

# richmond times

FREE SPEECH FORUM

Vol. V — No. 1

Richmond College of the City University of New York

Tuesday, February 10, 1970

## Division of Integrated Studies: Stop the Sabotage



Students and faculty meet in the lounge to discuss the formation of a "Division of Integrated Studies."

### Fine Future For Afro-American Institute

Mark Daugherty

"The best organized and most comprehensible Institute for Afro-American Studies in CUNY; also one of the most comprehensive in the United States." This was how Dr. Francis A. Botchway, director, described the Institute for Afro-American Studies that is now starting its second semester here at Richmond College.

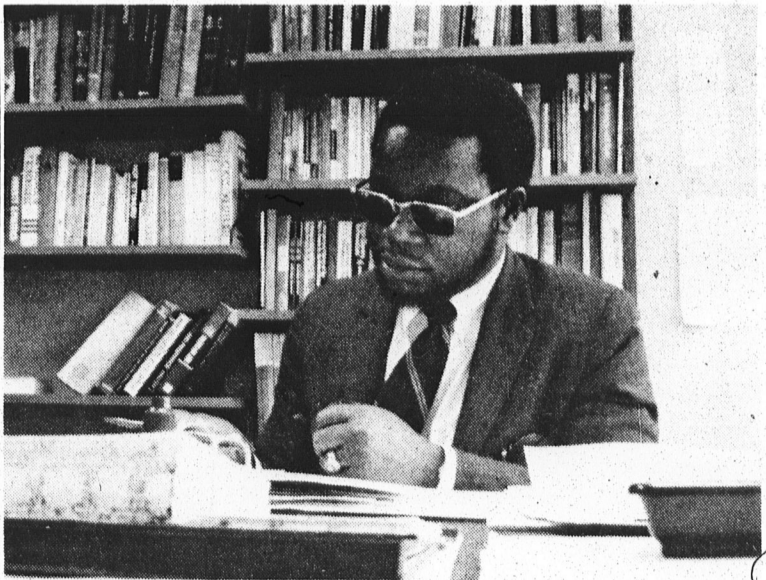
The institute has been a lot of work for Dr. Botchway, who is not only chief administrator for it, but also teaches one course, guides independent study, and keeps abreast of related affair in the community. Dr. Botchway stresses that he has had maximum help from cooperative faculty and administrators, especially President Schuler and Deans Nestric and Wasser, and has also had a "good positive reaction" from the student body as a whole. Dr. Botchway's plans for the future include and Afro-American Studies in the Fall of 1970, and he eventually hopes to take the lead in this area, keeps abreast of related affairs in majors and joint-majors in African and make Richmond College the foremost center of African and Afro-American Studies — possibly offering an M.A. degree in the field this coming fall.

This spring semester, the Institute for Afro-American Studies added two new professors. Mr. George Cox will be teaching both undergraduate and graduate courses. Mr. Cox has an M.A. from the University of New Brunswick, and an M.A. in International Affairs and African Studies from Columbia. He has also spent six

years as head of the United Nations' mission to Sierra Leone in Africa. Miss Boone, the other new professor, received her M.A. from Columbia and has a Certificate of African Studies from the University of Ghana. Both Mr. Cox and Miss Boone are working toward their doctorate degrees.

One of Dr. Botchway's ambitious plans for this next semester is to

organize and sponsor an Interschool Conference on African and Afro-American Studies here at Richmond College on March 25th. During this conference, the "Participants will discuss the ways and means of fostering increased contacts and how to bring together Scholars with a common concern in the areas of African and Afro-American Studies. They will also explore the possibility of establishing within the City University System a unit to serve the needs of these Scholars involved in the teaching of African and Afro-American Studies."



Dr. Francis A. Botchway, director of the Institute of Afro-American Studies.

By KATHLEEN DEE

The "Division of Integrated Studies," a program calling for the establishment of a new division, a broad learning community, has been proposed by a group of faculty members. Many of these, whose ideals were admirable but weak, have become prey to politicking and compromise. What small stir students have made has been to no avail. It has become clear that unless students take more initiative in supporting the proposed division, little will be accomplished.

