

New Courses At

- ASTR 2..INTRODUCTION TO ASTRONOMY II**
 ..3 cl. hrs.; 2 lab. hrs. per wk. 4 cr.
 Study of stellar populations, galaxies, unusual stars, and modern theories of the evolution of stars, galaxies, and the universe.
- BT 124..SALES MANAGEMENT**
 ..3 cl. hrs. per wk. 3 cr.
 A study of the problems of sales management. Covers sales policies, selection and training of salesmen, methods of compensation and sales stimulation, sales administration budgeting, sales forecasting. Analysis and evaluation of current practices in sales management.
 Prerequisite: BT 150.
- CHEM 50..CHEMISTRY FOR TODAY I**
 ..3 cl. hrs. 3 cr.
 A non-mathematical introduction to chemistry and its role in everyday life. Emphasis is on special topics, drugs and everyday life. Emphasis is on special topics, drugs and pharmaceuticals, plastics, detergents and other consumer products.
- CC 4..CHILD CARE TECHNIQUES II**
 ..2 cl. hrs.; 9 lab. hrs. per wk. 5 cr.
 The nature of group living, problems of cottage management; problems of community day care operation; integration of child care theories. Laboratory time spent in at least two different types of agency.
 Prerequisite: CC 3.
- CST 1..COMMUNITY SERVICE I**
 ..3 cl. hrs. per wk. 3 cr.
 Introduction to social welfare as a social institution; American social welfare programs, their philosophy, methods and practices; social welfare responsibilities of federal, state and local governments; public responsibility versus voluntary social action groups in meeting welfare needs. Field trips to various social agencies and their role in supplying community services.
- CT 16..HIGHWAY PLANNING AND DESIGN**
 2 cl. hrs.; 3 lab. hrs. per wk. 3 cr.
 Length, curvature and elevation of roadbeds as they affect costs and location; geometric design; field and office practice in route and curve layout; earthwork computations; roadway foundations; pavement types, characteristics and composition; highway safety. The student is required to do an original highway design project.
 Prerequisite: CT3, CT 57.
- CT 53..CRITICAL PATH METHOD**
 ..3 cl. hrs. per wk. 3 cr.
 The use of the Critical Path Method to schedule men, materials and equipment; cost control; computer programming of CPM networks.
 Prerequisites: MATH 8, CT 7, CT 51.
- ECO 3..LABOR ECONOMICS**
 ..3 cl. hrs. per wk. 3 cr.
 Analysis of the labor force and the labor market; theories of wage determination. Trade unionism; history, organization, programs and policies. Labor-management relations and collective bargaining. The role of government in the labor market.
 Prerequisite: ECO 1.
- EH 5..TECHNIQUES IN HEALTH EDUCATION**
 ..2 cl. hrs. per wk. 2 cr.
 Principles and techniques of presentation for community mobilization in the area of health problems.
 Prerequisite: EH 4.
- ENGL 45..THE CITY IN LITERATURE**
 ..3 cl. sessions per wk. 3 cr.
 The transforming effects of city life on the psychology, vision, and individual life styles as expressed through the ages in world literature. Attention will be drawn to some of the emerging urban literatures of Asia, Africa, and Latin America. To be taken in lieu of one of two courses required of sophomore students in literature.
 Prerequisite: ENGL 17 or 22.
- ENGL 66..SCIENCE FICTION**
 ..3 cl. hrs. per wk. 3 cr.
 Introduction to this popular literary genre.
- HEBR 2..ELEMENTARY HEBREW II**
 ..4 cl. hrs. per wk. 4 cr.
 Conversation, grammar and reading.
 Prerequisites: Satisfactory score on placement examination, or HEBR 1. A minimum of one language laboratory hour per week is required.
- HIST 14..MODERN JEWISH HISTORY**
 ..3 cl. hrs. per wk. 3 cr.
 A survey of the history of the Jews in Europe, the Near East, and the Western Hemisphere from the eighteenth century to the present.
- ITAL 31..NINETEENTH AND TWENTIETH CENTURY ITALIAN LITERATURE**
 ..3 cl. hrs. per wk. 3 cr.
 A study and discussion of the masterpieces of some of the outstanding authors of the 19th and 20th centuries, such as: Manzoni, Leopardi, Verga, Svevo, Carducci, Montale, Moravia, Pavese.
 Prerequisite: ITAL 5 or special permission of department chairman.
- MT 6..MECHANICS OF FLUIDS**
 ..2 cl. hrs.; 1 lab. hr. per wk. 2 cr.
 Elements and methods of mechanics of fluids in application to machines and processes including laminar and turbulent flow, velocity profiles and diagrams, energy transformations, friction momentum, lift and drag.
 Prerequisite: MT 21.
- PHIL 8..INDIAN PHILOSOPHY**
 ..3 hrs. 3 cr.
 A study of the great philosophical works of India, e.g., the Vedas, the Upanishads, the six systems of philosophy and Buddhism.
- SOC 10..WOMEN IN SOCIETY**
 ..3 hrs. 3 cr.
 Theories regarding the origins of sex roles. Historical factors related to the sex consciousness of women and concomitant social movements for women's rights (Feminist and Women's Liberation). Changing social structures and values regarding the American female.
- SPAN 200..PRACTICAL SPANISH FOR HOSPITAL PERSONNEL**
 ..2 cl. hrs. per wk.; plus a minimum of 1 language lab. hr. per wk.
 Designed for physicians, nurses and all hospital personnel dealing with Spanish speaking patients. Intensive drill in pronunciation, conversation, grammar fundamentals and reading. Students will learn by hearing, repeating and imitating. Special emphasis on vocabulary used on the job.
 2 credits for those who pass the final examination; this course will also be given as a non-credit course.
- SPAN 40..MASTERPIECES OF THE SPANISH THEATER**
 ..3 cl. hrs. per wk. 3 cr.
 Lope de Rueda, Cervantes, Lope de Veta, Tirso de Molina, Ruiz Garcia Lorca, Buero Vallejo, Sastre, Matinez Sierra. The course will be conducted in English.
- SOCX 14..TECHNOLOGY AND SOCIETY**
 ..3 cl. hrs. per wk. 3 cr.
 The path of technology from the past to the present will be traced and the effect on the human social order examined. Specific
- ETC 137-237..ESSENTIALS OF DIGITAL CIRCUITS AND LOGIC I AND II**
 ..3 cl. hrs., 2 lab. hrs. per wk. 2 cr. each course
 Basic theory of electrical circuits, semiconductor devices and digital principles. The laboratory experiments will supplement the theory. Satisfactory completion of these courses will fulfill the requirements of ET-13 and ET 17.
 Corequisite: MATH 1.
 ..ETX 137 will be effective Sept. 1, 1971 - Jan. 31, 1972
 ..ETX 237 will be effective Feb. 1, 1972 - June 30, 1972
- CHIN 2..ELEMENTARY CHINESE II**
 ..4 cl. hrs. 4 cr.
 Conversation, grammar, and reading.
 Prerequisite: CHIN 1 or equivalent.
- ENGL 23..COMMUNICATIONS WORKSHOP A**
 ..22-hr. periods; 2 lab. hrs. 4 cr.
 Coordinated approach to the processes of reading, speaking, and writing. Major humanistic themes will be explored through the use of readings, films, guest lectures, cultural events in New York City, and field work experience. These ideas will then be dealt within individual speeches, group discussions, and debates. Students will then write themes on the ideas that have been studied and discussed.
- ENGL 25..COMMUNICATION WORKSHOP I**
 ..1 2-hr. period, 1 1-hr. period and 1 lab. hr. 3 cr.
 Coordinated approach to the processes of reading, speaking, and writing. Major humanistic themes will be explored through the use of reading, films, guest lectures, cultural events in New York City, and field work experience. These ideas will then be dealt with in individual speeches, group discussions, and debates. Students will then write themes on the ideas that have been studied and discussed.
- ENGL 58..WOMEN AND LITERATURE**
 ..3 2-hr. cl. sessions per wk. 4 cr.
 Exploring the female experience through books by and about women, and through film. Readings in literature from classic to modern, with emphasis on 20th century works. Examination of the literary treatment of women in various other cultures. Authors to be read include Euripides, Aristophanes, Margery Kempe, St. Teresa, Chaucer, Shakespeare, Charlotte Bronte, Flaubert, Ibsen, Wharton, Woolf, de Beauvoir, Colette, Doris Lessing, Flannery O'Connor, Wakowski, Plath, Levertov, Lady Murasaki, Tanizaki. Films by Agnes Varda and others to be studied. Team teaching.
 Prerequisite: ENGL 22.
- HIST 37..AFRO+AMERICAN HISTORY: SLAVERY TO EMANCIPATION**
 ..3 cl. hrs. 3 cr.
 A study of the Afro-American experience in the Western Hemisphere. Emphasis on the slave trade, slave life, slave revolts and the freedom struggle. Students will be required to carry out at least one independent study project under teacher supervision.
- HIST 101..INTRODUCTION TO CHINESE HISTORY**
 ..3 cl. hrs. 3 cr.
 A survey of Chinese history and culture from antiquity to the present, including study of the classical dynasties, and an examination of China's role in the 20th century. Preparatory for advanced studies in Chinese civilization and history.
- XF 3..EXPERIMENTAL BLACK THEATRE WORKSHOP**
 ..12 hrs. per wk. 8 cr.
 Students will write, direct, act, design and construct scenery, design and execute lighting and sound, and participate in all aspects of one or more productions during the semester under the supervision of the instructor. Each student will be assigned a particular phase. The production and credit for the course will be contingent on completion of an assigned project.
- PCA 19 EXPLORING THE NEW YORK THEATRE SCENE**
 ..4 cl. hrs. 3 cr.
 The class will see at least five productions on and off-Broadway at a nominal cost and will examine them in order to gain an understanding of what goes into an evening at the theatre so that critical standards may be developed. Materials for analysis and discussion will include newspapers, magazines, and books. Students should be ready to meet in New York City at curtain time (7:30 p.m.) or obtain their own tickets for weekend performances. The estimated cost for the semester is \$22.
- PCA XF 5 BLACK THEATRE SINCE 1900 I and II (2 Semester Sequence)**
 ..3 cl. hrs. 3 cr.
 An evaluation of Black playwrights and Blacks in Theatre. Emphasis will be given to the period from 1940 to the present. Field trips will be made to current productions. Guest lectures will include playwrights, actors, and directors. Students will be expected to take on a research project. Playwrights to be discussed include: Jones, E. Bullins, L. Hansberry, C. Gordone, N. Soyinka. Plays include *The Blacks*, *Raisin in the Sun*, *The Dutchman*, *Dream on Monkey Mountain*, and *The Strong Breed*.

Place

Program

"The Liberated Consumer: Perspectives and Prospects" — A. M. Rieger
..3 hrs. 3 cr.

Mon., Tues., Thurs., 8th period
A systematic and critical study of consumerism and the American consumer movement from 1930 to the present, incorporating historical, economic, philosophical and sociological aspects. Representative literature, past and present will be examined, and the ideas of leading proponents and advocates will be analyzed. The role of the federal, state and local governments in consumer education and protection will be appraised. Elective.

