

The Richmond Times

VOL. VIII, NO. 7

RICHMOND COLLEGE-CITY UNIVERSITY

December 9, 1971

Leddy Vows To Appeal College Case

The Staten Island college newspaper case will be appealed to the state's highest court and, if necessary, to the U.S. Supreme Court, an attorney said yesterday.

"It's a classical confrontation between two First Amendment rights—freedom of religion and speech," said Daniel D. Leddy.

In a 4-1 decision, the Appellate Division earlier this week reversed Supreme Court Justice Vito J. Titone's August 1969 ruling directing the president of Richmond College and Staten Island Community College to adopt and enforce regulations prohibiting

attacks against religion from being published in campus newspapers.

The majority opinion of the Appellate Division held that the "scathing" attacks upon religion in the newspapers of the state-supported colleges may not be suppressed providing they do not interfere with the orderly operation of the schools.

UNCONSTITUTIONAL

The appellate court ruled that imposition of the restrictions upon the school publications was unconstitutional and "an infringement of the right of free expression

of the students attending these colleges."

At the time the actions were initiated, Leddy represented four students at Richmond College and the father of a student at Community College. They sought to halt publication of what they considered "derogatory and blasphemous reference to religion." They maintained that school authorities should require the newspaper to maintain a "strict neutrality" towards religion.

Leddy said he will appeal to the state's high tribunal, the Court of Appeals, as soon as he receives the Appellate Division order on its ruling.

"Speech that breaches the neutrality required between church and state is not protected by constitutional immunization," Leddy insisted.

"Under the logic of the city corporation's counsel's office (which successfully carried out the appeal), supported by the Appellate Division, a teacher in the public school system should be permitted the freedom of speech to teach her students prayers," Leddy reasoned.

Public prayers are banned in public schools.

Reprinted from S.I. Advance

Chiesa Elected Chairman of BHE



Luis Quero Chiesa, who in 1964 became the first Puerto Rican member of the Board of Higher Education, was tonight elected its chairman. He succeeds Frederick H. Burkhardt, who submitted his resignation as chairman, having served 26 months in that post. He continues as a board member.

An award winning artist and writer, Mr. Quero Chiesa is with Blumenthal International Assoc., Inc. His short stories appear in anthologies and in readers used in the Puerto Rican schools. His paintings, using native Puerto Rican motifs, have been shown in San Juan, in New York, and as a part of a traveling exhibit of American art shown throughout the hemisphere. Under his leadership as president of the Institute of Puerto Rico in New York, an extensive cultural program has been carried out and a youth group organized.

Mr. Quero Chiesa has served as second vice chairman of the Board of Higher Education, which governs the City University of New York. CUNY now enrolls more than 200,000 students.

In the last several years Mr. Quero Chiesa has devoted particular energy to the Committee on Expanded Educational Opportunity, which he chairs. The committee deals with the special programs developed for disadvantaged students, including SEEK, College Discovery, and the paraprofessional programs conducted for employees of schools, hospitals, and social agencies.

Mr. Quero Chiesa has been an advocate of

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General College Meeting Set for Dec. 13

By Howard B. Liebowitz

The Richmond College Association announced that a general meeting of the Richmond College Community will be held Monday, December 13, 1971 at 4:30 p.m. in the cafeteria.

Purpose of Meeting

The purpose of this meeting will be three-fold: 1) to enable the Richmond College community to approve by electoral process the budgets which have already been approved by the Student Council and the Richmond College Association. The students now have an opportunity to make any changes in any club budgets they feel necessary; 2) to recommend any policy that the school should enact relating to any area of college life; and 3) to enable any other business to be transacted.

Quorum Needed

In order for the General Meeting to be valid, at least 109 people must attend. Each person attending will have one vote, and any members of the college community may and should attend. Cathy Hall, Chairwoman of the Rich College Association will run the meeting.

Copies of all the approved budgets follow:

RICHMOND COLLEGE ASSOCIATION

STUDENT-RELATED SERVICES PROPOSED APPROPRIATIONS FOR THE FISCAL YEAR ENDING JUNE 30, 1972

ACCOUNT NO.	TITLE	APPROPRIATIONS
451	Insurance	\$ 10,863.00
452	I.D. Cards	442.00
453	Graduation	9,000.00
454	Contributio to NDSL	10,000.00
455	Orientation	200.00
456	Physical Education Fees	-0-
457	Attorney	6,000.00
459	Reception Fund	-0-
461	All-College Institute	1,000.00
463	Grant Fund	1,500.00
464	Bookkeeper	9,000.00
465	Audit Fee	2,500.00
467	Dean's Fund	500.00
468	Student Aid Supplement	3,200.00
481	Cultural Events	-0-
487	General Administrative Expenses	3,000.00
489	Day Care Center	15,425.00
TOTAL STUDENT RELATED		\$72,630.00

REVISED TOTAL AMOUNT OF MONEY FROM RCA \$57,000

Summer Expenses:

Student Government	276.45
Humane Alternatives	489.04
Committee of Majors	467.52
Women's Liberation	227.49
La Association	43.72
Student Government Newspaper	6450.00
Yearbook	12500.00
Funds for New Clubs	7500.00
Club totals	1953.78
TOTAL	27418.00
	57,326.00

Budget for the Richmond Times

Postage	24.00
Supplies and Misc.	60.75
Photography and Supplies	200.00
Telephone	300.00
Transportation and Food Allow.	180.00
Secretary	965.25
Publications Costs	10,720.00
total	12,500.00

Student Government

Telephone	750.00
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Secretary	4500.00
Printing and Repro.	600.00
Supplies and Postage	200.00
Misc. and Emergency Fund	100.00
Travel	100.00
total	6450.00

Yearbook

Final Recording	2500.00
Printing Album Cover and making of Acetate Cover and Packaging	2000.00
Printing of 32 pg. Magazine	1800.00
Printing of Posters	800
Supplies and Misc.	400.00
total	7500.00

Community Involvement	300.00
Pending Bills	200.00
total	1850.00

ENGINEERING

8 Films	200.00
Literature	100.00
General Bus	200.00
Supplies	120.00
Science and Science Fair	350.00
Placement Council	150.00
Special Lectures	225.00
total	1345.00

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Members of ICAC hassle over budgets at marathon meeting.

R.T. Photo by A. Lepere

Collectives Part V

SELF ACTIVITIES

by the Red Sunshine Gang

Bad work habits and sloppy behavior undermines any attempt to construct collectivity. Casual, sloppy behavior means that we don't care deeply about what we are doing or who we are doing it with. This may come as a surprise to a lot of people. The fact remains, we talk revolution but act reactionary at elementary levels.

There are two basic things underlying these unfortunate circumstances: 1) people's idea of how something (like revolution) will happen shapes their work habits: 2) their class background gives them a casual view of politics.

There is no doubt that the Pepsi generation is more politically alive. But this new energy is being channelled by organizers into boring meetings which reproduce the hierarchy of class society. After a while, critical thinking is eroded and people lose their curiosity. Meetings become a routine like everything else in life.

A lot of problems which collectives will

have can be traced to the work habits acquired in the (mass) movement. People perpetuate the passive roles they have become accustomed to in large meetings. The emphasis on mass participation means that all you have to do is show up. Rarely, do people prepare themselves for a meeting, nor do they feel the need to. Often this situation does not become evident precisely because the few people who do work (those who run the meeting) create the illusion of group achievement.

Because people see themselves essentially as objects and not as subjects, political activity is defined as an event outside them and in the future. No one sees themselves making the revolution and therefore they don't understand how it will be accomplished.

The short span of attention is one tell tale symptom of instant politics. The emphasis

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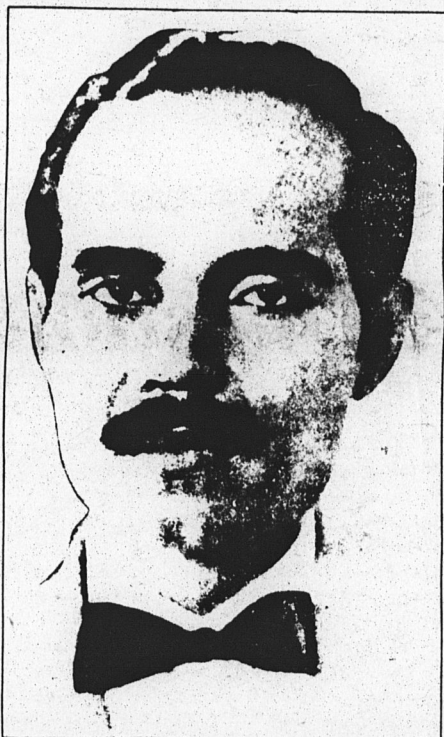
Historia Boriquen Part IV

Albizu Campos and the Nationalist Party

Pedro Albizu Campos was born in the city of Ponce on Sept. 21, 1891. His life is the story of much of our modern history of struggle for independence because right up until his death in 1965 he was the main fighter, symbol and inspiration of our people's revolutionary spirit. He was a great speaker and leader of the Puerto Rican people and throughout his life he never compromised his beliefs for the sake of safety or comfort.

Albizu Campos had been a law student at Harvard University when the First World War began. He enlisted in the U.S. Army and because he was dark skinned, he was assigned to a segregated Black regiment where he suffered the same brutal discrimination and humiliation which people of color have always suffered in the racist United States. There were many Puerto Ricans like Albizu Campos who fought for the U.S. in the first world war and through this bitter experience became aware of the contradictions between American ideals and the reality of its treatment of people who were called "inferior" because of their skin color or the language which they spoke. Many of our people died in the First World War as they have continued to die in U.S. wars up till this moment. Dying in wars not of our making for a freedom which is not ours, not in combat or even in death. Many of the Puerto Rican soldiers who fought in the First World War returned from Europe with a burning conviction that Puerto Rico must be freed. Their experiences in the American army had exposed in their minds the true nature of the racist, inhuman "american way of life." Albizu Campos returned from the war with the rank of Lieutenant, but for him and many other the real war, for the liberation of our island, had just begun.

At this point in the Island's history, the Union Party was the main political organization advocating independence for Puerto Rico. Most of the supporters of independence belonged to or related to this party, but in 1922 the Union Party removed immediate independence as part of its program and sold out to U.S. imperialism. Most of the dedicated independence fighters left the Union Party and formed the Nationalist Party of Puerto Rico. The young lawyer Albizu Campos was one of the party's founders. Although he was one of the original founders of the Nationalist Party, Albizu spent the next few years traveling in Latin America, educating the people throughout the continent as to the conditions which existed in Puerto Rico. At the same time he made contacts with other Latin American revolutionaries and was able to acquire a broad knowledge of the oppressive conditions which American domination had brought upon all of the exploited nations of Latin America. When he returned to Puerto Rico he was ready to begin a total struggle for independence



ALBIZU CAMPOS IN HIS YOUTH

which was to take up the rest of his life.

Albizu Campos was elected president of the Nationalist Party in 1930 and began to travel around the island explaining the nature of American colonial domination to the people and exhorting them to defend their nation by any means necessary. It was clear in his mind that the only way the chains of exploitation could be broken and our Puerto Rico liberated, would be through revolutionary armed struggle. The people would have to rise up in arms and force the American invaders out, just as Betances and other patriots throughout our history had fought the Spanish oppression. He understood something which we must always bear in mind, neither words nor phony "elections" will ever free our people and break the chains of the oppressor, we must be prepared to fight and die if necessary for our dignity and self-determination as a people.

The economy of Puerto Rico, weakened by U.S. exploitation, had gone from bad to worse. Unemployment and hunger combined with the continuing political repression created a revolutionary mood among large numbers of the people. The revolutionary movement was gaining strength from day to day. In 1935 in the university city of Rio Piedras, the colonial police murdered Ramon Pagan, a leader of the Nationalist Party along with three young students of the University of Puerto Rico. These murders were the direct result of the growing success of the Nationalist's campaign for independence among the people

LOOK PEOPLE LOOK. SEE THE KILO GROUP

by Anthony Fontana Jr.

I Up, up rise up in your mind.

"The city emerges from *Communitas* (a novel by Paul and Percival Goodman 1947) not as a depersonalized amalgam of technicalities—real estate values, traffic and utilities control, zoning legalities, etc.—but rather as an arena of human drama, a choreography of society in motion and rest. Thus the city becomes a background against which people loom large and primary in their erratic search for organic and spiritual fulfillment. Which is the city as a novelist sees it: life foremost as Balzac saw Paris, as Joyce saw Dublin, as Dickens saw London..." (from Theodore Rozak's *The Making of a Counter Culture*)

II Balzac seeing Paris? Joyce seeing Dublin? Dickens seeing London?

You seeing Richmond College among things...

Up, up, rise up in your mind.

Then look down. See there a Richmond College, about 3400 people. See the ninth floor different from the other floors. See the fifth floor's registrar's office, Dean of Students office and the student government and... See the many classrooms. What goes on in them? See all the books, imagine the faculty, see that strange and little known place 50 Bay Street. What's over there anyhow? and 360 St. Marks Place, place of shrinks and see the automatic learning center, and the media center and the cafeteria, see the President's office, his fully furnished kitchen, his private bath and shower, see the campus planning center (very important) see it all, part of CUNY, part of New York City, New York education system, part of everything...

III A special place of communication? Of learning? But also you eat there and defecate and urinate there. Look down the vast mind stretching, mind exploring things thousands and thousands of things that Richmond College is among, of cars, of people, of talking, of feeling greasy, feeling good, or lying or loving or smoking, secreting, throbbing, moving, acting, reacting, interacting on and on and on... unseen the electromagnetic waves in the air and buried wires are McLuhan messengers, carrying millions of bits of information and stuff, some of which you'll catch in the process of, some of which you'll miss... see, look, try to picture IT ALL... now come back if you like to HERE, NOW.

In an office, in a class, in the cafeteria maybe or somewhere else, maybe sitting across from a person or among several. Look up. See the person. Looking back? see their eyes, nose with two holes, nostrils, their face. Feel the person? Can we? Imagine the PROCESS (GROWTH?) that the person is—digestion to defecation, breathing, burning, transforming, changing on and on, glands, lumps, nerves clicking, connecting, disconnecting and like that—feeling OK or hating or angered or afraid or confused, acting or being pressured and pushed looking and wondering, concluding, avoiding and now and then awar-ing, being conscious and...

IV "New environments inflict considerable pain on the perceiver.

Biologists and physicists are much more aware of the radical revolution effected in our senses by new technological environments than are the literati, for whom the new environments are more threatening than for those in other disciplines."

(From *War and Peace in the Global Village*, by Marshal McLuhan, Quentin Fiore and Jerome Agel 1968)

V Imagine in a thoughtful room see one of our TV machines playing back images of you. Recall Kubrick's movie *Space Odyssey*, recall the man-ape (ape person?) discovering the monolith one day. Fascinated, intrigued, engaged it (he? she?) slowly approached the strange thing which quietly and wastelessly emitted such power, commanded such awe. As Kubrick's ape-person imagine yourself walk up to our TV machine, gaze at it, maybe touch it, pass your hand across it wondering "what is it?" What's happening? Sit naked in front of the TV picture machine, look at yourself and marvel, if you will, that, we, created it? Look at the plug in the wall, what's that for? If you disconnect it from the wall, the TV stops. If you jiggle the antenna, the images change. You turn the knobs and the images and sounds change. Inside find tubes, wires, circuits, varying voltages... so much, too much.

