. Black people today have become aware of this conspiracy but have lacked the initiative to combat the crippling effects which have ensued.

Today the apathy of the black man and the black woman has not approached the crux of the problem, which is the role of the black man and his relationship toward his black woman, and the black woman and her relationship toward her black man. Now that we are aware of ourselves as black people, and hold a tremendous amount of pride in our heritage, we should recognize that what confronts us today begins in the home and not in the street.

—Fred Rohan



# For Student Power

Despite the frequent and loud campaigns for student power, its advocates forget, unfortunately, the students' lack of real interest and concern. Although now more students than ever pretend to be involved, the burden of agitation for change is still carried by a few students who pay the fare for the indifferent majority.

(1) Out of a student body of 3,000, only 700 had time to vote in the recent Student Government elections.

(2) So many of the student body are on probation for poor grades that the only meaningful academic department might just as well be named the Probationary Department.

(3) On April 16 and 30, the campus was visited by approximately 150 seventh-grade junior high school pupils. Sadly, they saw what most of the SICC students are about. When they passed through the student lounge, they noticed and sensed much worse than the physical lying around: They saw the mental lying around. The place—mentally—might as well have been an old-age home.

Most students, when asked why they don't give more of themselves to the college activities, will say they don't have the time. They should be told and taught that they don't have the time not to!

When a student doesn't vote in student elections, or is inactive extracurricularly, that student becomes one of our great motionless citizenry. In fact, you can ask most students who the president of SG is and they won't know.

Student lethargy shows that the history, philosophy, government, and sociology courses have failed to open doors and turn on lights for students movement and growth, which develop into student power. Power—for students or anyone else—is the ability to act. Students can exercise their power in an approved or a disapproved fashion. It is regrettable that both types of power are misconceived by all concerned: the faculty, the admini-

stration, the community, and—believe it or not—the students themselves. All four have been unwilling to pay for change, which comes at a very high price.

Change causes movement, movement causes friction, friction causes heat, and there can be no change without heat. The heat causes reaction, and to counteract this reaction the college should install an appropriate cooling system to reduce the heat.

True, every student cannot be expected to move. However, unless the present college structure increases its opportunities for student outlet, the spontaneous combustion will force more students to take action in their own interest. It's a sad fact that most students are interested only in their own "health, education, and welfare," and the only time they move is when no other power can save them.

Since the college constantly asks that the student find himself, it might consider that maybe the student has already found himself, and that in himself there is nothing of his own making. This is evident because the last thing most students use in their own power. In fact, they have no concept of what power really is. And the colleges are making no real moves to teach that power is not only in knowledge but also in action.

—Christopher Thompson

## Destroy the Myth

We should not conclude that **Black Awakening** implies the ending of a soporific condition of Afro-Americans within these Divided States of America. Since the first league of their maiden voyage in Middle Passage that began in 1619, black people have never slumbered. The whites of their eyes have always been seen. Regretfully, they have been focused on a mass of pale buttocks, perpetually bared in anticipation of the constant, collective black kiss.

Black historians inform us of earlier voices who told it like it was. The slavocracy of white Anglo-Saxon Protestants, Catholics, and Klu Klux Klanners would quickly silence these brave blacks. How could they allow human chattel to speak in this "land of the free and home of the brave?" White historians have always informed us of slavish Uncle Toms who told it like whitey wanted to hear it. This is not history; this is current events. Blacks are effecting the awakening of a white society that has slept for over 350 years. Even the so-called liberals are abruptly awakened by the sudden dislodging of their feet from the necks of blacks standing up and saying aloud, "I am black and I'm proud!"

The late brother Langston Hughes asked, "What happens to a dream deferred? Does it dry up . . . stink like rotten meat . . . or sag like a heavy load?" Entitled "Harlem," his final poetic question was a prophetic answer: ". . . Maybe it explodes?" Beautiful people, it is not necessary for you to be poetic or prophetic to understand why whitey is uptight, because you are acting right. Maybe this is what happens when a myth is destroyed.

—Babe Powell

## Afro-American Artists: Part III

The social message of younger Afro-American artists is particularly noticeable and noteworthy. Whether treating them realistically or symbolically, the artist is keenly alive and sensitive to social documentation and achieves forcefulness in expressing both social sympathy and social protest. These artists have drawn on the emotional depth of racial experience and derived unusual penetration of social understanding and insight.

Today, the Afro-American is evolving at a faster pace as an artist in his own right. He realizes that the white concepts and techniques of art are completely irrelevant, and adverse to those of black art. The black man has always been an artist from the beginning of time and will continue to be so until the end of time. The reasons for his obscurity and lack of originality as an artist in America are because the white man denied him his natural and cultural rights here. The white man thought he could force his culture upon the black man and expect him to accept it forever.

Fortunately, the Afro-Americans are continuing to break away from these trends and are searching themselves, their heritage, and their backgrounds. While searching endlessly and successfully, the artistry of the Afro-American is bursting forth in a great spurt that is knocking the white man off his feet with shock and astonishment, for he at one time believed that we would accept his culture.

In order to make Afro-American art a vital segment in American art, there have been a few one-man exhibits presented in scattered parts of the nation—in New York City at the Museum of Modern Art. Many of these one-man shows only evolve after much controversy and second-hand thinking on the part of the white man. In a way, the exhibits and other white-sponsored and white-oriented programs in black American art appear to be only examples of tokenism.

However, they are proving to be a step in the right direction. As a result of the black evolution, the white man is yearning to be more and better informed of the black and his culture, and by this growth in interest of the other side, black artisans are being encouraged to become more well-known. Eventually, as in any other situation where the white man has no vital role except that of an outsider, he will begin to exploit the art of the black American in greater stories.

In fact, the white man has begun by encouraging and developing the manufacture and the sale of Afro-wigs (copies of the natural hair style that many black women and girls are wearing today) and native African dresses made in imported African prints that are being sold in major department stores. He has adopted the black man's use and sense of color and thrown it into every aspect of American life. He has taken the music and tried to adapt it to his own culture. He has taken the dances and rituals of the black man and made them into a fad or a segment of American daily life. These methods of exploitation and adaptation by the American to create an American culture can be might consider that maybe the ican has no culture of his own.



"Wight Back Where I Started From"

## 'Dese Wite Folks'

*Ya know wite folks is de funniest folks I'se seen,  
Dey supposed ta be intilligent human bein's.  
But really I'm beginnin' ta doubt dat fact  
'Cause things I sees don't seem lak dat.*

*Well so far I guess ya don' unnerstand  
Wat I wanna tell ya 'bout dis white man.  
But let me start in somewere long de line.  
P'haps you'll git muh meanin' in due time.*

*I'm a colored man, I guess ya'll know  
And de wite folks say I'm a dum savage so and so.  
Dey sa I ain't smart 'nuff ta be equal ta dem.  
Dat muh haid's ta thick, and muh small mind's ta dim.*

*Dat I ain't got no drive and I'se lazy as kin be,  
Dat I won't 'mount ta much as a little ole green pea.  
Yit wen I tries hard ta git up, dey hep knock me down.  
Deny me jobs, tryin' ta keep me on de groun.*

*Also wen I tries ta go to dere schools dat are beter den mine,  
Dey say, "coon, you ain't redy for intagrashun, ya needs a lil mo' time.  
And thousands of dem come out wid sticks and stones to hurt muh  
chillun,  
As iffen dey wuz murderers or sum other kina villain.*

*And dough four hunderd years has passed by,  
I wonders how many mo' hunderd will pass befo' I  
will be "civilized 'nuff" to sit by his side  
Widout "eatin' him" or spreadin' disease to his clean wite hide!*

*He says I lives in slums and muh house ain't no good,  
Dat I could do better iffen I only would.  
But he fergets he tells me where I kin live.  
In da worse places, were no other life kin live.*

*Wen I saves 'nuff money to git a beter place to live in,  
Dey burn crosses on muh lawn, and da dynamitin' begins,  
And muh po' wife and chillun gits as scared as dey kin be  
And I, I seems all my life's savin' gone away from me.*

*So back in de slums I goes, wid nothin' fo muh family ta eat,  
And muh chillun turn to delinquency ta git shoes fo dey feet.  
Dey take dis and says, "See, I tol ya colored folks jist ain't no good,  
Dey nebber do nothin' like dey should."*

*Wite man, you make it so hard fo me ta make a livin' fo muhself . . .  
De only time ya seem ta be happy is in muh death,  
And throughout all muh life it will remain a mistery  
O wat dis "intilligent wite man" wants from a pore dark man lak me?*

—James P. Wooten

He massacred the real culture of America—that of the Indians and tried to start anew by dragging the black man here from Africa.

The Afro-American, having ancestral ties to this heritage in Africa have a heavy influence on American culture, will never die nor be completely wiped out from the art scene of the United States. Each day he is making more publicity for himself as an artist. Also, one must remember that the black man's talent was always there and that there only

need to be an exit for it to burst through the thick and once-upon-a-time blinding cover of white art in America.

The Afro-American artist will live on as a very important figure in modern American culture. Naturally, this rise to great importance of the Afro-American artist will separate the American art scene into two schools that will never again fuse; for there never was, is not, and never will be any connecting link between black and white art in America.

—Winifred L. Neblett

## Advent

*You ask how you can help,  
Pretending to step down from  
your throne.*

*You look upon my nakedness,  
You say you could not condone.*

*I don't ask for your fatherly pat  
As false tears wet your eyes.  
You look at me as one would a  
beast*

*As my mind hungers and dies.*

*You call me lost brother.  
There is little truth in your  
ways,  
And I smile a laughing smile  
As I number days.*

*I don't hate you for what you  
are;*

*I hate you for what wrongs  
you do.*

*Long have I hastened to your  
call.*

*It's time you wear the other  
shoe.*

*My time is coming,  
And you shall be my toy.  
Ah, Fate will be just*

—Joe Granderson



# Portuguese Imperialism in Angola and Mozambique

By FRANK GIACALONE

Deep within the innermost recesses of Angola and Mozambique, a vicious war is raging to throw off the shackles of imperialism, held fast by Portugal. These territories constitute the effective outworks of the white fortress, since their northern frontiers border those of the independent African states. In both territories, (as in

Portuguese Guinea to the north of the Equator), the Portuguese army has been at war with African nationalist guerrilla movements, since 1961 in Angola, and since 1964 in Mozambique.

Both territories, according to the United Nations (which voted on their status in 1960), are "non-self-governing territories" which is to say Portuguese colonies. Accord-

ing to Lisbon, however, (which for centuries persisted proudly in simply calling its overseas possessions The Conquests), they are now integral parts of Portugal—that is to say, provinces which are situated overseas.

It is paradoxical that Angola and Mozambique should often be referred to as dependencies of Portugal, for in effect it would be

more true to say that Portugal is dependent upon them. Though both colonies are still primarily agricultural, mining has become increasingly important, and since high grade deposits of oil have recently been found by the Gulf Oil Corporation in the waters off Cabinda, another Portuguese enclave to the north of Angola and the Congo mouth, Portugal expects to

be self-sufficient in petroleum by the end of 1970.

