



The Dolphin

Vol. XXII No. 1

Published by the students of Staten Island Community College

Thursday, October 11, 1973

Bring Back The 99 Cent Lunch

by Angelo Patitucci, ENG 710

The discontinuance, late last semester, of the \$.99 luncheon offered in the downstairs cafeteria, was a great blow to many of the S.I.C.C. students and should be brought back as soon as possible.

For many students, these lunches represented the only nutritionally balanced meal of their day. In order to duplicate the same type of meal at the upstairs cafeteria, one would have to spend at least three dollars, which is more than most students can afford. Therefore, they usually settle for a hamburger and coke, which cost approximately the same as the old, 10 course \$.99 luncheon and play havoc with their digestive tracts and good health.

For the benefit of new students, who do not know what this special luncheon consisted of, here is a run down of a typical menu.

It began with a choice of as many as one desired, of a variety of desserts, such as jello; chocolate, vanilla, tapioca, or rice puddings; fruit cocktail; sliced pineapple, peaches or pears; and stewed prunes.

Then, there was a choice of one of two entrees which were changed daily and usually well prepared and delicious. Some I recall were baked cod, fried chicken, chicken a la king, spaghetti and meat balls, lasagna, chopped steak, chow mein, baked virginia ham, fried liver, shepherds pie, baked macaroni; and cheese, flounder fillet, franks and beans, knockwurst, and more.

The price also included soup, bread and a piece or two of freshly baked cake and all the milk, coffee, tea or soft drinks one wanted.

Finally, there was the huge, tossed green salad bowl, three salad dressings, French, Italian, and Russian, and the secondary salad table, with choice of potato, macaroni, beet salads and cottage cheese.

All this was offered for \$.99 (plus \$.07 sales tax). It may sound unbelievable, but it was true!

Your reporter made a few inquiries as to why this was discontinued. I spoke to the owner-operator of the cafeteria, Mr. George Dunigan, who formerly held the post of Vice President of American Export Lines in charge of General Services (food), and his partner, Mr. David Hobbick. They were very helpful and sincerely have the students interests at heart. Upon introducing myself as a reporter for the

Dolphin, Mr. Dunigan immediately stopped whatever he was doing and devoted his entire attention to me. He showed me around the kitchen, pointing out the spotlessness of it, explaining what a sorry state it was in when he took it over. He explained how it cost between \$1.50 and \$1.60 to put out the meal described above, rendering it impossible to continue such an operation. He was wholly sympathetic to the idea of restoring the practice and agreed with my idea of attaining subsidy from the Board of Higher Education to make up the difference between the \$.99 price and the cost. He went so far as to call our City Councilman Edward V. Curry (DEM) on the phone, introducing me to him. I personally spoke with him and he promised to do whatever he could to get the ball bouncing on his end. He also advised me to appeal to the students to write as many letters as possible to the Community School Board, City Hall, demanding something be done about this.

I would like to suggest a few points which should be brought out in your letters, such as:

If the City's Elementary and High Schools are able, (due to City Subsidy) to offer a good, nutritious lunch at reasonable prices, then so should our City Colleges! This is not asking much, when one considers the many additional expenses burdening students at the College level, which do not, in large, affect lower education students, such as books, supplies, transportation, and registration fees.

In today's drive for physical fitness, as so often stressed by our Government, it would be beneficial towards this cause to see to it that our College students have the opportunity to get at least one wholesome meal a day. Take into consideration the hurried and harried life of today's average student. He or she seldom has the time, nor the inclination to follow a well balanced diet. Therefore, the return of this luncheon would go a long way towards making it possible for a student to acquire the necessary nutritional minimum daily requirements.

It is the right of every student to demand and receive justice in this important issue. All it would take is a little time and effort on your part to get those letters off! It will be worth it.

Remember! a healthy body leads to a healthy mind, and a healthy mind leads to a healthy America.

Attention

On Tuesday, October 16th, beginning at 12 Noon, in the Student Lounge, President Birenbaum will host an "Open Conversation" with the SICC community. Dr. Birenbaum indicates that he is most anxious to discuss a wide variety of concerns with students, faculty & staff. Topics: Exchange Program with Stony Brook, student self-government on campus, Learning Town, SICC China mission, Financial Aid on campus.

Birenbaum Addresses Congress at the Sorbonne

Editor's Note.

The following is the text of Dr. William M. Birenbaum's speech at the Sixth Congress of the International Association of Sciences and Education, Sorbonne, Paris, September 3-7, 1973.

I. SOCIOLOGY AND EDUCATION: THOUGHTS IN SEARCH OF SCIENCE.

Gertrude Stein once wrote:

Education is thought about and as it is thought about it is being done. It is being done in the way it is thought about, which is not true of almost anything. Almost anything is not done in the way it is thought about but education is. It is done in the way it is thought about and that is the reason so much of it is done in New England and Switzerland. There is an extraordinary amount of it done in New England and Switzerland.

In New England they have done it, they do it, they will do it in every way in which education can be thought about.

I find education everywhere and in New England it is everywhere, it is thought about everywhere in America everywhere but only in New England is it done so much as it is thought about. And that is saying a very great deal. They do it so much in New England that they even do it more than it is thought about."

Education is done everywhere more than sociology is thought about. There are many more educators everywhere than there are sociologists, more humans wanting to be educated and educators who think they can do it than there are people wanting to think about sociology or sociologists who know what they think.

The lame may lead the blind, but this is a kind of leadership which leaves something to be desired. The blind, armed with the most sophisticated new computers, may spend lifetimes sorting out extraordinary masses of "facts" which others have observed. The lame may even rise above the "facts" and magically walk on the surface of methodological waters — a feat worthy sociologists sometimes perform. But after such tricks are performed, we are left with the gnawing doubt about what they mean, what the "facts" mean, what the methods to the meaning of the "facts."

If sociology is a bundle of thoughts still in search of a science, then education is a bundle of reactions to compelling tensions still in search of some thoughts. Once all the "facts" have been convened, and the methodological debates concluded, we find ourselves looking backward toward the beginning, toward an ideological and conceptual vacuum — a silent, dark and motionless space surrounded by incredible pressures, compelling forces pressing to destroy the vacuum's unnatural state, to fill the empty space with what we mean, our own meanings. We look backward into ourselves.

What the social "scientist" holds or has to say about the nature of man determines the character of the sociology he tends to develop. His behavior may lead others to scientific conjecture and even discovery, but his own thought and behavior are something less than scientific.

An astronaut may feel decent human emotions and think decent human thoughts as he stoops to touch a rock on the surface of the moon, but a rock is a rock for all that when subjected to the scrutiny of the geologist back on Earth. Earth-societies are not quite rocks yet, being themselves sources of human thoughts, generators of emotions, presenting to us still the political and economic difficulties in the definition of "decency". Between the astronaut and the geologist are the intricate political and economic decisions which create the mission connecting the moon to the Earth. These decisions combine what we know with our estimates of the nature of man. From this combination emerges what is possible and what we mean.

Educators everywhere on Earth must now confront the meanings of the societies which support them, and then do what is possible. Therefore, the salient methodological and research problems confronting the contemporary educator challenge his own political beliefs and his own economic needs.

II. ECONOMY AND POLITICALS ARTS IN SEARCH OF EDUCATION.

Aristotle said: "What we must learn to do, we learn best by doing." We tend to become what we do, and what we do depends substantially on where and how we grow up.

People growing up everywhere experience common needs and patterns of development, like the need for food and the biological and psychological expression of the genetic code. But the availability of food and the environmental accomodation of the biological and psychological expressions make for critical differences in the outcome.

Most people growing up in America now are institutionalized for more than twelve years in order to "get educated". Through the expansion of the community college movement, fourteen years of institutionalized education is rapidly becoming available to our young people — not as a privilege, but as a birthright. Nationally, almost sixty percent of those graduating the secondary schools obtain admission to College. In New York City more than seventy percent of those graduating the secondary schools enter college. This Fall there are more than 400,000 students enrolled in the colleges and universities in the five Boroughs of the City — a number larger than the total university enrollment for any single nation in Western Europe.

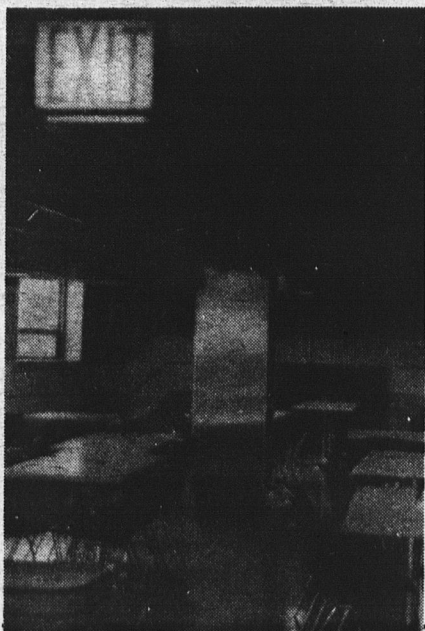
In my own institution, the City University of New York, which charges no tuition, there are 225,000 students, served by a faculty of almost 20,000 operating on an annual budget of a half-billion dollars, and currently committed to construct new buildings and campuses costing more than a billion-and-one-half.

Admission to the City University of New York is not contingent upon examination. A student must only demonstrate that he is alive and possesses a secondary school diploma to get in. The admission is OPEN and FREE.

These extraordinary numbers reflect a broad consensus in the United State about the nature of man and how people should grow up.

That consensus is embodied in the laws of the land, the statutes enacted by the national legislature, the United States Congress. The policy is clear: Everyone can be educated and should be educated to the full limit of his abilities and his desires.

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NEWS BRIEFS

29 Faculty Receive Promotions

Twenty-nine members of the Staten Island Community College faculty are being promoted in academic rank, SICC's President William M. Birenbaum announced today.

Two of the promotions are to the rank of full professor, the top rung in the teaching ladder. The others are from assistant professor to associate professor or from instructor to assistant professor.

Both the promotions to full professor are in the college's department of English and speech. They are going to Dr. Rosalie Reich, who also is director of the PLACE program at SICC, and to Armand Schwerner.

Dr. Reich is the author of "Tales of Alexander the Macedonian," published last year. She has been a member of the SICC faculty since 1965, after having taught seven years at Brooklyn College, and while at the Staten Island college has received State University and City University research fellowships. The PLACE program she heads at SICC is one of the college's experimenting projects in which students are encouraged to create new courses to meet their needs, to develop seminars of general interest, and to work as interns on community-related programs.

Professor Schwerner, at SICC since 1964, is widely known as a poet whose work during the last few years has been included in the anthologies of a score of major publishers. He has received several faculty research fellowships and earlier this year was recipient of a New York State Arts Council grant under the council's Creative Artists Public Service Program.

The largest number of the SICC promotions, 14, is from assistant professor to associate professor. In that group are:

Dr. John F. Olsen, chemistry; Dr. Jessie Gilmer, college discovery; Emile Chi, computer technology; Drs. Solomon Gemorah and Howard Weiner, history; Leon Ablon and Dr. David Jacobson, mathematics; Carolyn Fazzolari, mechanical technology; Amado Ricon, modern languages; Enid Harris, nursing; Norman Kruger and Ralph Martel, performing and creative arts; Giovanni Impeduglia, physics, geology and astronomy, and Dr. Clara Melman, psychology and sociology.

The 13 SICC faculty members raised from instructor's rank to the status of assistant professors are:

Martin Rosen, biological sciences; George Applewhite, business; Davis M'Gabe, economics, political science and philosophy; David Doyle, John McBride and John P. Miller, English and speech; Wendy Guillou, experimenting program; Richard Kamen, Evan Pickman and Elizabeth Zwingraf, health and physical education; Sarah Culley, nursing; and Deanna Nass and Ivan Smodlaka, student personnel.

