

The Dolphin

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Staten Island Community College

GODDAMN
THE
PUSHERMAN



WILLIAM KUNSTLER TO ADDRESS STATEN ISLAND COLLEGE STUDENTS

William Kunstler, the controversial attorney, will address Staten Island Community College students Wednesday (December 9th) on the topic, "Youth and the New Politics."

Mr. Kunstler, who will speak at 1:30 P.M. in the college theatre, is appearing at the invitation of Kaleidoscope, the Student Government's cultural and entertainment wing.

A Yale graduate and Phi Beta Kappa member, Mr. Kunstler was chief defense counsel at the "Chicago Seven" conspiracy trial in Chicago. He is the author of ten books, including "The Minister and the Choir Singer."

Previous speakers sponsored by the Kaleidoscope committee have included Russell Kirk, the columnist and spokesman for conservative causes; James Haggerty, press secretary to President Eisenhower; and Margaret Mead, the world-famous anthropologist.

NO CLASSES DECEMBER 24

1. December 24—By action of the Administrative Council of the Board of Higher Education, the decision has been made to cancel all classes on December 24. As you probably know, the college had already taken action to cancel the evening session classes on this day. This means that the college officially closes as of the last class of evening session on Wednesday, December 23. (NOTE: This Wednesday, December 23, both day and evening, will follow a Friday schedule).

NEW VICE CHANCELLOR FOR BUDGET AND PLANNING

Frank J. Schultz, an experienced designer of financial and information systems for public and private organizations, was named last night by the Board of Higher Education as vice chancellor for budget and planning of the City University of New York.

Mr. Schultz succeeds Dr. T. Edward Hollander who resigned recently to rejoin the faculty of CUNY's Bernard M. Baruch College.

Now executive vice president of Republic Systems, Inc. of East Orange, N.J., Mr. Schultz will begin his CUNY duties next month, according to Chancellor Albert H. Bowker. His annual salary will be \$35,800.

"Evening Session to Receive More Instructors."

The College Personnel and Budget Committee at its meeting of November 25, 1970, voted to make available to the Evening Session, effective with the academic year 1971-72, ten of its full-time day instructional lines. These will supplement the six lines now assigned to the session, bringing the total to the highest level in the history of the College.

STUDENT GOVERNMENT REPORT

ITEM I: A \$2000 allocation is seriously needed by financial aid, for emergency loans to students. Of course there would be administration restraints such as withholding of records and transcripts, to insure safeguard measures against abuse.

ITEM II: Kaleidoscope is expanding and organizing a cultured program. Therefore making all programs open to the entire Staten Island Community.

ITEM III: Community services is in need of \$11,000 in funds. This money would cover supplies, medical services, social activities, travel, equipment (cots, tables), and educational toys (arts, crafts). So far funds are being frozen.

ITEM IV: Concerning tenure. A telegram was sent to the Chancellor's office in Albany. Sad to say, there is no authority over President Pirenbaum's decision.

After all the public relations and fanfare, the open admissions policy got here and at other branches of City College, it may be a good idea to examine it in action. By far the most serious problem confronting the colleges due to this new policy was the large amount of remedial work that would be necessary to bring student skills up to average college work. Sprig Agnew and others maintained that the quality of the institution would be lowered by an openly admitted onslaught of the "unqualified". Thus, from the beginning there was great pressure on City College administrators to show proof that standards would not be lowered. The most crucial question of open admissions became its potential negative effect on the quality of the college instead of its positive effectiveness in getting people re-interested in education. Here at Staten Island Community College, a Preparatory Skills Center was set up to administer remedial writing and reading courses.

All incoming freshmen during the summer took both a writing and reading test. At the time students were not told that they would be tracked into special remedial classes on the basis of their test results. In fact they were told the tests had no meaning. In addition to this the reading test was given after students had already been sitting down taking other tests for 3 or 4 hours. There are a number of students placed in a remedial courses who did not even take the test! These conditions under which the tests were administered makes their results highly questionable. So far this year there have been many cases of students badly misplaced in the Preparatory Skills courses.

When the Preparatory Skills Center was created this summer, it was agreed that this course would be

given only one credit and would not satisfy the English department's requirement for graduation or transfer. Such conditions would preserve the academic quality of the college. Thus for one credit the unskilled student is forced to put in the same amount of class time and work as the normal student. In reality time spent in these remedial classes represents extra time for these students since this work does not satisfy the English requirement. Is it fair to penalize the most needy students by making them spend extra time at the college and do extra work? Is this the only way we can preserve the academic standard?

The answer to both these questions is a resounding No. Certain programmatic changes in the Preparatory Skills Center could eliminate the discrimination in the present system. Placement in the courses could be based on close examination of high school records and counseling rather than on a one shot shoddy test. Instead of tracking a student into a "special" course, he could be placed into a beginning English department course where he could get individualized help from a specialized tutoring faculty. Thus, he would have a chance to get his full three credits and get the special remedial work he needs on the side.

If open admissions is to succeed here, the whole concept of remediation will have to be changed. We must emphasize the positive goal of remedial work not the negative effect it has on students. Students know that remedial classes label them as stupid, and the college has done nothing to make them disbelieve this. If you tell someone he's stupid, sooner or later he starts believing it himself. Is that why we opened up City College?

James Bernuth

SICC DRUG PROBLEM

by Dick Daley

Drug Education is a phrase used today to describe the "war" on drugs. The ex-Drug Abuse Advisory Board, have Drug Education courses, and are getting State Funds to combat drugs. What certain people fail to realize is that they can get a real Drug Education simply by walking around the halls of SICC.

"C" Building is a focal point on this tour. In this area we see people snorting heroin in groups, behind closed doors, or see a "student" laying some pills or a bag on another student. On a clear day you can smell grass being burned "somewhere." It's in "C" Building that you run into a cat you've dealt with before, usually ounces, that has strangely become a regular face on the campus but you know he doesn't even have a high school diploma.

The other two buildings supply the much needed "quite places" where a junkie can get off without being disturbed. For added protection he hides in the toilet-seat compartments, this gives him time to make sure he hits the right vein. It was in the third floor Men's Room in "A" Building that died from an overdose of heroin last Spring.

One of the big stories on campus last year was the arrest of a Harlem for dealing heroin. It was reported that operation netted \$1,000 a week in profits. He became rich enough dealing at SICC to own a Rolls Royce! Now more students have enrolled in this college which means a probably increase in drug abuse.

This year, well informed sources have stated they saw at least 3 people being taken to the hospital

because of O.D. Yet no one in the administration knows anything about it when asked about incidents like these. About the only thing they do talk about is "formulating a proposal that will fit the State's guidelines," that will ensure SICC will get state moneys for "Drug Education," or to look for a coordinator to disburse the funds...and hopefully after all the money is spent, we'll have no more drug problems at SICC.

Many students have their own ideas about the drug problem here. Some say that it is a "genocidal plot on the part of the U.S. Government to kill off Blacks. Others think President Nixon allows drugs on campus to keep the students occupied (high) but uses it as an excuse to have FBI agents on campus so they can bust college activists for grass possession or on thumped-up charges. One student believes that the mafia controls most of the nation's industries and our government, and that they are the real profiteers from drug abuse on campus.

No matter who profits from drugs, one thing is for sure—Students lose out. Police are brought on campus to spy on students legally, and students die from overdoses. Other tragedies are also possible; hooked heroin users may rob and even kill to get money for their habit and the bursar's office, the bookstore, the cafeteria, or students would be likely targets because of their ready cash. The possibility of infectious hepatitis breaking out, is great because it is a junkie's disease.

Whether or not the college administration will purpose methods of dealing with the real causes of addiction (the sociological

problems, and the pusher) remains to be seen. One thing is for sure, up to now the federal government, industries, and colleges have failed dismally in alleviating the problem. The consensus of students agree that the government should protect students from drugs and not spend and misuse tax money and student money on "fighting the drug problem." One solution offered by students is a joint effort to carry out the slogan "Death to the Pusherman."

Intercollegiate Chess Tournament

On Wednesday December 9, Staten Island Community College's chess team shall play host to the team representing Kingsboro Community College. The match shall take place during club hours in the hallway lounge area in front of the Business Office in "A" building. Last year in a home on home series, SICC won both tournaments.

Among others on the Kingsboro team is J. Murphy, their No. 1 board who is notable as the former U.S. correspondence chess champion. Additionally, Vladimir Strogoff, an outstanding chess player from Yugoslavia holds down their second board.

Returning once again this year to uphold our college are our first three boards from last year. Namely Tom Logan on board No. 1, Kenneth Yee at board No. 2 and Ed Strong holding down board No. 3. Joining the chess team this year are two newcomers, Ronald Detres and Stephen Bettum at boards 4 and 5. The prospects this year look promising for a smashing victory by SICC.

The faculty advisors are Dr. Arnold Golub for the Kingsboro team and Mike Alberts for SICC.

RICHMOND DAY CARE

Last year a group of Student Mothers in Richmond College began a self-service day-care center. The New Brighton Heights Reformed Church gave space to the Mothers. Richmond College provided funds for one full-time person. But the center fell through because there was not enough help, one person could not manage the center alone. And the Mothers utilizing the center did not give enough service so the center closed up.

This past summer the original group of mothers wanted to start the center again, but the pastor of the church was apprehensive about the project falling through. The group was allocated \$1,000 by the Richmond College Association. This time the group had the money and two work study people but they had no place to put it. One of the mothers received permission to use the Community Center down at Richmond Terrace. It was here that a program was set up that included Student's children and community children.

