

# College Times

Vol. 1 No. 2

Published by the Students of The College of Staten Island, CUNY

April 3, 1979

# VOTE TODAY!

## Candidates' Forum

Where, oh where can the Candidates be? Oh where, oh where can they be?

I felt like I was in league with the little boy who couldn't find his puppy. It was in the auditorium on "Meet the Candidates Forum" day, March 20th.

If we have as much apathy at the polls as I noticed with our candidates we'll have to give away popcorn or free concert tickets to lure in the voters.

Every candidate, when they nominated themselves for a position on the ballot, was informed by Student Government staff of the date and time of the "Meet the Candidates Forum."

The anticipation of a large group of candidates to interview that day prompted the preparation of a mimeographed form so that I would give every candidate a chance to get his viewpoint into this article.

The big rush never occurred. Professor Hannam stopped by to greet the candidates—the nine who showed up. Two students hung around to listen to speeches that never were delivered and, after a half hour, this reporter also gave up. However, in all fairness, I would like to congratulate the candidates who did attend the forum and who gave interviews. So all of you 10,000 students (excluding the two attendees) missed out on meeting Barbara D'Aracca, Eileen Fitzsimmons, Ana Carvalho, Joan Mancuso, Phyllis Pepe, Susan Hamill, Joe Nastasi, Fran Olejarski and Alice Rodziewicz.

I know why the student body wasn't there. Their notice about the Forum arrived in their mailbox a day after the Forum. But that's another story. My question is simply—where were the other 47 candidates?

### Quotes from the Candidates

**Eileen Fitzsimmons**—At large, Association.

"I am at present a member of the Association, and find it very interesting. I feel that I have done my best to represent the interests of the student body. I am presently Vice President of the Board of Directors of the Association." The Student Rights Party platform is supported by Eileen.

**Barbara D'Aracca**—At large, Student Government.

"I feel that if I am elected to the Student Government I will try my hardest and work to the best of my ability to enact the proposals of the Student Rights Party platform. Also, since I am in the Nursing program I will try my hardest to see that the Nursing program will no longer be shortchanged in money or programs."

**Edgar S. Gray**—At large, Student Government.

"I am interested in serving on the Student Government as the representative of the evening students. The services I would like to revive are the evening activity hour, selling tokens at a discount, coffee hour, cut rate

(Continued on page 4)

## Party Platforms

### Student Rights Party

The Student Rights Party submitted the following platform:

"With your money we will work to support:

1. STUDENT SERVICES (i.e., the Auto-tutorial Center, Day Care Center, Radio Station, Student Publications, The Tutoring Center and The Women's Center).

2. All active clubs such as the Vets, CSP, Math & Computer, Newman Club, Psy Chi, etc.

3. The further development of the Book Exchange and encouragement of instructors to use existing editions of books whenever possible.

4. Improvement of our College Library facilities.

5. A long term project utilizing unallocated Student Government and Association reserves, such as a student union building or a pool, etc.

(Continued on page 4)

### United Student Action

1. To investigate and legislate for the reduction of fares on buses and cars crossing the Verrazano Bridge for students attending the College.

2. To support the construction of a student pub with a dance floor for students, faculty and administration.

3. To support the present and future programs developed for Academic and Athletic Scholarships.

4. To support the broader development of the Intramural Program.

5. To utilize the large enclosed information bulletin board to inform everyone of the dates, time and place of each meeting and event at the college and in the community. There will be at least a two week prior notice of all meetings and events.

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## Student Activity Fees

By FRAN OLEJARSKI

Who is going to be spending your Student Activity money next year? That depends on you! If you care anything about where your money goes or what activities are sponsored at the College next year—read on! At registration you are quietly, painlessly, systematically computerized and relieved of \$26.00 of your cherished dollars. Where does this so-called activity fee go? First, two dollars goes to NYPIRG (New York Public Interest Research Group) which you can have refunded if you don't want them to have your two dollars. The next fourteen dollars goes to the Association and the last ten dollars goes to Student Government.

Up to this point you had no control over this process. But what happens to your money after it's in the respective treasuries does involve you. Students are going to sit down and vote on where that money is to be spent. You are the one who elects those students. You have both the right and the responsibility to elect twenty students to the Student Government; three students to the Auxiliary Services and eleven students to the Association.

Now is your chance to look at the candidates' credentials. Look at the platform to which each is pledged. What do you want done at the College? What ideas meet with your approval? Your participation in this election is a vital part of the domestic process. You as a student are a vital part of this college. It will only be as alive as its membership. That's you! These candidates need your interest and support. The victors will need your loyalty. Get to the polls. Use your right to vote!

### ELECTIONS

Sunnyside Campus  
3/28/79 through 4/3/79: Weekdays 10 a.m.—8 p.m.; Sat./Sun. 10 a.m.—3 p.m.

St. George Campus  
4/4/79 through 4/10/79: Weekdays 10 a.m.—8 p.m.

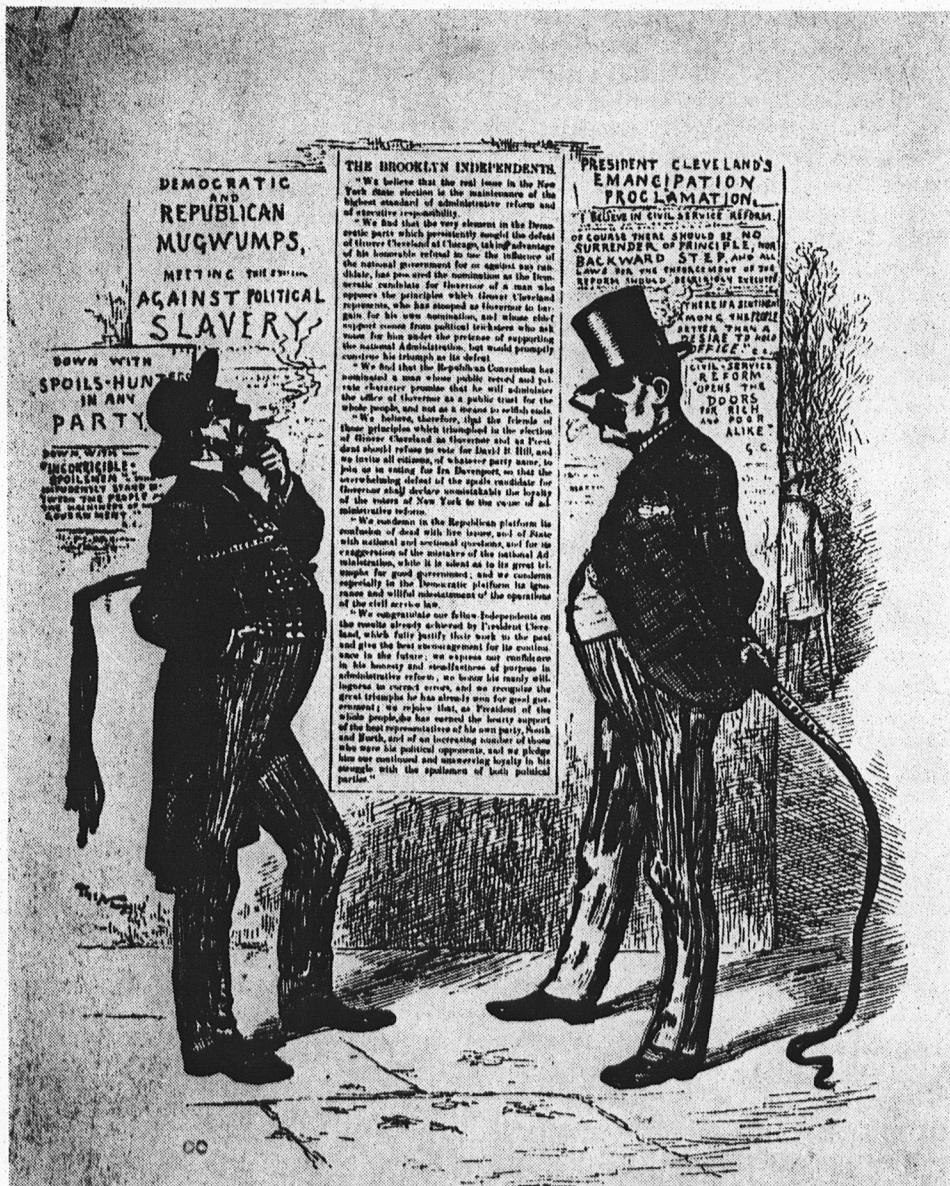
No polls open on Sat. and Sun. 4/7 and 4/8.

### On Government

By H.L. MENCKEN

The great pox of civilization, alas, I believe to be incurable, and so I propose no new quackery for its treatment. I am against dosing it, and I am against killing it. All I presume to argue is that something would be accomplished by viewing it more realistically—by ceasing to let its necessary and perhaps useful functions blind us to its ever-increasing crimes against the ordinary rights of the free citizen and the common decencies of the world. The fact that it is generally respected in the world—that it possesses effective machinery for propagating and safeguarding that respect—is the main shield of the rogues and vagabonds who use it to exploit the great masses of diligent and credulous men. Whenever

(Continued on page 3)



**The End of Party Slavery.**  
PARTY SLAVE-DRIVEN. "If we can't whip these Mugwumps into shape, our occupation will be gone."

October 17, 1883

# Editorials

## Campus Drugs

Drug pushers and purveyors of other exotic delights have been doing a thriving business in the back of the St. George cafeteria due to the apparent disinterest of administrative officials who prefer to look the other way when it comes to extracurricular shenanigans that affect the otherwise unappetizing atmosphere of our cafeteria. After all, why should such minor league nonentities be dignified by any recognition at all and if they fall in your soup, just pick them out and place them gently under the table. Better not to disturb the otherwise tranquil atmosphere.

On the other hand, if you're looking for a little excitement try visiting the ladies room where you may meet who knows what sex. These local stonies just wander in at will and have become so at home that they frequent either "lounge." It doesn't bother them, they're not fussy and coed may mean that they can push an extra snort or two.

When informed of the chronic condition, administrative officials responded by saying that if students force them to do their jobs, i.e. petition for removal of these individuals and their cohorts from the local high schools, methadone centers and the like, then and only then will the administration take action. It is just too difficult a task to remove individuals who pollute our atmosphere so promiscuously.

In all seriousness, administrators suggested that the only solution would be to close a lounge or a favorite part of the cafeteria. Maybe an even better solution would be to close the bathrooms as well.

Classrooms can be awfully dangerous too. You might if given half a chance manage to learn something. Educated minds are dangerous because they make demands for improved conditions. The climate of COSI has fostered a total lack of involvement except for the fringe groups who hang out to cop. We deplore this lack of intelligent intervention by administrators who prefer to play it safe. Our college is dying and maybe the next step will be to close it entirely.

## Our Children Are Our Future

Many of you reading this are not parents. Some of you have decided that you do not want to be parents. This is a matter of choice involving a decision as to whether it is an important task to nurture a future generation and to invest the time and effort in their upbringing. Each generation confronts this dilemma and each generation chooses accordingly. It is a personal decision based on many variables. Parenting is recognized by laymen and experts alike as a highly important and difficult skill. It is a skill that traditionally is acquired at home. However, many of us were not privileged to acquire this skill in our own homes. We wished to become parents, but we did not feel that we had the background or skill to give of ourselves adequately. Many faced with this problem have looked outside their immediate environment for guidance. Many single individuals have the instinct and motivation to become excellent parents whether it be natural parents or foster parents or adoptive parents. Children of all ages need to be loved and guided.

The COSI Day Care Center serves the entire college community. It has a long waiting list of children of students registered at the college. If you are not a parent how does the Day Care Center serve you? The Day Care Center serves

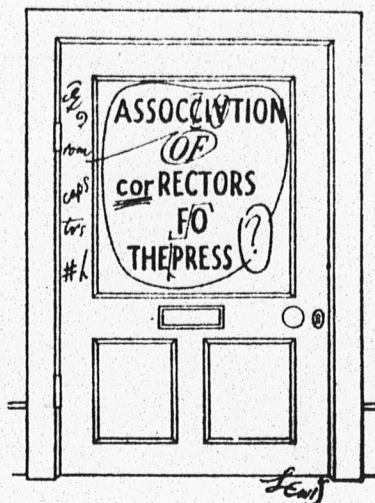
as an educational resource for the Nursing Department, Psychology Department, Guidance and Counseling curriculum, Education Department and the Physical Education Department. There is input from students from all of the above departments and curricula. Students work as interns for a semester or more at the Day Care Center. The Day Care Center has become a living laboratory. It is a valuable experience for the children, who learn under controlled conditions to interact with other children, to socialize and expand their tiny lives. Meanwhile, Mommy or Daddy receives an education. This is what the \$1.50 fee from the Student Activity Fee paid at registration is going to be used for if you decide it is worthwhile. Is \$1.50 too much to ask from each student to support this valuable resource? All parents, in addition, whose children use the center are required to pay a large fee each semester for this service.

## Elitism and Amoralty

In an article in the December 27, 1978 issue of the *New York Times* entitled "Of Harvard, Elitism and Amoralty," John LeBoutillier makes the point that "elitists" feel and display an amoral disrespect for the public and law and that it is his opinion that this was fostered by although not restricted to his alma mater Harvard College and Harvard Business School. He goes on to say that "The moral decay exhibited by both an elitist notion of inbred superiority and an easy acceptance of law-breaking to solve business problems is not confined to a handful of Harvard students. In fact, this lack of morality among America's leaders is indicative of a larger trend." Mr. LeBoutillier believes and I concur that elitist disdain for the public arises in isolation and grows when individuals or groups do not pressure for reform. We can look to our own college and those individuals employed to run it. We should begin by questioning them as to when they decided to exchange a standard of excellence in academic and extracurricular growth for the current stagnation of the privileged?

where might there be a refuge for me  
from egocentricity  
and its propensity to bisect,  
mis-state, misunderstand  
and obliterate continuity?

—Marianne Moore



## On Editing

Quickly—give me my red pen.  
Blood drips from its tip,  
lusty but foreboding,  
ensorious and sensual,  
at once a sword  
and a sceptre.

Slash and rip.  
Delicately fashion  
a fragrant new garment;  
sewn conscientiously,  
meticulously crafted  
dross.

Ink cannot improve  
a bloated image;  
Nor repeated slashing disguise  
the rotting detritus  
of unused intellects.  
Come let us reason together.

—Pat Bloom



## LETTERS

### 'It's Not Xenophobia'

To The Editor:

I am a concerned student attending the College of Staten Island, who along with other students is frustrated, angered and educationally undernourished due to the existing communication gap between inarticulate instructors and the students. Apparently the COSI administration searches worldwide for non-English-speaking teachers. Is there a required quota for hiring foreign teachers? Or perhaps it is being done just to frustrate the students? I pose this question because of the exhausting experiences I have had with various instructors.

It is not from xenophobia or racial prejudice that I am complaining about the hiring of these teachers, but rather a concern over an unfair deprivation of an education. Students are not learning their subject matter due to their inability to interpret various foreign dialects. As a result the students suffer gradewise educationally, and consequently are not being adequately prepared for a very competitive job market. The lack of articulate, clear-speaking teachers is truly a mockery of any educational institution which staffs them.

A Business Student

### 'Decline of Education'

To The Editor:

A commentary by Dr. Edmond L. Volpe concerning the "decline" of education here in the U.S. which appeared in the *Advance* (Feb. 28th), contends that the alleged decline has been entirely imaginary and actually, non-existent. That anyone would make such a preposterous statement seems to me to be almost beyond belief. In fact, it reminds me of a quotation by Josh Billings, a monologist of the early years of this century. Josh Billings said: "The trouble with many educated folks is that they know so many things that just ain't so."

Dr. Volpe does not mention the steady decline of the College Aptitude test scores over the past 25 years or more; and he conveniently overlooks the thousands of functional illiterates who "graduate" from our high schools every year. Apparently, he has never heard of the "open enrollment" students who enter our colleges and require "remedial reading, writing and arithmetic." During my school years, anyone who required "remedial reading, writing and arithmetic" probably would not progress beyond the third grade of elementary school.

No word of the disciplinary problems, the violence and vandalism, now rampant appears in Dr. Volpe's remarks. No police were required in or near the schools during my educational experience. There were no assaults upon the teachers, nor upon anybody else; windows were not broken; now was there any "graffiti" on the walls--nor anyplace else. Truancy was rare, but there were "Truant's Homes," where such individuals were sent to learn the value of discipline, and I believe that many were put on the right track.