To maintain her colonial mission, Portugal is finding that she must pay a price on a large scale. Since fighting against African nationalists in Angola intensified in 1966, Portugal has had a total of at least 120,000 troops overseas, and has had to increase the term of compulsory military service from two to four years. By 1967, Portugal's defense expenditure amounted to over 40% of her total public expenditure. But the warfare shows no signs of diminishing. It has been particularly troublesome in the east of Angola, where the conflict has led to clashes inside neighboring territories. In the northern parts of Mozambique, the Portuguese have tried unsuccessfully to stabilize the situation by resettling a quarter of a million people.

In Angola, the Portuguese report that they are fighting three separate African nationalist organizations, while in Mozambique they face two more with the better known one being FRELIMO (Mozambique Liberation Front). Its ex-leader, Eduardo Mondlane, had gained several successes until he received a gift-wrapped bomb, compliments of the Portuguese government. Disturbed and frustrated by a conflict which seems to have no end, as well as attracting international criticism, Portugal has counter-attacked by supporting the internal strife in the Congo and Biafra. But here she is condemned by Western policy-making circles, whose aim is to stabilize conditions in some of the more politically volatile African countries. Attacked from both sides of the political chessboard, the time has come to expel the Portuguese bastards who exploit the vast resources of these lands and subject the population to authoritative colonial rule. We must end imperialism. NOW.



## VANGUARD

Vol. I—No. 2

May 15, 1969

### China, The Vanguard Of The Revolution

By DENNIS MORIARTY

The Chinese Communist Party today is truly the heart and the head of the nation. Since the establishment of the People's Republic of China in 1949, the CCP has been the leader and hard core of both the state and society on the mainland. While the C.C.P. is the controlling hand of China, the Marxist-Leninist ideology is the guiding light of all the work of the Party. The CCP owes much of its militancy, discipline and dynamism to the Marxist-Leninist ideology, and it defines the ultimate purposes to which the Party aspires:

- 1) The complete abolition of class distinction.
- 2) The withering away of the state.
- 3) The establishment of a Communist society in which social wealth will be distributed in accordance with the principle "from each according to his ability, to each according to his needs" and in which human nature will be characterized by mutual assistance and love, instead of selfishness, deception and antagonism.

The Communist ideology has developed a built-in element of rigidity insofar as long range aims are concerned, although the Party may make compromises for tactical expediency. Communist self-righteousness condones the use of any means to seize and preserve the power that is mandatory for attaining aspired goals. Communists are never inhibited by traditional moral concepts or legal injunction, which they regard as mere instruments used by the ruling class to subject the exploited. The Maoist regime therefore enjoys far more freedom of action in its exercise of power than previous Chinese governments, which often acknowledged, in varying degrees, moral and customary limits to their choice of alternatives in terms of means as well as ends.

TABLE I. Growth of the Membership of the Chinese Communist Party: 1949-1961\*

Date	Approximate Membership (Number of People)
1949	4,500,000
December 1950	5,800,000
February 1954	6,500,000
February 1956	9,000,000
September 1956	10,734,385
September 1957	12,729,000
October 1959	13,960,000
July 1961	17,000,000

\*Sources: Current Events Handbook No 16 (June 5, 1951); Eighth National Congress of the CCP. Vol. I.

As a result of its Marxist-Leninist orientation, however, the party also undertook to remold man and society in accordance with the ideals of socialism and communism. The far-reaching economic, social and cultural changes that it has brought about in China since 1949 can be fully understood only in light of this dual objective.

In the area of agricultural reform, the CCP has used many methods in alleviating the burden of "foreign imperialism" from the farmers. Land re-distribution, the settling of accounts, mutual aid teams, cooperative farms, people's communes and the application of technology to agriculture heightened the peasants' enthusiasm for production, which in turn contributed greatly to the nation's economic rehabilitation.

The CCP has attached great importance to industrialization since 1949, as was foreseen by Mao in April 1945, when he stated his report to the Seventh National Congress of the party:

"Without industry there can be no solid national defense, no well being for the people and no prosperity or strength for the nation."

China's first Five-Year Plan was inaugurated in 1953. As announced, the plan allocated capital construction investments as follows: 58.2% to industry; 19.2% to transportation and communications; 7.6% to agriculture, forestry and water conservation; and 15% to education, health, culture, municipal utilities and stockpiling. The plan called for roughly doubling the value of gross industrial output (98.3%), increasing gross agricultural output by close to one quarter (23.3%), and increasing and industry combined (51.5%). To achieve these goals, the plan demanded average annual increases in production as follows: 14.7% in industry; 4.7% in agriculture; and 8.6% in gross commodity output.

TABLE II. Output of Major Industrial Products in 1957 and Their Percentage Increases Over 1952\*

Item	Output	% increase Over 1952
Steel	5,350,000 tons	296
Pig Iron	5,940,000 tons	208
Coal	130,000,000 tons	96

Flec. 19,300,000,000 kwh 166  
Cement 6,860,000 tons 140  
Cotton Yarn 4,650,000 tons 28

The Communist Party had a major social obstacle to its achievement of goals, the family. Politically, the individual's strong, attachment to his family usually weakened his commitment to the state. As an ordinary citizen, he tended to be indifferent to public affairs and as an official of the state, he was tempted to indulge in nepotism, favoritism and financial irregularities. In order to undermine the role of the family and male supremacy, the CCP passed the Marriage Law in 1950. The new legislation banned arranged and child marriages and interference with the right of a widow to remarry.

The new emphasis on the family, however, did not prevent the regime from continuing its efforts to broaden women's opportunities to serve the state outside the family. As of March 1966, there were 542 elected women deputies in the Third National People's Congress. This was 17.87% of the total. No fewer than 1.43 million women were serving as deputies at local people's congress at various levels in the country, constituting 22% of the total membership of these congresses.

Peking has expanded and improved the public health services of its people. According to the latest available official report, by the end of 1961 there were about 700,000 hospital beds in the nation or nine times as many as in 1949.

Peking has also made considerable progress in training medical and public health personnel. In 1949, China had only about 20,000 doctors trained in Western medicine. From 1949 to 1964, however, some 450,000 doctors, surgeons, dentists, and nurses were trained. As of November 1964, there were 80 medical colleges as compared with only eight in 1949.

Revolutionizing the thought of intellectuals has been an important component of the CCP's cultural policy. As early as 1945, Mao Tse-Tung focused upon the need for such a reform when he said: ". . . To sweep away foreign and feudal oppression and build a new democratic China, we need large numbers of educators and teachers for people, and also people's scientists, engineers, technicians, doctors, journalists, writ-

ers, men of letters, artists and rank-and-file cultural workers. They must be imbued with the spirit of serving the people and must work hard.

. . . The old type of cultural educational workers and doctors should be given suitable re-education so that they can acquire a new outlook and new methods to serve the people."

The importance of combatting illiteracy to the attainment of the twin objectives, lies in the fact that while it is difficult to incorporate socialist principles, and aims in the people without the written word; it is impossible to operate an industrial society without a reasonable level of literacy. In 1949, only about 20% of the Chinese population was literate. The fight against illiteracy has made considerable progress, as can be seen by the fact that

(Continued on Page 4)



Render unto Nixon what is Nixon's.



## TODAY'S ROBBER BARONS

# — Big Business In The Third World —

American Big Business is financially entrenched in the Third World. Their concern is not in developing the country but rather in procuring a profit. As Mr. Bluhorn of Gulf & Western conglomerate has stated, "... we the chislers for our stockholders. I want a dollar for a dollar-or better yet \$1.10."

Going back to the early years of the War, Litton Industries plus four other companies merged to form one large corporation in order to fill a large construction contract pertaining to the War. It was subsidized by the government and used their own products charging the would be costs to the government. Both Vietnamese and Americans were hired, but there was a substantial wage difference. The Americans were assured of a job at the wage level of the United States. On the other hand, the Vietnamese were not guaranteed job security and worked for comparatively lower wages thus adding to their exploitation.

Chase Manhattan Bank has

stated the position of many Big Businesses in their recent report: "In fact, the main impetus for Korea's economic growth comes from the determination and drive of its businessmen and officials. Americans comment on the dexterity and aptitude of Korean workers, who are available at cash wage rates averaging 65 cents a day in textiles and 88 cents a day in electronics. These human characteristics produce industrial results." As one can see Big Business uses this as one way of making profit. Internal and external competition, rapid technological changes, depressions threaten not only the rate of profit but the capital investment. Business is always on the lookout for ways of controlling its environment in order to eliminate as much risk as possible. In industry after industry, the battle for survival has also been a battle for conquest, from which the giant corporations best fitted for their environment have emerged.

Big Business should stop this

ridiculous imperialism in which they are exploiting our brother in the Third World. They accomplish this through investment and setting up subsidiaries. Here are some examples: The impact of these overseas sales from direct investment is what was no doubt in the mind of the investment banker who wrote in a recent article in Foreign Affairs: "The role of U. S. direct investment in the world economy is staggering. According to the U.S. Council of the International Chamber of Commerce, the gross value of production by American companies is well in excess of \$100 billion a year. That is to say, on the basis of the gross value of their output, U. S. enterprises abroad in the aggregate comprise the third largest country in the world—with a gross product greater than that of any country in the world—with a gross product greater than that of any country except the U. S. and the Soviet Union."

Fortune Magazine, which is a respected business magazine, states: "In those 10 years (prior to 1967)

deposits in the Foreign branches of New York have risen from \$1.35 billion to 9.5 billion; lately they have been growing at a rate of seven times greater than deposits at home. At Manufacturers Hanover, foreign business has increased from 10 percent to 25% of total business.

Three years ago, Chase Manhattan disclosed that 14% of its net profits came from foreign business, and that percentage has certainly risen since. Manufacturers Hanover says that the profits of its international division have more than doubled in the last five years. That is, they take from others for themselves.

### NUMBER OF U. S. BRANCHES OUTSIDE THE UNITED STATES

	1918	'39	'50	'55	'60	'67
Latin America	31	47	49	56	55	134
Europe	26	16	15	17	19	59
Africa	0	0	0	4	1	4
Near East	0	0	0	0	4	7
Far East	0	18	19	20	23	63
U. S. Overseas Areas and Trust Territories	4	8	12	14	22	31
<b>Total</b>	<b>61</b>	<b>89</b>	<b>85</b>	<b>111</b>	<b>124</b>	<b>298</b>

Corporations make direct investments in a wide variety of industries abroad. David Rockefeller, president of The Chase Manhattan Bank, describes the activities of one of the bank's subsidiaries, Chase International Investment Corporation (CIIC), thus:

"CIIC, which has now been in full operation for about ten years, is currently involved in some 30 projects in 20 different countries. These projects range from a textile mill in Nigeria to a tin mining operation in Bolivia, and include such other diverse activities as a steel mill in Turkey, a paper mill in Guatemala, an equipment leasing company in Mexico."

The United Nations had a study on Latin America in which Business, in the form of the "Alliance for Progress", was to help them. "The problem of industrialization, poverty, and foreign capital, it was found, are in many cases more acute today than they were

in 1961. And, I would add that America makes more of a profit from its foreign aid than the nations to which it theoretically gives assistance." Between 1960 and 1969 the Latin American debt to foreign investors doubled and reached \$20 billion. The outflow of profits and interest to foreign investors or lenders rose last year to 36% of Latin America's export income, against 25% in the 1955-1959 period. (N.Y. Times, April 20).

