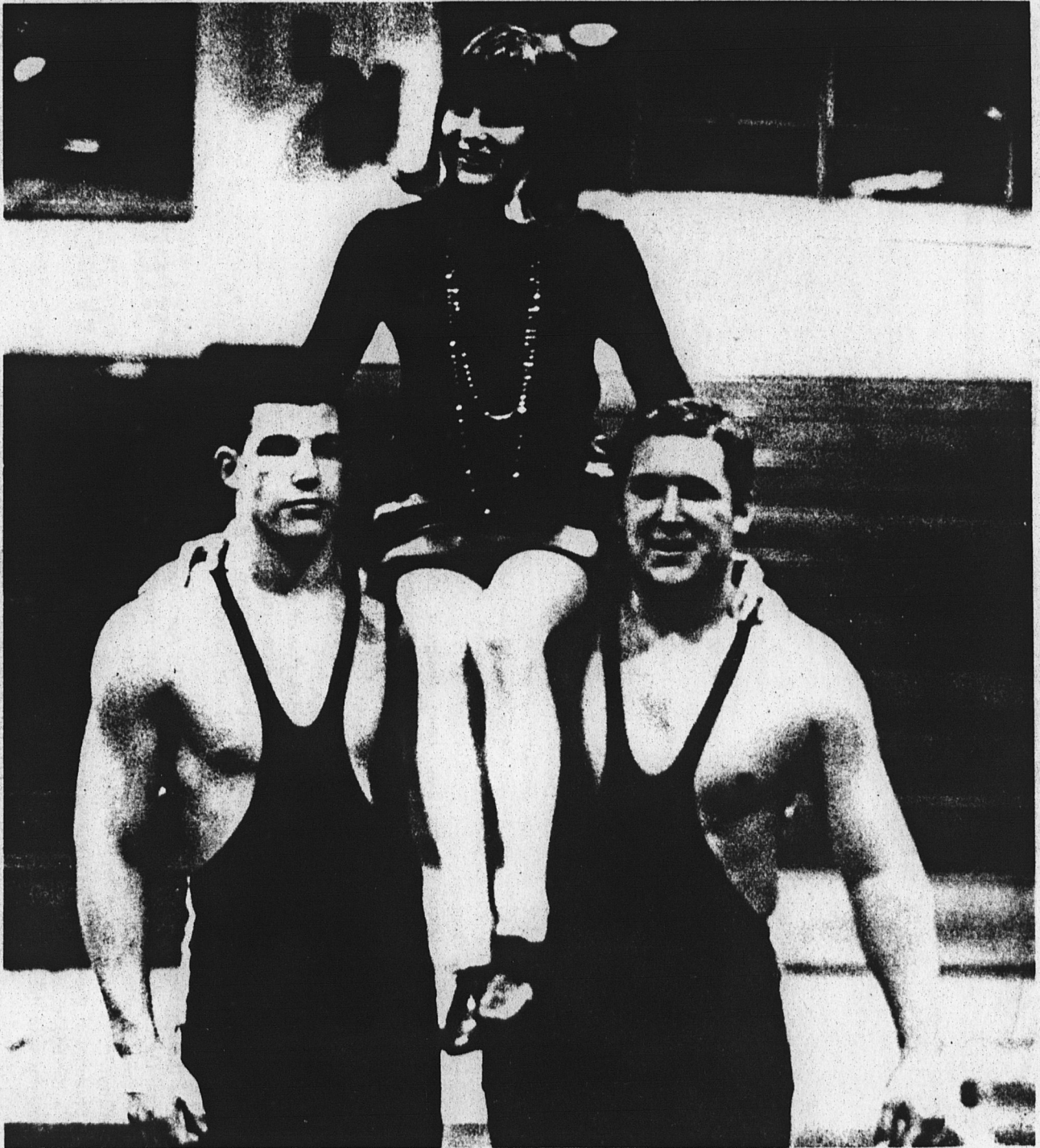


The Dolphin

Volume XV Number 7 February 17, 1971

Staten Island Community College

The Dolphin's Where America's At Issue



Newsbriefs

SICC

Organizational Changes

Mr. Leon Brown has assumed the position of Business Manager. The Business Manager is now responsible to the Dean of Administration for day to day operations and directly responsible to the President on policy matters as they affect fiscal operations.

The administration of the Financial Aids office is now under the supervision of the Office of the Dean of Administration. Therefore, Mr. Clarke, Director of Financial Aids, is responsible to Dean Kreisman.

Mr. Ralph Got is presently the new Director of the Summer Session and Continuing Education Program.

Vocational Guidance and Placement has been incorporated into the Financial Aids Office. Professor Mary Littlejohn, formerly director of Guidance and Placement, is now working as an Administrative Assistant to Dean Fitz Patrick and is involved in the development and implementation of a Cooperative Education Program and the Experimental College Concept.

Associate Dean Martin Kuhn has been assigned primary responsibility for the daily academic affairs of the college due to the reassignment of Dean Fitz Patrick's responsibilities to the Experimental College.

Mrs. Mildred Hagermann has been chosen to assist Dean Kuhn in administering to the academic affairs of the college.

The Office of the Registrar is now under the direction of the Dean of Administration for daily operations. Policy decisions relating to the areas of admissions and academic standing of students is now under the authority of Deans Kreisman and Kuhn in consultation with President Birenbaum.

The Biology Department is creating a position on its Appointments Committee for student membership. This committee will immediately be concerned with interviewing and appointments to the Department Faculty.

Students in good academic standing who have completed one year of a Biology course should leave their names, phone numbers, and programs with the Biology Department Secretary in Room B-204.

4 on SICC Faculty Given State Grants

Four Staten Island Community College professors will receive State University Research Foundation awards to help them carry on scholarly projects in specialized fields. All are members of the English and speech department at the Sunnyside college.

The awards range from \$1,600 to \$2,300. The faculty recipients are Drs. John T. Shawcross, Edward L. Margolies, Max Spalter and Charlotte A. Taylor. Shawcross will receive \$2,300 to help finance a Milton bibliography from 1624 to 1800, while Margolies has been granted \$2,000 for a project on Harlem and the arts covering 1910 to 1930.

Spalter and Taylor will both receive grants of \$1,600; Spalter for a project on structure and sensibility in modern episodic theater and Taylor for a project on the influence of the ideas of William James and Henry James.

SICC To Receive \$57,000 From US

Congressman John M. Murphy, Staten Island Democrat announced today that Staten Island Community College would receive \$57,056 in federal funds this year for its nursing school.

Murphy said it was the highest allocation of funds for nursing school in New York State.

Voorhees Nears City University

The 600-students Voorhees Technical Institute in Manhattan is two steps away from becoming part of the City University.

The Board of Higher Education approved yesterday an agreement that would bring the institute into the university. The transaction, which must also be approved by the Board of Regents in Albany and the State Supreme Court, is expected to be completed by July 1, 1971.

The Glee Club (a mixed chorus) needs women, especially altos. It meets on Mon. & Thurs. 9th period from 3:20 to 4:08. One can join as a club activity without credit, or register for Mus. 102N for one (1) credit. See Prof. Swace.

The BAnd needs trumpet, trombone, and sax players who can read. It meets on Fri. during 9th and 10th period. One can join as a club activity, without credit or register for Mus. 41, for one (1) credit. See Prof. Swace or Prof. Cohen.



Student aid playing with children at SICC's own Day Care Center, located in room C-132. It is hoped that program will be expanded in future to Evening Session.

Pitter-Patter Of Little Feet; Welcome Sound To S.I.C.C.

by IRENE ANNE CZYS

In on Monday, February 10th you heard the pitter-patter of little feet parading through our hallowed halls of academia, don't for a minute think that you need a long rest, just turn around and you will see the latest addition to our Spring Semester. These children are enrolled in our Child Care Center which is directed by Calvin King. Calvin has attended SICC since last semester, and has recently transferred to Richmond College where he is majoring in Psychology. Judith Rosada and Robert Jones, who are serving as Administrative Assistants, are both enrolled in the Child Care curriculum at SICC.

Calvin King and his assistants had started formulating their plan for the Child Care Center in mid-October, and despite obstacles such as health regulations and finances, they managed to keep their promise of opening the center in time for the Spring Semester. Two thousand dollars were allocated by the Student Government for the Child Care curriculum, and other interested students. Also on the staff is Miss Arrindale, a full-time certified teacher in Elementary Education and Early Childhood Care.

Professor Irene Dietch, of the Psychology Department, is presently coordinating the Child Care Center with the Child Care Curriculum so that students in this curriculum will be able to use the center as a field experience and thereby earn credits toward their degree. She hopes to implement this program by next September.

The Center, which is open daily from nine to six, cares for children, ages two to five, belonging to SICC students. So far, the Center has an enrollment of twenty children, which is the maximum number that they can care for at the present time. On opening day there was a waiting list of thirty-five children. The priorities for enrollment are as follows: children of full-time day students, children of part-time day students and children of staff. Parents are asked to pay a weekly lunch fee of five dollars.

One of the requirements for enrollment, which I have found to be most unfair, is that a child must be enrolled for a minimum of five hours daily, five days a week. As I spoke with Calvin King, a mother, who is a part-time student, asked if she could leave her child for several hours on Monday Tuesday and Friday to which Calvin replied, no. He claimed that the Center is not a baby-sitting service, but rather a place where the child can participate in educational activities. I contend with Calvin on this matter in that it seems to me Calvin is trying to turn the center into a primary school, rather than a Child Care Center, the purpose of which should be to care for children

while their parents are in classes. In effect, the Child Care Center should be a 'baby-sitting service.' I inquired as to what type of 'educational activities' these children are participating in, and was told that the children participate in arts and crafts, singing, playing and story telling. If this be the extent of their educational activities, (which are the best activities children of this age can participate in) then there is no basis for requiring a five hour day to day attendance for the children. I am sure that no children will suffer any traumatic experience if they miss the second part of Little Red Riding Hood. Thus, it is my recommendation that the Child Care Committee review these policies and change them so they will better serve the needs of student-parents. After all, it is the parents' education that we are concerned about at this time, not the childrens', and I am sure that when these children are of age to attend school they will be enrolled.

As time goes on problems such as these will be solved, in the meantime we should applaud Calvin King Judith Rosada, Robert Jones, and Mrs. Charlotte McPherson their Student Activities Advisor, for their tremendous efforts and success to date.

Psychology Workshop
Day Session

DATE: February 17th, 1971
TIME: 1:30 to 3:00 pm
TOOM: B-33

"Ghosolalia: The Supernatural"
Speaker: Rev. Tryon

Everyone Welcome

Student Development Seminars

by Vincent Massaro

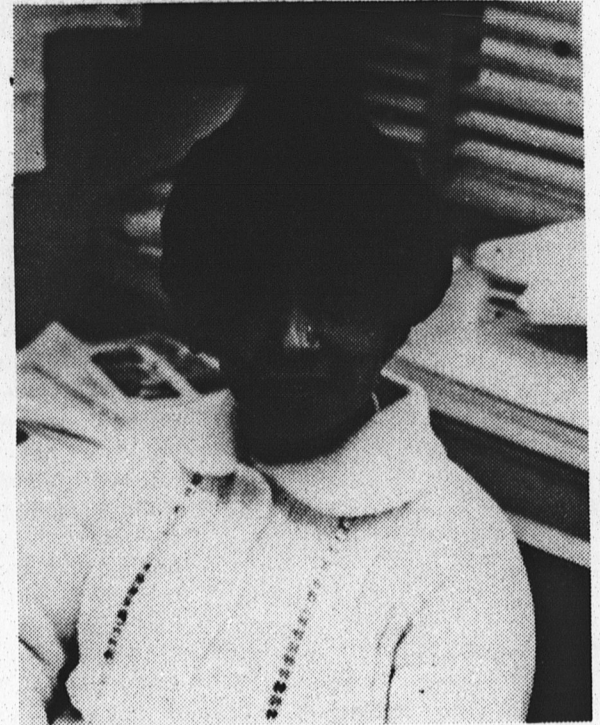
Born in a period of frustration, disillusionment and despair over the usual poor attendance of Student Government Senate meeting, the series of Student Development Seminars, to begin next week on campus, represents an attempt on the part of the Student Government and Student Personnel Department to inform the students of a galaxy of useful information which they are so desperately lacking. Initially conceived in dialogue between student government president Alan Shark and student activities' Pam Mahajan, the program was developed by Pam, aided by the diligent and persevering work of students, Tom Arias, James Duffy, Barry Lyburn and a few others.

The seminars, to begin on February 10th, will run consecutively every Wednesday, during the club hours, for the next twelve weeks. Campus politics will be the title of the first division of the series, of which there will be six sub-divisions encompassing a wide range of topics pertinent to life in the academic institution. The six seminars which comprise the section on campus politics are: first, The Administrative Structure and Faculty Organization of SICC, to be led by a member of the Board of Directors, administrative and faculty representatives; second, The Corporation of SICC, to be presented by deans of the various administrative departments; third, Student Government Responsibilities and Structure; its relation with the Corporation and Administration, to be conducted by students, teaching and administrative faculty; fourth, Modern Political Theories as Applied to SICC Student Government, to be organized by participating students and teaching faculty; fifth, Defining Options - Political and Administrative - in Relation to the College Environment, to be presented by President Birenbaum; and sixth, Skills in Advocacy (How to Defend Your Position), to be conducted by students, faculty and President Birenbaum. The second area of concentration will be Campus Activities and Programs and will serve as an authoritative source of information to students about the existing activities and services available as well as an

introduction to the more recently initiated programs and experiments on campus. This division will be presented in three seminars, all to be organized by a panel of students and faculty members. The first seminar in this series will focus on the Special Programs on Campus; the second on the Experimental Programs on Campus; and the last will concentrate on exploring the existing Student Services and Activities. The last division of the seminar series will explore and expose a very timely array of topics challenging the relevancy of today's multi-university - Inter-Group and Community Relations. This group of seminars will also be presented by a joint panel of students and faculty members. Focusing on the imposition of white cultural norms upon minority groups, the first seminar will examine the question of Americanization Through Education? A Process or a Goal? The second and third seminars will probe the lack of effective communication between and among individuals, groups and institutions. Skills in Intra-Group and Inter-Group Communication will be the title of the second seminar. The final seminar will be involved with defining the problems of the Inter-relationships between the campus and the community.

The stated objectives of the project as outlined below intend, through the introduction of a new learning experience, to coordinate the efforts of the students, faculty and administrators in the hope of providing a better understanding of the functions of each and of the interrelationships of each with the other. This newly acquired sense of awareness and identity may lend coherence and relevancy to a fragmented and disoriented educational process. The enumerated objectives of the program are:

1. To establish relationship between students' activity experiences and formal academic phase of the college life.
2. To bring faculty and students together with our aim towards stimulating cooperative exchange of ideas.
3. To tie in the college activity work of the



Seminar developer, Padma Mahajan worked hard with students to make seminars successful. Students may still join these seminars by seeing Padma in room C-128.

student to his class room assignments (research work, paperwriting, etc.).

4. To involve more and more faculty towards the total development of the student.

5. To help individuals know, understand and appreciate the cultural heritage of the minority group students.

6. To help him understand what it means and how to live in a world of change.

7. To help individuals maximize his effectiveness in bringing about the desired changes within his environment.

8. To prepare those students who are interested in next year's Student Government offices, club presidency, student advisors, interns, and many more such positions.

The seminars will be open to all, the only prerequisite to attendance is that you stop into C-128 and inform Pam Mahajan, Tom Arias or any staff member of your intention to attend the seminar; this is necessary so that sufficient space can be reserved. Arrangements have been made to have the seminars video and audio taped by the Instructional Resources Center and they will be available for future references. The programs are scheduled for rooms B146 and B148. Additional information can be obtained by stopping into Student Activities in room C-128.

The following is the schedule of the Student Development Seminars. All seminars will be held during club hours on Wednesday.

A. CAMPUS POLITICS

Feb. 10 - The Administrative Structure and Faculty Organization of Staten Island Community College.

Feb. 24 - The Corporation of Staten Island Community College.

Mar. 3 - Student Government Responsibilities and Structure; its Relation with the Corporation and Administration.

Mar. 10 - Modern Political Theories as Applied to SICC Student Government.

Mar. 17 - Defining Options - Political and Administration in Relation to College Environment.

Mar. 24 - Skills in Advocacy (How to Defend Your Position).

B. CAMPUS ACTIVITIES AND PROGRAMS

Mar. 31 - Special Programs on Campus.

Apr. 14 - Experimental Programs on Campus

Apr. 21 - Student Services and Activities.

C. INTER-GROUP AND COMMUNITY RELATIONS

Apr. 28 - Americanization Through Education? A Process or a Goal?

May 5 - Skills in Intra-Group Communication.

May 12 - Inter-relationship Between Campus and the Community.

Educational Relevance Through Reconstruction

Prof. Amitai Etzioni, chairman of the department of sociology at Columbia University has urged in a federally funded study a restructuring of American higher education to make it more relevant to the future needs of society.

Dr. Etzioni advocates the introduction of one year's national service, preferably volunteer service, for students between high school and college. He also calls for the separation of teaching and research by designating about 200 universities as research institutions and more than 2,000 as teaching colleges and universities.

He recommends the removal of applied research from universities and the concentration of this type of work in research corporations; the reduction of undergraduate training by one or two years; and open enrollment for all high school graduates to two years of college.

Dr. Etzioni made the study under contract with the United States Office of Education. The first part was carried out while he was a visiting senior researcher with the Bureau of Social Science Research in Washington. The second was

completed in New York City under the auspices of the Center for Policy Research.

Oriented to the Past

In his introductory remarks, Dr. Etzioni defined the problem in the following terms:

"Like generals preparing to fight again the last war in the next engagement, many features of the American system of higher education are past - rather than future - oriented."

Dr. Etzioni wrote in his report, which will be released today. "At present, the American college and university system is best at preparing students for a society which is committed primarily to the production of commodities, while the society is reorienting toward a growing concern with the Good Life," he said.

Dr. Etzioni suggested that one of the side effects of this restructuring of higher education would be a reduction in the alienation of students.

A year of voluntary national service between high school and college, he said in discussing his proposal, would provide students with the opportunity to demonstrate their idealism in concrete forms and would serve as an institutional expression of the idealism of youth.

The service options open to

youth, Dr. Etzioni explained, could include such programs as the Peace Corps, VISTA, conservation and beautification projects, military service in peacetime, the Job Corps, a teachers corps to tutor disadvantaged students, and a service corps in community agencies.

The sociological effects on American society would be highly beneficial and would help create a sense of unity and national purpose now lacking, he urged.

Asked how his recommendations could be implemented in the absence of a central educational authority, Dr. Etzioni replied that trends in the direction of his suggestions were already evident.

He cited the widespread growth of the community colleges, the de facto separation of undergraduate and graduate schools in many universities, and proliferation of research and development corporations in the metropolitan areas, the open enrollment policies of the big Midwestern state universities, and the growth of "academic cities" - centers of teaching and research such as in the Boston and Houston areas.

Perils Of Parking

by Jonathin Phillips

The problems of parking are not just related to space. Without question there is not enough space to park on college grounds. The responsibility for parking facilities rests with the Office of the Dean of Administration. Also this office has the ultimate responsibility for safety on campus grounds. This responsibility is vested directly on the shoulders of Edgar Paradise, the Campus Security Officer.

From the indications of the 1970 Fall Semester at SICC, the Parking Lot is a disaster area. Complaints have been coming in to the Dolphin, and Evening Session Student Government. The problem: ice not cleared away has caused accidents to occur. One such incident involved a student leader who at first got no satisfaction, but later, after continuous pressure by the student, was given some hope of a settlement. The problem of insurance coverage is a University-wide problem, and not a SICC problem as such, but the cleaning of the grounds for the safety of the students is a SICC problem.

Another complaint

concerning parking according to one student government member is the "ridiculous and unfair" practice of continually giving out summonses to students and only haphazardly or "tokenly" giving them out to the staff. The Staff clearly parks illegally everyday. President Birenbaum admitted early last term that "I park illegally everyday," but the President has reportedly not received summonses everyday. Another complaint by many students is the unwarranted pasting of huge stickers on the front windshield of the driver's side of the car. These stickers are extremely difficult to remove, especially if its snowing or raining. A student is forced to stand outside of his car in bad weather and take time to remove this sticker, increasing his chance of catching a disease. The student cannot drive away with a sticker on his windshield, this is a safety hazard that, according to student leaders, should be rectified.

