

VOTE! The DOLPHIN VOTE!

Vol. XV No. 11 May 12, 1971

Staten Island Community College

★ Student Government Election Special ★

STUDENT GOVERNMENT ELECTIONS BALLOT FOR SPRING 1971

1. Check (1) individual in each of the following categories: President, Vice-President, Secretary, Treasurer and Chief Justice.
2. Check (15) individuals for upperclass senators.

Pacesetter Party

(1) Geraldine Jackson

(1) Vincent Massaro

(1) Janet Flora

(1) Danny Lorenza

(1) Tony Cardinal Brogdon

President

Vice-President

Secretary

Treasurer

Chief Justice

Senators

Independents

(2) Gary Greco
(3) Mary Puca

(2) Martin Codd
(3) Joseph Padrone

(2) Susan Putkowski

(2) Mark Haynes
(3) Lorimel Santiago
(4) Gregory Verhey

(2) Douglas Root

Independents

(18) Steve Anzelowitz
(19) Glen Banks
(20) Peter Bauerle
(21) David Brownstein
(22) Arthur Buzzetta
(23) Victor Buzzetta
(24) Michael Cummings
(25) Theresa Dietrich
(26) John Farrell
(27) Bruce Frazier
(28) Kenneth Fugowski
(29) Joseph Fulmino
(30) Sherylle Hockman

(31) Neil Kenny
(32) Robert Lipp
(33) Bob McGee
(34) Peter Massa
(35) Wayne Nembhard
(36) Robert Ortiz
(37) Frances Patterson
(38) Robert Prysock
(39) Daniel Scarangelo
(40) Kevin Sullivan
(42) Thomas Sullivan
(43) Pete Thomassen
(44) Sonny Toclay
(45) Vincent Uckeke
(46) Laura Weir
(47) Christopher Zaderiko
(48) Stephen Zaderiko

PACESETTER PARTY

(1) Noel Byrd
(2) Carlos Calderon
(3) Barbara Clum
(4) Royce Coleman
(5) John Colna
(6) Peter Donovan
(7) Thomas Gonzalez
(8) Larry Hardeman
(9) Patricia McFadden
(10) Louis Maysonet
(11) Elizabeth Plair
(12) Lydia Rhodes
(13) Delia Smith
(14) Paula Speiser
(15) Jacqueline St. Clair
(16) Norman Whitlow
(17) Harold Willard

VOTE POWER

The selection of next year's student government is up to you. The time to vote is now; later is too late.

Undoubtedly, students will be tempted to vote for people they know as friends or those whose personality pleases them. Before casting a vote motivated simply by friendship or association, consider the challenges that will face next year's student leaders. The University will be operating on a very limited budget with unreliable resources. Programs offered by the college will be managed with minimum effectiveness and maximum confusion.

The Board of Higher Education is presently formulating regulations which relegate a great deal of responsibility to local student government: next year student government will be entrusted with the allocation and disbursement of student activity fees; a new governance plan will be in effect which will greatly increase student responsibility and necessitate continuous and active student participation; and, a new college review panel will be created along with student input programs in all departments.

Involvement will be the key to the future success of student government. An active and concerned student government, both executive and senate branches, is required. Senators must be willing to work throughout the year to guarantee the effectiveness of the government.

The coming academic year will be characterized by constant change, increased student responsibility and accountability. The effort required to endure the many transitions, and to insure their beneficial implementation will be enormous; the personal sacrifices necessary will be many.

Let's hope the new student government will be equal to the task . . . Your vote is the determining factor . . . VOTE!

SHERYLLE HOCKMAN

(Senator)

I am against Mayor Lindsay's proposed budget cuts. I feel that these cuts would practically bring a halt to education in the City of New York.

I want to be a senator because I think SICC is a good school with potential for new heights. With all the new experimental programs, curriculums and special programs that this school offers I feel that I will be a voice for the students in matters such as required courses and new and varied classes.

I feel qualified to be a senator because in my three semesters at SICC I have found friendship with many students. I have been involved in varied activities, these include publications and Kaleidoscope and I have a great interest in keeping films, plays and forums going.

I am looking forward to conveying ideas which I have discussed with you in the past and new programs for the future, to places where we can get the action we deserve.

STUDENTS FOR A STRONG SENATE

For the past two years SICC Student Government has been going nowhere fast. A major part of the problem has been the overall lack of interest on behalf of the Student Senate.

We, the STUDENTS FOR A STRONG SENATE, want to change this. We are willing and able to devote our time and energy to the government of this college.

We would like to bring about changes affecting our education and future. We would like to make logical, well-reasoned changes. We would like you to support us in the Student Government elections on May 11 and May 12.

We are:

Neil Kenny
Frances Patterson
Chris Zaderiko
Steven Zaderiko
Glen Banks
Barbara Clum
Peter Bauerle
Sherylle Hochman
Kenny Furgowski

PLATFORM

by Bob McGee

1. I believe firmly that student government should become more active in community affairs. We should restructure student government so that it becomes an effective lobbying force, with its presence felt in the same variety and manner as a labor union's presence. I think S.G. should speak out on national and local issues of concern so that students have a stake in their government and also some concern about representatives and their views.