VI "(Of new developments that have emerged in the last two years: news satellites, colour television, cable relays, television, cassettes, video tape, videotape recorders, video-phones,

continued on page 5

IN NEXT ISSUE: "The Murderers of the Puerto Rican People"

What's This World Coming To?

by Donna Brogna

The hustle and bustle of city living, the rat race that is New York never really bothered me. Though aware of the fact that many people spend a large amount of their lives rushing from buses to trains, I've always felt the need to take things a little bit slower. Life, I feel is meant to be enjoyed.

Today, however, I felt enveloped, swallowed, completely digested by the inhumanity of busy people. As I waited for the bus at the corner of Richmond Avenue and Richmond Terrace this morning, an old black man approached me. As he began to speak, it was apparent that he was quite drunk. He pulled twenty seven cents out of his pocket and asked me if I had three cents so that he could go home.

Unfortunately I had only enough carfare to get to school, but he managed to get a nickel from another passerby.

As the man talked, he began to make more sense; he was a tugboat worker and he had been on the water for three months, and now all he wanted to do was go home.

I shared some of my experiences with him until the bus pulled up and stepped aside to let a young woman and her two children on

the bus.

I took a seat in the rear and waited for the bus to start; my friend sat right behind the driver. When the driver got off, I began to sense that something was wrong. He returned and picked up his radio phone shouting "I've got a drunk on the bus!"

This black man was incapable of harming a fly, yet the driver would not move the bus with him on it. The bus remained immobile as the driver waited for a reply from the other end of the radio.

Suddenly, a tall boy stood up and marched to the front of the bus proclaiming "I just won't stand for this. I've got some place to go." He grabbed the black man by his shoulders and threw him out the door.

The driver floored his accelerator and said, "Gee thanks, kid," and zoomed away.

The bus quickly drove down Richmond Terrace picking up and dropping off passengers, letting nothing interrupt the daily routine.

I wanted to scream but my mouth was dry. I wanted to stop the bus and go back to the man. I wanted to cry out against the non-feeling non-caring...and all the man wanted to do was go home!

Collectives

Continued from page 2

on responding to crisis seems to contract the span of attention—in fact there is often no time dimension at all. This timelessness is experienced as the syncopation of over-commitment. Many people say they will do things without really thinking out carefully whether they have the time to do them. . . . Having time ultimately means deciding what you really want to do. . . . Over-commitment is when you want to do everything but end up doing nothing.

The numerous symptoms of casual politics—lack of preparation, being late, getting bored and difficult moments, etc., are all signs of a political attitude which is destructive to the collective. The important thing is recognizing the existence of these problems and knowing what causes them. They are not personal problems but historically determined attitudes.

Many people confuse the revolt against alienated labor in its specific historical form with work activity itself. This revolt is expressed in an anti-work attitude.

Attitudes toward work are shaped by our relations to production i.e. class. Class is a product of hierarchic divisions of labor (including forms other than wage labor). There are three basic relations which can produce anti-work attitudes. The working class expresses its anti-work attitude as a rebellion against routinized labor. For the middle class, the anti-work attitude comes out of the ideology of consumer society and revolved around leisure. The stereotype of the "lazy native" or "physically weak women" is the third anti-work attitude which is applied to those who are excluded from wage labor.

The dream of automation (i.e. no work) reinforces class prejudice. The middle class is the one that has the dream since it seeks to expand its leisure-oriented activities. To the working class, automation means a loss of their job—preoccupation with unemployment which is the opposite of leisure. For the excluded, automation doesn't mean anything because it will not be applied to their forms of work.

The automation of the working class has become the ideology of post-cascity radicals—from the anarchists at Anarchos to SDS's new working class. Technological change has rescued them from the dilemma of a class analysis they were never able to make. With the elimination of class struggle by automation (the automation of the working class) the radicals have become advocates of leisure society and touristic lifestyles.

This anti-work attitude leads to a utopian outlook and removes us from the real of

history. It prevents the construction of collectivity and self-activity. The issue of how to transform is central to the elimination of class and the reorganization of society.

Self-activity is the reconstruction of the consciousness (wholeness) of one's individual life activity. The collective is what makes the reconstruction possible because it defines individuality not as a private experience but as a social relation. What is important to see is that work is the creating of consciousness activity within the structure of the collective.

One of the best ways to discover and correct anti-work attitudes is through self-criticism. This provides an objective framework which allows people the space to be criticized and to be critical. Self-criticism is the opposite of self-consciousness because its aim is not to isolate you but free repressed abilities. Self-criticism is a method for dealing with piggish behavior and developing consciousness.

To root out the society within us and to redefine our work relations a collective must develop a sense of its own history. One of the hardest things to do is to see the closest relations those within the collective in political terms. The tendency is to be sloppy or what Mao calls "liberal" about relations between friends. Rules can no longer be the framework of discipline. It must be based on political understanding. One of the functions of analysis is that it be applied internally.

Preparation is another part of the process which creates continuity between meetings and insures that our own thinking does not become a part time activity. It also combats the tendency to talk off the tops of our heads and to pick ideas out of the air. Whenever meetings tend to be abstract and random it means the ideas I put forward are not connected by thought (i.e. analysis). There is seldom serious investigation behind what is being said.

What does it mean to prepare for a meeting? It means not coming empty-handed to empty-headed. Mao says, "No investigation, no right to speak." Assuming a group has decided what it wants to do, the first step is for everyone to investigate. This means taking the time to actually look into the matter, sort out the relevant materials and be able to make them accessible to everyone in the collective. The motive underlying all preparation should be the construction of a coherent analysis. "We must substitute the sweat of selfcriticism for the tears of crocodiles," according to a new Chinese proverb.



A Question of Balance

by Stephen Jason

Student apathy has become an accepted way of life at colleges across the country. Students just don't care about politics and politicians, or issues and answers. To these students political affairs are nothing more than a collection of endless games filled with empty rhetoric. And for the most part, they're right!

Last October, elections were held here at Richmond to select people for student government service. The voter turnout was pathetically small. There were almost as many candidates as there were voters! Why do people bother to run at all, faced with all that apathy? The following is an interview with a member of the student council. Read it. Think about it. Laugh at it or be angered by it, but do something!

QUESTION: Who are you and what is your position in student government?

ANSWER: My name is Stephen Jason. I was a member of the student council. I SAY "WAS" BECAUSE I RESIGNED.

QUESTION: Why did you resign?

ANSWER: I resigned because I realized that I was wasting my time. When I decided to run for student council in the first place I did so because I wanted to commit myself towards bringing about meaningful change. I thought student government would be a way to do this but it just isn't the case.

QUESTION: What made you feel you were qualified for the position?

ANSWER: I had been involved with student government at another school. I held the positions of Treasurer and then Vice President. (When people ask me about this I usually lie and say I was President.) I gained experience from those positions making many mistakes and learning from them. I honestly felt I was aware of the many complicated factors involved with student government in general.

QUESTION: You make yourself sound like such a "saint". Isn't there more?

ANSWER: Yes, there is always more. I was brand new at Richmond and I felt student government would be a good way to meet people. I it also nice to have a title next to your name and a beautiful "ego trip" to win an election.

QUESTION: You said it was a waste of time. Why?

ANSWER: I had some type of need to commit myself and I gave a hundred percent. In a group of people, success depends on everyone doing the same. They weren't. I also felt it impossible to translate my learning experience to the operations of this student council. This is partially due to my lack of patience, my ego trip, and by an inability to communicate my thoughts properly. It was also because of the defensive attitude of many of the student council members caused by their own ego trips and lack of patience. My personality didn't fit my role and neither did theirs. Their many mistakes became a personal frustration to me and once that began to happen it was all over for me. My pointing out their mistakes became a personal insult to them and once that happened it was worse for me.

QUESTION: Why were there so many mistakes?

ANSWER: In order for a representative body such as this to be effective there must be a prevailing "level of consciousness" among the members of that body. Only then will there be at least some chance of dealing with matters effectively and without it there is no chance at all.

QUESTION: Could you be a little more specific about what type of problems such a representative body faces?

ANSWER: Problems arise because this body is made up of people who are part of the whole but who are still individuals with their own points of view, their own self-

Continued on page 4

Question of Balance . . .

Continued from page 3

interests or group interests, their own methods of dealing with problems, and their own goals. Each person has his or her own background that may be similar but never the same as someone else's. Some are black, some white. Some are women and some are men. Think about it!

QUESTION: You seem to regard these differences as inevitable obstacles standing in the way of group functions. Are the problems they create unsolvable?

ANSWER: These differences must be clearly understood in order to be handled. If the group went through a "leadership training" program they would then raise their level of consciousness to the point required to achieve that understanding. I think it is fair to say that a certain degree of commitment is also necessary because a good leadership program takes a lot of personal involvement if it is to be successful.

QUESTION: Why hasn't this been done?

ANSWER: I proposed this and one of the officers argued against it, in that at another school he was involved with student government that took leadership training and used it as an occasion to party. I argued that it seemed to be the student government members who were at fault and not the leadership program. My argument fell on deaf ears.

QUESTION: Surely this wasn't the only argument against it?

ANSWER: No it wasn't. It would be a moderately expensive program and there is already not enough money to go around. The more extensive the program would be, the more expensive it would be also. I felt that the budget up to this point had been handled very badly and it was easy for me to find ways of saving money so that it would be available.

QUESTION: Can you be more specific?

ANSWER: There was approximately six thousand dollars appropriated for hiring a lawyer to serve the students. I recommended a lawyer willing to work for a lot less and possibly provide his service free. They are spending seventy-five hundred dollars on a yearbook. Last year, the same amount was spent and there was no year book at all. This year there will be a yearbook, a modernized version that will be a really good thing but there are more important ways to spend that money. While both the yearbook and student government are to serve the students, there are obvious priorities. I feel a student government trained in leadership will serve students more than a yearbook.

QUESTION: What is so important about this? Isn't student government mostly bullshit anyway?

ANSWER: When we each pay a registration fee of fifty nine dollars, student government gets an activities fee out of that money of fifteen dollars and twenty cents per student. That's a hell of a lot of our money that they get control of. As long as we are paying that extra fifteen, it should be spent on things that would benefit us the most. The way they are doing things now, it is bullshit!

QUESTION: Don't you think you're being unfair?

ANSWER: It is unfair to condemn everyone involved in student government but I don't feel I am doing an injustice by condemning those with positions of power because they are being unfair to everyone who pays a registration fee.

QUESTION: Try to explain about these positions of power?

ANSWER: Power takes many forms. You have power if people like you, they will listen to your ideas. You have power if you're a longhair relating to another

longhair, a woman relating to another woman, a black relating to another black, and so on. Positions are also a form of power. Holding an executive position gives you power; being the chairman at a meeting gives you power. Having an ability to communicate also gives you power. Having a vote is some power.

QUESTION: What power did you have?

ANSWER: I can't be objective enough about myself to fully answer that question except to say that I had a vote. The vote on the yearbook question was something like eight in favor to one against. Needless to say, I was the one.

QUESTION: You admit that you can't be objective about yourself; are you being objective about yourself, are you being objective about the others?

ANSWER: I can only say that I'm as objective as I can be given the circumstances. This has been a very frustrating experience for me for reasons I hope are obvious and also because of the personal rejection I have suffered.

QUESTION: Have you anything to add?

ANSWER: I think I've said too much already.

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Proposition I

"In Response To My Last Column"

In response to my last column:

1. No, those ads are not real. They are based on real ads that appeared in various college papers. Specifically the Phoenix, the newspaper at Queens College.
2. No, I did not personally try out those products.
3. I do not know what colors the racing stripes come in.
4. The ads were purposely made to slant towards a male chauvenistic point of view. This was done to show that ads of this type are quite unfair in their attitudes towards women. But unfortunately this society does treat women as sex objects and advertising campaigns will use this policy to sell the product.
5. If you have already sent your money, I can't do a thing to get it back for you.
6. I am not and never have been A) a male chauvenist pig; B) a pervert; C) all of the preceding or D) none of the above. Take your pick.
7. My main purpose was to get the students of this school to read this paper. his also proved a point, if all it takes is sexually orientated materials to get you to read the paper, then sex you'll get. This is my opinion, not the opinion of the editors of this paper.



The struggle in this country has taken so many twists and bends that many people (people who should know better) have concluded that it's going around in circles. That's one reason why the ruling class still rules.

The lessons of the past have indicated that commitment and action must be coupled with a profound awareness and clear analysis of the real issues at hand. Rather than trying to piece together an accurate picture of the movement both nationally and internationally by reading the bourgeois press why not try the Guardian, an independent radical newsweekly with an independent line. The Guardian's long-standing dedication to people's struggles and opposition to ruling class exploitation have made it the largest (some consider it the best) movement weekly in the country.

Stop reading between the lies.

Read the Guardian.

mail to:
Guardian, 32 W. 22nd St., New York, New York 10010

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\$1. for a ten-week trial sub.

\$1. for a one year G.I. or Prisoner sub.

Name _____

Address _____

City _____ State _____ Zip _____

School _____

coupon here and drop it in either a specially marked box in the cafeteria or drop it off at the newspaper office. That is if you feel like getting off your fat ego-centered asses, or shall apathy strike again?

Cut out or tear it out, just put it in the box in the cafeteria, right across from the elevators, or drop it off in the newspaper office on the fifth floor.

How do you feel about:

A. The picture of the nude couple on the front page a few issues ago?
() obscene () objectionable () _____

B. The ads on contraceptives that appeared in the last issue? () obscene () objectionable () _____

C. Your opinion of this paper on the whole?
() good () bad () interesting () uninteresting or _____

Now to get to the heart of the problem. You, the students of this school, feel quite smug about yourselves. Who cares what the school newspaper prints... you don't read it. Yet when this paper prints an article or column that could be found objectionable, offending or in poor tastes, then you read the paper. This sure shows where your minds are at. Hooray for free speech, free press, but why read the stuff unless it appeals to your baser instinct. Ddi you know, fellow students, that a certain person is threatening legal action over one of the past issues of this paper. The issue with the naked couple on the front page. Naturally, you wouldn't miss that one. Find it dirty, obscene? Probably not, but somebody did. That was the first issue in over a year that actually disappeared a few days after it came out. Yet this issue notwithstanding the picture on the front page, was no different from any other issue. Granted the contents of this paper have not always been witty, topical or interesting (excepting mine and Dean Childs). But they have been printed for you to read and comment on. Now this paper might be sued again (remember a few semesters ago) and the students do seem to care. If you have any feeling on this topic (obscenity), fill out the

A Visit to the Draft Board

A Play, a Modern Tragedy

by John Besignano

SCENE I

A bright summer morning, birds singing, sun shining. A black cloud hovers over a gray stone building in the center of town. Traffic hurries by, a lone figure walks across the street towards the gray building. He walks slowly as if he were walking to the gallows. He enters the building, ascends two flights of steps, and turns down a corridor. The corridor smelling of ammonia is flanked by many doors. At the end of corridor stands an open door; above the door a time-work sign reads "Local Draft Board Number 69." The lone figure enters and approaches the reception desk.

RECEPTIONIST: Yes (obviously annoyed, reading Reader's Digest), can I help you?
LONE FIGURE: I would like to inquire about my draft status.

RECEPTIONIST: Sit down, you have to wait.

Lone figure looks around, there are a few chairs against the wall. Some desks and two gray haired in addition to the receptionist. Time passes. Characters sit still—no movement for about two minutes.

RECEPTIONIST: (Without looking up.) Go to Mrs. Smith at the third desk, she'll take care of you.

Lone figure gets up and walks over to Mrs. Smith's desk. The desk is metal painted battleship gray. Beside the dented desk is an unsafe wooden chair. Mrs. Smith motions for him to sit down, he does gently as the chair sways under him.

MRS. SMITH: Your number?

