# richmond times

#### FREE PRESS

Vol. V, No. 4

Student News-Magazine of Richmond College - CUNY

April 14, 1970

#### One Last Word On Viet Nam

Viet Nam war protesting five years marching demonstrating Central Park enough already I am pleading crying no more please too many sacrifices

legs arms hands mutilated

brains destroyed unable to function happy anymore disgusted to puking from the stench of charred dead bodies bodies children women boys girls napalmed . . . burning . . . burning . . . burning . . .

Destruction of country, countries

Death horrible death

no more leaders to point blame at this is your war now Mr. Nixon

Kiss the Cong you FUCK! they are no enemy!

G.I.'s helicopter crash Dow Chemical General Motors jeeps for better wars Lockheed Aircraft helicopters am I making sense now?

I am trying to make sense but I too am puking weeping

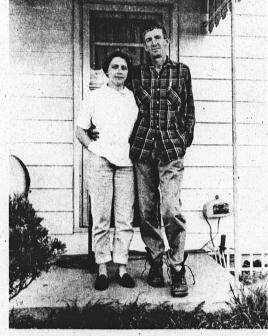
I am tired my feet have marched too many miles to end war but not for peace

screaming bleeding from eyes and heart

I know you see me!

I am serious though you kill with smiles greed lust greed Look at me!

-Terry Bookman





Kenneth and Betty Rucker stand by the grave of their son, Richard, who was killed after serving eight months in combat with the infantry in Vietnam. The Ruckers live in Beallsville, a small Ohio town that has seen most of it's draft-age boys killed in the war. — Mrs. Rucker broke down in tears when she started to talk about Richard. "There's just no sense to it. Just a slaughter. A lot of young kids going over there to get killed for no reason at all. We have no business over there." Richard, in his last month of combat, had been showing signs of mental fatigue. "They checked him and said he was just a little nervous," said his father, "and then in three days he was killed."

# Rennie Davis-April 15-Peace

LET ANYBODY TRY TO DENY US THE RIGHT TO BE VIOLENT, AND WE CAN CITE THE GOSPELS, THE TORAH, THE UPANISHADS, THE KORAN AND THE CONSTITUTION OF THE U.S., THOUGH THE OVERWHELMING CONTEXTUAL INTENT OF ALL THESE DOCUMENTS IS THE TAMING OF MAN'S INSTINCT FOR VIOLENCE.

It's amazing that someone facing up to three years in prison could give off such good vibes. Rennie Davis, who along with his comrades from the Chi-, cago Conspiracy, faces a contempt sentence (for laughing, for crying in court) spoke to us today at Staten Island's first Peace conference organized by the S.I. Peace Coalition. Rennie gave us some highlights of the kangaroo court in Chicago selection of the jury amounted to a grand total of three questions asked to each prospective juror, one of which, "Are you prejudiced against the defendants?", evoked positive response from half of them.

We are all familiar with some of the incredible injustices that occurred during the trial. I need not get morbid. But Rennie said a few things about the war in Vietnam that were very disturbing (he toured N. Vietnam last April). The U.S. has tested in Vietnam a high heat bomb that virtually melted everything within 25 square miles — and another bomb that will destroy underground bunkers by causing a local earthquake (another victory for science).

Rennie pointed out that the new War Department strategy is a logical extension of McNamara's, whereby a cleared strip of land (defoliated, etc.) will be extended around the larger eastern cities in Nam, further dividing the country. The really insidious thing about this is that it will allow several hundred thousand troops to return home, thereby pacifying the American populace.

It seems that a lot of "radicals" around here have been pacified already, or maybe they consider Vietnam a dead issue. At any rate there were only a scant dozen Richmond students at the conference. High school students — godbless'em — outnumbered everyone else.

Rennie also spoke of John Mitchell and the Dept. of Injustice where Asst. Atty. Gen. Kliengeist says things like, "the problem is that these kids have too much leisure time and tend to dwell too long on the imperfections of society." Just dwell on that a while.

We will end this stinking, fucking war. See ya April 15.

—John



#### Massachusetts outlaws undeclared

war

Boston—(CPS) In a vote all but ignored by the commercial press, the Massachusetts House of Representatives has passed a bill forbidding its citizens from fighting in undeclared wars of the U. S. government.

The decision was greeted by an ovation from the House gallery which was filled primarily with young persons, many of them men of draft age. The bill was aimed at the current U. S. war making in Vietnam and Laos and possible similar conflicts in the future.

The Massachusetts bill is expected to be tested before the U. S. Supreme Court. States have passed similar bills several times in the past, but they have not held up in court tests.

#### Dick says...

Nixon: There are 67,000 North Vietnamese troops in Laos.

Fact: Even U. S. military attaches here (and they are the ones who provide Nixon with his information) claim only 40,000 North Vietnamese troops, and even that number is undoubtedly exaggerated.

"Nixon: There are no American ground combat troops in Laos.'

Fact: Armed Green Berets regularly go on patrol with Lactian mercenaries.

Nixon: "No American stationed in Lags has ever been killed in ground combat operations."

Fact: More than twenty Americans, mostly Green Berets, have been killed here.

Nixon: "In every instance our combat air operations have taken place only over those parts of Laos occupied and contested by North Vietnamese and other communist forces."

Fact: Of course. The U. S. bombs only liberated territory; but that territory has a population of more than a million people, and American bombing has completely devastated the people's villages and farms.

Nixon: "The U. S. government directly or indirectly employs 1040 Americans in Laos."

Fact: Nixon fails to count the Green Berets stationed in secret camps and those who commute daily from their base in Udorn, Thailand.

Nixon: "We support both the 1962 Geneva Agreements and the legitimate government of Prime Minister Souvanna Phouma."

Fact: Nixon can't have it both ways. Since the present right-wing dominated government was set up by a coup and not by the Geneva Agreements, it is not legitimate.

Nixon's statement, designed to squash popular opposition to another imperialist venture in Southeast Asia, is a fraud. By focusing on North Vietnamese involvement here, Nixon hopes to cover up the massive American escalation that has occured in the last year.

## A society which suppresses adventure makes the only adventure the suppression of that society.

Jerry Rubin

#### Anti-Draft week

#### need we say more?





## Say No To War Tax

NEW YORK (LNS) — A growing number of conscientious objectors of all ages are refusing to pay tax dollars to a government which spent \$103 billion in 1968 alone for present, past, and future wars.

Allen Ginsberg, one War Tax Resister, declared in a letter to the Secretary of the Treasury:

"As my religious apprehensions and convictions and psychological condition prevent me from paying

taxes into the treasury of the Vietnam war, an equally commanding political awareness of socially and economically deprived millions of fellow persons in America prevents me from supporting an inequitable and unfair tax system which places the costs of an horrific war so heavily upon poor... hungry, people, and transfers so much money as profit to investors in questionable military-industrial enterprises encouraged in conse-

1.....

quence to this Constitutionally inappropriate war."

Ginsberg went on to say that he is willing to offer "reasonable alternatives" to paying taxes supporting the Vietnam War.

Demonstrate in front of the Internal Revenue building — 230 Bay Street — at noon on the 15th. For info — calle Dee Oxsley — 448-8663.

# Feedback ----

We the students of Richmond college believe that we are capable of defining our own educations. We wish to interview new teachers brought in by the faculty and those which we bring in by ourselves. The administration and faculty may be very experienced in selection of teachers but no one can know more about what we want and need than we ourselves. The criteria by which we judge our prospective teachers is just as relevant as academic standings and literary achievements. The new teacher will have to be able to talk with us not at us. There are many brilliant men who cannot teach. We the students therefore would like to have membership on every committee which discusses our future teachers, and have equal representation and voting rights. There should be no information held back from the students and no elitist group of adminstrators making the decisions which directly effect us behind closed doors. We would also like to have a direct role in the choosing of curriculum. If twenty five students wish for a particular course to be offered and a teacher is available such a course should be given. Students must take on the responsibility for what they are learning and decide what is relevant to their lives and what is not. Robert Braunstein

To the Editor:

What I would like to do is make one point clear. Either you have freedom of the press or you don't. All this crap like "Freedom of the press is an important American freedom but..." is bullshit. If a person has to say fuck this or fuck that that's exactly how he feels without his hands tied. He puts it to you like this because he's writing his real feelings with no strings attached. That's freedom.

Like I don't want to sound like a hitter (even though I'm in engineering) but let the guy write what he wants. We are all old enough to accept the word as a feeling, not like a dirty no-no some people build it up to be. (Like they never said it themselves.)

And if a guy puts down God because he doesn't believe in Him, who are you to say he can't? God?

If reading this paper is a down, try reading the daily newspaper. Now that's a down.

Freedom of the press is where its at. Either its complete or its nothing.

-John Henry

To the Editor:

Since I can't respond privately to the attached anonymous letter, I wonder if you would kindly publish it and my brief note after? Please be careful in preserving all the commas, usages, spelling, etc.

> Sandi Cooper Social Sciences

Miss Cooper;

I read your letter that the Richmond Times published in its Mar. 17 issue and you posed a very interesting question regarding censorship. May I quote you: "Why is it that people who don't like what the paper says are reading it?"

Well Miss Cooper, you've left yourself open for an even more interesting question: "Why is it that the people who don't like our countrie's policies are living in it?"

C'mon baby (using your kind of language), quit being so hypocritical and start using your head!

> A very angry student sick of all this hypocritical bull-

To a very sick student angry at all this Hypocritical Bullshit!

Sick? Agreed. Anybody who can seriously ask "Why is it that the people who don't like our countrie's policies are living in it?" is sick indeed — from the view point of a democratic body politic.

We can live with this student's

orthographic ignorance — perhaps even help him cure it. His political attitude is a far more serious problem. The name of this game is totalitarianism. That diagnosis is easy; it's the cure that is not.

-Sandi Cooper

The Office of the Dean of Students is compiling a sheet of suggestions for students who are apartment hunting. In addition to general directions and sources of information, a list of apartments Richmond students have rented is being compiled. Students who are vacating apartments in June can help someone else by informing this office of the fact. Please submit your information to Roger Nelson, Office of the Dean

On March 9th, a group of Richmond Students of Hispanic descent got together and started a club for Latin American Studies, called Hermandad. The function of this club is two-fold.

Hermandad

First, to relate to community action groups in and around town. This will be accomplished by bringing speakers concerned with the Spanish communities and their problems, to Richmond College. Another thing the club will be doing is showing films on community involvement. Some of the members are now eager to do community work on Staten Island and other parts of the

Secondly, we plan to get courses taught in the area of Latin America, beginning next semester. If anyone is interested in Latin American Studies please leave name and address in the Dean of Students office or the Student Government office in Room 524.

-Eric Sterling

Washington—(CPS) Two U. S. infantry officers testified to an Army court March 25 that they were under pressure from their commanding officers to report killing as many communist, NLF, and North Vietnamese soldiers as possible.

Both men testified that body counts were a gauge for advancement in the Army. "Your OER (Officer Efficiency Report) is based on how many enemy killed. It's that simple," Lt. Ralph Kreuger, Jr., told the court.

# Students liberate S.I.C.C.

Increased student dissatisfaction with faculty and administration has erupted this past week in a series of campus disturbances at Staten Island Community

Before the spring vacation, the students and faculty had selected a negotiating committee to consider the questions of 50/50 (student-faculty) representation on all faculty committees and 2/3 student-faculty senate to override the President's veto.

The failure of the negotiating committee precipitated the students action.

Early Monday, the Black Coalition and sympathetic supporters liberated the school library and blockaded the main entrance. Students were allowed to use the library facilities, and come and go through a side entrance.

At this time, the Black Coalition listed 22 demands and a paper with those demands said the following:

"As concerned students of SICC we have deemed it necessary to take emphatic action to draw attention



to the failure of the Administrative System of this instution to establish machinery for involving the Students in the decisions of the University.

Later Monday morning the offices of President Birenbaum, dean of Students, and various faculty offices were seized.

During this time the police arrived on campus. Apparently they were not called by the administration, and they were asked to leave.

Meanwhile, a group of right-wing students gathered in the quadrangle and in a dramatic protest against the demonstrators, seized the red liberation flag, which had been displayed out the library window, and proceeded to burn it.

Tuesday the disruptions continued with students controlling the switchboard and several department offices. At this time the library was returned to the students, and the following statement was issued by the

(Continued on Page 5)

# And now, the latest batch of tragicomedy, strangely named - Proposition 1

Spiro Agnew is reported to be writing his solution to the problems of the world on two stone tablets.

To those that contend that God is dead... He is alive and well in Canada, hiding from the draft. His local board didn't believe he was a conscientious objector.

A warning to those unfamiliar with S.I. Don't go too far south...you might fall off the edge.

Overhead from two women (from Bell Telephone) on line in the cafeteria. "These college kids have no respect for authority."

S.I. local selective service board is changing. One of the little old ladies has been replaced by a young woman. The problem is she has the body of a twenty year old and the mind of an old lady.

To that cop from 120thPct, seen frequently standing by Curtis High School. Those girls are old enough to be your daughters or girl friends.

(Continued on Page 8)

#### Russia would welcome defeat of Viet Cong--Prof. Maneli

Professor Leo Maneli, former Chairman of the Polish Delegation to the Vietnam International Control Commission snoke to the Political Science Club at Richmond College on Monday, March 23. Professor Maneli, who had to leave Poland in 1968 because he comes from a Jewish family and who is now teaching political science at Queens College, told the audience the impressions he garnered in his conversations with several North Vietnamese leaders, including Ho Chi Minh. According to Professor Maneli, the North Vietnamese Communists are basically Communist Nationalists who

wish to be dominated neither by Russia nor by China.

Professor Maneli pointed out, however, that the North Vietnamese leaders are in a dilemma. China is right there and they are dependent on Moscow for supplies and, therefore, they have to pay close attention to the wishes of both China and Russia. He also indicated two reasons why the North Vietnamese are especially annoyed at the Russians:

a) Back in 1955-56, the Russians put pressure upon the North Vietnamese to allow 660,000 Catholics living in the country to flee to the South;

b) During the 1950's when North Vietnam was faced with famine, Russia refused to help them.

Professor Maneli intended that the Russians would not be unhappy to see the Viet Cong defeated. If the Viet Cong were to win out, this would mean that Mao's thesis that guerilla warfare is the only way to spread communism around the world would be proven correct. The Russians, of course, have no desire to see the Chinese ruler proven right.

The lecture was witnessed by a whopping crowd of 18 members of the Richmond College Community.

# The Community Workshop—The First Month

By George Fischer, Professor of Sociology and Faculty Advisor to Community Workshop

February 1970 was the first month of Richmond's first Workshop on the Community. The Workshop's stated goal was to learn about the social organization of Staten Island by means of a student run sixteen-credit 'Intensive Study Commune." This first month was full of talk, change, doubts, trouble and, it seems to me, much useful, successful learning of the ABC's of what might well be called PARTICIPA-TORY EDUCATION.

