



H O R I Z O N

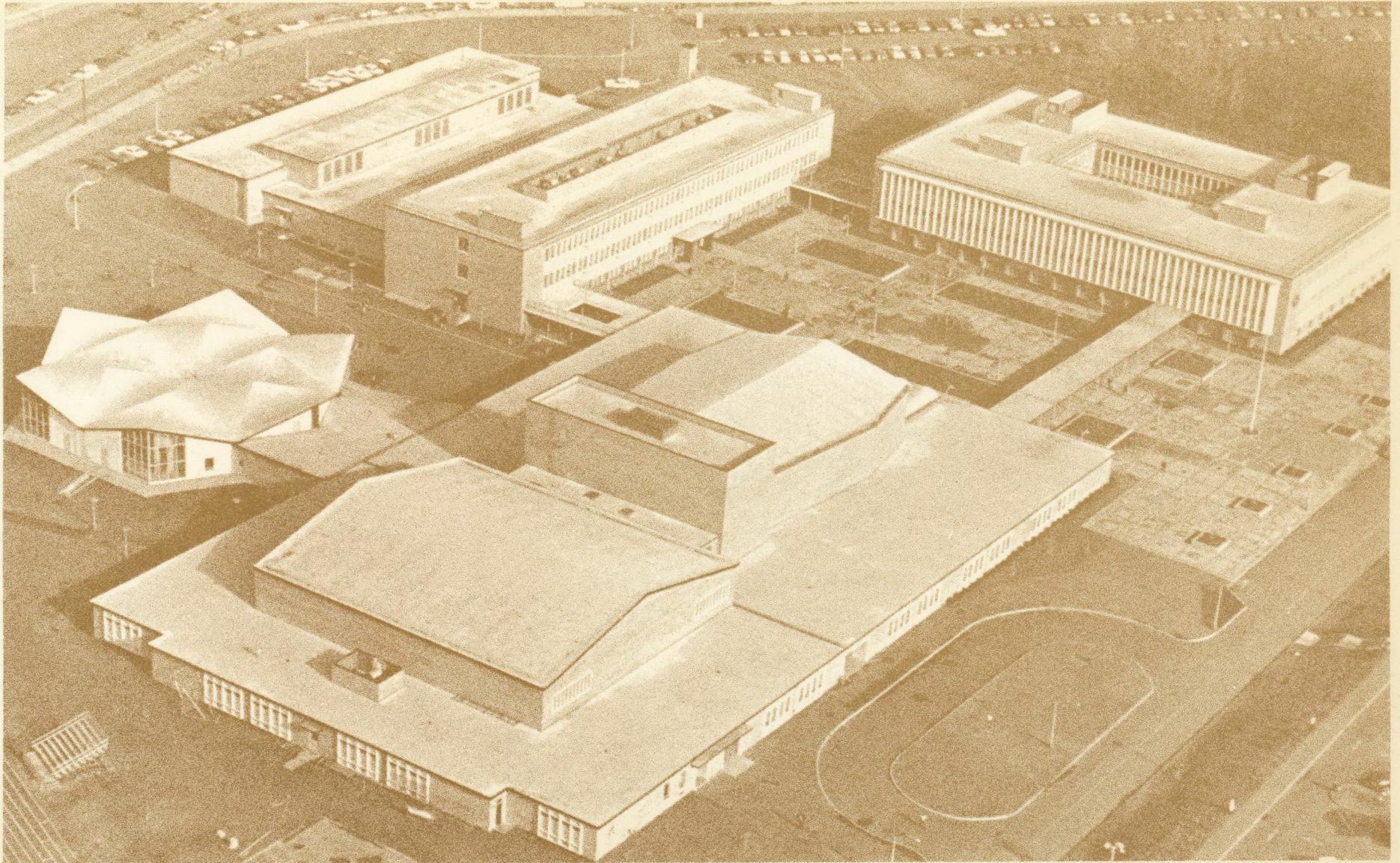


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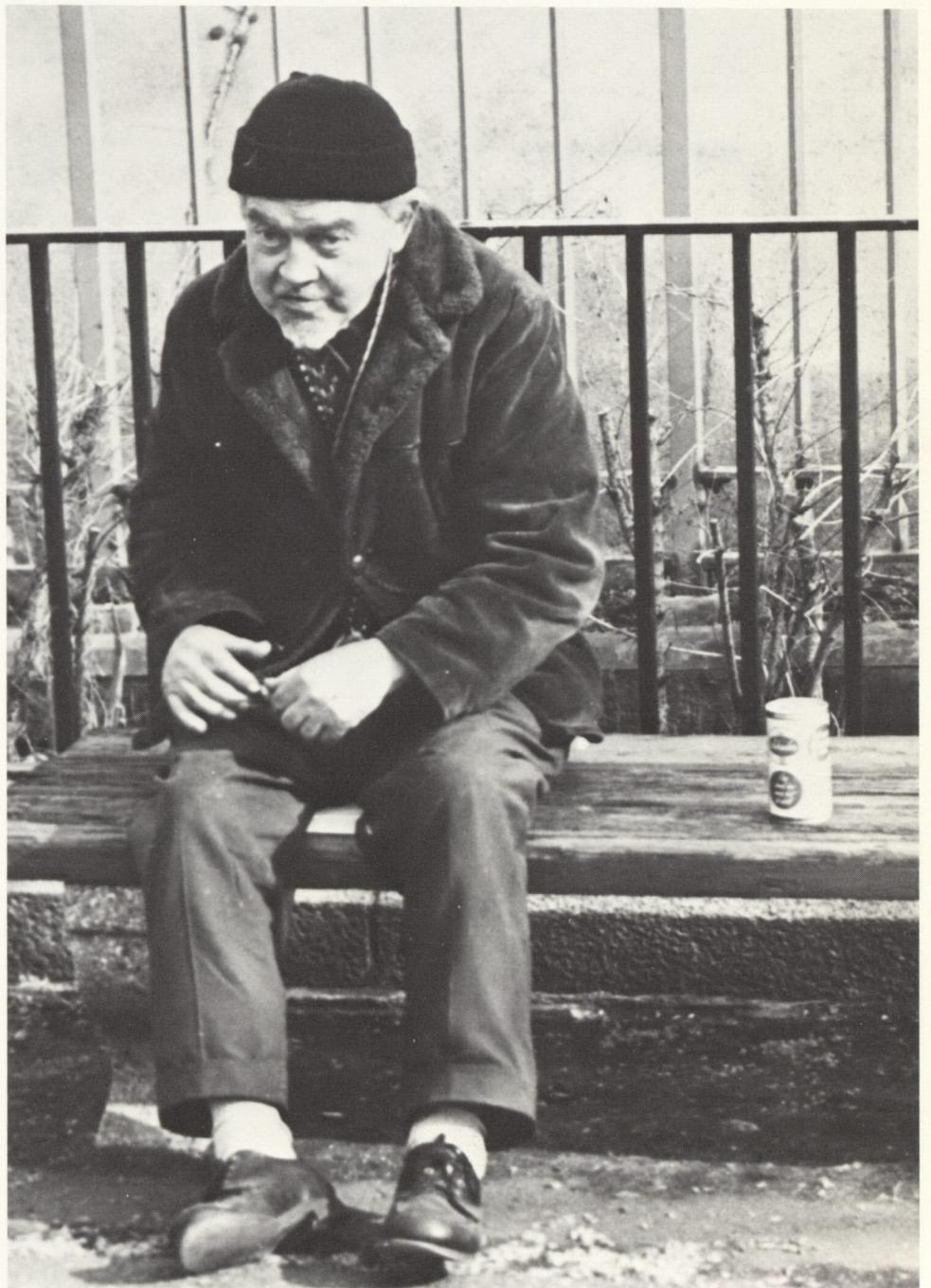




TO THE CLASS

You are all farmers,
Can't you see why?
You are all planting seeds
To the people nearby.

You are helping and watching
The seeds grow,
Like good farmers should do.
And when these seeds are in
Full bloom,
Each will be part of you.



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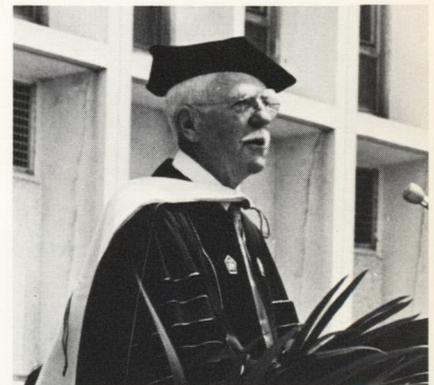
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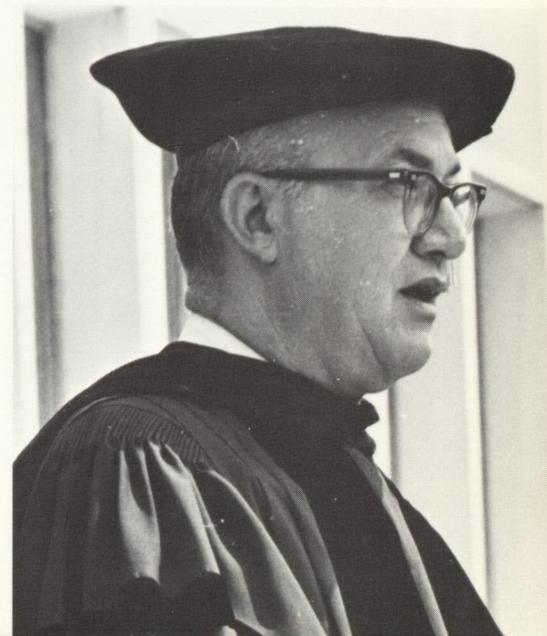
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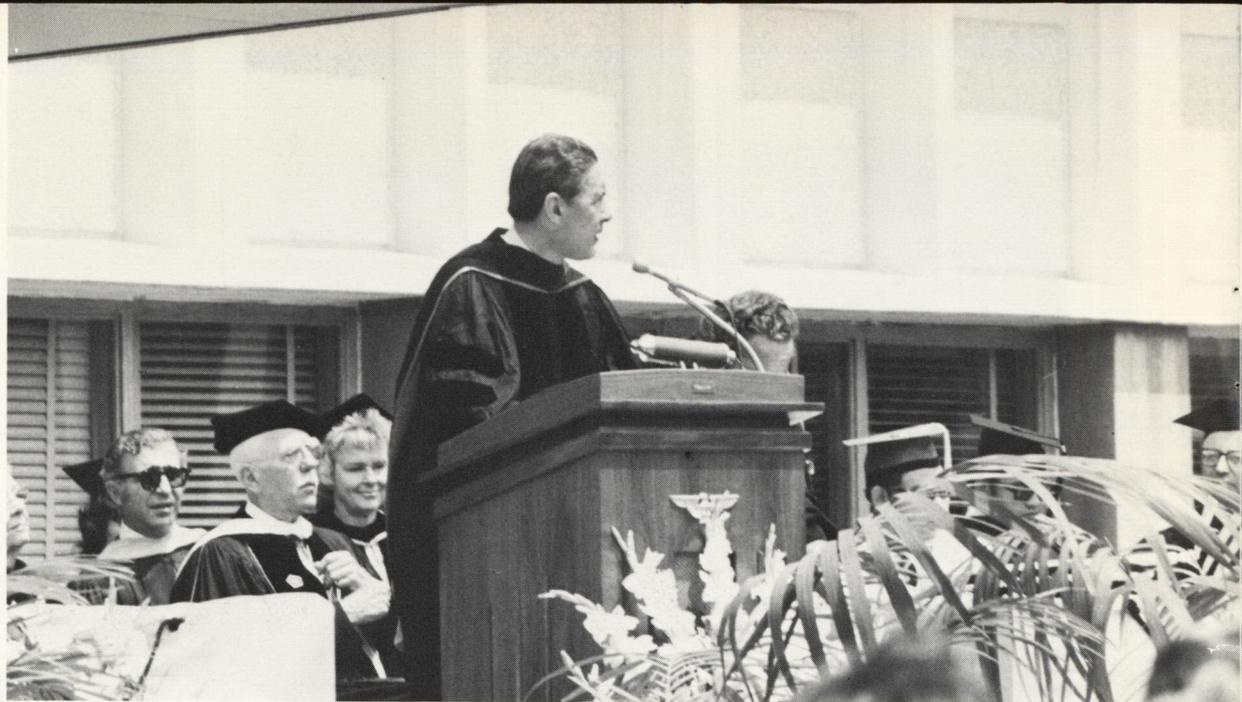
I UNDERSTAND

I understand
That it is this year
As it was last year
And all the years that came before
I understand
That the summers grow warmer
And the winters grow colder
And like time their character remain unchanged
I understand
That it is this year
As it was last year
And all the years that came before



I understand
My brother ripping away his soul
Loving the counterfeit gold
While life's rainbow past unnoticeably by
I understand
That his love grows deeper
And his sight grows weaker
And like time his destiny remains unchanged
I understand
My brother ripping away his soul
Loving the counterfeit gold
While life's rainbow past unnoticeably by
I understand

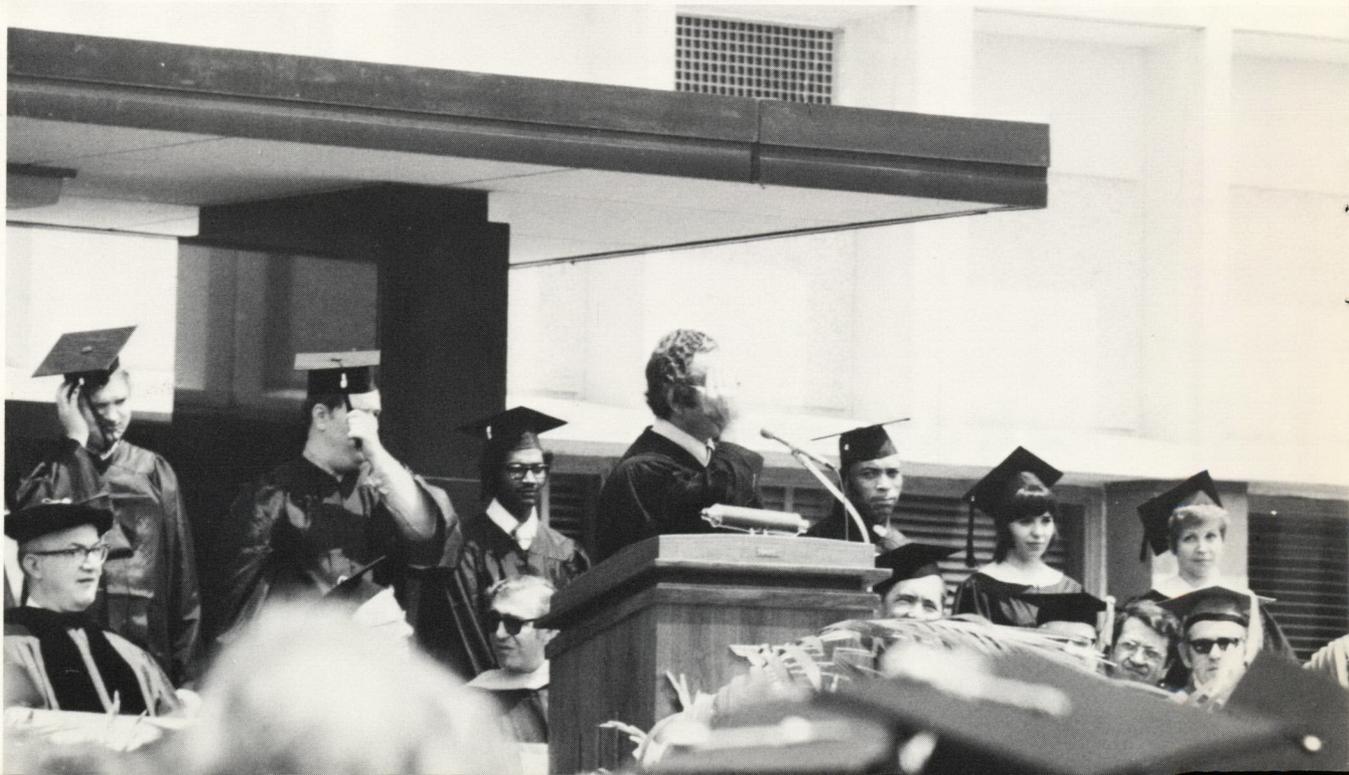
WESLEY HERBERT KITTLING



The Hon. John J. Marchi
Administers the Epehebic Oath to the class.

Pres. William M. Birenbaum
Addresses and salutes the class.

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THE CLASS

LOOKS ON —

AT THEIR



FINAL DAY OF UNION . . .

David

I was nine years old when David moved next door to me. The first time I heard him speak or try to that is, my reaction was "there's something wrong with that kid," and I must admit that I played right along with everyone else on my block making fun of him. Some of the kids in the neighborhood even gave him a nickname: Helium Head, and at the time I thought it was very funny.

But as I grew older and became a little more mature, I began to realize that there was nothing funny about his condition. Every day all the kids in the neighborhood, including David's sisters, would go out and play, and David would just sit in front of the window watching. Every now and then he would get out of the house and run around like a little kid in the woods for the first time.

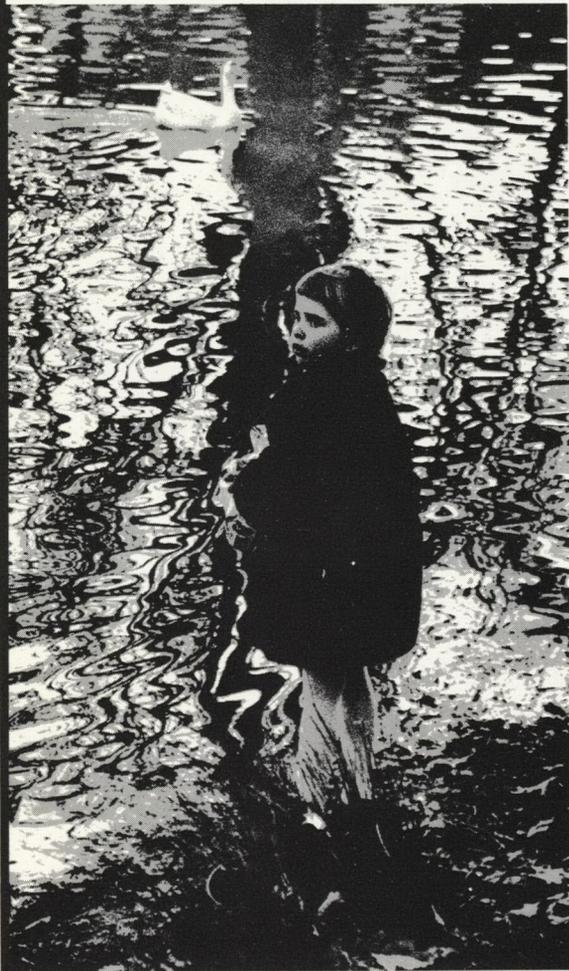
But somebody would grab him and take him back inside the house and he would go back to his window to continue watching us play. Over a period of four years I saw David outside of his house maybe six or seven times. The reason he was kept inside wasn't because he was destructive or because he would wander off. It was because no one in his family wanted to watch over him or (god forbid!) play with him. I think the word family does not apply here; I think that they're just a group of people who live in the same house, and who share customary holidays with each other for the sake of not appearing indifferent.

I remember one Christmas my father and David's father sat in our kitchen for three hours putting a bicycle together for David. It was about five o'clock in the morning when we put all the tools away, and David's father brought the bike home to put under the tree. The next day his father came over to my house. He had an astonished look on his face. He told us that when everyone woke up at seven o'clock, David was already up; and that he had taken the bike completely apart with a knife and a fork! As funny as it seemed, I realized something about David. I realized that he had a higher degree of intelligence than anyone ever realized.

A few months later, on a warm spring day, I was in my backyard fixing my fence, when I noticed David watching me hammer. Such curiosity and eagerness I've never seen on one person's face. It compelled me to call him over. I asked him if he wanted to do some hammering. He

replied "yeah," so I gave him a hammer, a couple of nails and a block of wood. He took them with a look of joy on his face that was indescribable and started hammering. He worked on this for hours. I say worked, because for David this was the first time anyone ever trusted him to do anything on his own, and it just had to be more than just playing to him. After that there was bond of friendship between David and me. I found myself doing many different things with him. We played catch, and I even taught him to ride his bike.

But soon winter came and David was no longer allowed out. David spent countless days and nights at his window watching the winter pass. One very cold February night, I heard a lot of yell-



ing next door, sounds of things breaking. Soon after, an ambulance and a police car arrived. David had had a fit. The next day my mother told me that David needed surgery. The doctors said he was tongue tied, and it was very possible that David wasn't born retarded. But still he wasn't normal. All those years of rejection and lack of basic human affection and communication drove David insane. Thoughts of this made me ill. I wanted so badly to tell him in some way it wasn't his fault, but he just wouldn't understand.

The doctors recommended that David go to a special school for the retarded, in the hope that he could make something of his life. But that didn't last. After David went to school his first day, his parents were told that he shouldn't return to school until he was properly toilet trained. They said David would set a bad example for the other children. So David never returned to school. He went back to his window, the looking glass of his life and sat and stared.

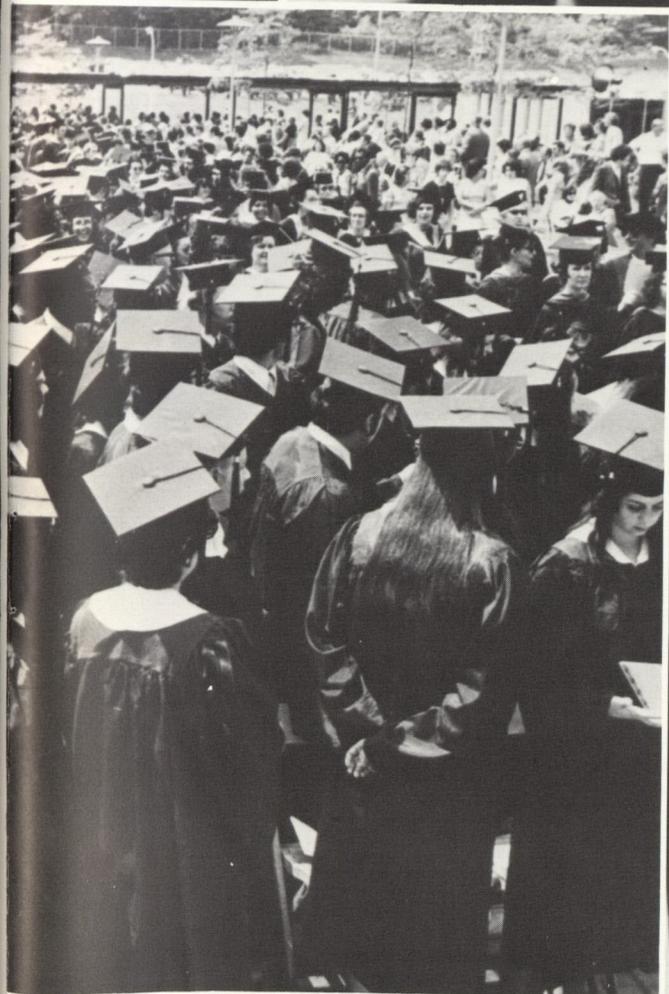
I guess by this time, David's life had reached a turning point. He retreated like a mortally wounded animal hides to await death. David had not gotten out of bed for several months. I feared that David had decided to live no longer. For what had he to live for. I really don't know. Things got better I suppose, for just the other night I was coming home late one night and saw him at his window. He smiled and waved to me. It was good to see him again. It wasn't so long ago that David celebrated his sixteenth birthday. For a while everything looked just fine, until last night. I came home from school to find an ambulance and a police car at David's door. He had another fit. I watched them carry him out on a stretcher unconscious from sedatives given to him by the doctor, and as they raised him into the ambulance, I felt something that was part of my life for eleven years being taken away. Although everyone felt it was best for him, I couldn't help but feel sad. I kept wondering who and what could he have been if he only had a chance?

Later on that evening, I found out that David was committed to an institution for the mentally retarded permanently, and now, a few days before my twentieth birthday, I feel I know a little more about people. But I'm still, and always will be, puzzled as to why David's parents neglected and mistreated him the way they did.

