



The Result Of Shooting - Two Dead

Richmond College Reaction To The Southern U. Massacre

President Schueler

The following letter has been sent to President G. Leon Netterville of Southern University and to Governor Edwin Edwards in Baton Rouge, Louisiana.

Dear President Netterville:

As a teacher and administrator of thirty-five years experience, who has been actively engaged in working for and with young people for self-improvement and the betterment of our society, I express my outrage at the latest example of official violence against college students. The murder of two students engaged in protest at Southern University is inexcusable and immoral whatever the provocation may have been. I join my colleagues, both students and faculty, in again demanding that our campuses, which cannot fulfill their mission of free expression, learning, and research, except in an atmosphere of responsible freedom, be spared any further intrusion of repression and violence.

I trust that our much abused tradition of justice and fair play will result in the identification and trial of those responsible, and that legitimate grievances of students and faculty at Southern University be given prompt and just attention.

Sincerely yours,
Herbert Schueler

The Faculty

November 22, 1972

Chancellor Robert J. Kibbee
The City University of New York
535 East 80 St.
New York, New York 10021

Dear Chancellor Kibbee:

I would like to communicate to you the following resolution adopted by the Richmond College Assembly at its meeting of November 20, 1972.

We the faculty, students, and administration of Richmond College are outraged at the recent actions taken by officials of Southern University and state officials of Louisiana which have resulted in two deaths. We declare our sympathy and support for the following demands of students at Southern University:

1. Curriculum changes - courses reflecting poor and working peoples' reality.
2. Adequate medical care for students.
3. Proper housing.
4. Edible food.
5. Better salaries and working conditions for the cafeteria workers.

Yours truly,
Roger Moorhus
Secretary to the Faculty

The March

from combined sources

On November 27, in solidarity with the student struggle at Southern University, Third World and progressive white students marched on the headquarters of the Board of Higher Education on 80th Street.

The route of the march, which originated at 125th Street and 7th Avenue, took the demonstrators through the communities of Harlem and El Barrio.

The disciplined and non-violent demonstrators wanted to present Chancellor Kibbee with the demands of the City-wide Third World Coalition. The demands are: 1. That the BHE publicly condemn the actions of Governor Edwards and President Netterville of Southern University; 2. that the BHE support the Southern University student demands; 3. that the HE declare November 16 National Solidarity Day with all students killed in student struggles; 4. that the BHE appropriate funds for the Southern University struggle; 5. that the BHE never sanction "outside authorities" on CUNY campuses.

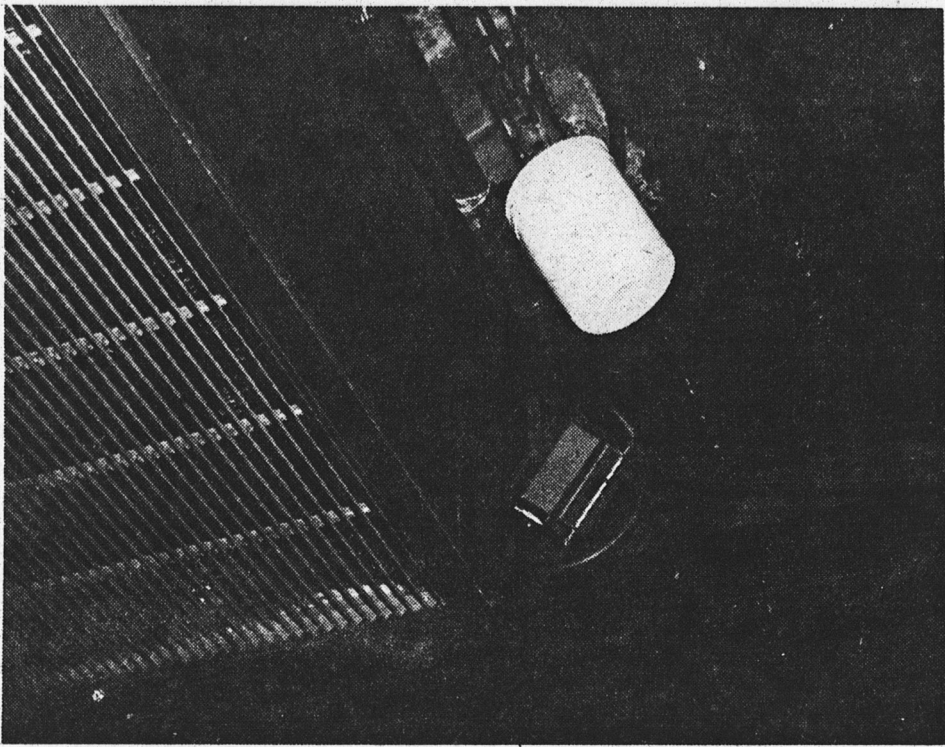
Kibbee, through his Vice-chancellor, whom he sent to speak to the marchers, said that he would not, at that time, meet with the marchers because "the BHE is his home and as such, he has full control of what he wants to do at this time he is not concerned with Third World Students." Through this envoy, however, the Chancellor arranged for a November 30 meeting with the Third World Student Coalition Coordinating Committee.

But Will It Be Better?

Beginning this week, The Cafeteria will be serving organic food in addition to the regular fare.

The vegetables will not be organic until they become more readily available. This service has been provided in conjunction with the community coalition.

Drip, Drip, Drip



by Robert Lampel

That's No Roll of Toilet Paper, That's a Bucket.

Remember the collapse of the Great Wall of Richmond? Well, it's back and looking good as new but...the roof's leaking more than ever. During a good rain twenty or

thirty buckets are usually scattered around the fifth floor of 350 St. Mark's Place and people have been seen trucking through the halls with umbrellas. The theatre department is in mortal fear of yet another deluge during the upcoming performances.

A roofer has been hired to repair the multiple leaks.

Checkin It Out

Black Students Doin' Nothing

By William Lewis

In my first article (Checking It Out-Afro-American Institute) for this newspaper, I commented on the lack of communication between the established Black Organizations (Amistad and Committee of Majors) and the Black Student population at Richmond College. Since that time, the reasons for this lack of a communication are becoming obvious. I have found that the leaders of these organizations are standing by and allowing Amistad and Committee of Majors to become, with very little exception, defunct.

Why are these organizations becoming defunct? These are several reasons, one of which is the absence of constructive activities. Amistad has not, since my coming to Richmond, been involved with any of the things they stated as their philosophy and objectives in their constitutions.

In the case of the Committee of Majors, they are sponsoring some activities at the community center which benefits both those students attending Richmond and the people of the community. But aside from that, ain't nothing happenin'. Another reason for these organizations slowdown is student apathy.

The apathy displayed by the Black Students here at Richmond has been brought on by the pampering of the students by the Administration. This has been done through the Administration's so-called liberal philosophy. The students at Richmond are given financial support and the academic structure of the school is easy enough for students to get by. The result of the liberal school is causing blacks to experience a lack of a "sense of struggle." That is, Black Students at Richmond have a sense of comfort and therefore do not relate to be historical struggle that our grandparents had to wage and that which we must continue to carry on. Our history in this country is one of struggle and to discontinue to do so now is not only incorrect but foolish.

The leaders of the Black Organization at Richmond have not been able to stimulate enough student interest in their organization. This is so primarily because they either don't have the time or the know-

how to do so. It is unfortunate that with the varied and many problems we as Black Students and Black People are confronted with at Richmond (an upper division senior college) are unable to initiate programs geared toward student involvement. Involvement whereby we could meaningfully deal with the problems of disunity, drug addiction, inadequate education systems, poor health, etc. If we can't address ourselves to these problems that are keeping us as a people in the mud, then why are we in college? To be assimilated?

Yes, association does bring assimilation, just look at us. The white students at Richmond College are demonstrating a new low in apathy (example; the recent student elections) and we Black students are equal with the white students.

Had it not been for the right on spirit displayed by our Third World sisters brothers of La Asociacion, we Black Students at Richmond probably would not have related to the murdering of two of our brothers at Southern University. But La Asociacion did inform us that Third World students throughout New York City were meeting to discuss how we would relate to the brutal killing of our brothers.

Once we were notified of what was to go down in terms of the city wide Third World Student Coalition to support the students at Southern University, The amount of participation on the part of Black Students at Richmond was minimum only two Blacks from Richmond were actively involved in the demonstration which took place Monday, November 27, 1972.

Serge Rene went to the office of the Richmond College President and asked him to close down the school. The President was not in, but the Dean of Administration related to Serge's request by informing all department heads that the students were excused from classes, so that they might support those students at Southern University. There was no excuse for the Black Students at Richmond to make such a poor showing in support of our brothers and sisters at Southern University

Southern University Massacre-Black Students Murdered

As at Orangeburg, Jackson State and everywhere in racist America, murder has once again been used to repress a struggle for self-determination. On Thursday, November 16, two Black students at Southern University in Baton Rouge, Louisiana were murdered, and others wounded. For over two weeks, thousands of students have been struggling to force Southern University, the largest Black university in the country, to serve their needs and the needs of the Black community as a whole. They were shot down while struggling for these demands:

1. Curriculum changes
2. Free medical care for students
3. Proper housing for students
4. Edible food in the cafeteria
5. Decent working conditions and higher wages for cafeteria workers
6. No merger of Southern University with Louisiana State, a predominantly white institution

What really happened at Southern University?

Southern University students released the real story behind the murders of two students at Baton Rouge on Nov. 16. Contrary to the government reports, students did not occupy the administration building. They were told to wait in the president's office while he allegedly went to check out some brothers who were arrested. Employees in the building were also tipped off to leave before the police attacked. It was an obvious plot to set the students up.

Herget Harris was an eyewitness to the police action outside the administration building. "At that time we noticed that there was a large crowd outside. We noticed there were so many policemen, some in blue uniforms and some in light brown, beige uniforms...they had one big tank.

"I was standing in front of the administration building and upon seeing all of this, I immediately asked the crowd to remain calm because panic is what the police worked upon. I immediately reiterated the fact that we had not taken over the building, that we were waiting for the president to return, that he had suggested that he was going downtown to take care of those arrests and he would be back to notify us of the findings."

Another lie that was exposed was that students began the fight by throwing tear gas. Southern University students explained that police first threw tear gas canisters by hand. When students threw the tear gas back, the police used this as an excuse to open fire on unarmed students.

Police planned to assassinate a brother who was very active at Southern University. He is alive because he bent over to pick up a tear gas canister and the shotgun blasts missed him. The two brothers standing near him were killed.

There is no way the police could have mistaken the shotgun shells for tear gas shells since tear gas canisters are larger and are loaded in the front of the gun; shotgun shells are not. The brutal police attack left two brothers murdered, one sister shot point blank with a tear gas canister that cracked her head open and five people arrested.

These attacks cannot be separated from the history of brutal repression that has come down on Black people from slavery to now as an oppressed labor force of poor-working people. It cannot be separated from the policies of the rich in this country who co-opt, exploit and use racism at home and abroad to oppress people. This means attacking people on welfare, attacking busing, supporting white minority governments in Southern Africa and continuing the war against the Vietnamese people. The ruling class is telling third world people that their struggles will be met by stepped-up repression. At the same time, they are trying to make white people believe that all their problems—higher taxes, inflation, deteriorating schools and high rents are caused by third world people. The real enemy is U.S. imperialism, a system that depends on turning people against each

other and making profits of poor-working people.

The actions that President Nettenville of Southern University and Governor Edwards of Louisiana took only shows us that their interest does not lie with the people, but with the racist-repressive government of the United States of America.

RICHMOND COALITION OF CONCERNED STUDENTS

Jobs In Europe

Job opportunities in Europe this summer ... Work this summer in the forests of Germany, on construction in Austria, on farms in Germany, Sweden and Denmark, in Industries in France and Germany, in hotels in Switzerland.

Well there are these jobs available as well as jobs in Ireland, England, France, Italy and Holland are open by the consent of the governments of these countries to American university students coming to Europe the next summer.

For several years students made their way across the Atlantic through A.E.S.-Service to take part in the actual life of the people of these countries. The success of this project has caused a great deal of enthusiastic interest and support both in America and Europe. Every year, the program has been expanded to include many more students and jobs. Already, many students have made application for next summer jobs. American-European Student Service (on a non-profitable basis) is offering these jobs to students for Germany, Scandinavia, England, Austria, Switzerland, France, Italy, and Spain. The jobs consist of forestry work, child care work (females only), farm work, hotel work (limited number available), construction work, and some other more qualified jobs requiring more specialized training.

The purpose of this program is to afford the student an opportunity to get into real living contact with the people and customs of Europe. In this way, a concrete effort can be made to learn something of the culture of Europe. In return for his or her work, the student will receive his or her room and board, plus a wage. However, students should keep in mind that they will be working on the European economy and wages will naturally be scaled accordingly. The working conditions (hours, safety, regulations, legal protection, work permits) will be strictly controlled by the labor ministries of the countries involved.

In most cases, the employers have requested especially for American students. Hence, they are particularly interested in the student and want to make the work as interesting as possible.

They are all informed of the intent of the program, and will help the student all they can in deriving the most from his trip to Europe.

Please write for further information and application forms to: American-European Student-Service, Box 34733, FL 9490 Vaduz, Liechtenstein (Europe).

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Call George at 727-4212

Herbert Scheuler Speaks Out

An Interview with Herb Schueler
by Glenn Tepper

On November 16, Glenn Tepper, news editor of the Richmond Times interviewed President Herbert Schueler in the president's office suite on the ninth floor.

Because of the range of topics covered, the length of the interview and space limitations, the Richmond Times is printing the first installment of the interview in this issue and will print its conclusion in the next issue. Among the topics the president discussed in this segment are the Student Government Elections and the Evaluation Committee and its findings.

GT: In your statement to the school community you indicated your reasons for not validating the elections. Why did you validate the elections last year when we didn't have the required turnout and then not validate it this year?

HS: Two reasons—one reason was that last year we had a complete slate of candidates and we did not have the incomplete ballot that we had this year. The end result this would have been, had I validated it, that there would have been 20 positions which were not filled; student representatives on faculty committees, student senate, etc. In addition to that, frankly I felt that by continuing to validate elections, each year with a declining percentage you get to the point where you wonder if there isn't something wrong, shouldn't we make an effort to do something about this if we are to have student participation in our government. I don't know whether you were at the last student faculty meeting but this was a day or two after I had invalidated the election and we never had as many students attending a faculty student meeting until that time so evidently it had one result in that students were upset enough to come to the meeting and protest. That showed at least some interest. I get almost daily reports from Dean McCormack. The election committee is progressing very well, and you probably saw, what was it today, in the cafeteria, they're trying to get candidates. They are still having great difficulty getting candidates.

GT: To what do you attribute the fact that so few years after the great student power movement, we are having so much difficulty getting students to run for position that their older brothers and sisters fought so hard to get?

HS: Well, I can only speculate. In one sense, Richmond College is unique because the students never had to fight for power. They were granted the power in the second year of our existence by a faculty vote. So that it was not the result of a struggle for power it was a result of the faculty recognizing that they wanted to work with the students. So the process was different here. Secondly, it is true that this is a nationwide phenomenon—apathy has descended upon college campuses, on this problem of participating in student governments. One reason may be that after it was tried, many students discovered that they weren't really interested in participating. Sometimes the struggle for power is more interesting than exercising the power after you have it. (ha, ha) It's a human condition, and not only are students subject to that but other people as well. Then, in addition to that, I have the feeling, and other people do too, that at Richmond College, we have a more mature student body than many other colleges have, that our student body is older than most units of City University except the Graduate Center, and we have more students who are married, have families, have jobs. They are job oriented, self-improvement oriented and

they probably feel a lot, a portion of them feel, not out of apathy, but out of necessity they cannot spare the time that it takes. This may be another good reason.

GT: What will you do if the election committee is not able to get a full slate of candidates and or again we were not able to get enough votes—the required 30 percent?

HS: I don't know because the two questions have to be separated. I think an effort is now being made to get the ballots in by bringing in the Honest Ballot Association, by having the ballot boxes open five days instead of two or three as the last time and having professionals in charge, we should get a larger percentage. On the other hand, if all this campaigning we discover that there just aren't enough students interested in the various positions that are available then I think that my suggestion to Dean McCormack to start a commission of students and faculty members to study the whole problem of student involvement, not only in student government, but in faculty governments as well. We may have to re-think it and reduce the numbers. After all, we have a student body now of about 3400 students and it does present its problems so somehow or other there will have to be some kind of student government, certainly. Let's hope for the best.

GT: Are you optimistic about that kind of election? Do you think because it is being run differently from the previous election, that we will, if we don't reach our goal, at least come a lot closer?