Latin America's share of the U.S. market dropped from 21.2% in 1962 to 13.2% in 1968. The UN report stated, "It cannot but appear a startling paradox that while so many millions are poor and ill fed, so high a proportion of the region's resources are standing idle and so many millions of peasants are unemployed." What is big business doing about the situation? Only one answer is necessary—Profiteering.

One-half of the large firms in Canada are owned by foreign countries (80% of the foreign ownership is by U.S. companies). The Canadian government made a report called the Watkins Report. "This report implies a failure to recognize that there are legitimate national interests other than the U.S. national interest."—from the Columbia Journal of World Business.

The Report said that if a U.S. subsidiary refuses to trade with a communist country, it would not be acceptable in Canada. If the firm still refuses, Canada will place the order on behalf of the communist customer. If they still deny it, they would be defying the Canadian government. They need this rule so they can freely trade with anyone and not be confined because of U.S. business practices. Even though it is a good proposal, the Prime Minister ignores it.

There was a tragic incident because of this ignorance. A Canadian firm sold buses to Cuba, the firm went broke, and a U.S. business bought it. Some of the buses broke down and sent to the company for parts. The company refused to sell them, and for that reason the Cuban people cannot get parts to fit the buses. They are left up a dead alley.

There is a program called the Agency for International Development (AID). AID guarantees up to 75% on overseas investment. The country that is receiving this loan must involve the purchase of U.S. goods and services in an amount substantially equal to that loan.

This is very good for the investor because he not only is guaranteed from a complete loss, but he can invest his money in countries which buy goods from him, thus getting profits from sales, but also getting his investment back too.

So wake up American businessman. The facts are before you. Don't you realize that our brothers in the Third World will retaliate? They will crush you—imperialist policies will not serve in their countries—you will be dead. Remember, the factories belong to the people.

—Greg Carlson

## Don't Buy Scab Grapes

By Michael Cetta

It has been more than thirty years since John Steinbeck wrote the *Grapes of Wrath* and since then the book has become one of the most popular American novels. It deals with the desolation and hopelessness of the lives of the migrant farm workers. Yet, what is most frightening is that deplorable inhuman conditions of the workers which Steinbeck so eloquently wrote of, still exists today.

The life of the migrant farm worker can be vividly seen in the grape fields of California. These grape pickers have been on strike for over three years now while America has tried desperately to hide its ugliness behind a grape vine. But thanks to people like the United Farm Workers Union leader Caesar Chavez, a true Christian deeply dedicated to the idea of non-violence, this ugliness has been brought out to the public.

Chavez's Union has steadily been gaining strength, yet they have failed to gain recognition from the powerful grape-growers. But because the agriculture industry is specifically excluded from the National Labor Relations act the farm workers are exempt from the minimum wage law, unemployment insurance and social security benefits. They are also deprived of a union to represent their grievances and protection.

The conditions of the migrant farm workers are appalling. Quoting the October 11, 1968 edition of the Congressional Record they are as follows:

1) "In 1967 infant mortality; 125% higher than national rate maternal mortality; 125% higher than the national rate of influenza and pneumonia; 200% higher than the national rate.

2) Accidents 300% higher than

the national rate.

3) Life expectancy for migrants is 49 years as opposed to 70 for all others.

4) Also in 1967 the average migrant worker earned approximately \$1500 in salary."

The growers reaction to all of this has been one of total disregard for human life. Not only have they refused to recognize the union or hold elections to see if the workers want such a union but they have gone into Mexico to hire illegal strike-breakers (scabs) to fill in for the striking workers.

What has the government done about it? Well first; they have failed to enforce the law which prohibits the hiring of strike-breakers. Secondly, they have re-

cently purchased several thousand dollars worth of grapes and shipped them to Vietnam; and thirdly, our beloved president has gone as far as eating the grapes on TV to show his defiance to the boycott.

Therefore, it is up to the people to do something about it and you can help! Don't buy the grapes or patronize the stores that sell them. If enough people refuse to buy grapes the store owners will not purchase them. Since New York State purchases 25% of all the California grapes, a stoppage here will force the already uptight grower to come to terms with the union. With your help we can help these people lift the chain of oppression and desperation.

## Our Most Distinguished Warmakers

By Sam Wohl

When we discuss the current conflict in Vietnam, we usually examine the role of the present people in power in relation to that conflict. We often overlook the people who are responsible for our involvement. It is time that the right people are exposed for what they did and continue to do. I think that we should aim our rhetorical guns at the prime target, the Vietnam Lobby. This group was composed of, a). John Kennedy; b) Joseph Kennedy; c). Cardinal Spellman. Together, this group of war mongers ignited the struggle within the valiant country of Vietnam.

The Vietnam Lobby was designated the job of choosing a responsible leader for the Vietnamese. The man had to be a firm anti-communist but not an overt Fascist. The lobby of democratic leaders chose their puppet in the form of Ngo Dinh Diem. The U.S. attempted to force this brainless

mimic down the throats of the Vietnamese. At home, Cardinal Spellman gathered Roman Catholic support for the Diem regime by espousing capitalistic propaganda from the pulpit.

In April of 1954, an Interim Trustee Arrangement was instituted by which Ho Chi Minh attained control of the Northern portion of Vietnam and the French were to govern the South. According to this agreement, they were to govern the South. According to this agreement, there would be free national elections in 2 years. At this point, the Washington war manufacturers went into action. For 2 years, propaganda about Communist atrocities against civilians, assassinations and brainwashings, streamed forth from the churches, the American Legion and the school system. It was clear that by 1956 there could be only one man for President of South Vietnam. There was no need to hold

an election to prove it. The propaganda campaign was necessary, since the ruling class in America knew that Ho Chi Minh would receive 80% of the vote. People throughout the world began to see the hypocrisy of the American form of democracy. The democratic principles that the U.S. were supposed to abide by, vanished. The American ruling class instituted a dictatorship in Vietnam.

The Vietnam Lobby was responsible for the Diem Dictatorship, and these men deserve the credit for exporting our type of tyranny to the Third World. Today, Diem is gone, but the U. S. has found a similar puppet to fill his shoes in the person of President Ky; the same President Ky who acknowledged his admiration for Adolph Hitler. Let us continue to expose these inventors of war who have caused 260,000 American soldiers to be maimed, and 35,000 to be killed.



# Raped by the Central Intelligence Agency

American imperialism manifests itself in its exploitation of South-east Asia, Africa, and the Latin Americas. In Viet-Nam, this oppression is open. But a fact that remains closed to the eyes of many people are the operations of the C. I. A.

The C. I. A. began active operations in Viet-Nam with the insertion of the fascist dictatorship of Ngo Dinh Diem. Diem had only slight support in Viet-Nam because most of the Vietnamese people supported Ho Chi Minh. No less an authority than President Eisenhower had written: "I have never talked or corresponded with a person knowledgeable in Indo-Chinese affairs who did not agree that, had elections been held as of the time of the fighting, possibly 80% of the population would have voted for the Communist Ho Chi Minh as their leader . . . The mass of the population supported the enemy." Eisenhower was referring to the election that was supposed to take place as specified in the Geneva Accords. The farce perpetrated by the U. S. was that the majority of the people in Viet-Nam were oppressed.

The C. I. A. was concerned with obtaining support for Diem. The Catholic minority leadership produced hostility in the predominant non-Catholic majority in South Viet-Nam. The Catholic minority in the North, from the provinces of Phat Diem and Bui Chu, led a massive migration to the South. These refugees came to manufacture atrocities about the fate of Catholics who fell into Communist hands, and in this they were aided by over-anxious American C. I. A. agents.

The refugees established a good public relations for American consumption. This served as a justification for U. S. involvement in Viet-Nam and a back-up for a government that proclaimed itself anti-colonial and anti-communist.

Another arm of oppression employed in the services of the C. I. A. is the Special Forces. Men are trained and placed in foreign countries to organize guerrilla movements. Information reveals that Special Forces have shown up in Africa and Latin America as trained guerrillas or as independent agents for the C. I. A. According to one veteran of six years in the Special Forces, Master

Sergeant Donald Duncan, he was subject to "brainwashing" and atrocity tales — life under communism. But there was never a suggestion that Special Forces would set up guerrilla warfare against the government in a fascist-controlled country.\*

\*(From Memoirs of a Special Forces.) Master Sergeant Duncan served 18 months in Viet-Nam and received the following awards: South Vietnamese Silver Star; the Combat Infantry Badge; the Bronze Star and the United States Army Air Medal. He was nominated for the American Silver Star and was the first enlisted man in Viet-Nam to be nominated for the Legion of Merit.]

Besides the C.I.A.'s various methods of oppression, murder is one of their tricks. With Green Berets giving Bolivian Rangers anti-guerrilla training and a correspondent that "American military to turn out a fully trained Bolivian battalion for jungle fighting." Six months later Che Guevara was dead.

While the Green Berets were restricted not to enter the guerrilla zone, the operation of the ruthless killing was controlled by C.I.A. agents. (Two C.I.A. agents in-

strumental in Che's death were Felix Ramos, a specialist in counterinsurgency, and Eduardo Gonzales.) Upon Che's capture, in which he received only a leg wound, it was decided after one day Che must be killed. Mario Teran entered with his M-2 carbine and within minutes Che was gunned down. Second Lieutenant Perez then proceeded to put a bullet in Che's neck. The murder of Che was a symbol of the power of the United States throughout Latin America.

In 1967, the sinister spectre of C.I.A. involvement in the National Student Association became known. The C.I.A. — Suspect Funds mentioned in the Patman investigation became the key to understanding part of NSA's finances. The funds were conveniently spread all over the country (Borden in Philadelphia, Price in New York, Beacon in Boston, Kentfield in Dallas and Edsel whose last known address was in San Francisco). Two foundations supported the international programs of NSA — the J. Frederick Brown Foundation and the Lade-

pence Foundation — which received regular contributions from four of these C.I.A.-linked funds: Price, Borden, Kentfield and Edsel. Between 1962 and 1965, NSA received \$256,483.33 in grants for its international programs from Independence.

The C.S.A. was interested almost exclusively in NSA's international programs. Over the years no staff member who worked exclusively on NSA's national program was involved in a C.I.A. relationship and few, if any, even knew about it. Keeping the C.I.A. connection secret was made easier by the fact that NSA's national and international departments were in different cities from 1947-1960.

If a staff member did know about C.I.A. involvement he was made to sign a national security oath. If he signed the oath, which pledged him to keep secret any information that was then revealed to him, the implication was clear that there could be severe legal penalties.