"The Government of Business and the Business of Government" — A. M. Rieger
..3 hrs. 3 cr.

Mon., Wed., Thurs., 6th period
An intensive study of the increasingly close relationship between government and private business enterprise. The application of business administration techniques and methods in government work will also be considered. Public utilities, regulated investment companies, contr'ls under "Phase II" of President Nixon's "New Economic Policy," hearings, zoning legislation, court decisions, quasi-legislative and quasi-judicial proceedings will be analyzed and reviewed. Group I, Sect. B — Economics.

History & Literature Since World War II — Jeff Siegel, Nancy Ryan
..6 hrs. 6 cr.

Mon., Thurs., Fri. 7th & 8th periods
Selected problem areas within Contemporary America (1945-1970) such as foreign affairs, race relations, politics, technological change — covered from an historical and literary standpoint. History or Govt., Literature.

Colloquium — 2nd level course — Jeff Siegel
..3 hrs. 3 cr.

Mon., Wed., Thurs., 3rd period
..Scope: To be decided upon by individual student and teacher.
..Aim: The purpose of this course is to allow the student the fullest participation in the planning and direction of his semester's study. Each individual student and the teacher will therefore pick a historical topic and list of readings for the term. The student will be required to report upon his progress to both the teacher and class as a whole, ultimately presenting his completed research for class discussion and criticism. Consistent emphasis will be placed upon the techniques and problems of research. History or Social Science.

Impact of Science on Human Problems and Values — Richard Schwartz
..3 hrs. 3 cr.

Mon., Tues., Thurs., 4th period
Methods and Philosophy of Science and Technology; Effects of technology on the environment, war, values, religion, people; machine as friend and enemy, toward the year 2000. Could be considered as introductory course in the philosophy of science. 1st level Group I, Sec. A.

Perspectives of Society — M. R. Culbert
..3 hrs. 3 cr.

Tues. 5th; Wed. 4th; Fri. 4th
Using sociological methods, the student will look at his immediate society and the larger society. The main objective will be to develop an understanding of human interaction and the methods which serve as a means to understanding our society and societies differing from our own. Students who register for this course should expect to demonstrate an ongoing developmental understanding of sociology both in communicating in the language of sociology and in applying the concepts. This will be facilitated by frequent written and verbal exercises which will permit the student to apply his knowledge and evaluate his progress. Thus the student should expect to actively participate in class and in setting the directions for investigation consistent with understanding sociological concepts. First level Sociology.

Understanding Human Behavior — M. R. Culbert
..3 hrs. 3 cr.

Tues., Thurs., Fri., 7th per.
This course is designed to provide an understanding of the basic principles, concepts and methodology of psychology. The main objective is to acquire understanding of factors influencing human behavior. Students registering for this course should expect that this understanding will be achieved through readings in psychology — class participation for demonstrating use of terminology and written exercises for demonstrating conceptualization and application of this knowledge. First level Psychology.

Independent Study Program — One to four credits

..Students must obtain the permission of the instructor, Division Head, and Dean of the program. Statement of purpose, procedure and work to be submitted by student. Internship and experience in other institutions may be included.

Circle 73

XF 004..COMMUNICATION ARTS—(6 credits, 7 hours — 5 class hours & 2 hours writing workshop) (to be programmed to coincide with Tutor's Colloquium Workshop)

Prerequisite: Experimental Program Students
Instructor: Elizabeth Worthman
Comp. Curric. Requirements: 2 humanities (English, Speech) or electives

Description: The course will focus on a study of various media and their effects on us and our society. Newspaper coverage, television programs and programming, as well as music, film, theater, other "happenings," and current popular literature will be considered. How these and other factors contribute to our environment and how the total environment acts on us will also be explored. The views of writers and researchers on the mass media scene will also be included. The preliminary work of the class will determine the direction for the balance of the course.

XF 004..SOCIAL CHANGE
..6 hrs. 6 cr.

Instructor: John Schorr

Comprehensive Curriculum Requirements: 1 Social Science (sociology); 1 Humanity (history) or electives

Prereq: Exp. College Prog. Students

Structure: There will be 3 two-hour sessions per week.

Description: This course will be divided into three sections. The first section will cover, briefly, some of the social changes that have happened in the western world over the past 200 years. The major topics in this section will be: The American Revolution, The French Revolution, The Industrial Revolution, The Russian Revolution, Facism, and Colonialism.

..The second section will focus on the social changes which are occurring today. Here, we will discuss current revolutionary and counter revolutionary movements.

..The final section of the course will concern itself with what changes are necessary or desirable for the future.

XF 004..A PSYCHOLOGICAL APPROACH TO LITERATURE AND THE ARTS
..6 hrs. 6 cr.

Prerequisite: Experimental Program Students

Instructor: Carol Vine

Comp. Curric. Req.: Literature and English or electives

Description: An analysis of novels, plays, poems, and other art forms from the psychological viewpoint. Readings in psychology will supplement the study of works of art and literature. The course will deal with topics such as man's search for self, reality and fantasy, love and sex, and violence. The course will also deal with the social and political relationship to these issues.

XF 004..LITERARY & ARTISTIC PERSPECTIVES ON LOVE & SEX
..6 hrs. 6 cr.

Prerequisite: Experimental Program Students

Instructor: Carol Vine

Comp. Curric. Req.: English and Literature or electives

Description: Students will explore and analyze historical and contemporary attitudes toward love and sex as they appear in films, plays, novels, essays and other art forms. Topics such as normal love, heroic love, tragic love, self-love, and maternal love, and homosexual love will be dealt with. The course also explores the relationship between love and race, love and politics, love and religion, and love and economics.

XF 004..BASIC PROBLEMS IN CONTEMPORARY URBAN EDUCATION
..6 hrs. 6 cr.

Instructor: James Haskins

Comp. Curric. Req.: Sociology and Psychology

Prerequisite: Open to first and second semester Circle '73 students.

Description: The course explores the basic problems, attitudes and philosophy of the teacher, administration and the educational bureaucracy as they exist in urban centers today with an emphasis on New York. Discussion of curriculum, methods, conventional vs. new and innovative approaches, Summerhill, Montessori; the conflicts: black teachers vs. Jewish teachers, decentralization, the Black Caucus, the U.F.T., Teachers for a New Coalition. Guest speakers from the community, the U.F.T. and the Black Caucus.

XF 004..THEATER OF SOCIAL CHANGE
..6 hrs. 6 cr.

Prerequisite: Experimental Program Students

Instructor: Wendy Guillou

Comp. Curric. Req.: Theater & Government or electives

Description: Goals — to be an indepth study of

..1..How politics and government affect the artistic and theatrical climate of our modern American scene and conversely — to what degree does the performing theater influence, if at all, the functioning of political activities of our nation—

..2..To study the political/artistic relations of past societies — East and West in an endeavor to better understand our own traditions and situations—

..3..To become politically and artistically familiar with the role of the artist and the theater in modern socialistic and revolutionary societies.

XF 004..MAN AS UNDERSTOOD THROUGH LITERATURE

Prerequisite: Experimental Program Students

Instructor: Mary Keller

Comp. Curric. Req.: Literature and Philosophy or electives

Description: The course will look into and raise questions about Man. We will look for answers while remaining aware that there may not be any one definitive answer to certain questions we raise. We will concern ourselves with the following aspects of man: his instincts; intrinsic characteristics; his origin; the individual man in society; alienation; conformity; man's feelings about the universe, God, himself, other men, etc.

XF 004..DESCRIPTIVE WRITING
..6 hrs. 6 cr.

Prerequisite: Experimental Program Students

Instructor: Nancy Elghanayan
Comp. Curric. Req.: English and Literature or electives

Description: The course aims at encouraging students to use their imaginations to turn real life experiences into short stories. During the first part of the semester the class will do a series of writing exercises to develop their writing skills. They will be asked to describe events, people, and places; and will learn how to use dialogue effectively. The class will also read from a collection of short stories, analyzing the strengths and weaknesses of a variety of authors. When students begin to write their own short stories, the class will criticize them. A short story of substantial length will be the final project in the course.

XF 004..UTOPIAN COMMUNITIES

Instructor: James T. Bernuth
Prerequisite: Experimental Program Students

Comprehensive Curriculum Requirements: 2 humanities or electives (sociology and literature)

Objectives:
..1/8..STUDENTS SHOULD GAIN BASIC INSIGHTS INTO THEIR SOCIAL ENVIRONMENT.

..1/4..THE DEVELOPMENT OF LEARNING SKILLS — analytical and evaluative thinking: academic and journalistic research and writing techniques

Continued on next page

New Courses Spring '72

XF 003..EDUCATIONAL DEVELOPMENT SEMINAR: INTERNSHIP ..11 hrs. 6 cr. **Prerequisite:** Second Semester Experimental Program Students **Instructors:** Various Circle '73 faculty **Comprehensive Curriculum Requirement:** Elective credit **Description:** Students will spend one eight-hour working day per week at an off-campus internship in a field of work they are interested in exploring as a possible future career. ..In addition they will meet once a week on campus for three consecutive hours to integrate their work experience with their other academic work. The E.D.S. instructor will also work as their respective field supervisors. ..Independent study projects will be required in conjunction with the

internships and seminars. **Evaluation:** Such objectives will be evaluated over the semester by the quality of classroom discussions, a variety of written assignments and an independent research project on a topic of the student's choice in consultation with the instructor. **Description:** The course will study a selection of utopian literature as well as utopian communities that have existed. Discussions will revolve around what kinds of structures these model communities present to deal with all aspects of human experience; political, economic, cultural and educational. The course will not simply deal with an analysis of these systems. An effort will also be made to understand the basic philosophical perspective a utopian brings to his utopia. In other words, what are his ultimate social goals?

XF 003..EDUCATIONAL DEVELOPMENT SEMINAR ..3 hrs. 2 cr. **Prerequisite:** First Semester Experimental Program Students **Instructors:** Various Circle '73 instructors. **Comprehensive Curriculum Requirement:** Count as elective credits. **Description:** This will be required of all students during their first semester. All full-time CIRCLE '73 instructors will teach at least one section, and all 20 of their advisees will be required to register. The objective of the seminar is to enable students to clarify and define their educational and career goals, a continuously monitoring their achievements, and to pursue selected reading, written, and oral projects related to their individual educational needs and interests. All students will be

expected to define an area of academic or career interest, do research within that area, and complete an independent study project under the supervision of the instructor or adjunct advisor. **XF 004..TUTORS' COLLOQUIUM** ..3 cl. hrs., 2 workshop hrs. 4 cr. **Instructor:** E. Worthman **Comp. Curr. Req.:** English or electives **Prerequisite:** Experimental Program Students **Description:** Each student will keep a log-journal of his tutoring experiences which will include what he did, what was talked about, what he felt about it while he was doing it, what the good and bad points of each session were and an analysis of these (to enable him to recreate them when desired—as well as to enable him to see what are recurring problems and thoughts that the whole tutoring experience raises.)