HS: I'd be very much disappointed if we didn't come considerably closer. I understand that the process was rather an improvised, helter-skelter process last fall and in our student government constitution, for example, it states that the student government has to run the elections. But most of the student government had graduated and last year's chairman of student government was a candidate so he couldn't run it. I think they got one poor young fellow to run the whole thing. It was done very fast. Now this—another possibility, and I think this is difficult, is to hold elections in the spring, when people know each other, rather than in the fall when half the student body is new. It presents a difficult problem, particularly when you have two years only instead of four.

GT: There has been an undercurrent of discussion in the school with regard to the findings of the evaluation committee. Are you aware of their findings?

HS: I am aware of their preliminary findings. They have been sent to the Chancellor. Don't forget this is a confidential report to the chancellor, made by him at the request of the Board of Higher Education, for each of the twenty units of the City University, I think we're the third or fourth. Right now I can't say anything about that because it is still in the confidential stage, but I'd say by the end of this year the official information will be sent out.

GT: Will the general tone of the findings speak in complimentary or critical terms of the school? Are we in for some surprises and changes?

HS: I don't know if we'll be in for some great surprises. You've seen the self study? Well, the self study is the basis for the evaluation. The Self-study is self critical. We decided we're not going to blow our own horn on the self study. We, the committee,



which included student representation, tried to find problem areas for which we would like some outside help. It's sometimes easier for an outsider to look at a situation more objectively than an insider, so that the report addresses itself to the problems that we ourselves in the self-study committee brought up so that's the basic reason for a self-evaluation. It is not an accreditation. It is a self-improvement evaluation.

GT: Why are the results being kept confidential?

HS: That is to allow the process, to see what other colleges that were ahead of us and that were still going where the report has been in the chancellor's hands earlier and that has not yet been processed.

GT: Will they all be released at the same time then?

HS: No, they will all be released seriatim. But right now that's all I can say about it, because only two people have seen it.

GT: And you were one of them?

HS: Yeah, I was one of them.

GT: Who was the other?

HS: The Chancellor, although I don't know if he has read it. I gave it to him.

GT: How do you feel administering this school in light of the fact that numerous programs in this school have had to deal with budget cuts? The integrated studies program, for example, is now only offering four courses this semester.

HS: That was not due to budget cuts, that was due to an agreement with the academic programming of the Board of H.E. to restrict the program to this new format, which required fewer people, that's all.

GT: Why?

HS: Well, it's being evaluated and they don't want to get too large. It's too difficult to evaluate. So this is kind of a trial year for Integrated Studies.

GT: If the program is found to be successful in this form, will it be expanded again to its former size?

HS: Well, it will be expanded again if there's sufficient student interest. This is true of any of the programs.

GT: Well, is there a possibility that it may be phased out?

HS: There always is, as all our programs are subject to evaluation, although it's hard for me to say that now because the evaluation is still proceeding. First the internal one and then we'll have some outsiders come in the spring. I still stand behind it.

GT: How do you feel about the recent news that senior citizens, people who have never had any previous college experience, will be given the opportunity to attend classes in the units of the City University?

HS: I think it's a wonderful idea.

GT: How do you think this will affect Richmond College?

HS: We will get, of course we have some older people in our classes already. You may have already seen them. Of course, we have proportionately more than others.

GT: Aren't these people already students?

HS: There are older people whose college education was interrupted some time before and since we're an upper division college, we would prefer to take those people who have some college experience but never
(Continued on Page 9)

Proposed Governance Charter Decided In Election

In addition to voting for student candidates in the December election, you will also have the opportunity to vote on the permanent Governance Charter which has been proposed for Richmond College. The voting machines will have a separate entry for the Governance Charter. For your information we are printing a letter from the Committee on Organization and Elections explaining the way in which the Charter was put together and the alternative Governance which will go into effect if it is not approved. We are also printing the text of the proposed Governance.

The proposed charter of governance which is being submitted for the approval of the Richmond College community represents the culmination of approximately two years of intensive work on the part of students, faculty and the Committee on Organization and Elections. Faculty members of this committee for varying periods of time were: A. Ashe, B. Bressler, S. Cooper, G. Cox, G. Jochnowitz, A. M. Levine, R. Moorhus, P. Razelos, A. Schwartz. The following elected students were added to the committee for the purpose of charter revision: D. Bartholomew, M. Dougherty, T. Lepere, B. Miller, G. Wiggins.

Work on the Charter proceeded in the following stages:

Fall 1970 - Questionnaire circulated to faculty and students to elicit views on governance. Guidelines for governance received from the Board of Higher Education.

Jan.-June 1971 - First draft of charter proposed in committee and subsequently revised to reflect compromises reached amongst members of Organization Committee, Student Life Committee and other interested persons.

Nov. 1971 - Charter draft discussed at all day institute. Strong objections to various parts of charter voiced by student and faculty groups of various persuasion. In essence all sides refused to accept proposed compromises.

Jan.-May 1972 - Monthly meetings of general faculty and student representatives agreed on set of instructions to Organization Committee for revised charter draft.

May 1972 - Organization Committee incorporated instructions emanating from faculty student meetings into revised charter proposal with the agreement that those issues still outstanding would await action by faculty student meetings in early fall.

Oct. 1972 - Final instructions to Organization Committee voted on by Richmond Assembly and incorporated into charter.

No member of the committee is completely satisfied with the document as it stands. Yet there is general agreement that it can be lived with. It is presented in the spirit of compromise and in accordance with the desires of the Richmond Assembly.

It is important to bear in mind the consequences of ratification or rejection of this charter. If the charter is accepted, it will be possible to amend any of its provisions by a 2/3 vote of the Richmond Assembly. On the other hand if the charter is turned down, we will be governed by the Bylaws of the Board of Higher Education not by our present system of governance. The salient features of Bylaw governance as applied to Richmond are summarized below.

1) Under the bylaws, we would be obliged to have a faculty council consisting of elected faculty representatives. This faculty council would be responsible for curriculum, admissions and standing etc. The faculty at large could reverse a council vote only by a 2/3 vote.

2) The faculty council would be composed of the President, Deans, Registrar, Business Manager and two faculty delegates from each division. One such delegate would be the chairman. The other would be a faculty member with rank of Assistant Professor or above. There would also be delegates at large equal to the number of divisions. Such faculty delegates at large could not be lecturers in their first or second years of service. There would be no students on the council.

3) The College P & B Committee would be composed of the President, a Dean designated by the President and the divisional chairmen. There would be no students on the P & B committee.

4) Chairmen of divisions would have to hold rank of Assistant Professor above according to the bylaws. Moreover, only Assistant Professors and above would be eligible to vote for chairmen.

5) Under the bylaws, division P & B Committees would consist of the chairman and four faculty members with rank of Assistant Professor or above. A majority of the committee would have to be tenured. There would be no students on such committees. Moreover, only those with rank of Assistant Professor or above would be eligible to vote for members of the P & B.

In short, if the proposed charter seems preferable to the provisions outlined above, you should vote YES. On the other hand if the above bylaw provisions seem more desirable, you should vote NO.

Committee on Organization and Elections

CHARTER OF GOVERNANCE

RICHMOND COLLEGE

OF THE CITY 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

Richmond College Assembly

SECTION 1 - The Richmond College Assembly shall be composed of all full-time faculty members on instructional lines whether teaching or not, all full-time holders of Higher Education Officer and Registrar lines, all elected student members of the College Personnel and Budget Committee and of standing committees of the Assembly, four officers of student government, two holders of Business Manager lines elected annually by all full-time holders of Business Manager lines, one full-time Research Assistant or Laboratory Technician from each division and institute elected annually by the full-time Research Assistants and Laboratory Technicians of each division and institute, one part-time faculty member (including adjuncts, fractional lines, part-time Research Assistants and Laboratory Technicians) from each division and institute elected annually by all such part-timers of each division and institute, those Gittleston staff members and contract workers on Assembly standing committees.

Section 2 - The Richmond College Assembly 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 Assembly shall include legislative and advisory functions related to the exercise of this responsibility. The Assembly 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.

Section 3 - The operations of the Assembly 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 4 - A mail ballot may be requested (on any issue before the Assembly) by a majority of those present.

Section 5 - A quorum shall consist of 40 percent of the voting membership.

Section 6 - All resolutions must be submitted to the Assembly Secretary two weeks before the meeting in which they are to be considered and to the Assembly membership at least one week before such meeting. This requirement may be waived by a two-thirds vote of the Assembly providing that a quorum is present.

Article 2

Assembly Officers

Section 1 - The Assembly shall 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 of the Assembly together with four other members of the Assembly elected for a term of one year shall constitute the Executive Committee of the Assembly.

Section 3 - The Chairman of the Assembly shall preside at all meetings of the Assembly as well as the Executive Committee.

Section 4 - The Vice-Chairman of the Assembly shall fulfill the duties of the Chairman in the absence of the Chairman and shall facilitate communications between standing committees and the Assembly.

Section 5 - The Executive Committee of the Assembly shall be responsible for preparing an agenda for all meetings and for carrying on the business of the Assembly between regular meetings. It shall have such other duties as will be assigned to it by the Assembly.

Section 6 - Full-time secretarial help shall be made available to the Assembly to be used for Assembly business. The Secretary of the Assembly shall coordinate the efforts of the staff.

Article 3

Standing Committees of the Assembly

Section 1 - The following standing committees shall be established by the Assembly:

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

Section 2 - Except where otherwise stated, faculty representatives on Assembly

committees shall be elected by and from all faculty members holding instructional lines of the Assembly. Student representatives shall be elected by and from all Richmond College students except where otherwise stated.

Section 3 - Wherever reference is made in this charter to students from particular divisions or institutes, students shall be identified with that division or institute in which his or her major falls. In the case of an interdivisional major, the student shall choose one division or institute to be associated with for the purpose of representation.

Section 4 - Election to all faculty seats on Assembly committees shall be by plurality provided that one candidate receives a vote of at least 40 percent of those present and voting. If this is not achieved, a run-off election shall be held among the two candidates with the highest number of votes. Election to all student seats on Assembly committees shall be by plurality.

Section 5 - All standing committee terms for faculty shall be for three years except for the Administrative Search and Review Committee where faculty terms shall be two years and except where necessary to stagger terms. Student terms shall be for one 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 by the vice-chairman of the Assembly who shall serve as chairman pro tempore until a permanent chairman is elected.

Section 8 - Chairmen of Assembly committees are expected to deliver at least one annual report of committee activities.

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

Section 10 - Administrative Search and Review Committee

A. The functions of the Committee for Administrative Search and Review shall be:

1. To identify and recommend candidates to the President for all appointments (temporary and permanent) as Deans and other major administrative posts.

2. To evaluate all other candidates considered for such posts.

3. To conduct an ongoing evaluation of administrative posts and their incumbents.

B. The composition of this committee shall be:

1. Four faculty members elected at large by all faculty members of the Assembly with no more than one from any division or institute. Administrators such as Deans, Business Managers, The Chief Librarian or anyone whose major duties are primarily administrative shall not be eligible for this committee. Elected divisional or institute chairmen shall be eligible.

2. Four students with no more than one from any division or institute.

SECTION II - Admissions and Standing Committee

A. The functions of this 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.

B. The composition of this committee shall be:

1. Dean of Students
2. Chief Admissions Officer (nonvoting)
3. One faculty member from each division and one from the institutes elected by all faculty members of the Assembly.
4. Four students with no more than one from any division or institute

Section 12 - Campus Planning Committee

A. The function of this committee shall be to determine standards and priorities to insure an optional utilization of existing and future campus facilities and resources.

B. The composition of this committee shall be:

1. Dean of Administration
2. Director of Campus Planning
3. Dean of Faculties
4. One faculty member from each division and one from the institutes elected by the respective divisions and institutes.
5. One librarian elected by all those holding library lines.
6. Three students with no more than one from any division or institute

Section 13 - Curriculum and Instruction Committee

A. The functions of this 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 institutions.

B. The composition of this committee shall be:

1. Dean of Faculties
2. One faculty member from each division and one from each institute and one from the institutes elected by the respective divisions and institutes.
3. Four students with no more than one from any division or institute.
4. Chief Librarian (nonvoting)
5. Dean of Administration (nonvoting)

Section 14 - Faculty and Staff Welfare Committee

A. The functions of this committee shall be:

1. To act as liaison between faculty, administrative staff and the agencies administering pensions, welfare funds, etc.

2. To act on pertinent matters of faculty and staff welfare.

B. The composition of this committee shall be:

1. Four faculty members or holders of Higher Education Officer lines elected at large by all members of the Assembly who are faculty, Higher Education Officers, Registrars, Research Assistants and Laboratory Technicians.
2. Welfare Fund Trustee (ex officio with vote)
3. Four Gittleston staff members (elected by the Gittleston staff)
4. One contract worker by and from each of the following three groups: security guards, maintenance workers, cafeteria and bookstore workers.
5. Dean of Faculties (nonvoting)
6. Dean of Administration (nonvoting).

Section 15 - Library and Instructional Facilities Committee

A. The functions of this committee shall be:

1. To recommend educational policies relating to the library and other service facilities e.g., media services.
2. To make recommendations concerning budget requests and allocations for the library and other services.
3. To act as liaison between the library and other services and the individual divisions and institutes of the college.

B. The composition of this committee shall be:

1. Dean of Faculties
2. Chief Librarian
3. Head of Media Services
4. One faculty member from each division and one from the institutes elected by the respective divisions and institutes.
5. Four students with no more than one from any division or institute.

Section 16 - Master Plan Committee

A. The function of this committee shall be to continuously review the College Master Plan and to recommend to the Assembly periodic revisions as required by law and circumstances.

B. The composition of this committee shall be:

1. Dean of Faculties
2. One administrator selected by the President.
3. One Librarian elected by all holders of Library lines.
4. One faculty member from each division and one from the institutes elected by the respective divisions and institutes.
5. Two students not from the same division or institute.

Section 17 - Organization and Elections Committee

A. The functions of this committee shall be:

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

B. The composition of this committee shall be:

1. One faculty member from each division and one from the institutes elected by all faculty members of the Assembly.
2. Three students with no more than one from any division or institute
3. The Secretary of the Assembly.

Section 18 - Research and Grants Committee

A. The function of this committee shall be to establish and implement guidelines, priorities and standards concerning research and grants.

B. The composition of this committee shall be:

1. Dean of Faculties (nonvoting)
2. One faculty member from each division and one from the institutes elected by all faculty members of the Assembly.
3. Two students not from the same division or institute.

Section 19 - Student Life Committee

A. The function of this committee shall be to make recommendations regarding pertinent matters of student life.

B. The composition of this committee shall be:

1. Dean of Students (nonvoting)
2. Three faculty members elected at large by all faculty members of the Assembly.
3. Four students.

Section 20 - 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 21 - The Assembly may create Ad Hoc Committees as it sees fit.

Section 22 - The initial membership of Assembly 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.

Section 23 - All vacancies for faculty or student seats shall be filled by special elections.

Section 24 - A quorum for all standing committees of the Assembly shall consist of one-half of members who have been elected.

Article 4

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 5

divisional Governance

Section 1 - Divisions, institutes and the library shall elect by secret ballot and by majority vote of eligible voters present a chairman to three year term. Units which prefer shorter terms may choose a suitable term. The chairman shall be the chief executive and academic officer of the division, institute or library and shall discharge the obligations vested in him by the Board of Higher Education Bylaws 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 are eligible to vote for chairman and to serve as chairman.

Section 3 - Each division and institute shall evolve its own educational policies and committee structure as long as it does not conflict with principles stated by the Richmond Assembly.

Section 4 - Each division and institute shall elect by secret ballot a divisional and institute Personnel and Budget Committee whose function shall be:

1. To initiate recommendations for appointment, reappointment, tenure 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, subdivision, or institute the Committee on Organization and Elections shall consider the merits of such proposals. They shall schedule at least one session of open hearings on the question after which they shall arrive at a decision which may be overruled by a majority of the Assembly. In the event that subdivisions are formed, the committee shall, subject to the approval of the Assembly, provide for a method of representation for the various component parts even if said method conflicts with other provisions of this charter.

Article 6

College Faculty Personnel and Budget Committee

Section 1 - The functions of this committee shall be:

1. To consider all nominations for instructional staff, appointments, reappointments, tenure and promotion emanating from the divisions, institutes, library and other units of the college, to propose rates of compensation and to make final recommendation to the President.

2. To hear and adjudicate appeals from the decisions of divisional and unit Personnel Committees.

3. To participate in the formulation and allocation of the budget.

Section 2 -

The Personnel and Budget Committee shall make its recommendations directly to the President. Faculty members shall be elected for staggered terms of three years. Student members shall be elected for one year terms.

