

Cabinet Demands Forum on Student Governance

By ANNE FANCIULLO

The sixth meeting of the President's Cabinet, held on May 6th, included the rehashing of old issues and the introduction of some new proposals.

Opening the session, President Birenbaum focused upon the tensions surrounding the recent outcry for the abolishment of on campus recruiting by such major concerns as General Electric and Union Carbide. He declared that since the college does not actually have a policy concerning recruitment, it would be feasible to adopt one as soon as possible. Dean Zades thereby proposed three alternatives for a policy-making organization:

- 1) The president, with the advice of the Cabinet Members, will assume the task of adopting a policy, "ad hoc."
- 2) Formation of a faculty-student committee will investigate and develop a policy based on their findings.

3) A faculty committee and the Student Government will work in conjunction to solve the problem.

The topic of law enforcement on the college campus was brought up and forcefully commented upon by the President. He vowed to use "the full power" of his office to maintain order. Repeatedly, he made it clear that at SICC there presently exists "sufficient mechanism for change," and, if dissident students use force or take the law into their own hands, Dr. Birenbaum will do everything physically and lawfully possible to dispell them.

Although Birenbaum upheld the right to demonstrate, he felt that the college should have designated areas for demonstrations outside the school buildings; the sanctity of the classroom should be preserved for teaching purposes only.

NOTE: The Board of Higher Education has urged all presi-

dents of the 17 units of CUNY to cease negotiations with student lawbreakers if they continue to illegally occupy campus buildings; no amnesty will be given to any student advocating militancy. However, Dr. Birenbaum, in a liberal stand, is opposed to this movement on the grounds that he feels it is the "prerogative of faculty and students to grant amnesty." As an officer of education, he felt it is not the responsibility of the president to "establish someone else's laws," thereby placing himself in a law enforcement position. The President also feels that sensible discussions of the problems are the first step before any legal action is taken.

The Bloomberg Plan, which concerns the rescheduling of classes to suit the needs of students rather than the convenience of faculty, was another major issue discussed. Of the statement submitted at the open hear-

ing, Mr. John Farley and Dr. Mortimer Schiff reported the conclusions of their sub-committee. They suggested the statement of the plan to be biased, inaccurate and oblivious to student life. Their recommendations included the rejection of this plan and the continuation of the present one until a new system could be produced. Also, this system, they said, should be the responsibility of a newly formed faculty-student committee with advice of non-voting administrative members. Although Birenbaum stated he disagrees with the results of the report, he would accept with "good grace" the Board's 12-2 vote to accept the recommendations.

As a sidelight to the more tense issues, it was concluded that the bus shelter currently under construction needs renovating.

At a meeting of the Board of Higher Education, President Birenbaum noted that he is currently lobbying for two proposals:

- 1) Faculty enfranchisement and the restructuring of student life.
- 2) Revision of archaic by-laws and/or across the board suspension of those laws.

Some more recent projections of the Board of Higher Education called for:

- 1) A decentralization of university governments which would include campus overseers from the local community.
- 2) The restructuring of campus government. (Dr. Birenbaum feels SICC has the potential to be the first unit of CUNY to propose a new campus government, with the general student body and faculty involved in its planning).

3) The Board also suggests that two committees be initiated. The first, for reconsideration of admission's policies; the second,

to establish a university government to campus government relation and interaction program.

The progress report of Commission VI, headed by Prof. Harriet Levine, announced its behalf that "student participation should consist of both advisory and voting responsibilities" in such areas as curriculum and the library. However, the drawbacks to this plan are many:

1) The Commission's suggestion to disband the FCSAS and form instead a Students Committee on Activities and Services would have membership based upon referendum of the student body or a representative from the Student Government.

2) The Personnel and Budget Committee, the Course and Standing Committee, and the Scholarship Committee allot for student advisory positions with no voting privileges.

Because of the violent opposition to this proposed plan by Daniel Gagliardi and John Farley, it was moved to have an open hearing on the subject.

It was also proposed by Mr. Farley that students who serve on various committees, and who spend a great deal of time in these fields, be reimbursed either in money or credit hours.

A last item introduced was a report by Commission I concerning campus planning. Construction will begin shortly on new facilities (classrooms, laboratory, offices) which make available 22,000 square feet of basement space to accommodate 5,300 students by September 1970. This is part of a master plan for reconstruction of more permanent facilities on campus and on other parts of the island.

The next Cabinet meeting has been slated for March 13th; attendance by the general student body is encouraged.

The Dolphin

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Judge defers decision on college papers

Reprinted from The Staten Island Advance, May 6, 1969.

By RAYMOND A. WITTEK

Supreme Court Justice Vito J. Titone remarked yesterday that a college student newspaper which refrained from commenting or referring to religious subjects would be "pretty sterile."

Titone made a statement as the attorney for a group of students at Richmond College and Staten Island Community College pressed a demand for a court order compelling the city's Board of Higher Education to adopt and enforce rules and regulations prohibiting the school's student publications from publishing "derogatory and blasphemous references" to religions.

The attorney, Daniel D. Leddy, Jr., argued that the schools, as tax-supported institutions of higher learning, must as a matter of law maintain an "absolute neutrality" in the area of religion, taking a stand neither for nor against religions.

Titone reserved decision after hearing the arguments of Leddy and Assistant City Corporation Counsel James Nespole. He permitted both to file additional briefs in the case.

Nespole raised three chief points in support of the Board of Higher Education and the student newspapers. They were:

- Should the judge issue a general directive prohibiting the papers from publishing blasphemous statements, or should the court rule on a story-by-story basis?
- The Board of Higher Education has at no time violated the First Amendment of the U.S. Constitution with respect to any particular religion.
- The purpose of the schools is to impart knowledge, not pub-

lish newspapers. The opinions expressed in the newspapers are those of the writers and do not reflect the opinions of the schools or their administrations.

Nespole noted that should Titone hand down a general directive it would raise numerous problems, including the sticky question of what constitutes blasphemy—a point which Titone also raised.

Carrying his argument a step further, Nespole said that the order would necessarily have to spell out in "precision" what compliance the court expects of the student publications. To enforce the directive, there would have to be a contempt proceeding which would then bring out "the vagueness of the order," for a contempt action "must be based upon a mandate so clear as to permit no reasonable doubt of its application."

"It is difficult to conceive of a standard such as 'blasphemous' as being devoid of reasonable doubt as to its application," Nespole said.

Nespole maintained that the Board of Higher Education has discretionary powers at present to deal with student publications. He admitted that the board has not exercised this power in regard to blasphemous material in student publications. However, the schools in question have previously established procedures which permit "redress of any grievance arising out of the content of a student publication."

Leddy and his co-counsel, Pasquale Bifulco, represent four students at Richmond College and the father of a student at Staten Island Community College in separate proceedings brought against the presidents of the respective colleges and the Board of Higher Education

Initially, the petitioners also named officials of the State University of New York as respondents. Leddy yesterday discontinued the actions against the state officials, although he reserved the right to name them as parties again at a future date.

Cited in the petitions are two articles, one of which was published in the Richmond College's student publication, the Richmond Times, and the other in the Dolphin, published at Staten Island Community College.

Although the publications are financed by student fees collected by the schools, Leddy said there was not a "scintilla of doubt" that they are operated under the auspices of the city and the state, through the schools.

The papers are given the use of office space and telephones, carry the official seals of the schools and are promoted in the official handbooks of both schools, he said.

Leddy argued that freedom of speech is not at issue, only the use of the "state's machinery" to advocate a position for or against religions.

At one point during the hearing, Titone asked Nespole if the publications had any educational value. The assistant corporation counsel replied, "Some, if you take a large view. People learn from almost anything."

Titone also expressed interest in whether any of the students at the schools were legally minors, under the age of 21, and whether they were compelled to read the newspapers.

Nespole also observed that the editors of the newspapers publish articles which they see fit to print, "according to their editorial judgments, good or bad." They are responsible for whatever discretion is applied, he said.

Kirk on Conservatism:

'Don't Change for Change's Sake'

By LORETTA ARGUE

On Friday, May 2, the Kaleidoscope Committee sponsored a lecture by conservative author Russell Kirk in the student lounge. Before a crowd of approximately thirty persons, Mr. Kirk espoused his views on conservatism and advocated its increasing acceptance in American society.