LONE FIGURE: 50-68-49-864.

MRS. SMITH: One moment, I'll get your file.

Time passes.

MRS. SMITH: What do you want, 50-68-49-864?

LONE FIGURE: I am here to inquire about my draft status. I have been unclassified for six months.

MRS. SMITH: (Filling out a form, without looking up.) Six months?

LONE FIGURE: Yes.

MRS. SMITH: Well?

LONE FIGURE: Where do I stand in relation to the draft?

MRS. SMITH: I can't answer that, see Mrs. Jones, next desk.

Lone figure again gets up and walks over to Mrs. Jones's desk. This desk is also gray metal. The desk is identical to Mrs. Smith's desk. On the top is a telephone, gray in color, two wire baskets labelled "in" and "out," a blotter (standard green) and a set of pens. Next to the desk is another wooden chair as unsafe as the other. Lone figure sits down without being motioned to. The chair creaks under his weight.

MRS. JONES: Your number?

LONE FIGURE: 50-68-49-864.

MRS. JONES: One moment, I'll get your file.

Time passes.

MRS. JONES: What do you want, 50-68-49-864?

LONE FIGURE: As I told Mrs. Smith, I am here to inquire about my draft status. I have been unclassified for six months.

MRS. JONES: Yes, I see it here on the form, six months. Then what is the problem?

LONE FIGURE: Where do I stand in relation to the draft?

MRS. JONES: You're unclassified.

LONE FIGURE: I know that...classify me so I can arrange my life accordingly and have some peace of mind.

MRS. JONES: You'll just have to wait till we get around to you.

LONE FIGURE: At least notify me that you're taking your time with my life.

MRS. JONES: We're not allowed to do that.

Sign here (thrusting a piece of paper at him).

LONE FIGURE: Sign what?

MRS. JONES: Personal interview form number 4791063, which supercedes all forms dated before January 1966.

LONE FIGURE: (Starts to sign, then stops.) This doesn't say that I came in on my own.

MRS. JONES: That doesn't matter, sign. (Looks at her watch.)

LONE FIGURE: (Signs reluctantly.) Now will I be told how I stand with the draft?

MRS. JONES: Someone else is waiting. Let them be taken care of.

LONE FIGURE: (Looks around, there is no one in the office besides himself and the three women) But...

Mrs. Jones gets up and places the file in an unmarked black file cabinet. Lone figure walks towards the door confused and angry. Off to his left is an open office door, on it is lettered "Mr. Draft, Private." He hears a voice, "How many we draft this month?" Another voice replies, "About 150 or so, give or take a few." He walks out the door, as he goes down the corridor, he passes another lone figure going towards the office he just left. The sun is still shining, the birds still sing, and the traffic still hurries by. Lone figure crosses the street thinking, "How much will it cost to go to Canada?"

Darkness, and a voice somewhere in the dark speaks, "How much will it cost to go to Canada?...Not much."

Continued from page 2

stereophony, laser techniques, electrostatic reproduction process, electronic high speed printing, composing and learning machines, microfilm with electro access, printing by radio, time sharing computers, data banks. All these new forms of media are constantly forming new connections both with each other and with older media like printing radio, film, television, telephone, teletype, radar and so on. They are clearly coming together to form a universal system."

(from H. M. Enxemberger's *Constituents of a Theory of the Media*)

VII Imagine the massive content of the Sunday newspaper, imagine the hundreds of nations, the millions of thousands of people on the biosphere, imagine the vital importance of information and communication. Universally! Universally! then look down again on Richmond College and imagine the communication structures and channels that beat and click there. Talking, looking, reading, writing, glancing, avoiding, speaking rapping, recording, filming, viewing, listening, yelling, kidding, approaching, photographing, indexing, cataloging, classifying, lying, ignoring, boring, and on and on...

engaging?
disengaging?

Consider some of McLuhan's words:

"The artist is the only person who does not shrink from this challenge. He exults in the novelties of perception afforded by innovation. The pain that the ordinary person feels in perceiving the confusion is charged with thrills for the artist in the discovery of new boundaries."

Mr. Newman: We're now living in the electric age? are we? But most of us don't realize it. Is that correct?

Mr. McLuhan: The age of instant information, as a total surround—as a new cliché... when you have a surround of instant information, you have a situation surely unknown to human beings in any previous age. It means an end for

example of subjects. Children know this instinctively in schools... (from an NBC-TV broadcast). An end of subjects? But what will we do at college? What will we do here at Richmond College?

My friend Barry Roth used to do things here at Richmond College. He now considers himself an ex-radical. Now he's pursuing a graduate degree in Computer Science. Once I asked Barry:

"All during the sixties you worked much for change, yes?"

"Yes," Barry answered.

"And all during the sixties there was great change in many ways, right?"

"Yes," he agreed.

"And all the energies you spent for change, how much did they have to do with the actual change?"

"Nothing."

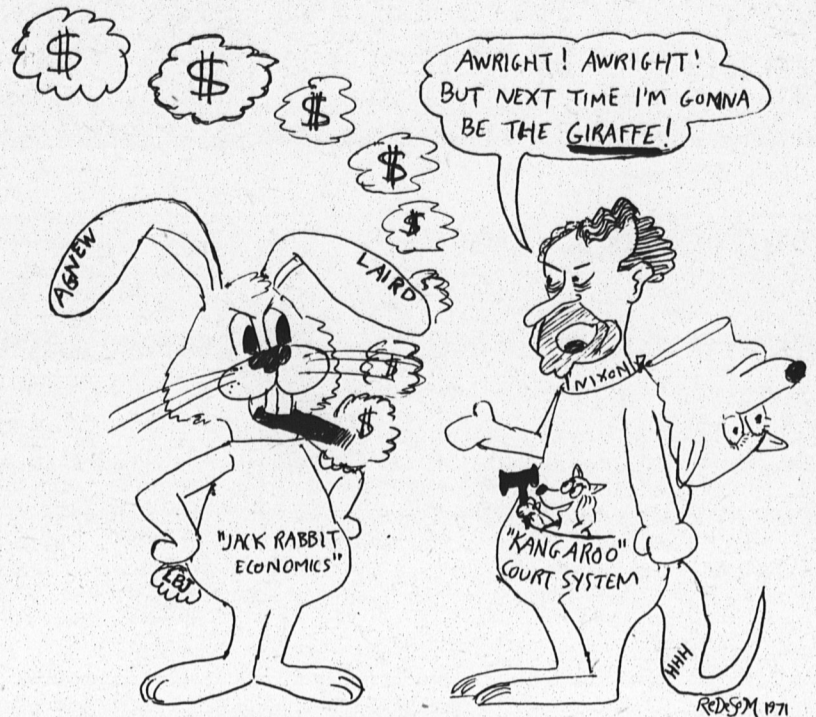
"Nothing?"

"No, nothing."

"Who are the new revolutionaries of our times? They are the geneticists, biologists, physicists, cryonologists, bio-technologists, nuclear scientists, cosmologists, astro-physicists, radio-astronomers, cosmonauts, social scientists, youth corps volunteers, internationalists, humanists, science fiction writers, normative thinkers, inventors..." so says Esfandiary in his *Optimism One*, 1970.

But Theodore Rozak would probably be very antagonistic to Esfandiary. From Rozak's "The Making of a Counter Culture": "One would think that a man who had been hired by pyromaniacs to perfect better matches would begin to sense, at some point, how much of a culprit he was. But fame and cash can do wonders to bolster one's sense of innocence... given the sky's the limit research circus, what time is there to dally over traditional wisdom or moral doubt? It distracts from the bright, hard monomaniacal focus that pays off for the expert—especially if one bears in mind that in the technical fields these days (sorcerers) apprentices make their mark early... or perhaps never. So the sweaty quest for quick, stunning success goes off in all directions.

If only one can find the way to graft the



Quero Chiesa

Continued from page 1

bi-lingual education. Speaking of children in the schools, he says, "The head start which Puerto Ricans have because of their knowledge of Spanish can be used to teach them English more effectively as a second language."

Mr. Quero Chiesa, 60, was born in Puerto Rico and completed high school there. He is

a graduate of the Parsons School of Design in New York City, and has studied art in Mexico. He is a corresponding member of the Hispanic Society of America.

Mr. and Mrs. Quero Chiesa live in Flushing Queens. They have two daughters, Mrs. Frank Nappa, a fashion designer, and Mrs. Rafael Cuello, a physician.

See the Kilo Group . . .

Continued from page 2

head of a baboon on to a blue jay (after all, why not)... if only one can devise a way to program dreams so that perhaps commercial announcements can be inserted (after all, a why not?)... if only one can find out how to scramble DNA so that parents can order their progeny tailor made as guaranteed or money back Mozarts, Napoleons, or Jesus Christs (after all, why not?)... if only one can develop a computer that will simulate the mind of God (after all, why not?)... one's name is made!"

Esfandiary might counter—"Another fallacy is current, particularly in the West; the Industrial Revolution and modern technology have transformed people into machines. The fact is that people had been turned into machines long before the Industrial Revolution. They lived like machines ages before machines were invented."

And McLuhan: "We are all robots when uncritically involved with our technologies."

Tell me of the visions these words generate within you. Could we, the 3400 or so people, faculty, administration, students—could we cope better with "IT ALL". Could we reorganize ourselves amidst explosions? Amidst this "surround of instant information unknown to human beings in any other age?"

Do you explore? Do you grow in your awareness of yourself about PROCESS you, organism you, aware-er you? Feel the floor beneath you supporting you, look up at the lowered ceiling above you, reach real hard, you can push the soft panel away and expose the pipes and wires and paths and channels that are part of the building. Imagine the air-flow, the ventilation of the air you breathe, you take in and use and merge with.

Would you help me develop better and better awareness of ourselves and our environment, that we may re-make ourselves as we re-make our environment (which I've heard our new Professor Dubois speak about).

Speaking of environments and change, CUNY takes care of me better than it used

Continued on page 11

EDITORIALS

College Governance—

"We're All Playing In The Same Band"

Somewhere in this issue you will find a draft proposal for a "CHARTER OF GOVERNANCE for RICHMOND COLLEGE of the CITY UNIVERSITY of NEW YORK." Read it. Then come to the meetings (dates will be posted) set aside for discussing the charter and let your opinions be known . . . for a change.

Originally, we had decided not to publish this document. We felt that in light of the apathetic nature of the majority of the student body, we would be wasting money and effort. After discussing this matter at last Friday's (Dec. 3) Student Life Committee meeting, we realized that we would only be encouraging the spread of apathy by turning our backs on an important issue.

THE RICHMOND TIMES feels that the publication of this charter is necessary if we truly wish to live up to our commitment as the chief purveyor of student information. We also feel however, that Student Government and the administration of Richmond College have an even greater stake in this matter of the Governance Charter. We therefore ask, publicly in print, for a small amount of financial assistance; i.e., sharing the cost of printing the draft proposal with us.

We're all playing in the same band . . . let's hope somebody out there is listening to our "music."

The officers of Student Government on reading the governance proposal, found much of it to be disagreeable and are in the process of writing a counter-proposal, to be published in the next issue of the Richmond Times. If you find any of it unfavorable, come to the general meeting this Thursday and let your voice be heard.

SERMONETTE

'Tis the time of the year when there flows in the land peace, friendship, and goodwill towards men. It is time that this holiday spirit should descend upon the students of Richmond. They should be hospitable and kind to their fellow humans. In other words please keep your dogs out of school. Many of us are tired of sharing our meals with a hungry looking dog, and many of us are also tired of sharing the fleas of these dogs. If you must bring your furry friend and companion to school then please take care of him. Keep him on a leash, feed him, see to it that his bodily needs are taken care of outside the building, and see to it that your dog brings no little buddies with him (fleas). Have pity upon us that must share this school with you.

The Richmond Times

David K. Mosader
Editor-in-chief

Howard B. Leibowitz
Managing Editor

Anthony Lepere Photography Editor
Donna Brogna Copy Editor
Cathy Raleigh Layout Editor
Richard Kornberg Entertainment Editor
John Besignano Features Editor
Francine Campone Secretary

Contributors to this issue: Anthony Fontana, Jr., Stephen Jason, Sandi Cooper, Robert E. Chiles, John Turnbull, Earl Scott, Alan David, Proposition I The Red Sunshine Gang, La Asociacion and LNS. (Ken Duncan photo from off-broadway production "NIGHTRIDE").

THE RICHMOND TIMES is a bi-monthly newspaper, and is published by and for the students of Richmond College, located at 130 Stuyvesant Place, Staten Island, New York 10301. The opinions expressed in this newspaper are those of the individual writers and do not necessarily reflect those of the editorial board or the college. Telephone: 212 443-6141

DEADLINE FOR NEXT ISSUE OF RICHMOND TIMES IS WED., DEC. 15

LETTERS

Open your eyes

Dear Editor;

In your last issue in the 'Like it is' column you stated that you were unaware of what the clubs were doing. When you go into the cafeteria, do you ever open your eyes to read the various posters on the walls, or in the elevator? If your answer is yes to this question then you were obviously in error when writing the column, because you would have seen that the Engineering Society so far this semester has done the following:

Ten committees were set up within the club one for each item listed in the budget.

On Monday Nov. 22 a meeting was held in Room B-4 with a speaker informing all students present with information for graduate studies and schools. (During club hours)

A car rally was held during club hours on Wednesday, Nov. 25.

Passed out, collected and compiled course and teacher evaluation forms for all engineering and engineering related courses.

Got student representation on the previously all faculty college wide computer committee.

And we haven't as yet used a penny from our budget.

Signed,
ENGINEERING SOCIETY

monogamous. They nurse their young and usually bear a single calf every two years. They cry in agony when they are wounded by a harpoon.

There have been many incidents in which a whale has been harpooned or captured by a boat, and its family has followed or waited offshore for its return, for days and weeks at a time. Whalers have taken advantage of this "protective" and highly social characteristic by harpooning baby whales, towing them into a whaling station on shore, and then butchering the entire family, or even the herd which faithfully follows along.

Of all the whales now disappearing, perhaps the most tragic loss is that of the mighty Blue Whale, the largest creature ever to inhabit the earth. At the beginning of this century the Blue Whale population was more than 100,000. Today, a mere few hundred, at most survive & some estimates go as high as 3000. There is serious doubt that enough males and females will be able to find each other in the great expanse of the ocean to enable the species to breed and perpetuate itself.

Hearings are being held on the Harris-Pryor Ocean Mammal Protection Act, which would protect whales in U.S. waters and ban the import of their products into this country. I ask readers to write to their Representatives and Senators, encouraging them to support this bill.

JO-ANN MERLA
2046 Story Ave.

Likes Prop 1

To the Editors of the Richmond Times;

That spoof by "Proposition I" was the best thing I have ever seen in your paper. Imaginative writing such as THAT SHOULD CONTINUE. Praise and applause for the author of Proposition I whoever it is.

Cark Laemmler

A Man's A Man

To the Editor:

The lack of support by the college community for the Richmond College Theatre productions is disheartening. On December 15, 16, 17 and 18 Bertolt Brecht's "A Man's A Man" will be presented in the Richmond Playhouse, 350 St. Mark's Place. It will be sad if the usual lack-lustre student support continues with this show.

This production is being directed by John Hancock, who was the first to direct the play in the United States (1962). (In fact, the Evergreen edition of the play is dedicated to him.) He has in the last ten years, won an obit award for his staging of "A Midsummer Night's Dream" and an Academy Award nomination for best film short ("Sticky My Fingers, Fleet My Feet"). He has recently filmed "Let's Scare Jessica To Death."