Section 3 -

The composition of the Personnel and Budget Committee shall be:

- A. President (chairman - nonvoting)
- B. Dean of Faculties
- C. The elected Chief Librarian
- D. Chairman of each division
- E. One full-time faculty member from each division and institute elected by majority vote of full-time members of each division and institute.
- F. One faculty member from each division elected by majority vote of all full-time faculty members.
- G. Six students, one to be chosen from each division and institute by majority vote of student majors in that division or institute. No student shall vote in more than one of these units.

Section 4 -

Each division and institute shall elect one alternate who will serve with vote on the Personnel and Budget Committee in the event of the absence of a regular representative. Alternatives will receive all information sent to regular members.

Section 5 -

To aid the Personnel and Budget 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 Personnel & Budget Committee.

Section 6 -

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 Personnel and Budget Committee.
- E. Two students (not from the same division or institute) elected by a majority vote of their Personnel and Budget Committee.

Section 7 -

1. 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 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 Personnel and Budget Committee shall invite persons to be present at specific meetings.

Article 7

Grievance Committee

Section 1 -

The function of this committee shall be to adjudicate grievances between student

These Are All The Candidates

Student Council Executive Board

A. Chairperson (1)

1. Ricky Veit
2. Kevin Foley

B. Vice-Chairperson (1)

1. Serge Rene
2. Paul Calise
3. Maryclare McGinley

C. Secretary (1)

1. Peter Sanna
2. Louis Melendez

D. Treasurer (1)

1. Dino Damiani
2. Kevin O'Hare

CULTURAL & PUBLIC AFFAIRS (4)

1. Yogi Davidson
2. Stephen Poltkin
3. Joseph Rigby
4. Chris Sterner
5. Anthony Amatullo II
6. Craig Anderson
7. Faun Bank

Library & Instructional (2) vote for one grad one undergrad

- | | |
|-----------------------|---------------|
| 1. Mindy Piperno | undergraduate |
| 2. Hector Ruiz | undergraduate |
| 3. Martin M. Baumrind | undergraduate |
| 4. Maureen Cichetti | undergraduate |
| 5. Gregory M. Griffin | graduate |

Student Council (12)

1. John E. Major
2. Polly McLean
3. Morgan Patterson
4. Kathy Reinold
5. Jay Small
6. Regina T. Spears
7. Norma Velazquez
8. Enrique Viera
9. James Whaley
10. Deen Winitt
11. Denise Anderson
12. Robert C. Dehlinger
13. Alfred DiGrazia
14. Mark Froimowitz

Research & Grants (2)

1. Alicia Boccellari
2. Monica Freeman
3. Edward Gray
4. Joseph Modica

Search & Evaluation (4)

1. Robin Hillary Garber
2. Darlene Livingston
3. Laura Payerle
4. William V. Parise
5. Ginny Sue Rosner
6. Bob Domina

RICHMOND COLLEGE ASSOCIATION (11) must vote for a graduate and 4 juniors.

- | | |
|-----------------------|----------|
| 1. Renna Douglas | junior |
| 2. Julia Harrison | junior |
| 3. Stephen Jason | senior |
| 4. Michael Minissale | senior |
| 5. Kenneth Orbes | graduate |
| 6. Cheryl Sena | senior |
| 7. Salvatore Siggia | junior |
| 8. Robert Turner | junior |
| 9. Marjorie Williams | senior |
| 10. Michelle Benkovic | senior |
| 11. Randolph Corbett | junior |
| 12. Abraham Cruz | senior |
| 13. Arlynne Brooks | senior |
| 14. William Lewis | junior |
| 15. Brenda Faust | junior |

Student Life (5)

1. Joan Warner
2. Anthony P. Amaturro
3. Lori Glimcher
4. Santos Macaya
5. Eileen O'Dell
6. Pedro Rivera
7. Diane Shavulsky
8. John Yavel

Student Faculty Grievance (6)

1. Joan D. Titus
2. Donald Basch
3. Leroy Douglas Brown
4. Barry L. Friedman
5. Georgine Gorra
6. Richard Marquez
7. James Mercereau
8. Paul Nelson

University Student Senate

1. Wayne Wood
2. Philip Green

ADMISSIONS & STANDING (2)

1. Abe Haruvi
2. Zee Lobley
3. Bridgette B. O'Leary
4. Donald Pollard
5. Freema Schnitzer
6. William Tanzosh

ARTICULATION (2)

1. Gerard Foley
2. Madeline Paladino
3. Richard Wexler
4. Luise Eichenbaum
5. Anthony J. Lepere

CURRICULUM & INSTRUCTION (2)

1. George D. Farran
2. Ilene Levine
3. John S. Moller
4. Diana Morris
5. Bob Salegna
6. Edward Borna, Jr.
7. Enzo F. Cannizzo
8. Francoise/Drozd

PROPOSITION 1:

To accept the proposed college governance charter.

Yes No

AMENDMENTS TO THE STUDENT GOVERNMENT CONSTITUTION

AMENDMENT 1: Club Equipment Liability Forms

Student Government shall have equipment liability forms printed. These forms shall be available for use by each club. The use of these forms is not mandated but in the event that a club does not establish its own guidelines, it will be understood that the club and the club president and executive board shall be held responsible.

AMENDMENT 2: Club Inventory Accountability

Each club must submit inventory one week prior to the ICAC budget meeting and be prepared to expose it at any time in addition to at the beginning and the end of the school year.

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And Their Platforms

Ilene Levine Paul Calise

I'm running for Curriculum and Instruction Committee for two reasons: (1) because if we don't have enough students running for offices, then we can't have them elected, and if they're not elected, then there can be no students downstairs in the old bookstore voting during faculty-student meetings on issues that directly involve me and everyone else at Richmond (of course, there is the possibility that we have enough people running but not enough voters—hopefully not); and (2) because I'm interested in taking an active position in forming new curriculum and working on already present instructional procedures (independent study, etc.) and curriculum.

I've been here at Richmond for a year and a half and I've really enjoyed the school experience. I've taken advantage (meaning used and not abused) of inventive and progressive programs (such as independent study) and worked with some fine teachers and students in the school. I now feel comfortable enough to take part not only in using the facilities, etc. but in taking a direct part in administering them and helping them continue (seeing as they are in jeopardy if we have no student government). I, therefore, am an interested student willing to take on extra responsibility for the sake of continuing and perhaps adding to an institution in which I have found a good experience in education.

Two years at Richmond College is two years with an apathetic student body because of lack of interest by the student government. Two years at Richmond is two years of boredom and mediocrity, it's two years of lack of faculty interest in the students and it's two years without the help of a single tutoring program. For women it's expensive doctor bills and a lack of medical attention and child-care facilities. For all, it's a lack of organization imposed upon the students of Richmond who are the heart of the college.

It's time for Richmond College to grow up and finally become an institution of education for all; men, women and children. What we need is more recreational activities, a tutoring service for all subjects, a competent physician to run V.D. and pregnancy tests.

For you the student, these propositions are vital, for me as a candidate for vice-chairperson they are realistic and worth working for. Vote for me Paul Calise and the rest of the Richmond Student Party on Dec. 4-8. It's really worth the five minutes it takes to vote.

Thank You,

Paul Calise
Vice Chairperson

Zee Lobley George Farran

As a college assistant in the Registrar's Office, I am always in contact with Richmond students, both incoming and currently enrolled, and must frequently deal with their problems concerning admission, probation and graduation. Until now I could only relate the set policy regarding their particular situations; I could do nothing to change, or even fully explain, that policy. However, if elected, I could take the first-hand knowledge of students' problems to the committee, have an opportunity to explain the students' position and vote on policy change. I think the knowledge of these problems will enable me to act more effectively on the committee, as my basis for policy will be an understanding of concrete situations instead of theoretical ones.

If there are any questions concerning my qualifications or position on any issue, please see me in your friendly, local Registrar's Office.

Zee Lobley—Graduate Student, Admission and Standing Committee

I thought a lot about what I would write to publicize my candidacy. I even tried to secure "minutes" from a meeting to get an idea on what I would be doing so that I could state my philosophies on "_____", but I could not find material to do so. So I'll just tell you what I know. I know I am hoping to grow from this experience and that I desire to do what I can for this school; a school which I think has the right direction (and an enormous amount of students who think and feel it does)—but I just find it difficult to act upon (including me). I hope that this isn't just a projection of mine. Since my job will be concerned with your curriculum, I will be available either through leaving a letter in the Student Government Office (room 542) or in person at a specific hour during the week. One can bring ideas for new curriculum or complaints on old curriculum, and I will bring these up at meetings. I sincerely hope you give me a chance to act.

George Farran

Ricky Veit

Fellow Students:

Hello! My name is Ricky Veit and I am a candidate for the office of Chairperson of Richmond College Student Government. At Staten Island Community College, I was Chairman of the National Collegiate Association for the Conquest of Cancer. I was also Chairman of the Biology Department Faculty Appointments Committee responsible for hiring teachers in the 1971-2 school year.

I have no political affiliations and I owe nobody favors for this candidacy. My campaign is going to be open to all students. I would like to hear from as many students and faculty as possible in the short time before elections. Flyers will be posted around the school letting you know when we can talk. Anybody who just wants to rap is urged to come forward.

If elected, one of the first things I would do would be to re-evaluate the present structure of the Student Government. Obviously, something is wrong as it stands now. There is a failure to communicate with the majority of students. I can only promise that I will work hard and do my best if elected Chairperson. Please give me your cooperation, your support and your vote. I hope to hear from all of you, and with your interest we can provide good student government via the next election.

Sincerely,
Ricky Veit

Joseph Rigby

Joseph Rigby Candidate for the Cultural and Public Affairs Committee.

The cultural atmosphere at Richmond College leaves a lot to be desired. New York is supposed to be the center of artistic creativity in the Western World. Staten Island is separated by more than a body of water in this respect, but the potential for vast improvement is there. I personally think that the individual artist has got to take an active part in his community. My candidacy for the Cultural and Public Affairs Committee is a direct result of the frustrations I've felt happening at Richmond College to myself and other artists.

My credentials are that I'm a professional musician, who has had first hand knowledge in the problems of being an artist in space-oriented America. I'm a music education major because my goal as a musician isn't playing 3 nights a week on the Dick Cavett Show. (Besides, Bobby Rosengarden sounds like a reject from a drum and bugle corps)

I am what is called, an "avant garde" jazz musician. This disturbs me because our society has to label things they don't understand with their own interpretations. I've played with the groups of Cecil Taylor, Milford Graves, Pharoah Sanders, Carlos Garnett and currently with 360 Musical Experience (Beaver Harris, Dave Burrell, Jimmy Garrison). In case you don't know, these are some of the top names in Black Contemporary Music. I think my experiences can help me to help Richmond bridge its cultural apathy.

The artist in America is no longer the joyous profession it once was. In reality this is beautiful, but if our culture goes the way of the Edsel, then we'll do a lot of thinking about what we could have done to save it.

If you think I'm qualified, then vote for me, it's as simple as that.

Anthony J. LePere

ON MY CANDIDACY FOR THE ARTICULATION COMMITTEE

Being a senior and expecting to graduate in June has led me to look into and worry about my and other graduating students prospects when we leave Richmond. Richmond, being the "unique" place that it is would seem to present a problem for its students when they attempt to continue in higher education. I hope through membership on the articulation committee to actively seek ties with other institutions of higher education, to demonstrate to other schools the abilities of Richmond graduates, and hopefully better the acceptance of our graduates by other schools. To this end I would try and better publicize the already existing facilities on campus that now carry on these functions such as the Graduate information service on the 9th floor and actively seek their support toward the goals I have outlined above. To accomplish this calls for the active involvement of both the Student and Faculty members of this committee. I believe I can and will carry out this task.

Kevin Foley

Let us attempt to grasp the crux of the matter from the outset; for time runs short and people must decide. Do you or do you not believe that all the members of a given community should have a consequential say in the governance of that community? Or more precisely do you or do you not believe that individuals, in order to have a human existence, must be in possession of the right to control their own lives? Or more specifically do you or do you not believe that all the groups within a particular institution must be allowed an equal voice in determining the basic direction and policy of that institution? Or more directly, do you or do you not take your own life seriously? And what are the consequences of your answer in terms of your relationships with other people?

My intention here is to pose some sort of fundamental question of consciousness with the least amount of distortion, while recognizing my own shortcomings in the use of language.

The assumption that I am working with is that before any discussion of the particular aspects of the student situation at Richmond can begin, each student must first come to grips with the essential questions confronting every individual that participates in a world in which lives other than one's own are at stake.

+ . . . +

The legacy of the Student Movement of the sixties is rich with both treasure and paradox. We can say the collective student struggle for human status in the academic world resulted in significant alterations in the policy making procedures of the educational establishment that at long last made at least some allowance for some students to have some say in matters that directly affected their lives. Yet today, we see that many people, in their search for alternative life-styles or in their continuing to struggle for the liberation of particular groups that are targets of a more direct oppression or in their search for jobs so that they are unable to integrate the traditional "democratic" methods for institutional decision making into their daily lives.

Thus we are confronted with an extremely crucial dilemma. On the one hand we have a significantly large number of students (dare I say a majority) who for various reasons are very much dissatisfied with the institutions that are supposed to be serving their interests as human beings; but who are unable to effectively participate under the present structure for decision making. And on the other hand we see the little power we do have drifting away from our grasp because of our alleged "apathy" and a parallel eagerness on the part of a "benevolent" administration and a "liberal" faculty to "go on with the business of the college" without students.

The question now before us is what kind of immediate response can be made to insure that at least there will be a maintenance of the power we already possess, while some sort of on-going dialogue ensues as to the possibilities for new and more realistic forms of student participation.

First let me state my basic position, that the only people who speak for the students are the students themselves; not even "duly elected representatives" can adequately perform such a vital task. However, under the present system only "duly elected representatives" are legally qualified to present and vote on legislation which directly affects students lives.

Therefore it is imperative at this time that all students assert the power they now have by voting in the upcoming student elections. This will at least insure that student power will be taken out of the hands of President Schueler and returned to the student body through a student elected government pledged to serve the students and only the students.

As a candidate, I cannot pretend to know and understand all the needs and aspirations of all the student body. I can only make a personal statement of belief and commitment to the idea that the policy necessary to make Richmond College a viable, creative, human institution must to a very large extent be determined by those who comprise its majority—students.

It is time for students to come together to oppose any decisions or attitudes that violate our integrity as human beings. And as a closing note—we must challenge the highest paid faculty in the world to come to grips with our problems and goals as individuals, living now in a real world and not

as pawns in some professional and scholarly vacuum.

Respectfully submitted,
Kevin Foley
Candidate for Chairperson

Bob Domina

My name is Bob Domina and I'm running for a position on the committee for search and evaluation of administrators. I feel that it is of the utmost importance that we the students have a voice in choosing the administrators who have such a great effect on our daily lives at Richmond.

It is essential that we assert our right to control our lives. Only then will the concept of democracy become a reality.

Therefore I ask all of you who read this to vote for me on one of the election days.

Domina-- just like the sugar (Domino) with an a instead of an o

Barry L. Friedman

I would like to urge all the members of the Richmond College community to get involved in the upcoming Student Government election. There are several ways in which this can be done. First of all, they can work for the candidate of their choice. They should let the candidate know what they feel are relevant issues which concern the entire community. It is only through the expression of the needs of the members of our college that we can make a devoted effort at making these goals realized. This is most important if we are to continue striving toward a student-centered college. Thirdly, and most important is that each member of the student body get out and vote.

In this election there are many significant issues, among these is gaining student representation on all committees which dictate the future of our school. Who but the student body is more aware of the needs of the student? Who but the student body is knowledgeable in respect to whether a member of the faculty is fulfilling his obligation to us, the school, and the community? The answers are obvious, the student body.

I urge you to express yourselves in organized groups, who will take into consideration the needs of the entire Richmond College community, in order to obtain the enrichment that college life is all about. I urge you to take the few minutes and vote for the candidate of your choice. I urge you to vote for me so that I can serve you as an active member of the faculty grievance committee.

Thank you,
Barry L. Friedman

Joan Titus

In announcing my candidacy for the Student Faculty Grievance Committee, I would like to urge full student participation in the upcoming elections.

Participating in the elections is a plus for the entire student body—for those who do not wish to run for an office, it gives them the opportunity to elect students whom they feel share their views and can best represent them. For the students who run and are elected, it is a definite plus, since they will be a part of the governing body at Richmond, making decisions which should be geared toward bettering the student life at Richmond.