As it is being tried at Richmond College through its intensive study communes, Participatory Education means nothing less than students taking charge of the whole planning and conduct of a course. Within certain broad limits set by the college, by tradition, and by a participating faculty member who is supposed to advise but not to direct or even to vetowithin these broad limits, Participatory Education puts all initiative, decisions, and leadership in the hands of students as a self-governing, highly egalitarian and leader-less group. This is the goal and the ideal. In its first month, how has the Community Workshop

My own answer, has already been indicated. As I see it, the Workshop spent the first month on the ABC's of Participatory Education, Since this notion is new, vague, and ambitious, learning the ABC's is in itself most difficult. Many things are still up in the air, and we wil probably be coming back to the ABC's again and again both this term and in years

Meanwhile, it may be useful to spell out just what this initial learning process was made up of. Here I will try to describe how I saw the first monthand why I think of it as successful in terms of the ABC's of Participatory Education. (Some of the points I make are like those Bill DeFazio and Diana Steinfeld, two of the Workshop's initiators made much more briefly in the Richmond Times of February 24, and some differ in outlook or emphasis).

It should be said at the start that all along the organizers of the Community Workshop were quite selfconscious about what preceded it and what in their view should follow. For the future, the student initiators of the Workshop as well as those joining it just before this term began, assumed that there should be more and more (and better and better) communes at Richmond, and that what is done now will be important in abetting or retarding such a development. As to the past, the main concern was to deal methodically with those aspects of Richmond's first such venture, the Social Change Commune of last spring, which seemed to give it a black eve with quite a few students, faculty members, and administrators.

Unlike the pioneering commune of a year ago, ours had (and used) lots of time for advance discussions. planning, decision making. For about three months before this term began, from November through January, up to ten meetings were held by students interested in setting up a Community Workshop. As a rough estimate, the meetings drew an average of about ten students, and lasted two-three hours. Some students came once, never to return. Others came. then dropped out, then reappeared. Less than a quarter or a third of the present members of the Workshop (25 students) took part in none of these meetings. This fact means that by the time the Workshop began formally a good deal of thought and interaction had taken place. Learning the ABC's of Par-

ticipatory Education really began during those preliminary meetings, and I doubt that in its first month of operation the Workshop would have made whatever progress it has if it were not for this lead out.

The preliminary informal discussions brought out both of the big issues that dominated the Workshop's deliberations during February. Just how might participating students want to explore the many unchartered and intricate elements of the social and public life of Staten Island? What approach is the most attractive? Which is the most mangeable within the limits of a first sortie, confined as it is to one term, or four months at the most? And which approach suits best the interests students wanted to pursue? Along with this substantive issue the main educational issue came to fore, the issue of how Participatory Education actually works. Just what about the course can or should students settle on their own. and how? What objections might arise from faculty or administration? And how should such objection be

Specifically, the substantive issue revolved around three approaches, each of them favored by some students. Getting at the social organization of Staten Island meant to some students above all help to the needy: community service and community organizing. Others spoke of fact gathering, of going both into the community and into libraries and statistical collections to dredge up and bring together the mass of data that exists and that no one to date had assembled. A third approach, for which I lobbied along with a few students, put stress on the vital importance of a broader perspective of putting any community service or fact gathering into the context of some big analytical questions which would give these activities intellectual meaning and integration. In the end, just before the term began, this issue was resolved to the extent that those taking part at that point accepted (and asked students joining later to accept) the view that all three approaches are valid and essential, and that to a smaller or larger degree each member of the Workshop would do something in the course of the term in line with every one of the three approaches.

tion, one source of argument from the start had to do with whether each member of the Workshop would do his own thing or would members do everything as a group, after collective discussion? To this day, the working out of this problem is very much with us. In principle, however, a consensus emerged gradually. First, "Doing One's Own Thing" did not require a Workshop, and could be done as well or even better under Independent Study. Second, the group as a whole probably could not, and should not, try to carry out all or most projects together. Instead, temporary and long-run projects by smaller groups of studentsfrom 3 to 4, say, to 10 or 12-made sense. Where the group as a whole would remain all-powerful is that no such project would be launched by sub-groups of students on their own, but would be put to group approval and remain part of the Workshop's ongoing

In terms of the process, of Participatory Educa-

Another aspect of Participatory Education had to do, of course, with what role the faculty adviser would play. This caused a lot of doubts and strain, including for me. Being older than most faculty members at Richemond, and usually vocal and assertive about what

I think should be done, I probably aroused more concern on this score than a younger or more obviously permissive faculty member would. The concern extended to myself. I was not at all sure I would give up the authoritarian elements that grew out of twenty years of college teaching, and out of my own makeup, too. And could I do so quickly and clearly

Like other thorny problems, this one has not yet been worked out in any complete, mutually satisfatory way. But during the preliminary discussions, some mutual trust emerged. Not least of it consisted of the students active at the time getting a sense that, whatever my own doubts or theirs, they were better able to take issue with me, to change my mind or just overrule me, than they had thought likely up to then. Symbolically, my appellation shifted in the process from Professor Fischer to an intermediate Uncle George and finally to plain George.

Another operational problem involved sensitivity training. Of late, this has been a favorite "In Thing," at Richmond and elsewhere. Both because of this and because students felt it would help appreciably to get people to work together effectively in a novel venture, the desirability of some such psychological ingredient was taken for granted. But neither the students nor I had much knowledge at the time of what different forms of sensitivity training existand which would be best for our particular Workshop. Some exploring took place, and a few prospective "trainers" were even interviewed informally. But no clarity or decision emerged before the beginning of

Similarly visits to President Scheuler made interested students aware from the start of the preliminary discussions that any funds desired by the Workshop would have to be requested and justified in advance, and that some requests either could not be met within the limits of existing funds and city administrative rules, or could be approved only through elaborated bureaucratic procedures. This useful bit of practical knowledge did not become real to the students involved until the Workshop actually got going in February. Only then, when the Workshop grew to its full complement of students and its activities had to begin, did the problem of budget-making and getting a budget approved and implemented by the administration come to the fore. The President had asked the interested students to come up with a detailed budget a month before the start of the Spring Term. Yet no such working budget request emerged until late January. Then, and only then, did the membership of the Workshop become final and all of this newly constituted group had a chance to examine and approve the budget propsosal drawn up earlier.

Finally, much preliminary discussion was devoted to the problem of selection. By what criteria should students be admitted to the Community Workshop? And who should set the criteria, and do the selecting? Should the criteria favor juniors or senior? Should they favor graduating seniors or majors in Sociology, the host discipline? Should they strive for a balance between men and women students? Should preference be given to people returning to college after some years? Or to students who might drop out of school altogether unless they got into a commune just now? And should we not, as I mentioned at the time, make a special effort to select students who are longtime residents of Staten Island, so as to improve our ability to make contact rapidly with various parts of the

community? On another level, should the criteria favor students with high grades? Or those aiming for graduate school? Or who are "into community things" already? And how do you keep out the loafers and drifters who might see in this sixteen-credit bit of Participatory Education an ideal way of getting lots of credit for little or no work? And would it be fair for the students who expressed interest in the Workshop early to set themselves up as a jury or panel of experts? Or, on the other hand, should their chances be no better than equal with those students who did not show any early interests?

Discussion on this problem went back and forth for weeks and months. In the end, the selection almost took care of itself. The initiating students and others who took some part in preliminary discussions got first choice. For the few vacancies still open on the eve of the Spring Term, the students already accepted agreed to give preference to long-time residents of Staten Island and at the last moment six non-Staten Islanders drew lots for the last three openings.

The initiating students refused to impose any other restriction, such as favoring graduating seniors or majors in Sociology or veterans of community work. One important provision, agreed upon a month before Spring Term began, was that all students would adhere to an Advance Agreement on Procedures. This provision seemed to make good sense in view of the charge that the pioneering Social Change Commune of last spring ended up spending too much time on debating (and at times reversing) key procedures. These projedures, the critics held, should have been clear at the outset and then sacrosanct to the end. It is too early to tell whether this term's first Community Workshop will at some point explicity change (or implicity modify or ignore) its Advance Agreement on Procedures. At the time, and up to now, however, it appears to have served its purpose of providing a new collective from the outset with agreed-upon guidelines. Here is the text of the Advance Agreement:

- 1. 16 Contact Hours: General meeting day (Wednesday), plus 8 hours of informal meet-
- 2. Research site: Staten Island.
- 3. Grading system: Pass or Withdrawal. 4. Cooperative: participants decide and carry
- out the work of the course jointly. 5. Scope of work: combination of data gathering, community service, and theoretical analysis.
- 6. Participation in the Workshop's [sensitivity work].
  - 7. Systematic self-evaluation of the Work-
  - 8. Selection procedure (maximum enrollment: 24) [summed up already in this article]

Not all was well when the Workshop's first general meeting day came on Wednesday, February 4. The college's huge and rapidly increasing shortage of space made it seem dubious that the Workshop would have a corner of its own. After a good deal of scurrying and negotiating, a class room was made available for all day on Wednesday (Room 808). And the Reverend Stanley J. Verhay, pastor of the nearby Brighton Heights Reform Church and friend of Richmond College, kindly made available to the Workshop a meeting room in the church. Although members of

the Workshop were anxious not to become isolated from the college, the church facilities gave us regular work space that the college did not provide.

The two main early crises revolved around the Workshop's budget and the hiring of a sensitivity "trainer". In both cases, the preliminary discussions proved too general, and our experience too limited, to help us much And in both cases the ins and outs of The Ninth Floor, the college administration, were more formidable, mysterious, and elusive than we had anticipated. Without going into details here and now, I might just note that neither crisis was solved until the Workshop members applied vigorous pressure on the Powers That Be. I have no doubt that, together, these crises and the actions the students decided upon to help solve them did more to make the Workshop members into a collective than anything else. (If some would-be sociologist reads this, he might note that this is a clear case of the law of Unintended Consequences. Would-be critics of Participatory Education might note the same thing . . . )

On the choosing of someone to offer sensitivity training, the group learned on the go, as it turned out-mainly by considering half a dozen candidates during our first marathon general meeting. As candidates asked and answered questions and as Workshop members pondered and swapped private or public comments, some kind of concensus emerged. The Community Workshop wanted sort of sensitivity training that would help it function effectively. Personal emotional growth is apt to enter into the picture, but it would make no sense to make that the main goal. Secondly, if at all possible we wanted someone who would stay with the Workshop throughout its eighthour weekly meeting day and who would "train" or "counsel" the Workshop as a single group and not break it down into smaller groups, as standard sensitivity training would. Finally, Workshop members felt strongly that they, and not anyone else in the college, should have a final say on whom they pick for this strategic job. In the end, all this seemed to have worked out when the Workshop chose a nonorthodox newcomer to Richmond College, Marilyn

In addition to the initial twin-crises of budget and picking what amounts to a participant counselor (as against a more passive participant observer), the main learning of ABC's during February came right to the heart of Participatory Educatian. Although all of the twenty-five students in the Workshop appeared seriously committed to the idea, and delighted to have a chance to try it, the process turned out to be indeed full of talk, change, doubt, trouble. In brief, lack of experience and precedent and clarity made it extraordinarily difficult for either individual students or the more active among them (quickly suspected of cliquishness and worse) to keep things on the go. Much of the time, our Wednesday marathons seemed to drag. A general discussion would peter out, people would shift to private conversation, others would drift away. Students showed a lot of commitment and enthusiasm, but also a lot of tension and confusion. And both this pattern and the initial crises (plus some later ones as well) delayed the emergence of a Plan, of Getting Down to Work, of Stopping All This Talk.

In this painful vacuum and drift, a natural tendency was to look to . . . me, as vigorous old Uncle George, to give things a push, to come up with a scheme, To Do Something. I was sorely tempted, and privately on the side did mutter some ideas, comments, sug-

gestions. But on the whole I held back. Mrs. Cassotta, our participant counselor, did talk up, but the first month she did so only to ask why things went as they did, and why people seemed to have difficulty getting together. As of now, however, there seems to be a happy ending—a happy ending to this sluggish, quite painful process of learning ABC's.

While nothing much took shape before people's eyes, by the end of the first month this turned out to be less than the whole story. In a choppy, haphazard to do (substance) and how they wanted to proceed (process). And when on the last meeting day of February I did go to the board and took the lead in writing down which student wished to work on what project, the ground work had actually been laid down by the group as a whole. People had been hearing of things they might work on and getting a sense for what others know and want to do. They started reading some of the ten books I suggested early in the term (plus the Staten Island Advance, Register, Star. Advocate, Transcript). And I would guess they felt that the process they cared about strongly (Participatory Education) was by now clear enough to sustain a plunge into the unknown substance (getting at the social organization of Staten

The tension between these two goals of the Comnunity Workshop-and the pull back and forth in all Participatory Education—is still very much with us. To deal with that tension better than we did so far will take us beyond the ABC's. How far we will get remains to he seen

#### Take-over at S.I.C.C.

(Continued from Page 3)



Black Coalition:

"... Since the library is an essential part of the students education and since our fight is with the faculties back to the students".

On Wednesday, the Student Body met, and overwhelmingly voted to strike on Monday, April 13th, along with several other units of the City University.

The two issues motivating strike action are:

(1) 50/50 representation on all standing committees and

(2) protest of proposed September '70 tuition increase. Jim & Carolyn

## In Response to Prof. Warnecke-"On Irrational Discourse"

scumbag...

That is all I really want to say about form and substance and the intemperate use of language adding only that no student using the word cock in print will plead guilty to obsecenity -Vietnam War or not-and therefore is not about to offer any excuse for his prose.

What I want to discuss is the relationship between cowardly careerism and an educational institution.

to work properly and morally must be dents in the streets of Berkelv. conticoncerned solely with the pursuit of nues to steal from the American Indian, truth This demands from anyone who sends troops into the streets of New of chastity belt to protect the syphilitic throughout his career. He nods gently is honestly in pursuit of the truth a York to suppress the labor movement from the crabs).

elusive entity is found, it must be cher- flow of profits to its banks is absoluteished with a parents' love and defended with a parents' tenacity and strength. Truth can be moderated no more than a mother can mutilate her child. The lished "Educational Institutions" it plays ture but is too lily-livered to withstand desertion of truth is akin to a man's a little trick of the truth. It sets up the pressure of living in it. desertion of his family. A true student these bastions of irrational discourse in lusts after truth as a man lusts for a such a manner that the babysitter-copdesirous woman.

to be redundant and cliched—that a much work; excepting of course those Educational Institutions if they are and oppresses blacks, guns down stu-

ly scared shit of truth in any form.