With so much to his credit it is sure to be a fine show.

It will be sad if the college community refuses to take notice of this true professional.

"A Man's A Man" deals with the fight for individuality for one, and also the military's ability to rob its people of their identification. Its power to indoctrinate and regiment its personnel is brought into sharp focus. The play takes place in the sub-continent of Asia, which right now is in such a state of turmoil.

As someone who has served in the military, I feel that the play mirrors much of the sickness of today. Timely, isn't it?

A friend of R.C. Theatre

Saving Whales

To the Editor:

I would like to take this opportunity to express my views on the urgent problem of saving the whales from extinction. Unless immediate and drastic action is taken, several of the larger species of whales will soon be reduced in numbers to a point at which their extinction will become inevitable. Eventually, if the present whale-hunting trend continues, most other whales, including the porpoises and the dolphins, also must disappear. This impending tragedy can and must be prevented.

Whales are among the most intelligent and highly-evolved of all the world's creatures, in some respects very much like the human mammals. Many of these warm-blooded, air-breathing mammals are

MEMORANDUM TO: Members of the Richmond College Community
FROM: Herbert Schueler, President
DATE: December 1, 1971

For the purpose of discussing the draft proposal of the Richmond College Charter, an Institute will be held on Thursday, December 16, 1971. Day classes thru the 2:40-4:30 hour are cancelled.

The schedule for the day of the Institute is:

9:30 a.m.-10:30 a.m.—Meetings of Divisions and the Afro-American Institute, administrative and student groups. (Would each Division and individual group meeting please appoint a rapporteur who will summarize the main arguments of his/her group's discussion to the following meeting of the whole group?)

10:30 a.m.-12:30 p.m.—Meeting of the whole Institute (Cafeteria)

1) Statements from individual rapporteurs
2) General discussion

12:30 p.m.-1:30 p.m.—Recess

1:30 p.m.-3:30 p.m.—Further discussion, if desired.

Phyllis Chester was not rehired. If you are interested in finding out why, come down to the P&B revote meeting Monday, Dec. 20th at 2:40 on the 9th floor. Petitions demanding reinstatement are now being circulated by the interested student representatives of group C.

PROPOSED CHARTER OF GOVERNANCE FOR RICHMOND COLLEGE

MEMORANDUM TO: To all members of the Richmond College Community
FROM: Sandi Cooper, Faculty Secretary
DATE: November 22, 1971

This note is to introduce you to the draft proposal for the Richmond College Charter, the form of permanent organization to replace the governance procedures now in operation.

The draft was prepared largely in the Spring 1971 semester by the Committee on Organization and Elections which was expanded to include students. Members of the committee were G. Cox, B. Bressler, G. Jochowitz, P. Razelos and S. Cooper (ex-officio) from the faculty; and students David Bartholomew, Mark Daugherty (who has graduated) and one other student who did not come to most meetings. In addition, the preparation of the draft included the participation of Student Life Committee members and a number of interested students who came to a few open meetings. The participation of these additional people occurred when discussion centered on student representation in the Senate as a whole, and on certain committees.

Please read and study the attached draft carefully. The proportions accorded to

faculty, students and administration on the proposed College Senate and on certain committees represent a compromise which was worked out by students and faculty. By definition, a compromise means no one was absolutely delighted with the results but everyone thought he/she could live with them. The compromise, to be honest, appeared as a satisfactory middle point between those who would have little or no student participation and those who would have little or no faculty participation. Faculty and student attitudes towards representation were culled through informal discussion and a formal questionnaire circulated last year by the Committee on Organization and Elections.

Ratification of the charter is described in the final article (No. 17), P. 17. These terms are the standard means in C.U.N.Y. for accepting governance charters. Prior to ratification (or rejection), there will be opportunity for discussion and amendment of the draft.

For further information contact any member of the Committee on Organization and Elections.

Sincerely
 Sandi E. Cooper, faculty secretary
 Social Sciences

CHARTER OF GOVERNANCE RICHMOND COLLEGE

OF THE CITY UNIVERSITY OF NEW YORK

PREAMBLE

The basic principle of this Charter is that Richmond College, a unit of the City University of New York, under the jurisdiction of the Board of Higher Education, is a self governing community in which faculty, students and administration have legitimate and significant roles to play in the achievement of their common goals.

ARTICLE 1

Power and Responsibilities of Richmond College Senate

The Richmond College Senate shall be responsible for the formulation of policy on all matters of college operation and planning not expressly reserved by legal statute or contract or by this Charter to other duly constituted bodies or officers of the College, University and Board of Higher Education. The purview of the Senate shall include legislative and advisory functions related to the exercise of this responsibility. The Senate shall also have the power to review and evaluate the implementation of its policy statements and to advise upon the appointment and retention of administrative officers.

ARTICLE 2

Composition of Richmond College Senate

Section 1—The Richmond College Senate shall have 76 voting members aside from the from the President of the College who shall be a nonvoting participant. The voting members shall be apportioned from among the faculty, students and administration in the following manner:

Teaching Faculty	36
Students	29
Administration and non teaching faculty	11
Total	76

Section 2—The 36 teaching faculty shall be allocated in the following manner:

- A. Each division of 20 or more full time members 3 representatives
- B. Each division of 19 or fewer full time members 2 representatives
- C. Each institute shall have one representative *should equal Divis.*

B. The remainder of the 36 teaching faculty representatives shall be allocated in proportion to the relative size of the divisions which is to be measured by full time equivalent membership.

C. All institutes taken together shall be deemed as the equivalent of a division for the purpose of representation and election under paragraph B.

D. If and when a new division is created, its Senate representation shall be computed according to the above formula. Adjustments in the size of other delegations shall be made by attrition so that the total size of the teaching faculty representation may temporarily exceed 36 members.

E. The Committee on Organization and Elections shall be in charge of making all calculations and allocations according to the formulas herein set down.

Section 3—Divisional representatives of the teaching faculty shall be elected in the following manner:

A. One-third of the total delegation of each division shall be elected at large by a plurality of all those holding instructional lines (whether teaching or not).

B. Two-thirds of the total divisional delegation shall be elected by members of the respective divisions. These elections shall take place according to the following procedures. Every full time member shall have one vote and every part time member with one-half or more teaching load shall have one-half vote on every ballot taken. The two top vote getters on each ballot shall be divisional representatives provided that each receives at least 25 percent of those present and voting. This process shall be repeated until the full delegation is chosen.

C. The elected Chairman of each division shall be an ex-officio member of the delegation and shall be included in the two-thirds portions of those elected by the division. Chairmen are to be considered teaching faculty regardless of teaching load.

D. All divisional members who are granted released time from teaching are considered full time teaching faculty provided they are not serving in positions which are predominately administrative.

E. All those eligible to vote (whether full or one-half vote) are eligible to serve as divisional representatives provided that at least one-half of each divisional delegation is composed of full time members.

Section 4—The 29 student members shall be allocated in the following manner:

A. The students (undergraduates and graduate) of each division shall elect four representatives from amongst themselves.

B. The students of each institute shall elect one representative from amongst themselves.

C. Any student whose major does not fall entirely within one division or institute shall choose one division or institute in which to vote.

D. The remaining students shall be elected at large from all enrolled students (undergraduate or graduate).

E. The student delegation shall include at least two graduate students. In the event that two such students shall not have been elected under the provisions of paragraphs B and D, the two graduate students running at large receiving the greatest number of votes shall be allotted two of the at large seats.

Section 5—The 11 administration and non teaching faculty shall be allocated in the following manner:

- A. Dean of Faculties
- B. Dean of Administration
- C. Dean of Students
- D. Dean of Studies
- E. One member elected by and from these on Business Manager lines.
- F. One Higher Education officer elected by all HEO's.
- G. One member elected by and from the counselling and student life staff.
- H. Chief Librarian
- I. One other librarian elected by all librarians on instructional lines.
- J. One member elected by and from these on Registrar lines.
- K. One Gittleson staff member elected by all such staff.

Section 6—The Committee on Organization and Elections shall be the arbiter of any questions, uncertainties or disputes arising over the election of Senators. Its decisions may be appealed to the Senate.

Section 7—Regular meetings of the Senate shall be open to all members of the Richmond College community. The Senate, however, reserves the option by 3/5 vote of holding special sessions open only to members and invited guests.

Section 8—Announcement of Senate meetings must be posted at least two school days prior to the meeting except where 3/5 of the Senate agree to waive this requirement.

Section 9—Minutes of all Senate meetings shall be available to all members of the Richmond College community.

ARTICLE 3

Terms of Office and Time of Election For Senators

Section 1—Elected faculty and administrative representatives to the Senate shall serve for a term of two years. One-half such membership of the first Senate shall be elected for two years and the remaining one-half for one year. The procedure for allocating these terms will be determined by the Committee on Organization and Elections. Election thereafter shall be for two years.

Section 2—Elected student representatives to the Senate shall serve for a term of one year. One-half such membership of the first Senate shall be elected for one year and the remaining one-half for one semester. The procedure for allocating these terms will be determined by the Committee on Organizations and Elections. Elections thereafter shall be for a full year.

Section 3—Ex-officio Senate representatives shall serves as long as they continue in their respective offices.

Section 4—Elections except for student Senators shall take place during the last two months of the Spring semester. New terms shall become effective as of September 1 of each year. Elections for student Senators shall take place during the last two months of each semester

Continued on following page,

Continued from previous page

and their terms shall become effective as of either September 1 or February 1. The first Senate meeting of each academic year shall be convened by the Chairman of the Committee on Organization and Elections who shall serve as Chairman pro tempore until a permanent Chairman is elected. The Senate shall meet at least once each month during the academic year.

Section 5—A recall vote shall be held upon petition signed by one-third of a Senator's constituency. A majority of the votes cast for recall shall achieve the recall of the representative and his seat shall become vacant.

Section 6—Whenever a vacancy on the Senate occurs, it shall be filled, as quickly as possible, by special election of the constituency affected. The Committee on Organization and Elections shall determine the precise time and place of such elections.

ARTICLE 4

Rules of Procedure for the Senate

Section 1—The operations of the Senate shall be governed by Robert's Rules of Order, Revised (latest edition) unless, with a quorum present, a two-thirds majority of members present and voting prefers alternate procedures.

Section 2—A quorum shall consist of more than half of the voting membership.

ARTICLE 5

Senate Officers

Section 1—The Senate shall at its first meeting of the academic year elect by a secret ballot and a majority vote, from its voting membership, a Chairman, Vice Chairman and Secretary whose terms of office shall be one year.

Section 2—The Chairman, Vice Chairman and Secretary shall not serve in their respective offices for more than three consecutive terms.

Section 3—A recording secretary and or parliamentarian, not necessarily members of the Senate, may be appointed by the Chairman.

Section 4—The Chairman, Vice Chairman and Secretary of the Senate together with four other Senators, elected at the first meeting of the academic year by the Senate for a term of one year, shall constitute the Executive Committee of the Senate.

Section 5—The Executive Committee shall include at least three teaching faculty members, and at least two students. No more than two of the teaching faculty or student members may come from any one division or from the institutes.

Section 6—The Chairman of the Senate shall preside at all meetings of the Senate as well as the Executive Committee.

Section 7—The Vice Chairman of the Senate shall fulfill the duties of the Chairman in the absence of the Chairman and shall facilitate communications between standing committees and the Senate.

Section 8—The Executive Committee of the Senate shall be responsible for preparing an agenda for all meetings and for carrying on the business of the Senate between regular meetings. It shall have such other duties as will be assigned to it by the Senate.

Section 9—Full time secretarial help shall be made available to the Senate to be used for Senate business. The Secretary of the Senate shall coordinate the efforts of the staff.

ARTICLE 6

Standing Committees of the Senate

Section 1—The following standing committees shall be established by the Senate:

- A. Administrative Search and Review
- B. Admissions and Standing
- C. Articulation
- D. Campus Planning
- E. Cultural and Public Affairs
- F. Curriculum and Instruction
- G. Faculty and Staff Welfare
- H. Library and Instructional Facilities
- I. Master Plan
- J. Organization and Elections
- K. Research and Grants
- L. Student Life

Section 2—Except where otherwise stated, faculty representatives on Senate committees shall be elected by all Senators holding instructional lines whether teaching or not. Student representatives on Senate committees shall be elected by all student Senators.

Section 3—Election to all Senate committees shall be by a plurality.

Section 4—Committee membership shall not be restricted to Senate members. Anyone eligible to vote for Senator is eligible to serve on committees.

Section 5—All standing committee terms shall be for two years except where necessary to stagger terms so that approximately one-half of all seats should expire each year.

Section 6—Each committee shall elect a Chairman and a Vice Chairman from among its membership.

Section 7—The first annual meeting of each committee shall be convened within 30 days after the first Senate meeting by the Vice Chairman of the Senate, who shall serve as Chairman pro tempore until a permanent Chairman is elected.

Section 8—Chairmen of Senate Committees are expected to deliver at least one annual report on committee activities.

Section 9—Committee reports shall be submitted first to the Executive Committee and subsequently to the full Senate. The Executive Committee may also submit its own recommendations to the Senate.

Section 10—The functions of the Committee for Administration Search and Review shall be:

1. To identify and recommend candidates to the President for all appointments as Deans and other major administration posts.
2. To evaluate all other candidates considered for such posts.
3. To conduct an ongoing evaluation of administrative posts and their incumbents.

Section 11—The composition of the Committee for Administrative Search and Review shall be:

A. Four faculty members (holding instructional lines) elected at large by all Senators holding instructional lines (whether teaching or not) with the proviso that no more than two members shall be from any one division or from the institutes.

B. Four students (elected by student Senators).

Section 12—The functions of the Admissions and Standing Committee shall be:

1. To determine policy and implement procedures for undergraduate and graduate student admission and recruitment.

2. To determine standards for undergraduate and graduate student retention, graduation and honors and to implement the application of these standards.

Section 13—The composition of the Admissions and Standing Committee shall be:

A. Dean of Students or his designated representative

B. Chief Admissions Officer (non-voting)

C. One faculty member from each division and one from the institutes (elected by all Senators holding instructional lines whether teaching or not).

D. Three students (elected by student Senators).

Section 14—The function of the Articulation Committee shall be to facilitate liaison between Richmond College and other collegiate institutions, especially the community colleges, with regard to articulation in curriculum, admissions, standards and general objectives.

Section 15—The composition of the Articulation Committee shall be:

A. Dean of Students

B. A Dean selected by the President.

C. Chief Admissions Officer

D. One faculty member from each division elected by the respective divisions.

E. Four students (elected by student Senators).

Section 16—The function of the Campus Planning Committee shall be to determine standards and priorities to insure optimal utilization of existing and future campus facilities and resources.

Section 17—The composition of the Campus Planning Committee shall be:

A. Dean of Administration

B. Director of Campus Planning

C. Dean of Faculties

D. Librarian

E. One faculty member from each division and one from the institutes elected by the respective divisions and institutes

F. Three students elected by all student Senators

Section 18—The function of the Cultural and Public Affairs Committee shall be to encourage cultural activity among student and faculty and cultural relations with the New York community and to administer college programs in this area (lectures, plays, concerts and the like).

Section 19—The composition of the Cultural and Public Affairs Committee shall be:

A. Manager of Lectures and Concerts

B. Four faculty members (holding instructional lines whether teaching or not) elected at large by all Senators holding instructional lines

C. Four students (elected by student Senators)

Section 20—The functions of the Curriculum and Instruction Committee shall be:

1. To recommend, approve, evaluate and review programs and courses of study
2. To recommend policies and practices with regard to instructional procedures, e.g., independent study, equivalency examinations, study abroad and at other U.S. institutions.