The Student Faculty Grievance Committee is a very powerful committee affecting practically all phases of student life. Between now and election time, I intend to talk to as many students as possible to hear their views and give them mine. This will enable me to work out solutions to any grievance that students may have. If elected I will present these grievances along with my proposed solution to the committee. Finally, I would like to state that I will stand behind any student with a valid grievance and do my best to see that he or she receives a fair hearing.

If any student wishes to reach me, I work in Rm. 913—9th Floor, all day Monday and Tuesday. Messages can be left in the Student Government office at any time.

Bridgette

Independent Ticket

VOTE..... For BRIDGETTE who is r u n n i n g for admissions and standing and who works part time in the Richmond College Library.....

Independents

WE'RE FOR YOU—THE INDEPENDENT TICKET

Hey! Stop! This is for you! THE INDEPENDENT TICKET is a new party slate with nine candidates running for office in the upcoming election. We are students who are tired of having to choose our elected representatives on the basis of which clubs and organizations they are prepared to dole out money to.

We believe that there are more important issues affecting you. Our primary concern will not be a single club or organization. Rather, we are dedicated to offering maximum individual freedom to the students of Richmond College. Specifically, we support the following program:

THE INDEPENDENT TICKET believes that Richmond College students are fully capable of determining their course of study. We should be free to choose those courses which we believe will be of value to us, and we should not be hindered by arbitrary requirements. For example: One Richmond professor describes one of his own courses as "totally useless, to be taken only for enjoyment." Yet this very course is required for some majors. This is the sort of requirement we seek to eliminate.

The independent ticket believes that the goals of Richmond students should not be strangled by red tape. We favor simplified determination of academic standing and a revitalized advisory system which treats students as individuals. Richmond's communications system is so fouled up that students are often told: "no matter what anyone tells you about anything, be sure and check it with someone else." We want to see to it that our advisors have full access to the facts they need to serve us.

THE INDEPENDENT TICKET supports stronger efforts to bring additional creative, innovative teachers to Richmond. Once here, teachers should be free of interference from department chairpeople or administrators.

THE INDEPENDENT TICKET supports funding for research projects initiated by students as well as faculty.

We are like you. We want to be able to profit from our brief years at Richmond. We want all of the services and programs to which we are entitled. We know that electing us will not guarantee these services. We do not say that Richmond College will suddenly become a more responsive institution the moment we are elected. We do promise to make every effort to put these proposals into effect and to report to you regularly on our progress.

We are a new group. We organized after the last election made clear that most Richmond students are seeking constructive, new leadership. That election, in which only 17 per cent of the student body voted proved to us that Richmond students would rather not vote at all than vote for someone who did not truly represent their feelings and needs.

One Independent Ticket candidate is running for each of nine offices. We do not seek to dominate the student government. A government dominated by only one viewpoint, is not as constructive as one where students with differing views can get together and exchange ideas. THESE ARE THE INDEPENDENT TICKET CANDIDATES:

USE THIS LIST AS A SAMPLE BALLOT WHEN YOU VOTE.

- FOR:
- Student Council TREASURER: Kevin O'Hare
- ADMISSIONS AND STANDING Committee: Abe Haruvi
- ARTICULATION COMMITTEE: Richard Wexler
- CULTURAL AND PUBLIC AFFAIRS Comm.: Chris Sterner
- CURRICULUM AND INSTRUCTION Comm.: Edward Borna
- LIBRARY AND INSTRUCTIONAL Committee: Maureen Cichetti
- RESEARCH AND GRANTS COMMITTEE: Alicia Boccellari
- SEARCH AND EVALUATION Committee: Robin Garber
- STUDENT LIFE Committee: Anthony Amatore

If the Honest Ballot Association approves the use of symbols, INDEPENDENT TICKET candidates will have this sign next to their names on the ballot. REMEMBER, MEMBERS OF THESE COMMITTEES HAVE A VOTE AT FACULTY MEETINGS.

EDITORIALS

Tragedy At Southern U.

.. "Two have been shot and there may be more if necessary. We are going to take back the Administration Building at any cost."
 .. These words are attributed to Major W.W. Dumas of the Louisiana National Guard who gave the order to fire on the Southern University students on November 16.
 .. The killings were not necessary; rather than address themselves to their collective guilt in these murders, Louisiana officialdom now seeks to lay the burden of responsibility on the shoulders of the students.
 .. Looking at the demands of the students at Southern University we can't help but notice the similarity between their demands and those made at many colleges in New York including Richmond. Furthermore, observing the similarity between the philosophies of the Governors of the states of Louisiana and New York with regard to the use of force in dealing with those who seek redress from their grievances (remember Attica?), we can't help but recognize the distinct possibility that it could and may very well happen here.
 .. Any attack on one group of students is an attack on the universal community of students; we stand firm in our support of the struggle of the students at Southern University.

One More Time

.. Quite frankly, we feel embarrassment and shame for our school and student population that we must, for the third consecutive issue, editorialize on the inexcusable apathy of our student body. But we must face the facts and so must you.
 .. Until thirty percent of the student body votes there will be no student government and without this mechanism in operation there will be no funds for the necessary services and clubs in the school.
 .. As all of you will undoubtedly have already noticed, much of this edition of the Richmond Times is devoted to the upcoming elections. We have printed all the information we received from the candidates who cared to submit their respective platforms and/or remarks. We realize that to some people these articles will seem redundant but we believe that it is necessary to expose the student body to all the electoral possibilities. It is only then that an electorate can choose the most responsible representatives.
 .. But we are getting ahead of ourselves. We are talking about the relative competencies of candidates to an electorate that is incompetent in that it negates and disregards the basic freedoms and powers it has at its command.

But . . .

.. All the get out the vote sentiment should not overpower the student's own reasoning.
 .. While the need to vote is imperative it is equally important to choose your representatives carefully. It has been found that many people who run in college elections are just running to better themselves and their groups, disregarding the collective we, the students.
 .. This must not happen at Richmond. We have been given a second chance to make our will known. Even though we are requested to vote for a certain number of candidates for each office, these figures are only maximums. It is better to just vote for a few good people, instead of haphazardly pulling levels and making selections that are solely based on the fact that the candidate's name sounds nice.
 .. Also it is always tempting to vote a straight party line. Unfortunately this removes the checks and balances system that makes for fair representation.
 .. Vote the candidate, not the group. It is the person that represents you, groups represent themselves.

The Richmond Times

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LETTERS

Racism Revisited

Letter to the Editor

ON THE EXPULSION OF "ASIAN" PROFITEERS

This is a reply to Professor Larry Nachman's letter "The Myth of The Myth of Black Racism" which was a criticism of my previous letter "The Myth of Black Racism" which was a criticism of the Richmond Times Editor for not understanding what racism is in reference to an oppressed people under monopoly capitalism—particularly in America. This egregious error led the Richmond Times Editor to make exactly the same ideological error as Professor Larry Nachman.

The Professor accused me of writing a wicked and unjust letter supporting the expulsion of the Asian Population in Uganda. He wrote an extended definition as to what he believed racism is, and how it feels to be a victim of racism. We can rest assured that the scholarly professor is not a racist and emphasizes with the plight of oppressed people. But, whether he knows it or not, he is allowing himself to be used ideologically by those who have the most to gain by promoting racism and that is, monopoly capitalism.

Uganda's economy was literally controlled by the Asian capitalists who we can rightly call profiteers. They formerly controlled 95 percent of the commerce and trade. They controlled the export houses which dealt in steel, tea, and other important commodities: They were the teachers, lawyers, engineers, and the garage owners, in other words, they composed the elite of that society. Uganda's population is 9.5 million. There are approximately 500,000 Asians in Uganda. That, in itself shows us the economic power this small elite group had previously held in Uganda.

Uganda was, in effect, a victim of neo-Colonialism—which is imperialism in its final stage and its most dangerous one. This was neo-Colonialism in that outwardly it appeared as if Uganda was an independent state with international sovereignty. But if we look closer, we find that Uganda is not independent but was actually controlled by outside forces—particularly by Asian Profiteers.

Kwame Nkrumah's book Neo-Colonialism says that neo-Colonialism is the worst form of imperialism. "For those who practice it, it means power without responsibility and for those who suffer from it it means exploitation without redress."

The dispossession of the Asian profiteers was a step forward for the economic development of Uganda which presupposed the eventual destruction of neo-Colonialism. It was not a racist move. It was a bourgeois nationalist move. To transfer the means of production to the Ugandan bourgeoisie is a revolutionary step. Believe it or not, the African bourgeoisie is a relatively new phenomenon. It lacks political experience and economic power. For years, the white imperialists have stifled all normal capitalist development in Africa, robbed the African people and prevented the capital accumulated in Africa to be used for the interest of Africa. Africa needs to industrialize by any means necessary even if it means the expulsion of Asian Profiteers. Industrialization means farm-machinery, electrical power, fertilizers, insecticides, machines for light industry, more consumer goods, a skilled worker class, more hospitals, and more schools. Africa has to catch up or she will be dependent on the imperialist countries for eternity. No wonder the imperialists and the ideological tools scream racism when Asian profiteers were on the road to dispossession.

Professor Nachman was not alone in his indictment of Uganda. He has an old time friend of Africa who is an expert on race-relations, and that is Britain—to give him solid backing. Britain ranted and raved over

Uganda's move to dispossess the Asian profiteers. Britain, whose hands are soaked with the blood of Africans, exposed herself as one of the world's leading hypocrites. Britain froze a 24.5 million dollar loan in order to pressure Uganda to stop expelling the Asian profiteers. Remember, 55 thousand Ugandan Asians refused to accept Ugandan citizenship in 1962 when Uganda became independent. August, 1972, Britain, behind the demogogy of Enoch Powell and Heath's conservatives, greeted their British citizens with quotas.

Right in step with Britain was America's mass media constantly pumping the imperialistic line that Ugandians are guilty of racism. Do you realize how foolish America and her ideological tools look to the world. America who every day proves by committing genocide against Asians in Southeast Asia that she is a hypocrite...especially when she worries about the Asian profiteers in Uganda. So Professor Nachman, you're not alone in your indictment of Uganda. You have the backing of the sincere, the understanding and the humanitarian nations of Britain and America.

Daniel Meaders

Struggling Male

To the Editor:

I feel you made a false statement in your article about Carole Lefcourt resigning written by Glenn Tepper. Joel Ezra was not fired following a power struggle in student government. He was fired for his CHAUVINISTIC attitudes and actions towards women who came to see him for legal advice. I think that you folks should thoroughly investigate the facts before printing articles that could contain false statements.

Sincerely, Barbara Berger

Now, Now Mr. Tepper

Dear Mr. Tepper:

I am writing to correct the grossly inaccurate story you wrote in your last issue of the student newspaper. I did not abruptly resign as attorney for the Richmond College Association. In fact, I have not resigned at all.

I was informed by Andrea Jay and Dean Dorothy McCormick that the Richmond College Association elections had been declared invalid and therefore my services had to be suspended. Furthermore, Dean McCormick suggested that I act in an advisory capacity to the interim student body until it can be decided if counseling will resume.

I have always felt that the counseling was a worthwhile student service. I have seen from 5-15 students on my days there. If there were quiet days or evenings, I would leave early so as not to charge R.C.A. for unproductive time.

I have expressed on occasion to Andrea Jay and students that I would have liked greater student interest in the law so that we could run landlord tenant law clinics, matrimonial clinics and work-study projects. However, I have never felt that my time there was wasted.

I do not understand where you received your information. You never had the courtesy to call me and you obviously did not speak to Dean McCormick.

I request that you print a correction in the paper immediately.

In anger, Carol H. Lefcourt

From The Registrar's Desk

By Ramon Hulsey

Registration for the Minimester is now taking place. Two of the courses mentioned last time in this column have been replaced. A minimester info sheet now available on campus contains course descriptions and registration information. Registration will end December 15, but anyone who waits that late risks being closed out. So don't delay; register today! It costs 9 bucks for most undergrads.

Early next week students graduating in June should receive their registration materials for their final fling at Richmond courses. During the following two weeks other students will receive theirs. Follow the enclosed instructions carefully, and get your mail registration forms to us as soon as is conveniently possible. But remember, haste makes waste, look before you leap, ect., for once you've turned them in, there'll be no changing programs until February 1st.

The Spring 1973 Schedule of Classes will be available on campus on Monday, December 4th, in the lobby, cafeteria, and other areas of heavy traffic. BE SURE TO CONSULT THE CHANGE IN THE SCHEDULE OF CLASSES. There are already a couple of courses added and a couple of time changes.

Faculty are being encouraged to end their courses this term by December 22 and will soon receive final grade sheets to facilitate this. Students who have applied for January graduation will be mailed Express Grade Forms to complete and hand in to their instructors to speed up processing of their graduation.

Hope you had a good Thanksgiving. We went for Thanksgiving Dinner to Bear Mountain Inn at Bear Mountain State Park. Incidentally, the Christmas festival there begins December 7 and runs for the rest of the month. If you've never taken in that scene, you really ought to get up there this year. It's an easy hour's drive from Manhattan up the Palisade Parkway (undoubtedly the most beautiful parkway in the U.S.) and parking cost only a buck. The old inn is operated as a state park concession and therefore is not out to make a mint off hapless visitors. There are dining halls upstairs with great views, good food and moderate prices. Downstairs the food is served cafeteria style, and while the fare is plain (cheeseburgers, hotdogs, chili, ect.), the prices are even cheaper than at the local Creasy Spoon.

Irish Coffee and Hot Buttered Rum are featured in the lounge for \$1.50 (and you get to keep the mug). After a two hour hike around the mountain on a brisk day or a turn on the ice skating rink, you'll find such hot drinks in front of a roaring fireplace to be just what the registrar ordered. We've driven thru 40-some-odd hitting states, hitting many state and national parks, but nothing quite compares to Bear Mountain. Even if you're not in to eating or drinking anything, you are free to sit in the lounge at a picture window overlooking the mountains and read y your New York Times or whatever, and nobody bothers you. It's a real people-oriented place. So, go! Enjoy!

The Brother

(Continued from Page 16)
The Diary

August 27th, 19—

I met a nice fellow today. He is new at the School and seems friendless, but he seemed to take to me immediately. We sat together at lunch and I visited him in his room late this afternoon. We are in The Bible and Modern Society and The Heathen Mentality together as well as Prof. Hansen's seminar on The Model Christian. From what he told me, he intends on going into missionary work also. Perhaps we could be assigned to the same area together. That really would be splendid!

June 2nd, 19—

I learned today that Herbert has been assigned to a mission. He is to leave for the Belgian Congo next week. And I am to remain here as a teacher and administrator. I don't understand it. Herbert is ten years younger than I! Well, I mustn't be too disappointed. God chooses us well for the work He wishes done.

Sept. 17, 19—

My promotion is here. God has amply rewarded my patience. An investigator of missions for the Center at thirty-six. I must remember not to be too proud. But I am bursting! I will write to Herbert immediately and tell him. He will be pleased for me, I am sure. It is strange, though. I've

only heard from him once in these eighteen months. Oh, well, the rigors of missionary work are not to be underestimated, and his time must be richly filled tending to the spiritual needs of those hundreds of souls entrusted to his care. I remember very well his huge, heavy face and deep-set small eyes (surrounded even then by the puffiness of long nights of study) and feel certain that a man of such imposing physiognomy can not help but serve as the perfect Christian example for the poor, lost, dark souls under his tutelage.

Jan. 7th, 19—

Disturbing reports have reached us at the Center. Natives returning from the interior have spread consternation among their fellows with vague stories of certain "doings" at Herbert's mission. There is even a suggestion, forwarded by Brother Powell at Makumbi (the nearest mission to Herbert's) that these men may have been...fleeing. The Council has decided to dispatch me, as a senior investigator, to determine if any improprieties do indeed exist at Herbert's site. They could easily have sent Brother Powell or Brother Nilsen at Lusambo, but the policy in these matters is strict. The Council feels that no missionary laboring under the same conditions as the missionary being investigated can make an honest, objective evaluation. But it is a duty I do not relish. Anyone else but Brother Schueler and I could be pitilessly accurate in my observations and merciless in my judgement of any wrongdoing. Most likely, the stories that have come to us are the bloated rantings of natives resistant to conversion and fearful of Herbert's zeal. In any event, I have not revealed to the Council my friendship with Herbert, dreading the harsher report that might follow another investigator's visit. The Center is highly sensitive about controversy surrounding any mission, and many brothers have been summarily sent home in past years for the most minor of offenses. This would kill Herbert and so, for him, I have lied. May God have mercy on me!