SICC's Dean Habenstreit Elected To Civil Liberties Directorate

Dean Abraham I. Habenstreit of Staten Island Community College has been elected to a three-year term on its board of directors, the Brooklyn Chapter of the American Civil Liberties Union announced today.

Dean Habenstreit, whose home is at 101 Clark Street in Brooklyn, is SICC's associate dean of faculty for open admissions and full opportunity programs. He has been active in the cause of civil liberties for many years.



DEAN HABENSTREIT

Dean Abraham Habenstreit, Higher Education Officer; Associate Dean of Faculty - B.A., The City College of New York. From 1967-8/68 served as Assistant President of Educational Affiliation of Bedford Stuyvesant Corporation. From 1964-67 served as Director of Public Information for LIU Brooklyn Sender. Previously worked as reporter on the Record in Hackensack.

SICC Opening New Enrollment For Viet Veterans' Program

Applications are being accepted at Staten Island Community College for the fourth class of Viet Nam veterans who wish to enroll in the college's Veterans' Scholar Program, it was announced today by Wayne Purnell, program director.

Enrollment will be limited to 125, according to Mr. Purnell, who said classes will start October 15. The SICC program, supported in part by grants from the U.S. Office of Education, is designed for unemployed or under-employed veterans who want to complete the educational preparation required for high school diplomas and college entry.

Commencement ceremonies were held last week at the college for 95 veterans, the largest class yet to graduate from the program. All 95 are scheduled to enter SICC next month as fully matriculated students.

Applications and information about the program are available from Mr. Purnell in Building T-37 at the college, where his telephone number is 390-7854.

SICC Given \$21,000 Grant To Aid In Training Willowbrook Workers

Staten Island Community College has been selected for a \$21,546 grant to finance a training program for Willowbrook State School employees, SICC's President William M. Birenbaum was notified today by the New York State Education Department.

The grant, made by the state in an allocation of federal funds, will help pay for a project under which Staten Island Community College faculty members will conduct classes at Willowbrook for lower-ranking employees who are anxious to achieve paraprofessional status in the care of Willowbrook patients. More than 120 applications have been made for the initial class, although only 40 can be accommodated in the first stages.

The applicants, all now working as mental hygiene therapy aides, will come under the wing of SICC's degree granting child care program, and will be able to earn as many as 12 credits toward an AAS in child care.

Designed for state school employees working day or night shifts, the joint SICC-Willowbrook project calls for students to spend four hours a week in classroom instruction at Willowbrook and an additional four hours a week in classroom instruction at Willowbrook and an additional four hours a week in various Staten Island social agencies where related training can be given. Classes are due to start early in September.

In awarding the grant to the college, the state indicated its acceptance of the SICC theory that the classes could "upgrade currently underemployed Willowbrook State School aides whose occupational background is seriously devoid of the skills, knowledge and techniques necessary for dealing effectively with the mentally retarded." Successful completion of the course is expected to enable the employees to move at least one step higher on the state's career ladder for Willowbrook employees.

More On SICC Grants

Staten Island Community College has received more than \$500,00 in grants for new educational programs during the 12 months just ended, SICC's President William M. Birenbaum disclosed today. The new grant money, which totaled \$534,413, is in addition to funds given the college for continuation of programs under earlier grants and sets a new yearly high for such funding.

The bulk of the new grant money, \$482,875, came from governmental agencies—federal, state, and city—while the other \$51,538 was given to the college by private organizations and foundations. Included among the college's supporters were the Staten Island Council on the Arts, the Staten Island Mental Health Society and the Staten Island Zoological Society.

Funds from the grants have made possible projects ranging from individual faculty research to wide-ranging SICC educational programs covering significant segments of the community.

From the Zoological Society, for example, came \$2,250 for a professorial study of the Galapagos Island snails, while the City University Chancellor's Program awarded \$1,240 to three faculty members for development of videotape modules to be used in teaching Spanish to emergency workers such as policemen, firemen, ambulance attendants etc.

At the broader end of the spectrum, Staten Island Community College's program to take jobless Viet Nam veterans off the streets and qualify them for employment was bolstered by U.S. Office of Education grants totaling more than \$130,000. Still another SICC program, making college level occupational courses available for ex-narcotics addicts at the state's Arthur Kill Rehabilitation Center, was given a \$36,000 grant by New York State.

A joint project with the State University at Stony Brook, for a four-year career course for young people interested in service with community agencies and youth organizations, qualified for a \$104,125 award from the Fund for the Improvement of Post Secondary Education. It will make possible a baccalaureate degree for students taking courses at SICC and Stony Brook and completing internships with community service agencies.

Another grant, utilizing federal funds channeled through the State Education Department, gave the college \$43,587 to train blood bank technicians and prepare them for the city's new licensing requirements. A similar state grant, for \$21,546, will make it possible for the Staten Island College to conduct classes at Willowbrook State School for Willowbrook staff aides who seek paraprofessional status and higher level job opportunities.

SICC On Cable T.V.

Five half-hour color television programs produced by the Instructional Resources Center at Staten Island Community College will be broadcast NEXT MONTH OVER THE PUBLIC ACCESS CHANNEL C of the Sterling-Manhattan Cable TV Company.

Each of the TV programs, products of the IRC's television division, will be shown twice over a period of five weeks. All the showings will be on Tuesdays and Wednesdays, at the same hour, 7:30 P.M.

The SICC series opened Oct. 2 and 3 with "Dancing on Strings", produced by Tommaso Anzalone, a former student at the college, and featured SICC students in recital.

On October 9 and 10, the program will be "A Conversation with Angie Brooks-Randolph," Liberian ambassador-at-large to the United Nations and former president of the UN's General Assembly, who appears in the TV special with Professor S. Maxwell Finger of SICC, former U. S. Ambassador and senior adviser to this nation's permanent representative at the UN. Ambassador Brooks was the guest speaker last spring at SICC in a Presidential Seminar conducted by the college's head, Dr. William M. Birenbaum.

On October 16 and 17 the schedule calls for "Face to Face — The New Student," in which Professors Steven Zwerling, Stanley Aronowitz and Jeff Siegel discuss the problems and possible solutions for open admissions students in the City University of New York.

"A Walk in the Park" will be shown October 23 and 24. This is an original drama in which an English class under Dr. Ira Shor spoofs some of the problems facing contemporary society.

The fifth program, to be given October 30 and 31, is "The Making of a College" in which President Birenbaum discusses the history and future of Staten Island Community College with Dr. Arleigh B. Williamson, former Board of Higher Education member and founder of the college; James L.G. FitzPatrick, dean of the college for operations and development, and Juan Vega, a student.

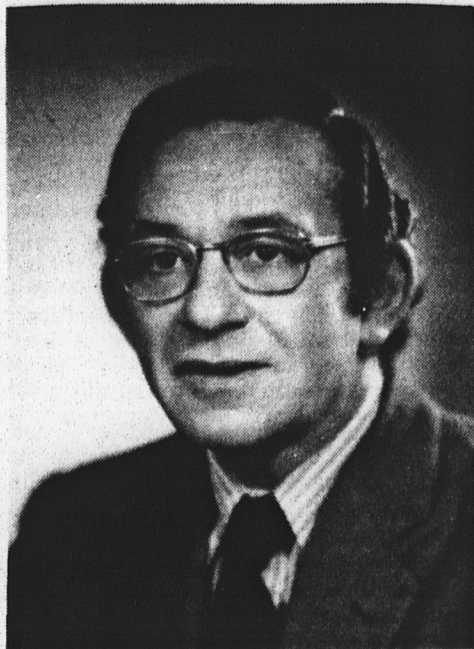
LOVESEND

We through months and seasons passing
believed our love was everlasting
while all unpleasant thoughts erasing
of the tragic finale love was facing.

Every haunting nightmare fancitized,
Each familiar fear now, realized,
I see the world through a wise man's eyes
and find the perfection that tears might
disguise.

Loves perfect beauty revealed to me
what for so long I had ceased to see,
A miracle in reality
bridging ephemera and eternity.

DENNIS RIORDAN



Fine Arts on Human Canvas

by NITA BURTON

Tenderly the young couple caress their new-born "bundle of joy". Dreamy-eyed they project their child's future. A football hero? A movie star? A statesman? A gregarious effective ambassador to some far-away exciting places? "Our child can become whatever it wants to become!" A consoling thought. . . if only it were true!"

John Locke, with his "Tabula Rosa" theory would have us believe that each of us were born with a beautiful bland canvas, upon which we could etch or sketch whatever kind of life we desired.

"Not so!" bellow our friends from the biology laboratory, wildly waving their Kleinfelder Syndrome. "As you know, normal females are born with XX chromosomes and normal males with XY chromosomes; however, some unfortunate souls are born with XXY, XXXY, XXXXY and as a result, have a prenatal tendency toward crime." So thoroughly have they experimented and documented their theory that in some cases, such as "The Boston Strangler" an attorney can actually use the Kleinfelder Syndrome in defense of his client, IF he can indeed establish the fact that his client does indeed have this abnormal chromosome alignment.

"All very interesting", comment B.F. Skinner's disciples, but its really all very simple. Change an individual's environment and you can change the person" People are basically the way they are due to the external factors affecting their lives. (My friends, that's no small order! poverty, injustices, oppressions of all kinds, economic, social, racial. . . all take their toll. External forces? Yes, but the impact can be horrendous!

Along come our analytical psychological friends, with still another position to stake. "It's strictly internal. . . we must deal with the psyche. Find out where they "goofed up" in their past relationships; straighten out their feelings and thoughts on sex and the impact their eodipal and other complexes played. . . strictly internal forces at work causing the trouble!"

Now enters Dr. Glasser with his "Reality Therapy". While he takes all the other positions into his stride, he feels that the import issues at any given time are the answers to the following questions:

- Where are you now?
- Where do you feel you would like to go from here?
- How do you get there?
- Have you considered how much is it going to cost you in terms of time, money, pain and effort?
- Are you willing to pay that price. . . or isn't you objective worth it?
- How much can others help you. . . and
- How much of it must you and you all be responsible for achieving?

This time, reflectively the young parents look down at their child. "My God. . . it's now a matter of school days. The nuclear family no longer have exclusive choice of what our child learns; values it will be exposed to. . ." For parents whose child may be at an institution of some sort, the concern on this score is overwhelming!

A fifteen year old brother sits at the dinner table. . . but he isn't eating. Pensive. Mother queries, "What's bothering you tonight?" "I feel that it's a rip-off! At age 9 my brother is too young to be at Children's Village. . . or any other institution. He hasn't had enough time to decide what he really wants to think about anything. . . now the "establishment" is going to fill his head with a lot of their do's and don'ts! I want him home with the family. . . with our values. The mother is quiet. Will my son learn to read well and become happier for it? 'Tis indeed an overwhelming task for a secondary family to take over the task of helping my son decide what kind of picture he will draw on his canvas of life. The mother ponders. No matter whose theory we accept. . . or even some of all. . . to what extent can any of us alter the courses of our lives? Then she prays. . . silently. . . "Dear God!! Please help my little boy draw some truly fine art on his human canvas. With your help, it can be done! Amen."

Birenbaum Cont.

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Of course, it is not quite clear yet in our country how best to educate everyone to the limit of his abilities and his desires; what the best institutional arrangements are to achieve this goal or whether the process is best institutionalized totally; whether the cultivation of the composite talents of the population will best serve national needs and purposes in the economy; or whether the society can really afford the implementation of this policy.