As long ago as 1953, Adm. Hyman Rickover, the father of the atomic submarine commented upon the decline in patriotism, which had, even then, accompanied the decline in scholarship. His remarks represented his analysis of the American Prisoners of war, who had "defected" to the Chinese Communists. Adm. Rickover said: "No longer are our school children required to read such stirring poems as "Horatius at the Bridge," "The Lady of the Lake" or "Arnold von Winkelreid." Instead, they read such innocuous works as "A Walk Through a Garden," or "Bobby and Jane Visit the Zoo." I still remember the passage on patriotism in Sir Walter Scott's "Lady of the Lake."

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## College Times

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## Letters

(Continued from page 2)

"Breathes there a man with soul so dead, Who never to himself said: This is my own, my native land, Whose heart hath ne'er within him burned When home his footsteps he hath turned from wandering on a foreign strand? If such there breathe, go mark him well. For him no minstrel's raptures swell. High through his titles; proud his name Boundless his wealth, as wish can claim; Despite those riches, power and pelf, the wretch, concentered all in self Shall go down to the vile dust whence he sprung; Unwept, unhonored, and unsung."

That may be beyond the scope of Dr. Volpe's recollection, but the decay in the quality of public education has been with us for a long time. It has not been any such elusion, as Dr. Volpe professes to believe; nor is it now. The evidence is everywhere.

Sincerely,  
Henry V. Wells

## Cannabis Again

To The Editor:

In rebuttal to Mr. Joseph G. Pampalone's letter in the Student Voice:

Obviously, Mr. Pampalone, you too were one of the subjects in the cannabis/aggression experiment that took place at the Sunnyside Campus, under the guise of the Derringer Concert January 13. It is quite obvious also that the effects of the cannabis had not worn off when you read the article. If you had been "straight" you would have realized I was in no way impugning cannabis, since any substance which lessens aggression is surly a worthwhile chemical...be it cannabis, Librium, Tuanol, Seconal, Valium or Lithium, or as a last resort, a frontal lobotomy.

In your particular case, I recommend the last resort!

Sheila Brown

## 'Block and Szkely'

To the Editor:

There seems to be some confusion about the duties and responsibilities of Professors Adrienne Block and George Szkely as reported in the *College Times*. In order to set the record straight, I wish to report the following facts:

Both Professors Block and Szkely are members of the Department of Educational Studies for the purposes of governance and curriculum. They teach courses in music education and art education respectively.

Both Professors Block and Szkely are members of the Department of Performing and Creative Arts for curriculum purposes. In this department they teach courses in music and in photography respectively.

Both Professors Block and Szkely have given unstintingly of themselves in service to the college in such endeavors as concerts and art exhibits for the college community, and for the public at large.

The college was certainly fortunate in having Professor Block and Szkely as faculty members. Their non-reappointment by the President represents a loss for the college, its students, and the community.

Sincerely yours,  
Harris P. Goldberg  
Chairperson

Department of Educational Studies

## Volpe Responds

To the Editor:

The various questions that you posed to me in your February 28, 1979 editorial seem to emanate from a fear that state budgeting of The College of Staten Island will shift control of educational policy to state legislators who, as you put it, care little about the colleges in New York City and know little about the special problems of students in urban institutions.

The legislature does not establish educational policy. Though it funds the colleges in the State University of New York, the university is governed by a Board of Trustees. The College of Staten Island, whether it is budgeted by the City or the State, will remain a unit of The City University of New York and CUNY will be governed by its own Board of Higher Education.

For the past three years, all the other CUNY four year colleges have been budgeted by the State, but they have remained under the aegis of the Board of Higher Education. The legislature is discussing a governance structure for CUNY. Every indication is that the eighteen CUNY colleges that make up The City University will remain united under a local Board of Higher Education, some of whose members will be appointed by the Mayor, and the rest by the Governor. Most, if not all, of these board members will be residents of New York City and will be sensitive to the special needs of urban college students.

In short, whether The College of Staten Island is budgeted by the City or by the State, the Board of Higher Education will have final say on its educational policies.

But whether The College of Staten Island is budgeted by the City or the State will make a great difference to its students now and in the future. The College has been subjected to drastic budget cuts, year after year, since 1975, because of the fiscal plight of New York City. That crisis is not over, and every agency whose budget is controlled by the City will probably continue to suffer further budget reductions during the next few years. The four year CUNY colleges that are currently being budgeted by the State already have their budgets for 1979-80. Though these budgets are thin, they are at least available and stable. In contrast, the colleges in CUNY that are being budgeted by the City will not receive their 1979-80 budgets until June, a few weeks before the new fiscal year begins on July 1. These colleges face the grim possibility of further reductions in their operating budgets.

The Higher Education Committee of the Assembly is working on a CUNY Bill. It is very important that the transfer of The College of Staten Island to the State be incorporated in that bill. Take a moment and write a letter to the chairman of that committee urging that the transfer of The College of Staten Island to the State be included.

Assemblyman Mark A. Siegel  
Chairman, Higher Education Committee  
New York State Assembly  
Legislative Office Building  
Albany, New York

Edmond L. Volpe  
President

To The Editor:

I would like to publicly thank the administration of this fine institution for sparing me the agony and frustration this spring that I experienced during fall registration. In the fall, I registered for three classes, and two out of three were cancelled. This spring I didn't experience the frustration over cancelled classes because the course the course was much smaller. You can't cancel what you don't offer.

Frustration Spared by limited Choice.

## College of Staten Island Association, Inc.

By FRAN OLEJARSKI

The membership of the Association is comprised of the following twenty-three persons: (with the exception of (d) below, students are not permitted to hold or run for positions on both the Student Government and the Association. The exception is one ex-officio student, the presiding officer of the Student Government or his/her designated representative.)

a. One ex-officio college official. The President of the college or his designated representative.

b. Four administrative staff members. Four (4) administrative staff members appointed by the President.

c. Six instructional staff members elected by and from the instructional staff at large.

d. One ex-officio student. The presiding officer of the Student Government or his/her designated representative.

e. Five students representing each academic class (Freshman, Sophomore, Junior, Senior and Graduate) elected by the student body.

f. Six at large students elected by the student body.

The general management of the property, affairs, business and concerns of the Association shall be vested in a Board of Directors consisting of eleven voting members drawn from the membership of the Association. The composition of the Board is as follows:

a. At least four students.

b. At least two instructional staff members.

c. At least one college administration staff member.

d. Two members of the Association from among the general membership of the Association.

e. The president of the College or his designated representative.

f. The President of the Student Government or his/her designated representative.

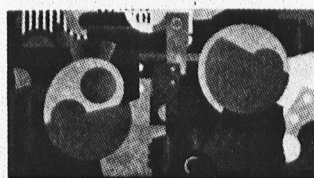
The Association receives \$14.00 from each full time student's activity fee. It is used to cover the following programs:

1. Student Medical Assistance Program.
2. Inter-collegiate Athletic Program.
3. Partially funds the Mental Health Program (Student Government allows \$10,000, and the Association allows \$10,000; the college supports this program also through tax levy funds and it is also supported by the Staten Island Mental health Society).
4. Covers expenses at Convocation Exercises.

The Association also has what is known as an "unallocated reserve" which covers special proposals such as public and cultural affairs, the Alumni Association, the International Loan Fund, New Promissory Loan Fund, Performing and Creative Arts Events (such as Chorus concerts, Theater Productions, Jazz Productions, Art and Photographic Exhibits and a Dance Workshop), and expenses of an outside legal advisor.

The above is a capsule breakdown on your Student Government, the Auxiliary Services and the Association. If you desire any further information on any of the areas covered by either group, each can be contacted as follows:

**COSI Association (390-7866), Sunnyside Campus, C-111.**  
**COSI Auxiliary Services (390-7630), Sunnyside Campus, A-141.**  
**Student Government (390-7544), Sunnyside Campus, C-109.**



## COSI Auxiliary Service Corp., Inc.

By FRAN OLEJARSKI

The College of Staten Island Auxiliary Services Corp., Inc. provides services to the College such as bookstores, food services, parking facilities and other auxiliary services at or near the various locations of the College.

The Board of Directors consists of representatives of the administration, the instructional staff and the student body of Staten Island. Of the thirteen members of the Board of Directors, five are appointed by the President of the College of Staten Island, four are selected from the instructional staff by the Committee on Committees and the Executive Committee of the Faculty Council. The Student Government designates one student and the student body at large elects the other three student members.

Members of the Instructional and Administrative staffs are not permitted to hold seats simultaneously on both the Corporation and the Association.

To qualify as a member of the Board of Directors, a person must have attained the age of majority. Term of office for Directors is September 1st to August 31st.



"The first tenet," he wrote, "is freedom or the free mind. Freedom of belief, freedom to think, freedom to express, freedom from any authoritarianism, personal or institutional. From this develops another tenet: Individualism, the importance of each person with his basic human rights."

—Rev. Horace Colpitts

## On Government...

(Continued from page 1)

you hear anyone bawling for more respect for the laws you have before you one who is trying to use them to his private advantage; whenever you hear of new legislation for putting down dissent and rebellion you may be sure that it is promoted by scoundrels. The extortions and oppressions of government will go on so long as such bare fraudulence deceives and disarms the victims—so long as they are ready to swallow the immemorial official theory that protesting against the stealings of the archbishop's secretary's nephew's mistress's illegitimate son is a sin against the Holy Ghost. They will come to an end when the victims begin to differentiate clearly between government as a necessary device for maintaining order in the world and government as a device for maintaining the authority and prosperity of predatory rascals and swindlers. In other words, they will come to an end on the Tuesday following the first Monday of November preceding the Resurrection Morn.

## Student Rights Party...

(Continued from page 1)

6. National Honor Societies.
  7. Intercollegiate Athletics.
  8. Provide open recreational activities for all students.
  9. To establish an equitable funding method for nurses capping and pinning.
- We will also work to obtain more services for Evening and Weekend Students. We would like to see the Student Government office open at least one evening a week and for several hours on the weekend. We will also work to obtain the reinstatement of evening activity hour and promote weekend tutoring services.

The Student Rights Party Candidates are as follows:

### Student Government

Sophomore—John O'Callaghan (R)  
 Senior—Edgar S. Gray  
 Graduate—Edith Ostwald  
 At-large Upper Division—  
 Maryann Morrell  
 At-large Lower Division—  
 Karen Boykin (R)  
 Jack Dobson  
 Stephen O'Brien  
 Alice Rodziewicz

### Association

Junior—Donna Decker  
 Graduate—Joan Mancuso (R)  
 At-large—  
 Helen Decker  
 Barbara Farin (R)  
 Gloria Farley (R)  
 Eileen Fitzsimmons (R)

(R) denotes students running for re-election.

The following candidates are running as independents:

### Student Government

Freshman—Vanessa Simpson  
 Sophomore—Barbara Anne D'Arecca  
 Graduate—Dorothy V. Savino

### Association

Peter C. Fenty

### Auxiliary Services Corp.

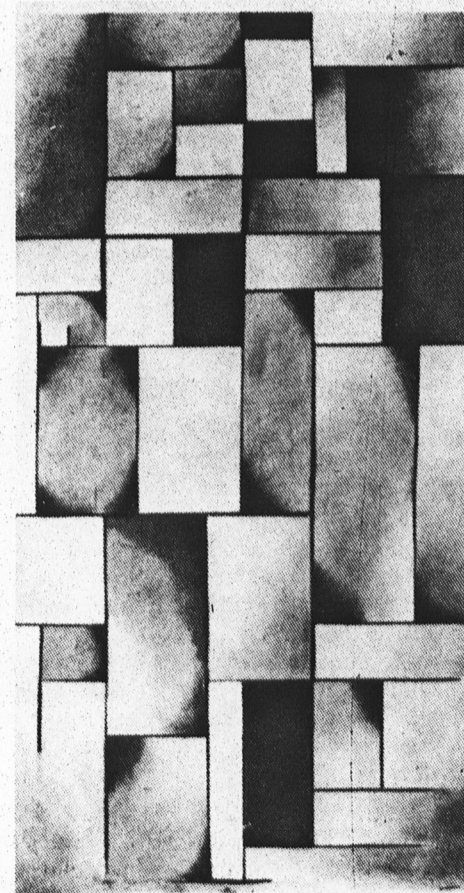
RoseAnn Misuraca  
 Frances Olejarski  
 Dominick A. Pizzuto

The following candidates are running for election to the Faculty Student

### Disciplinary Committee:

Barbara Anne D'Arecca  
 MaryAnn Morrell  
 Stephen O'Brien  
 John O'Callaghan

Note: Students may run for office in the Student Government and also for the Disciplinary Committee.



# Student Government

All students who pay their student activity fee are eligible to vote.

All voters in good academic standing and with at least a 2.0 grade point average are eligible for office.

The Student Senate is composed of twenty representatives as follows: one representative from each academic class

one graduate student  
 three at large students from the upper division of the College.

twelve at large students from the lower division of the College.

According to the Student Government Constitution an annual election is to be held by the first week of April. A special election to fill vacancies is to be held by the last week in October. If any subsequent vacancies occur they are to be filled by the Senate after appropriate publicity. Senators elected in the annual election hold office for the academic year beginning with the following September. Senators are automatically removed from office if he/she is absent from three consecutive

regular meetings of the Senate during the academic year. Special meetings are not included in this ruling.

What does the Student Government do? Where does your student activity fee go?

The Student Government determines the disposition of the Student Government portion of the student activity fee which, in fact, is ten dollars from each student's activity fee paid at the time of registration. By their Constitution, the Senate is required to "investigate and act on any matter affecting the general welfare of the student body." They charter or otherwise authorize teams (excluding intercollegiate), publications, organizations, associations, clubs or chapters and have the power to refuse, suspend or revoke any charter or authorization for cause after a hearing. They are also required to advise and inform the student body, the faculty and the administration on pertinent matters.



## Quotes From the Candidates

(Continued from page 1)

theater tickets, man in the theater box office and creation of new programs." Edgar supports the Student Right Party platform.

**Joe Nastashi**—At large—lower division, **Student Government**.

Joe stands on the USA platform and wants to serve "to support student activities and programs and to work toward a more active student body and college."

**Rosemarie Disalvo**—Independent— at large—lower division, **Student Government**.

Supports the Unified Student Action platform.

**Anthony DiScala**—At large—lower Division,—**Student Government**.

"Supports intra-mural sports programs because they give every student the chance to partake in any kind of sport." Supports the Merit and Sport Scholarships because they attract students to the school and give the college a good name.

**Ana Carvalho**—Senior Class, **Student Government**.

"I feel that it is about time that students get attention and that someone tries to attend to their needs. My party and I will strive towards that goal. I believe that the overall situation in the College should be improved and I am willing to devote my time and effort to work towards the benefit of the majority of the students." Ana is running on the Unified Student Action platform.

**Stephen O'Brien**—At large, **Student Government**.

"I believe in the rights of students and their right to have a free say in how their money is spent. I support Day Care and all the positions of the Student Rights Party. Students should stand up for their rights!" **Alice Rodziewicz**—At large, lower division, **Student Government**.

"I want to help sponsor programs beneficial to the majority of students. I totally support the Student Rights platform. It is about time someone stood up for the Student's Rights."

**Frances Olejarski**—Independent, **Auxiliary**.

"I've chosen to serve my college by representing the students as a member of the Auxiliary Services. If elected, I will bring the students' complaints and suggestions for bookstore and cafeteria services to the Board of Directors and work in unison with administration for a better understanding of student needs.

**Joan Mancuso**—Graduate, **Association**.

"I am presently serving on the Board of Directors of the Association. I have supported many issues involving students including those listed on my platform. (Student Rights Party). I also support the Referendums to establish a secure funding base for "Day Care" and "Recreation."

## United Student Action...

(Continued from page 1)

6. To erect a large schematic design of the college illustrating the buildings and rooms of each floor. This will also be included in the Fall Registration newspaper so that all incoming students will not be confused and frustrated as those in the past.

7. To support the formation of an Informational Center where students may receive information on any questions or problems.

8. To support activities and programs which involve administrators, faculty and students.

9. To hasten the procedure in which clubs, organizations, etc. receive funds for various activities (anyone who requisitions funds or wants reimbursements should receive the monies within one week after the vouchers have been submitted).

10. To continue to support and improve the following programs and activities:

1. Student Services
2. Counseling Center
3. Tutoring Center
4. Recreational Program
5. Concerts

11. To investigate the possibility of constructing an area at the St. George Campus for students to use for physical activities and courses.

12. To adopt the SUNY calendar system where the first semester would end before December 25.

13. To promote a more accurate and effective shuttle bus system.

14. **Referendum:** We support and encourage students to vote yes for the Intramural Recreation Proposal.