—Rick Cox

## AS I SAW IT

By ALLAN WATNIK

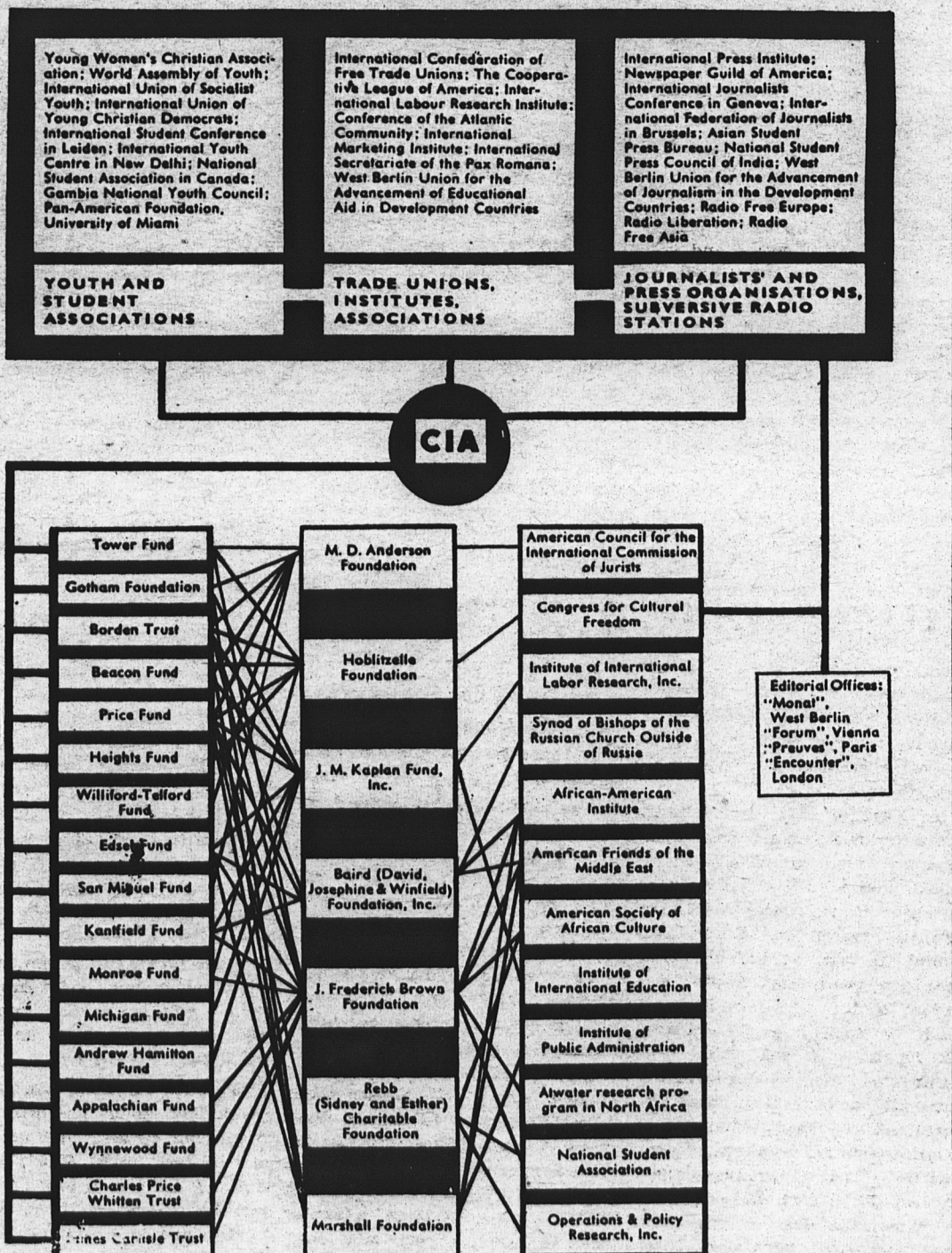
On Wednesday, May 7, I attended two meetings; first, I attended a SICC senate meeting and saw our fellow students play government. While everyone is going around screaming for more money, our senators are using it for smorgasbord dinners. Finally, when the meeting began, the president made an uncalled for comment on his observations on what has recently been happening at our school. Next, the president-elect asked the senate if he could be given approval to appoint four people as his advisors. They will have his powers at meetings that he cannot attend and his words will go out into the community and spread "good cheer." Without even questioning who these people were to be, the senate approved. Next, someone asked if the Civil Air Patrol could do recruiting on campus. His reasons for this was that the Air Force supports them in their purely search and rescue missions. He offered a pamphlet explaining the CAP. I was the only one who took it. Quickly looking it over I found some interesting points which I read to the senate. The CAP does target towing and aerial surveillance; also, contrary to what the man said, the CAP supports the Air Force. You have to be blind not to see that the equipment given to the CAP by the Air Force for search and rescue in the U. S. is later used for "people sniffing" in Vietnam. I must have been talking to the paper plates and empty soda cans because they immediately approved the CAP recruiting. The most important point worth making about our government is that they don't even know the rules by which they play the game. They are totally ignorant of parliamentary procedure, and it was only after I challenged it that they found that an abstention does not mean a "no" vote.

After this fiasco, I went to P.S. 29 where there was a meeting on

what to do with what is happening on Staten Island college campuses. Near the entrance was a man handing out literature to the people entering the meeting. When I asked for it, he told me that he had no more. Quickly, he pulled out a piece of paper out of his pocket and handed it to me. It was the "Communist Rules" stolen in 1919 which told us that the communists are subverting our youth by getting them interested in sex. At first I felt I was watching a movie. I saw Daniel Ledy speak without a microphone before an old wooden podium and say, "what happened to the good ole days on Staten Island when we could tar and feather someone and run them out of town." Next, another man got up and informed the audience that when his children are bad they find themselves in St. Vincent's hospital. Well, I guess someone has to raise our future murderers. Later, SICC's Frank Giacalone got up to speak in order to defend his article in the Dolphin. When he identified himself as the writer of the article he was booed and jeered. "Drag him off the stage," "kill him," "He better leave by the back door," were heard from the representatives of the American Legion and other civic associations who filled the audience. Msgr. Cleary got up and said, "Let the man speak. Let's see how low degradation has gone." Of course, the Staten Island Advance quoted him as only saying the first phrase. In 1968, when he article in *The Dolphin*. When he fired three nuns from his school for teaching the theory of evolution, he was also promoting "freedom of speech."

Some of the proposals made that night were setting up a board to review everything that goes on at SICC. These include: teachers salaries, courses and student activities. They also want to take President Birenbaum to Albany in a car and demand his resignation in front of the governor.

The system of several cover organisations used by the CIA (1967)





# Mexican-Americans: The Unknown Minority

By JOHN GRILLO

Why are Mexican Americans discontented? Why have they formed organizations to bring about immediate change? The reason for the present discontent of the Chicanos can be understood by looking into American history and discovering something about Hispano-Indio culture, and, most importantly, being made aware of the poverty, job discrimination and inferior education which Chicanos are faced with today.

The Southwestern section of the United States once belonged to Mexico. The U.S. gained this territory by winning an imperialist-expansionist war. She fought this war in order to consume the natural resources of the Southwest. The U.S. justified this war with the slogan "Manifest Destiny;" a war slogan which meant that America was destined to occupy all the land it presently occupies (excluding Hawaii and Alaska).

The Mexican-American War began on a lie. The U.S. claimed that Mexican troops had attacked American soil while invading American soil. In reality, the reverse was true. American troops had attacked Mexican troops while invading Mexican soil. Congressman Abe Lincoln noted this American-fostered lie. In 1847, he introduced into Congress the Spot Resolutions, which questioned whether the spot where the fighting had taken place was really American soil.

The war ended with the Treaty of Guadalupe-Hidalgo. A treaty which forced Mexico to acknowledge the American title to Texas, New Mexico, and Upper California. This was two-fifths of Mexico's land. The U.S. gave Mexico \$15,000,000 for this land which they called the Mexican Cession. The above provisions of the treaty are what you would find in an American History textbook. The following is what you are not told:

The treaty gave Mexicans, who stayed in conquered territories, American citizenship. Yet historical evidence has shown that it has been citizenship on a nominal basis. The treaty stated that the land grants given to New Mexicans by the Spanish and Mexican governments were to be "recognized" in the tribunals of the U.S. Those tribunals invalidated 94% of the land. The treaty guaranteed the right of Mexicans to govern the 'Pueblos that they lived in. Finally, it provided for the use of bilingual languages (Spanish and English). But the Chicanos do not govern their pueblos and the only official language of the Southwest is English. Teddy Roosevelt, contradicting the Treaty of Guadalupe-Hidalgo, said: "We have room for but one language here, and that is the English language."

The Anglo way of life was directly opposite to the Mexican way of life. The Chicano life centered around the village. The village included not only the village site and its occupants, but also all of the owned village community.

The contrast of cultures is obvious. The Mexican-Americans lived in a communal society, res-

pecting the land and nature, while the Anglos lived in an individual environment, using the land for their own material gains.

The white Anglos and their government, by the mid 1930's, had destroyed this way of life. By the '30's, the Spanish-Americans had lost over 2,000,000 acres of private lands and 1,700,000 acres of communal land, 1,800,000 acres of which was taken over by the state and the rest lost to the Federal government and white businessmen. All of this land was taken without compensation. The Spanish-American became a farmer without any farmland. He was made to become a migrant worker.

Because of the Depression, the Chicano lasted as a migrant worker for only a short time. He returned to the farms, but they were no longer his: The National Forest Service had taken control of them. The Forest Service, a branch of the government, continuously denied (and even today denies) the Chicanos the right to their land.

The Mexican-American has found himself working for the white man, not himself or his family. His culture was being ignored and his language (Spanish) not being recognized. Raped of a culture and robbed of his land, many Mexican-Americans migrated to the cities of the Southwest, only to be the recipients of housing discrimination, resulting in Mexican-American ghettos. The Chicano was forced to adapt to the white Anglo's culture, but the white Anglo did not allow him to do so. Today, the rise of Mexican-American ghettos, the raping of the Mexican-American culture, the disallowment of the use of the Spanish language, job discrimination, inferior schooling and outright robbery of their land has resulted in the Mexican-American occupation of the bottom plank of the economic ladder.

The areas Mexican-Americans live in, were designated as emergency hunger areas in 1968 by the U.S. report on hunger and malnutrition.

U.S. health authorities say that for every seven hundred and fifty people, there should be at least one doctor. In New Mexico, there is only one doctor for every thousand people. In Albuquerque and Santa Fe, there is only one doctor for every two thousand people. As for nurses, there is only one nurse for every 469 people, and only one dentist for every three thousand and twenty people.

In San Antonio, Texas, 100,000 persons exist on diets lacking sufficient proteins and carbohydrates.

In Albuquerque, 31% of the heads of Mexican-American households were unemployed.

In Los Angeles, the average per capita income of Chicanos is \$1,380.

Do these statistics frighten you? They should. Would you want to live under these conditions?

Concerning job discrimination: The best and most well-known example of job discrimination are the grape pickers of California, who belong to the United Farm Workers Organizing Committee,

(UFWOC). Most of them are Mexican-Americans. They are led by Chicano Cesar Chavez. These workers have been subjected to unbelievable inhumane conditions. In 1967, the migrant worker received an average income of \$1,307. There are no sanitary conditions on the fields they work on. The death rate of migrant farmworkers for 1967 was shocking:

Infant mortality: 125 percent higher than the national rate.

Maternal mortality: 125 percent higher than the national rate.