It will be very strange and sad if at "experimental" Richmond College, the politics of "mice or men" win out over a politics of ideas. Were this an "establishment" institution, one would expect education to fall prey to political hassles and power plays. Here at Richmond, a barely defined philosophy of experimental education is already sullied by tactical maneuverings, and is dependent on the theatrical spectacles of a few well meaning individuals—something is rotten in.... This brings up some sad realities about a two-faced power elite which somehow enforces premature compromises of yet developing positions. Whatever this says about the convictions of the so called activist leadership is irrelevant. Who needs martyrs anyway? For good or ill the fate of an IDEA, an alternative, another possible "human way of being," depends on the students—so quick to criticize institutionalized learning. It tests the strength of the minds behind the slogans; it says a lot about the difference between idle condemnation of the dominant system, and ACTION to bring about creativity and freedom in the academic community. Students are fortunately not expected to know all the right channels and bureaucratic rhetoric. They are the only "pure" ones. They can come with a phi-

losophy, a challenge to hallowed politics.

If we allowed all of our alienation, disillusionment, and disgust for systematized learning and pacifying experimental education to pour into one alternative cup, it would be a stiff drink for any administration to swallow. Students nodding through endless rock festivals, and lounging around the cafeteria while a viable proposal for CHANGE, an alternate academic culture, gets kicked around by "politicians," smacks of Nixon and his football games. Various communal experiments here seem to have pacified the natives and splintered the forces that should be behind an overall alternative. Three workshops amidst a generally apathetic and traditional learning atmosphere should only whet the imagination.

Furthermore, whatever the administrative problems, the division should include a graduate program in integrated studies, for the lack of one alienates some of our best people and their ideas. Graduating students are vital to the sense of reality that is needed in creating an alternative. These are the students who have had the largest portion of whatever is experimental and suggestive of creativity here. To deny them participation in the foundation of a real academic community is absurd and detrimental to our purpose.

This issue of Richmond Times is going to press too early to cover the student called meeting Monday night. The faculty has organized an alternate meeting for Monday night. At least they'll be playing their political games in private.

What happens at the student meetings however, in terms of the number of committed students and the strength of their ideals, will determine the future of the division.

Richmond Times, a free speech forum, plans to intensify coverage of inner school controversy and to stimulate discussion of the concepts underlying academic policy at Richmond. We hope that an increasing number of students, faculty, and groups within the college will use the newspaper as a means of communication. We are open to new ideas on the function, methods, and policies of the Richmond Times. We envision an experimental, flexible format. The staff is preparing a questionnaire to gather student opinion and hopes to make the newspaper office open during school hours for coffee and conversation.

We reaffirm the editorial policy of the past editorship. Author's articles will not be changed without permission. All copy submitted will be used. The editors have decided against status positions on an editorial board. All are welcome as contributors or staff members. Peace . . . Love . . . and Awareness.

# Nausea

By BILL PIZZO

To counter the irresponsibility of a "Free Press" such as our own beloved Richmond Times.

To offset the stupidity of Left Wing Logic and Verbology, I offer to you this bit of plagiarism entitled.

"How to Destroy....."

"Affirm man's animal origin, nature and functions to the exclusion of everything else, and ridicule all reference to his spiritual qualities.

Inculcate general disrespect for any kind of authority by urging people to obey their own impulses in the "NAME OF FREEDOM."

Hamper the enforcement of the criminal code with decisions that slow down the judicial process and make it difficult to arrest, convict and sentence a culprit for an offense against society.

Create general distrust of law enforcement officers, whether local police, sheriff's deputies, State troopers or Federal agents.

Import vast supplies of hallucinogenic drugs and make them readily available to the youth of the land.

Take military training out of the Liberal Arts colleges, thereby establishing a gulf between the soldiery and the citizenry that will try to make them cancel out each other.

Divide the country into ethnic groups and then incite insurrections by each group, with the intent to launch a general civil war.

Loosen all restraint on the entertainment media so that sexual license may be presented to the public in its rawest form.

Use the mass media to make all normal marriages appear dull and conventional, and all forms of adultery and perversion appear interesting, exciting, and meaningful.

Corrupt the youth of the land by permitting pornography, obscenity and general immorality to be indulged in freely without fear of arrest or prosecution.

Conduct a war in a far distant country in such a way that it will prove highly unpopular and sow deep disunity throughout the land.

Encourage subversives who advocate the violent overthrow of the government to sponsor disorderly protests, incite riots, and damage public and private property with impunity.

Soft-pedal all discussion of loyalty, responsibility, patriotism, duty, and sacrifice, in order that "freedom of dissent" may be established.