He defined the conservative as one who turns back to American history for guidance and inspiration, and as a person who believes in continuing established customs and habits because civilization is a delicate fabric: According to Mr. Kirk, "Don't shake it or you might break it." In Mr. Kirk's opinion, the consequences of breaking with the "old" society is not the termination of evils, but the creation of new ones. He "prefers the devil he knows to the devil he doesn't know." Mr. Kirk asserted, however, that the conservative is not totally against change, but recognizes that "change is a means for our preservation." What the conservative does oppose is "change for the sake of change." He maintained that because of the recent violence on the campuses and in the cities, and the interminable Vietnam

war, the trend toward conservatism was growing.

He expounded his views by contrasting liberal and conservative approaches to the urban problem and United States foreign policy. Mr. Kirk criticized the liberal policies of the Federal government in appropriating large sums of money to the ghettos for such programs as the Anti Poverty Program. He maintained that such "well intended liberal policies have failed because, quoting from Moynihan, "great cities should not be governed from Washington."

In comparison to liberal policies, he praised the conservative approach which involves the people within the community helping themselves and "lifting themselves up by their own bootstraps."

In the realm of foreign policy, Mr. Kirk made a statement asserting that, in general, all conservative statesmen, citing President Roosevelt as an example, have been successful, while all liberal statesmen, using President Wilson as an example, have been unsuccessful.

The liberal, according to Mr. Kirk, is trying to compel the nations of the world into follow-

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For Use at Open Forum Today

Fact Sheet on the Governance of SICC

Listed below are all individuals and bodies charged with any responsibility for governing SICC under the bylaws of the Board of Higher Education (BHE) or of the college.

(1) PRESIDENT. The president shall

"a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college under his jurisdiction;

"b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the faculty;

"c. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit;

"f. Transmit to the Board the recommendations of his faculty or Faculty Council on matters of curriculum and other matters falling under faculty jurisdiction;

"g. Consult with the appropriate departmental and faculty committees on matters of appointments, reappointments and promotions as hereinafter provided;

"h. Present to the Board his recommendations thereon and notify the appropriate faculty committees of his recommendations to the Board;"

(From the bylaws of the BHE)

(2) DEAN. "The deans shall have such duties and responsibilities . . . as may be assigned to them by their president or referred to them by appropriate faculty bodies."

(From the bylaws of the BHE)

(3) FACULTY. "The faculty shall be responsible, subject to the Board, for the formulation of policy relating to health and scholarship, standards of admission, the attendance and discharge of students, the curriculum and study programs, the granting of degrees, student activities, extracurricular activities and student discipline. The faculty shall also be responsible for and shall establish rules governing the use of the college name by organizations and clubs. It shall make its own bylaws consistent with these bylaws and conduct the educational affairs customarily cared for by a college faculty. The president, or in his absence, a dean designated by the president shall preside at its meetings."

(From the bylaws of the BHE)

(4) COMMITTEE ON FACULTY PERSONNEL AND BUDGET.

"a. There shall be a Committee on Faculty Personnel and Budget (P&B). The chairman of this committee shall be the president. The members of the committee shall be the dean of faculty and the department heads.

"b. This committee shall receive from the several departments all recommendations for appointments to the instructional staff, reappointments thereto with or without tenure, promotions therein, and compensation; it shall recommend action thereon to the president. It may also recommend to the president special salary increments. The president shall consider such recommendations in making his recommendations on such matters to the Board."

(From the bylaws of the BHE)

(5) COMMITTEE ON COURSE AND STANDING. For the consideration of all matters affecting an individual student's admission to the college, and his academic standing at the college, there shall be a Committee on Course and Standing considering of the dean of faculty or a department head designated by the president, who shall serve as chairman (ex-officio) without vote, the dean of students who shall serve as a consultant without vote, the registrar who shall serve as secretary (ex-officio) without vote, and one member from each instructional department, except that there shall be two members from each instructional department in which there are full-time evening teaching staff members, one of whom shall be a full-time evening session teacher, elected by the members of the Faculty as a whole.

(From SICC bylaws)

(6) CURRICULUM COMMITTEE. For consideration of the curriculum and the revision of required and elective courses, there shall be a Curriculum Committee consisting of the dean of faculty or a department head designated by the president, who shall serve as chairman (ex-officio) without vote, and one member of each instructional department, elected by the members of the faculty as a whole.

(From SICC bylaws)

(7) LIBRARY COMMITTEE. For the consideration of policies concerned with faculty and student use of the library, there shall be a Library Committee. In accordance with the recommendations of the American Library Association, which are designed to enhance the status and prestige of the Library Committee, the president shall appoint the members of the committee on the advice of the departments. The Library Committee shall consist of at least one member from each instructional department, and shall elect its own chairman.

(From SICC bylaws)

(8) COMMITTEE ON COMMITTEES. There shall be a Committee on Committees whose function shall be to serve as a nominating committee for membership on faculty committees. It shall be composed of five members elected from the faculty as a whole, with not

more than one member elected from a single instructional department.

(From SICC bylaws)

(9) COMMITTEE ON FACULTY BYLAWS. There shall be a Committee on Faculty Bylaws whose function shall be to consider proposals of amendments to the faculty bylaws and to make recommendations concerning such proposals. It shall be composed of five members elected from the faculty as a whole, with not more than one member elected from a single instructional department.

(From SICC bylaws)

(10) FACULTY COMMITTEE ON STUDENT ACTIVITIES AND SERVICES. There shall be a Faculty Committee on Student Activities and Services consisting of the dean of students, who shall serve as chairman (ex-officio), and four other members of the faculty elected by the faculty as a whole, whose functions shall be:

a) To represent the faculty in all matters not otherwise delegated, pertaining to student activities and services.

b) To establish advisory boards to assist the committee in the execution of its duties.

c) To establish regulations governing extracurricular activities, teams, publications and student services.

d) To act on requests for charters received from the Student Government through the Student Association Activities Board.

e) To appoint faculty and student members to the Student Association Activities Board (as provided in the constitution of the Staten Island Community College Student Association) and other advisory Boards of the FCSAS.

The advisory Boards of the FCSAS are:

1. Student Activities Advisory Board (SAAB) — four members of the instructional staff, one member of the Department of Student Personnel (the Faculty Adviser of Student Activities), and five students.

2. Publications Advisory Board (PAB) — two members of the instructional staff, one faculty adviser of any student publication (membership rotated), one student member to be elected by the editors in chief from their number (membership rotated), and one student member to be selected by the FCSAS from a panel of four students submitted by the Student Government.

3. Athletics Advisory Board (AAB) — three members of the instructional staff, one member of the instructional staff of the Health and Physical Education Department, two students, the registrar or his appointee, and the fiscal officer or his appointee.

4. Bookstore and Cafeteria Advisory Board (BCAB) — four members of the instructional staff (one of whom shall be designated by the FCSAS as chairman, who shall vote only to break a tie), and three students to be elected by Student Government.

5. Blood Bank Advisory Board (BBAB) — four members of the instructional staff and two students appointed by Student Government.

6. Evening Session Student Activities Advisory Board (ESSAAB) — four members of the instructional staff and four students.

(From SICC bylaws)

Kirk . . .

(Continued from Page 1)

ing an American pattern and believes the "world can be made one as a carbon copy of the United States." The conservative, on the other hand believes that, "people prefer their own identity and nations naturally resist attempts to absorb them into other cultures."

Following Mr. Kirk's lecture on the virtues of conservatism, a lively question and answer period ensued. Some interesting questions raised were as follows:

Q — Considering our revolutionary past, why does the United States seem to oppose any revolution in South America? Since revolution is needed for any radical change to come about, by opposing insurrection the United States is in reality supporting the interests of the elite over the welfare of the common people.

A — There has been too much needling in Latin American affairs for a long time. Well intentioned programs have failed. It is no concern of the United States what form of government Latin America has, unless that government menaces American security. With regard to revolution, Latin America does not

Q — You have stated that the United States government or any of its agencies would have been better off not becoming involved in Latin America. Is it your contention, therefore, that American business also should not have gone into Latin America and should now leave?