Influenza and pneumonia: 200 percent higher than the national rate.

The grape-pickers are simply asking for:

The recognition of their union; a living wage, so that their children do not have to quit grammar school to help earn food; sanitary facilities placed in the field to protect themselves, and the consumer from disease.

Join the grape strike! Boycott California table grapes!

Other instances of job discrimination:

Federal reserve banks in Texas, said witnesses, discriminated against Mexican-Americans in hiring practices.

Mexican-Americans comprise almost 44% of the 23,000 base employees, but promotions and advancement reveal another story. Mexican-Americans make up only 28% of white collar employees, and in top employment levels — GS 11 and above — constitute a mere 8%.

The Humble plants in Corpus Christi and Kinsville, Texas employ 833 persons, only 8 of whom are Mexican-Americans.

Of the 345 workers employed at the Suntime Refining Co. in Corpus Christi, only 1 is Mexican-American.

Of the 122 persons employed by

the United Carbon Co. at Arkansas none are Mexican-American. Concerning inferior education Chicano children receive, and the acts of discrimination meted out to them:

The urban dropout rate for Chicano youngsters in the 16-17 year old age group equals the rural rate, which is twice as high as all persons of this age in the U.S., and exceeds the non-white drop-out rate throughout the Southwest.

The average Chicano has an 8th grade education.

Chicano children naturally speak Spanish. Yet, when they are caught speaking Spanish in school, they are fined, or punished in some way by school officials.

In one high school in Texas, 60% of the students are Mexican-American, yet there are only 5 teachers who can speak Spanish, and none with Mexican-American background.

In Texas, for grades 7-12, the dropout rate for Chicanos is 34% This educational system which operates exclusively in English, despite a constitutional requirement that teachers be bilingual. This disregard for Chicano language and culture are such that most Mexican-American students are, in the words of political scientist Ralph Guzman, "force-outs" rather than drop-outs.

Would you want to receive the type of education the Chicanos receive?

The White Anglos of the Southwest, are guilty of committing terrible crimes to the Hispano-Indios. Today, these crimes are still being committed.

Can you as a decent, just, human being allow these crimes to be committed?

## China, continued from Page 1

between 1949 and 1960, some 100 million more people became literate.

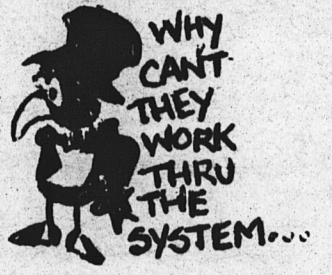
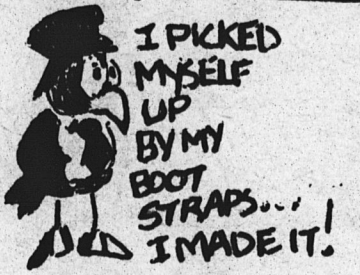
The Chinese Communist revolution itself has amply demonstrated that a protracted people's war entails enormous sacrifices and countless risks. The progress that China has made under the fatherly hand of Chairman Mao in combatting foreign imperialism, bourgeois revisionism and feudal customs and class brackets, should motivate all oppressed people within the Third World to fight,

and fight courageously. The ruling class within the major capitalist countries of the world are terrified by the brave Chinese comrades, and they have reason to be. The People's Liberation Army of China is exporting their ideas through example, and more and more members of the proletariat are following the revolutionary light of Chairman Mao. The VANGUARD COMMUNITY ECHOES THE SALUTATION: A LONG, LONG LIFE TO CHAIRMAN MAO.

Table III. Enrollment in Schools and Colleges in Communist China. 1949-1963.

Middle Schools	Colleges and Universities	School Year	Elementary Schools
1,267,089	111,133	1949-50	24,391,033
1,655,540	138,731	1950-51	28,938,988
1,964,071	155,570	1951-52	43,154,440
3,145,866	194,378	1952-53	49,766,144
3,628,264	216,768	1954-55	51,504,312
4,246,000	258,000	1955-56	51,190,000
4,437,000	290,000	1956-57	53,100,000
5,000,000	400,000	1957-58	57,000,000
5,160,000	447,000	1958-59	63,000,000
12,000,000	660,000	1959-60	86,000,000
not available	810,000	1960-61	90,000,000
not available	855,000	1961-62	not available
not available	815,000	1962-63	not available

### STATUS CROW THE BLACK CAPITALIST



### Vanguard Community



- GREG CARLSON
- MICHAEL CETTA
- RICK COX
- FRANK GIACALONE
- JOHN GRILLO
- dave master
- DENNIS MORIARTY
- AL WATNIK
- SAM WOHL
- THE MIDNIGHT STAPLERS
- CLARA AND ARNOLD



# English Fifty

Vol. 1, No. 1

A Publication by the Students in English 50 (Journalism),  
Staten Island Community College, Staten Island, N.Y.

Thursday, May 15, 1969

## The Evaluation of Teachers

By Loretta Argue

One of the most terrifying ordeals facing an entering freshman is planning his own schedule while bombarded by suggestions from fellow students on what courses and teachers are best. After hearing dozens of teachers' names and a score of conflicting comments he becomes thoroughly confused and just abandons the idea altogether. There should be some way to relieve this pre-registration frustration.

There should be some logical way in which students can discover the merits and faults of prospective teachers.

### All Students to Participate

A way to solve this dilemma is through a responsible teacher evaluation program. All students should be encouraged to participate, since it is only through a large consensus of opinion that a true assessment of a teacher's ability can be reached. Each individual has his own ideas of what qualities a teacher should possess. To some the most important quality is the manner in which the teacher conducts the course: whether or not the teacher carries on a dialogue, encouraging students to think and express their ideas; or whether the teacher carries on a monologue somewhat in the manner of a walking tape recorder.

To others, perhaps, the most important quality is simply the knowledge that the teacher has of a particular subject and not the way he expresses that knowledge. Therefore, if only a few students participate, commenting on only a few teachers, their conclusions will not be a true representation of general opinion.

### Exchange of Ideas

Before this plan is implemented, Student Government should hold a general meeting to which all students intending to take part should attend. Ideas should be exchanged on the essential qualities that a teacher must possess and how a student can impartially evaluate those qualities. The teacher's power to communicate to the student, his attitude in class are just as important as the knowledge he possesses. A man can be an expert in his field and still not be a teacher. A student's opinion should be as unbiased as possible and not be influenced by the teacher's personality outside of class.

This program should be started about midterm, in time for the results to be published before the beginning of next semester. Enough time will have elapsed for a student to know if he likes a particular teacher's approach.

(Continued on Page 3)

## Scholars Program Offers Chance for College Admission

By Hilda D. B. Gittens

Since the beginning of the current term, there has been in operation on campus a Community Scholars Program administered by Mr. J. P. Wooten, Director of Institutional Research, and Dr. Peter Nigro, Dean of the summer session.

The program involves 115 people—some working, some on welfare, and a few who are still attending some type of school. Classes, which are held every day of the week, are in math and English. Included in the English lessons are sociology, black history, and class image building.

Three professional counselors meet with the students to check on their progress and to help them in any other way that they can. Ten SICC students work as tutors in the program.

### Community Sponsors

The main objective of the program is to prepare the students for admission into college in either the fall or spring term of 1969-1970. A few of its sponsors are: Staten Island Youth in Progress, Staten Island N.A.A.C.P., Staten Island CORE, Stapleton Organized Community Council, and Interested Citizens of New Brighton.

## Varied Summer Program Will Brighten Up Campus

By Crescentia Ladley

The summer of '69 at SICC will see the convergence of many wholly new and exciting trends. These trends have shape through the combined efforts of Dean Peter Nigro, an interested faculty, and a non-apathetic student body.

The aim is for experimentation in the new fields of education and a broadening of the old. The summer session has put out its own catalog for the first time this year which lists the 150 new courses being offered. Among these, are community-demanded courses in the theatre and the performing arts, typing, steno, and the non-credit Continuing Education Program.

### Remedial Reading

A special program is also being offered in remedial reading and math at a fee of \$10 for those in the Community Scholars Program and anyone else who is interested in improving his academic skills. Dean Nigro hopes this will break down the wall between high school and college.

Early mail registration is being used to save time and to enable students, on the closing of their classes, to change their programs conveniently. The administration, furthermore, will have time to

adjust imbalances in class size without confusion.

The campus will also be open for recreation this summer to the general community. Prof. Carl Ferguson will set up a recreation program for the students who will then help manage it for the community. There will thus be no reason for the campus facilities to be left idle. This program has the approval of the deans, and it will be the first time the whole campus—buildings, fields, etc.—will be used by the community.

In addition, the summer cultural program sponsored by Kaleidoscope will enter its second year. It will be wholly supported by summer session funds. The program is to be directed by James Cavaliere.

### Free Entertainment Program

Featured will be a Rock and Soul Dance; Shoshana Shoshan, a classical singer; B. B. King, the country's leading blues and jazz guitarist; and the Clark Terry Quartet. This program is free to all summer session students.

The philosophy behind the summer session is to continue innovation in learning, sparked by a young and involved faculty interested in experimentation.

## Presidential Commissions Issue Interim Recommendations

### Commission I

Commission I, headed by Dr. Philip Schain and Edward D'Angelo, deals with the architectural problems of our college. In a recent interview with Dean Peter Spiridon, a two-point attack on the problem was disclosed. First, the commission has discussed the possibilities of gaining immediate space by temporary rental. And secondly, the commission has explored the discussed elimination of crowded conditions in existing buildings.

Permanent modification of underdeveloped basement space is now awaiting contractors. Space below the gymnasium and below the dining hall will hopefully be converted into office, classroom, or laboratory units. The most important modification plans deal with increasing the total floor space from 300,000 square feet to 900,000 square feet. A master plan is now being worked on taking into serious consideration faculty and student requests and needs. Changes in future teaching methods and enrollment are also important considerations.

Commission I is also dealing with the present parking situation and with public transportation conveniences. And still another aspect of this commission deals with the arrangement of student and faculty schedules.

—Abbie L. Young

### Commission II

Commission II, one of the six campuswide presidential commissions, is concerned primarily with the urban and educational programs in and around the college community. These programs are vital to the college and its environment because there is an extensive void between the community and the college on the one hand and black and Puerto Rican students on the other. Many proposals have been made to close the void and to improve the co-existent functioning of the three factions involved.

One of the most prominent proposals is the establishment of a black social and cultural Center near the college. This Center would be helpful in creating a better understanding between the immediate community and the black and Puerto Rican students. It would advise and orient incoming freshmen, designate upper classmen to function as advisors, and provide tutorial sessions to complement insufficient high school training. Cultural and social presentations would also be sponsored. It is hoped that the Center will not promote black-white tensions but will enrich the cultural life of the college and its community. Students in the technical curriculums would be directly involved in that they would participate actively in renovating the Center's building.

(Continued on Page 4)

### Commission III

Commission III, concerned with the evening session, is seeking out ways of improving nighttime studies and activities on campus. Prof. Irene Deitch, the commission chairman, during an interview, noted some of the problems that evening students are faced with. Among them are a lack of full-time instructors; there are only seven for the 2200 students. Furthermore, the evening student doesn't really feel that he is a part of SICC because by the time he gets there, most facilities are closed.