Harvey Lee Harrell

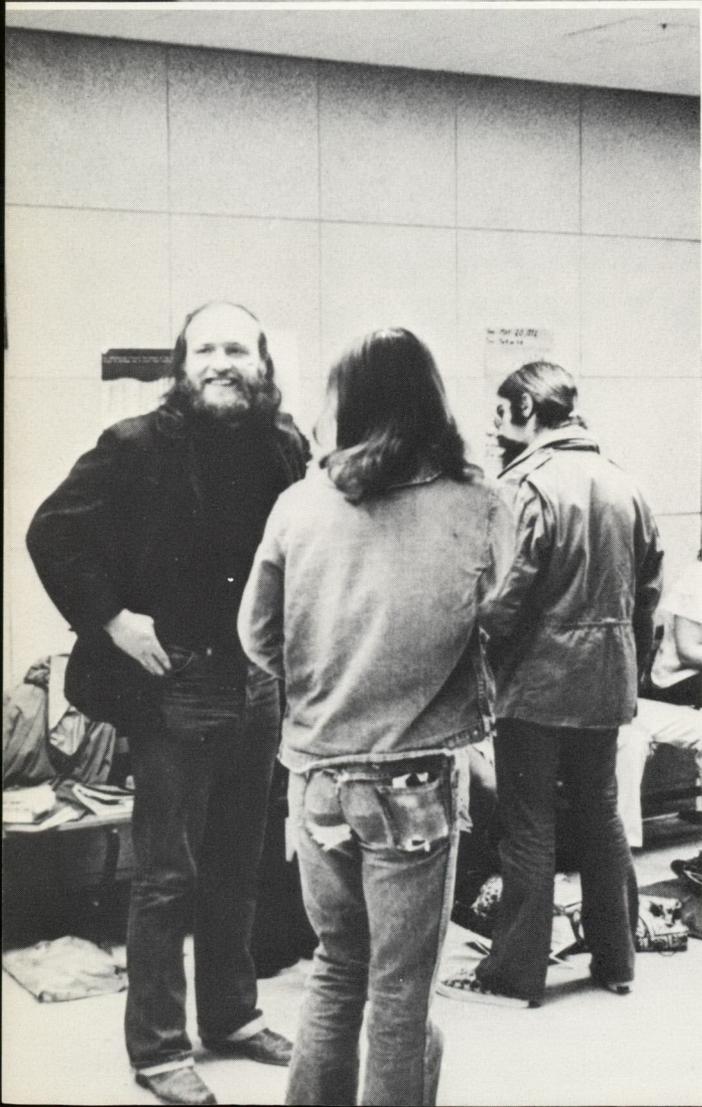


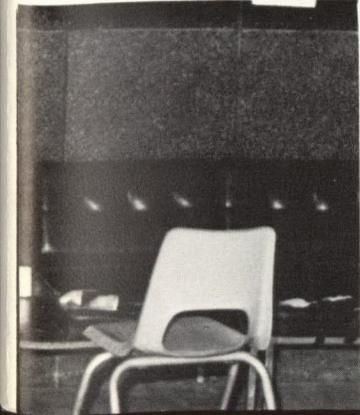
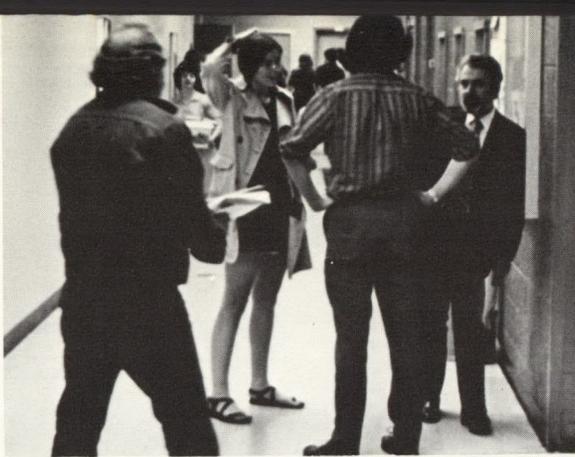






THE CAMPUS ...





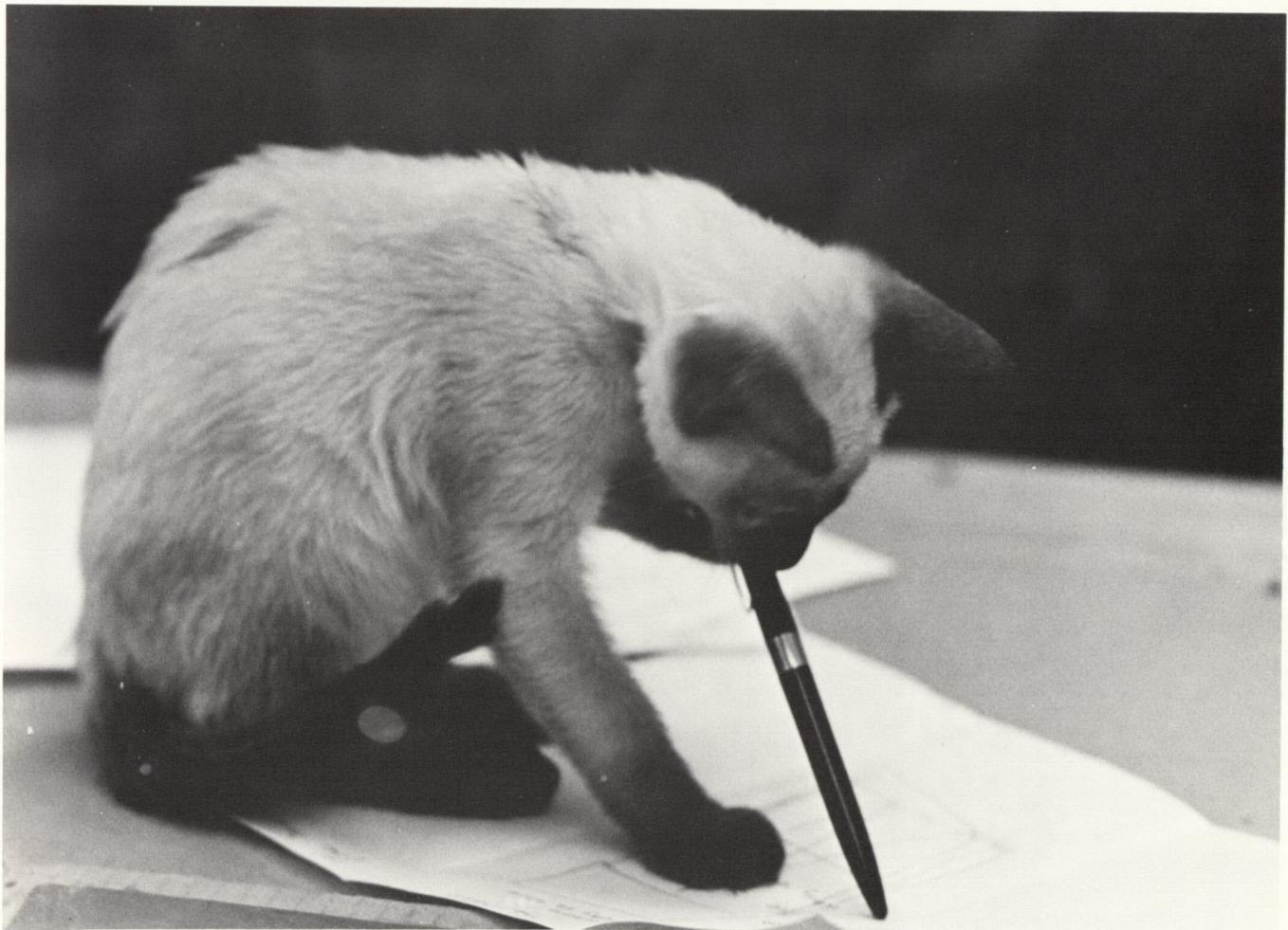
FELICIA FIORE

That guy's remarks today on keeping a journal struck me as odd because it was so true. I still won't read my diary that I kept when I was 13 because all the anxiety and frustration would still feel as fresh as they were then, and the times that I was nearly exploding with anger would return and I would feel the situations happening all over again. Strange, things that happened almost seven years ago could bring back all that revengefulness and apprehension, but I can't recall what I was doing or feeling a month ago. Anyhow, when you read it over it sounds so mawkishly dramatic and trivial. You feel even more foolish when you realize that was the way you felt at the time. Shit, even reading these lines over they sound the same way. I remember feeling so sensitive about my private hurts while keeping that diary and then, after keeping it for a while being assigned to read the "Diary of Anne Frank" for school, and really getting pissed off because much of her feelings were so similar to mine at that age. I was ready to strangle that chick if she wasn't already dead, because she said so many things the same (but better). Man, she had a hell of a nerve! Those were my hurts, my faults, my EVERYTHING! I wanted my problems to be mine exclusively so I could wallow in my own self-pity. Then I realized that this chick was a generation before me, and more or less went through the same emotional hassles. It really fucks up the ego to realize that you are not so special. It still bothers me. Hey people, find your own problems! I want mine patented. What a shithead!

What the prof. said was interesting too, about accepting one's faults as a combination of the whole. At least that is how I took it. That's true but how the hell can you accept something overnight that for 20 years you have tried to overcome? Like a weird-ass temper? When there are important things to get angry about, it takes me quite a while to, but if my mother asks me a question while I'm thinking, I roar as if I were king of the jungle. That is a stepping stone to another fault: exploding just to make other people explode. It gives me such a sense of power!! True, I feel like a shithead afterwards, but I find it very hard to thwart that hassle. Accepting a fault as an intrinsic part of one's self isn't impossible. It's getting others to accept it without getting a fractured jaw. Still if something can be changed you should at least try to change it. How? Who the hell knows? If I knew I wouldn't act like Mt. Vesuvius over asinine things.

There is much to say but my head is moving faster than any 19¢ bic pen could. Thinking something and expressing it is 2 different things. I think keeping a journal should at least be slightly beneficial. I'll make it my own personal x-lax to be used when needed. Although I wanted to start it, so many really important things to do came up, like reading the funnies, peeling an orange and emptying all the ashtrays. Anything to delay starting. Why? Is it fear of recalling? or realizing that once I started I would develop writer's cramp because even though I'm not usually a talker, once I see paper I go crazy with the idea of filling it up with shit. Or is it just trying to figure out how to go about it? By thinking it out I came up with some tentative answers. Why should I hassle about revealing anything? I am sitting amid millions of solar systems and anything I could possibly say is of no value to anyone. I mean, J. Edgar Hoover wouldn't even want to use this journal to make paper airplanes — so why hassle? Hey I just thought of something! Maybe that is the fear! Nothing I could say could be of any importance and who the hell wants to be useless. I mean, it's rough when you realize you are not Mother Earth. Egos are messed up. If you have a blown up ego, that's one thing, but even having a deflated ego is, or could be, a form of having a monstrous one. It says whoa, look at poor paranoid me. I'm sick so pamper me and my hangups so I can be the center of attraction. I really don't know.

Feb. 7, 1972 11a.m.
Who am I?
Am I a product of evolution?
Am I Adam & Eve's daughter?
Am I really an ape?
Or Frankenstein's monster?
Am I a collection of relative's genes?
Or a collection of former lives?
Am I a messiah or prophet?
Or am I a longshoreman's child?
Am I really of any importance?
Or am I a mistake?



Gee, didn't I sound pompous? But I swear I won't cop out and cut out anything from this journal because that would be making believe I never felt in such ways. Identity, identity — my group had 35% less cavities, ah fuck it.

What am I doing? The only thing I am conscious of looking for is a belief. What do I have to believe in? We hold these truths to be self evident . . . " etc., etc., etc. I wish I could return to the time when God loves you and you love God but you could still swing your rosaries in church. Sing to the tune of America

Belief Belief

Will cause you grief.

And kick you in the teeth.



Will make you pray
Until the Day
You're rotting in the deep
Religion, politicians worlds,
Will make you want to puke
But Steadfastly
On bended Knee
Heed Matthew, Mark & Luke.
Feb. 7, 1972 8 p.m.

Damn, why do I sound so cynical when I know I'm sad and confused. I think I believe in somethings but since I am unsure how could I call that faith? What is the core? I don't even believe in myself. I feel like a trespasser among people. I think my mind has gone kaput anyway. I can't understand, I can't express anything and I can't share. I want to but I can't/ I am so scared of people. I wish I knew why. I wasn't always like this. When did I change? and why? I can't even walk around without feeling paranoid. So I withdraw and think and read and at times I really try to overcome this anxiety but its so powerful. Even saying hello is sometimes a traumatic experience. Sounds crazy but its true. The odd thing is, that I like people. I want to help people. Thats ironic — I don't even know how to help myself. I feel hated. Why? What do I think I have done? I know I have a nasty disposition, but I try not to take it out on other people. I was overcoming all of this shit, but I think that acid brought it all back. That was one hell of a bad-ass trip. But I saw some things more fully. No defenses just terror. How the hell can I be me if I don't know me? There are so many roles and masks that they all become red and I wind up with 2 or 3 utterly different people. I keep telling myself that these moods are transitory.

I wish I could be 5 years old again. I wish I could be a hobbit and live in the shire munching mushrooms. Or I wish I could find some purpose, belief or meaning, I wish I could sleep forever.

Feb. 8, 1972

Once there was a land where the Boisangirls lived. They didn't have any special name for that land but if you asked them where they lived, they would say, there, because that is where they were. Here was a wonderful place with 2 suns, one rising and one setting all the time so it was never dark. They all lived in a sunny meadow and the green grass was their carpet. It was very nice to live at Sunny Meadow, Here, because on this natural rug they had marvelously soft couches and chairs to rest on. Their furniture was actually made to be jumped on and they did this faithfully before they lay down to sleep. It was like the children of now saying their prayers before going to bed.

The Boisangirls were very bubbly people who delighted in touching, tasting, smelling, and seeing everything in their wonderful land. They had large sunny eyes and the softest of hair. Even their skin reflected their happy land. Some were as brown as the Chocolate Syrup Stream, some as white as Marshmallow Mountains. Others were the same color as the buttercups in Sunny Meadow, still others were as red-bronze as the Never Ending Sunset.

They spent their continuous days exploring everything and anything; from the magical caves of Rock-Candy Mountains to each others bellybuttons. They laughed and sang as they climbed the bright green trees and rolled in the warm dark mud. One day, as the merry group sat in their Living Room in the sun telling riddles, two tall strange beings walked towards them. Since the Boisangirls were jolly souls, they invited them to join them in a bounce of the couch, and to share their dinner of caramel steak. The newcomers just made horrible faces and said no, (without even a thank you!) They told the Boisangirls that they were the Bigadotts and their mission was to make these little people live right. The Boisangirls giggled and assured them that their lives at Here was wonderful. The Bigadotts shook their heads and said "no, no, no! It was all wrong" and that "there was a better way." Then they stopped short and pointed to some of the Boisangirls and said, "Stop picking your noses, don't you know thats nasty and dirty? and you better start to wear clothes, after all, you are boys and girls." One laughed and said "We're not boys and girls, we're Boisangirls. We love our name and each other and when I think about it, I love my nose too!" One of the tall Bigadotts pointed his finger and said "Don't you ever contradict your elders!" The Boisangirls looked at each other and sighed, as if to say, well maybe they are nice and like this new game so much that we would be rude not to play. They were kindhearted folks and wouldn't admit that they were a tiny bit afraid of these strangers, one who had red on her mouth that didn't look like strawberry jam and one who had a voice as rough, as deep as the big bears from the borderland hills. But they consoled themselves with the thoughts that maybe it was a different kind of jam and even though the bears sound fearful they were really warm and cuddly.

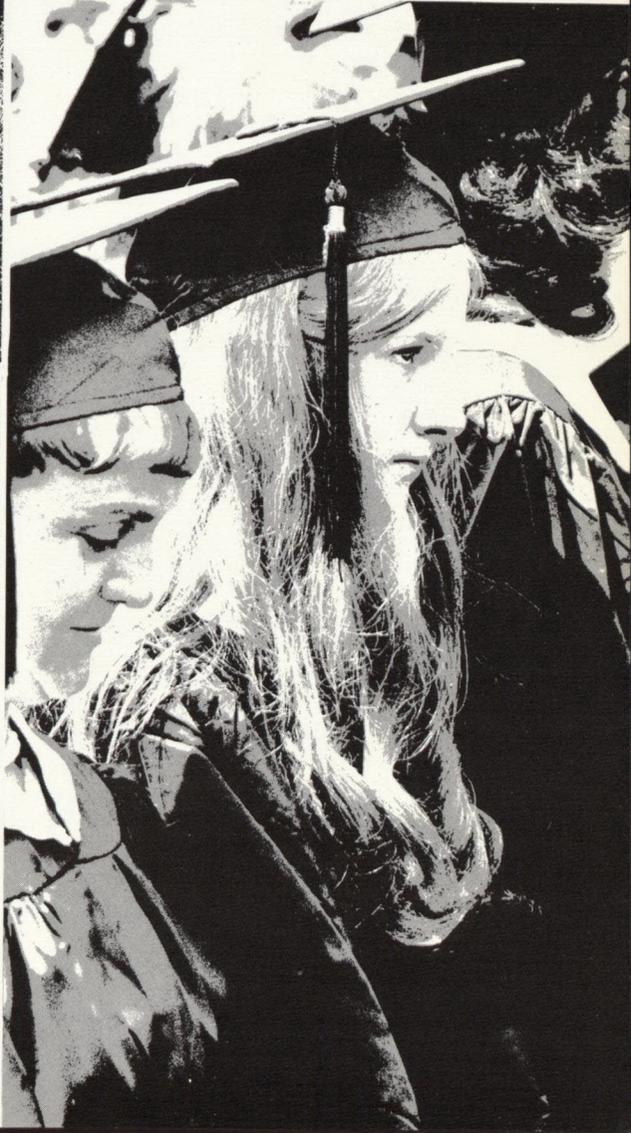
Then the red-mouth Bigadott hustled them to the Shimmery pond to wash off the sundried mud and dressed them in clothes that itched and shoes that ached, while Bear Voice started making walls and ceilings that blocked out the sun around their bouncy furniture. The Boisangirls were scolded endlessly for jumping on the furniture and their glee stifled when they learned they couldn't use their stiff shoes as little boats. They had a very rough time but they didn't lose their sunny smiles because they didn't want to hurt the Bigadotts feelings.

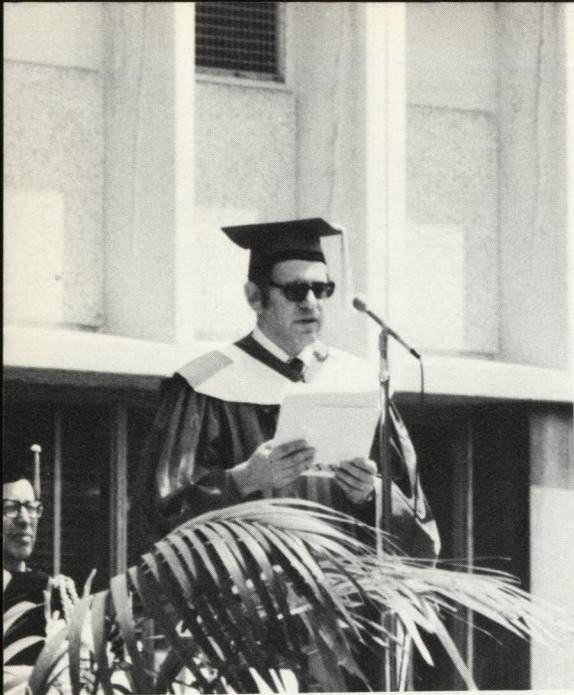
One day the Bigadotts gathered the Boisangirls together and said "Really you white, brown, red and yellow Boisangirls shouldn't play with each other. It's wrong because you are different." The Boisangirls laughed and said, "What's a Diffрут"? does it taste like raindrops? Does it feel soft and warm like a bunny or smooth and hard as the pebbles on Sunshine Beach? Does it smell like honeysuckle or sound like bluebirds? They loved new words and this one sounded so funny they stopped laughing when they saw how stern the Bigadotts looked.

The saddest day came shortly after, when Bear Voice said that one of the suns have to go to make life normal. So he started to chop down one of the strongest trees to make a strange weapon called a slingshot. All the Boisangirls started to cry, seeing that their favorite climbing tree was going and one of their shiny suns was next. Red Mouth said, "Don't cry. Stop this instant! Don't you know that boys aren't allowed to cry? And you girls should play with dolls and not climb trees like nasty little ruffians!" And all of a sudden the Bois could not cry anymore but they felt a lot worse, and the girls were sadder too. They didn't want to play with dolls that had no life and they loved to climb to the treetops to feel the cool breeze and hear the rustling leaves. That is when the Boisangirls realized that now they had to listen to the Bigadotts forever. By that time Bear Voice had made the Slingshot and aimed at one of the Suns which was now hanging in midheaven. He shot a big boulder and suddenly everything was dark. It was the first night. Then slowly bright little speckles appeared in the sky. Their friend, the sun, had not forgotten them! He left all his parts scattered as a lasting memory of the ever-bright days at Here.

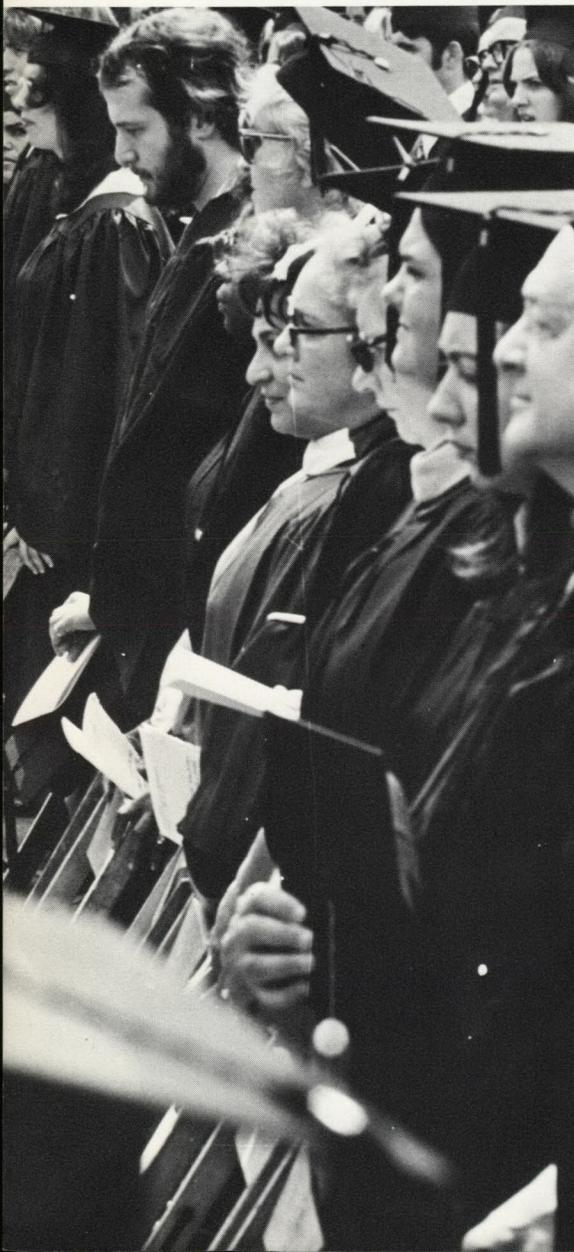
And now, even though ages have passed, when the children, as they are called now, ask where did the stars come from, the adults shrug and guiltily say: "I don't know."







