

CSI Goes International

Six Profs Teach in China

By Jannine Yoho

Six professors who spent the summer in China in a cultural exchange program spoke about their experiences and impressions at a panel discussion open to the general public on Oct. 21, at Sunnyside.

Four of the professors were the first Americans in many years to teach in the populous Hebei Province in North China: Professor Joan E. Hartman, chairperson of the Department of English, Speech, and World Literature and Professors Judith B. Stelbom, Teresa F. O'Connor, and Barrie Chi, of the same department. All taught English to Chinese teachers-of-English at Hebei Teachers' University in the city of Shijiazhaung located three hours south of Beijing (formerly Peking). Professor Lynne Belaeif taught philosophy at the Second Medical College, Beijing, and Professor Emile C. Chi taught computer science at Qinghua University, which is also in Beijing.

Professor Stelbom explained that a college grant defrayed some of the travel expenses. "The visas arrived the day before our scheduled departure and life was in a panic state, since we did not know exactly when we would leave. Finally, we arrived at Shijiazhaung after a 40-hour train ride from Canton to Beijing.

"The weather was 100 degrees plus. The administrators were very concerned and sympathetic, worrying constantly about our well being and health. The work was exhausting and stimulating and involved fifty students chosen from various institutes and provinces. They spoke English extremely well and were extraordinary students, all university and college teachers of English."

Professor Hartman spoke about the backgrounds of her students. Their training in English has been fragmented by the fact that the Universities were closed during the five years of the cultural revolution. In 1976, there was a partial return to normalcy although the Chinese now realize that they have lost a complete generation of students in all the fields of learning.

Prof. Hartman stated, "The oldest of my students, age 52, was born in India, and came to China in 1949. He had had no previous connection to English studies and had worked as a clerk-typist. However, he had incredible fluency. His specialty was making tapes from the Voice of America broadcasts. He listened avidly and ran a listening lab.

"He had had no formal education since leaving India. He is typical of the linguistically talented, powerfully intelligent human beings with whom we shared our lives this past summer."

The papers of the Chinese students were well written and intellectually superior, and often revealed a knowledge of historians, philosophers and writers of the past. Even though the conditions produced by the cultural revolution created extreme hardships and there were few books or opportunities for learning, the students somehow had managed to become educated and to overcome their conditions.

Prof. Barrie Chi described several different aspects of family life in China. There is a real tenderness in the men and the family life is strong. The students were curious about Americans who do not marry. They asked, "How can you not marry? You need children to take care of you when you're old."

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President Volpe with Professors Joan Hartman, Harold Taylor, Judith Stelbom, Lynne Belaeif, Barrie Chi, and Emile Chi at planning session for conference on the trip to China.

Nigerian Farewell

Nigeria is not located in Room 701 on the St. George campus. It is in West Africa and, in fact, is the most populous and prosperous country in black Africa.

The Center for International Service is in Room 701. Since the snowy January of 1978, it has been the focus for the collegiate lives of a select group of young Nigerians,

'The program has led to deepening connections between Nigeria and the college.'

The students were sent to the College of Staten Island by their government, through the Nigerian Manpower Project, which is administered by the U.S. Agency for International Development, with Nigeria paying all the costs. CSI participation in the program was arranged by Prof. Harold Taylor, director of the center.

The objective of the program is to provide Nigeria with technicians. To paraphrase one prominent Nigerian: "We have plenty of engineers to design buildings and machines, but we have nobody to supervise construction or fix the machines when they break down."

The students, 29 in all, studied electrical

civil and mechanical technology or engineering. There are six students remaining on Staten Island. Graduates returned to Africa after two years of study — fifteen in February, two in June and six in August. Two students from the original 1978 group, however, have returned on a private basis to complete B.S. requirements in engineering — Kabir Moyi and Abubakar Balarabe.

Letters from Nigeria indicate that seven more graduates will be coming back to CSI in January.

According to Dr. Taylor, the return of the A.A.S. recipients for baccalaureate work reflects favorably upon the "dedication and deep involvement in the Nigerian program of the professors and department heads in the technologies."

The program has led to deepening connections between Nigeria and the college. Through letters to Africa from the 29 students, word of the college has spread and the number of private students from Nigeria has been on a steady rise.

The College of Staten Island has been unique among the 162 American colleges and universities involved in the Nigerian Manpower Project in attracting the attention of Nigerian government officials. In June, Chief Kingsley Chime, permanent minister of education for Anambra State, spent a day conferring with college officials. He was followed in August by a high-ranking Nigerian Ministry of

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\$5,000 for Sports

Association Funds Intramural Dept.

By Lou Varveris

The CSI Association, at its third meeting of the semester on Oct. 21, agreed to a budget request made by the intramural sports department for \$5,000. The money will be used for the purchase of a lithograph machine for the production of sports I.D. cards, a typewriter, and other office supplies.

The progress of the lower lounge was also brought into discussion at the meeting. The designer has asked for an additional \$700 for two laboratory doors which, because of an oversight, do not presently meet the width requirements for use by the handicapped. The Association will investigate the matter before acting upon it at a future meeting.

A resolution to recommend to the president of the college that the Dean of Students be appointed as the head of the recreation portion of the intramural-recreational program was passed by consent of the board. The recommendation will be made with the understanding that 40 percent of the budget will be used for intramural activities and 60 percent for recreational activities. This would modify President Volpe's original decision to appoint Professor Howard Peirano as the director of the entire program. Professor Peirano currently offers both intramural (specifically team sports) and recreational (swimming, racquetball,

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Editorial

To vote or not to vote...

Many voters are discontented with all three presidential candidates in the Nov. 4 election. With Carter and Reagan running neck-to-neck, and Anderson struggling to keep up, this year's election is the subject of the nation's hottest controversy in decades.

The American worker is in crises, plagued by unemployment, rampant inflation, indus-

trial shutdowns, housing decay, and general economic collapse.

Yet we must not renounce our responsibility as citizens by pointlessly staying away from the voting booths. This nation, in its surge toward ideal democracy, cannot afford to deny the merit of popular suffrage. A choice, therefore, must be made by all registered voters. Vote on Nov. 4.



Creative Writing Course

To the Editor:

Creative Writing 430 is listed in the school catalog as "a series of experiments in the writing of poetry and prose fiction." However, on the first day of class students learned that the course would consist only of poetry writing. It seems that Creative Writing 430 had become Creative Writing 432, Craft of Poetry Workshop.

Many students in Creative Writing 430 had never written poetry. Most said they enjoyed writing fiction, especially short stories. One student took the course because she wanted help with a novel she was writing. Even after hearing the student's comments the instructor showed no interest in tailoring the course to meet their needs.

An instructor shouldn't have the right to change an official course description to suit

his or her own interests. There are three poetry writing courses offered at the college. We don't need to create another at the expense of the students.

It should become an accepted practice at CSI for students to join together and demand their rights. They should stop complaining to one another and start complaining to school officials. If enough students in Creative Writing 430 had confronted the head of the English department, or if necessary the college president, they would have seen some justice. As it stands now, some students will be forced to drop Creative Writing 430. Others will put aside projects and ambitions and sit quietly through the semester hoping that maybe next time they can get what they want.

—Rosemary Orrichio

The Gospel

According to St. Peter

By Peter C. Fenty

Cash Refunds are now being offered to all CSI students who do not want their student activity fees going to NYPIRG. Two dollar refunds can be gotten in room D-2, on the Sunnyside campus only (guess students at St. George are out of luck!) Monday-Thursday from 10 a.m. to 4 p.m. and Monday and Thursday from 6 to 8 p.m. (not too much time for evening students!) — until Oct. 31. NYPIRG first announced this refund period on Oct. 13, in the college's newsletter and it seems that they do not want to give students a fair chance to get their money back. Because of this, I urge all students to apply for the \$2 refunds immediately. The College of Staten Island Association should demand that NYPIRG extend the refund period, process refund requests at St. George since they already have an operating office there on the fourth floor, offer evening students at both campuses more time to ask for refunds, and to better publicize the refund program by posting signs throughout both campuses.

Under the present refund conditions, all CSI students are getting screwed and it's a disgrace.

The 3rd edition of the student and alumni authored literary magazine *All Ways A Woman* was released recently and is now available to the CSI community.

The free 68-page magazine is, "the product of more than nine months of planning and hard work with poems and prose pieces submitted by students and CSI alumni," said co-editor and student Donna Decker.

Decker said that the first two editions of *All Ways A Woman*, which she describes as a "literary prose magazine," were published in 1978 and 1979 and became popular with many students. "Student Government realized the magazine's popularity and agreed to fund this latest edition and we are very grateful," said Decker. "We hope that they will support us for a fourth edition."

Copies of *All Ways A Woman* are available only at Sunnyside in the Registrar's office, the English department A 324B, and the counseling placement office in A building. Because only 500 copies have been printed, anyone interested in obtaining one better hurry.

Professor Seymour Finger recently published a new book *Your Man at the U.N.* in which, former U.S. Ambassador to the United Nations Henry Cabot Lodge, who authored the book's foreword, said, "He has carefully looked into all the things which make the U.N. a truly workable device and has shown how it all functions."

Dr. Finger, before coming to CSI to teach various international politics courses, was actively involved with the U.S. Mission to the U.N. as its economic adviser, senior economic adviser, minister counselor, ambassador (1976-1971), and senior adviser to the permanent representative, from 1956 to 1971. During those 15 years, he worked closely with Lodge, Adlai Stevenson, Arthur Goldberg, George Ball, George Bush, and others on the making and execution of policy.

Dr. Finger's book, an insider's account of the workings of the U.N., is a story about people, politics, and bureaucracies as they interact in making policy at the U.N. with an emphasis on the people. Finger examines critically the question of how the U.N. fits into overall U.S. policy and how the U.S. should manage its participation to serve American interests most effectively. After his review of the 34-year history of U.S. participation in the U.N., rational approaches for the future in an increasingly interdependent world are suggested.

Dr. Finger, who is also currently professor of political science at the Graduate Center of the City University of New York and was director of the Ralph Bunche Institute for eight years, has written many books and scholarly essays on world politics.

Meehan Addresses Psi/Chi On Psychology GRE's

By Ann Stiers

The beginning of each semester is a time for meeting new people and re-acquainting oneself with old friends. In the same spirit of comradeship, the first meeting of Psi Chi, the national honor society in psychology, together with the Psychology Club held its first combined meeting on Sept. 23, between the hours of 2 and 4 p.m. The purpose of the meeting was to orient the officers of the club with the multi-faceted student body at CSI.

Professor Edward Meehan, faculty advisor, was the keynote speaker. Dr. Meehan informed interested students of the graduate record examinations (GRE's) and the alternate choices available in the field of psychology.

The officers of the club, Jeffrey Kloss, president, Ann Stiers, vice president, and Paula Milazzo, secretary/treasurer, were on hand to introduce themselves and answer any relevant questions pertaining to the club and/or the honor society (Psi Chi). After his lecture, Dr. Meehan introduced Ms. Stiers, who spoke about Psi Chi. Ms. Stiers, who is the president of Psi Chi, proceeded to explain what Psi Chi was about.

"Psi Chi is a national honor society for psychology students. The organization itself is relatively new. As a member, you are awarded certain privileges, as in other honor societies. The main component of Psi Chi which is of importance to you personally, however, is the fact that you will be given a recommendation by the honor society. I realize that the honor society

carries with it a sense of delayed gratification for the affiliated student members, but in the long run the rewards which are reaped are many.

"I would like to give you the requirements for Psi Chi. For one thing, you must attend meetings (two are mandatory). You must contribute your time to at least one committee. These committee meetings will be held during club hours. You must complete 15 credits in psychology at the college. You must attain a 3.0 overall G.P.A. and a 3.5 G.P.A. in psychology. You must be a declared psychology major. In order to do this, you need 64 credits from this college. The forms are available from the registrar. The application forms for the honor society will be available next week. All interested students should apply for we have no way of knowing whether you wish to join unless you tell us so." President Jeff Kloss and Secretary/Treasurer Paula Milazzo then addressed the membership.

The first meeting of the Psi Chi/Psychology Club was judged productive. Representatives to the psychology faculty meetings were elected and committees were discussed and formulated. Application forms for the honor society can be picked up in B-209 during club hours, or on the 6th floor in the Psi Chi mailbox.

President Stiers announced that those wishing additional information regarding the honor society may do so via H-9, or on the 6th floor, 130 Stuyvesant Place; a Psi Chi Club mailbox is at each location.