If you leave the college at night at all you may go out and find all your tires missing as one student did earlier last term. Another "event" reported by the Evening Session Student Government was the rape of a



young student. She asked that the Government Leaders not disclose her name because of obvious reasons. The Evening Session has reported making several attempts at asking College Security and the Dean of Administration for better lighting in parking areas so that such incidents would not occur. Their requests were to no avail.

When a student reporter asked for a set of rules and regulations from the college authorities, no one had a complete, up to date list stating where and when to park. Yet, no "No Parking" signs are hung up in areas where students receive summonses. One example of this is the half circle outside of "C" Building.

Members of the Day and Evening Student Government have made it clear that they want action by the Dean of Administration on these "safety hazards."

These are present Parking Regulations:

PARKING AND TRAFFIC - SICC. Eligibility: Parking on campus is a privilege reserved for those who agree to observe the regulations. Since the number of spaces for parking is limited, it is necessary to regulate their distribution by means of priorities. (Those priorities are established by the College Administration.)

Conditions:

A. Parking on the College campus is at the owner's risk. The registered driver is responsible for the use of his vehicle on campus. Under no circumstances shall Staten Island Community College be responsible for loss of or damage to any registered or visitor's vehicle, its contents or equipment. The fee paid provides for only the privilege

of parking authorized vehicles on campus.

B. The privilege of parking does not apply to any vehicle other than the ones registered. If the registered vehicle is sold, the decal should be scraped off before the sale. A new decal will be issued for \$1.00 at the Business Office upon presentation of the decal remains and proof of the purchase of another car. No refund can be made if for an unexpired period for which a decal was issued. Lost student decals will not be replaced.

Regulations:

A. Parking of automobiles is restricted to the fields assigned. B. Parking is prohibited on any roadway, near any building, or in any area not officially designated as a parking zone. Roads must be kept clear for traffic, fire apparatus, and other emergency vehicles.

Experimental Program

by Christine Benedict

"Let each become all he is capable of being" has been the idealistic goal of American educators throughout the years. The newly established experimental freshman studies program at Staten Island Community College is aimed toward fulfilling this goal.

During the spring 1971 semester, experimental courses never before taught on this campus will be offered. According to a recent presidential report, the three major divisions actively taking part in the experimental program are College Discovery, the Performing and Creative Arts Center and The Place. Each of these centers has been developed by innovation-minded faculty members.

Under the direction of President William Birenbaum, the new program will be administered by Dean of Faculty, James Fitz Patrick. In order to administer the program, Fitz Patrick will be relieved of all duties except those involved with the Curriculum Committee.

The purposes of the program are to improve the quality of instruction and to increase the number of options being offered at SICC.

Explained Dean Fitz Patrick, "The project was promoted by President Birenbaum as an answer to the need for experimentation. Courses in

English, microeconomics, psychology, sociology, art, mathematics, and science are being offered this semester. Independent study courses may be implemented in small numbers. Experimentation may indicate ways in which such courses could be operated at reasonable faculty costs."

has been appointed to aid Fitz Patrick with the experimental program. "This program gives the students the chance to receive a better education," stated Harris. "It is now possible for one to gain credit for community work while learning the classroom technique at the same time. This program enables the student to play a part in directing the course in which he is enrolled."

One English Department faculty member, Richard Currie, claims that he has not been well-informed by the administration concerning the college experimental program. "I received very little notice of its establishment," stated Currie, "except for the fact that I was asked to join The Place. I objected to the way the program was unilaterally decreed by the administration over the summer. I hope that the program is successful because there is a lot of time, effort, money, and hope being poured into it."

Editors Refute Censure Action

by Spartan Daily

Cal Poly Pomona - a serene, non-politized agricultural college in Southern California - has become embroiled in controversy concerning a decree by the college president banning publication of the highly critical student newspaper.

In a move Tuesday, President Robert Kramer ordered that publication of the Poly Post be halted until a controversy evolving around the appointment of a permanent editor becomes resolved.

But the paper's co-editor Jim Shipard, the action was intended to quell increasing editorial criticism which has accused Dr. Kramer of severity in disciplinary matters. (Since the lateration of Title Five, college presidents have been given a freer hand in meting out punishment to students).

Although Dr. Kramer was out of town late yesterday, Dr.

Richard Swenson, an administrative assistant said that the censure was intended to secure time to determine a permanent editor.

However, the Student Senate Wednesday stole Dr. Kramer's thunder by electing Shipard and Hector Storman co-editors by a vote of 21-1. The two had formerly been interim co-editors.

Prior to the vote Dr. Kramer had asked the president of the Associated Students Incorporated (A.S.I.) to oust the two editors because of the critical stories and editorials, according to Shepard. The A.S.I. president refused Kramer's request.

Looses Reason

Since Shepard and Storman's status has been made permanent by the senate action, Dr. Kramer looses his stated reason for stopping the paper. But Dr. Swenson responded with an "I don't know" when asked if the ban might now be

lifted. He also didn't know when Dr. Kramer would be available for comment.

Should the restriction still be enforced, a legal battle is planned. The A.S.I. attorney has already termed the ban "unconstitutional."

According to Shepard, he could be suspended for a year if he ignores the order not to publish.

Calm Campus

Cal Poly, an ordinarily calm campus with minimal radical activity, has had its major controversy centering around the student funded newspaper.

In November, Shepard and Storman's predecessor was removed from her job for "suppression of the news, misrepresentation, and using the paper for her own benefit," according to the A.S.I. charges.

The ousted editor was accused of suppressing stories which were critical of the administration.

Individualizing The Educational Process



What does the future hold for this and other City University Students.

by Vincent Massaro

Chancellor Bowker, in his report on "The University Degree - Individualizing the Educational Process at the City University," proposed the creation of a "University Degree." Exhibiting an awareness of the manner in which universities award degrees, the chancellor stated that the "rigid procedures" characteristic of such colleges "define educational accomplishment in terms of grades and credits, rather than in terms of intellectual, social, or moral change undergone by students." The chancellor contends that the purpose of the university degree program is to "...restore the concept of a community of student-faculty intellectual interests by giving both students and faculty the opportunity to work in partnership to define appropriate educational experiences which are both meaningful to the student, and, in the opinion of a group of faculty, involve rigorous educational experiences at a level normally required of a baccalaureate candidate."

The proposed B.A. degree would be granted by the university rather than by any of the constituent colleges and is intended to supplement, not replace, the degree programs presently offered by the various units of the university. Chancellor Bowker's plan allows for the creation of parallel programs at any college provided that the program be "...a comparable program based upon similar principles but especially designed to suit its own circumstances." This adaptive device affords the opportunity of incorporating special curriculums or creating new areas of study into the program as part of any schools peculiar or particular degree program.

The most elementary requirement of the program is that all students who desire to participate must have completed at least one semester of college work. One hundred-twenty credit hours are necessary for the completion of the degree requirements. The number of credits

required are divided into two components, the first being the completion of "...at least ninety semester hours of passing grades in any course offered or accepted by any collegiate unit...as approved by the student's Faculty Committee, including such courses based upon independent, internship, or field studies as may be offered or accepted by the various units of the City University in their regular curricula..." The second area of credit accumulation includes the...successful completion of the non-classroom portion of the baccalaureate program, if any, (not to exceed the equivalent of thirty semester hours of independent, intern, or field work in addition to such studies offered through the course portion described above. A slight insurance procedure to deter any student from indulging too heavily in any one area of concentration is included in the plan by the provision which mandates certification by the student's Faculty Committee of his competence in the humanities, social sciences and the natural sciences.

The faculty committees created by the plan are to be selected by the student and are to aid the student in his choice of courses and additional work. The faculty committee shall consist of three or more faculty members and must include faculty members from at least two disciplines. At least one of the faculty members shall be an associate or full professor and at least two shall be on the faculty of the college in which the student is enrolled. The student will select one faculty member to act as chairman of his committee. Selection as chairman carries the responsibilities of maintaining regular contact with the student and supervising the student's degree work in and outside of the classroom in accordance with the study plan developed by the student and approved by the Faculty Committee. Residency at the college in which the student is enrolled is necessary for assumption of the role of chairman of the committee. A very questionable and unfair stipulation included by the chancellor in part III section D reads, "Membership on and participation in the Faculty Committees shall be considered in decisions affecting promotion and tenure in the university." This decree, carrying mandatory connotations, makes the retention of an instructor's job through the political tool of tenure and the possibilities for his future advancement dependent upon his involvement in a program which he may or may not value as intellectually worthy, timely advantageous or necessarily relevant.

Section IV of the Chancellor's report concerns the student participation role in the governance of the CUNY-BA Program. That role is defined as follows: "Students and faculty members shall serve in equal numbers on college level and university-wide committees as may be established to regulate and govern the CUNY-BA Program. Student members of such committees shall be elected by their peers participating in the CUNY-BA Program in the college where they are enrolled." The key words to this so called plan for governance are "...as may be established to regulate and govern the CUNY-BA Program." As may be established is a very vague term which can be utilized to either improve the students' control over his learning experiences or simply establish a fake experimental and advanced program of dictated college education.

Administrative responsibility for the program has been vested in the office of the Vice-Chancellor for Academic Affairs. The Chancellors proposal creates a University Committee whose responsibility it is to "...guide the development, maintenance, and coordination..." of the project. The purpose of the committee is to act as a vehicle through which "...concerned students, faculty members, and administrators may refer concerning the regulation of the Program." Composition of the University Committee is a curious mixture of six students, six faculty members, and three administrators, two of whom shall be President of campus units in CUNY. Student and faculty membership of the University Committee will be solicited from among the representatives of student and faculty

(cont on page 6)

Newsbriefs

National

Defense Expenses Up a Billion

Despite plans to cut the manpower of the armed forces to the lowest point in a decade, President Nixon asked Congress today for \$77.5 billion to finance the nation's defense during the next fiscal year - an increase of \$1.1 billion over last year.

The paradox of a smaller armed force at a higher price was attributed by Pentagon officials principally to higher pay for the troops plus greater costs of weapons, ships, planes and other military hardware. Nixon yesterday asked Congress for \$1.5 billion more during the current fiscal year to go mainly for pay increases.

State U Acts to Raise Tuition

The more than 150,000 undergraduates at the 32 campuses of the State University are expected to face a tuition increase from \$400 to \$550 next fall. In addition, another \$150 increase is projected for the 1973-74 academic year. The hikes scheduled for this year and next would be the first since 1963. The increases must be approved by the legislature.

CIA CALled Beneficiary of Laos Funds

Sen. Edward M. Kennedy said Saturday nearly half the money allocated for U.S. relief operations in Laos actually is being spent to support Laotian military activities supervised by the Central Intelligence Agency.

The funds involved in what Kennedy called "a drainoff" amount to \$27.4 million over the past four years.

"The U.S. aid mission has been a cover for supplying para-military personnel of the Laotian army," hte Massachusetts Democrat said.

Kennedy based his statement on a secret General Accounting Office report which he said fully documents independent finding of his Senate subcommittee on refugees.

March Draft: 17,000

The Defense Department announced today a March draft call of 17,000, the same as in January and February. The three-month total of 51,000 slightly exceeded the quota of 50,500 for the first three months of last year. Defense Secretary Melvin R. Laird has said that the 1971 draft will be lower than 1970's 163,500 but he declined to estimate how much lower.

California: Cleaver

Exiled Black Panther leader Eldridge Cleaver has called the psychedelic drug movement "madness" and its high priest, Dr. Timothy Leary, "an apolitical opportunist," a counter-revolutionary and a racist. "We're through, we're finished with relating to this madness." Cleaver said in a tape-recorded statement broadcast over a Berkeley radio station.

Manila: Riot

Riot police dodged rocks and Molotov cocktails to restore order to the University of the Phillipines campus and a crowded downtown area wracked for the second day by a violent rransportation strike. Police in crash helmets hunched low behind shields, repeatedly used tear gas to break through barricades set up by students supporting the demands of jeepney (jeep-bus) drivers for a roll back in gasoline prices. At least two students were shot to death.

Bernadette Blames Job, Housing Lack

Bernadette Devlin, the spitefire Northern Ireland Member of Parliament, said Saturday renewed strife in Belfast resulted from continuing economic problems and not religious differences.

"The aristocracy creates divisions in the working class by false issues and unnecessary shortages" in jobs and housing, the youngest MP said.

Tuition Waver For Excess Credit

Granted For Extraordinary Circumstances

On June 22, 1970, the Board of Higher Education established simplified procedures for implementing its long-standing policy of charging tuition for excess credits. RESOLVED, that the president of each college is authorized to waive tuition for excess credits in the special circumstance in which imposition of the charge would be inequitable or would impose an undue hardship on the student, and that the number of such waivers and the total amount waived be published each semester in Part F of the Chancellor's Report. The purpose of the policy was to charge tuition to students enrolled for credits in excess of the number required for a degree



Student Government President Alan Roy Shark welcomes new SICC students.

Urges Involvement

by Alan Roy Shark

At this time I wish to welcome the entering freshmen to SICC. I'm certain it didn't take you long to realize how crowded a school can be. In fact it appears that they will again try and break new records for compacting students. The learning process turns into a factory-type mass production line of a new generation. Open admissions is a wonderful endeavor except along with opening the doors to students, someone forgot to allow for enough doors to be opened. Actually, I'm told things could be worse, for instance, Baruch College is holding some sort of classes in a converted bathroom. It soon becomes apparant that this learning process becomes another game of survival. Like the military, a student will find himself known as a social security number. The majority will follow orders throughout their indoctrination and grasp very little until final

processing or separation. It appears that administrators of UNIVERSITIES have taken greater qualitative interest while the faculty has taken a qualitative interest leaving the student trapped in between.

Presently, Student Government is trying to unify and protect the rights of students. S.G. has away from the traditional role of social events to meeting the demands of current events. We are seeking greater student representation on all levels of the college. We've sponsored a Child Care Center, a community Pest Control Project, a voter registration drive, etc.

However, only so much can be accomplished when only 7 senators out of 25 care enough to show up for a senate meeting. The irony is that so much needs to be done - and can be done - but it takes dedicated and active minds not proxies. Here is power and no people.

S.I.C.C. Gets New Campus

by Glen Banks

The threat of 3,000 new students enrolling for the September '71 session along with present classroom over-crowding, has forced the administration into seeking new facilities for the college. Most students should be well-aware of the space problem confronting all those concerned with the educational experience at SICC. The classrooms, cafeteria, hallways and even the rest rooms are hopelessly overcrowded.

There are plans currently in the making to expand SICC's campus approximately 6 acres. However, this project has a

scheduled completion date of 1975.

It has now been decided that a satellite or annex campus is necessary to fill this space requirement. The site selected, and approved, for the additional space is approximately 6 miles from the main SICC campus, in a section of Staten Island known as "Mariners Harbor." For those not familiar with Staten Island's Mariner's Harbor; it is a run-down industrial area with scattered sections of low-income housing. Located on this particular site are two major buildings, both are vacant, one is an office building; the other a chemical factory. It is expected that

these buildings will be ready for student occupancy in September '71.

The delimas confronting the organizers of this project are numerous and complex. What students will go to the new campus, for how long and how will they get there? Any questions you can possibly conjure concerning the new campus are probably the same as those the administration is asking themselves. However, it has been agreed on that the most pressing difficulties to be faced are: transportation to and from Mariner's Harbor; insufficient parking facilities, and no gym area..

Burning Of Files — "Offering Of Hope"

by Spartan Daily (San Jose State College)

He walks briskly toward you simultaneously flashing a big smile and the peace sign.

You want to reach out and take his slim young hand but you cannot, for John William Simpson, 21, is in the San Francisco County Jail charged with the destruction of federal property.

On Dec. 24, the Episcopal brother of the religious Community of Agape napalmed the draft files of the San Jose Selective Service in the Community Bank Building, 111 W. St. John St., in non-violent protest against the Vietnam War.

"Some men would call it a violent act. I do not believe this. I have destroyed something which has no right to exist. I have stated that napalming files which are eventually replaced is an indictment against the napalming of lives which can never be replaced," explained William.

After more than six months of serious thought, Simpson decided to destroy the files on Christmas Eve "because it is a special time to offer gifts, to offer hope.

"We live in serious times," said Simpson. "Things aren't going to change when people refuse to become involved. There is only one way to givhope, we must escalate non-violence and peace on the same level that they are escalating violence and war. There are a thousand different ways. I hope people will join me.

The devoutly religious Brother John seemed unconcerned about being in jail.

"I'm where I have to be. I'd do it again. I

.....

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only wish I had time to destroy more files," he said.

His only complaint in jail is "They don't have many books here. I did manage to get hold of a prayer book.

"The harassment isn't as bad here as in Santa Clara (County Jail). It's too crowded, and I guess they have other things to keep them busy," he commented.

We had been talking to each other through a glass partition. Suddenly, a loud ringing over the phones signaled the end of visiting hours.

"Peace," he said and was gone.

(cont from page 5)

governing bodies of the various campuses and/or from the University Faculty Senate and the Student Advisory Council. Selection of the members will be the privilege of the Chancellor and his appointment will be valid for one academic year. During the first academic year of the program's operation the Chancellor's Committee shall serve as the University Committee. As the first year is very likely to be the most important it is necessary to understand the ramifications of utilizing the 'Chancellor's Committee' to serve as the University Committee. Evaluation of the program is to be a function of the University Committee and is to be undertaken "...with the guidance and participation of students and faculty members engaged in the program..."

All allocations of funds for the program are under the jurisdiction of Chancellor Bowker whose purpose it is to see that "...the University should especially provide for the educational enrichment of students entering the Program."

There is a strange entity created by the program known as the Public Defender. It is the purpose of this suggestively named being to "...act as the Public Defender for the Program on that campus..." and "...act as the local coordinator for the program and...provide all possible help when a student transfers into or out of the Program or within the Program from one college to another." Another responsibility assumed by the Chancellor is that of acting as "...the court of final appeal for student grievances arising within this program." The Chancellor also has the authority to designate three persons, from all those serving as members of Faculty Committees on the various campuses, to serve as a committee to judge the cases which arise. Chancellor Bowker's report stipulates that "The findings of such committees shall be conclusive."

The proposal offered for a City University Bachelor of Arts Degree was designed with the intention of creating a program that would incorporate expanded student and faculty control over curriculum and related curriculum matters.

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RESCUE, Narcotics Program At S.I.C.C.

by Nita Burton

The overwhelming seriousness of the rise in drug addiction has resulted in the state funding the college to have a drug education program. Dr. Birenbaum has appointed Terri Lomax as director of the program because she has had a lot of experience in helping to establish similar programs throughout the city.

R.E.S.C.U.E., which stands for realization and evaluation - Student controlled Unit of Education, is unique in that it is a student initiated and oriented. It is neither political nor bureaucratic, simply an experiment wherein concerned students are being trained to:

a) Help themselves and others to get off narcotics. (Some students in the program have been on narcotics, therefore are in a first hand position to both empathize and "level" with other students at all stages of addiction.)

b) Through education, to reach as many people as possible in an attempt to avert their "turning on" in the first place. Many facts and experiences, if more widely shared, might be invaluable in deterring others from experimenting with drugs.

During her past experiences, Terri helped to establish other effectively functioning narcotics education centers, sometimes within existing addiction centers, junior high schools, elementary schools, store fronts or wherever the opportunity presents itself. The SICC program offers two courses as a part of our experimental college program. These courses carry three credits each and in some

cases, can be used in lieu of other electives. The student must check with his counselor to be sure whether this would be his case.

The Leadership and Self Analytic Course

This class gives training in combating drug abuse and investigates therapeutic methods and instructs students how to counsel addicts. A variety of encounter approaches and techniques are explained and evaluated. Its objective is to create and develop effective leadership. Many students are coming into this well prepared to share their own sometimes sordid and excruciatingly painful experiences. This should produce tremendous first hand insights into the problem. Among other things, methods now being widely used in centers, and which the students feel are not effective, will be discussed and evaluated. Most students feel that a radical change in approach and response to addicts' pleas is needed. Currently, two of these leadership training classes are being taught, one by Miss Earleme Bethal, and the other by Joe Chroback.