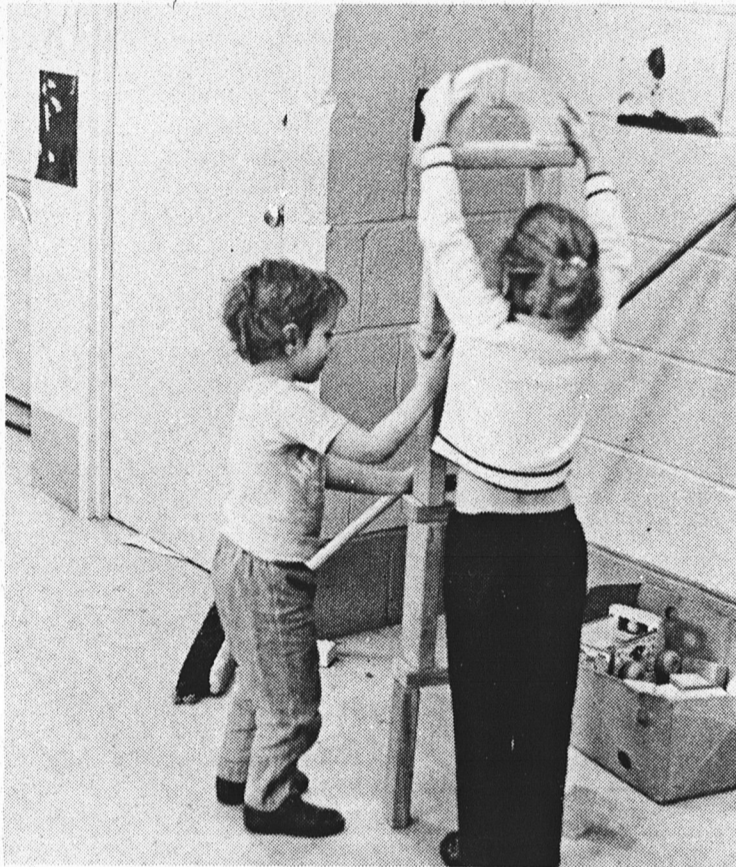
When the fall semester arose, space was available and work-study people increased, but no money was made available due to reconstruction of the student-body at Richmond.

\$8,000 has been requested this year for a twelve month span. The group wants 8 student-aides and a

full-time director. Presently the group is trying to rent a store front, so that the center will be more convenient to the college. Even with money and space the project can only be successful if the mothers take an active role on directing the center.

This is one center on S.I. There is room for more. Right now, a day

care center is being planned. Only a small amount of mothers have shown any concern. The most vital factor in making a day care center work is the parents. If you have any need for a day care center, whether student, worker, of faculty, please contact: Calvin King or Judy Rosada in room C-131, Student Government.



STUDENTS DUE PROCESS

Alan Roy Shark

Today more and more students are hearing the words "due process" and these people are wondering what it really is and does it exist? Webster says that due process of law is a course of legal proceedings carried out regularly and in accordance with established rules and principles. It also can be said that law is an expressed social standard of behavior. Without it one can expect an arbitrary or anarchic means of governance. I would like to mention here the Preamble to the Board of Higher Education's Bylaw on students which states:

"Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgement and to engage in a sustained and independent search for truth.

As students, have we been encouraged or discouraged? So far I've run into the latter. I recently had the opportunity to meet with and speak to the Faculty Council members who attended the off-campus meeting Nov. 21 and 22. The theme for this meeting was the role of the Faculty Council in the operation of the college. The

agenda was so designed that very little if anything could be accomplished, and in actuality very little was. I was able to mention, a number of times, the greater need for student input in the operations of the college. Reactions were mixed but I was basically encouraged by a number of faculty members and administrators who expressed strong support for greater responsibilities for students. How can one respect a community and function within it when one feels he is not a part?

Going back to the Board's Preamble: "If members of the academic community are to develop positively in their freedom, if these rights are to be secure, then the students should exercise their freedom with

responsibility.

My argument here is, how can one honestly demonstrate responsibility without having it to demonstrate? As students we can not accept words alone. Supporting a cause is more than a verbal debate. It means that people must sit down on both sides and turn meaningful talk into workable laws. Student Due Process is what is being sought. Not only do we need realistic due process but ways of implementation.

Very shortly Student-Faculty Committee talks will resume, just what accomplishments will be made remains to be seen. Right now students at SICC and everywhere across our nation are all "engaged in a sustained and independent search for truth"

Justice for St. Ct.

Dear Students:

The Student Court needs four individuals to serve as judges. They will be picked up by the Senate Contact James Taylor in C-131 or his secretary.

I am trying to stress to you the importance of having a strong and non-partial student court. In order to achieve this I will need the participation of the students to support me and my court. The court consists of four judges and the chief justice, the court will try such cases as:

- Misconduct of students and student organizations as defined by the senate.
- Violations of the Constitution.
- Violations of non-academic regulations.
- Disagreements between students or student groups.

Thank you.

Newsbriefs

THE PRESIDENT SPEAKS

President Birenbaum spoke at the last speaker's corner in the Student Lounge on November 11. He spoke about tenure and described it as "not a Democratic Process." He said that SICC had the third largest budget for financial aid in the city now and still needs more funds. He described the financial situation in city university as a "mess." When asked if he was God, the president responded, "I am not God. I think you're probably smarter than I am in judging people."

"SICC Receives a \$75,000 Grant"

Staten Island Community College is preparing to start a project aimed at showing minority group men and women how to succeed in business, it was disclosed today by the college's president, Dr. William M. Birenbaum.

A \$75,000 grant from the State Education Department will enable the project to get under way, Dr. Birenbaum said, as a minority entrepreneurial training program under the federal government's Vocational Education Act. The SICC president has designated James P. Wooten, the college's community relations director, to organize and operate the project.

NATIONAL

Unemployment at 7½-Yr. Peak

Unemployment jumped again in November to 5.8 percent, the highest level in 7½ years, the Labor Department disclosed.

Assistant Commissioner Harold Goldstein of the Bureau of Labor Statistics said the increase from 5.6 percent unemployed in October to 5.8 percent last month indicated continued weakness in the economy, as well as the effects of the United Auto Workers strike at General Motors, which had not yet been settled when the figures were gathered.

There were 4.6 million Americans unemployed in November—350,000 more than in October and nearly 2 million more than in November 1969, when the jobless rate was 3.5 percent. The increase over last year included 905,000 men, 565,000 women, and 430,000 teenagers.

GET OUT OR ELSE

WICHITA, Kan. (AP)—An underground newspaper published in Wichita has warned heroin dealers to leave town within two weeks. The paper said the underground would put up posters after two weeks, naming the heroin pushers and addicts.

PANTHER SUPPORT

FRANKFURT, Germany (AP)—About 2,000 demonstrators marched through downtown Frankfurt yesterday to protest against alleged U.S. imperialism and to support the militant American Negro Black Panther Party. The marchers, predominantly young Germans, called for the release of jailed Black Panther leader Bobby Seale and Angela Davis. Few Negroes were seen among the marchers.

INDIANS ON WARPATH

PLYMOUTH, Mass. (AP)—Indians observing what they called a "national day of mourning" stormed a replica of the Mayflower Thanksgiving day and held a protest demonstration at nearby Plymouth Rock, which an Indian spokesman said was a "monument to a myth."

An estimated 150 Indians attended the protest meetings. About 25 climbed the rigging of Mayflower II, a replica of the ship that brought settlers to the shores of New England, and ripped down the vessel's 17th century colors.

"Planning on Becoming a Teacher?"

WASHINGTON (AP)—The Labor Department says young people, especially women, planning on becoming teachers in the 1970s should think instead about jobs in other fields.

In a once-in-a-decade forecast released Tuesday, the department noted the dwindling demand in education, a field entered by two out of three women college graduates in the past, and warned those who pursue that aim could wind up in unemployment lines.

Israel and Imperialism

by Abe Reiss

The fallacy of the imperialist stigma attached to Israel by a broken record propaganda chorus becomes similarly obvious when one considers Israel's military impact upon its region. Israel is among the few Middle Eastern countries that have no history of volunteering bases for foreign troops. However heavily she may be forced to rely on diplomatic and other U.S. help, even at moments of national peril, the commanding officers of her armed forces have repeatedly stated that they do not expect American or any other foreign troops to fight for them.

This is certainly not the situation of at least some of the Arabs confronting Israel. That there are thousands of Russian "instructors" with the Egyptian and Syrian forces is officially admitted. And to the degree which there exist any foreign military bases in the Middle East, there are not American bases in Israel, but American bases in the Arab countries of Morocco and, until recently, Libya.

Even more absurd than the other pseudo-factual substantiations of the anti-Israeli imperialist argument is that which implicates Israel in the Middle-East oil politics of the Western powers. Since Western oil companies are viewed by many as the real, imperialist, enemies of the Arab masses, Israel too, is presumed to be in close harmony with those companies. Minds to which nothing in international relations makes sense unless it can be seen as a part of a world-wide struggle between imperialists and anti-imperialists find ultimate logic in this view—an internal logic that can hardly be shaken by glaring contradictory facts. And the glaringly obvious facts are:

1. Israel is no ally of the oil companies that exploit the Middle East;
2. The western oil companies have been traditional adversaries of the Zionist movement and the State of Israel.
3. Not Israel but certain Arab regimes themselves have been in close collusion with the foreign oil companies;
4. The most reactionary Arab dictatorships, which have been enriching themselves on collusion with foreign oil interests, have also been close allies and decisive



financial supporters of such direct challengers of Israel as the Nasser regime.