The above platform and the following slate of candidates were given to this reporter by a coordinator for the Unified Student Action group.

**Student Government** candidates running on the U.S.A. platform:

Sophomore—Regina O'Shea  
 Junior—Nicholas Longo  
 Senior—Ana Carvalho  
 Graduate—Dorothy Savino

### At-large—Lower Division

Deborah Schott  
 Gregory D'Ambrosio  
 Harry F. Towers  
 Joseph Nastasi  
 Anthony DiScala  
 Kenneth Cameron  
 Laura Clement  
 Jack Kielty  
 Vincent Perlmutter  
 Harvey Friedman  
 Susan Hamill  
 Phyllis Pepe

### At-large—Upper Division

Frank DiMino  
 Wilfred Rivera  
 Monica Connelly

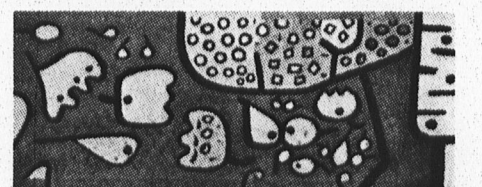
The following candidates submitted their nominations as running on the same slate with Unified Student Action and their platform:

### At-large—Lower Division

Rosemarie DiSalvo  
 Lillian Piazza  
 Lisa Varona

### Candidates for the Association—U.S.A. Party:

Freshman—Hector Gonzalez  
 Sophomore—Nicholas Bellochi,  
 James R. Halvorsen  
 Senior—Anthony Marcigliano  
 At-large—  
 Bobbie Ahouse  
 Charles Bernardi  
 Stephen Cunningham  
 Michael Thomas  
 Marie Wausnock



## A Dream Become Reality:

# 'This Is Station WSIA'

By PAUL ENDRESS

A new addition to COSI is its own radio station, WSIA. It has qualified, responsible individuals in charge of the many different jobs, like program director, Bill James, station manager Doug Colombo, chief engineer Jeff Birch and music director John Weckerle.

The idea of starting the radio station arose from James and Colombo, who worked together at an off campus locale. They realized very early on that they were both interested in broadcasting and decided to go to the Office of Student Activities on the Sunnyside Campus to explore the possibility of starting a radio station at COSI.

Lorelei Stevens, a Student Activities staff member, received the idea with enthusiasm. She told James and Colombo that to start a station, they needed to draw up a constitution.

COSI, Sunnyside campus at one time operated radio station WVSI, but due to many difficulties the station was shut down in January, 1978. By November of 1978, James Colombo, and Stevens put together an inventory of albums, tapes, and equipment left over from the defunct WVSI station.

Lorelei Stevens and Jack Kerman, a disc-jockey for WBCR at Brooklyn College and a former DJ for WVSI, assisted in making the station ready for production.

According to James, "It's a good experience for the staff of WSIA to work in a near professional atmosphere. It's an opportunity for all students to get involved, and we hope to give the students good, sound entertainment." The station will soon be broadcasting into the Lower Cafeteria, in Building C. James added, "I hope we can have a suitable format for everyone with a wide variety of music presented for all the students interests."

The station has been funded by COSI Student Government with seed money of \$300. The money will be used for new equipment, such as bulk eraser for tapes, a new set of headphones, record and tape cleaners, and a power amplifier.

Colombo described the former station as "...very disorganized with no inventory at all. When we entered the station, the records were scattered and the 45's were in total disarray. If the previous station had been more organized there would be fewer problems than now exist."

When asked what possible benefits WSIA can give to the college, Colombo stated, "It will be good for the students. It gives them a place to go. It's also good for the staff, who will get first-hand experience in running a station."

So far, the Student Government has been much less supportive in funding the station. The former station was given close to \$2000 not to mention a \$600 trip to the Intercollegiate broadcasting convention in Washington, D.C.

By JOHN DEGEORGE

COSI's student body seems to have won a major battle over the administration and now will have a radio station serving the students during school hours.

Previously, the administration tried to suppress this movement and would still be happy to see these students make a fatal mistake so they can close the doors of C-116 for good and sweep the idea of a radio station under the carpet. The basis for the administration's anti-radio attitude is that the college had a station like this about five years ago which had to be closed because it was being poorly run; later on it was discovered that much of the equipment had been stolen by former radio station members to the tune of \$10,000 to \$15,000.

The students presently in the Radio Club, after many painstaking hours, have finally been able to clean up the mess their predecessors left for them and now have an inventory list of all equipment and records. The club recently submitted a budget to Student Government for approval.

The goal of these students is to broadcast outside campus grounds, and they are now in the process of receiving an FCC license and obtaining a transmitter. According to music director John Weckerle, broadcasting on FM is a project which is probably a year from completion.

For the time being, a line has been hooked up to the lower cafeteria so that the students of COSI may enjoy music during their breaks. The only worry of the club members is that their fellow students could pop their balloon before it gets off the ground.

Club members feel that it is the student body's responsibility to watch over station equipment in the lower cafeteria so that all may enjoy those free hours which sometimes feel as though they will never end.

## Funds Needed For Guitar Club

By CONSTANCE KENT

Guitar players of CSI are asking for help from the Student Government to fund their new Guitar Club. Tony Rose, the originator of the club, says, "The college needs a place where guitar players can get together and play without inconveniencing the other students." As of now the promising musicians have been using the cafeteria, which is an inappropriate place for practice.

According to David Fenty, a music major, "The student's who are making music their career choice would benefit greatly from the club. Each time I jam with a group I always acquire a new skill."

A guitar club could offer group discounts for concerts, occasional trips to musical events, and discounts for sheet music. Various workshops could be set up for players of jazz, country, rock, pop, and any other areas in demand.

Rose encourages advanced, intermediate, and beginner students to join this new club for enriching experiences with the guitar and with fellow guitarists. The more students that join the club, the easier it will be to receive aid from Student Government.

The only requirement needed is a love of music and an motivation to acquire and refine skills. Interested students are asked to leave a note for Tony Rose in the Student Government office, C109 Sunnyside.

# Veterans' Corner

By CATHERINE S. PARISI

Among the counseling and advisement services that The College of Staten Island offers is the Veterans Advisement Center in the "B" building at Sunnyside. The V.A.C. offers counseling and assistance to veterans on problems dealing with education, employment, and health care.

In the area of education, the Advisement Center conducts an extensive out-reach program designed to educate veterans to the programs available to them and to recruit veterans to the college. The out-reach program has utilized such methods as setting up information tables at the Staten Island Mall, handing out literature at the ferry terminal, mailing literature to the veterans, and calling the various veterans groups such as the Veterans of Foreign Wars and the American Legion.

In addition to the out-reach program, the Center assists veterans at registration and offers pre-admission counseling (academic and career testing, referral information, tuition assistance information, and help concerning such necessities as food stamps). The Center intercedes on behalf of the veterans concerning financial-aid problems, problems with professors, and other education-related concerns. Once veterans are accepted in the college the V.A.C. obtains and processes all necessary documentation of G.I. benefits and explains these benefits. The Center publishes a monthly newsletter that is given to veterans when they appear for their scheduled monthly conferences. The newsletter contains such pertinent information as deadline dates for financial aid, application information, College-Discovery/Seek information, and current news concerning federal, state, and local laws and regulations of educational programs, medical programs, and employment.

In the area of health-care, the Center has a referral system to the V.A. 24th Street Hospital for family and individual counseling. It refers veterans to places where they can obtain treatment for illnesses and will begin to have group-awareness seminars where veterans (predominantly Viet-Nam war veterans) can share their experiences and try to erase the emotional scars left by the war.

On the employment issue, the center has had great success. During the last months the center has referred thirtyseven vets for jobs, identified veterans qualified for various jobs and helped fill out job applications. In addition, it referred to personnel applications for the state trooper examination, and fifty to sixty applications for U.S. Parks and Recreation Service summer maintenance jobs well suited to college students because they run from May to September. The V.A.C. has been involved in military discharge upgrading: obtaining military records, reviewing and analyzing discharge

circumstances, helping to prepare case briefs, and submitting appeals to the Board of Military Review, which schedules military discharge reviews.

Originating from the Center is a legislative proposal sent to the New York State Legislature calling to:

1) Re-instate the Regents War Service Scholarship (2,000 scholarships at \$600. per student) to help qualified veterans attend the more prestigious and costly educational institutions, and

2) Inform veterans about benefits and programs available to them, by creating and funding a New York State Viet-Nam Veterans Outreach Program and by maintaining a toll-free, full-time information hot-line.

New York state has the second largest Viet-Nam era veteran population in the country. Due to the high cost of living and tuition, V.A. benefits are underutilized, while other states offer free tuition for veterans. Many millions of dollars of V.A. educational benefits and millions of dollars from B.E.O.G. and other federal grants go unspent each year in New York State. Hundreds of veterans lose their chance for education and job training. The hot-line and out-reach program is one way to help inform veterans of various programs available to them and help them get ahead.

To ensure that correct information is being given out, the proposal calls for bringing veterans into the decision-making process where the State Division of Veteran Affairs is granted authority to contract with appropriate Viet-Nam veterans groups to carry out the administration of the Viet-Nam Outreach Program.

3) A joint resolution of the New York State Legislature recognizing the week of May 27, 1979 as Viet-Nam veterans week. Some of the purpose of this week would be:

1) To pay tribute to the sacrifice and dedication of these veterans,

2) To educate the population to the plight of the veterans and to heal the wounds that divide society from the Viet-Nam veterans, and

3) To identify Viet-Nam veterans who have succeeded, so that there can be some positive role—models for the veterans to have.

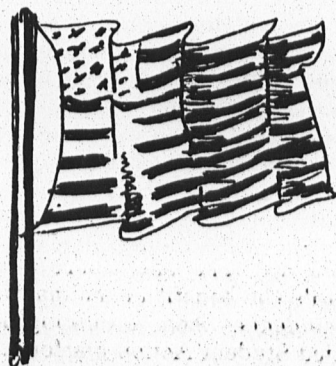
Another goal is to get the traditional veterans' organizations such as the Veterans of Foreign Wars and the American Legion to become resensitized to the plight of the Viet-Nam veterans.

The final two proposals are to conduct legislative hearings on the problems of Viet-Nam veterans in the areas of education, employment, and readjustment, such as providing free tuition within the SUNY-CUNY system to these veterans and to the dependents of all M.I.A.'s and K.I.A.'s as well as to P.O.W.'s and their dependents.

The Veterans Advisement Center is daily trying to come up with new and better ways to help the Viet-Nam veterans receive the benefits that they deserve and the respect and honor of their countryment that is long overdue.

## Sculpture Exhibit

There will be an exhibit of original sand sculpture by COSI student, Betty Shirley at Sailors Snug Harbor Cultural Center. The sculpture titles are as follows: The Friendly City, City Spirit, The Little Boy, A Candle, The Castle, The Fisherman.



# Bulletin Board

## Student Loans

Students who receive guaranteed student loans in 1979-80 will be saved an estimated \$7 million as a result of a change in the loan insurance premium, adopted yesterday by the Board of Trustees of New York State Higher Education Services Corp.

The board, which met in New York City, reduced the premium rate to 1/2 of 1 percent of the loan amount. This change takes effect April 1 for federally guaranteed loans. Since 1975 the rate had been 1 percent.

The premium is deducted from the proceeds of a loan at time of its issuance, and is applied to each year the student expects to hold the loan before leaving school and beginning repayment.

Thus a student who was a freshman in Fall, 1978, and who obtained a \$1,000 loan with the expectation of studying four years, would have received net loan proceeds of about \$952.50. The \$47.50 deduction represented a premium of 1 percent of \$1,000 for four years of study and nine months' grace that the student receives to begin repayment after leaving school.

Under the new rate, a student borrowing \$1,000 as a four-year freshman in Fall, 1979, will pay a total premium of only \$23.75, and his net proceeds from the loan will be about \$976.25.

The loan premiums are placed by Higher Education Services Corp. in a fund which helps to pay off loans of defaulting students.

The corporation management recommended the reduction of the premium on the ground that increased amounts of federal funds have become available for the defrayal of defaulted loans, thus easing the burden on the loan insurance fund.

The change of the premium affects loans to students at federally approved schools, which are the great majority of loans. The state, without federal assistance, also guarantees loans to students at certain schools that hold state but not federal approval. For those loans the insurance premiums will remain 1 percent.

The HESC board also approved a series of corporation legislative proposals for revision of student aid programs; approved 1979-80 application forms for grant and loan programs; accepted a report on a 1977 examination of the loan program by the State Banking Department which is required to make annual examinations, and authorized a series of administrative deadlines for students and institutions relating to tuition assistance and other grants.

## Friends of COSI

At a recent meeting of a committee of over 40 community leaders, gathered in the home of Dr. and Mrs. Edmond L. Volpe, the assembled group, in a spontaneous action, suggested that an organization be formed called "Friends of The College of Staten Island." Their goal will be to function as a viable link between the college and the Staten Island community.

Dr. Volpe, President of the College, said, "Formulation of such a group will be an innovation in the City University. We need the energetic involvement of the community to make The College of Staten Island the vital center for social and cultural activities that we envision."

## Economics Club

The chartered Economics Club of the College of Staten Island had its first meeting on the St. George Campus on Tuesday, February 27th at the Club Hour.

The club proposes to provide a common meeting place for intellectual stimulation, exploration and exchange of ideas relating to economic matters. In addition, practical experience in economic research using computer technology and various research models will be undertaken under the guidance of Professor Prapas. Career opportunities and alternative options for economics majors will receive ongoing attention, and attempts will be made to integrate economic training with current developments, nationally and internationally.

The purposes of the club will be achieved through discussions, films, lectures, trips, workshops and faculty-student forums.

Membership in the club is open to all students registered, alumni and faculty. The club meeting room is I-808 at 130 Stuyvesant Place, St. George and meetings are held every Tuesday at 2:00-4:00 p.m.

## \$500 Scholarship

Glenda McConnell Rassin, a sophomore psychology major at The College of Staten Island in New York, will receive a \$500 scholarship from Scott, Foresman and Company at a dinner given in her honor at the Sheraton Hotel in Philadelphia on April 20.

Rassin, 33, a resident of New York City, was awarded the second-place prize for her 750-word essay on "Psychology and the Future." The award and a certificate will be presented to Rassin by dinner host Dr. James L. Romig, psychology editor at Scott, Foresman. A certificate was also presented to Dr. Emil Oestereicher, psychology department chairman at The College of Staten Island.

## Peace Corps

Two Peace Corps recruiters will be on hand all afternoon on Wednesday, April 4, beginning at noon, in B-148, Sunnyside, to answer questions and describe the Corps.

A film, "Toughest Job You'll Ever Love," will be shown every half hour. There will also be a continuous slide show. Recruiter Roger Corriveau has invited all members of the CSI community.

*The Best of Henry Miller* edited by Lawrence Durrell:

The mission of man on earth is to remember. To remember to remember. To taste everything in eternity as once in time. All happens only once, but that is forever. A *toujours*. Memory is the talisman of the sleepwalker on the floor of eternity. If nothing is lost neither is anything gained. There is only what endures. I AM. That covers all experience, all wisdom, all truth. What falls away when memory opens the doors and windows is what never existed save in fear and anguish.

—Henry Miller

## New Women's Page

By DONNA DECKER

The College Times has designated 2 pages or more of every issue for a women's section; whole pages to do with what we will. This is a great opportunity for inter-campus communication. Okay, women students and faculty, use this space to interact with people you might otherwise never have the chance to meet. Express your creativity, let people know what's happening on campus, in the community, the world, your head. Women want to know what other women are thinking and feeling. The written word spreads a lot faster and more completely than a single conversation.

These are your pages. Tell us how you want to use them. Ideas, articles and artistic explorations in the form of poetry, photography, drawings and short fiction are now being accepted. Information can be obtained by going to the College Times office, located on the fourth floor of 130 Stuyvesant Place, St. George, or by dropping us a note in the College Times mailbox in C-109, Sunnyside.

## Workshops

The Women's Studies department of COSI will be planning a one day festival of workshops at the Sunnyside campus. It will take place during May. If you are interested in helping in any way, contact Dr. Manuela Dobos at the history department, B building, Sunnyside, or any women studies teachers.

## Literary Magazine

The first CSI women's current events/literary magazine will be distributed toward the end of this semester. Fiction is now being accepted for the second. Come on all you writers. This is an opportunity to see your words in print and to obtain feedback in response to your work. For further information contact Prof. Jo Gillikin, room 3224 B, Sunnyside campus.