Narcotics Education and Research Course

This course is being taught by Alberto Avelares, who is an expert in the field of drug addiction. Basically, it is an independent study type course and deals with rehabilitation techniques and facilities. Relevancy to coping with

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themselves and the narcotics-addicted personalities are the keynotes in this course. The term project will be to design a plan for an effective rehabilitation center, as students feel one should be run. The course interacts with a field work assignment and includes an examination of all phases of an addicted persons life. The emphasis is on social psychology. The course set goals for the individual and utilizes Dr. Glasser's concept that, in essence, no one fails - each fulfills his respective capacity. In practice this means that if a person is on heroin and he can be helped to manage on a weaker narcotic, he has not failed; he has made progress, since he would have operated to the maximum of his capacity, with completely kicking the habit of being his long range goal.

Long Range Objectives of the Program

Hopefully within a year, the students will be able to offer their services in reference to draft counseling, birth control advising and meaningful home-hitting narcotic discussions. Aside from the students' sincerity and enthusiasm to help each other, a very positive note in favor of this program succeeding is the fact that this is by no means Mr. Avelares' first encounter with setting up such programs. He was appointed primarily because of his very impressive record of the number of addicts he and his system have been able to rescue. In the short space of two weeks that the course has been operating, it is astounding to witness the respect and prestige he has with the students. They voice their confidence in feeling that, "This man really knows where its at and how to deal with it!"

At present, any student who wishes to receive narcotics information or have a rap session on any subject (even any personal matters) they may feel "up-tight" about, feel free to call 390-7688. Granted rapping alone doesn't change your lot, but the very fact that a fellow student cares enough about you in particular to volunteer his time to be at that phone when you call, should mean a lot to you. Secondly, however miserable your situation is, the students in many cases have already heard almost the same story from someone else and may be able to share with you as to how someone else effectively handled the same or a similar problem.

New Narcotic Education Curriculum Planned

Starting in September 1971, SICC will offer an entire curriculum in Narcotics Education, primarily because the need for professional help exceeds the supply at present. Diplomas will be granted for these courses the same as for any other curriculum.



U.S. Dope Dealings

Harlem Rep. Charles Rangel (D-N.Y.) accused the State Department yesterday of conspiring with France and Turkey to import illegal drugs into black communities. He also declared crooked cops were protecting the drug market in Harlem.

Rangel called on Mayor Lindsay to demand honesty from policemen. He said, "Policemen have come to believe that the graft they take is part of their salaries." There was no immediate reaction from City Hall.

Rangel announced a community crackdown on illegal narcotics, pushers and graft-taking cops, "whether in the street or in the precinct."

Rangel, speaking at his Harlem office, 144 W. 125th St. said drug traffic and profits have reached such proportions that "policemen have asked me to use my office to get them to Harlem."

Commissioner Patrick V. Murphy, when informed of Rangel's charges, called the allegations "grave" and promised that any information



brought to him by Rangel "would be promptly investigated, and wrongdoing by any policemen will be swiftly acted on."

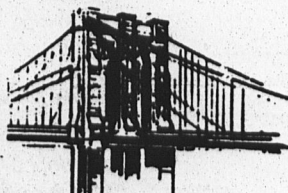
Rangel, in support of his allegations of U.S. collusion with France and Turkey said: "We are dealing with an administration that said it would bring us together but sends millions of dollars to France and Turkey for the sole purpose of allowing them to grow and process the drugs for export."

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Repression Is Not A Game

Repression is coming. Everyday more and more people are standing up for their rights, and everyday the government is becoming more hostile against the people. Non-whites and students have recieved the roughest treatment so far.

At Kent State students were gunned down by the National Guard. One thing to keep in mind is that the students killed were not participating in the demonstration. Students were murdered at Jackson State by police, and at Orangeburg, South Carolina. There have been many attempts at censorship of College Newspapers also the most recent at San Jose State College in California.

Blacks and Puerto Ricans living in the ghettos are being attacked by police every day. Another form of repression is dope. Congressmen Charles Rangel recently exposed to the people that the police allow dope in the community to pacify the people. The Black Panthers are being attacked and jailed. Puerto Rican Lords like Julio Roldan are being murdered in prions. Even the peaceful American Indian remains on the 'reservations'. All these events are just the beginning.

We don't have to look back very far in history to see that repression will reach everyone. The motion picture, "Battle of Algiers," was a true documentary of what happened in Algeria in the late 1950's and early 1960's. A few revolutionaries living in the ghetto were being sought by the police. In the process of finding a handful of people, all the people were driven back into their homes, each home was searched, and each person was searched as well. Part of the city was dynamited by police and many innocent people perished.

More recently, in Canada, Prime Minister Trudeau instituted the "War Measures Act." All Canadians were searched, prohibited to meet for political reasons, and were forced to observe a

curfew. All because a group of Quebec Liberation Movement members successfully abducted a high Canadian official (LaPorte) and British ambassador (David Cross). An article appeared in the "New York Post" concerning what it was like living under the War Measures Act. One little old lady was held at gun point at a building entrance until she was searched from head to toe by an Army officer.

In searching for Angela Davis the FBI harassed and followed members of her family, her friends, associates, and even her acquaintance. People she hadn't seen in over ten years were followed and questioned by the FBI. All those people were oppressed by the government in order to apprehend a Black women. Angela's "crime" was that she is accused of supplying guns to prisoners who used them to escape a courthouse in California, the prisoners and their hostage the judge were all killed, so she is wanted for murder.

Spiro Agnew has been making speeches stating that, "certain segments of our society must be separated from the rest." These speeches coincide directly with the recent rehabilitation of the concentration camps used in World War II in California and all along the East Coast. During WW II, Japanese-Americans were herded into these "Detention Centers." It is not inconceivable the Blacks, Puerto Ricans and long hair Whites will be detained. Getting 'stoned' on drugs or spelling 'peace' all the time will not save us. A good example of this is the picture "Z." It is a true story about the Greek junta a couple of years ago. The majority of voters and students were supporting the Peace Candidate. Just before the elections the Army and police joined together under the leadership of the ruling class, to murder the candidate and forcibly took control of the government, while imprisoning the member of the Peace Party. Peace signs couldn't stop guns. Students had better think long and hard about their futures!

Community Aid

The Pest Control Program begun last term at SICC is, hopefully, the beginning of many more meaningful projects that students will be involved in attempting to better their community. It is obvious that the government is not able to cope with community problems, so we students must attempt to rebuild our own communities.

Students have the manpower and technical know-how with which to start meaningful projects. At SICC students are taking courses in nursing, sociology, Electrical Tech., Mechanical Tech., Athletics, Phycology, English, Spanish, Italian, History, Sciences, and Journalism. The community has need of teaching and tutoring

of basic skills of reading, writing, and mathematics, as well as History, First Aid, and a specific trade. Proper health facilities, health counseling, and volunteer health workers are rarely in needy communities. Many people need family problem aid, and college preparation counseling. We see that the community has the problems, and the students possibly have the answers.

Such community aid is possible. In Manhattan, a Puerto Rican group, the Young Lords, have begun free public services. They have basic skills education workshops, trade workshops on the lower east side, Day Care Centers, Medical Centers, as well as an informative community newspaper, "Palante." The Party gets funds from sale of their paper, contributions, and charges for guest speakers.

Puerto Rican

Pride Hampered At S.I.C.C.

The Puerto Rican Organization (PRO) has tried, unsuccessfully, for over two months to get Puerto Rican Studies instituted at SICC. Proposals drawn up by PRO were given to President Birenbaum and Dean Kuhn but so far no action has taken place. What the PRO has asked for is either Puerto Rican Studies or Bi-lingual Education under the Experimental College.

The heads of PRO have stated that they followed the guidelines set up for instituting these programs, but have gotten no results. The Dolphin stands with our Puerto Rican friends, and for their just requests. We feel that no great praise should be heaped on the College Administration if they do allow Puerto Rican's their just constitutional rights, however, Puerto Rican Studies should have been taught ever since the coming to the United States of Puerto Ricans!

Pride is a basic need of all people: pride in their culture and history. To deny Puerto Rican of their true history is to deny them part of their pride, and feeling of belonging with the human race. Thus, not only is this denial immoral, it is criminal.

Communities on Staten Island, like New Brighton, Mariner's Harbor, West Brighton, South Beach, Port Richmond, Tompkinsville, and Stapleton have need for the type of aid that college students would be able to give. The people are suffering while we "go to school" everyday, and learn from our books, but never put our theoretical knowledge into practice. Not only would I say this is a mistake, but it is also a moral injustice. Students cry out about morality and opportunity for all, but what are we doing about these things, and why don't we practice what we preach. The rich have the money and know how to rebuild the community, but don't do it, students cry, 'immoral, unjust.' Students and Colleges have the money and know how to rebuild the community, but don't do it, what should be the cry?

Community-aid is a far more productive and practical application of our knowledge than taking exams, doing term papers, or continually getting "high." We can and should begin to help the needy communities by working in them. Students can volutneer time in the present community services program of student government, or begin their own projects by themselves or with aid from the college.

-----February 19th-----

MALCOLM X and HARVEY NOBLES DAY

*A day of memory and education
for two Blacks Princes who are
symbols of all who have died in
our struggle*

From 9:00 to 12:00, Films in the lounge

PERSPECTIVES

by Jonathin Phillips

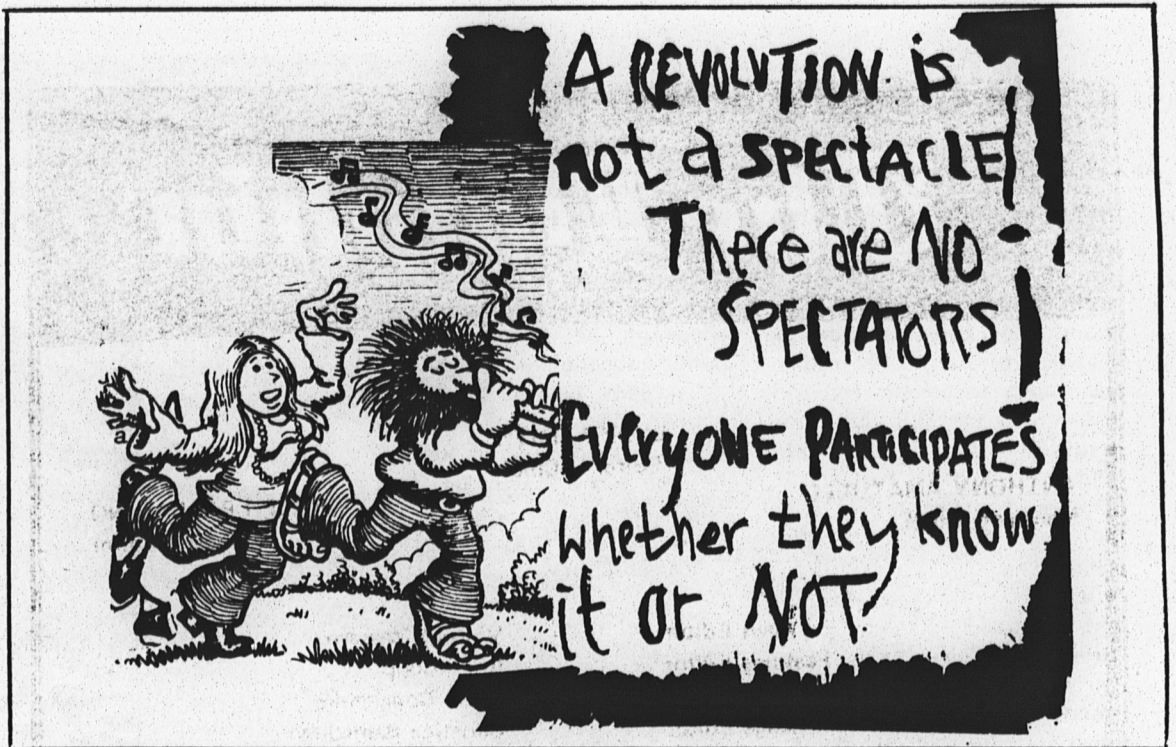
"RESCUE"? One thing I've noticed about the new "Rescue" operation, outside of seeing more pushers hanging around or near their office, I see they have no concrete proposal for Drug Rehabilitation. Their program calls for Drug Education, and they are using their State Grant of \$13,000 for that purpose as well as \$4,000 for the head director, Terri Lomax, and the two Co-Directors.

Any user can tell you that's not going to work. In order to stop drugs, you must stop the source, and to change our present social conditions. These are not within the powers of a college. However, drug rehabilitation is. Why can't SICC use Arthur Kill or begin our own Rehabilitation Center, rather than the jive method of "Drug Education"...education in grammar, and high schools,

yes...but colleges? The \$13,000 should be put to better use.

Terri Lomax wrote a piece in the December, 1970 issue of "Black Perspective" called "The Black Revolutionary." I want to see her put words into ACTIONS. Why not apply "Capitalism Plus Dope Equals Genocide," by Mike Tabor to her actions, and use this pamphlet for Drug Education.

WHAT IS COLLEGE GOVERNANCE? College Governance means simply, who controls the college. It is important because those who control the college make decisions that will effect our lives. Students who cry over teachers, books, grades, Financial Aid, transportation, better college services (cafeteria, student information), schedules of classes, availability of instructors and counselors and Community National Bank's



not cashing checks when students want them cashed, should get concerned about College Governance. Students should have equal say with faculty over college decisions and the college administration should carry out our demands.

Student Government had better shake their tales over student governance, lest we students remain the niggers of our own college!

FINANCIAL AID FARCE: The Financial Aid Office is claiming bankruptcy, yet the

State can waste \$13,000 Grant at SICC and City U. can pay for wasted programs like "RESCUE." I think it's crazy! Students are in need of financial aid and these vipers bloodsuck valuable funds for worthless endeavors.

LETTERS

Who Governs?

To the Editor:

Students are invited to participate, speak, propose, and whatever without any commensurate authority to substantiate their role. We must attain parity representation with the faculty and administration. It is clear that if students are to have a true impact upon the governance of the college, a measure of control over their own destinies, then they must share equally the power, authority, and responsibility to do so. The sheer political dynamics of a social community dictate this. If one group has virtually no absolute control over another within that community, what correlative checks are there to insure that such control is not arbitrary, selective, or even self-servingly repressive. In response to How shall the colleges be governed, the student answer must be that students and faculty share an equal role in the governance process. In response to Who shall govern, the student answer must include that students be represented equally with the faculty in the personnel decision-making. This latter factor is vital and necessary in order for students to achieve a counter-balance to the virtual faculty omniscience regarding the admission and tenure of students in the academic community. Neither faculty nor student representation is effective if the governing body has no means to insure that its legislative or policy mandates are executed in the fashion intended. If legislative authority

is to be vested in the college governing body, then some system must accompany that authority to insure that it is not frustrated or emasculated through executive inaction or manipulation.

Joe McCarthy

Extra Credit

To the Editor:

I would like to inform students that there is currently available an alternative way of acquiring academic credits toward their degree. The student who has acquired college-level knowledge in ways other than through formal classroom attendance may participate in the already established "College Proficiency Examination Program" of the N.Y. State Education Department.

Under this program, an adult who has mastered a subject (through self-study, on-the-job experience, industrial training programs, T.V. courses, etc.) may have an opportunity to prove such mastery by means of a proficiency exam. Students may receive credits towards their degree if they are able to pass the exams that have been developed by the State Education Department and approved by the SICC Registrars' office. The student may thus cut down on the time needed to complete his degree requirements. At the present time, credit is being granted for subjects such as Govt. 1, Hist. 3, Nursing 1, Eco. 1, Soc. 1, Hist. 1 & 2, Math 14, 21, 22, BT 11, 112.

Further information regarding

this special program may be obtained from the:

College Proficiency Exam Program, N.Y. State Education Dept. Albany, N.Y. 11224.

I would recommend that, prior to taking any such exam, the student should consult an Assistant Registrar in the Registrar's Office, to be sure that credit towards his particular degree will be granted for the specific test that he has chosen to take (SICC does not grant credit for the passage of all tests developed by the CPEP program.)

Prof. G. Benjamin
Department of Student
Personnel

Cybernetics

To the Editor,

Mr. Copp's opinion of Computer Programmers in your January 12th Edition is, at best, ludicrous.

Equating a programmer with a junior clerk or other "semi-literate" is assuredly an indication of the writer's ignorance of the subject.

Lest I be accused of "ego-tripping," let me say that I do not regard my profession as being on the same level as a medical doctor or lawyer, but it is certainly at least a semi-professional occupation requiring, among other things, the ability to relate the abstract to the concrete.

Finally, I might add, we have a Computer Science curriculum here at Staten Island Community College, and I sincerely doubt that you will find even one (1) semi-literate

among the students in that curriculum.

Michael J. Murray, Jr.
Computer Services

Paul's Trip

Dear Sir:

Concerning the article published in the advance dated 2/5/71, page 2, titled, "Superstar pops over and pops off with!" First of all, I was surprised that it was allowed in the paper. It sounded like the reporter was trying to seek revenge on Paul McCartney because of McCartney reaction to this reporter's ego-maniac behavior. I myself don't like to hear profanity, but if I were to visit Staten Island as Paul did, and was chased back and fourth and up and down stairs, I would get pretty mad too. This reporter had some nerve! First he creates a big scene at the ferry terminal so Paul and his family can't even get off the boat, then he carries on like a nut chasing Paul up and down the stairs, and finally back to Manhattan. Where did this reporter get the gaul to write that article? It takes all kinds of people to run this world, but I wish this kind was not writing for the Staten Island Advance.

If that ever happened to me and my family, I would never come back, more than likely, that's what will happen. Paul will never want to try to see Staten Island again, thanks to that reporter.

Well, all I can say, and many people share this view, is that the Staten Island Advance should be more critical over the articles which are placed in the

paper, and when you report a story, report the WHOLE story! After all, Staten Island has enough pollution.

Yours truly, Miss Helen
O'Conner Tompkinsville

Discrimination

To the Editor:

RE: The Newly Opened Child Care Center

On the strength of an article that appeared in this newspaper for free baby-sitting services for students attending SICC, I registered for Day Session classes this semester. The information that I received from many inquiries at the Student Government Office in regard to the Child Care program was that it would be available for the children of any student at the college. The only restriction mentioned was that the child or children should be at least 3 years of age and toilet-trained.

Therefore, I happily filled out an application and went ahead with my plans to attend Biology classes on Monday, Tuesday and Friday, with the assurance that my son would be taken care of for a few hours on each of these days.

When the Child Care Center opened on Feb. 8th, and I had not been notified, I inquired again at the Student Government Office and was referred to Mr. Calvin King, the director of the Center. Mr. King flatly informed me that the

(cont on page 22)

The Creeping Jewish Menace

Ever since the horror of the nazi concentration camps, Jewish people have received a lot of sympathetic indignation from people throughout the world. How can such things be allowed to happen? I readily echo such sentiments and add, "How did the U.S., the most powerful nation in the world, allow it to have happened? The Jew is rarely thought of as an oppressor, but more often the victim of religious discrimination. The truth is that the Jew is not guiltless; yet never should anybody suggest as a people they should be condemned to death because of their birth or religious heritage. This is not because genocide is "unamerican", but rather it's because it's inhumane and sick.

America, we are told, from the time when we are young, is described as a land free from persecution. Let's keep in mind how the West was Won and realize that, historically, genocide can be considered an ultimate form of persecution. Also let's keep in mind that when landlords fail to maintain their apartment buildings, they are counting their black tenants as somewhat less qualified than their white one to receive decent service; and Jews are landlords.

The Jew has been both a fervent supporter of the black man's plight and also his landlord and his storekeeper. The Jew knows, above all, that a man must earn a living. For hundreds, maybe thousands of years, the Jew has been the merchant throughout the world. The city was always the place of trade and also the place for the outcast groups of society. The Jew, because of his oppression, came to value education, the need for strict family life, and effective discipline for children. The religion of the Jews gave them the sense of purpose which is a pre-requisite for success.

Here we are now in America, 1971, the land of capitalism with its roads full of broken down machine posts and its skies full of blue-grey. Here we are in the "Wonderful World of Technology" and here is the Jew in the most perfect surroundings for him. The object of the game in America is profit. The Jew, because of his many years of persecution, became a skilled businessman. America, because of its technology, provides lots of goods to sell to the businessman. In America, the Jew ranks behind the WASP in how much property he owns. True, he lags way behind the WASP, but at the same time the Jew comprises the richest ethnic group in America.