The anti-Israeli bias of the imperialist oil lobby, and of the U.S. Department of State, upon which that oil lobby exercises so great an influence, has survived all the phases of the Arab-Israeli conflict. It played a particularly important role in pressuring Israel, in the aftermath of the 1956 Egyptian-Israeli war, into relinquishing conquered territory without adequate guarantees against renewed belligerency. It continues unabated to this day.

As a product of that Anti-Israeli bias, there operates in the United States the American-Arab Society, with headquarters in Houston, Texas. It is headed by Douglas Marshall, Executive Vice-President of the Quintana Petroleum Company of Houston; its members comprise as many as eighty oil companies that are dealing with Arab embassies in Washington; and it is about to build in Houston a multi-million dollar center.

Certainly, oil imperialism does not operate in a void. And it's

Middle-Eastern environment has been anything but uniformly hostile. Indeed, so far none of the Arab nations has proved either imaginative or persistent in resisting it, and most have been outright, inviting and helpful. This goes not only for such Western directed countries as Saudi Arabia and Kuwait, but even for supposedly radical Iraq and Syria. Even in the recent past, the Iraqis did not hesitate to offer exploitation rights in North Rumalia to the Compagnie Francaise des Petroles in return for \$400 million. And Syria, which is generally viewed as under the most outspokenly anti-imperialist Arab regime, has been courting French companies in an attempt to engage them in international marketing of its newly discovered oil.

How totally subservient the rulers of at least some of the oil-producing Arab countries are to Western interests is best shown in the offer the Persian Gulf sheikdoms have made to Britain after Prime Minister Harold Wilson announced, on January 17, 1968, plans to withdraw British forces from East of Suez by 1971; they

have volunteered to finance a continued British military presence. While the rulers of such sheikdoms as Abu Dhabi, Dibal, Qatar and Bahrein offered to pay Great Britain for the privilege of being occupied by its troops, the then U.S. Under Secretary of State Eugene V. Rostow announced, in

THE SECOND DAMNATION

by Irving Sealey

A new American group has entered the music scene and United Artists thinks they are worth putting on record. The group is called The Second Damnation, they're not very well known yet considering they're new and this is their first album. Their sound is not very original, and on some cuts of the LP, you can pick out distinct traces of other groups, but it is extraordinarily good. They're basically a hard rock group. Their material is interestingly done,

considering that in some of the songs their lyrics are very elementary. But, the far-out lead guitar playing of Bob Kalamasz and the melodic rhythm of Jim Quinn makes up for it. Ray Benich, their bass player seems to be the leader on all the selections. He stands out with bass patterns that are really ingenuitive and fascinating, and reminds you of Grand Funk Railroad. Adam Blessing is the lead vocal of the group. He has a good voice which comes through strongly on all the cuts. It's clear and precise, and he doesn't need to strain it to the point of hitting bad notes. Bill Schwark, their ecstatic drummer rounds the group out very nicely. All the

an interview broadcast over the Voice of America, on January 19, 1968, that Kuwait and Saudi Arabia were willing to join Turkey, Iran and Pakistan in an American-sponsored military pact to fill what is referred to as the "power vacuum" resulting from the prospective British withdrawal. This is the very same Kuwait and Saudi Arabia from whose coffers came the financial means for the United Arab Republic's perpetual confrontation of Israel.

Point after point of the Anti-Israeli imperialist accusation dissolves under scrutiny. Perhaps it's only real explanation is deliberate diversion. For Israel's enemies are so heavily implicated in imperialist exploitation that they would have their perpetual war target fend off false accusations rather than welcoming a close look at their own record.

What I have said in this summary hardly exhausts data disproving the imperialist accusations against Israel. But nothing is less final than arguments that something is not. The refutation of several common misconceptions is therefore offered here as a mere indication of their typical untenability. Even the most rudimentary historical and sociological review of Israel, the Republic of Refugees, must prove her neither an empire nor an Empire's arm, but a small political entity, whose social progress is practically unmatched, and whose survival must be a self-reflective hope of any small nation.



Racism-A Devisive Tool Against The Working Class

.. This analysis of racism will be divided into two parts. The first section will trace the development of racism among workers and how it is used as a devisive weapon by the capitalistic class.

The second section will concern the possible alternatives for the achievement of class unity among workers.

by Bill Dell and Loretta Argue

No single institution in America has distorted and plagued the consciousness of the working class as much as racism. The institution of racism has existed since the foundation of this country. It's economic basis have been rooted in the role forced on black labor by an almost exclusively white ruling class. The ruling class in this country consists of those who wield the economic and political power, and thus control the decision making process.

When the institution of slavery was first introduced the ruling class was the wealthy plantation owners who owned slaves and exploited them for their labor. Brought to North America, as slaves, and the permanent private property of whites, black people were institutionally locked into the lowest possible section of the labor force even before there existed a national economy. As "private property", black slaves were deprived of all human rights, divested of all knowledge of their African heritage and stigmatized as being "inferior by nature." Racism has been portrayed as a mere set of attitudes. But, rather than being the mere product of individual attitudes, it was an institution sanctioned in this nation from its inception. It is on the basis of this institution that prejudice has rested and grown.

As competitors with white labor, black workers were forced into the lowest paying jobs and tied to the poverty of southern agriculture in the years from the end of the Civil War to the outbreak of World War I. During and after World War I, with the growth of migration from the rural south, black workers began to enter industry, but only in the lowest jobs. Many companies refused to hire blacks. While others like Ford, made it a company policy to fill their unskilled jobs with blacks. This pattern of filling service jobs and unskilled jobs with black workers (usually in times of labor shortages) from the south was repeated during World War II, establishing the black labor force at the bottom of northern industry. When labor shortages become surpluses, blacks are dumped en masse.

The 2 to 1 ratio of black to white unemployment has remained intact since the end of World War I. The decline of southern agriculture following WW II precipitated the last migration to northern industrial centers on a large scale. The fact that there was no labor shortage during the 1950's, rather growing unemployment, meant the establishment of a permanent reserve army of black labor in the slums of industrial cities.

By the 1960's, 70 percent of all employed black people were in unskilled and semi-skilled blue collar and service jobs. In 1965, 67 percent of all black men were operatives, laborers or service workers; and 72 percent of black women were operatives or service

workers, with another 13 percent in clerical jobs. All of these jobs are among the lowest on the pay scale with the result that black workers generally earn only slightly more than half as much as white workers. The general 2 to 1 ratio of black to white employment (much higher for youth), the concentration of black women on welfare in urban areas and the decaying slums in which many black workers are forced to live deprived from the position of blacks at the bottom of the working class, and from the fact that in general, there is no possibility of escape from this position.

For blacks this has meant that regardless of how prosperous the period, they could expect very little advance in living standards. On the other hand, when prosperity fades or collapses, black workers feel the impact with at least twice the force felt by whites.

The white worker earns roughly twice as much as his black counterpart and experiences half the incidence of unemployment. To a certain extent, the white worker's relatively better position is based on the special oppressed blacks. Big Business gives a certain amount of capital available for wages can and does grant a relatively larger share to whites at the expense of blacks. This fact provides Big Business with a unique strategic tool. For even while allowing a relatively larger portion of wages to white workers, he can keep the total wage bill down by dividing the struggle of the working class as a whole. By fostering animosity and fear, the industrialist causes workers to regard each other as competitors for employment and enemies,

rather than focus their attention on the bosses who economically control their lives.

This strategy is as old as American Big Business. In a more sophisticated way, this old strategy is used today by the politicians and the state. The notion spread by liberals defending their programs and conservatives attacking them; that welfare programs are responsible for growing taxes, i.e., for the attack on working class living standards, is nothing but a new way of pushing the ideas that white living standards depend on black poverty.

The institutionalized differential between black and white workers is the material source and sustenance of racism. The elimination of racism in the working class, therefore, is not simply a matter of destroying attitudes through moral persuasion. It most involve the destruction of their institutional basis. The institutional basis for racism is the attempt by the industrialists to lower the total wage bill of the working class, in the firm and in the economy as a whole. Therefore, it is not the white workers who gain from the oppression of blacks, but white Big Businessmen. The oppression is racist, it is institutional, but it is structured so that those who derived the benefit from it, are those who control the means of production and surplus value.

The origins and the fundamental sustaining institutions of racism relevant to the present lie in profit malinated productions but this is not the end of the problem. The racist institutions created in the structure of production have precipitated the formation of



comparable institutions in other areas of social life. Thus racism and racist institutions reach into every aspect of American society. Furthermore, many racist institutions no longer bear any necessary relationship to their original purpose of function. Legislative segregation in the south, for example, is no longer needed to sustain racism as the north demonstrates. In fact, the more sophisticated sections of southern business joined with the black middle class in the early 1960's to fight segregation, though not racism, in cities such as Atlanta. Many more racist institutions, however, continue to function at full force and to affect all sections of society, including

the working class. The craft unions, which continue to exclude blacks, for example, do maintain a privileged position within the working class by artificially restricting the number of skilled workers. Even with the industrial unions, seniority tends to act as a way of granting promotional privileges to white (and older) workers. Obviously, the racist foundations of these institutions must be exposed and destroyed.