Section 21—The composition of the Curriculum and Instruction Committee shall be:

A. Dean of Faculties

B. One faculty member from each division and one from the institutes elected by the respective divisions and the institutes.

C. Three students (at least one undergraduate and one graduate) elected by student Senators.

D. Librarian (non-voting)

E. Dean of Administration (non-voting)

Section 22—The function of the Faculty and Staff Welfare Committee shall be to act as liaison between faculty, administrative staff and the agencies administering pensions, welfare funds etc.; to act on pertinent matters of faculty and staff welfare.

Section 23—The composition of the Faculty and Staff Welfare Committee shall be:

A. Four faculty members (holding instructional lines whether teaching or not) elected at large by all Senators holding instructional lines.

B. Welfare Fund Trustee (ex-officio with vote)

C. Two Gittleston staff members (elected by the Gittleston staff)

D. Dean of Faculties (non-voting)

E. Dean of Administration (non-voting)

Section 24—The function of the Library and Instructional Facilities Committee shall be:

Continued on following page

Continued from previous page

1. To recommend educational policies relating to library and other service facilities, i.e., audio visual center, learning laboratory, CAI.
2. To advise the Librarian and administrators of other instructional services.
3. To act as liaison between these services and the individual divisions of the college.

Section 25—The composition of the Library and Instructional Facilities Committee shall be:

- A. Dean of Faculties
- B. Librarian
- C. Coordinator of Educational Resources
- D. One faculty member from each division and one from the institutes elected by the respective divisions and institutes.
- E. Three students (at least one undergraduate and one graduate) to be elected by student Senators.

Section 26—The function of the Master Plan Committee shall be to continuously review the College Master Plan and to recommend to the Senate periodic revisions as required by law and circumstances.

Section 27—The composition of the Master Plan Committee shall be:

- A. Dean of Faculties
- B. One administrator selected by the President
- C. Librarian
- D. One faculty member from each division and one from the institutes elected by the respective divisions and institutes.
- E. Two students elected by Student Senators.

Section 28—The functions of the Committee on Organization and Elections shall be:

1. To supervise and conduct elections
2. To interpret and clarify the Charter of Organization
3. To initiate, receive and recommend proposals for amendment of the Charter of Organization.
4. To study the merits of creating new divisions or splitting existing divisions and to make recommendations concerning such proposals.

Section 29—The composition of the Committee on Organization and Elections shall be:

- A. One faculty member from each division and one from the institutes elected by all Senators holding instructional lines (whether teaching or not)
- B. Three students elected by student Senators
- C. Secretary of the Senate

Section 30—The function of the Committee on Research and Grants shall be:

- A. Dean of Faculties
- B. One faculty member from each division and one from the institutes elected by all Senators holding instructional lines (whether teaching or not)
- C. Two students elected by student Senators

Section 32—The function of the Student Life Committee shall be to recommend to the Senate policies for student life activities and to implement the administration of those policies

Section 33—The composition of the Student Life Committee shall be:

- A. Dean of Students
- B. Two faculty members holding instructional lines elected at large by all Senators holding instructional lines (whether teaching or not)
- C. Four students elected by student Senators

Section 34—Any committee may at its discretion create subcommittees. The members of such subcommittees need not be members of the committee provided that each subcommittee be chaired by a member of the committee.

Section 35—The Senate may create Ad hoc committees as it sees fit.

Section 36—The initial membership of Senate committees shall include those committee members who hold unexpired terms under the earlier plan of organization. They shall hold such seats until the expiration of their terms except where necessary to redistribute seats from one constituency to another. In such cases the Committee on Organization and Elections shall arrange for the changeover using the principle that those members whose terms have the shortest unexpired duration shall lose seats first.

ARTICLE 7**Reconsideration of Senate Action**

Section 1—Upon receipt of a petition requesting reconsideration of action taken by the Senate signed by one-third of all faculty holding instructional lines on at least one-half teaching load and by 5 percent of the total student body, the Committee on Organization and Elections shall schedule a special meeting of the general faculty. (Holders of full-time instructional lines to have full vote and part time faculty teaching at least half time to have a half vote) plus all student Senators, student members of all college wide standing committees and student members of divisional P & B and curriculum committees. This special meeting may by majority vote reverse the action taken by the Senate.

Section 2—A similar procedure shall be followed in regard to a petition to initiate legislation.

ARTICLE 8**General Faculty Meeting**

The full time faculty of Richmond College shall meet at least twice each year for general discussion and recommendations concerning college issues.

ARTICLE 9**Divisional Governance**

SECTION 1—Division, institutes and the Library shall elect by secret ballot and by majority vote a Chairman to a three year term. The Chairman shall be the chief executive

and academic officer of the division and shall discharge the obligations vested in him by the Board of Higher Education By-Laws and by the collective bargaining contracts. Elections shall be held during the months of April or May in the year of expiration of the Chairman's term. The new Chairman shall take office as of July 1.

Section 2—All full-time faculty members of a division are eligible to vote for Chairman and are eligible to serve as Chairman.

Section 3—Each division and institute shall evolve its own educational policies and committee structure subject to the approval of the Richmond Senate. In elections for divisional and institute committees and in voting on educational policy, each full-time member shall have one full vote and each part-time member teaching at least one-half load shall have one-half vote.

Section 4—Each division and institute shall elect by secret ballot a divisional institute personnel and budget committee whose function shall be:

1. To initiate recommendations for appointment, reappointment, tenur and promotion to be submitted to the college wide Personnel and Budget Committee.
2. To establish criteria for promotion within the division, recognizing that such criteria may vary from division to division.

Section 5—Unit Personnel and Budget Committees shall also be elected by secret ballot for and from the library and Dean of Students staff. Their functions shall parallel those of the divisional Personnel and Budget Committees.

Section 6—Upon the petition of any ten full time faculty members and ten students who propose the formation of a new division or subdivision, the Committee on Organization and Elections shall consider the merits of such proposals. They shall schedule at least one session on open hearings on the question after which they shall arrive at a decision which may be overruled by a majority of the Senate. In the event that subdivisions are formed, the committee shall, subject to the approval of the Senate, provide for a method of representation for the various component parts even if said method conflicts with other provisions of this charter.

ARTICLE 10**College Faculty Personnel and Budget Committee**

Section 1—The College Faculty Personnel and Budget Committee shall make its recommendations directly to the President. Members shall be elected for staggered terms of two years.

Section 2—The functions of this committee shall be:

1. To consider all nominations for instructional staff, appointments, reappointments, tenure and promotion emanating from the Divisions, the Library and other units of the college, to recommend rates of compensation and to make final recommendation to the President.
2. To hear and adjudicate appeals from the recommendation of Divisional and unit Personnel committees.
3. To participate in the formulation and allocation of the budget.

Section 3—The composition of the College P & B Committee shall be:

- A. President (Chairman - non-voting)
- B. Dean of Faculties (non-voting)
- C. The elected Librarian
- D. Chairman of each division
- E. One full-time faculty member from each division elected by majority vote of full-time members of each division.
- F. Six students, one to be chosen from each division by student majors in that division—the remainder to be elected at large by all students. Any student whose major does not fall entirely within one division (including those following Professional Studies sequences) shall choose one division in which to vote.
- G. One faculty member from each division elected by majority vote of all full-time faculty members holding instructional lines.
- H. There shall be at least two faculty members from the institutes provided that two or more institutes exist. If only one institute exists, there shall be one faculty member from the institute.

Institute members shall be elected in the following manner:

One faculty member from each institute with 10 or more full-time faculty members elected by majority vote of full-time members of that institute. The remaining institute representation, if any, shall be elected by majority vote of all full-time faculty.

Section 4—To aid the P & B Committee in discharging its budget responsibilities, a subcommittee on Budget shall be established whose function shall be to participate at all stages in the formulation and allocation of the college budget and to make its recommendations to the College P & B Committee.

Section 5—The composition of the subcommittee on Budget shall be:

- A. Dean of Administration
 - B. Business Manager
 - C. Dean of Faculties
 - D. One faculty member from each division and one from the institutes elected by a majority vote of the P & B Committee.
 - E. Two students elected by a majority vote of the P & B Committee.
2. The members of this subcommittee may but need not be members of the P & B Committee.

Section 6—The P & B Committee shall consider teaching effectiveness and the quality of instruction as a major factor in evaluating instructional personnel. To this end, student evaluations of faculty classroom and teaching performance shall be utilized.

2. Scholarship and service to the college community shall also be major factor in evaluating instructional personnel.

Section 7—The College Personnel and Budget Committee shall post five days before a meeting the agenda for that meeting.

2. It shall file its decisions and the votes thereon with the President's Secretary. Any

Continued on following page

Continued from previous page

member of the Richmond College community shall be free to see this memorandum.
 3. Any vote to deny tenure or reappointment shall be reconsidered at a subsequent meeting. At that subsequent meeting, the individual adversely affected or his delegate shall be given adequate opportunity to present his case.

Section 8—At its discretion, the P & B Committee shall invite persons to be present at specific meetings.

Section 9—The College P & B shall meet to consider new appointments within 10 school days after they have recommended by a division or institute.

ARTICLE 11

Academic Review Committee

Section 1—The AMCADEMIC Review Committee shall review all appointments, promotion and tenure recommendations. The committee shall invite representatives of any division of institute wishing to be heard.

Section 2—The composition of the Academic Review Committee shall be:

- A. Dean of Faculties (Chairman)
- B. Two full-time teaching faculty elected by majority vote of all Senators holding instructional lines.
- C. Two members of the College P & B Committee chosen by a majority of the College P & B Committee.
- D. One student elected by majority vote of all student Senators.

Section 3—The Academic Review Committee shall make its recommendations directly to the President.

ARTICLE 12

Grievance Committee

Section 1—The function of the Grievance Committee shall be adjudicate grievances between student and or faculty and or administrative staff.

Section 2—The composition of the Grievance Committee shall be:

- A. Three students elected by all enrolled students.
- B. Three full-time teaching faculty elected by all faculty holding instructional lines.
- C. The committee shall elect a Chairman from among its members.

Section 3—The Grievance Committee shall make its recommendation directly to the President.

ARTICLE 13

Student and Faculty Organizations

Nothing in the terms of this Charter shall be construed to prevent the continuation or the establishment of student and faculty organizations.

ARTICLE 14

College Ombudsman

Section 1—A College Ombudsman shall be elected by majority vote of the full Senate for a term of one year.

Section 2—Any person eligible to serve as Senator may be elected to this position.

Section 3—The Ombudsman shall be provided, by the college, with a full time Secretary. The Ombudsman may appoint an assistant, subject to the approval of the Senate.

Section 4—The Ombudsman shall study complaints and grievances raised by any member of the Richmond College community concerning a condition or problem in the college. He or she may investigate the conditions giving rise to such complaints and may refer cases to others when the usual appeal procedures seem adequate. The Ombudsman will undertake independent investigations, in general, only if the usual procedures seem inadequate or have been exhausted. The Ombudsman shall be empowered to recommend action to any officer or to any committee or body of the college, and shall periodically report to the Senate. He may also otherwise publicize the results of his investigation.

ARTICLE 15

Amendments

Amendments to this Charter may be proposed for referendum by a two-third majority of Senate members present and voting at any meeting, provided that the text of the proposed amendment has been submitted in writing to the Senate membership no less than seven days prior to such meeting. To be approved, amendments shall require a majority of all faculty (on instructional lines whether teaching or not) voting and a majority vote of all students voting.

ARTICLE 16

Interpretation of Charter

The Committee on Organization and Elections shall be responsible for the interpretation and clarification of this Charter. It shall also adjudicate and resolve any disputes over election procedures and any contested elections. Decisions of the committee may be appealed to the Senate.

ARTICLE 17
Charter ratification

This Charter shall be deemed to be ratified when:

- A. Approved by a majority of all instructional staff and a majority of all students provided that at least 30 percent of each constituency votes.
- B. Recommended by the President of Richmond College.
- C. Approved by the Board of Higher Education.

Budgets . . .

Continued from page 1

Graduate Club		Cultural and Social	410.00
(No representative attended)	50.00	Administrative Expenses stationary	80.00
total	50.00	telephone	200.00
Association of International Students		Puerto Rican-Latin Week	250.00
Lectures	75.00	Field Trip	241.00
Model U.N.	320.00	total	2500.00
Mock U.N.	650.00	Committee of Majors	
Postage	20.00	Storefront	2250.00
Films	126.00	Insurance	250.00
Bengli Conference	135.00	total	2500.00
total	1327.00	COMMUNITY CENTER CLUB	
THEATRE "81"		Rent	1000.00
Material, Props, Lumber	250.00	Insurance	400.00
Costumes	300.00	Gas and Electric	200.00
Maintenance and Repair	100.00	Phone	50.00
Furn. and Prop Rental	100.00	Misc.	350.00
Programs and Posters	100.00	total	2000.00
Rental Theatre Overtime	100.00	Humane Alternatives	
Misc. Travel Expenses	50.00	Materials	800.00
total	1000.00	Phone	150.00
Economics Club		Food	100.00
Lectures	200.00	Field Work	300.00
Misc.	50.00	Newman Club	
Printing	50.00	Conference Travel	210.00
total	300.00	Misc.	25.00
Tennis Club		Printing Materials	50.00
Rental Courts	1000.00	Speakers	500.00
Music Club		total	785.00
Music Sheets	250.00	Outdoor Club	
Lenie Inst. Flute, Trumpet, Clarinet	600.00	Transportation	202.00
Misc.	137.00	Gear	301.00
Tapes & Xmas Concert	100.00	Printing	50.00
total	1087.00	Misc.	
Women's Liberation Group		total	553.00
Storefront	320.00	Public Affairs	
Phone	60.00	Speakers	300.00
Preg. & rh Tests	75.00	Trans. 50.00	total
Self Defense	500.00	total	350.00
Gestetner dittos	100.00	Shanti Food Conspiracy	
Mailing Lists	100.00	2 Scales	50.00
Pamphlets and Subscription	100.00	Freezer	550.00
Books	200.00	Supplies	80.00
Films	200.00	total	750.00
Speakers	150.00	Les Montage	
Journal	500.00	16mm film, developing workprints	
total	2405.00	A&B roll, 16mm magnetic tape	
Mixed Media		editing materials	
Video Tape	800.00	final release prints	
Special Effects	560.00	lighting, lights	2000.00
total	1360.00	total	2000.00
Leathercraft Club		Radio Club	
Leather Tools	200.00	Amp. and Mixer	500.00
Materials	75.00	Turntable	100.00
total	275.00	Mike	80.00
IEEE		Wire	20.00
2 Speakers	150.00	total	700.00
Trips	100.00	TOTAL TOTAL TOTAL TOTAL TOTAL	
Films	100.00	OTATOTALTOTALTOTAL	
Supplies	30.00	Economics	300.00
Literature	50.00	Leathercraft	275.00
Mem. Fee	25.00	IEEE	455.00
total	455.00	Newman	785.00
AMISTAD		Outdoor	553.00
Lecture Series	300.00	Public Affairs	350.00
Pol. and Cultural Films	300.00	Shanti Food Coop	750.00
Administrative Expenses	400.00	Music Society	1087.00
Black Week	800.00	Theatre "81"	1000.00
Community Project	300.00	Tennis	1000.00
Black Thought	300.00	Women's Liberation	2405.00
Petty Cash	100.00	Committee of Majors	2500.00
total	2500.00	Amistad	2500.00
LA ASOCIACION ESTUDIANTIL		Mixed Media	1360.00
PUERTORRIQUENO-LATINOAMERICANA		La Asociacion	2500.00
Lecture Series	375.00	Graduate Club	50.00
Political, Cultural Films	300.00	Humane Alternatives	1850.00
Library	100.00	Les Montage	2000.00
Publications	124.00	Engineering	1345.00
Community Literature	420.00	Radio Club	700.00
		International Students	1327.00
		Community Center Club	2000.00
		total	27,418.00

From The Dean's Desk

Kerry and the Disappearing Dog— A Fable

by Robert E. Chiles

Once upon a time in a strange land far away there lived a silly little girl. Her name was Kerry and she was seven years old and very rich. Her father had millions of dollars and seven big cars. And four boats and three houses.