College Voice

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Opinions expressed are the writers' and not necessarily shared by anyone else.

Mixing a Career And Education

By Mahir Haddad

When you walk down the halls of CSI you see a variety of students ranging from teenagers to housewives. Many want to better themselves or start a new career; college seems to be the place to do so.

One student in particular is a housewife, a mother of five and a working woman at the same time. Mrs. Linda Russo has proven that such a double life is not impossible.

Mrs. Russo, a part-time student currently carrying 8 credits, will be eligible to receive her Associate of Science degree in the spring. She will continue toward a BA in special education.

She is currently employed during the day as a nursery school teacher and is in a career training program in special education. She loves teaching the children but her goal is to teach the handicapped.

School is also important in Mrs. Russo's busy life. Most of her classes are scheduled at night, and on two days a week she goes to the college straight from work.

"By not taking more than two subjects a semester, I am able to manage with no great problems," she says. The only time things become hectic is during the usual family problems, as when someone gets sick or when one of the children has to be driven somewhere. Most of her spare time is used to do schoolwork. Watching TV is impossible.

Mrs. Russo's grades show how hard she works, for she has made the Dean's List with solid A's and B's. "As a mature person, I take school more seriously and aim toward higher marks," she says.

As a student, Mrs. Russo does not participate in any extracurricular activities, for she lacks the time. But she is "very aware of what goes on in the college" and is "pleased" with its financial aid system because it gives people who can't afford college "a chance to better themselves."

Mrs. Russo feels that if people think they can handle the responsibilities of going back to school, "then nothing should stop them from bettering their minds. It is never too late to start."

'Great Ideas In the Sciences'

"Great Ideas in the Sciences and Humanities" is the theme of a series of lectures presented by faculty of The College of Staten Island for gifted high school students on Wednesday afternoons at the college's Sunnyside campus. The lecture series was initiated in 1977 by Dr. Herman Erlichson, professor of physics and chairperson in the department of applied sciences.

The first lecture, titled "Eve Looks at Adam's House" and given by Dr. Electa Arenal, associate professor of Spanish and a member of the faculty of the women's studies program, was Oct. 15. All the lectures are at 3:45 p.m. in room B-303, Sunnyside campus. High school students from the Island's schools have been invited to the lectures, and interested persons may call 390-7579 for information.

Faculty coordinators of the program are: Dr. Andrei Weiszmann, associate professor of physics, and Dr. Lori Candle, assistant professor of psychology.

The other lectures are:

"Charles Darwin and Alfred Russel Wallace and the Evolution of Man," by Dr. Joel Schwartz, assistant professor in the department of biological sciences, on Oct. 29.

"The Madison Club: The Study of the Birth and Death of a Local Democratic Club," by Dr. Charles LaCerra, assistant professor in the department of history, on Nov. 12.

"Utopia or Oblivion," by Dr. Richard H. Schwartz, associate professor in the department of mathematics, on Nov. 26.

"Chaucer and the End of the Middle Ages," by Dr. Stephen Khinoy, assistant professor in the department of English, speech, and world literature, on Dec. 3.

"Preparing for a Career in the 1980s," by Martin Black, assistant professor in the placement center of student services, on Dec. 17.

Volpe Voices Support For Consolidation

By Jannine Yoho

President Volpe has indicated to the College Voice his reasons for supporting the consolidation of CSI's two campuses into one, located at St. George or at Sunnyside or at a third site yet undesignated.

A \$5-million request for planning funds, preliminary to construction, was incorporated in CUNY's capital budget now on the Board of Trustees' agenda.

Volpe revealed sensitivity to the concerns of St. George and Sunnyside residents. "No one beyond this island cares whether we have adequate facilities to fulfill our educational mission."

He added:

"The main facility at St. George is an office building which the former Richmond College adapted for college use until its permanent campus was constructed.

"The Sunnyside campus was designed as a two-year college for about two thousand students. Presently we have close to eleven thousand students. The inadequacy of the present facilities is compounded by the two-campus operation.

"For instance, there are no rooms for clubs. We have one lounge at Sunnyside and no place for students to meet and talk. The library at the St. George campus is a good research library, but it is not readily available to students taking classes at Sunnyside. Scheduling — call it communications — is a disaster."

Volpe stated that all students are citizens, and they and their families should speak up and explain to the community that a single campus is necessary. The political forces will listen if people speak. He reiterated, "I don't care where we are, we shall need — good public transportation to make campus accessible. We need room for parking. Most people do not use the

inadequate public transportation. We don't have enough student parking facilities. And running a college without a good library is like running a hospital without an operating room. The Board of Trustees has approved inclusion of the request in the University's capital budget, which was approved by the State Legislature but probably will not be appropriated until Spring 1981.

Volpe said that in 1978 CUNY submitted a required Master Plan for a university-wide building program. The original proposal concerning CSI called for consolidation on the present Sunnyside site. That according to Volpe, would cause jamming all the buildings required for a four-year college into the available forty acres. Both the college community and the residents of the surrounding Sunnyside community objected vigorously to this proposal. The final wording in the Master Plan was therefore altered to read that "consolidation would take place at or near" the Sunnyside location. This wording was a compromise that left open the opportunity to explore alternatives.

The final wording did not concede the possibility of consolidation on an entirely new site. CUNY authorities have argued that there is considerable investment in the Sunnyside facility and those responsible for the expenditure of public funds cannot ignore that investment by abandoning the Sunnyside facility and building an entirely new campus.

Volpe promised to provide quality education and "leadership in the struggle to construct a campus that generations of Staten Islanders will attend with pride. Without unity and cooperation, however, our legacy to the future can only be the inadequate status quo."

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Individual Tutoring

Individual tutoring is offered to all students without charge at the following locations:

Sunnyside - B-117, Self-Tutoring for all Biology, Nursing, Med. Tech. courses.

A-326, English, Reading, Writing, Study Skills Center.

B-139, Math Center.

Library, Audio Visual room has tapes and film strips to supplement Accounting and Business courses.

J-11, Tutorial Learning Center employs student tutors to tutor for specific courses - Economics, History, Italian, Spanish and Writing.

St. George - 1-403, Tutorial Learning Center - individual tutoring currently available in Accounting, Engineering, French, Italian, Math, Physics, Spanish, and Writing for your courses. All help is on a walk-in basis. A Request for Tutoring form is available if tutoring is needed for a specific subject not mentioned above. Our tutoring coverage is constantly changing to meet your needs.

Board of Ed Appeal

Due to massive lay-offs and retrenchments, the Board of Education issued an urgent appeal to all colleges in the metropolitan area to recruit teachers in certain areas where there is a teacher shortage, namely, Math, English, Physical Science and Bi-lingual Education. These openings are for junior high (secondary) and day high school levels.

Many former teachers were hired during the last big hiring in the 1960's. Mass retirements occurred this past October and many teachers felt they "got 20 years in and am calling it a day." Thus the emergency situation at the present time is critical.

More information may be had by calling Mike Alberts, 390-7790, Room (C-129), Sunnyside.

The Board of Education is located at 65 Court St. in Brooklyn.

- J. Yoho

Accounting Workshops

Weekly workshops for accounting students are held Mondays, 9-9:50 a.m. & 12-12:50 p.m., Rm. J-8; Wednesdays, 9-9:50 a.m., Rm. J-8; Thursdays, 10-10:50 a.m., Rm. J-8 and 11-11:50 a.m., Rm. J-11.

To accommodate evening and weekend students three workshops will be conducted every Tuesday as follows: Room J-6 (Club hours), 2:15-3:40 p.m.; Room J-11, 6-7:40 p.m. and 7:45-9 p.m. Tuesday workshops will be conducted by Pat D'Amico.

The workshops (except Tuesdays) will be conducted by I. Faber and M. Ranieri of the Tutorial Learning Centers, J-11, 1-403. The continuation of these free workshops depends on your attendance, so come one, come all. Some of the topics covered by these workshops will be: classifications, journal entries, ledgers, adjusting entries, closing entries, LIFO, FIFO, etc. Emphasis will be placed on working together as a group, following the chapters covered in the course.

Law School Test

Copies of the application form for the 1980-1981 Law School Admissions Test may be picked up on the 8th floor of the St. George Campus or from Rm. H-10 of the Sunnyside Campus. Students planning to enter law school in September 1981 should take the Dec. 6 exam at the latest. The regular registration for that exam closes Nov. 10.

There is on closed reserve in the St. George library a copy of the 1979-80 Pre-Law Handbook, describing all the accredited law schools in the country and indicating how difficult it is to get into each. Likewise on closed reserve in that library is a Spring, 1980 exam with accompanying answer sheet.

Students desiring advice about law school should call 390-7990 for an appointment.

The Curriculum Corner...

By Roger Moorhus

When your Aunt Sue or Cousin Joseph first learn that you are in college, they are likely to ask, "What are you studying?" When they ask that question, most people are not asking what courses you are taking this semester or what book you are reading for English; they are asking what degree you are registered for. Is it nursing, or history, or mechanical technology, or what are you "studying."

For Aunt Sue or Cousin Joseph your answer to that question may not matter all that much. It matters a lot, however, how you answer that question for the college. Every student, with few exceptions, must be registered officially in one of the programs in which the college is authorized to grant a degree. It is very important to the student and to the college that the Registrar's Office have you listed in the proper program. Some reasons this is important are:

1. Your adviser is assigned to you based on the program in which you are officially registered.

2. Your graduation requirements are determined by the program in which you are registered and the date on which you entered it. If the requirements change before the date you officially enter a program, you must meet the new requirements even though you may, on your own, have been following the old ones. Sometimes this forces students to take an extra semester.

...Colleges expect that most students will change programs once while they are in the college.

3. The college decides how many courses to offer in each program in part, by the number of students registered in that program. If too many students are listed as liberal arts students when they are really intending to be business students, we may have too many liberal arts courses offered and too few accounting courses.

4. The college decides how much money to put into programs, in part, by the number of students registered in them. You may be cheating yourself of equipment and facilities if you are listed in one program but really taking courses in another.

But what if you are undecided and are not sure what program you really ought to be in? You are not alone then, either. Many students are not sure exactly what they want to study. In fact, we encourage students to explore different subjects, to discuss career and educational plans with advisers and counselors, and to develop their own curiosities, interests, and abilities to the point where an intelligent choice may be made. As you go through this educational process, however, we would like you to be registered in a program which bears some resemblance to the courses you are actually taking. We ask every student to keep track and see that he or she is registered officially in a program which is a reasonable choice based on current courses and plans and to change the program officially with the Registrar when he or she moves in a new direction.

As a final word, I should mention the liberal arts majors. Students who are sampling a number of fields while trying to chart their course through the college usually register as liberal arts students when they enter the college, since the first two years of the liberal arts programs offer the widest freedom of choice of courses. If you are registered as a liberal arts student, however, you are required to choose a particular major by the time you become a junior. After they have finished 64 credits, liberal arts students should go to the Registrar's Office and declare the major field of study in which they plan to graduate. That choice may also be changed later by filing another Change of Program form.

So how do you determine what program you are officially registered in and the date you entered it? Look at the most recent copy of your transcript. You will find that information all neatly listed at the top as your curriculum record. When you change programs, a new entry is added to the list on your transcript. Check to be sure that the Registrar's Office has you properly listed. If you are not listed in the proper program, go to the Registrar's Office and fill out a Change of Program form to put yourself in the correct program. (Then check the next transcript we send you to be sure the information got processed and recorded properly; mistakes happen.) Do not worry about appearing indecisive or abnormal for changing your mind. We and other colleges expect that most students will change programs at least once while they are in the college. There are students who graduate in the same program they registered for at admission, but they are a minority.

National Minority Internship Program

Minority students from colleges across the country will be able to explore career opportunities in the rapidly-growing \$87-billion direct marketing field through an industry-sponsored internship program, according to Richard L. Montesi, president, Direct Mail Marketing Educational Foundation.

Starting in June 1981, 12 minority students will intern for eight weeks at New York metropolitan area direct marketing firms. The students' transportation to and from New York, room-and-board for two months, and a \$200-per-week stipend will be underwritten by the direct marketing firms participating in the DMMEF program. In addition to on-the-job experience, the interns will benefit from a series of orientation and general meetings where they will discuss direct marketing with experienced professionals in the field. DMMEF internships are open to any racial minority student who has completed

at least his or her junior year. There are no requirements for degree specialization, although demonstrated interest in or preparation for a direct marketing career will be considered in selecting interns.