May 24th, 19—

I have finally arrived at Lubudi and received quite a shock. The mission is practically deserted and Herbert is nowhere to be found. My native guide, under my direction, has questioned those people we could find as to where "the white man" might be. One fellow we had to drag kicking and screaming from his hut on the outskirts of the mission grounds, but he, in common with the handful of others we did find, remained sullen and deathly afraid under the most rigorous interrogations.

And the condition of the place! Dung everywhere, scattered pieces of human clothing, overturned cooking pots, their pale, jellied contents frozen as in the act of pouring, half-in, half-out. Goats and cattle rutting everywhere, nosing into the dwellings, tearing down curtains in the main house with their teeth, sleeping in the pews and on the altar in the chapel. It was horrible. And the jungle seemed to be growing dominant: a profusion of vines and creepers where there had been white-painted clapboard or a clean-swept path, small trees and bushes uprooting the rotting native huts. Only the main house, save for those occasional ivies outside, seemed untouched; but inside it was a shambles.

I resolved to utilize the mission as my base camp and to remain there for as long as it would take to solve this mystery. Two possibilities had immediately occurred to me. One, that a plague of sorts had struck and Herbert had gathered his people for an exodus. On the way to help, the disease finished its grisly work and they died somewhere on the trail. The eight natives we had run across may have been away and on returning to find their home deserted, they reverted to the state of superstitious fear in which we found them. If this first

(Continued on Page 14)

Herbert Scheuler Speaks Out

(Continued from Page 3)

completed it. Or those who just want to take additional courses and you will note in the resolution as was noted in the papers and for a change was noted accurately, that this will not cost the city university any more money. But say for example if a class has a capacity of 25 and an enrollment of 19, why not fill it up to 25 with senior citizens if there is a demand so it does not mean more of a budget. I think it's a wonderful way to interest older people who now retire at an earlier and earlier age to keep intellectually fit. They might contribute a lot to the classes themselves.

GT: Now how do you feel, going in the opposite direction, about the program that is bringing high school students directly to Richmond College?

HS: Since I was the one who first introduced it I feel very strongly that that's a good idea. Not to say that this makes us a four year college, but these are students who are intellectually advanced that they can and should do upper division work and for whom the usual freshman and sophomore fare is a repetition of what they already know. Now the group of 18 have all been given the CLEP examination which is the college level proficiency examination and in the various basic subject areas, mathematics, science and so on and without exception their scores on each of these examinations were above the national norm for college sophomores. Why should they, who are already at the level of sophomores, start at the freshman year? Why not give them a chance? This is part of the movement to make a higher education more flexible and to allow people to go at their own pace.

GT: In a recent issue of the RT there was an article, that dug up a little dirt. Are you aware of it?

HS: Of course I'm aware of it.

GT: Would you like to make any comments about it?

HS: They created a dean that we don't

have. A dean of Admissions.

GT: That was a misprint. It was meant to be a dean of studies:

HS: Well, I don't know who wrote it or his sources. I consider it a kind of a fishing expedition. There's something there that the divisional reports will not be favorable. How could they find that out when the reports have not been issued. When nobody knows what's in them except me. So I'd rather not comment on them because if I commented on it then it would keep going.

GT: Is there any credence to the suggestion that perhaps the Dean of Studies is having difficulty, that he finds his functions are not outlined to his satisfaction?

HS: Well, he never told me that.

GT: What does the Dean of Studies do?

HS: He has a multiple position. This is why it's not as visible as it might be. One is he's in charge of efforts of articulation with the community colleges. Which is a unique function that an upper division college has to exercise. This is largely in the direction of program articulation for example, we have a program, or are developing a program, that builds upon a community college program to see whether you can have some joint planning. For example, the new business concentration, economics, was planned jointly, with Dean Bruhn as the chairman bringing them all together. People in the business area in community college, at Baruch, and people in economics here at Richmond college. Other programs are in the discussion and planning stage and we have to do more and more of that. So that's one area and that's a very important area. In fact, of the upper division colleges that have come after us and there are now eighteen of them in the country, the whole office of articulation is in the community colleges because they find it more and more necessary. So that's one of the Dean of Studies principal duties. As a kind of program development based on the need to articulate. In addition to that he, for example, is responsible for getting

professor Rene Du Bois here, a famous scientist who is with us for a year and whose videotaped lectures we have downstairs. He's the one who at my request induced Professor Du Bois to come here so it's a development function. In addition to that each college now that we have union contracts must have a high administrative official who hears grievances and he is our grievance officer. For some reason we haven't had many grievances but in other colleges in the system they have a whole staff of lawyers (heheh), to hear grievances. We just haven't had that many. I don't know, we may have more. He, for example did the preliminary spadework on the exploration of the possibilities of the Richmond scholars program. He interviewed principals of academic highschools to see what they thought of the idea and explored which kind of students we might be getting and again made liason. There are additional programs, for example, in the health sciences that we are probably going to get into and the University is pushing that area and Dean Bruhn is my representative at the University committee on the development of programs in the Health Sciences. So he is basically fulfilling a development and articulation function. Plus grievance. Now in—I would say that's the equivalent of at least one and a half positions. So he's kept pretty busy.

(Continued in the next issue of the Richmond Times)

NOTE

Prevention In Lieu Of Rehabilitation

By Nita Burton

Richmond College now has a Media Workshop Course in which students are taught the technical and esthetic skills essential to know in order to produce and operate their own animated and video taped programs. Photography is also included and stressed as a communicating skill. Prof. George Rozos, who is quite competent in all these areas, is teaching the course. He shares the enthusiasm of this writer regarding the tremendous impact the contents of this course could make in stimulating community involvement and improving many levels of daily living. Students must demonstrate mastery of course by submitting evidences of their skill.

Marriage between Sociology and Media Workshop

In conjunction with requirements for the above cited course, this writer has designed an Independent Study Sociology course entitled, "Prevention in lieu of Rehabilitation". It is being conducted under the guidance of Prof. Roy Herrera and has many objectives. Unless the various areas of knowledge acquired in college can be integrated and applied to help create a better tomorrow, its acquisition serves little purpose. "The optimist says we live in the best of worlds; the pessimist fears that this is true."

Somewhere between these extremities is the moment of truth ... as reflected in the attitude expressed by many teenagers I taught Arts and Crafts to during this past summer, "Damn it! The adults have really goofed! It's a screwed up world ... but it doesn't have to stay that way! We feel that we are both capable and willing to bring about favorable change ... by doing certain things ourselves!" With this inkling that they were tuned in to the same frequency I was, I zeroed in and extended an invitation to them to air pleasures and share gripes on TV. Instead of hiring PhD personnel who were teenagers 30 years ago to tell us how teenagers think and feel and what would and would not affect our crime rate among teenagers, teenagers may be able to share some insights that only they can feel and know.

Many of these teenagers were on drugs. We rapped about many very personal and also trite hassles in their lives. It released tension. The psychology of our warm rapport? First, they knew they were respected as individuals and that nothing would be repeated. Secondly, after encouraging them to make beautiful creative objects, these objects would be labelled and hung on a display center, "This item was made by and donated to DiMatti Park by on July 24, 1972". It was an application of recognition and positive reinforcement; also an opportunity to improve their youth's image of himself. One chap remarked, "Man! that's the first time in years my name went on anything except a Police's blotter!" Many many times during that summer he came in and brought peers to see the beautiful black horses' heads he had drawn on wood, trimmed with gold and marked, "This item was made for DiMatti Park by on July 24, 1972."

Having teenagers constructively rapping on TV about what they do and don't go for and in many cases, good suggestions for bringing about change is another way of positive projection. It could serve the same dynamic function of improving their images of themselves and the realization that they are not stuck with the world as it was wished on them; that there is much they can do to change it.

Chinese doctors get paid only as long as they keep their patients well. Pity our poor doctors if that were the case in our sick society! Our proposal is as follows:

1. Teenagers—with gripes and suggestions for remedies
2. Parents of Teenagers
3. Authority figures—to view the other two tapes and then make commitments as to how they propose to reply to teenagers requests and suggestions. The D.A., Doctors, Lawyers, Social Workers, Psychiatrists and others interested in the



Nita Burton (right) with teenagers.

welfare of teenagers will be invited. In a future issue of this newspaper we will specify who came out of self-propelled interest, our invitation or due to apathy, did not come at all.

4. A getting-together-meeting of minds between all three of the groups listed above.

5. All CUNY Colleges will be invited to follow our format and pool results, listing the ethnic backgrounds, economic and cultural levels of their groups.

Through the courtesy of the Rev. Herman Bader of St. Albans Episcopal Church in Eltingville, the first session has already been held. The teenagers were so enthused and outspoken that already they are preparing to request \$6000.00 to buy their own T.V. equipment, plus some photographic supplies. This first session met on Nov. 11, 1972 for a two hour session and contents of that session is already enroute to many Drs. and others who work with teenagers.

What do we propose to do with this

documentary?

Bill DiBiasi and Vincent Laurino who are working on a play now, offered to help any interested teenagers to convert this material into a play, if they wished. They were discriminately selected because of their skills in the media workshop course, but more important because they too share a fervent respect in the ability and desire of today's teenagers to help build a better tomorrow. Bill and Vincent were invited by Nita Burton to be teammates on this project.

The writer proposes to present the finished document to Mayor John Lindsay. At the end of the session, the teenagers were also given questionnaires which were extremely revealing as to how they related to their peers, parents and authority figures, their sex lives and many other issues which will be covered in the next chapter. They were also given names and addresses of public elected people to write to and encouraged to follow up and let the press know which officials forget constituents requests once elected.

Jobs In Europe

Job opportunities in Europe this summer ... Work this summer in the forests of Germany, on construction in Austria, on farms in Germany, Sweden and Denmark, in Industries in France and Germany, in hotels in Switzerland.

Well there are these jobs available as well as jobs in Ireland, England, France, Italy and Holland are open by the consent of the governments of these countries to American university students coming to Europe the next summer.

For several years students made their way across the Atlantic through A.E.S.-Service to take part in the actual life of the people of these countries. The success of this project has caused a great deal of enthusiastic interest and support both in America and Europe. Every year, the program has been expanded to include many more students and jobs. Already, many students have made application for next summer jobs. American-European Student Service (on a non-profitable basis) is offering these jobs to students for Germany, Scandinavia, England, Austria, Switzerland, France, Italy, and Spain. The jobs consist of forestry work, child care work (females only), farm work, hotel work (limited number available), construction work, and some other more qualified jobs requiring more specialized training.

The purpose of this program is to afford the student an opportunity to get into real living contact with the people and customs of Europe. In this way, a concrete effort can be made to learn something of the culture of Europe. In return for his or her work, the student will receive his or her room and

board, plus a wage. However, student should keep in mind that they will be working on the European economy and wages will naturally be scaled accordingly. The working conditions (hours, safety, regulations, legal protection, work permits) will be strictly controlled by the labor ministries of the countries involved.

In most cases, the employers have requested especially for American students. Hence, they are particularly interested in the student and want to make the work as interesting as possible.

They are all informed of the intent of the program, and will help the student all they can in deriving the most from his trip to Europe.

Please write for further information and application forms to: American-European Student-Service, Box 34733, FL 9490 Vaduz, Liechtenstein (Europe).

Rings

DIAMOND ENGAGEMENT & WEDDING RINGS 3,000 ring styles at 50 percent discount to students, staff, & teachers. Buy direct from leading manufacturer and SAVE 1/2 carat \$179, 3/4 carat only \$299. For catalog send 50 cents for postage and handling to: Box 42, Fanwood, N.J. 07023 (include name of school).

JEWISH CONSCIOUSNESS

Oppression Of Jews In America

by Aviva Cantor Zuckoff

"Are the Jews in the United States oppressed?" To begin to answer this question we must first define "oppression." As the term is used in this essay, oppression in its various forms (economic, social, political, psychological) means the denial of the most basic human right: to be yourself. It means being forced into a situation where your own destiny is not in your own hands but in those of others, usually your enemy. It is a condition of being powerless to act to gain control of your destiny, of being reacted upon by events without the capacity to affect, change or prevent them. It means being exploited and used in the interests of the oppressor and against your own, and of being programmed for and forced into certain roles for his benefit. It is being forced to adapt to these conditions in such a way as to prevent retaliation on the part of the oppressor. The threat of retaliation may be blatantly physical or covertly subtle, but it is always there and it paralyzes action by the oppressed against the oppressor.

Thus when we come to consider whether Jews in America are oppressed, we should not be side-tracked by the fact that they happen to be, by and large, economically well-off and not subject at the moment to the kind of physical oppression faced by Blacks, Indians and Chicanos. Oppression in America can be subtle and not easily recognized as such, as women have realized. It is necessary to look at what is going on beneath the surface, otherwise we might actually believe that women have true equality and Jews are not oppressed either.

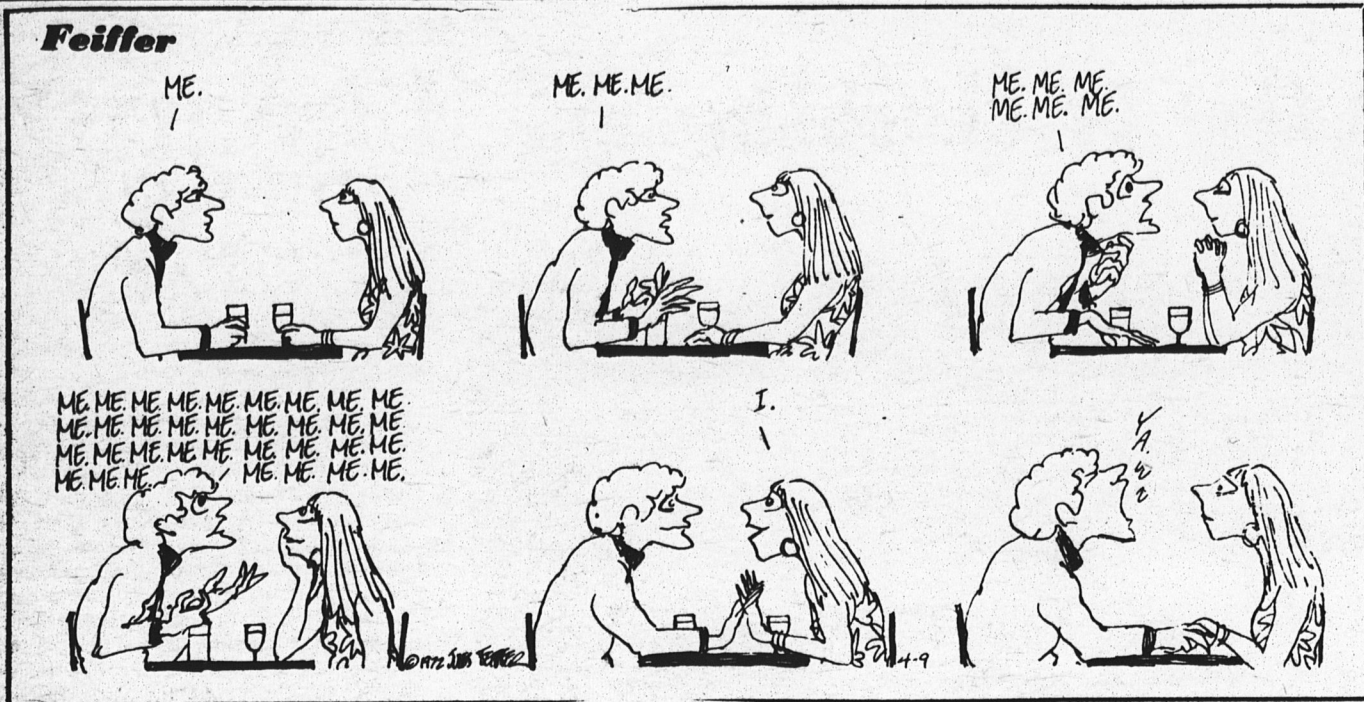
For centuries Jews have been programmed into certain roles in society, which they still play: the middle-man, the "oppressor surrogate" and the scapegoat. In the Middle Ages, when the ban on Jews' owning land began, Jews were allowed to function only as merchants and money-lenders, occupations closed to Christians for socio-religious reasons but necessary to the economy. Till today, Jews have not been and are not really involved in the production process but are predominant in the distribution end of economy. The thin spreading of token Jews in such institutions as the banks, utilities, large corporations, diplomatic service and government only serves to illustrate the exclusion of the Jews from them.