But for reasons deeply imbedded in the American experience, and now warp-and-woof of our psychological approach to problem-solving, "research" is more frequently a product of our attempts to do what we decide to do than on a priori basis for our decisions about what to do. Occasionally reason dictates our behavior. More often reason is a product of what we undertake.

In the educational sector, as in other dimensions of American policy, there is some evidence that we may have bitten off more than we can chew. An underdeveloped nation may be defined in terms of the gap between its aspirations and its resources. In its educational enterprise, the United States shares many of the problems common among the emerging nations of Asia, Africa, and Latin America. But as in those other parts of the world, our national aspirations are not exactly frivolous. They are necessary political responses to conditions urgently framed by the mood of our people, a mood contained within the boundaries of limited time.

Two forces shape the mood of our people far more than others now. First, a high-technology dominates the economy and generates far-reaching cultural change. And second, current problems of race and poverty reinvigorate the traditional egalitarian thrust in American society, and lay the foundation for may of the most explosive political issues.

These two forces interact at every level of our educational system, and together form a catalyst through which we must solve the future of our cities, the arts and sciences, the environment, the quality of life for our citizens, and the thrust of our policies abroa.

Poverty and racism beset virtually every nation on Earth. Everywhere I have been, from Zambia to the People's Republic of China, has aspired to the high technology, whatever the costs. In these respects the United States is not unique. Only in the scope of her canvas, and because of the time at which she is compelled to paint her picture, she may serve both as an inspiration and as a warning for others.

III. TECHNOLOGY.

Less than one-fifth of the works in the United States are engaged in agriculture, and barely more than a third in industrial fabrication. The great majority hold jobs in the operation and maintenance of complex technology systems — in computers, electronics, the mass media, etc. and in professions and pursuits which deliver services to other people. The high technology has transformed the economy and the kinds of work which have to be done to sustain it.

In the maintenance and operation of the technology systems, at the middle and lower levels where the bulk of the jobs are produced, a premium is placed upon the ability to apply specialized bodies of knowledge. A skillful application of such knowledge does not usually require a mastery of the sophisticated thought systems, in mathematics and science which especially produce the knowledge to be applied.

Thus, just as most of us consume goods without understanding the systems of thought which led to their invention or production, an increasing number work at jobs where the repetitive application of specialized knowledge precludes creativity and the comprehension of overall purpose.

As the President's Task Force on Work in America revealed last year, the modern economy tends to produce widespread boredom, dissatisfaction, and a resistance to work among blue and white collar workers alike. High levels of absenteeism, the compromise of quality in production, and a resistance to managerial direction, are the primary indices to worker ennui. Such disaffection is especially evident among the younger workers.

An advanced technology produces permutations of itself rapidly. In a rapidly changing technology, people may become as obsolete as machines. Over time people become incompetent at levels where they once performed well. This process quickly expends the capital accumulated through education, devaluing the worth of formal academic credentials.

Nothing affects the quality of public life in the United States more profoundly than the process and the produce of the technology. The output of the mass media shapes the knowledgeability and the spirit of the people. The environment is altered by both the production and the use of the technology. The technology enhances the mobility of the people, and reorders their dispersion among the cities, the suburbs, and the countryside. And in the incredible multiplication of the products which the people may obtain and consume, the technology magnifies the ultimate democratic problem of choosing, of choice.

But at the same time, work and education in this economy narrow the focus of the worker, effectively warping his perception of the whole, of the public good.

The technology economy leads to far-reaching and rapid social change, and this raises issues quite different from those implicit in the technology itself, political issues, concerning institutional change, the viability of existing institutions. The computer programmer and the television repair man are both functions and instigators of shifts, often sudden and erratic, in social values. Each is potentially a revolutionary factor promoting and accommodating social tension. This is as true in the Soviet Union as it is in the United States.

Our educational systems have always been obsessed by the relationship between knowledge and production; and in production, by efficiency, the equation between the cost of production and the popular willingness to pay a price for the product.

But our modern economies raise dramatically a new issue in the relationship between knowledge and consumption; and in consumption, an equation between the cost of the products and their impact upon the quality of living.

In the UNESCO Commission's report last year, entitled "Learning to Be", we find this conclusion:

"The industrial nations' system retains . . . its dual nature; the education dispensed is pre-technological, while recruitment, socially speaking, is elitist."

Elitist educational systems, of the kind which gave rise to the high technology, are doomed by their own success. They are like the last rose of summer, glorious in the moment before final collapse and decay.

Our educational system must be redesigned to address the relationship of knowledge both to producing and to consuming — both to make a living and to living.

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The President's Seminar Series

at

STATEN ISLAND COMMUNITY COLLEGE

presents a

Special Public Lecture and Discussion:

"Far Reaches of the First Amendment"

by

JUSTICE WILLIAM O. DOUGLAS

SUPREME COURT OF THE UNITED STATES

Tuesday, Oct. 23, at 8 P.M. College Auditorium

Admission by Ticket Only

Student, faculty and staff tickets may be obtained (while they last!)
at the President's Office, Room A-231.

Birenbaum

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IV. EQUALITY.

The training of workers for a highly differentiated technology economy, usually results in the segregation of people institutionally for educational purposes.

In the U. S. experience there is clear and powerful evidence connecting performance-levels on examinations determining who gets into the universities, with the class and cultural backgrounds of the candidates. Generally the poor and the culturally disadvantaged perform less well on these examinations than others. Thus, competitive admission examinations at the threshold of higher education implement segregation and track the candidates according to class. To the extent that this still happens in the U. S., it is usually justified on the ground that the segregation is wholly on the basis of "merit". But the examinations through which "merit" is identified embody a cultural bias. The ultimate definition of "merit" is influenced by the prior class experience of both the candidate and those in authority who compose and administer the examinations.

A specialized, vocationally-oriented curriculum culminates in a know-how and a credential often pre-determining the future income-level and class-status of the graduate. The education of a nurse or a medical technician circumscribes their future vocational mobility. Everyone knows that the nurse and the medical technician will command less income and decision-making power in modern society than the medical doctor. The mobility of the medical doctor may be equally circumscribed by the specialization of his education, but his qualifications project him into a different class and a greater power-potential in his society.

Therefore, at the times of entry and exit from the university, and of course in the educational programs in-between, institutions with the main purpose of training workers for production in the technology economy, often perpetuate and project class differences.

Through consumption, the output of the modern economy has a tremendous democratizing impact in a mass society. The diversification and quantification of products at costs where they are readily available to the general public, and mass media which extensively inform the public about what is possible, result in widespread consumption and rising expectations about the future. These phenomena multiply choices and complicate choosing. They present a unique educational challenge.

Education for Production depends largely upon specialized bodies of scientific and technological knowledge, techniques and processes. Education for Consumption depends more upon knowledge and the mastery of arts common to politics, economics, and the humane subjects and experiences enabling people to perceive and measure human values, individual and social.

Education for Production trains people to make a living. Education for Consumption must dwell upon knowledge for life itself. While lip-service is paid to the idea of Lifelong Learning or Learning for Life, the modern educational institution increasingly imitates the organizational and political characteristics of industrial technology systems actually engaged in the production of goods.

These systems stress hierarchal decision-making, strict discipline, carefully programmed behavior requiring precise repetitive acts, concentration upon the parts of a process rather than upon the whole, a thrust toward greater production control, monopoly power, and efficiency.

A pattern emerges here which is either undemocratic, or in which, according to its own terms, democracy is not even an appropriate issue. And yet its outcome is the democratization of popular taste, greater leisure, and the promise or encouragement of political and economic equality.

Production in the technological economy emphasizes competition among the workers in behalf of greater efficiency; the concentration of decision-making

power, centralization in the control of the allocation of resources and rewards; monopoly in and a limited access to the levels of overall or general direction.

Our modern universities are organized and operated along these lines. Their educational programs embody and reflect these operational values.

In the consuming society, however, the emphasis is placed upon the decentralization of decision-making power; necessarily, therefore, upon cooperation; informed choice; an overview of life-purposes — in other words, upon democratization and greater equality.

The conquest of illiteracy in the Soviet Union, and the dispersal of transistor radios among the masses of people in Latin America, Africa, and Asia, symbolize the dilemmas and the paradoxes in which contemporary educational systems find themselves in both the advanced and still-developing societies. The high-technology economy produces forces which are subversive of itself.

Opening access to higher education to the masses is bound to change how higher education is done and what it is. And where the people enjoying the post-industrial economy aspire to the high human values produced by both Eastern and Western civilizations, the democratization of educational access is inevitable.

V. LEARNING SPACE, TIME AND CONTENT.

The heat generated by open access to higher education in New York City, is melting many of the value and intellectual distinctions frozen by tradition most solidly into the design of the great public University there. And as the old way melts, new educational currents are beginning to flow.

Many assumed that Equality of Access to the University was tantamount to Equality of Learning Opportunity. But as large numbers of people from classes never before admitted to the University are getting in, they ask questions about what they have gotten into. Many entered unprepared by past cultural and educational experience to meet the challenge of the

existing curriculum in the conventional terms. Some lack basic skills in mathematics, languages and the sciences as these have been traditionally required in the first year of a college education in the U. S. One response to such deficiency is to wash-out, to fail those who have gained access. The new clientele rejects this definition of "equality of access". They did not seek access for the purpose of failing at the outset. The University is forced to invent new ways to equip large numbers of young American adults with the cultural skills required for their continuing education.

As the 1972 UNESCO Commission Report previously cited states:

"all evidence, both from experience...and from reliable scientific research, indicates that intellectual capacity is more or less evenly distributed among the various social classes and levels of wealth."

We face in our new clientele no failure in their genetic quality. We see in them the damages of class inequality, our own past failure to implement the high ideals of our society. They are demanding now the opportunities for learning which have for some time been available to other classes in our nation. This demand may transform our University into a unique coalition between the American middle class and the impoverished and racial minorities in our society.

But there is a second dimension to the challenge presented by the new clientele. Beyond mathematics, the sciences, and skills in our native tongue, their questions go to the heart of educational content in politics, economics, literature, art, psychology, sociology, and history. They have quickly grasped that the university curriculum, far from embodying perfectly The Truth, represents merely somebody's versions of The Truth at particular points in time. Sensing somehow that there is far more to know from the 6,000 year recorded history of the human experience than can be included practically in a university education, they quickly realized that our

Continued on Page 5

PLC-MARINES

The Marine Corps Officer Program for college men is the Platoon Leaders Class (PLC). All training is accomplished at Officer Candidate School, Quantico, Va. (near Washington, D.C.) in two six-week summer courses for college freshmen and sophomores on a single ten-week course for those who enroll as Juniors. There is no on campus training. PLC benefits include financial assistance which pays \$100 per month during the school year. Current active duty obligation is 2½ years upon graduation (3½ years for pilots and 3 years for navigators). PLC members also accrue valuable longevity for added pay and retirement benefits. The program also offers a deferment from active duty if a choice is made to enter Law School after graduation. A private pilots license may be obtained by those members guaranteed aviation training at no expense to them. Minimum starting pay is \$10,271.76 to \$12,444.56. Guaranteed promotion after 24 months to 1st. Lieutenant pay increases to \$15,099.36 per year.



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Birenbaum

Continued from Page 5

curriculum is shaped not only by what we have decided to include, but also by the far larger body of knowledge which, in the very nature of things, we have decided to exclude. Things we have included are challenged afresh. Many things we have excluded, we are discovering, apparently require reconsiderations.