2. I feel that part of the \$108,000 which comprises the student government budget should be appropriated for off-campus use, enabling student government to strive with objectives towards taking on community projects. S.G. should be able to finance community endeavors so that they may succeed and at the same time be financially profitable for

student government, allowing both to prosper.

3. In this way we can expand ourselves beyond such things as a Kaleidoscope deficit and frivolous expenditures as is evidenced by printing in the area of 12,000 copies of the Dolphin. Too many times we have taken the attitude, "as long as the money is there to throw around; let's throw it around." I'm sure there are many worthier things to spend it on, especially, if someone is starving uptown.

4. Draft counseling units should be established on-campus to aid students. It would bolster the counseling services available to students and be of great aid to the individual in telling him where he stands. Too many men who are conscientious objectors are not classified as such, because, they are not sure or not motivated to buck the system. This is a form of education both relevant and needful to the requirements of today. We cannot allow people to

grow up peaceably all their lives and then be drafted and taught to kill under the guise of patriotism. Especially, when the person does so under the conditions of knowing that he is wrong or not being free enough to buck the system. In the same light, ROTC should be kept off-campus. It trains men to kill and discourages free thinking; which, in essence, is what the university is all about. We cannot let the university be subject to the backward influence of the military-industrial complex.

5. Courses should be examined to see how they are relevant to present day needs. Credit should be given for outside accomplishment and work within the community. The pest control project is a fine example of a successful project on behalf of SICC students.

6. Student government must relate to campus needs. Campus needs are student needs. Lobby to end the war. Lobby to keep CUNY and open admission alive.

Platform of the Pacesetter Party

Life is a theater in which the worst people often get the best seats. Sometimes we even elect them because their sex, race, or religion makes us feel comfortable. Take a pencil and see how easily you can break it. Now try to break a group of pencils. It is impossible, because they are united, and thereby strengthened. This is what we need at SICC. Unifying the students on the real issues should be the main function of Student Government.

Who really benefits by petty quarrels? Not students, of course. There are some who have no intention of sharing any power with you. There are others who rejoice in the fact that students are not united. The day for such nonsense is over!

Fortunately, a large group of concerned students are rallying behind the Pacesetter Party and its presidential candidate Geraldine Jackson. She and the other candidates on the Pacesetter Party's slate will unite the college. Geraldine's qualifications and achievements are impressive. She and the Pacesetter Party have been endorsed by the majority of student organizations at SICC.

We ask you to support Geraldine Jackson and the Pacesetter Party

PLATFORM

1. 24 Hour What's Happening Line. Just dial a number and a tape will inform you of the coming events at S.I.C.C. (The equipment used would only cost a small amount of Student Government funds.)

2. Housing Program. First, a work study student should have the job of locating available housing for students. This student could place ads for housing in the various newspapers, make telephone calls at locations that say they have housing, and scan the newspapers and put notices of available housing on the bulletin board.

Secondly, the Student Government should work with the city in locating abandoned buildings and houses that can be renovated by students and then given over to the college. This would make available cheaper housing for students and their families and also increase the availability of student employment.

3. Student Evaluation of teachers. Students are constantly evaluated by teachers throughout the college semester. It is only fair that teachers be evaluated by students since we are the receivers of their education. Students should have a say in:

A. The teaching techniques employed by teachers.

B. The effectiveness of their lectures.

C. Their consideration for reappointment.

The teachers who have been doing their jobs do not fear evaluation by students or constructive criticism from students, but it is the teachers who feel that their jobs are secure because of a lack of student evaluation.

FACT: According to the American Council on Education in a 1971 survey of 862 freshmen at S.I.C.C., 65 percent of these students feel that faculty salaries should be based (in part, presumably) on student evaluation.

4. Student Participation on Curriculum Committee. **FACT:** According to the same survey, 95 percent of these students believe students should have a role in curriculum design.

5. Student representatives on committees that appoint, reappoint, or promote teachers.

6. Extension of club hours or two club days instead of the one we now have.

7. Student Personnel Emergency Line and Complaint Line from 8:00 A.M.—10:00 P.M. (this would hardly cost a dime because a trunk line could be attached to the present line.)

8. Adoption of Comprehensive Curriculum. As of now you are forced to take classes which you really don't need. The Comprehensive Curriculum gives you an option to take a selection of courses that fit your career and help you obtain your professional goal sooner. (Example: Business students are required to have one semester of math, if these students had the option of using the comprehensive curriculum they could have a choice of taking an elective in business, computer science, technologies or math.) Comprehensive curriculum gives students both traditional education and options. City College has adopted this program. The teachers in this school have tried to delay this program. We need this program in this school. A United Student Front will bring this program into effect.

11. Silence Room. The Library is nice, but we need a place where students can concentrate and study in silence.

10. \$3,000 Emergency Fund for S.I.C.C. Vets controlled by vets. (Explained in Miss Jackson's column on Vets—Dolphin issue April 22.)