As the businessman and merchant, the Jew supplied the blacks with their groceries and meats; because of their heritage and the value they place on education he dominates over public education.

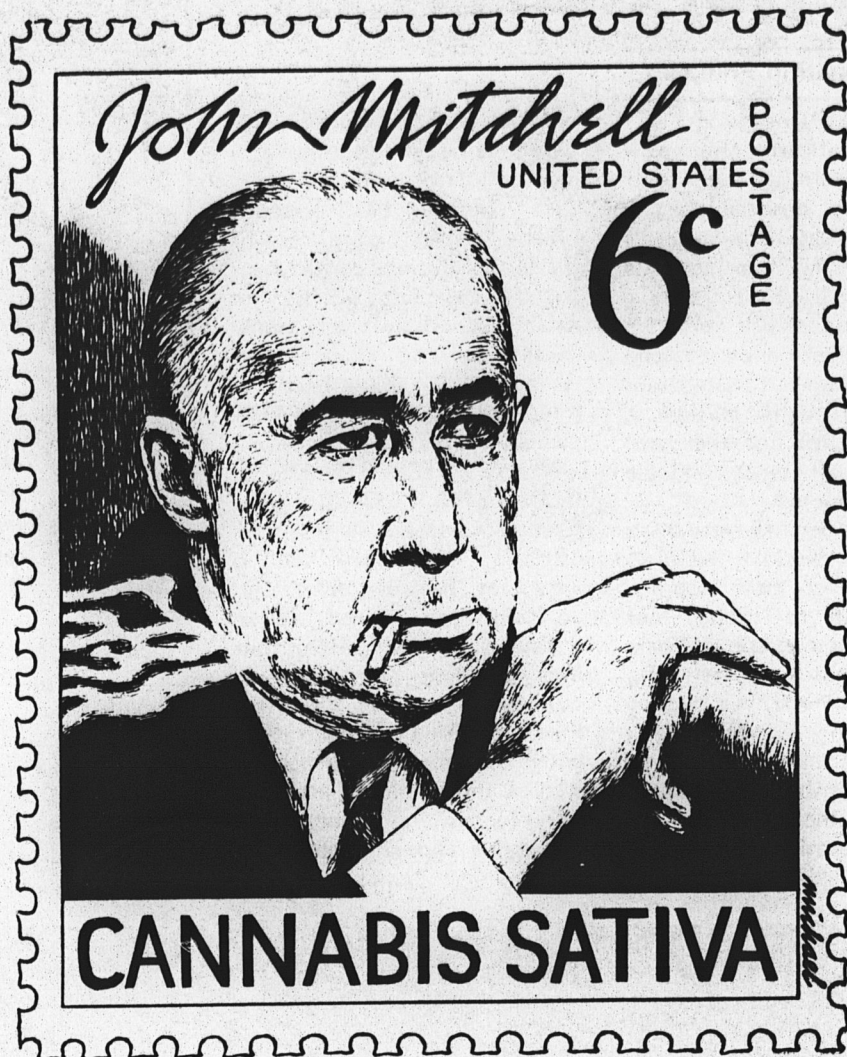
The Jews, because they share many characteristics of the WASP is made for this society; he even succeeds like one. Both the Protestant and Jewish religions differ from the Catholic Church (of which contain Irish, Italian, Polish, etc.) in that they are less restricted in how they follow their religion, and because of this contain many sects, while the Catholics must follow official Catholic doctrines set by the pope in Rome. This makes the Jew more broadminded and liberal minded. The Jewish and Protestant religion moreover allow their religious leaders to marry. The Jews don't emphasize any afterlife and don't have confession like the Catholic Church.

The role of education in a society has been to teach a culture to its people. To show its historical roots, show the latest advancements of the culture, to teach skills like reading, etc.

The Jew in N.Y.C. is, and has been, the teacher. The supplier of texts have usually been WASP companies. These texts tell us about how our economic systems goal is to improve the standard of living for its people, how Americans get to have the opportunity to control the government with the vote, that WWI was fought for no reason. The Jewish teachers I had in Public High would not answer my challenges to the statements on those about WWI for no reason? Bullshit! A lot of money was made and lot of debts increased.

Public education is financed and structured by the government, Jews learn and teach education, because of their traditional value of education. They also grade and fail those students who don't value it; those not motivated as highly to "learn." Young people not in awe of them because more of them than their parents learned the need at an earlier age, don't feel education as it is in this country really does not seek to answer the whys, but rather to ask questions on the test of lumps of material geared to test your memory and your willingness to remember.

The Jew as a major force in education in this country carried out a vital threat to the system. He is warden of the educational imprisonment of million of American young.



The Conservative View End Press Distortion of America

I represent a segment of students that is tired of seeing all these leftist publications on campus. It's about time the Right had its point of view in print. Yes, I'm not afraid to admit, "Spiro is My Hero."

Betting back to these rag publications like the "Black Perspective" and "Salt of the Earth," not to mention our very own "Dolphin," these publications should be banned from making political comment. Sure they say "Freedom of Speech," but I'd scream, "not if it undermines the strength of our system - the American system."

The last issue of "Black Perspective" had a message to all of us to aid prisoners and, in particular, political prisoners, because of the "atrocious conditions in our jails. Prisons are for prisoners; who asked them to commit crimes in the first place? Sure many of them scream about social conditions, but who is responsible for our social problems. The issue also ran an article called, "Capitalism, Plus Dope, Equal Genocide," written by a person who doesn't even attend classes at SICC. The writer is Black, and therefore is a hypocrite.

Everyone knows it's the blacks who use dope the most. Sure they don't transport it into country because they're not smart enough, but they've been using it for years, so much so that our government can't prevent them from doing so. Americans should make sure we keep dope outside of our communities. We should make sure we keep it contained in places like Harlem.

The "Salt Of The Earth" is another Liberal-Radical publication. They blame everything on the rich because they have so much. But isn't it true that the majority of people are supposed to control everything? Sure the rich own the colleges and factories, but it's the students and workers that make up the population.

Where does the power lie? Only a very small few get to the top, or near the top. If the people want to close the factory or college they can, but they're all very happy and satisfied, so they don't.

What could a handful of owners and labor leaders do against millions of Americans? Come on people wake up, the people are not that bad off yet. The "Salt" is just another college B.S. rag!

What all good Americans should be reading is "Firing Line" or "American Opinion." If they want a negroe point of view they should read "The Amsterdam News," we should all hear what Negroes have to say. After all WE are honest Americans. "IN GOD WE TRUST."

SEX IS YOUR BUSINESS (BIRTH CONTROL IS OURS)

We believe you're entitled to your privacy when it comes to buying contraceptives. We're a nonprofit family planning agency and we offer you contraceptives through the privacy of the mails. We specialize in men's products (including two new European imports)—but we have nonprescription foam for women, too. And a wide assortment of books and pamphlets to answer your questions on birth control, family planning, the population problem and ecology. Interested? Send \$4 for package of mixed samples (3 each of five condom brands, including both British imports) or write for full details.

This program is endorsed by the Community and Family Study Center of the University of Chicago.

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105 N. Columbia St., Dept. J-5, Chapel Hill, N. C. 27514
Gentlemen: Please send me _____ Sample package (remittance enclosed) _____ Full details without obligation.
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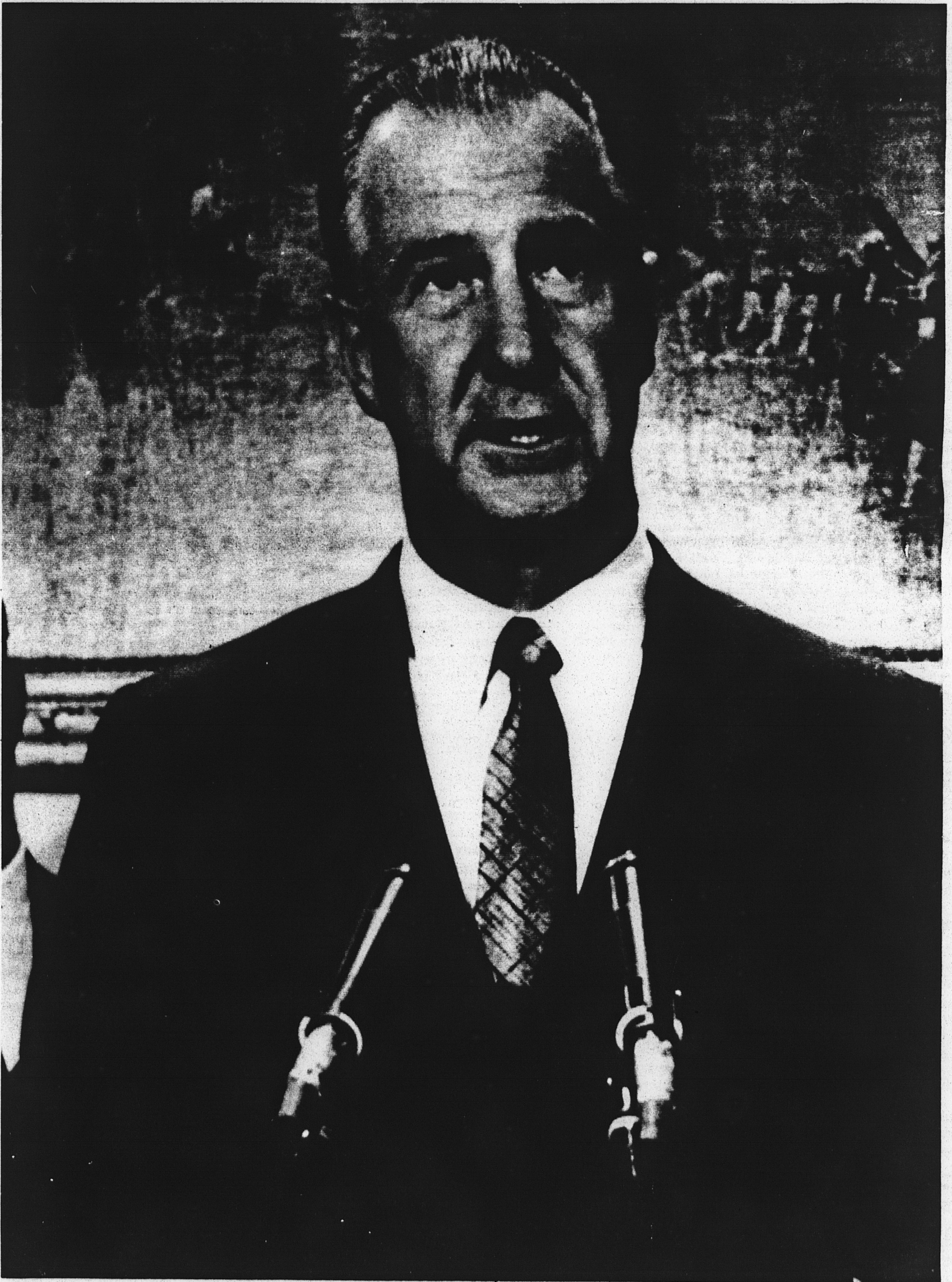
وفي بيروت أيضاً لك صديق في تشيس منهاتن

In Beirut too,
you have a friend at Chase Manhattan



The Dolphin

SPIROKEET'S
PEOPLE



UNIVERSITY STUDENT SENATE SPEAKS

OUT ON GOVERNANCE PROCEDURES

REPORT ON GOVERNANCE

by

THE CASE FOR STUDENT PARTICIPATION

Students have attempted to gain some degree of control over their own education, a process rendered quite difficult by the absence of students from any significant membership on policy-making decisions. In addition, crisis has had to have been created, in many cases, before faculty and administrators have even paid attention to the desires and frustrations of students. Change has been meaningful, but, at the same time, slow and inadequate. For we are still mired in a situation where past practices and traditions are upheld not because they are necessarily educationally sound, but because they serve the personal and subject-matter interests of those who control the decision-making process. What we must therefore deal with first are the reasons why students must enjoy a significant role in policy formation, which recognizes that they have as great a stake as their partners do in the vibrancy and effective functioning of the community of scholars.

The first premise for the equality of input and output students seek rests on the belief that the American tradition of democracy ought to apply to all the institutions of our country. It is very difficult to sit in classrooms for a good part of your life and learn about democracy in America and seldom if ever, personally experience it. The youth of today has been constantly told that it represents the most involved, dedicated, committed, knowledgeable generation of youth the world has ever known. The problem it seems, is that students have chosen to take what they have been told seriously. Thus students have come to expect that all members of a community will be afforded the opportunity of participating in the making of decisions within that community, that those affected by decisions will make them, that those who must obey rules will join together to formulate them.

Students are told that their demands cannot be met because their transient status defines in them a natural sense of irresponsibility and a lack of concern for their temporary home. No one seems to consider the case of the faculty member who changes institutions to enhance his personal, academic or monetary interests, nor does any one consider the fact that the overwhelming majority of college presidents serve terms of less than five years.

Students are told too that they go to college to get an education, to learn about decision-making rather than to make decisions ourselves. They are informed that if they were indeed experts they would be teachers and not students and would not come to college to be taught by experts.

This line of argument misses so many key points. It says that the positions of our teachers is that of experience is built on a continued lack of experience, that freedom and responsibility do not have to be lived and experienced to be known and to be understood, but rather can be taught in the classroom and ingrained in the mind through lectures. It is almost as if students are being told that they will have revealed to them the correct definition of freedom and responsibility, implying that there really is one correct interpretation.

Students also cannot believe that their teachers

have nothing to learn from them and that as students they can only help those outside the college gates learn things about themselves and their world. Students are troubled, too, by the suggestion of their college experience that the day before a student graduates from college he is incapable of directing his own life; but the day after, that responsibility is thrust upon him by default. Thus, the student is faced with making the type of decisions which have been made for him throughout his educational career. He finds that his education was little help because it never gave him the chance to learn by making his own decisions and mistakes while his teachers and fellow students were around to help him. Somehow it doesn't make any sense to suggest that a person is only intelligent, mature and responsible enough to govern himself after he has undergone a four year program in chemistry, art or history. Identifying with Dustin Hoffman in *The Graduate* offers no solace at all.

If students must share with their teachers the rigors of intellectual life, then they should also share the responsibility for posing questions about the nature and direction of their education. The reply to this tenet is invariably "professional competency" or "expertise."

"Expertise," too, is a false and misunderstood issue. Many faculty members who have ridiculed the arguments based on expertise used to defend American involvement in Vietnam have used a similar claim to expertise to defend their sovereignty over academic matters, to the virtual exclusion of "non-expert" students. Faculty invoke expertise when it suits their own self-interest but don't hesitate to deride its use when that usage produces a situation which they believe is counter to their desires or whatever is left of their principles. The point to be made is simply this: It is one thing for people within a group to go along with an expert opinion because they have been convinced by the arguments of a reputed expert on the subject; it is an entirely different matter to exclude certain people from participating in the process in which that judgment is made.

It is important to question whether the expertise that a faculty member possesses is either relevant or transferrable to the decision-making process. The qualities most useful in decision-making are human qualities on which no one group or class of people has a monopoly. The expertise that faculty claim to have may be academic in nature but may not be as applicable to decision-making as those who possess it would have us believe. Furthermore, the Report implies a qualitative difference between the concepts of "expertise" and "experience" which are usually considered synonyms within the context of the university community.

Far too often the word "experience" is associated with the amount of time that one has been involved in a particular project or area; however, it also means involvement in a number of continuous discoveries, which contribute to each person's unique view of his environment and his place in the world. Such experience represents the way we learn so much about ourselves and others and the community in which we reside. As such, the experiences of all members of the university community become equal.

Students could add their own unique nature to the institution, contributing a greater sense of

immediacy and urgency in their suggestions. Because people have experienced different things as human beings - be they faculty or students - their opinions and their feelings must be treated equally if we are to achieve the community for which we search.

One area which deserves specific mention and discussion is the participation of students on the Personnel and Budget Committees, which are responsible for the hiring, retention and promotion of faculty members.

Earl J. McGrath, former U.S. Commissioner of Education and presently Director of the Higher Education Center at Temple University, writes in *Should Students Share the Power?* that:

"Perhaps the most persuasive argument for student participation in academic government rests on the special and sometimes unique information students possess about the teaching-learning situation. Students have certain experience which qualify them to make more reliable judgments than their associates among the trustees, administrators, or faculty members...Students are peculiarly situated to make judgments concerning the faculty member's performance in discharging his responsibilities in the classroom...Only they can day by day actually observe the practitioner's fulfillment of his professional obligations - his knowledge of his subject, his preparation for the presentation of specific assignments, his attitude toward and availability to students who may need additional help, and his conscientiousness in seeing that research and consulting do not interfere with his teaching obligations."

In McGrath's 1970 survey of the role of students in policy-making at 875 institutions, he found that at only 4.7 percent of the colleges did students enjoy any participation on the faculty committee deciding on faculty selection,

promotion and tenure and at only 3.3 percent of the colleges did students have voting membership.

Students on a Personnel and Budget Committee, we are told will not be objective, but rather will be swayed by an instructor's popularity or how he grades his students. That suggestion is probably applicable to a small number of students, but it is clearly absurd as a general indictment. Students, in general, have a great respect for a teacher who makes his course challenging and stimulating no matter how tough a grader he may be or how much work he may assign. They also have very little respect for a dull and boring teacher no matter how high he grades or how nice a guy he may be.

On the other side of the coin must be the small number of faculty subject to human foibles who might oppose promoting or granting tenure to a colleague who is too popular with students, or who spoke sympathetically about student demands during a campus confrontation, or who simply did not share the predominant view of his department on any number of questions or issues. In the final analysis, faculty members are as human as students and thus as capable of being selfish or parochial in their decision-making responsibilities as are students.

This attitude can be carried over to the consideration of confidentiality, the red herring of tenure procedure. Many faculty members claim that students will violate the confidence of the P & B Committee. For instance, if an applicant for a position in a department was asked to leave his last job because of questionable moral conduct, a

faculty member might fear that a student member of the committee might reveal that information in talking to friends. But what self-respecting person would reveal such information? And frankly who could honestly argue that faculty members have a monopoly on self respect or common sense?

In addition, other questions need to be answered. Why should certain things now classified as being confidential continue to be so labelled? Why shouldn't students be able to see a faculty member's vita and discover where he was educated, what he has published, where he has taught previously? Why couldn't students view the evaluation of a faculty member's teaching effectiveness?

Student participation in decisions on personnel would bring other advantages not mentioned by Dr. McGrath. It would lend more seriousness of purpose to a student evaluation of his courses and his teachers, if students knew that the faculty was so sincere in soliciting their opinions that they had added students as voting members to the Personnel and Budget Committee. Students would also provide valuable assistance in helping to see that those teachers who do not perform effectively in the classroom are not retained. Over the years, protests over tenure decisions have invariably dealt with the failure of a department to grant tenure to an instructor who was respected by students. Students, though, have strong negative feelings toward some instructors whom they feel are doing a rather poor teaching job. But it is next to impossible to mount any sort of movement to request that a certain teacher not be rehired. Formal student participation in the personnel process would help to prevent a mediocre instructor from gaining a certificate of continuous employment with a college.

Finally, the infusion of student blood into the tenure process represents an opportunity to reverse the trends toward the civil service mentality and the institutionalization of the status quo which have begun to infect the City University like a terminal disease. An overwhelming majority of faculty hired to teach at our colleges who stay for five years are granted tenure with little regard for the availability of better teachers. Students are certainly in a good position to offer their experiences in the attempt to upgrade the quality of teaching in the University. It is an opportunity which demands recognition and action.

In some respects, the Chandler Report is an admirable effort which proposes significant, positive changes in University decision-making. But as with so many reports of its kind, it creates a tremendous gap between its rhetoric about students and the remedies it suggests to further student participation in policy decisions. The weakness of the report is, then, not so much in what it proposes as it is in what it fails to propose.

The Ad Hoc Committee for Guidelines on Governance tells us that in times of crisis students "appear to be convinced that they must seek their victories at the office of the Board of Higher Education and not on the college campus." The Committee seems to be troubled by this fact but doesn't seem to recognize that

the reason for this may be that the faculty/or the administration at some of the colleges of the University stand adamantly opposed to the changes being proposed and force students to resort to protest and to look elsewhere in legislatively seeking what they want. The trouble, very often, is not that the local colleges do not have the power to take the actions demanded, but rather that they have no desire to take these actions. Certainly, the absence of students, in any significant numbers, from policy-making bodies at a college and the way they participate when they are allowed to do so, does not enhance the possibility that the desired changes will be enacted.