Martin A. Kuhn Dean of Faculty
Presents candidates with their degrees





Benediction . . . The Rev. Dr. Carl J. Sutter





Sitting in my dingy room
listenin for a sonic boom t
break a sound barrier
i sent a message by carrier
pigeon t my senator —
i wrote "mister boss man
see what you can do about
the trans continental highways
an skyway
or changin my birthday
t your weddin day —
Collect the "masters of war"
an shoot them till we see no
more open sores on the bellies
of the destitute an yearnin
while kids are learnin
know how to load rifles
an shoot, with their might
till there's not a trifle
of anything left in sight —
let's see
if you can get L.S.D.
to go on the tax free market
cause we need to have our heads
blown off — to be shown
just how far decay has gone,
an why we worship the bronz statue
of Casey Jones
an all the unknowns —
not all people are people
Some are like little worms
slitherin through a mosaic
urn, afraid of being burned
by the sin of their own
souls —
MR. OFFICE HOLDER
i sign my name not to be any
bolder than others — or to be any
older than you —
even though your heart is
a lot colder an your left earring
golder.
i'll salute: hopin it's not too late —
Next time i'll write to the
presiden, SIR

Vicki Martorama

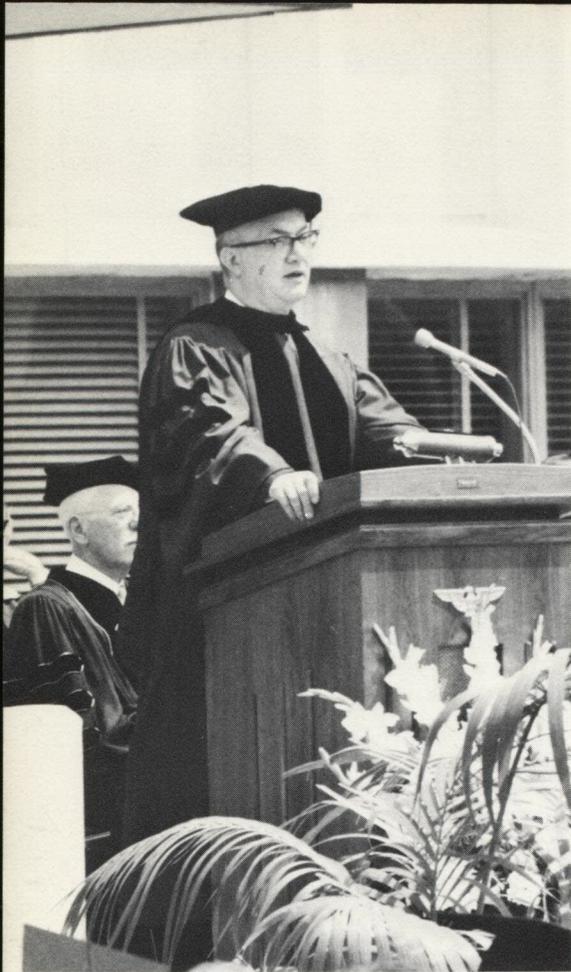
DAWN

Spend Dawn with One.
One spent Dawn with
Don't spend with Words
Spend Dawn with Dawn.

(or)



Sunsets are for Lovers,
Dawn for My Own Self.
You wouldn't talk if making Love
So break the Silence with your Mind?
Observe, Observe, Observe.

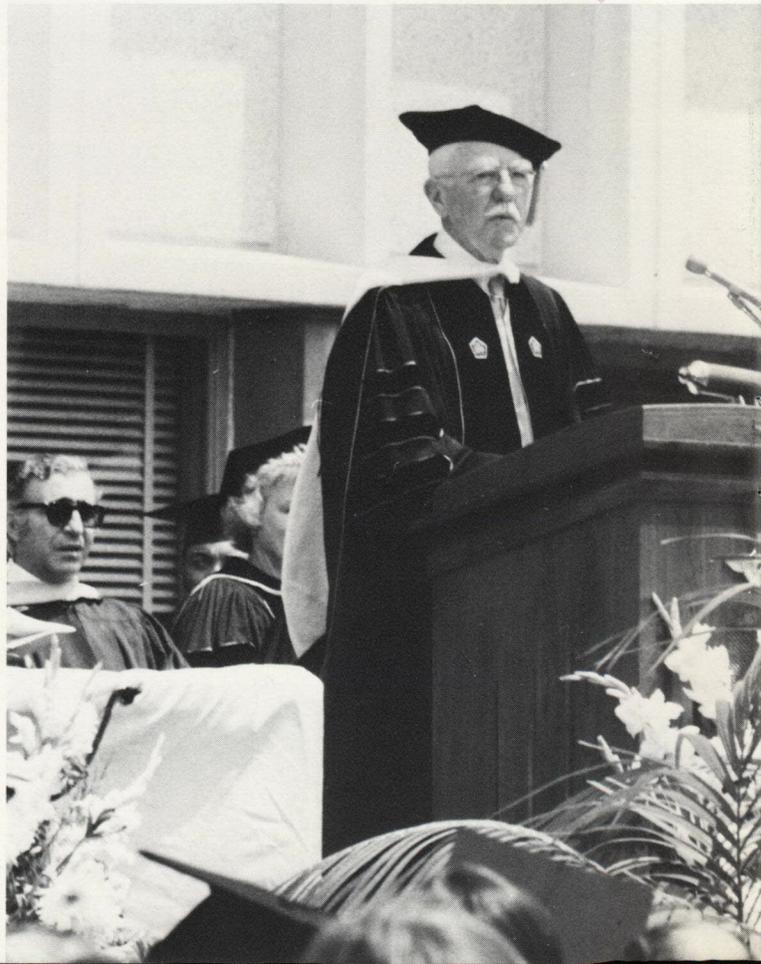
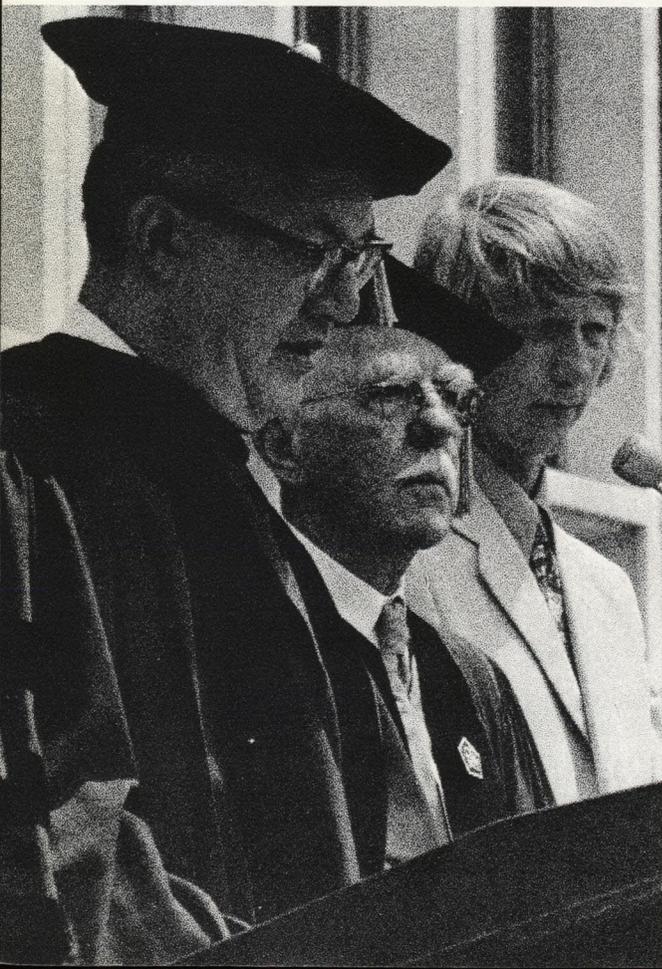


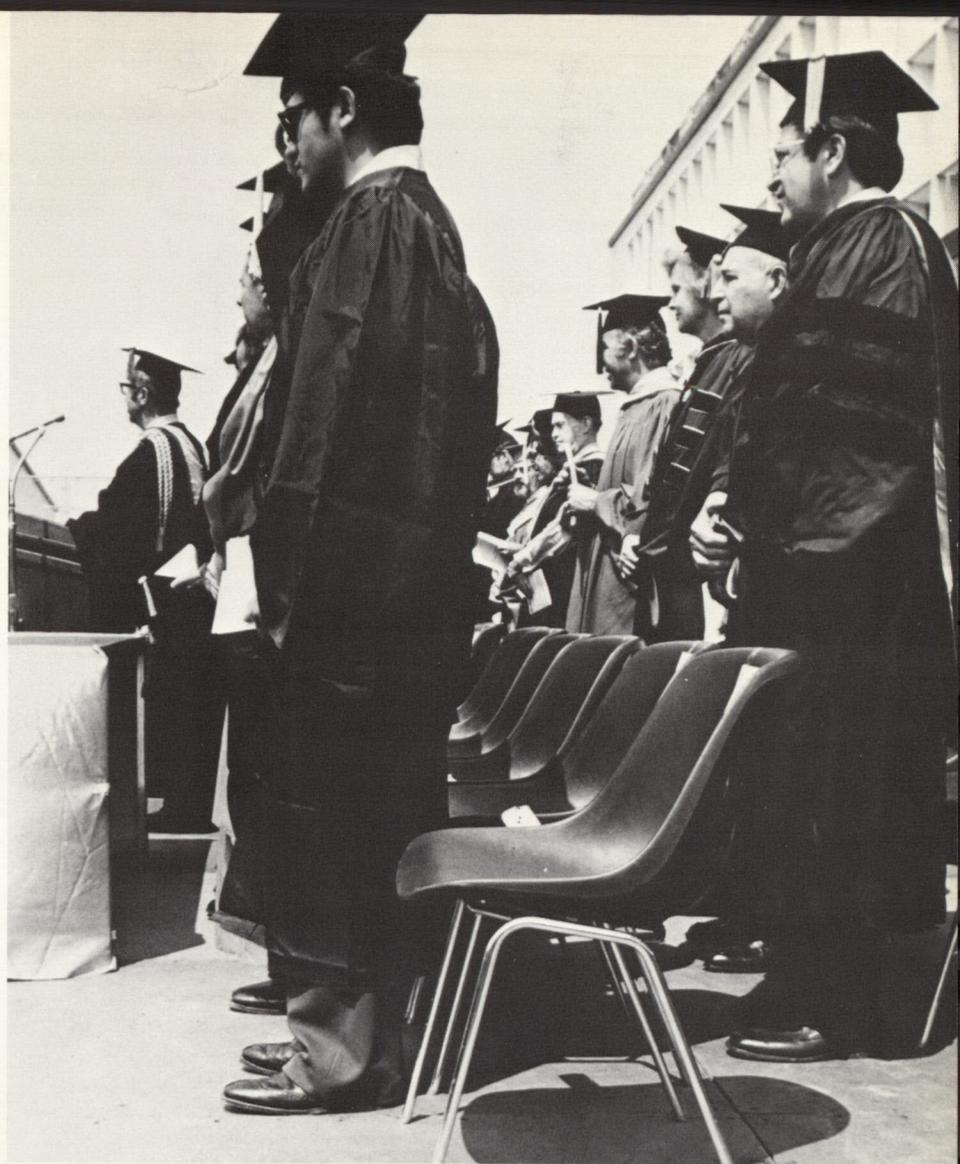
The Hon. Robert J. Kibbee
Presents his greetings to the class.



THIS IS

The Hon. Arleigh B. Williamson
Addresses the 1972 graduates.





NOT THE END

BUT YOUR BEGINNING



The Board Of Higher Education At Its Meeting Of April 13, 1970, Adopted The Following Amendment To The Board Of Higher Education By-Laws Relating To Student Organizations:

Section 15.2 STUDENT ORGANIZATIONS. a. Any group of students may form an organization, association, club or chapter by filing with the appropriately elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organizations, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group or organization with a program against the religion of a particular group or against a particular race shall be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and appropriately elected-student government and the Board.

b. **Extra-curricular activities** at each college or school shall be regulated by the appropriately elected student government organization to insure the effective conduct of such college or school as an institution of high learning and for the prevention of activities which are hereafter prescribed or which violate the standards of conduct of the character set forth in Bylaw 18.1. Such powers shall include:

1. **The power to charter** or otherwise authorize teams, (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.

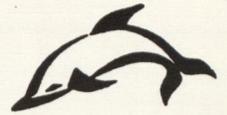
2. **The power to delegate** responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint, subject to the right of any aggrieved student or group to have any adverse action by such officer or committee reviewed, and set aside or confirmed under provisions consistent with Bylaw 15.4 either by the president or by majority vote of the appropriate elected student government under procedures consistent with the provisions set forth in Bylaw 15.3 regarding student discipline.



Vol. 18 No. 5
December 9, 1971

The Dolphin

STATEN ISLAND COMMUNITY COLLEGE



Governance Discussion Heating Up

First Open Hearing

On December 1, 1971, the first open discussion on the governance proposal was held in the auditorium at SICC. The hearing was called to let people hear opinions on the governance proposal by original committee members who drew up the proposal. The open discussion was held during club hours (7 and 8 periods) on Wednesday, December 1. The next scheduled open hearing is to be held on December 8, also during club hours.

The governance issue has a long and confusing history. Like most things concerning politics, the issue on a speaker's mind is often masked by what he pretends to be the issue. This is, was, and will be the case whenever the governance proposal is concerned.

The hearing was called to order by Dr. Stanley Plastrik (chairman of the committee to conduct the referendum on the governance proposal). Mr. Plastrik gave a general information speech, the main points of which were:

become informed, vote, and that eligibility to voters was extended to any member of the faculty or student body.

Prof. Ann Merlino was the first speaker from the ad hoc committee commissioned to restructure campus governance.



Prof. Ann Merlino

The text of what Prof. Merlino said was from minutes of past faculty meetings.

According to Prof. Merlino, in early 1970 the faculty received a document from the Board of Higher Education for governance

of the college. This document concerned faculty, students, and administration. The idea was not approved by faculty. Prof. Merlino explained that the faculty shouldn't let the B.H.E. "foist" what they thought would be good changes on the governance of SICC.

In March 1970 in the presence of student strikes the faculty approved the idea of working with the students by a vote of 104 in favor and 27 against. Prof. Merlino went on to say that in April, 1970 a mandate came from the B.H.E. demanding a restructuring with student representatives. Because of this, five students were added to the committee to restructure campus governance. The committee now totaled 15 people.

In May 1970 the president of the college requested each department to draw up a plan for student input into departments.

In general, Prof. Merlino said that the plan took no power away from the administration, but merely incorporated students into existing, powerless, areas of the faculty.

mittee, Prof. Benumof said that "the personnel and budget committee served for 15 years. What we need is justice... a system of rule and procedures above the individual," and that "a p and b committee isn't going to improve because there are more mem-



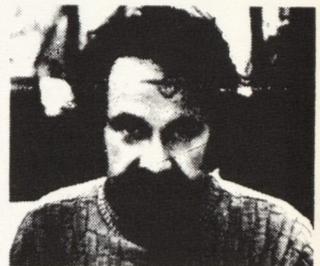
Dr. Stanley Plastrik, Chairman of the hearing.

bers." He also said that the p and b is still subject to approval by the president and that the senate would have no power. Dr. Benumof said he would vote against the proposal.

The fourth speaker was Dean Kaufman. Dean Kaufman said that the argument presented by Dr. Benumof was filled with many inaccuracies and that he wasn't telling the truth in several areas. Dean Kaufman said that although Dr. Benumof had said that the April 26 document was superior in that it allowed the senate to formulate policy, "Prof. Benumof has voted against both proposals." On

attainments. Mr. Erlickson maintained that he wants student input, but questions their qualifications in certain areas. Mr. Erlickson said that the students have a definite role in the governance of the college but "I would vote no." (no applause.)

Morty Schiff was the 7th and last speaker of the original members of the committee. In reference to statements by Dr. Benumof, Mr. Schiff recalled that at one point during the negotiating the committee had asked Dr. Benumof if "there might be as much as one student on the p and b with a vote." Benumof—"No."



Morty Schiff

Mr. Schiff also said that the negative votes on the April 26 document all came from the faculty members of the ad hoc committee because of their reluctance to have students on committees. Mr. Schiff maintained that good faith had not existed between the president and the negotiations committee. He claimed that the committee had originally been charged with a complete restructuring of the governance of SICC, but that the president turned down the April 26 proposal because the negotiating team had gone over a wider range than specified by the B.H.E. mandate. "The president should have asked for our resignation" before the second proposal was drawn up.

Mr. Schiff felt that the committee had not been dealt with honestly; that the committee's job had been changed from total restructuring to inviting students onto faculty committees. Mr. Schiff said he would vote for the proposal because it did make some changes.

Radio Station For SICC

by Donald Feltus

SICC may soon have its own radio station. The Electronics Society is presently laying the technical groundwork for the project, and under the advisement of Professors Beninati, Tenes, and Winston, the group plans to set up a fully equipped, student-run station right here on campus. The school has provided space in the C-Building, and some of the necessary equipment has already been obtained, including an AM transmitter which was donated to the school.

Now, what does this mean to you? Maybe you're not interested in electronics, or radio broadcasting. Okay, so you can't get hysterical about kilocycles. But let's look at some of the non-technical possibilities of a radio station. You plug in your AM set, and tune in on the college station just in time to catch a live debate. The issue might be political, social, or most anything at all. The station would provide a new medium of expression for our rapidly expanding campus, and the audience would no longer be limited to the seating capacity of the auditorium. The format would be broad and flexible: able to grow with the school.

The proposed project would establish a liaison between the campus and the surrounding

affairs could be discussed, and responsible members of the community would be able to air

Dean Henry Harris was the second speaker from the original ad hoc committee. Speaking as an individual, Mr. Harris said that it was a compromise document, but he would vote for it. Mr. Harris maintained that he would endorse

THE DOLPHIN

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Dr. Bernard BlauFaculty Advisor

The opinions herein expressed are solely those of the editor and the editorial board. They do not necessarily represent the views of Staten Island Community College—its students, faculty, or administrators.

the project, even if we choose not to initiate policy, but the final decision is left to the students evaluating

Mr. the ent On

Attend the Governance Hearing
ALL CLASSES CANCELLED
from 2:00-2:23
Thurs Dec. 9.

advocate

VOLUME 1, NUMBER 3

FEBRUARY 23, 1972

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Any student, faculty, or member of the community may submit articles for consideration. Next deadline: March 17, 1972.

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Students Sp

What Is A Community College?

"When you graduate S.I.C.C. you can get a job that pays \$6 thousand a year, and someday if you become manager (get lucky) may make \$13 thousand." This is what is told to the technology student. For a student taking liberal arts or business for a pencil and paper job about the same.

\$6 or \$7 thousand isn't bad for a young single guy. What happens though, when bills, marriage and children become part of your life. About the lowest price house you can buy now is \$25 thousand and it's made of cheap materials. Prices for automobiles are forever rising -- you'll owe your life to the man at Chase Bank or Commercial National. Food prices are going up, up and away as are local and state taxes.

It is estimated by the Federal Government that the lowest level of income to come a family of four should have in order to survive is about \$10 thousand gross a year. A level which Community College graduates can't attain after many years of working. Furthermore, compared to the number of workers there are few who even become slightly better paid managers (office or plant).

The fact that we are in a Community "College" doesn't mean you're any better off, or will be, than students of the 50's or 60's who didn't go to college. The reasons for a Community College are primarily threefold. 1. The economy of the U.S. is rapidly becoming a "Service Economy." Statistics from the Labor Department show that the percentage of collar and technical jobs will increase greatly over the next 10 years while the percentage of factory jobs will decrease. Automation and Corporate investment in other countries are the reasons for this happening. 2. The economy will need better read and academically taught workers in the future. Work conditions and salary rates will not be affected by the experimental programs in the world. What we will be is better read and trained workers, and we'll still have to worry about getting jobs, because of unemployment. 3. Another reason is to take young people off the streets. Can you imagine what would happen if thousands of young high school graduates were out looking for jobs rather than in college? All the discontented young people out among the people and workers street corners might mean trouble to a certain few who run this country. Lastly this form of education is cheaper for businessmen. They see a way to educate the young potential worker at taxpayer expense, rather than their own.

The future rulers of the American Way of Life are being taught at Harvard, Princeton and Yale, among others. It would be ridiculous to expect youth from SICC to think about attending a college like that. To go to college is nearly impossible, perhaps one or two in a thousand students could do it. Richmond students would have just as hard a time. How this small percentage couldn't afford to get to a Harvard. Even a Foundation grant doesn't pay for all the expenses, the student must pay the rest.

It is clear the politicians, owners, and highest paid leading tech workers will graduate from the Harvard and Yales while the servant form of low paid workers will graduate from the SICC's and Richmond (though not a Community College, Richmond, like like branches of City University has lost prestige among elite of the city because of Open Admissions and the extremely low tuition making it possible for the poor to enter). We will be allowed enough money to sustain ourselves and family in order that we will be able to put in a productive working, of course.

There are students who don't want to make waves about these conditions, feeling that they would rather be secure at making a possible \$20 thousand dollars a year (Why fight it? I don't want to do anything...). Unfortunately, there are few openings for such salaries so many of the MANY will never come close. Fewer than 10 per cent of Americans making \$15 thousand and better and of those the vast majority graduate big universities!

We are intelligent human beings. We know more about the struggles of life than the students at Harvard or Yale, mainly because we live through them, night and day. Once we become workers we'll know how to run offices, factories, and other places of business. The Yale know how to wheel and deal for big money, but only we will make it possible. Though we will only get the crumbs. It will be us who know how to run the technology of our country and how to use it for good, not for owners or politicians. What we must do is form political group alliances with the aim of gaining some or all control of industry and government. All of us must speak out constantly about the injustice everywhere in America and the world. What we've got to get away from is the vision of the stereotyped "Archie Bunker" and "Hard-Hat" workers are not like that at all.

by Jonathin Phil...

The Annual Tuition Game

Governor Rockefeller is trying to persuade the State Legislature and the Board of Higher Education to impose tuition at CUNY. The word from State Assembly leader Perry Duryea is that the legislature won't impose tuition (it's an election year), and the BHE wouldn't, in order to keep the peace. With the estimated 23,000 student increase expected in September, CUNY will have to operate with the same budget they are presently operating with, an intolerable situation for us students! The alternatives that the politicians are offering us is either tuition, cut-back of services, an end to the Open Admissions policy, or higher taxes.

We reject all the "alternatives" offered by the politicians, as being contrary to the interests of the students. Tuition would mean that many students (possibly as many as 50 per cent, see Tuition article on page 3) would not be able to afford to go to college. The demand for a cut back of services is ludicrous. Students are already taking classes in trailers and the overcrowding is intolerable. What is really needed is an increase in services, a vast increase, so that serious learning can take place. It's no wonder students get stoned on this campus, how can anybody learn properly if the conditions and atmosphere are so terrible.

An end to Open Admissions would be catastrophic. Everyone should be guaranteed a right to higher education. This society is one geared for competition. Yet, even now, the right for equal chance to advance in society is denied the poor (most of us). The end of Open

Admissions would facilitate this condition for the people of New York. Higher taxes are the politician's easy way out. We students and our parents will be taxed higher. Everytime we buy food, lunch, clothes, records, or have a taxed income we suffer from having to pay these ridiculous taxes. Our parents are over-taxed as well. Also prices rise with taxes. The store owners will claim they have to raise their prices to meet the rise in taxes so they can continue to make a profit.

If you've read the articles on pages 6 and 7 you know the real reason for higher education costs and just who the culprits are. You can add to that mismanagement of the people's tax money by the politicians and bureaucrats (Rockefeller's \$1.5 billion Mall and the World Trade Center, a fire trap, chisling on Welfare and others).

What must be done is to reorder our priorities. We must put an end to the Military Industrial Complex. It serves the needs of the rich only. Like Hubert Humphrey said, "I can tell you as Vice President, we have enough weapons now to blow up the world." Even the mythical "Red Threat" was put to rest with that statement. Students must organize now and try to find ways to end this madness. We must now demand an end to the war in Vietnam, the War Economy, and increased services and facilities for students. Anyone interested in dealing with this problem can come to room C-115 or Student Government, room C-132 and see Harold Willard who is in charge of the Student Government "Tuition Crises Campaign."

Support Wilkens & Lee

Dr. Mike Wilkens and Mrs. Elizabeth Lee have been fired from their jobs at Willowbrook. It was these two that first brought the horrors of Willowbrook to public attention by calling "The Advance" and ABC News in. Obviously the Willowbrook administration fired both of them for speaking up (very evidently speaking the truth is becoming a "crime" in America, today!).

We demand that both Dr. Wilkens and Mrs. Lee be reinstated at their former jobs. Both are jobless and becoming increasingly penniless. Neither are opportunists like those politicians who came and gave speeches and got T.V. time, and then split.

The issues at Willowbrook are both political and human. The parents whose children are at the institution and the workers who work there should have

final say on what goes on at the place. The administration must provide proper education for the workers, parents and children so all can fight the problem of mental retardation.

Many of the people at Willowbrook don't belong there (Bernard Carabello is one example, see "Advocate" magazine coming soon). Why not let some of these people come to SICC and learn, for free. One such former patient is doing so now with the help of the Tutoring Center and other concerned students. The Community College should serve the community. Let's get it on!

Anyone interested in the Willowbrook problem can come to "Advocate," room C-105 or get in touch with Mike Wilkens at the Coalition for a Family Hospital.