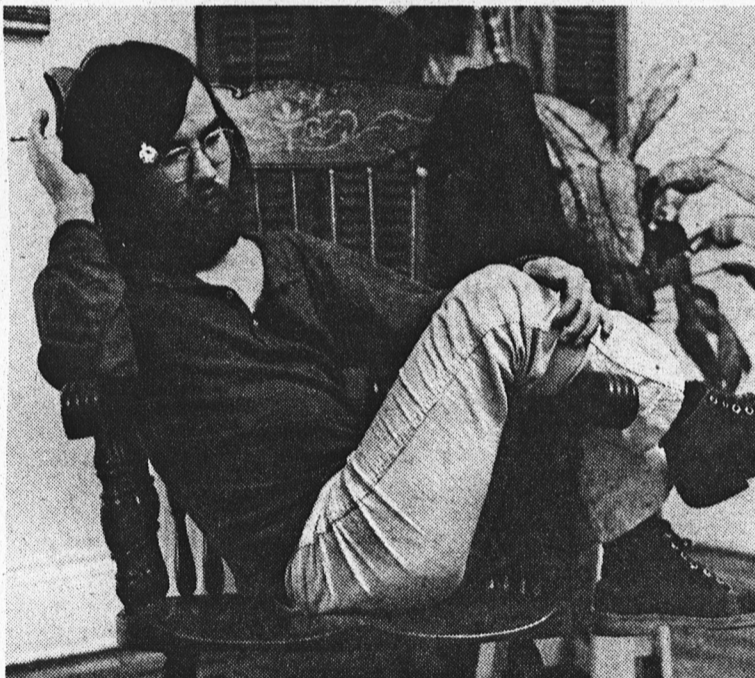
From PCA

"Environment" New Course

The creative potential of environment will be the subject for exploration in a new course being offered next term by the Department of Performing & Creative Arts. The course, entitled simply "Environment" and listed as PCA 4, will be taught by Aoki, a Japanese artist who has lived in New York for four years. It is his thesis that a person does not have to accept the imposed environment and that he can change it—even if it is only in his fantasy. He said that people are usually not satisfied with their environment but are not willing to go through the mental chaos that ensues when they try to effect a change.

class. If an area can be acquired, perhaps the students will even recreate on a large scale one of their new environments.

Aoki, who left Japan in search of a new environment, has worked for the past years, in constructing visual changes of New York's structural landmarks and surroundings. A piece which hangs on the wall of his studio is the Statue of Liberty with an upper torso of azure blue sky and a lower torso of mellow, green grass—a recreation of the space occupied by one of the symbols of New York. Aoki also designed and built the set for the recent SICC production of "The Blacks."



The three-credit course will deal with developing the participants' fantasies of new environments and, in turn, changing any aspect of their surroundings. It will prompt the students to deal with such structures as the classroom, the college, or anything in their daily lives with which they are not satisfied.

The three class hours will be spent each week discussing modern architectural and structural techniques as well as designing, on a small scale, spaces to live in. According to Aoki, the class will be flexible and develop according to what the students want to do with it. It will be a collaboration of ideas, each person offering ideas to the rest of the

"Fantasy," said Aoki, "is not like dreaming of only beautiful things. Fantasy is the way of looking at things—the perspectives. It doesn't matter where you live, just trying to be aware of different points of view as opposed to the imposed one is coping with reality."

The course is open to all students. No previous artistic experience or inclination is required. It can be an opportunity for students to discover and develop their creative talents. Anyone interested in discussing or ensuring his enrollment in the course may contact Dr. Mortimer Schiff, Chairman of The Performing & Creative Arts Department.

Jewish History Course At SICC

In response to a request from a student-faculty committee, Staten Island Community College next month will inaugurate a course in modern Jewish history, it was announced today by President William M. Birenbaum.

The course, a survey of the history of the Jews in Europe, the Near East and the Western Hemisphere from the 18th Century to the present, will be under auspices of the college's Department of Economics, Government and History. It will be accepted toward a history requirement in the college's curriculums.

Introduced at the urging of a committee headed by Professor Rosalie Reich, the course was planned following a meeting of Jewish students and faculty who asked Dr. Birenbaum for the introduction of classes which would serve the interests of Jewish students as well as non-Jews interested in the Jewish experience in world history. The course will be introduced with the start of the spring semester.

Why Teacher Evaluation?

A recent amendment to the Board of Higher Education Bylaws, Article IX, Section 11.1, paragraph (d) requires that, "The Board shall, in passing on recommendations regarding promotions and tenure, consider student evaluations of faculty classroom and teaching performance."

At the December meeting of the Board, the question arose of compliance with this statement by the colleges of the University. After some discussion, the following resolution was adopted: **RESOLVED**, That February 1, 1972 be held as the date beyond which no recommendations for reappointment, tenure or promotion should be granted without evidence given to the Board of systematic student evaluation, except in such cases where the Chancellor presents a cogent reason for further delay.

President Birenbaum is instructing all college committees concerned with personnel actions to incorporate the intent of this Board resolution into their proceedings.

Two Summer Sessions in '72

Staten Island Community College is planning to conduct two sessions of classes this summer, it was announced today by SICC's President William M. Birenbaum.

One summer session is scheduled to run from June 12 to July 21, President Birenbaum said, and the other from July 25 to August 31. In past years the college has had only one summer session; last year's was from June 28 to August 6.

The doubled summer session, Dr. Birenbaum added, will be in line with the City University's program of maximum utilization of existing facilities, as an economy measure.

Day and evening classes will be held during both the summer sessions, with classes in the daytime starting at 9:00 A.M. and ending at 2:50 P.M., while evening classes will be conducted from 6:30 P.M. to 10:20 P.M. Registration by mail for both summer sessions will be from April 3 to May 19, with in-person registration for the first session on June 7, 8 and 9, and for the second session on July 17, 18 and 19.

Classes, according to Associate Dean Roslyn R. Attison, who is in charge of the college's summer and evening programs, will be not only for present SICC students but also for students from other colleges and universities, for incoming SICC freshmen, for high school juniors and seniors wishing to start college-level work, and for the adult Staten Island community.

SICC's expanded summer program will make it possible, Dean Attison explained, for enrolled students to speed their academic progress or to lighten their classroom load in the ensuing fall and spring semesters, for selected high school students to earn credit toward graduation and advanced placement at SICC after high school graduation, and for adult members of the community to pursue cultural, recreational and career-oriented courses.

Detailed information about the summer program is available at Dean Attison's office at the Sunnyside campus.

Jobs in the Child Care Center



The Child Care Center has openings for students interested in working with children in a child-centered, non-teacher-oriented, learning environment. You will be working under the direct supervision of a teacher trained in this method of education. Each week there will be workshops where you

will be shown specific skills needed in this environment. In other words this is more than a job—it is a course in a method of early childhood education. Only those interested in working hard should apply.

Contact: Judy Williams
Child Care Center, Room C-133

President Joins Bridge Toll Fight

Textbook \$ Go To Tutoring

by Mary Pucca

On September 23rd 1971 President Birnbaum received a very special letter from four members of the Preparatory Skills Mathematics Program. The four professors: Leon J. Ablon, Sherry Blackman, Anthony P. Giangrasso and Helen B. Siner are donating "all royalties derived from on campus sales of their Math I textbook to the student run tutoring program. "We knew they were short of funds and could use the money," they explained to me. They felt it was the least they could do to repay the many dedicated tutors under the direction of Pat Canada, who help them and their students.

The head of the Preparatory Skills Program, Steve Zwerling, added his praise, "I'm impressed because what they are doing is extremely generous as well as remarkably unusual. Most college professors who write books make them must buys for their students to boost sales and get more royalties. In my experience this is the only instance of this kind of generosity I have ever encountered."

When I interviewed the four authors they told me the idea for the Prep. Skills math book came about last year when they attended a New York State Mathematics Convention. They met many educators who, like themselves, found little if any material available in the Preparatory Skills Math area. From there it just "snowballed."

They started work on their project last May and since then have spent an average of ten hours a week (beyond their class time) preparing and revising material for the book. "Aside from the hours we put in we never could have gotten the material without the cooperation of our secretary, Arlene Percoco, and all the help we received from Ethel Sekac and her staff. They were the people responsible for typing and reproducing the modules in sufficient quantity for typing and reproducing the modules in sufficient quantity for our students."

Initially the Math I course that this book was written for, was designed to aid students in Technology and Engineering Science curriculums. The students registering for these curriculums are advised of the placement exam and its purpose: "to gauge student's abilities." Should the student score low on the placement exam, he is advised to participate in the Math I Program. This program is divided into four "Modules", each lasting three or four weeks. The classes are small and both teachers and tutors are always available to help students. If the student successfully completes all four Modules he can then enroll in a Math course that is suitable for his curriculum requirements.

The Module format is successfully eliminating the problem of having a student enroll in a Math course with very little prior experience in basic Math areas, or as a brush-up for the many returning students who have "been away too long." After successfully completing the four Modules, students are awarded One (1) credit, which appears as a "P" on the transcript, and can be used as an elective credit.

I think President Birnbaum spoke for all of us when he said, "The Math Prep Skills people are really a great bunch of people and I think what they are doing is great."

its everyday customers on its bridges and tunnels.

"This sharp increase in tolls is unconscionable," President Birenbaum said, "when translated into terms of the college student who is holding down a part-time job just to have enough money for the books he needs in his studies and the mandatory fees which he must pay. For these young people every dime is important, and an added, unexpected jump of anywhere from 50 cents to \$1.50 in their daily commutation costs is catastrophic. It puts them at a point where they have to decide between lunch and bridge fare.

"There is no reason—save an authoritarian grab at every possible dollar—that the Triborough Bridge and Tunnel

student nor a commuter can do that."

Staten Island Community College students, with the blessing of their Student Government, have been busily circulating petitions



Tow away trucks and police.

calling for a commutation rate on the TBA bridges and tunnels and have showed the strength of their feelings by organized protest moves. One consisted of a motorcade across the bridge—at the expense of some tickets for "impeding traffic"—and by having some of the students insist they had only enough money to pay the old toll rate of 50 cents. At other times, students have shown their feelings by paying their tolls in pennies, insisting that pennies are legal tender.

"Every penny a TBA toll

collector has to count," a student spokesman explained, "is another protest vote for a commutation rate."

President Birenbaum said he hoped the Staten Island community would join with the SICC students in the campaign.

"These young people are engaging in a serious and reasoned protest against a blow at their economic well-being, a blow which strikes directly at their search for an education," Dr. Birenbaum commented, "and I'm glad to give my time and my name to their efforts. If need be, I'll lead them to the State Capitol to drive home the message to the lawmakers at Albany as well as to the governor."

Students and faculty members are joining in voluntary contributions to the students' protest committee to help defray the costs of petitions and a trip to Albany if that should prove necessary. Additionally, members of the committee are in touch with student leaders on other campuses in the city, both City University and private, to enlist a rising tide of support in the campaign. "It may be a case of 'penny power' to the politicians and the toll collectors," one student said, "but we'll show them that pennies add up—and so do student votes when the time comes."

People's Coalition Formed

During the last week of the Fall semester, a "People's Coalition" was formed at SICC. The purpose of the group is people; its method is people, and its aim is people. The Coalition was founded on the belief that all people are brothers, and it's high time they started acting that way. The Coalition wants to provide a forum for people who want to rap about anything. The Coalition wishes to become a true mirror of student opinion on school issues, community issues, national issues, and international issues. We propose to organize social functions to promote understanding among people.