The Chandler Report makes a big point of mentioning how important students are in the overall picture of the University. Examples of this include - "students, the primary reason for the college's existence," "the college exists for the preservation, development, and transmission of knowledge and it is the students that enable these ends to be met," and "the academic program owes its existence primarily to the student body it serves."

This is not a recognition that ought to be taken lightly. It is an important statement because it indicates a significant change in attitude from corporate higher education to human institution. But it is also disappointing because the Report fails to make some very obvious proposals which would bring the governance practices of the colleges of the University into much closer agreement with the sentiments of the Committee.

There is no section which specifies that students should have equal representation on the highest decision-making body of each college and that under no circumstances is less than one-third student representation allowed.

There is no section which calls for the decentralization of each college's decision-making powers. An academic senate of fifty or one hundred or two hundred people on a large campus is as isolated from its constituents as its faculty council and student has been. If students are to be involved on a larger basis in the direction of their education and if they are to truly influence curriculum and teaching decisions where they are made, they must be given a full voting role in departmental matters on a departmental student-faculty council, and on such committees as those dealing with curriculum and personnel and budget. We note that the Committee states that students "are specially qualified to contribute to an evaluation of the quality of classroom instruction" and that, therefore, the faculty should "tap this resource and...provide for a participatory role for students in personnel decisions." But we wonder if the faculty members who have steadfastly resisted such participation and who did not yield to the Committee's recommendation for appointment of departmental chairman, will drop their opposition to this proposal unless mandated specifically to do so.

In the past, the BHE enjoyed all the prerogatives of decision-making in a legal sense, and chose to delegate many of them to the faculty. All that students ask now is to be given their fair share of responsibility. The Chandler Report is very progressive in its attitude toward students. Now the Board must see to it that those sentiments are realized.

Mafia; Communist-Catholic Plot To Discredit Italians

I am here to announce to the good people of Staten Island that there is no such thing as the "Mafia." Actually, it never really existed. It was all a Communist-Catholic plot to discredit certain Italians, many of whom have gained prominence in such nice places as Bath Ave., Jersey City, and the Lower East Side. Even when respectable businessmen were being found in the East River with juke-boxes or cement blocks tied around their necks, the people who should know better we're saying there definitely was no Mafia.

My mind was finally made up last May when the Italian-American Civil Rights League organized a mass rally in Columbus Circle to protest the FBI harassment of such middle-class heroes as Joe Colombo, Sr. and Jr., Carlo Lambino and Crazy Joey Gallo. The "IACRL" were picketing FBI offices in Manhattan over the alleged frame-up of Joe Jr., who was accused of melting down U.S. coins, which is interesting since the Federal Government has been melting down the dollar for the past 30 years but have given it a very legalistic term - inflation.

With this in mind, I too concluded that Mr. Colombo was being framed for political reasons, and that if it happened to him, then why couldn't it happen to the rest of us? Many of my "liberal" friends reminded me of the notorious witch-hunting campaigns conducted by Elliot Ness and his right-wing cohorts, which he directed at anyone whose name ended in a vowel. After the fall of "Lucky" Luciano, they reminded me of his farewell speech to the AFL (American Federation of Losers) in which he stated his views on crime: "If you want to steal, get yourself elected. No one ever heard of deporting a Senator." Right on! I often wondered what motivated men like Frank Costello and Hugh Addonizio to gain political power, and now I knew.

Well, anyway, there I was in Columbus Circle amidst a sea of black-suited men, whose hands seemed to be glued inside their jackets. They parked their bronze Cadillacs with St. Christopher medals on the dashboards and cheap, ugly American flag decals on their windows. Many had "Support your local police" stickers plastered on their bumpers, and all were shouting their epithets at John Marchi, calling him an "Uncle Tom" for his refusal to support the rally. (He described it as "ethnic paranoia") I listened to men like Anthony Imperiale, (alias "Tough Tony") Mario (the little people's voice) Procaccino, and Mr. Colombo tell us that it was time for all Italians to stand up and be counted. Even that created a problem. The next day reports in the press estimated the crowds at anywhere from 50,000 to 200,000. However, Mr. Mario would have the last word on that, since he spent 4 years as the City Comptroller and should be considered an expert on the "numbers game." Mario was quoted as saying "I'll lay 7 to 5 there were more than 100,000."

Speaking of the "numbers game," many small-time businessmen from Bensonhurst and Sheepshead Bay were mingling among the protesters, picking up little slips of white paper with 3-digit numbers on them, and I decided to find out for myself what the whole story was. I first talked to Angelo Baccala, who described himself as a "Banker." "Oh, you mean like on Wall Street?" "No, like on Mulberry Street." When he told me his bank had no name, my suspicions were aroused. But he then whipped out a few dozen American flags and asked me for a "contribution" of ten bucks, "For the boys, you know? I assumed he meant the boys in Vietnam, since he had an "Honor America" button pinned to his sharkskin suit.

I then met Bill "the Enforcer" Palermo, who was singing "God Bless America" and quoting from the ultra-liberal "Catholic News." Bill had this thing about the Catholic schools in his town going bankrupt. He told me all his friends always big contributions on Sundays, even helped run the Bingo games "to keep em honest." I mentioned the fact that the Vatican owns billions of dollars in real estate in New York alone, plus had shares in such great American companies like General Motors, Dow Chemical, and Esso. Bill

said he never thought of it that way, but would look into it the next time he ran into his pastor, who was in Honolulu on an eight-week "Fack-Finding" mission for the "Legion of Decency."

I was curious about Bill's descriptive nick-name, and he told me he was a bill-collector on the Brooklyn docks. He said he collected "bad debts" for his friends who run the "banks," and the "numbers games." He said some people thought what he was doing was "illegal," since it involved making people pay their gambling debts, plus "interest." I mentioned that Shakespeare did quite a thing on that kind of action, but he whipped out his Scapular from around his neck and proclaimed his staunch catholicism. This convinced me that anyone as religious as he couldn't be all that bad.



At about this time Anthony Imperiale had gone into a rage about "us against them." One guessed he was talking about "the militants" in Newark when he spoke of "that crowd." Mr. Tony was also among the many who exploded the "Mafia Myth" proclaiming that not one American of Italian heritage had ever been convicted (sic) of treason. "We love our country," he said, and the mob roared its approval.

Treason was one crime not described in Peter Maas' novel, "The Valachi Papers." I looked high and low for it, to no avail. Mr. Tony was right! There is no indication anywhere in the Book that any of Mr. Valachi's "Blood Brothers" had ever been tried for treason, much less convicted. I also checked out "The Godfather" by Mario Puzo and found no such crime described. Dozens of others, but not treason!

Among some of the larger contributors to "IACRL" are "alleged" Mafia members - men like Carlo Gambino and the Gallo Brothers. I say "alleged" because no one has really ever proved its existence. Gambino and his crowd are involved in many legitimate enterprises - they own real estate, they control many private carting firms, own several "Amusement Machine" companies, have large holdings in Banks and Brokerage Houses, and also run many corner candy stores, "social" clubs and cocktail lounges. And what could be more American than that?

Too many of us on the Island have become apathetic toward the so-called "Mafia." The FBI and the New York State Legislative Committee on organized crime have reported the Island to have the highest concentration per capita of Mafia "Families" on the Eastern seaboard. No less than 32 "Families" have moved to the Island in the past two years. It is no secret that 8 or 10 years ago, many "leading businessmen" of our Island invested heavily in land here - to the tune of millions of dollars. Once the bridge was finished and the Island opened its doors to those running away from the problems of the city to "the country," these men realized enormous profits. Many of those "realtors" were accused by the FBI and N.Y.C. Police as being a part of the nation-wide "Mafia." But Staten Islanders

didn't care. After all, these "Families" moving from Brooklyn were very respectable people, weren't they? They moved into the best homes, sent their kids to the best Catholic schools, went to church every Sunday, joined all the PTA groups and met all the other qualifications for "Middle Americans." And the priests and nuns and Monsignors were all so cooperative! Did everything to make them feel at home. And the police! Never any hassles, not like in Brooklyn and Manhattan. Always getting run in over there, but not here on the Friendly Island. Never a problem! Everyone treated them with the utmost respect, just like any other successful American businessman.

So Staten Island has been described as a haven for organized crime. So what? The real criminals are not men like Mr. Gambino or Mr. D'Allesio or Mr. Riccobono. The real criminals are those who would attempt to smear an entire ethnic group just because of some shenanigans that no one has ever proved. We should put an end at once, to this nonsense about the Mafia. It never really existed, and all of us have been duped by the slanted "News Media" and an intense hate campaign directed against the Italians.

So you can all sleep well tonight, knowing that the Mafia is a myth. Even J. Edgar Hoover said as late as 1959: "There are no signs pointing to the existence of any organized criminal syndicate." It must be pointed out, however, that Mr. Hoover was quite involved at the time in ferreting out communists - real or imagined - from "important" govt. positions and has not been as successful in infiltrating "the Mob" as he has been with the Communist Party, U.S.A.

So all the politicians, judges, police officials, and business executives who have long been suspected of having Mafia connections, can relax. The witch-hunt is over.

The Mafia is a Myth

God Bless America

Here's how you can make a Conservative out of someone you know

Put *National Review* in his hands.

It's about the quickest way you can find to turn a *potential* conservative into an *actual* conservative.

We know, because many of our regular subscribers have been doing just that for years

with great success. Of course,

we don't expect you to

brave hail or high water to do it—

we'll be more than happy

to take care of that part ourselves.

What we *can't* do is locate these

potential conservatives.

We don't know who they are

but *you* do.

They're your friends,

relatives, neighbors, business

and social acquaintances.

Think about it for a moment,

right now. Pick someone you know

(who doesn't already get NR)

who thinks pretty much as you do

about taxes, crime in the streets,

inflation, narcotics,

his children's education, etc.

He may not realize it yet

but he'd be vitally interested in

what conservatives have to say

about these things—

(and where do conservatives

say it better than in *National Review*?).

Colored Boys Ain't Human, Just Animals

The following story happened in a small town in the deep South. We can't say exactly where, for reasons which will become apparent when you read the story.

The NATIONAL INFORMER brings you the shocking news behind the news, which none of the metropolitan newspapers dare print. For this reason, we sometimes have to omit printing the actual locality of the story and sometimes we change the names of the persons involved.

We thought such incidents as the one described in this story were a part of history, but we have talked to both the alleged victim and the alleged attackers. We have the photo ... and we have both sides to the story. This is what we're presenting to you ...

James Wilson (not his real name) told us he never really wanted to have a love affair with Clara Jones (not her real name either) in the first place. Not that Clara wasn't an attractive, exciting girl, but she was white.



And James was black. And both lived in a rural area of Deep South. In the past, black men have been hanged, mutilated, burned, beaten to death and dragged behind cars in this vicinity, for merely "getting fresh" with a white woman ... according to the woman!

James Wilson, who was 20, had a girlfriend of his own color. Besides, not only was Clara white, but her father was Sheriff of the county and she had three rough, tough, mean brothers who didn't like blacks!

So when pretty blonde Clara, who was also 20, drove in to the gas station where James worked, he tried to ignore her obvious passes.

She started out by giving him a free show when he cleaned her windshield. The skirt she wore was already short enough, but she let it climb up around her hips. She wore nothing underneath it and James caught a startling glance of her milk-white thighs and the triangle of golden hair at their apex.

He glanced covertly at the girl and was confused and frightened by the fact that she was staring directly at him with the expression of a hungry cat stalking an open canary cage.

He quickly finished the windshield and collected Clara's money, ignoring her insinuating remarks.

This sort of thing continued for several days with James becoming more nervous each time the girl drove in. But when the boy failed to take the bait, the girl apparently decided to take matters into her own hands.

She asked James what time he was through work. He tried to mumble an inaudible answer and hurry away, but she stopped him.

"Why don't you like me?" she asked.

"I like you, Ma'am," James replied respectfully. "But it just ain't right ... and I'm scared ..."

"There's nothing to be scared of," Clara retorted. "No ones going to find out about it. I'm not going to tell anybody ... and I'm sure you won't!"

"But ... I don't want to take a chance ... besides, I have a girl ..."

"Well don't tell me you like some black slut more than you like me!" Clara shrieked. James

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the station. The Jones boys were waiting in a pick-up truck for James when he finished work the next evening.

They were armed. James offered no resistance. They drove him to a secluded spot where they stripped and beat him. Then, while he lay on the ground beaten too badly to get up and run, one of the Jones brothers got a spade from the pick-up truck and started digging a hole in the ground. Another took a burlap bag with something in it from the truck. He grinned strangely at James.

When the hole was completed, the contents of the bag were dumped in it. James saw several snakes. Then a coil of rope was tied around his ankles and the rope thrown over a tree limb.

The boy begged for his life when he saw what they were going to do. They pulled the line up until he hung upside-down. Then they lowered him head-first into the hole where the snakes writhed.

The snakes were non-poisonous black snakes. James was bitten, but the bites weren't serious. The snakes crawled away, but James lost consciousness. He was rescued by his brothers after they'd been told by the Joneses where he could be found.

James wasn't seriously hurt, but he was terrified. As soon as he was able, he made plans to leave the area. While he was packing, Clara drove up in front of his house and honked until he came out.

"How did you like my brothers?" she asked. "That's only a sample of what you'll get if you ever play around on me again!"

James didn't tell her he was packing to leave. When she ordered him to meet her at a certain place at a certain time, he agreed. But when that time came he was far from there, on his way to Chicago.

"It's all a dirty lie!" shouted Sheriff Jones when he was contacted. "My boys just gave that rascal a little lesson in how to talk to ladies, that's all that happened."

"I'll admit they got a little too rough with him. I talked to them about that. But now that he's spreading those lies, maybe they should've killed him!"

"We got nothing against colored people ... there are good and bad in every race. This (James Wilson) is a rotten scoundrel and he'd have got the same treatment from my boys no matter what color he was when he insulted their sister."

"My daughter is a good girl. She's getting married next month and she'll go to her husband as pure as she was the day she was born! All I got to say about this (Wilson) is that he better never come back here!"

"He needn't worry!" James said with a grin. "And give my regards to Clara's new husband!"



Chinese Contaminate Country

Responding to the pressures of Americans out of work because of lack of jobs, the California Congress in 1876 (an election year) commissioned a committee to investigate the "Chinese immigrant problems." The next year, this government sanctioned committee published a report "to the Americans on the perils caused by Chinese immigrants."

Parts of the report read, "There are about 100 to 125 thousand Chinese in California, of which at least 300 women are prostitutes...the Chinese cannot be integrated through education, nor can they carry the responsibility of a citizen. Instinctively they have slave mentalities, due to the difference in the standards of social and moral codes, they are involved in things like corruption and forgery. Their criminal records are 7 times higher than other races...they live in the dirtiest districts...Monopolizing 12 trades, they accept extremely low pay so that American workers cannot compete with them. The Chinese have made no financial contribution to the U.S. Without a doubt, the U.S. has already lost the amount of \$400,000 due to Chinese immigrants."

In 1878, the anti-Chinese party, the Sand Lot party bravely and officially announced how to get rid of Chinese: 1. All firms and

factories were forbidden to hire Mongolians; 2. No business licenses could be issued to Chinese; 3. Chinese could not become citizens or own property; 4. Chinese were prohibited from fishing the inland waterways; 5. A tax of \$250 per person was imposed on Chinese; 6. Chinatown was to be moved out of San Francisco. (This move failed). In 1879 these resolutions were passed by the California Congress.

Later, the Anti-Coolie Association was formed by members of the California State Congress. They too published a report: "the living habits of the Chinese are unhealthy and they cannot be integrated. They are dishonest. Their standards are lower than Europeans. Because they live in a lowly way, they are willing to accept low pay. They don't want to be U.S. citizens." The last remark is rather amazing, these ingrates had some nerve!

Conditions then are certainly applicable today. If you walk through the Chinatown slum you'd know what I mean. Dirt, muggings, prostitution on every other corner. All the income the Chinese get is from monopolizing the Restaurant and laundry business, their two main "contributions" to America. Sources 1. California State Official Documents 2. "Getting Together" - Iwor Kuen

Student Personnel

by Ralph Palladino

The Department of Student Personnel is headed by Dean Stamos O. Zades the Dean of Students and his assistant Dean Joe Harris, whose offices are located in room A-141. The various centers within the department are Student Activities, Counseling & Advising, The Medical Office, and Preparatory Skills.

The director of Student Activities is Martin Black. His assistants are Jerrold Hirsch, Charlotte MacPherson, Padma Mahajan. Mr. Hirsch is presently working with and advising the Evening Session Student Activities, as well as the day. Charlotte MacPherson is mostly involved in Community Services (Pest Control, Day Care Center, and Committee for New Cafeteria Management). She is

also the advisor to the Day Session Student Government. Padma Mahajan is in charge of a new experimental program called, The Student Development Seminar. The Seminars will be held during club hours each week. There also is a newly elected member of the College who will direct the College Administration's plan to make 'C' Building into a Student Union Building.

\$40.00 out of every \$96.00 we students pay each year go toward Student Activities, Clubs, Publications, Kaleidoscope, Alumni Association, and Athletics. Student Organizations under Student Activities is governed by Section 15.2 of the Board of Higher Education by laws. The SICC Association, Inc. (The Corporation). The Association supervises the financial operation of student



The head of the Department of Student Personnel, Dean Stamos O. Zades

Buga, Buga, Buga,

by Janet Cleary

The Queen freaked out today, because of her selfishness of her Daughterophilia. The person who caused her Daughterophilia to turn against her loving family, was being promiscuous in Arlington. Daughterophilia was making plans of happiness. The means of her happiness was with her. His name was Cotton. Cotton had just come back from shooting up in Harlem. The phone rang. It wasn't Avon. Daughterophilia talked anyway, even though the other party had hung up. There was a knock at the door. It wasn't Avon either. It was Damion doing the Nutcracker Suite on the side porch. Damion came

in. So did Ese. They talked non-verbally. Daughterophilia finally hung up the phone and joined the others. They held their hands, then each others. Damion and Ese left after doing the Bolshoi Ballet. They too had defected. Cotton and Daughterophilia were alone. They planned their happiness together. It would be on the sixth day of the full moon. The King and Queen were angry of these plans. But then, the days of Kings and Queens were over. So now wine and roses took their place. Cotton left. Daughterophilia went to visit her three friends; Christian, Janson, and Antameira. They are good people. So is Kahil Gibran. The doorbell rang. It was Avon. Ophilia left.

(cont from page 23)

only thing which still bothers me about Kahane and his

activities. All units of the Association of which SA is a part, are required to prepare their own annual budgets in advance of the following academic year, and upon ultimate approval of the budgets by the Board of Directors to use the funds as appropriated. The Business Manager of the College (Mr. Leon Brown) serves as the treasurer of the Association as well as central treasurer for all clubs and organizations. The bookkeeper is Dick Damon.

The Student Activities office is in room C-128.

The Office of Advising and Counseling is headed by Mr. Joe Hannum. Counselors for the Day Session are Deanna Abzug, Irwin Blatt, Dr. deMoose, Dr. Davis, Mrs. Staszew, Prof. Lum, Mr. Ivan Smodlaka, Mrs. Smith, Harold Stamps, and Steve Zuckerman. Their rooms are A-141 and A-135. The Evening Session Counselors are Mary Ellen Arrington and Gilbert Benjamin whose offices are in room

A-141. This staff is available at all times to give careful and serious consideration to students who seek assistance in connection with problems concerning, education adjustment, personal needs, college transfer, post college and vocational—training. An appointment for an interview with the counselors or the Dean of Students can be made in rooms A-141 or A-135, at any time. At least one counselor is supposed to be free at all times for emergency purposes.

supporters is their refusal to draw a parallel to the Black struggle, the Indian struggle and other oppressed minorities in the "land of the free." When Kahane says that violence is justified only when "all else

Tactics" and has branded a "Batman and Racist" by Maurice Eisendroth, President of the Union of American Hebrew Congregations.

Vote Registration

Last week SICC had the unique distinction of being the only two year college in the city University to participate in a voter registration drive. Considering the circumstances surrounding the formation and implementation of the program the results should objectively be judged a success. The culmination of a week of labor resulted in the registration of over 1500 new voters. The students who administered the tedious paper work of registering new voters were given three hours of instruction by the Board of Elections. Although criticized by the Board of Elections for their lack of accuracy, the students who participated in the program gained valuable insight into the workings of the Board and performed admirably in the face of a large volume of paper work.