This article has been concerned with the development of blacks as the lowest strata of the working class and the utilization of racism as a weapon for shattering the unity of the working class. In a following article the possible alternatives for counteracting racism and achieving class unity among workers will be discussed.

SOURCES OF INFORMATION

1. Irving Howe and B.J. Widick, *The UAW and Walter Reuther* (N.Y. Random House, 1949) pp. 10-11
2. Sidney M. Peck, "The Economic Situation of Negro Labor", in Jacobson, *The Negro Worker*, pp. 212-213.
3. Peck, *Ibid.*, p. 213.
4. *Statistical Abstract*, 1967, p. 230.

I feel that it is about time that the John Birch Society got the recognition it deserves. So I feel it my duty to list the Society's great accomplishments:

On The Thought of Ed

by Joseph Cortese

Admittedly, sir, I have just walked into this room unprepared for this quiz and sat here at my desk at a loss as of what to do. Please, for a little while, sit back and entertain the following gesture of **apparent insincerity** as I would like to use this otherwise useless time in pouring out some of my deep feelings and sensations about your class. If you are part of the conspiracy to undermine self-esteem and personal freedom, then please do take it personally as an affront.

I am very much concerned with the learning process and wuld someday like to teach in order to do something about stagnation in the schools today. Yes, in these super institutions of mind and body developmental activity we find lonesome and blue the stagnant human spirit itself. The life-time conflict (and exultation because of it) of finding purpose and singular dignity is put asunder by the very bland super institutions of mind and body development activity.

Simply stated, it is my feeling that a person learns most extensively from a will to do so. An unaware child should be led to examine closely from the very beginning the delicacy of his own nature. While this should be the case, conditioning and processing is the rule in our education system. The latter implies that an individual is merely a circumstance of many mechanical and automatic functions. I care not to limit myself so definitely; humans are an interaction of passions, experiences, inter-personal relationships, wants and needs. A child learning, needs to interact and relate to the experience of a new unknown thing, not just to sit and be struck in the face with information, standards, grading, deadlines, etc. etc. and too much more etc. So much of our time is spent

in the classroom, that if only logically, and not morally, these human needs must be satisfied.

Classroom procedures as they are now are indeed very base and degrading. Personal initiative and natural ability have been standardized so as to put every individual on the same plane of orientation, when from childbirth we are decidedly different and unique.

Change must come, and it should come soon, as many are suffering and don't know it. This is truly a pity. Slow change may allow for accurate evaluation and worthwhile development of a purposeful method of learning, but quick change to something better may save the minds of the immediate coming generations and thereby the world my be saved. Perhaps, sir, if people felt closer to each other and closer to the possibility of attaining a higher quality of life, the greed that creates the vast wastes, pollution, and unnecessary luxuries that make us lazy and uninteresting would not be so overwhelming and apparently taking us to the end.

NON-RELIEF OF THE SITUATION:

I would like to express my thoughts at this time of your unpreparedness. As a person, I, like you, need much—you're imaginative—although—fits of sullenness sometimes empty our countenance. But—your demeanor and niulty are apparent—and your latest is abundant but yet you're in the rough and must someday, somehow be polished and chiselled to glow as you would like and as God intended. The teacher indicates the way—the student does the polishing and since I cannot contribute to your most irresponsibility by excessive generosity I must appeal to negative criterion, believing that the brain is a muscle—to be trained and disciplined—regretfully—an F (me again) er...we must be doing something wrong...

Thank you for your kind attention.

The Dolphin

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Faculty Advisor
Dr. Bernard Blau

Staten Island Community College of the City University of New York

GODDAMN THE PUSHERMAN

This semester drugs are booming in SICC again. We find them in the lounge, in the bathrooms and in the classrooms. Through drug use, which is just a reflection of this drug oriented society, people are staying higher than ever on pot, amphetamine, barbituates, and psychedelics. Even the basketball players and the cheerleaders are smoking pot (things are changing). But all these drugs whether you condone their use, or not, are not nearly as bothersome to us as the vast increase in the amount of junk (heroin) on campus. And this is to what we address ourselves.

A friend and fellow student was found last semester, in the bathroom stall, on the second floor of A Building, with a needle in his arm, dead. This isn't going to happen again! (1) For people to have to come to a college campus where the education experience is suppose to be taking place, to buy heroin, a mind crippling drug, is a sickly ironic thing. We strongly urge students support for anti-junk movements on campus. And for those who are bothered by heroin use to make the administration aware of your vast discontent. So this is it, drug use is being watched especially heroin, and actions WILL BE TAKEN to rid the school of it.

So, to you mindless profit seeking bastards who linger on campus pushing your "crap", and to you selfless "Mickey Mouse" shooters and snorters, who keep them going, a warning. The heroin flow on campus will be stopped!

As pusher

Prosper

by Vincent Massaro

As pushers prosper, people get busted for smoking grass on campus, narcos go to classes with us, and a few instances of drug abuse this semester are conveniently kept out of the local press. The administration and the Drug Abuse Advisory Board continue to progress negatively toward instituting an effective program of drug control and education on campus. Despite all these hindrances, the D.A.A.B. was able to formulate a proposal which procured \$13,000 for the school to be used to implement a drug control program. So why don't we have a drug control program operating, you may ask? The answer to that question brings to the surface a conflict very typical of schools, organizations and bureaucracies in general; that is the conflict between those who have the authority, therefore power, and those who do not have authority, and are therefore powerless. Let us begin by surveying the brief history of the D.A.A.B. Although the need has been with us for many years, the action to attempt to remedy that need was not taken until a person lost his life here on campus last spring. Suddenly, everyone was aware of the urgent need for a program; hence, the Drug Abuse Advisory Board. As time passed on the board continued to meet, new faces became discernable in the group and many old faces disappeared. Progress was hampered by attempting to carry on business with new people who were unaware of all the preceding enactments. The curtailment of last spring's semester and the interposition of the summer recess slowed progress also. Meetings were held during the summer, as a few dedicated people found the time needed to help draw up a proposal to be submitted to the State Education Department, which eventually won the grant. The board realizing that it was in a position of fixed responsibility and authority recommended someone to the administration to be one of the directors to head the program; this recommendation was rejected. This semester the board has requested to be allowed discretion as to expenditure of the funds provided by the state, but it has no money at present. The D.A.A.B. has admittedly experienced division among its members, who are not in complete agreement on all matters. Should they be criticized or penalized for a lack of unanimity? Doctors, psychiatrists, sociologists and other professionals cannot find grounds for common agreement on methods of treatment, rehabilitation, etc. So how can we expect momentous accomplishments from a board of

professionals and non-professionals, not all of whom are expertly knowledgeable in the field of drug treatment and therapy techniques. The program proposed by the D.A.A.B. has definite shortcomings and obvious errors in judgement and perception. It is however a basically workable program and can be developed and enlarged upon—with cooperation. That is, this cooperation and assistance must come from the administration.

The conflict between the administration and the D.A.A.B. appears clearly to be one of contested authority; the board is seeking power to act and the president is jealously exercising his power to deny such authority. Offering as an excuse for not disseminating authority the fact that ultimate responsibility for this school assumes ultimate authority in his personage, the president has reserved many decisions to himself. The president has expressed concern about the urgent nature of the problem posed by drug abuse and would like to see at least an educational campaign begun on campus. Why, then, when the D.A.A.B. proposed using the lounge to have open meetings where anyone needing help could come to talk about their problems, did the president reject the recommendation? He insisted that a discussion might get too involved and lead to a student's spilling his head and guts all over the floor and the responsibility for this could not be accepted. The board has also proposed other programs and requested funds for these programs. The funds received from the state were to be deposited with the business office for use in the drug program. The president, however, through his ultimate authority, exercises responsibility for the release of funds and will refuse to allow funds to be allocated for use by the D.A.A.B., until the programs proposed by the board "makes sense to him."

Combine all these plots and confrontation with the fact that the chairman of the D.A.A.B. is being denied tenure, and you begin to get a better appreciation of the politics of bureaucracy that dictate existence in a place like SICC.

How much longer should people be made to endure suffering and forego help while you, the president, and you the D.A.A.B., play games of power and continue recklessly, oblivious to our needs and the real purpose that you are both supposed to be dedicated to. Stop your bickering and childish fighting for something which can never be yours and realize that no matter what you do, or what personal height you achieve—long after you are departed from this establishment, it will still be here and functioning without any special deference to you.

Last May on the campus of Kent State University four students were killed and nine others wounded by bullets fired from the rifles of National Guardsmen. The Guard had been called onto the campus to quell a disturbance which had grown out of a protest against Nixon's Cambodian decision, and had centered around the burning of the campus ROTC building.

The Guard claimed that the lives of their men were endangered by the students and therefore they were justified in shooting them. The reason given by the Guard for shooting into the crowd of students was that their lives were in danger from rocks being thrown at them and sniper fire which was supposedly being fired in their direction. First, it seems to me that although rocks have the potential of injuring someone the possibility of killing seems farfetched. Especially when the soldiers were all wearing helmets which would protect the most vulnerable portion of their bodies and using all the tear gas they had available. Also it must be added that the group of students at which the Guard fired was composed of students who had nothing at all to do with the burning of the ROTC building and were not even involved with the demonstrations on campus. One hundred FBI Agents who were assigned to investigate the Kent State incident reported that of the four students killed and nine wounded by National Guardsmen's bullets not one had participated in any disorder in Kent or in the burning of the ROTC building on the Commons of the University. These same FBI men reported that the shootings were "not necessary and not in order" and that the confrontation with the students could not be classified as a riot. The FBI also reported that no sniper fire existed. The Scranton Commission Report criticized Governor Rhodes for putting the Guard on campus and the Ohio National Guard Commanders for giving loaded weapons to the Guardsmen in violation of U.S. Army guidelines for handling civil disorders. Both the Scranton Commission and the FBI Reports stated that six Guardsmen identified through witnesses and ballistics tests by the FBI could be criminally charged for their role in the shooting.