This challenge should shake our confidence in what we have been doing, and shifts some of our attention away from our own versions of The Truth to the immediate reality of students. Thus there is a new juxtaposition throughout the University between "knowledge" and people — bearing upon and reshaping our own perceptions of The Truth.

These questions about the content of formal education reopen fundamental questions about the methods. How do people learn best, and do all people necessarily learn best the same ways at the same times? Our higher educational institutions have made crude and gross assumptions about how people learn, about the appropriate times for learning. These assumptions give many of our clients the impression that we think they exist mainly in the service of our institutions; but they give us the impression now that their institutions should exist mainly in the service of them. Our official ideals are embarrassed by our former assumptions.

Intricate value and knowledge problems are embedded in the relationship between content and method in education.

The equation between objectivity, contemplation, and detachment, and engagement, commitment, and subjective activism is involved. The isolation of people from responsibility for the active use of knowledge during prescribed periods of formal educational time, may actually distort their learning capacities. We are returning to apprenticeship and internship education, discovering new combinations between detachment and engagement, contemplation and action in the mastery and uses of knowledge.

The old lines will be erased or redrawn between productive work and intelligent consumption, the purposes of competition and the needs for cooperation, self-development and the perception of the public good, the imperatives of science knowledge and humane wisdom, between being younger and being older. But confronting the eternal educational issues this way also puts unusual psychological, intellectual, and political pressures upon those responsible for institutional change, upon our own abilities to lead and to implement the changes.

The trip from class to mass higher education is a revolutionary movement. Those in power in the established educational systems are a threatening counter-revolutionary force. We are among the greatest beneficiaries of the technology economy. It has educated us. Its values have impregnated us. We have too much to defend.

The education of the educators is the critical issue. We have become what we have done. If we cannot change ourselves, we will fail as instruments for change.

Enhancing communications and the mobility of people and things, the high technology has multiplied options. The university has been cultivated like a formal English garden. It needs to be plowed afresh like a new field in which a thousand different flowers may take root and bloom. Confident not only in what we know but also about what we don't know, we should seek variety and honor diversity in what we do. It is a time for a little more chaos, messiness in our approaches to problem-solving. It is a time for careful entrepreneurial planning, and for building into each plan the forces for its own ultimate destruction.

Being uncertain about The Truth, pluralism is now a more efficient way of life in higher education than monopoly.

Competition and Cooperation.

It serves monopoly power to provoke an intense competition among the consumers of the monopolist's product. Through a strict control of who gets into the educational institution, and an arbitrary examination system measuring the client's progress once he gets in, the students are not only pitted against the System, but against each other.

This approach works against the free exchange of ideas, the fullest sharing of

knowledge, and psychologically prepares the student to become a monopolist himself.

The only legitimate purpose of competition is the production of the highest level of performance. But the ultimate object of quality performance is its bearing upon the common good. Competition is justified therefore, only to the extent that it results in cooperation. Knowledge has meaning only when it is shared and used in behalf of the welfare of others in addition to serving self-interest.

Mass education precludes the definition of "failure" according to a competitive ranking of persons within the group admitted for educational purposes. Either everyone can and should be educated to the full limit of his abilities and desires, or not. If everyone can and should be, then an educational system which produces failures is itself a failure.

Centralization and Decentralization.

As the masses reach higher into the educational resources of their societies, relations between the universities and the state will become more complex. The pressures upon national treasure in support of the educational enterprise will become more acute; matching individual talents to national manpower needs more difficult. In many ways a more educated populace imposes more sophisticated demands upon those who govern.

Forces countering the movement from class to mass education will be mobilized. The spectre of an "overeducated" but underemployed population will be raised. Political pressures in behalf of even more specialized technical education will be mounted, usually at the expense of humane educational programs and the diminution of class differences.

Through the computers and the new devices for communication, policy and operational decision-making is rapidly being centralized in behalf of fiscal and political efficiency, in keeping with somebody's Master Plan. But through the admission of the new classes to our learning institutions, we encounter a tremendous new diversity and variety of human talent, whose challenge transcends the traditional and standardized educational approaches we have employed in the past, or anticipated by any of the existing Master Plans.

The education of the masses, the interplay of the classes within our institutions, require the diversification of programs, the ability at the local level to change quickly and often. In the actual delivery of educational services to students and local communities, autonomy and the decentralization of decision-making are imperative.

The reconciliation of these apparently opposing needs, will occur only in the reconsideration of the relationship between production and consumption in the purposes of education and in the skillful use of the community's non-academic learning assets in collaboration with the formal academic resources.

But the ultimate question is whether we can subject the high technology to the human will, using it to give form to our own destiny; or whether having issued these projections of our minds, we are destined ourselves to be shaped and directed by them.

VI. CHANGES.

Monopoly and Entrepreneurism.

The spirit of monopoly permeates the structure and the programs of higher education. This spirit is encouraged by the pretention that education is a science and that the educators really do know The Truth. The monopoly power is implemented when the disciplines are rigidly categorized and the categories are converted into sovereign administrative agencies for processing budget, personnel and programs; when the professoriate is imbued with an unqualified power about what should be taught and how; when the government of the institution is oligarchal and clandestine; when the system is vested with an arbitrary power to determine who has access and in the granting of credentials; and when the university asserts the claim that it is the only place pre-empting the only time for advanced learning.

On this issue the computer, like the split-atom, is neutral.

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Frank Werth - Hunter Libertarian Alliance
at 360-2118

or Write any of the above at
Committee for a Hunter College Festival
Room 245
Hunter College
695 Park Ave.
N.Y. N.Y. 10021

OR

Hunter Libertarian Alliance
Roosevelt Memorial House
47 East 65 Street
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The energy of the mind, once released, cannot be recaptured and stuffed back into the head form which it emerged. Once released, that energy is irreversible and irresistible. Knowing what we do, there is no retreat from the masses of our people who now want to know what we know, or even more.

The human movement toward equality and the power of the high technology must

somehow coexist. The contemporary university is the forum in which that coexistence must be negotiated. Each educator, himself being a product of what he knows, is within himself the place for this summit meeting.

We may approach the summit confident only in the possibilities contained in what we have yet to learn.

FRENCH STUDENTS VISIT STATEN ISLAND COMMUNITY



Renault and Marie Charmed
Renault et Marie Enchantes



You've Got To Be Kidding This Place Is SICCC
Vous Plaisantez, C'est Ca SICCC



No Ticky No Tocky
I Got Myself A Chinese Clocky

The French Translation
Intraduction Francaise



Teresa O'Connor and Gerard Bissainthe
Teresa O'Connor et Gerard Bissainthe



EDITORIAL

Everyday, as you can imagine, a person has to fulfill their biological functions—i.e., the "call of nature"—at least once a day, in this school. For some, it is just another thing that has to be done, but for others it can be a traumatic experience. How many times have you walked into the "john", even if only to comb your tangled mess of hair, only to slide all the way across the floor and nearly killing yourself when you hit the tiles? Or how many times have you went in, just to take "a nice long one," and were afraid to sit down because it looked like the bacteria had set up a duplex apartment in the bowl?

This, to use the expression, is the "shit" we have to put up with every time we walk into one of the many toilets in this school. You know the situation—all types of paper virtually covering the floor, flooded facilities, unflushed toilets, and on occasion people have set fire to the papers in the trash bin—why must we put up with these atrocities? It is almost a war—Battle of the Germs!!!

For one, the blame must be placed upon all the students who use these contraptions that are supposed to be one of man's great technological achievement's. In my opinion, I have seen cleaner outhouses, which, according to Public Health Service standards, are considered less sanitary than the modern conveniences. Does this mean that we all have to run out and get ourselves a small wooden shack with a toilet seat inside? Not really, but here are a few ideas:

Whether one cares about their fellow human or not, at least they ought to be considerate when concerning the topic of good health, if nothing else. This is not a cry to bring back the days of toilet-training, despite the fact that some people appear to need it. Dig it! I'm not even complaining about the unbridled growth of graffiti on the walls—what the heck, it gives everyone something to read while they are concentrating on more "noble" efforts! The point of argument is the way some people act while in the "john". There is no need for leaving your social statement in the bowl for someone else to add his-her thoughts upon. Flush the god-damned thing! Despite the results of the tests taken last year by this school's Environmental Health class, proving that the chlorine levels in the facilities were high enough to kill most of the germs, there is still the idea of "looks". One has to have virtually no emotions or a sense of smell to notice a mess of brownish goo floating around inside of a contraption that he-she is about to use. And why should that person have to eliminate someone else's wastes out of sight before that person can have the pleasure of sitting down in comfort or peace of mind? It's really a sickening sight to see—to know that people can be such pigs.

There are a couple more things for the students to realize. For one, it's no joke to try to flood the place, intentionally or unintentionally. How funny is it for the fellow or gal who gets an injury from those tiles, which are slippery enough to start with? Not very. You could get killed falling down in those rooms. It nearly happened to me a couple of times. Or doing things like emptying out all the toilet paper all over the floors. People **have** to use those little scraps of paper, inexpensive though they are, and it's a waste and a discomfort to those in need.

Then there are those idiots who set fire to the papers on the floors and in the trash bins. Again, it's another health danger. Not only that, it's needlessly destroying something that isn't even harming you. If you got a complaint about life's worries, bring it out to the people, not confine it to the perverse pleasures of burning down a toilet. And guys, please light your roaches outside in the lounge, where everyone else does it. That stuff leaves an awful smell in there. It's bad enough as it is without having more stink in there.

The other part of the blame must be put on the custodial staff of the school. If the student population is too damned stupid to do things correctly, you **have** to clean up after them, whether you like it or not. You're getting paid for your services, so it isn't beneath you to go in there and clean up the place. It's not only your job—it's your responsibility. Most of the time, it's necessary for me to wash my hands, but I'm afraid to because my hands would get more dirty from the handles of the faucets than there already are. The sink itself is **ALTOGETHER DISGUSTING**. The mirrors are full of spit and God-knows-what-else. Clean these things!!! It doesn't help just pouring a little Mr. Clean into the "john" and flushing it, and then freshening the air with that lousy "Pine Mist"—the rest of the place must be made sparkling and sanitary to function correctly. If the administration cannot accomplish this with their present staff, maybe it would be helpful to hire another person or two, to make sure that these places are Healthy enough to walk into.

In these present school days of ripoff prices in the food counters and bookstore, along with some really awful classes, what this school **DOESN'T NEED IS FILTHY TOILETS** for one to use. I feel that it is everyone's responsibility, administration and students alike, to make sure that one of life's basic functions can be both sanitary and no cause for trauma. And I'm not "shitting" you either!!!

THE DOLPHIN

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THE DOLPHIN is a student publication of Staten Island Community College, 715 Ocean Terrace, Staten Island, New York, 10301; 390-7813, Room C-134.

The opinions herein expressed are solely those of the Editor and the Editorial Board and do not necessarily reflect the views of the college, its administration, faculty, or students.



Marty Black's

BLACK BOARD

It was on a sunny Monday afternoon early last month that I received the news. The Evening Session Student Government was going to sponsor a leadership retreat and I was invited. Where? Where else but to the scene of my lost youth, the Catskills. It was in the Catskills that I first began my eventual ten year pursuit of looking for a "nice Jewish girl" to marry. (I eventually married one from Great Neck which is the rough equivalent of meeting someone at Grossinger's). It was in the Catskills that I first began to recite Sam Levinson recitations as a young performer at guest nite. "You know son," an experienced social director once told me, after a particularly memorable performance, "You're a real amateur." And it was in the Catskills that I first learned about baked herring.