Applications for the program should be made through college placement officers and marketing-journalism professors who will be sent full information and applications in December.

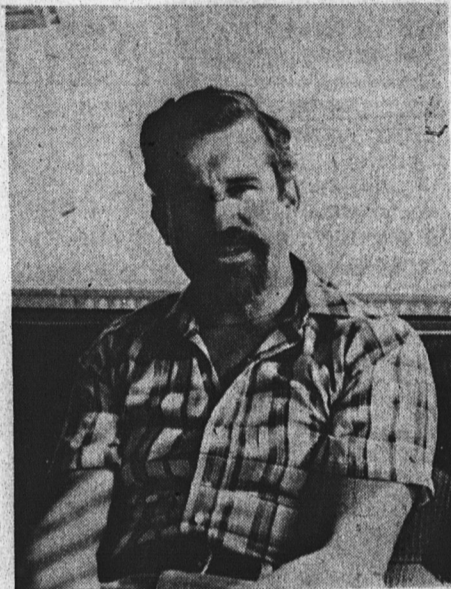
The Direct Mail Marketing Educational Foundation seeks to improve the scope and quality of direct mail and direct marketing education in colleges and universities and to encourage students to consider careers in the industry. Established in 1965, the Foundation conducts semi-annual Career Days and Direct Marketing Institutes where hundreds of college students learn about direct marketing. Its offices are at 6 East 43rd St., New York, 10017.

'Who's Who' Solicits Fall 1981 Applications

By Bernadette Cianflone

At the end of each academic year, CSI sponsors an awards dinner for outstanding students and faculty. One of the student awards is recognition by the publication "Who's Who Among Students in American Universities and Colleges."

Nationwide, more than 1,000 schools participate in selecting students who have achieved academic excellence.



Dean Ivan Smodlaka

"Who's Who" has been in existence since 1934. CSI has participated in the past four years. Last year only 11 students received the awards.

Each fall semester, colleges accept applications from their students to enter in "Who's Who." Nominations are open to

upperclass and graduate students. Campus nominating committees are composed of five to six representatives, usually two students, two faculty and two administrators.

The procedure in selecting nominees is to choose the most qualified and talented individuals. Qualifications include a 3.5 index. The application should highlight the student's contributions and services to their college and community, including references from faculty and community leaders.

Each college is given a quota of nominees based on factors like student enrollment and curricular and extra-curricular activities to maintain a balance in representation by the different colleges. After nominees are selected by their college committee, the applications are forwarded to "Who's Who."

Dean Ivan Smodlaka, who functions as administrator for "Who's Who" at CSI, tries to pick "real representative leaders of the student body." He also feels that these qualified representatives should be very honorable since they will show the zeal and dedications of the nominees.

At an awards ceremony or at commencement, the college president presents to successful candidates a personalized certificate indicating official membership in "Who's Who Among Students in American Universities and Colleges."

Other privileges of membership include lifetime use of the Reference-Placement Service of the "Who's Who" organization, which will prepare individual letters of recommendation to employers free for all members and will invite them to participate in national polls conducted on major issues. An impressive volume, containing a brief biography of all those honored by "Who's Who" is published annually.

Although the deadline for applications was Oct. 3, Dean Smodlaka advises that graduates or juniors leaving the college in June may submit an application for fall 1981 nominations.

Business at CSI Is Booming

By Maureen Raleigh

Recent studies seem to indicate a direct correlation between higher enrollments in colleges and the deepening of a recession. This is particularly evident in the Business Degree Program at CSI.

Professor Anthony Pucciarelli, currently teaching organizational management at the Weekend College, gives a few insights to students in the business curriculum:

"The first thing to do is to focus on those areas of specialization currently in vogue with the market demand. A computer science degree, especially one that incorporates the technical aspects, presents extremely lucrative job opportunities. The other areas include finance, economics, and accounting. It's prudent for students to develop communication skills, both oral and written. They are necessary tools in communication with subordinates and higher-level management on the job. Also, in day-to-day situations, an aptitude must be cultivated to get along with people and to know how to deal with them."

Professor Pucciarelli stressed keeping abreast of changing attitudes, business periodicals, and new job-related technological advances. His credentials include a BBA and an MBA from St. John's University, Brooklyn. He has taught courses at the American Institute of Banking, in the City University of N.Y. colleges, and has conducted workshops and seminars at NYU. He formerly held a position as a financial reporter at Dunn & Bradstreet. In addition to teaching at CSI, he is a financial analyst with the Federal Reserve Bank of N.Y. in planning budget control activities.

Yearbook Photos

Do you want your club picture in the 1981 Yearbook? If you do you must make an appointment with one of my photographers as soon as possible. We will be taking pictures on Tuesday, Oct. 28 during club hours.

Please see Ms. Kathy McKenna in Room C-109 (390-7544) to make an exact appointment. Do it today, so that you will not be left out.

NYPIRG Refunds

NYPIRG refunds are available to all CSI activity-fee paying students who do not wish to contribute to NYPIRG. For your refund or for further information, go to the NYPIRG office in room D-2 on the Sunnyside campus. Refunds will be available Mon. - Thurs. 10 a.m. - 4 p.m. and Mon. and Thurs. 6-8 p.m.

CSI Association Elects Board

The College of Staten Island Association, Inc. has elected its Board of Directors for the 1980-1981 academic year. Those members of the college community who will be serving on the Board of Directors are as follows:

Pauline Kehoe-President	Instruc. staff
Eileen Fitzsimmons-Vice President	Student
Sherman Whipkey-Treasurer	Instruc. staff
Grace Petrone-Secretary	Administrator
Frank Delly	Administrator
Vasilios Petratos	Instructional staff
Merren Keegan	Student
Bobbie Matheson	Student
Andrea Parascandolo	Student
Bernadette Panelli	Student
Steve O'Brien	Student Gov. delegate

All inquiries, proposals or correspondence should be directed to the Board through Pauline Kehoe, Room C 111, (ext. 7866).

• The Arts •

Horrors!

By Ken Hart

Westchester, October 31, 1980: The aristocrat stood alone in his carpeted, dimly-lit study. He sat down in an antique brown chair, adjusted his velvet smoking jacket, and scanned the late edition of the newspaper. His dark features shifted with interest as he read the headline story — an escaped axe-murderer was loose in the area.

The man cursed quietly. He had come here from Europe in order to escape this very kind of violence. According to the newspaper, the killer had slain his guards and the doctor who was treating him at the nearby psychiatric hospital, and he could be recognized by a scar across his right eye and by the green jacket he was last wearing. His first name was "Isaac." Residents of the county were advised to lock their doors.

Slowly putting the paper down, the man pulled his tall body out of the plush chair and walked toward a window, one of many in his mansion. He thoughtfully gazed outside, the moon casting an eerie, blue light on the large houses and the tree-lined roadway. Serenity. Peace. The tall man had wanted it for many years. So many years. But Death had always followed him. Why not? He had, after all, assisted the Reaper quite often. It was his destiny, it seemed.

He bared his sorrowful, gaunt visage to the moon, which also had been a constant companion. The mysterious rays travelled past his tired face and into the study. Their journey ended at the heavy wooden door. The light glanced off the golden handle.

The handle turned.



Still looking out upon the night, the tall man did not see the door open slowly, ever so slowly, 20 feet behind him. The darkness of the hallway crawled into the study. A huge, gnarled hand reached past the elegantly paneled wall. The arm was wrapped in green.

The tall man continued to gaze, as if searching the heavens for an answer. Would the killing — the hunger — ever cease? He smiled mockingly. The heavens would never answer him.

Another green-clad arm appeared from the doorway. It held a large, gleaming axe. The lunar rays gave it a shimmering, unreal appearance. A hulking body followed the arms. It, too, was clothed in green. Resting on top was a misshapen head, covered by a filthy mass of hair. A broad red scar had been ripped across his right eye. His pale face was like stone, and his only emotions existed in the invisible realm of insanity.

The tall man still did not move. He continued to look outward, and he wondered, how many deaths was he responsible for? How many more killings were committed



First of the Faculty Exhibitors

A series of faculty art shows will be launched at an opening reception on Monday, Nov. 17.

Professor Hyman Kavett, the first of the faculty art exhibitors, started designing tapestries eight years ago. The works chosen for the occasion are of the latch needle and punch needle style. The word "tapestry" brings to the mind of the casual observer a flat, woven hanging or interlacing. Dr. Kavett states, "Not so, it is interesting to work in this technique for if the final result is not good enough for the wall one can use it for the floor." The tapestries are made of wool and acrylic yarn. Some of the pieces have half a million stitches.

There is a series consisting of six 8x4-foot tapestries with such diversified titles as Holocaust and Village Wedding.

by his victims? He quickly banished the thoughts. He only wanted to stop the torment. Suicide? No, the will to survive was too strong in those of noble birth. All he desired was peace. But if the murderer mentioned in the paper remained free much longer, the authorities would begin to investigate and ask questions about the new owner of the mansion.

Isaac moved toward this tall, gaunt figure. His steps were silent and possessed a bizarre grace. Only three feet separated him from the tall man now. The axe was slowly raised in the air. Isaac would keep on killing until he showed his parents that he was "somebody." It didn't matter to Isaac that his parents died five years ago. As he took his final step, the floor creaked.

The tall man whirled, and Isaac brought the axe down. It smashed into the tall man's chest with a sickening thud; only the handle protruded. The tall man clutched at the axe and staggered against the wall, but he did not scream. Isaac's features then peeled back in horror as the tall man suddenly stood straight up and faced Isaac with a wide smile. Blood from his chest fell to the

Another group consists of a sort of mélange of animals adapted from cave murals found in the Valley of the Dordogne, Southern France.

Prof. Kavett designs other things such as masks, woodcuts, and prints, to name a few.

The November issue of the *Social Studies* magazine contains his essay concerning "Masks and — Escape To/From-Reality." The mask has its place in high comedy. The essay tells all and if students get in touch with Dr. Kavett, he will give them a recipe for making a personal mask. He takes pride in nurturing his students. Students are invited to consult with him or chat with him on Nov. 17, 4 to 6 p.m., Rm. 313, Building 7, St. George. The exhibition continues through Nov. 26.

—Jannine Yoho

carpet. With one hand, the tall man firmly gripped the handle sticking out of his body, and pulled. The axe groaned as it was plucked free.

If that sight would have made most men go mad, then it returned Isaac to stark reality. He tried to flee, but the door to the hallway slammed shut of its own accord. The tall man laughed aloud, a deep laugh that echoed throughout the room. Isaac, terrified, looked down at the carpet; although the moon's rays fell directly upon the tall man, he left no shadow on the floor.

Dropping the bloody axe, the tall man loomed over Isaac. He spoke, and the breath that spilled over Isaac carried the stench of dead flesh. "I truly had promised myself that there would be an end to the slaying, but the hunger is too great. Yet I have no regrets about taking the life of a worthless creature like you!"

"I almost wish that your crude weapon was made of wood, not steel, so that my agony could likewise cease. Please permit me to introduce myself. I am Dracula."

For the briefest of instants, the moon dimmed. The Reaper sighed.

Witchery & Stitchery

By Jannine Yoho

"Twist ye, twine ye, even so,
Mingle threads of joy and woe."
Guy Mannering

When a family is afraid of witchcraft, they should undertake some sort of *lavori intrecciati* (braided work) as witches cannot enter a home where anything like this is hanging. That is, patterns should be displayed with two or three serpents entwined, or other kinds of embroidery, but always of intertwining patterns. Ask Prof. Kavett, he's been stitching for eight years. The peasants from le Romagne, in making undershorts, shirts or any garments for their men and women practiced crossing the cotton thread as shoemakers do when they stitch shoes and make a cross-stitch, because shoes are most susceptible to witchcraft. And when the witches see such interlacings they cannot count either the threads or the stitches and therefore can do nothing.

Should a witch see interlaced, or bewildering and confused patterns, she must follow them out and by this means her thoughts are diverted or scattered. The serpentine inscriptions of the Celts and Norsemen and their intertwining bands were firmly believed to bring good luck, or avert evil influence.

The Irish claim to have developed or invented the interlace. Lenormant, in his *Magie Chaldaïenne*, speaks of the ancient weaving of magic knots — that is, plaiting interlaces, as old Assyrian, of which he says that the efficacy was so firmly believed up to the Middle Ages that plaiting the hair in interlaces was a charm for a headache.