Convince minority elements that justice can NEVER be secured by them through due process of law, "BUT ONLY BY ARMED REVOLUTION."

Foster loopholes in the law that will permit giant economic combines and defense manufacturers to pilfer large sums of money from the public purse.

Develop an unbalanced economic system that will make the rich richer and the poor poorer.

Split the older and younger generations by encouraging them to distrust each other and to condemn each other's institutions.

Lull the intellectual leadership into believing that communism is no threat; that the tyranny evident in present-day Czechoslovakia, Tibet, and other occupied lands is not an inherent part of the Marxist philosophy and could "Never Happen Here," under a Communist government.

Pollute the air, the streams and lakes; and erode the land until the environment is so poisoned that life can no longer be enjoyed.

Tax the churches and force thousands of them out of existence.

Discourage the practice of Prayer and Bible reading, forbidding it in the public schools.

Indoctrinate the public into believing that Jesus Christ is a myth, religion a by word for an ancient superstition, and the church an institution that mankind has outgrown."

WHAT THEN???????

[Editor's Note: Perhaps THEN; individuals like Mr. Pizzo will be forced to widen their perspectives and loosen their rigidity of attitude, so that they can at least consider points of view which differ from their own.]

# Schueler Promotes Four Professors

Promotion of four faculty members has been made by Herbert Schueler, President of Richmond College of The City University of New York. Dr. John Hinz has been promoted to the rank of Professor of American Studies and Oleh S. Fedyshyn, Howard H. Haubenstock, and Sasha Koulish have been made Associate Professors in their respective departments.

Professor Hinz received his doctorate from Columbia University in 1959 and taught at The City College of New York. He was a Fulbright Visiting Professor at the University of Graz (Austria) in 1961 and at the invitation of the Austrian government and the University of Innsbruck he established the first chair in American Studies. He was Director of the American Institute at the University of Innsbruck and held the "Ordinarius" professorship in American studies at the institution in 1966-67. Hinz is a member of several professional organizations and has published extensively in professional journals.

Dr. Oleh S. Fedyshyn has been made Associate Professor of Social Sciences. Professor Fedyshyn received his certificate in Russian studies from the Russian Institute at Columbia University in 1955. He was awarded his Ph.D. from Columbia in 1962. He has served as President of the Southwestern Slavic Conference and

was Assistant Editor of the Austrian History Yearbook at Rice University from 1964 to 1966. Fedyshyn worked as a multilingual translator for the International Refugee Organization from 1947 to 1949. He has received several academic and professional awards. He won the Hessler Award from Brooklyn College in 1953 and was an East European Fund Graduate Scholar (1953-55), a Ford Fellow (1958-59), and a Research Associate of the Social Science Foundation at the University of Denver (1966-67).

Dr. Howard H. Haubenstock has been promoted to the rank of Associate Professor of Chemistry. Professor Haubenstock received the Ph.D. from the University of Kansas in 1959. He held the Cady Scholarship at that institution in 1957. From 1959 to 1961 Haubenstock was a Post-doctoral Research Fellow at the University of Notre Dame. He was a Research Chemist at Esso Research and Engineering Co.,

Linden, N.J., before coming to Richmond College. Haubenstock is a member of the American Chemical Society and of Sigma Xi. He has had a number of articles published in professional journals.

Dr. Sasha Koulish has been promoted to the rank of Associate Professor of Biology. Koulish came to Richmond College from Mount Sinai Hospital where he was a research assistant. He received his Ph.D. in 1957 from Ohio State University. Professor Koulish is a member of the American Association for the Advancement of Science, the American Institute of Biological Scientists, and other professional organizations.

All promotions were effective January 1, 1970.

## ENGINEERING SOCIETY FORMED

Last semester a group of engineering students organized and then obtained a charter establishing The Richmond College Engineering Society. Since most of the term had passed before we really got on track, our first venture was to sponsor a Christmas party which was enjoyed by all who attended (an assumption I make based on the quantity of food and beverages consumed, along with the music and song heard throughout the evening.)

Now that a new term has started, we are in the process of planning events that we feel will be of interest to all engineering and perhaps, in some cases, other science-oriented students. We hope in organizing these gatherings, not only to offer a variety of informative concepts in engineering, but to draw the engineering students close together so that they may function as a group to benefit from each others experiences and knowledge. To accomplish this, we need your interest and attendance at the meetings to be held during the term. Your ideas on how to build this organization in a meaningful direction and your assistance when needed will always be welcome.