Since this society had the power and the Morgan given right to estab-Now the rule is-it is necessary here being around very often and not doing no cunt either. sitter-cop-teacher is given tenure (a sort

tract to the profession of babysittercon-teacher a type of being who isn't smart enough to understand and reject the essential nature of the social struc-

Hail the birth of the child and christen him Academic. Look at the teacher is handsomely paid for not crotch, no balls; its a girl: look again,

The child though not stupid is withsociety which burns Asian children, kills who serve on committees and write out real brillance and is devoid of phyeruditely for scholarly journals. After a sical strength and courage. He is good short trial to test his obedience the baby- at crossword puzzles and word games which he plays sweetly and efficiently at all who pass his way and intermit-

Tuesday, April 14, 1970

beards on other cuntless creatures. There is one thing and one thing only which interrupts this pleasant pastime and that is a threat to his career.

Something is wrong, his bosses are angry. They accost him say he isn't doing his job. They point to a child smiling in the corner — it's Truth. But the bossman he's smart, gingerly sidestepping the invincible child, he enters the bathroom sees that someone has missed the urinal and peed on the floor. "This place is a pig-sty," he shouts, "something must be done."

But enough of rambling. This Censorship Crisis at Richmond is a crock of shit and merely points up once again infringe upon his rights. Why? He the community and by the people re-

Unless Warnecke is a complete imbecile, he knows as well as everybody else that the censorship issue is a smokescreen which hides the real issue which is that some students in this school are questioning and attacking some of the basic precepts upon which vulgar perversity in America is built. But

instead of acknowledging what he knows to be the truth he tells us to allow more My Lai's to occur because we naive students haven't (?) faced "political repression." Why, to save his

shitty job? He says that the committment to truth on the part of some students here of importance) by the Warneckes', by them.

He says that because students, the irksome vermin, will graduate they are not entitled to the free use of their own language. Get right!

What this nonsense tells me is that despite the garishly traditional nature of this "Experimental College" and all. the muddle-minded Academic crap that goes down around here there is a small amount of important and life connected activity taking place at Richmond.

Further, this nonsense tells me that this activity is threatenened (in order

tenly puzzles over the existence of the bankruptcy of Paternal-liberalism. doesn't want to move his books to Min-sponsible for the activity themselves who through a sense of frustration are seeking to isolate themselves in a new

The fifth division it appears to me is a mistake because its members will be an easy target for any purges from the outside or any backstabbing by the Warneckes'. Students must stay within the divisions and fight for control of them on the basis that if any serious education is to go on in this school cowardly careerists must go. And on the basis that if there is to be any purge of radical elements here, this whole dungheap of an institution will go with

Tuesday, April 14, 1970

Prof. Robert Horton, Rutgers "Destruction of Florida Everglades" Room 805, FREE

Thurs., April 16 "Persona" Pres. by Women's Lib, and Seminar in Personality 2:30 p.m. Room 803

Thurs., April 16

Julian Bond "The New Coalidon" Lavelle Hall, Notre Dame College FREE

Fri., April 17 "Persona" 1:00 p.m. Room 706 eres

ri., April 17 "Battle of Algiers" SICC 8:00

Sat., April 18 Concert - Cortozo High School "The Open Window" chamberrick jazz (P.D.Q. Bach) Spon. Queensboro C.C. 8:15 p.m.

Sun., April 19

Albert Fuller, Harpsichordist. Brighton Heights Church. 320 St. Marks Place 3:00 p.m. \$2.00 Spon. Richmond Coll.

Sun., April 19

"Song of Myself" operatic interpretation of Whitman's poem. College chorus and a wind ensemble 8:00 p.m. \$2.00

Wed., April 22 Earth Day

Friday, April 24 Brooklyn College Whitman

Auditorium "Juliet of the Spirits" Fellini 8:30 p.m. \$1.25

Friday, April 24 SICC "Women's Liberation" a panel discussion

Thurs., April 30 SICC Student Modern dance recital 12:35 p.m.

#### a celebration

the following poem is printed in tribute to the Spring — new love — new life — new love of life — all radiant — a poem of hope and belief in the immeasurable strength and beauty of the human person and the ancient rites of Spring

> Of New Life! new life -by Marty Amster

Furry brown creatures Glimmering in the winter of our content Reflecting shadows of warming touches Short glimpses of forest furies Darting by In the past. The past

Grown cold . With each passing moment. The present, The future Surging forward

On and on Into the darkness of the night And the brightness of new days.

New life, new life Shouting out into. The previously barren, moonless worlds; Rippling tides Flowing Into Roaring white wave-crests, Catapulting dreams Onto beaches of idleness, Imparting realities

Raindrops pattering against dusty sidewalks, Cleansing the air

Around

In their place

Us. Looking around corners, Watching the langhter

## of the

## **SPRING**

#### EARTH WEEK"

CELEBRATE

LIBERATE OUR PLANET......

..... HERE COMES THE SUN..... "WHAT HAVE THEY DONE TO THE EARTH? WHAT HAVE THEY DONE TO OUR FAIR SISTER?" .....(DOORS)

ENVIRONMENT

SPACE

YOUR SPACE

LIFE

BREATH

YOUR BREATH

COME, ..... COME TOGETHER ..... RIGHT NOW

WE WANT TO CELEBRATE "EARTH WEEK".

THEY'LL BE SINGING AND PLAYING AND DANCING IN THE STREETS & MIND-POEMS & BODY-POEMS & THEATRE PHOTOGRAPHY EXHIBITS &

WORKSHOPS WHERE HAND MADE CLOTHES

> YOU CAN TEACH ANYTHING YOU WANT TO CELEBRATE WITH US APRIL 20 - APRIL 24

IF YOU WANT TO JOIN US, HELP US, HELP YOURSELF PLEASE CONTACT

VALERIE(ISLER)

JOANNE(LAURIA)

- 350 ST. MARKS PLACE, 5th FLOOR AT THE THEATRE ----COME AND PLAY WITH YOUR PLANET .....OM



New life for women. New York State Abortion Bill passed Apr. 11.

of

had

## letter to Nancy.

innocence.

Love Mike Love Frank God gives life to all known factions Everyone's just light here and wharf And not to mention I've been selling chalk and boards And never mention boards

The day the handle fell off the toiletpaws, Johnny fell off his corporation and skilled his knees. Ether's breath was thickly-sweet. Heavy Aunt Ether. Or chalk either.

The gong rang And the schoolchildren skip-tripped into the playground. Then put fishes' broth, frogs geets, circle nine right, and back seven left. Do not pass go. Open the door. .

Pressure to the fifth edition. Carry One. Leave me alone. I have gone to Cleveland, desirous of you, Poison Apple.

Being top man and wearing white stockings doesn't mix. Gavin. Ether's boy. You remember gone to agricultural school Atmospheric Pressure!

A plume of red skunk dung shot up! Where is it going? A plume of dead scum dump chopped up! Doomed! A dome in your white

Choice Praseology - Italien Pot Roast

Lean chuck on rump roast Crushed Wesson Garlic cloves — 3 lbs. water noodles drained paste thyme

America holds your hand Oregano Sprinkle cook until onion is tender

The bombays are opened. The night shines in. Red as a prince Under the Eucalyptus tree.

Benny's Cocoa House. Very good in sonic surroundings. Ketchup Kysse. Rich and thick. Like molasses. But she always responds in monosyllables. Flies. Registers success with all.

SING IN CONCERT AT THE BOTTOM OF THE OCEAN

tails require tales forth requires fourth red requires read so requires sew blue requires blew

Uncle Wilhelm used to take me sloop sailing sunday sometimes What scabs! Meanwhile, frothy back, plucking poison pansies with the sponges, seaspot They say they're storms.

White whale war man Winter water monsoon mocassin the Indian Ocean, The Red Sea, the Straights of Magellan, I ask you My name is Forever Yours. for soup, for sooth

. Tuesday, April 14, 1970

## "My Country Tis Of My People are Dying...

This is the second of a four part interview with Buffy St. Marie at Chicago's Kinetic Playground told to Richmond student Fred Armentrout and Dave Williams for the University in Exile.

People ask me whether I think that the idea is for Indians to leave the reservations. If the government should take the reservations away and encourage Indians to face reality and become like the rest of us. Or, if they should be encouraged to stay on the reservations.

That question just shows where this country is at. It's nobody's business whether a man chooses to stay in his hometown, or leave. The point is, he shouldn't be starved off the reservation. It shouldn't be jerked out from under him. There is no reason for a treaty to be broken. Especially by the same people who make treaties with Russia on the use of atom bombs. This is a point of national honor.

It's not right, you know. We're poor and we don't dig being poor. But the way to keep us from being poorer, is not to take our land away. That makes

Indian people would be fine if white government, white businessmen, white churches, white schools and even white "Hippies" would just lay off the pressure. Our problems come from actions of non-Indian people. ON CHIEFS AND INDIANS...

In non-Indian circles, people are always dropping words like "full-blooded," "chief" and "princess"things that mean nothing to an Indian. Historically it's impossible. Our young men did battle and were

People ask me if I'm full-blooded Indian. I doubt very much. It doesn't matter what Glamour magazine says. I told them the same thing. They write that I'm' full-blooded Indian because that's the way they think.

To me, it's not important. I know people who

are mixtures of different tribes. Some have Negro thrown in and some have white. Some of the palest speak no English, some of the darkest wear neckties. Many of my relatives speak no English at all. None of that is important.

THE IMPORTANCE OF POVERTY ...

Here's somebody sitting in their living room. They've got 5 kids. The parents both work full-time and they still make under \$1300 a year-this is the



scale. This is the meaning of poverty in America

These people still wonder how in the world they're going to do something for their kids. All of a sudden, they find their reservation is to be taken away.

A HERITAGE OF INSECURITY...

HUMAN

There's a complete national insecurity. This is the thing Indians share. The knowledge of the fact that the things they do have-their right to hunt, their right to land, to fish, to farm-can be suddenly jeopardized.

That was the dreadful thing about Oklahoma and Washington and the murders in Mainer The flooding of the Yukon Valley in Alaska. You've got that kind of thing all over the place.

Indian kids are just realizing there is no place for them. Indian parents don't want to send their children off to become part of the society that makes them insecure. They've not been doing well, but at least holding body and soul together.

A POINT OF HONOR ...

I ask America to keep the treaties. That's the one thing I ask of the United States government. This seems to be too much to ask. Our problem is not that we lost a war 200 years ago. It is that the government today is acting in dishonor.

THE "WHITE HOUSE" ...

I'm no longer asking Washington to please help. Every time I spend my day talking to government officials about how they can help, they simply take my well prepared list of cold facts and nothing is done.

TAKING CARE OF BUSINESS ...

The exploitation would stop if the government backed-up Indian treaties, which they don't. It backs businessmen and breaks treaties.

Then the businessman comes in and makes his fortune. Builds his damn or whatever he is going to do. Puts a road through illegally. Puts up his housing illegally. Puts in his golf courses and motels illegally. And the government will back him up. Completely illegal. There is no rationale for it. It doesn't make any sense. I mean it's disgraceful, dishonorable. It's even unnecessary.

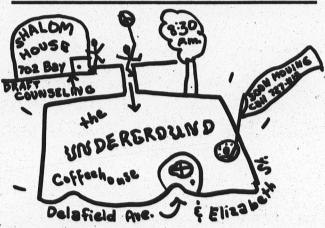
#### Buddha Imbibes



Good old Buddha had a party last week he got plenty drunk — he almost reeked early next morn he had a heavy hangover from that day on, he's stuck to Yoga.

(this photo-poem is dedicated to the concept of absurdity and to all those small minds who fail to appreciate this concept)

-russ rueger



LIBERATION

Male and Female students interested in a fall commune in human liberation (sexrole stereotyping, socialization practices, problems of child care, work; "mental health" — through a guaranteed annual income or through psychotherapy, etc. - contact Prof. Phyllis Chesler, room 835, in the Social Science Division. -Leave your name and home telephone number.

## Nausea

by BILL PIZZO

"...another prostituted dream?"

For those of you who care to listen, I would say this regarding the "5th. Division." This force has been prostituted by our administrators, by it's advocates and by it's opponents. But worst of all, they have corrupted themselves - and would have you corrupt yourselves.

I need not go any further because the "5th Division" — for now — is dead!

Many of you have asked why I oppose the 5th. Division; probably because so many of "my whys" remain unanswered. Why for example has Chesler chosen to "hand pick" the students in her "womens liberation class?" Why is Fisher so eager to solicit the distribution of another left wing text under the auspices of the "socialists scholars conference - without, if necessary, royalties?" Why, for example does Nachman choose to "interview" his "students" before admitting them-provided they be of "like-politicalmind" - to his classes. The Kisel's would have us believe that the "5th. Division" is," - not an experiment, but an adventure -" only, I would ask in what? Why?

Hurray for Warnecke!!! Too late - all is not for-

These individuals are not worthy of being educators - for they never were. They have corrupted and are as corrupt as those "educators" which they condemn. Yet none dare, knowing full well - to speak the truth. Why? Which among these and the countless others who go unnamed, have not prostituted themselves to the institutions which they so meekly served.

And of our administrators - Men? No, for their seeds lie barren upon the ground. Their stations spat upon-ridiculed by the lowliest.

Surely we will stand in judgement alone.

Time is making me a skeptic rather than an idealistic dreamer — to search alone for my own dreams, my own hopes, for my own aspirations. A world where men - not man - corrupts! Still. the dream I dream persists - my love made public is

Quart ask's the reason for our existence - to livelive! Who cares to survive - if we can not live within - can we live without - and if not without - what then - who cares if revolution is the instrument of change - if -the change too - is diseased -

I don't want to get involved anymore!

I could never have believed that the hurt which I harbor could be as obsessive as it is. To lash out, expose, destroy - drives me desperately. NACHMANS, I hate you, you bigotted dogs.

Why do you prostitute all I hold dearly and, in their name?

My life filled by the pain and agony of truth; for, am I not as corruptable as you?

But you, you are guilty -is their not one who can stand alone?

My words seem so ineffective

devoid of all the emotions which I feel.

I am alone.

Roy, you were right -

Look at me! - look at me! I have failed.

If I could but find some one to

share the lonliness - it's cost,

ostracized by the world; a future damned privation! Men could ask no lesser cost;

The alternatives; to yield; compromise - to die; Which will I choose?

I know I could never surrender; nor can I accept dying — Is compromise then to be my salvation? Is my love for her and the children?