A — No, Latin America lacks the capital necessary for investment, because many of its prosperous citizens invest their money abroad for fear of inflation or revolution wiping out their savings. American capital is needed to raise the level of production, however; we should not interfere in their political affairs!

Q — What tactics should be employed in the United States to foster social change?

A — The United States is in the midst of revolutionary change. The demonstrations taking place on the college campuses, and particularly those involving the University of California, are a testament to this fact. In this particular case, I was sympathetic to the students' cause since that university has for a long time been dominated by dullness and a lack of imagination. However, destruction is not the means by which to seek social change, but rather the application of intelligence. I do not believe there is any danger of repression against protest unless it is violent and causes a public reaction.

Q — What is the Conservative party's view on racism?

A — Racism poses a very serious problem; a problem that cannot be solved by liberal slogans. If we try to apply political persuasion, an explosion is sure to result. This dilemma cannot be solved by the passage of more civil rights legislation, but must be resolved through the slow evolution of ideas through time. President Nixon's approach to the problem is to encourage black nationalism. We should not thrust upon them something they don't want.

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Student Unrest Across The Nation: Is There A Remedy?

By GARETH G. GANIM

During the past year, many college campuses and high schools throughout the country have been plagued with disturbances, boycotts, and demonstrations, the causes of which have varied from the war in Vietnam, down through student representation and voting rights on faculty committees, and more student li-

cense with regard to school policy and academic freedom.

This past year in the city of New York, we experienced a high school teacher's strike which crippled the New York City school system for months. Since then, there have been numerous incidents of violence and demonstrations at New York's high schools. The students are being

forced to come to school earlier, and stay later, despite the fact that it was their instructors who went out on strike; not to mention the fact that many of their holidays have been removed from this year's school calendar. Is it right to punish the students for the abuse which they received from the faculty at the beginning of the academic year? If

the teachers went out on strike willingly, then they should be docked in salary for all of the hours which they missed and the students should not be forced to attend classes in excess of their normal load.

Meanwhile, on many college campuses throughout the country, disturbances have occurred with regard to the draft and other matters which are of vital importance to the students of today. At Harvard in recent months, there have been encounters between police and students due to the administration's inability to cope with the problems which confront them. When the SDS confronted the administration at Harvard, they immediately panicked and called police on campus to clear the demonstrators and keep the "peace." The students who were not involved in the demonstration came to the aid of those SDS members who were being brutally clubbed, and the spark which the administration started, caused a fire which ran wild for hours. If the administration had not been so hasty in calling police on campus, a peaceful solution might have come about.

Here at SICC, we have had our share of student demonstrations, all of which have had a bearing on the problems which face our students and all students in general. Highlighting the year were demonstrations over such issues as black history courses, the City University budget cut, the war in Vietnam and on campus business and military recruiting. It is nice to see, however, that our administration has never deemed it necessary to call police on campus, although they have come on campus occasionally just the same.

At the cabinet meeting on May 6, President Birenbaum reported that a suit has been filed in Washington, D. C. Federal District Court, seeking a judgment declaring unconstitutional those recent Acts of Congress designed

to withhold Federal Funds from students engaged in "disruptive" campus activities. Although the parties Plaintiff to the litigation will be specific groups, the president is suing in his individual capacity as a private citizen.

It is quite obvious, however, that a student revolution is on its way. After having rationalizations forced onto them for so long, many students are beginning to question, whether or not it is really in their own vested interest to have open recruiting on campus, the war in Vietnam, etc.

Such happenings as those which have occurred at Columbia, Harvard, New York University and Queens College, (along with other demonstrations such as the one in Albany,) are only the foundations of the coming revolution. It is predictable that next year's student demonstrations will only be more violent than this year, and within the next five years, this country will be sitting on a powder keg with a burned up fuse.

There are ways for this country to prevent the oncoming revolution, however. First, the various University structures could give the students voting power on faculty committees which decide the policy of the University. Second, the Federal Government could abolish the draft. Third, the states could lower the voting age to eighteen, to give the students a more powerful say in state and national policy. Fourth, and probably the most important, is that the war in Vietnam should be brought to an immediate close, with the withdrawal of all American troops and advisors. There are many other things wrong with the structures here in the United States, which could be cured if the older generation and the students and youth could all have an equal say in what affects their lives. The major question is: Who is willing to take the first step to insure unity, peace, and self satisfaction for all Americans?

Relevancy In Education At SICC

By NITA BURTON

A frequent criticism made abroad of American Colleges is the lack of emphasis on cultural awareness and appreciation of art. With a little effort, this deficiency could quickly disappear.

"There are obviously two educations. One should teach us how to make a living and the other how to live." So said James Truslow Adams. Courses required to graduate from SICC will help prepare you to make a living. Making the most of your free time would be an important step toward teaching you to live a more gratifying and prosperous life.

According to recent statistics, a large surplus of college graduates is anticipated within ten years. Naturally, this will mean that not only will it be imperative to have a college diploma to be considered for a good job, but unless you have some "extras" to offer, you're out before you're in!

Many companies even given written examinations touching on cultural subjects. Some ask for the interpretation of proverbs and ask you to cite practical instances where the proverb would apply. Sample proverbs are: "Every image has its counter-image". "One sparrow does not make a spring." "Give a man a fish and he can eat for one day. Teach a man to fish and he can feed himself for the rest of his life." Naturally, this would be a test of your command of your own language, which is as good a place to start as any. Not uncommon are questions like "Name three of your favorite compositions of classical music, name the composer and tell from what country he hailed." One wonders about the pertinence of such questions.

Our affluent way of living demands that all persons, especially professionals, keep abreast of all the breathtakingly wonderful new developments in their respective fields. This era of specialization leaves little time after graduation for one to first become acquainted with the arts. Hence, it becomes increasingly important for us to explore many aspects of culture as possible.

Two of the most enjoyable and effortless methods of learning are through the subconscious and through the association of ideas. Couple these principles with those of imitation, repetition, and application of newly acquired knowledge and you will find that learning can be fun!

We could immediately put our subconscious to work by hanging reproductions of masterpieces of painting in our halls and lounges. Under each, there might be a brief description of the painter, together with critical comments on his work. By seeing these day after day, we will begin, without even realizing it, to associate the contents of these reproductions with their titles and the painters' names. At present, there is nothing on the walls to inspire our thoughts. This represents a tremendous waste of an effortless learning opportunity.

We could have large, colorful, attractive pictures of people engaged in the activities of their countries. It would be pleasant, though redundant to have the all too familiar scenes of charming Italian girls pressing the juice from grapes with their feet, or of jovial young people merrily climbing the challenging, majestic Swiss Alps, or of Guatemalan natives from six to eighty years of age enthusiastically dancing and playing the marimba. Our objective would be to familiarize ourselves with those aspects of their culture which we do not presently know.

Under these pictures, in a slide-in, slide-out arrangement, the words should be posted in both the foreign language and in English. We could concentrate on two songs a week. We would need a recorded voice to teach us the tunes and the pronunciation. Since many of the students have guitars, from time to time after learning these songs, they might prefer to join in a songfest, singing these tunes in the foreign languages. Occasionally, especially during initiation periods, the students might like to learn and perform some of the dances of these countries. If sufficient interest warranted it, periodically an outside teacher could be hired to teach dances of the countries involved.

Through the courtesy of this column, and Prof. Marguerite Bomse, mimeographed sheets containing four German songs with their English translations have already been made available to all students studying German and to anyone else who wants to enjoy them.

Mr. McCarthy of the Language Laboratory enthusiastically helped the students become aware of some of the cultural aspects of the German speaking countries. Using the four songs on these mimeographed sheets as a basis, he prepared and gave a very interesting explanation of any culturally different features of Germany, or places involved in the songs, as reflected by their content and grammatical construction. This was an instance of formal learning as compared to subconscious learning.

In addition to the above, Prof. Bomse has also made available additional recordings in Spanish and Italian. The words written in both English and the foreign language will soon be made available. Should anyone want to avail themselves of these records, contact Prof. Raichle.