For those of you who were not at Richmond last term, elections were held after the society was chartered and the following students elected to the offices indicated: Richard Melander, President; Gerard Mucahy, Vice President; Robert Sommers, Secretary; Carl Tellez, Treasurer.

In closing, if you have any suggestions or ideas to contribute, problems you feel may be aided by the society, confusion about some aspect of Richmond, etc., bring them up at the next meeting or contact one of the afore mentioned officers. Above all, look for announcements of future meetings and attend—they are for your benefit.

RICHARD MELANDER

## TAKE OVER SCHOOL

Sure—right after we park our cars!



Lenny Quart and Larry Nachman were among the many people who spoke before approximately 400 new students at this semester's orientation. Larry told the students that, if they wished to, they could take over the school in sixty days. Abe Levy, (although from a different point of view), also talked about student involvement in school government. The new students did participate — they spent twenty minutes talking about the possibility of getting a parking lot for their cars. This interest in parking lots should foster great student activism at Richmond College!?

### BENEFIT FOR NEW YORK

#### MOBILIZATION PEACE PARADE COMMITTEE

An anti-war, multi-media event will be held at the Electric Circus at 9:00 p.m., Wed., Feb. 11, with Charlie Chin, Jake Holmes, Tony Williams Lifetime, 10 Wheel Drive, and a surprise feature at midnight. — Tickets are \$2.00 at the door.

### WHERE DO WE GO FROM HERE?

Attend a National Student Anti-War Conference called by the Student Mobilization Committee To End the War in Vietnam. — Feb. 14 & 15. Case Western Reserve University, Cleveland, Ohio.

Call for info: (212) 675-8465

### RICHMOND TIMES

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Photography: rr, MD



# TEAM TEACHING: THE GREAT GREAT SHOW

During registration, Politics and the Novel, given by Larry Nachman and Lenny Quart, was perhaps the most popular interdivisional course being offered this semester. It closed quite fast and there were many students who sought special permission in order to get into the course. Thus when the first day of school rolled around there wasn't an empty seat to be found in the class. As a matter of fact, about ten or twelve people were stretched out on the floor. Not all the students present were registered, as this course, (due to its professors, no doubt), attracted a number of visitors. Many of the college characters showed up for the occasion — mostly spaced out of course. Larry and Lenny, being their usually tolerant selves, weren't the least bothered when one or two of them fell asleep, and the class progressed smoothly. The students were warned that this is not a political science course, so that those who had come with that in mind would know what they were actually getting into. In other words, those who expected a semester of "rapping" about their own radical philosophies better reconsider, for this course is basically focused

around literature, and serious work is to be done. The syllabus confirmed this, as it consists of films and novels, such as Mailler's *Armies of the Night*, Kafka's *The Castle*, and Camus' *The Fall*.

Whether or not the syllabus scared anyone off is difficult to say for sure, but one might guess it did by the fact that the Wednesday class was only half full. (Is it possible that the novelty of seeing Larry and Lenny together in the classroom had worn off so quickly?) Be that as it may, the class itself promises to be fascinating — not necessarily due to the course work, but due to the interaction between the two professors. They are as two performers, having a contest to see which can be the most popular with the audience. The faces of the two men as the class sways from one to the other are marvelously entertaining to watch. For instance, at one point, Lenny definitely had the crowd agreeing with him, but, after a statement he made, one student said something like, "I was with you all the way Lenny, until just now when you blew it." At this point I thought the poor guy was going to cry! Larry, on the other hand, who was obviously the underdog

all the way, seemed to take a certain pleasure in his own perversity. The only time he may have been genuinely upset that no one actually understood or agreed with what he was saying, was at the end of the class, when after one of his grand statements, Lenny decorously announced that Larry was, in fact, in accord with that which he was claiming to oppose. Lenny made it seem as if Larry had simply confirmed what Lenny was saying all along, when Larry had actually been trying to prove it untrue. How could Larry help but appear slightly foolish? Lenny, meanwhile, chuckled with glee!

Thus Nachman and Quart's Politics and the Novel may turn out to be the most interesting course of the semester. The students will see four fine films and read seven difficult and absorbing novels, so the discussions should prove to be most profitable. Further, for those of you who are bored with your own classes, or have nothing to do on Monday and Wednesdays, from about 2:40 to 4:00, do drop into room 803, and see Larry Nachman and Lenny Quart in a Richmond College production of *Who's Afraid of Virginia Wolf?*

JERI LEEDS

# interaction

mark daugherty

It was a long time ago, but even now it is unresolved in my mind.