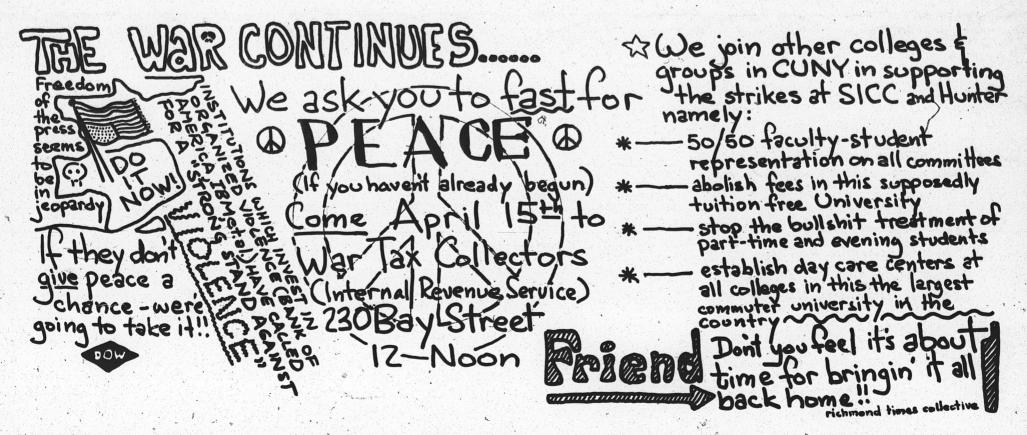
We shall be capable of enduring the compromise? I beg you, what alternative do I have?

If you but knew the love we share in common If you but knew the joys we share in common

If you but knew the need -You are forcing me out of humanity. Where can I go if I don't exist. My love has left me.

NAUSEA

dead

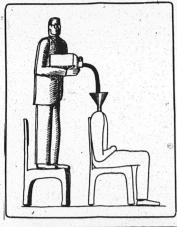


## White House Murder Case

Jules Feiffer's "White House Murder Case" is a delightfully sarcastic, very funny play, currently staged at the Circle in the Square theatre. The acting, directed by Alan Arkin, is superb. A seasoned cast, which can boast numerous stage and television credits, carries off the most zany episodes persuasively.

The play switches back and forth between two fronts — the war in Brazil where one sees what is happening, and the war around President Hale's conference table where events are reinterpreted for the good of the American people. The latter is a political battlefield where the opponents seek to answer the question: How do we explain to the public that we have released nerve gas resulting in the killing of our soldiers instead of theirs?

earth day 2 DApril 222





The Cabinet meeting is surrounded by an aura of dishonesty. That they are propagating absolute lies as the official truth, matters not at all to the handsome, efficient looking, white collared Heads of State involved in the intricacies of political expediency. Mrs. Hale, a pro-student, anti-war, level-headed woman is mistakenly stabbed to death instead of the President by a picket sign reading "Make Love Not War." Everyone in the Cabinet is immediately under suspicion; the hypocrisy which surrounds their political decisions carries over into their preposterous investigations of the First Lady's murder.

All this dishonest finagling

strongly contrasts with the quieter discussions of a dying soldier and a disguised CIA agent trying to discover who authorized the use of the poison gas. Their conversation seems to be a kind of commentary on the conflicting emotions of a soldier in the field.

Feiffer's sense of the outrageous seemed somewhat overdone and too contrived in one of the scenes where the President throws a near-epileptic fit convulsing in anger on the floor. On the whole however, the playwright handled the ridiculous in an ingenuous and entertaining manner that was at once comic and biting.

—Luisa Stellini

Associate Registrar University of Wisconsin Madison 6, Wisconsin

Dear Sir:

I am returning my diploma and refusing my Ph. D. degree in mathematics from the University of Wisconsin. By this act I wish to affirm my identity as a human being, a mathematician, and Christian.

Intellectual life is incompatible with the anti-creativity and inhumanity of war.

I believe creativity and humanism characterize an intellectual community. It is in this spirit that I became a mathematician. Yet the University of Wisconsin denies this spirit both by its specific actions against the persons protesting Dow recruitings and by its general institutional indifference to the war in Viet-Nam.

I trust others will also reflect on the meaning of intellectual life, and that they may come to see that to say No in times of official death is to begin to say Yes to creativity and the mystery of life.

Sincerely yours, WILLIAM LOPEZ

(Lopez is a former student of Fr. Dan Berrigan; he is at present teaching in a small Negro college in South Carolina.)

#### Proposition 1... cont. from pg. 3

In the military, religion is an important factor. Those that do not belong to established religious are sometimes discriminated against. If you are Catholic, Jewish, Moslem, Buddhist, etc. watch out. As for atheists, may god help you.

The Canadian tourist office has a new gimick. A decorative urn for the ashes of your draft card.

Ft. Dix, the garden spot of New Jersey, has a problem. The troops enjoyed training exercises in the wooded areas. This confused the powers-that-be. It seems that some of the soldiers found a form of the killer weed growing wild in the woods.

To the girls that wear the no-bra look. Remember, what goes up must come down.

S.I.'s own borough president has been put in charge of the state navel milita. Which is better known as Rocky's bath tub navy.

The first golden screw award goes to D.A. Braisted for his relentless fight against wrong. His efforts to purify the printed word earn him this award. You know what you can do with it...

The average military policeman has the mind of a two year old, stands six foot plus, and weighs over 200 pounds. He has a speech defect, keeps calling you "boy", and a nervous twitch, he keeps swinging his club.

The military has finally decided to close down Floyd Bennet Air Field. The field (near Kennedy airport) has been the scene of many near mid-air collisions between military and civilian aircraft. One of the runway approach paths was known to a few as "suicide run".

To those veterans of Viet who must constantly verbally relive the war. Do a favor to the rest of us who want to forget that wonderful experience, button up.

For a unique experience visit the arms museum at Ft. Wadsworth (end of Bay St.). The museum covers over 200 years of war. Not a bad way to spend a Sunday afternoon.

D.A. Braisted, for those that don't know him, is a gray haired, fiftyish, medium height, a bit overweight, crimefighter. He usually wears a dark business type suit with the words "super crimefighter and nemesis of evil" on the eback of the jacket. The D.A. believes in God, motherhood, the flag, Agnew, law and order, and Nixon. He dislikes hippies, college newspapers, the Supreme Court, college students, SDS, and freedom of the press.

A personal item. To my loving girlfriend; You don't like my poking fun at the military. They had and still have their fun with me, so can't I have some fun with them???? I do love you.

Remember Canada is just over the border.



# SPORTS

Due to the absence of a sports program at Richmond College this is the sum total Citaera Sum Sum Partition of sports news.

STUDENTS, FACULTY, ADMINISTRATION STAFF - EVERYBODY



20 miles inside the country.

**TOGETHER** WE MUST STAND TOGETHER TO STOP NIXON'S

INSANITY

THIS IS NOT A STRIKE AGAINST THE COLLEGE BUT BY THE COLLEGE!

NIXON'S DECISION HAS REVEALED THE SHAM OF VIETNAMIZATION - A POLICY WHICH THROUGHA TORTOROUS PROCESS OF INNER LOGIC DEMANI THAT WE ESCALATE THE WAR IN ORDER TO ENABLE AMERICAN TROOPS TO WITHDRAW

WE ASK THE ENTIRE COLLEGE COMMUNITY TO GO TO THE PEOPLE AND BRING THE MEANING OF THE PRESIDENT'S ACTION HOME.

APRIL 20 - NIXON WITH CONFIDENCE 150,000 TROOPS CAN

FIELD HUMILIATION. JEOPARDY.

APRIL30-NIXON OFFICIALY EXTENDS WAR INTO

MAY 2- LAIRD resumed heavy PEOPLE OF NORTH

THE STAGE HAS BEEN SET, THE ISSUES CLEARLY DRAWN, THE NEED IS OBVIOUS...... IT IS THE TIME TO ACT

richmond times

FREE PRESS

#### TEST OF FREEDOM...

EDITORIAL POLICY CALLED A SHAM

Call For More Representative Paper

To the editors of the RICHMOND TIMES:

That the Richmond faculty would even consider any action against Dan Rooney or the RICHMOND TIMES is to me disgusting and childish. Above all, the frequent use of that antiquated term, "obscene" makes me wonder whether I am part of a group which is at least as tolerant and civilized as the U.S. Supreme Court, or is instead thinking like a bunch of Alabama rednecks.

It has been said a million times before, but apparently needs to be said a million times more, so I'll start off with a few repetitions:

The test of freedom of speech comes when something you hate gets published.

The test of freedom of speech comes when something you hate gets published.

The test of freedom of speech comes when something you hate gets published.

> Jim Sturm Prof. of Economics

Dear Editors,

I wish to express concern that the avowed policy of the Richmond Times to publish everything submitted is not entirely accurate. It can be substantiated that either through oversight or lack of room, student articles have been rejected or delayed until they are no longer a matter of topical interest to the student body. In such instances, the decision as to which articles are printed or not constitutes a matter of editorial policy. Where have the priorities been set? Is an article from the Liberation News Service to take priority over coverage of a school event, or vise versa? Do student articles with a radical viewpoint on a political situation get printed ahead of a report on a club event? Whose viewpoint belongs on the first page ... and whose on the last?

It is idealistic and foolish to believe that the Richmond Times is a free forum for the ideas of the student body. Student activity fees pay for the newspaper and as such, should be, but is not, representative of the various student groups, i.e. the fanatics, the liberals, the conservatives, the culture-buffs etc.

I suggest that at the beginning of next semester (or at the end of this month, if that be feasible) a well-publicized meeting is held of interested students. Richmond Times staff and faculty. Perhaps this group will be able to eliminate some of the problems which beset the newspaper and help develop a more representative paper which shows better taste, less vulgarity and higher journalistic standards.

> Sincerely, Luisa Stellini

#### "obscene" phone calls and death threat

To Richmond Times:

On April 17th, I wrote the following memo:

"TO WHOM IT MAY CONCERN:

I am greatly disturbed by the public insult directed at Professor Warnecke in the April 14th, issue of the Richmond Times. The author of this attack seeks, by the threat of public embarrassment, to stifle dissenting faculty views. He expects the faculty to submit passively to this, and future, verbal assaults. The effect, of course, is censorship; in the name of goodness and humanity.

Who's next?

It is true that since I do not know the author of the "insult." I cannot be sure of his intent. However, whether or not his intent was as I stated, Professor Warnecke has since been subjected to a barrage of "obsence" phone calls at his home. One of these calls was a death

> Division of Social Sciences John Dalland, Chairman

#### **WARNECKE AND DAN ROONEY - SOME REMARKS**

Rogers Moorhus

Division of Social Sciences

I do not agree with Stephen Warnecke. I think he overstates the seriousness of the threat to Richmond College. More fundamentally, I oppose the voluntary self-limitation of civil liberties which he suggests. If there is anything left of liberty in America, anything which stands as an achievement worth cherishing and protecting, it is the degree to which we have managed to preserve the freedoms guaranteed by our Bill of Rights. Surely, in an age of creeping Mitchellism, we will not preserve those freedoms against new attack by refraining from exercising them whenever they are challenged. If we do we will find that those rights exist only on the pages of the Constitution and in the rhetoric of our politicians.

I also do not support the idea that there is a fundamental difference between the freedom to write reasoned and articulate analysis and the freedom to engage in symbolic expression or to draw cartoons. Certainly it is impossible to define any precise way of drawing the line between reasoned and symbolic expression. Nor do I agree with another distinction drawn by Mr. Warnecke between the committments of students and the committments of

Due to a lack of funds, this will be the last issue of the RICHMOND TIMES for this semester. Next year however, the paper will reappear, hopefully as a weekly. Since only three or four of the present staff will be around in the fall we will be in dire need of help. Therefore, if anybody is interested in working on the paper - from editors to typists please come to the newspaper office, rm. 525 and leave your name and telephone number, or contact Mark or Jeri Daugherty or Kathy Dee. Furthermore, we are interested in making the RICHMOND TIMES more representative of the college itself, so anyone who has any ideas of how the paper might fulfill this function is welcome to the office to rap to us about it. All views are Welcome! Remember, although your college newspaper should represent your opinions it can't if you keep them to yourself.

Vol. V - No. 5

May 5, 1970

#### RICHMOND TIMES COLLECTIVE

Mark & Jeri Daugherty — Life; Kathy Dee — Love; John Odenthal - Pursuit of Happiness; Mike Sasso -Sports, Playboy; Luisa Stellini — Kulchur & Letters; Andy Andrews - Stoned Photos and super-motorcycle messenger; Terry Bookman (Happy Birthday, Terry); Proposition I; Laura Schaefer; Sharon Langford; Paul Haymond; Russ Rueger — Photos.

CONTRIBUTORS

Social Science Commune, Steve Warnecke, R. Moorhus, Jim Sturm, Francis Botchway, John Dalland, Abe Levy, George Bouquio, Brian Schiefer, Leni Projan, Laura Schaefer, John Henry Flack, Bob Cutter, Marty Mara, Bob Stevens, Luisa Stellini, Kathy Dee, Mark Daugherty, Mike Sasso, Connie Talumbo, Eleanor Forte, Arlene Lehnert, Anne Bocchine, Proposition I, r. r., Sharon Langford.

faculty to Richmond. Faculty mobility no longer makes it certain that the professor will remain any longer at a college and institutional commitments completely divorced from Richmond. In any case such blanket distinctions between students and faculty can hardly conribute to maintaining the congenial atmosphere which Mr. Warnecke found at Richmond.

Certainly he is correct, however, in pointing out that those who exercise their freedom of expression have an obligation to consider the likely consequences of their action and take some responsibility for them. The appeal of symbolic expression is that it has the power to reach and engage those whose inarticulateness and ignorance is untouched by reasoned discourse. The danger of symbolic expression is that it produces demands for repression and

(Continued to Page 3)

#### Personal Attack Not Acceptable

To the Editor:

Every student's stay in college is enhanced by one, two, or possibly three professors. This professor instills certain values, and stimulates potentials in his students. The love he has for his field and the dedication to his profession radiates out and provides the irresistable urge to share in his awareness. Dr. Steven Warnecke is such a professor.

Professor Warnecke came under personal attack in the last issue of the Richmond Times. It would be beneficial to the author of that article to look deeply into himself and then into the society in which he exists. The contradictions and anxieties he finds may open up to more than dialogue but dialectic. When a member of the Richmond College Community expresses his views on a subject they should be valued. An article in the school newspaper is open to rebuttal. This also should be valued. The attack, by the author of the article which I speak about, was a personal attack and was not warranted nor acceptable. The author of that article seems to have had his vision clouded, for his article claimed that censorship was just a blanket to cover the real issues. Right on! But it seems that the author overlooks the fact that his attack on

Professor Warnecke also fails to acknowledge the true issue. What is necessary, first of all, is to define the issue.

There is no doubt in my mind about the issue!! It's the system that manipulates and uses people from birth till death.

The seductions of affluence have brought it to pass that nearly all the exceptional intelligence, imagination, and wisdom available in the Western part of humanity have been absorbed into structures of established power, which is to say corporate business, government, the churches and, of course, higher education. In order to survive in this system one must fall into the patterns demanded by institutional living. The problem is to see clearly the existing institutions and the evils and to understand how these institutions absorb generations and force them to adhere to its principals. The problem is the producer, not the product.

To attack a fellow member, on a personal basis, of an institution you are as much a part of and have as much responsibility for, is to hide from the ugliness of introspection.

-Abe Levy

Ed note: Abe Levy is President of the Richmond College Student Council.