The most important effect of the program is indicated by the apparent change in attitude exhibited by the Board's willingness to reach out to the voter instead of waiting for the voter to present himself to the Board of Registration. Location of the project in the lobby of "A" building during registration was purposeful in its attempt to make voter registration convenient to the students who live in all boroughs of the city. Hopefully the program would have informed the students of their rights, privileges and obligations as a voter. The positive effect of the program should demonstrate to the politicians that students do care about and are interested in the political processes of the country. It would appear that the effort expended by Alan Shark in convincing Commissioner O'Rourke, who was hesitant and reluctant to initiate the project, was worth the trouble and proved valuable.

The program was to have been funded through the Federal Work-Study Program but delays in appropriations jeopardized the start of the project and forced the organizers to seek alternative sources of revenue. Funds were raised by the Student Government and matched by the administration through the cooperation of Alan Shark and President Birenbaum, to finance the students who worked on the program as registrars.

Editorials Continued

On January 12th four SICC students encountered their first introduction to a professional collective bargaining session. The 'first' represented by the experience of these students was now the most important 'first' which occurred on that day last month. More important and surpassing in relevance is the fact that this meeting denoted the first time in City University history that student representation and participation in a collective bargaining meeting has been allowed, welcomed and solicited by the administration of the college and union representatives of the United Federation of College Teachers. This pioneering effort, effected by President Birenbaum, makes SICC the only college in the City University to actively implement a system of student representation in matters previously transacted by the college management and union delegation exclusively.

The potential worth of the assimilation of students into the labor arbitration process is presently unrealized and the future effects of this revolutionary decision can determine the role that students will be able to assume and cultivate in university affairs. It is imperative that the students who have been selected to participate in the collective bargaining process realize the uniqueness of their position and utilize the opportunity to secure a stable place for their fellow students in this important and relevant facet of university existence. To insure the success of this endeavor, the Student Government must work cooperatively with the

various clubs and other campus organizations to formulate the position of the student body which the representatives will voice to the Union Executive Committee and College Management in the Executive Meetings.

Students desire to evaluate their instructors' performance so that they will be able to partake in the formation of an educative system which exhibits ease in communicating with the students. Today's students do not wish to be lectured to, instead they seek a more personal relationship with their instructors for the purpose of increasing what is called "communication." This retreat into the sphere of personal relationships is thought to facilitate the flow of ideas and open new channels of expression. The mutual dependency which has developed has given birth to a new and refreshing learning experience.

The same type of dependency which exists between students and faculty in the search for knowledge exhibits itself in the relationship necessary between students, faculty and administration in the quest for effective, experimental, and relevant methods for administering university policy. Meaningful action must be affected now to dissipate the gap which exists between the students, faculty and administration. The first step in this process must be the willingness of the administration to define its role and authority to the college body and subject itself to the evaluation of both student and faculty members.

New Yoricans

by FABIAN RIVERA

A new semester has started at SICC. New faces can be seen all over the halls, the parking lot is more crowded than ever and so is the cafeteria. If you looked carefully at the new course bulletins you could see a seemingly endless list of all the classes being offered including the New "experimental" and independent study courses. There were even a few new faces evident on the staff and faculty level.

Very few of these New faces I have seen appear to be Puerto Rican, the latin prescence here on campus is still too small and I don't mean only students, there are still no new teachers here on campus of latin extraction.

Why is it that a full half year after the Puerto Rican student organization (P'R'O') heryon campus formally registered its complaints and demands to the administration, there still has been no action taken.

There were a whole lot of new experimental programs offered this semester but not one of them had any relevancy

on to an infinity of meetings have had it. They are serving notice on this institution, from tio Bill all the way down to his running dog flunkies.

The Puerto Rican Students here on campus want:

1. A course of studies in Puerto Rican History and culture showing the true nature of this racist society and its devastating effects on our people. These courses must reflect our true Black and Indian and Spanish heritage.

2. We demand that ten percent of the student body be composed of Puerto Rican Students.

3. That Puerto Ricans be hired in positions of educators, counsellors, administrators, resource people, secretarials and maintenance work.

3A. That the work crew on the construction site on campus reflect the ethnic composition of New York City.

4. That a program of bi-lingual education be instituted to meet the special needs of our latin community.



to the Puerto Rican experience in New York. The Puerto Rican students submitted a formal institution and it has been ignored and the students who knocked themselves out making it patronized and shot through the grease.

These very people who went from committee meeting to board meeting to AdHoc committee meeting and on and

"Tio" Bill, the Puerto Rican students are in dead earnest about all these issues, they are vital to our survival as a people in this deadly environment. Your new experimental college should be a feather in you cap, see to it that your damned cap doesn't get r~~ocked~~ off you head!

Despierta Boricua, Defiende lo tuyo!

Identity Crisis

*Jive assed spick, In buffons garb
Pink bell-bottoms (real ass chokers)
you've got your Wallace Beerier
(real tie-dyed greenwhich village style)
Wire rim shades, peace, love and grass hopper power
you quote Hegel
but you'll still kiss ass for a bagel
or
white thighs, white eyes, white lies, white thighs
white lies, white thighs, white lies, white thighs
knowing full well the smell would kill you
I wish it would!!*

fabian rivera

My Brother

*I bumped into my brother
Walkin' down the hall
beautiful, bold defiant, so cool
so very high.
Vaya! What's happenin' Pana?
Oh you know bro, stayin' high.
yeah he was cool and beautiful
but his eyes told me the truty
Let me diel*

fabian rivera

The Right To Dissent Is That Right?



by BARRY LEVINE

On September 21, 1970 J. Edgar Hoover issued an open letter to college students for distribution through the facilities of the United Press International. The basic premise of the letter, it appears, is to proclaim along with the rest of the Silent Majority the belief of the FBI Director that the greater majority of American college students are decent citizens who respect their system of government and laws. Furthermore, Mr. Hoover makes clear those who he believes to be subversive, how they affect the loyalists, and how the strategies of the subversives may be recognized.

In one of the opening paragraphs of the letter, he states:

"There is nothing wrong with student dissent or student demands for changes in society or the

display of student unhappiness over aspects of our national policy. Student opinion is a legitimate aspect of public opinion in our society."

About four weeks later on October 24, an article appeared in the New York Times with the following title: Agents Forced To Quit A College After Teacher Criticizes FBI. The college in question was our own John Jay College of Criminal Justice. The Times article reported that some fifteen agents attending John Jay were ordered to "resign from the College" in a directive from FBI headquarters "al long as the

professor who had criticized the agency continued to teach there."

It seems that the "da poi-pa-trata" of this action, Dr. Abraham S. Blumberg, who holds a Ph.D. in Sociology as well as a law degree offered some blunt criticism about Hoover being in office too long. He also criticized the personality cult that has developed around the Director. He made these comments not as a public denouncement of the FBI or its Director, but rather casually during a class discussion in a course he gave during the Summer.

What happened next to one his more interested students who also happened to be amember of the FBI is nothing less than an example in "double-think" a la George Orwell. The Times article states:

"Three months later, Dr. Blumberg said, one of the summer session students who was an FBI agent called him to say that he was writing a letter to the professor, with a proposed outline for his thesis about the FBI.

"Several hours later," the professor said, "the agent called to say he was in big trouble. He explained that he had sent the draft of the letter to the FBI typing poos and that it immediately had been "sent upstairs."

The agent's badge, gun, and FBI membership card were taken from him and he was interrogated. The agent later resigned from the Bureau.

Dr. Donald Riddle, John Jay President, said, "It is terribly naive of the FBI to think they can send their agents to any college in America and not find someone who is critical of the Bureau." Dr. Blumberg adds, "The Issue is freedom of inquiry - can we examine issues rationally. What disturbs me most - in a way - is the crude, red-neck quality of the FBI's reaction. They came in swining a meat cleaver."

This observer agrees completely with Drs. Riddle and Blumberg. The closing paragraph of Mr. Hoover's September letter to college students conjures images of the great white father speaking with forked tongue:

"Along with millions of other adults, I'm betting on the vast majority of students who remain fair-minded, tolerant, inquisitive, but also firm about certain basic principles of human dignity, respect for the rights of others, and a willingness to learn. I am confident our faith has not been misplaced."

Oh Wow! Who the hell is he kidding? Do adults (ugh) have a different set of standards for fair-mindedness, tolerance, inquisitiveness, dignity, and respect for the rights of others?Are we the "vast majority of students" the only ones in Mr. Hoover's America who must hold to the values he outlines?This is exactly what students are protesting.

What we are observing in Mr. Hoover's actions is hypocrisy in its most abhorrent and dangerous form. The right to dissent is not only protected by law, but our entire tradition of freedoms is rooted in the right to dissent. Criticism, such as that of Dr. Blumberg, is an innocuous form of dissent. Criticism is evaluation based upon observation of data or information. If Mr. Hoover is so personally threatened by criticism of either himself or the bureau, then perhaps the criticism is not only just and appropriate but correct. There is little else to conclude from the forgoing state of affairs.

The Hoover-Agnew axis against dissent must be seen to be one of the great events in American history and a tribute to a fitfully strained system of government. However, the fact that persons in high government positions of great influence can pursue courses of action so violently contrary to basic notions of freedom is a tribute to the vast majority of us who are willing to allow the rights of others to be subdued while satisfying our criticism and beliefs that "it is the right thing." As Mr. Hoover and Mr. Agnew would have it - the right to dissent is more qual for some than others. Others includes, of course, the Vocal Minority, FBI agents, and all the rest who disagree with J.E.H. and S.T.A.

The Student Is A Nigger

by Jerry Farber (Cal. State, 1963)

Students are niggers, when you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State, L.A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there was a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a niggerlover. In at least one building there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections - their average age is about 26 - but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administration decide which courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

SMILES AND SHUFFLES

A student at Cal State is expected to know his place. He calls a faculty member 'Sir' or 'Doctor' or 'Professor' - and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member): they tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says 'jump' students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out - each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in a rage when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, 'This class is NOT dismissed!' and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. That class, incidentally, consisted mostly of high school teachers.

FOLLOW ORDERS

Even more discouraging than this Aischwitz



Students were, for a time, openly fighting the forces that were making them "niggers," but since the Kent State murders, there has been very little student protest. These nigger conditions in colleges still remain, however.

approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their names should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept 'two truths,' as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place, or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's wehre it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: oblige and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others - including most of the 'good

students' have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in General Education requirements. They're pathetically eager to be pushed around. They're like those old greyheaded house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie 'treats us real good.'

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, to be sure. Some students at Cal State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep some where. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

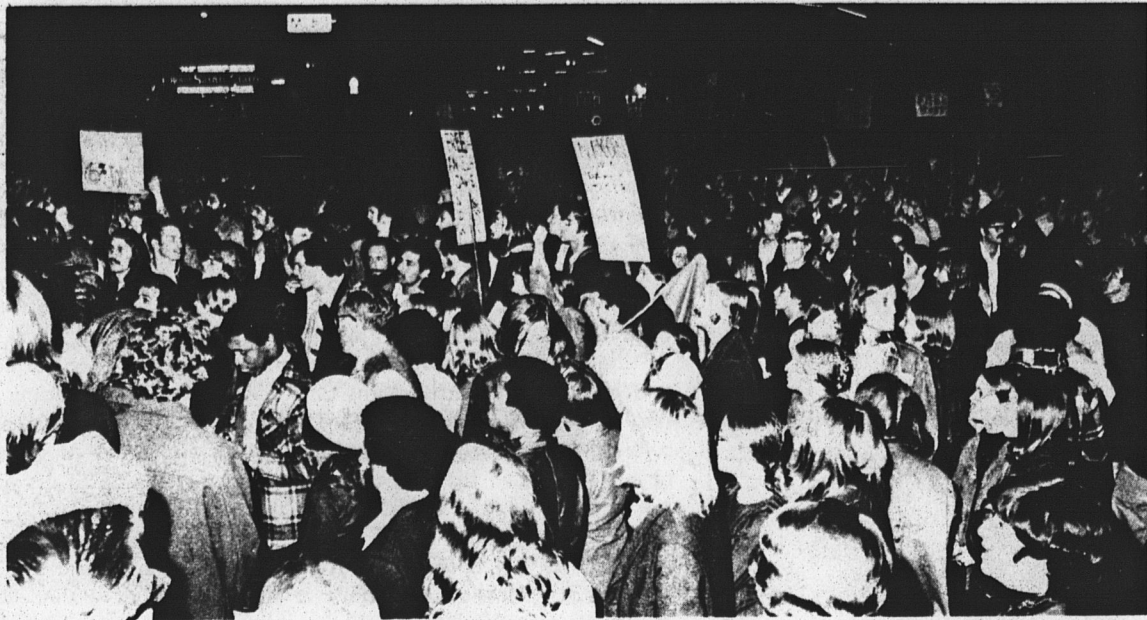
INWARD ANGER

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgement, then the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls.

Just look at their working conditions. At a



time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state colleges and faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like 'professional dignity' and 'meaningful dialogue.'

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And, in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as openmouthed astonishment. "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening are copping out again. And in the high schools, you can forget it. Stillness reigns.

FORCES A SPLIT

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured Security of a teaching job attracts timid persons, and furthermore, that teaching, like police work, pulls in persons who

the classroom, by God, students do what you say - or else. The grade is a hell of a weapon. It may not rest on you hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim - anytime you choose - you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and reeyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear -- fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flant that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance -- place in the schools. How could it? You can't educate slaves; you can only train them. Or, to

'WHITE SUPREMACY'

The teacher's fear is mixed with an understandable need to be admired and to feel

superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us, the perversion is intellectual but it's no less perverse.

ONCE A NIGGER

So you can add sexual repression to the list of causes, along with vanity, fear, and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less is what's happening in higher education. And the results are staggering.

At my school we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I do it. I'm the Adolph Eichmann of English 323, Simon Legree of the poetry plantation. 'Tote that jamb! Lift that spondee!' Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school, and my own residue of UCLA method are turning them off.

Another result of student slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness - over 16 years - to remain slaves. And for important jobs, like teaching, we make them go through more years, just to make sure. What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is a fact you want to start in trying to understand wider social phenomena, say, politics, in our country and in other countries.

INTIMIDATE OR KILL

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. Dropping out of college, for a rebel, is a little like going North for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at -- a 'field of action', as Peter Marin described it. And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons -- their own reasons.

For students, as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.

"School Becomes More And More Obviously A Prison."

are unsure of themselves and need weapons and the other external trappings of authority.

At any rate teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. You neighbors may drive a better car; gas station attendants may intimidate you; but in

NOTICE

The discussion groups mentioned by Dr. Davis in this issues article will begin Feb. 15th. Any topic will be fair game. Any student can drop in to see what it is all about. Time and place are listed in A135 and A141.

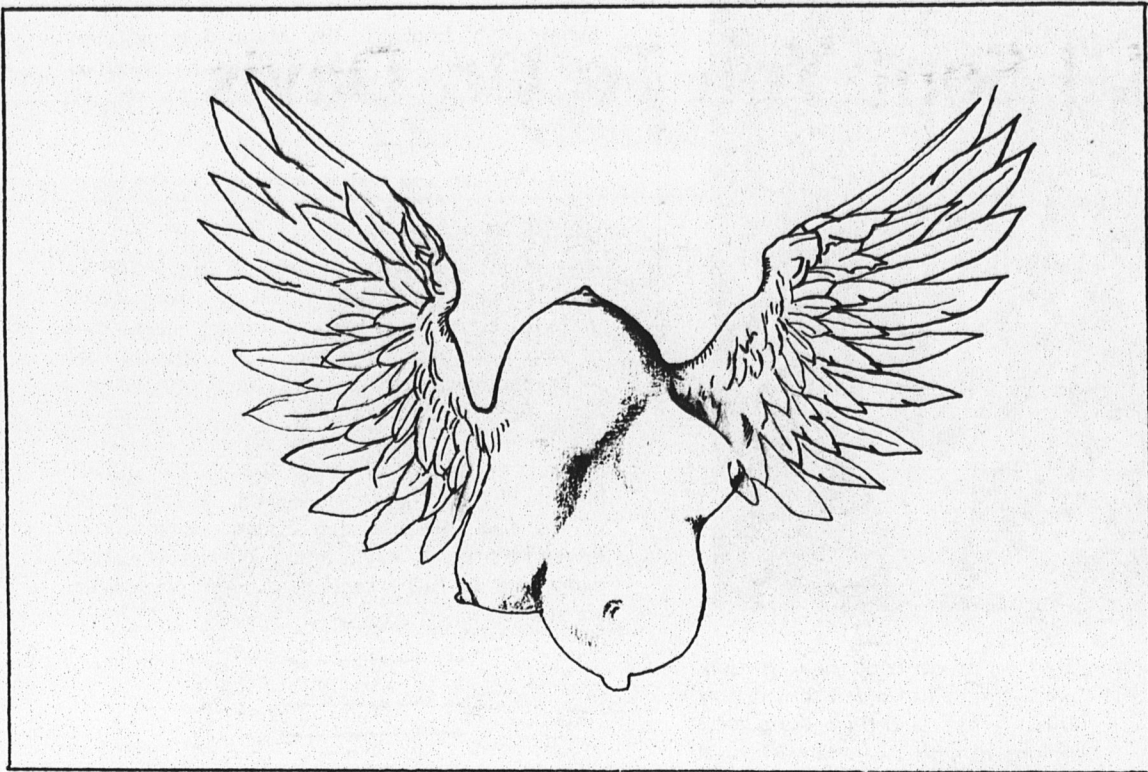
Prof. George Shirley
Metropolitan Opera Tenor
will speak on
The Arts in Our Society -
Personal View

Wed. Feb. 17 - Club Hours 1:30 PM
Student Lounge

superior, a need which also makes him cling to his 'white supremacy'. Ideally a teacher should minimize the distance between himself and his students. He should encourage them not to need him -- eventually or even immediately. But this is rarely the case. Teachers make themselves high priests of arcane mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the desire to give and the desire to hold them in bondage. There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachments on their children's free unashamed secuality and continues right to the day when they hand you your doctoral diploma with a bleeding, shrivled pair of testicles stapled to the parchment. It's not that secuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

BLEEDING BRAINS

How does sex show up in school? First of all, there's the sado-masochistic relationship between teachers and students. That's plenty secual, although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher - a kind of intellectual rough trade - and flogs his students with grades, tests, sarcasm and snotty



by Irving Sealey

Blows Against The Empire

This is the year 1989 - 9, the Earth has now been deemed an unfit habitat for human existence. We must leave now for our own salvation. There is a ship leaving on the date of Mill4 (1989-9). There is room for 7,000 people, all are welcome who's heads are in the right place. The plan is to hijack the first sound interstellar starship for the search of a new world.

In preparation for our excursion Paul Kantner has released a new LP called "Jefferson Starship." He has gathered together with him other people to aid him in his flock gathering. Among them are David Crosby, Jerry Garcia, Graham Nash, and a few other biggies which have been together with Kantner from the beginning. The words and the music have been written by Kantner himself, and he makes no beefs, this is his album. He's put it together and designed the whole system. This LP is Jefferson Airplane with only a few more super stars. Three Quarters of the album is mostly all acoustic arrangements, with nothing really special about it, that Kantner hasn't done before. Mau Mau is one of the heavier cuts with wiping out lead guitar playing by Peter Kaukonen. Jack Casady, the true freak of our times, plays outstanding bass riffs and adds a true resonance effect to every cut no matter how it's composed.

There is a more spacy scene about this LP, like you were on a moonwalk, or running one mile per hour 12 inches above the sidewalk. This effect is added to by use of sound effects in the second half of our preparation, with a cut called "Sunrise." Grace Slick's voice is dynamite to begin with, but on this cut, you feel as if you don't weigh a pound, and your mind is like a bowl of jello (whew, what a trip!).

We are now nearing zero hour and our time is getting close for our minds to prepare for travel beyond where stars live. Have you seen the stars tonight, bright, soon we will be Home, free, Let's go together. The time has come for our liftoff. XM is preparing, the rockets fire, we are rising, rising in the sky of our destiny. Free Love, beauty, home. My body is walking in space. Kantner's hashish hair silver face is our symbol home. STARSHIP! HIJACK THE STARSHIP!