Jews have always been allowed and even encouraged, however, to enter new areas of the economy that were too risky for anyone else. Jews were essential in the incipient stages of capitalism: the rising goyish bourgeoisie took it over when it became too profitable. When there are enough of what Khrushchev called "native cadres" to do certain work, the Jews are pushed out.

Nowhere is the Jew allowed to be in a position where he is so essential so central to the functioning and survival of the economy that it could rise and fall with him. This is, in essence, the meaning of the Jews' "marginality": if all the Jews went to the moon tomorrow the economy would still function. Jews are also programmed to be the surrogate of the ruling elite in doing its dirty work of helping keep down other oppressed groups. Jews in 16th and 17th century Poland collected rent and taxes from oppressed Cossacks for the hated Polish nobles; today they are welfare caseworkers, teachers, slumlords and pawnbrokers in the Black ghettos of Amerika's cities. Thus the Jews are constantly forced into the dangerous position of being trapped between the peasants and the nobles, the ruling elite and other oppressed groups. In this role of oppressor surrogate, and otherwise, the Jew functions as society's "lightening rod" for absorbing and deflecting the rage of oppressed groups that might otherwise be turned on the ruling elite. This was the case during the N.Y. school strike.

TO BE CONTINUED -this is a segment of a longer article which appeared in the Jewish Liberation Journal, a publication of the Jewish Liberation Project.

Feiffer



For Women Only

To all women of childbearing age - that is everyone from 10 to 50 who have ever been climbing the walls because they were't sure whether they were pregnant and who aren't sure about when they would like to be pregnant - please read this public service notice (and save it)....Women's Medical Center is able to steer you to free, informative, supportive, respectful pregnancy testing and counseling services. Whenever you want a test - it's yours.

This is what you should do:

1. Wait till you are at least two weeks passed your missed period, or possibly four weeks pregnant from date of conception (if you know it.) (Earlier than four weeks pregnant, the hormone were looking for won't show up in the urine, and we'll get a negative result even though you might still be pregnant.)

2. Label a small jar with your name and the date of the first day of last fully normal period.

3. Bring in a very small amount of urine collected when you wake up in the morning. The test is most accurate when the urine is concentrated, so don't drink any fluids after 11:00 p.m. and try not to urinate during the night. Be sure to keep the specimen cold until you bring it in or the bacteria present may destroy the hormone we're testing for.

3. Results of the test are usually ready the next day. If you get a positive result, meaning you are probably pregnant, we'll help you with what to do next: if you want information and referral for pre-natal care, if you want to know what, where and how much of abortion, if you want to learn about adoption, or if you are confused about what you want to do, we have counselors or therapeutic help available to give you necessary information and help you in clarifying your desires and decisions.

4. If you should get a negative result but you still don't have a period, we'll repeat the test for you one or two weeks later, or if you want, we'll refer you to good medical consultation.

All the services about, except for therapy, are free. For information call 533-1100 and you'll be given service and attention you need.

Women's Workshop Governance Charter

A group experience for women to explore the physical, psychological and interpersonal aspect of female sexuality. The workgroups will confront problems related to sex role and conditioning, anger and frustration, fears of selfishness, pressures to perform, and feelings of inadequacy about our bodies. The goal of the groups will be to understand our individual sexual pace & style and to develop the ability to realize satisfying sexual expression.

Workshops will be held on Saturday December 2, 1972 from 1pm to 5pm and Monday December 4 from 7pm to 11pm, at Women's Medical Center.

Cost for the four hour workshop is \$15.00 per person.

For those interested, we will form an on-going therapy group at \$10.00 per session.

Workshop leaders are Polly Kellogg and Janet Page.

WOMEN'S MEDICAL CENTER
80 Irving Place, New York, N.Y. 10003
tel: (212) 533-1100. Call to Register.

(Continued from Page 5)

and or faculty and or administrative staff.

Section 2 -
The composition of this committee shall be:

A. Three students elected by all enrolled students.

B. Three full-time faculty elected by and from all full-time 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.



If Martians attacked the Russians, whose side would we be on?

There's only one answer:
We're all on this thing together.
Even if we don't get along with some nations, we've got to deal with the great problems that affect all nations: not Martians but pollution, population, trade barriers, restricted freedoms to travel, war.
They're just too big and too urgent for even the strongest nations to solve alone.
One way to develop solutions is by getting together with nations we are friendly with... some of our European allies and other autonomous democracies.
In the next session of Congress, a resolution will be introduced calling for a convention of delegates from the most experienced democracies.

This Atlantic Union Convention will explore the possibilities of forming a workable federation of democracies, geared to finding and implementing practical solutions to our mutual troubles.
By utilizing the individual strengths and talents of each free nation, we can begin to set things straight on the only world we've got.
We can pull the peoples of the world together by solving the difficulties we face together.
The concept of a federation of autonomous democracies is not new. Beginning in 1939 with Clarence K. Streit's non-fiction best-seller, *Union Now*, it has won the support of such diverse leaders as Robert Kennedy, Barry Goldwater, Hubert Humphrey, Richard Nixon and George McGovern among others.

President Kennedy described it this way:
"Acting on our own by ourselves, we cannot establish justice throughout the world. We cannot insure its domestic tranquility, or provide for its common defense or promote its general welfare, or secure the blessings of liberty to ourselves and our posterity. But, joined with other free nations, we can do all of this and more..."
Unfortunately there are people in this country who are against our simply participating in the Atlantic Union discussions.
So we need your support.
By filling out and mailing this coupon, you'll simply be saying "Why not? Let's talk."

M.A.S.H.

A one-year program for CUNY students to work full-time with the Health Services Administration on a special project aimed at New York City high school youth will carry a stipend of \$2,000 for the calendar year plus an academic year of college credit.

Known as M.A.S.H. (Mobilization for Adolescent Student Health), this Urban Corps-CUNY program will enable college students to work in teams, under professional guidance, in District Health Centers and in the City's high schools in an intensive assault on V.D., birth control, drug addiction, sickle cell anemia and other serious health problems.

IF YOU ARE INTERESTED AND WANT TO LEARN MORE SPECIFIC DETAILS ABOUT THE PROGRAM AND SELECTION PROCEDURE, WRITE OR CALL:

Mr. John Mattoon
Project Director
University Year for Action
Urban Corps
250 Broadway
New York, New York 10007
566-0070, -3952

Ms. Sheila Kaplan
University Coordinator
CUNY-Baccalaureate Program
Graduate Center
36 West 42nd Street
New York, New York
790-4559

M.A.S.H. has been made possible by a Federal grant to the New York City Urban Corps.

Article 8 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 9 Amendments

Amendments to this charter may be proposed by any member of the Richmond College Community provided that the text of the proposed amendment has been submitted in writing to the Assembly membership no less than seven days prior to such meeting. To be approved, amendments shall require a two-thirds vote of approval by the Assembly.

Article 10 Charter Ratification

This charter shall be deemed to be ratified when:

A. Approved by a majority of all full-time instructional staff and a majority of all students provided that at least thirty percent of each constituency votes.

B. Recommended by the President of Richmond College.

C. Approved by the Board of Higher Education.



My planet, right or wrong.

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I'm interested in joining TOGETHER, to help unite all peoples against our common problems. Enclosed is \$5.00 which entitles me to your newsletter and educational materials.

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This ad is sponsored by Youth for Federal Union, a private, non-profit, educational organization dedicated to the development of intelligent support for the creation of a federal union of democratic nations.

The Death and Life of Theatre

by RICHARD KORNBERG

In the past few weeks I have seen thirteen plays—this figure was indeed helped by the four Samuel Beckett plays which are being presented, two an evening, at Lincoln Center. All of these experiences were accomplished at the beginning of their respective runs, so to the average person it would seem that this abundance of theatrical activity is a signal that the world of grease paint and lights is indeed on its feet again.

Think again. Of the aforementioned Very Recent 13—it seems to be in vogue to describe a tragedy by its numerical make-up, like the Chicago 8, etc.—only six can be described in the fullest sense as commercial offerings and as of this writing, three have already closed and the others seem to be headed in the same direction.

First the Subsidized 7. These plays on the whole are more successful. But even in this group it is interesting to note the varying rewards of success.

Undoubtedly the best theatre can be had in the environs of the Vivian Beaumont Theatre. Yes disbelievers, I am referring to the Repertory Theatre of Lincoln Center—that not so hallowed institution whose productions have run the gamut from the incredibly bad—"Antigone," to the intellectually stimulating and theatrically rich—"In The Matter of J. Robert Oppenheimer."

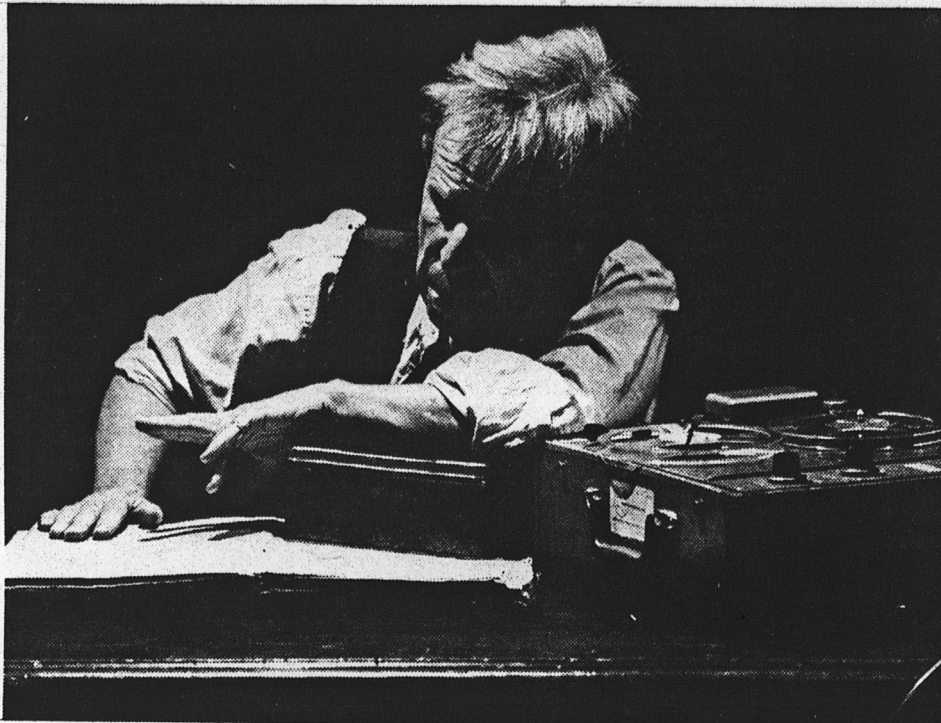
This group, which in the past has been plagued by the non-acting or over acting of some of its resident actors, has been quietly ironing out its wrinkles. It has now come up with Maxim Gorky's "Enemies," an auspicious beginning to its 1972-73 season on the Mainstage.

The usual problem of the unusual acting techniques of some of its performers has been more or less solved—unfortunately the exceptions do stick out more since they now can be juxtaposed with their almost uniformly good compatriots—resulting in an almost smooth as silk production of this turn-of-the-century Russian play.

Much of the success of this venture is do to the direction, or to be more precise, the stylization, of Ellis Rabb. Mr. Rabb has seen this class struggle in a Chekhovian mode and the result is both a moving tribute to the playwright and a reaffirmation of the talents of the director.

The enemies in this play are the employers. They are thwarting the ever increasing will of the workers and the play shows both the crumbling of one society and the emergence of another.

Frances Sternhagen, Josef Sommer and especially Nancy Marchand are the stand-out members of the old order while Susan Sharkey touchingly provides the hope for the future—of Russia and the Repertory



Hume Cronyn as Krapp with his tape.

Theatre itself, filling a void that exists every time a young female actress is needed.

Ellis Rabb seems to be the only director who knows how to use the cavernous Beaumont stage in its entirety. Because of the nature of the production, he has seen fit to highlight specific moments and scenes of the play and with his talent and Douglas Schmidt's wonderful settings the final moments of "Enemies" is guaranteed to be mind-boggling. It is a fitting climax to an evening well spent in the theatre.

Mind boggling is also the reaction one feels after viewing and especially listening to, Samuel Beckett's "Not I." This is the world premiere of a work that is sure to be much discussed well after the end of its limited engagement at Lincoln Center's Forum.

Beckett is a playwright who has always been interested in finding new forms for the theatrical experience. In this play he presents us with a mouth, a part of a body which is attached to a brain going wild. For approximately fifteen minutes we, the audience, and an almost unseen and always unspoken Auditor (Henderson Forsythe) are bombarded with a continuous monologue that is at the same time chilling and compelling. Much of this reaction is due to the remarkable performance of Jessica Tandy.

Anybody who appreciates good theatre cannot afford to miss this production. After seeing it once you will undoubtedly want to experience this once in a lifetime event again.

Also on the same bill is the playwright's "Krapp's Last Tape." This one character essay of loneliness is possibly getting its best production ever.

Many actors have attempted the role of Krapp but none have succeeded as well as Hume Cronyn. This actor brings a realism and a physical being to a play that is steeped in the oral. It is a meshing that should not be missed.

"Krapp's Last Tape" and "Not I" are alternating with "Happy Days" and "Act Without Words 1." All four Beckett plays are starring Hume Cronyn and Jessica Tandy and this limited engagement ends on Dec. 17th.

It is indeed sad that while the Repertory Theatre is having its greatest triumph, it is also experiencing its greatest defeat. Because the board of directors of the Vivian Beaumont have failed in their job—that is, to raise money—they have stated that the Forum will have to be closed at the conclusion of the Beckett engagement. This has led to the resignation of Jules Irving as director of the Repertory Theatre. It is paradoxical that Mr. Irving should fall at the same time that his offspring are finally standing on their own two feet.

Money matters don't seem to be bothering two other subsidized theatrical enterprises.

Both the American Place Theatre and the Circle In The Square have found rent free homes in new buildings dotting the Broadway skyline.

In the case of the Circle they have celebrated their homecoming with a stunning new production of O'Neill's "Mourning Becomes Electra." Much of the evening's power is due to the expertise and force of the female leads, Colleen Dewhurst and Pamela Payton-Wright.

Subsequent productions will include an all star (George C. Scott and Julie Christie head the cast) revival of "Uncle Vanya" directed by Mike Nichols. Having a season with such name performers is an excellent way to build up subscriptions and insure that these worthy plays will find an audience. (Even though it is very possible that the people that these stars will attract will be the ones who will not enjoy Chekhov.)

The current event at the American Place is "The Kid." For more information about this play see Keith Lawrence's review and also note the really inexpensive American Place Card, a bargain for anybody under 21 years of age which is also explained in this edition of the Richmond Times.

Now for those poor plays that solely rely on audience patronage for survival. Each play that opens in New York has its own reason for its ultimate failure. In some cases the demise is for the best, with audiences being spared the embarrassment of sitting through an abortion, which should have been, but never was, aborted by the creative talents involved. "Lysistrata" and "Dear Oscar" are examples of this phenomenon. At least in the case of the latter, it did have memorable performances by Richard Kneeland, Russ Thacker, and Gary Krawford. But it is totally unforgivable to have song lyrics that would make poor Oscar Wilde turn in his grave. Still, it is possible that dear Oscar might have condemned the critics for their negative reviews. Remember the line he gave Lady Bracknell in THE IMPORTANCE OF BEING EARNEST. "I do not approve of anything that tampers with natural ignorance. Ignorance is like a delicate exotic fruit; touch it and the bloom is gone."

In other cases there are plays that deserve a chance to find an audience despite some adverse critical reactions. "The Secret Affairs Of Mildred Wild" will probably meet the same death that was the fate of "Ambassador." This musical freely based on the Henry James classic was quite flawed. Especially during its first act, one had the impression that this was a show that just did not work. Also it arrived about ten years too late. Then its second act began and there was an improvement. The audience tended to get carried away by the loveliness of some of the score and the beautiful voices singing the lyrics. When you added the abundant charm of Danielle Darrieux and

Carmen Mathews you could not help but root for its success. Its abrupt closing must have hurt its cast and the audience who stood and shouted bravo at the end.

Superior acting is also the hallmark of the off-Broadway venture, "Green Julia." This play at the Sheridan Square Playhouse has the telltale signs of a production that is struggling for survival. Such cost saving devices as having the type tickets that proclaim "Admit One" and seem more at home in an amusement park than at a theatre cues the viewer to the fact that "Green Julia's" days are numbered.

Indeed much of the text of the play itself concerns the elusiveness of the title character. She is described at various intervals as being "a bitch, depraved and a dipsomaniac to boot. But even though this unseen wonder—"She was caught in a dilemma—she has to choose between you and having another gin"—is the main topic of discussion, it is the ability of the two speakers that puts the meat on the bones of "Green Julia."