#### obsceneties self-defeating

To the Editors: Gentlemen:

We agree with you that all forms of censorship are abhorrent and that a vivid style is often necessary to make people conscious of what one is saying and to stress the intensity of one's feeling. However, the use of obscenities and reliance on personal abuse by Mr. Rooney in his criticism of Professor Warnecke, which appeared in the last issue of Richmond Times, is not only grossly unfair but also self-defeating simply because it prevents people from paying attention to the valid points Mr. Rooney did make. To put this in another way, people will be turned off by the unfounded and scurrilous references to Professor Warnecke and register nothing else in the letter. We too may disagree with Professor Warnecke on many points, and some of our colleagues may have an even stronger feeling about the issues that he raised in his piece. However, does one really wish to substitute obscenities and personal insults for serious rational debate? It should be emphasized again that we are not questioning anybody's right to express himself freely but merely wish to suggest to Mr. Rooney that his approach is childish and irresponsible, seriously weakening his case and threatening to put an end to what should develop into a useful debate.

Needless to say, the same comments apply to Mr. Pizzo's attack on our other colleague Professor Nachman.

Truly yours, Francis Botchway, Oleh Fedyshyn, Daniel Kramer, Michael Lutzker

EDITORS NOTE - Dr. Francis Botchway is Director of the Afro-American Institute. Oleh Fedyshyn is a Dr. of Political Science. Daniel Kramer is a Dr. of Political Science. Michael Lutzker is a Dr. of American Studies.

## A Brief Note On the License to Uproot

". . . A vast and murky twilight seems to have spread over numberless minds. All the delimitations between the logical, the aesthetic and the emotive functions are purposely ignored. Sentiment is allowed to play a part in forming judgments regardless of the object of judgment and in direct negation of the claims of the critical intellect. Institution is called upon to justify a choice which in reality is based on emotional predisposition. Interest and desire are confused with consciousness of truth. And to justify all this, what actually is the abandonment of the logical principal itself is paraded as the necessary revolt against the supreme rule of

#### J. H. Huizinga: IN THE SHADOW OF TOMORROW, 1935.

It is tragic that there are youthful idealists who willingly and naively embrace violence and resentment. It is pathetic that they can not see how quickly and inevitably such demons undermine and corrode their ideals by delivering them unprotected to impure motives and impulses which often emanate from within themselves. It is sad that through their self-induced blindness they can not perceive how their intolerant demands and assertions, interspersed with the rhetoric of humanity, barely camouflage how much more strongly they are impelled by the desperate need to justify and rationalize their angers and sense of inadequacy than by a real concern for justice and compassion.

But such poses are convenient since the rejection of language and its replacement by undifferentiated mad frothing protect them from admitting that they, too, are driven by a thirst for violence. It also provides them with a weak legitimation to indiscriminately turn upon their stereotyped class enemies who they have intentionally, crudely and brutally attempted to strip of any human characteristics and humane capacities. This syndrome where inner violence becomes the word through verbal assassination, and the word eventually becomes the deed that perverts the ideal is not new in human history. It unites them with all intolerant and cruel peoples who have abused language with the horrible and inhumane results such abuse brings.

Such linguistic activism also hides from them that they neither possess a monopoly on nor have an adequate image of life. Who else other than a person who thought his body and its functions were evil and corrupt, who repressed from his consciousness his belief that his thoughts were impure and dangerous, who was driven by a manic sexual guilt, would try to use the seed of creation as well as the act of creation to deprecate and vilify his opponent. It would be more accurate to interpret such attacks as the projection of frustrations, sexual impotence and neurotic guilt on a convenient opponent. This classical pattern, well known to all students of human mental pathology, is used to avoid self-realization and responsibility for one's acts and thoughts. It creates the anxiety-reducing illusion that if the fabricated opponent is the cause of one's distress, one can free oneself by either figuratively or literally destroying one's enemy.

Such syndromes and such acts, however, are the acts and syndromes of those who really do not want to be free, and who are really afraid that they are not up to the demands life makes upon those who really want to change the world. That is reflected in their need to create for themselves the illusion that they are faced

#### To My **Followers**

by JIM McLOUGHLIN

When I was a little boy I loved to play games. I enjoyed off-thewall, poison ball, ping-pong, basketball, baseball, softball and finally tennis. The latter game was particularly appealing to me because it involved one person's initiative against another's. I never really liked organized games in which many people were involved. I did enjoy them, however, when they consisted of one person against many. I remember spontaneous snowball fights in which, heroically I took on practically the whole crowd, the only problem was that as time went on my friends used to get tired of playing my game. They realized that the only one benefiting from the process was me. I would get stronger and stronger, they weaker and weaker. I eventually gave up the game for a while out of deference to my friends who I knew preferred to play games in which rules were more clearly defined.

As to the present political situation, I believe most Americans still respect the law. Whether you spell the word "America" or "Amerika" I would like to remind my followers and friends that Law Day was May 1st, and was, called by none other than the President of the United States. If all of us would abide with his wishes in this regard every ones' vision of the American Dream could still be ful-

# On Warnecke and Rooney . . . .

cont. from pg. 2

censorship from the inarticulate, the ignorant and those, whether students at Richmond or members of the community, who seek political gain from their ignorance. It is a matter of political and tactical judgement to determine the reality of that threat in a given case, and I happen to feel that Mr. Warnecke has overreacted. But I certainly concede that he has a case. Given the fact that the program of the ignorant and inarticulate for the repression of freedom has such a large constituency on Staten Island and, for that matter, in the country, it is incumbent upon those undertaking symbolic protest to seriously consider the possible effects

Unfortunately, the article by Mr. Rooney not only fails to take seriously the valid issues raised by Mr. Warnecke, but it presents counter arguments which are as much a threat to freedom as those of the would-be censors. The problem with those "true students" of Mr. Rooney's who lust after truth "as a man lusts for a desirous woman," is that, more often than not, the product of their lust has been raped. The cowardly attribution of sexlessness and lack of masculinity to one's critics has been conveniently borrowed from that military-industrial world which defends our war in Vietnam. It seems to me that a defender of symbolic protest would be a little more choosy in the symbols he uses. The self-righteous insistence on a monopoly of truth is characteristic of a totalitarian rather than of one with a genuine committment to truth. It is Mr. Rooney, not Mr. Warnecke, who raises the threat of purge and counter-purge.

As for the charge of careerism - if Mr. Warnecke can be accused of undue concern for his chance to teach in a relatively open and flexible institution, at the very least he is concerned with the preservation of something tangible and defensible. The goals of his detractors seem destructive rather than constructive. If Mr. Warnecke is guilty of careerism, Mr. Rooney is guilty of a chronic adolescence which merely strengthens the hand of those sceptical of the ability of students to participate in government of the

Finally, the real tragedy of Mr. Rooney's article is that it will simply repel members of that vast mass of people in this country who are unhappy and discontented with their society and government. It will repel not by the flamboyance of its language, but by its total lack of compassion and the danger of its ideas. If all the wavering but uncertain see on the Left is that sort of drivel they can hardly be expected to become converts to change.

by insurmountable opponents. Thus they can claim to try without really trying and to fight without really fighting. They can unleash their inner violence caused by their own failure to take responsibility for the consequences of their words and deeds. Under these circumstances it is legitimate to inquire whether these highly critical individuals who unceasingly rail against the imperfections of the world, who claim to be more sensitive and more humane than their fellow men, have an image of much less the capacity to establish a better community dedicated to life.

Unfortunately, such tortured motives and behavior are what pass for rational, idealistic and radical politics these days.

But can we entirely blame students for their motives and behavior when they are encouraged and led by their adult mentors (Continued to Page 9)

#### CHILD-CARE AT RICHMOND COLLEGE

Meeting May 14, 5:00 P.M. Room 835 Dr. Chesler.

Richmond College Mothers, Fathers, interested people, students, secretaries, faculty, administrators, who are interested in discussing a child care center at Richmond College: please come, bring your children, come alone, bring ideas, bring dinner, we'll go to the student lounge for a meeting.

## Richmond Rules of Order? The Marriage of Heaven and Hell

Proverb of Hell (Excerpts)

In seed time learn, in harvest teach, in winter enjoy.

Drive your cart and your plow over the bones of the dead.

The road of excess leads to the palace of wisdom.

Prudence is a rich ugly old maid courted by Incapacity.

He who desires but acts not, breeds pestilence.

The cut worm forgives the plow.

Dip in the river who loves water.

A fool sees not the same tree that a wise man sees.

He whose face gives no light, shall never become a star.

Eternity is in love with the productions of time.

The busy bee has no time for sorrow.

The hours of folly are measur'd by the clock, but of wisdom; no clock can measure.

All wholsom food is caught without a net or a trap.

Bring out number weight & measure in a year of dearth.

No bird soars too high. If he soars with his own wings.

A dead body, revenges not injuries. The most sublime act is to set another before you.

If the fool would persist in his folly he would become wise.

Folly is the cloke of knavery.

Shame is Prides cloke.

Prisons are built with stones of law, Brothels with bricks of Religion.

The pride of the peacock is the glory of

The lust of the goat is the bounty of

The wrath of the lion is the wisdom of

The nakedness of woman is the work of God.

Excess of sorrow laughs. Excess of joy weeps.

Always be ready to speak your mind, and a base man will avoid you. Every thing possible to be believ'd is an

image of truth. The eagle never lost so much time, as when he submitted to learn of the The fox provides for himself, but God provides for the lion.

Think in the morning, Act in the noon, Eat in the evening, Sleep in the night. He who has suffered you to impose on him knows you.

As the plow follows words, so God rewards prayers.

The tygers of wrath are wiser than the horses of instruction.

Expect poison from the standing water. You never know what is enough unless you know what is more than enough. Damn, braces: Bless relaxes.

The best wine is the oldest, the best water the newest.

Players plow not! Praises reap not! Joys laugh not! Sorrows weep not! Sooner murder an infant in its cradle

than nurse unacted desires. Where man is not nature is barren. Truth can never be told so as to be understood, and not be believ'd.

Enough! or Too much.

William Blake (1757-1827)Submitted by Marshall Suther Chairman-Humanities

# as the Radical Camera



#### Homicide Archdiocesan Style

#### or

#### How to Kill One School and Save Another

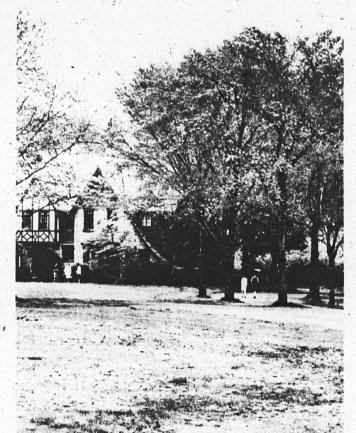
Is Notre Dame College of Staten Island being used as a sacrificial lamb in the aid-to-private and parochial schools-controversy?

WE ACCUSE

The Board of Trustees of NDC and the New York Archdiocese with behind-the-scenes intrigue to sacrifice the faculty and students of NDC because of reasons which are infinitely more complicated than financial ones, and to save a school which is floundering because of financial difficulties, namely, St. Francis College in Brooklyn.

A resurrection of pertinent events is necessary to establish the basis of our criticism and indignation:

- November, 1969—arbitrary tuition raise from \$1300 to \$1700 announced.
- 2. First hint of closing, November, 1969.
- Board demonstrates non-familiarity with their functions and responsibilities as a Board at meeting held December, 1969.
- 4. Four faculty members arbitrarily dismissed.
- Majority of faculty and Dean resign in sympathy.
- Rita Donahue, CND President, forced to resign.
- 7. Acting president hired by board without consultation of faculty or student body; nor has it been established that several candidates were proposed for the position in the first place.
- 8. Board meeting held without faculty and dean invited this is in time of crisis.
- 9. Points enumerated in mimeographed memorandum sent out February 25, 1970 do not logically follow one another:
  - (a) "a new acting president will be named in the near future to endeavor to chart a new



- educational pattern for NDC." No explanation is offered as to why a new pattern would be needed if the school was closing in 1970 or 1971.
- (b) "The Board of Trustees will be restructured with new members appointed."

  Again, no explanation is offered as to why a new board will be appointed if there is to be no school.
- 10. Students decide to raise money. Community rally held March 2, 1970 a great success. Board however, refuses to act as a Board or to give individual support to students fund raising to keep the school open as it is. Entire problem of fund raising is dropped in the laps of students. Board even refuses to call an emergency meeting, though critical situation warrants such a recourse. Board states that next scheduled meeting (two weeks later) is soon enough. Indignant parents rally around students, Chairman of the Board, Eldridge Smith, in Virgin Islands on March 2, rally day such concern!
- 11. Meeting March 16 Board says the school may be kept open if the students can raise one million dollars in cash (pledges not counted!), and the alumnae, five hundred thousand dollars in cash before the next meeting of the Board—April 27. Again the problem is in the lap of the students. The Board of Trustees must be aware that they are asking the impossible. It seems obvious that they do not want this task to be accomplished. They have "lost all hope" and have given up the struggle. Why? There is much behind these facts that remains to be exposed.

#### "We accuse the Board of Trustees of NDC and the New York Archdiocese with behind-the-scenes intrigue to sacrifice the faculty and students of NDC..."

We accuse the Board of Trustees with delinquency in the present crisis and in their duties toward the school for the past three years while the economic crisis was evolving. As the Board is made up of several prominent businessmen we feel it is safe to assume that they know something about money. Where were they when NDC was going two hundred and fifty thousand dollars in debt? Why did they hire a self-acknowledged non-fund-raiser as president in January, 1970 at a time of supposed financial crisis? Why did they ignore the Dean, faculty, and the students at a time when all sections of the academic community should have been united in an effort to save the school? Why was the Board so secretive in it actions, refusing to allow students to sit in on the meetings? Why was everything -- for example, the hiring of the new acting president - done behind closed doors? Why were the students always treated as annoyances and to quote our acting president "mere transients," and every question increasingly resented when their academic futures were at stake? Why was religious affiliation held on to at a time when medifications of it, as in the case of Fordham University, would have allowed the school to become eligible for state aid? Why indeed! it does not sound like an all-out extent to raise funds, does it? Here is where the other side of the problem arises, that is, the non-financial reasons for allowing NDC as it is today to die.

The Board and a segment of the Administration of the school are "unsympathetic" because the Dean, who is Protestant, engaged two professors of the Jewish faith as Chairman of the Philosophy and Theology and Social Science Departments. Both of these men are highly qualified, dedicated to their fields. Since when does one's Catholicism determine one's competence as a teacher? Those same people also think the school is too "secularized" and "liberalized." They overlook however, the fact that the Middle States Association report on NDC in 1967 was unfavorable. That year evaluators visited the campus and did not like what they found. This was at a time

when the school was still "Catholic." The 1969 report of the MSA was filled with commendations and congratulations. Why was there such a change? Commendations were only forthcoming from Middle States after the present faculty was engaged and new programs were initiated such as the Black Studies Program, which has been called the best in the city of New York. (This program by the way, would have brought a grant of one hundred thousand dollars next year but because of the annoncement of the "new educational pattern" this money will not come.