Menus in foreign languages with their English translation should be posted in the cafeteria at all times. For one week at a time, all items of food should be ordered in one of these languages only. The next time a student takes a pretty German, Spanish, French or Italian girl out to a foreign restaurant, it would be helpful for him to know that the fancy sounding dish listed as "Kalbskotelett mit Bratkartoffeln" for \$10.00 is merely veal cutlet with fried potatoes; especially if he doesn't like veal in the first place.

Transportation by air has become so cheap in terms of both time and money it might well be an integral part of your job in the near future to go abroad in behalf of your company. Your lack of *savoir faire* will do you a terrible disservice.

Many students in foreign countries are just as anxious to visit us as we are to visit them. Both they, and we, would prefer staying in the intimate (and more economical) atmosphere of private homes where we would be exposed first hand to differences in daily thoughts and living patterns. Hence, why can't colleges here and abroad exchange lists of students interested in visiting exchanges in regard to living quarters in each others' country?

Regardless of what curriculum a student pursues, any graduate of this college should be able to name, and sing, at least fifteen songs of each of these four countries, be able to recognize certain paintings and know who painted them. Equally important, he should be able to intelligently order a foreign meal with aplomb.

Adherence to these suggestions would make this vision no longer a dream, but a rewarding reality.

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The Dolphin

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

- Letters To The Editor -

To the Editor:

Cathy Patterson is in error in saying talented students and clubs don't utilize the college theatre and especially that "Orchestra" has "taken the initiative." Where was she—and the Dolphin staff—when the Glee Club, in collaboration with the Menorah Society and the Language Club, presented a Christmas-Chanukah program last December? Further, "Frank and Janet" and "The Second Coming" aren't exactly "outside groups." (As for the theatre being well equipped, a chat with Jim Kaye, if not with others and myself, might give Cathy some second thoughts.)

Prof. Joseph A. Surace

To the Editor:

It's amazing that this institution loves to save money, yet at the same time wastes money foolishly. With the erection of the shelter by the bus stop, the school has wasted money. Dean Spiridon stated that they "do not have enough money for an adequate size shelter;" so why build a shelter at all. The present shelter is not capable of housing more than five students at one time, and in the event of rain, you would probably get wetter than if you stood outside in the rain. If the administration is really concerned about the students here at SICC, then they should hold up construction of the shelter until they have enough money to build an adequate one.

Phil Green

To The Editor:

In the interest of common sense and the facts involved, the members of the Rifle Club would like to respond to The Dolphin editorial concerning firearms on campus. The bill already passed in Albany deals with the use of firearms during illegal seizures of college buildings. The rifles used by ROTC, which have no firing pins and are not on this campus, and those used by the Rifle Club have never been used in an illegal or threatening manner to intimidate or coerce anyone. It doesn't follow that rifles used for drill purposes or target shooting, the later an Olympic sport, should be put in the same category as those used at Cornell.

Joseph Kutch, Treasurer

To the Editor:

The show cause order presented to the President of SICC because of an article entitled "The Catholic Church—Cancer of Society" (which appeared in The Dolphin), shows not only a lack of good sense, but a total lack of a sense of the ridiculous as well.

It is sad to see good Catholics like the Panarellas take umbrage at a few lines published

Dear A.

To bad the flame
burned out, but your
hot air blew it.

J.

in a student newspaper which, by definition, has a very limited circulation. Serious people would have been satisfied with a shrug of the shoulders; really great people are not so easily aroused.

Another normal, intelligent reaction might have been to answer the article and thus silence the author, but, for this, one would have to use his brains and pen and that might be burdensome. It is certainly much easier to hide under the skirts of the law, like a child yelling, "Ma, he hit me. Help me!" For this, one doesn't have to be right. It suffices to have a good lawyer and to pay him well. It is neither a very courageous or a very intelligent solution, but if one can appeal to authority, then why appeal to intelligence?

All of these things would be of no importance whatsoever if they did not happen on a college campus where, in principle, recourse to reason and intelli-

gence would be the rule. To have recourse to the courts or to the authority, in this case, means giving up, and is thus an expression of defeat.

We can remember the time when it was not ridiculous to appeal to civilian authority to decide intellectual questions, (whether the Church is a cancer in our society or not is certainly an intellectual question) and that was during the Middle Ages. There existed even then a special tribunal for this purpose, i.e., the Inquisition. During that time, serious matters were not dealt with lightly, and anyone, be he a student or not, who had the misfortune of thinking that the Church might perhaps be a little virus, was immediately sent to the stake. Shouldn't we perhaps return to that Golden Age and set up a Grand Inquisitor at SICC-

Gerard Bissainthe,
Instructor, Language
and Arts Department

Portrait of an Imbecile

My Fellow Staten Islander:

Presently it appears to be in style and vogue to promote disloyalty, vulgarity and blasphemy at some of our local colleges. Enclosed is a photocopy of two articles appearing in two of our local colleges.

A great number of fellow Islanders have been urging community action be taken to counter this movement.

A temporary organization named C.O.D.E.S. (Community Organization Demanding Educational Sanity) has arranged for a meeting to discuss, and if need be, form a permanent group to investigate and make concrete plans to combat these trends and conditions.

We urge you as an interested community leader to assist our effort toward educational responsibility.

This meeting is open to the public. Thus, bring officers and members of your organization.

Very truly yours,
Aldo R. Benedetto,
Temporary Chairman

By FRANK GIACALONE

In response to the above letter, written by this outstanding citizen, a few points need clarification. Beginning with the organization itself (Community Organization Demanding Educational Sanity) it is quite clear that its members not only refuse to submit to truth exposing ecclesiastical vitiation, but have the audacity to attack something they cannot comprehend. John Hart's article, which they claim was a vicious smear against Jesus Christ, was in reality, completely metaphorical and deluged with symbolism. But to ask this CONGRESS OF NON-CREATIVE CONSERVATIVE CONDOMS to absorb a single drop of literary insight would be too exacting on the characteristic they hold most precious—supreme bliss in the light of profound ignorance.

Taking the charges one by one, "Blundering Benedetto" accuses students of disloyalty, vulgarity and blasphemy. On the question of disloyalty, I must remind "Archaic Aldo" that he himself is guilty of this same alleged crime, by the very fact that his love of country transcends the love for his brothers (according to Christ, all men are brothers) in a small, remote, and bloodridden country called Vietnam. His vociferous support for American troops there, evidences this point vividly. Secondly, the charge of vulgarity is existent in all individuals and if "Acrimonious Aldo" is offended by liberal use of language in The Dolphin and Richmond Times, then I suggest that he stick to those brilliant editorials in the Daily News, which provides a prime example of limited aptitude, reinforced by and situations. Lastly, the charge of blasphemy is totally ridiculous. If "Benighted Benedetto" claims to be a Christian, then he blasphemes the very name of his saviour by his adamant support for the military establishment which espouses the virtual antithesis of Christian dogma.

In retrospect of these absurd recriminations, may I suggest that before "Bourgeois Benedetto" charges students with educational insanity, he should procure books on the respective subjects he wishes to discuss and do it openly and intelligently. Until then, the name of the organization stated in the letter should be changed to delineate the intellectual capacity of its members. An example could be Community Organization Needing Educational Insight, which provides a prime example of limited aptitude, reinforced by archaically inherent values.

New Board Chosen

The Dolphin staff and editorial board would like to congratulate its newly elected officers for the academic year '69-'70. The editorial board-elect for next year is as follows: Maureen Garrity, Editor-in-Chief; Alexander Ho, Managing editor; Joanne Hrelja, Copy Editor; Anthony LePere, Layout editor; Michele Nagel, News editor; Bruce Merles, Features editor; Linda Marino, Sports editor; David Moseder, Exchange editor. We wish them the best of luck in their coming administration and we hope that they will continue to get the fine support which The Dolphin has received this year from their fellow students.

Room For All?

The Dolphin is curious to know why the administration did not install toilets in the outhouse which they recently fabricated at the bus stop outside the campus?

Given the fact that they did not have enough money to build a shelter large enough to house 40-50 people, it seems to us it would have been wiser to save the money they spent on it until such time as they had enough funds to build one which is more appropriate to the needs of our students.