\* \* \*

We were walking up to my apartment from the ferry. It was late evening on Halloween last year. Most of the little children were already back in their houses and just a few of the older trick-or-treaters were still roaming around. We rounded the corner to my street and saw a bunch of kids grouped around the front of a car. About two steps later, I heard a loud "pop," and the kids turned and saw us. They looked at us, and then back at the car tire which was going flat as the air gushed out. They then ran up the block and through the vacant lot. Not really knowing what to do, I went over to the car and looked at the tire — there was a long slit in the side of it. I wanted to do something — but what? We walked to my apartment and I told Valerie to stay there while I went back outside for awhile. I didn't really know what I was going to do — I really didn't — I just wanted to go outside and look around. I first went over and checked my car to see if anything was wrong with it (the antenna had been ripped off about two weeks before), but it was all right. Without knowing why, I started to walk in the direction in which the five boys had disappeared. As I emerged on the other side of a lot, I saw five boys coming down the walk of a nearby house. I approached them, and when I got near I called to them. Hearing my words they all turned to face me. Then four of them ran down the street. I ran up and grabbed the one who was still standing there. As I grabbed him he blurted, "I don't know nothing about no cut tire." That settled it in my mind — he either did it, or if not, knew who did do it. But I still didn't know what to do. So of all things — I went into a nearby house with the boy and called the police. Why I did that I still don't know. Maybe it was a reaction from my middle class up-bringing, because all the bad experiences I have had with the police lately would have told me not to call them. Well, that's what I had done, and then it must have seemed the right thing to do. I talked to the boy for a few minutes while waiting for the police to arrive. In talking to him I got to know him a little. It was only a little, but it was enough to learn four things: One, he was scared; Two, he didn't cut the tire; Three, he knew who did cut the tire; and Four, he was just a boy — like I had been ten years ago — out having fun with his friends. He didn't see the cut tire as being very destructive to anybody in particular. To him, it was just sort of a Halloween prank designed to create some fun. I was still very confused as to how I personally felt about the entire situation — I didn't want this kid to get in trouble, but I felt that the person whose tire had been cut should not be left to suffer for something he had not done or deserved. Who showed up before the police but a small crowd made up of the other four boys, the "caught" boy's mother and sister, and a group of neighborhood friends. "Ah," I thought, "this is great. I'll tell the mother what I have seen and she will see that 'justice is done.'" Wow, was I surprised; she was mad at me for catching her son, not at her son for being part of the vandalism. The boy's sister said I shouldn't have gotten into it, because everyone should only look out for himself. My mind was really confused at this point. Was the mother just being protective, or did she actually feel that it was all right for her son to cut tires? Was I being a stool-pigeon, or some such thing? At this point, the boy's sister made some reference to the fact that I was white. I was . . . I was white, and they were all black; it made me very aware of my color, and their color, and the whole situation suddenly it had a new meaning — Black vs. White. I thought to myself, "When the cops get here, please let them be Black, I don't want this to go the way it is going." They were both White. More than anything, I wanted not to be involved, but I was — all the way. "Oh well, maybe the police would solve the problem." They didn't. They just made it worse. They talked to the boy and he wouldn't tell them anything, (did I really expect the boy to rat on his friends?). So it ended: The boy I had grabbed with his name in a police notebook; The true culprit remaining nameless; The mother, sister, and friends angry at me; The police answering another call about a car accident; Me — very confused. The tire was still cut, and there was nobody but the owner to pay the bill.

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What is it all about?

How should I interact with a community with which I don't share the same basic beliefs and experiences?

How should I interact with the police, when I get burned every time I have anything to do with them?

And most important, should I get involved when the situation doesn't involve me directly?

What if that had been a throat and not a tire?

# News and Notes

## S.A.C. calls for reduced transit fares . . .

The Student Advisory Council of The City University of New York called for reduced transit fares for college students in the metropolitan area.

The S.A.C. action was taken at a meeting of its Executive Committee representing over 180,000 students in the 18 college units of CUNY.

According to S.A.C. Chairman, Lester Jacobs of Queens College, "a 50 per cent increase in transit cost imposes an enormous hard-

ship upon commuter students who are simultaneously being asked by the Mayor to provide support of the University budget through substantial fee increases."