The commission members, made up mostly of students, have affectionately become known as the "Dawn Patrol." Prof. Deitch explains that very often the commission would work until the early hours of the morning in efforts to have their report ready for the May 6 deadline. At that time they presented their recommendations to President Birenbaum.

—Tony DiRaimondo

### Commission VI

Commission VI (Government, Faculty, and Student) is one of the very necessary and pertinent commissions formed this semester. Its main objective was to decide which hitherto faculty committees should comprise students and which hitherto student committees or groups should com-

(Continued on Page 4)

### Commission IV

Commission IV deals with the Humanities and the Arts in the college. It is headed by Dr. Mortimer Schiff, an associate professor in the Department of Mathematics. Frank Caggiano, a liberal arts student, is vice chairman.

The aims of the commission are to bring the concepts of work and play together in the school world while not forsaking the distinctions that society has placed on them. The commission believes that student incentive must be gained through "relevant freedoms," not through duty and law, and that formalization of education must be cut down in order to allow for a more freewheeling form of learning. These aims are put forward to produce graduates who are "technically competent" and can also bring creativity to the world.

The commission proposes that the school grant a four-year degree in performing and creative arts. It also wishes to dispense with the rigid standard set up for entrance and to inaugurate a work-study program related to academic involvement. Credit should be given to students for activities "which extend their knowledge in the areas of creation or performance."

Furthermore, the commission believes that all important policy

(Continued on Page 4)

### Commission V

Commission V (Academic Programs) has made two far-reaching recommendations:

(1) College-Wide Resource Reference File.

"It is deemed desirable in order to increase faculty-student-staff rapport to establish areas of mutual interests in which faculty, students and staff may meet together informally, thus creating an environment on campus conducive to broadening the educational horizons of our students beyond the classroom.

"Therefore, it is proposed that a college-wide Resource Reference File be established. Such a file would list vocational and special interests of faculty, staff and students; and would be available for college and community consultation."

This file will be completely voluntary. No one will be included against his desires.

(2) Baccalaureate Curriculums in Engineering and Medical Technology.

The second proposal would authorize SICC to establish four-year programs and grant baccalaureate degrees in the hitherto two-year curriculums.

"Commission Five, recognizing the urgent need that presently exists for furthering higher educational opportunities for our career students, supports the reso-

(Continued on Page 4)



## ENGLISH FIFTY

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## STAFF

Loretta Argus	Joanne Hrelja	Redmond O'Hanlon
Nita Burton	Lloyd Johnson	Lynne Olsen
Eugene Cleary	Frank Kelleher	Cathy Patterson
Daniel Coluccio	Michael Kuras	Juanita Ray
Vincent Curren	Crescentia Ladley	Mary Reidy
Anthony DiRaimondo	Thomas Lorenzo	Daniel Sheehan
Janet Floss	Frances Maldari	Edmund Szelest
Michael Finnegan	Linda Marino	Christopher Thompson
Robert Fruhlinger	Peter Mulroy	Evelyn Triolo
Frank Giacalone	Bruce Merles	Eugene Vivaldi
Hilda Gittens	Winifred Neblett	Michael Walters
Philip Green		Abbie Young

Opinions expressed in English Fifty are those of the writers, and their publication herein does not imply concurrence by the faculty, administration, or student body.

Dr. Bernard Blau, Faculty Adviser

## ANOTHER INADEQUATE CONCERT

To date, concerts given at SICC have not been properly handled. It seems to be the policy to hire bands that will stir a minimum of interest among students.

The latest was Concert 69, which took place on March 29. Its publicity claimed that it featured such "top" rock groups as The Critters, Jay and the Techniques, Peppermint Rainbow, and the Soul Survivors. Using the term "top" for these bands is a cruel exaggeration. None of them has made a major appearance at any place of importance in a matter of months. Furthermore, they could not attract even the most entertainment-starved audience.

Perhaps the sponsors believed that in hiring as many as four bands for a simultaneous performance they would attract a big audience. The truth is, however, that for the price of hiring four indifferent bands such as these, they could have gotten one real name-band that might have stirred some interest.

The quality of entertainment in our school must be boosted. With just a little more insight and planning and a possible poll of student interests, successful shows could be staged.

—Robert Fruhlinger

\* \* \*

## VANGUARD: A NEW LOW IN COLLEGE JOURNALISM

On Monday afternoon, April 28, journalism on campus reached a new unprecedented low with the release of the new underground newspaper Vanguard.

The paper doesn't say much; it's a rather cheap imitation of leftist papers around the country. It contains the usual pro-Castro, pro-Che-cliches based on partial truths or misrepresentation of the truth.

The articles in Vanguard are not too disturbing. In fact, they're rather dull. The artwork, however, is more than disturbing. Poor Mr. Dave Master seems to have a strange attraction for phallic symbols; he is obsessed by them. Their use transcends the limit of disgust. They, like the articles they illustrate, stimulate the reader only to boredom.

The sole purpose they might otherwise have served, therefore—keeping the reader awake—is thus thwarted.

This past year SICC's publications have enjoyed complete freedom from interference and censorship. It seems a shame, however, that there are always a few childish little people running around who must always see just how far they can go. If press censorship is now imposed by the faculty or administration, or by public pressure, the student body can thank Vanguard, and no one else.

—Vincent Curren

\* \* \*

## RESPONSIBLE JOURNALISM

The indignant protests—by students, faculty, and outside citizenry—against the sacrilegious and obscene articles published in The Dolphin, Vanguard, and the Richmond (College) Times may be translated into this code or credo for wise editors:

(1) Regardless of the writer's definition of "obscenity," most readers are revolted by a half-dozen dirty words. Such words should therefore be avoided, for they merely heat tempers and hamper communication, thus frustrating the purpose of the writer.

(2) Regardless of the writer's definition of "taste," most readers are offended by crude, violent attacks upon their religious beliefs and private affections. Such inflammable matters—emotions, actually—should be handled with great care, obviously—if the writer wishes to guide the reader toward different beliefs and affections.

—The Faculty Adviser

\* \* \*

## CAMPUS GATES

Thanks to some active students on campus, the gates leading into the parking lot are now open at times appropriate for all, thus proving that the student body can effect changes if such changes are demonstrably beneficial.

—Bruce Merles

## Black Society

By Winifred L. Neblett

Prior to the official formation of the Afro-American Society, there was always an Afro-American "society" within the student body of this college. This society consisted of the majority of the black students who were looking for a common bond. Each of the students had nearly the same emotion when he first came to the college, that of feeling alone with no one or nothing with which to identify himself. This dominant feeling united the black students primarily in a socially loose manner.

The unity of the students compelled the creation of an organization in which we blacks, as a vital segment of the college student body, would be able (1) to improve our knowledge of our heritage, (2) to enlighten the rest of the college about our heritage, background, culture, vital contributions of the black man in Africa and the United States, and (3) to fill the void in the scholastic, cultural, and social aspects of the college and community atmosphere created by the lack of black awareness by the two groups involved.

## To Awaken the Community

The Afro-American Society was officially organized in October 1968 with definite goals in mind. The Society's primary goal is to awaken the members of the college and entire Staten Island community to the facts that have been brushed under the rug for four hundred years too long. In order to accomplish this goal the society has worked towards planning forums and discussions, publishing papers that convey certain messages about vital and pertinent issues of the times, planning social affairs, and linking the small black communities of the island with the black population of the college in order to create one solidarity on the island.

Examples of the above activities that were achieved this academic year are: (1) Prof. Gerard Bissainthe's lecture on the rapid growth and development of African students and political groups in France, (2) the publication of a three-page statement declaring our views about the hiring of a qualified black teacher to teach the History 21 class, (3) the publication of the first black people's newspaper (The Black Awakening) on the island and in the college, and (4) the cooperative work between the society, Heritage House in Port Richmond, and Naeta Obsidian.

## Spring Retreat

The latest big activity sponsored by the society was a retreat to Shelter Island during the spring recess, at which representatives from Heritage House and Metropolitan Urban Service Training discussed methods of improving leadership and surges towards constructive power. (The retreat would have been more successful if more people were able to attend, but due to the Holiday weekend and previous engagements, attendance was below par and accomplishments few.)

However, there are plans being made for an end-of-the-year function and for elections of new officers. It is hoped that for the academic year 1969-1970 far more cultural and educational activities will be planned and sponsored by the society so that the college will awaken to the black awareness of today.

## Letters...

## POT ON CAMPUS

To the Editor:

On campus the use of stimulant pills and marijuana is more open than suspected. The sale of these is made in classrooms, the lounge, or the cafeteria. It is not uncommon to see a student hand another student a handkerchief in return for a five or ten dollar bill. Inside the handkerchief there is a little bundle of joy, either a "nickle bag" (five dollars worth of marijuana) or a supply of pills. The drugs are taken openly, sometimes brazenly. I have seen students light up a "joint" (a marijuana cigarette) or a "hash pipe" (a pipe used for smoking hashish) in the student lounge. This is usually done in the earlier hours of the day during the colder weather. In warmer weather the culprits usually retreat to the grassy slopes on the far side of the parking lot. Most of the people who see the students up there usually believe that they are just enjoying the scenery. In truth, some of them are enjoying the "grass."

(Name withheld on request)

## BOOKSTORE

To the Editor:

Despite frequently unfair criticism, the bookstore has provided good service to the student body, especially this past semester. Regrettably, its business is highly seasonal, with 90% of the sales—I should say—made during the first two or three weeks of the term. Because I dread the long lines I shall have to sweat out in September, I ask the bookstore management to plan ahead.

Perhaps the logjam at the cash registers can be alleviated through the rental of additional registers for the early week of the semester. Furthermore, once or twice I have gotten into the bookstore after a long wait only to find that the book I sought was out of stock. Important textbooks are out of stock too often. Let's hope that next term this never happens. I can't afford to travel to Barnes and Noble in Manhattan in order to buy a book that should be available here.

The big question: Will the bookstore continue its great improvement?

—Michael Finnegan

## UNFAIR PARKING

To the Editor:

The current division of the parking lot into two sections, staff and student, is unfair and unjustified. The faculty have their own private lot facing Ocean Terrace which is of large enough size to accommodate most of the cars that have staff stickers. If there are some cars which cannot find a spot, then they should be allowed to park anywhere in the student lot. The setting aside of a large section of the student lot for staff cars is wasteful. Evidence of this is seen daily, as the staff section is usually only two-thirds full. Many spaces are empty while students have to waste time looking for a space which is not too far from the buildings in which classes are held.

—Daniel Coluccio

## SEVEN-SESSION YEAR

To the Editor:

I advocate the introduction of a more reasonable system dividing the academic or college year into sessions. It would be run similar to the summer session and would consist of seven six-week sessions. The classes would be two hours long, meeting four days a week. After every session, one week would be allowed for finals and registration. The remaining three weeks of the year would be set aside for Christmas, Easter, and summer recess. The sessions with vacation weeks in them would have their lecture sessions lengthened to compensate for lost time.

This new plan would allow students to attend school full time, while working in their off semesters. The average student could attend school for five sessions, taking six credits in each, with fourteen weeks vacation. Some students could attend more regularly and get their degrees in less than two years.