James Woods and Fred Grandy (yes he is the actor who is friends with the Nixon family and after viewing his performance it is evident that in the future people will talk more about his talent than his social ties) are beautifully believable as the roommates in "the untidy digs in a university town in England." Their interaction is so real that you forget that you are watching actors and instead believe that you have stumbled upon the people next door. Their relationship is enough to motivate play-goers to pay a visit to this odd yet winning couple.

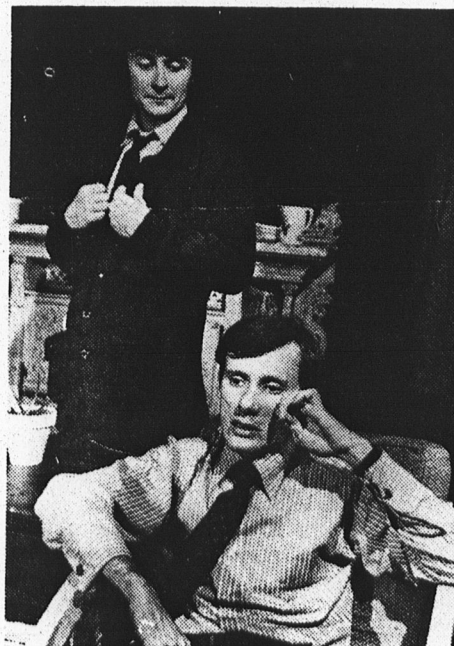
Because of the excessive plaudits heaped upon "Dr. Selvy's Magic Show" by the majority of the first string critics, including Clive Barnes, a capacity audience was on hand at the recent performance at the Mercer Arts Center.

The show, which is comprised of twenty songs drawing from various musical genres seems to be a subcultural rejection of the culture that spawned us all. It is a "Dude" gone right but this rightness is just not my cup of Constant Comment.

It obviously was not popular with the vast majority of its audience. Everybody sat in stony silence which was punctuated occasionally by a few lame attempts at applause, which was more than the show received at the conclusion.

"Dr. Selvey's Magic Theatre" has been described as a cross between Marat Sade and Busby Berkeley. The result though is unfair to both worlds. However, the Stanley Silverman score does have some beautiful moments.

Dr. Selvey's Magic Theatre will probably become overexposed and die by the adverse word-of-mouth. At least this ending will be due to its lack of critical merit and not the merit of the critics.



Fred Grandy and James Woods, a marvellous pair, in "Green Julia."



Nancy Marchand and Joseph Wiseman as seen in "Enemies."

10th N.Y. Film Festival

Return Of The Natives

Film Festivals return to New York as regularly as the flowers of spring, despite drastic reductions, the fact that nothing seems less festive than film-watching, and the bias towards things French; but, since who who has followed outerspace (I am looking for an antonym for "underground") films is not biased towards things French, since film has the fine knack of incorporating us alienates within the festivities by making our worst paranoia photogenic, the viewed not the voyeur; and since the reductions did not curtail its *raison d'etre*, premieres, who cares?

Chloe in the Afternoon continues Eric Rohmer's inexorable progression towards an absolutely moral horror film; this time by resolving Marilyn Monroe's role in *The 7-Year Itch* as a male (sic) impersonation of Mick Jagger.

Nathalie Granger, a film by Marguerite Duras, is what is left if you take Resnais (*Marienbad* and *La Guerre est Finie*) away from the film she made with him, *Hiroshima Mon Amour*; Godard says that photography is truth, and cinema is truth 24 times a second (projection speed for films), well, this is truth once every half an hour, an attempt really to find for film the *longueurs* Sarris finds in Andy Warhol; and the result is, *c'est la vie*, Diego selling revolution (*La Guerre ...*) becomes an Abertazzi selling reality (*Marienbad*) becomes a pathetic dishwasher salesman in a place where an all-news radio station becomes a sensitive plant.

L'Amour Fou applies as a director the degradation Jacques Rivette as a critic found in Howard Hawks in a 4½-hour film of rehearsals for Racine dispiritedly directed and then just observed by a monkeyman destroying his marriage to the prolix Bull(e) and his apartment as well; of course, the first scene if it is not a photogenic lie as in Hitchcock's version of the stage-as-mind, *Stagefright*, is the last as well.

Godard himself continues his symbiosis

(Continued on Page 15)

Folk Festival

East New York's second Annual International Folk Festival will be held on Saturday, December 2 this year. The program will consist of a variety of singers, representing folk styles from different parts of the world. Among the performers that night will be: Maybel Hillary from the Georgia Sea Islands, Estelle Wade and Jerry Epstein who perform British ballads. Bill Vanever and Livia Drapkin who do Greek and Balkan songs, and Jimmy Collier the well-known American folk singer.

The program will be held at George Gershwin Junior High School on Van Siclen Avenue and Linden Boulevard, Brooklyn N.Y. at 8:00 P.M. Tickets will cost \$2.50.

Sam Barksdale, a resident in the community who attended the concert last year stated: "The performers and audience were integrated in a community made up mostly of Negroes and Puerto Ricans. But for a while people forgot about all the things that keep them apart and enjoyed the performance together. Whether people realize it or not there are people concerned with getting involved with each other and it can be done."

The concert is sponsored by the United Community Centers as part of its on-going program to expand the social and cultural life in East New York. Tickets can be bought at the door or purchased in advance at the United Community Centers, 819 Van Siclen Avenue, Brooklyn. The telephone number is 649-7979.

Model Makes Good



Calvin Culver has been cast with Maggie Smith in the forthcoming film "The King Must Die," based on the reknown novel by Mary Renault. John Gielgud is likely to assume the role of the King in the production to be filmed on location in Greece under the direction of Jack Clayton. Mr. Culver has previously appeared with Ingrid Bergman on Broadway and on tour in "Captain Brassbound's Conversation." His other films include the sex satire "It Ain't Easy" and the film version of the Off-Broadway play "Score," to be released in early 1973. Also a successful model, Mr. Culver has appeared in countless magazine layouts and television commercials. He was recently on the covers of Newsweek and After Dark.

The New Tommy

First The Who, Now The Why

by David K. Moseder

Three and a half years ago, Peter Townsend and The Who composed and recorded "Tommy," generally acknowledged as the first legitimate rock opera. Now with the "help" of The London Symphony Orchestra, The London Chamber Choir and several "name" performers, Peter is ultimately responsible for a cover version of his own work.

"The New Tommy" as it is popularly known is an inexcusable potboiler, put out just in time to reap the winter winds of Christmas sales. Why this bastardization of Townsend's tongue-in-cheek "opera" was allowed is a question only Peter himself can answer. (Could it be that he was "inspired" by the orchestration and structure of "Jesus Christ, Superstar" with its multitude of horns, violins and choraleers? I would say the influence is obvious.)

Throughout most of the new version, The London Symphony Orchestra and the various rock singers are apparently in discord with one another. The absence of simplicity is painful to the ear. The overdose of instrumentation, the misplaced choral arrangements and a wide assortment of silly sound effects all contribute to the mutation of "Tommy" from a rock opera to a schlock opera.

Some of the casting is interesting, if ineffective. For the most part, it is annoying. Townsend, Roger Daltrey and Steve Winwood as the Narrator, Tommy and The Father respectively are perhaps the best

THE KID

by ROBERT GOOVER

A western extravaganza with music.

by Keith Lawrence

Billy the Kid is on stage again! But this time he is not there to be lauded and/or condemned. The question is rather: Why do we have Billy the Kid?

The Kid is the first of four presentations this year at the American Place Theatre. This is subscription theatre unlike any I've seen before—it was good and it is very inexpensive (See box on the American Place Card)

Music and song, comedy and slapstick, stage tricks and theatrics plummet you, drench you quickly in the lore of "The Kid." The play is one of visual frames rather than precision dialogue. We've heard of the legend of Billy the Kid. This time we look at the American Legend per se.

The cast was selected with particular attention to physical appearance. They're just the perfect type cast, without casting a type. And they all perform so energetically a tuneful, fast-moving play envisioned and written by Robert Coover.

But the big awards go to the director and scenic designer. They emphasized the visual and permitted us the joy to savor what we individually found titillating. There were religious and profane symbols. There were questions of sexist role playing, the interrelationship of violence and the male ego. There was the question of our western expansion and our treatment of its original inhabitants—the Indians. And of course the war in Vietnam was there too.

But most of all I found the theme to be the American confusion between goodness and victory. The "Good shall triumph" maxim of the Bible has somehow been transformed into the triumphant are good. When does it happen? Maybe the Civil War hurt too much for us to examine too closely. We killed Billy the Kid. We immortalized him. But maybe most suspect—we froze him! We ceased to examine more closely. We more and more

began to confuse black and white, the good and the triumphant—for fear we have been wrong.

These are my speculations. I hope you have yours—when you go to see "The Kid" and the next three productions this year at the American Place Theatre.

A NEW IDEA—THE AMERICAN PLACE CARD

32 trips to The American Place Theatre—for \$9.00 for people 21 or under. BRING YOUR FRIENDS!

HOW IT WORKS:

Don't plan ahead. Card holders phone for reservations between 3 p.m. and 5 p.m. ON THE DAY they wish to attend . . .

Or, simply come down to the theatre at performance time and take a chance.

A performance calendar will be mailed to card holders before each play.

Every card has 8 punches. Each time YOU AND UP TO 3 FRIENDS are admitted, THE CARD WILL BE PUNCHED ONCE.

You may purchase as many cards as you wish. THE AMERICAN PLACE CARD makes a fine gift.

ANYONE may buy THE AMERICAN PLACE CARD, but only people 21 and under may use it.



Peter Townsend is real father of Tommy.

performers. Ringo Starr as Uncle Ernie and John Entwistle as Cousin Kevin both take relish in their roles, making their brief moments on the album rather enjoyable. Richie Havens is a natural as The Hawker. I thought for sure that Rod Stewart as the Local Lad would destroy "Pinball Wizard." He didn't, but the orchestra did.

Merry Clayton's interpretation of the Acid Queen is viable, I suppose, albeit too unrestrained. Maggie Bell as Tommy's mother is the worst offender of them all, screeching her way through an already abysmal mish-mash. Sandy Denny, meanwhile is wasted in the miniscule role of the nurse in spite of the fact that she is the most talented female singer on the album. The prospect of having Richard Harris singing the Doctor's role was intriguing, but unfortunately he chose to talk his way through it. Feh! Graham Bell is adequate as The Lover.

It is difficult to believe that such a carelessly produced recording was two-years in the making (or should I say un-making?) The success of the original "Tommy" was due largely to the fact that the listener was not asked to take it too seriously. Now it appears that Townsend wants his rock opera to be taken very seriously, though, ironically, this contrivance comes across as almost a parody of the original. "Tommy" has been reduced from a near-masterpiece to a near-disasterpiece.

Tommy can you hear me?? Well, in your new incarnation, I don't want to hear you!

Two Upcoming Plays

"THE LAST OF MRS. LINCOLN"

Mary Todd Lincoln has been one of the most maligned figures in recent times, but now historians are beginning to look at her in a different light. Writer James Prideaux has spent several years researching her life and has written a play, "The Last of Mrs. Lincoln" which movingly deals with the 18 years that she lived following her husband's tragic assassination. Mr. Prideaux's dramatization of the little-known events of these remarkable years presents a new portrait of the former first lady - one quite different than the highly unfavorable one usually drawn by the press and historians. Portraying Mrs. Lincoln will be the great Broadway actress Julie Harris.

James Prideaux has written "The Autograph Hound," "Lemondade" and "Postcards," all of which have been produced by the Albee-Barr-Wilder Playwright's Unit. "The Autograph Hound" and "Lemondade" were subsequently produced off-Broadway and "Postcards" was presented on Broadway as part of a double bill. "Lemondade," starring Eileen Herlie and Martha Scott was filmed by the Hollywood Television Theatre and is being shown nationwide. "Stuffings", a short play starring Dody Goodman was presented last season at the Lincoln Center Library Theatre. Mr. Prideaux collaborated with Katherine Hepburn on a screen treatment for the film "Martha," spent a year scripting "The Secret Storm" for CBS and has completed his own screenplay, "The Tapdancer." He has recently completed a novel, "A Celebrity Is Passing."

"The Last of Mrs. Lincoln" deals with Robert Lincoln's struggle to find again the mother he cherished in his youth and it covers her perpetual battle with the Senate of the United States so that she might have a small pension. The play also illuminates the events that drove her to the edge of insanity and the circumstances that ultimately led her back to good health.

Julie Harris is recreating an historical figure for the Broadway stage for the first time since she had one of the greatest triumphs of her career playing Joan of Arc in "The Lark." Television has seen her score tremendous successes as both Queen Victoria and Florence Nightengale. Since Julie Harris achieved stardom on Broadway in "Member of The Wedding," she has been one of the most acclaimed and award-winning actresses of our time. Her Broadway hits have included "Forty Carats," "I Am A Camera," "A Shot In The Dark," "And Miss Reardon Drinks A Little" and "Skyscraper." She has starred in such legendary television products as "The Lark" (adopted from her Broadway success), "Little Moon of Alban," "Johnny Belinda," "A Doll's House," "Victoria Regina" and "Pygmalion." She has also been seen in such films as "East of Eden," "Requiem for a heavyweight" and "Harper."

George Schaefer will be directing Miss Harris for the first time on the stage, but he will be continuing a long and distinguished collaboration with the actress as he has directed her in many of her greatest television triumphs. One of the most popular



and sought directors in the t.v. medium, he has been responsible for producing and directing over 56 Hallmark Hall of Fame programs alone. On Broadway he produced and directed the hit "Write Me A Murder" and was co-producer of the legendary prize-winning hit "Teahouse of The August Moon."

The producers Richard Barr and Charles Woodward are, of course, some of the most respected in the business. Richard, besides being the president of the League of New York Theatres, has presented all of Edward Albee's plays except one ("Ballad of The Sad Cafe") and together they produced the most successful play in off-Broadway's history, "The Boys in the Band" and the Broadway revival of "The Front Page."

SANDY DENNIS RETURNS

A new producing team, husband and wife, Michael and Barclay MacRae, announced today that they had signed Sandy Dennis to appear in a new comedy, "Let Me Hear You Smile", written by Lee Thuna and Harry Cauley, which will mark their introduction to the Broadway producing ranks.

Lee Thuna's last Broadway show, "The Natural Look" starred Brenda Vaccaro and Gene Hackman. Mr. Cauley, who will direct the play, was represented last on Broadway with "The Paisley Convertible," which starred Betsy Von Furstenberg and Bill Bixby.

"Let Me Hear You Smile" has set its Broadway premiere for January 17th at the Biltmore Theatre, and will begin its out of town tryout December 26th in Cleveland.

Also signed for the comedy are James Broderick, who is now playing in "Wedding Band," and Jack Zaharia, who marks this role his Broadway debut.

Producers Michael and Barclay MacRae have also signed Peter Larkin to design the scenery, Neil Peter Jampolis for the lighting and Carrie F. Robbins to design the costumes.

The Brother

(Continued from Page 9)

possibility were the case, I and my party were in considerable danger, since the miasma of the disease might still reach out to strike us down as well. But it had not affected those remaining eight natives. And since we managed to elicit from one of them that they had returned at least a week earlier, I discounted the plague theory entirely.

My second conjecture seemed far more plausible, i.e., that a hostile force, possibly of cannibals, had carried away the entire population, save those eight. (This entry is written somewhat after the fact—how little prepared I was for the truth!). Acting on this conviction, I was preparing to lead scouting parties in all directions when one of the survivors, a little girl, approached me where I was sitting on the veranda and tugged my sleeve. When I looked up at her, she said something which, of course, I could not understand. I motioned her to wait and called for my guide. He arrived, I explained the situation and they consequently exchanged some words. When they were finished, my man looked surprised. He told me the girl had said she knew where "the white god" was. I told him to ask whether she could take me there. He put the question to her and she answered in the affirmative. I gave instructions for a large, armed party to be formed and we set out within the hour, following the girl.

It was not long before we arrived at a considerable clearing, nearly three hundred feet in diameter. The fact that so large an opening existed in the middle of dense jungle strongly suggested that it had been man-made. And the stark contrast between the edge of the surrounding foliage and the beginning of the bare ground was evidence enough that it was being unnaturally kept clear. But these are impressions I received afterwards. For as soon as we had broken through the thick undergrowth, my attention was riveted onto two unnerving objects in the clearing. Approximately twenty feet from the left perimeter of the circular ground stood a throne of ivory. It must have been eight feet tall, with arm rests and a step-up, and all, the entire structure, of solid, pure white ivory tusks. It was an awesome piece of workmanship, each tusk seamed perfectly to the next, having the effect that no light was able to break through it. Though it was a palpable enough thing, I remember well the

momentary illusion I suffered that the space it occupied was a hole in the jungle, so white and startling and unexpected it was, such was the impression it made on my already confused mind.