## Women in Photography

Ann Novotny speaking on Alice Austen. Thursday, April 19, 6:00-8:00 p.m.

Alice Austen was a photographer and native Staten Islander. She lived from 1866 to 1952. Her pictures are now considered outstanding and include many shots of Staten Island in the early 1900s. She has gained recognition recently because of the fight to make her original estate in Rosebank a historical monument. Ann Novotny is an author of the book *Alice's World*.

## Women in Writing

Erika Duncan and Sally Finch Reynolds, Thursday, April 5, 3:30-5:30 p.m.

Erika Duncan and Sally Finch Reynolds are both members of the Woman's Salon, a literary organization designed to promote women's writing by offering a place for readings and criticism. Erika Duncan has written *A Wreath of Pale White Roses* but will read from her new book. Sally Finch Reynolds will read from her unpublished work *Waiting to Hear the Corn Grow*.

## PCA Plays

A spring semester production of two one-act plays at The College of Staten Island will be presented on March 30 and 31 and April 6 and 7 in the Clara and Arleigh B. Williamson Theatre at the Sunnyside campus. The plays, *Infancy* by Thornton Wilder and *Chamber Music* by Arthur Kopit, are directed by Martin Blank, associate professor in the Department of Performing and Creative Arts, and designed by Greg Etchison who teaches theater design courses at the college, with original music for *Infancy* by Burt Polayes. This, the first student production at the college after a lapse of several semesters, is supported by funding from the College Association.

Students in cast of *Infancy* are Bob Romano, Tony Musco, Tom LaRosa, Carol Hickey, and Mary Ann Anderson; in *Chamber Music* they are Kathy Pryor, Rosemary Nattland, Deborah Burgess, Eileen Fields, Zira Thomas, Kathryn Capofari, Mary Ann Vlattas, Carol Kozusznik, Dabid Short, and Stanley Vlattas, who is also stage manager.

All four performances will be at 8 p.m., there is no charge for admission, and the public is invited.

## Civic Theater

Staten Island Civic Theatre will present the absurdist comedy *WAITING FOR GODOT* written by Nobel Prize winner Samuel Beckett. Dr. Jack J. Boies is directing this play.

The dates are Fridays, Saturdays and Sundays, March 30, 31, April 1; April 6, 7, 8; April 13, 14, 15.

Performance time: Fridays and Saturdays at 8, Sundays at 7.

All performances are held at Christ Church Parish House, 76 Franklin Avenue, New Brighton.

Tickets are \$3.50. Students and senior citizens, \$2.50. 448-2230.

## Mortar Board Society

By LAURA BRACKETT

The Mortar Board Society is a new club being organized at C.O.S.I. According to the club's constitution, its purpose is to acknowledge academic achievement and to encourage support of intellectual, cultural, and social programs, and special services to the student body, student government, and the Staten Island community. The specific goals of the club are to have programs for peer tutoring, peer counseling, and outreach designed to provide information about the college to all who are interested.

Originally membership was open only to students in good standing; however, the student government's regulation stating that a club which limits membership in any way can't be supported caused Dr. Ann Merlino and Diana Nass, faculty advisors, to make membership open to all registered students. Plyllis Pepe, proposed vice president, is opposed to this because it defeats one of the purposes of the club: recognizing academic achievement. Anne Camera, an A-average student planning to be a member, says that limiting membership to academic achievers would make the club more meaningful.



## Head Police Ticket Shuttle

By PAT BLOOM

Early in March, Police Sergeant Rerecich of the St. George 120th Precinct began ticketing the Academy Bus Line drivers. Academy is the new shuttle bus line running between the St. George and Sunnyside campuses. The drivers worried and confused by the constant ticketing refused to move. Our new bus line was in trouble. Nobody knew why the drivers were being ticketed. Why, when COSI had acquired an efficient shuttle for the first time in its history were they being harassed? According to the server of the tickets, Police Badge Number 20821, a complaint had been made against the Academy Line which is based in Hoboken. The complaint alleged that Academy was not licensed to pick up and drop people in New York and environs. After consultation with lawyers, Dean of Administration Arnold Riback and Purchasing Agent Irving Sechter, it was determined that the Spilka Bus Company had lodged the complaint against Academy. Spilka Bus Line attempted to retaliate against the college for terminating their contract for poor performance. It was the students who were hurt. After a period of two to three days the proper papers were filed, fines were paid and Academy was back in business. Students were able to travel between campuses without much difficulty.

## First Amendment Rights

By IRVIN MOLOTSKY

Three newspaper reporters have agreed to comply with subpoenas to testify in Long Island about marijuana arrests they had written about.

The reporters have been told that they would be asked to certify that their articles were accurate. They said that no confidential sources were involved and that they did not view the subpoenas as a threat to freedom of the press under the First Amendment.

However, the judge in the case cautioned against the growing practice of subpoenaing newspaper reporters, saying that some lawyers were abusing the privilege.

# English Majors: What Can You Do?

By PAT CALLAHAN

There is an air of apprehension with being an English major. Students do not have the assurance that comes with a degree in accounting, medicine, or any of the other exact sciences. According to Professor Ely Stock, this is true, but, there are a variety of careers which can be pursued by a person with a bachelor of arts degree, with a major in English.

According to Stock, English has been and still is stereotyped as a major for the teaching profession, which although labeled as a closed or uncertain field, offers numerous opportunities in high schools and colleges.

"Furthermore," Stock explained, "people think of an English major as well rounded, well spoken, and well written, and this is the type of person that all big corporations would like to have working for them."

Both Stock and other academicians, as well as business executives, hold that an English major's best bet is in management and executive positions in large corporations. Advertising and public relations also offer many opportunities to English majors, as do radio and television companies.

Students interested in advertising will find business courses valuable. For broadcasting experience, work with a college station would be advisable.

Journalism and publishing are also in the English major's ball field, especially since college newspapers provide fine training grounds.

The English major may therefore drain some helpful conclusions from Stock's remarks. First, there should be some focus on a general area of interest, within the schedule of the English major. Second, some attempt should be made at gaining experience and skill in this area while avoiding the common assumption that an English major is just "into English."

"An English major studies human nature, how to write well, and how to organize ideas in order to present logical and clear arguments," was Stock's additional comment.

It is also important that an English major realizes that prospective employers will not pursue him, but rather he must pursue them. Much importance is placed on a positive attitude and on the amount of energy and creativity expended by the English major seeking employment.

The English Department at COSI is headed by Professor John Shawcross; Stock is the Adviser for English majors, who should therefore apply to him for guidance. His office is in A324, Sunnyside.

## Future of Bio-Tutorial Aid Center Uncertain

During the 1978 summer session, a notice was sent from Thomas Grosso, Head of Personnel, directing all college assistants to stop work immediately. This action triggered the closing of the Biology Tutorial Aid Center because the present supervisor, Leo Davy, was no longer permitted to work within his pay category as a college assistant. This decision affected approximately 20% of the student body, who use the center. Through the intercession of Dean Alsworth, the Center was reopened during the latter part of the summer session.

In the 1978 fall semester, the Center was closed again, without notice to the student body, due to the lack of funds. After 500 students signed petitions deploring the closure, the Center was reopened within 24 hours. This semester, the Center opened one week late because Davy, like all college assistants, was compelled to take his annual leave during intercession.

The five-year history of the Center has been shaky and uncertain. A college-level technical was the first supervisor, and it has become almost impossible to trace its staffing until Davy took charge almost three years ago.

At present, the Center is authorized to open for less than 900 hours a year and receives a \$500 grant for new material. However no monies are allocated for repair or replacement of existing equipment. Mrs. Judy Schneider, a CETA worker and the Center's tutor, has been informed that her services will be terminated by September 1979, creating an additional blight on the Center's future.

One concerned student who wishes to remain anonymous has gathered 2,300 signed petitions to keep the Center open. The Student Government was also approached for assistance, but commented that they felt the Center was primarily an administrative function. President Volpe was telephoned and his secretary referred the caller to Dean Cardegna, explaining that the handling of the Bio-Tutorial Aid Center had been delegated to him.

Meanwhile, a letter was sent by Dr. Alvin Silverstein, Chairman of the Biology Department, to Dean of Faculty Barry Bressler requesting that the Center be allowed to remain open until the end of this semester. A copy of that letter was also sent to Dean Alsworth. Reliable sources report that through the intervention of Dean Alsworth once again, the Center which was scheduled to close in the middle of March, will remain open on an interim basis until this semester ends.

## Values in Use

*I attended school and I liked the place—  
grass and little locust-leaf shadows like lace.*

*Writing was discussed. They said, "We create  
values in the process of living, daren't await*

*their historic progress." Be abstract  
and you'll wish you'd been specific; it's a fact.*

*What was I studying? Values in use,  
"judged on their own ground." Am I still abstruse?*

*Walking alone, a student said offhand,  
" 'Relevant' and 'plausible' were words I understand."*

*A pleasing statement, anonymous friend.  
Certainly the means must not defeat the end.*

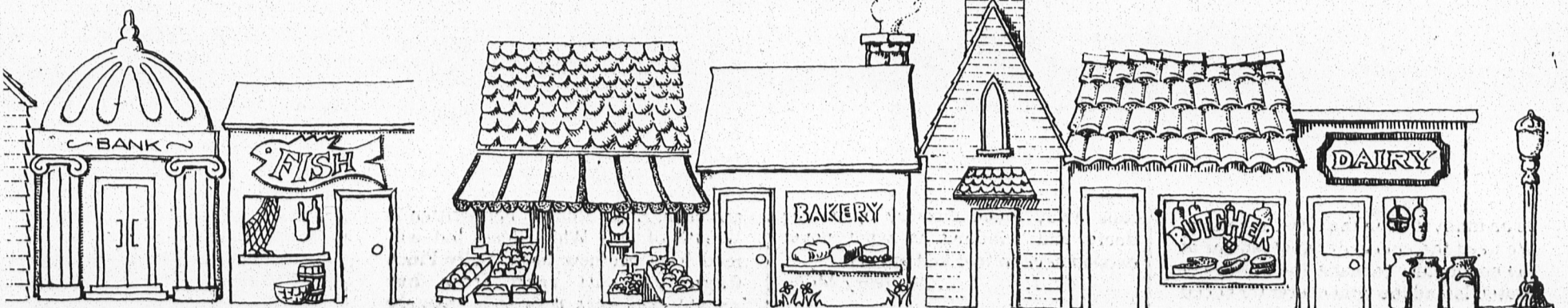
—Marianne Moore

### Mathematics for Women

*A workshop in mathematics expressly for women who have registered at COSI after 10 or more years and are uptight about math.*

*For sympathetic help, please call or visit:*

*Prof. Irene Deitch or Barbara Nalewajk, H-9 (390-7744), or Shirley Atlas, C-129 (390-7796)*



## Summer Session

The Summer Session 1979 at COSI is planned as follows:

**Two-Week Session:** Mon., June 11-Fri., June 22. Classes meet daily Monday through Friday.

**Six-Week Session:** Mon., June 25-Thurs., August 2. Classes meet day and evening Monday through Thursday. (Evening science lecture/lab courses will begin June 11.) No classes July 4.

**Graduate Session:** Mon., July 2-Thurs., August 2. Classes meet daily Monday through Thursday. No classes July 4.

**Weekend College:** Six consecutive weekends June 23-24 through July 28-29. Classes meet Saturdays and Sundays.

Registration for Summer Session:

For courses beginning June 11 registration will be held Monday, May 28 and Tuesday, May 29, from 3-8 p.m. at Sunnyside.

For courses beginning June 25 and July 2 registration will be held Monday, June 18, 3-8 p.m. at Sunnyside.

Schedule of Classes will be available for distribution May 10.



## Italian Culture Week

at

**THE COLLEGE OF STATEN ISLAND**

**SUNDAY, APRIL 1:** Piano Concert—Giancarlo Cardini. A program of Contemporary Italian Music sponsored by Istituto di Cultura Italiano and the Dept. of Performing and Creative Arts 7:30 p.m.—College Hall—St. George Campus

**Tuesday, April 3:** Images of Italy. Slide and Music show 1-4 p.m.—La Galeria, Library, Sunnyside Campus

**Tuesday, April 3:** Movie "Open City" Roberto Rossellini, director. 2:15 p.m.—college Hall, St. George

**April 2—April 16:** Exhibit of Italian and Italian-American Cartoon and Comic Strip Designers

Mon.—Fri. 9-5 p.m.: The Gallery—4th floor, 120 Stuyvesant Place, St. George Campus

**April 2—April 6:** Italian Musical Selections Rock, Contemporary, Folk, Classical and Opera. Library Music Listening Room, Sunnyside Campus Library, Monday—Friday, 1-3 p.m., Wednesday 3-8 p.m.



## Trips Abroad

A summer semester in Madrid this year is available to CSI students through the College Consortium on International Education.

Participating students will earn six credits at COSI in elementary Spanish conversation and Spanish culture and civilization. The cost of the program is \$800, which includes air fare, land transportation, dormitory rooms, and three meals a day. Tuition costs are extra, at State University rates—which are similar to those at COSI.

Students matriculated in the program through COSI are eligible for the same financial aid benefits for which they qualify at COSI.

Interested students can get a list of required readings and further information from the Center for International Service.

## Harold Taylor's Talk

"Students and the International Revolution" will be the topic of a talk by Prof. Harold Taylor at a meeting of the International Student Center at 2 p.m., Tuesday, April 3 in A-305, Sunnyside.

Prof. Taylor, a founder of United Nations University, is director of CSI's Center for International Service.

Student Center President Florence Elie points out that Center meetings, which are held every Tuesday in A-305, are open to all CSI students, native or foreign.

The Center is arranging for an open seminar on the changing role of women in the world. In late May, a picnic and dance will be held.

## In Tribute to Dorothy McLoughlin

The COSI Community was saddened to learn of the sudden death on March 13 of Dorothy McLoughlin, an employee for fifteen years and a graduate of the college. Mrs. McLoughlin was last employed by Provost Felix Cardegna, who had the following comments. Dr. Cardegna felt the loss a couple of days after Mrs. McLoughlin died. "Dorothy was a valuable person in so many ways. She was an excellent secretary. She is practically irreplaceable. She was absolutely trustworthy and kept matters confidential. She had a lovely personality and brightened the office. I will miss her very much." There is no further tribute we can add.

## Trips in U.S.A.

By PAT BLOOM

Free weekends in the countryside and tours of urban neighborhoods for foreign students are available on a regular basis through Exchange International, an association of foreign student advisers and administrators in the Metropolitan Area.

Currently-planned trips include a weekend with a family in Bergen County, New Jersey on the weekend of March 31—April 1; an Easter outing with an American family in Fairfield County, Connecticut, including a traditional Easter dinner on April 15, and a walking tour of West Harlem on April 21.

Additional trips, to Pennsylvania, Connecticut, New Jersey, Upstate New York and parts of the City, will be scheduled in coming weeks.

Most of the trips include sleeping accommodations and meals. Students usually have to pay for transportation to and from the host area, which is near or within the City. Arrangements must be made about two weeks before the trips. Further information and registration blanks are available at the Center for International Service, Room 701, St. George Campus.

## Care Crusade for Children Launched

NEW YORK—"During the International Year of the Child in 1979, as worldwide attention is focused on the needs of children everywhere, CARE is expanding programs to help impoverished children in many of the 37 developing countries where we operate," Wallace J. Campbell, President of CARE, said in announcing the CARE Crusade for Children.

He pointed out that there are "millions of hungry children around the world. Hunger makes them angry like the girl on our CARE Crusade for Children poster being distributed during the IYC. But through public support CARE can make her smile. The IYC provides an ideal opportunity to alert people that their help can make a real difference to these children. They will eat and their families will have a chance for a better life through a wide range of self-help programs."

Mr. Campbell referred to the "dull, listless expressions of children I saw on a recent overseas trip inspecting CARE projects. There were children who never have enough to eat. Then I saw first-hand what a difference a daily nutritious feeding makes. Those children were alert, bright-eyed and eager to learn as children should be."

He explained that CARE has supplementary feeding programs reaching 25 million needy people, most of them children. The agency also operates agricultural expansion, food-for-work, school construction and other self-help programs.