Investigation Needed

Why is it necessary for so many restrictions to be placed on the clubs and publications on campus when they can be waived at any time? Much of the red tape that exists is useless and bothersome. The Dolphin would like to see an investigation made of the college's policies pertaining to the financing and chartering of campus clubs, organizations and publications. Maybe the students could be granted a little more power with regard to their own governing and financing.

Peaceful Dissention

Many students at SICC are opposed to the on-campus recruitment by some major companies and military organizations. During the past week, a confrontation arose between Professor Mary Littlejohn from the Student Placement office and some dissenters. The Dolphin has always believed in freedom of expression for all concerned parties. It is the right of every student to exhibit their discontent on any controversial issue that may arise.

We encourage these dissenters to demonstrate peacefully their objectives. However, The Dolphin will never endorse any violent actions which they may attempt to use.

The Dolphin hopes that an equitable solution will be arrived at between the two concerned parties.

"Pretty Sterile"

Appearing on page one of this edition, is an article re-printed from the May 6th issue of the Staten Island Advance, documenting the remarks of Supreme Court Justice Vito J. Titone with regard to the enjoinder suits filed against The Dolphin and the Richmond Times.

In the article, Mr. Justice Titone observes that a college student paper which refrained from commenting on religious matters would be "pretty sterile." Needless to say, The Dolphin concurs with the Justice's statement.

The Dolphin wishes to express its appreciation to Justice Titone for acting in what we believe to be a responsible, unemotional and judicial manner, one that reflects only the highest of credit for himself and his profession. His example could well be followed by others.

NSA Changes Focus to Domestic Campus Issues

A lawsuit filed by the National Student Association challenging the constitutionality of "anti-riot" provisions of financial aid legislation, and "We Won't Go" statements opposing the war, are indications of the new thrust of the student government confederation.

Two years after the disclosure that it had been on the take from the Central Intelligence Agency, NSA has changed its focus from international affairs to domestic campus issues.

A big priority this year has been securing student rights and the freedom of dissent. Besides the suit challenging the federal government's right to deny aid

to "disruptive" campus protesters, NSA filed a brief as a "friend of the court" in *Tinker vs. Des Moines School Board*, which guaranteed students the right of peaceful protest, and the Timothy Leary marijuana tax challenge, as yet undecided. It has also represented students before the Civil Aeronautics Board to try to save Youth Fare, and has challenged Lewis Hershey's induction threat to draft dissenters.

At the association's last summer congress, delegates voted to split NSA into two groups—the National Student Institute (NSI) to handle traditional educational programs and another,

NSA, to work for political reform. NSA will work yearly on five issues that each congress mandates. The structure solves legal hassles about tax-exempt status, a major challenge being carried on by Young Americans for Freedom.

The '68 congress was a barometer of sorts, indicating NSA's significant shift to the left—a quiet, responsible shift, but a shift all the same.

Delegates disagreed about where NSA's energies and resources should be focused. Radicals believed the association should become a power base for broad social-political change. Moderates felt NSA should

stick to campus affairs, avoiding problems of society-at-large.

Elected to the presidency was Robert S. Powell Jr., who realizes that society's problems don't stop at campus borders and vice versa. He has this year led NSA on a realistic, relevant and respected course that promises to erase whatever bad image the group got from accepting CIA funds for pushing anti-communist viewpoints abroad.

One of the most exciting new NSA programs is the planned "network" of student governments at black schools and black student unions—sort of a black NSA. "Our status as a white student organization, like society's, has been largely indifferent to blacks," Powell says.

Three black organizers will work with blacks throughout the next few months to build the network and explore other avenues of communication and assistance. A black travel program to Africa and elsewhere is planned to supplement the current NSA travel association activities, and a series of publications on black student issues will be released.

The travel program and other NSA services like a record club,

entertainment bookings, life and health insurance, publications, placement service, and a planned paperback book club, provides NSA with an independent source of income that hopefully will grow so that foundation and government grants will be unnecessary.

This year NSA has had a grant from the U. S. Office of Economic Opportunity for recruiting students to work in Pennsylvania antipoverty programs. OEO has called the effort a failure; NSA says the project was poorly conceived on both sides.

Under a \$315,000 allotment from the Ford Foundation, NSA is setting up a national informational center on experimental education to measure the pulse and spread the word about educational reform.

A bold program on "white racism" is also underway, and college grading systems are in for an attack. Powell has also been working with the Youth Franchise Coalition to lower the voting age. To facilitate work on these and other programs, the organization will attempt to decentralize its Washington-based operation.

Analysis of a Tragedy:

Architecture Triumphs Over Education

By GEORGE W. SIDERIS

The environment has an indirect effect on the emotions and behavior of individuals, be it the plasticity of the weather or the static interior of our quarters. The SICC campus has its own environment which affects its citizens. Though we have no control over the weather, we can manipulate the interiors of our shelters so that the maximum pleasurable and desirable effect can be directed upon our emotions and behavior.

Apply this thought to our college campus where our life of study, recreation, and some entertainment take place. Ask yourself, are the surroundings on the campus relaxing, enjoyable, conducive to study? (Eliminate any rationalizations that may enter to prejudice the answer, such as: "It's better than nothing; it's better than high school; why complain, we're getting a free education aren't we?"). The only answer which comes to us is no! The environment that has been designed and constructed at SICC is faulty. There should be an investigation to weed out the individuals who are responsible, for it is the students who are the victims of inadequate administration and planning.

What is the SICC campus? A noisy library (supplemented by the Xerox Corp.), with bright yellow and white walls, resembles a playroom rather than a study area. The classrooms are oppressive with their cinder blocks, defective equipment

(clocks, P.A. systems, thermostats), ceiling tiles missing, and a lack of any form of educational decoration. It is as though everything possible were done to stifle thought and discussion. The hallways are sterile without color, painted with graphite-proof paint. (No doubt we are considered to be crayon-wielding youngsters.) The grounds around the cafeteria have lost their grass covering; people have trampled them into mud fields. The buildings, constructed in a method thousands of years old, resemble factories. The architect has presented our rear to the world, with the courtyard bowing to the supremacy of the automobile. How ridiculous to put the parking lot on a higher level than the buildings, next to a noisy expressway, with an auditorium which cannot contain the entire student body! The buildings huddle together as though it is constantly winter and in this way more heat is preserved.

Art was, and is, nonexistent in the minds of our campus planners. The only piece of art is two dolphins that are enclosed in an aquarium of a courtyard used sporadically by exhibitionists.

Is it any wonder that the school has a dropout rate of approximately 50 percent? Or that the unattractiveness of the surroundings inspires individuals toward the destructiveness of vandalism. The combinatory factor of architecture, art and in-

terior design must be utilized to the fullest. The creative genius of man must be present to show the student that what he is studying can be seen by looking at the structures and articles around him. I ask you, does the college campus give an accurate display of man's ingenuity and genius? Can this mediocre pile of stone be man's full potential?

However, let's not take the displeasing role of critic without also offering some suggestions to rectify the sad case just described. The following are intended as stimulants to produce a directed force into fixing the SICC campus so that a student's attendance here will be more fulfilling. For learning is enhanced in an atmosphere that is conducive to study.

To this end, faculty and students should take steps to:

1. Form a Campus Design Committee to design an interior and exterior which will instill a desire for knowledge among the students.
2. Suitable care for plant flowers.
3. Remove the xerox machine from the library.
4. Place sculpture in the courtyard and paintings in the hallways.
5. Adopt and enforce punitive measures.
6. Motivate educators to realize that their vocation is educating.

"Dionysus 69"

By ANTHONY AMATULLO

For you who do not choose to be ushered in next to an elderly couple from Syracuse at the Biltmore Theater to see "Hair," may I recommend a complete theatrical experience, "Dionysus 69."

"Dionysus," like "Hair," has nudity but this is the only comparison I can draw. "Dionysus" shows and uses male and female bodies to demonstrate beautiful, true emotion in a joyous 1969 adaptation of a Greek play.

The players put the play on Friday and Saturday night at

8:30. The "off-off" Broadway Theater is located at 33 Wooster Street, one block north of Sixth Avenue and Canal Street.