I am iridescent. I am transparent. We are leaving the mankind we once knew. "SIGN ME UP AS A DIPLOMAT - MY ONLY OFFICE IS THE PARK" HIJACK THE STARSHIP! Dear Brumus, we are free. Mankind gone from the cage. All the years gone from your age. HIJACK THE STARSHIP! Make love for you, I love you. It's a fresh wind that blows against the empire. OH, MY GOD! We are home.

Elton John Rages On

Elton John in his first forthcoming had brought with him a sound new to today's music. His first LP "Elton John" was somewhat unknown and not too many people were familiar with this new face. Due to excessive playing of his hit single "Your Song" on AM radio and excessive heresay going on about this man's beautiful lyrics and use of the classics, now almost everybody is into his music and he now has released a new LP labeled "Tumbleweed Connection." In this LP there is a significant difference in the type of lyrics Bernie Taupin and Himself have written this time. They lend their meaning in either two directions, love or war. They have country style about them referring to days of old during the 1800's and times of the civil war days. Whereas in his first release there was meaning in his words but not quite as obvious as they are in this LP.

Even though the lyrics are somewhat altered Paul Buckmaster, arranger has not changed his style on the type of music translated. It still has the classical air about it through use of violins and other orchestral instruments. This elite sound also mixed with a big band



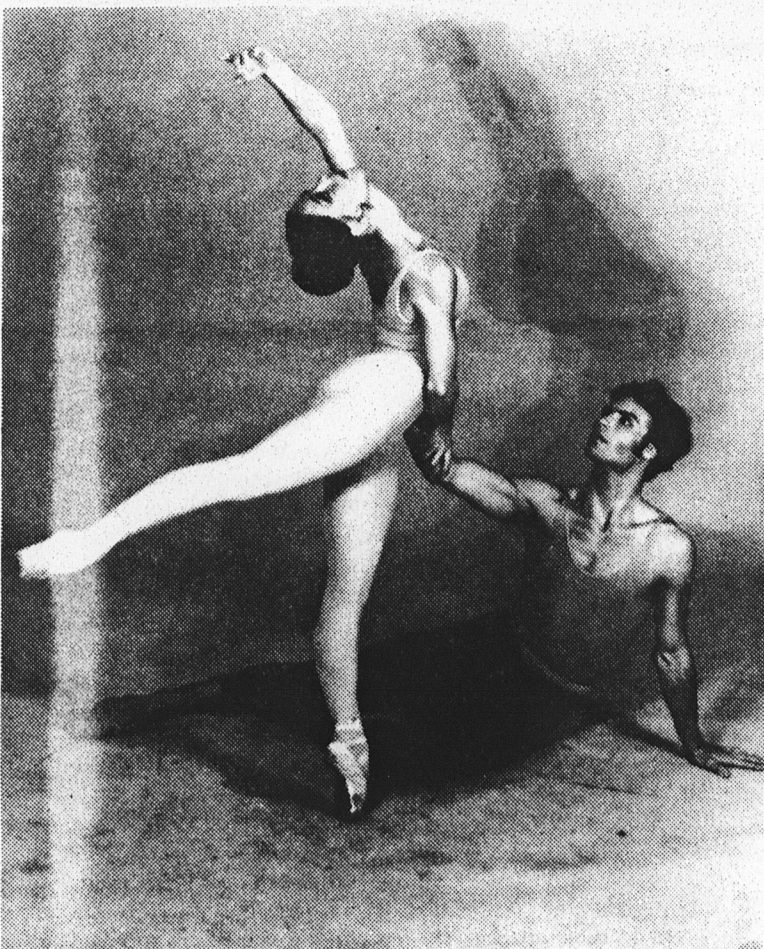
tempo and a pinch of rock have put together quite a flexible sound. With cuts such as "Come down in Time" a beautiful piece fused nicely with the status of a sixty piece orchestra behind it.

Elton John himself is not to be neglected. His piano playing is truly extraordinary giving each of the songs a sophisticated melody along with a good mixture of other instruments all played by different people. His voice cannot be helped going unnoticed with that English accent of his he throws a curve on lines of songs which really emphasize that part well. Such as in a cut called "Talking Old Soldiers" and a religious revolutionary cut called "Burn down the Mission," a song which could put you through a lot of changes.

I would like to devote time for a composition not written by either Elton John or Bernie Taupin but by a chick who does backing vocals named Leslie Duncan. With music taken from John Lennon's "Look at Me" she has created herself a song which is not only truthful but absolutely heavenly in musical content.

The LP as a whole is one more injection of a new idea in rock, different type of arranging with more instruments has put Elton John and Tumbleweed Connection right in the people's foresight.

Love is the key we must turn
Truth is the flame we must burn
Freedom is the lesson we must learn
Do you know what I mean?
Have your eyes really seen?



Scene from Goldovsky's, Don Giovanni to be played here at SICC.

Goldovsky's Grand Opera Theatre

A fascinating example of the Goldovsky operatic detective work concerns the orchestral accompaniment to the chilling Graveyard Scene in which the libertine Don Giovanni invites to supper the statue of a man he has murdered. One of the most eerie moments in all opera takes place when the Commendatore's statue speaks solemnly of the doom awaiting the audacious Don, nodding his head in acceptance of the Don's bold invitation. Mozart devised an appropriately supernatural accompaniment for this scene, allotting the Statue music to three trombones, playing solo. An early Mozart biographer, George von Nissen, testifies to the difficulties which arose from this music written for instruments not then included in the usual opera house orchestra. One player was unable to perform correctly during the first rehearsal and continued making errors, even though Mozart (who was conducting) repeated the passage several times. In answer to the composer's remonstrances, the erring trombonist protested that the music was unplayable as written and could not possibly be taught to him.

Mozart's bow to the expediency of the moment unfortunately became a tradition when the original score pages were lost and only the hasty correction slips survived. Since solo

passages like this hold few such terrors for modern orchestral musicians, Mr Goldovsky restores Mozart's original scoring in his performances with the startlingly sepulchral timbre of three unaccompanied trombones creating the unique effect Mozart intended.

The "Don Giovanni" score was considerably revised for a production in Vienna in 1788, a year after the Prague premiere. For this performance Mozart composed additional music, notably the arias for Don Ottavio and Don Elvira, "Dalla sua pace" and "Mi tradi." These interpolations were devised for a number of reasons: the tenor of Vienna performance -- Francesco Morella -- was unable to sing the difficult "Il mio tesoro" aria, so was given an alternative in "Dalla sua pace;" the Viennese Elvira -- Caterina Cavalieri -- exercised her influence to expand the role, resulting in the addition of a second major aria "Mi tradi quell'alma ingrata." These revisions, though providing two beautiful vocal display pieces, have no place in an original version of Don Giovanni, according to Goldovsky. Since they were made not for intrinsic artistic reasons, but solely to satisfy the Viennese singers, the two arias will be omitted when Don Giovanni is heard here.

Being My Friend, I Sent You To Dr. Davis

by Doctor Davis

I wouldn't like to be in the shoes of any SICC student today. This is not a put-down. I just think it's harder in fact, to be a college student of about eighteen to twenty years old than it has ever been before. There are many problems that have been around for centuries and these are heavy enough in themselves. For example: "Who am I, Why am I here, Where am I going, Why am I going there?...Why can't my parents understand me?...How come I don't dig much of anything?" Add to that some other major issues, which I think are unique to this time and place. One is drugs; another, the war in Vietnam. A third is the increasing credibility gap (or are we just better informed?) between what is said and what is done in areas such as civil rights, ecology and politics. A fourth is the increase in sexual freedom and expression, and how to handle its consequences. In addition are the polarizations so evident in our society which are affecting most college students profoundly. You've got one tough load to handle and this list is by no means complete.

I became acutely aware of these problems when I began practicing psychiatry on Staten Island with students your age. Then I went looking for a job as a school psychiatrist as I felt that often the needs of college students are rather low on everyone else's priorities except yours.

Well, I've been here for six months and I see another problem, probably something which underscores every other issue I've touched on: that of communication.

I speak now for myself and people may disagree with me. What I see is a student personnel staff that is

concerned and wants to help you with your problems, but I also see that much more can be done. Why is student personnel not reaching more students?

In a relationship, be it between two individuals or two groups, both contribute to any difficulty that exists. I think we, those of us in student personnel, have failed to a certain extent because you are not aware enough of our function. Our public relations leave something to be desired and that's why in part I'm writing this article. Maybe until now some of us have expected too much from you, wanting you to come to us when you're not really sure just what we are or what we do. We're going to try to remedy that a bit by becoming more a part of your life in college if you want us to. Right now we're organizing to offer some group discussions to all interested students which will cover whatever you want to rap about. I hope you'll have heard about this more by the time this issue is out. These groups will also help us to know what you want from us.

Now what about you? Why is it that even some of those of you who know about student personnel don't come in after repeated phone calls or letters? I don't know the answers but I have some ideas. I may be off base but nothing is going to get off the ground until we communicate so I'll tell you how I feel. Is it that some of you see us as a bunch of establishment up-tight do-gooders who are going to try to impose our values on you? Is it that you feel we really don't give a damn and it's just a job for us. Do you feel we'll blow the whistle if you tell us something about drugs? Perhaps some of you feel only one student can help another student; or that you have to be crazy to see a counselor.



Doctor Ralph Davis, SICC's psychiatrist raps about his first six months on campus.

If any of these are the reasons, then I think you're wrong. I've gotten to know the people on the student personnel staff these past months and they're good. They do care and are willing to help you with your problems, no matter what they are. You've got a problem with your boyfriend or girlfriend, you're on drugs, you're fighting at home, you're failing, you're depressed, you need financial help, you need advice on what course to take, you need someone to talk to. Well that's why we're here. If someone of us can't handle the problem, then we'll all try our hardest to get you someone who can. We don't have all the answers, but we may have some of them. I do not believe only

you can help each other. Let me give an analogy. It is true that only someone who has diabetes and into a low sugar crisis can experience what another diabetic is feeling when it happens to him. It is also true that one diabetic can often help another correctly. But somewhere along the line, you should give credit to those specialists whose knowledge of what to do is what may be necessary to get to the individual better. I think in many cases you can help each other much better than we can. But what about those times when you can't? We may have something to offer and what can you lose but your time?

By the way I know very, very few students who see me

or other counselors whom you would consider crazy. Whatever that means. We all see students who have some hang-ups.

Student personnel staff are in A-135 and A-141. Come in and let us hear from you. Someone is always available in each room. We also will be coming out so you can hear from us. I know many of you are turned off because it seems nobody wants to listen while everyone has so much to tell you. I think you'll find us good listeners, who after listening to you, may be able to offer you some help. There is a Chinese proverb that says "One can do without people, but one has need of a friend." I think you may find some friends in A building. I hope you try to find out.

Women Can Do It

by Diane Rey

All I hear about is how people want to help each other. I hear cries of "Power to the People," "Help our brothers and sisters," and "Give a damn." But I never see anyone doing anything, especially women. Most of the programs that are instituted today are carried out by men. I never see any woman doing anything except complain and nag about what should be done and how to do it.

Most women don't like to be thought as of the inferior sex, but still and all they won't do anything to prove themselves. I am sick to death of seeing women just wasting their lives away. If they really mean what they say, why don't they practice what they preach?

Is it because they don't really give a damn about brothers and sisters?

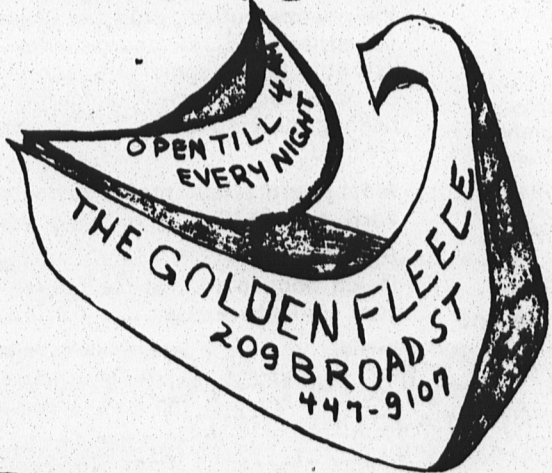
In some cases maybe, yes, but in most cases not. Most women are sincere about helping others out of their appraisations, helping with pollution and poverty but they just don't know how to get started, who to ask, or what to do. Most Women as, "How can I help with such big problems?"

Well the answer to this is very simple. First, you have to make up your mind about what exactly you would like to accomplish. Then you find out who is accustomed with this type of work and how you can fit in. If in case there are no groups in the field you are interested in you can try to find other people interested in the same cause and start things moving.

Last summer I decided I wanted to do something for the poor kids on Staten Island. So I opened up a play street. At

first I had a very hard time getting the play street, getting toys, getting cooperation from the community, keeping traffic off the street and many other problems. But all of these problems did not stop me. I got my play street, and my toys (free); I brought the kids on a trip to Bear Mountain and swimming at a pool. I got art classes going, clean-up parties, lead poisoning tests, and a lot of other little things. Believe me, it was not easy. I had to fight every inch of the way. I believe that if women really want to do something, they could do it somehow, sometime, somewhere, even if its a little thing like collecting bottles and cans for recycling. If you don't like the thought of being the traditional delicate weak, creature that you are thought of, then get busy and start working.

COME & SEE THE BAR
THAT'S A SHIP



THE TALLEST BAR IN NEW YORK
IT'S BEEN A LONG TIME COMING

Homosexual Marriage Services

by LESTER KINSOLVING

Homosexuality is "coming out" (out in the open, that is) in the field of religion.

A new denomination especially for homosexuals was pioneered in Los Angeles by a homosexual clergyman of the United Church of Christ, and has since been established in major cities throughout the United States.

An increasing number of clergy (both homosexual and heterosexual) are officiating at "marriages" of both male and female homosexuals.

This has evoked the expressed concern of The Vatican's daily newspaper L'Osservatore Romano. In an article entitled "Marriages Against Nature," theologian Gino Concetti conceded that "Authorities may grant authorization sooner or later." But, he hadded, "Neither scientific nor juridical progress will be made to modify the nature of things, changing the establishment of marriage, which has as two protagonists two people of a different sex.

On the other hand, a Catholic teacher in England, Sebastian Helmore, has suggested a brief religious service for blessing the vows of homosexuals:

"Do you, (name), give yourself wholly to (name), reserving for (him,her) alone all your love, as long as (he,she) shall ask for it?"

"I vow to you that I shall ever love you alone, that I shall ever remain faithful to you and that never abandoning you I shall remain by you in all circumstances in which it shall please God to place us."

At Cambridge University, Anglican theologian Norman Pittenger has proposed a code of ethical conduct for homosexuals: (1) Never try to seduce or coerce an unwilling person - most especially a younger person. (2) Try to confine any such sexual activities to a love relationship, rather than a means to sexual gratification. (3) Never engage in acts distasteful to the other person.

Dr. Pittenger also urges the homosexual "not to permit his condition and drive to alienate him from help he can receive from participation in the life of any religious community."

Such advice has been taken seriously in the establishment of a Gay Student Union at one of America's leading theological seminaries, century-old Pacific School of Religion in Berkeley, Calif.

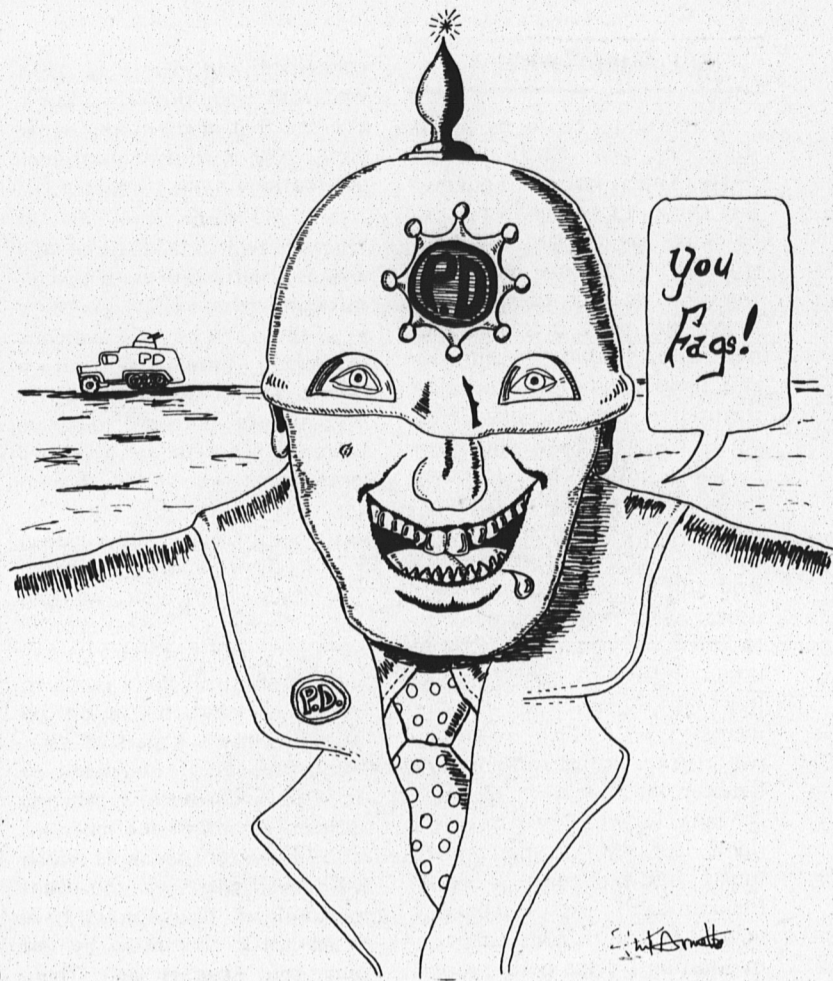
"We have no reasons to

believe that Jesus was 'straight,' contends the Union's co-founder, graduate student Nicholas Benton.

At an open meeting to discuss the subject (which drew one of the largest crowds in the recent history of the interdenominational seminary) Benton affirmed that "homosexuality is rampant among ministers and seminarians...it just boggles the mind to imagine what would become of the church, even Christian theology, if all homosexuality oriented clergy were to cast off their repressions and become sexually free!"

The Rev. Dr. Robert Fitch, professor of Christian ethics, responded that "Homosexuality can fit into a lot of institutions, but the parish ministry is not one of them. I recall the havoc created by a homosexual chaplain aboard a World War II troopship."

Dr. Fitch also cited "Classical Athens, an intrinsically homosexual society; nowhere has the position of women been so low." He went on to mention the observations of New York Times drama critics Taubman, Kerr and Kauffman, in their having noted "the homosexual takeover of the American Theater."



"Since homosexuality does not reproduce itself," concluded Dr. Fitch, "it must recruit."

"We don't recruit," rebutted Prof. James Sorrells of nearby Starr-King Unitarian Seminary (who identified himself as "a clinical psychologist and a practicing homosexual") "Straight guys are a drag in bed!"

However horrifying to some church members is such public

identification of homosexuality within ranks of clergy or seminarians, such candor can provide one distinct benefit. For just as the growing number of homosexual congregations would feel betrayed if their pastor concealed his heterosexuality (and once installed as pastor, began denouncing homosexuality from the pulpit) so "straight" congregations deserve similar honesty from any clergyman they consider retaining.

LETTERS

(cont from page 9)

Center was not a baby-sitting service but a fully structured Nursery school for teaching and training pre-school children. My child would qualify only if he attended a minimum of 5 hours a day, 4 or 5 days a week. This is not what I need.

If this program is funded by student fees it should benefit as many persons as possible. It would seem to me that there is a greater need for part-time baby-sitting facilities at a college, with less expenditure involved than for a training program that would benefit only a selected few.

In order for me to continue my nursing studies, it is necessary for me to attend a certain number of Day classes. It would now appear that I have wasted both time and money in reliance upon information and promises extended last semester, which apparently were either unfounded or have since undergone revision without any notice to me. As a consequence, I am now precluded from continuing my studies until such time as my child reaches school age.

I hope that others have not been as adversely affected by this confused situation as I

have. Shouldn't it be possible for some student fees to be allocated for a baby-sitting service as originally intended?

Patricia Gahles

Natural Foods Of Great Interest

Dear Friend,

When I can get hold of a copy of the Dolphin I devour it with great interest; we happen to be people concerned beyond the paycheck, and besides the students of today and the problems we face together, we have children who are growing up fast and becoming "conscious" of our mutual responsibilities.