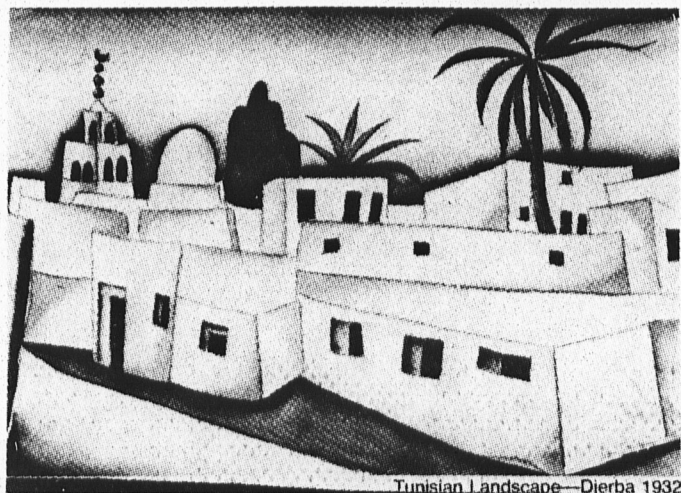
MEDICO, CARE's medical arm, offers services that complement CARE's feeding and self-help efforts. Through its "teach and treat" programs, MEDICO not only treats patients but also provides vital training to local physicians, nurses and technicians. In turn, those taught teach others in a continuing process that will significantly affect the lives of millions of people, most of them children.

"Hauling water from distant and often polluted sources keeps many children from school. I saw them often in Kenya," Mr. Campbell said, adding: "The young also are most susceptible to waterborne diseases. Therefore, helping communities build fresh water systems, sanitary facilities, schools, day-care centers, kindergartens and maternal/child care centers is crucial for children. In addition to expanding a number of feeding programs and other essential services for children, many CARE projects are being strengthened by the addition of immunization against childhood disease, providing vitamin A, deworming and nutrition, health and family planning education. CARE is helping communities in at least 15 countries to build urgently needed schools, school kitchens, nutrition education centers or day-care centers, and through various other special projects undertaken during IYC to benefit children."

Contributions may be sent to the CARE Crusade for Children, Tri-State Regional Office, 660 First Ave., New York, N.Y. 10016 or to any regional CARE office.

## SUNNYSIDE SALAD SWIPER STRIKES AGAIN

Agents of Bert Gilbert, cafeteria concessionaire, watched the swiper as he stole stealthily through the line, opened a large shoulder bag and secreted a plate of salad inside. When asked at the checkout to pay for it, he replied, "Not without dressing I don't." and fled. We're watching to see how you do it. Next time try a double fudge sundae with nuts!



Tunisian Landscape—Dierba 1932



# Operation Illiteracy

By JONATHAN KOZOL  
Reprinted by permission  
N.Y. Times

BOSTON—Twenty percent of adult men and women in this nation cannot read enough to understand a want-ad or write enough to fill in a job application. The term for this condition, which is crippling to any dream of leading a productive or rewarding life, is "functional illiteracy."

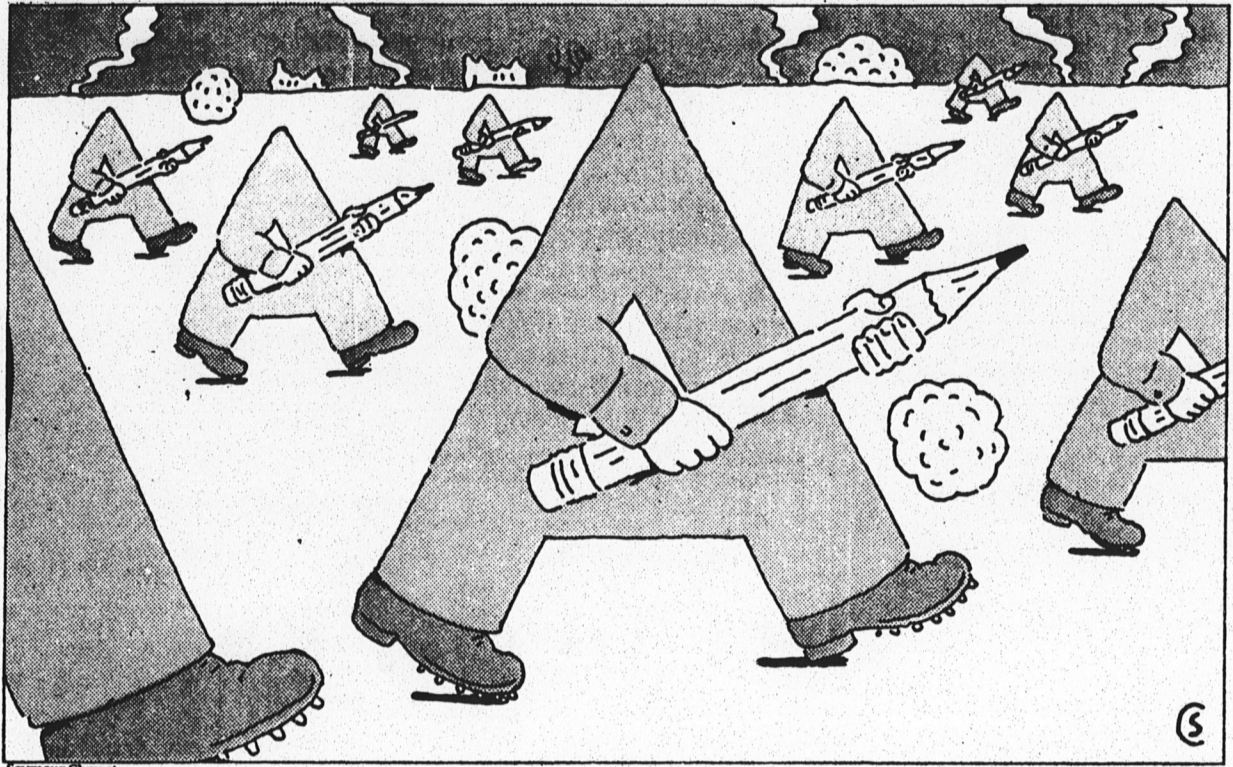
The figure is higher for blacks (44 percent), even higher for those of Spanish surname (56 percent). The total is 23 million at the lowest—more likely 30 million. The cost to the nation (including welfare and lowered productivity) is \$6 billion a year.

The Elementary and Secondary Education Act of 1965 (Title I), the last great hope for an injection of adrenalin into public schools' reading programs, is of no use to adults. Nor is it of much use to those still in classrooms. Title I students receive less time in reading than those not in Title I. The program appears to hinder more children than it helps.

The answer is not another research project.

Rather, it is to turn our backs on this—and on all other standard substitutes for action—and to launch an all-out national attack on adult illiteracy, giving it the same priority as plague, pestilence or war. If we wished to learn from experience, we would start this battle in a non-school setting. We would also insist on a maximum teacher-learning ration of one-to-five.

Our first need, therefore, is to sign up and prepare five million literacy teachers to go into the homes of 23 million to 30 million illiterate adults. We cannot find this many people in the ranks of classroom teachers. The solution is to free from class individuals who have the energy and competence to do the job, and to do it virtually for free: university and high school pupils who can read and write with more than marginal success.



Seymour Chwast

Volunteers might be as young as 15, others might be over 25. They would receive a 10-day crash course in the basics of a strong phonetic method, heightened by addition of specific, changed words, proved in a number of pilot projects to bear the greatest power of provocation. The words (not "Dick" and "Jane," but "grief" and "pain" and "lease" and "license," "power," "protest," "police") are those that set the heart and mind alive with possibilities of making something different of the world.

Volunteers would live in the neighborhoods in which they teach. They would teach (at least two hours with each pupil, every day, five days a week) either in their pupils' homes or in a house especially renovated for this purpose, a "literacy center" large enough to offer the facilities for all their living needs and teaching goals.

If volunteers began their work at school semester's end in June, Christmas might be a logical target date for victory. Other nations (Brazil, Cuba, Israel) have succeeded at the same task in periods that range from 60 days to seven months. If there were to be a

follow-up, as literacy experts in most nations recommend, this might take place in a two-month "crash" course running for two years in a row during each of the two subsequent summers.

Volunteers might properly receive course credit from their colleges and high schools for the time devoted to this endeavor. Instead of having spent one full semester studying "Problems of Democracy," they would have done their best to solve one such problem.

The volunteers would operate in "teams"—groups of black, white and Hispanic kids selected to provide the class and ethnic mix that has a chance to overcome the usual problems of top-down benevolence.

Volunteers should receive their living-stipend from the Federal Government—\$20 a week perhaps, but very little more—and personal back-up, friendship and specific pedagogic counsel from an older man or woman, a "team leader." The leader might be a teacher in the public school or college that the volunteers would attend if they were not in this campaign. When this was the case, the teacher ought to get a

normal salary from the local school board, university or college. (In cases where teachers do not wish to leave classrooms, or where school boards won't agree, leaders might easily be found among those several hundred thousand certified teachers who are out of work.)

A question about this proposal is asked repeatedly: "How can we expect so many youngsters to give up a full half-year out of their adolescent lives to join a pedagogic and historic struggle of this kind?"

I have just returned from a tour of 30 colleges in 20 states. The myth of student lethargy is just that—a myth—but it is not even working as a self-fulfilling prophecy. The kids I met remain alive and ethical in their convictions. The students are less rhetorical, more realistic; they are determined to take a role in shaping history rather than to watch it on television. One thing they have greatly missed since 1972 has been a single concrete focus for their energies and ideals. This project offers that focus for the first time in seven years.

## Crowded Composition Classes

By DONNA GUTWIRTH

A survey taken on the Sunnyside Campus revealed that writing classes are too large and some students were completely shut out of writing courses during spring registration. Six professors of English were questioned and they provided facts and figures that substantiate the overcrowding and its unfortunate consequences to both faculty and students.

The chart summarizes interview data and verifies the consensus among the professors that classes of 24 to 35 students hinder the teaching and learning process. Large classes are too formal. There is not enough interchange and too much competition in a large class. Shy and timid students suffer. In a small class students can share mutual criticism with a minimum of pain. A large class takes away the joy of learning as well as the actual process.

Longer and more frequent assignments are limited in a large class. The instructor has limited time to give to the work of each student. Some instructors stated that they had to work overtime in order to give adequate attention to the quality of the writing of each student.

In a large class, the student is affected by hearing the same topic and material over and over again and classtime reading of the student's work is limited.

There is little time for adequate discussion of each student's writing skills.

The professors also stated that conference time is limited in a large class. If a student is having difficulty with his writing, there may not be sufficient conference time to talk with the professor.

Students who want to pursue independent study with a professor of their choice face restrictions and red tape in writing and working independently. Students must seek permission of the professor supervising the study approximately six days in advance of registration and must have the signature of the department chairperson and the Dean of Curriculum.

An administrative source said "hypothetically" that there are guidelines for sizes of classes. These are negotiated between the administration and various departments. This source stated that COSI tries to adhere to guidelines set up in accordance with budgeting limitations. The guidelines are that there be 35 in a writing class, 44 in a lecture class, 24 in a laboratory class and 16 in a remedial class. Again, "hypothetically," a course pays for itself with an enrollment of 13 or 14, but with the budget cutbacks, the total number of courses offered is limited. Adjunct Professors are paid on an hourly basis but even they are not being hired to open up new classes. This is due to budget cutbacks and is true with the exception of remedial courses.

The survey indicated that most of the professors believed that class size

would not be smaller during the coming fall semester. One professor voiced an opinion that classes would be larger in the coming year.

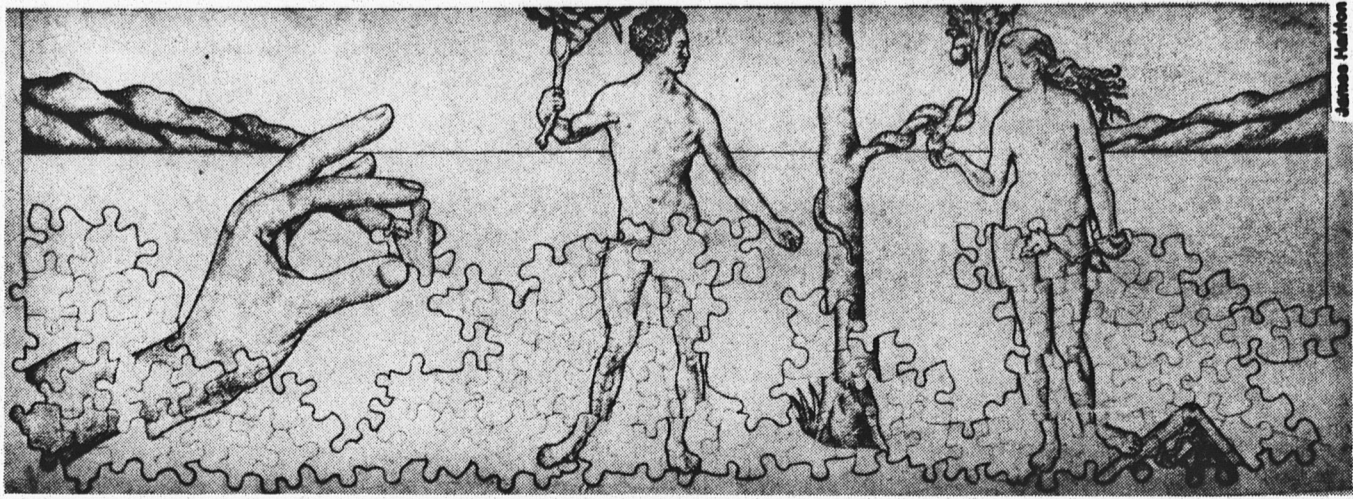
The claim that budget cuts are a specific cause of crowded writing classes is not valid in light of the fact

that an enrollment of 13 or 14 students pays the cost of the class. The survey indicated that COSI programs should help to develop writing skills and that these programs should be strengthened and class size reduced whenever possible.

SIZE OF WRITING CLASSES AT SUNNYSIDE CAMPUS

CLASS	PROFESSOR	PREFERRED SIZE OF CLASS	ACTUAL SIZE OF CLASS
Journal I (CWR 265)	Schiff	24	35
Journal II (CWR 266)	Schiff	24	35
Writing Poetry I (CWR 270)	Schiff	24	35
Writing Poetry II (CWR 271)	Schiff	24	35
Writing Fiction I* (CWR 268)	Raines	15	24
Writing Fiction II* (CWR 260)	Raines	15	18
Creative Writing (ENG 267)	Kantrowitz	15	35
Playwriting I (ENG 272)	Liebman	10-15	24
Women's Expression (ENG 280)	O'Connor	12-15	33
Women's Writing (ENG 442)	Gilliken	10-15	24

\*Writing Fiction I and II meet at the same time. A total of 42 students in one class.



# Poet Tree of Knowledge

## The Forsaken Spring

I don't feel this springtime;  
not the warm sun on my back, my  
hands, or my face.  
I feel not the gently moving breezes,  
and the warm, sun-drenched earth,  
ready to bring forth life,  
looks dismal to me.

My love is unanswered and goes  
unheeded.

To love in the spring,  
and to be rebuked in one's love,  
is made more tragic, by the very fact  
that it is springtime,  
and all the world loves, 'cept I.

You know I need your love in return,  
to make it truly springtime in my heart.  
Otherwise, this unfilled heart and soul,  
will go on seeing a forsaken spring.

—Valerie Pisarik

## Will You Still Need Me, Will You Still Feed Me...

butter the great give away  
open your eyes as it gives away a  
fresh scent  
odorless, colorless knife slides upon  
the belly  
oozing with divine delight—falling  
into place  
interlocking one piece to a fleshy  
wound  
with deceiving luscious sounds airing  
out the room  
rocking the curtains side to side  
opening the waterway for sunlight to  
expand the area  
to let maturity be the cause of us  
being so close  
still moving in synchronized rhythm  
when we're

sixty-five.

—Mindy Davis

## Paradise Lost—Book IV

A heaven on earth, for blissful  
paradise...  
Out of the fertile ground he caused to  
grow  
All trees of noblest kind for sight,  
smell, taste;  
And all amid them stood the Tree of  
Life.  
High-eminant, blooming ambrosial  
fruit  
Of vegetable gold; and next to life  
Our death, the Tree of Knowledge,  
grew fast by.  
Knowledge of good bought dear by  
knowing ill.

by John Milton

## a passion for vampires

i await you each night by open window  
taking care no wolfsbane is near  
and hiding the looking glass from my  
room.

a low-cut, black velvet, sleeping gown  
and hair pinned up to afford easy access  
of my neck.

a pulsating jugular, pounding, waiting,  
waiting.  
beating heart, wanting you to come,  
come and pierce my neck,  
the place i have saved for you.

in ecstasy i will you to come, oh prince  
of darkness,  
son of Satan, your long, lean pointed  
teeth,  
glistening pearl in the moonlight, razor  
sharp,  
coming closer with each beat of my  
heart and flow of my blood.

your cold skin and warm breath against  
my neck bite down,  
harder, draw blood and make my skin  
as white as yours.  
now carry me away to your horse drawn  
carriage,  
to your castle with howling wolves.

your lips still red with dripping blood.  
i have become yours and will serve you  
forever,

—oh prince of darkness.