Speak Out On Issues

Gay Manifesto

Are we asking too much of our government when we plead for freedom? Real freedom is what we want, not the superficial freedom which we are forced to accept, forced to be content with, and forced to live with. America has been a Super-hypocrite for too long. Politicians promise great reforms for Blacks, Indians, and other minorities and only minimum achievements have come about. There is never any mention of freedom for Homosexuals here in the United States of America, the so-called land of the free. Maybe we had better sit down and think! Do you like being a hypocrite? Do you enjoy living in the land of free straight white Anglo-Saxons? Do you get some kind of satisfying boost to your delusions of masculinity (or femininity) when you harass and destroy Gay people? Do you delight in being sadistic? If you answered yes to any of these questions then maybe you had better re-evaluate your ways of thinking, and if you can not do that then will you please make an attempt to be open minded to other opinions! Be understanding.

The straight world's misconceptions of homosexuality must be cleared up. Silence has bred ignorance and misconceptions. Homosexual ideas are built into our society's fundamental beliefs. Heterosexual love is usually the main theme in books, films, T.V. shows, advertisements, etc. When there is a rare book or movie about Homosexuals, homosexual love is always depicted as being dirty, shocking and despicable. Our society regards it as entirely normal to see heterosexual couples

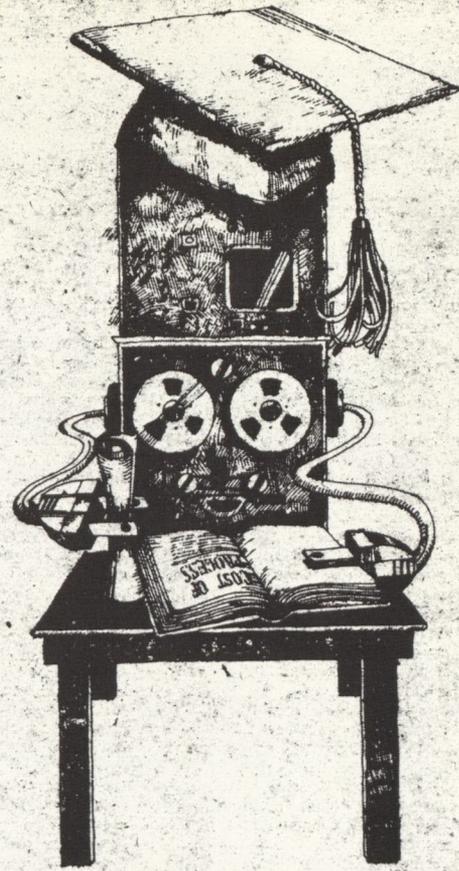
holding hands while walking down a street; it is alright for straight couples to kiss in public. But Homosexuals are not free to walk down a street hand in hand. They are not free to do any of a thousand things that heterosexuals take for granted. Social conventions are tailored for heterosexuals but very difficult for homosexuals.

Gay brothers and sisters will no longer continue to lead the restricted lives which have for so long been forced upon them by the Heterosexual societies throughout the history of man. The straight world had better learn to accept Gay people as they are, because we will no longer hide our real selves from heterosexuals and from ourselves.

I want to be honest with you. I'm scared! I'm scared because I'm gay and I'm only 18 and already I can see a long life of persecution and discrimination ahead of me. I'm scared because I do not relish the idea of living a life chained to a kind of psychological slavery which is enforced by your laws and by your attitudes. I'm proud of my being gay and at long last my gay brothers and sisters are uniting to fight for Gay civil rights.

Homosexuals have no rights under the law. We have no housing protection, no employment protection, etc. There is now a bill called Intro 475 which, if passed, will guarantee civil rights to all Gay people. But this bill will only be passed and Gay civil rights will only become a reality if we all work together. All men and women have the right to be free.

by Jimmy Mack



LETTERS

Our Misrepresentatives Cheating the People?

John Marchi admitted last year that he sometimes submits bills that he doesn't even read, or knows what's in them! "This is common practice," said Marchi. "Who has the time to read all the bills?" Yes, ladies and gentlemen, this is your government at work. Men who submit bills that they haven't at least scanned through, others who take care of business for the industrialists and money lenders, still others who boost their salaries while cutting Medicaid, hospital care, and education.

John M. Braisted, Jr., has been Staten Island's District Attorney for more years than most Islanders care to remember.

But is their "law and order" talk the answer to Staten Island's crime and drug problem? Does the right wing really have any idea of how to stop the soaring crime rate?

The crime rate in California has doubled since tax-dodger Ronald

Reagan became governor. The national crime rate has increased by 20 per cent since John Mitchell, Martha's husband, became attorney general. Hass James Buckley's election or Braisted's long term as DA made the streets of Staten Island any safer? We got Lucio Russo, Bob Conner, John Marchi and Ed Amann, but did we get a decrease in muggings, heroin, and organized crime?

NO!

The right wing has no remedy for crime. But equating all-white neighborhoods with safety from crime, the mugger with the nigger, the pusher with the peacenik, they cleverly manipulate crime to divide the common people, to win white housewife and blue-collar votes. But the slogan "pot, pornography and permissiveness" just doesn't stop crime. Neither do preventive detention, no-knock laws, more cops, assassinating Fred Hampton and George Jackson, busting 14-year-olds for pot, or bigger budgets for the FBI.

Meantime, dope doubles every year on Staten Island. Muggings, housebreakings, car thefts and assaults terrorize us. These crimes strike especially hard against the old, the weak, the poor women and the black.

Staten Island gains an ever greater reputation as a center of organized crime, but no major arrests of these well-known mobsters occurs on Staten Island. And our DA candidates go on with their flag-waving, seemingly not capable of thinking that maybe they are soft on crime.

The underlying cause of crime is unemployment, narcotics addiction, inadequate education and health care, jails that mold bitterness and despair, and jobs that don't pay a living wage. So the best way to fight crime is to create full employment by whatever means

necessary; to stop addiction by preventing the disillusionment that makes our youth want to escape (this means an end to war, and end to the "me first" incentive in all aspects of life, replacement of competition by cooperation, making "serve the people" our national motto instead of "get ahead"); fight for income guarantees and strike against wage freezes; fight for extended and improved education and for free, available health care; fiercely destroy the few very wealthy rulers in the U.S. who are the only ones who benefit from low wages, addiction, poor education and health care and unemployment. -John Cole

Free Tutoring for SICC Students

The tutorial center is a student run organization which gives free help to any student who finds it difficult to understand or relate to a teacher or who needs individual attention to help him or her comprehend a subject. The student tutors who work in the center are not super intellectual people who spend hours secluded in school libraries. Rather they are concerned students who realize that this educational system is inadequate in many areas, and they seek to supplement this system. The tutors give personal attention to every student seeking help. They offer these students the realization that they are aware of what is going on because they experience the same hassels.

Boxes are being placed in various areas throughout the school for students who cannot

come down to room C-2, which is the tutoring office. If you need help, just write on the request forms, that you will find next to the boxes, your name, address, and phone number and the subject for which you need help. You will be contacted immediately by someone who understands that you are an individual and that your education should not be placed on a mass-production assembly line. -Tom Patitucci

Drugs and The People

Why is it that this society attacks the drug problem by use of repression? All the time people say "Get the pusher off campus," or off this, place or that place. But push them where?

If people were given the choice of good jobs and control over their own lives and a sense of responsibility to their fellow man, then the drug problem would be eliminated. Such is the case in China, where alcoholism and drug addiction is non-existent. In China the people of the community provide for each other and it is to these local communities that the government in Peking is responsible. The government doesn't make the laws, the local communities, after constant debate within them do.

The youth of China is taught to be responsible to the community and are given work at an early age. They are taught, not to "get ahead" or "exploit", but to help their fellow beings and to be self-sufficient.

One can see the outcome of the youth in a true Socialist society as compared to a Capitalist one. Just look at the youth of China and ourselves!



THE EVENING NEWS

VOL. 6

STATEN ISLAND COMMUNITY COLLEGE

NO. 6

CARDEGNA, FORMER WOODSTOCK PRESIDENT NAMED DEAN AT COLLEGE

Dr. Felix F. Cardegna, whose five-year tenure as president of Woodstock College reshaped the prestigious Jesuit institution into one of the nation's outstanding examples of innovative education, has been appointed Dean of Experimenting Programs at Staten Island Community College, it was announced by Dr. William M. Birenbaum, president of the Staten Island college, on April 10.

In his new post at Staten Island Community College, President Birenbaum said, Dean Cardegna will be directing the entire spectrum of that college's rapidly growing experimenting and special programs, which are intended to offer new avenues of higher education to students with special academic or occupational objectives and to those who seek a less-structured and non-traditional approach to a college degree. At SICC these programs include CUNY B.A., University Without Walls, Civil Service Institute, Performing and Creative Arts, College Discovery, and Cooperative Education, among others.

Dean Cardegna, himself an example of innovative educational approach, topped off his schooling with a doctorate in theology, with the highest honors, at the Gregorian University in Rome. He earlier had earned two master's degrees — in philosophy and in theology — at Woodstock, the college to which he subsequently returned as a teacher and then president. Prior to that he had been awarded a baccalaureate in electrical engineering, at the University of Maryland and had done graduate work in classical areas at Georgetown.

Also appointed to faculty rank as Professor of Philosophy in SICC's Department of Psychology, Sociology and Philosophy, Dean Cardegna comes to the Staten Island college with an outstanding record in his own studies. He was first in his class in the University of Maryland College of Engineering when he received his degree there, and was granted his two Woodstock degrees magna cum laude. In Rome, his doctorate was summa cum laude.

Dean Cardegna, who went directly into wartime Army service after his graduation from Maryland, as a faculty member at the Signal Corps School, returned to the academic world when his Army duty ended. He spent two years as a full-time student at Georgetown University, majoring in the classical languages and the humanities, and shortly afterward was named to the Georgetown faculty as a teacher of mathematics. From Georgetown he went to Woodstock College, then operated by the Jesuit order in Maryland, for his graduate degrees in philosophy and theology.

After a year's internship in pastoral theology in Germany, Dean Cardegna moved to Rome for his doctoral studies, returning from there to Woodstock as a professor of Christian ethics. Chairman of the committee which carried out a major revision of the college's curriculum, he was chosen as president of Woodstock and chairman of its board of trustees in 1965.

During his five years in the college presidency, which ended with his retirement from the Catholic ministry in 1970, Dean Cardegna was at Woodstock's helm overseeing what he terms "a major institutional transformation." Although no longer in the ministry, he remains an active member of the Catholic church.

Recalling the years at Woodstock, Dean Cardegna says, "The curriculum moved from a highly structured program of formal lectures in required courses to a broad spectrum of options in a flexible program of seminars, lectures, independent study, and field work. This change from an isolated intellectual environment to an ever greater involvement in contemporary social issues culminated in the physical relocation of the entire college from rural Maryland to Morningside Heights in New York City..."

"In spite of the high visibility of the physical relocation of the college," he points out, "this event was simply the dramatic moment in a process of institutional change which brought the college from a closed and inward-looking philosophy of education to one of deep involvement in the academic and social life of urban America."

From Woodstock Dean Cardegna went into the U.S. Office of Education, where he has had responsibility for the development of the Experimental Schools Program and a specific objective of "promoting experimentation in community-oriented, post-secondary education."

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"Vet Set"

Raymond S. Iorio

Hi Fellow Veterans! For those of you who have been following this column you probably wondering what happened to Al Minihane and who I am? To answer the first question Al Minihane had to leave school for personal reasons. I took over this column a few weeks ago and will probably write the column for a while. Now that the air is cleared-lets get down to the meat of this column-you-our SICC veteran!

Now that were well into the semester everyone should be receiving their VA checks regularly.

I want to remind all veterans that you are entitled to receive VA educational assistance. How much you receive depends on how many credits you are taking each semester and how many dependents you have. Most of you are entitled to 36 months of VA education assistance. This 36 months does not include days you are not in school (ie: semester breaks, summer, etc.). If you take 12 credits a semester (6 for each semester in the summer) you are considered a full time student as far as the VA is concerned and will receive a full check. If you take 9 or 6 credits you are considered 3/4 time or 1/2 time respectively by the VA. Anyone who is having any trouble whatsoever regarding VA education assistance should direct all inquiries to VA counselor in Room A111.

ACTING 1 2

For two semesters I have participated in Norman Krueger's Acting 1 & 2 on Thursday evenings. Speaking for myself, and I'm sure most of my colleagues, the class is interesting, colorful and beneficial, both onstage and off. For I feel that we're not only getting actor's training, but more awareness of ourselves and an insight into what others are feeling.

Relaxation, vocal, movement and sensitivity exercises are all a part of our Thursday sessions. Oh, yes, I mustn't forget our improvisations. "You must have an objective!" cries Norman. And for good reason, too. Everything we do, even in reality, has an objective.

As yet, we have not gotten into scene work with a script, but are gradually working into it. The time, preparation and lectures will be a great help to us in our forthcoming scenes.

If you think you might be interested, sit in on one of Norman's classes. Visitors are always welcome.

RECYCLE
THIS
PAPER

MARCH AND FUNERAL SERVICE



Students gather outside Rockefeller's Manhattan Office

The City University Week of Mourning was concluded Friday, March 24, when about 50 students from various branches of CUNY marched from the Board of Higher Education on 80th Street and York Avenue to Governor Rockefeller's Office on 55th Street and 5th Avenue. The marchers, dressed in black robes, were accompanied by a casket in a horse drawn hearse.

Mr. Alan Shark, Chairman of the University Student Senate, delivered a speech over the coffin in front of the Governor's Office. The speech was as follows:

Text of Remarks by
Alan R. Shark, Chairman
University Student Senate
March 24, 1972

Outside Governor Rockefeller's Office

"So, Spring has sprung!
And this is what it comes to.
Mr. Governor, I want you to see this. We don't care if you're here or in Albany. We want you to see this.
Inside this coffin are many things.
There are the hopes of thousands of students throughout the city of New York who looked to Open Admissions as their hope for a better life.

There are the educations of students throughout the University which will suffer because of overcrowding, lack of adequate services — counseling and remediation to name a few — and lack of enough faculty.

There are the Master Plans of colleges throughout the University which are worthless because there will be no work on them without sufficient funds.

There is the future of York College which you killed when you vetoed their Master Plan.

And, there are the votes of 220,000 students who are watching your every move.

In December you decided to freeze the University's budget. Yesterday, we are told, the legislative leaders made a deal to help save the University. Today, we are here to tell you that the freeze has got to go...now. Today, we are here to tell the legislative leaders that the only thing that deal will do is help the University run in place. And running place is not our idea of progress or quality education.

We, student leaders from throughout the University, are here to tell you and the members of the legislature to watch this coffin. It's your Pandora's box.

If you and the legislature vote against the City University in your budget, we will vote against you.

220,000 votes are held in this coffin and all of them are watching you."

CHILD BANK

Laurette Healy

The Evening Child Bank is drawing to the close of its second semester. This service affords the Evening student an opportunity to attend class in the firm knowledge that her school age children are well supervised here on campus while participating in a creative and fun filled program.

The Child Bank, located in Room C-133 is open each evening Monday through Friday from 6 p.m. to 9:30 p.m. It is competently supervised by Lois Janks. The children engage in a variety of play activities ranging from the perennial checkers to indoor hopscotch. Easel painting and arts and crafts are high on the list of favorites.

It is surprising that a greater number of students have not availed themselves of this free service. If you know someone who is not attending college because of an unsatisfactory child care situation, do them a good turn and tell them about the Child Bank at S.I.C.C.

!!! Lazaro, Levantate y Anda!!!

Dudo que este editorial surja algún efecto en la conciencia de los llamados "estudiantes", pero con él tendré la satisfacción de expresar mi opinión acerca de la clase nauseabunda de individuos que integran la comunidad estudiantil de S.I.C.C. El número de personas que asiste y no asiste a las aulas de nuestro Colegio, se aproxima a las 5,000; pero sería más acertado y realista si clasificáramos a 500 de éstas como auténticos estudiantes, y a las 4,500 restantes les llamásemos puros "vegetales".

Según el viejo adagio chino: "Muchas manos hacen el trabajo leve", pero la filosofía de esta sentencia no tiene absoluto significado para los individuos ególatras de S.I.C.C. Da vértigo pensar que las excrecencias que tenemos aquí con el título de "estudiantes", puedan llegar a ser, algún día, los jefes directores de los Estados Unidos de América. Pues la mayoría de estos llamados "estudiantes", muestran más deseos de vegetar que de progresar y educarse. El participar activamente en la vida y administración de este Colegio, parece ser que les produce alergia, no importándoles un bledo si las cosas se hacen o dejan de hacer, o si se hacen bien o mal.

Es horripilante, al preguntar a uno de estos titulados de "estudiantes" su parecer u opinión sobre los nuevos Estatutos por los que deben regirse las futuras actividades estudiantiles, el recibir la siguiente contestación interrogativa: "¿Qué significa todo eso?"

Así que, caros "estudiantes", podéis iros a casa a vegetar; podéis rebelaros contra todo lo establecido; podéis desgañitaros en protesta de todo lo que os venga en gana, pero tened siempre presente el triste hecho de que sois unos simples parásitos.

Tendremos guerras, hasta que acabemos con ellas; tendremos contaminación de la Naturaleza, hasta que la prevenamos y tendremos una sociedad deforme, hasta que la curemos. Sigamos empleando la retórica, mantengamos las drogas y la apatía, para que un día nuestros hijos nos echen en la cara nuestra actitud presente, diciéndonos: "¿Qué hicisteis, qué hicisteis vosotros con el fin de que nuestro mundo fuera hoy un poco mejor?"

Sonrte ahora y retorna a tu guitarra, a fumar y a jugar con el disco volador, pero acuérdate que tu día fatal y de desventura no está muy lejos.

I doubt that this editorial will do any good but at least I will have the satisfaction of voicing my opinion about the sickening class of students we have at S.I.C.C. We have a student population of approximately 5,000 students but a more accurate statement would be, we have a population of 500 students and 4,500 vegetables. "Many hands make light work," is an old Chinese saying that means nothing to the self-centered students of S.I.C.C. It's horrible to imagine that the fungus we have here as students will be the "future leaders" of America. The majority of students show more interest in just vegetating than progressing. They care nothing about taking an active part in the life and the administration of this college.

People, you can go home and vegetate, you can rebel against the establishment, you can blow your minds on whatever you want, but remember you are just a parasite. There will be wars until we outlaw them, we'll have pollution until we stop it, we'll have a sick society until you change it. Keep up the rhetoric, keep up the drugs and apathy, because one day your son will tell you "what did you do to make my world a little better." Smile now and go back to your guitar or smoke or Frisbee game but your day of wreckening will come.

SICC Parking Problem: A Sick Condition

Granted—Staten Island Community College does have problems that will take time for their solution. But, we believe that parking space is at a premium and that much more space should be made available to the students of this college.

The Police Department is having a field day with their continuous harassment to the students and at the same time, every other day, putting up "No Parking" signs all around the college, robbing the students from their limited space to park cars.

We suggest that a committee of the students and faculty should be formed to study the parking situation and try to come up with sound suggestions to alleviate the problem NOW and not six or eight years from today. There is a lot of real estate going to waste around and in the college property that can be used properly.

We propose that one very effective way to obtain more parking space would be to move the guard house from the west side fence all the way to the intersection of Renwick Ave. and Milford Drive. This move will give the college all of Milford Drive right into the college property for parking space.

This paper welcomes from the students any other suggestions, the more the better, that can be implemented by the administration to help alleviate the problem Now. You can do these by dropping them off at the PUNTO offices in room C-129.

one	uno	lawyer	abogado
two	dos	gift	regalo
three	tres	package	paquete
four	cuatro	letter	carta
five	cinco	gentleman	señor
six	seis	conversation	conversación
seven	siete		
eight	ocho	the lawyer	el abogado
nine	nueve	the gift	el regalo
ten	diez	the package	el paquete
fifteen	quince	the letter	la carta
twenty	veinte	the gentleman	el señor
twenty-five	veinte y cinco	the conversation	la conversación
fifty	cincuenta		
seventy-five	setenta y cinco	the lawyers	los abogados
one-hundred	cien	the gifts	los regalos
two-hundred	doscientos	the packages	los paquetes
three-hundred	trescientos	the letters	las cartas
five-hundred	quinientos	the gentlemen	los señores
one-thousand	mil	the conversations	las conversaciones

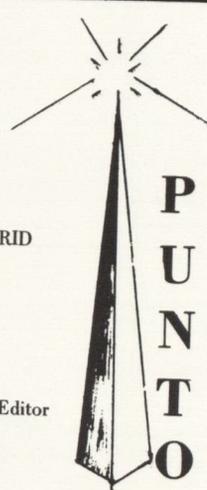
SICC Problema de Estacionamiento: Una Mala Condición

Estamos de acuerdo que el Staten Island Community College esta lleno de problemas que tomarán tiempo para su solución. Pero, en nuestra opinión, creemos que el problema de parqueo de automóviles ha llegado un punto de saturación, y que mas espacio de parqueo se le debe brindar al estudiantado.

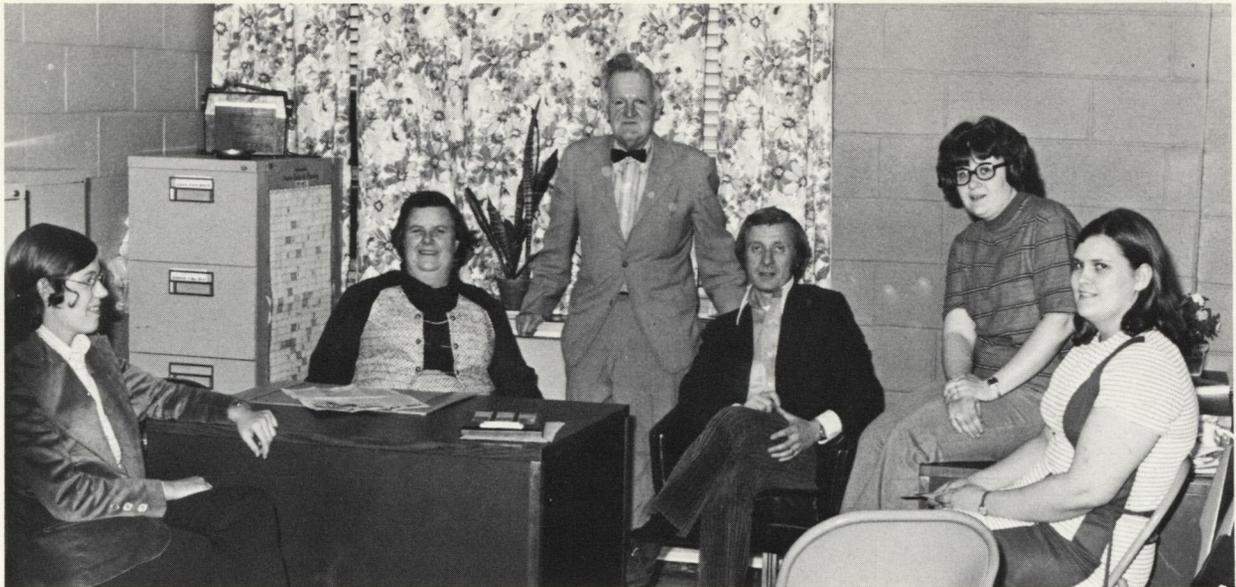
Nosotros proponemos que se debe de formar un comité de estudiantes y miembros de la facultad para estudiar la situación y tratar de encontrar soluciones prácticas para aliviar la situación AHORA y no seis u ocho años en el futuro. Aún queda mucha tierra vacante en el colegio y alrededor del colegio propio que podrían usarse por ahora como espacio de parqueo.

Nosotros proponemos que una forma efectiva de conseguir mas espacio para los automóviles sería el mover la caseta del guardia de seguridad de la parte oeste y traerla hasta la intersección de las calles Renwick Ave. y Milford Drive. Este movimiento brindaría al estudiantado toda la calle de Milford Drive como parqueo.

Este periódico aceptará toda sugerencia constructiva e ideas nuevas que el estudiantado tenga en mente y que la administración del colegio pueda implementar para aliviar el problema ahora. Ustedes pueden hacer esto escribiendo a PUNTO cuyas oficinas estan ubicadas en el salón número 129 del edificio C.