Kerry was at the beach one hot summer day with her mother and father and brothers and sisters. They all decided to go sailing and swimming and fishing. They got on their favorite sailing boat. Then a huge dog came by. He looked something like their pet dog Ilyah. Only he was much much bigger. He weighed 99 tons.

He jumped into the boat with all the people and the boat sank. Everything and everyone kept bobbing up and down in the water. The huge dog put his big paw on Kerry's head. He kept pushing her under the water.

Help! Help! she cried, Help! Help!

Then some men from the Coast Guard heard her. They came racing down the beach in their dune buggy. They stopped and drilled a hole in the beach and drained the water out of the ocean.

Then Kerry was safe on dry land again with all her family. And they lived happily ever after. Except the huge dog. They drilled a hole in him and he disappeared too.

increasing moon
crescent smiles
open
in shadow
to kiss
shadow smiles
berneath
the changing breast

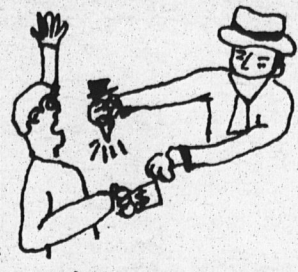
the rise and fall
candle light smiles
on the way to a moment where
the need to captivate leaves
in fear and we touch beneath
a stillness of uneasy movement and stuated words

simply a poem

The Seminar Internship Program in New York City Government will again be given under the rubric "City Politics" during the rubric "City Politics" during the Spring, 1972 semester. Students who are presently in the program, as well as students who wish to join it, should register for "City Politics," 56.325.

Interns work eight hours a week for a city

BE A MUGGER



Make Up to
\$200 A Week
In Your Spare Time

Why get a highschool diploma when you can make easy money—FAST.
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FAMOUS MUGGERS SCHOOL

Name _____

Address _____

Favorite Park _____

Previous Occupation _____

agency or public official and meet once a week for a seminar. Once a month the seminar is held at the CUNY graduate center on 42nd St.; the rest of the time it meets at Richmond. Professor Kramer will handle the seminar during the spring semester: its theme will be "The Urban Novel."

Look, People, Look — See The Kilo Group

Conference On Prostitution

"A Woman's Conference on Prostitution" will be held December 11th & 12th, Charles Evans Hughes High School, 351 W. 18th St. It is sponsored by New York Radical Feminists, the New Women Lawyers, THE FEMINISTS, and the New Democratic Coalition—Women's Rights Committee. The conference will discuss the decriminalization of prostitutes and stricter enforcement of laws against male patronage and harassment.

Saturday Afternoon workshops will explore means to end the oppression of prostitutes and of all women because of the existence of prostitution. Among workshops are: Prostitution as Big Business & In Business; What Legalization Means; Prostitution, the Media & Romantic Myth; Economic Necessity & Alternatives; Psychology of the Prostitute, the Pimp and the John; the Military and Prostitution.

Saturday morning opens with 9 a.m. registration, a tape and slide show, and a plenary session on the history, laws, economics, and psychology of prostitution. Featured speakers: Dr. Mary Daly, Theologian, Boston University; Florence Rush, youth social worker; Prof. Ruby Leavitt, Anthropologist, Manhattan Community College. Sunday's program will include a symposium, "Toward the Elimination of Prostitution."

to. I came out of the Army in 1969, summer. By September 1970 I came to Richmond College and Lo! Not only was it no longer that I should "kiss their ass" that they should accept me tuition free, but they actually offered and gave me financial aid. They actually liberated me, a bit! Could it be a change? Was it? Really? Who worked for it? Do they have a sense of satisfaction and joy in accomplishment? Whom should I be grateful towards?

Somehow things are not connected. Could there be an emergence of "us" taking care of each other? How can we tell?

An engineering student replied to me that he'd "build bombs" if he were "starving". Could it be, a student of our wonderful technology doesn't know that starvation was "Technically" conquered long, long ago in this nation.

I sit in on different classes from time to time here at Richmond college. Often human, global, city, state, national, environmental, ecological problems are spoken of. There are 40 titled disciplines here at Richmond College. I experience people with common interests not getting together. I experience a tremendous polarization between science, math and technology people on one end and humanities and social science type people on the other. I experience various cliques and groups and individuals not communicating for one reason or another. With at least superficial concern and feeling I've experienced a physicist, sociologist, a literature person, separately discuss Skinner or behaviorism or machines and so on among themselves. But sadly so sadly I experience only the smallest sense of these intelligent people communicating with each other! I experience most faculty, possibly avoiding dialogue, certainly not seeking dialogue. I experience an administration concerned mostly with the new campus, face-saving and status protecting. I experience Richmond College much as H.G. Wells described humankind in 1936:

"The human species regarded as a whole is extraordinarily like a man of the highest order of brain, who through some lesions or defects or insufficiencies of his lower centres, suffers from the wildest un-coordinations: St. Vitus's dance, agrphria, aphonia and suffers dreadfully (knowing better all the time) from the silly and disastrous gestures he makes and the foolish things he says and does. . . ."

I agree completely (and from experience here and at other schools) with Rozak (from

the Making of a Counter Culture):

We have C.P. Snow to thank for the notion of the "two-cultures." But Snow, the scientific propagandist, scarcely grasps the terrible pathos that divides these two cultures; nor for that matter do most of our social scientists and scientific humanists. . . .

I wonder. Does anybody else care? Care about more than carving out their little place in the academic structure. Care about more than getting their credits, their degrees, their jobs, their acceptance into graduate school? In 1950 Norbert Wiener had this to say about the communicators of his time:

"The artist, the writer, the scientist should be moved by such irresistible impulse to create that they would be willing to pay to get the chance to do it . . . but the big business of modern advanced education . . . is communication without need for communication, merely so that someone may earn the social and intellectual prestige of becoming a priest of communication . . . what sometimes enrages me and always disappoints me and grieves me is the preference of great schools of learning for the derivative as opposed to the original, for the conventional rather than the new and powerful . . . and for arid correctness and limitation of scope and method rather than for universal newness and beauty . . . moreover, I protest . . . because the people who have elected communication as a career so often have nothing more to communicate!"

On our administration and administration in general I agree, mostly, with Rozak again: ". . . but who will allocate room, space, supervise registration, validate course requirements, co-ordinate the academic departments, police the parking lots and dormitories, discipline students, etc., if not the administration? Will the multiversity not collapse in chaos if the administrators are sent packing? The students are learning the answer—yes. The multiversity will collapse; but education will go on. Why? Because the administrator have nothing to do with the reality of education. . . ."

I want to work for more coordination, more meaningful workings together, less bullshit, more honest interaction, more communication here at Richmond College. Here at Richmond College where we are Here, Now!

But what do I ask of you?
What can be done?

Start with you, listening to your heartbeat and throb. Start with you. Then those close to you. How else can we begin? What you care about, what you experience, what you enjoy, what patterns you surmise, what order you fathom, what you would like to know about, what meaning your course has for you, your division, your discipline, your school and on and on. . . .

I want to work for integrated learning and communication structures. About life about survival about joy about growth about peace and wonder and awe whatever is in your mind.

The water. May we drink guru?
The air, my eyes.
My eyes itch for so long now. What is it teacher? Sometimes things are so strange, dark and fearful. How is that rabbi??

My friend Barry who is a Marxist, ex-radical and activist during the sixties would often choke and gag and cough and curse the capitalist polluters for the slow murder being done to him. But me, me I could only wonder about it. I wasn't sure. Who can tell? The environment I am merged with, I am swimming in is so vast, so immense, who can tell me how my eyes itch, how my head aches: Seems that I can only wonder, uncertain.

But I want to do more than wonder I want to act meaningfully, with a sense of purpose, with hope, with trust and understanding of the communication structures and data that determinemy reality, my consciousness my awareness. I envisage the 3400 or so people that dynamically constitute Richmond College as capable of talking to itself collectively. Capable of enhancing and encouraging meaningful human communication, collective decision making, meaningfully, honestly. And optimum coordination of our pursuits of knowledge, understanding and awareness and thus developing individually and in groups and collectively wider, deeper and better awareness of PROCESS i.e. of what's happening and on and on and on. . . .

I am vitally interested in us, communicating to each other our views, our awareness, our experiences of RC. With words, with pictures, somehow, anyway, so long as we can somehow synthesize our views together. Thus, after one to one or one to group communication I would like to do (to participate in, to experience, to work with, to create with) groups synthesizing "pictures" (views, awareness . . .) of RC.

Continued from page 5

From then on we can collectively decide how to proceed synthesizing real, meaningful collective pictures (or whatever) of RC.

Recently some people and I, starting with gripes and bitches, have done some good communication, using diagrams and symbols on paper and blackboard. I'd line to work like this as widely as I can synthesizing the most meaningful awareness of RC that we can. Good communication is rare and precious.

You might say at this point, that your only passing through, that your only going to be here for two years. How many times I've heard people at RC passing about, saying that they would do more things here if they were not here for only two years. Well who says they have to leave! Where the fuck are we all going? ! People, you who have felt good feelings at RC, you who have wanted to do more here, you who have experienced glimpses of joy and well being please don't let it die. You don't have to leave! The world is ours to create and re-create and on-and on. And I need your help very much, very much.

Please help me and us be in, participate in, move around in, laugh in, wonder in, experience in, communicate and feel joy in this place RC . . . with a sense of community, a sense of hope, a sense of growth.

About wonder and strangeness and good feelings of well being and pain and conflict. About patterns and order and everything. About us about others about yourself about what ever is in your mind. . . . How can we re-organize our selves more meaningfully and more real, to be led by the leaders among us. How can we re-organize ourselves—students, faculty, administrators, security people, and janitorial people too— to be together and develop together and grow together in more meaningful ways—talking, writing, recording, reading, communicating . . . using ourselves and our resources as best we can, we can, we can! Meaningfully and sanely learning and discovering the mon-mouth problems we always hear about and talk about and the rampant catastrophes predicted and . . . with a collective sense of purpose and direction. And with wider awareness of what's happening . . . what we are doing . . . what our options are . . . how they are changing. . . .

I am part of a small group focused around communication, generally and on all levels. Please communicate with us via:

Anthony Fontana Jr
via Student Government
Room 1-542 (448-6835)

THEATRE

ARTS

MUSIC

The Effect of Joan Blondell On Man-In-The-Moon Marigolds

by Richard Kornberg

THE EFFECT OF GAMMA RAYS ON MAN-IN-THE-MOON MARIGOLDS opened in April of 1970 with Sada Thompson as Beatrice. It subsequently won the Pulitzer Prize for Drama, changed theatres and changed its lead. With Joan Blondell in charge, the make-up of the audience has also changed—it is as if Bloomingdale's had opened a branch store on 54th St.

At the outset, let me state that MARIGOLDS is a brilliant play which perfectly meshes tragedy with comedy and which has a lead role that would be challenging to any number of good actresses. Beatrice is a woman who has suffered. She is stuck in a dirty storefront apartment in Staten Island with her two strange daughters and she has in her charge an old lady who seems to have made on step too many over death's door. Yet with all these troubles we really should not sympathize with her for she is a hardened bitch and much of the humor of the play's first act results from Beatrice's caustic tongue.

Joan Blondell is just not Beatrice. She is too sweet, too motherly and too classy. Beatrice is a hermit—she has no regard for her physical presence and a beauty parlor is the last place she would be caught dead in. A beauty parlor seems to be the last place Joan Blondell visited. She has perfectly died silver blond hair which has evidently been curled and set. Of course Joan has to play a slob on stage (her corpulence does help her there), so she has messed her perm up a bit but I don't think anyone in the audience has to feel sorry for Miss Blondell off stage. With a few strokes of her trusty comb, her hair will regain its beauty parlor freshness and she will be able to step unworried into the cold night air. All Joan Blondell fans will be able to breathe a sigh of relief but all those Beatrice Hunsdorfer fans beware. Miss Blondell has bitten off more than she can chew and the MARIGOLDS' first act suffers.

Suffers might really not be accurate.



Swoosie Kurtz, Jennifer Harmon, and Joan Blondell

Changed may be closer to the truth. Miss Blondell elicits more sympathy than her predecessors. While this interpretation does counteract the first act's humor, her characterization grows more believable as the evening progresses and she and the play seem to be in agreement in the end.

The rotten apples of Beatrice's eye, her daughters, are brilliantly played by Swoosie Kurtz and Jennifer Harmon and Judith Lowry's Nanny is a wonderful example of non-verbal communication. This Ripley's Believe-It-Or-Not trio, an epileptic, a Plain-Jane social outcast and a lame old lady whose only accomplishments are drinking

her "hotsy water" and "making a duty," are as colorful a set of characters as one is ever likely to encounter and it is to the playwright and the actresses' credit that the humor behind their sadness is always evident. Rounding out the cast is Marlena Lustik as the girl who boils a cat in the name of science. Her one scene is a comic gem.

All good producers try to find ways to keep their shows running. It is hoped that Joan Blondell's name will succeed in arousing new audience interest in this play for THE EFFECT OF GAMMA RAYS ON MAN-IN-THE-MOON MARIGOLDS is undoubtedly a truly unique and rewarding evening of theatre.

Notes on Rock

Swan Song?

by Alan David

With the death of Duane Allman, the future for the Allman Brothers as a "close to the top" rock group seems to be nonetheless quite bright. The band is still as tight as ever, and it was my good fortune to see their recent performance at Staten Island's own Ritz Theater on Richmond Avenue.

Dicky Betts, previously known as the second alternating lead guitarist, has taken over the leads quite nicely, and although the lack of harmony is a disappointment, the guitar parts are all basically intact, with rather nice slide guitar work still present on the right places. Betts' guitar work is definitely excellent, and he may be one of the best "white blues" guitarists around today. He's not overly flashy, but so polished and smooth, with a true air of professionalism that isn't seen everyday. The rest of the group seemed to show a lack of interest that was as disturbing as it was evident, but this was obviously due to the fact that they played Carnegie Hall the night before. All in all, it was a very enjoyable evening, with the Ritz's famous lack of heat, and the lack of people in the audience. I got fifth row twenty minutes before the concert!

The first act was a two-piece group (organ and drums) from Bayonne, New Jersey. They were so awful that, had I not been frozen to my seat, I would have definitely stepped out. The singing stayed mainly in the wrong key and the organ was so loud and piercing that I actually held my ears, believe it or not. This is especially unusual for me, after playing through two hundred watt guitar amplifiers with a three-piece group. The saving grace was the Allmans' fine music and the beauty of my nearness to the stage.

Speaking about groups, we hope to have some musicians up here in the lounge to jam for your listening and grooving pleasure. This should happen on December 23, the Thursday just before vacation starts. By all means if you play, contact me beforehand, and we'll arrange to play together or whatever. If you listen, be sure to come down. B.Y.O.

This may well be my last column, as I am graduating, finally! It has been a blast writing this shit, and I certainly hope that someone besides me has read it. If not, at least I'm getting off. Anyway, see you the 23rd.