When you mention the word "mountains" to a New York Jew (s) he immediately knows what you mean. Forget the Rockies or the Andes or the Alps there is only one "mountains". The Catskills! Moreover, there is only one section of the Catskills that counts, the part that surrounds the town of South Fallsburg, N. Y. It was in this geographical area that my father first taught me how to eat. For him going to the mountains without having baked herring at breakfast was like going to Miami and not getting on the beach. While the rest of the world was having its bacon and eggs or cereal and milk my father was carefully passing on to me the secret of eternal sunrise bliss. Baked herring, a baked potato with lettuce and sliced tomatoes.

And so it was that along with about three dozen other SICCers I departed for the Hotel Finkelstein. Immediately upon entering the hotel, the distinctive atmosphere of the "mountains" made itself felt.

"The bellboy will show you to your room," said the man at the desk. "Never mind, I only have one bag," I replied, trying to skimp on the traditional gratuity.

"Well, you'll still need him to show you where the room is," replied the desk clerk.

"Another fifty cents shot to hell," I thought to myself, and meekly followed along. In the duel of two Yiddish cups Black was 0 for 1.

When I entered the dining room the next morning the shock first began to set in. No baked herring on the menu. I could hardly believe my eyes. This had never happened to me before. What was the mountains coming to? Sure I had noticed an increasing influx of non-Jewish types over the last few years, but this was too much.

Angrily I approached the maitre de. "Sir," I said, "I noticed that there is no baked herring on the menu. How do you explain it?"

"For the Knights of Columbus who are here with you this weekend I need baked herring?" he said. "Who will eat it?"

At that moment a certain sadness came over me. Ever since Hebrew School my rabbis have been warning me about the dangers of assimilation. For most of my life I would only go out with Jewish girls so that I would run no risk of lessening our numbers. An now this. No baked herring. "Listen my good man," I retorted to the head of the dining room. "you have this thing all wrong. Instead of taking the dish off the menu you should highlight it even more. Spread the gospel. Propagate the faith. For five thousand years this dish has survived. If it was good enough for Isaac, Abraham and Jacob it should certainly be good enough for Brickman's."

With an argument like that, what could they do? Yes, I got my baked herring, but what a price to pay. Wherever I went for the next two days the hotel people came after me. First it was the maitre de. As I reached down to scoop up my second bite he tactfully leaned in over my shoulder, palm extended upward and inquired, "So tell me, how is the herring?"

Later I was lining up a short putt on the fifth hole of the hotel's practice green when the athletic director tapped me on the shoulder and innocently inquired, "Was the herring good?"

The pool opened one night for a midnight swim and as I was doing the breast-stroke the lifeguard blew his whistle called me out of the water and queried, "Did you enjoy the fish this morning?"

Although I had put a "Do Not Disturb Sign" on my door, the chambermaid still had the guts to use her pass keys and wake me from a deep sleep while asking, "Did you enjoy the baked herring this morning?"

Finally, I forked up the appropriate gratuity and the hotel left me alone. When it starts costing out-of-pocket expenses to maintain your birthright, you know something is rotten in the State of Denmark. Fortunately for me, it wasn't the baked herring they served me which was very good that morning.

"SPEED" KILLS

"SPEED" KILLS! is the name given to the 1973 edition of a highway accident statistical booklet prepared annually by The Travelers Insurance Companies.

But the "speed" is not the hard, unlawful drug most persons think about today. It is the tranquilizer, antihistamine and bromide — legal drugs purchased in any drug store with and without prescription.

The Sunday punch of these "innocent" drugs, according to The Travelers, lies in the so-called "synergistic" effect of the drugs combined with alcohol.

A spokesman said a driver taking cold pills, for example, might very well, after downing a couple of cocktails, exhibit all the behavioral characteristics of the town drunk. His reflexes could be slowed, his speech slurred, his vision impaired and his gait affected.

This person becomes a dangerous driver by any definition...and only because he woke up with the sniffles and lacked knowledge of the possible side-effects of pills and cocktails, the spokesman added.

Commentary in the booklet indicates that research on this problem will be the first step toward a solution of the problem.

LETTERS TO THE EDITOR

About Campus

Welcome back to the campus. I hope you had a good summer. As we begin another school year, I would like to call your attention to a few things:

1. ACCIDENTS ON CAMPUS

We have experienced some difficulty with reporting of accidents on campus. I should like to call to your attention that all accidents involving any persons on our campus must be reported. Such reports should be sent to the Business Office (for insurance purposes) as well as to the Medical Office. In addition, a statement should be taken immediately from any witnesses and this should be sent together with the accident report to the appropriate offices.

2. PARKING

Parking once again this year will be very difficult and the guards have been instructed to bar entry to the campus of any vehicle which does not have an appropriate decal properly affixed. Please cooperate so that guards will be able to do their job and reduce congestion.

3. SMOKING IN CLASSROOMS

I call your attention to the fact that smoking in all classrooms and laboratories is prohibited. I would appreciate it if instructors would call this to the attention of students and would themselves refrain from smoking in the classrooms. Smoking is both a fire hazard and a source of annoyance and discomfort to non-smokers. Your cooperation will be appreciated.

4. EATING IN CLASSROOMS

By the same token, eating in classrooms is also prohibited and violation of this regulation makes housekeeping much more difficult and also presents certain health hazards. Once again, I call upon instructors to bring this prohibition to the attention of their students to see that eating does not take place in classrooms.

New Psy. Course

Beginning with the Spring, 1974 Semester I will be teaching Psych. 10 (Human Growth and Development) in a new and hopefully innovative fashion.

Previously, this has been a traditional 3 hour per week, classroom, lecture-discussion course. In the Spring, each student enrolled in my section will (1) receive traditional classroom exposure and (2) will be involved in actual work experience in an off-campus institutional setting. The dynamics of the course are still in flux. However, I envision 3 hours of classroom work per week, integrated with internship experience at a place like the South Beach Psychiatric Center, Willowbrook State School, the Staten Island Mental Health Society, an old age home, etc. The student will be meaningfully involved in human problems while receiving a traditional classroom background in human development. Career and academic counseling will be offered to the student as an important part of this innovative experience.

Students will earn from 6-9 credits for this course. Three credits will be awarded for classroom contact and from 3-6 credits for internship experience, depending on the number of hours per week devoted to work in the affiliated institution. The credits will be transferable to a 4 year institution in a problem-free fashion since credit will be earned for traditionally listed courses.

If you are interested in what should be a meaningful experience please contact me in Room H-9 (390-7744) by October 30. Remember, you must have finished Psychology 1 by the end of this semester.

Dr. Harvey Taub
Psychology & Sociology Dept

Food Conspiracy

The Shanti Food Conspiracy is a co-operatively run storefront located at 104 Westervelt Avenue. Its purpose is to provide natural and organic food to Staten Island residents at relatively low prices.

The co-op was initially begun by a group of Richmond College students who were acutely aware of the lack of places in Staten Island where one could go to get food that had not already been contaminated by harmful insecticides or chemical additives. They began to realize that the food they bought at the supermarket was produced more for profit than for people.

Because Richmond College pays for the rent and utilities of the co-op, and because there are no paid workers there, the co-op is able to run on a 25 percent markup, 15 percent of which is deducted for anyone who is willing to pitch in and work.

We have devised a system of blocks of workers, which allows workers to contribute as little as four hours (in one day) a month to the co-op. The work is simple, and besides, the nicest people stop by to shop there.

At present the store is open four days a week. Tuesday, Wednesday and Thursday from 4 P.M. to 8 P.M. and Saturday from 11 A.M. to 6 P.M. Stop by when you are in the neighborhood or call Paul or John at 447-9232 or Derek at 442-8099.

Chinese Dropped

Due to lack of interest, an amazingly interesting and fascinating language and cultural course was dropped. This happens to be Chinese. I have Dr. Holt's word, head of the language dept. that if I get enough students interested next semester, this language will be forth coming.

If you are interested in knowing more about this intriguing language and how to get this across, please go to trailer 25 and inquire.

I also add, anyone who has knowledge or is interested in the martial arts, this matter is of importance to you.

Concerned Fellow Student
Jerry Diprima

SICC Appoints 3 New Chairmen

New chairmen have been designated for three of the major departments at Staten Island Community College, SICC's President William M. Birenbaum has announced with the start of classes for the fall semester. Additionally, a new student guidance program has been established under a veteran SICC dean.

The three departments with new chairmen are history, now to be under Dr. Luther P. Carpenter; psychology and sociology, under Dr. Howard R. Stanton; and health and physical education, under Professor Gary Rosenthal. Dr. Carpenter has been on the SICC faculty since 1968, while Dr. Stanton and Professor Rosenthal have only recently joined the teaching staff.

Dr. Carpenter, who was elected to Phi Beta Kappa at Amherst before going on to graduate work at Harvard, at various times has held Woodrow Wilson, Harvard, State University of New York and City University of New York fellowships, as well as being selected as a visiting scholar to Bristol University in England. Prior to coming to Staten Island Community College, he held teaching posts successively at Central State College in Ohio and Lincoln University in Missouri.

The new psychology and sociology department chairman, Dr. Stanton, has come to the Staten Island college from Worcester, Mass., where he was director of the Worcester Miniversity after having held a professorship in sociology for three years at Clark University. He also was three years on the graduate faculty at the University of Puerto Rico, for four years was director of the social science program for the Santurce Department of Health in Puerto Rico, was on the staffs at Bryn Mawr College, Columbia University and the University of Chicago, and for two years was a reporter for the Honolulu Star-Bulletin.

Professor Rosenthal, selected as chairman of the health and physical education department at Staten Island Community College, for the past ten years has been on the faculty of Long Island University. At his alma mater, LIU, he has filled such posts as executive dean of the university's Brooklyn Center, dean for admissions, dean of the division of basic studies and dean of students. He also has been a health and physical education department chairman in the city school system and has held a part-time professorship at New York City Community College.

Professor Rosenthal has served three years as president of the Metropolitan Soccer Conference, twice was named Soccer Coach of the Year in metropolitan New York, coached the United States soccer team in the 1969 games in Israel, and has served as a consultant on the game to major newspapers and magazines as well as to a Hollywood studio.

The new SICC student guidance program, CHOICE (Center for Higher Options in College Education), will be headed by Dean Stamos O. Zades, who for 14 years has been the college's dean of students. Dean Zades, in his new assignment will be directly responsible to President Birenbaum in organizing the center, "which shall seek to promote intelligent choosing among students."

"Beginning with our relationships with the secondary schools and the external community," Dr. Birenbaum said in announcing his CHOICE plans to the college, "and carrying through placement testing, orientation, program choosing, choice of transfer schools and choice of career and job, Dean Zades and his staff will develop the means to help our students navigate their options."

Dean Zades, who was seven years on the CCNY faculty before joining the SICC staff, holds degrees from American International College and Teachers College of Columbia University. For many years he has been active in the work of the state and national Personnel and Guidance Associations.

CUNY ON CABLE T.V.

The first link in New York City between a live college classroom and the at-home television viewer was opened Monday, September 24, when City University of New York began transmitting two regular college courses over cable television's Channel B.

A newly installed telephone-microwave relay links the City University Mutual Benefit Instructional Network (CUMBIN) with Sterling-Manhattan and Teleprompter every Monday, Wednesday and Thursday evening during the coming academic year.

The two courses, which cable subscribers may audit free of charge, are Humanities 10 (Monday, Wednesday: 6:25 p.m. - 10:25 p.m.) and Broadcast Journalism (Thursday: 6:20 p.m. - 8:10 p.m.).