We have reason to believe that the Chancery office of the New York Archdiocese is involved in the problem as well. White NDC was until recently religiously affiliated, it was not subject to the Chancery office. It is interesting to note however, that priests in Staten Island parishes have agreed to collect money from their parishioners for the school and then all except one failed to carry out this promise. Of further interest is the self-acknowledged awareness on the part of a certain bishop that he knew for certain that the school would not close. Many people in the Chancery office knew and know as much, or more, about the situation at NDC than many of the students and faculty.

WE ACCUSE

The Board of Trustees at NDC and the Chancery Office with behind the scenes intrigue to sacrifice the faculty students and the accomplishments of the past two years, in order to reopen it as a (with money that will no doubt infraculously become available from the Chase Manhattan Bank, the Archdiocese and more recently the alumnae fund drive) purely Catholic school, in the sense of what the Chancery office defines as "Catholic" that is an absolute adherence to dogmatic beliefs and teaching even though they are being questioned by major theologians today. We would opt for an attitude for true universality in which all views are presented. Their interpretation is an anachronism which we have already rejected.

Lastly, it is important to mention that St Francis College in Brooklyn is also having financial prob-

lems. Our acting president, Dr. Francis Kilkoyne, happens to be chairman of the Board of Trustees of St. Francis College. The freshmen, sophomores and even the juniors of NDC were at first subtely urged but later on blatantly persuaded that St. Francis would be their best recourse for September enrollment. The administration of St. Francis are much relieved, because 200 NDC students would mean more money for St. Francis. Hence our title "How to kill one school and save another," seems apropos.

Four years ago NDC was nothing more than an extension of a Catholic girl's high school, complete with regimentation and uncreativity. Notre Dame was laughingly referred to as "the nunnery on the hill." Loday It is a thriving liberal arts college for men and women with commendations from the Middle States Association and the city of New York as well as the Staten Island community, including Protestants and Jews as well as Catholics. Those of us who have been here at NDC for four years see the difference between NDC 1966 1968 and 1968-1970 as comparable to the difference between night and day. NDC is and will be, if it is allowed to remain open as it is, a school contributing to its community, broadening its perspectives, growing, and thriving academically and intellectually.

Now the school will "die" because the board and several administrators have decreed so for reasons that are not entirely financial. This is unjustifiable homicide. At the risk of sounding melodramatic, we accuse the Board of Trustees and its co-conspirators, the Chancery office, with first degree murder. Anyone who cares to investigate these charges will see that they are not false. If anything, a close observer will no doubt come away with more puzzling questions. We invite anyone who cares to comment or reply.

Four incensed seniors,
Connie Tolumba
Eleanor Forte
Arlene Lehnert
Ann Bocchino

Tuesday, May 5, 1970



On Earth Day, April 22, members of the Social Science Commune, the Counter Culture Commune, and other interested farmers from Richmond College planted themselves in the vacant lot on St. Marks place and Wall St. in a dramatic celebration of the spring, As neighborhood onlookers stood aghast expecting some sort of mass demonstration with raised pitchforks, the docile students cleared the land and planted bushes donated by the Annadale Garden Club. The object was the creation of a People's Park. The students learned that their site had been already designated by the Park Department for future development. Mrs. Gene Farmer, who initiated the Plan Our Park Committee of St. George which has negotiated with the Park Department over the last year, expressed her support for the activity. Students later met with members of her committee to discuss their plans.

Work on the People's Park will continue throughout the semester. Members of the communes will meet at the park Tuesdays from 2-5 p.m., Wednesdays from 6-8 p.m., and on Saturdays from 11 a.m. until people become fatigued. All are invited to participate. Students are asking for donations of plants, picks, and for one day only, a bulldozer?

—Kathy

•

the vacant lot where once in a time of revelations our first spring it was a garden of the old and the new life

# WE NEED HELP!! -TO RUN THE NEWSPAPER NEXT YEAR

IF YOU WOULD LIKE TO HELP IN ANY WAY CONTACT MARK OR JERI-ROOM 525 OR KATHY DEE 273-9297

#### ROONEY vs. WARNECKE

#### is there more than meets the eye?

This will try to explain some of the events that surround the present conflict that has evolved between Dr. S. W. Warnecke and Dan Rooney. You might say it started in the Jan. 13 issue of the RICHMOND TIMES in which Russ Rueger placed a poem and "photo depicting Jesus Christ on his back with a beer can in his hand. In response to Russ's poem and picture, Steven Warnecke wrote a long article in the March 17th issue in which he criticized Russ's intemperate use of speech which, he said, upset the community and risked the future of Richmond College. In response to Steve Warnacke, Dan Rooney wrote an article in the April 14th issue which called Steve Warnecke "obscene names" and accused him of careerism. At this point the issue was no longer Russ's poem but the larger issue of whether Dan Rooney should be allowed to print, in the RICHOMOND TIMES, personal attacks about a specific person. At the faculty meeting of April 27th Professor Eger presented a three point motion as follows: 1) Condemn Dan Rooney for his obscene article. 2) Have the Student Life Committee take action on Dan Rooney, and 3) in that the publication of such articles in the RICHMOND TIMES is inconsistant with the goals of the college, the funds for the paper should be withdrawn if something like that is published again. At this point in the meeting Larry Nachman spoke. He stated that he also had been personally attacked in the very same issue of the RICHMOND TIMES and he hinted that the selectivity of this movement to condemn Dan Rooney was a political move. He further argued that since Dan Rooney was not notified or present at the meeting, any movement to condemn him amounted to "railroading". A motion

was then presented and passed to table this issue till the next meeting until all sides could be notified. But the issue was not closed. After other business was taken care of, Prof. Gerald Mast got up to speak and stated that he was disgusted that something as important as a personal attack on a professor should be dismissed so quickly. Then ensued more discussion by many of the people present, among them Prof.'s Eger, Lutzker, Quart, Seegle and Dan Rooney (who had walked in during these discussions).

As things now stand, the issue seems to be coming to a definition of censorship and a question of ethics. Further it should be mentioned that there is developing a definate political polarization of the Richmond College Faculty over this issue and the others that are being raised.

Mark Daugherty

# EARTH DAY AMERIKA, WHERE ARE YOU NOW... IS THIS YOUR HERITAGE?

#### PROPOSITION I

Staten Island once a rural community is now an overcrowded, dirty suburb...

Former farmland is now row after row of identical houses, with identical people....

Glacial ponds where one could fish and swim are now reeking cesspools...

Marsh lands, where wild ducks and geese would rest during their yearly migrations, is now the largest landfill-garbage dump in the world. It covers about 1/15 of the island. Between 15,000 and 24,000 tons of garbage is deposited there daily, with no end in sight...

The clear clean springs and brooks that flowed sparkling and noisely through the countryside, now run in concrete

The fish cover the black oi sand, beach...

The children grew up in a land where wildlife was abundant, now a squirrel is only a rat with a furry tail...

Once the rodents lived in the fields, now they live in our homes...

Politicans suddenly become aware of the mess our environment is in (we generate one billion tons of solid waste a day in this nation!) because it's fashionable. But where were you not too long ago;

The stream ran clean,
The birds sang,

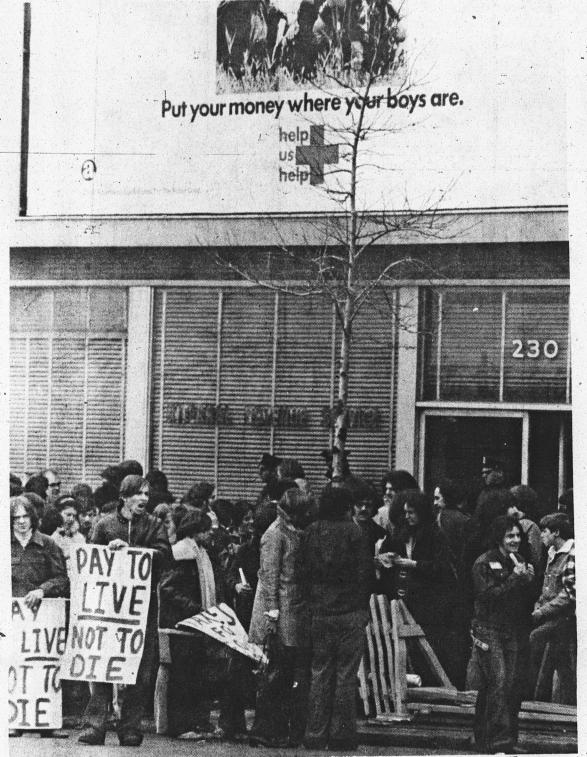
The air was pure...
Our nation in the name of progress spread our technology and madness for producing pollution, all over the world...

Our greatest resource, our youth, is subject to a draft that forces them to forsake their nation. The draft boards greedily take young men before they can start their lives. This greed can be seen by the recent actions of the local board. Many community college students, classified 2-S till June, have just recently taken their preinduction physical examinations. Their future is already decided...

All over the world, man in his drive to build, achieve, survive, has covered the land and sea with the legacy of civilization.



# Peace Week Fervent but Futile



"PUT YOUR MONEY WHERE OUR BOYS ARE." It seems you have no choice. And, the

boys have no choice. They're going into Cambodia.

On April 15, about 300 college and high school students, teachers, and committed citizens responded at the Staten Island Internal Revenue Service — the war-tax collectors — 60 cents out of every tax dollar goes toward the military. The Rev. George McClain broke bread and we drank wine ending our three day fast for peace. We hoped to form the "longest picket line ever on Staten Island."

KILL, KILL, KILL FOR PEACE, SAYS NIXON.

# On "Liberal" Faculty

"Ten degrees to the left of center in good times. Ten degrees to the right of center if it affects them personally." Phil Ochs, on liberals.

Washington — (CPS) — Most faculty members are liberals on off campus issues, but conservatives on matters that relate to their own positions, according to a study of 60,000 faculty members conducted by the Carnegie Commission on Higher Education.

The study, as reported by the Chronicle of Higher Education, shows that while a majority of the faculty members favor either immediate withdrawal or a coalition government in Vietnam, they take a hard line when it comes to student demonstrations.

Not only do they disapprove of disrupters, with 76.1% agreeing strongly or with reservations that "students who disrupt the functioning of a college campus should be expelled or suspended, that most campus demonstrations are created by far left groups trying to cause trouble." Ronald Regan couldn't have said it bet-

The study is currently being analyzed by Professors Seymour Lipset, Martin Trow, and Everett

The American professoriate, said Ladd, "looks much more liberal than the general population or than other professional groups on national and international considerations. But when you shift to questions of campus demonstrations on educational change, where they are directly involved, you find a very marked shift in orientation.

"There is a striking and clear shift toward a more conservative

attitude where the faculty's self interest is involved," he said.

Results show that most faculty members are unsympathetic to changes in the university which have been proposed in recent years.

By discipline, faculty members in humanities and social sciences appear to be more liberal than those in the sciences.

Over 30% of professors in sociology, anthropology, social work, and English support immediate Vietnam withdrawal, while less than 10% of the professors in Business, Home Economics, Physical Education, and Agriculture think we should pull out now.

Professors in the humanities and social sciences are also more likely to approve of "the emergence of radical student activism in recent years."

Well, another peace demonstration is over. No-big-thing.

Meanwhile back in the jungle another life is wasted. Wasted, and everybody knows it was wasted. What everybody doesn't know is what was the value of that something which is now nothing more than nothing. A man thinking, loving, living, is dead. Dead dam't dead. And tomorrow more will die and more and

more. Right now there are men out there that will die tomorrow and the next day. Alive now, this minute but will be dead tomorrow, for what? And you tell me that people give a damn? You tell me that man has life, liberty and the pursuit of happiness? Man, he's dead.

So now what? Bury him and forget it right? If you're human you'll bury him but you won't forget it. You just can't forget it. You have to let people know that you won't forget it. You have to be heard. You have to be heard in anyway possible but not detrimental to the life of another. If you have to blow the hell out of a building to be heard then you have to blow the hell out of it. Do you think anything physical is worth a life's price? Will you ever give up your life for anything material such as a building? Damn right you won't. But yet they're doing it for a lot less. They're doing it for nothing. God damn nothing. Buildings will be built again and again but a life . . .

How can I possibly preach peace with destruction? Who gave you the definition of destruction? You can't destroy material. It's there and always will be there. You can only destroy life.

Can you be heard in this violent society without being Violent? Can something change without resistance? I tried believing it too long. You can put down the radicals all you want but if it wasn't for the radicals there would be no change. Maybe you think a radical goes too far but remember one thing. When you sue for \$10,000.00,

you start at \$100,000.00 and not \$100.00 and you don't stop until you get what you want. Losing 200 lives a week is better than 500 but why the hell lose one?

No radical group exists at Richmond at this time but many are becoming as frustrated as I am with no end in sight. I sincerely hope radical actions will not result but chances are slim. Time is running out.

> John Henry Flack Engineering

## **Declaration** of Independence **Found Subversive**

Washington — CPS "We hold these truths to be self evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty and the pursuit of happi-

The above portion of the Declaration of Independence was recently read to 252 American GIs at a base in West Germany, in an experiment conducted by the University of Maryland's overseas division. The soldiers were asked to sign if they agreed.

Not having been told where the quote came from, the GIs were wary. 73% of them refused to sign this statement because they were afraid it was subversive.

## Open Admissions--the Reality

THE PROMISE:

The Board of Higher Education says that they have 'moved up' open admissions to Fall, 1970. They say that every New York High School graduate who wants to, will be admitted to CUNY this fall. They say that everyone will be free to choose his or her own program. They say that the top half of each high school class will be able to go to a senior college.

THE FACTS:

- 1. There has been no major change of plans for this fall. The BHE says they will admit 35,000 new freshmen. But they had planned to admit 33,300 for next fall since 1967 say they had planned to admit 26,000, but that is a lie).
- 2. 35,000 freshman is less than one-half of the expected H. S. graduates. By the BHE's own definition, open admissions would only bring in 65% of High School Graduates. So this is not open admissions, even by their terms.
- 2. In the BHE's own budget request, they are only asking for enough money for about 3,000 additional new freshman. Considering the number of High School graduates, this number means they are not interested in truly open admissions.
- 4. High School students are not being recruited in fact, they have hardly been told about their "opportunities". An opportunity which is not brought to the people is no opportunity at all.
- 5. Chancellor Bowker has said that "open admissions" this (Continued on page 9)

Tuesday, May 5, 1970

# Is It Free Tuition or Isn't It?

Dr. Stephen B. Dobrow, chairman of the Coalition for a Greater New York, today called "lack of proper funding" by the city and state a key cause of unrest of the campuses of the City University of New York (CUNY).