"New York, New York"

- It's A Hell of a Town

Broadway has always been known for its musicals. In 1944, Betty Comden, Adolph Green and Leonard Bernstein with the assistance of Jerome Robbins created ON THE TOWN—a show that helped set the style for the future.

In this current year of 1971, there has been a paucity of musicals. Obviously noting the success of NO, NO, NANETTE, producers Jerry Schlossberg and Ron Field have brought back ON THE TOWN.

Not having been around in 1944 there is no way for me to compare the two. Recently however, the Movie Musical Theatre showed the film version, and while it and the show now at the Imperial are similar, there are distinct differences in the way the entertainment was brought about.

The film played it straight. With its wonderful cast, which included Frank Sinatra, Ann Miller and Betty Garrett, the humor resulted from the cleverness of the script. In this revival, most of the fun is derived from a caricaturing of the forties. Co-producer, director, choreographer Ron Field extravagantly kids the period. With the wonderfully garish costumes of Ray

Aghayan and Bob Mackie and the hilarious Ted Azar hairstyles, the show has the ludicrously correct trappings of the times.

It is also not surprising that the actress who is undoubtedly the audience's favorite, is also the one who is the biggest exaggeration. Bernadette Peters is indeed perfect in her role, because she fits perfectly into the director's view of the period. With her overly made-up appearance and gravelly slam-bang voice, she steals every scene in which she appears.

It is also appropriate that the second act nightclub scenes are the showstoppers. In the forties supperclubs were in vogue and with its Sonja Henie, Carmen Mirandaeque overtones, these scenes are a tribute to Ron Field's inventiveness.

While ON THE TOWN can now in no way be considered an especially modern musical, it does offer a large element of fun. With its tuneful Leonard Bernstein score which includes that wonderful song, "New York, New York," it is like a prettily wrapped Christmas gift. You appreciate it while you are there and it is a nice way to warm up a cold winter's night.

R.K.



Ron Husmann, Fran Stevens and 2 1940's cuties.

Vonnegut's "Wanda June" A Happy Birthday For All

A Movie Review by Richard Kornberg

Kurt Vonnegut is one of America's most inventive novelists. In the fall of 1970, his first play, HAPPY BIRTHDAY, WANDA JUNE was produced off-Broadway. It is now a movie and like the playwright himself, it is bound to stir an audience.

HAPPY BIRTHDAY, WANDA JUNE is Vonnegut's view of American life. In it he examines and puts down many of the American ideals. High on his list is the overly butch male. Rod Steiger is one of the world's foremost big-game hunters. Eight years ago he left with his trusty associate (William Hickey) in search of "diamonds as big as cantalopes." Their plane disappeared over the Amazon Rain Forest and they haven't been heard from since.

Susannah York is Steiger's wife, the fourth Mrs Harold Ryan. She was working as a car-hop in "Hamburger Heaven" and met and married Harold when she was only eighteen years old. After her husband disappeared she had much free time and she entered Hunter College and received a degree in psychology. She is also engaged to be remarried.

It has been eight years since the disappearance of Harold Ryan and everybody presumes him dead. That is everybody except his son. It is his father's birthday and he wants to celebrate it. Every birthday has to have a cake but where can you find one in Manhattan on a late weekday evening? Luckily an open bakery is found and a birthday cake is purchased. At such short notice a person can't get choosy and the only birthday cake available has the words HAPPY BIRTHDAY, WANDA JUNE written on it.

It is on this evening that Harold Ryan returns to civilization. Of course after eight years many things have changed, not the least being his wife's attitude towards him. Looseleaf, his associate, notices many other differences. What gets him is "how all the magazines show tits today." He is also shocked at "how everybody says fuck and shit all the time." This is a film that is as varied in dialogue as it is funny.

HAPPY BIRTHDAY, WANDA JUNE has two mighty things going for it, its wonderful cast and its biting humor. While the high grade of acting is maintained throughout, the humor suddenly dissipates about two thirds of the way through the film. The last third of the movie is more concerned with Vonnegut's message and it is unfortunate since more is accomplished with his humor than with his rhetoric.

One performer in this flick has to be



The Zoo comes to Central Park West in scene from "Happy Birthday, Wanda June."

mentioned. Susannah York, an actress who has been good in any number of films (TOM JONES and THE KILLING OF SISTER GEORGE, just to name two), has never been better. This is the best performance of her career and it is to her credit that the screening audience responded to a few of her speeches with applause. More surprising than that was the phenomenon of the audience applauding on her exit during one

scene of the film. This is a reaction that had previously been reserved for the legitimate theatre and this well deserved response is a mark of her enormous talent.

Even with its disappointing conclusion, this is a movie that has to be seen. It raises left-wing humor to a new pinnacle and oh well here goes—in the jargon of HAPPY BIRTHDAY, WANDA JUNE—it is a fuckin' funny film.

Canadian Musical Smash at City Center for Christmas

"Anne of Green Gables," the Canadian musical hit that played two world's fairs (Osaka and Montreal), won the London, England Critics' Award as "Best Musical of the Year" for 1969, become a tradition at the Charlottetown Summer Festival (Prince Edward Island) and made two Canadian national tours, will finally get to New York in time for Christmas. The Canadian National Musical Theater will present their original production of the L. M. Montgomery classic at City Center 55 Street Theater for a special two week engagement beginning Tuesday evening, December 21.

Adapted by Donald Harron, the Canadian actor who appeared on Broadway in "The Tenth Man," with music by Norman Campbell and lyrics by Mr. Harron and Mr. Campbell, "Anne of Green Gables;" will play 10 special early performances so that the younger members of the family can attend.

Gracie Finley will be starred as the red haired orphan whose spunk, humor and fanciful imagination transform an ordinary farm into an enchanted world.

The happy romp has been directed and choreographed by Alan Lund. The entire production was designed by Murray Laufer with costumes by Marie Day, lighting by Ronald Montgomery, and music directed and orchestrated by John Fenwick. Additional lyrics are by Mavor Moore and Elaine Campbell.

Tickets for the special two week engagement of "Anne of Green Gables," will be at the traditionally low City Center of Music and Drama, Inc. prices of \$2.00 to \$6.95, with a \$5.95 top for matinees.

Bedknobs and Broomsticks Christmas Attraction at Radio City



Angela Lansbury and company pose for family portrait in wonderful animated and live action Disney film.

Looking for Free Entertainment . . .

Because of the public's interest in having a telephone number which it can call to find out what's happening in New York City, the Parks Administration has announced it is reviving its summer information number, 472-1003, on a year-round basis.

By dialing 472-1003 weekdays from 9 a.m. to 5 p.m. and on weekends and holidays from 10 a.m. to 5 p.m., people can learn about free programs and entertainments in parks, museums and streets throughout the five boroughs.

In announcing the move, Parks Administrator August Heckshcer said: "We were very pleased with the response we received to our summer information service and have found the public equally enthusiastic about having one number to call to find out about all free entertainment in the city. Therefore, we are beginning this service on a year-round basis and hope that New Yorkers will call 472-1003 to find out about the many activities our agency sponsors as well as other free programs."

After 5 p.m., the 472-1003 number will carry a tape recording with highlight events happening that evening.



Photo by Ken Duncan

A
MAN'S
A
MAN

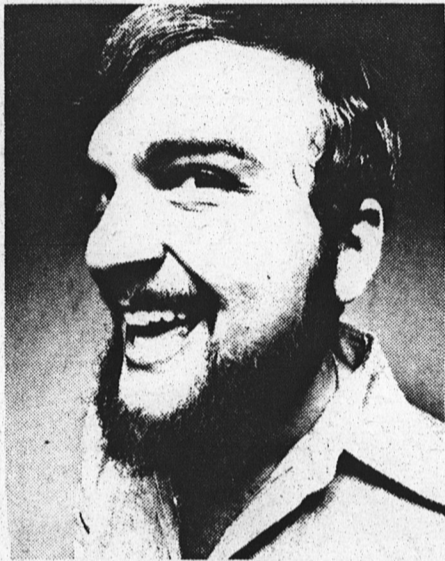
R.K

LIKE IT IS

New Faces On The Horizon: Or, You Heard About Them First Here

It is very rarely that I write about music and entertainment, but I have met two people recently whom I want to tell everyone about. Both will be very popular (I hope) and well known pretty soon, and all I can say is it's about time.

Christopher Rush is a comedian, a writer (he's written a lot for *National Lampoon*), a satirist, and a truly sick one at that. I met him at a party a couple of months ago and he kept me literally rolling on the floor the entire evening. I became friends with him, and last weekend I went to see him at the Focus Coffee House. Chris writes all his own material and never does the same routine twice, because he free raps his humor and makes it up as he goes along. He



R.T. Photo by H. Leibowitz

CHRISTOPHER RUSH, talented and incredibly funny satirist, will appear at the Gaslight Au Go Go, December 15 thru 19 with Miles Davis.

is political and leans towards the left a great deal. People are beginning to compare him to Lenny Bruce, because Lenny Bruce is the closest one can come to comparing Chris with. He is a true phenomenon to American humor and he must be seen to be enjoyed and believed. However, if you are easily offended, beware—for Christopher Rush holds no punches and insults everyone, especially Bob Hope and John Wayne. You will never see him on the Johnny Carson Show.

On the same show with Christopher Rush at the Focus was a beautiful songwriter and singer by the name of Melissa Manchester. Melissa is a beautiful and extremely talented musician who studied songwriting with Paul Simon for a while and now she is starting to be noticed by the rock world. Two of her songs, "Black Moons" and "Hilltop" are masterpieces and when her album comes out they will be amongst the better cuts on it. She will be at Folk City December 7 through 13, and if you can, go and catch her there before she gets really popular, and it costs a lot of bread to see her. Remember, I told you so.



R.T. Photo by H. Leibowitz

MELISSA MANCHESTER, songstress, will be appearing at Folk City, December 7 thru 13.

Alvin Ailey Returns



JUDITH JAMISON IN "REVELATIONS"

The Alvin Ailey American Dance Theatre's two-week engagement at City Center 55 Street Theater will include two world premieres and three revivals among the fourteen works being offered. This engagement, which is being presented by City Center of Music and Drama, Inc., opens on Tuesday evening, December 7 at 7:30 p.m. and will continue through Sunday, December 19. Subsequent evenings are at 8:00 with matinees on Saturday and Sunday at 2:00.

On Wednesday, December 8, "Time Out of Mind" will be performed by the Ailey troupe for the first time in New York. The Brian MacDonald work was originally commissioned by the Harkness Foundation for the Robert Joffrey Ballet in 1962. "Time Out of Mind," which has a score by Paul Creston, will feature Judith Jamison and Hector Mercado in the main roles in its initial performance.

The following evening, Thursday, December 9, "Mary Lou's Mass" will be given its first performance. Mr. Ailey used "Music for Peace," a mass composed by jazz pianist-arranger Mary Lou Williams,

as the basis for this work. Miss Williams, who will conduct the Mass from the piano, composed many sections of the score especially for Mr. Ailey.

The second week of the engagement starts off with the revival of May O'Donnell's "Suspension," which has a score by Ray Green. On the same evening, Tuesday, December 14, "Hermit Songs," a work last performed by the Ailey company in the spring of 1970, will be added to the repertory again. Mr. Ailey choreographed "Hermit Songs" to a Samuel Barber score.

The final new work of the season will be "Mysteres" which will be given its world premiere on Wednesday, December 15.

Since its engagement in New York last spring, the Alvin Ailey American Dance Theater performed Leonard Bernstein's "Mass" at the opening of the Kennedy Center for the Performing Arts in Washington, D.C. which Mr. Ailey choreographed. While the company made a cross-country tour, Mr. Ailey choreographed "Mingus Dances" for the City Center Joffrey Ballet this past fall.

Jazz Notes

Well Cuz, I'll Tell Ya

by Earl Scott

It was a cool summer night, two summer's ago the gig was bad. I was hitching into the city from Long Island. The time was four in the morning and I was carrying my guitar. Much to my imploring surprise a gentleman stopped, he was black and drove a new Mercedes Benz.

As I entered his luxurious world I astutely observed that he was dressed in a nifty black sharkskin suit. The suit was miles above the look of most sharkskin suits. That is to say that it was gaudy without being offensive. My keen vision also detected \$n instrument in the back seat. After brief hellos and whereyagoin's, I lamely asked if he was coming from a gig. He was. Then he casually began inquiring as to what sort of music I played.

There is nothing more distasteful in my mind than two musicians asking each other what sort of music the other played. Usually it winds up in heated hipperthanouisms or cold stares. I, having previously many times been through exactly this sort of shit had a well prepared reply. "Well uh, rock n'roll with sorta acoustic blues and sometimes I like to use a little jazz cording. But no shit I really have a lot of admiration for Montoya and Segovia." This absolute drivel usually loses me no friends. Bristling his eyebrows he responded "rock n' roll huh" shaking his head morosely.

Having tried my best to be accommodating my patience quickly wained. I proceeded to try to defend my "root" in rock n'roll. "Well" I said "Bar mitzvah music is great but doesn't it...sorta make you

stagnate musically." "No cuz" he said "Kdon't do that circuit. I mean jazz. I play jazz." "That's nice" I quipped "so does my father's friend. He owns a barber shop—chain of um I think." Pretending he didn't hear me, he began telling me a parable I will always remember.

"Think man, whereitscominfrom. Presley, Haley and Jerry Lee Lewis right up to the Rollin' Stones. That rock n' roll is frustration man. One theme and one theme only is at thebeginnings of all that shit. I don't have no car, I don't have no woman, I ain't been laid, my mother sucks, my school's shit. I'm too high I'm scared, I'm too low I'm bored and frustrated. And if you all wanna shake this all come on and stomp your feet and freaks with me. It's all played man it's all repetition. That's why jazz is alright, you know there's other ways to say all that shit and more. An' plenty better ways to.

Well what about musak? Jazz people make plenty of that "session man" shit. So, he said, everybody's gotta eat. He was right and I knew it. I was now gettin' real curious as to who this dude was. I said "where were you playin' this evening?" He replied the Diplomat Club. What's the name of your group? M.J.Q. (Moswen J zz Quartet). I winced. Well, night cuz I go this way, good luck.

The moral of this story, the moral of this song, is that if you're fast losing interest in electric n r music sort out amongst the mess what is frustrated music and what music you listen to when you're not. It will definitely help your record selections.

CATCH A RUSH
... a few times.

CHRISTOPHER RUSH

and "brilliant young satirist in
the Bruce tradition..." N.Y. POST

MILES DAVIS

at the Gaslight Au Go Go

December 15 thru 19

115 MacDougal Street
674-2580

"INNOCENCE"

Why are there wars mommy
Why do men kill men
And why do boys have to fight and die
And never see their mommies again

And why must daddies go away from home

And leave their little boys alone
Don't they love them anymore mommy
Don't they want to see them grown

Will I have to go away some day too
And leave my friends and home
Will I have to kill someone else's boy
I've never even known

I don't want to hurt anyone, mommy
And what would they want to hurt me for
So you go on and tell them now
Tell them to stop the war
Florence R. Tromba

Shoes fly along a gravelled path
while my heart is longing.
Legs working from suppressed wrath.
My mind changes from right to wronging,
while all the time I know the truth.
I continue myself to fool,
For his nongiving love is the battering
tooth
And the disguise of my brain is the tool.
beth bailis

FIRST LOVE ANNIVERSARY (for Z.M.S.)