11. \$7,000. Emergency fund for students (Controlled by students.)

NOTE+ Both funds would be rotating funds as students pay back other students could receive loans.

12. Faculty-Student Registration Board. If your class is closed out and your reason is valid you should be able to go to this Board and request an opening.

Geraldine for President

Her Credentials Speak for Themselves

1. Went to Albany to tell plight of students to Senator John Marchi.
2. Chairman of last semester's election committee.
3. Member of Budget Committee for next year's Student Government.
4. Executive Director of Community Action Group.
5. Student counselor.
6. Active in city-wide experimental programs.
7. Elected to C.D. Faculty-Student Council.
8. Former staff member of Dolphin.

Her achievements show involvement.

Successful in getting Veterans checks cashed at Community National Bank.

Successful in helping drug addicts in the summer of 1970.

Successful in getting a doctor for students at S.I.C.C. who could not afford the high medical fees.

Successful in creating new programs for veterans.

Successful in helping to form the Coffee House.

Successful in forming the Pacesetter Party for Student Unity.

Her endorsements show unity

Endorsed by over 50 S.I.C.C. Armed Force veterans

Endorsed by Alan Shark (President of the Student Government).

Endorsed by Joan Kohl (President of the Evening Student Government).

Endorsed by Puerto Rican Organization.

Endorsed by Black Student Coalition.

Endorsed by Day Care Center of S.I.C.C.

Endorsed by Chinese Culture Club.

Endorsed by Marsha Darling (Editor of Black Perspective newspaper).

Endorsed by Steve Zwerling, Director of Preparatory Skills.

Endorsed by Michele Gabbay of the Arthur Kill Rehabilitation Drug Program.

Endorsed by Henry Harris of The Place.

SONNY TACLAY

I have been disturbed to see the amount of student unrest here at S.I.C.C. The reasons behind it are many and varied. The problems are there, and what I believe is needed is good communication between the students and their representatives. The students must know where to go when they have a problem. The representative is generally in a good position to give advice and to get action. Through the proper channels he is able to accomplish results for the students. This is a beautiful thing when it is utilized. When I am elected Senator I plan to use that power to the fullest. To me, Senator doesn't mean a mere

figure head, or a position given to the students by the faculty to passify them, but rather to voice the student's feelings—and I, Sonny Taclay will see to it that the students are heard!

David Brownstein

I am involved in Student Activities and have been for the last term. The students do not have any say in how they are educated. We should have more power with regard to Personnel and Budget. The President of the school says that he gave the students power. As it is the students don't have any control. I'd like to see that changed.

Comprehensive Curriculum Explained

Admissions: Students shall be admitted to the College (not to a specific curriculum).

Requirements for Graduation: Determination of degree (A.A., A.S., or A.A.S.) to be made on the basis of the Program Concentration in Group II shown below. The technical degree requirements remain as at present.

Detailed Explanation of Course Distribution

Group I . . . Distribution Requirements (20 credits minimum)

1. Proficiency in written English.
2. Proficiency in spoken English
3. Proficiency in Mathematics or Problem-Solving Skills

4. Physical Education (2 credits)
5. Freshman Orientation Seminar
6. Distribution Requirements.

a. Each student will take a minimum of two courses (in two subject areas) within each group below (1 and 2):

1) **Humanities, Language and Arts:** Art, Music, Language, English, Literature, History, Philosophy, Speech, Theatre, Journalism, Architecture.

2) **Social Sciences:** Economics, Government, Psychology, Sociology, Anthropology.

b. Each student will take a minimum of one course within each group below (3 and 4):

3) **Natural Science, Physical Science:** Biology, Geology, Chemistry, Physics, Science, Integrated Science, Astronomy.

4) **Mathematics and Applied Sciences:** Mathematics, Computer Science, Technologies, Business, Health Services, Statistics.

Group II . . . Program Requirements (24 to 39 credits):

To meet the program or curriculum requirements for the A.A., A.S., A.A.S. degrees, the student must take not less than 24 but may not be required to take more than 39 credits of coursework (in addition to the Distribution

Requirements in Group I above) in a department, related departments or interdepartmental area. His program must have the approval of a departmental or interdepartmental curricular adviser. (In those curriculums which lead to transfer, licensing or state certification, students must have the approval of curriculum advisers to determine the program requirements to be achieved either through coursework or proficiency examination. Where such requirements total more than 39 credits, the resulting number of elective credits is reduced accordingly.)

Group III . . . Free Electives (10 to

20 credits): The minimum number of credits required for graduation depends upon the program concentration in Group II, and ranges from 64 to 73 credits. Therefore, the opportunity exists for a minimum of 10 credits of free electives selected from Group I distribution areas or Group II program areas. (Each course can satisfy a requirement in only one group.)

Consequently, the student may elect to give added dimension to this particular curriculum area, to take additional non-related courses for exploratory or discovery purposes, or to take specific courses which are required by the senior colleges to which he seeks admission or transfer.