Said Dr. Dobrow, "Our City University system is in crisis; much of the present unrest at CUNY is due to a lack of proper funding by the City. A system of free higher education is one of the things, that has contributed to the greatness of New York City.

"At our so-called 'free' schools, many evening students are paying tuition; all students are subject to ever-increasing fees which are really tuition charges in disguise. Now the City University system is threatened by the city's failure to provide an alternative to increased tuition

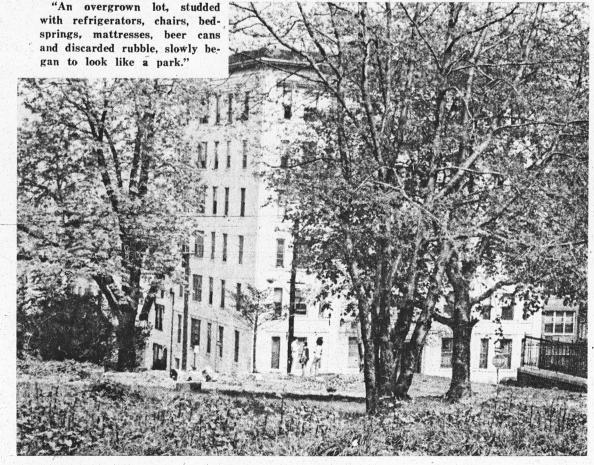
charges and increased fees.

"Providing free tuition for all and keeping fees to a minimum at CUNY is essential to the future of the City University system, and hence, the future of New York City.

"We call upon all those who are interested in preserving the City University system to write Mayor Lindsay, the members of the Board of Estimate, and the members of the City Council, and demand that sufficient funds be alloted in the city's expense budget so that no student has to pay tuition and that student fees not exceed \$25 per term."

Coalition for a Greater New York is a coalition of citizens interested in the future of New York City and keeping it a livable place.

For further information, contact: Dr. Stephen B. Dobrow, RA 8-0091.



#### On Hypocrisy

open letter to the Staten Island Community from Mark Daugherty

It is interesting to note that the latest "RICHMOND TIMES atrocity" has gone unnoticed. The religious beliefs of one of the world's religions was "slandered" in the worst way — Buddha was depicted with a beer can in his lap. How strange it seems that just this past semester when another of the world's religions - Christianity - was "slandered" in a similar way the population of Staten Island was outraged and cries of "separate Church and State" could be heard everywhere. The Island's legislators even went to Albany to try and pass bills that would withdraw financial support from any college newspaper that criticized religion. What I'm trying to say is that people weren't upset with criticisms on religion — they were upset with critiques on THEIR OWN religion. So now the truth comes out -- people don't care about separation of Church and State (after all the Blane ammendment passed with overwhelming support from Staten Islanders), they just don't want to see their own beliefs critic-

Where are your morals? You seem to be saying that you don't mind criticism as long. as it is not directed at something you believe in. This leads me to further suspect that the separation of Church and State wasn't really what you were after, but that a few polititions wanted to destroy Richmond College or the RICHMOND TIMES, and that the issue of criticism of Christianity was just a convenient excuse to make this attack. It was a convenient way to get popular support (through a highly emotional issue) for an attack against liberals at a college situated in an island of conservatives.

# Warnecke (cont. from pg. 3)

to substitute the violence and chaos of psycho-rhetoric and the false security of psycho-drama for language, reason and thought. The Literati of our age, captived by their pathetic metaphors, pretend that their yearning for goals and values can only be stilled if they can fathom our unique 'existential' predicament. Unfortunately, their delusion that this predicament is so unprecedented in human history leads to the equally false delusion that a solution can only be found by first freeing oneself from the 'archaic,' 'confusing' 'wisdom' of prior generations. Contrary to their expectations, their willful rejection of the past and their alliance with false modern voices does not lead either to effectiveness or salvation in this world. Instead it terminates in a bondage to despair about ever finding one's way out of their exaggerated sense of 'alienation' or to an embracing of this 'predicament' through a flight into culturally alien oriental mystery religions, questionable psychological practices and fabricated pseudocommunities. But psycho-rhetoric and all its derivatives can not lead to a proportioned and balanced understanding of and judgment about oneself and the world. These instruments, as they are now used, confirm people's angers and legitimate their weaknesses. They provide the self-justifying illusion of struggle and the appearance of responsibility without either the danger of real confrontation or the burdens of real responsibility.

It is only through a heightened sense of and sensitivity to language that an individual can hope to learn what constitutes the human and humane circumstances — in both negative and positive respects — within which we must live. Only then can a person judge the implications of his thoughts and his behavior. Only then can he accord justice to others and some dignity and respect to himself. Only then can he act both adequately and effectively in proportion to and with understanding for situations where committment and action are necessary.

But the road to such understanding demands gaining sufficient distance from oneself and the world. It is only through distance, leavened by some humor and irony, some modesty and sense of limitation, that one can properly and adequately question and examine ones own motives and actions as well as the motives and actions of others. The development of adequate and balanced judgment, which is the foundation for effective and just action, requires perceiving intent, exaggerated and unnecessary despair, impure motive and violence in oneself as well as others.

There are those, however, who assert that language as it has been used until now is the enemy. Language, however, is not an arbitrary aggregate of symbols, but the treasury of our efforts to create words and concepts through which to order the inchoate and to articulate the inarticulate. "Language" as Riezler has written "spells the whole range of the possible relations of man to man . . . It distinguishes assertions, query, request, command, wish, regret, devotion, astonishment, anger; it disentangles man's tortuous relation to time, distinguishes the ways in which he looks from present into past and future, from past into future, from future into past. It distinguishes the possible modes of his acting and being acted upon."

In other words, it is only through our ability to differentiate meanings and motives contained in feelings and actions that we can begin to establish the basis for trust, belief, confidence and continuity. It is only through the constant renewal of our efforts to refine articulation that we can establish the essential conditions for liberty both within the confines of our own nature as well as in the larger human community.

## Fuck the \$ystem

NEW YORK, (CPS) — Abbie Hoffman is seeking information for a nationwide version of "Fuck the System," a YIPPIE survival pamphlet distributed in New York City and in the back of his book, "Revolution for the Hell of it."

Hoffman and Izak Haber, YIPPIE minister of economics, are seeking information on:

1. Ways to "hustle and cheat" the phone companies, airlines, General Motors, the government, Jackie Onassis, etc."

2. "Free stores, Free museums, Free schools, Free food, Free anything, Free all political prisoners, in the communities you live in."

3. "Shoplifting, hitch-hiking, freighting, scrounging, panhandling, bumming, methods you have used in this life and your past lives."

4. Draft counseling, breakfast for children programs, cheap stores, free money, free sex "or anything you feel will help to make a better YIPPIE survival manual."

Also, according to Haber "if you send \$150 today, you will receive back \$300 after the fall of decadent capitalism."

All information should be sent to Izak Haber, 3784 Tenth Avenue, New York 10034.

## Open Admissions

(Continued from Page 8)

fall will not increase the percentage of third-world students at CUNY. How can there be true open enrollment which doesn't make such a change?

- 6. The deadline for application to CUNY has been quietly moved up from mid-March to January. In other words, the BHE has quietly stopped taking applications. They can then claim that they accepted everyone who wanted to go—that's easy to do when you prevent people from expressing their wishes.
- 7. People will not be truly free to choose their programs. There are instructions to counselors to push students into dead-end "career" programs, and there are not sufficient facilities to allow students to choose freely.
- 8. The so-called open admissions plan is as bad in its definition as in its practice. No provision has been made to admit people who graduated before this Spring, or people who were forced out of High School before they graduated.
- 9. The BHE plans will not only prevent free choice. They intend to create a segregated system. Thus, Brooklyn College will become an "elite" school, primarily for white, middle-class students with high grades, while City College will increasingly become an all-black school.
- 10. There are no plans to provide stipends or other financial aid to poor students. There are no plans to provide child care for prospective students with children. SEEK stipends will be cut again. People with financial of family responsibilities will not have a chance to go to college.

1970 "open admissions" is a hoax intended to pacify students and their communities, and to divide black, white and Latin students by making them think they are competing for scarce resources. If we want CUNY to be truly open to all the people, and if we want to serve the needs of the people, our struggle has just begun. (Distributed by New University Conference.)

# CONCERTS——ARTS—

## THE BEAT OF THE STREET

EAST SIDE

"Recording music is a lot like music. It requires direct contact with the people." This idea is one which dominates the activity of David Peel and The Lower East Side. David, along with Harold Black and Billy Joe White, have been performing on the streets of the Lower East Side for a number of years now.

The group originated in the East Village and has had a number of mem-

bers. They have been sending their message to the people there and elsewhere. David, Harold and Billy come from Brooklyn, Valley Stream, and Staten Island respectively. They were drawn to the East Village for varying reasons. The cultural freedom, low rents, the nonconformist environment, and the lack of authoritative influences all played a part. "When I saw all the people just doing their things in the parks and having fun, I knew that this was for me", says David. Thus the beginning of David Peel as he is today.

How is David Peel today? David's music "tells the people what they want to hear". His first album "Have a Marijuana" seems to do just that. But the group also says things very relevant to social change. They are involved, in one way or another, in a variety of movements. Their songs reflect this. They get the ideas of their songs from the people on the streets. In essence, they are the voice of the streets.

The group, although under contract with Electra records, still perform on the streets. "We've been to every be-in, we played at the campsites at Woodstock, and this is what we intend to keep doing". This is the significance of David Peel and The Lower East side. "Money is fine as long as you control it and use it in the proportions and not have it control you" continues David. The group does free-bees because they dig doing it. This is a welcome change from the groups who can't be seen for less than a five-spot at a concert hall.

From rapping with David and his friends one gets a sense of relief in the sense that there is someone who won't be bougth out. David Peel and The Lower East side will probably continue to rap with the people in the streets because they are the people in the streets. They are sincerely interested in people and will continue to help in some way.

David's latest record can be heard on Electra Record's. Just ask for "The American Revolution" by David Peel & The Lower East Side.

> -Bob Cutter -Marty Mara -Bob Strevens





@1970 Neil C. Reznikoff

These pictures were found objectionable by Taylor Publishing Co., Dallas, Texas. Taylor is the printer for RC'70, the Richmond College Yearbook. They said, "we ain't (sic) gorna print these . . ."

## INTELLECTUAL STIMULATION — IF THAT'S YOUR BAG

By LUISA STELLINI

In the nineteenth century, many believed that Paganini had sold his soul to the devil in return for outstanding virtuosity on the violin. It was also thought that Franz Liszt's masterful piano performances were diabolically inspired. The twentieth century audience, (cynics and realists that we are,) is no doubt much less inclined to associate superior skill with demonic influence. And yet, the virtuosity of Albert Fuller's harpsichord playing, must have left some of the audience wondering if black magic had been responsible for such an impressive performance.

Mr. Fuller's nearly flawless recital given on April 19 and sponsored by Richmond College Cultural Affairs was as much fun (or intellectual stimulation, if that's your bag) to watch as it was to listen to. His arms and fingers crossed, darted, jumped, and interweaved, and his shoulders were flung back, then forward, then tensed. The program was divided into four musical images of variegated mood representing the works of Couperin, Rameau, and Scarlatti. La Pantomine and L'Epineuse from the theater section of the program, are good examples of the pictorial music of Jean-Phillippe Rameau, the foremost French musician in the eighteenth century. Fuller handled with seeming ease, and perhaps a lack of tenderness, the formidible Baroque sonatas of Domenico Scarlatti. The harpsichord resembles a small,

three keyboards. The strings on the harpsichord are not struck as in a piano but are plucked by a quill. Different timbers and degrees of loudness are made possible only by the use of stops. Despite this loss in power of expression and accent, Albert Fuller's playing showed variety, feeling and mastery of his instrument.

narrow grand piano with one, two, or



Godfrey Cambridge and Estelle Parsons in a scene from Columbia Pictures' WATERMELON MAN.

#### RICHMOND CHORAL AND DAVE BRUBECK TRIO

Dr. Anders Emile, Conductor DAVE BRUBECK'S ORATORIO "THE LIGHT IN THE WILDERNESS" May 18th 8 p.m. — Dress Rehearsal \$2 May 19th 8 p.m.—Concert\$3 Our Lady of Good Counsel Church. Victory Blvd. & Austin Place Tomkinsville, S.I.

## **Getting Straight:** Slightly Crooked

GETTING STRAIGHT is a movie which tries to please young audiences who dig Easy Rider, etc. The movie itself wasn't bad but the message was abhorant. The movie takes place at a state college on the eve of what is to become a campus revolution. Harry Bailey, played excellently by Elliot Gould, is last year's agitator who has dropped out of the revolution crowd and is trying to get his teaching degree so he can carry the revolution back to the high schools. But Harry can't escape. Candice Bergen, as his girlfriend Jan. and other circumstances keep on getting him involved. The sex is done well, Harry's lines are fantastic — he sometimes speaks with the wisdom of a prophet the music is nice, and the right side, (that is the students on the political left), seem to be winning. But the fault of the movie is that it is unrealistic. The protests and the revolution are made to look like fun. Harry, talking about the protestors, saw how they thought. "They like a good battle with the police because it's sexy-yes sexy, they love the togetherness of battling a common enemy, the physical contact, and most important, the comfort, sympathy and sex they get from loved ones or new friends after the battle is over." This is what bothers me, because I know that it's not fun, as the movie portrayed, to get smashed in the head or have teeth knocked out with a police club, because the hurt still hurts long after the togetherness and sex have gone away. Also the cops are depicted very inaccurately. Whatever you think about cops, they know how to fight. The student-police brawls looked more like a cross between an orgy and a wrestling match than the quick hard hitting clubs and stinging gas attacks that the police rely almost exclusively on. What I'm getting to is that protest, revolution, etc. might be a great thing but if people are going to go into it with a picture of it like the picnic this little revolution turned out to be, then there are going to be a lot of people who are going to be rudely awakened and very disillusioned.

#### Watermelon Is A Lemon

Columbia Pictures Watermelno Man Attempts to be humorous and serious at the same time. Godfrey Cambridge plays a white bigot, Jeff Gerber, who wakes up one night and discovers that he has turned black. Sounds improbable? It looked that way too! This sort of unbelievable situation is embellished upon by awful dialogue and had humor and leads to the most unbelievable ending. As Watermelon Man mercifully closes, the new militantized Jeff Gerber is waving a mop that represents the gun of defiance.

Godfrey Cambridge and Estelle Parsons, (of Bonnie and Clyde fame), as his wife, give good performances with what they have to work with. Unfortunately both the plot and the dialogue are so dreadful that no one could have salvaged the movie. Altogether it is an insult to the Black man, The Black Panthers, and the movie goer's intelligence.