Two years ago—
I still remember rather well
That last Thursday in October
The car, the ride,
Pulling away from the
(difficult to romanticize)

I remember the place, the moment
The first kiss

A month ago strangers
A month later strangers again
But each with bittersweet memories

You wore my watch
Symbolic of how my time was yours
And I believed that George Harrison
Wrote "Something" just for me
To sing to you
And to proclaim it our song.

Tender greetings
Quiet moments together
Sitting together on the stairs
Happy-sad good-nights...
They are all gone now

Now my love
You are less than reality
Though more than memory
You are an occasional dream
An inspiration for
Romanticized autobiographical lyrics

We exchanged pieces of each others lives
Was one piece bigger than the other?
Perhaps, but it doesn't matter now
(Nor does it matter
That you will probably never read this)
I loved you
A part of me always will
And as I wonder
How you feel (Do you still?) about me
I realize that doesn't matter now either

The past can be beautiful
And love can be beautiful
But to love in the past is painful

So if your thoughts
Haven't time for me anymore
I understand
Thank you
For giving me a piece of your life
Thank you

—David K. Moseder

CATCH A RUSH ... again.

CHRISTOPHER RUSH

"a goddam pissar... he's unreal..."
Richmond Times

at the Village Gaslight II

December 21 thru 23

674-2580

MOVIE OF THE WEEK
"FIDDLER ON THE ROOF"



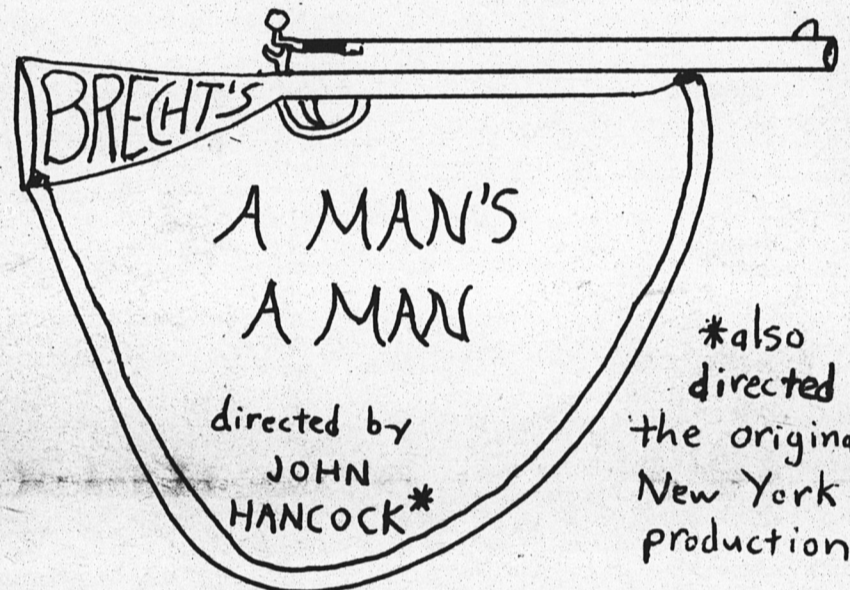
Everybody's favorite musical play is now everybody's favorite musical movie. A big, sprawling hum-dinger of a hit. Topol is an endearing Tevye and Norma Crane is wonderful as his wife. Their daughters are all well played with special mention due Rosalind Harris and Neva Small and always dependable Leonard Frey (Harold in "Boys In The Band") virtually steals the picture as Motel. His "Wonder of Wonders, Miracle of Miracles" is the vocal highlight of the film. Also brilliant is Tevye's musical dream sequence and lovers of the show will be glad to know that the memorable Jerry Bock-Sheldon-Harneck score remains intact. GO!!!

In this year of theatrical revivals —

"ON THE TOWN"
is a ZINGER of a show! — CBS
"PHYLLIS NEWMAN is GREAT FUN!"

RUBY KEEGER
JACK GILFORD
HELEN GALLAGHER
BOBBY VAN
PATSY KELLY
No No Nanette
PRODUCTION SUPERVISED BY
BLISSY BERKELEY

STATEN ISLAND DOESN'T HAVE TO TAKE A
BACK SEAT TO BROADWAY



DEC. 15, 16, 17 and 18 at 8:00 P.M.

350 St. Mark's Place - 5th Floor.

Admission: FREE

R.K.

Let There Be Rock

1971's Greatest Hits

by David Moseder

About this time every year, I attempt to pick the best ten or fifteen albums of the year. This is, of course, impossible since there are probably dozens of good albums that I have not heard in their entirety. Therefore, I present for the record my fifteen favorite albums released in 1971. They are listed alphabetically, according to title.

- BLUE (Joni Mitchell)
- BYRDMANIAX (The Byrds)
- CARLY SIMON (Carly Simon)
- EVERY PICTURE PAINTS A STORY (Rod Stewart)
- FATHER ALONG (The Byrds)
- L.A. WOMAN (The Doors)
- MUDSLIDE SLIM AND THE BLUE HORIZON (James Taylor)
- NEW RIDERS OF THE PURPLE SAGE (New Riders of the Purple Sage)
- RAM (Paul and Linda McCartney)
- SONGS FOR BEGINNERS (Graham Nash)
- STICKY FINGERS (The Rolling Stones)
- SURF'S UP (The Beach Boys)
- TAPESTRY (Carole King)
- TEASER AND THE FIRECAT (Cat Stevens)
- WHO'S NEXT (The Who)

I could not do justice to any of these albums with a one-sentence review, so I'll just leave them for you to judge. If you feel I've left out any important albums or if you simply think I have rotten taste in music, I

would like to solicit your opinion. If you'd like to submit a list of your own, mail a letter to the Richmond Times' office, room 539, or leave your correspondence with Andrea Jay in the student government office, room 542. All correspondence will be printed, with a reply, in my next column.

AULD LANG SYNE DEPARTMENT

In 1971, the music suffered six great losses. The jazz world lost Louis Armstrong, the classic world lost Igor Stravinsky, and the world of rock lost Jim Morrison, Duane Allman, the Fillmore East, and the Fillmore West.

CONCERT OF THE YEAR

The George Harrison -Ravi Shankar-Ringo Starr-Bob Dylan-Eric Clapton-Leon Thomas-Badfinger concert at Madison Square Garden was the most celebrated rock event since Woodstock. It proved the constructive power of rock. The money they raised for Bengla Desh was something very real and concrete. The concert achieved more than all the "revolutionary" songs ever recorded.

COMEBACK OF THE YEAR AWARDS

There are two awards in this category for 1971—Phil Ochs and the Blues Project. (Last year's winners were Cat Stevens and the Bee Gees).

ROCK WRITER OF THE YEAR

Roland Stone, Ph.D., world famous geologist. (I was disqualified by reason of insanity.)

The Richmond Times Magazine

VOL. VIII No. 7

RICHMOND COLLEGE—CITY UNIVERSITY

December 9, 1971

Oh, Doctor Eatgood, You Make Me Eat So Good, Are You Sure I'll Be All Right?

by Andrea Jay

One woman's scathing expose of those nutritionalists who are Eating up New York.

Perhaps you've often noticed that the rich go more places often better dress and have more money than you. Have you ever asked yourself WHY? I'll tell you why . . . it's because they have special doctors—Doctor Eatgoods who fill their veins with secret potions, that's why. Just like some people get allergy shots, and some taken insulin, these rich people BY THE THOUSANDS line up in offices all over New York in the early hours of the morning and wait for their daily dose of God Knows What.

When you work for a large magazine like I do, you get to know all the inside dope in things. I decided I would break the Dr. Eatgood ring right down the middle. And why? For money, of course.

Before I tell you of my harrowing experiences, let me first tell you a little about myself. I stand 4'2" in my shoes and have a giant goiter which kind of hangs down below my neck. My eyes are two different colors and I have long orange hair (the result of a carrot diet I went on once.) As you see, there is nothing unusual about me—nothing which would make Dr. Eatgood suspect my secret mission.

The first Dr. Eatgood I visited was located on Central Park West in one of those brownstones you always walk past on your way to the Huntington Hartford Museum. I found out about him through a speed freak I was living with about a year ago. I can't tell you his name, but I can tell you that his parents own Joe's luncheonette on Division Street. He used to see Doctor Eatgood about his weight—obviously a fabricated reason! "Man that Dr. Eatgood," he used to tell me, "hesurefixedmeup."

I arrived at about 6:30 (most Dr. Eatgoods work around the clock, stopping only to urinate) and sat down in the waiting room. I was not the first one by any means. There was a gigantic fat man—naked to the waist, and two midgets. The two midgets went in first, and as they got up, I noticed that they were joined at the waist. . . . The nurse appeared in about ten minutes. She was a jovial sort and had a healthy look about her. "Are you here to see the Doctor," she inquired. I knew something was wrong then and there—"What's it to you?" I replied. "Well, if you are," she said "please make yourself comfortable." This was unbelievable—a crooked Doctor with an insane nurse.

About 6 hours later, the doctor consented to see me. "Sorry about the weight" he said, "it was those midgets." He told me to disrobe and lie down on the examining table. "Ever come to a Dr. Eatgood before?" he asked "or are you another one of those reporters?" With this, I jumped up and put my clothes on. "What if I am" I shouted as I made my way tearfully to the door, "What if I am?"

I walked over to the Food and Drug Administration building on my lunch hour. I told them what I was doing and why. They said they would analyze my blood when I got a Dr. Eatgood shot. I said OK.

I didn't go to any more Dr. Eatgoods for a couple of weeks. But one afternoon as I was walking down Fifth Avenue a derelict ap-

proached me and said "Want a hot tip—there's a Dr. Eatgood on the corner of Lexington and 53rd." I took a cab to that location, and there on the director, it said "Dr. Eatgood, hours, 6 a.m.-6 a.m." That had to be him. I took the elevator to the 30th floor and let myself into his office. It was empty except for a couple of mannikins on the seats. About an hour later Dr. Eatgood appeared and motioned me to come in. "Vell, my dear, let me see your papers" he entoled. "I left them home," I lied. "I cam here for a, you know, a shot." Dr. Eatgood's eyes glazed over. He smiled and took out a gold metal box which contained a hyperdermic. "Now lean back," he advised. I leaned back and watched give himself a shot. "What's in there?" I asked him. "Vegetables, harmless vegetables." I left, passing a well-known Hollywood star on the way out.

Time was running short—it was almost payday and I hadn't actually gotten a Dr.

Eatgood remedy for the food and drug administration to analyze. I put on my sexiex dress and set out to a downtown Dr. Eatgood. I called to make an appointment first and was told to come at 4 a.m.

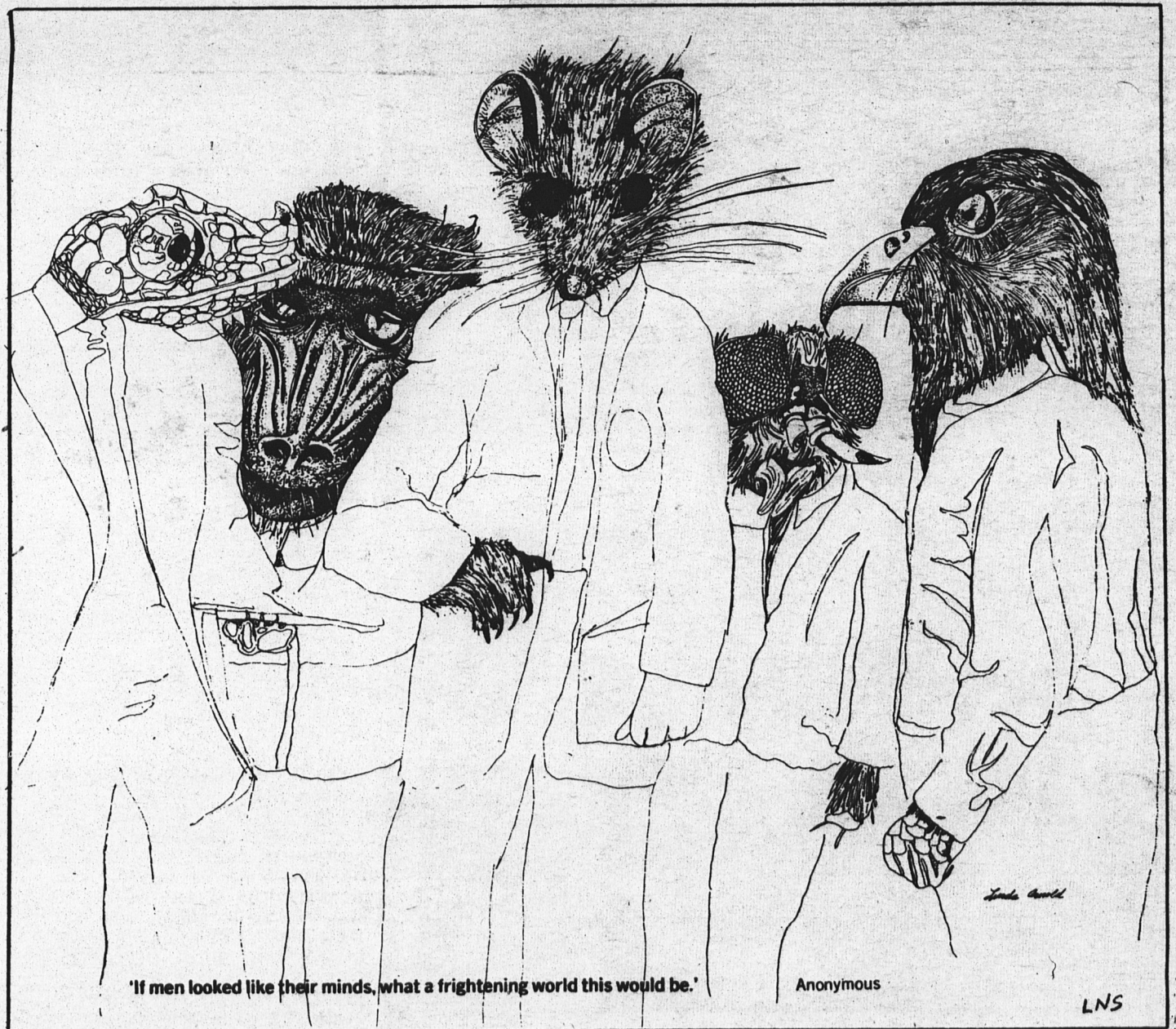
At 4 a.m. I arrived at the apartment. It looked like an ordinary building except for the flashing neon light that read "Dr. Eatgood." There was a long line which went around the lobby and I stood at the end. I recognized several famous people including Albert Schweitzer, Abigail Van Buren and Bob Dylan. Everyone else seemed to have a ghastly pallor and little flesh on their bones. After several hours wait, I was admitted to the doctor's inside office. He stood ready with a needle in his hand, and injected me in the upper lip. "That's where your soul is stamped when you're born, you know" he said.

I rushed to the food and drug administration building and had them take a sample of my blood. Here is what they

found: eggshells, lo mein, vitaman C and coffee grounds. So that was it. Dr. Eatgoods all over the city were defrauding these rich, innocent people. I called the better business immediately, confident that Dr. Eatgood would never work in this town again.

EPILOGUE

I had little cause to visit a Dr. Eatgood in the next few weeks, but I had to find out if my article did any good. I made an appointment to see the first Dr. Eatgood I had seen. He was a shadow of his former self. His hair was gray, his eyes clouded over. He walked with a cane. I noticed that the rich people in his office had been replaced with middle-aged housewives, screaming children and balding men. His jovial nurse receptionist had been replaced by a nasty old woman. I heard him engrossed in an argument in the examining room over money. I had done it—Dr. Eatgood was no more.



'If men looked like their minds, what a frightening world this would be.'

Anonymous

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