Volume I Number II		December, 1971
JESUS GIL DE LA MADRID		WAYNE NEMBHARD
Editor-in-Chief		Managing Editor
Associate Editor		ANGELO MERCADO
Assistant Associate Editor		ANNIE RIVERA
Photography Editor		FRANK GONZALEZ
Artist		JUAN VEGA
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Faculty Advisors: PROFESSOR AMADO RICON NANCY MUÑIZ		

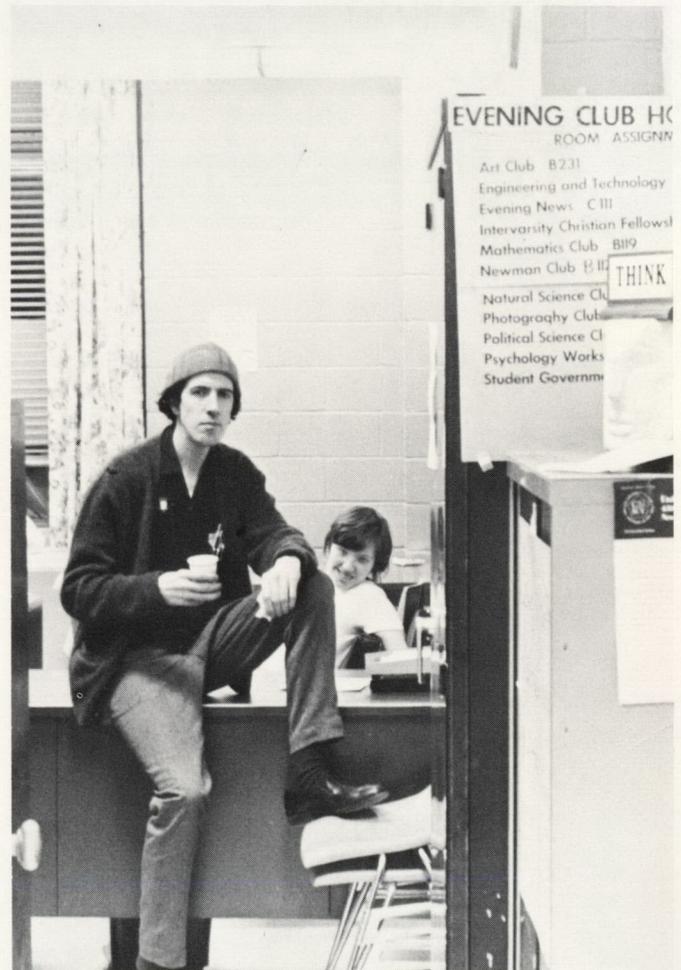


(From left to right)

Betty Burke — member, Political Science Club; Joan Kohl — President, Evening Session Student Government; Edgar Gray — Secretary, Evening Session Student Government; Jerrold I. Hirsch — Faculty Advisor, Evening Session Student Government; MaryAnne Juszkiewicz — Forence Rodin — President, Political Science Club.

Evening Session Student Government sponsors a wide variety of activities, which are open to all students at Staten Island Community College.

1. Ronald Laird — Evening Tutorial Service: A free Tutorial Service is available to all Evening Session students for those courses offered at Staten Island Community College.





GERALDINE JACKSON
President



ELIZABETH PLAIR
Vice-President

SICC Day Session Student Association Government

The Day Session Student Association Government consists of an executive branch, known as the Cabinet, a legislative branch, known as the Senate, and a judicial branch, known as the Student Court.

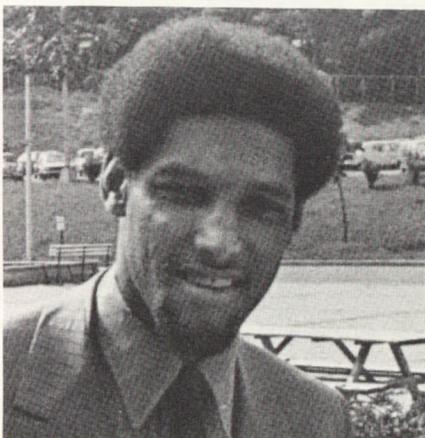
The officers of both the Student Association and the Student Association Government are the President, Vice-president, Secretary, Treasurer and Chief Justice. These officers are elected annually. There are twenty-five senators, fifteen of whom are sophomores and represent the sophomores and are elected by the student body each March. Freshmen who enter SICC in September are eligible to be nominated and to vote for senators at an election which takes place in October. Every student at SICC is eligible for membership in the Student Association Government, which offers an ample democratic forum in which the student body can have its views considered and acted upon.



CHARLOTTE McPHERSON
Advisor



CARLOS CALDERON
Treasurer



TONY BROGDON
Chief Justice



JANET FLORA
Secretary



Kaleidoscope is a student –
run, student-supported organization
which specializes in bringing to
campus various quality films,
lectures and concerts for the
enjoyment of students and the
community.

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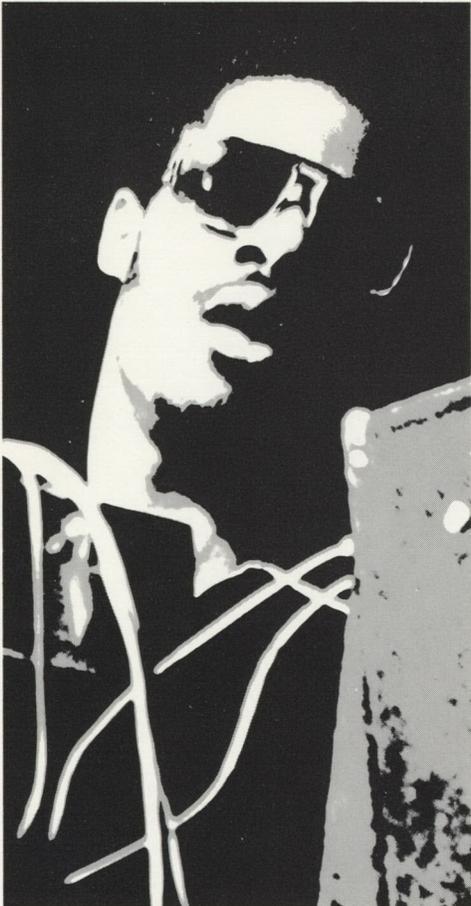
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PRESENTS

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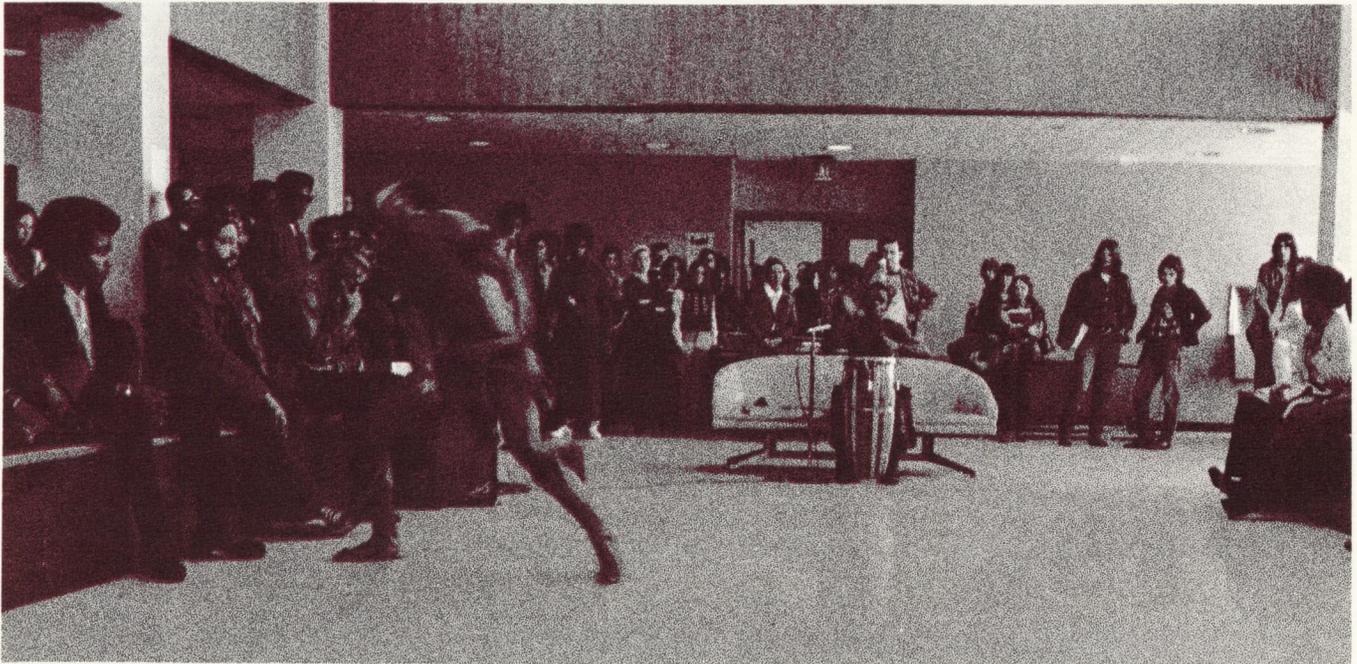
STEVIE

WONDER



OCEAN

TYSON



HOW
ABOUT
THE
ROOF
CLIMBING
CLUB



AMAZING!

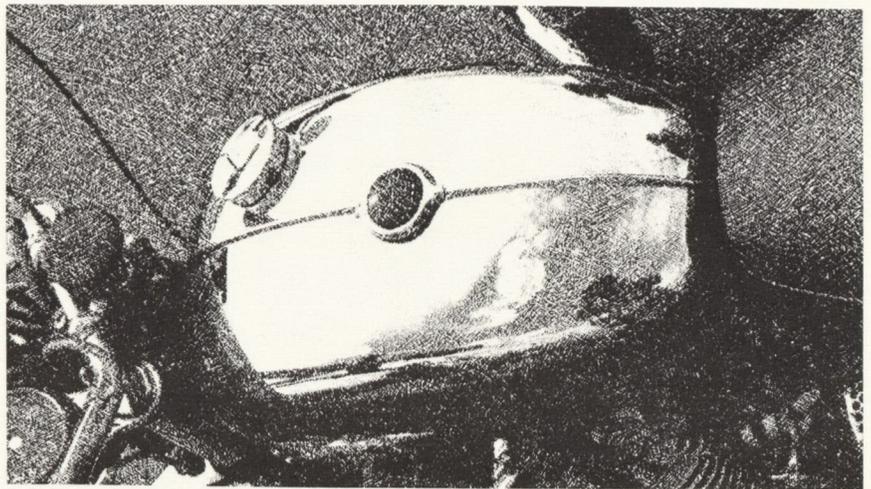


International Center is a meeting place for students of various cultures and countries, to share ideas and activities.

HARA KRISNA — Singing and chanting is a frequent function of this group.



A Marine recruiter gives his side.



KUNG - FU & KARATE

EXHIBITION

SPONSORED BY THE

CHINESE CULTURAL CLUB

KARL HESS

TO LECTURE AT SICCC

**COMMUNITY PEST CONTROL
OFFERS**

FREE EXTERMINATION

**S.D.S. Meeting
Wed. Club Hours**

**THE EXPERIMENTAL LEARNING CENTER
A DANCE IMPROVIZATION PROGRAM**

IN MY OWN DREAM & THE BLUE FOX

**ROCK & JAZZ FESTIVAL
FRIDAY NOV. 5 7:00**

WHEN ARE WE GOING TO

END THE WAR

The "Advocate"

WELCOME

In this, the first issue of the International Center's as yet nameless magazine, may I take this opportunity to welcome all readers, the editor and contributing reporters.

Inasmuch as the magazine is an extension of the Center, may this be just the beginning of a rich exchange of ideas and presentation of facts as well as a learning experience for all.

With the hope that the magazine be innovative, interesting, and attractive in form and content and that it have a long and fruitful life,

I wish you the best of luck,

Ruth L-Calderon,
Faculty Advisor

Skiers Club promotes an interest in skiing, ski trips, and instruction in the safety aspects of skiing.



Women's Liberation League

This group was organized in response to the widespread belief that women are relegated an inferior role in contemporary society. Programs planned by this group are designed to educate members of both sexes to the important contributions of women to our culture and to halt any exploitative measure presently practiced against the female population.



CHARLES

Friday **GOODELL** Nov. 12

A Smoking Disco

Cole's Lounge - Port Richmond

Black Fashion & Design Club
and Kaleidoscope
presents

JAZZ CONCERT - FASHION SHOW
& DANCE

February 12, 1972 at Staten Island Community College
Jazz Concert & Fashion Show - 7:30 PM
Dance - 10:30 PM
Student's Donation: \$2.50 At door: \$3.00

Tickets at Box Office
Information call: 390-7658

A Short History of a Root

KALEIDOSCOPE II FEATURES

A First Run Movie

"I NEVER SANG FOR MY FATHER"

3:30 p.m. & 7:30 p.m.
Friday, February 11th

S.I.C.C.
Lower Cafeteria

Free Popcorn and Coke

THE PUERTO RICAN ORGANIZATION

The PUERTO RICAN ORGANIZATION was established to form a bridge of understanding among the Latin Americans and the mainstream of society represented within the sphere of our campus.

Furthermore, we seek to create and perpetuate ideals of unity among our fellow students. We are devoted to the continued advancement and uplift of the Spanish-speaking community at large in Greater New York; to the synthesis of our inherent leadership talents. While emphasis will be placed on service to the Puerto Rican community it is our intent to aid any individual, regardless of nationality, religion, color or political beliefs, who desires our cooperation and advice, and is deemed deserving of such assistance.

PRO-

-C-129



The Martial Arts Club teaches Karate, Judo, and Ju-Jitsu, to build the body, and spirit in keeping with tradition.



The Fourth Annual Award Dinner and Dance, sponsored by the Evening Session Student Government, will recognize and pay tribute to those individual students, faculty and administration who have contributed to the development of leadership and the student activities program for part-time and adult students.

PROGRAM

Greeting and Introduction Mrs. Joan Kohl, President
Evening Session Student Government

Greeting Dean Roslyn Atkinson

Award Presentations Mr. Roy Kohl, Vice President
Evening Session Student Government

Unlimited Buffet Banquet Enjoy!!

Awards Continued

Remarks President William M. Birenbaum

Music and Dancing

AWARDS DINNER AND DANCE COMMITTEE

Betty Burke Maryanne Juskiewicz
 Roy Kohl Florence Rodin

Faculty Advisor Professor Jerrold I. Hirsch

MENU

Fruitcup – Salad – Hearts of celery & olives
 Carved Corned Beef
 Carved Roast Beef
 Chicken Drummers
 Stuffed shells – peas & mushrooms – corn
 Rolls & butter

Spumoni – Tortoni Chocolate Eclairs
 Coffee – Tea

AWARDS PRESENTATIONS

Evening Session Student Association Executive Keys

Mr. Edgar Gray Mr. Roy Kohl
 Mr. Rodrick Lawler Mrs. Joan Kohl
 presented by Dean Stamos O. Zades

Annual Student Government Award for Outstanding Leadership & Service

Organization Newman Club
 Faculty Professor Gilbert Benjamin
 Professor Mary Ellen Arrington
 Student Mr. Edgar Gray
 Mr. Ronald Laird
 presented by Dean Roslyn Atkinson

Service Awards

Editors Award Robert Wielgus
 Evening News
 presented by Dean Roslyn Atkinson

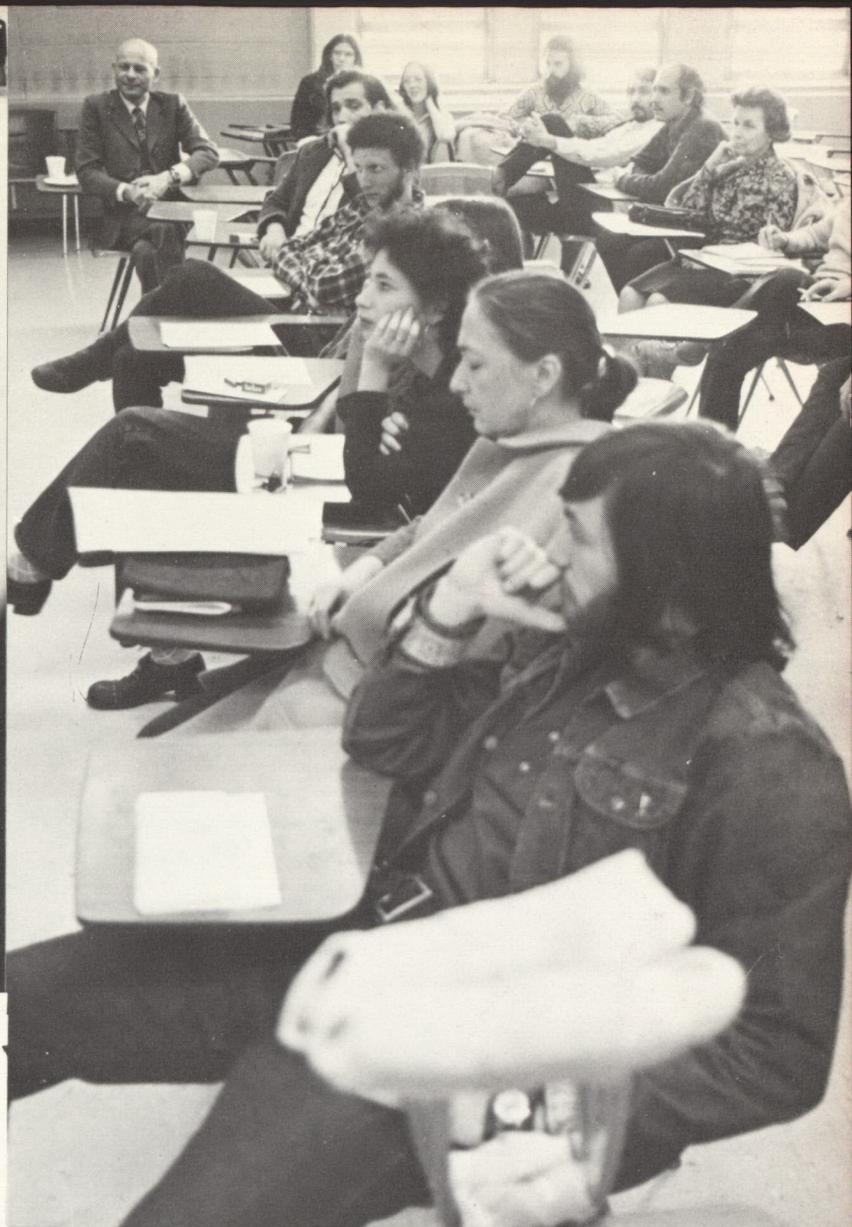
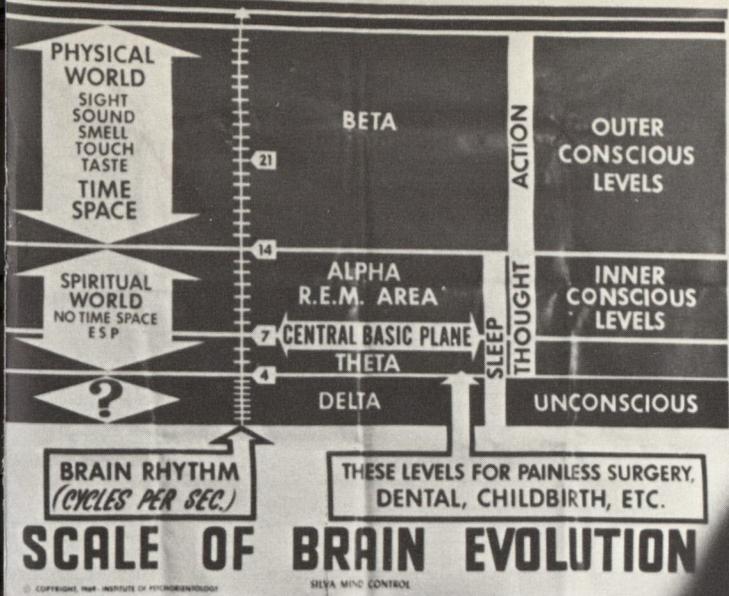
Joseph Hart Memorial Award

Newman Club Professor Peter Mazzella
 Chairman, Chemistry Dept.
 presented by Mrs. Joseph Hart
 Mr. Edgar Gray

Service Certificates

Barbara Anderson Joan Kohl
 Betty Burke Roy Kohl
 Edgar Gray Ronald Laird
 Laurette Healy Rodrick Lawler
 Maryanne Juskiewicz Alfred Minihane
 Jerry Kissel Florence Rodin
 Robert Wielgus
 presented by Professor Jerrold I. Hirsch

**Evening Session S.G.
 Presents
 BUNNY PARKER**



PSYCHOLOG

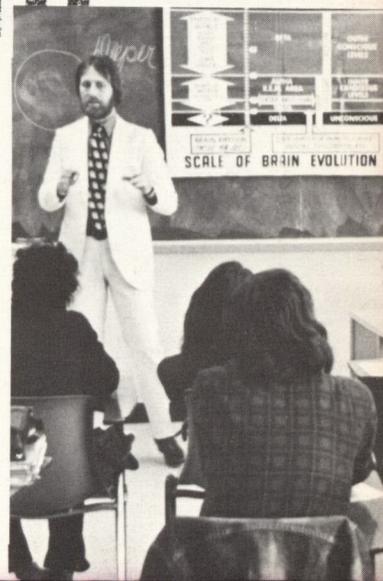
presents

**The Autobiography
of an Alcoholic**

ONE DRINK TOO

Tues Nov 16 at 7

Room B227





The Language Club stimulates interest in languages and the appreciation of other cultures.



For those students who wish to participate in a group musical activity without academic credit. The Musicians Group co-sponsors the Chorus, the Jazz Workshop, and such other groups which the students desire to organize. Faculty musicians assist, and their participation is invited. In the past there has been a Guitar Workshop, a Pop Vocal Ensemble, and an informal Chamber Music group.

S.I.C.C. KALEIDOSCOPE

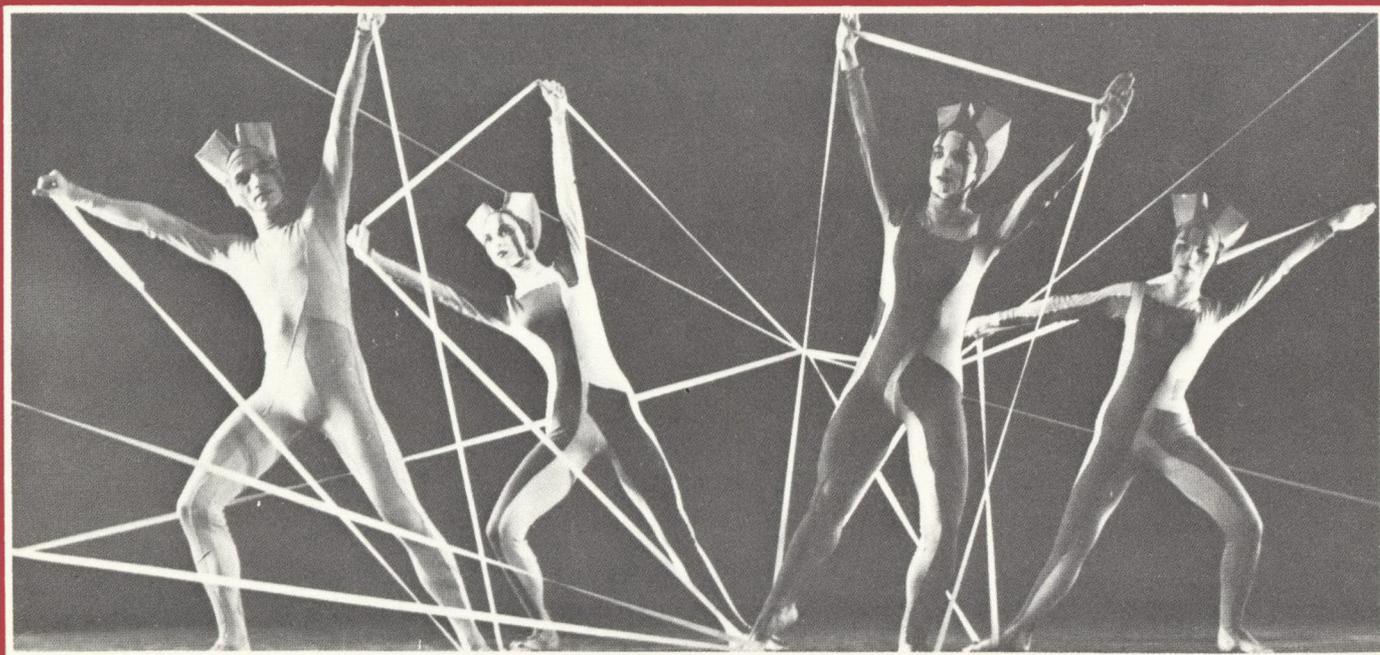
PRESENTS

**The Dance Theatre
of Alwin Nikolais**

See Modern Dance at its Best



In Cooperation with the New York State Council on the Arts



The Outing Club goes on hiking, and canoeing excursions, to experience living closer to nature.