—Eugene Vivaldi

## GRADING SYSTEM

To the Editor:

Too many students register for courses taught by teachers who are reputed to give high grades. They are, unfortunately, more interested in the grades than in the subject itself and thus may take courses which are of no practical value to them.

Anyone who takes a course just for the mark is wasting the professor's time and his own time. If he wants to waste time, he should waste it outside the school where the time is his to do with as he pleases.

—Michael Kuras

## SOCIAL ACTIVITIES

To the Editor:

There is too much disparagement of purely social activities on campus.

Many such events are worthwhile and supply a relief from the everyday routine of attending classes. They also give students the opportunity to acquaint themselves with others in a non-academic atmosphere.

Furthermore, since students themselves make all the arrangements for dances, etc., they acquire invaluable experience in dealing with business people. They really get an education!

—Evelyn Triolo

## BOYCOTTS

To the Editor:

This semester, as in semesters in the past, the students staged a boycott of classes. I maintain that these boycotts are ineffective and should be discontinued.

Last spring, there was a boycott on a Friday. I went to my first class, which was at 9 a.m. I heard everyone else was cutting for a cause no one completely understood, so I decided to go home. The following semester, I decided to hold my own private boycott against the boycott and go to all my classes. This semester, I have done the same.

I do not know what these boycotts have gained us that simple negotiations would have not.

—Edmund Szelest

## DELTA SIGMA RHO

Delta Sigma Rho, the newest sorority at SICC, was organized in September 1968. Its purposes are to promote sisterly friendship and to provide service to school and community. The sym-

bol of the sorority is the daisy, and the colors are grey and white. "Semper Fidelis" is its motto.

Pledging has just finished and the new pledges were honored at a dinner.

—Frances Maldari



Symposium

# On Student Protests

**Sincere Protests**  
By Gene Cleary

If a student protest is not sincere it ceases to be a protest and it becomes a farce. A student who burns a library card in protest of the draft is not sincere. The student who burns his draft card in front of a T.V. camera for the sole purpose of afterwards watching himself on the six o'clock news is not sincere.

The student serving a jail sentence for burning his draft card is sincere. Students in Czechoslovakia who burned their bodies were sincere. A protest makes its point when the protesters are sincere enough to undergo hardship, pain, and even death for their cause. A day of cutting classes and a busload of girls and boys on a trip to Albany is a kind of party and not a protest. A busload of girls and boys camping over the weekend on the steps of Albany's city hall, without food or shelter, constitutes a protest.

Student class boycotts are comic. Boycotting classes on a Friday seems to be the thing to do—especially if there is a dance that Friday night. This way everyone has something to talk about at the dance. The loud leaders on campus can be seen at both social functions discussing the boycott's success or failure with their flock.

TV is a Must

For a successful boycott a television camera is a must, but a truly great boycott must have police also. The police should be helmeted and carry nightsticks. The T.V. camera should zoom in on a ring of folk-singing, hand-holding protesters while the police break the ring with swinging nightsticks. A student should be seen holding his bloodied head while a girl screams hysterically in the background. A campus leader pantingly telling the boycott's peaceful purpose provides a clinch ending.

A boycott is a failure if the school photographer spends all day looking for enough protesters with signs so that he can snap a realistic picture. The boycott is a failure if students don't know that today is the boycott, and if the faculty takes attendance in class. The boycott is a bomb when the only law enforcement on campus is the matron in the student lounge, and she is for the boycott.

Insincerity in protest, as in everything else, must always end up an object of ridicule.

**No Excuse for Cutting**

By Peter Mulroy

There is no excuse for cutting classes in order to stage a demonstration—whatever the cause. Demonstrations, rallies, and sit-ins can be very useful to a cause, but they should not affect class attendance.

All demonstrations should be held before or after school hours, or on a weekend. This would separate the true and concerned protesters from the ones who are just looking for a holiday from some of their classes. Irresponsible demonstrators often ruin a worthwhile cause and sometimes promote riots.

**Appropriate Protests**  
By Eugene Vivaldi

Student protests on the SICC campus are useful only when pertaining to problems which can be solved by the government of this college. Last year's protest for unlimited cuts was a justifiable one because the matter lay within the sphere of the college government. The issue was settled by a trial of unlimited cuts in non-laboratory classes for sophomores with a C average. The trial is still continuing.

On the other hand, protesting against Albany here on campus is a waste of time. The most important ingredients for a successful protest against the "establishment" are publicity and recognition. The supreme example is Columbia University. The entire nation was aware of Columbia's problem because of the issue and the publicity it received. The people who live in Alabama or Kansas couldn't care less if the city budget for education was cut, but the position of the Negro at Columbia concerns every Negro in America. Before entering into a protest, the wise thing to do is evaluate its cause and its importance. If students believe deeply in it, they should take part in it.

**Cutting Beneficial?**

By Frances Maldari

Cutting classes, in order to protest a just cause, is often beneficial and necessary. By thus uniting for a common purpose, students are able to strengthen their protests.

Because students have little chance of making their opinions known to the faculty and administration, they must use some form of protest. A concerted boycott of classes is always effective. To some, this is wrong. They believe that by cutting classes a student loses much more than he could ever gain.

However, cutting is a valid action that can be beneficial to all students who wish to take a firm stand on an important issue. By setting a time aside and using it to demonstrate, students are exercising their rights as citizens in matters that affect them closely.

**Justifiable Protest**

By Mary Ann Reidy

Student protest is justified when the group as a whole unites under one cause and maintains its ideas throughout the protest. Boycotting classes is a most effective means of protest because all the students stop attending classes and demand recognition from the college faculty.

The argument against boycotting classes holds that while cutting classes the students are wasting valuable time, or hampering their education. However, one day of dedicated and united boycotting of classes for a definite cause will be valuable because the students' display of a common goal, and a united effort to achieve it, is analogous to education.

## Sex Now or Later

Do men really want to marry virgins? Is it essential for a couple to first try living together before marriage? Such questions can shock many parents and confuse many young people. But couples who share apartments do exist, not in another culture, but right in the same neighborhood.

The pill, the IUD, and planned parenthood have made unwanted pregnancies obsolete. Young girls now have the freedom to choose their sexual lives: either they have intercourse or they wait until marriage.

I've decided to wait, although it wasn't an easy decision. There were both subtle and overt pressures from friends who were ecstatically liberated. Also, the mass media urged me to belong to the new sexuality. But this isn't a new movement; many societies have permitted multiple marriages or non-marriages. These practices have continued, and have been accepted, for centuries. Yet the college students of today believe they have "found" sex as something new and exciting.

**Double Standard?**

Couples living together openly deny any need for marriage and loudly agree that either partner may enjoy others. Yet they do admit privately that they feel hurt and betrayed when one partner strays. Each person wants to avoid the responsibilities of his relationship, while he wants to be secure in his love and his lover's faithfulness.

I will avoid the excitement for a few years. Perhaps I'm missing many experiences with many different people. I prefer to live with a husband, to give my love completely and freely to one man.

—Still a Virgin

**Evaluation of Teachers . . .**

(Continued from Page 1)

and his comments will not be influenced by final grades. The results should be submitted to Student Government for collation and analysis.

Student Government should make certain that any published criticism of a teacher's ability is constructive. The object is not to alienate teacher from student but to give the teacher an idea of how he appears in the eyes of the student.

A teacher receiving an unfavorable report should be asked to attend a meeting with other members of the faculty, with Student Government representation, to discuss teaching techniques.

**Surveys of Teaching**

Critical surveys of teaching should be made periodically during a semester. If a particular teacher constantly receives uncomplimentary reports, appropriate corrective action should be taken by his department. If the teacher refuses to cooperate, sterner measures should be taken.

The success of such a program depends solely on the cooperation and the maturity of all the students involved. It must not be used as a vehicle for a personal campaign against any one teacher. It should be a serious attempt to improve the quality of education and must be treated as such by everyone.

# Continuing Ed Programs Range From Sport to Toil

By Joanne Hrelja

The continuing education program offered at SICC is designed for adults who wish to acquire ability in special fields. The courses are offered in two-hour sessions which meet once a week for a period of 12 weeks, with a fee of approximately \$30 to cover the instructor's salary.

Joseph Addison, the 17th century British essayist, aptly stated the need for such a program:

"Education is a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave. At home a friend, abroad an introduction, in solitude a solace, and in society an ornament . . . Without it what is man?"

The community around this campus visibly shows the educational and cultural needs of the aged, the women, and the parents of various minority-group children.

**Everyday Problems**

Some of the scheduled courses deal with the problems of everyday life—"Psychology of Everyday Living," which tries to broaden your understanding of yourself and others; "Preparing your Child for School," which in-

structs the parents in the conditioning process for a pre-school child; and "The Mature Woman Returning to Work," which attempts to guide the woman through changing family relationships while she faces outside responsibilities.

Practical courses that have been offered are: "Electrical Home Appliance Repair," which teaches the maintenance and servicing of motor operated household appliances; and "Income Tax Returns: Personal and Small Business," which covers in its curriculum the preparation of federal, state and city tax returns.

**"Auto Repair" is Popular**

Highest in registration last semester, with a class record of twenty-two, was "Auto Repair for the Layman," offering the students instruction in diagnosing early car-troubles, avoiding excessive repair cost, and determining if the repairs are necessary and satisfactorily done.

If at least ten individuals express a desire to initiate a new course, there is a strong likelihood that the course will be offered.

## The Many Roads to Probation

By Janet Filosa

The scholastic caliber of SICC is going right down the drain. According to a reliable source, approximately 50% of the student body is on probation and many more are borderline cases.

The blame lies in two main areas: the faculty and the students themselves. Many students are guilty of accusing faculty members of capricious grading practices. Some victims, however, have legitimate complaints.

Several professors firmly believe that "A's are for God, B's are for me, C's are for geniuses, and D's and F's are for everyone else." This warped attitude should be cut out. No student should be subjected to the personal whims of any professor.

Or maybe—just maybe—the individual students are to blame. From 8 to 5 the lounge is packed with people who should be attending classes. Furthermore, the card and game rooms are never empty.

These students should have a more mature attitude toward the academic aspects of college. Social activities should be a supplement to, not the guideline for, success in college.

Another reason for excessive failure could be the fact that we are forced to take a high number of required courses. Many of these courses are not geared toward the particular interests of the individual students. Rather, the faculty maps out stereotyped courses which everyone must take—like it or not.

When students are forced to take these courses, which have no particular relevance to their majors, they usually resent them and do poorly. A good example of this can be seen in the liberal arts curriculum. Students in this curriculum must take a year of science plus one semester of hygiene. Many students take biology to fulfill their science requirement. Hygiene, which is nothing more than a watered-down biology course, becomes meaningless after being lectured on the exact topics in biology.

Reform must be initiated. President Birenbaum has appointed commissions to investigate these and other inequities. Hopefully, some major changes will eliminate the "I don't give a damn" attitude of the faculty and the students.

## Burden of Required Courses

By Edmund Szelest

The burden of required courses imposed upon liberal arts students is onerous. In order to graduate from SICC, the liberal arts major must acquire sixty-four credits, of which approximately fifty are required.