As you wait on line outside the old warehouse, you are instructed to enter alone, and find your companions later. The theater itself consists of wooden towers built around a would-be stage floor. The performance group, clad in clothes of "the people," tumble and toss about the floor exercising expert physical ability in fine, almost dance-like

manner. The theme of the play centers around the "birth" of Dionysus, in a stirring emotion-filled scene in which four women and four men, engaged in primitive emotions, literally unite their bodies to form a human womb out of which Dionysus is gloriously born.

"Dionysus 69," the liberated God of "joy and wine," through the use of dance, music, and chants, indeed has recaptured the joyous Greek spirit from which it was adapted.

Free the American Myth

By MICHAEL CALA

Unlike very many of my romantically "revolutionary" contemporaries, I see little, if any, validity in the current rash of violent activity directed against college and high school officials. However, some serious complaints that do warrant attention can be brought to light by dissentient non-violent activity. (The "serious" complaints I speak of are, for example, the recruitment on campus of students for companies that have dealings with any phase of the Viet-Nam War or similar destructive activity. I also speak of disallowing any arm of the Federal government, either the ROTC or any civilian recruiters for the armed forces, to solicit on campuses). I support boycotts and sit-ins, but cannot condone the use of weaponry to gain access to avenues of academic progress. To injure any man to gain any advantage is not only immoral, but criminal, in a conscientious sense. Nevertheless, some violent outbursts may have stirred my sympathies had they been provoked, genuine typical situations, rather than puerile, pseudo-revolutionary fadism.

In addition, there are many who feel that a radical change in our society is both imminent and necessary, if not vital. I concur, but I cannot fail to see that the zeal of most is, at best, misguided. I say that because I know that the real cause of unrest among us is not the campus, but the Federal Government. To attack the school in lieu of the government is graphic evidence that we know something is wrong, but do we know what it is?

Let me ask who leaves fully one-third of its population unfed while its defense budget is great-

er than the income of the entire poorer half of the globe? Who forces men to flee the homes they love to avoid coercion into a vast murder syndicate? Whose taxes are so high in order that the military may remain imperialistically strong? The college? The high school? Absurd. It is the Federal Government that is spreading not only the seeds of discontent, but the dark shadows of fear. And as this fear is spread wider and farther, that government will usurp more of the freedom men have abandoned in their flight from this intimidation.

What can we do in the tumult of this tyranny? Anarchy is certainly not the answer, for in the attempt many would perish. But what we can and must do is to focus on the most outstanding of the government's vast iniquities. We must transgress now any of its laws which strip men of their individual freedom and conscience. We must take its Draft Laws and use them to escape both imprisonment and induction by seeking deferments not only for ourselves, but for those who are in peril of being forced to serve. If we cannot do this, there is no alternative but to flagrantly violate the law, and to aid those who would violate it. To remain silent is to condone, so we must make a concerted effort to tear American militarism out by its cancerous roots. We must act now, for it may already be too late to save our brothers who are dying at the hands of a nebulous killer.

In conclusion, let us turn away from unproductive campus disorder and turn ourselves together to the task of allowing the Free American myth to become a reality.

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Observations

By The Venomous Bede

Obviously Horn and Hardart are going out with a whimper, not a bang. No more silverware is being used—and the manager may well have his reasons. But, have you ever tried to cut a lettuce leaf with a plastic fork, Mr. Manager?

QUESTION TO ADMINISTRATION: Can anyone set up a table in the halls and appeal for money for some cause without being able to relate any details about the cause itself? It could beat getting a summer job.

That shallow plot of a frame work at the bus stop is to be, believe it or not, a shelter. This will be great for about a baker's dozen who are fortunate enough to get there early. I wonder if the person who designed it ever took a head count of those who stand and wait.

Mindless Men?

By JOSEPH KUTCH

The May 1 issue of *The Dolphin* contains another in it's long series of anti-ROTC tirades. The one fact that becomes immediately apparent about the authors of this latest edition of "ROTC Must Go" is their total ignorance of the program.

The principle arguments against ROTC are the assumptions that it stresses "rote learning and deference to authority," that stifles critical thinking, that it hinders spontaneity and dialogue and that it produces "intellectual stunted martinettes." These totally unfounded assumptions are then used to state that ROTC has no place on campus.

Even if I were to accept these criticisms as valid, which I certainly don't, I would maintain that they still did not constitute grounds for the forceable removal of ROTC. The program is taken on a voluntary basis and it in no way interferes with the functioning of the university or with the rights or privileges of

(Continued from Page 8) and groaned their way through the matches. Big Ed Fitzpatrick and Stan Timari edged out the rest of the group and will grapple today in what will prove to be a very interesting contest.

The entire tournament has been organized and run exceptionally well due to the excellent job done by Mr. H. Peirano and the enthusiasm exhibited by the participating students. "If it were not for the courage and participation of students who were willing to try something new and different, there would not have been a wrestling tournament," commented Mr. Peirano. "It takes a lot of courage to try something new and different in front of a crowd," he added, "knowing that your fate may lie in the hands of defeat."

The finals will take place today and spectators are admitted free. With excitement and thrills guaranteed, it is a pleasure way to enjoy club hours.

The sad state of the great planters in the quad is not the fault of Administration or Buildings and Grounds. Once more, the blame must be put at the door of the architect—who forgot to put in any drainage system. One alternative might be to clean them out, fill them with water and plant lilies.

It seems a pity that the overall apathy of SICC's students toward the school's athletic events often causes the players to outnumber the spectators.

There are times when I am grateful for the generation gap. There are also times when I wish it were even wider. With a little luck, the gap may become a moat.

Anyone remember the days that when a student was in the Dean's office, it was the student who was in trouble?

the students on campus. If anyone feels that ROTC is such a horrible course, then he doesn't have to take it. Nobody is twisting his arm, so I hope he hasn't deigned to decide what courses I can and cannot take. I don't need a Big Brother to look after my affairs.

As for the criticisms themselves, I can, as a member of ROTC, categorically state that they are untrue. By no stretch of the imagination does ROTC produce robots. If one thinks about it for a moment, one sees how grossly illogical the idea is. Had the Army wanted mindless automations, as the writers of the paper have often stated, why would they seek to obtain the majority of their officers from the very seat of critical and analytical thinking, the university?

The preponderance of ROTC faculty is declared to have rather limited educational backgrounds" for having only a Bachelors Degree. It was not pointed out, however, that the officers selected for ROTC duty also have many years of practical experience as well as their years of civilian and professional schooling. Many are former instructors as military service schools and most are combat veterans. Those officers selected as Professors of Military Science, are graduates of the Army Command and General Staff College and have a minimum of a Masters Degree. In addition, the president of the institution has final approval authority on the acceptability on all nominated officers.

The "ultimate argument" against ROTC is that it teaches men to kill. There is little space to debate the necessity for military establishment in this article, so let it suffice to say that this nation would never have become or remained the free and independent nation it is without one. The choice is between a civilian oriented and educated officer, aware of the needs and rights of the American people, and one divorced from those values.

In Defense of Freedom for "Vanguard"

By MICHAEL J. BOHAN

Mr. Giacalone's "reporting" of the April 23rd presentation by Col. Mohr illustrates the inability of many of the radical left to comprehend the meaning of the term "freedom of speech." This shortcoming is by no means confined to one side of the political spectrum. This ignorance is manifest in groups of both the right and left by their attempts to silence opposing points of view. Mr. Giacalone, in addition, illustrates an all too common tendency to replace intelligent rebuttal and comment with name-calling. The radical right labels all dissenters as "communistic;" Mr. Giacalone labels Col. Mohr as a whore and a buffon, and pentagon officials as Neanderthals.

This country is made up of people with diverse views and ideologies. It is their constitutional right to hold and express these views. There are many people, and this may come as a surprise to you Mr. Giacalone, who honestly believe Ho Chi Minh is a "barbaric murderer." Most of these people do not exude ignorance.

The problem is that the tendency toward totalitarianism exists at both extremes, right and left; we are sure that we are right and they are wrong. It is a crime when we attempt to silence opposition by force, or booing and cat-calls.

