

The RICHMOND TIMES

of the City
University of N.Y.

Volume 16 No. 2

October 14, 1975

An Editorial Elections In Doubt

Student elections for Student Council and the Board of Directors of the Richmond College Association are scheduled to be held the week of October 20-24. As the Times went to print, however, only two people had filed their candidacy.

If in the event that the elections are uncontested, they will not be held. It's that simple.

If there are no elections, the president takes over the powers of the student government. In that event he can run it himself or appoint a representative to run it for him, probably the Dean of Students, or he can appoint a committee of students to form a government.

Funds derived from student fees paid by all would be allocated to clubs and activities by people elected by no one.

The lack of interest in student elections may be a commentary on the present student mood. With the scarcity of jobs for graduates, and the uncertain future of the City University, running for student office may have a low priority.

However, if whatever small control students have over their own destiny is not used, there will be no one to blame. The deadline for filing is October 14th.

Funds To Dean May Be Illegal



Dean Dorothy McCormack

by Gordon Matheson

Over the summer two grants of student funds totaling \$13,000 were made separately by the Student Council and the Richmond College Association (RCA) to the Dean of Students office for a salary line.

The money is to be used to pay the salary of the Veteran's advisor, Jerry Foley, according to Dean of Students, Dorothy McCormack.

However, the grants raise questions of propriety and legality. The RCA's own by-laws direct that a quorum for conducting business is a majority of the Board of Directors. The board consists of 15 members—12 students and three staff members which would make a quorum of eight members. There were six members present at the July 29th meeting where the funds were allocated.

The RCA's by-laws provide a procedure for fulfilling vacancies that occur due to resignation or graduation.

The vote in favor of Dean McCormack's proposal at the July

meeting was two in favor, one opposed, and two abstentions, the chairperson not voting.

At an August 12th meeting of the Student Council that granted \$6,000 to the Dean's office, three persons were present. Two voted in favor of the proposal. The chairperson only votes in case of a tie.

According to Student Government Chairperson, Benita Gross, the Student Council now consists of only five active members, and therefore the three members at the August meeting constituted a quorum. The five members are all that remain of a body of 20 elected last fall. A member who misses three meetings in a row is removed from the board.

Ms. Gross said that she had sent notices of the meeting to remaining members. Donna Brogna, Student Government secretary, who usually sends out meeting notices, says she was not aware of the meeting before it took place.

Chairperson Gross stated that she was against granting the salary line, and would have voted against it if she had a vote.

Dean McCormack defended the grant saying, "I don't consider it a bad use of student money. I feel that the Veteran's office has been extremely useful and I'm sure that veterans feel that they have gotten fast and good services."

Then she asked, "Who will be penalized if these services are cut."

Vote
Oct 20 - 24

Volpe Orders: Broad Changes In College Role

Faculty Performance Attacked

by Gordon Matheson

President Edmond L. Volpe, in a memorandum to the faculty, recommended sweeping changes in the educational mission of Richmond.

In a sharply worded attack on the faculty for past performance, the president described Richmond as a "Faculty Utopia," and accused faculty members of "academic elitism."

"Just about everything at Richmond—from academic programs and innovative courses to student advising and class scheduling—reflects faculty interests and faculty self-interest," the memo went on to state.

The major criticism directed at the faculty by Volpe, is that Richmond is not meeting the needs of community college graduates as it was set up to do. He points to inconsistencies in the original Master Plan establishing Richmond as an upper division college.

The master Plan mandates Richmond, "to provide educational mobility for the graduate of two-year community colleges," and then according to the President, "the angle of vision shifts 180 degrees away from the community college toward graduate school, the mandated mission is abandoned, and the vision of a Faculty Utopia takes command."

"Something went wrong," Volpe goes on to state, "There are no special programs for community college graduates. There is nothing we offer, at the undergraduate level, different from the discipline concentrations and electives available in any four year college. What is the evidence of Richmond's mandate 'to innovate and . . . chart its own course?'"

In pursuit of his goal of restructuring the college, Volpe has ordered the associate Deans of each division to form committees to develop new programs. By the end of the year, the deans are to present programs which place much less emphasis on the traditional major, and which are geared to specific career goals.

Specific changes proposed in the degrees offered by Richmond include: The Three-year B.A., The Contractual B.A. or B.S., and The Inverted B.S.

The Three-Year B.A. would admit students directly from high school. At Richmond, they would take interdisciplinary courses in the, "Major ideas of man envisioning himself and his universe," according to the president. As an example he gave the Renaissance and the Theory of Relativity as watershed developments in the history of man that might be studied from the viewpoint of a number of disciplines.