A student should not be forced to take courses for which he has no use, or courses which would just bore him. For example, many a student begins a new foreign language because he did not get a high enough mark on the placement test to permit him to

continue with the language he studied in high school. The poor language student must then take eight credits in a language he does not relish.

Also, liberal arts students must take a year of a science—either biology, chemistry, physics, or geology, hence probably flunk them.

Such required courses, which are not within the student's field of interest, should be turned into electives.

CALENDAR

Friday, May 16

Mixed Media: "Like I'm Telling You Now," a play—Student Lounge, 8:00 p.m.

Friday, May 23

Kaleidoscope: "Exterminating Angel," a film—Auditorium, 8:00 p.m.



## Increase Support For All Veterans

By Redmond O'Hanlon

The Veterans Readjustment Benefits Act of 1966 provides educational assistance for military veterans. Eligible students at the college may receive \$130 for taking 14 or more credits, \$95 for 10 to 13 credits, or \$60 for 7 to 9 credits. Students with dependents may draw additional amounts to assist in educational costs.

An eligible veteran is entitled to financial assistance for 1½ months full-time education for each month of active duty. This support may not exceed 36 months.

Educational and vocational counseling is available with a veterans administration counselor for those wanting to make further educational or career decisions. The counselor will try to determine individual interests, aptitudes, and abilities. There is no charge for this counseling.

### Exempt from Hygiene, Phys Ed

At the present, veterans at the college are not required to take hygiene or physical education but are granted credits automatically for each course.

Veterans may take advantage of other benefits provided by the government, such as medical care, home loans, federal employment preference, and automobile allowance. Veterans' widows are also eligible for educational benefits.

## Horizons

By Crescentia Ladley

HORIZONS—a word, a name, a publication, an organization of SICC which is heard little of in this sixty-ninth year of the twentieth century. It may be because it was moved to a new office or because this publication comes out only once a year. But it is something that the whole student body should be aware of because it is their college year book.

Despite rumors to the contrary, HORIZONS is not put out overnight. It takes a whole year of dedication, plus skill in graphics, layout, and art and the willingness to spend many hours in planning and execution in order to evolve the memorable finished copy.

Only this year has the staff of HORIZONS, whose editor in chief is Cathy Patterson, been able to get enough interested and skilled people to sacrifice their time to work on the year book. (And, fortunately, they will also be available for next year's volume.) But the budget of HORIZONS is being cut by some \$2,000 because in over a ten-year period the journal has not used up its budget. Now, with a greatly enlarged staff and potential, the growth of HORIZONS is being stunted!

This year's HORIZONS will have a whole new look, size, and content. It is an experiment—a complete work of art in both theme and production.

## Art Program Will Expand

By Edmund Szelest

The Language and Arts Department is attempting to bring to SICC a more interesting and informative art program. It plans to offer, within the next year, courses not only in art history but in the other art fields: photography, sculpture, ceramics, and jewelry.

The department will make the program as comprehensive as possible to the student who plans to major in art. It will be articulated with the one presently given at Richmond College, permitting the art major to take more of his electives at SICC in his field of interest.

### Artist in Residence

Next fall, a new course, Art 12 (Artist in Residence Series) will be offered, which one or more celebrated artists will teach.

Art 21 (Advanced Drawing) will also be offered, in which the student will draw from models and memory. Courses in photography and sculpture will also be offered. The aim of the photography course is to develop an individual style and to relate photography to the fine arts. The sculpture course will comprise the basic techniques of the art; the students will work with wood, stone, plastic, metal, and welding.

## Co-Ed Spring Fashions

By Lynne S. Olsen

This year, clothes have revolutionized the world to a degree that is almost unexplainable. Women are as feminine as they are supposed to be thanks to that touch of the gay 90's and the late 30's. Men are a lot more fashion-conscious than ever, and because of the popularity of the mod look, everyone has become a fashion critic.

The vital aspect of the outstanding dresser, however, is still individuality. No one likes to wear an outfit to a party and find three other women wearing duplicates.

### Masculine Clothing

Bobby Brooks, White Stag, Etcetera, and even Oleg Cassini are designing more masculine clothing on the insistence of their customers. Jean Shrimpton, the English model, said recently that women look and feel more feminine, elegant, and comfortable when they wear slacks. She may be right.

This year's spring fashion-color wardrobe consists of bright yellow, hot and cool pink, mint green, lavender, light blue, and navy blue. Surprisingly, gray is big for '69.

### Hats Have a New Look

Hats also have a new look this

spring. Frills and flowers are out, and tailored, plain hats with bandanas and scarves are in mode. Both men and women are wearing hillbilly and cowboy hats.

The college student has discarded his collegiate personality in clothes and has adopted the uptown look. The comfort and grace of wide-bell-bottomed, colorful, bell-sleeved shirts and blouses are a popular combination around town.

### Pins and Beads

Accessories are, as always, very important. Scarves around the neck, waist, and head are seen frequently. Pins and earrings are bigger than ever. Small beads and ribbons are worn tightly around the neck and arm. Costume jewelry is omnipresent and dominant. Sunglasses, in the whole spectrum of colors, are much in vogue.

Mini, micro-mini, and midi skirts are here to stay for a while, meaning that legs will be on parade all—the more this spring.

One single note pervades the fashion scene everywhere: Women may be able to shop for their clothes in stores hitherto confined to men!

## Reports From Presidential Commissions

### Commission II . . .

(Continued from Page 1)

Commission II has studied the special educational programs that are slowly being instituted in the college's curriculum to meet the needs of underprivileged students. The College Discovery Program has been quite successful but not as extensive as intended. Thus, for the academic year 1969-70, the college is obliged to enlarge the enrollment of College Discovery students to the maximum. The main reason for such expansion is that the Undergraduate Ethnic Census of The City University of New York shows distinctly that SICC is failing to attract very many black and Puerto Rican students of all the community colleges within CUNY.

The four basic reasons for the preceding situation include SICC's unawareness of the real situation, the failure to publicize the college in many communities, the "inaccessibility of the college to black and Puerto Rican communities," and the irrelevance, to the community, of the fields of study offered.

Two other curriculums recommended for fuller development by September 1969 are the Community Scholars Program and the Veterans Program. The former is a tutorial program in which students from this college tutor persons between ages 17 and 45 in mathematics, reading, and English. This program is still in the infancy stage. The Veterans Program fulfills special educational needs of returning, college-minded Vietnam veterans. It is the pilot center for CUNY in dealing with veterans.

Commission II has also recommended the postponement of the Italian-American Cultural Fair until the fall semester in order to have more time for preparation and to gain maximum student participation; the removal of the campus fence; an Afro-American Cultural Fair for the fall; the involvement of the instructional staff in community discussions; improvement of methods of publicizing, interestingly, SICC in the high schools; a one-year certificate program aimed at the unemployed to teach them mechanical and technical skills, and the establishment of a Black Studies Department.

The commission has only made a small mark on the smooth facade of the college and community life. It hopes that the mark will soon become a deep and beneficial cut into that life.

—Winifred L. Neblett

### Commission IV . . .

(Continued from Page 1)

decisions should be made by a committee rather than individually.

Finally, the commission advocates the immediate construction of new buildings for student activities.

—Robert Fruhlinger

### Commission V . . .

(Continued from Page 1)

lution of the college Curriculum Committee, recommending the establishment of curriculums leading to baccalaureate degrees in engineering technology and medical technology.

"Further, we urge the president of the college to pursue the steps necessary to convey to the Board of Higher Education the need for, and the desire of,

awarding these degrees at the Staten Island Community College."

These resolutions are, of course, subject to the approval of the faculty.

—Vincent Curren

### Commission VI . . .

(Continued from Page 1)

prise faculty. Commission VI has concluded that the students have the right to collaborate with the faculty and administration in the government of the college.

The commission recommends that:

1. A Faculty-Student Senate be organized to govern the college.
2. Student participation in governing committees consist of either advisory or voting responsibilities.
3. Certain faculty committees—Personnel and Budget, Curriculum, Library, Course and Standing, and Student Activities and Services be restructured to include student participation with voting and advisory responsibilities.

4. Special consideration should be given to the FCSAS to change it to Students Committee on Activities and Services so that the students would be responsible for the government of their activities. The Bookstore Committee should have students playing a greater role in the selection of books, besides texts, and in the management of the bookstore.

The Scholarship Committee should have students attending its policy discussions but not confidential discussions.

Commission VI realizes that before student participation can occur, a program must be instituted to train those students.

—Juanita Ray

## 24 Plus 1

By Linda Marino

Coach Dave O'Brien has under his supervision 24 young men of whom he can be extremely proud. They comprise the SICC baseball team.

Bob Dillon, Dom Falconetti, Bill Nikosey, Howie Seff, and Mike Walters have returned from last year's Regional XV Championship ball club. With these 5 veterans on the team, and some fine hitting and fielding rookies, the coach is looking forward to a good season.

Again on the mound there will be Nikosey, Seff, and Falconetti. The new members of the pitching staff are Ralph Green, Larry Isler, Les James, John Nikosey, and Bob Rautenstrauch.

Rotating behind the plate will be George Kirk and Pete Wyso.

Don De Young, Joe Feola, John Goffredo, George Morales, Emmitt Shaw, Dillon, and Kirk will alternate in the outfield.

The infield will hold Sal Camarda, Frank Chapman, Tom De Vincenzo, Bill Figuccio, Joe Liotta, Larry Robinson, Chuck Schmidt, Walters, De Young, Feola, and Shaw.

After a day of classes the boys devote an hour or two to batting and infield practice. They work together and in return produce fine ball playing on the field.

The team has confidence, which they need if they expect to win. According to infielder Liotta,

"We have a better team than any other team we've played this year. We also have a good bench; already three games have been won on pinch hits." And Kirk adds, "The coach has a tough job because there is equal talent, but he can't play them all."

The squad really comprises 24 men plus 1, the plus 1 being the able Coach O'Brien, whom every team wishes it had. For the past four years he has led the men on the Dolphin teams. Some who have played under him have gone on to win baseball scholarships and some have been signed by the major leagues. SICC should be proud of Coach O'Brien, for it was he who led the team to last year's Regional XV Championships, and perhaps he will do it again.

### INTRAMURALS

By Eugene Vivaldi

The state of the SICC intramural program, run by Mr. Joseph Barresi, is in distress. Coach Barresi feels there is fault in the officiating of events, space allowed, money allotted, and range of sports. He is trying to set up a student council to run the intramurals, but has had little success.

The high spot in the program thus far has been the football and basketball games. But Barresi is convinced that more student participation is needed to get the program really moving.

### STATEN HOUSE

The sisters of Staten House have been involved in many of SICC's events and have sponsored events of their own throughout the year.

Twice this year, the members held fund raising drives and have donated a sizable amount of money to the American Cancer Society.

The girls have also aided the

Kaleidoscope presentation by serving as hostesses. Along with the other sororities and fraternities, Staten House will help sponsor the Dolphin boat ride on June 7.

Staten House recently held a luncheon welcoming the Afro-American Society, Delta Sigma Rho, and Lambda Omega Chi.

—Linda Marino