...Magie Chaldaïenne
by Lenormant

"Knot on the right and arrange flat in regular bands — on the left a woman's diadem;

divide it twice in seven little bands;
gird the head of the invalid with it;
gird the forehead of the invalid with it;
gird the seat of life with it;
gird his hands and his feet;
seat him on his bed;
pour on him enchanted waters.

Let the disease of his head be carried away into the heavens like a violent wind;
may the earth swallow it up like passing waters!"

We concur, Bo Derek had a headache. Now about you, for best results you should take cotton, or silk, or linen thread, and make a braid of six, seven, or eight columns, as many as possible; the more the better — and carry this in your pocket and you shall be protected against the evil eye. Ask Prof. Kavett, Nov. 17 through 26, Rm 313, Building 7, St. George.

Placement Service

There is a counselor from the Placement Office available on the St. George campus in Rm. 1-501. Services available will include: help with finding full and part time jobs as well as assistance with resume preparation. Students will be seen on Wednesdays by appointment only. Appointments can be made at the front desk in Rm. 1-509.

Teaching: The Art of Communication

By Don Baeszler

Life is an art of communication ... the actualization of an idea stolen from reality into words, movements, theories or formulas.

The measure of great art is the amount of life it communicates. Think for a minute about any great artistic moment you have witnessed — did it not breathe of some unrealized aspect of life? In some stylistic and rhetorical way, great artists capture the secret recesses of the soul, chart the labyrinth of the mind, trace the passages of the emotions and/or harness the unfettered imagination of the intellect.

With all this in mind, the reader may be apt to say, "O.K., so great art communicates life and life is an art of communication ... Big Deal." True, this fact in itself seems apparent, but so often the apparent things of life are apathetically overlooked, (and I'm sure that you're all well aware of the amount of apathy at our college).

If we've established life as an art of communication (and if not I'd love to debate the issue), let's examine the art of teaching in this light. Teaching, in my mind's eye, is the optimal art of communication ... and great teachers communicate the vigor and vastness of life in their lectures and demeanor. Some teachers, however, do not breathe of life, instead they supply the student with an impersonal diet of stringency and a cold automaton-like boredom.

Granted, teaching is not easy, but one must be suited to teach and feel enthusiasm for it challenges the patience with its multifaceted nature. The teacher must satisfy the department's required course content, the demands of his or her own ideals and the student's ever changing needs (in that order). Finding a balance between the three is at times a most paradoxical situation: the course requirements the department delineates are often eons away from the student's needs and the professor's ideas for the material. This is the challenge of teaching: satisfying everyone involved. This situation calls for a unique sense of improvisation that I feel only a select few have realized or retained. I use the word retained since this ability is inherent in the source of all teaching: learning.

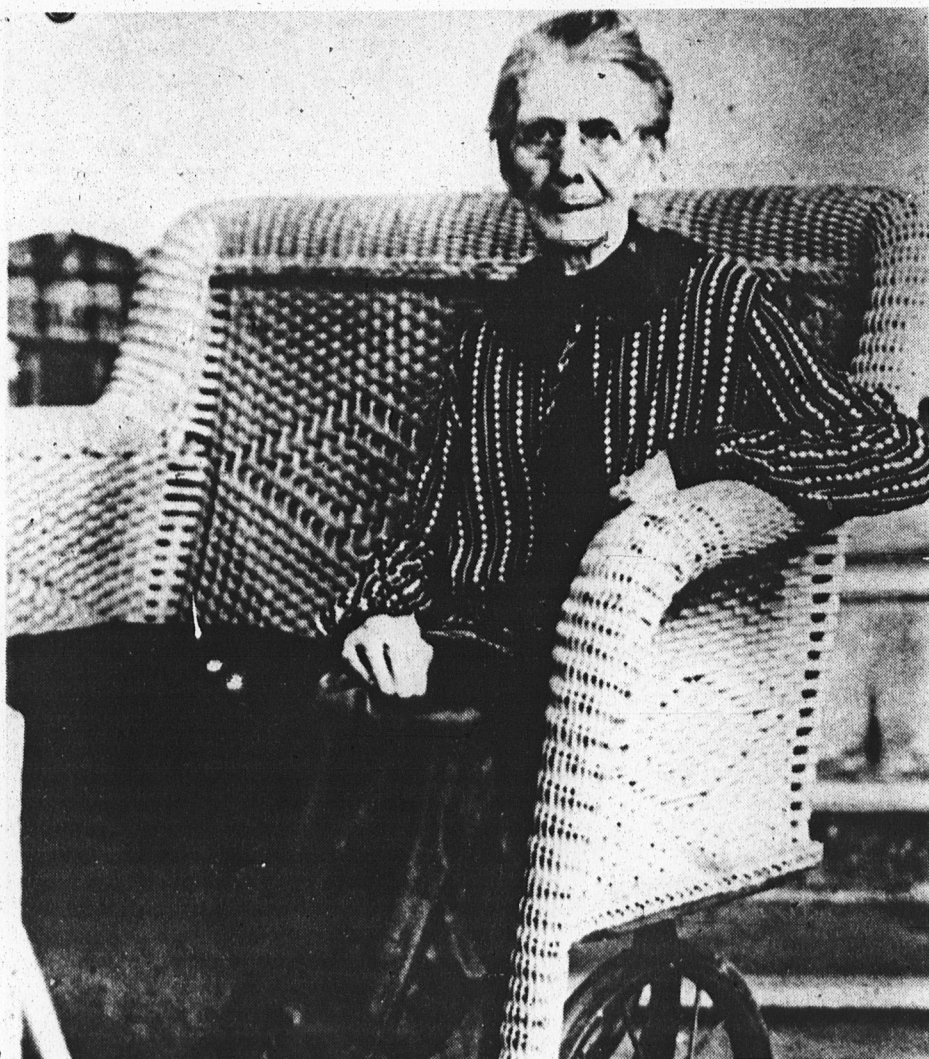
I think we can agree that the most difficult aspect of being students is following and retaining the teacher's line of thought. Unfamiliarity with the language, structure, intention and center of gravity of a teacher creates discrepancies that require a sense of flexibility and a maximum effort from the student. This sense of spontaneous adaptation and understanding of unfathomed concepts and situations is what many teachers lack. If students are required to be flexible enough to adapt to the nuances and ideals of a teacher, why then shouldn't the teacher be equally prepared to accept the questions and tangents brought to light by students.

Academic Utopia

The classroom experience should be symbiotic: a teacher must view the interpretation of a student as an acceptable variation on the given idea, without the cold shoulder of disdain. Teaching and learning should be interchangeable terms. A truly sensitive and thought provoking teacher allows the straight line from their intended point of departure to the intended point of arrival to expand with the student's perceptions and tangential thoughts. If this detracts from the time and goals of a specific session then the teacher should find a happy medium, a utopian compromise that allows the objectives of the lesson to include the student's idea (who pays the teacher's salary anyway?). The result is an ellipse surrounding the line of intended discussion.

The infinite soil of the human mind often bears new and flavorful fruit when sown, tilled and irrigated in the proper way. Each mind can act as a unique sounding board yielding feedback that is both natural and rich. Teaching human minds is as much an art of improvisation, imagination and listening as that of established technique, theory and speaking (demonstration). Many teachers are stuck in a pigeonhole of concrete and limited theory on education: "This is the way it will be done or not at all!"

Technical fluency is fine and quite necessary; the language of a specific field must be taught, but without experiment and free-flow invention from the accepted norm the words and ideas always seem to come out the same.



The Pensive Grandeur of Matriarchy

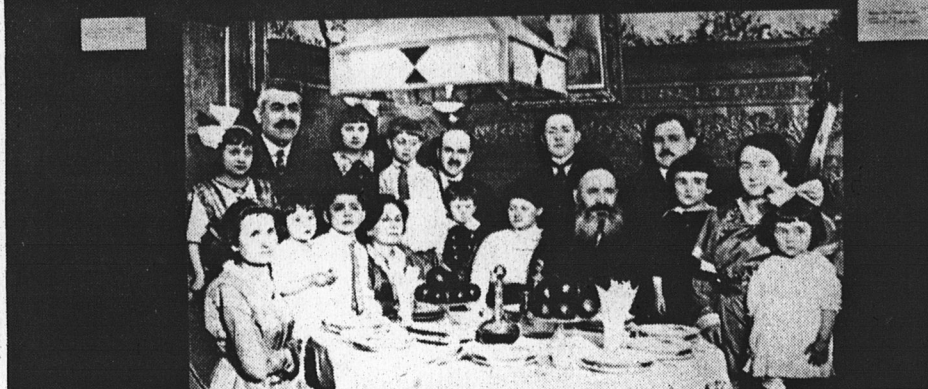
GENERATIONS OF WOMEN

We looked in attics and basements, in closets and secret corners, in family albums and ancient chests for the women who preceded us. We were seeking their likenesses, their loved ones, the objects they held dear, and the ordinary possessions which marked their time and place of residence. We wanted to tie the present to the past.

GENERATIONS OF WOMEN: PRIVATE LIVES

is a selection from among a large number of photographs and artifacts gathered by more than 100 Women's Studies students at Jersey City State College and a few faculty staff and friends. In choosing photographs to exhibit we were drawn to subjects who had presence and came alive before us. Our productions were for the dramatic, the elegant, the poignant and the whimsical.

This exhibit was made possible by grants from the New Jersey Committee for the Humanities and the New Jersey Department of Higher Education.
Artistic Director: Harold Lemmenan
Research and Planning: Barbara Rubin and Denis Fudensohn
Stylings: Gary Marasola, Syndicate Photo Lab



Impressions of Light: The Past Reflected

By Don Baeszler

"Cloistered in the inadequate and unflattering environment of our LaGalleria, *Generations of Women* glimpses artfully into the private lives of the past. This exhibit of photographic enlargements, made possible by grants from the New Jersey Committee for the Humanities and the New Jersey Dept. of Higher Education, was loaned to the college from the Women's Studies Program of Jersey City State College. Its attempt at uncovering the roots of these women's ancestry is indeed valiant, however the continuity between "generations" is invisible in the assemblage of images presented.

The linkage to the present is merely suggested in this exhibit. This may truly have been an investigation into the past, it does however reveal the importance of these past lives to the contemporary world of the students involved. If I sound a bit condescending it is simply because *Generation of Women* does not succeed in its advertised intention. Their objective of linking the past with the present conjured images in my mind of the actual granddaughters and great granddaughter's telling tales of these remarkable men and women (yes, the exhibit ironically includes many photos of men). Sadly there were no anecdotes of recollection (in person or on tape) accompanying these aged photographic enlargements, nor were there any contemporary photos of the students who participated in this study ... the relation of facial similarity and lineage could have indeed been interesting.

These photos do, however, succeed in revealing a wealth of information about the ethnic character, cultural trends, and sociological spectrum of America. The designers of this exhibit guide our eyes and minds through groupings of family, friends, siblings, couples and some startling portraits. The glance is drawn to differences in character, facial similarity, sadness, and pensive reflection. In "A

Wedding Photo" (1903) the tight lipped formalism seems to indicate a respect for the two institutional icons present: marriage and the camera.

"The Sewing Circle" captures a viable social reality for women circa 1910: a necessary mundanity of the female condition in the culture of our illustrious past. These women show character and quiet power amid their toil, the mark of perseverance that looks ahead to the advent of freedom and the still unrealized actuality of equal rights.

As one moves from image to image the mind slides through feelings of reflection: a beloved aunt, a posed childhood, a sink bath. As you arrive at the stalwart matriarchal figures, you are immediately struck by how they are grouped together. "Great great grandmother Mossheim" (1860), conventionally bound in a tight high-necked dress is juxtaposed with "Annie Butler Bonner" (1870), a beautiful negress dressed in a formal yet loosely fitting frock. These photographs diametrically oppose one another: Mossheim's cold determined stare into space versus Butler's soft assuring look directly into the camera. Mossheim's fear and the rigid platitudes of her demeanor versus Butler's fearlessness and sensual communication. It seems ironic that the waspish Mossheim is the figuration of bound womanhood while the traditionally bound black (slavery had been abolished a few years prior to the Butler photograph) is the figuration of freedom.

The dialogue between these two photographs points out both the similarities and the differences in the female condition with respect to race and social class. Through their juxtaposition many of the issues of the 19th century female are brought to the fore. This is characteristic of the whole exhibit ... and on this level it succeeds magnificently. As far as pointing out how the past provides a link to the present through "generations," this remains to be seen and-or heard. Do I hear a challenge for our Women's Studies Program?