AN

EXCURSION

DOWN



RIVER

BANGLA DESH ROCK CONCERT

FEATURING

Albatross Fried Chicken
Romance & Reiser
Dr. Brooks Dance Co.
Blue Star Memorial Hiway

REFRESHMENTS WILL BE SERVED BY
HEY BROTHER COFFEE HOUSE.

PROCEEDS WILL GO TO PAKISTAN
REFUGEES THROUGH U.N.I.C.E.F.

GENERAL ADMISSION \$2.50
STUDENTS \$2.00

*A DYNAMITE TIME FOR YOU,
A CHANCE OF LIFE FOR THEM*

SAVE THE CHILDREN

**JAN 15
7:30 pm**

**S.I.C.C.
THEATRE**



Electronics Society — This organization is a combination of two interests. Audio-engineering in the development of multi-channel sound systems and world-wide communications through the campus ham radio station.

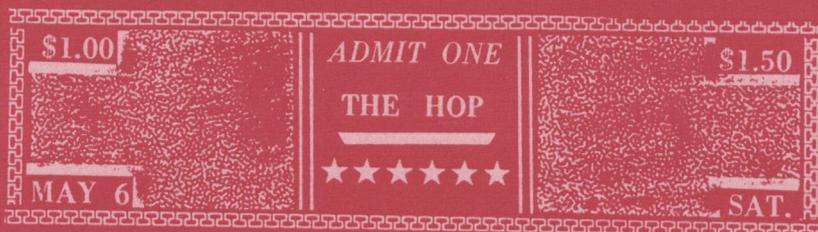
MOTORCYCLE GROUP

DEDICATED TO FREEWHEELING



HEY BROTHER COFFEE HOUSE

For people who like to share



DELTA ALPHA MU
BEER BLAST

Singles \$3.00***** Couples \$5.00

DEC. 23, 1971

7:30 pm

AT THE HUNT

1¢ **S.I.C.C.** 1¢

**BLACK FASHION & DESIGN CLUB
PRESENTS A
PENNY RAFFLE**

Winners will receive a taylored
garment created by the members of
Black Fashion & Design Club

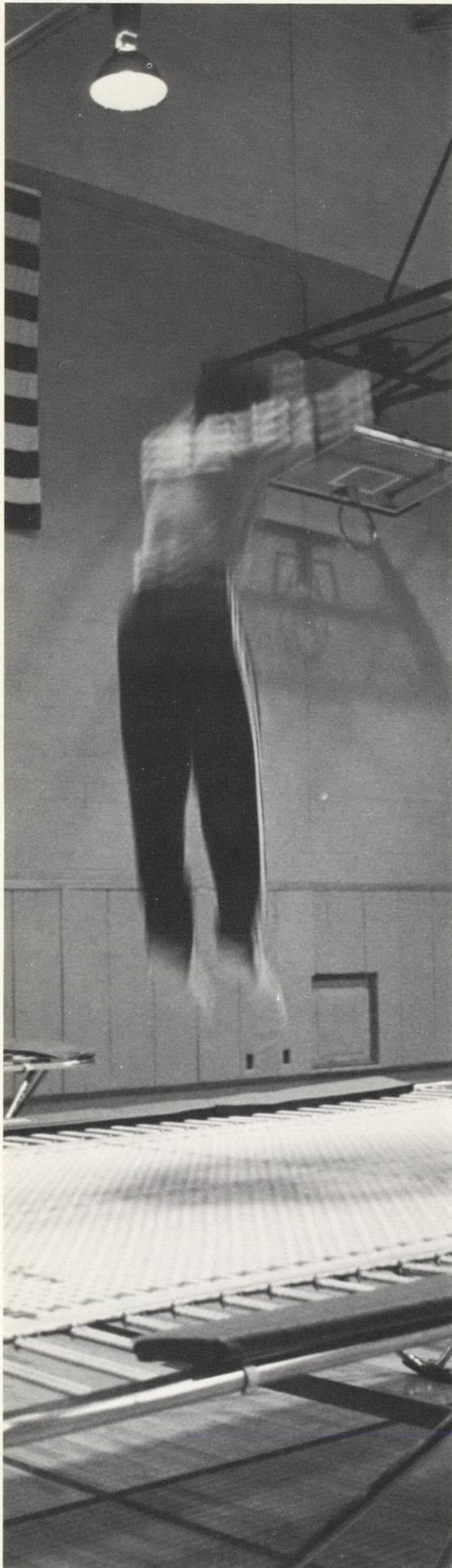
All proceeds will be donated to the
Sickle Cell Anemia Research Foundation

1¢ 1¢

DANCE OF THE YEAR

**AT
SMALLS
PARADISE**

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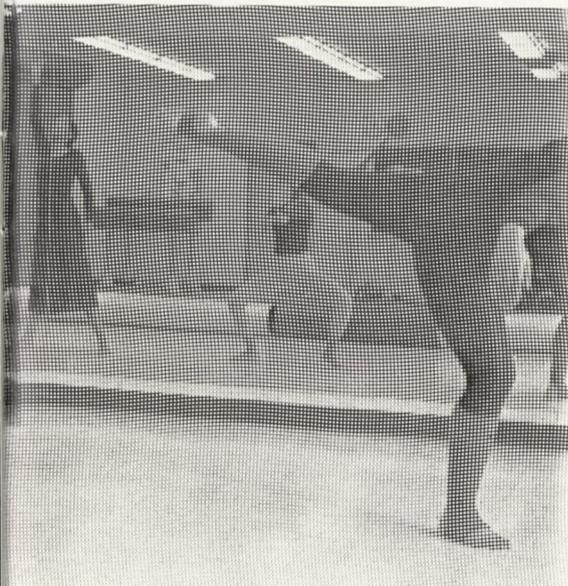
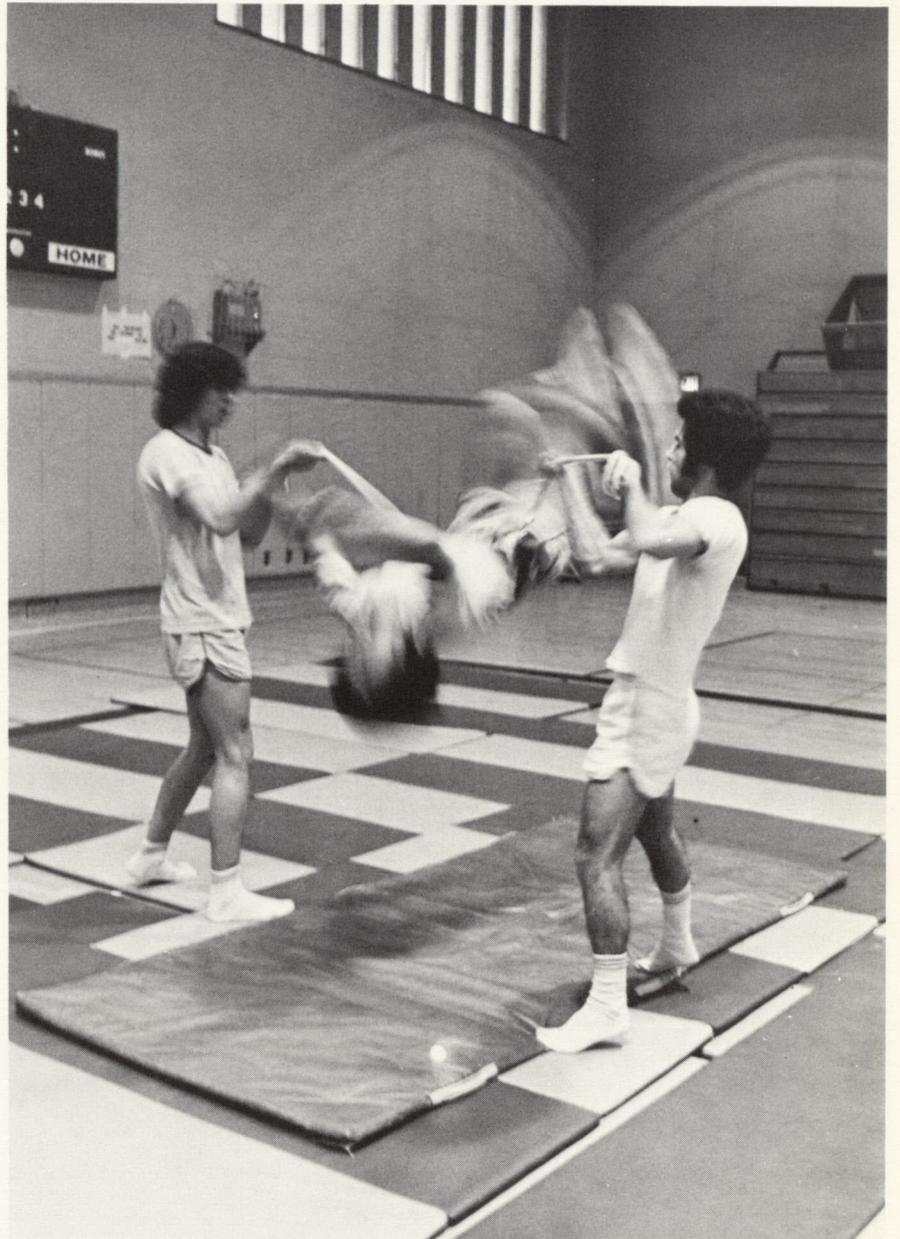
SOME FREE TIME

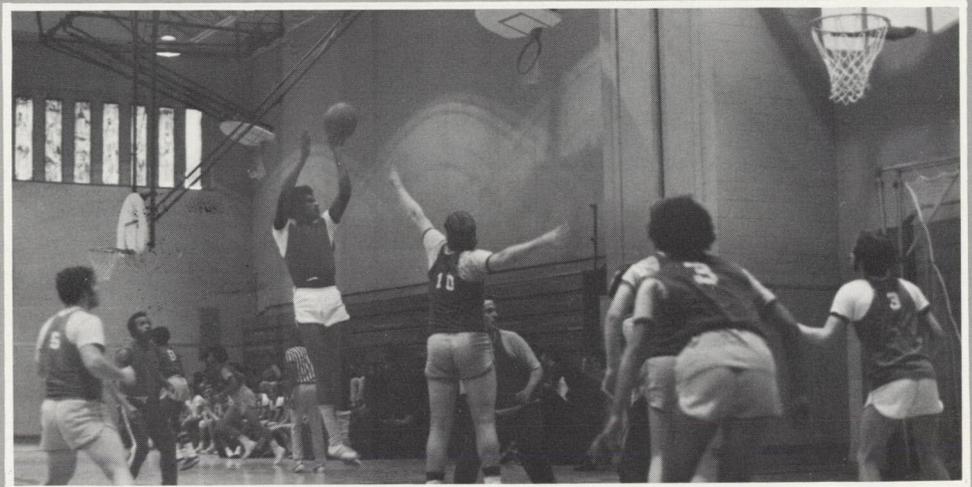
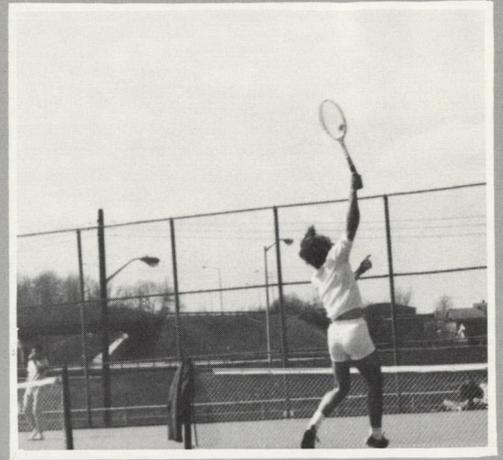


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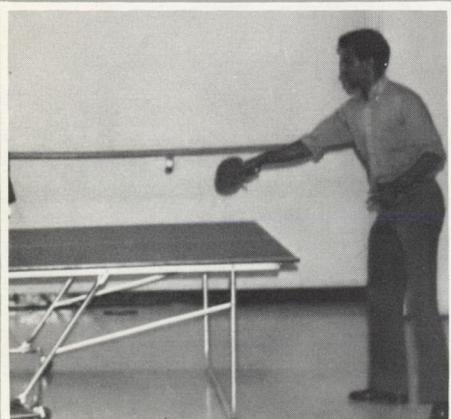
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INTRAMURAL SPORTS



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Coffee House
A group which brings
entertainment and
relaxation every
other Friday night

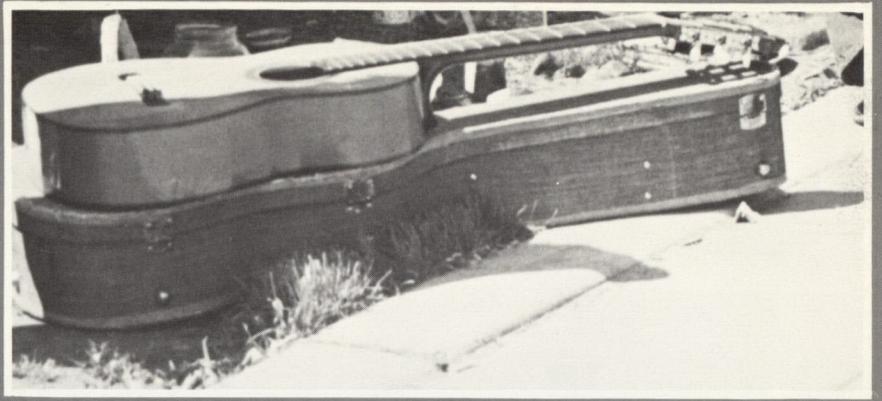
HELP
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FESTIVAL

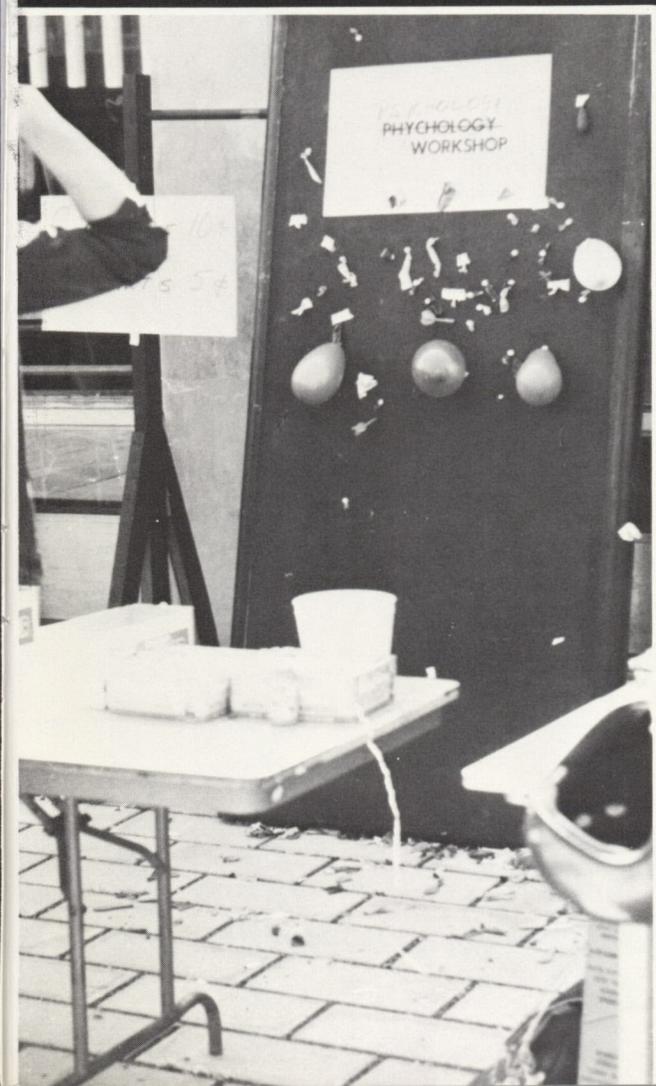
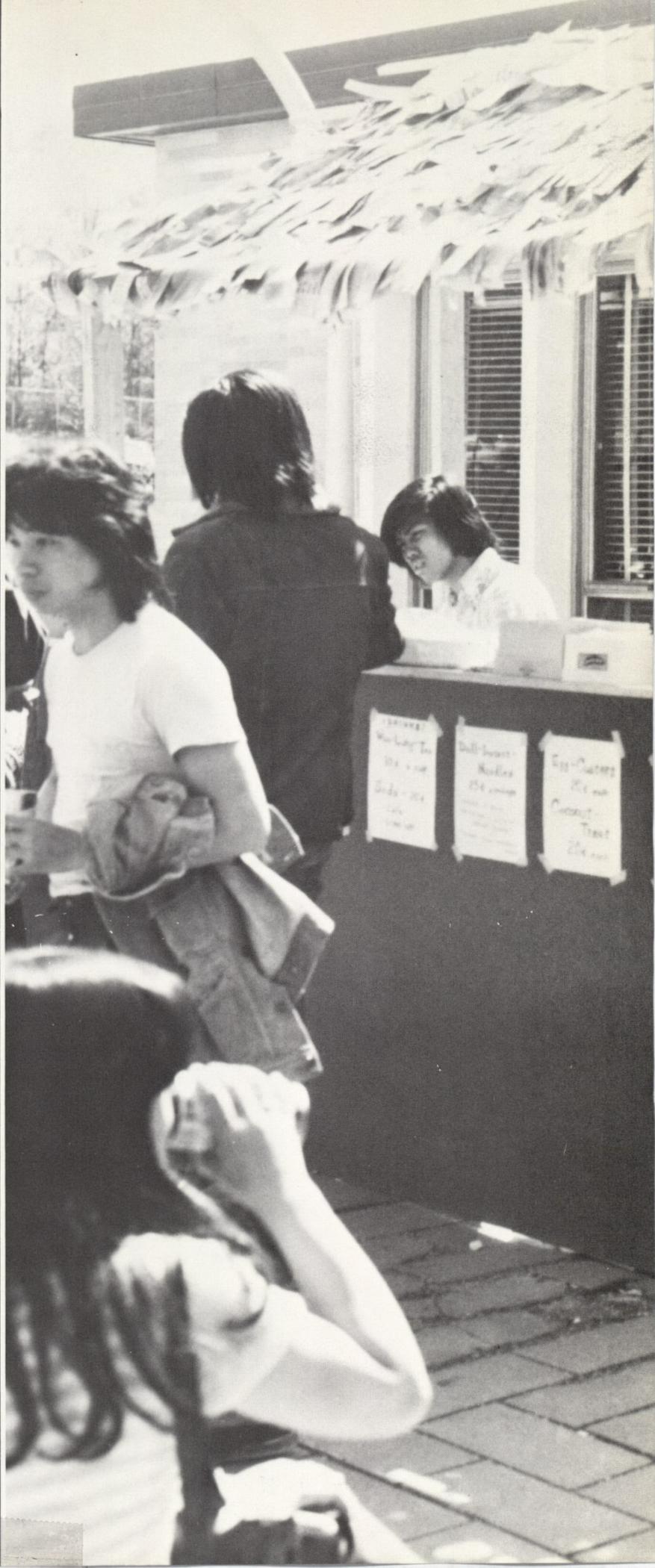




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STATEN ISLAND COMMUNITY COLLEGE

Staten Island Community College, a fully accredited co-educational institution, is a unit of The City University of New York. A new modern campus occupies 36 acres of a scenic valley between Todt Hill and Grymes Hill in the Sunnyside section of Staten Island. It's location at the foot of Ocean Terrace, just southwest of the Staten Island Expressway and Clove Road, Staten Island's major arteries, provides direct access to the Verrazano-Narrows Bridge and to the Staten Island Ferry Terminal.

The college is sponsored and administered by the Board of Higher Education, the governing body of New York City's municipal college system, under the program of the State University of New York. Under this program, the state provides one-third of the college's operating budget and one-half of the capital budget, the balance being provided by the City of New York and by nominal student fees.

As a unit of the City University of New York, Staten Island Community College is accredited by the Middle States Association of Colleges and Secondary Schools. In January of 1970, the college was elected to membership in the Union for Experimenting Colleges and Universities, a nationwide association dedicated to the involvement of faculty and students in the initiation, conduct and implementation of innovative projects.

Staten Island Community College was the first two-year institution to be sponsored by the Board of Higher Education under the New York State community college law. It officially opened on September 17, 1956, in a former office building, with the installation of its first president, Walter L. Willig.

The college began with an initial enrollment of 112 students and a faculty of 14 instructors and 2 technical assistants. Under the open admissions policy of the City University, September 1971 enrollment at the college totaled 7,247 (4,422 full-time and 2,825 part-time) students. Total faculty in 1971 was 300.

In December, 1960, the Board of Higher Education approved the development of a new, permanent campus in Sunnyside. The groundbreaking took place on June 2, 1964 and the new campus was occupied in June, 1967. The objective of the total program of study is to provide, primarily for qualified residents of the community, top-level two-year post-high school education of two major varieties: one, represented by traditional transfer programs; the other, by career programs for the training of technicians.

The college offers two-year programs leading to career and transfer degrees of associate in arts (A.A.), associate in science (A.S.) and associate in applied science (A.A.S.). The fields of study include business, child care, computer science, education, engineering and engineering technologies, health, and liberal arts and sciences. In addition to the degree programs, two one-year certificate programs are offered in public health and one in manufacturing technology. A new credit program to lead to a degree is offered in the fall of 1971; the objective of this experimental freshman studies program is to offer an unstructured opportunity for self-development to a select group of young high school graduates. Several special non-credit programs also are offered, to meet the ongoing needs of the general community.

Classes are held at the college in day and evening sessions and during the summer.

Dr. William M. Birenbaum assumed the presidency of the college on September 1, 1968. Dr. Birenbaum, a 47-year-old educator with a national reputation for innovative approaches to urban higher education, had previously served as dean of the New School for Social Research, vice president and provost of Long Island University's Brooklyn Center, and president of the Education Affiliate of the Bedford-Stuyvesant Development and Services Corporation. He is author of **Overlive: Power, Poverty, and the University** (Delacorte Press, 1969), and **Dropping In — An Educator's Search For His Education**, published in the fall of 1971 by Random House.





**ACADEMIC SUCCESS,
NOT FAILURE,
IS THE RULE HERE**

At Staten Island Community College students, faculty and administration are moving forward together into innovative areas which we believe will see the abandonment of the traditional sharply-circumscribed campus and will provide education for students wherever they be . . .

— William M. Birenbaum, President of Staten Island Community College.

Staten Island Community College's Sunnyside location makes it very nearly central to the borough's population pattern. The college serves students from every section of Staten Island as well as increasing numbers from Bay Ridge and other parts of Brooklyn plus commuters from Manhattan, the Bronx and Queens.

Vice-President
Arthur Kaufman

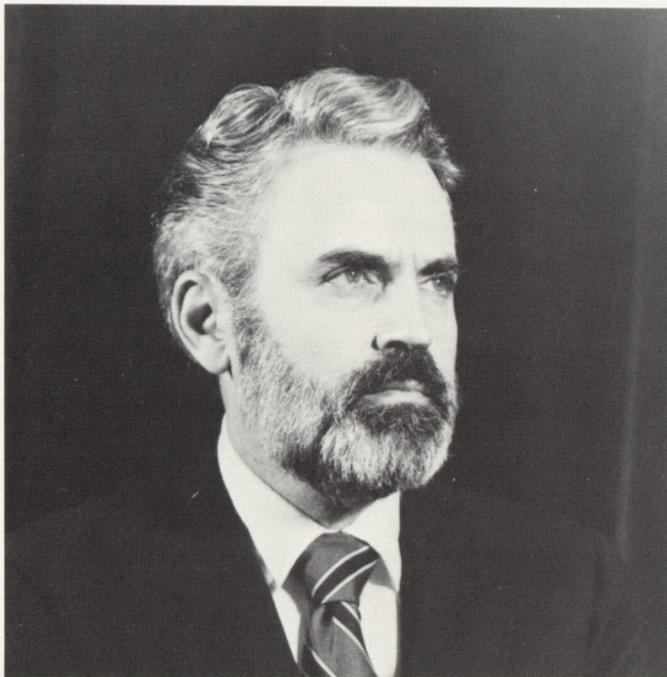


Although the island's north-south ridge offers some protection, prevailing winds now bring in sulphur dioxide from industrial New Jersey. Environmental control is becoming a major part of Staten Island Community College's concern.