—donna marie franco

## Fishing For Complements

My lover  
is a worm  
wriggling before me;  
I pucker my lips  
to taste him  
but he slips from my grasp.  
He leaves me  
his slime  
and a hook  
from which I dangle;  
it is a fun sport.  
When I can writhe no more,  
I am cast back into my element  
until the next time  
I see him  
doing his baiting dance.  
And again  
I shall pucker,  
and again  
I shall taste him,  
for he is the closest thing  
to nourishment I have had  
in a long time.

—Lorraine Pistilli

Reprinted from College Poetry Review, 1979

## The Hurt

Still, I tremble with wanting.  
It's so easy to express on paper  
what my mouth conceals;  
a lack, an emptiness.  
My tongue does not taste.  
My lips are dry.  
I am simply sad.  
I am in mourning.

How often do I have to stay away?  
How often must I turn my shoulder  
to shrug you off  
so that you cannot know my need.  
It has not been decided yet.  
There is no conclusion.  
Only waiting for the end  
a little like dying.

— Pat Bloom

# The Consumer's Corner

By PATRICIA HALLIGAN

Are rising food costs putting the crunch on your family budget? Maybe you are not doing all you can to get the most for your food dollar. Being a careful shopper won't cut inflation but it can substantially lessen its effect on your family.

We are fortunate in New York to have unit pricing laws already in effect. If you are not taking advantage of this comparison shopping opportunity you are definitely losing money. Some people may not be aware that even within a given brand the largest size is not always the best buy. Often the medium size is most economical. The unit price sticker (which appears on the grocer's shelf below the product) breaks the price of the item down to a common measure such as price per pound or quart. There is a sticker for each size available. With this aid you can readily see which size is the best buy without doing any calculations yourself. NYPIRG publishes a booklet "Unit Pricing: Is the Law Working" which explains the requirements of the unit pricing law and illustrates sample unit price stickers used by different supermarket chains. All contain the same information, but some are easier to read than others. Another thing to take into consideration when choosing size or brand is coupons. If you have two coupons for a product it often comes out cheaper to buy two smaller sizes and use both coupons than to buy the large size and use only one coupon. Sometimes a brand name will be cheaper than the store brand if you apply a coupon. Coupon clipping turns a lot of people off. It is a tedious job but can be financially rewarding and not as time-consuming as you may think, if you are organized. Several years ago I spent an entire afternoon organizing my coupon collection but it was worth the effort. I keep them in a shoe box, using cardboard strips to separate categories. I arrange them alphabetically according to product (cake mixes, candy, cereals, etc.). Now, each week I simply cut coupons from that week's newspapers and place them in their proper category. After making up my shopping list I need check only certain categories for coupons. I don't miss coupons and all are readily available. Once a month I weed out any that have expired.

An essential ingredient of successful shopping is ALWAYS shop with a list. Don't browse in supermarkets. Know what you want and look only at these products. Deviate only if you've forgotten something essential. Make sure you allow 15 or 20 minutes to check the Sunday ad of your favorite supermarket when making your shopping list. This is painful but necessary. Frequently a sale item is not marked down on the shelf or the fact that it is on sale is not brought to your attention. Write the sale price on your list. If the store is out of the product get a raincheck. You can even get rainchecks on meat products.

I don't believe in supermarket hopping. When you consider the value of your time and energy invested in this practice and the added gasoline costs, the savings realized generally don't justify the added work.

When deciding on a brand when the price is the same or close check the ingredients label. Ingredients must be listed according to their percentage of the total product in diminishing order. For example, in comparing spaghetti sauce two sauces may be the same size and price but the first or main ingredient of one may be tomatoes while the other is water. Clearly the one whose main ingredient is tomatoes is the better nutritional buy. Another giveaway is whether a product is



America lowering its expectations

labeled "meat", "with meat" or "meat flavored". To be labeled "meat" a product must contain a certain percentage of meat bits, the percentage required depending on the product. If it contains a lower percentage than required it must be labeled "with meat". If there are no actual bits of meat it is "meat flavored". It may seem an impossible task to find the time not only to shop but also to clip coupons, read ads, make lists and read labels, but if you put it in perspective it can be done without too great a sacrifice. Most people repeatedly buy the same grocery items. If you study the unit price stickers and labels for only a few products on each shopping trip you will come to know the most economical and nutritious products in a few months. Then you need only to watch for sales and make your list. You will be surprised at how well you will remember what you've learned about different products without having to memorize facts.

Avoid making a habit of running to the store for "just a few things". Try to do bulk shopping no more often than once a week. Limit sidetrips to perishables such as milk and bread which are best bought as needed. Don't buy your milk at the supermarket. You can save about thirty cents a gallon if

you buy at one of the several dairy stores on the Island. If you use a gallon a day that saves you one hundred dollars a year.

Another saving opportunity not to be missed are the no-frills products. You will not be satisfied with all of them, but you have nothing to lose by trying them. Many are definitely comparable to brand names at substantial savings. The no-frills cola soda at my favorite supermarket is as good as those two big name brands and costs only \$.59 a half-gallon.

If you are using eggs for baking only buy medium instead of large and save a few cents. If you ever get a product that is defective or unsatisfactory do not hesitate to return it. I have returned jars whose vacuum seals were broken and shriveled frozen vegetables (these apparently had been thawed and refrozen). If you have a legitimate reason for returning items most store managers are cooperative. Happy shopping.



## Health Benefits Program

CSI's Health Benefits Program

Early in the fall semester full-time students were given the opportunity to apply for a new health program offered in accordance with Blue Cross and Blue Shield of Greater New York. By popular demand, a second opportunity was given in January, before the spring semester began.

Students participating in the program receive the benefits of low-cost surgical, medical, and hospital coverage. They may choose between two options. Option 1 is provided by the Health Insurance Plan of Greater New York (H.I.P.) and Blue Cross and Blue Shield of Greater New York. Option 2 is provided by Blue Cross and Blue Shield of Greater New York alone.

Medical care in Option 1 is given through physicians in one of 28 medical groups within New York City. From the medical group, the student may pick his own family physician, who will be responsible for his patient's medical care and will refer him to specialists if the need arises. All the student's costs in this option are prepaid.

The student in Option 2 may choose any physician he likes. His financial assistance is based on a "Schedule of Allowances."

Both options receive identical hospital benefits. Students in either program are covered by dental insurance, which also works on a system of allowances.

A cross-section of students presently involved in the program are pleased and appreciate the low rates. One student commented that the benefits of this health plan will be a great aid to her in her cross-country travels this summer. She will be free of financial entanglements if a medical need arises.

There are, however, two main limits to the program: you can enter it only on an individual basis, and you have to be younger than twenty-eight years.

The opportunity to join the program will be offered at the beginning of each academic year. Once involved in the program, there is no need to reapply. Leaving the program is described as a simple procedure. Benefits seem worthy of consideration by the student who is always looking to cut costs.

## A Poetry Magazine

The poetry workshop class of the Fall 1978 term has submitted manuscripts for an illustrated poetry magazine with a cover drawing furnished by Paul Covington. Copies are to be distributed soon among the students of that class.

Morty Schiff, professor of the workshop, has turned the idea of a publication into a reality. Printing of the magazine was done by the college's reprographic center. Co-editors were Lorraine Pistilli, also managing editor of the *College Times*; Eleanor Katz, Francine Adams, Allison Williams, and Anita Gordon, all of them students.

A similar publication may be possible for this term's poetry class.

Another publication which may be considered is an end-of-school-year publication made up of articles from the Sociology, Psychology, and Women's Studies Departments with poetry and short stories by creative-writing students. Illustrations from the Art Department would also be included. The publication may be sold for a minimal sum with proceeds going toward student activities.

# Ferry Sinking: Rudderless Ship Award

## NYPiRG Demonstration

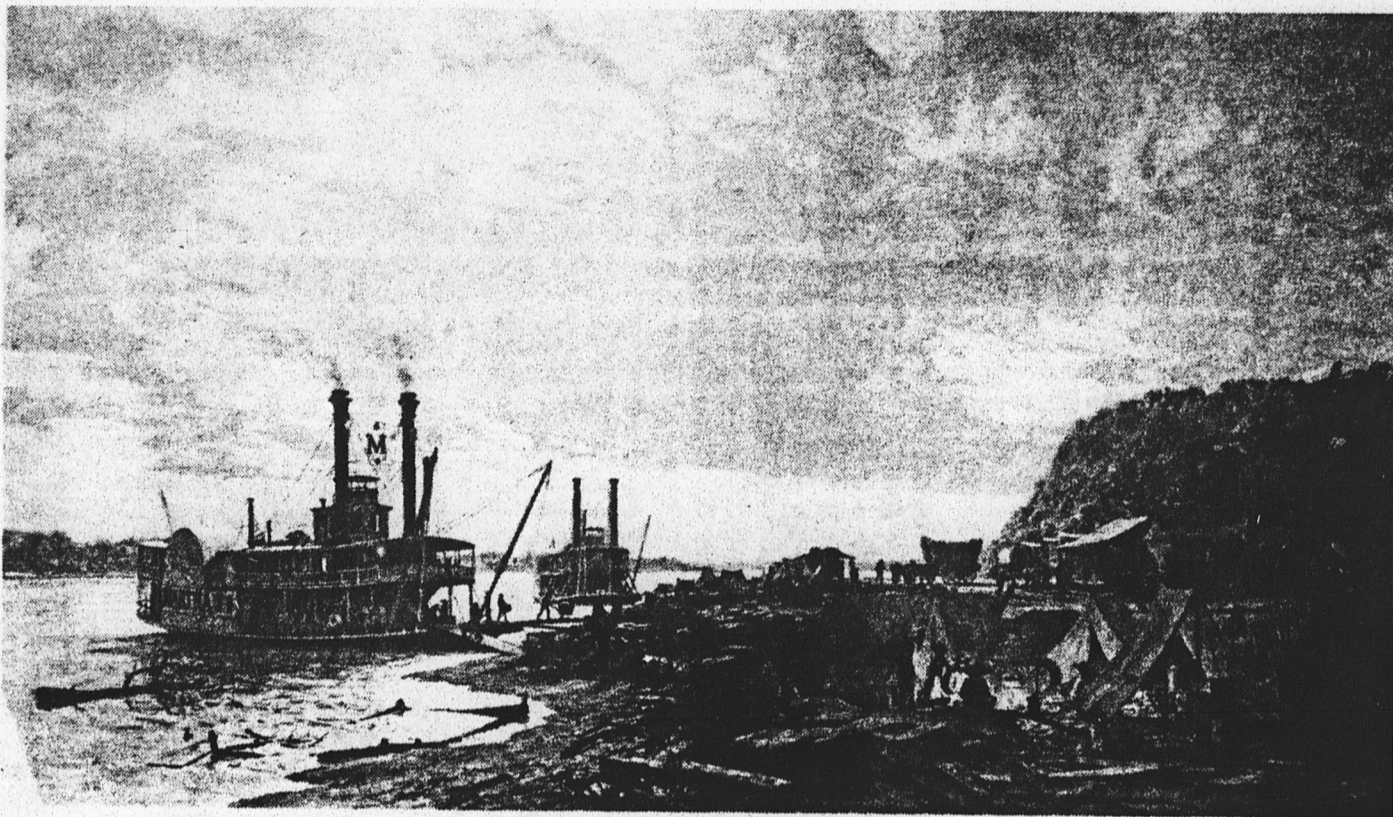
BY LORRAINE PISTILLI

The New York Public Interest Group held an orderly demonstration at the South Ferry Terminal on March 24, 1:00 P.M. Bert Halliday led the twenty-five pickets who opposed an increase in the ferry fares and a decrease in the service. The event received media coverage by WINS and CBS Radio, and WPIX-TV.

The group wanted to publicize the plight of Staten Islanders who live in a three fare zone, dependent on a boat to Manhattan, which sometimes runs infrequently as every ninety minutes. S.I. commuters pay a high price in transportation tolls, time, and energy. Also, there are ecological implications. Any deterrents to mass transit will encourage the use of automobiles which will further fumigate our polluted city.

### Tornado Season Begins

Want to Skim Your Frizbee?  
It's tornado season and  
the perfect time  
to start skimming if you  
want to contemplate infinity.



Courtesy of Kennedy Galleries, New York

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NEW YORK PUBLIC INTEREST GROUP B HALLIDAY  
COLLEGE OF STATEN ISLAND BLDG C RM 131 715  
OCEAN TERRACE  
STATEN ISLAND NY 10301

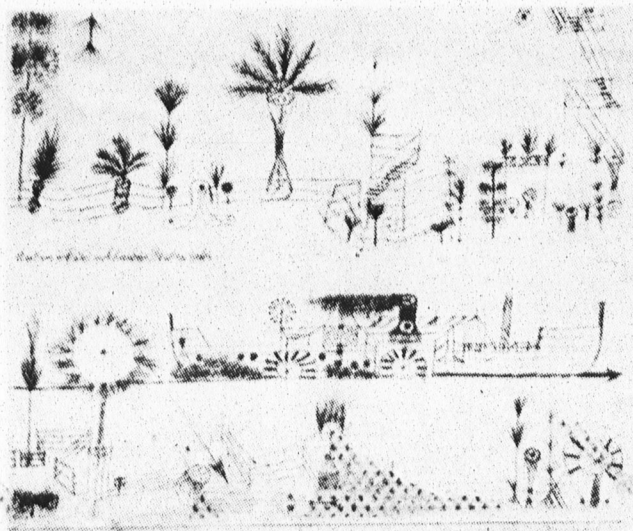
SENATOR WILLIAM PROXMIRE  
U.S. SENATE  
WASHINGTON DC 20510  
DEAR SENATOR,

THIS IS TO INFORM YOU THAT YOU HAVE BEEN AWARDED NYPiRG "RUDDERLESS SHIP" AWARD FOR MISGUIDED BUDGET CUTS BECAUSE OF YOUR CONTINUED ATTACKS ON THE STATEN ISLAND FERRY AT A TIME WHEN GOVERNMENT OFFICIALS SHOULD BE SUPPORTING MASS TRANSIT TO REDUCE GASOLINE CONSUMPTION, TRAFFIC CONGESTION AND AIR POLLUTION. BY FORCING MAYOR KOCH TO IMPLEMENT HIS LEVEL TWO BUDGET CUTS, WHICH INCLUDE RAISING THE FERRY FARE 100 PERCENT FROM 25 CENTS TO 50 CENTS, REDUCING RUSH HOUR SERVICE AND TOTALLY ELIMINATING LATE NIGHT SERVICE, YOU ARE FORCING NEW YORKERS BACK INTO AUTOMOBILES AND BACK ONTO THE HIGHWAYS. THIS WILL INEVITABLY COST MORE FOR THE TAXPAYER, THE COMMUTER AND THE ENVIRONMENT. FOR YOUR MISGUIDED BUDGET ATTACKS WE FEEL YOU MERIT OUR "RUDDERLESS SHIP AWARD".

THE NEW YORK PUBLIC INTEREST RESEARCH GROUP  
5 BEEKMAN ST  
NEW YORK NY 10038

15138 EST

MGMCOMP MGM



WILLIAM PROXMIRE  
WASHINGTON

United States Senate  
WASHINGTON, D.C. 20510

March 15, 1979

The New York Public Interest  
Research Group  
5 Beekman Street  
New York, New York 10038

Gentlemen:

Thank you so much for your awarding me Nyberg's "Rudderless Ship" Award for misguided budget cuts.

To date I have simply questioned Mayor Koch on why a number of cuts which he says are potential including a proposed increase in fare on the Staten Island ferry could not be put into effect now.

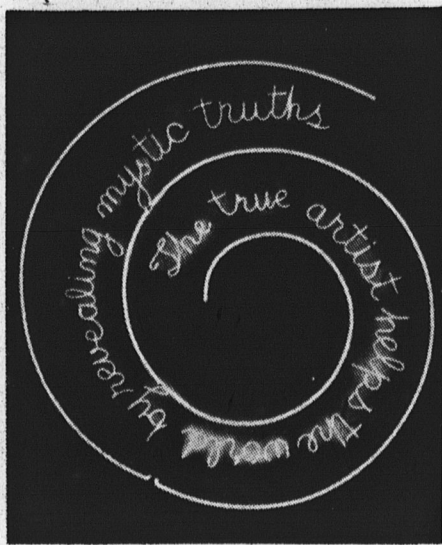
The question to which I wish you and your friends would address themselves is how you can justify a charge of only 25 cents for a round trip which costs \$2.86! Under present practices, those who do not use the ferry pay 90 percent of the costs. Under what Mayor Koch proposes as a possible alternative, they would still pay 80 percent of the cost and the users would only pay 20 percent. I'm still waiting for an answer as to why that allocation of costs is not fairer.