The Prima Donna's Clothes

NYPL Features Exhibit Of Sutherland Costumes



Joan Sutherland Takes Curtain Calls in 'Don Giovanni'

An exhibition of costumes and original costume designs created for Dame Joan Sutherland opened on Oct. 7 in the Main Gallery of The New York Public Library at Lincoln Center in New York City.

The sensational career of this internationally famous Prima Donna Assoluta will be traced by the various costumes for roles Dame Joan Sutherland has performed in many countries for more than two decades. Twenty of her most lavish operatic costumes have been selected for this exhibition including those for the feminine leading parts in "Il Trovatore," "Maria Stuarda," "Lakme," "Lucrezia Borgia," "Don Giovanni," "The Tales of Hoffman," "The Merry Widow," and many more.

The actual costumes together with approximately 50 original costume sketches representing the creative talents of at least 15 designers from various parts of the globe indicate not only the scope of Dame Joan Sutherland's career, but the diversity in designing for a prima donna. Works by Barbara Matera, Jose Varona, Desmond Heeley, Franco Zeffirelli, Peter John Hall, Michael Stennett and others are on view. Posters from Sutherland productions and

nearly 100 photographs of "La Stupenda" (as she is affectionately known) portraying a spectrum of roles will round out this unusual exhibition.

The exhibition has been conceived and guest curated by Eric Gustafson, who specializes in lecturing, writing, and creating exhibitions of original costume and scenic inventions for opera, ballet and theater. This is Mr. Gustafson's sixteenth theater design exhibition since 1966. He is preparing a book, lecture series and exhibition on "The Court Theaters of Europe."

"Designs for a Prima Donna: Dame Joan Sutherland" has been two years in the planning stage and draws largely on the Richard Bonyng and Joan Sutherland Collection. The exhibit is on view in the Main Gallery of The New York Public Library at Lincoln Center in New York City until Dec. 12. The Main Gallery is open Monday and Thursday, 10 a.m. to 8 p.m.; Tuesday, 10 a.m. to 6 p.m.; Friday and Saturday, 12 noon to 6 p.m.; closed Wednesday and Sunday.

For further information call Glenn Peterson at 790-6551 or Eric Gustafson at 753-3873.

China...

(Continued from page 1)

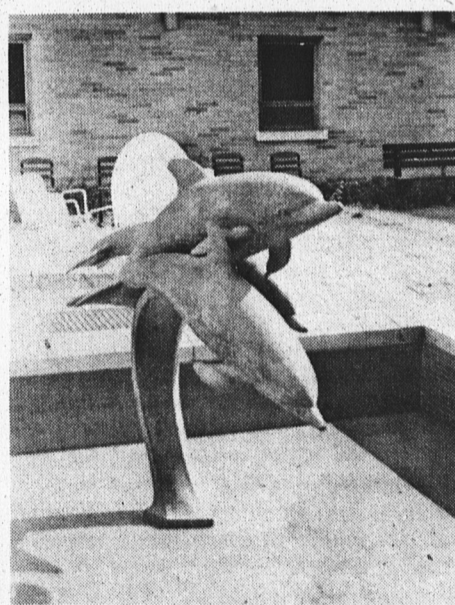
In China, the young teacher makes \$60 a month. Child care is \$40 a month. Prof. Barrie Chi said, "My youngest child was in kindergarten and the only foreigner. Naturally, she became the pet of the class."

Prof. Lynne Belaief described the Chinese educational system as one which is based on the malleability of human nature and the need to educate the whole person. The Chinese, said Prof. Belaief, welcomed our ideas and our teaching methods.

Prof. Emile Chi described an educational problem in computer technology. The emphasis in China is on the technology of the computer rather than the development of computer programs. Most of the computers are used for scientific purposes rather than for industrial management and it is difficult to devise a method of programming the Chinese characters into the computer system. This is a technical problem now being worked out.

The college's relation with China began years ago with a trip of students, faculty and administration in 1973. Since then, particularly in the past three years, the college has become well known in China through the fact that Prof. Chi and several of our faculty members have been teaching there.

Through their help hundreds of books and a computer have been provided to the Chinese students.



Dolphins bask in lavish, spacious environs closed to students.

In the discussion period, the panelists said that the Chinese are no longer reading Mao who is in complete disfavor. All the Maoist slogans which used to be displayed have now been taken down.

The Chinese now emphasize what they call the Four Modernizations — in agriculture, the military, industry and science-technology.

Plans are currently under way to continue the connection between the college and the Chinese, and will involve the six faculty members who served on the panel.

Readings at La Galerie

Literary Women Exhibit Creativity



Donna Decker Reading Her Poetry

By Theresa Esposito

Judith Koppersmith, Margery Robinson, and Rima Blair are the coordinators of Women's Studies and are responsible for a three-part activity presented in La Galerie.

The first part of the series was the opening of the photo exhibit, *Generations of Women*, created by Doris Friedensohn and Barbara Rubia. The show will run to Oct. 31.

The second part was held on Oct. 21 and featured women reading their writings. The first speaker was Teresa O'Connor, a member of the English department at CSI. She has an international reputation and has read her works in China. Her readings at the session included *Love in 1945* and *Nadine*.

Donna Decker, a student at CSI and currently the editor of *All Ways A Woman*, also participated in the second part. She has published works at CSI and also at Naropa Institute. She has read in The Back Room at La Crepe in Port Jefferson and at Eric's Place in Manhattan.

Her works include *Jessie at Nine Years*, *Sister*, *Momma*, and various haikus.

About her own work, and the work of others, Ms. Decker says, "I hope that the poetry center that's evolving at CSI will be an outlet for students to express personal viewpoints to the college and the community."

Ms. Decker also feels strongly about a choreo poem being directed by Ellen Feld, an adjunct professor of English. It consists of poets, musicians, and dancers coming together and combining their talents. For further information, Prof. Feld can be reached in A-324B.

Helen Decker, another participant, is currently the president of the English Club and has published works at Naropa Institute and at CSI in *Serpentine* and *All*

Intramurals...

(Continued from page 1)

rollerskating, etc.) activities and maintains that the program in its present form offers a wide range of activities which meet the diverse recreational needs of the students. According to him, 1,007 students participated in the program last spring. Dean Grace Petrone, the member of the Association who would be wresting 60 percent of the program's control from Peirano, is of the belief that the budget is not being proportioned wisely. Her tabulation of the department's enrollment conflicts with the previously stated figures. The battle rages on.

The Association also set up committees to review the operations of the Day Care Center and NYPIRG. The NYPIRG committee will be in charge of insuring that NYPIRG refund forms will be made easily available at future registrations. NYPIRG, a group that receives \$2 from each student's activity fee (refundable upon request throughout the length of the term) had been accused by members of the board of using misleading advertising and red-tape techniques in order to make refunds difficult to obtain.

Ways A Woman. She has read at Eric's Place in Manhattan and in The Back Room at La Crepe in Port Jefferson.

Her readings included *Morning Father*, *Sue*, and *Baseball*. Contributing and working on *All Ways A Woman* has made her feel strongly about the publication. "There will be another publication of *All Ways A Woman* and I hope that more people will submit their work to help portray their talents."

Also a participant was Nancy Linde, a professor of English at CSI. Although all her previous writings have been poetry, she is now working on her first novel and shared excerpts from it. This was her first public prose reading, but she has read her poetry around the city. Prof. Linde will soon be starting private prose workshops.

Nigeria...

(Continued from page 1)

Education official, Prof. Sanya Onabamiro, who included a day on Staten Island in his itinerary during a coast-to-coast fact-finding mission.

The Nigerian government has completed the Manpower Project, after educating nearly 10,000 students. The reason, according to Prof. Onabamiro, is that the 10,000 are "a drop in the bucket" for a nation of 80 million with a need for 100,000 technicians and a burgeoning oil industry. The next step is to send students to the United States to learn to teach technology back home.

Initial steps are underway for developing a new training program for Nigeria to train technologists competent to train others in Africa.

At the end of the current semester, the college involvement in the Manpower Project will come to a close when the last students receive their diplomas and return to Nigeria.

Center staff members Mrs. Pauline Baselice and Bill O'Connell, who have worked with the Nigerians daily since January 1978, describe the experience as an important part of their lives as well as those of the students.

"The students became friends as well as part of the job," says Mrs. Baselice. "Much of it was hard work, but much of it was fun and all of it was an education for me. At least, with the A.A.S. graduates coming back as private students, the end of the program seems less final."

O'Connell, who handled housing, finding furniture, initiating utility services, problems with registration and even introductions to American supermarkets for nearly three years says that the process taught him almost as much about the United States as it did about Nigeria.

"When you grow up here," he says, "things come naturally, both the good and the bad. When you try to describe them to someone from another culture, great absurdities come to light along with the positive things. Try to make a rational explanation of the Brooklyn Union Gas Company, and you will see what I mean."

A Mystery Story

The Case of the Lost CSI Shuttle-Bus

By Robert Giovinazzo

The story you are about to read is true. The facts have been changed to disguise the incident.

This is the campus, Sunnyside, Staten Island. Each day thousands of students, young and old, come here to learn their lessons. I am one of them. My name's Saturday Night.

I learned my lesson on Monday, Oct. 6, 1980, at 5:52 p.m. I stood by the bus stop at the Sunnyside campus. For the past three weeks, I had boarded the 6 o'clock shuttle bus to St. George. Tonight, there was no bus. I stood among a group of other sorry souls, who had been waiting for the same 6 o'clock shuttle. We were forced to make a trek up a steep mountain in the bitter cold, to wait what seemed like hours for a crowded city bus, to pay a mandatory donation of 60 cents each, and then to be late for class. The others accepted their lot, but I could not. I vowed to do something about it. (I have always been a man of action.)

My first mission was to get all the facts. My mind was overwhelmed with intriguing questions, such as: "Where was the 6 o'clock shuttle on the eve of Monday, Oct. 6, 1980?" "Will we ever see another shuttle bus?" "Who shot J.R.?"

After class that Monday night, I took a city bus back to Sunnyside. I trekked, once again, that mighty mountain. I fought, again, that bitter cold. I stood, again, at that vacant shuttle stop. I stood there, and I waited for any trace, any sign at all, of the mysterious disappearing bus. I drew a sketch of the bus as I remembered it. I showed it to those who passed and asked if

they had seen it, if they knew anything about it, if they thought I had a future in art. I could see that they were hiding something. They all took the Fifth. Some even ran away.

I grew more determined to solve this case. No food, no sleep, no sex. I fought with myself as strange forces overtook my mind, saying, "Go home. You are an asshole for doing this." But I stood firm in my commitment to find that shuttle bus. The night was long, cold and lonely. I waited.

My persistent patience proved prosperous. It was early Tuesday morning. Glaring rays of sun obscured the image and I denied the sight. (My mind was simply seducing me toward madness.) But I could touch it, could kick it, could bang my head on it. It was real. I leaped aboard and immediately confronted the driver. "Where were you on the night of Monday, Oct. 6 at 6 o'clock? Do you have a witness to prove it? How do you spell relief?"

I knew his type. He thought he was a tough cookie, but I guess he had never faced a maniac before. He cracked in a second. He begged my mercy, so I spared him. The problem and its solution was obvious to me now. The 6 o'clock shuttle was stuffed and had had to leave at 5:45. I thought to myself, "What this university needs is a 5:45 as well as a 6 o'clock shuttle."

On Monday, Oct. 13, a 5:45 shuttle was placed between the 5:30 and 6 o'clock shuttle buses. It just goes to show you that sometimes, drastic measures are necessary to achieve a desired result, and few are the men who dare to take them.

CSI Yearbook 1981: A Sure Shot!

By Linda Principe

The production plans for the 1980-81 yearbook at CSI have been set in motion. The operation, headed by Kenny Cameron, is gaining velocity, in spite of the past problems which caused the cancellation of last year's publication. The yearbook will be approximately 84 pages and will contain photographs of the administration, faculty, graduates, various clubs, and student activities. All of the photography and developing will be done by CSI students under the supervision of Lorelai Stevens, student-services adviser, and Prof. Michael Gregory.

According to Ginny Bellach, assistant editor, the purpose of the yearbook is more than simply to fulfill a \$10,000 contract with the Jolsten Company. "Our aim is to eliminate the community college image that CSI has been tagged with in the past. We are now a four-year, accredited college, and we deserve recognition as one. We are hoping that this yearbook will promote a change in the prevailing attitude of the student body and create a feeling of unity within the college and between our

two campuses."