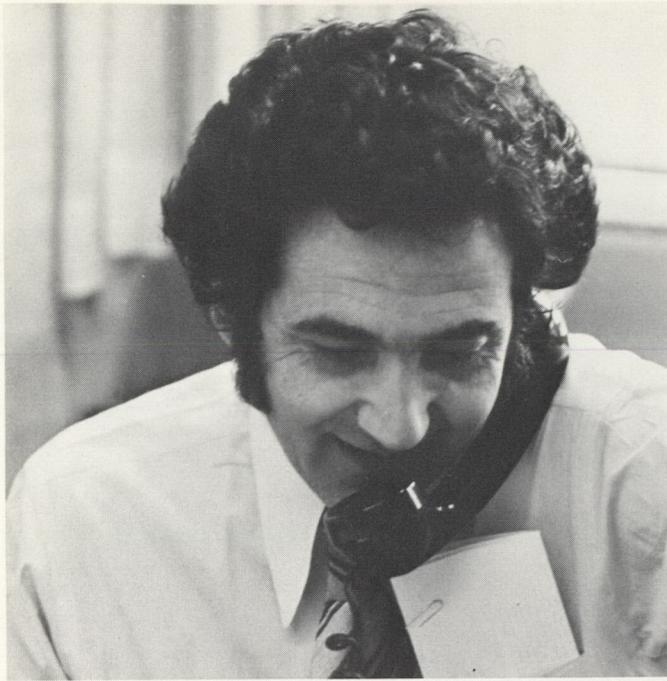
Our schools and colleges will have an enormous role to play . . . Their reservoirs of talent and expertise will be needed with regard to all the factors and disciplines: from planning, engineering, economics and sociology to the arts, recreation and, of course, education — a field in which Staten Island Community College has already distinguished itself as an innovative leader.

Dean James L. G. Fitz Patrick



Pilot-phase grants for a new University Without Walls concept of higher education were announced by HEW's Office of Education . . . The seventeen colleges and universities taking part in the new program include . . . Staten Island Community College . . .

Dean Stamos O. Zades



During the 1971-1972 academic year, the college will be in the forefront in two educational advances — the nationwide University Without Walls and S.I.C.C.'s own Freshman Learning Centers.

Dean Leonard T. Kriesman

For, as was pointed out by Dr. Birenbaum in his inaugural address as the college's president, "these are years in which we must realize that something for everybody is not enough, that we must build solid values into our responses to America's demands for higher education for all."

The plans, the hopes, the dreams, those of the Office of Staten Island Development, those of the Borough President, those of Dr. Birenbaum, all are broad, all are bold, all are ambitious. But there is an old adage:

"Make ye no little plans, for they have no power to move men's minds."

Dean Martin Kuhn





STATEN ISLAND COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Office of the President

June 20, 1972

A MESSAGE FROM THE PRESIDENT:

This has been a big year for students at Staten Island Community College. Among other things:

1. More students enjoyed access to higher education than ever before, through the City University's programs of free tuition and Open Admissions, through unprecedented amounts of financial aid, and through SICC's remedial and preparatory programs.
2. More students graduated from the College than ever before, prepared for employment or for further study.
3. More students than ever transferred into four-year units of CUNY and into some of the most prestigious colleges and universities in the northeastern United States.
4. The College graduated its first students from the experimental programs, and several former students were among the first to graduate from the City University through the CUNY BA Programs.
5. Fourteen students received Ford Foundation Fellowships for further study.
6. More students from minority groups attended the College than ever before, and more of them took an active part in the life of the campus; the student body elected the first black woman in the College's history as President of the Student Government Association.
7. Students conducted an enormously successful voter registration drive.
8. More students than ever were honored by entry in Who's Who in American Junior Colleges.

These are just a few of the standard indices of institutional health, of a good year for the students at SICC. But we know that, more important than all of these, Staten Island Community College has been a place where people have come to stay a while, where part of them has rubbed off onto other people, and where other people have rubbed off onto them; and that, after all, is what it's all about.

Thanks for being here.

A handwritten signature in cursive script, reading 'William M. Birenbaum'.

William M. Birenbaum

715 Ocean Terrace / Staten Island / New York 10301 (212) 390-7676

WMB;ar

COLLEGIATE CALENDAR 1971-1972

Lunch with Pat - Tuesday
with Janet
Friday

Income tax
Wed. last day

1971				
September	1-10	Wednesday-Friday	Freshman Orientation.	
	7-10	Tuesday-Friday	Registration. Day Session.	
	7-10	Tuesday-Friday	Registration. Evening Session. Consult Evening Bulletin for schedule.	
	13	Monday	First day of classes (day and evening) fall semester.	
	20-21	Monday-Tuesday	No classes.	
	28	Tuesday	No classes after 4:00 P.M.	
	29	Wednesday	No classes	
October	11	Monday	Columbus Day. No classes.	
	15	Friday	Last day for re-examinations, make-up examinations, and removal of approved incomplete grades of previous Spring and summer semesters.	
	15	Friday	Last day for filing application for admission to matriculated status in the spring 1971 semester.	
	25	Monday	Veterans' Day. No classes.	
	27	Wednesday	Mid-term grades due.	
November	1	Monday	Last day for filing as a candidate for graduation in February 1972.	
	5	Friday	Last day students may initiate action to withdraw from courses without penalty.	
	25-28	Thursday-Sunday	Thanksgiving Recess. Dates are inclusive.	
December	15	Wednesday	Last day application for scholarships may be submitted for spring semester.	
December	24			
January	2, 1972		Winter recess. Dates are inclusive.	

Jan - 12
Evening Session
Change Program
December

Staff meeting
12:00

Joe & Doris -
Tuesday night

Will refer
and

Dinner Sat.
8:30 - place
fresh - for
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Jan to
Feb - 11/14

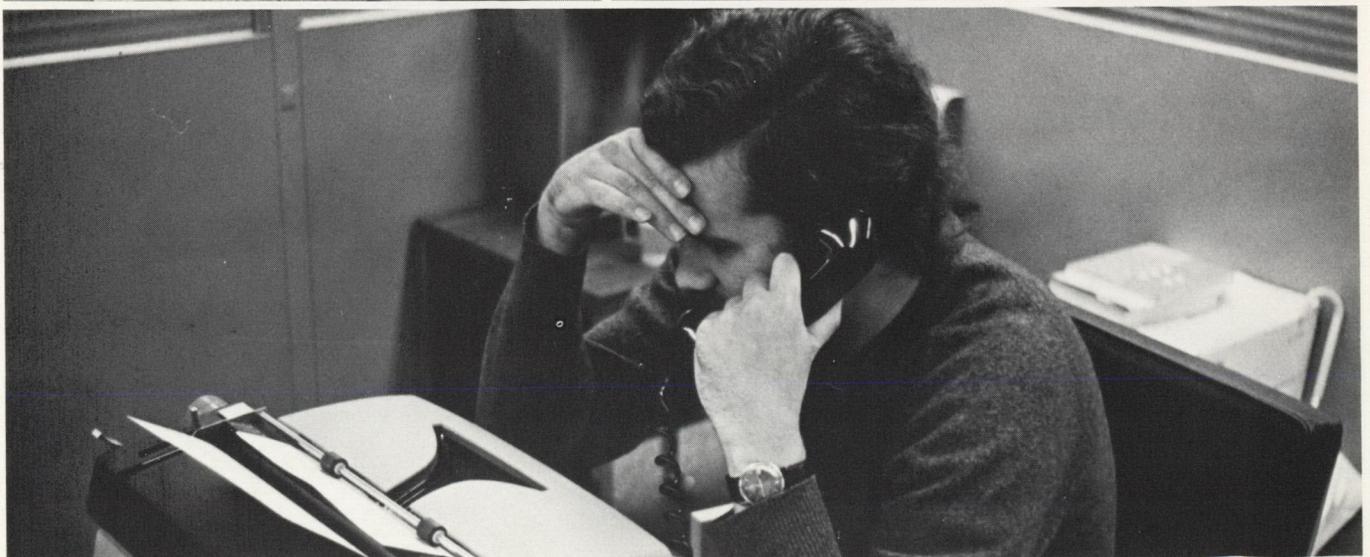
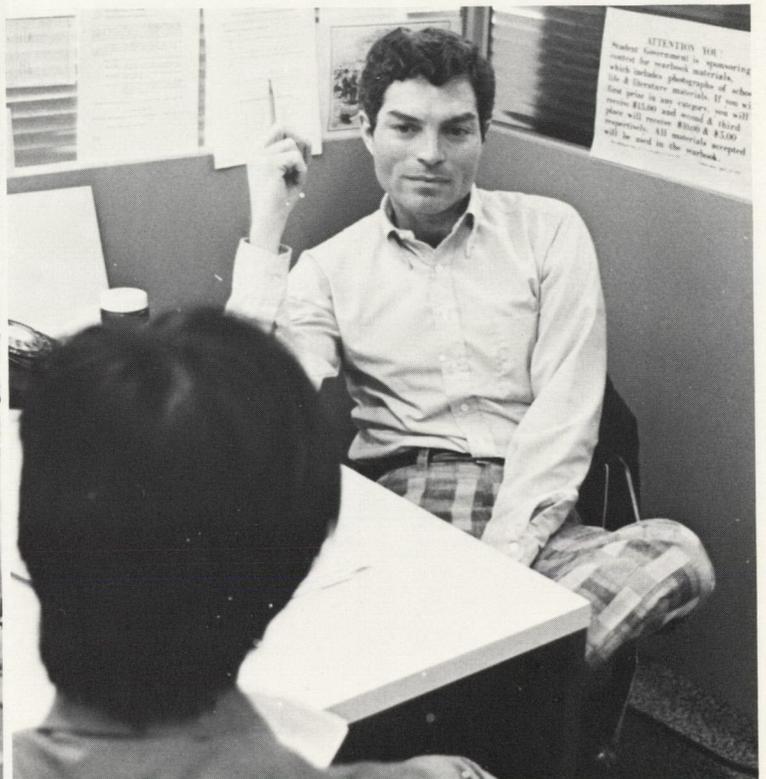
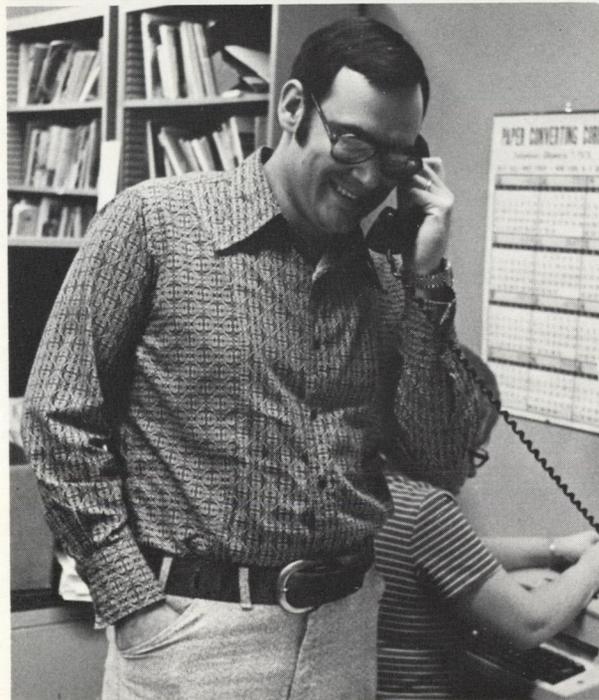
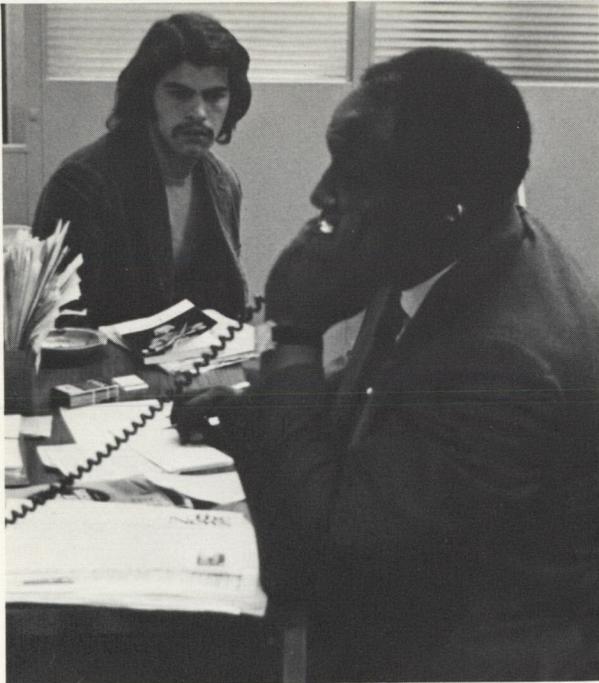
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COUNSELING AND ADVISEMENT

Guidance And Counselling

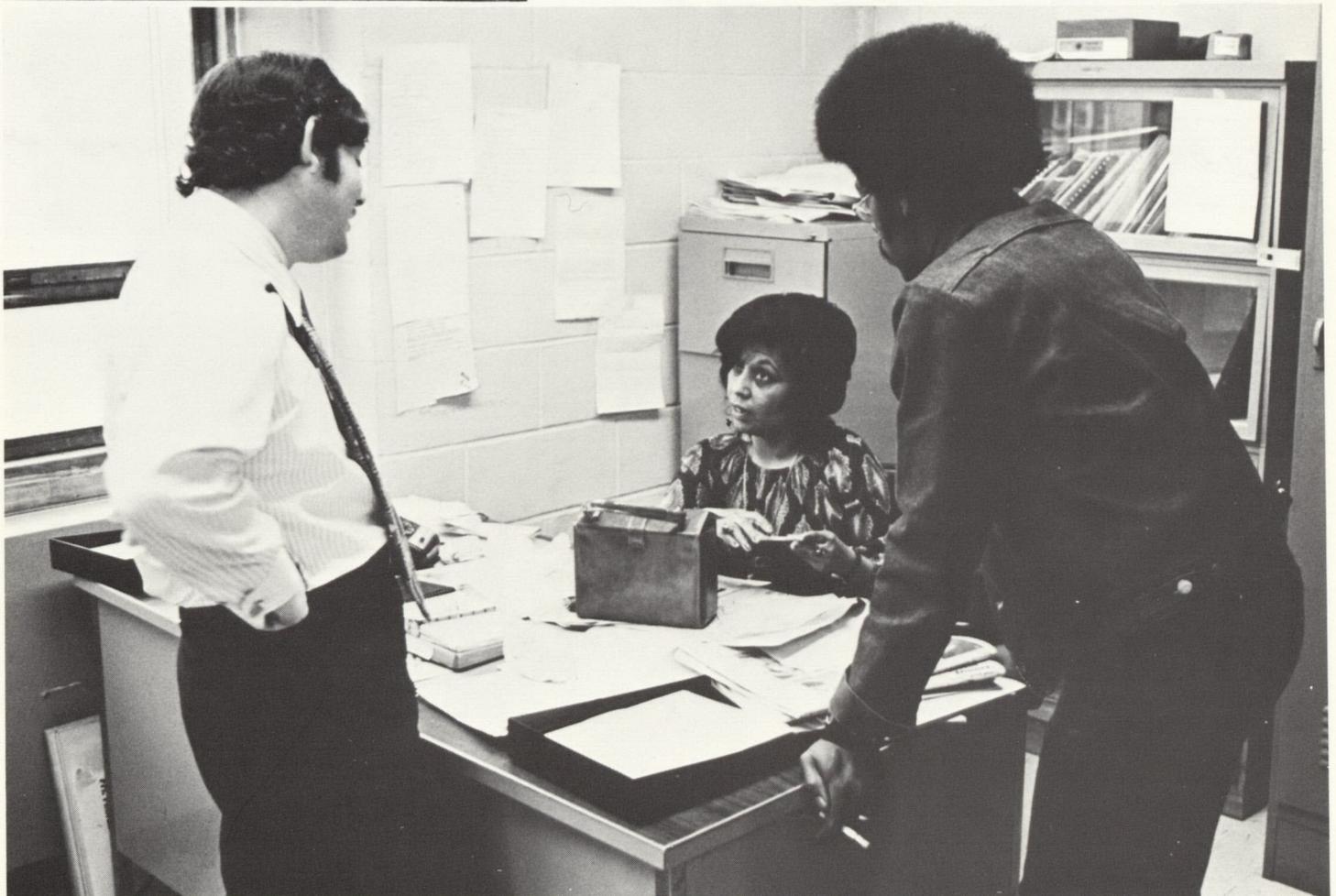
The staff of the Department of Student Personnel is available at all times to give careful and serious consideration to students who seek assistance in connection with problems concerning educational adjustment, personal needs, college transfer, post college and vocational planning. A special effort is made to identify those students who may be in need of specialized services at any time during their enrollment in the college.





STUDENT ACTIVITIES CENTER

A professional staff is available through the Department of Student Activities to assist student organizations in their various activities. The staff jointly and individually works with various programs. For your convenience these staff members will help you with many specialized topics.





College Discovery

This program provides the opportunity for college education to persons with academic potential who, because of economic deprivation, lack of opportunity, or poor high school experience have been unable to qualify for college admission by academic achievement in high school. Students admitted through College Discovery receive intensive counseling, scholastic help (individual tutoring, remedial reading) and financial aid.

The Experimental Freshman Studies Program is composed of a number of Learning Centers here on S.I.C.C.'s campus. Each Learning Center generates a program of courses based upon the Center's particular approach to learning. Once enrolled in any of the Learning Centers, a student is free to take courses anywhere in the college. These include: University Without Walls, CUNY-BA Program, PLACE, CIRCLE '73.





Identity '69 (Veterans College Discovery)

Identity '69 is a special pre-college program designed to prepare returning Viet Nam veterans for college. The instructional and counseling components of the program are offered at Fort Dix to servicemen stationed there prior to Army separation. Upon successful completion of the program and after discharge from service, graduates are accepted into Staten Island Community College and other community colleges without regard to previous educational background.

Community Scholar Program

A 30-week pre-college program designed to upgrade the educational level of high school dropouts and others who reside in the poverty areas of Staten Island and prepare them for college. Emphasis is upon development of mathematical and verbal skills. In addition, students receive tutoring and counseling services as an integral part of the program.



there is a dedicated and able faculty here . . .



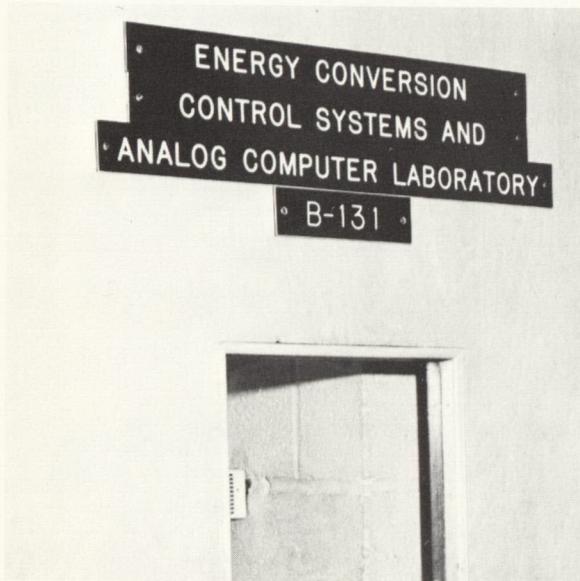
With the aid of a chemistry advisor, a student may select a program in chemical research, chemical engineering, analytical chemistry, pilot plant operations, production supervision, technical writing, sales, teaching, medicine or environmental studies.



The nursing curriculum includes college work in English, the social studies, science, physical education and electives. Students receive clinical training and practical experience in local hospitals and community agencies.



Courses in electrical technology are designed to provide theoretical background in basic principles and applications in fields such as junior engineer, technical writer, customer engineer, production technician electronic computer and control technology.



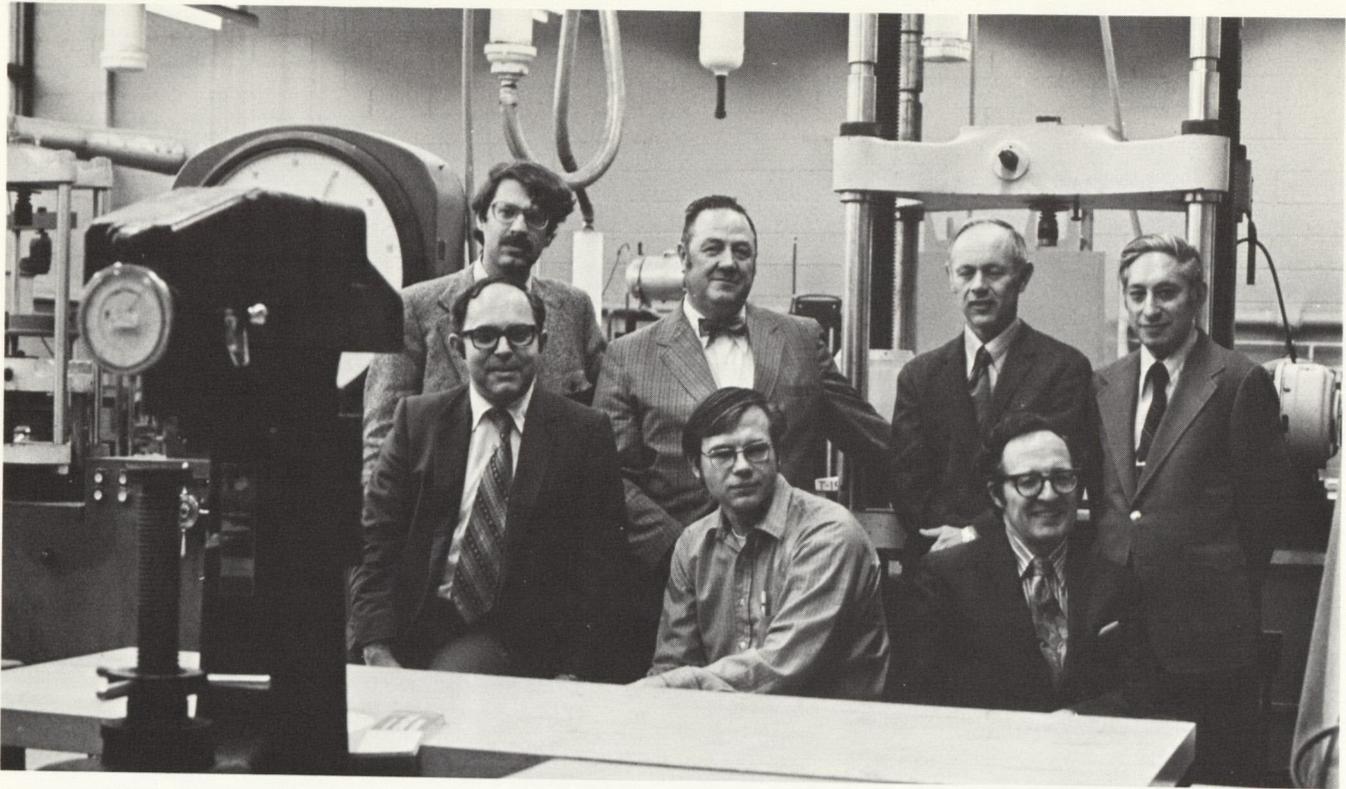
Computer science at SICC is offered as an option under the Laboratory Technology Curriculum or the Electro-mechanical Curriculum.



The purpose of the English courses is to teach clear writing and accurate reading of

The courses offered by the psychology, sociology and philosophy department have grown over the past decade giving the student an understanding of the sociological and psychological forces which influence and control individual and group behavior.





the English language, and to cultivate an appreciation of all fine literature.

In mechanical engineering technology, the student receives training in mathematics and basic science and applications of these courses leading to machine design and thermodynamics.





Health is fundamental to the attainment of all life goals. It is part of the greatest degree of self development of which we are all capable. Health is the means of an enjoyment of a richer, fuller life.