Furthermore, this is a decision to be made by the city and its officials and not by me or anyone outside of the city. So I suggest that you New Yorkers settle it among yourselves and, as long as there is free speech in this country, I feel I'll be exercising my right if I support or criticize whatever you eventually decide to do.

Anyway, thanks for the award and may you develop your Staten Island rudder so that the good ship Staten Island can head into the invigorating waters of fiscal responsibility.

Sincerely,

*William Proxmire*  
William Proxmire, U.S.S.



## Review Exhibit La Galerie

By VALERIE PISARIK

On March 5, through March 30, at La Galerie, library Sunnyside Campus, there was shown a suite of 18 works (paintings and drawings) by the artist Elaine Wechsler. Ms. Wechsler is associated with the Viridian Gallery and Ten Uptown, an organization of which she is the founder and director, in Manhattan.

Her works have also been shown in numerous group shows in the Eastern states and in solo exhibitions at the Hansen Gallery, Soho, at Columbia University, and at Brooklyn College. She studied at Carnegie Mellon University and received her M.A. from Columbia University, and received a Ford Foundation Fellowship in 1968.

In discussing her works, Wechsler said that, "In this suite of works, I portray states of tension and repose during moments of an inside/outside journey." From the exhibition, this appears to be a apt and true statement of her work.

Elaine Wechsler employs brilliant uses of color. Vivid color themes explode across the 8" x 12" canvas and are concentrated in diffuse areas of the canvas.

Of the 18 canvases on exhibition, each is unique; none is a repetition of a previous endeavor. Ms. Wechsler likes to work harmoniously and remains true to color schemes. She works in blues, green and purples; oranges, reds and yellows; and off-whites, blacks and greys. The backgrounds are very prominent and bold, while the foreground is very definite and precise. The brushstrokes are controlled and meticulous.

Many of the canvases have a kind of a "window" insert. I am not sure of the artist's meaning in her use and incorporation of this symbol in many of her works.

There is always a focal point, in each canvas. There is a specific area which captures the eye and holds it, and then allows it to expand further into the work.

The paintings are forceful, yet suggest a delicacy and fineness of line. The open spaces of muted color are contrasted with concentrated bursts of vibrant colors.

Elaine Wechsler is an extremely talented artist and we of COSI are proud and fortunate to have been able to view her work.

# IN THE ARTS

## Hair: Cuts, Shots, and Scenes

By LORRAINE PISTILLI

1960's: An Oklahoma cowboy, Claude, travels to New York for his military induction, during the time of the Viet Nam War. He drifts into Central Park, the Hippy Capital of the world, where he is approached by a nomadic band of Neanderthals in gypsy drag. These are the panhandling, pothandling, wilted flower children who live from flower bed to bed.

They are led by Berger, the hairiest. In the context of this social system, fur gets you far, because hair represents a status of freedom. These happy, hippy, subcultural youths sing, swing (in many ways), dance, prance (go into a trance), jump, bump, and pump through their tribal rituals with frenzied energy. This stone-age commune adopts the park for their home, which is decorated in a brilliant array of warm autumn colors. Beneath the rustic stone archways, they get stoned, and share a close encounter of the herd kind.

Claude, the hick, joins forces with the hip, and all crash an upper class "coming out" party for a wealthy young debutante. Here, they shatter the fragile symbols of wealth in an imaginative effort to break down class distinctions. Berger, the prime mate primate of the group, swings from a chandelier, gyrates on a banquet table, and stomps on the extravagant China in an attempt to stomp out the aristocracy. He sings, "I've got life, brother"; but after he is arrested for his deeds, brother, he is lucky not to have gotten "life".

During a brief stint in the clink, the jailhouse rocks into the title song, "Hair". The gorilla haired hipsters are counterpoised against the other bald inmates. Hair is equated with free flowing natural growth; hairlessness with the regimented constraints and confinements of the establishment. Unfortunately, not all of the hipsters have hair that is "streaming, gleaming... flaxen, waxen"; some styles look nested and infested.

After their ordeal with law and order, the group returns to their chaotic activities of drug trips, skinny dips, and rip-offs of the wealthy. At a Central Park Be-In, they surrender themselves to their drug religion, and receive wholly communion through an LSD sugar cube ceremony. Subsequently, Claude has a series of vivid hallucinations within a pastoral white church, where the passion symbols of a horse, then fire, consume his spirit. He experiences a revelation of his hidden wishes and fears through the enchanted, surrealistic trip. The sets, costumes, songs, and dances are seductive and imaginative.

Again, regimentation intrudes upon their lives when Claude is inducted into the Army. During the physical exam,

two bare men (a black and a white) with beautifully sculpted, muscular bodies, stand for inspection before a board of lustful, gay military men. The scene crosscuts back and forth between them and a group of Central Park women. All of them spring into a song with a rousing, humorous rendition of "Black Boys" and "White Boys".

The interracial lyrics are racy: "Black boys are delicious/Chocolate flavored love/Licorice sticks like candy/I keep my cocoa handy/I have such a sweet tooth when it comes to love..." And, "White boys are so pretty/Skin as smooth as milk/White boys are so pretty/Hair like Chinese silk..."

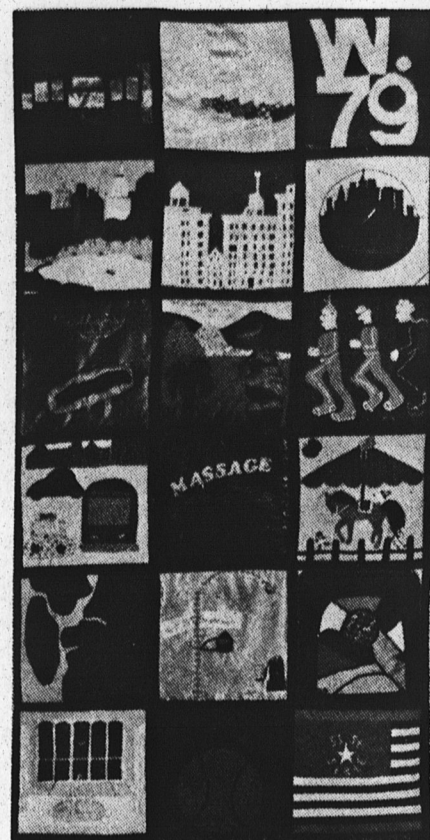
Claude is stationed at a Nevada military base, and is visited by his loyal friends who travel cross country in an overstuffed car. Berger devises a plan to give his Private friend some time to socialize with his private girl-friend, the rebellious socialite: the men switch places and trade uniforms. After all, if a hippy can't be happy, what purpose does he/she serve?

Unfortunately, the group ham, Berger, is undone by his impulsive, altruistic antics. The anti-hero is trapped in the military. Berger has the ineffable charm of a caged rhesus monkey awaiting an experiment: We must empathize with his predicament.

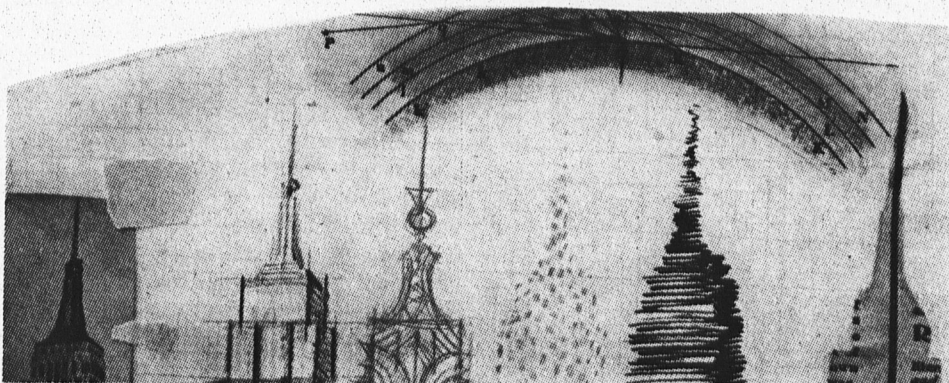
Treat Williams, in the role of Berger, is a treat. He emanates animal magnetism and humorous body language crucial to his hairy character. Claude, the noble savage, is portrayed by John Savage, who uses one-tenth of his acting skills. (His stunning performance in "Deer Hunter" displays the extraordinary range and versatility of this brilliant young actor.) Annie Golden and Beverly D'Angelo radiate as the hippy madonnas who are addicted to their junkie gods. Dorsy Wright is right for his role of Hud, the slick, cool dude. Don Dacus, as Woof, is a nonentity.

The musical is directed by Milos Forman, who earned an Oscar for "...Cuckoo's Nest". The cinematography contains some picturesque landscape shots. However, the jagged editing compounded by the spastic Tywla Tharp choreography, assaults the senses with a barrage of hacked,

N.Y. N.Y. 10000



poorly coordinated scenes. MacDermot's musical compositions are pleasant, but no longer fresh. The social statements are communicated through the witty song lyrics of Ragni and Rado, but the music seems to be out of context with the action depicted on the screen. The frivolity of the characters is not balanced by any of the 1960's philosophical inquiries that characterized the decade.



## Roger Corriueau Peace Corps Volunteer in Chad, W. Africa

By BILL O'CONNELL

Roger Corriueau, a graduate student in secondary education at COSI, is on a fellowship provided by the Peace Corps, with which he was a volunteer in West Africa for two years. Under the terms of the fellowship, Corriueau also acts as on-campus Peace Corps recruiter, with officers in the Center for International Service, Room 701, St. George.

He is a graduate of Bridgewater (Mass.) State College and was born and reared in Southeastern Massachusetts. He was brought to COSI through arrangements between Prof. Harold Taylor and the Corps. Appointments to see Corriueau can be made with Pauline Baselice in Room 701 or by calling 3907856.

**INTERVIEWER:** You spent two years in Chad, which is hot, poor and isolated. Why do you recommend that others volunteer for the same kind of experience?

**CORRIVEAU:** In Chad, I had a new set of problems. Instead of worrying about subway schedules, the boss's mood or the landlord's deadline, I had to face rice for lunch hundreds of times. But it was better in many ways. The West African pace of life is slower and more human, for example.

**INTERVIEWER:** Is the two-year stint in Chad the same, generally speaking, as Corps work in other countries?

**CORRIVEAU:** No. The Peace Corps sends volunteers to more than 60 countries in Africa, Asia, Latin America and the Pacific. Climates, people, customs and assignments vary. I was teaching English as a second language to 600 secondary school students—75 to a class. Another volunteer, in another country, might be working in nutrition or construction in a country with a whole different set of development problems.

**INTERVIEWER:** Why Chad for you?

**CORRIVEAU:** For one thing, it gave me a chance to perfect my French. I am of French-Canadian ancestry and French was always the code language of my parents and grandparents—they used it when they didn't want me to know what they were talking about.

**INTERVIEWER:** Are volunteers required to have a language other than English?

**CORRIVEAU:** Volunteers usually don't need to have another language in order to be accepted, though French or Spanish is required for many countries. Often, however, the Corps provides



Roger Corriueau greets his dog, Puppy during spring of 1978 in Pala, Chad. Puppy, a native of Africa, is now a naturalized American, living in New York.

training in local languages before the volunteer is sent overseas. Since some of the programs and volunteers are in countries which use English, that language sometimes is all that is needed.

**INTERVIEWER:** What is the most common problem facing volunteers, and how did you cope with the problem?

**CORRIVEAU:** Perhaps the most common problem is a feeling of isolation or loneliness. You are away from your family environment and familiar kinds of social behavior and eating different foods. There ARE people around. You're never truly alone—the isolation is psychological. You cope with it by finding resources within yourself—and this is one of the best things the Peace Corps does for you.

**INTERVIEWER:** The military services claim to prepare recruits for careers in civilian life. Can such a claim be made legitimately for the Peace Corps?

**CORRIVEAU:** No such claim is made by the Corps. But—for a year after return—volunteers find themselves in an advantageous position in getting federal government jobs. For jobs for which they have the basic qualification sees are placed at the top of the civil service lists without having to take the competitive examinations. As a practical matter, Peace Corps experience looks great on a resume because of the commitment it demonstrates. Corps returnees stand out among job applicants with similar

qualifications. Also, being a returnee is especially helpful in gaining admission to graduate schools.

**INTERVIEWER:** What difficulties have you encountered so far in presenting the Peace Corps idea as at COSI?

**CORRIVEAU:** My experiences have been limited so far, since I have been here only a few weeks. Now, the number of people coming in is increasing. The biggest difficulty is in making people aware that the Peace Corps is still in existence. Potential recruits are hampered most by two things: concern about their family commitments and fear for personal safety. The family commitments are largely a personal matter, though frequently husbands and wives can volunteer together. In Chad, when I was there, there were nine couples among 90 volunteers. Even children may sometimes accompany their parents, though this is fairly rare. The concern about safety is easier to dispel. The government doesn't send volunteers to dangerous places and volunteers are likely to be safer than when crossing an American city street. When local unrest is imminent, the Peace Corps is the first to know, and its personnel are among the first to be evacuated.

**INTERVIEWER:** Were you ever in danger?

**CORRIVEAU:** No, not really. I once spent my 45-day vacation travelling in Cameroon and a wild chimpanzee slapped my face. He wasn't after me. He wanted my glasses.

## Foreign Students Reception



The International Center's club has students of all nations—armchair travelers, hungry people and happy feet. This was exemplified at the International Center's 9th Annual Foreign Student Reception.

It was held Friday, March 16, at the St. George campus. About one hundred students, faculty and administrators held a reception to welcome the newest members to the Center.

The event was a warm and colorful one. It started with a welcome at the Center for International Service by its Director, Dr. Harold Taylor. In attendance as well was President Edmond Volpe, Provost Felix Cardegna and Miss Florence Elie, President of the International Center, who introduced Professor Ruth Lopez-Calderon, the Center's Faculty Adviser. Other officers of the club who were introduced included Benjamin Omili, Fred-Michael Henry and Mikhail Ateekh and various deans and faculty members.

The second phase of the evening began in the cafeteria that had been decorated with travel posters, gold tablecloths and spring flower centerpieces. There was a typical Thanksgiving dinner served to introduce the foreign students to American customs and foods. At the end of the meal two huge cakes that spelled out welcome in nine languages were served to the crowd.

After dinner there were mints. President Volpe danced hot and furiously while the flash cubes went off in all directions. April Fool!



"Leo Africanus"

# The Kindly, Lovable Old Professor

By DON HAUSDORFF



"What does a professor do?" This famous question was first raised, as everyone knows, by Prince Siddhartha as he mused under the yumyum tree. Two millennia later, the question was echoed by Dr. Sigmund Freud in his letter to Dr. Albert Einstein: "Ach, what does a professor do? Eh?"

Down through the centuries, laymen (i.e. administrators, students, professors' spouses) have frankly admitted their puzzlement. Just last week it was reported that in President Carter's recent mail, three questions appeared more than any others: (1) "What about that nut warehouse, Jimmy?" (2) What about that nut brother, Jimmy?" and (3) What does a professor do?" Ayatollah Khomeini's mail was similar, although (1) asked about veils for men, and (2) complained about the disappearance of "Love Boat" and "Chaplie's Angels!" from primetime Teheran TV.