All this sounds great, but it can't work unless everyone gets involved. There will be a general meeting on 2 Feb. during club hours. Anyone interested in coming is more than welcome. Read our Constitution, come to our meeting, and get involved.

There is a temporary Steering Committee, now functioning. The members are:

Bob Abernethy
Tom Irving
Bob McGee
Harold Willard
Gerry Jackson
Prof. Haskins (Eng. Dept.)
Prof. B. Washington (Eng. Dept.)
Cothbert H. V. Jones
Prof. McPherson (Stud. Act.)

our faculty advisor is Prof. Charles Rains of PCA

**First Meeting of
Peoples Coalition
Feb. 2 Club Hours
Auditorium**

Art. I. Name

The name of this organization shall be: "People's Coalition" of Staten Island Community College.

Art. II. Objectives

A) To provide ourselves with a forum to express our belief in people.
B) To provide ourselves with an education experience to increase the knowledge of its members and to stimulate a feeling of peace, brotherhood and cooperation.

Art. III. Organizational Policy:

A) This organization, to be known as "People's Coalition", will exist to propagate the belief that all people are brothers.
B) This organization is hereby declared to be non-profit.

Art. IV. Membership:

There shall be two classes of membership: active and honorary.
Active members shall be the students, faculty, and administrative staff of S.I.C.C.

Honorary members shall be all people not considered active members.

Art. V. Steering Committee:

The Steering Committee shall consist of nine members who shall serve a term of one semester or until their successors are elected.

Art. VI. Committee of the Whole:

All members, both honorary and active, shall belong to a Committee of the Whole, which shall elect the Steering Committee and which shall vote on any issues affecting its members: the people of the world.

Art. VII. Meetings:

Meetings shall be held when called for by the Steering Committee and or as specified in the by-laws.

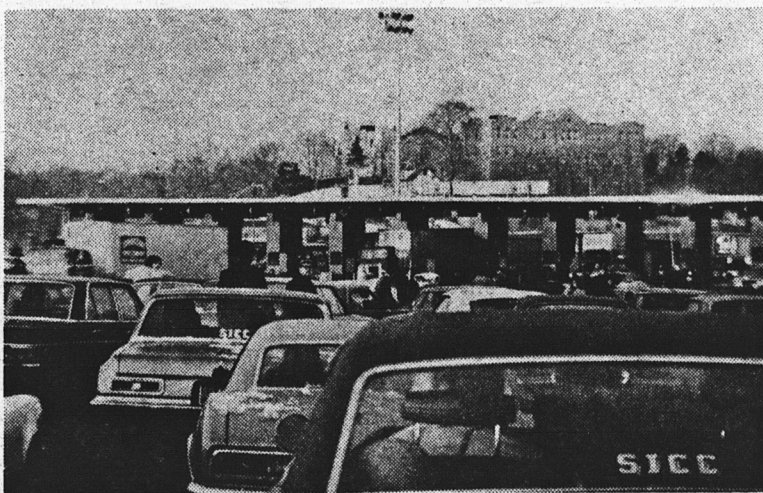
Article VIII. Dues:

A) Assessments on each member shall be determined by the Steering Committee upon approval of the Committee of the whole when deemed necessary for the financial support of this organization.

B) This organization will apply for funds through the Corporation at Staten Island Community College.

The President of Staten Island Community College has declared that he stands hand-in-hand with his students in battling the sudden big increase in the bridge and tunnel tolls they must pay in getting to their classes and their part-time jobs. The college's president, Dr. William M. Birenbaum, said he has accepted the chairmanship of a task force of students and faculty in opposition to the toll jump, adding that he hopes the community will join in the college's campaign.

The students, who for several days have staged protests at the Verrazano-Narrows Bridge, said they will continue their battle and will take it to the governor. President Birenbaum will lead them when they carry petitions bearing thousands of signatures to



First toll protest at Verrazano Narrows Bridge.

Governor Nelson A. Rockefeller, later this month in Albany or the governor's Manhattan office.

In the meantime, the President of SICC and the leaders of the student group will seek to enlist community support in their campaign. If the 50-100 percent toll increase on the Triborough Bridge and Tunnel facilities cannot be rescinded, they said, then at least a reduced commuter rate can be established for regular users of the Verrazano Bridge, as the Port of New York Authority has done for

Authority cannot follow the lead of the Port Authority or the New York State Thruway Authority in giving consideration to the people who regularly use their facilities in the day-to-day chore of earning a living.

"The Staten Island commuters—adults and students alike—should be able to cross the Verrazano-Narrows Bridge for less money than the casual travelers and the commercial interests which simply pass on increased business costs to their customers. Neither a

The Draft

What is Classification 1-H?

A new classification —1-H— is established and is an administrative or "holding" classification. Registrants classified 1-H have inactive files and will not be examined or processed for induction unless they are reclassified out of 1-H into Class 1-A.

a. The effect of Class 1-H on young men who turn 18 in 1972

Beginning in 1972, except for registrants who enter the service, join Reserve units, are surviving sons, are put in Class 4-F or certain aliens, all new registrants will be classified 1-H and kept in Class 1-H until after the lottery drawing for their age group, which will be in 1973. Shortly thereafter a 1-H cutoff number will be set by the National Director as a processing ceiling. Those registrants with RSNs (lottery numbers) below the 1-H cutoff will have their files activated and they will be considered for reclassification into 1-A, or into appropriate other classifications. Those registrants with lottery numbers above the 1-H cutoff will remain in Class 1-H during their period of prime exposure to the draft.

b. The effect of Class 1-H on young men who turned 18 in 1971

Men who registered in 1971 were classified 1-A after registration. This age group will have their lottery drawing in 1972. Shortly thereafter, a 1-H cutoff will be set for this age group. At that time, those registrants with RSNs above the cutoff will be reclassified 1-H and their files placed in a "holding" category. Unless there is a major change in military manpower requirements, 1-H cutoff numbers are expected to remain unchanged during the period of prime vulnerability for each age group.

c. The effect of Class 1-H on young men who will be subject to induction

A 1-H cutoff number will be set for the group which will be subject to induction in 1972 (those young men who reached age 18 in 1970 as well as some older men whose deferments were terminated). Those registrants with RSNs above the cutoff will be reclassified 1-H. At the end of the year, those registrants below the 1-H cutoff whose RSNs are not reached for induction also will be reclassified 1-H.

d. The effect of Class 1-H on men who have already completed their year of prime exposure to the draft

Registrants who have already been exposed to the induction process or who will be, at the end of 1971, whose RSNs were not reached, also will be reclassified 1-H. Their files will be placed in a "holding" category and they will be kept in Class 1-H until they reach their 26th birthday.