Mr. Jacobs said that the S.A.C. resolution calling for reduced fares equal to those currently granted public and private high school students had been sent to Mayor Lindsay and to Dr. William Ronan, Chairman of the New York City Transit Authority.

## CUNY bilingual program started

Forty-five Spanish-speaking students from poverty neighborhoods started college in a special bilingual project at City University of New York. In classes at CUNY's Kingsborough Community College in Brooklyn they will learn to speak, read and write in English while taking college credit courses taught in Spanish.

The program is the second of its kind for Spanish-speaking high school graduates at the University. The first was started at Bronx Community College in August 1968. Enrollees at both colleges will be eligible to continue their work either in career programs leading to an associate degree or in courses that prepare students for transfer to a senior college.

Both projects are based on research showing that the language

barrier is largely responsible for preventing several million Spanish-speaking people in this country from getting a college education and a good job. A minimum of 6,000 new residents enter New York City each year from Puerto Rico with a high school education but little if any fluency in English.

"The CUNY bilingual programs not only teach English; they also help students to adapt to life in a large American city," explained Dr. Jack Wolkenfeld, Chairman of the Division of Languages, Literature and the Arts at Kingsborough. "At the same time, faculty and counselors reinforce their students' knowledge of Spanish and encourage them to take pride in their native culture," he added. A special collection of books written in Spanish will be added to the college library.

## . . . BHE responds

(CUNY WIRE SERVICE) — At the Board of Higher Education meeting on January 26, a resolution was passed to explore the possibility of supplying transportation passes for CUNY students. The board also approved the policy in principle.

This action follows a January 5 resolution by the Student Advisory Council calling on "the Mayor of the City of New York and the chairman of the New York City Transit Authority to institute a reduced fare for all university students equal to the fare plan currently in effect for high school students." The S.A.C. cited the special transportation rates for students in public and private schools in the city, and the general economic burden borne by CUNY students, as reasons for requesting the special transportation rates.

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## two plays

The Hunter College Theatre Workshop will present two one-act plays on Feb. 12, 13, 14 at 8:30 p.m. in the Hunter College Playhouse at 68th Street and Lexington Avenue.

The two plays will be: *Denouement* by Stanley Taikeff and *Let Your Fingers Do The Walking* by Hal N. Levitt.

Information call or write: Hunter College Concert Bureau 695 Park Avenue, N.Y., N.Y. 10021. # 535-5350

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# SPORTS

By MICHAEL P. SASSO

The second annual Student-Faculty basketball game will be played at the Staten Island Community College Gym on February 17 at 8:00 p.m. Trying to avenge last year's loss, to the Student team will be Prof. Quart, Prof. Maginley, Mr. Nelson, Dean Chiles, and Prof. Schwartz. They will be ably assisted by a host of faculty benchwarmers.

Ben Sayles will be coaching the Student team, and has top notch players in Phil Dammer, Ed Mirocco, and Ray Perry. They will be looking to garner a student's victory and a second straight win of the series as against no losses. It should be a wild game and anything can be expected, as the faculty is reported to have held secret strategy meetings, in an attempt to baffle the student team in the upcoming game.

So, students beware! Admission is free so everyone should come to the game to root for their favorite team. This is one of the few athletic events held at the school. No one came to see the football team play, and it is hoped that we will have a good turnout at the basketball game. I hope that everyone tries to see the game. It is rumored that the faculty is considering hiring an athletic director, and the final decision may rest on the turnout for this game. If we show President Schueler that the student body is interested in these events, it might pave the way for a basketball team to be formed in the near future. So pass the word around and tell all your friends at Richmond to attend the Student-Faculty Game. Besides supporting the athletic program, everyone will have a

great time. Last year a party was given after the game, and there may be one after this game, too.

During the Spring Semester, Basketball inter-murals will take place at the S.I.C.C. gym on Tuesdays, from 7-9:30 p.m., for all Richmond College Students.

In my recent articles I have asked Dean Chiles, President Schueler, and Dean Wasser why they did not foster any athletic program at Richmond College. To date I have not received a reply from them. I had hoped that they would have stated their positions publicly in this newspaper, but it seems that they are unwilling or afraid to do so. It is unfortunate that there is no communication between the students and the faculty. The newspaper can be used as a forum for ideas by the faculty as well as the students. Some professors have used the paper to express their ideas already, but it is puzzling that the highest members of the faculty do not attempt to tell us like it is.