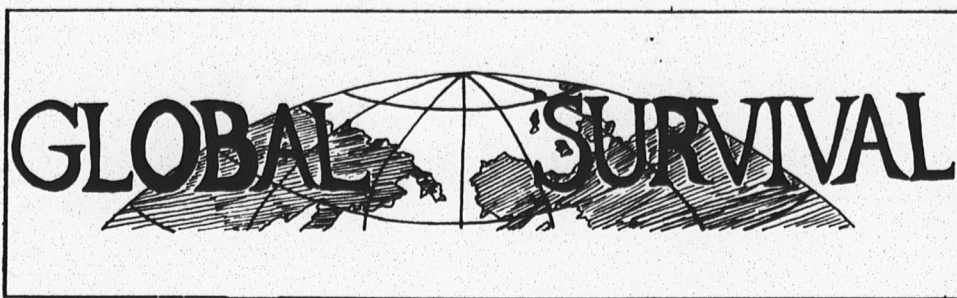
The Harris Poll, after fooling around for years with trivial matters like war and peace, poverty and inflation, and race and sex, finally got around to the big one. Pollsters surveyed some 489,000 American college professors (a small sample, but a statistically valid one), and produced a "typical" profile of a professor's workday. Here it is:

	Hours	Minutes
Teaching in class	15	
Doing other things in class	2	45
Evaluating student papers, excluding punctuation correction	1	
Correcting punctuation	2	
Conferences with students	1	
Grousing after conference with students	1	3
Sharpening pencils		5
Re-sharpening pencils when point breaks		10
Looking for new pencils when the stub gets too small		15
Attending committee meetings	2	
Mulling over committee meetings afterwards, and thinking of things that should have been said	2	
Eating in the cafeteria		30
Standing on the line in the cafeteria	1	
Talking on the telephone		55
Dialing unsuccessfully on the telephone	1	10
Working on important new research, on which one's future depends, to say nothing of professional commitments		5
Sleeping	1	
Twisting and turning in bed, trying to sleep	1	10
Shaving (for men)		15
Cleaning up the blood after shaving (for men)		15
Walking the dog		15
Kicking the dog		15
Combing hair over the bald spot (for men)		5
Combing hair over the bald spot (for women)		1
Relaxing with the family		3

Wondering where one's children are	10
Sex	1
Reading papers, magazines, etc.	30
Venting anger after reading papers, magazines, etc.	30
Turning on television	1
Watching television	0
Turning off television	1
Jogging, whistling, repairing leaky faucets	10
Cursing at leaky faucets	10
Traveling to school	1
Trying to start the car (for drivers)	1
Waiting for bus or subway (for non-drivers)	1
Opening and reading the day's mail	4

(Note: This last figure may seem excessive, but that's one of the things laymen do not understand. In my own mail this morning, there were pleas for money to help starving children in Korea, Bangladesh, Tierra del Fuego, and Oyster Bay. I was asked to contribute to help cure lumbago, the gout, unintentional flatulence, and the heebie-jeebies. I was invited to join the Arts Book Club, the Popular Arts Book Club, the Pseudo-Arts Book Club, and the Crypto-Quasi-Arts Book Club. And the Parlor Pink Book Club, the Fascist Book Club, the Swingers Book Club, the Short Men's Book Club, and the Lovers of Malaysian Erotica Book Club. There were invitations to join the Estonian Fans of Elvis Society, the Flat Earth Society, and the Hi-C Flavor-of-the-Month Society. There were brochures from Maharashi Fahtoozie, Ram Zass, Zam Rass, Ram Fahtoozie, Paranoids Anonymous, the Save-a-News Society, and the Spiritual Essence Holistic League for Greed Potential. I was asked to contribute to Cannonlovers Guild (Sen. Jesse Helms, hon. ch.), Patriotic Americans to Crush Organized Labor (Sen. Jesse Helms, hon. ch.), Fans of the Big Bomb to Belt Those Russkies (Sen. Jesse Helms, hon. ch.) and the League to Restore 100% Masculinity (Sen. Jesse Helms, hon. ch.). A magazine offered me a free subscription if I would pay \$1.00 a week handling charge. Singles Spectacular announced a contest in which I could win a week in an Arabian harem, a chance to kiss Telly Savalas' ear, or \$1,000,000 in Krugerrands. There were two letters from students threatening to break my nose if I didn't give them passing grades. There were five memos from administrators threatening to give me a fat leaky lip if I didn't fill out yesterday the forms that were going to arrive tomorrow. All of this is what I would call the important mail. I haven't mentioned the junk mail.)

I think we are all indebted to the Harris people for this scientific survey, and I hope you won't send me any more letters asking what professors do.



## Threats to Global Survival

By DR. RICHARD H. SCHWARTZ

The magnitude of world hunger is shocking and scandalous. Half of the world's people are not getting an adequate diet. Nearly half a billion people are close to starvation. Ten to 20 million people die annually due to hunger and its effects.

Children are particularly hard hit. In many cases, 30 to 40 percent don't survive until the age of 5. Many children who survive are permanently retarded, physically and mentally, due to lack of adequate nutrition in their first few years. Over 100,000 children become blind each year due to a lack of vitamins.

There are many myths related to world hunger. These will be considered before discussing the real causes of world hunger and what can be done about it.

Hunger is not caused by over-population. Some densely populated countries such as Belgium and Holland have very little hunger. Africa is relatively sparsely populated and yet has much hunger.

Rapid population growth is more often a result of hunger than a cause. When many babies die from malnutrition and disease, couples have more children so that some will survive. When societies have no social security or pension systems, children, especially males, provide the only assurance of help for parents in old age.

Lack of technology is not a prime cause of hunger. Unless combined with necessary social and economic changes, it can make the situation worse. The use of mechanization can force farm workers from farms into the rapidly growing cities, seeking employment which often is not available.

Increased production due to improved technology seldom goes to hungry people, since they can't afford it. It generally goes to the wealthier people in the towns, for luxury food products, to feed livestock, or for exports to more affluent countries.

Hunger is not caused by ignorance or laziness of small farmers in poor countries. Small peasant farmers get much out of the land. They work their very limited resources to the fullest because it is all that they have for survival.

The root causes of global hunger are inequality, injustice, and greed. The National Council of Churches, in a policy statement of Oct. 11, 1975, concluded that the fundamental cause of world hunger is "the sinful behavior of humankind, including the denial of human solidarity, greed, and selfishness with which neighbor exploits neighbor." They further state: "Institutionalized injustice explains more than all other factors combined why half a billion people suffer from chronic hunger in a world which could have enough food to go around."

There is great poverty and hunger in underdeveloped countries because the social and economic inequalities prevalent in these countries prevent people from making an adequate living. Land and wealth are concentrated in very few hands, and with land and

wealth goes the power to control the destiny of the masses.

Colonialism changed food production patterns in many countries. Using raw force and high taxes, Europeans changed the diversified agriculture of their colonies to single cash crops, at the expense of staple foods.

Another important factor has been the actions of multinational corporations. By mechanizing agriculture they often worsened problems of unemployment and poverty. Their expansion of the cash crop system took much valuable land from the production of nutritious foods for the local population. Finally, through the use of advertising and television, they drastically changed the eating habits of the local people.

Still another factor that worsens the global food situation is the wastefulness of affluent countries such as the United States. Our diet is extremely wasteful. We eat about 5 times as much grain (mostly in the form of meat) per person as the poorer countries. Our meat-centered diet requires about 17 times the land area per person than would be required for a purely vegetarian diet. What can and should be done to combat the staggering problem of global malnutrition? Space requirements necessitate just an outline of a few ideas:

1. We must become aware of the issues and the real causes of world hunger. This means knowing that the scandal of hunger is primarily due to injustice, inequality, and greed, and that fundamental changes in social, political, and economic conditions are necessary.

2. We should alert others, especially our political leaders, to the issues. It is important that governmental policy be geared to reducing hunger.

3. We should strive to increase our aid to poor countries, but generally not in the form of direct food grants which can worsen conditions by reducing prices and forcing local poor farmers out of business. Aid should be in the form of educational and technical assistance that helps people and groups to become self-reliant in meeting their needs.

4. We should strive to simplify our lifestyles and reduce our consumption of food and other resources. There should be a follow-through to see that saved resources are utilized to reduce hunger.

4. There should be major efforts to reduce the present \$400 billion dollar arms budget and to use much of that money for the development so necessary to reduce poverty and malnutrition throughout the world.

Finally, we should realize that the means are available for every person to have an adequate diet. The conditions of inequality and injustice that are causing such widespread hunger are scandalous and must be changed. As Mahatma Gandhi stated, "There is enough for the world's need, but not for its greed."

The battle to provide enough food for all is a test of our commitment to democratic and religious ideals.

# COSI Sports

## In Dabs and Dribbles

By LORRAINE PISTILLI

Who me? do I want to do a sports report on the COSI ECAC Metropolitan Tourney? Sure, why not? Women can be competent sports reporters, too. Didn't Phyllis George transform from Miss America Cinderella into Marv Albert in a Skirt? Yes! As Marv would say. And so, the adventurous lady editors, graciously clad in silk shirts and cotton skirts, entered the COSI gymnasium, fondly known as the "Sweat Box." Special escorts ushered us to a bridge table tagged with a scrap of paper scribbled, "Press Box". We seated ourselves on metal folding chairs, no bleachers for us prestigious press people. I noticed we were located on the gym floor. Hey, this is like sitting in the front row at Circle in the Square! Except for—oops! Watch out for Unidentified Flying Objects! What was that mysterious orange sphere that just whizzed past my head? Well, it's nothing to lose my head over, that was the basketball. Oh, of course. Well, that's a start. Now, I know that the sport is basketball.

Which one is our team? Which one? Huh? Oh, neither. These are two other teams? That's deceptive. Do you mean to say that for 15 minutes I've been yelling, "Yea! Dolphins!" and cheering for Pratt? Hey, one of their men just stumbled... a nasty fall, or should I say Pratifall?

And who are those beastly brats in the bleachers who convert sports programs into paper airplanes and aim them at my new coiffure? I'll kill them. Oh, those are your children, coach? My, they're inventive. You really should buy them model airplanes for Xmas.

Bzzz. Buzzer sounds. What a relief, the first game is over! I'm getting whiplash from dodging basketballs and airplanes. I can't wait to raid the candy machines and get hyped up on sugar. Sunnyside cafeteria is serving food! I think I'll show team loyalty and order two Sunnyside up eggs. No eggs at this hour? Pity. Only corned beef hash? Is that the same re-hashed hash from Wednesday, Thursday, and Friday? Er, no thanks. I gave up leftovers for Lent.

Back to the gym to see the Dolphins play. Bzzz. The buzzer rings and the team charges out like a pack of starved Pavlov's dogs. That's why basketball players dribble on the court! Hey! These teams have the same uniforms as the teams in the previous game. What an odd coincidence! In fact, they have the same names. In fact, these are the same teams! What a discovery! So, each team will be playing two games each, to give the losers of the first game a sporting chance to retaliate? No? It's not that complicated? Oh, I see, the intermission was half-time, and this is the second half of the first game. Now, that makes sense. Incidentally, would you mind explaining to me, please, what is meant by guard, center, forward, foul, violation, rebound, basket, assist, offense, defense, etc.? And why does the coach make those funny hand five motions? It resembles a dance from Dick Clark's Original Bandstand.

Actually, I think it was during that decade when I last saw a school basketball game, "in person," as Durante used to say. Am I really that old? I'll lay 2-1 odds that none of these players ever heard of "The Schnozz."

The *College Times* is searching for competent news and sports reporters. (Free passes to sports events plus choice seats.) Anyone interested, please contact the editors. You'll recognize me by the neck brace I'll probably be wearing from the whiplash I got from the last game. Duck! Here comes another ball!



Judo Team: Coach Howard Peirano, Lisa Varona, John Bassano, Evelyn Doty

## Athletic Scholarships Pay Huge Dividends

By Guest Editor, EVELYN DOTY

Undoubtedly, the initiation of awarding Judo Athletic Scholarships was one of the key points in the placing of Lisa Varona, Evelyn Doty and John Bassano in the annual ECJA Championships held in Charleston, S.C. These three students are recipients of the first Athletic Scholarship offered in CUNY. This is the first time in the history of the college, that women placed in these championships. Lisa Varona took first place honors in the 110 lb. weight division and Evelyn Doty took 1st place honors in the 140 lb. weight division. The only male Judo player to place out of the five players in the Individual Championships was John Bassano, who took 2nd place honors in the 189 lb. Division. Incidentally, John took 3rd place honors in the same weight division back in 1977.

The next day the male team, which consisted of Dennis De Chiara 142 lbs., Same Miller 156 lbs., Joe Carlson 172 lbs., John Bassano 189 lbs., and Amory La Boy 209 lbs., competed against other eastern Judo teams. The COSI team took 3rd place by defeating the University of Virginia, University of Georgetown and Brockport University. The team's only loss was to Yale University.

The other key was the Student Government. This governmental body deserves the credit for funding these students to participate in the Eastern Championships. It has also agreed to sponsor those students who placed 1st, 2nd or 3rd to the National Championships. Without this 1-2 combination of talent and sponsorship, the college would not have received any recognition from this prestigious event. The Student Government has supported the Judo Team for the past 4 years and within that period of time, the team and individuals have accomplished the following:

A. 1976—John Bassano—3rd Pl. in the National Junior College Judo Championships, St. Louis, Mo.

B. 1977—John Bassano—2nd Pl. in the National Junior College Judo Championships, Miami, Fla.

B. 1977—John Bassano—3rd Pl. in the Eastern Collegiate Judo Champion-

ships, West Point, N.Y.

C. 1978—COSI—3rd Pl. Men's College Judo Team in the Eastern Judo Collegiate Championships, Bucknell, Pa.

Willy Sander—2nd Pl. in the Eastern Collegiate Judo Championships.

Amory La Boy—4th Pl. in the National Collegiate Judo Championships, Waterloo, Iowa.

### Editorial

It's about time students are recognized for their physical abilities as well as their intellectual abilities. Since 1977, Professor Howard Peirano has worked toward the goal of awarding student Athletic-Academic Scholarships. The money awarded in 1979 came from a fund raising event held at COSI in 1977. Professor Peirano, through many meetings with the Student Government, tried to illustrate the rewards and benefits the college would derive from this type of scholarship program. However, the Student Government has refused to fund this program and therefore, limited the amount of money to be awarded. It would seem that if teachers, administrators and students are willing to develop and promote this type of program, the Student Government should assist them. Many colleges have Athletic Scholarship Programs, and COSI should too. No wonder students are apathetic; there's nothing in this college to cheer or brag about. The Administration is lethargic; the faculty teaches and then disappears and the students are left with nothing. Who's at fault? Everyone connected with this institution is responsible, especially the leaders from the various constituencies. President Edmund Volpe and his presidential cabinet, Dean Joseph Hannam, Assistant Dean of Students Ana Carvalho and the Student Government, all play a vital role in creating the college environment.

We need to build a reputation in an area where the college would benefit and be recognized nationally. We need a program that will be recognized as one of the best in the country. For immediate results, athletic teams could produce

this type of recognition. This program would be the catalyst that would propel other areas of COSI into national and international prominence. Remember, everyone wants to be a winner or at least associated with a winner and you're not recognized until you do win. An example would be the COSI Basketball Team. Very few administrators, faculty and students attended the regular season games, but when the team finally won the CUNY Conference and then made it to the semifinals of the CUNY Tournament, the college transported bus loads of people to the finals. It's basic concept dealing with prestige and popularity. How many people want to be associated with a loser, whether it be a college, a business or a colleague?

There's no doubt everyone wants to be the best or at least be associated with the best. With all the financial problems throughout the United States, how come the Ivy League Universities are not plagued with these financial problems? Because they have one of the best programs in Law, Medicine, etc. COSI cannot compete presently with those Universities, in pre-medicine and pre-law, but we can compete in an area such as the Medical Technology. For instant success we could develop our sports program.

How? Through a scholarship program, the college could recruit the best athletes. The coaches are here. Unfortunately, some coaches have resigned never to return and the sport may never return to the prestigious position it had in the past. Let's look to the future and rally behind those who are available and willing to contribute to the success and popularity of the college. Let's not be a jack of all trades, let's be the master of at least one!

It would be interesting to take a poll and inquire throughout the community who reads what. Education, politics, arts and leisure, business or sports? Maybe the facts would indicate where the interests of the community are located. Then the college could capitalize on community support. Remember the college is competing for the enrollment of students primarily from Staten Island. Therefore, the college must develop an area or areas better than St. John's University or Wagner College, if it is to survive and prosper.

We are all responsible for the success or failure of programs within the college. Those in leadership capacities such as the President and his administrators; the Departmental Chairpersons, coordinators or directors are responsible for the total success of the college.

Why doesn't COSI sponsor some social events such as parties, picnics, dances, carnivals? Possibly, because many administrators and faculty are afraid to be involved in such events because in the past, students in positions of authority have condemned people in the college newspaper and have treated these individuals as the villains. So why get involved? It's like helping a stranger who needs first aid, and then he thanks you by suing you.

Student Senators, encourage proposals, don't discourage them. If someone asks for too much money, don't eliminate the total proposal if it has merit, but make adjustments. Try to help those who are making an effort to assist the college, don't hinder them.

The majority of COSI students need and want teachers and administrators to give them guidance. The college Student Government has just appointed a new group of students who discuss issues and do not scream, shout or use foul language. Thank God for the new!