Commenting on the new program, Dr. Timothy Healy, CUNY vice chancellor for academic affairs, said, "We are committed to the use of technology in efforts to reach a new clientele. The Chancellor's Committee on Educational Communication is studying the potential uses of cable for delivering a broad spectrum of education to the people of the city. We hope to learn a great deal about the uses of cable from this project."

CUMBIN, a microwave television relay in operation at CUNY since 1968, interconnects graduate students and faculty at City, Hunter, Brooklyn and Queens Colleges and the Graduate School and University. Programs may originate from any campus and, through telephone connections, students on any campus may ask questions and participate in discussions. Cable subscribers who audit the CUNY courses will hear students addressing their professor from at least three separate locations around the city.

A recent report on cable television issued by the RAND Corporation (May 1973) noted that "television can help meet several general needs in education...Cable television can be even more useful than other television media have been in the past because it offers additional technical features at a cost that is often below that of all but broadcast television."

Broadcast Journalism is taught by Charles Novitz, an adjunct associate professor who is manager of ABC-TV Newfilm Syndication. Seventy students from the Graduate School, Brooklyn, Queens, and Hunter Colleges are enrolled in the course. Each week a person involved with broadcast news production comes to the electronic classroom to discuss his role in newsmaking and news production. Guests this semester will include Albert Primo, ABC-TV vice president for owned and operated stations and the creator of the "Eyewitness News" format; Avram Westin, ABC-TV's Reasoner Report; and Sheila Turner, audio-visual specialist with Scholastic Magazine.

Humanities 10 is offered through Brooklyn College's Special Baccalaureate Degree program. The course, geared for the working adult who wishes to obtain a college degree, is taught by Professor Hobart Jarrett, who last year received CUNY's Distinguished Service Award. The interdisciplinary course draws faculty from music, art, and philosophy, while focusing primarily on a chronological presentation of the literature of Western Civilization. The 25 students in the course earn some of the credits by making oral and written presentations.

Spencer Freund, director of CUNY's CUMBIN network, said that this experimental opening of CUNY courses to the New York Community had great potential for development. "In the future students may be able to register for a course, stay home and watch it on television, participate in discussion over the telephone, and go to the campus only for counseling and examination," said Mr. Freund.

Under current franchise provisions, cable channels A and B are reserved as municipal access channels. The broadcast of CUNY CUMBIN courses is made possible through a link connecting CUMBIN with the Municipal Broadcasting system, which then transmits the live classroom sessions directly to the two cable companies.

Chinese Club

Fellow students and comrades. We of the Chinese Cultural Club would like to announce that we are back with better ideas. The Club can help the student orient himself to college life. Besides offering the student a place to relax on campus, we also have members who can tutor in Chinese, Spanish, Math, English, we'll tutor him in English.

This semester the club will have better and more enjoyable films on Chinese Culture. The club is hoping to get a speaker from Red China to debate with a speaker from Taiwan.

This term is of special importance to the Chinese people. During this term there will be a double ten day celebration. Double ten means tenth day of the tenth month. Want to know more about double ten? Come to the club.

For the members of the Club itself, we have all sorts of ideas planned for them: a bowling party, picnics, a tour of China Town, Dinner at a Chinese restaurant, and many many other things.

So enter all you young Dragons, the Club needs your support. Make yourself a home at S.I.C.C. Meet your friends and relax at the Chinese Culture Club. Room 127C building.

Lee R. Formica

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In the event that you are interested, telephone 390-5117 or write to: Air Pollution Noise Control, Room 119A, Borough Hall, Staten Island, N.Y. 10301.

Nicholas G. DeJoy

Director of Air Pollution for
Borough President Robert T. Connor

P.S. Printed and paid for by the Staten Island Safety Council.

PETE SINGFIELD-STILL
by IRVING SEALEY

The final remnant of the original King Crimson has finally emerged from the depths of "21st Century Schizoid Man" and "In the Court of the Crimson King".

Peter Sinfield, lyricist for the first Crimson band has released a collection of his own original works and entitled it "Still". The purity of Sinfield's music is that of new fallen snow, it falls and melts on a warm body while it cools, shivers and awakens you to a new world of sound. This Lp has been a long time coming. Sinfield has made almost none, if any personal appearances in the public eye since his breakup with Crimson. This Lp "Still" reflects thought, endurance and sensitivity in his work. Its comparable to his original writings of "Epitaph" and "Talk to the Wind", which were the lighter cut on the first Crimson Lp. The tracks of similarity "Under the Sky" is an alternating rhyme of gentleness and free flowing goodness with an expression of softness which can only be inspired by a Judy Collins or a Lori Leiberman. "Will it be You" is a fine pedal

steel tune which sort of changes the pace on side one a bit from slow to side steppin' movement with a country atmosphere.

It seems a shame that with all the fine head music Sinfield has to offer he falls flat on the "rock" vibes with the only oriented cut on the Lp called "Wholefood Boogie". This cut doesn't seem to fit in with the intergral components of his basic structure. It sticks out and sours a calm side of music which should've just been left to peaceful memories. Although I can feel his sense of variety, considering most all the tunes are of diversified musical ideas, this tune was in at the right time, but the wrong place.

The Lp definitely proves what a fine lyricist Sinfield represents. The smooth melodic passages seem specific as well as general, like he meant them for someone special, but for everyone all at the same time. The music and lyrics are of and incredible oneness, they stand together in size and shape as well in meaning.

This is a favorable endeavor by Peter Sinfield for "Still" is a fine recording for those tender enough to sit and listen with a head as well as a heart.



PETE SINGFIELD

MATTHEW FISHER—JOURNEY'S END
By IRVING SEALEY

The first step in life is always the hardest, and somehow the following steps never seem to get any easier. They just lead to trials in the pattern which enable us to cope with ourselves and other people in greater context. This journey takes many years, years in time where one's end is a matter of definition to one's purpose.

Matthew Fisher's purpose was to play and write music. His experience with Procul Harum, specifically "The Salty Dog" Lp and other numerous endeavors before this enchanted meeting are sure fire proof of Fishers talents as a musical artist.

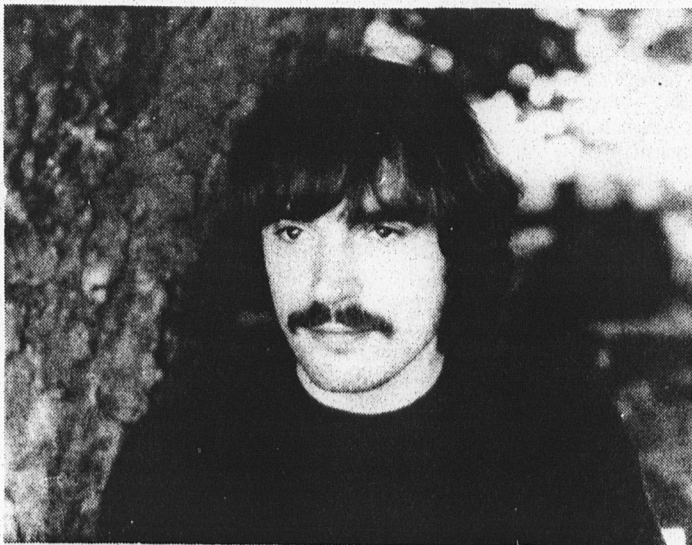
His definitive purpose in music may now have come with the release of his first solo Lp "Journey's End", where his talents are considerably more established and renewed. This Lp marks the beginning of a new development in his career, instead of once being recognized in a group, now he can be recognized as an individual. Outside of the string and brass section, there are two other basic musicians other than Fisher.

Geoff Swettenhan is on drums and Mick Hawksworth plays bass. The other various instruments of piano, organ, electric and

acoustic guitar are played by Fisher himself.

The Lp's music can be considered somewhat of an irregularity because of its deviance from a pattern or style of sameness particular to most Lps. "Journey's End" the title song seems to be a piece within itself of musical rythms which where any component taken out could stand separate as an individual song. It starts off in a soft ballardy manner and blending in classically oriented movements which eventually run down the tune with a new meaning and enjoyment. Most of the other tunes are fine untempo love songs which are of fine lyrical content, all penned by Fisher. "Going for a Song" contains such lines as "You can drive a plow through my golfcourse, throw you armour in my swimming pool and scratch your name on my Lambourgini, but please don't make me sing that song again." This kind of perceptual writing is present on all his songs, this song in particular lending itself to humor as well.

Matthew Fisher is an artist of considerable faith and sentiment. Faith enough to realize that within himself he can write a fine song, with enough left over to know in some sense you will enjoy it. This is the faith needed to succeed. The proof is in the pudding, "Journey's End".



MATTHEW FISHER

MAKE SAVAGE THE BODY

by Gayle Kearns

The action packed Kung Fu movies have invaded the theater houses and appear to be the hottest things in film since the invention of the fist fight. The fact that these films have been playing for years in theaters in the Chinatowns of San Francisco, Los Angeles, New York, and Boston seems of little importance today. What is important is how they became such a universal rage.

It may be necessary to revert back to older sword-fighting movies from which the more modern super-hero type kung fu films have evolved or are an archetype. On the whole, Chinese sword pictures contain situations which are simplistic and straightforward set against a kind of magical and romantic background. There are few of these films which do not include among their dramatic ingredients scenes of tender romance and powerful friendships to heighten the adventure of the plot. In addition, today's sword pictures, which are still packing in crowds in the Chinatown theaters, lean heavily on the world of make-believe and mysterious techniques. The idea that a character in the film is able to jump fifteen feet from the floor to a beam in the ceiling or catch a flying dagger in his teeth is a bit far out, but to many a broad imagination it is this limitless freedom that satisfies and devours interest.

To others, however, it is a call for more realistic adventures. "All the time before", says the late Bruce Lee, "Chinese flicks were kind of unrealistic. Really, I mean, overacting. A lot of jumping around. All in all it's not real. . . So I came back to Hong Kong and I introduced some new elements to it, like when I kick, I really kick and all that." Accordingly, the sword-fighting movies which have long been appreciated are slowly diminishing to innumerable Hong Kong-made super-fighting films and television programs with karate and kung-fu happenings.

In America, practice of martial arts has spread everywhere. So called 'self-defense' schools are filled with kids trying to BECOME the invincible superheros of our comic-book youth. This vast audience is a prime target for the Kung Fu films.

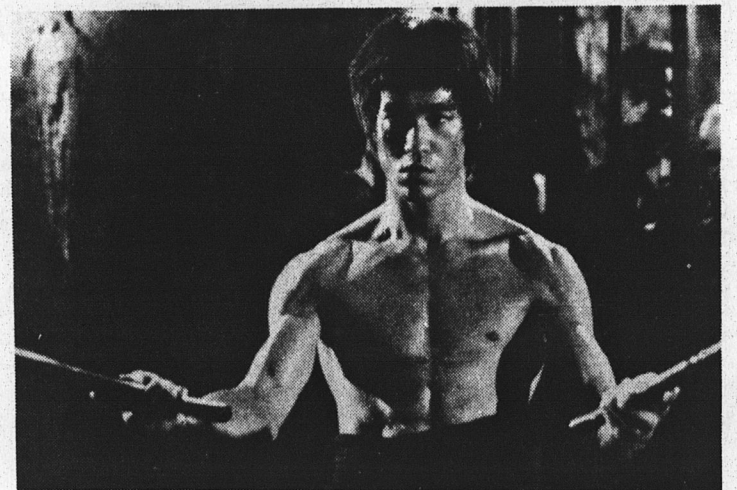
Kung Fu plots seldom vary. The revenge

motive is ever-present and each movie has a hero, or heroine, who is a master in the martial arts. This hero is most often plotted against an army of enemies who he skillfully conquers. He is then destined to face an equally proficient opponent whom he must also defeat. The interest lies in how he goes about this; in long, drawn-out, often beautifully choreographed fights. Together with this, extraordinary sound effects, and a colorful array of costumes and background, the Kung Fu films have conquered the West.