On October 13th Senator Young of Ohio read to members of the Senate a passage from the Justice Department Summary of FBI findings at Kent State—"Most of the National Guardsmen did not specifically claim that they fired because their lives were in danger. Rather they generally state in their narrative that they fired after they heard other fire. We have reason to believe that the claim by the National Guard that their lives were endangered by the students was fabricated subsequent to the event." Senator Young reading further from the same Summary added "one Guardsmen admitted that his life was not in danger and that he fired in-



discriminately into the crowd" and "further stated" that the Guardsmen had gotten together after the shooting and decided to fabricate the story that they were in danger of seriously bodily harm or death from the students."

In light of all this information and much more which is included in the Scranton Commission and FBI Reports, a Special Ohio Grand Jury Report has absolved the National Guard and the Ohio authorities for the killing of the four students who died and the wounding of nine others. The Grand Jury has instead indicted twenty-five persons linked with the demonstrations.

To show the ridiculous thinking of the Ohio Grand Jury one only has to look at the indictment of Greg Morgan, an ROTC cadet, who is also student president. He is indicted under a statute made for repression. This statute provides a \$1,000 fine or one year in jail or both for "second degree rioting." This is defined as participating with four or more other persons in "tumultuous conduct" with intent to do a lawful act with unlawful force. One must shudder at the apparent absurdity of this Special Grand Jury. It seems incredible that it could fail to recognize the obvious guilt of Guardsmen and Ohio authorities to say nothing of the atmosphere created by the national leaders which caused the demonstrations in the first place. But it seems as if the Ohio Grand Jury had its mind set on pointing the guilty finger at the students before it even convened. One of its members, Seabury Ford, the 68 year old Chairman of the Portage County Republican Party said in an interview published in the Akron, Ohio Beacon-Journal, "that the National Guard should have shot all the troublemakers." A

man with such an attitude shouldn't have been allowed to be a member of the Grand Jury. The Ohio authorities are railroading those who have been indicted, using a human tragedy for a political victory for those who wish to silence dissent against government policy by using force.

How often in the last few years have we heard Nixon, Agnew, Mitchell and Hoover sing the song of law and order all over this country. But now in the light of the findings of Nixon's own Presidential Commission which investigated the Kent and Jackson State incidents and the Report by the FBI indicating that the National Guard and Ohio authorities were at fault, where are these super-patriots' voices? Their voices are silent because these men are hypocrites. They preach law and order for political gain and to secure the rights of those who are in agreement with their philosophies. But when it happens that their philosophies and those who are used as tools to insure that their views are enforced are found to be guilty of unjustified crimes, they sink back into their insane and inhumane rationalizations such as those who resort to the use of violence must expect to be stopped by violent means. The thing which is wrong with their rationalization is that at Kent the students who were demonstrating were not resorting to the use of violence toward other human beings. They did burn a building down but no building is as valuable as a human being. Also we must consider the validity of the students' demands that such an institution as the military (as embodied in the ROTC), which in essence today represents repression and the destruction of life, has no place on a university campus.

LETTERS

COMMUNITY SERVICES

It is a known fact that many people felt that college should play a more important role than it has in the past in the community. I feel that the college for the most part is isolated from the community. Most people in the community feel that the college is a scapegoat and a stepping stone from reality. Most people coming to the college use the expertise and skills presented by the college to move upwards from common community life. I feel that the college should be, and can be the focal point of the community. All of the expertise and skills learned should be channelled back into the community to try to alleviate present and future problems of the community. After the college channels its skills

and expertise back into the community the college will become a liaison and a focal point of the community. The community services program will attempt to be the college and community together. Some of the areas in the community service program will try to get more financial aid and housing for the students from the community attending the college. The program funding area will try to fund small programs stemming from the community. The day care Center will service both the college and community. With the help of all people the community services program will be a smash success in alleviating some community problem.

Dwight Jackson

The Housing Complex

TO THE EDITOR:

The other day you could of passed in front of a house:
Your hair is frizzy your blue jeans have many colorful patches
Your shoes are rather worn out but you see a sign that says "For Rent"
You step up to the door and knock very gently a lady comes out
You say hello and start asking her about the place
You ask her how many room she has she says three and a half
A bedroom a living room and a kitchen-bathroom all of regular size
You ask her if she furnishes any utilities and she says NO!
You ask her whats the rent and she

says \$180

Automatically the machine goes to work !!!!

You wonder why the rent is so high
So you think that its because she wants to deliver herself from all evil because thats the expression she has on her face every time she looks at you
You're not prejudice and so you refrain yourself from thinking wrong

of the lady and as an alternative thought you make yourself believe that it really takes that much bread to fix the walls and pipes monthly and still make a decent profit

Later on she goes to church and prays to God because he has been very

good to her but nevertheless you take this weight upon your shoulders and carry on.

Felix

!!THIS IS THE GOOD LIFE!!

Here at Staten Isle Community Kallage students and faculty are aware of the problem and a committee of both is out to tackle this monster in every legal way possible (we're optimistic) and if this is not possible there are other alternatives. For as long as a legal battle can be fought we ask you for the same cooperation which you can give us by filling out a questionnaire which will be outside of C128

ON CAMPUS

"IF" will be shown in the SICC theater, December 18th. Tickets are available at the box office. There will be two shows at 8:00 and 10:00 PM. Admission 5 cents.

LES BALLETS AFRICAINS will be appearing in the SICC theater December 11th. There will be two shows at 7:30 and 10:00 PM. Tickets are on sale at the box office. Admission is \$1.00 for students and \$2.00-\$4.00 for the general public. For further information call 390-7658 or 390-7545.

ATTORNEY WILLIAM KUNSTLER will be in the SICC theater December 9th at 1:30 PM for a discussion on Youth and The New Politics. Admission is Free. All are Welcome.

CONCERTS

B.B. King will headline the show at the 125th Street Apollo Theater for a week beginning Wednesday, December 9th. Also on the bill will be Junior Parker, Bobby Blue Bland, and Big Mama Thornton.

Nathan Milstein, violinist will be at Hunter College Assembly Hall 695 Park Avenue, Saturday, December 12th at 8:30 PM. Tickets are available at college box office. Admission is \$6.50, \$5.00, \$4.00, \$3.00, \$2.00. For students and Senior citizens, half-price. For further information call 360-2394.

Festival Winds with Albert Fuller, harpsichordist will be appearing at Hunter College Playhouse 695 Park Avenue Wednesday, December

16th at 8:40 PM. Tickets are available at the college box office. Admission is \$4.50, \$3.50 and \$2.50, \$1.00 for students and Senior citizens. For further information call 360-2394.

The Canby Singers in a program of unaccompanied choral music of Purcell, Byrd, J. Handl, Finch and others, Tuesday, December 8th at 8:30 PM at The General Theological Seminary 21st Street and 9th Avenue. Admission Free. Garrich Ohlsson in his only New York Recital at The Alice Tully Hall Sunday Afternoon, December 13th at 3:00 PM. All seats \$5.00. For Further information call EN 2-1911.

An all Beethoven program will be performed by tenor Michael Best, soprano Patricia Wells and pianist Jens Nygaard on Wednesday, December 16th at 8:30 PM at

Carnegie Recital Hall 154 West 57th Street. Tickets are \$3.00. For further information call 247-7459.

Performance Laboratory presents A tribute to Ludwig Van Beethoven on the eve of his 200th birthday in "Beethoven 200" on Wednesday, December 16th at 8:00 PM in The Little Theater 5 West 63rd Street. Guests for the show will be: Lorraine Jones, Michael McGifford, Maxine Brown, John Young, Ray Crawley and Edgar Mastin. For free guest tickets and information call MU 7-7040.

In the Main Hall of Carnegie Hall, 157 W. 54th Street: Pete Seeger, Friday Evening, December 11th at 8:40 PM. Seats -4.50, \$4.00, \$3.00, \$2.50. The Moody Blues, Monday, December 14th at 8:00 PM. Judy Collins, Saturday and Sunday,

December 19th and 20th at 8:30 PM. Seats \$5.00, \$4.00, \$3.50. Tickets are available for these events at the box office. For further information call 247-7459.

Fillmore East Second Avenue at Sixth Street presents: Canned Heat plus The Allman Brothers and Dreams, Friday and Saturday, December 11th and 12th. Savoy Brown plus Poco and Gypsy with Jo Mama, Friday and Saturday, December 18th and 19th. There will be two shows nightly 8 and 11:30 PM. All seats reserved; \$3.50, \$4.50, \$5.50. Tickets are available at the box office. Mail Orders accepted, write: Fillmore East, 105 Second Avenue, New York City 10003. For further information call 777-6260.

Here, There and Everywhere

by Irving Sealey

OFF CAMPUS

Mind Stretcher Series: Dr. Albert Ellis will speak on "The Future of Man's Sexuality" at The Universalist Church of New York Central Park West at 76th Street. All Welcome. Donation \$2.00.