Courses in economics, government, and history are designed to create and develop an understanding of the political, social, and intellectual processes by which men deal with each other.



The department of performing and creative arts provides integrated instruction in the arts by its instructional staff who are practicing artists, musicians, sculptors, or dancers.



The child care curriculum is a career program designed expressly to prepare high school graduates for careers in a variety of institutions specializing in child care.

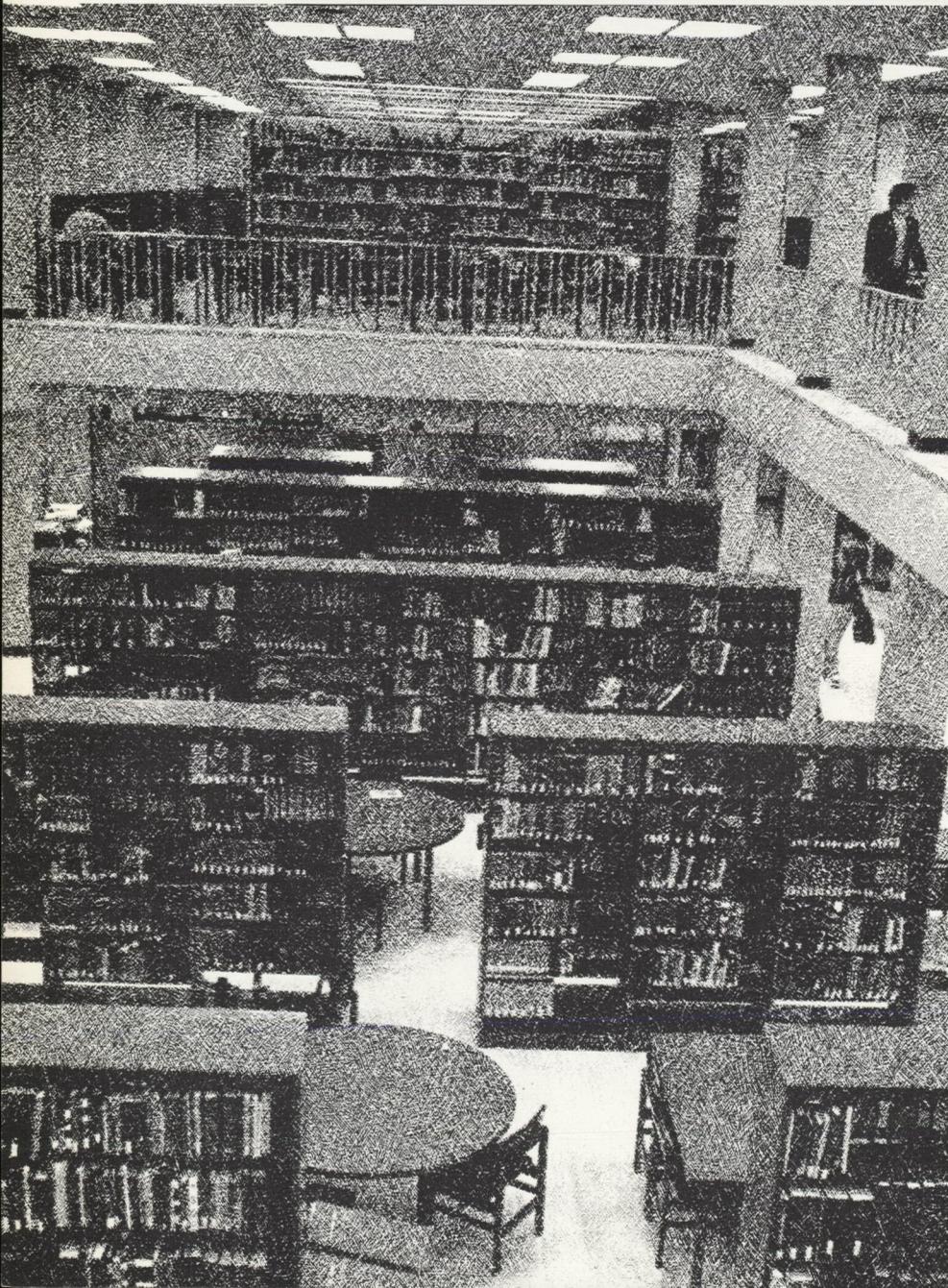


The biological sciences offers biomedical computer sciences, environmental health, forensic science, hospital dietetics, medical records administration, medical technology, nursing, occupational therapy, pharmacy and physical therapy.



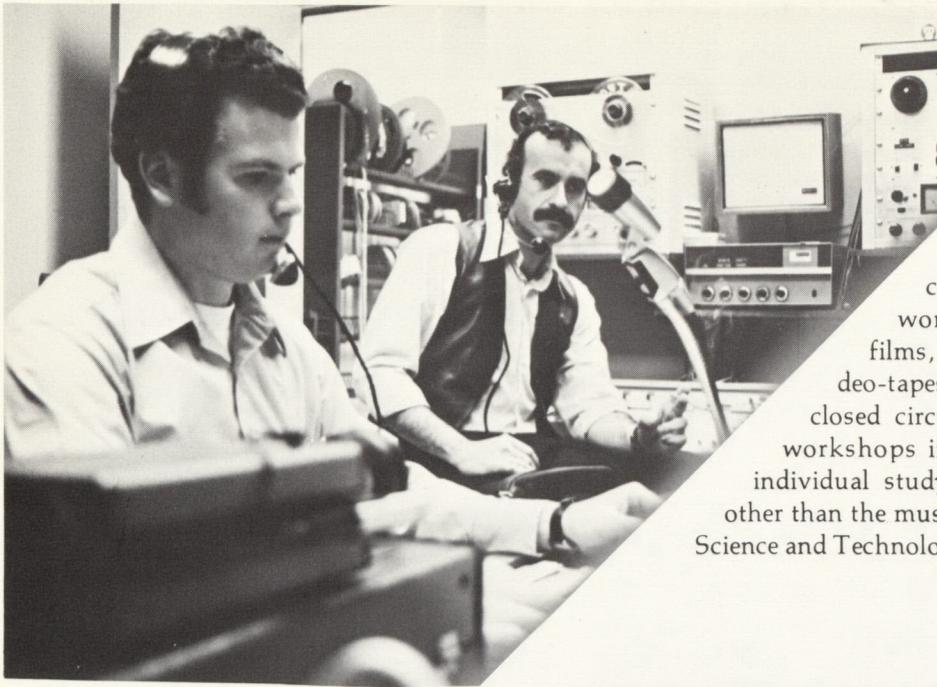
The planning, design, construction, and operation of those physical works and facilities essential to our civilization is and has always been the responsibility of civil engineering.

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E



LIBRARY

The library is an instructional department which serves the intellectual needs of students and faculty by providing books to support the college curriculum and by maintaining a resource for research by faculty and students. The staff provides professional services and guidance.



INSTRUCTIONAL RESOURCES CENTER

The instructional resources center comprises the music and spoken word facility, technological media as films, transparencies, magnetic tapes, video-tapes, film strips with recordings and a closed circuit television studio with room for workshops in television. The center also offers individual study facilities. All units of the center, other than the music listening facility, are located in the Science and Technology Building.





The bookstore, is a self-service store designed to service the students conveniently. It carries in its stock required textbooks, manuals, study aids, outlines, and certain non-required books intended to supplement course requirements.

School rings, jackets, sweatshirts, gym suits, drafting supplies, slide rules, stationery, decals, and other "booster" items are regularly stocked. There is also a rack of fiction and non-fiction current paperbacks.

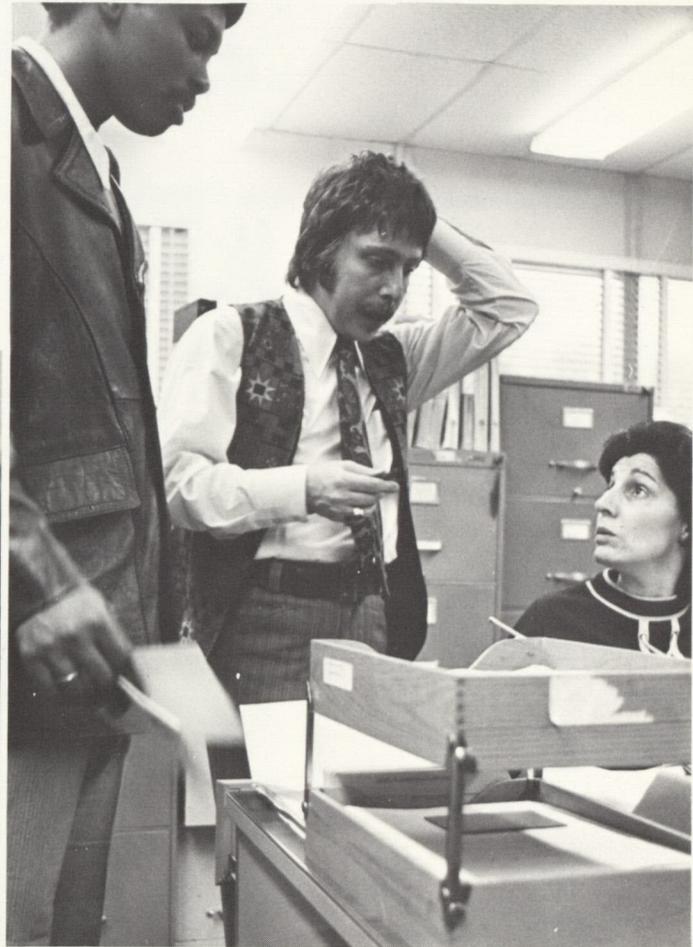




FINANCIAL

ASSISTANCE

The college participates in both the Federal (National Defense Student Loan Fund) and State (New York Higher Education Assistance Corporation) loan programs that are available to full-time students. Specific information about these programs and necessary application forms can be obtained in the Financial Aid Office.



In addition, there are several special scholarships and awards offered by Staten Island civic, service and fraternal organizations.



Mr. Leon Brown,
Treasurer of Board of Directors

SICC Association, Inc.

The Staten Island Community College Association is a non-profit membership organization, incorporated Nov. 5, 1956, in the State of New York primarily "to promote and cultivate educational and social relations among the students and the faculty of the Staten Island Community College" The membership of the organization consists of equal representation from the student body, the faculty and the college administration. The business of the Association is managed by a Board of Directors, which is elected annually by the membership from the administration and faculty representatives.

THE BOARD OF DIRECTORS OF THE SICCA ASSOCIATION, INC.

Dr. William M. Birenbaum
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Mr. Harold Weiss,
Executive Treasurer of SICCA, Inc.



To run any college well a staff of competent people is needed in the Business and Purchasing Department. At S.I.C.C. we have those people.

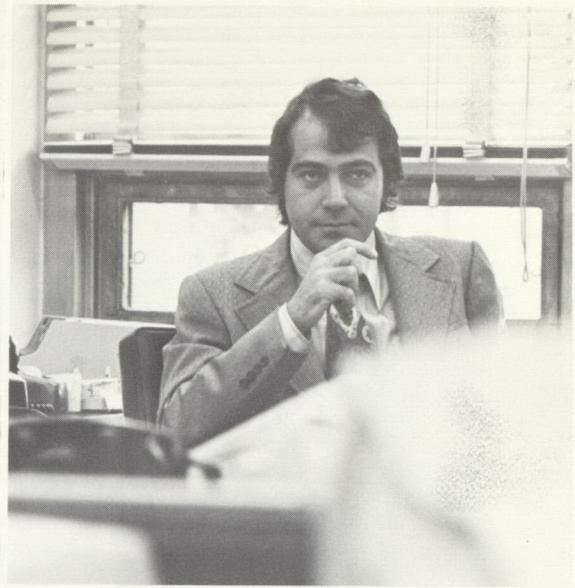


Cafeteria

In order to maintain moderate food prices, the dining room is operated as a self-service, self-bussing enterprise. It is open Monday through Friday except holidays, 7:30 A.M. to 8 P.M.

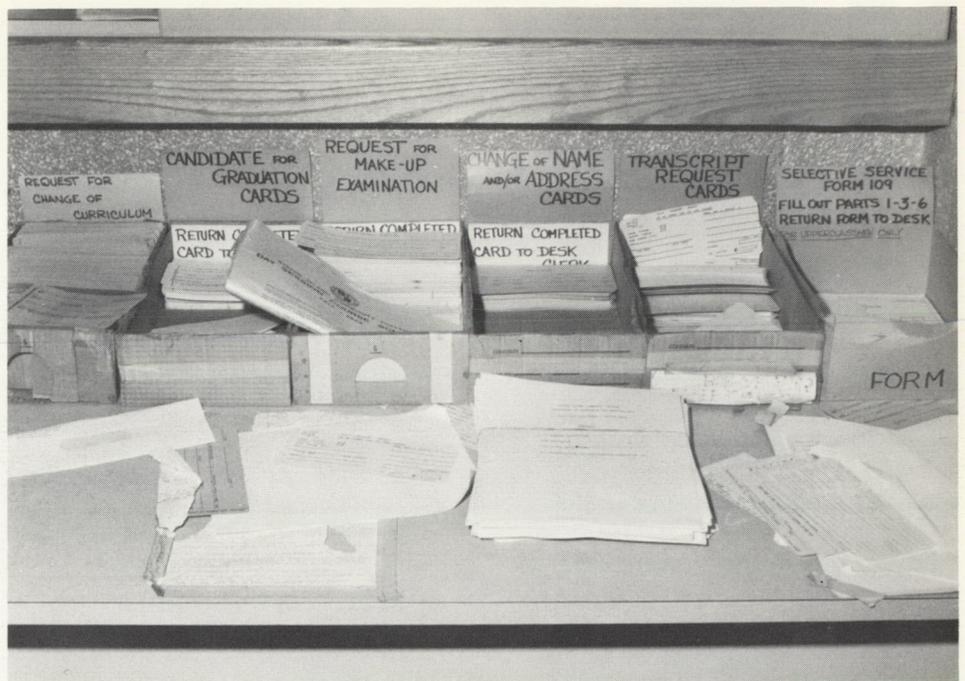
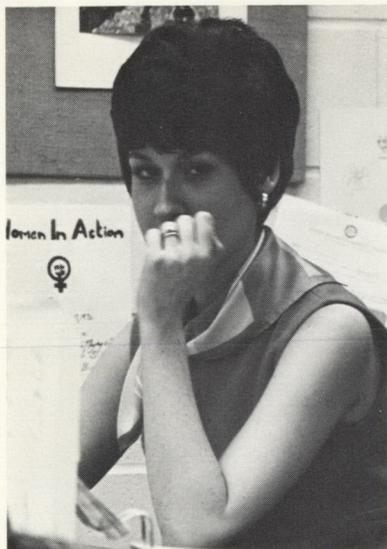
Serving hours:
Breakfast — 7:30 A.M. — 11:00 A.M.
Lunch — 11:00 A.M. — 2:30 P.M.
Dinner — 2:30 P.M. — 8:00 P.M.





Bursars office handles registration fees. They also distributed your work study checks.

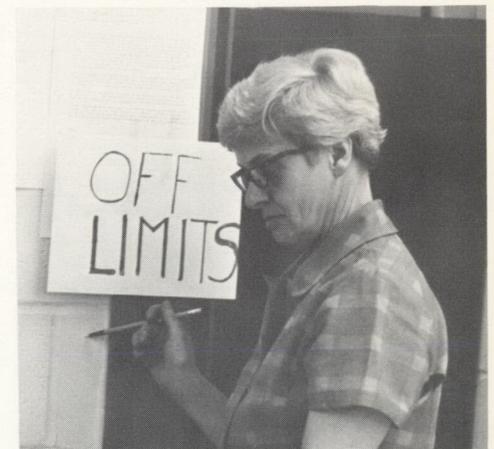




REGISTRAR



The Registrars office handles all transcript & applications for admissions & withdrawals from the college.





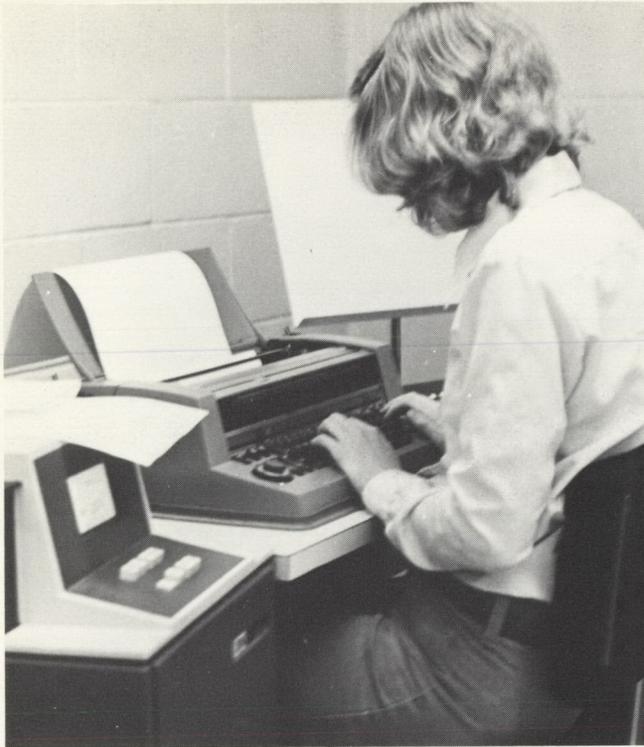
BUILDING AND



G R O U N D S

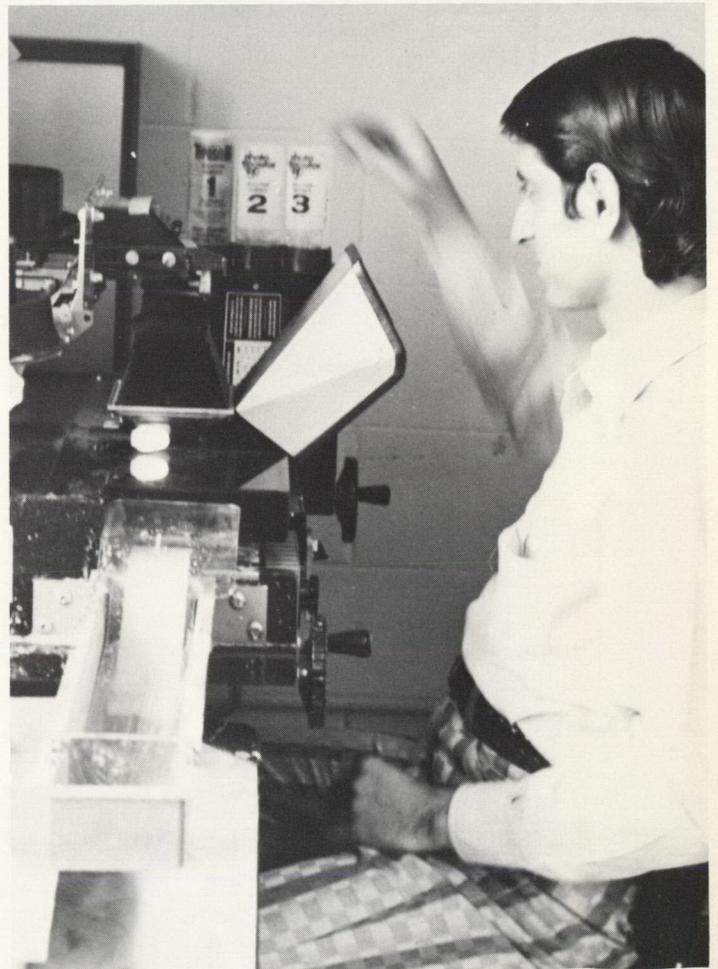
These are just a few of the people who make up the team that keep our campus grounds suitable for occupancy.





GRAPHICS CENTER

The Graphics Center, a long sought project, was initiated by Student Activities and Student Government. In addition to a poster press and stencil duplicator it provided typesetting on its new IBM equipment and the phototypesetter for campus newspapers.





"Legacy"

We're born into this — every last creature on the face of this earth — in the Universe, for that matter — but I make no pretense at so grandiose a scope of comprehension.

Born!
Conceived!
Procreated!
Thrust into!

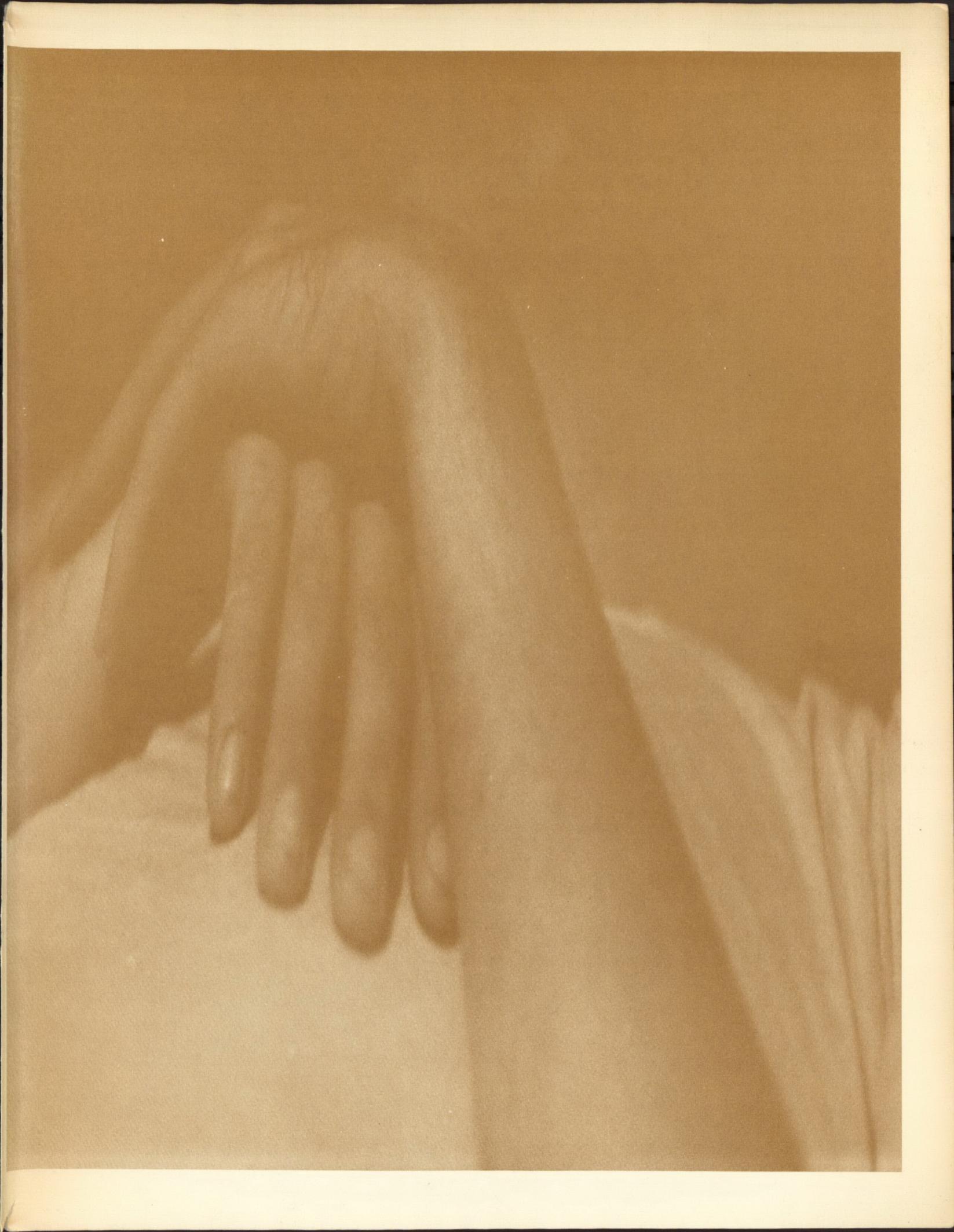
Accidentally? Pre-planned? Little or no forethought?
Perhaps meticulously concocted — no matter — no choice!

Origin — unclear.
Destination — unknown.
Direction — varied.
Main asset — thought.
Prim deficit — same.

Born, inherited, thought, struggled, died; every man's rightful epitaph. *Homo sapiens* — the Genus of Inheritors. We inherit, affect (even if by chance), then endow. The chain remains thusfar unbroken.

Look around you — now! Touch . . . anything; smell . . . carefully; listen . . . closely. It's yours, your legacy. Get closer to it, try to understand it — try with all your being — for you're affecting it, and you're soon to become the bequeather.

Michael R. Gregory





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