A PHYSIC IS GOOD FOR YOU



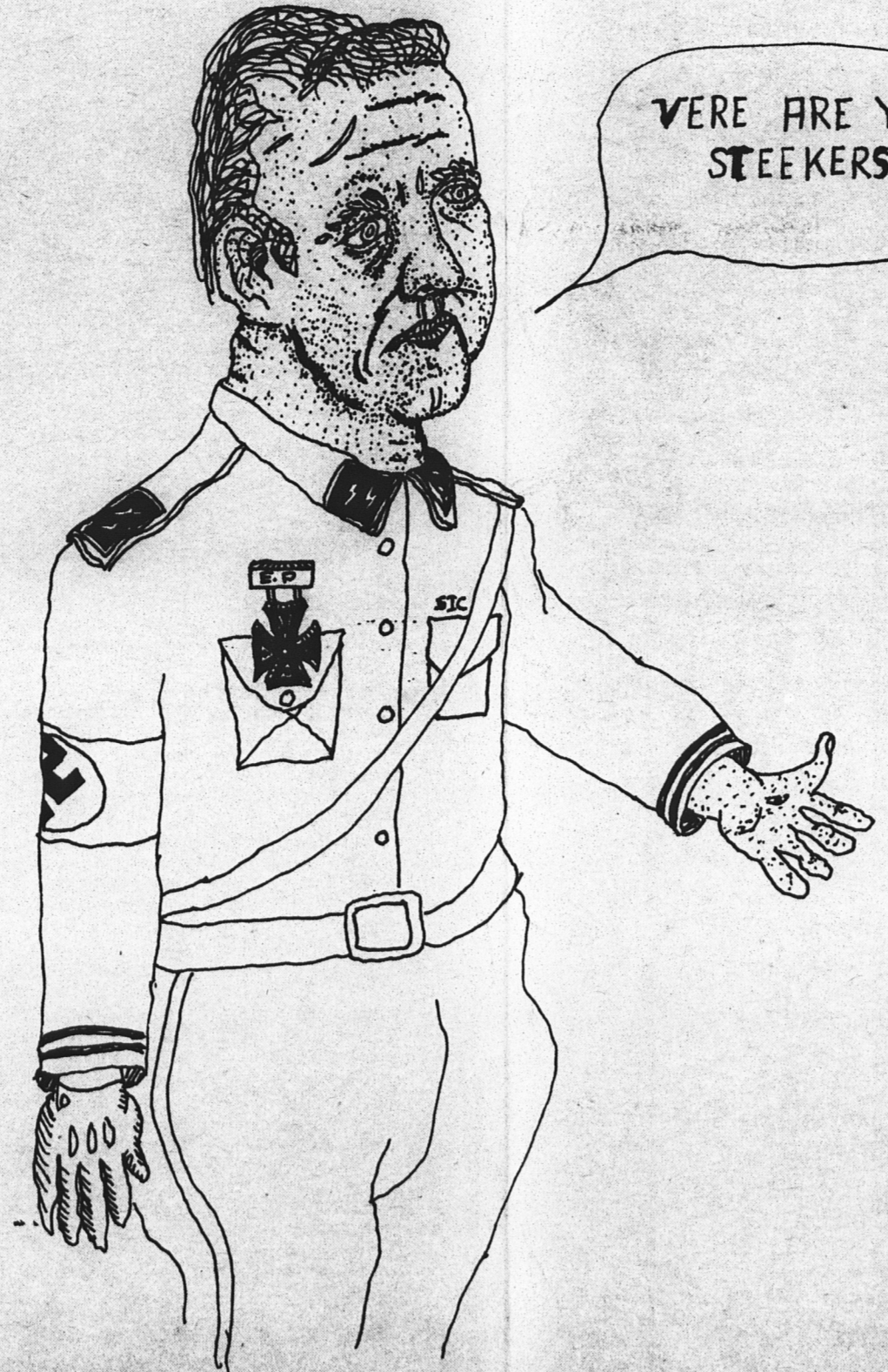
Experiment #1



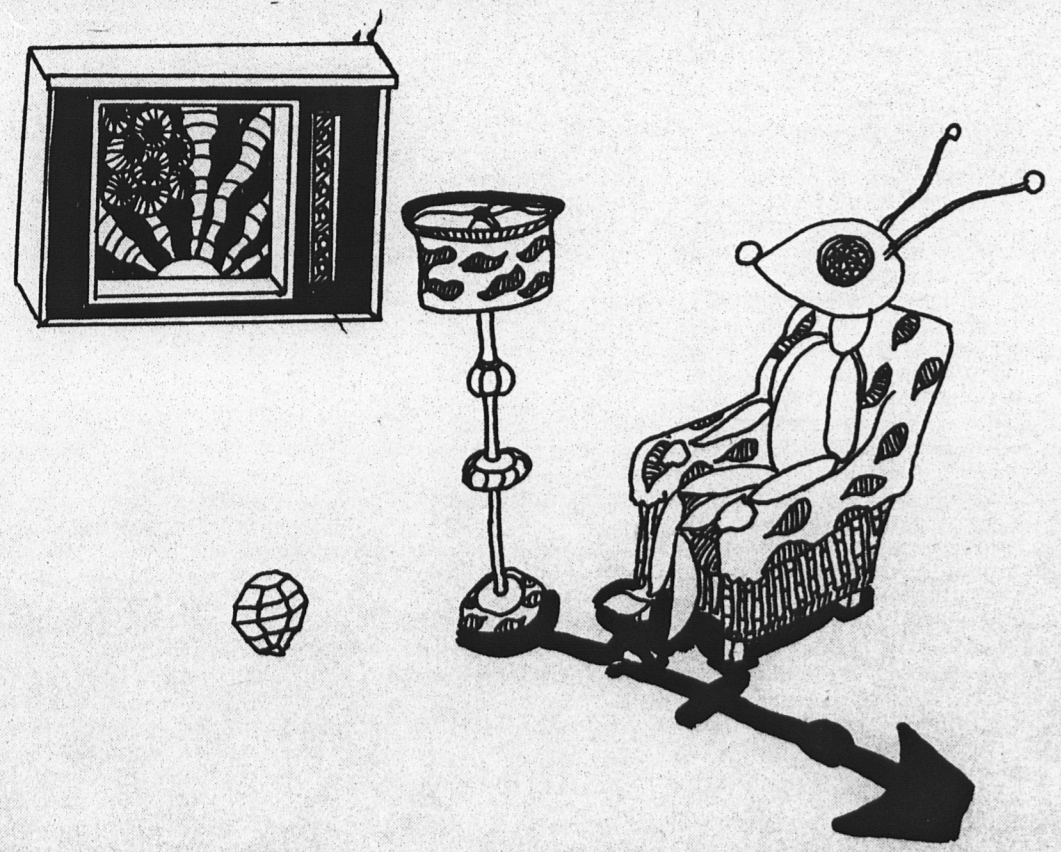
Upon further evaluation
of a possible flaw in the
sensitivity of bias radicals
with a propensity towards
looser interpretation of environmental
changes—
The air stinks!
It gets up my nose
and it smells,
like a blast of bleach
on solid colored quilt,
like a fire in my eyes,
Like a poor puppet without strings
I go into another upset phase
of disgust—

Upon further ejaculation
of a possible pimple on my senses,
that bores a hole in my logic,
like a pit in my membranes
that make me yell
quietly in my closet
for fear of rupturing
my economic headache
I've got to wait,
Another stop sign irritation,
that makes it hard for
a bias radical
to loosely interpret self destruction
And move to the country.

by Curtis Eskew



WERE ARE YOUR STEEKERS



SICC Blues

Cartoons by the amazing Louis Caiazzo

Letters to the Editor

To The Editor:

The question of humanitarian and political asylum for American draft resisters and military deserters is of concern to all of your readers and especially to those who really are either deserters or dodgers. There are a couple of other approaches to the question that are also important: amnesty and repatriation.

The subject is complex and of direct concern to all those who wish to see an end to the present American foreign policy, for which the code word must be domination, and the effect of which is destruction: of countries, cultures, and all that is of human value—including human life.

I wish to alert your readers, and especially those of them who are draft resisters or deserters from American foreign policy, of the special issue of *Amex-Canada* magazine now available, which deals with these questions in depth. No editorial position will be taken, and the effort has been made to present information with a minimum of rhetoric, so that those affected and any others interested in the question can make educated decisions or judgments.

Reading the informational special issue on the questions will afford anyone who cares to do so the unusual opportunity of participating in an intensive international discussion, formulation of policy, and plan for action. This discussion will take place in print in the subsequent issue of *Amex*, the main purpose of it being to give as large a number of draft dodgers, deserters, other exiles from American militarism, and any others interested, a chance to reclaim the definition of these issues from the likes of Senators Taft and McGovern, Congressmen Koch or President Nixon.

Your cooperation in making Letter-To-The Editor space available for this important announcement is greatly appreciated.

Sincerely,
Dee Knight,
General Editor
Amex-Canada magazine
Published by Americans
exiled in Canada

Dear Ed:

A couple of my friends gave me a copy of the latest *Dolphin* and it compelled me to write this letter. My beef concerns the review, by Irving Sealey, of a recent rock concert at Wagner High School, in particular, the performance of the show's headliner; Beaujack.

He blasted the group for having "A tight sound which leaves no room for versatility even with other instruments" which is ridiculous since they have performed and recorded with other instruments. As a matter of fact, when the Allman Brothers were at the Ritz, lead guitarist Dickie Betts sought the group out and jammed with them at the Hunt, where Betts and Earl Slick did incredible things together.

He nailed Beau for his movements about the stage and the way he "throws his body around". Irving, man, this is 1971, snap out of it. Sexuality plays a major role in the make-up of most good hard rock groups (Stones, Alice Cooper, etc.)

And, Irv old boy, you forgot to mention the reaction of an audience that went crazy when the group walked on stage. Those "kiddies" were there to see and hear a good ass shakin rock'n'roll show, and that's exactly what they got.

One last very important point, Irv claims the group will "bomb out" on personal appearances. I don't get it man, they certainly didn't bomb at Wagner, judging from the reaction of the audience. And, if he would have researched the group's past he would have found they have appeared with Richie Havens, Canned Heat, Buddy Miles, and Pacific Gas & Electric, headlined the Electric Circus and hold the house record for most appearances at the Ritz Theatre. They are currently signed to a law firm (that handles Clapton, Chicago and others) that is negotiating a recording contract for the group.

Moseley Coleman & Gussie
Macon, Georgia
P.S. I think you owe it to Beaujack and to us the street people, to print this or at least expose some of these facts to your readers.

Continued on next page



Editorial

With all the crazy shit going on today I can't understand why more people aren't getting off their asses to do something. It is beyond me how people can come and go to this college for two or three years and not feel anything about this place. A college is the environment of the student and it is what you make it. I'm not saying "Join the volleyball team" or "Come to the dances". I'm saying why don't you try to do something positive around here, or anywhere. Most people seem to agree that the old systems in this country are out of time, dinosaurs, but outside of a general negative feeling on campus I don't see anything being done.

All the problems, and complaints are thrown on the shoulders of a handful of maniacs who burn themselves out trying to improve conditions.

So the "cool" people sit in corners blowing joints, explaining "Well I've dropped out, only way I could handle it." After school, they drive home to mom's, eat and hang out for a while. "Won't it be a scene when the revolution comes, heh, heh. The old man will pop a blood vessel."

Yes it will be quite a scene if and when the revolution comes. Because after we, you, they, have succeeded in toppling the things you've been leeching off, there will be no place for you to get your food.

"God-damn. Did you read that Nick? The *Dolphin* Editor is a FASCIST!"

What I am trying to say is that you live in the world. There is no way you can escape that. You can drink, shoot up, or meditate your ass off, but you live on this planet, the Earth. The ecology movement has proved that you can't escape the problem of pollution by moving your factories to a new location. The same philosophy follows with life styles, and social institutions.

If you are going to this school for a degree it obviously follows that you are planning to get a job and become part of the existing system.

If that is the case, with you, I just can't understand why you aren't trying to reform one of the many obsolete organizations in this country. Why don't you try to organize the youth vote for McGovern. He's been against the war in Vietnam since 1963. If you believe in reforming the system, he's one of the people that need your help.

If you believe in turning your back on the existing systems because they're screwed up beyond repair, you better start working on alternatives. They will be desperately needed when the time comes. Better learn how to take care of yourself, won't be any hospitals around if it all comes crashing down. You better find out how to deliver babies, splint broken lgs and raise your own food. Living on your own terms is the highest aspiration, but it takes work.

Now comes the most important point. I don't want you to change the whole world. I know you're not God. Just set your own lives in some sort of order. I pray to anyone who is listening that we aren't entering into another dark ages. If this is going to be the age of Aquarius, it is simply up to you.

Rosalie Reich to Head PLACE Program

Appointment of Dr. Rosalie Reich, a member of the Staten Island Community College faculty the last seven years, as director of the college's PLACE program was announced recently by Dr. William M. Birenbaum, president of SICC.

Dr. Reich, who holds the rank of associate professor in the college's department of English and Speech, has been involved in the SICC experimental program since it was established a year and a half ago. In the PLACE project, which Dr. Reich describes as "a college within a college," students are encouraged to work closely with faculty members in designing courses which cross departmental lines to focus on what is relevant and most meaningful to the students. At Staten Island Community College, where she came after six and a half years on the faculty of Brooklyn College, Dr. Reich also serves as editor of the SICC Faculty Staff Memos, a monthly newsletter to the college's teachers and administrators. She holds degrees from the University of California at Los Angeles, Brooklyn College, and New York University, and is the author of a

book on medieval literature, to be published this spring.

Herself the mother of three teenagers, Dr. Reich sees SICC's PLACE program as "giving new directions to students in an age in which the basic assumptions of living, and traditional approaches to education, seem to be under attack and question by the young people of today." "By focusing on that which is relevant and most meaningful to the students," she says, "the experimental PLACE program may somehow meet the challenge which is before all those involved in higher education today. Our system has become so huge, faceless and impersonal that this experiment assumes greater significance when considered as a paradigm of what can be done despite the multi-faceted university complex of which SICC is a part."

As director of the PLACE program, Dr. Reich will be responsible for overseeing and coordinating all academic and related aspects of the program, which is under auspices of the dean of the college's experimental freshman program.

THE DOLPHIN

Robert Millman Editor-in-Chief
Glen Banks Managing Editor
James Duffy News Editor
Mary Puca Features Editor
Neil Kenny Exchange Editor

Staff: Vincent Massaro, Leo Di Norica, Ritchie Haylock, Irving Sealy, Louis Caiazzo, David Venturini, Curtis Eskew, Rita Benaducci, Chris Zaderiko, Steve Zaderiko, Peggy O'Connor, Richard Mulkowski

Contributors: Virginia Valenti, Mike McDermott, Danny Mittleman, Donald Feltus, Neil, Corrina, Gerry

Dr. Bernard Blau Faculty 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.

Letters to the Editor

To the Editor:

I am fully aware that the American tradition calls for freedom of press, opinion, etc. I am also aware that it is many times a pulpit for the oral oozing of many individuals' personal grudges. Probably the best example of this is in two articles in the Dolphin in which Louis Caiazzo's perverted personality and personal grudge against women permeates the pages. I always wondered why men deem it necessary to actualize their insecurities on paper—does it make him feel more secure, more superior to insult the intellect and emergence of women? Judging by Mr. Caiazzo's attitude toward the female sex, in these articles, I think I can accurately assess why he might have had experiences with women which would cause him to lash out so immaturely in the publication.