Dean Chiles showed me a memorandum that he was forwarding to Pres. Schueler in which he advised Schueler that he was in favor of the hiring of an athletic director out of student funds. What I can't understand is why the Dean did not state his position publicly in this paper, for all to see. While I am glad that the Dean is working on the problem, I oppose the idea of hiring an athletic director out of student funds. The money should come out of the

monies used to pay faculty salaries, as the athletic director will be a part of the faculty. We should not be made to bear the cost of an activity that is the responsibility of the administration to assume. This is done in every other city university, so why not Richmond?

Pres. Schueler and Dean Wasser—do you think you can reply to these suggestions? You too Dean Chiles. We've been waiting for two months. How much longer must you continue to avoid the issues?

## Nelson and Bien: RAH! RAH! RAH!

The students would like to thank Mr. Roger Nelson, Director of Student Activities, for volunteering four hours of his time once a week to be with us while the games are going on. A faculty advisor is required so that the students can use the S.I.C.C. gyms. We need more men such as Mr. Nelson in Richmond College. It seems up to now that the Administration is insensitive to the student's needs in the area of athletics. Mr. Nelson has shown us that he is the much needed exception to the rule. The only other faculty member that assisted us was Prof. Bien, of the Prof. Studies Dept. He was the Coach of the Richmond College Lions Football Team. Thank you Mr. Nelson and Prof. Bien. Your deeds will not be forgotten. Neither will the ineptness of Messers Chiles, Schueler, and Wasser.

## Classified

The RICHMOND TIMES has added the classified section for the benefit of the Richmond College student body. In the future, it will include such things as apartments for rent, cars for sale, lost and found items, etc. Anyone having a listing for the classified section may drop it off at the RICHMOND TIMES office, room 525, or call, 448-6141. This is a free service for the Richmond College community.

Female seeks roommate and apartment near school. If interested, contact Sharon through Newspaper office, rm. 525.

Part-time job available—Lawrence School of Music. Accordion and guitar teacher for afternoons, evenings, and Saturdays. Call: Mr. Lawrence, 722-4475, 10-11, A.M. or P.M.

Typist available: Contact Mrs. Irene Kornstein, 987-5937.

Will type papers, reports, etc. 50¢ per page. Call: Phyllis Russo, 979-0265.

For sale: 1968 Fiat, 850 Spider. 20,000 miles—good condition. Contact Bobby, DE 6-3359.

Gee-Tar Lessons: Folk, theory, sight-reading. Call: Jim Buechler, 448-4129.

LOST—Black folding wallet. \$5 reward. NO questions asked (just want the papers, etc. back). Richard Bautista or return to room 525.

# Cultural Affairs Presentation

LOUISA STELLINI

The Cultural Affairs Office of Richmond College sponsored an excellent concert by the Brass Arts Quintet at the Brighton Heights Church on Sunday February 8. The group, led by Vincent Schenider, included a French horn, two trumpets, a tuba, and a trombone. Particularly impressive was Canzon Super Intradem Aechiopicam composed by Samuel Scheidt, in which the broad and stately sounds brought out the richness of each instrument. The quintet's rendition of Bach's Art of Fugue No. 9 was enthusiastically received by the audience. It was a pleasant change to hear this masterpiece of counterpoint

played on brass instruments rather than the string or string-keyboard combination so familiar to chamber music listeners. The two themes in the Fugue finally come to an emotional and intense ending with all the instruments joining in.

By comparison the 20th Century Ernst Krenek's Seven Pieces seemed trite, inconsequential, and only semi-amusing in their dissonant instrumentation. Victor Ewald, an amateur musician who lived in Russia at the turn of the century, composed the concluding selection, a gently lyrical yet sensuous composition which was well-played by the quintet.

## The Frank Line...

The Frank Line will appear next issue in the AWOL supplement — the Counter-Culture Magazine.

Tuesday, Feb. 4, the counter-culture workshop had its first meeting. I must say that things are looking good. Learning will happen together — a communal discovering of knowledge concerning how to have a meaningful, positive life, and still earn a living. The emphasis is on group learning and the writing on the blackboard at the end of the day reflected that idea. Written were the three categories of involvement which the workshop developed by the end of the day. These were: total communal projects, small workshop projects and sensitivity groups. The total communal projects are those which the commune can work on as a whole. Such projects as guest speakers, the showing of newsreels and the reading of books pertaining to the counter-culture, will be total communal ones. Two books already chosen to be read are *The Making of a Counter Culture* by T. Roszak and the *Electric Cool Aid Acid Test* by Thomas Wolfe. These books were chosen by the workshop as a whole. No "teacher" or "department chairman," in all their divine wisdom, chose for us the materials which will act as tools in the shaping of our own learning experience.