Warner Bros. seems to be trying to corner the market on oriental violence. Last spring the company introduced *Five Fingers of Death* as the first English dubbed fighting picture to be shown nationwide. There were to follow from Warner Bros. and other companies: *Fists of Fury*, *Deep Thrust*, *The Chinese Connection*, among the best box office attractions.

And now, *Enter the Dragon* (Warner Bros.), the first ever martial arts movie to be made from the beginning for an American audience, with American money and talent. *Enter the Dragon* is directed by Robert Clouse and stars the late Bruce Lee (he used to be Kato on the *Green Hornet* television series in 1966) and John Saxon. The film fills all the requirements of an action packed kung fu flick and more. It brim with blood, violence, terror, excitement, stereo-typed sex, and every device of old and new. . . too much American stylizing. The plot reveals merely an inkling of originality or fresh ideas. The only saving factor of the film is the indomitable Bruce Lee who gives us a lesson on becoming that superhero of our comic-book youth, and the photography which is somewhat better than the usual in this genre of fighting films.

Warner Bros. latest picture starring Bruce Lee was partially filmed before the sudden death of its hero. On this film's story structure, Bruce Lee explained, "It's really a simple plot, of a country boy going to a place where he cannot speak the language; but somehow he comes out on top because he honestly and simply expresses himself by beating the hell out of everybody who gets in his way."



BRUCE LEE

Arts And Crafts Center Opens At SICC

The Arts and Crafts Center (located in Rm. C-138), sponsored by the S.I.C.C. Student Government, the S.I.C.C. Association and with the help of the Student Center Staff, will again be open (see door of Rm. C-138 for opening date). This is the first center of its kind at S.I.C.C. and it is now in its third term of operation; it is a free program offered to all members of the S.I.C.C. community.

The Arts and Crafts Center offers a wide variety of arts and crafts instruction and all within the S.I.C.C. community are warmly invited to join the instructor's fun-while-learning program; since participants arrive at varying times, stay for differing lengths of time and are encouraged while producing at their own individually chosen pace, the instruction is usually continuously given and geared to the individual.

Several new features are in the planning stage by the Arts and Crafts Center's Instructor and Consultant, S.E. Merrill. One such feature will be volunteer arts and crafts demonstrations which will be scheduled from time to time; anyone interested in demonstrating can make the necessary arrangements with S.E. Merrill in Rm. C-138 during the Arts and Crafts Center's regular hours (see posters or door of C-138 for schedule of hours).

HELP PLEASE:

Since there has been a considerably

increasing flow of participants into this growing arts and crafts program, there is a need for supplementing budgeted supplies with usable clean waste or natural materials and an appeal is now necessary for help in securing such materials; in particular, supplies of empty food jars (baby or jelly size), empty liquor-wine bottles, remnants, clean cylindrical dry food containers, new fabric-rug-leather-fur remnants, new wood-metal-plastic-glass scraps, suitable driftwood, shells-fossils-marble-rocks-beach pebbles, clay, dried flowers-grasses, flower bulbs-seedlings, pine cones-branches, travel-nature magazines, scenic calendars, greeting cards and postcards, etc.

This new Arts and Crafts Center will also be very grateful for any usable discarded or surplus tools, equipment and arts and crafts related books.

(Drop-offs and pick-ups of such supplies, etc. can be arranged for during the regular hours of the Arts and Crafts Center.)

Please note:

Members of the S.I.C.C. community wishing to join or observe the activities are welcome to visit the Arts and Crafts Center located on the main floor of Building C; from the direction of the quadrangle, enter Building C through the doors on the left and continue straight through the hall and then beyond the double doors to Rm. C-138 on the right-hand side of the inner hall.

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Peppers & Eggs	1.10
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Eggplant	1.05
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SENIOR COLLEGE REPS TO VISIT SICC

On Wednesday, October 10 from 1:30-3
P.M., Staten Island Community College
will hold its annual CUNY Transfer Day
here on the Sunnyside campus.

On this occasion, interested SICC
students who are thinking seriously of
transferring to one of the ten CUNY Senior
Colleges after completing two-years at
SICC have the opportunity to talk with
representatives from these schools about
the opportunities available.

Close to 60 percent of SICC's class of '73
went on for further higher education last
year. And 80 percent of these students
transferred to a City University College.

For further information, contact Roger
Nelson, Room A-141 or call 390-7630.

**FRENCH-ENGLISH INTERPRETERS
NEEDED**

A group of French businessmen will be
visiting our campus from November 5 to
November 12. We need interpreters for
receptions, visits to businesses, trips to
Manhattan, etc.

If you know French and English and can
volunteer at least 1 hour during the week,
please get in touch with Prof. Bomse, ext.
7510, Department of Modern Languages.
Please indicate exactly how much time
you can give us and when.

Also, if you know of anyone else who is
neither a faculty member or student, but is
interested in serving on this project,
please have him also get in touch with me
immediately.



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Fri. - 10-9
Sat. - 10-6

LION SHAG

SPORTS CALENDER

MEN'S BASKETBALL

Wed.	Nov. 28	Camden CC	HOME	8:00 p.m.
Sat.	Dec. 1	Orange CCC	HOME	3:00 p.m.
Fri.	Dec. 7	LaGuardia CC	HOME	8:00 p.m.
Sun.	Dec. 9	Fashion Inst. of Tech.	N.Y.C.	2:00 p.m.
Tues.	Dec. 11	Sullivan CCC	HOME	8:00 p.m.
Wed.	Dec. 12	St. Francis JV	Bklyn, NY	6:15 p.m.
Tues.	Dec. 18	Queensboro CC	HOME	8:00 p.m.
Thurs.	Dec. 20	Kingsboro CC	HOME	8:00 p.m.
Thurs.	Dec. 27	Xmas Tournament	HOME	7:00 p.m.
Fr.	Dec. 28	(Nassau, Kingsboro, Middlesex)		9:00 p.m.
Wed.	Jan. 16	Bronx CC	Bronx, NY	7:00 p.m.
Fri.	Jan. 18	CC of Baltimore	Baltimore, Md.	3:30 p.m.
Sat.	Jan. 19	Catonsville CC	Catonsville, Md.	7:00 p.m.
Tues.	Jan. 22	Westchester CC	Valhalla, NY	8:00 p.m.
Thurs.	Jan. 24	Hostos CC	Bronx, NY	8:00 p.m.
Sat.	Jan. 26	St. Francis JV	HOME	8:00 p.m.
Sat.	Feb. 2	Ulster CCC	Stone Ridge, NY	8:00 p.m.
Wed.	Feb. 6	New York City CC	HOME	8:00 p.m.
Fri.	Feb. 8	Dutchess CCC	Poughkeepsie, NY	8:00 p.m.
Sat.	Feb. 9	State U., Farmingdale	HOME	8:00 p.m.
Tues.	Feb. 12	Manhattan CC	HOME	8:00 p.m.
Sat.	Feb. 16	Rockland CCC	Suffern, NY	8:00 p.m.
Tues.	Feb. 19	Suffolk CCC	Selden, NY	8:00 p.m.
Fri.	Feb. 22	Nassau CCC	HOME	8:00 p.m.
Thurs	Feb. 28	Regionals	NYCCC, NY	
Sun	Mar. 3			

Coach: Evan Pickman

WRESTLING

Thurs.	Nov. 29	Hunter JV	N.Y.C.	8:00 p.m.
Fri.	Nov. 30	Rockland CCC	HOME	6:00 p.m.
Tues.	Dec. 4	Englewood JC	Englewood Cliffs,	6:00 p.m.
Mon.	Dec. 10	Bronx CCC	Bronx, NY	6:00 p.m.
Tues.	Dec. 11	Queensboro CC	HOME	6:00 p.m.
Thurs.	Dec. 13	Kingsboro CC	HOME	6:00 p.m.
Sat.	Dec. 15	Brookdale JC	Lyncroft, NJ	1:00 p.m.
Mon.	Dec. 17	John Jay College	NYC	4:00 p.m.
Thurs.	Dec. 20	Yeshiva University	HOME	6:00 p.m.
Sat.	Dec. 22	MCCAC Tournament	HOME	8:00 p.m.
Fri.	Feb. 8	Suffolk CCC	Selden, NY	6:00 p.m.
Sat.	Feb. 9	CUNY B Tournament	N.Y.C.	8:00 p.m.
Mon.	Feb. 11	Orange CCC	HOME	6:00 p.m.
Tues.	Feb. 12	CUNY A Tournament	N.Y.C.	8:00 p.m.
Wed.	Feb. 13	Nassau CCC	Garden City, NY	8:00 p.m.
Tues.	Feb. 19	Westchester CCC	Valhalla, NY	6:00 p.m.
Fri.	Feb. 22	Regionals	Farmingdale, NY	
Sat.	Feb. 23			

Coach: Howard Peirano

WOMEN'S VOLLEYBALL

Tues.	Oct. 30	Kingsboro/Hostos	Bklyn, NY	7:00 p.m.
Thurs.	Nov. 1	Orange/Manhattan	NYC, NY	7:30 p.m.
Wed.	Nov. 7	Bronx/State U., Farmingdale	Farmingdale, NY	7:00 p.m.
Tues.	Nov. 13	Nassau/NYCCC	HOME	7:00 p.m.
Thurs.	Nov. 15	Rockland CCC	Suffern, NY	7:00 p.m.
Mon.	Nov. 19	Queensboro CC	HOME	7:30 p.m.
Sat.	Dec. 1	NYSAAJCW Championships		
Sat.	Dec. 8	USVBA Class B Tournament	HOME	2:00 p.m.

Coach: Gladys Meyer

WOMEN'S BASKETBALL

Thurs.	Dec. 6	State U., Farmingdale	Farmingdale, NY	7:00 p.m.
Fri.	Dec. 14	Suffolk CCC	Selden, NY	8:00 p.m.
Mon.	Dec. 17	N.Y.C. CC	HOME	5:30 p.m.
Wed.	Dec. 19	Kingsboro CC	HOME	7:00 p.m.
Thurs.	Jan. 31	Nassau CC	Bayside, NY	7:00 p.m.
Tues.	Feb. 5	Nassau CC	HOME	7:00 p.m.
Thurs.	Feb. 7	State U., Farmingdale	HOME	7:00 p.m.
Mon.	Feb. 11	N.Y.C. CC	Bklyn, NY	5:00 p.m.
Wed.	Feb. 13	Suffolk GC	HOME	7:00 p.m.
Fri.	Feb. 15	Kingsboro CC	Bklyn, NY	7:00 p.m.
Mon.	Feb. 18	Westchester CC	Valhalla, NY	7:30 p.m.