A Male Advocate of the Womens' Movement



To the Editor:

This letter is in reference to two articles by Louis Caizzo in the Dec. 9 issue of the Dolphin. In one Louis reviews a fictional book entitled, *A One Page History of What Women Have Done For America*, in the other he describes a Campus Hog Contest open to all women at SICC.

Aside from his faulty syntax and poor journalistic style Lou has one very bad problem—a lousy sense of humor. Any paper that would print this kind of junk is still in the dark ages—wake up boys! the Age of Enlightenment is upon you.

Without realizing it Louis has stumbled upon a great truth in the choice of his title, *A One Page History of What Women Have Done For America*. If such a book existed it would be longer than one page but not by much. This is because women have been written out of history, not just in America but all over the world. Women were rarely allowed an education and so were unable to write their own history books, and men held women to be of such little importance that they simply left them out of theirs. A number of women writers and historians are now gathering the scattered diaries, letters, and books which were written by women in an attempt to find out who our female ancestors were and how they lived. In many ways though, women are truly a people without a history, their past has been hidden, lost or destroyed.

As far as the article on the Campus Hog Contest goes I think the Dolphin should broaden its horizons and attempt to interest more readers. Why not have a Campus Wop Contest, or how about a Campus Nigger Contest, or even a Campus Kike Contest. Isn't the Dolphin brave enough to print something like that or did they just decide the girls were the easiest target because they wouldn't fight back? Louis Caiazzo and the Dolphin staff ought to know by now that minority group jokes are not funny—except to people with a sick sense of humor. (While its true that women represent a majority (53 per cent) of the U.S. population they are still a minority group in the sense that they are oppressed—economically, physically, and psychologically.)

When designing page nine of the December 9, 1971 issue, the idea was not to slander women or Women's Lib. As I originally planned the paper, I wanted a series of nonsense articles, the purpose of which was to spoof newspapers. I think people lean too heavily on the written word. What I wanted to do was shock people into realizing that anything written in a newspaper is done in the context of a newspaper. Too few people take time out to differentiate.

As I see the purpose of a newspaper, it is meant to inform, not propogandize. To some degree

Editor's Response

I got the reaction, but not the one I wanted. I'm sorry if you feel I've singled you out. I think no one is above satire, be it Black Liberation, Italian-American League, Wasps, Red Necks, Gay Liberation or myself.

As an editor, I cannot do everything on the paper. I can't write, correct, design and lay out everything. And on a campus like ours where too few people are willing to try to do something outside of their personal sphere, I am forced to rely on what resources I have. After reading the letters I received, and looking the

page over, I see that I wasn't adhering to what I had planned. Yes, it was a little fucked up. But I also would like to know why you didn't take offense to the article on narcotics cops on campus, or to Martin Blacks column. Although it didn't come off right, I can still say that there wasn't any article on that page meant to be taken seriously. Satire is the most difficult form of writing.

Thank you for reading, writing, and hoping for steady improvement.

Robert Millman,
(Dolphin Editor)

Karen Andrews
P.S. Lou—why don't you be the first on the Dolphin staff to send in your picture for the Campus Pig Contest.

To: Robert Millman,
We are writing in protest to Louis Caiazzo's two articles "New Book to Be Published" and "Campus Hog Contest" of the December 9th issue. It amazes us how the Dolphin thinks it can afford to turn off 50 percent of its readers—the women of SICC Campus! Caiazzo's two trite articles proved to be entirely sexist and degrading in nature. By publishing these articles the Dolphin has denied the women students their right of human integrity and has fostered a deeper split between the sexes on campus. In contrast to the apparent Dolphin's goal, the Women's Group of SICC is actively seeking to establish equality and unity among all of the students both female and male. However, after reading such male-oriented articles like Caiazzo's we obviously have a long way to go.

The SICC Women's Group

REFLECTIONS

brought to you by Stephen W. Zaderiko

During this semester break it seemed I would have little to do. But between recovering from battle wounds inflicted by the S.I.C.C. community during the fall semester and getting ready for all the bullshit to come again during the next semester, my mind has stayed pretty well on campus. It's a crime and a shame, really, when you can't even vacation during vacation. Not to mention that we really don't have a winter semester break due to the fact that when vacation is scheduled so are the final exams and so is registration. But you know what they say: it goes like this; You can't fight City Hall or cops or people who make college semester break schedules.

To all you freshmen who are just entering S.I.C.C., let me be one of the first to welcome you to the zoo. You've been oriented on what classes to take, who's the president of this school and where the bathrooms are (although there aren't any bath tubs on campus.) But you need to know more about S.I.C.C. Since this is my fifth semester at S.I.C.C., I'm probably best equipped to tell you what's really happening on campus, if there really is something happening. But, as they say, I won't.

Yesterday's Dream

I woke up yesterday
to something, I'm not sure
It seemed like a way of life
a simple cure.

But the dream went
up in smoke.
I took an extra poke
The day just passed me
and all I could do was sigh.

Cause I was dreaming once
again, of life and
where I've been
dreaming once again.

To whom it may concern:

—the opium den is located in "C" building
—the president's office is in "A" building
—Nobody ever learns anything at S.I.C.C.; everybody just reminds each other about what they learned in high school
—If you want to jam with the rock workshop during club hours, you had better start counting your votes in the popularity polls.
—the University Without Walls is not only wall-less, it's senseless...to each his own.
—ever since the school gave up trying to rescue students with the Rescue Drug Program, the drug problem on campus has disappeared. Or are people dying off campus now? Either that or the school doesn't really care, but at least they made believe they were worried about heroin for a semester.
—The Dolphin may not be the only newspaper on campus, but it's the richest and the best.
—Student Government grows more effective each semester as it plods along on all eight legs. What dragons will the paper politicians slay this spring? Ask Don Quixote in the disguise of Tony Brodgen who is leading this semester's charge with the rallying cry of "Remember Alan Shark!"
—The Hey Brother Coffee House's outlet on Staten Island located here at S.I.C.C. was kind enough to provide food for the hour long Bengla Desh concert. No food was in sight during the concert. I guess the coffee house figured nobody would be hungry till after the concert.
—And remember, Moses got the Ten Commandments from a burning bush.

Just so you'll know,

Onward and Upward.

CUNY Budget Cut

The state's cut of more than \$100 million from the 1972-73 operating budget of the City University of New York and Governor Rockefeller's veto of CUNY campus construction will be on the agenda of a special Board of Higher Education meeting next Monday, January 17, according to Chancellor Robert J. Kibbee.

Under the fiscal package adopted by the Legislature at its extraordinary special session, the CUNY budget for 1972-73 was set at the same dollar level as the current academic year. The university is expecting to enroll 6,000 new freshmen next month and 40,000 in September under its open admissions program which was to move into its third year next fall.

Dr. Kibbee said that the net enrollment increase for the 1972-73 academic year would be "close to 25,000 additional students." Under the state's dollar budget freeze for CUNY the chancellor asserted, "it would be impossible for the university to accommodate these students and maintain the quality of instruction mandated by the Board of Higher Education under its Open Admissions guidelines."

The governor's veto of new CUNY construction, approved last summer by the State Board of Regents, further exacerbates the university's desperate fiscal plight, Dr. Kibbee declared. "No university in the nation operates under the congested conditions that now exist at CUNY," he said. "To relieve the academic sium conditions on our campuses we will be compelled to rent space. But rental money comes out of operating budget and that has been cut off. If capital funds are also denied us the university will simply be unable to enroll the number of students it is committed to under the Open Admissions program."

**The GAY PEOPLE
AT SICC will meet at
1:30 p.m. in room J-7
Men-Women Welcome**

THE BLACK BOARD

by Marty Black



Welcome Freshmen to Staten Island Community College. What follows is a short quiz which is designed to help you determine how much you really know about Staten Island Community College.

The instructions for this quiz are simple. Just circle the letters next to the phrases which most accurately complete the twelve given statements.

Example: The President of Staten Island Community College is:

- a) Arthur Kaufman
- b) William Birenbaum
- c) Stanley Zimmerman
- d) None of the above

The correct answer is letter b and so you should have circled letter b on your own test sheet. Upon completing this test it is possible to have a quick scoring done for you by sending your paper and a self-addressed envelope to:

Black Testing Services
Staten Island Community College
Room C-128

Be sure to include either cash, check, or money order in the amount of \$1.00 for handling charges. All receipts will be turned over to the Bengla Desh Fund Drive presently being sponsored on campus.

1. The group consisting of Student Government President Geraldine Jackson, Vice-President Elizabeth Plair, Treasurer Carlos Calderone, Secretary Janet Flora and Chief Justice Tony Brodgen is collectively known on campus as:

- a) The Student Government Executive Board
- b) The Cabinet
- c) The Board of Directors
- d) The Jackson Five

3. A recent record album title that could well describe the experiences of Harold Willard, as a Student Government Senator this past semester would be:

- a) What's Going ON?
- b) Impeachment Blues
- c) Why Me?
- d) Me and Bobby McGee

3. Statistics show that most students come to S.I.C.C. to obtain the following:

- a) Theoretical knowledge
- b) Self knowledge
- c) Applied knowledge
- d) Carnal knowledge

4. Which of the following areas is not located on Staten Island:

- a) Brighton
- b) New Brighton
- c) West Brighton
- d) Brighton Beach

5. What word best describes the state of the security forces at S.I.C.C.:

- a) fair
- b) good
- c) excellent
- d) paradise

6. Which song is most commonly sung by students waiting at the S.I.C.C. bus stop located in front of the college:

- a) Blowin' In The Wind
- b) Rain Drops Fallin' On My Head
- c) The House That Peter Built
- d) Gimme Shelter

7. The reason that one of our campus's newest buildings is named the "J" Building is because:

- a) All buildings on campus are named by letter
- b) No particular reason
- c) It is near the "H" Building
- d) The author of the Sensuous Woman works there