Which is a long way of saying I like you, a bit inarticulate, perhaps, but not the main reason for my writing:

Some time last year I saw a note, or article in the Dolphin that spoke of plans for co-operatives to sell natural foods. We recently visited a non-profit store in Princeton

that opened recently and were much impressed.

We also know a food expert who is active with us in the local peace movement. A wonderful man, wonderful wife, two adorable adopted children and he's miserably unhappy in his job, surrounded by the worst elements. I have been using untainted foods wherever possible for the past 13 years, and have grown our own fruits and vegetables as far as possible, so nobody has to convince me of the need and work that ecological living demands.

Now our children are becoming less dependent on me, and I have some time in the future, I was thinking of working together with this young man I mentioned, to start such a venture together, perhaps even in combination with a limited food service, bread to sell, cookies home-baked or whatever we feel courageous enough to try.

Please be good enough to forward my letter to the appropriate people and ask them to contact me. I am enclosing two envelopes to obviate expenses.

In Peace
Miriam E. Almeleh RN

Pharmacists don't start at the bottom

Starting at the bottom means dreaming about "someday" and "maybe if." If you think starting at the bottom is a good healthy thing that everyone should go through . . . then you shouldn't be a pharmacist.

Pharmacists choose from top positions in the research, manufacturing, management and marketing phases of the pharmaceutical, drug and cosmetic industries and, of course, they are essential to the community and hospital pharmacy fields. Pharmacists are helping mankind to live longer, healthier lives.

Most pharmacists (men and women) earn over \$13,000 in their early twenties.

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Meir Kahane's Crusade

by James Callaghan

It's too bad that those of us who are forever claiming to "be with it" and so much more informed than our parents were not on hand last week to hear Rabbi Meir Kahane's appeal for support in his crusade against Russian oppression of Jews.

Mr. Kahane's harrassment of Russian Diplomats in New York and his praise of the bombings of Russian offices have won him few points with "Liberal Jews" (including C.L. Sulzberger of the Times and Dorothy Schiff of the Post) or the New Left, who are still trying to explain Eldridge Cleaver's, Timothy Leary's or Bernadine Dohrn's alliances with Al Fatal and other Arab "Freedom Fighters." Kahane blasted "establishment" Jewish groups - B'Nai B'Rith, American Jewish Congress, etc. saying their "peaceful negotiations" have not been working for the past 50 years and it was time for new tactics. He also had some pretty strong words for Franklin D. Roosevelt over his refusal to bomb the railways leading to Auschwitz in 1939, while "Jewish Leaders" and "Respectable Rabbis" stood by.

Having some personal knowledge of Kahane's background before his talk, this writer had some built-in apprehensions about the JDL and its' reputation. I remember him standing in front of Temple Emanu-El in May, 1969 with bats and chains to keep James Forman from giving a speech demanding "reparations." It was hardly an example of allowing "Free Speech" or "Freedom of Assembly," which Kahane claims to be crusading for so

vehemently today. He was denounced as using "Gestapo fails," I agree. But he is still claiming that in the U.S., which allows for "democratic change," there is no need for violence. If that were the case, if we really did allow for real change, I would also agree. If only Mr. Kahane would remember American History as well as he does Jewish history, and remember how violence has traditionally been used by the men in power in this country to maintain their private fortunes.

But Mr. Kahane and his friends apparently do not see it the same way. It is interesting to note that while he spoke of a "Democratic form of government" last week, he was at the same time under Federal Indictment for his harrassment of Russian Diplomats and was ordered to produce the JDL membership lists. He also mentioned that his phones were tapped, his conversations bugged, and he has been under constant FBI surveillance. Some democratic government! Having succeeded in putting the Berrigans out of Business, J.Edgar and his semi-fascist thugs are now trying to put the muscle on Kahane.

Whatever his past history or politics, Kahane has an issue that cannot be forgotten until his demands are met unlimited emigration from the Soviet slave states for Jews and anyone else who feels like leaving. Meir Kahane impressed this writer by being devoted, hard-working, and militant. But in a world that stood by while six million Jews were exterminated, in a country that for centuries has oppressed the Blacks, Indians and now the Mexicans and Puerto Ricans, his



slogan "Never Again" should belong to all of us. If those of us who live in a world full of such slogans, in an academic community that professes "concern" for all oppressed peoples; if we choose not to get involved and hope someone else does the job, we can never again call down our parents for allowing the George Wallaces and Adolf Hitlers of this world to come to power, and we will share the blame for not having acted in tim. But "I didn't know" is no longer a valid excuse.

I also remember his testimony before the House Un-American Activities Committee in June, 1968, when he tried to sell the Vietnam War as being essential to the survival of the state of Israel. Part of his testimony was:

"Unfortunately, very very few people know or realize how closely linked American foreign policy or the American

security, the American future, is linked to that of freedom-linking nations such as Israel, and I would like to make the comment here that I believe...the majority of American Jews believe that the war in Vietnam and the war in the Middle East were part of the same war, the same enemies.

How Kahane arrived at his conclusions, or what he based them on, one can only speculate. I am not about to go into this issue here, but for anyone interested in more of Kahane's views on this, I would recommend his book, co-authored with Michael King and Joseph Chubb: "The Jewish Stake in Vietnam" (crossroads publishing). Kahane can probably quote percentages on how many Jews support the war, but this writer remembers the march on Washington in Nov. 1969 and recalls that many of our fellow protestors

were various Jewish groups, including Orthodox, Reform, B'Nai B'Rith, Hillel, and quite a few theological students. (It might also be added that one's most vivid memory of that cold, cold experience were the open synagogues in town and the closed doors of the shrine of the Immaculate Conception, who were pressured by the ultra-rightist, racist Knights of Columbus, the VFW and the honor-America Freaks, the American Legion. One will never forget the enlightening words of wisdom from that old anti-communist and master politician - Cardinal O'Boyle: "We can't be expected to keep it open for every Group demonstrating against the government.")

Mr. Kahane's overt support for James Buckley and Mario Procaccino did not win me over to his brand of politics, in fact seemed to be an emergence of a "red-neck Jewish vote." The

(cont on page 16)

Jobs In The Real World

United Parcel Service 24-12 Bridge Plaza South N.Y., N.Y. Tel: 361-2100 Mr. Rutlege	Deliveries Loading and unloading	Robert Hall Clothes 620 86th St. Brooklyn, N.Y.	Salesman	Waldbsum's 778 Manor Rd. Staten Island, N.Y. Mr. J. Armone	Stock clerk Cashier
The Boy's Club of New York 287 E. Tenth St. N.Y., N.Y. George Meyer	tutors bi-lingual counselor	Robert Hall Clothes 1544 Dekalb Avenues Brooklyn, N.Y.	Salesman	Fuller Brush 761-0550 Mr. Frank Granite, Area Mgr.	Door to door salesman Salary based on commission
Circle Maintenance Corp. 1317-36 Street Brooklyn, New York Tel: TR1-8700 Mr. Reilly	taxi driver	American Kennel Club 51 Madison Ave. New York, N.Y. 679-8530	Clerk Messengers Typists	Edco Supply 323 36th Street Brooklyn, New York 788-8125 Annette or Carl	General Helper
Cascade Diaper Service 835 Myrtle Ave. Brooklyn, N.Y. Tel: EV4-4800 Mr. Bonoff	Driver must have a New York State drivers license	United Parcel Service 46-05 56th Rd. New York, N.Y. OX5-7500 (ext. 7122)	Delivery Leading and unloading	Mutual of New York 1740 Broadway at 55th St. New York, N.Y. JU6-4000 (ext. 136) Miss Parker or Mr. Mungin	Private Secretary (Dictation, Typing and Telephone Contacts 40 wpm typing 80 wpm dictation)
Mayflower Medical Repair Center 2533 86th St. Brooklyn, N.Y. Must have a New York State Driver's license	Medical Electronic Technician for Bench and Field Service Must have a New York State Driver's license	Pinkerton's Inc. 909 Broad St. Newark, New Jersey 642-4245	Investigator Must have a High School Diploma	"His" Clothing House, Inc. 8522 5th Avenue Brooklyn, New York 839-1900 Mr. Harold Harowitz	Stock boy Salesman
Ideal Corporation 435 Liberty Ave. Brooklyn, N.Y. 498-4000 Mr. Kipilman	Mechanical Technician for manufacturer of automotive parts	Domestic Finance Corp. 220 Richmond Ave. Staten Island, N.Y. GI2-9000	Bookkeeping Typist Business Management Course required	Army and Air Force Service Ft. Wadsworth Military Restriction Area Staten Island, New York GI7-5100 Mr. D'Angelo	Pumping gas
United Medical Service, Inc. 2 Park Avenue New York, N.Y. 10016	Clerical Work	Stone & Webster 99 Broad St. New York, N.Y. 269-4200 Mr. Clark	Searching files for brokerage tickets	Holterman's Bakery 405 Arthur Kill Rd. Staten Island, N.Y. 984-7095	Salegirl Baker's Helper
Roberts Men's Shop 2061 86th St. Brooklyn, N.Y.	Salesman	American Telephone & Telegraph Co. 32 Avenues of the Americas New York, N.Y. (212) 393-5082 Miss Sally Sherwood	Overseas Telephone Operator	Downtown Athletic Club 19 West Street New York, N.Y. 944-2800	Clerical (full-time and summer)
		Sullivan & Cromwell, Lae Firm 48 Wall Street New York, N.Y. Miss Rose, Personnel	Messenger	Brooklyn Union Gas Co. 643-4050 643-2000	Meter Readers

Mad Dog Strikes Again

by VICTORIA ARANA

Mr. Peirano's wrestling team has done it again - another first for SICC sports. The team has won the first Metropolitan Championship by defeating Queensboro Community College on Tuesday December 15, 1970. The team also became the city Champions by coming from behind and winning to Yeshiva University on December 21, 1970.

For the past two years, the SICC wrestlers have held the city championship and from the time the sport began here, the team has remained undefeated. This great triumph is attributed to the combined efforts and determination of a fantastic team and a forceful coach. The man is "Mad Dog" himself, Howie Peirano and the team members are: Ed Brown, Adrianoi Raffa, Victor Robledo, Jay Schnabolk, Sal Scicolone, Mark McKinney, Fred Gutkes, Bob Calta, Jim Acer, John Gasper, Carl Grunewalk and Vincent Andreano. It seems that thirteen is a lucky number for them.

This season started out with a defeat: the opponent was Rockland Community College and the final result was 41-5 in Rockland's favor. But somehow this disaster gave them inspiration. Realizing the hard work ahead of them, warm up sessions were increased. The stress was not only for physical strength but also to improve their mental capacity.

Obviously the extra effort paid off: In the following eight matches they were victorious in all but one. On Dec. 18, 1970, Essex CC won 28-20. In the other matches SICC defeated City College of N.Y. on Dec. 4 with the score 26-16, Bronx CC on Dec. 7, 28-15, Manhattan CC 31-13. The match which brought SICC the Metropolitan Championship was against Queensborough Community College, the result was 33-13. The city championship was won with Yeshiva's defeat. At first they were losing but soon the dependable coach and the rest of the team came up with the boost to victory. The final score was 26 to 20, after trailing 20 to 6 with four men to go. These men took their cue and led the team to success.

On Jan. 2, 1971 they competed with all the schools in a Wrestling tournament and our team came in second following Bronx Community College.

The last match we had was on Jan. 8, and we lost to Westchester Community College with the score 43-5. But there are more victories to come in the near future.

What keeps these guys together whether we win or lose is team work and team spirit. One of our top wrestlers is Ed Brown, 118 pounds. Ed has won six matches out of seven. Sal Scicolone in the 150 pound weight-class is another top member, he has won five out of five, Carl Grunewald weighs 190 pounds and has lost only one out of the seven matches he's participated in. Victor Robledo who came in later on in the season, has won three out of his four matches.

Congratulations to Mr. Howie Peirano and to the wrestling team: Keep up the good work!



Doves Soar Over Hawks

by Popeye

On January 13, the football game of the century took place here at SICC. The opposing teams were composed of members of ROTC, and an assortment of "freaks" from the school. The outcome, 9-6 (in favor of the 'freaks'), does not really tell the whole story of how the game was played, it seems that all the knowledge of military tactics could beat pure desire.

Unlike the ROTC team, who previously met for practice and set up a game plan; the 'freaks' were meeting for the first time, and were attempting to devise a game plan. Said one member of the ROTC team, "We're just going to go out there and kill." They didn't do too much killing. In fact, one of our country's future military leaders (Greg D'Nilla), was helped off the field with a well-bloodied and broken nose.

Both teams found it difficult to play the game. This was due to the fact that the field was covered with ice, making footing extremely difficult.

On the first series of downs, there were three penalties. Mr. Barressi spent most of the time explaining the rules of the game (starting with, "this is a football"). ROTC was forced to punt, after three losses on three plays. Ken Santacrose got the ball over the midfield stripe, and with some fine blocking, made it all the way to the end-zone. Gary McKeever carried it in for the one point

conversion, making it look like a field-day for the 'freaks.'

McKeever and Don Matthews, took turns running the offense, and connected with Steve Zaderiko for big gains. Cold hands and bad footing caused the 'freaks' to fumble just about every time they had a chance to score. And when they weren't fumbling, they were having touchdowns called back for penalties.

The only other scoring for the 'freaks,' came from the defensive line. A strong rush by John Samuels, caught the ROTC quarterback close to his own goal line. On the next play, Dave Milliman, led the defensive line into the quarterback and sacked him in the end-zone for a safety. 'Freaks' 9-0.

It looked like the game would end that way, until an illegal received penalty against the 'freaks' gave the ROTC team the ball on the 50 yard line. On the first down, Jim Touhill hauled in a wobbly pass, and gave ROTC its first hope of scoring. Three plays later he did it again, this time in the end-zone, giving ROTC its only score of the game. Finally the clock ran out, leaving the 'freaks' the victors.

Language Clubs Meet Every Wednesday - Club Hours.
Spanish - D101 Italian - D11
French - D02 German - D07

20 Questions

With A Little Help From My Friends

by POPEYE

- The person returning the nearest correct answers to the Dolphin office by Feb. 30, 1964 will win an 8 x 12 glossy of the Mormon Tabernacle Choir skinny dipping in Clove Lakes at three in the morning, a free chance on a trip to Northern Ireland to fight in the riots and my job.
- Decisions of the Red Dog Gang are final and improbable.
- Who holds the major league record for most strikeouts in a lifetime a) Sandy Kofax b) Whitey Ford c) Babe Ruth d) Ron Swaboda.
 - Who is the tallest member of the Dolphin Basketball team a) Evan Pickman b) Ken Lam c) Bob Stanley d) Fred Wiener.
 - Who won the recent rat race at Rocky's a) Ratsco b) Mortimer S. Snurd c) Roscoe
 - What big person is the most avid high school sports fan on Staten Island a) Mr. Arbuckle b) John Rober c) Charlie the chicken man at Nathan's.
 - Who won the Red Dog Invitational Joint Rolling Competition a) Herman "Zig Zag" Rabbit b) The Mormon Tabernacle Choir c) Smok-e The Bear d) Billy Graham.
 - What is Carlton Willy's claim to fame? answer true or false.
 - Who won the last Italian-Polish football game a) Italians b) Polish c) neither d) Irish.
 - Who won the South Jersey Lifeguard Competition a) Ocean City Beach Patrol b) Atlantic City Beach Patrol c) Mays Landing Beach Patrol d) South beach RAT patrol.
 - Who holds the record for the longest field goal in the NFL a) Jim Thorpe b) Jim O'Brien c) Tom Dempsey d) Jim Turner.
 - Who has control of the canoing concession on the Delaware River a) Rocky MacNaughton b) Bob Landers c) the Fuhrer d) Popeye the Sailor.
 - Who was the last person to catch an edible fish in the Kill Van Kull a) Peter Styvestant b) Lief Ericson c) Rocky MacNaughton d) the same man who killed the last wolf in England.
 - What is the record of the Langdon Losers at the Langdon Memorial Field for their last 31 games a) undefeated b) 30-1 c) 1-30 d) 0-30.
 - Who won the US Golf Open in 1917 a) Arnold Palmer b) JJ McDermott c) Bobby Jones d) the Germans cancelled it.
 - What is the worlds most brutile game a) ping pong b) tiddly winks c) hurling d) jousting.
 - Who is the greatest sports announcer of all time a) Mel Allen b) Howard Cosell c) J. Wellington Wimpy d) Reb Harkness.
 - Who killed the last wolf in England a) Robin Hood b) IK c) she Wench d) the same man who caught the last edible fish in the Kill Van Kull.
 - Who holds the world record for girl watching in one day a) Rocky MacNaughton b) Duffy, president of the MRH Club c) Uncle Bill d) Tiny Tim.
 - Who holds the record for the slowest crossing of New York Harbor a) a drifting beer can b) The Miss New York c) a constipated sea gull d) Duffy doing the dog paddle.
 - What is the purpose of this quiz a) to; fill space on the Dolphin sports page b) enrich your knowledge of sports c) to give me something to do at night d) to waste your time trying to do it.
 - Essay question; explain the rules of one of the following sports a) 43 man squamish b) Frisbee Football (Red Dog Style) c) war.

Dolphins Win Tournament But Lose Following Game

by Zev Fischer

During intercession SICC was invited to participate in the Raider Invitation Tournament, held at Fulton Montgomery College at Johnstown, NY. Four teams were invited: Rockland CC, Sullivan CC, Fulton Montgomery College and SICC.

In the opening round SICC beat Rockland by 85-74 and Fulton Montgomery beat Rockland. The first game was highlighted by the tremendous effort of Phil Huggins' 18 rebounds.

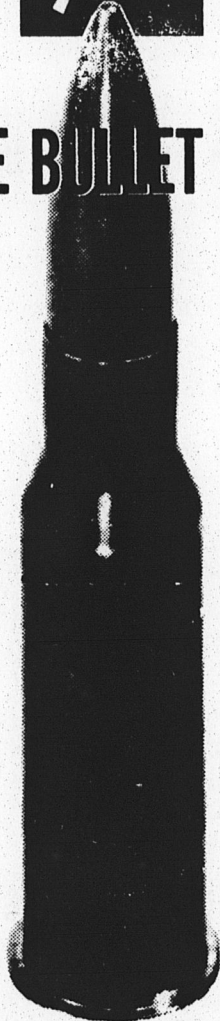
The second game between SICC and Fulton Montgomery was nip and tuck through the first half due to the fine shooting of Fred Middleton. In the second half the Dolphins started pulling ahead and finally won the game, 91-72, and tournament. The second half was capped by the fine shooting of Arthur King and Larry Hill. An especially great contribution was made by Arthur King who put on a one man show by scoring 27 points, grabbing 20 rebounds and assisting in 10 plays.

Three SICC players made the all tournament team: Arthur King, Sam Poinsett and Fred Middleton. The most valuable player of the tournament was Fred Middleton.

On Saturday, the 30th, the Dolphins traveled to Liberty, NY, to take on Sullivan County CC. Unfortunately the team wasn't ready. The players thought it would be an easy victory, they did not play to their capability. At one point in the game SICC was down by as much as 22 points. At the second half the Dolphins made a tremendous comeback but unfortunately it wasn't enough, SICC lost by 2 points: 90-88. The game was played very poorly by SICC, they made very obvious mistakes which accounted for 32 turnovers which were very costly. Also by the inability to convert on free throws SICC converted only 8 of the 38 free throws. Defensively SICC played a poor game, they gave up 90 points which is a lot considering that Sullivan County CC is not a good team. Against much better opposition SICC averaged 74 points given up. Coach Sweet hopes the rest of the year the team will play to the best of their ability.



THE BULLET THAT KILLED YOUR SON



We trade iron ore for canned Polish ham.

The slave-farmers starve, while our Uncle Sam
Settles back to enjoy the Communist roast
As the ore arrives at the Polish coast.

Our State Department encourages this trade
So ~~set up~~ my Son, it's a cheaper priced grade.
It's inspected by men from a Communist land
Who started the war in South Viet Nam.

They fashioned a bullet from that iron ore
And to stop it, your son is called to the corps.
"Killed in action" reads the brief telegram.
Correction. "Killed in your kitchen
by a Polish ham."

The Rockford Citizens Committee To Warn of Communist Imports



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