Coach: Elizabeth Zwingraf

SOCCER

Sat.	Oct. 13	Orange CCC	Middletown, NY	1:00 p.m.
Wed.	Oct. 17	Manhattan CC	HOME	3:30 p.m.
Sat.	Oct. 20	Rockland CC	Suffern, NY	1:00 p.m.
Mon.	Oct. 22	Bronx CC	HOME	3:30 p.m.
Thurs.	Oct. 25	Kingsboro CC	HOME	3:30 p.m.
Sat.	Oct. 27	Sullivan CCC	HOME	2:00 p.m.
Thurs.	Nov. 1	Ulster CCC	Stone Ridge, NY	3:00 p.m.
Sat.	Nov. 3	Mitchell J.C.	New London, Conn	2:00 p.m.
Tues.	Nov. 6			
Sat.	Nov. 10	Regionals		

Coach: James Donlan

CROSS/COUNTRY

Sat.	Oct. 13	Orange CCC	Middletown, NY	2:00 p.m.
Wed.	Oct. 17	Middlesex, Englewood, Union	Edison, N.J.	4:00 p.m.
Fri.	Oct. 19	Bronx CC, Hostos CC	VanCortld. Pk. NYC	3:00 p.m.
Mon.	Oct. 22	QBCC, NYCCC, State U Farmingdale	Bayside, NY	4:00 p.m.
Sat.	Oct. 27	Westchester, Bronx	Valhalla, NY	12:00 p.m.
Sat.	Nov. 3	Regionals		
Sat.	Nov. 10	Nationals		

Coach: Najim Jabbar



DO BE DO BE DOOO

Second Annual S.I.C.C. Staff Dinner Dance

FOR **(ALL)** EMPLOYEES
OF THE COLLEGE

Saturday evening.
OCTOBER (27) 1973

details will follow

VOLUNTEERS ARE NEEDED FOR: TICKETS, DECORATIONS, PUBLICITY (ART WORK), PROGRAMS, MUSIC & ENTERTAINMENT, ETC.

MANY HANDS WILL BE NEEDED. HOW ABOUT YOURS? CALL CHARLOTTE MCPHERSON OR ANNE EVANS AND SIGN UP TO HELP. THIS IS TO BE A REAL FUN EVENING FOR EVERYONE!

SCHEDULE OF DRUG OFFENSES AND PENALTIES UNDER N.Y. STATE PENAL LAW (ARTICLE 220)

PULL-OUT SECTION

CLASS	UNLAWFUL SALE OF:	AMOUNT	UNLAWFUL POSSESSION OF:	AMOUNT	PENALTY RANGE	OTHER COMMENTS
A-I Felony	Any narcotic drug	1 oz or more	Any narcotic drug	2 oz or more of a substance containing a narcotic drug.	15 years to life imprisonment	If paroled, life parole; plea bargaining within A-Felony class only.
A-II Felony	Any narcotic drug Methamphetamine Stimulants LSD Hallucinogens Hallucinogenic Substan.	1/8 oz to 1 oz 1/2 oz or more 5 grams or more 5 milligrams or more 125 milligrams or more 5 grams or more	Any narcotic drug Methamphetamine Stimulants LSD Hallucinogens Hallucinogenic Substan.	1 oz to 2 oz 2 oz or more 10 grams or more 25 milligrams or more 625 milligrams or more 25 grams or more	6 years to life imprisonment	If paroled, life parole; plea bargaining within A-Felony class only.
A-III Felony	<u>First Offender:</u> Any narcotic drug Methamphetamine Stimulants LSD Hallucinogens Hallucinogenic Substan. <u>Second Offender:</u> Any narcotic drug, methamphetamine, stimulants, LSD, hallucinogens, hallucinogenic substances.	Any amount to 1/8 oz 1/8 oz to 1/2 oz 1 g to 5 grams 1 milligram to 5 mgs 25 milligrams to 125 mgs 1 gram to 5 grams Any amount	<u>Possession with intent to sell:</u> Narcotic drugs Hallucinogens Hallucinogenic Substances LSD Methamphetamine Stimulants <u>Possession:</u> Stimulants LSD Hallucinogens Hallucinogenic Substances <u>Second Offender:</u> Any Hallucinogens, Hallucinogenic Substances, LSD, Methamphetamine, Stimulants with intent to sell.	Any amount 25 mg 1 g 1 mg 1/8 oz 1 g 5 grams to 10 grams 5 milligrams to 25 mgs 125 milligrams to 625 mgs 5 grams to 25 grams Any amount	1 year to life imprisonment	If paroled, life parole; plea bargaining within A-Felony class only.
B-Felony	Narcotic preparation to someone under 21. <u>Second Offender</u> of C Felony for dangerous depressant or narcotic preparation.	Any amount	<u>Second Offender</u> of C Felony except marijuana violations.		1 to 25 years imprisonment	Conspiracy to commit an A Felony, is a B Felony, bribery and bribe receiving in a drug case is a B Felony.
C-Felony	Any narcotic preparation Dangerous depressants Depressants Marijuana	Any amount 10 oz or more 32 oz or more Any amount	Any narcotic drug Methamphetamine Stimulants LSD Hallucinogens Hallucinogenic Substances Narcotic Preparations Dangerous Depressants Depressants Marijuana Marijuana	1/8 oz to 1 oz 1/2 oz to 2 oz 1 gram to 5 grams 1 milligram to 5 mgs 25 milligrams to 125 mgs 1 gram to 5 grams 2 oz or more 10 oz or more 2 lbs or more 1 oz or more 100 cigarettes or more	1-15 years imprisonment	Imprisonment is mandatory except for marijuana; probation available for first marijuana violation; rewarding or receiving an award for official misconduct in a drug case is a C Felony.
D-Felony	Any controlled substance	Any amount	<u>Possession with intent to sell:</u> Any controlled substance <u>Possession:</u> Narcotic Preparations Marijuana Marijuana	Any amount 1/2 oz to 2 oz 1/4 oz to 1 oz 25 to 100 cigarettes	1-7 years imprisonment	Probation available for first marijuana violation.
A Misdemeanor			Any controlled substance	Any amount	1 year imprisonment - maximum.	Probation available.

	A-I FELONY	A-II FELONY	A-III FELONY	B FELONY	C FELONY	D FELONY	A MISDEMEANOR
Unlawful Sale of:							
Narcotic Drug	1 oz or more.	1/8 oz to 1 oz.	Any amount.				
Hallucinogens		125 mg or more.	25 mg or more, any amt. with previous drug offense conviction.			Any amount.	
Hallucinogenic Substances		5 g or more.	1 g or more; any amt. with previous drug offense conviction.			Any amount.	
LSD		5 mg or more.	1 mg; any amt. with previous drug offense conviction.			Any amount.	
Methamphetamine		1/2 oz or more.	1/8 oz or more; any amt. with previous drug offense conviction.			Any amount.	
Stimulants		5 g or more.	1 g or more; any amt. with previous drug offense conviction.			Any amount.	
Dangerous Depressants				Second offender of C felony.	10 oz or more.	Any amount.	
Depressants					2 lbs or more.	Any amount.	
Narcotic Preparations				Any amount to a person under 21; second offender of C felony.	Any amount.		
Marijuana					Any amount.		
Any Controlled Substances						Any amount.	
Unlawful Possession of:							
Narcotic Drugs	2 oz or more of a substance containing a narcotic drug.	1 oz to 2 oz.	Any amount with intent to sell.	Second offender of C felony.	1/8 oz to 1 oz.		Any amount.
Hallucinogens		625 mg or more.	Any amount with intent to sell if previous drug offense conviction; 25 mg with intent to sell; 125 mg.	Second offender of C felony.	25 mg to 125 mg.	Any amount with intent to sell.	Any amount.
Hallucinogenic Substances		25 g or more.	Any amount with intent to sell if previous drug offense conviction; 1 g with intent to sell; 5 g or more.	Second offender of C felony.	1 g to 5 g.	Any amount with intent to sell.	Any amount.

SCHEDULE OF DRUG OFFENSES AND PENALTIES UNDER N.Y. STATE PENAL LAW (ARTICLE 220)

	A-I FELONY	A-II FELONY	A-III FELONY	B FELONY	C FELONY	D FELONY	A MISDEMEANOR
Unlawful Possession of:							
LSD		25 mg or more.	Any amount with intent to sell if previous drug offense conviction; 1 mg with intent to sell; 5 mg or more.	Second offender of C felony.	1 mg to 5 mg.	Any amount with intent to sell.	Any amount.
Methamphetamine		2 oz or more.	Any amount with intent to sell if previous drug offense conviction; 1/8 oz or more with intent to sell.	Second offender of C felony.	1/2 oz to 2 oz.	Any amount with intent to sell.	Any amount.
Stimulants		10 g or more.	Any amount with intent to sell if previous drug offense conviction; 1 g with intent to sell; 5 g or more.	Second offender of C felony.	1 g to 5 g.	Any amount with intent to sell.	Any amount.
Dangerous Depressants				Second offender of C felony.	10 oz or more.	Any amount with intent to sell.	Any amount.
Depressants				Second offender of C felony.	2 lbs or more.	Any amount with intent to sell.	Any amount.
Narcotic Preparations				Second offender of C felony.	2 oz or more.	Any amount with intent to sell; 1/2 oz or more.	Any amount.
Marijuana					1 oz or more; 100 cigarettes or more.	Any amount with intent to sell; 1/4 oz or more; 25 cigarettes or more.	Any amount.
Any Other Controlled Substances						Any amount with intent to sell.	Any amount.
Penalties:	15 years-life mandatory life sentence; if paroled, life parole.	6 yrs.-life, mandatory life sentence; if paroled, life parole.	1 yr.-life, mandatory life sentence, if paroled, life parole.	1-25 yrs. mandatory imprisonment.	1-15 yrs. mandatory imprisonment except for marijuana.	1-7 yrs.	To 1 yr.
Other Comments:	Plea bargaining within A-felony class only.	Plea bargaining within A-felony class only.	Plea bargaining within A-felony class only.	Conspiracy to commit an A-felony, is a B-felony, bribery and bribe receiving in a drug case is a B-felony.	Probation available for first marijuana violation; rewarding and receiving an award in a drug case is a C-felony.	Probation available for marijuana first violation.	Probation available.

Definitions:

"Sale" includes the giving or the offering to give to another.
 "Narcotic Drugs" includes opiates, opium, cocaine, heroin, morphine, codeine and methadone.
 "Hallucinogens" includes psilocybin, dimethoxyamphetamine, peiperidyl benzilates, psilocyn, tetrahydrocannabinols other than marijuana.
 "Hallucinogenic Substances" includes some amphetamines, ibogaine, bufotenine, DET, DMT, mescaline, peyote.
 "Stimulants" includes most amphetamines, methamphetamine, phenmetrazine, methylphenidate.
 "Dangerous Depressants" includes methaqualone, barbituric acid derivatives, barbitol, phenobarbitol.
 "Depressants" includes chloral betaine, chloral hydrate, meprobamate.
 "Narcotic Preparations" includes nalorphine or other opiate preparations.
 "Marijuana" includes hashish.
 "Controlled Substances" includes all of the above and any other drugs listed in Schedules I-V of Section 3306 of Public Health Law.

Other Criminal Acts:

ACT	PENALTY	DESCRIPTION
Criminal Injection of a Narcotic Drug (Class E Felony).	1-4 years	Intentionally injecting a narcotic drug into another's body with the latter's consent.
Criminal Possession of a Hypodermic Instrument (Class A Misd.).	To 1 year	Possession of a hypodermic needle or syringe.
Criminal Use of Drug Paraphernalia: First Offender (Class A Misd.).	To 1 year	Possession and sale of dilutants, adulterants or packaging materials for the unlawful mixing or distribution of narcotic drugs or stimulants.
Criminal Use of Drug Paraphernalia: Second Offender (Class D Felony).	1-7 years	Second conviction of paraphernalia crime.
Criminal Possession of a Precursor of a Controlled Substance (Class E Felony).	1-4 years	Possession or carbamide (urea), ergot, pentazocine, etc., with certain other chemicals.
Loitering 1st (Class B Misd.).	To 3 mos.	Being in any place for the purpose of unlawfully using or possessing a controlled substance.

PULL-OUT SECTION

**MISSING
ISSUE(S)**