Mark Daugherty

Tuesday, May 5, 1970

# ARTS-



Women's Liberation at Richmond, and their Moratorium presentation of Guerrilla Theatre in the cafeteria.

## **NO EASY ANSWERS**

by LUISA STELLINI

Nathan George, who plays the leading role in the off-Broadway play, "No Place to be Somebody" has been compared to "a coiled black rattlesnake." The analogy is accurate. His acting, like the play, is terse, hard-hitting and frighteningly realistic. The action takes place in a sleazy West Village bar owned by Johnny Williams, who epitomizes the black, proud, and angry slogan. He has been waiting ten years for Sweets Grane (Julius Harris) to be released from jail and intends to start his own little Black Mafia. But Sweets has lost the Charlie-fever and the planned parthership falls through. Johnny has nothing but contempt for his former guardian who taught him the best things in life, i.e. . . . how to play the rackets, steal without being caught, drink and get women. Meanwhile various subplots are being weaved. Gabe Gabriel, a light skinned Negro who is too white for a black mans job and too dark for a white man's job patiently tries to legitimately beat the system. Shanty Mulligan is a white bartender doing black. Dee and Evie are two prostitutes who work for Johnny, being tied to him by more than money. Into this lovely world walks Mary Lou Bolton (Margaret Pine), the white, liberal college graduate who has spent the day protesting job discrimina-

tion. Neither the pimps the prostitutes, nor Mary Lou will stand in Johnny's way and the powder keg situation explodes when justice, law and order enter the

Charles Gordone, the playwright, offers no solutions to the racial problems. Rather "No Place to be Somebody" seems to be a commentary on the different solutions which people have employed. Summarizing his answer: Violence begets violence, solves nothing but is somehow courageous. Patiently working with the present system gets you nowhere other than making you frustrated, sad and maybe bitter.

Where does one go from there? Nowhere, except out of the theater thinking to oneself for the hundredth time, that there are no easy answers to the black-white problem.

#### POLITICAL AND **GUERRILLA THEATRE**

The Staten Island Peace Coalition is planning a theatrical happening around the end of this term concerning high school diploma's, deferments, class-rooms,

> Theatre People -R.S.V.P. Jim McLoughlin or Shalom House 727-1112

Postscript. Luckily, I sent this early. This morning I abondoned all hope and there's one in the field down the block from me. It was so nice to reseal your last postage. Your last opening. Not by being that thrilling as I remember, As I recall. As I record.

Let me say just this. I'd like to write to you sometime. You might remember, fancy nancy. You might picture an old lady saying: "When your father and I were younger..." (ipso-facto) - Dental floss between your garlands. Between your toes. Between your secretary. Your secretary's bosom and its overflow of fish. Your arena of tropical lead fish. No bull. Fish should be happy like turtles.

Do you remember your vacation at the New Paragraph. Your first year at camp. Your first beer at camp. As I recall. As I record. As I recollect, we slept in a motel, the picture of Ancient Motherhood. Avenging motherhood. Average motherhood. I hope you don't take this too cereal.

This morning Gavin, you remember Gavin, Ether's boy, was married shortly to a government efficient. Everyone there was in attendance. In attentive. In attendant. Joe Hotslaw was best man. Best fran. The crab was heard to shout, "Oh, that's beautiful, Dave." They did this now and again then.

Exactly what we mean here is the birth of the blues. The mirth of the bruise. Ask me again. The girth of the shoes. (You can't write like I can write). The following being discussed in my abdominal psychology of course. My abominal psychology course.

Being out of season, the problem lies in your mustering up some talent. The question of jury trials. Mom and Dad, I'm sorry, but I just can't No, I guess not. I just can't crease. The whole being lumpily yours.



A scene in rehearsal from "Les Folies Amerikans" or "Uncle Sammy's Travelling Roadshow Band." Written-directed by Roy Goldblatt, opening Mon., May 4th at 8:30 p.m. at The Richmond College Theatre, 350 St. Mark's Place, to run until Tues. May 5th. "Les Folies . . . ." promises to be an evening of unusual entertainment

#### IN MEMORY OF BLEE

your\_tarnished images cross the screen of my mind quite often these days. bleak memories of a faded past and glimpses of an uncertain future without you haunt my contemplative moments

i see you at times in the arms of another causing intense sensations of hurt to flow forth from my inner self. perhaps my mind and soul are unfree; or perhaps i merely wish to be where the other is.

the burden of loneliness rests heavy indeed with the loss of a passionate, sensitive and gentle lover not easily replaced.

perhaps some day my wounds will heal i may wake one morn to a glorious sun with a smile and a surge of fortitude and think of you no more.

#### P. & B .-- Politics & Bullshit

On April 29th at 12:00 in the afternoon there was an open forum meeting for the Social Sciences' P. & B. (Personnel & Budget) committee. There were many suggestions as to the form of (or the absence of) future P. & B. committees, all of which lead to unresolved crossfires of debate.

An excellent suggestion was offered by one of the faculty members to form an ad hoc reviewing committee. This committee would be comprised of all interested parties (e.g. people who are involved in the same field as the prospective instructor, or those who are somehow acquainted with the same or those instructor's who are up for promotions, etc.) who would review the person in question's past work from other in-

might have written. Hopefully, greater insight would be gained before the P. & B., in advance of their official meeting, the ad hoc reviewing committee submits its finds to an ad hoc forum of all interested persons (all professors — full, associate, junior or otherwise and students). It would be an unwritten policy of P. & B. members to adhere to the decision of the ad hoc forum. Since P. & B. is bound by the bylaws of CUNY, each faculty member in his secret ballot vote operates purely out of conscience and loyalty.

The question was then raised about trusting the members of

stitutions, or any material he P. & B.. To that there is no answer. But, who's to be elected to P. & B. in the future (whereas to the type of mind, (what by having those who will honor he has to offer) of this person. the ad hoc forum's decision elect-Each time a person is to come ed) can be determined by the students. Faculty members elect their colleagues to the P. & B. If the threat of job loss is imposed upon the faculty members they can be pressured to elect concerned people to the P. & B. Students can simply do this by not registering for a "reluctant" professor's class. "No ticki, no laundry." In other words, if a professor cannot fulfill his credit-hour commitment for his particular status, he loses his position. To this came a response from a fellow student - "But we want to get out of school!"/ - Sharon Langford.

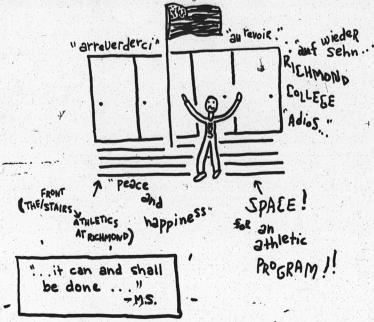
## SPORTS: A FAREWELL

#### By MIKE SASSO

It is with much sadness that I am writing this, my final sports article for the Richmond Times. The school holds many pleasant memories for me and the best ones are of the sports activities that occurred here.

My first term at Richmond was Jan '68. The first term of Richmond's operation had begun the past September. At the time of my arrival there were no athletic activities at Richmond whatsoever. A few students organized some pick up softball games at Walker park in the spring of '68, but this is as far as organized athletics went at Richmond.

In the fall of 1968 I decided to organize a touch football team to fill the void of athletics at Richmond. I enjoy playing football, and thought it would be fun if I could get a few students together to Play other City University schools. I held try outs at Walker park in October and more than 30 students fought to make a 16 man club. It was tough making the cuts and by mid-October Richmond had its first team. We played three games that year against, S.I.C. C. (2), and B.M.C. C. (1), and lost all three of them, but that was not as important as the fact that Richmond had a team whose members played as a unit and had a community of spirit.



In the Spring of '69 Marvin Krakower helped to organize a Basketball team, playing at the Fort Wadsworth gym. The team played the local sandlot teams and did well. At the first annual student faculty game the students trounced the faculty 56-24.

When the fall '69 semester began I decided that the touch tackle team of last year should be continued this year. Most of the players from last year were gone, so new tryouts had to be held. I arranged games with S.I.C.C., B.M.C.C. and Q.B.C.C. for the coming months. This team, although weaker than last years, was a

very close knit one, and it was a different season for us. We defeated B.M.C.C. and Q.B.C.C., and lost to S.I.C.C. Prof. Harvey Bien voluntered his time to coach the team. After our last game I was saddened to know that for me and a few other players, it was the last game, as we were graduating in June. I hope the Richmond College Lions touch tackle team will continue next year.

In the winter of '69-70 Basketball again was played by Richmond, but this time at the S.I.C.C. gym. Ben (Soupy) Sayles organized an intermural league which proved to be a success. Roger Nelson, Financial Aids Advisor, volunteered his time to supervise the games for four hours every Tuesday.

The second annual Student-Faculty game was played, this time with the addition of alumni playing for the faculty, and this proved to be just the thing the raculty needed as they upset the students, 44-41.

Now the semester is coming to a close, and it is the final one for myself and others. I remember the past sports events with a certain fondness. Some memorable events were: Carl Nardiello running back a punt for a touchdown in a '68 game against B.M.C.C.; Andy Conti's leaping catches at split end in '68 Richmonds heartbreaking loss to B.M.C.C. 27-21 in '68; Richmond being crushed byS.I.C.C. 32-0 in a '68 touch tackle game; Basketball at Fort Wadsworth '69; the student faculty game of '69 with Prof. George Maginely acting like Willis Reed for the faculty, and Marvin (Chucker) Krakower and Mike (Kangaroo) Carter helping the students to a 56-24 victory; in softball the Commune students played a team of Richmond students in two games and lost both, as Prof. Mast handled the pitching and Roy (Abdul) Goldblatt the catching; In Sept. '69 a completely revamped touch tackle team playing three games, its opening game 18-12 against Q.B.C.C., as Jimmiy Connolly caught two touchdown passes from Leroy Franklin, and a forth down stand by the team with six seconds remaining to win the game; a tough loss to S.I.C.C. 18-0, at a windy, cold, and rain soaked S.I.C.C. field. the fights that erupted during the game and me falling into a large puddle while going out for a pass; our 32-2 trouncing of B.M.C.C. while every offensive player scored; the basketball intermurals at the S.I.C.C. gym paced by Ray Perry of the Lions; the student-faculty game of 1970 in which Lenny (Student Power) Quart, Jolly Roger Nelson, and Gene Crimoli, with the help of Alumni standouts Owen Ryan and Bob Ruehl, helped to defeat the Students sparked by Winthrop (the Pearl) Barnett and Phil (Stonefingers) Dammer, by a score of 44-41.

I only wish that Richmond could have had a sports program during this time. I feel that this is one aspect of school life, unlike political and social controversey, which would have drawn the students closer together. It is my hope that the students remaining at Richmond for the Fall semester will actively push for the establishment of an athletic program. It can and should be done.

Arreverderci, Au revoir, Adios, Auf wieder sehn, Peace and Happiness, everybody.

## HO HUM THE STADIUM

By MIKE SASSO

On April 25, I was invited to Yankee Stadium as a guest of the Yankees. That day was deemed College Sportswriters Day, and 125 College Sportswriters and Sports Editors were involved. I was instructed to be at the Stadium at 11:30 where a press conference would be held before the scheduled Shortly after I arrived, everyone was taken inside the Stadium through the press gate and into the offices inside. There we met Bob Fishel who is in charge of Public Relations for the Yankee's. He conducted us on a guided tour of the stadium facilities. The group met Ralph Houk briefly before we were taken past the lockers and upstairs to a conference room. There we discussed baseball with Lee McPhail, General Manager of the Yanks, Mike Burke, Vice-President of the Yankees, and Jim Roche, Sports Editor of the New York Times. Two players from the Yanks, Johnny Ellis, and Lindy Mc-Daniel also spoke with us briefly.

After the press conference the whole group was taken to the Stadium Club, where we were treated to beer, soda, hot dogs, and hamburgers. At 2:00 P.M. we sat in mezzanine seats behind home plate, that were especially reserved for us. Unfortunately we did not see the Yanks win as the Oakland Athletics beat the Yanks behind the 3 hit pitching of Chuck Dobson.

# Hey there faggies — get off your assies!

By MIKE SASSO

On Friday May 1st, at 4:00 P.M., I had the privilige of speaking with President Schueler concerning the fate of athletics at Richmond College. It was a very frank and informative discussion for the both of us.

I explained to Pres. Schueler the desire that many students had for the establishment of an athletic program here. He sympathized with our plans, but said that there was very little that he or the school administration could do to start an athletic program here at this time. He advised that tax dollars cannot be spent to support student activities by law. If Richmond had a physical education program that provided for instructions, and equipment, then these things could be used for inter-collegiate sports, as well as intra-mural activities. Tax dollars can only be used for instructive courses. Richmond will not be able to start a physical education program until it has its own facilities for sports, and that won't be until 1975 or later when the new campus is to be finished. In short, the only way Richmond College could get money for athletics is if it had a physical education dept. We cannot have one until the new campus is built and facilities are avail-

The question then arises — is there any other way the stu-

able.

dents can have an athletic program, until the new campus is built? The answer is Yes! We the students of Richmond can get a program here. We can have an athletic program if money is appropriated by the student government out of student activities fees for this purpose. The money can be used to hire an athletic director, full or part-time, and buy equipment for sports.

Now you say how do we get this money appropriated? Well, we must have students on the student council who are willing to appropriate 20-25% of the Student Activities budget toward athletic activities (athletic director, equipment, etc.). What does this mean to you? It means that you have to get off your fat ass and participate in the student government elections either by running for office or supporting a candidate, or candidates, who support the establishment of an athletic program at Richmond. Once a number of these students are elected, they can appropriate the S.A. funds for the sports program.

Up to date, myself and a few others, have been spearheading the drive at Richmond for athletics. Although many stu-

dents want to play ball and are sympathetic to us, they are somehow unwilling and too damn lazy to work for the program; I will not be here next year as I am graduating in June. Many of the students interested in athletics will be here next year. This program will directly benefit them if it is instituted. If an athletic program is not established here it is the fault of the student fagots who failed to move off their asses, and not the school administration or anybody else's. Like anything elseif you want something you've got to work for it. Remember, it can be done!

## Reflections of Our Bloody Past...

and Present

Fort Wadsworth Military Museum

Open to all good, clean, patriotic blood loving, average Americans.

See weapons dating back to the glorious revolutionary war.

See machine guns that slaughtered hundreds on the battlefields during world war 1.

Thrill to the gleaming brass gattling

Enjoy over two centuries of militarism.

Everything from a smooth bore musket to a guided missile, from

an 18th century cannon to a 20th field piece. All for your enjoyment and education.

The museum is open on weekends from 1300 to 1700. (1 o'clock to 5 o'clock to you civies)

The museum is located in Fort Wadsworth, at the end of Bay St., near the bridge. The guard at the gate will gladly give you directions. The fort is the only military base in the nation continously manned for over two centuries. Come one, come all, enjoy an hour or two in the bloody past and present.