The contractual B.A. or B.S. would be designed as a custom-made program to fit an individual student's needs. He might work on a problem that could be researched. Most of the work for this degree would be done on an independent study basis.

The Inverted B.S. would be offered to students with an associate degree in a technical field. Students in this program would take liberal arts courses here in conjunction with advanced technical courses given at a community college.

It will be some time before these programs come into being. Steps that have to be taken before students are enrolled in any of these programs include securing the approval of Richmond's Curriculum Committee and the Faculty Council. Final approval would have to come from the Board of Higher Education and Albany.

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Student Elections — October 20-24

Vote

Elections will be held from Monday, October 20 thru Friday, October 24, 1975 from 9 A.M. to 8:30 P.M.

WHERE

CAFETERIA, 3rd Floor — 130 Stuyvesant Place from 9 A.M. - 3:30 P.M.

LOBBY, 130 Stuyvesant Place, from 3:40 P.M. - 8:30 P.M.

ANY MATRICULATED STUDENT, FULL OR PART-TIME, GRADUATE OR UNDERGRADUATE, MAY FILE THEIR CANDIDACY IN THE OFFICE OF STUDENT AFFAIRS, ROOM 514. THE LAST DAY YOU MAY FILE IS TUESDAY, OCTOBER 14.

The Ballot will consist of the offices listed below:

EXECUTIVE BOARD, STUDENT COUNCIL

1. Chairperson
2. Vice-Chairperson
3. Treasurer
4. Secretary

STUDENT COUNCIL

12 students (at least three who are juniors and at least two who are graduate students)

BOARD OF DIRECTORS, RICHMOND COLLEGE ASSOCIATION

11 students (at least four juniors and two graduates)

FACULTY/STUDENT GRIEVANCE COMMITTEE

6 students

REMEMBER: YOU MUST FILE YOUR CANDIDACY IN THE OFFICE OF STUDENT AFFAIRS ROOM 1-514

Vote

ADMISSIONS & STANDING

Two Students

A & S determines the policy and implements procedures for admission, determines standards for student retention (probation), graduation and honors

CULTURAL AND

PUBLIC AFFAIRS

Four Students

Administers college programs in such areas as: Lectures, plays, concerts and the like.

CURRICULUM AND

EDUCATION POLICY

Three Students
(at least one graduate student and all majoring in different areas)

Recommends and approves programs and courses of study

LIBRARY & INSTRUCTIONAL

FACILITIES

Two Students
(1 Graduate and 1 Undergraduate)

To recommend educational policies relating to the Library and other service facilities, i.e., audio-visual center. To be advisory to the Librarian and the administrators of other instructional services. Acts as liaison between these services and the individual divisions of the college.

RESEARCH AND GRANTS

Two Students

To implement faculty policy on research and grants.

BASIC SKILLS

One Student

The Committee's function shall be: liaison and communication between faculty and the ASK Center, formulation of general policy, approval of ASK Center budget before submission to the dean of faculties, and consultation and advice on personnel decisions.

TEACHING EVALUATION

COMMITTEE

Five Students

Devise and implement a procedure which allows students to evaluate teachers and courses

UNIVERSITY STUDENT SENATE

One Student

Represents the Student Government Association at the University Senate

STANDING COMMITTEES OF

THE FACULTY COUNCIL

STUDENTS have representation on the Faculty Standing Committees listed below. (STUDENTS INTERESTED IN SERVING ON THESE COMMITTEES CAN FILE AN APPLICATION WITH DONNA BROGNA, SECRETARY, STUDENT GOVERNMENT, ROOM 10424). Immediately following the elections, the new Student government will act on these applications.

Future Perfect



Adam Michael Richard Ebel
born August 5, 1975

by Henry Ebel

Dear Adam,

I don't think that one can start early enough to tell one's children the truth, so here is the truth about me.

I'm very, very scared of being crushed by life the way my father was. And at the same time I so much want

the same with those more powerful and less powerful than myself.

I want you to be able to believe that despite my very high level of fear, and my horror of suffering pain or mutilation, I would much rather die than have to inflict pain on another human being.

I would much rather die than have to inflict pain on another human being.

you to respect me for having the courage of my convictions, the way I couldn't respect my father.

I don't want to be someone you have to make even implicit apologies for.

I want you to be able to say of me that I was one person only, the same with the world as I am with my family,

And if we ever get to the end of this long nightmare of our species, I hope you will feel that your father was on the side of the good guys.

And I want you to know that you are so much more beautiful and valuable and educative than anything I ever managed to buy myself when I was very young and very crazy.

Your Loving Father.