Mr. Giacalone's "reporting" of Col. Mohr's presentation illustrated the student's unwillingness to accept the fact that they are not infallible, that an opposing view, no matter how incorrect it may seem, still might be valid. The slightest possibility of an opinion being correct entitles it to an uninterrupted hearing. Furthermore, opinions that contain no possibility of truth are still entitled to the freedom of an airing.

Whether the issues concern the imperialism of the United States, the horrendous acts of the Viet Cong, Black equality, the 25,000,000 people murdered during Mao Tse Tung's purges, economic inequities, or the right to protection from society, there are pros and cons to every issue, and the fact we support one view does not give us the privilege of usurping the rights of those who oppose us.

By TONY DIRAIMONDO

On Monday, April 28, the left wing element of the school published the controversial, "Vanguard." Three days later, members of the "Vanguard Community" (V.C.) appeared before the Student Government Senate, requesting that the publication be granted \$1500 for next semester. This week, various factions are petitioning for the removal of "Vanguard" from the campus.

The petitions say that student funds should not be used for this publication, that school property should not be used, and that the "Vanguard" serves no useful purpose on the campus. One such petition reads: "We, the undersigned students of Staten Island Community College feel that student funds should not be allocated to the "Vanguard" and we do not believe that the publication should be printed on school machines or paper. We believe that freedom of the press is necessary, but the "Vanguard" serves no useful purpose at SICC."

It is this reporter's opinion that the "Vanguard has EVERY RIGHT TO PRINT AND PUBLISH ON CAMPUS and that this petition should not be signed or

supported. This publication may be distasteful to many people, but that is no reason for the removal of the paper from the campus.

What kind of education do you want? What kind of democracy do you profess? What is education if it is not the learning to evaluate what is right or wrong or good or bad for you, the individual. If an opposing opinion, regardless of how severe, is not permitted to be expressed, then how can the individual learn where he is.

Would you shatter your own democracy as readily? What is democracy if not the right to voice your opinion? The democratic process extends to all. Yes, some abuse their rights. But does that constitute good cause to take away freedom from these people? No; hell no.

What makes democracy strong, is that it flourishes through all of its abuses. It will last as long as we continue to support it, by supporting the continuance of such things as the "Vanguard."

Practice democracy by criticizing "Vanguard" in writing, there are more than enough ways to do that. But don't destroy it by calling for "Vanguard's" removal. Support the right of "Freedom of the Press"

Wooten's College Tours

By BRUCE MERLES

Many of you are probably wondering why, on every Wednesday, there are Junior High School students walking around the school. The answer is quite simple. Mr. James P. Wooten, the Director of Institutional Research at our college, has set up this program in order to show these kids what college life is all about. The kids are taken on an extensive tour of the college, visiting such places as the Language Lab, Chemistry, Biology, and Physics labs, the auditorium, gymnasium, and further down the line. Many of the kids have enjoyed the Computer room best where they challenge the large mechanical brain to a game of tic tac toe, and to everyone's surprise the computer has been beaten. At the end of the two hour tour, they are returned to room C 128, where lunch awaits them.

This arrangement that Mr. Wooten has devised has proven to be worthwhile, and a good thing for the younger generation. Kids only see what T.V. will show them about colleges, and that is usually violence or un-

rest; with this program the kids see actual college life. They are able to see students studying and working on projects, and this is a reflection of college life that hopefully will remain in their minds. Mr Wooten should be congratulated for his work with this program, for not only does it help those in grade schools, but it also helps Staten Island Community College get into the community. Maybe if more men like Mr. Wooten were present, the college campuses would change for the better.

(Continued from Page 8)

SICC racked up two more gold medals in the 1/4 and 1/2 miles, as Hodge won the quarter in 50.4 and Ron Barnhart shattered yet another record in taking the half-mile. Barnhart's exceptional time was 2:00.5, and Gene Padilla finished right after him in second place.

The long distance races also proved to be a source for SICC points as we scored heavily. Mike Marotta, Ed Dalton, and George MacEwen finished 1-2-3 in the mile, with the winning time being 4:53.8. MacEwen and Dalton then came back to garner second and third places in the two miles to finish the slaughter that SICC was inflicting upon its foe.

The track team comes out of this important meet flying high and are heading for the Regionals at Farmingdale, L.I. on May 10. Managers Lindo Bocchetti and Carol Bertolini expressed the sentiments of the entire team saying, "We expect an exceptional performance at the Regionals and hope to walk off with a trophy."

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Level)

Harriers Win MCCAC; Total 138 Points

By DAVID GOTEINER

Inspired by six record breaking performances, the SICC track men went out and dominated all competition to easily win the Metropolitan Community College Athletic Conference Meet last Saturday. Our team scored a total of 138 points, as opposed to 56 for New York CCC, 36 for Queensboro CC, Manhattan CC's 19, and Concordia's measly 10 tallies.

SICC quickly took a lead, as no other team besides our own had competitors in the pole vault. Vaulters Frank Moscarillo and Don Campbell jumped in spite of this, and the former tied the school record, which he himself set, at 10'6".

In three other jumping events, the home team was racking up points as the other teams could not keep up with our fine performances. Russell Rowe took a gold medal in the high jump as he cleared 5'10" to break the school record which he set only three days before. Ken Lam took second in this event, but his record triple jump leap of 42'5" was good enough for top honors here. George Meadows and Mike Marotta placed right behind Lam to complete a 1-2-3 sweep. Lam completed his scoring for the day as he also copped first place in the long jump.

Continuing their dominance in the field events, Vin Rucci let loose with a 121'1 1/2" discus throw which not only gained him first place, but broke the school

record by over six feet. Walt Osmanski almost bettered the record javelin mark, but his toss fell a little bit short and he had to settle for just first place, ahead of teammate Tom Wonica.

By the time that the track events got underway, SICC already had a nice lead, but the runners showed no signs of easing the pressure.

The 440 yard relay team, sparked by the 10.6 split of Mitch Dickman, and aided by perfect baton passing, streaked to a first place finish and set a new school record of 43.8 seconds. The group, consisting of Bill Orfanos, Dickman, Bill Hodge, and Tom Tramutola, beat the old record which was set only this season.

In the other relay that day, Orfanos, Tom Wonica, Chris Irish, and Hodge all combined to provide for a come-from behind victory in the mile relay. After Orfanos and Wonica had held second place during the first half-mile, Irish took the baton and sped off to catch up to his opponent. His long, smooth strides enabled him to get within one yard of the lead and he then passed off to anchor man Hodge. Hodge played cat and mouse with the lead runner for the first 200 yards of the final lap, and then pulled away hastily, never to be caught up to again. The final time of 3:30.5 clipped more than a second and a half off the previous record.

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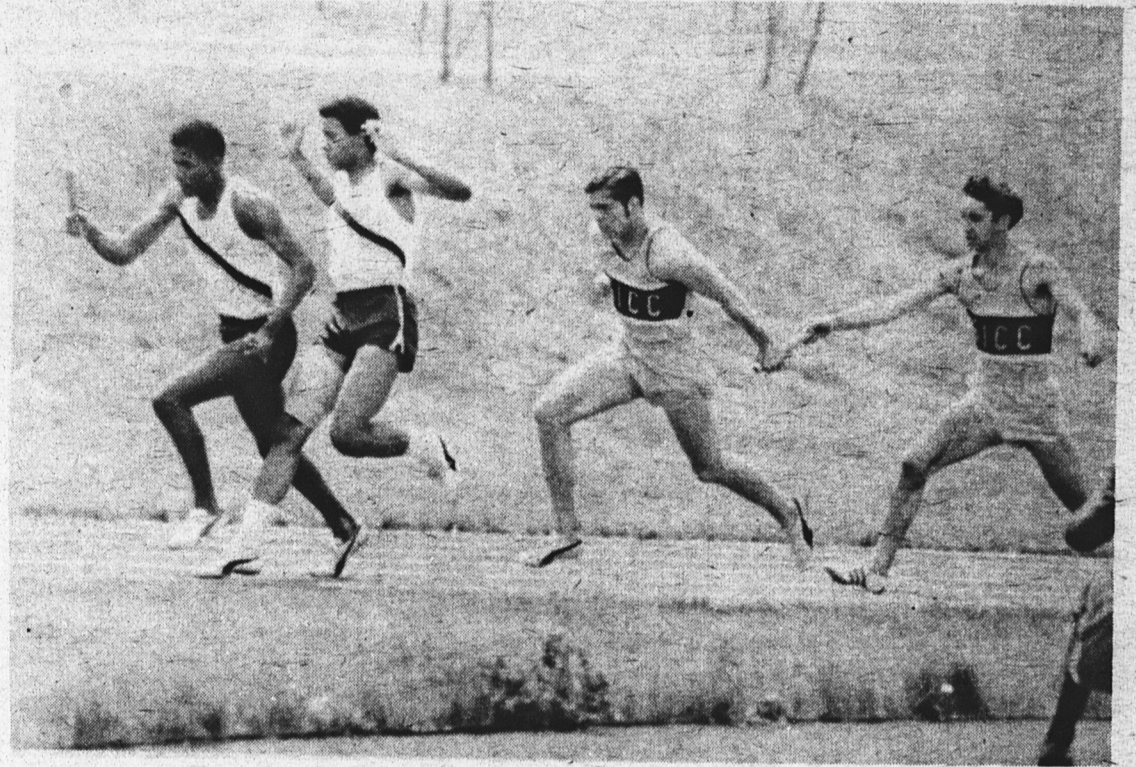