Presently, the yearbook is untitled and there is a strong possibility that in the future a contest for the best title will be held. The yearbook is expected to be complete in early May. The editors urge the student body to contribute poetry and original quotations. Poetry should deal with ideas such as experiences in college, thoughts about graduation, and hopes for the future. Material can be submitted to the yearbook office (H1) or to the Student Government office (C109). There is also a need for artwork and a design for the cover.

"One of the goals of this yearbook is to get students involved," says Kenny Cameron. "We would like to show the students the activities and facilities that are available to them, as students at CSI, and also show them that college is more than simply a classroom experience. It is a growing experience, as well."

Students interested in working on the yearbook should see Kenny Cameron or Ginny Bellach in the yearbook office or leave their names and numbers with Kathy McKenna in C 109.

New Photo Darkroom Installed at St. George

By Lynn Zambito

A new darkroom facility for photography students has been set up at St. George this semester, offering an alternative to the old darkroom at Sunnyside. Previous to the fall 1980 semester, photography students at St. George had to commute to Sunnyside to use the darkroom. Right now the new darkroom is equipped with four enlargers, but new enlargers will be purchased.

Plans are being made for instituting a B.S. degree in photography which should materialize next fall. Meanwhile, more

photography courses will be offered at both campuses in upcoming semesters. Any student interested in either a major or a minor in photography should check with the P.C.A. department in room H-5 for information concerning requirements.

Both darkrooms are open to all students taking photography classes this semester. Also the Sunnyside campus will be open during club hours primarily for those students working on the yearbook. All photography students are free to use both darkrooms. They are located in room 7320 at St. George and room B-6 at Sunnyside.

On The Air

WSIA Radio Broadcasts To Start in January

By Ken Hart

After months of anxiety and planning, CSI's own radio station, WSIA, will soon be on the FM airwaves.

Construction on the new studios recently began in the lower lounge, which is being totally renovated as reported in the Oct. 6 issue of *The College Voice*. The radio station will occupy one end of the lounge and will consist of three sound-proofed studios, two offices, and an electrical radio dramas and comedies. are also

being considered. WSIA's first broadcasting days will probably start at 8 a.m. and end at midnight, but Adamo said that period will probably be extended to 6 to 3 a.m. every day of the week.

The station is certainly not without its share of problems. An agreement with St. Francis Seminary for permission to broadcast the signal from there has yet to be finalized. If nothing can be reached, then the signal will come from an antenna



workshop. Work on the rooms should be completed before the end of November. A month of wiring will follow, and according to General Manager Greg Adamo, WSIA should be broadcasting soon after Jan. 1.

Adamo, who has been hired by the college, Station Manager Ron Resnick, and WSIA's board of eight directors recently finished sifting through the dozens of taped musical auditions and now have a list of on-the-air disc jockeys. Adamo said that there are approximately 35 DJ positions, plus numerous stand-bys who will be called on if a DJ fails to appear for his-her show or come to regular meetings of the station's staff. News Directors Andrea Parascandola and Joe Mininni have been putting together a similar list for news writers and announcers.

Adamo, Resnick, and WSIA's board of directors have been meeting to discuss the station's format. While the vast majority of programs will be music-oriented (with the focus on rock), Adamo said, "We're not just here to play music. It's a completely different situation from last year; it's a whole new ballgame." Resnick added, "Without the endurance of last semester's group, none of this could have been possible. They pulled it all together and enabled us to hire Greg as a professional adviser, and Ken Kephart as our part-time first-class engineer which is required by law for FM broadcasting." Since WSIA will be Staten Island's only radio station, it is required to present community service programs and news, possibly in conjunction with the *Staten Island Advance*. Other shows, such as

nearer to the Sunnyside campus. The Seminary site is the most favorable one, because the antenna is on Todt Hill, the highest point on the Eastern coast of the country. Even though WSIA will only start with a strength of 10 watts on an 88.9 FM wave, the signal would reach parts of Brooklyn and New Jersey, as well as all of Staten Island, if the signal came from Todt Hill.

One of Adamo's duties as general manager is to submit budgets to the CSI Association, which has established a sub-committee to determine how the station will be funded in the future. As a result of the referendum passed last semester, the current budget comes from 40 cents-out of each student's activity fee, which amounts to approximately \$8,800 per year. Of this, \$2,400 will be used to pay the yearly cost of telephone lines to the Todt Hill antenna, and another \$3,000 may be used to buy a UPI teletype machine, which would greatly aid the station's news department. Adamo also stressed the need for an extensive album library, something the station does not have. Funds for this and other projects may be brought in through benefit concerts at CSI, and numerous local rock bands are being contacted for this purpose.

Resnick summed up the new attitude of the station by saying, "I think we made everybody look at us." Adamo, like the rest of the WSIA's staff, expressed optimism about the future on 88.9 FM. "With the people we have and with support from the CSI Association, I think we'll have one of the best stations in the country within a year."

Club for Disabled Elects Officers

The Student Organization for the Disabled has elected its officers for this year:

President — Edward Politico
Vice President — Cynthia Bell
Secretary — Michelle Olson
Treasurer — Eugene Hall

These newly elected officers are in the process of planning some exciting events

for this year, The International Year of the Disabled. They invite all students to join in this planning. Please come to their meetings, Tuesdays, 2-4 p.m., in Room C-128, Sunnyside campus and bring your ideas.

The Student Organization for the Disabled will be showing the film, "A Different Approach," in Room B-127, Sunnyside campus soon.

The Debate Rages

Onward, St. George! Slay The Sunnyside Dragon!

By Bill O'Connell

A curse upon the Sunnyside campus. A thousand curses.

The College Voice called hopefully for "one campus." President Volpe yearns for "one campus." At the time of the merger, the college community began casting about for a new name. Had we all known we would end up at Sunnyside, a movement would have arisen to name us "Siberia U."

Instead of infringing upon the Greenbelt, a most inappropriate act by a responsible public institution, how about walling the damn place in and letting the Greenbelt infringe upon it?

Look at the place. It has all the architectural distinction and beauty of a high school in El Cheapo, New Mexico. Instead of contributing to the survival of an old neighborhood like St. George, Sunnyside nestles up against wealthy — and hostile — Todt Hill. Todt Hill does not need the college and the college certainly does not need Todt Hill.

How many staff members and how many students relish studying and working without access to a Post Office, government offices, sandwich shops, a drugstore, newsstands, banks, dry cleaners, delis and (not least) taverns? Sunnyside provides opportunities to breathe carbon monoxide.

Only Travis beats Ocean Terrace for inaccessibility, and the roar of Expressway traffic does quite well in subverting the greenery.

How many Staten Islanders attend CUNY units in Manhattan and Brooklyn rather than spend their lives trying to get to Sunnyside and back? How many of our administrators have ever attempted to travel, without cars, from Sunnyside to New Brighton, Graniteville, Eltingville, Dongan Hills or Arden Heights at 10 p.m.?

Is it wise or appropriate for a public university to restrict its potential student body to people with cars? Cannot students with cars generally afford private institutions anyway?

Nevertheless, CSI finds itself in a pinch. The St. George Campus can expand but little because of a daytime parking shortage. President Volpe recently cited the figure of \$1½ million for operating two campuses. But how much of this expense is truly "extra?" Does the figure include security and fuel? Since St. George cannot be closed without new buildings at Sunnyside, has the president deducted the cost of security and fuel for the replacement buildings? Is the cost of rent for 120 Stuyvesant Place included? If the St. George Campus were maintained, would not buying the building deduct substantial portions of the operating budget? The college owns 130 Stuyvesant Place.

The shuttle bus must be a major budget item. But the shuttle bus is a disaster. It makes its last evening run from St. George at 6 p.m., cutting off from evening classes 90 percent of the population of New York. Staten Islanders working in Manhattan must go home, get their cars, and return — or enroll elsewhere. Manhattan residents

rarely have cars. They enroll elsewhere anyway, unless they can schedule courses exclusively at St. George.

Why not cut costs by closing the Sunnyside campus at night? Or at least three buildings? Parking becomes as abundant at night in St. George as it is scarce in the daytime. St. George as an evening branch should expand enrollment. Sunnyside as an evening school certainly curtails enrollment. And maintenance of the Municipal Parking Lot is not a cost the college must bear.

Safety certainly is no factor. Though relatively few crimes have taken place on either campus — the rate certainly has been higher at Sunnyside — and increased student presence and pedestrian traffic would serve the St. George community by making streets even safer.

A serious oversight by the college community — reflecting the lack of real community involvement which ought to characterize the institution — is the failure to lobby for, and get, a Transit Authority bus to connect the transportation center in St. George with Sunnyside.

Coalitions with the community are ready at hand for such an effort. The obvious target should be the rather silly and underused S-6 shuttle, which tootles from Clove and Victory past Wagner College to Arlo Road and turns around. Adding to this deficit-ridden TA route by tacking the S-6 shuttle onto a run from the ferry terminal to the Sunnyside Campus would provide much needed access for all three Staten Island colleges — CSI, Wagner and St. John's. Community support from Victory Blvd. residents living between Clove and Forest would be strong — because these are the commuters left standing at the bus stops because existing Victory Blvd. buses are too overcrowded at that end of the route to take any more passengers.

There is no better time for such an effort than right now, because the TA is currently reassessing its Staten Island routes for the first time in half a century.

The shuttle would still be needed, but only during registration. Steps could be taken to minimize the necessity for students to hop back and forth between campuses during the day, making fare-paying trips a sometime thing, and making it possible for people without cars to get home from evening events at the Williamson Theater.

Is it revolutionary to suggest keeping both campuses? The suggestion having been made, is it revolutionary to suggest that the administration make serious efforts to analyze the true costs, to find ways to run two campuses for less money, to take into account the important role St. George can play in increasing the student body, and to expand St. George, not close it?

Expansion at Sunnyside is years, if not decades, away. But right now, on Bay Street in St. George, adjacent to the Post Office, is a vacant building for sale or lease. It can provide for expansion now.

DES: The 'Wonder' Drug

By Tricia Georges

There seems to be a "wonder" drug that's giving many an enlightened individual good reason to wonder. The drug is called "DES," and students will soon have the opportunity of learning more about it.

DES, a synthetic hormone, was prescribed to a significant number of pregnant women from the mid 1940's through to 1971. The purpose of this drug was to prevent miscarriages and/or complications of diabetes. Tests are showing a correlation between DES usage and various types of

cancer found in sons and daughters of DES mothers. Anyone is a potential victim; persons should look to their immediate families and begin asking questions concerning DES and its usage.

Printed information will soon be available through the New York Public Interest Research Group (NYPIRG), located on the Sunnyside campus in room D2. Posters will be circulated to keep the college community up to date. This is a public health issue that concerns all of us, men and women. Be alert to getting the facts; for clear understanding is vital in dealing with the problem.

Pollution, Hunger, War

Grave Threats to Global Survival

By Dr. Richard H. Schwartz

The world today faces many critical threats. These include rapid population growth, pollution, hunger, resource depletion, waste, poverty, energy shortages, economic crises, the arms race, and nuclear proliferation. This column will outline many of these threats. Future columns will consider individual issues in more detail.

Rapid Population Growth

The world's population reached 4 billion people in 1976. At current rates of growth it will double in approximately 40 years. The many problems that the world faces today will be greatly worsened if rapid population growth continues.

Population is growing especially rapidly in most of the cities in the poorer countries. Mexico City had 3 million people in 1950; it is projected to have over 30 million people by 2000.

Pollution

Most of our rivers and streams are badly polluted. We are running out of sites to dump our ever-increasing garbage. There are many potential chemical time-bombs such as the dumping site at Love Canal near Niagara Falls. There is evidence that breast feeding may be dangerous to infants due to chemicals such as PCB in mothers' milk.

Hunger

One-third to one-half of the world's people are malnourished or undernourished. Estimates are that 10 to 20 million people die due to hunger and its effects every year. Children are especially hard hit. In many areas, 30 to 40 percent of the children don't survive past 5 years of age. Many who do survive suffer from blindness or permanent physical or mental retardation.

Resource Depletion and Waste

The U.S. has about 5 percent of the world's people but consumes almost 35 percent of the world's resources (in the process we produce nearly half the world's pollution). We seem to be hooked into a buy-use-dispose economy. Our wastefulness has made us very dependent on other countries for oil and many other resources. This dependence has often led to our backing repressive dictatorships and local elitist groups in order to ensure a steady, low-cost supply of resources.