The only other thing in the clearing stood exactly in the center, and though it was a more horrible object I took notice of it more casually than I had the other. An altar it was, constructed of some greenish-white substance (limestone, I believe) and matching in no way the brilliance of the throne. Large, the top rectangular slab some eight feet long by four wide by one foot deep, it stood centered on a solid base a few inches short of matching the dimensions of the slab. The entire thing rose no more than three feet from the ground, a low, squat obscenity, thickly covered with what I immediately recognized (how I do not know) as blood stains.

I was shaken. I had forgotten the little girl, the members of my party, everything. Some ghastly intuition was pushing me to a realization of the true nature of Herbert's mission. He had gone over. He had joined the other side. I conjured up his face once more. Yes, why had I not recognized the hidden, unknowable part of those features, the decadence, the puffiness around the eyes from study—studying what, dear God? And the eyes themselves, their hard, jaded gleam. How could I have befriended such a one?

Here, that part of the diary given me, ends. There is more, but the author (whom I met in a Salvation Army soup kitchen, a pitiful, broken man with two sets of the most interesting scars on both his forearms) assured me it had no bearing on those events related in the sections you have just read.

It is a curious document, certainly. But if you have any acquaintance with Conrad, you will recognize the pattern. I have been informed by those in the know that it is a familiar story outside of literature. The existence of this manuscript would tend to substantiate that...of course that depends upon the degree of reliability you ascribe to the storyteller. I must confess that I now have doubts about the words. It seems fantastic. But next time he rides with you in the elevator or passes you in the hall, or you see him addressing a faculty meeting...look into those weary eyes...think of the awful loneliness of the jungle...and wonder.

It's A Hoot



The parody, the type film that Ken Russell attempted with THE BOY FRIEND, is now perfectly enshrined by Andrew Stone with THE GREAT WALTZ. From almost the moment this film begins, the viewer is guaranteed to be convulsed by laughter. Of course all of the levity is unintentional, but who cares?

THE GREAT WALTZ concerns the musical triumphs and romantic conquests of the waltz king, Johann Strauss. The scene pictured above is described by M.G.M. as—"While rain is falling about them, the flirtatious Russian dancer Olga dances to an appropriate number, Pitter Patter Polka." This is only one small example of the taste—resulting in laughter—of the film. Undoubtedly the funniest thing of the year is the movie's unseen singing narrator. You don't even have to go stoned to appreciate it.

The Bald Soprano & The Lesson

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FREE

Return of the Natives

(Continued from Page 13)

with Jean-Pierre Gorin in applying Jerry Lewis to Yves Montand (La Guerre...) and Jane Fonda (Klute) and both to the events of May in France seen as a seance in a wet factory office and the discreet chaos of a single cash-register, in the endless supermarket that is bourgeois charm, c. 1972. This in *Tout Va Bien*; and in *A Letter to Jane* he dares to treat a product of same with the rigorous seriousness, the infinite pains that are his as heir to Descartes; as a result everyone left, their "dislike of art is the rage of Caliban at the mirror" (Oscar Wilde).

With Francois Truffaut, restraint becomes a pretense; this despair as a dandified objet d'art well becomes him as a cineaste par excellence; in *The Wild Child* he casts himself as the scientist whose experiments with the noble savage progress in science since then (19th century) have rendered sheer personal style, perverted if something else; here, with *Two English Girls*, he returns with this to the vagueries of *Jules et Jim*, its author's other novel he films here, and the result is a cinematic Ulysses, an unstricken Bloom finally French; a film with every second Gainborough 24 times.

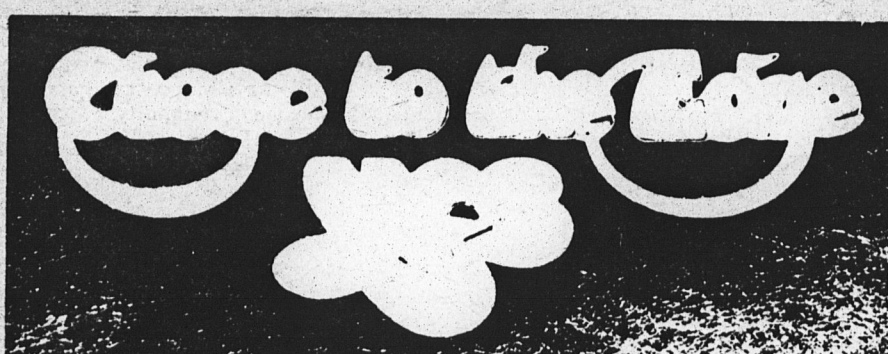
Joe Losey returns from his flirtation with *l'art a la Harold Pinter* to give us some time in the Mexican sun: you will recall Burton's speech to a hapless George Segal about history, or was it biology, in *Virginia Woolf*; perhaps you also recall Alain Delon's *nouveau riche's* moment of truth before the card table in *Spirits of the Dead*, or his confrontation with Belmondo in *Borsalino's* last reel; well, if so, imagine Burton as Trotsky and Delon as his axeman cometh, and you will have some idea of how

blessedly real *The Assassination of Trotsky*, Joseph's evocation of Stalin, how not like a nightmare, even without the terrible Ivans, it really is.

But the film of the festival, for me at least, was *The Discreet Charm of the Bourgeoisie*; Bunuel, yet to make a film in which he does not overcome his reputation as cinema's resident iconoclast with quiet courage to pursue the immense *logique* of a life lived and observed now, for 72 years intensely, one knows, and intensely imparted to us; overkills the star system (Bulle Ogier, Stephane Audran, Delphine Seyrig, Jean-Pierre Cassel, Fernando Rey) in an awesome (and successful) attempt to apply the unblinking wonder his *The Milky Way* brought to religious history to the ultimately social, therefore ontological and aesthetic, problems of his and our day; as such it is a pity he couldn't use Jean-Pierre Leaud, for "star system" above is "Catherine Deneuve", and Truffaut, faced with the same problem, she and Claude Jade, her ingenue stand-in, having obsessed nearly all his recent films as well, returned to him for *Two English Girls*, he (Leaud) who is the objective soul of Keaton, Keaton's body then becoming the film itself; in all save his (Leaud's) first film; and symmetry demands ... But with a masterpiece such as this, a symmetry which could cavil, as one might put it, must be paltry indeed.

This accounts for about 1/3rd; the rest I haven't seen, the moral being that if you (yes, you) can haggle your way into the Lincoln Center mailing list you can buy tickets for next year's new films outside Italy and Sweden by mail for one dollar, instead of standing in line for three.

-Theodore H. Merwin



Close to the Edge

by Bob Lampel

One of the great innovative rock bands to come out of England, Yes, seems to be *Close to the Edge*. By the sound of their newest release, however, it appears as if they might not get any closer. In "*Close to the Edge*," their fifth album, I sense a bit of stagnation in their beautiful harmonic style. Albums one and two showed that something great was going to happen in the world of rock and roll. Number three proved it.

"The Yes Album" is a combination of vocal harmony par excellence, superior musicianship and gifted song writing. These talents accentuated themselves in "*Fragile*," (album number four) in which bassist Chris Squire proved himself to be one of the most driving and melodic musicians in rock today.

"*Close to the Edge*" still maintains their musical prowess but, as seen by the other groups, this album isn't different enough from their last to be considered great. It is written thematically, much as was Jethro Tull's "*Thick as a Brick*" and has some wonderful jazz riffs, but as a whole, it tends to let one drift away, partially because sometimes it repeats the theme too much and at other times it lets the theme fall flat.

Don't get me wrong. Yes have not created a failure; they have simply not lived up to their expectations. They are still a tight driving band and as far as recommendations go, I would still have to say—say Yes.

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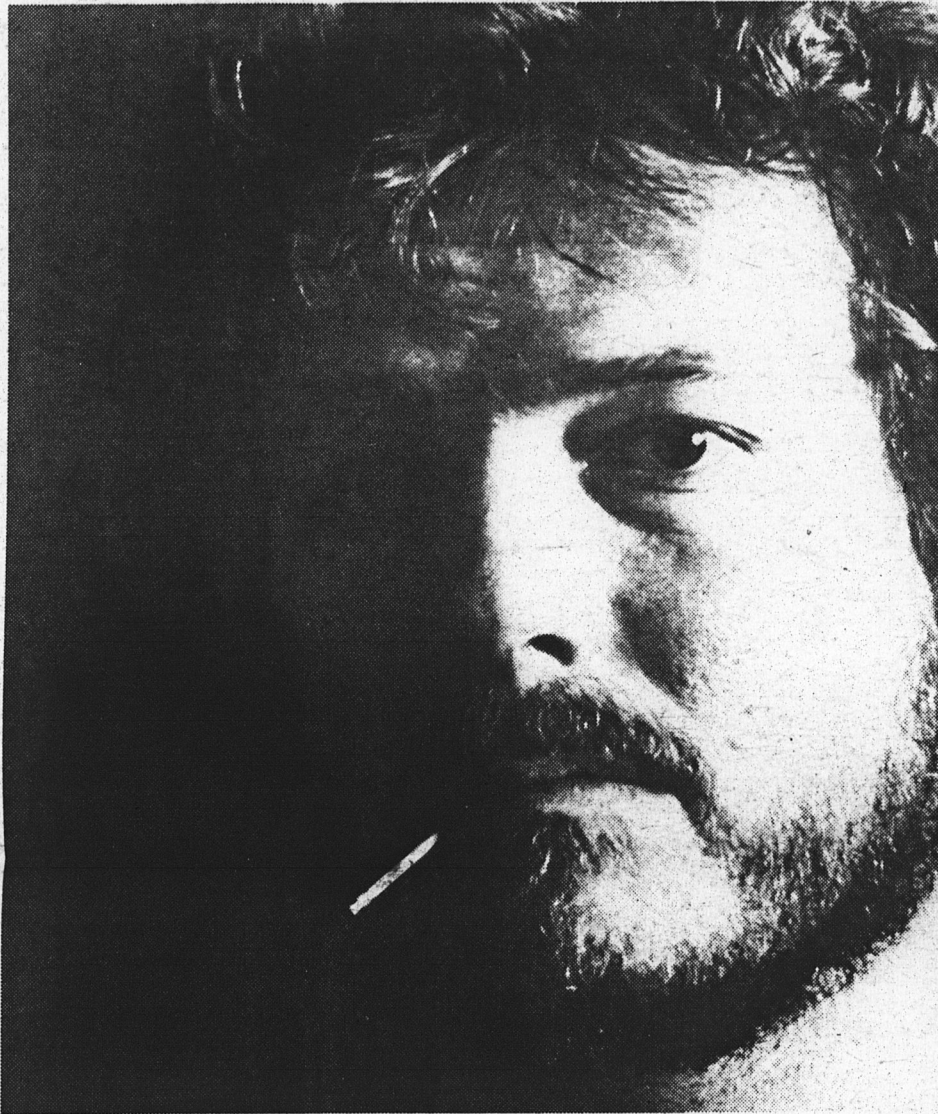
Lightfoot, A Heavyweight Performer

by David K. Moseder

The drone of the capacity crowd faded to near silence as the house lights faded to black. A few last minute stragglers scurried to their seats as the stage was struck by a pale glow. Into the soft light walked guitarist Terry Clements and bassist Richard Haynes, and as they took their positions a calm, disembodied voice said: "Ladies and gentlemen, 'Great Performers at Philharmonic Hall' presents Mr. Gordon Lightfoot."

The quiet was shattered by the continual impacting of more than five thousand hands as Lightfoot, twelve-string in hand, approached the edge of the stage and humbly bowed. Wasting no time on superfluous introductions, he went right into "The Patriot's Dream" and "Summer Side Of Life." Following a terse "Thank you," he assured the audience that he would keep the talking to a minimum and the music at a maximum. He proved to be a man of his word.

The superb quality of musicianship, vocalization and sound reproduction on the part of Messrs. Lightfoot, Clements and Haynes was matched only by Gordon's consistently fine melodies and beautiful, inspired lyrics. Lightfoot is professionalism defined. He is a warm, very human individual. Yet, he appeared so much larger



from "Lightfoot"
(Bachman/Cummings/Matheson)

his hair
blondish and poetic
he is less
than vinyl perfect
his foot
is the precise anchor
to the husk and vibrance
of his voice
he is the image of Alberta
precisely near Chicago
the grim beauty of Toronto
he is an artist painting
Cistine masterpieces
of pine and fir
and backwoods
steel echoes long ago
a winter night
a black July
and then the outcome
of an early
Cleveland rainfall

(copyright 1969 by
Dunbar/Expressions Music)

than life standing in that solitary spotlight sharing his songs with the world.

Most of the two dozen-plus songs he sang for the Friday night (24) concert were of recent vintage, including "If You Could Read My Mind," "Don Quixote," "Old Dan's Records" (the title track from his latest superlative album) and Lightfoot's current single, "That Same Old Obsession." Occasionally the Canadian-born (Orillia, Ont.) troubador slipped further into the past, and stirred up memories with such classics as "Softly," "Canadian Railroad Trilogy" and "Early Morning Rain."

In addition to his vocal magnificence, Lightfoot proved to be more than a mere strummer on the guitar. His slide work on "My Pony Won't Go" was surpassed only by

Terry Clements' pick work on "Alberta Bound" as the latter produced extraordinary mandolin sounds from an ordinary six-string guitar. (A purple heart is also in order for Lightfoot, as he played most of the second set with a split nail on the middle finger of his strumming hand.)

By the time Lightfoot finished his last encore, ("Pony Man," a song being published by Harper's Press to illustrate a children's book) the audience was

irrevocably awed. The three standing ovations he received hardly seemed adequate.

A Gordon Lightfoot concert has to be one of the most satisfying events, musical or otherwise, that any audience could ever see and hear. What I have to say to Lightfoot himself can best be put across in a line from one of his own compositions: "At times I just don't know how you could be anything but beautiful."

The Brother

By andrew santo

Documents are liars; ask any historian. And when he lies to you, going into the usual rah rah routine of how important they are--only links to the distant past, etc., etc.--come back to me for a vastly more pragmatic understanding of the subject.

Men, not history machines, write of their contemporaries and current events. Men who are pricked by vanity, fear, greed, envy, jealousy--name the emotion and the people who pretend to write objective histories are influenced by it. Men who, in short, must be liars in order to re-affirm their humanity. Which means, of course, that we do not necessarily disbelieve in the veracity of any primary source document, only that we temper our belief with massive

doses of skepticism.

All this is by way of an embarrassed introduction, for I am now forced into the unaccustomed role of historian: I "discovered" the document and I am presenting it to you, so I suppose that does make me an historian. But under no circumstances will I ask you to regard what follows as the simple, unvarnished truth; that would be to deny the author (who has prohibited me even the slightest hint as to his current whereabouts or present identity) his emotions and private, hidden reasons. I can only say that to my mind the words have the ring of truth. But perhaps this is because I will never forget the look in his eyes or the deep sincerity of his voice when he handed this manuscript to me.

(Continued on Page 9)

The Poetry Corner

a faint smile looms
by the frost
of a seasoned window,
the sun passes and
i strike a match
on this gelid sea morn.
staring and stirring
at suspiring flames,
i squint thru
the ashen kindlings,
while reposing
some fresh-dead logs.
during a trek by the ocean
(the air and spray
as a catalyst)
i begin to whirl
in minatory waves
of the aerotechnoworld,
where brazen brains
measure the value of feeling,
cobalt style (the Greco-Roman-
American way) and i remain
with a synthesized emotion,
the beauty seen sterilized.

Frank Polizzi

THE SEA SHELL.

the sea shell orbits
in the milky way
of sea-tossed rocks,
with haughty waves
encroaching its smooth insides,
unchanging.

the sea shell remains
(frail from time)
a curvilinear beauty,
if gathered before
crashed into particles
of little notice.

the sea shell stands
apart from and be-
longs to the beach,
the gull picking at its crust
(finding a pearl
pabulum or powder).

the sea shell adapts
well to a life away
from the depths of
opaque waters,
deep depression,
and dissolution.

the sea shell beams
thru khaki granules
trying to smother
its brilliance
(almost hidden
under).

Frank Polizzi

LOSS

When love is lost
And we grieve
It's not the present
That we mourn
But the future
That we once perceived

—Richard Kornberg