The small workshop projects are projects which are of special interest to individual students who want to share their interest and knowledge with others in the group. The topics for these workshops include "sexual liberation," movie making, communal living, confrontation tactics, the american individual and many other diverse subjects. The important point is that students will choose for themselves what they want to learn about, and learning will be in the form of experiencing. What is meant by experiencing is that the student will not only read on a subject but he will also formulate and create around that subject. The emphasis is on doing; if you want to learn about a newspaper then form one and write one; if you want to learn about sculpture then sculpt, etc. The traditional concept of the classroom, with its lectures, assigned texts, tests every three weeks and that final paper, seems to lose sight of the very important part that doing and creating play in the learning experience. The workshop offers the opportunity to learn by experiencing.

The third area of involvement in the workshop will be in sensitivity training. Three sensitivity groups have been formed from the 33 or so members of the workshop. Sensitivity training gives the student the opportunity to become aware of his own feelings as well as becoming more aware of the feelings of others. This type of training is desperately needed in the schools today. For the longest time the schools have been training its students to be objective, impartial, scientific and emotionally uninvolved in their work, whether or not their work is with chemicals and machines or with other human beings. In short, our schools have been training us to become automata; smoothly working human machines. The counter-culture workshop has chosen to allow the student to develop his feelings as well as his skills.

That's the lowdown on what's happening at the counter-culture workshop (commune?). Sound interesting? Watch the school bulletin boards for what the workshop has open for everyone. If you can't wait till then, then find someone who belongs to the workshop and rap him down. Why not? Have you ever seen the poster with the words "Suppose they gave a war and nobody came?" Well, here's one for you — "Suppose they opened up an experimental school but when you showed up, the only experiments taking place were in the science laboratories?" Are you being put on? — by yourself? Remember, you can do what you want. As the wise seeress of the commune says, "Apathy kills like napalm."

One final thing—the war is still going on! I got a message from a friend in the student mobilization committee that something big is happening in Cleveland this month. So how come nobody knows? Well you know now. It's a planning thing for a very big spring drive. Look out for any information. Seek out more information. If you think that your ass is safe in school, well not for long! All deferments are ending very soon!

— frank

## CALENDAR—Feb. 11-24

The RICHMOND TIMES will be printing a calendar of events every issue. Anyone who has something they want included, (club meetings, good parties, protest marches, lectures, or anything of interest to the student body), please inform someone on the RICHMOND TIMES staff, (room 525, or call 448-6141), and we will include it in this calendar.

### YEARBOOK PICTURES BEING TAKEN (group shots only) ON

FEBRUARY 18-19  
by 5th floor elevator  
for more info. contact:  
Neil Reznikoff, Rm. 520  
Lucy Slurzberg, Rm. 505  
Gary Damiano, Rm. 520

### YOGA GLASSES

Monday 11:00 a.m. - 12:40  
6:20 p.m. - 8:00  
Friday — Raga  
12:50 p.m. - 2:30

*Wear your  
subconscious  
on your sleeve.*

-L.N.-

Feb. 12  
— Lincoln's Birthday, NO Classes.

Feb. 13  
— Richard Schechner, director of Dionysus in '69 and *Macbeth*, will lecture on "Shakespeare and Environmental Theatre", at 8:00 p.m., at the University Graduate Center, 33 West 42nd Street.

Feb. 14  
— Valentine's Day, NO Classes (probably).

Feb. 16  
— Last day for class changes.

Feb. 17  
— Students or Faculty?

Feb. 18  
— Protest meeting sponsored by the 5th Ave. Viet. Nam Peace Parade Committee to oppose repression of Black Panther Party. Hunter College Assembly Hall, 7:30. Films & Speakers. Call 225-1075 or 255-0062 for info.

Feb. 19  
— Duke Ellington, 8:30, S.I.C.C.

Feb. 23  
— Washington's Birthday. NO Classes.

Feb. 24  
— Next issue of the RICHMOND TIMES — YaHoo!