Poverty

The rich-poor gap has been growing, both between countries and within countries. As Lester Brown has written in *World Without Borders*, "Our world is in reality two worlds, one rich, one poor; one literate, one largely illiterate; one industrial and urban, one agrarian and rural; one overfed and overweight, one

hungry and malnourished; one affluent and consumption-oriented, one poverty-stricken and survival-oriented."

Energy Shortages

In most of the poor countries there is an energy crisis due to the lack of firewood because of rapidly growing populations and the need to cut down forests for living space.

In much of the developed world there is an energy crisis due largely to much wastefulness. It has been estimated that the U.S., for example, wastes half of the energy that we use. Transportation, agriculture, industrial and heating systems are extremely energy inefficient. Methods of producing energy pose many problems such as air pollution, possible climate modification, potential off-shore and tanker spills, and the disposal of radioactive wastes.

Economic Crises

Many countries face very high inflation rates due to waste, scarcity, unjust economic practices, and bloated arms budgets. The United States has had record balance-of-payments deficits in recent years due to failure of our productive capacity to keep pace with other nations such as Japan and Germany, and the need to import many natural resources, often at vastly increased prices. Many U.S. cities face bankruptcy and/or have had to cut down drastically on police and fire protection and other important services because of an inability to generate sufficient capital.

The world now spends about \$500 billion a year on the military, an amount equal to the income of half the world's people, at a time when many human needs are not being met.

Nations are becoming less secure as weapons are becoming more deadly and accurate and more and more countries are getting involved in the arms race.

Nuclear Proliferation

Within a decade, about 35 countries will have nuclear weapons or the potential to produce them. Whereas the atomic bomb that fell on Hiroshima had an explosive power of 13,000 tons of TNT, a nuclear warhead today has a power of up to 25,000,000 tons of TNT. The U.S. and USSR now have the power to destroy every man, woman, and child in the world many times.

This brief outline should have convinced you that our world faces many threats and most are getting worse. I hope that you will use the education you are receiving to play some role in reducing these threats. As indicated before, future columns will go more deeply into these problems and their causes and consider ways of reducing them. If you would like to play a role in helping reduce these problems, please contact me in room H7 or B139.

Sex Education?

By Robert Giovinazzo

On Saturday, Oct. 5, 1980 at 1 p.m., Dr. Debra Phillips was a guest speaker on Dr. Bernard Melzer's radio talk show. The topic was sex education in the schools. Dr. Phillips feels that there is something very wrong with people who feel that children should not be helped to understand the beauty of a true, intimate relationship; and that sex can be an integral part of that relationship.

Dr. Melzer believes that sex education in the schools has caused an increase in illegitimate births. His evidence is that 10 years ago, there was less sex education in schools and fewer illegitimate births.

Dr. Phillips tried to explain that

ignorance is not the answer. She believes that sex education in schools should be revised and not removed. According to Dr. Phillips, it is not too much talk about sex but rather it is too little talk about intimacy that is the source of the problem.

Dr. Melzer is extremely sincere and a brilliant financial adviser; however, a limited insight into human nature is evident in his personal advice.

Dr. Bernard Melzer can be heard every Saturday morning between the hours of 10 a.m. and 3 p.m. on WOR radio, 107 AM. He is the host of a phone-in, audience participation talk show entitled "What's Your Problem." Dr. Debra Phillips has authored a book in which she expresses her views on sex and intimacy and how to help children to grow to understand love.

• Poetry •

Poetic Tennis

You first start with
A racket and ball
Then you follow these rules
Till you know them all
Your first mission
Is to stand at **READY POSITION**
Then you will learn
SHAKE HANDS GRIP
When you turn
Keep your racket close to your hip
That's the first lesson on the **FOREHAND**
There's one thing you should understand
You should never slap
For when you do, your wrist will snap
You should never have your **ELBOW** bent
If you do there will be,
Many hours of pain spent
You should never stall
Always **STROKE THROUGH** the ball

Now for the **BACKHAND**
Always start at ready position stand
Then back to shake hands grip
Turn your racket
In place your hand will slip
Turn and have your racket back
Step into the ball
At the same time
The racket and ball are met
Your racket should be
Parallel to the net
The most important is the serve
While it is your turn to serve
You should never be disturbed
Always aim for the service box
Which is outlined
By the service line

You should always follow these instructions
1. Have the racket scratch your back
2. Toss the ball in the air
3. Follow through in a downward position...
These steps should follow
One another
In a certain time
One after the other
Now for the **VOLLEY**
Stand at the net
Punch the ball
Aim for the spot
You want the ball
To be set

Then the **OVERHEAD**
Which should be used
As a return for a lob
Point at the ball
With your finger
Even if the ball
Seems to linger
This is called the
OVERHEAD SMASH
The ball goes off the racket
In a flash

Last comes the **GROUND STROKE**
Always at the **BASELINE**
You should stand
Bring the racket back
Follow through the ball
After you learn all this
You should be able to hit
Them all
These are all
The rules of the game
Which gave **TENNIS**
A good name
For when you use topspin and underspin
You will know that you will
Win.....

—Mary Lou Lisle

Hey Camus, Can You Catch Us a Ride?

I walked along talking with Flaubert
While cats caught singing birds in barren fields
At home, Balzac and Zola helped set the table
Hemingway bought the groceries
Kafka baked bread
While I counted pennies in the street
Moving from dark freezing rains
To well lit rooms with warm meals
"I don't know how I get along without you fellows."

Laughing, we sat down to eat
Playing cards, drinking whiskey
'til three A.M.

—Douglas Schwartz

Chicken Delight.

The waitress' curved yellow nose
Moved like a hen's beak
With nervous darting glances
Scaly yellow chicken legs
Moving slowly in halting steps
Bent weak wing arms grasping plates
Moving among beetle shaped customers
Eventually delivering my order of eggs

Her completeness
Of the grotesque

—Douglas Schwartz



After the Truth

I was wrong.
You do not make me intensely happy—
You cause me to be deliriously happy, beast.
The sweetest
and most passionate
and ultimately romantic
And physically quite absolutely amazing
and AWE inspiring lies to date.

You are not to be considered the penultimate,
But the ultimate (as far as I can tell).
Thanks,
credits,
salutations and kudos—
I now have experienced the rage.

—Valerie Pisarik



Winter Solstice

The bleak expanse of Heaven's upturned bowl
Forbidding gray, unlit by sun's warm glow.
The windy penetration raw and cold
Predicts the hasty coming of the snow.

Denuded sticks, the trees stand proud of mien.
Grim sentinels unvanquished by the frost.
The warm ambrosia of autumn's kiss
Like wilted flowers' fragrance has been lost.

Across the silvered floor of Torrent Lake
Where cutting blasts enliven frozen spray
Ensnared within each falling, crystal flake
King Jack in ice-trimmed robe arrived today.

—Maryjane O'Connor



Bookstore Polishes Tarnished Image



By Bernadette Cianflone

The bookstore at Sunnyside has undergone excellent changes. After being renovated and made more spacious, the bookstore now exhibits for sale, in a large magazine rack, many new reading materials. Gabe Gabrielsky, the bookstore manager says, "If we should receive requests from students and faculty for a special magazine, then it can be ordered. Even if there is some kind of other product for which we receive enough requests, the bookstore may be able to provide it."

An intriguing assortment of odds and ends can now be purchased, "from the Dolphin mug to CSI bags and sweatshirts."

"Sporting goods are sold at half price," comments Burton Fink, director of auxiliary services.

Yet, the bookstore must still face many problems. "There is a small percentage of students who shoplift," says Fink. As the old tune goes, for this small percentage, the others must suffer. Fink blames these shoplifters for any price increase.

Adjunct professors are another problem for Fink, who adds, "There are many professors who may arrive late in the fall semester and have not given any information to the bookstore on a specific book to order. In return, the students get hit at the last minute. The bookstore has to order the books fast, and we do not have the time to find any used copies. So full price is what the students get to pay."

Sometimes, according to Fink, when late course-assignments are made, professors sometimes notice a certain



New and Improved Sunnyside Bookstore

book, already in the bookstore, that the students can use. But the professors should know that those texts are already designated for a certain class. So what happens is that the students of the teacher who properly ordered texts in advance get

left out and must wait weeks until a re-order arrives.

The bookstore does buy back used books. The best time for such sales is during Thanksgiving. There is always a danger, however, that in the interim the publisher

will come out with a revised edition of the text, making the earlier edition worthless.

Fink comments on Barnes and Noble in comparison to the CSI bookstore: "We are not a concession of Barnes and Noble. When we order texts, we go to auctions or warehouses and try first to get used copies, just as Barnes and Nobles does." Fink, incidentally, is a former employee of Barnes and Noble, having worked there for eight years.

The bookstore uses the same pricing catalogue as does Barnes and Noble. Therefore, students can sell texts back to the bookstore even if they were not purchased there, provided the texts are listed in the catalogue.

Pricing for sell-backs works as follows: If a book costs \$10 and will be used for the next semester, 50 percent will be returned to the seller. If the book will not be used, 25 percent will be returned.

The reason that the bookstore is not a concession of Barnes and Noble is that the college would then lose control. Barnes and Noble would do all hiring and firing. If the bookstore did not operate well under an outside concessionaire, the college would be unable to institute improvements.

Fink urges the students to remember that books for courses taught at St. George are sold only at St. George. The same holds true for courses taught at Sunnyside. If a course is taught at both campuses, and the same book is required, then it will be sold at both campuses.

"We wish to be a service of the college community," says Fink.

Subways Flunk Test

NYPIRG Study Proves West Side IRT 'Worst'

By Kirk O'Ferrall

The New York Public Interest Research Group, Inc. (NYPIRG) and the Institute for Public Transportation (IPT) released recently the results of a four-month study of subway service. Entitled *Off the Track: Subway Service Derailed*, the report documents a distressing failure of subway performance on eight conditions frequently complained about by subway riders.

Among the chief findings of the IPT researchers and the NYPIRG students and volunteers are:

**The West Side IRT is the worst line in the subway system with the #1 and #3 trains failing on most measures surveyed.

**For the system as a whole:

—one out of every six trains runs significantly behind schedule

—one out of every three subway cars has doors that don't open

—one out of every six subway cars is dimly lit or entirely dark

—seven out of ten subway cars have missing or graffiti-covered maps

The "Rate-A-Train" study also surveyed subway cars for litter and graffiti, and looked at police presence on the platforms and in the trains.

"Staten Islanders who ride the #1 train won't be surprised to learn that it is the worst line in the city," said John White of the College of Staten Island. "The #4 and #5 trains are also among the five worst trains in the city." The report gave the highest ratings to the Flushing IRT and the Sixth Avenue IND lines.

The Rate-A-Train study surveyed 2,261 trains to obtain its results. Many students active in NYPIRG chapters on the CUNY campuses assisted in the survey. "The

subway issue is one where students are ready to get involved," said White. "Students have to use the subway just like everyone else, and we're tired of seeing service deteriorate while the fare goes up. Subway riders have to organize to protect their rights."

In one day of petitioning this week CSI NYPIRG students have obtained 570

'One out of every six trains runs significantly behind schedule.'

signatures from students who support their campaign to trade in Westway and get the \$1.6 billion for rehabilitating the mass transit system. "The subways and buses are more essential than Westway," said White. "We need more buses and subways, not more cars. Mass transit is a way to conserve energy and reduce our dependence on OPEC."

More information about NYPIRG's effort to improve the subways is available at the CSI NYPIRG office, D-2, Sunnyside campus. Copies of the full report are available for \$2.50 from NYPIRG, 5 Beekman St., New York, N.Y. 10038.

NYPIRG is New York State's largest

citizen action organization. The student-run group actively pursues good government, consumer protection, and environmental preservation issues all across the state.

TABLE IIIb
Ranking of Subway Lines from Worst to Best

Line	Ranking "Worst"	Average of overall train scores for each line
West Side IRT (1,2,3)	1	58%
East Side IRT (4,5,6)	2	61%
BMT (N,QB,RR)	3	68%
8th Ave. IND (A,AA,CC,E)	4	69%
6th Ave. IND (B,D,F)	5	70%
Flushing (7)	6 "Best"	70%

Orientation

Colloquia for all students sponsored by the office of Student Services as a part of the general orientation program. Tuesdays from 2-4 p.m. Rm. A201.

Study skills - Oct. 28, Nov. 18, Dec. 2.
Career Development - Nov. 25, Dec. 9.

o o o

Visit the Freshman Center in C 134. Have a conversation with Prof. Jerry Hirsch.