Swami Pran Anada will talk on Spiritual living according to Bhaganad Gita on Tuesday, December 8th at 7:00 PM at Shrev Gurudev Rudrananda Ashran, 88 East 10th Street. for information call 929-8054.

Wesbeth Writers Readings by Helen Duberstein Tuesday, December 8th at 10:00 PM at the West Bank Cafe, Bank and Washington Streets.

Siv Cedering Fox, introduces six poets from the Washington D.C. area: Ann Darr, Roland Flint, Edward Gold, Rodrick Jellema, Lawrence Raah, Ralph Robin, Saturday, December 12th at Midnight in The Poetry in the Mainstream. Mainstream Theater, 20 East 14th Street.

The 92nd Street YM-YWHA presents The Poetry Center with Jane Howard, author of "Please Touch", in a discussion with participants for and against Human Potential Movement at The 92nd Street YM-YWHA 1395 Lexington Avenue. Admission to public \$3.50. Members free. For further information call 427-6000 ext 722.

December Events at New York University: December 9th: Problems of Peace—"Industry's Response to Peace", a lecture by Howard Samuels at The Loeb Student Center, 566 La Guardia Place at 8:00 PM. Admission Free. December 13th: Poetry Reding by Howard Mass, poetry editor of The New Yorker at The Loeb Center, 566 La Guardia Place at 3:00 PM. Admission \$1.00. Tickets sold at door. For further information call 598-2116.

The Afro-American and Puerto Rican Culture Committee of P.S. 57, 176 East 115th Street, will present Al Fann and Company in their play "Mask in Brown" on Friday, December 18th at 7:30 PM. Tickets are \$1.25 in advance and \$1.50 at door.

Les Ballets Africains will appear at The Fashion Institute of Technology, 227 West 27th Street, Sunday, December 13th. Seats are \$4.50 and \$4.00. For further information call Professor Watkins, LA 4-1300 ext. 287.

Clark Centre for the Performing Arts presents The Rodgers Dance Company Saturday and Sunday, December 12th and 13th in the

A performance of the performance group "Commune" will be presented to raise bail money for Robert Collier, one of the Panther 21, who has been in jail over one year and a half on 100,000 dollars bail. The benefit will be on Thursday, December 10th at 8:30 PM at The Performing Garage, 33 Wooster Street. Tickets are \$5.00, and proceeds will go to the Robert Collier Defense Committee. For reservations call OX 1-5434. For other information call AL 4-4276 or YU 2-7649.

A slide talk by Lola L. Slazdits, curator of The New York Public Library's Berg Collection on "Dickens and his Illustrators" will be presented on Thursday

Asia Society on Thursday, December 10th at 8:00 PM at The Donnell Library, 20 West 53rd Street. Admission Free.

The Philidor Trio with Elizabeth Humes, soprano, Shelly Gruskin, baroque flute and recorders, Edward Smith, harpsichord doing Baroque Music in the Italian Style with guest artist Isreal Chorberg, violinist at The Alice Tully Hall Monday, December 14th at 8:30 PM. Seats are \$3.50. Students \$2.00. For further information call EN 2-1911.

New York Choral Society with Robert DeCormier, music director will be at The Philharmonic Hall Friday Evening, December 18th at 8:30 PM. Tickets are available at The Philharmonic Hall ticket outlets. Tickets are Orch: \$6.00,loge: \$5.50, 1st Terr: \$5.00, 2nd Terr: \$4.00. Mail orders accepted. Write: New York Choral Society, 165 W. 57th Street, New York City 10019. For further information call TR 4-2424.

The Balaika Symphonic Orchestra with Alexander Katin, conductor presents an exciting evening of Russian music song and dance, Saturday Evening, December 12th at Town Hall, 43rd Street and 6th Avenue. Tickets are available at box office. Mail and Phone Orders accepted. Write: R. Austin 60 West 8th street, New York City 10011. For further information call 777-6198.

Los Indios Tabajaras from the jungle of Brazil to international fame present a program of popular folk and classical works at The Alice Tully Hall Thursday, December 10th at 8:30 PM. Tickets are available at box office. Seats \$4.95 and \$3.95. For further information call EN 2-1911.

Seals and Crofts opens Wednesday, December 9th at The Village Gaslight, 116 MacDougal Street. For information, call 674-2580.

Elvin Jones opens Tuesday, December 8th at Slugs 242 East 3rd Street (between avenue B&C). For information call 677-9727.

James Cotton Blues Band plus Stoned Gas, Saturday, December 19th at 8:00 PM at Town Hall 123 West 43rd Street. Tickets available at box office or New York Institute of Technology, 135 West 70th Street. All seats reserved; \$5.50, \$4.50, \$3.50. Mail orders accepted. Write: Student Union, New York Institute of Technology, 135 West 70th Street, New York City, 10023. For further information call 874-3603 or 582-2424.

"Soon", Americas first staged rock opera at The Ritz Theater, 219 West 48th Street, opens Wednesday Evening, December 16th. Low price previews now thru December 15th. All seats \$7.00 and \$5.00. Special groupie rates \$3.50, Saturday Matinees at 2:30 PM, Monday-Saturday Evenings at 8:30 PM. For further information call 541-8940.

FLICKS

New York Community College, 300 Pearl Street, presents "Bonnie and Clyde" in the Klitgord Center. Two shows at 12 noon and 8:30 PM. Tickets are 75 cents.

Brooklyn College presents "Let it Be" and "Help" in The Whitman Auditorium at 8:00 PM. Tickets are \$1.25.

Les Ballets Africains—an all new company of 44 exciting young men and women—performers of incredible versatility and extraordinary virtuosity return to North America with a completely unique program that touches the legend, the history and the pageantry that is Africa past, present and future. The dancers, singers and musicians are carefully chosen from the ninety-six regional dance groups which the Government of Guinea subsidizes and encourages. Here is an ensemble that is unequalled for skill and spectacle. Clive Barnes calls this "the most sophisticated and distinguished of all African companies". The wild and frenetic dances make an electrical charge surge through the audience. A show you must see.



Clark Auditorium West Side YMCA, 8th Avenue and 51st Street. For reservations call CI 6-3700, ext. 296.

The Cubuclo presents Tina Croll and dance company in old and new works Monday, Tuesday, and Wednesday, December 7th, 8th, 9th at 8:30 PM at The Cubiculo, 414 West 51st Street. Admission \$2.00. For information call 265-2138.

December 10th at 7:30 PM, at The St. George Library Center, 10 Hyatt Street, Staten Island. Dr. Lowell Matson of the Department of Speech and Theater of Wagner College will read from the works of Dickens. Admission is by free ticket available from the library.

"Tibetan Folktales", a lecture and storytelling program by Joan Brzostowski will be presented by the

An Open Letter To The Crisis Facing

Colleagues Concerning Our Profession

Dear Editor:

Please print the enclosed cover story and letter in behalf of all scholars and teachers who strive for better communication between students and teachers both in and outside the class. I realize that the salutation and letter are long, perhaps too long for the "letters to the editor" page. If this be the case, I would request that it be printed as a feature story.

Too many professors from all fields of study just don't give a damn about students' problems and think only of themselves. And how many young professors do you see around today? Hardly any. At 26, I feel lost in the academic community sometimes. Well, to get more young, hip teachers who know what's going on, we have to "spread the faith". Please help me do my part. Please print the enclosed. Thanks

Dr. George Nayef Kayatta

by George Nayef Kayatta

I am a teacher, a Ph.D. in French Literature. The letter below has been refused publication by the Modern Language Association Publication staff because, as I was told, it was too offensive. The truth hurt, no doubt. And I was also told that my style was not appropriate. This obviously meant that my letter was not written in the same stilted, formal, impersonal, artificial, pedantic language that is at the very root of our teacher-student communication crisis. Let's save the I-bids, formalities and latinates for when they are useful and proper: in the scholarly works where it is necessary to play the scholar's game in regard to form. That's fun. But the man who takes these conceits too seriously is a fool.

My letter wasn't written to flatter the intelligence. I could have written it like a dissertation abstract. Instead I wrote it with my heart and guts. The sight of someone's heart, soul, and guts in print makes the squeemish, milquetoast scholars in any field in any university absolutely sick, or rather "(sic)"...for they are as artificial and mechanical as their language. Now some may say that it's easy for a young man with "time on his side" to throw around heavy words and accusations without considering his elder's point of view. But when this young man telephones the office of a major literary review to inquire if his letter will be published and the person at the other end of the line supports his refusal with a quote from Baudelaire...(it's not hard to believe, really)...then this young man knows he's right and he puts his career on the line. He knows that his side must be heard. Because his career has been on the line all along. Thanks.

The movement to drop foreign language requirements in our high schools and universities is growing stronger. Like wildfire it has spread. **LET'S GET TOUGH AND LET'S GET MOVING!** If we don't throw an ocean of concern and action on this incendiary, we shall be left with a mere skeleton of a profession.

I am a young Ph.D. I've spent my nine college years looking forward to the Doctorate. I feel honored, grateful and proud. But now out of the womb and into the world, I seem much confusion, apathy, ignorance and dissatisfaction among many of my colleagues and the students we teach. And too often for comfort, I meet someone who "used to be a French major".