Photo by D. Goteiner

Bill Orfanos makes perfect baton pass to Mitch Dickman.

Intramural Wrestling Debut

By DAVID GOTEINER

Intramural wrestling made a successful debut on the SICC campus last Thursday, as 41 grapplers engaged in fierce competition to the delight of an enthusiastic crowd. The competing students were vying for a shot at the finals which will be held today during club hours in the gymnasium.

Although it was the first exposure of this sport to some spectators, they enjoyed it greatly as the wrestlers went at it wholeheartedly. The action was fast and furious in every weight division, and Mr. Peirano's skillful officiating added to the excitement.

Despite the lightness of the men in the 137 lb. weight class, they turned out to be real scrapers. Pete Valente and Dom Schioppo won their matches and will face off today for the winner's trophy.

Frank Moscarillo shutout Warren Johnson 8-0, and Louie Torres

outpointed Salvatore Sciolone 7-6 in the 145 lb. division; the final match between these two should be interesting. Frank is very agile and will be hard to beat.

The 152 lb. group was loaded with wrestlers and it turned out to be survival of the fittest. Bob Erickson defeated Steve Monahan and Guy Settineri pinned Dom Covello in 27 seconds. These two victorious men then went at it and Settineri came out on top. Dan Matthews wrestled extremely well against his opponents to gain a spot in the finals.

Dick Leto and Chris Koratanis gained positions in the 160 lb. class, while John Todisco and Pasquale Macri will battle for the 167 lb. championship.

Hank Higgins took a lopsided 13-3 victory in the 177lb. division, which gives him a chance to wrestle Bob Calta for a gold trophy.

The heavies in the unlimited class provided many thrills for the spectators as they grunted

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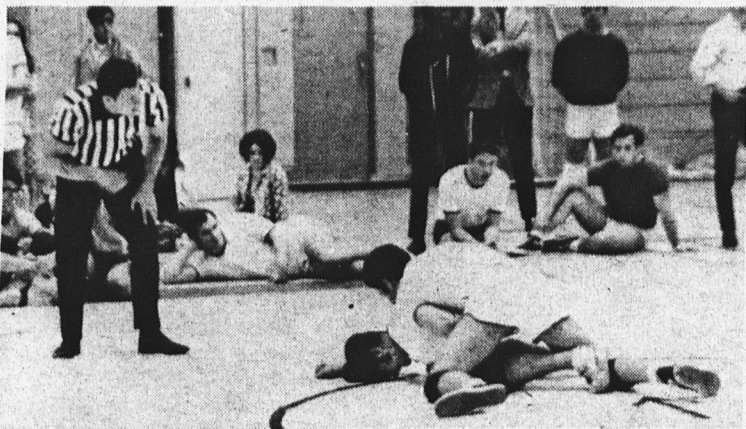


Photo by T. Lepere

Referee Peirano watches Dennis Groco (top) battle Dan Matthews.

Dolphins Sweep Four Straight

By LINDA MARINO

The Dolphin team has been doing everything right lately, as they have won their last four games. Coach Dave O'Brien's team is on its way to another winning season.

DOLPHINS DOWN KINGSBORO

On April 30, the Dolphin team extended its season's total to 8-3, as they triumphed over Kingsboro CC 8-5 at the losers field.

A pair of hits, an error and three walks off starter Bill Nikosey gave Kingsboro a three run lead in the first, which was cut to 3-2 after the top of the second on Pete Wyso's single, 3 walks and an error.

The Dolphins took a 4-3 lead in the third when Bob Dillon opened with a single. Wyso walked and John Goffredo tripled in the two runners.

Don De Young started the top of the fourth with a walk and advanced to second on Nikosey's sacrifice. Larry Robinson then hit an infield single and promptly stole second, putting runners on second and third. Dillon then hit a single to left, for 2 RBI's, which gave SICC a comfortable 6-3 lead. Both teams scored twice again in the final five innings, giving Nikosey the win.

Nikosey, who displayed wildness, walked 11 and hit 3 batters, however he struckout 12 to get himself out of numerous jams.

VICTORIOUS OVER CONCORDIA

The first of May was the setting for the Dolphins' 12-2 victory over Concordia Jr. College. Bob Rautenstrauch was the starting and winning pitcher.

Concordia scored its two runs in the first inning and were

shutout the rest of the way by Rautenstrauch, Ralph Green and Les James.

Thomas opened the game reaching on an infield error. Hodges walked, and Malinsky forced Thomas at third. With runners at first and second and two out, Rick Ebling tripled to center, which gave Concordia its two runs.

The Dolphins scored 5 times in the third. A double to left by Robinson after one out was followed by 4 walks. The runs came in on George Kirk's single and Chuck Schmidt's sacrifice fly.

Dillon had reached on an infield hit in the fourth before Frank Chapman's chopper to third, which resulted in 2 runs scoring as 2 errors, were committed. Robinson, Dillon and Pete Wyso came across the plate in the sixth on 2 errors and a fielders choice, extending their lead to 10-2.

The Dolphins final two runs came in the eighth, giving them their ninth victory of the season.

ROBINSON:

BIG DAY AT SULLIVAN

On May 4, Robinson's two singles, double and homer aided the Dolphins 12-7 victory over Sullivan CC.

After Robinson's single to open the game, Dillon drew a walk, Kirk then singled, and Wyso drove in the first run with a fielders choice. Goffredo then brought Dillon and Kirk home. Three runs followed in the second inning, giving SICC a 6-0 lead.

Robinson then drove in Schmidt and De Young with his two run double, later followed by his solo blast to left center.

In the seventh, Mike Walters doubled and was driven in on

Dillon's single. Kirk and Joe Liotta followed with RBI singles, bringing the Dolphins up to 12 runs.

Starter Dom Falconetti allowed 2 runs in the five innings he pitched. Sullivan's other 5 runs came off of reliever Rautenstrauch on four hits.

NYCCC BOWS TO SICC

The Dolphins romped over New York City CC 16-5, May 5, at the Sunnyside campus.

Dolphin ace, Nikosey pitched the entire game as he struck out 11. Nikosey gave up 2 runs in the first and one in the second as he ran into a control problem. NYCCC went scoreless until the seventh, and scored once again in the ninth.

On the field and at the plate, the Dolphin team played excellent ball. Robinson opened the game with a double to center. Wyso walked with two out, and Goffredo then smashed a 3 run homer into deep right center. The Dolphins scored twice again in the second on Dillon's double to right.

In the third, Kirk singled to center and stole second, Schmidt followed with an RBI single, giving the Dolphins a 7-3 lead.

SICC scored again in the fourth and sixth innings, and rallied for 3 more in the seventh. Nikosey singled and Robinson reached on an error. Chapman picked up 2 RBI's as he singled to right, and scored on an error.

The Dolphins final 3 runs came across in the ninth as Liotta unloaded a solid shot to right for a 3 run homer.

With these 4 victories, coach O'Brien's team is eligible for the National Junior College Athletic Association Championship.