8. A favorite game of many of the Student Personnel, Technology and College Discovery Faculty is called:

- a) Bridge
- b) Poker
- c) Whist
- d) Elephant-Giraffe

9. Administrators who support the policies of City University Chancellor Guy Kibbee are known as:

- a) Chancellor's men
- b) The Bureaucracy
- c) 80th Streeters
- d) Kibbeetzers

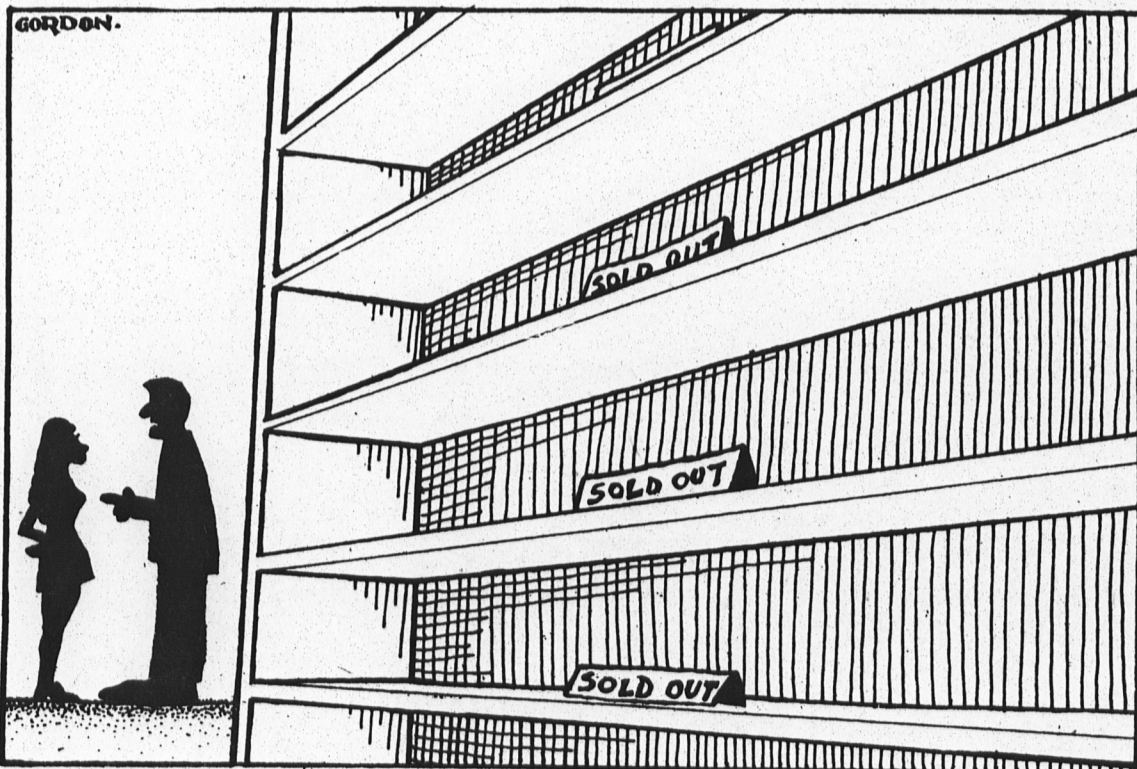
10. A recent movie company used our Business Office for one of its shooting locations. What was the name of the picture that the Business Office was involved in:

- a) The Godfather
- b) A Fist Full of Dollars
- c) Helen of Troy
- d) Take the Money and Run

11. A phrase that accurately describes the quality of this column would be:

- a) Brilliant
- b) I Give It Four Stars
- c) Shouldn't Be Missed
- d) All of the Above

Columnist's Note: It has been brought to my attention that a number of readers felt that the remarks concerning Miss Pamela Carlton in my last column were in poor taste. The purpose of the humor editions of the Blackboard is to hopefully promote smiles rather than frowns. Therefore, I would like to take this opportunity to express my sincere apology for any offense or upset that may have been caused.



"Never tell students we're 'out' of a book, Miss Grundy. Tell them it's 'on order' and to try again in ten weeks."

Abortion USA

by Curtis Eskew

If you get an abortion you are a murderer. At least that's what "The Non-Sectarian Committee for Life" considers you. It seems, at the present, there is a surge of protest by a group of people to repeal the abortion law of this state. Now everyone knows that if there is one thing that this city, state and country needs it's more babies. Most intelligent people realize the benefits of this law but few are aware of its drawbacks.

This relatively new law makes it easy for women, who are pregnant, but do not want the baby, to get rid of it. Now this is just stupid because everyone knows that "a woman's place is in the stove" and it is her duty to keep those babies coming. Just think of the consequences if women continue to have a say in their future. I just bet those crazy Women's Lib. chicks had something to do with the passing of this law. Besides, if God wanted women to have abortions he would have given them a free will and the ability to reason. This communist plot to overthrow the nation must be stopped before it gets out of hand.

Now there has been some talk about us breeding ourselves out of existence and these so-called unwanted babies are supposed to screw-up people's lives and all that, but I say "poppy-cock." It's just those intellectuals getting all excited over nothing. Remember when they tried to tell us that pollution was killing the country? Well we ain't dead yet. We have plenty of room for everybody. The fact was also brought out that unwanted babies can cause hardships on families that cannot afford an extra mouth to feed. Well everyone knows that man was put on this earth as a bread winner and if he can't handle an extra mouth to feed, well it's too damn bad. That's all I've got to say. If he can't afford no more kids he should keep it in his pants. Besides they got the birth control pill now. On the other hand, if you really want to be honest, that's sort of murder too. You see-how careful you've got to be? The more I think about this abortion thing the more I wonder if it wasn't those oversexed teenagers that started this thing. You know how they're always sneaking off to dark places. Sex before marriage is just sinful and if you get caught you just have to suffer the consequences. We have got to put our foot down.

How could you kill an unborn baby anyway? I mean that thing is practically human and what about its soul? God gave us all a soul. In each of those little sperm that are running around looking for an egg to fertilize is a soul, just in case it makes contact and gets the ball rolling. So remember, when you kill that embryo you are sending another soul to wander the empty halls of limbo. Just think of all those sperm that don't make it and got to go there anyway.

We have all got to get together on this issue. We've got to make sure this plot does not succeed. Have a talk with your friends and get them interested in this fight for survival. It is your job, as good Americans, to stop this attempt to shake the foundations of this fine country of ours. You see, it ain't hard to fight back at them liberal queers. All you've got to do is be stubborn.

For Free Abortion Referral Service

Call ZERO POPULATION

GROWTH 489-7794

If you think think you are pregnant

call "Earlier the Cheaper"

Information on Pregnancy Testing Also.

Toothpaste Poll Taken

by Lynda Castagliola

After a vicious argument in the "C" building lounge erupted over which brand of toothpaste was most popular among the average student, two school-spirited students and one diligent Dolphin reporter set out to clarify this situation.

The polling took place in the mecca of S.I.C.C. activity, the "C" building lounge. And here we have the long awaited results:

Crest	64
Colgate	61
Close-Up	30
Ultra-Brite	24
Nothing	15
Gleem	9
Salt and Water	6
Baking Soda	4
Vote	4
Korvettes, Pearl Drops,	

Dr. Lyons Tooth Powder, and Don't Know 2

One average student claims he uses Ipana. We're still trying to figure out where he purchased his tube of tranquility since it hasn't been on the market for years. One student whose thanks for shopping at Woolworth's (and using their toothpaste) was no cavities for 8 years. And for those who still think Mother knows best, we have one vote for Dr. Lyons Tooth Powder and One vote for Epsom Salt. And for all you Bucky Beaver freaks Pepsodent still carries on; with one vote. Someone suggested chicken fat and oil. No comment.

Our conclusions are: there are not as many sexy people in this school as we thought; we feel sorry for those who use nothing and especially sorry for those who have to sit next to them in class.

NEXT ISSUE: DEODORANTS

Soccer Team Winds Up Season

by Irwin Ross

They would have been 4th if they had beaten Mitchell Junior College. Nationally ranked 5th and 2nd in the city, the Dolphins have ended with a 16-2-1 record. Unbeaten for sixteen games, the Dolphins just couldn't hold out in the final.

Mitchell Junior College and S.I.C.C. met before and the Dolphins walked away with humiliating victory of 7-1. Winning their 14th game, the Dolphins had to play the Peacock again in the semi-regional play-offs. Coming back to avenge their humiliating loss the unranked Mitchell Junior College was going to take another crack at the Dolphins' strong defense.

On this particular day they "out

ran and out hustled us", Donlan said. It was a tough game in the first period. The only goal scored was a penalty shot by Ferdinando Lopez in the second period. When the Dolphins started the spark, they couldn't keep it lit. In the second period, the Dolphins kept a solid defense. In the third period, the Peacocks seemed to find a leakage in the Dolphins defense and took advantage of it with two goals that clinched the game. In the fourth period, the Dolphins' attack was to no avail as the Mitchell's defense tightened.

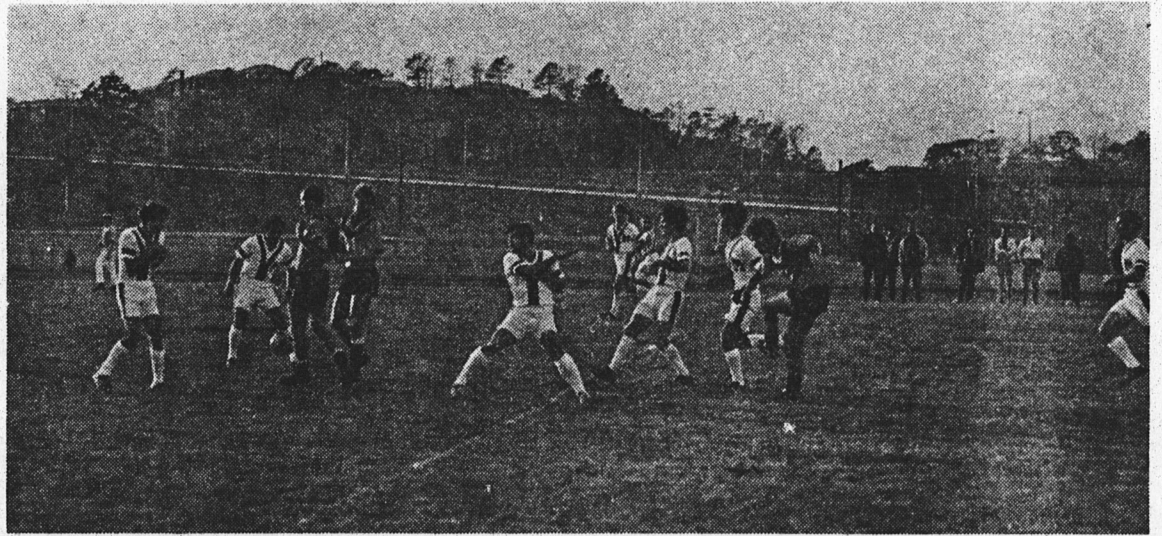
Despite the loss, the Dolphins had an outstanding team last year besides an outstanding team this year. Their two outstanding individuals, who made "All American" were Kazim Gungor

and Ferdinando Lopez who helped the team on offense and defense.

Gungor made the first team of the N.J.C.A.A. All American Soccer Team and Ferdinando Lopez made the second team of N.J.C.A.A. Soccer Team.

From S.I.C.C.'s team Pasquale Bigazz, Kazim Gungor and Ferdinando Lopez are the ones who made the All Regional XV Soccer Team. Kazim Gungor and Ferdinando Lopez are just outstanding, but their team mates deserve credit also. You don't get into the finals with a two man team.

Next year Coach Donlan will have to sort out new boys like Kazim Gungor, Ferdinando Lopez and Pasquale Bigazz.



Mass Rally At Willowbrook

by Lynda Castagliola

There will be a mass rally on Saturday, February 5 in the auditorium at Willowbrook State School. It will start about 10:30 a.m.

This rally is in support of a new system for the care of the retarded children, and parent and community control of the institution.

The problems at Willowbrook have finally been exposed. One-third of the residents at Willowbrook are competent enough to leave the school, obtain jobs, and live normal lives.

There is a 100 percent incidence of hepatitis among the residents and almost the same percentage infected with parasites.