I didn't come into this profession expecting the academic world at my feet. But I didn't expect it at my throat, either. Our profession is falling apart. Students and administrators no longer think we're as important as we know we are. WHY? The generation of scholars and professors whom I have looked up to...what has it done or failed to do that allows others to insult the spirit of aesthetic and international understanding? How dare our profession let a crisis of this magnitude ever emerge!? Well I'm going into



battle to stop this tarnishing of degrees. I haven't spent all that time and effort only to be told that I'm no longer needed.

I must fight. I don't have an ivory tower yet. I can't even build one because students and administrators are taking away the bricks and throwing them at the towers already built. And that means many of you out there. We young ones are struggling for survival. And it's hot and heavy down here. And dammit (sic) we're defending your tower! So you climb off and help us, because if we stop fighting, your tower will fall. Because if we win without you, we're going to take away your stairs and you will either have to jump off or rot.

The language requirement is being dropped because the students don't want it; not merely because it's required, but rather because the beginning language and literature courses aren't meaningful enough to be required! College language courses today are a bum trip. A real down. And man, if you don't dig it, you'd better rap with some heads that know where it's at. I'll lay it on you straight: get your thing together and cross the line. If you don't effort to speak the students' language, they won't bother to learn the one you're teaching.

The students look around at the professors and see but a few that are in tune with their needs and expectations. And most of the professors they see are "old". Old. Old. They have old thoughts. They use old books. They write with tired, old hands. They look old. They talk old. They teach old. And they can't see beyond the margin of a page yellow with age.

The students want dynamic teachers with living courses that grow within the mind, decorate the mind, design the mind not clutter it. A student required to take 4-6 semesters of a language curriculum should be able to carry on light conversation with a native of that language. Upon completion of the requirement, moreover, a student should feel that his time was well-spent and he should be able to encourage others to study languages while he himself goes on to read great literature and travel among natives of his second language.

The only thing between this and reality is the teacher. The students rate us D. We get a few quality points perhaps. At least we don't fail. We'll go on. But we're...just there. And that's all. Now isn't that a nice situation to offer a new Doctor of Philosophy.

You tired ones, move over. There's a new breed of teacher-scholar and scholar-teacher on the market. And we don't like what we see. We're going to try and change things. We're going to restore faith in the language requirement and recover lost prestige. We're going to talk with, not at the students. We're going to sit down in the student cafeteria and see what's happening. We're going to start explaining more fully why a second language is important in a modern curriculum. We're going to offer new courses and experiment with new techniques that are flexible enough to embrace the various contemporary views of the truth. We're going to impress upon the graduate assistant his tremendous responsibility in teaching the beginning language courses. We're going to treat language majors as they ought to be treated: as our lifeblood.

We're putting our elders from their high horses because the horses are lame. And our mecks are strained from looking up to see who's riding. We want change. We demand that you do something. If help and LOTS OF IT doesn't come, some of us will split ("go away") to greener fields, no pun intended.

At 26 years young, perhaps I have much to learn. But some of my colleagues at 36, 46, 56 and 66 don't seem to have learned it. French language and literature mean a great deal to me. But I don't want a dying profession. I'm young, bright, aggressive and enthusiastic. And I want, nay demand, a similar profession. For now I'll build on this one. I see a long and lonely road, with you at the other end. Now either step aside or meet me halfway. But hurry. I already started walking. A Ph.D. age.

SICC—Pronounced SICK

Between some biased teachers and slanted textbooks, it can be easily seen why so many students get a sick political belief here. And they get it by propaganda indoctrination at SICC. The average student can't look at the political spectrum, investigate, and choose his own philosophy. No, he is given one, usually without even knowing it. And it is the liberal or just as sick radical leftist one. This one-sided mind-job, in which the students are used, is shown by the following quotes from, and books used by SICC teachers.

History is a good example. I had a government teacher, who was a good teacher, but he made some biased statements, such as "Karl Marx was a good family man." Marx, the founder of Communism, used his money to start the Russian Revolution. Three of his six children died of starvation in infancy. Two others committed suicide. After hearing this, he still insisted that Marx was still a good family man! His statement made Marx and Communism look better than if he would have told the truth. What kind of man was George Washington? The founding fathers of our country were different. But are we told it?

In Government, the required textbook, "Modern American Democracy-Readings" is very interesting. We had to read an

article by Tom Hayden in the section of the book on the political culture of democracy. The article, "From Riot to Revolution", is taken from Hayden's book, "Rebellion in Newark". How can Tom Hayden write about American Democracy? He is trying to destroy it! He was a founder and leader of the SDS. He was on trial in Chicago on riot conspiracy charges. He once said, "We are all Vietcong." This is the person to tell the students about Democracy? The textbook hides his true identity by introducing him as a "community organizer in Newark, N.J." They should say he's an agitator. He organized pretty good, for they had a big riot when he was there!

The History books are also a 'riot', pardon the expression. The required text is "The Western Heritage", 2nd edition, by Stewart Eastern. (Note: This article was written before this writer saw the new 3rd edition which will now be used. But the edition I am writing on was used for many years, and the new one is probably just as bad.)

In the section on nationalism, we read about patriotism, Easton says, "But it is disputable whether the transfer of such a sense of identification to the large unit of the modern nation-state is a natural and necessary one." What

is wrong with patriotism to your nation? Why may it not be natural and necessary? Because Liberals like Mr. Easton dislike Patriotism, that's why.

Easton says of strong nationalistic feelings (patriotism), "but it is doubtful whether they are helpful in the construction of a world community in which peace and not war is the order of the day. It may be, however, that nationalism is a necessary phase through which a nation must pass before any serious thought can be given to the formation of a larger community, based on a less exclusive and divisive loyalty."

This is an important quote, so read it again. This is the heart of liberalism. It says patriotism and nationalism to our country is bad, "exclusive and divisive" to the "formation of a larger community." What is this "world community"? Is it the United Nations, which was conceived, created, and run by the Communists, and can only bring about a Communist One World State. The U.N. is the only potential "larger" and "world" community on earth.

But remember, liberals favor an end to the nationhood of America. Our History book said it. And Walt Rostow, big liberal advisor to our Presidents, said, "...it is, therefore, an American interest to see an end of nationhood as it has

been historically defined." Yes, an "end of nationhood". A typical liberal belief, that there can be one big happy world under one government. This is treason. Maybe we don't hear liberals called traitors because, "Treason doth never prosper, what's the reason? For if it prosper, none dare call it treason."

This slanted, liberal, and now lying book says, "While it is true that the Soviet leaders have said these things, and even so recent a leader as Nikita Khrushchev proclaimed to the United States "We shall bury you," it can hardly be demonstrated from post-war history that it is still a goal of the Soviet Union to establish world communism by the use of force." (p. 824.) This is the spreading of the tall tale that the Soviet Union is mellowing. So mellow, it invaded Hungary in 1956, and Czechoslovakia recently for not being Red enough.

And to top that, we read "It is no longer at all certain that the Soviet Union is still determined to foster Communist revolution everywhere." (p. 827.) What about communist tanks in North Korea, North Vietnam, Nigeria, and many other countries receiving aid to start wars and revolutions? This book gets even more leftist near its end. On page 834 we read a lie, like lot of other lies and distortions in

this book. We read about Sen. Joseph McCarthy: "The Senator appears to have had no particular purpose to his inquisitions except to demonstrate his poer." His purpose was to expose some of the many Communists in our government. But Mr. Easton must portray the Senator falsely, as a witch-hunter, as all liberals do. He must also lie, for he has great hate for an Anti-Communist, like all liberals. Easton's lie is, "In the whole course of his efforts he unearthed no spies." What about Dr. Peress, a Communist in the U.S. Army who was promoted from captain to major after Army Intelligence told the Pentagon he should be dismissed as a security risk?

On page 834 we read what loyalty to your country is to a liberal: "and to this day a part of the era to which the Senator lent his name has been superpatriotic sentiments that must be professed by all existing employees of the federal government and of aspiring applicants." So, it is wrong to have a government employee swear he is loyal to America. "Superpatriotic sentiments" is a simple loyalty oath that disloyal liberals don't like. There is more, much more. But where will this brainwashing in school by lies end? Why must History be distorted?

by Ronald Rojack

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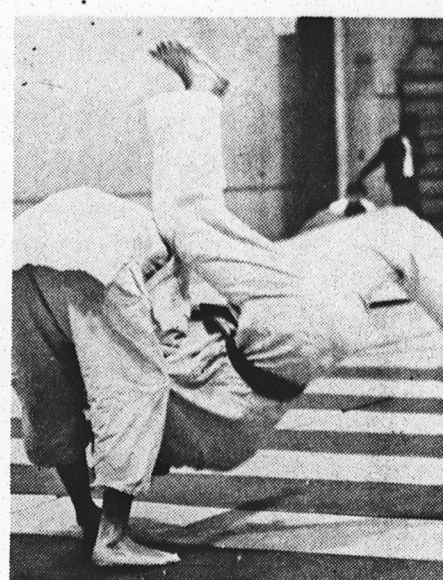
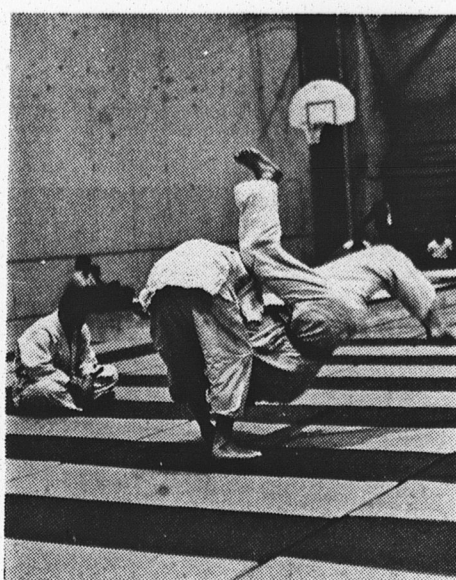
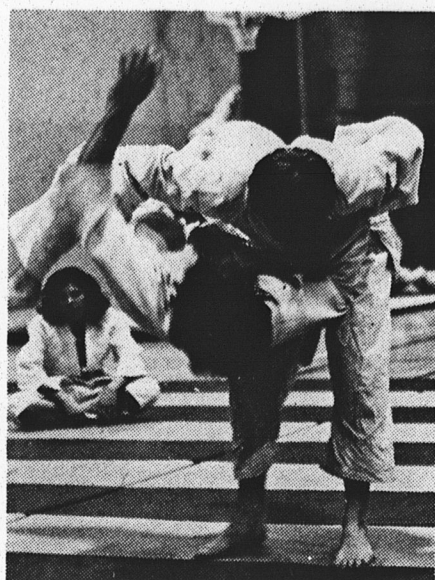
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The Martial Arts Club