Booze and Pot Still Sully Campus Air

By Richard Mastrantonio

The drug problem on both CSI campuses has not changed over the years. Students are still drinking and smoking pot without any fear of authorities, academic or civil.

Assistant Prof. of Health and Phys. Ed. Carl Ferguson claims that "there is definitely heavy drug use on campus. The students are becoming bolder each year."

Prof. Ferguson, who teaches a class in drug and alcohol abuse, aims to make his students aware of what drugs and alcohol can do to their bodies. He discusses what his students are mostly accustomed to: pot, heroin, and alcohol.

Ferguson has taken his students to the South Beach Psychiatric Center, Phoenix House, and Daytop Rehabilitation Center to let them talk to the patients and the doctors so they can get firsthand views of drug abuse.

Prof. Ferguson also shows films portraying how the body is physically and mentally distorted by drugs. His students soon get a clear perspective of the cruel reality of drugs and alcohol.

He also urges parents to attend his class. "Parents don't know how to handle the fact that their kids smoke pot. "In some cases it's not that they can't handle it; it's that they don't want to handle it."

The security guards, especially, are uptight about all the highs on campus. Yet they recognize that it would be impossible to prevent students from doing what they want to do to themselves. The guards, therefore, do not strictly enforce anti-drug regulations in the lower lounge. "It's sort of like a collaboration between students and security," Ferguson explains.



SPORTS



Soccer Champs Set Back

By Lou Varveris

The Dolphins of soccer suffered their third setback of the season on Oct. 18 when they wound up on the wrong end of a 2-1 score against a regiment of visiting players from West Point Preparatory School.

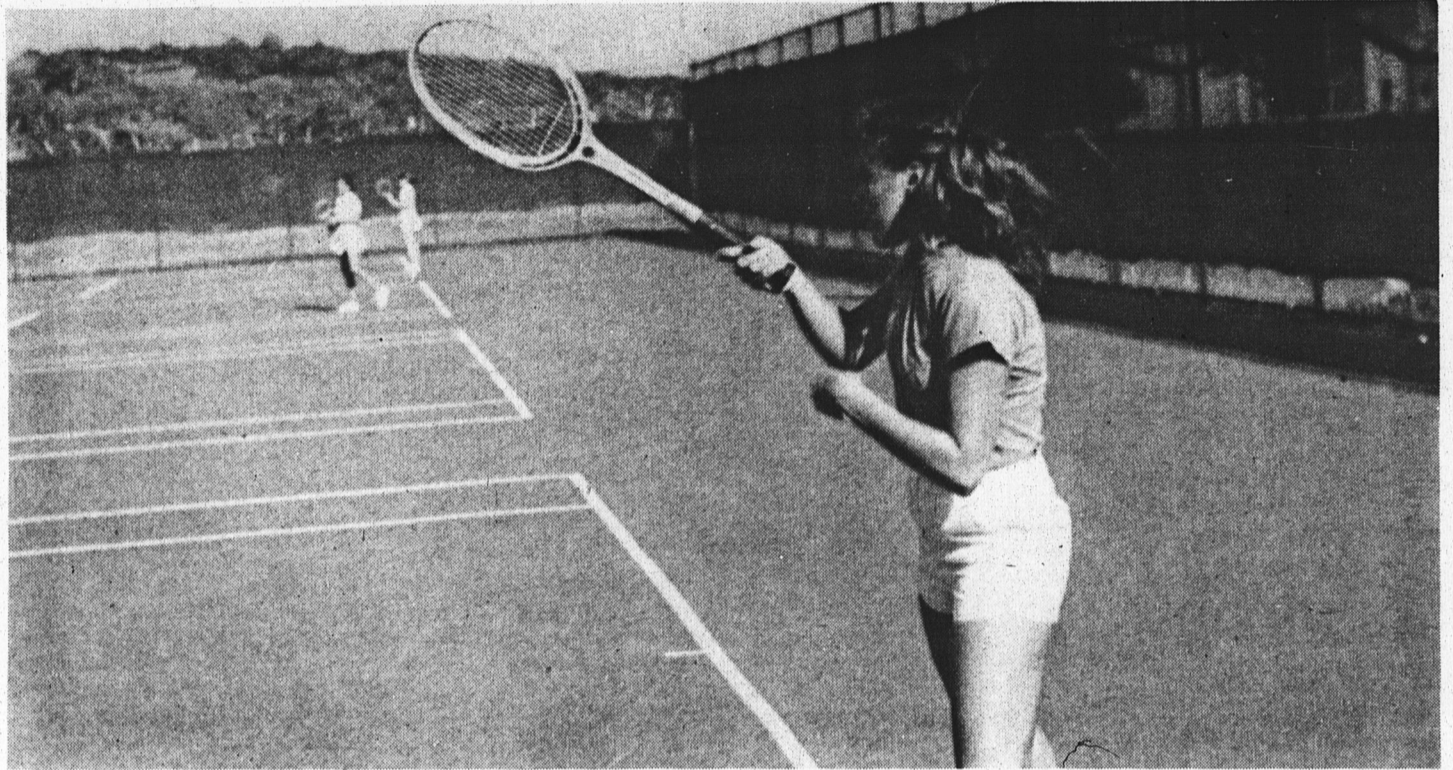
From the start, it appeared that the endurance of the Dolphins would be tested, because they had a tough struggle getting the required minimum of players suited up and were late coming onto the field. In contrast, the 35-man contingent from West Point Prep, the team and its coterie, marched onto the field well before the scheduled 11 a.m. start. Their 25 players had four noticeable things in common: purple shirts, yellow shorts, regulation crewcuts, and bodies which had all withstood the tests of basic training. Their strategy throughout the first half was to wear the depleted Dolphins down with a rough and aggressive attack that was enhanced by the "non-calls" of the referees, who happened to be in a particularly lenient mood. Two distinct infractions which were called both went against the Dolphins in their own zone and provided a pair of free kicks for the Cadets. Kevin McAuliffe and Bill Burrows made the most of their opportunities, each blasting a shot past a Dolphin "wall" and goalie Angel Luca.

Down 2-0, CSI's superior playmaking ability began to manifest itself as a steady barrage of shots were lifted toward the visitor's net in Dolphin-dominated play that lasted throughout the rest of the game. Alex Nikolauou came closest in the first half with a shot that ricocheted off the right goal post. Jean Chardavoine was next to be jinxed when his second-period kick sailed off the crossbar. Vince Legere finally cut the deficit with a goal early in the final period, but that turned out to be all the Dolphins could muster against a team wise enough to utilize their height advantage (to head balls out of their zone) and sit on their eventual winning margin.

The Dolphins (whose record now stands at 8-3) did not have their hopes for a CUNY championship dimmed by the loss, which was a non-league affair. The same could not be said of their chances for an invitation to a post-season tournament. Earlier in the season, Coach Hugh Rainey was a bit pessimistic of this season's outlook in that respect. "I don't believe the team will be quite as strong as last year's. The schedule makes it tough in that we play something like 11 of our 14 games on the road. Last year we won a CUNY title but were not invited to any post-season tournaments. You need to play and beat Division II teams for that. This year we play Division II teams — but all on the road."

Hope remains that the Dolphins will be this year's equivalent to the Medgar Evers team which, though finishing second to CSI in last year's CUNY race, were indeed invited to a post-season tournament because of a better non-league record. Medgar Evers wound up winning the 1979 ECAC NY-NJ Division III post-season soccer tournament.

Coach Rainey expects this year's team to be "led by captain Cliff Collins and goalie Luca, two stalwarts who are both in their last year." He noted that third-year man Nick Theodorakis has also been one of the consistently fine players thus far this season. "Looking toward next season, we will have a few returning freshmen (Alex Nikolauou, Denroy Smith, Cesar Castillo) and sophomores (Ted Yhap and Vince Legere, to name two) who, along with newcomer Jean Chardavoine, should give CSI a strong foundation for the future."



Dolores Jones in Action on Sunnyside Courts

Women's Tennis in Full Swing Perseveres Despite Loss of Tournament... and Star

By Nancy Quinto

The CSI women's tennis team was rudely introduced, by a decisive defeat, to top-level women's tennis at the Eastern College Women's Tennis Tournament at the State University at New Paltz. However, Coach Farkouh explains that the team gained valuable experience. CSI's No. 1 singles player Roe Grogan topped Barnard's Nina Piwoz 4-6, 6-1, 6-4 and then lost to No. 2 seed Pia Tamayo, from Princeton 6-1, 6-1 in her second round. Dolores Jones, No. 2 player for CSI beat Oneonta's Maggie Richards 6-1, 6-2 and then dropped her second round 6-0, 6-1 to Vassar's Moira Bowden.

Both CSI's doubles teams dropped their

matches. Lita Waithe and Rosemarie Hickie lost to Penn State's Donna DiRenzo and Valentia Garcia 6-0, 6-1. The second doubles team, MaryLou Lisle and Nancy Quinto, lost to Debbie Schwartz and Sheila Brooney of Oneonta 6-2, 6-2.

Consolation match scores were as follows: Roe Grogan downed Trenton's Linda Zucker 6-3, 7-5 and was then knocked out by Marcy Cohen of Rutgers 2-6, 6-0, 6-1. Dolores Jones dropped her match to Kim Schmidt of Drew University 6-0, 6-0.

The doubles team of Waithe and Hickie lost to Trish Lyell and Sara Crawley of Skidmore 6-3, 6-1. Quinto and Lisle were knocked out by Cortland's Diane Coe and Shelly Mars 6-0, 6-0.

By Ross Oser

Rosemarie Grogan, the number-one singles player on CSI's women's tennis team, will be leaving in the middle of the season, according to Nick Farkouh, the tennis coach. Her departure, the loss of two players who must take exams that conflict with the game schedule, and budget considerations have caused the team to decide not to enter the New York State Collegiate Tennis Championships at the end of October. Farkouh calls this a "mature decision." The girls, however, participated in the Eastern Collegiate Tennis Championship held at New Paltz, New York, on Oct. 2, 3 and 4. The championship drew teams from 10 states, including all the northeastern states in the country. Farkouh adds, "We did better than our expectations. Competition was very fierce."

The team record is 2-3, not counting the tournament. Although the season's matches serve as preparations for tournaments, there will be no more tournaments this season for CSI. Farkouh now sets the team's goal at over .500. The team "wants to be above average," he says.

The team is made up of 10 women, including two nursing students. At the beginning of a season, the girls practice and run six days a week. After the season starts, it's five days a week and no running. Farkouh points out that the girls spend their time playing tennis to improve their skills, improve their fitness, learn to compete, socialize with teammates, learn to appreciate better tennis, and get recognition. Mary Lou Lisle, a doubles player, says the experience "strengthens yourself for a higher potential in tennis."

The caliber of play in the East is high. "The West Coast and professional tennis are the only two places where you'll find better tennis than Eastern collegiates," the coach said. None of the women have aspirations toward playing professionally.

Baseball Season Ends; CSI Splits With Wagner

By Ed DeCelle

The Dolphin baseball season came to an end Saturday, Oct. 11, with a rainy doubleheader finale — a split with the Wagner Seahawks — that gave CSI a 7-9 record overall.

CSI emerged as the victor of the opener in the intermittent showers by a score of 5-3. Wagner jumped off to an early lead in the top of the first inning on three hits and an error, but CSI pitcher Phil Castellano settled down, allowing just four hits, all singles, the remainder of the game. Phil pitched seven innings to receive the win despite a twenty-minute rain delay.

The Dolphins got their first run in the third when second baseman John Jordan walked, moved to second on shortstop Dennis Brantley's single, and scored on third baseman Paul Francomano's r.b.i. basehit.

CSI added four more in the fourth when

Vin Palmieri, the rightfielder, led off with a single. First baseman Don "Goose" Gossett followed him with a one-bagger. Centerfielder Steve Kuhn drove in Palmieri with his first of two hits in the game. Castellano helped his own cause with a single to leftfield that scored Gossett. Catcher Joe Healy walked to load the bases, and Brantley ripped a liner into center for an r.b.i. and his second hit of the game.

With two outs and the bases loaded, Wagner reliever Steve Duval balked for the Dolphins' fifth and final run, which proved to be all Castellano would need.

The Seahawks governed the second game with five runs in the first inning. Although Dolphin reliever Dom Cosolito pitched well, giving up only two runs on four hits the rest of the way, Wagner won this one by a wide margin 12-0.

Don Gossett led the futile Dolphin counterattack with a single and a triple.