There is not enough clothing to go around. It is commonplace to find an attendant trying to supervise 70 residents without any toys, any special programs, and sometimes not enough time.

A child is a human being and deserves his rights as well as adults. Take the case of Bernard Carabello, for example. A cerebral palsy victim, he has been in Willowbrook for 18 years. He wrote a letter to the Staten Island Advance, saying he wasn't getting an education and was being denied his rights. When the authorities asked him questions, he couldn't answer them. If he had talked he would have been placed in a locked ward with residents too severely retarded to talk to him.

The firing of Elizabeth Lee and Dr. Mike Wilkins was a complete violation of basic civil rights. They were fired for putting the conditions of Willowbrook into public attention.

Please make it your business to come out to the rally. Bring people with you. Your help is desperately needed by the children of Willowbrook. Please help.

February 5 — 10:30

Willowbrook State School Auditorium

Vitamins for Beauty

by Mary Puca

Everybody's calorie conscious because today's "ideal woman" has to be slim and youthful.

Everybody is dieting and exercising. Actually, no matter how hard you diet or exercise, you're defeating your purpose if you're not taking in the proper amount of daily vitamins. You may have a great figure but your body can be weak and prone to sickness. Your hair can be in the greatest style but due to dietary deficiencies, dull and lifeless. Beauty and health go together and vitamins are their common bond!

Scan the list below; to find out why you should have them and where you can get them.

K

Necessary for normal blood clotting.

Slow blood clotting, danger of hemorrhage.

Fats, fish meal, oats, cauliflower, beans, spinach, liver, pork.

A

Promotes healthy functioning of eyes, ears, rinses, hair cells, respiratory and intestinal tracts

Dull, brittle, hair tendency to baldness, rough skin, night blindness, increased susceptibility to infections.

Butter, milk, cod liver oil, green leafy and yellow vegetables, prunes, limes, pineapples.

B1

(thiamine)

Promotes bone, teeth and hair growth; necessary for normal functioning of nervous system and to obtain energy from food.

Hair loss, digestive troubles, beriberi, degeneration of sex glands, malfunction of kidneys.

Enriched breads and whole grain cereals, lean meats, poultry, nuts, peas, soybeans.

E

Essential for fertility and curbing abnormality of red cells in infants and elderly with deficient fat absorption.

Lack of reproductive power, habitual natural abortions.

Muscle, heart, pancreas, nuts, lettuce, wheat-germ, cotton oil.

D

Helps the body absorb and utilize calcium and phosphorous. Necessary for strong bones and teeth.

Rickets (in children), softening of the bones, poor teeth, hair loss, nail breakage.

B2

Necessary for healthy skin and hair.

Open sores at mouth, inflamed tongue, scaly complexion and dandruff, unusual eye sensitivity to light.

Eggs, milk, liver, kidney, dried yeasts, green leafy vegetables, whole wheat or enriched white bread.

Niacin

Helps the body use carbohydrates, fats and aniene acids; aids the prevention of nervousness.

Pellogra, unusual nervousness, loss of appetite.

Beef, lamb, pork, fish, poultry, peanuts.

B12

Essention for normal functioning of the bone marrow's blood-forming organs and health of the nervous system. Supplies energy.

Pernicious anemia, unnatural fatigue, abnormalities of the spine, nerves and brain.

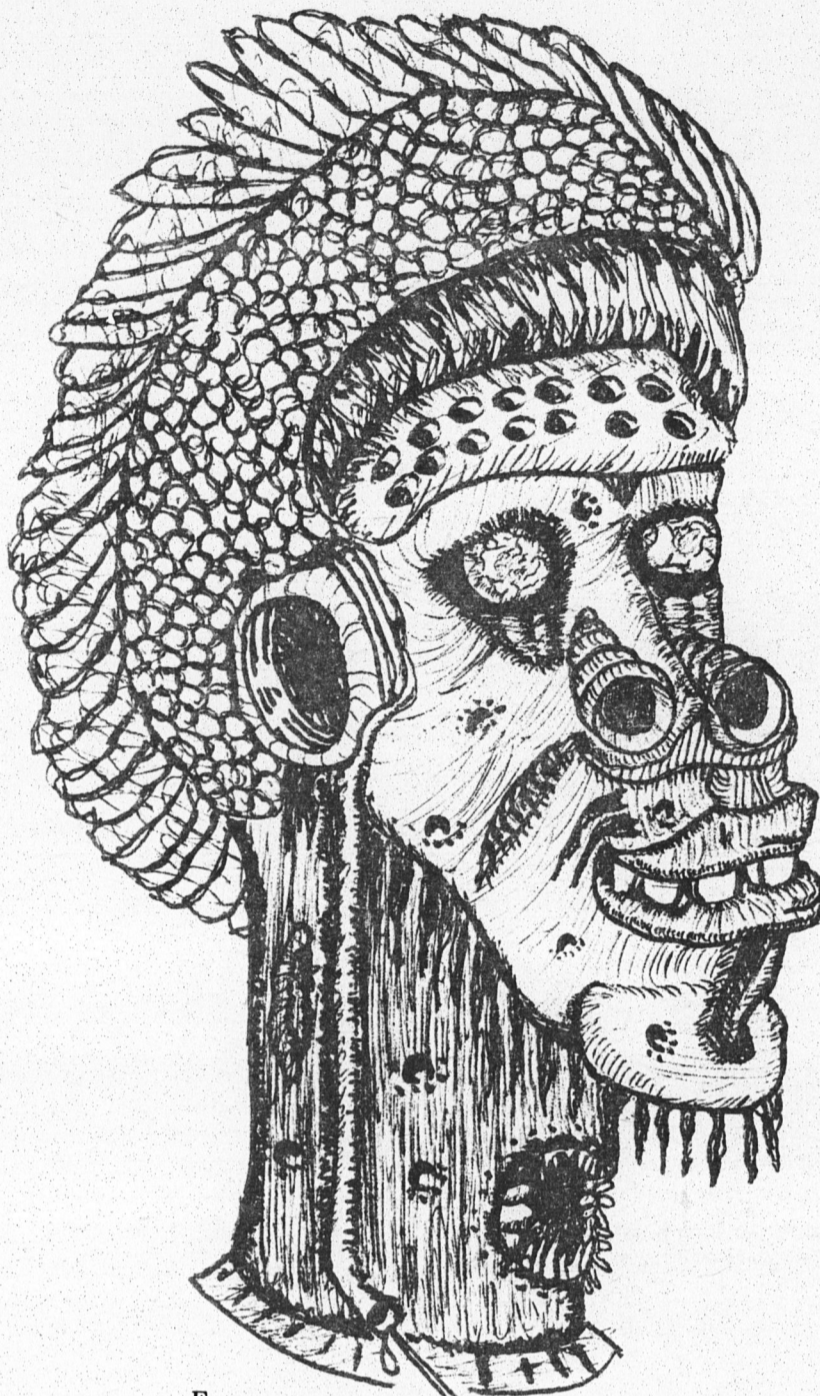
Liver, kidney, lean meats, milk, oysters, fish, corn, soybeans.

C

Promotes healthy gums, teeth, hair and bones; builds strong body cells and blood vessels.

Bleeding gums, scurvy, imperfect prenatal skeletal development, varicose veins, increased susceptibility to bone breakage.

Citrus fruits, cantaloupe, lettuce, celery, raw cabbage, onions, strawberries, berries, small amounts of potatoes.



Dolphin Celebrity of the Week

"My first job on a grill was when I was 15 at the Marine Hospital," said Bob DeSantis maneuvering two or three sausages between a freshly opened roll. "I get a certain pleasure out of it, you know. You get to meet the people." Yes. This was Bob DeSantis, the man behind the grill. That man who always asks you "How many eggs?" in the morning.

When interviewing him, I remembered that day when I first met this man of the grill. "What's good to eat here?" I asked him. "I don't know, I wouldn't eat in a restaurant!" "Next!" "How much are the salami heroes Annie?" I coughed once or twice to bring back his attention. "Oh yeah, well I feel that education in my field has

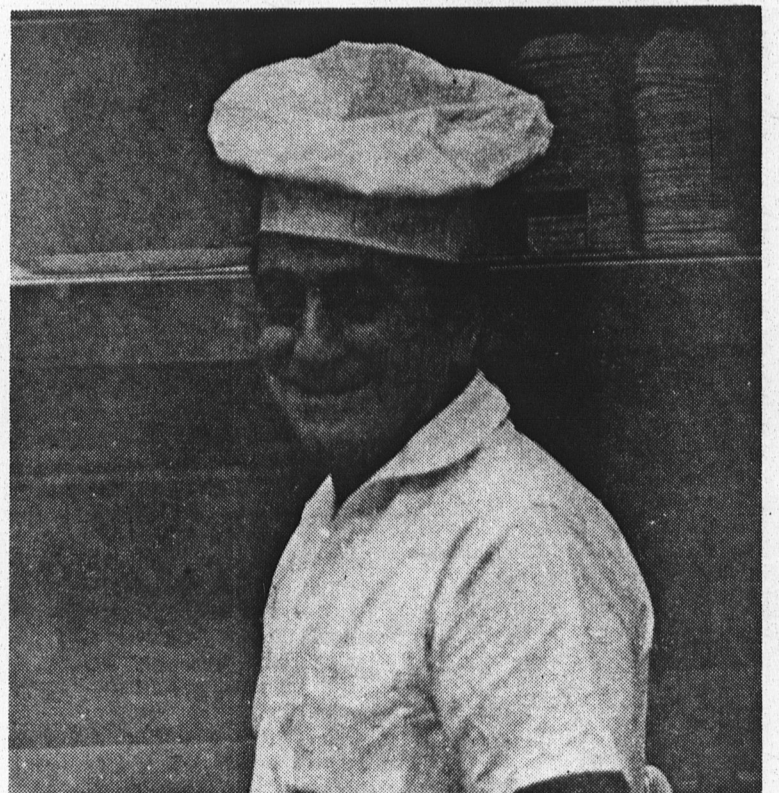
hurt the quality of the Nation's short order cook's. You see all these guys graduating from hamburger college. These guys come in here looking for my job."

"What do you think of the present state of the hamburger in America," I asked. "Now you take your average hamburger today, that is, the Burger-chef burger, or the Wetson-burger. All I can say is that places like those have done to the hamburger eating world, what television has done for entertainment. You have to know something about humanity to make a real hamburger." Mr. DeSantis worked for 19 years for the Commuter Spa at the Staten Island Ferry, but came to S.I.C.C. because, "I refuse to prostitute my art for the 8:10."

Bob's hats, the talk of the cafeteria staff, are hand-made by his wife. He has three in all. Bob's tip for the homemaker is, "When the egg yolk breaks, it is the fault of the deliveryman; they've been refrigerated too long."

Bob recalled, while slicing a tomato, the days when he used to coach little league. "I was coaching a farm team you understand, all about 7 or 8. There was one boy on third that didn't seem to know what to do. 'Home, home, go home', I yelled. Kid took off, ran off the field and I didn't see him for a week, caught hell from his mother."

I asked Bob if he really enjoyed his work. "After 28 years on a grill, what do you expect me to say?"



Bob DeSantis, our man at the grill.