by Victoria Arana

The Martial Arts Club is divided into three clubs, Judo, Karate, and Jui Jisu. The Judo and Karate Clubs meet on Wednesday during club hours and the Jui Jusi Club meets on Monday night.

The Martial Arts Club executive officers are Victoria Arana—President, Kenneth Sullivan—Vice President, Dorothy La Russo—Treasurer, and Helen Mele—Secretary. The Judo Club has thirty three active members, the Karate Clubs has approximately thirty members and the Jui Jusi Club has about ten members.

The Judo Club is taught by David F. Dagery, who also teaches at Richmond Judo School on Staten Island. He has a Black Belt which took him four years to earn. The Judo Club is also lucky to have a second degree Brown Belt, he is Elio Mormando.

The Karate Club is divided into two parts. The women's division is for beginners; they are taught by Prisciall Henry, a green belt. The more advanced group is taught by a black belt, Hollis

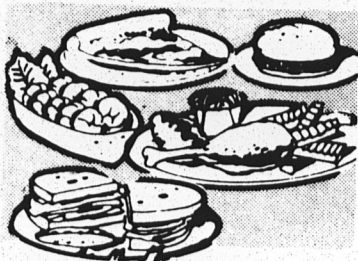
Coleman.

The Jui Jusi Club is taught by one of the members of the faculty. He is Dr. Valvolgy, biology teacher and black belt.

The two hours always starts the same way for both Judo and Karate. First are the warm-ups, these are exercises that are done in order to loosen up. After the exercises the black belts go over what was taught the week before and after that they teach something new. When this is over we go into man to man combat. That is to say, the student will be putting together everything he or she knows and applying it so that he-she can defend himself-herself against the other student. This is good practice because you have to develop speed and technique so that the course will be worth your time and energy. The Martial Arts Club is not only good for self defense but also for fun.

It is open to the public and if you have nothing to do, come into the gym during club hours and watch us perform.

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Soccer Team Fifth in Nation

by Brian Copp

After a fine season of soccer, the Staten Island Community College Soccer Team suffered a heart-breaking defeat for the first place spot in the National Junior College Soccer tournament; leaving them with a tie for fifth place. This small consolation being the result of mismatched games and the demoralization of the team after its first defeat, resulted in one of the major injustices in the rating of a college team.

Playing their first game of the tournament against Florissant Valley Community College, SICC coach, James Donlan, noted that the Florissant and SICC teams were in a class by themselves. "They should," he said "be playing in the finals, not in the first day." This was proved all too true.

The game between SICC and Florissant was on the level of major 4 year college teams. Not only did both teams play hard and fast, they also played with style—the distinction between "good" and "great". In the first quarter both teams prodded the defenses of the other, looking for weak spots on the lines. Both also began warming up for offensive attacks and a few attempts were made on the goals. However, by the 2nd quarter, both teams started to click; and 6 minutes into the 2nd quarter Kazim Gungor of SICC shot a low fast kick from the left side of the field for the first goal of the game. Florissant struck back hard by attacking the SICC defenses from all sides, the result being a goal for Florissant 4 minutes later.

The fast pace of the game then slowed to attempts of cracking the opposing defenses, which were magnificent on both sides. The

thrusts of the teams had little success for the next two quarters and it was apparent that both teams being so evenly matched, the game would be won by a lucky shot or a major mistake. The mistake never came but the lucky shot did. For the Florissant team scored past SICC goalie Al Crecco with only three minutes to play.

The final score was SICC 1, and Florissant Valley 2. But by matching these two teams on the first day was a grave mistake. The great injustice of this game was that it, in essence, decided the winner of the tournament leaving the loser 2 more games to play for 5th place and lower.

On the following day SICC made Brevard Community College pay for their loss the day before. By a score of 7-1 the SICC team slaughtered the outclassed North Carolina team. The SICC team led by George Kazantzis 3 goals and Pasquale Bigazzi's 2, dominated the field at all times and appeared to be practicing on an easy day rather than playing in a National tournament. Unfortunately this dismayed the team even more than the day before. They had come to play the best in the country, but after the first game they had been relegated to "scrub" teams. This despair became so apparent that on the last day their game against Monroe Community College never got off the ground till the fourth quarter. By the end of the game and two over times the game was called at a 1-1 tie. Thus SICC, easily the 2nd best team (Florissant eventually won the tournament) had to settle for a 5th place tie.

What 5th place does not show are the basic skills which are combined in the SICC team. It does not tell about the quickness of



movement in goalie Al Crecco or the blocking ability of Rafael Riguard and Gary Blaise. It does not talk of Pete Vlitaz or Corado Infantino and their ability to direct a ball. It mentions the hustling speed of George Kazantzis and Pasquale Bigazzi in terms of goals

they scored. Yet the fantastic ball handling by Fernando Lopez, in which he can literally run rings around an opponent is never seen in print. Neither was Chris Agoliate's speed on the field brought to light.

The changes brought about by

entering this newcoming team in national junior college sports is tremendous. The team has risen from local status to 5th place in the nationals in one year. In itself, this is an accomplishment. However, next year SICC chances are better than even chance for a first place

Get With It—Ed. Note.

by Mario Copelenko

For the past semester I have witnessed a decreasing interest in sports on the part of the student body. To cite endless numbers of examples would be pointless but I would like to bring the matter to everyone's attention, so that we can find a practical solution. The dwindling attendance at SICC sports events can be attributed to various reasons.

SICC is a small, isolated Junior College. Maybe students feel that our sports are not as important as four year college's or Ivy League Teams. Some students might excuse themselves by saying, "I don't understand the game." Yet there is only one way to learn a sport and that is by watching the players in action. Or could it be that SICC has won so many games that students feel their support is no longer needed? In view of all this, there still remains one factor which outranks all the rest: STUDENT APATHY. Many of us don't know or don't care how the different teams place in New York City and also Nationwide.

We have many teams in competition at SICC and sports interests are expanding. Maybe there is one sport you really don't like, that's fine. But with such a big choice there must be at least one sport that you find exciting. Why not attend the games and follow the team's progress throughout the season?

As a former team member I know that when there is someone

behind the team cheering, each player exerts a little extra effort, in hopes of surpassing the opponent. But when I looked into the crowd and saw rows and rows of people from the opposing school and no one from SICC, I felt the team's morale sink slowly.

It is amazing that we can't seem to arouse the interest of a few students to cheer our teams to

victory either on the field or on the court. Let's get with it! Remember that every team is made up of students like yourselves. Step into their shoes for a moment and try to imagine the enthusiasm they feel after hearing a roaring cheer from their supports. If everyone makes as much noise in the grandstands as they do in the cafeteria, we'll be off to a good start.

GIRLS VOLLEYBALL

by Donna Brogna

The beginning of December marks the opening of the girls' volleyball season. The new coach, Miss B. Steck, seems quite optimistic even though she has had no previous experience with this team. The fact that all but one of the players are new might appear to be a disadvantage to an outsider who has not seen the girls in action. However, the coach claims that every player has been steadily improving since their first practice session, and the team as a whole works well together.

While watching one of their practices I noticed that most of the girls had mastered the running spike. Also their set ups were good and all of them are strong servers. Contrary to popular male opinion, female sports are not to be shunned. The girls work out regularly doing many strenuous warm ups and once on the court, they play anything but a delicate game. In short, girls volleyball is a rough sport.

The team members are Lydia Lubert, Majorie Thomas, Tomasina Lenzi, Jo An Sciocletano, Grace Grillo, Janice Winslow, Alma Mossey, Maria Favole, Cathy Andruzzi, Deborah Fox and Pamela Fisher. Robin Hicks and Darlene Montgomery are the team managers. The first game is against Bronx Community College on December 1 at 7:00 P.M., here at SICC. Let's help the new coach and the new team to start off on the right foot! Following is the schedule for the upcoming season:

Tues.	Dec 1	Home
	Bronx 7:00 PM	
Mon.	Dec 7	Away
	Manhattan 6:00 PM	
Wed.	Dec 9	Away
	NYCC 7:00 PM	
Mon.	Dec 14	Home
	Concordia 7:00 PM	
Mon.	Dec 12	Home
	Rockland 6:30 PM	
Sat.	Jan 0	Away
	Queensborough (tentative)	

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