Poet Nemerov To Read Oct. 15

Howard Nemerov, poet, novelist and critic, will give a poetry reading in the Richmond College Hall, Wednesday, October 15 at 8:15 p.m. A graduate of Harvard University, Mr. Nemerov has taught at a number of colleges and universities, and is now a professor of English at Washington University in St. Louis. He served as associate editor of *Furioso* magazine from 1946 to 1951, and was consultant in poetry to the Library of Congress from 1963 to 1964.

Mr. Nemerov has won many distinguished literary awards, among them the Theodore Roethke Memorial Foundation award in 1968 for his book of poems, *The Blue Swallows*, and the *Poetry* magazine, and the Fellowship of

Frank O'Hara Memorial Prize from the Academy of American Poets in 1971. Other books of verse include *The Next Room of the Dream*, *Gnomes & Occasions*, and *The Western Approaches*. In addition to his poetry, he is author of several novels: *The Melodramatist*; *Federigo, or the Power of Love*; and *The Homecoming Game*.

The reading is the first in the fall series at Richmond College, presented by the Faculty of the Humanities and *Parnassus: Poetry in Review*, with support from Poets & Writers, Inc., which is funded by the New York State Council on the Arts. Dr. Herbert Leibowitz, associate professor of humanities at the college, and editor of *Parnassus*, is coordinator of the series.

RICHMOND TIMES

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Viewpoint On Tuition

Interview With Professor Jiri Weiss

by Jill Rapaport

I spoke with Professor Jiri Weiss, who teaches film and theory at Richmond College, on the subject of the recent proposal by Ewald Nyquist, State Commissioner of Education, to impose tuition on all CUNY students as a partial attempt to deal with the budget crisis currently affecting CUNY and all of New York City. Under this proposal, full-time undergrad students who are residents of New York City at CUNY would pay, beginning with the Spring, 1976 semester, the same amount for tuition as at CUNY colleges, or \$650 per year for freshmen and sophomores and \$800 for juniors and seniors. The proposal has been a very controversial one, and was immediately rebutted by Alfred Giardino, chairman of the New York City Board of Higher Education.

Professor Weiss and I talked for perhaps forty-five minutes or so, and went fascinatingly astray from the intended subject matter of the interview. First, I asked for his general response to the idea.

W: My experience of America is limited. I have lived for a long time in a country (he is from Czechoslovakia) where everything was free. My experience was that where everything was given out free, things were not valued. I have met a very similar experience in this college, which gave students free use of stock and laboratory facilities. The result was that students started movies, spent hundreds of dollars, sometimes even more, were given the use of cameras, and then did not finish their projects. So I think that a diamond is valued only if you have to pay for it, or at least work for it. Therefore, I think it's quite right to ask for tuition, for fees, unless the students are so excellent, and work so hard, that they deserve not paying anything or getting a grant or a stipend.

Jill: But who would determine this?

W: That's what grades are for. If students have excellent grades, and don't have any money, then naturally they should study free and get grants and loans. I think that money should be given only to people who work hard. I am also in favor of grades getting harder. I have seen several colleges in America, and in my opinion, they are not selective enough. Recently, a student came to me and wanted to get from me an H (Pass with Honors), pointing out that other professors have also given him an H. I would have given him a D.



Times photo by Michael A. Fenty

Professor Jiri Weiss

they value it. At this college, there are very excellent professors, such a pleiade, a galaxy of excellent professors as I haven't seen anywhere. I am not in favor of people paying, but of people working.

J: But it's probably true that by definition, the majority of students at this or any other school are not exceptional. In any case, whether they were born wealthy, and are funded by their parents, or they're going free, funded by the city or state, it's only some people who are interested in working anyway, only some people who've found their true metier; these people are going to work whether they have it free or not. It would be easier for them if it were free, although not necessarily good discipline for life, but people who are going to an expensive school other than on a scholarship are also having it handed to them.

W: I've always been taught that America is a place where a diploma is only a formality, a piece of paper, where all that's important is what you do. That's a fallacy. From my own experience, I've seen that all students want from me is a piece of paper, whether by hook or by crook, whether they deserve it or not is something entirely different.

Everybody wants to get a diploma, somehow something to hang on their wall and what then? I think schools

a plane somewhere, you fly with a pilot who's gotten one of these quick degrees somewhere, I would fly with someone who is a very good pilot. That reminds me of those frightful things in Communist countries where you let workers' children, because of their origins, because they're from a working class background and underprivileged, so they get their degree easy. That doesn't mean they can pull a tooth or make a movie.

J: No, they shouldn't get their degree easily, but there should be and probably can't be, because of practicality, some method of screening incoming college students individually, so that people coming from disadvantaged areas are not screened out automatically because they don't know rudimentaries, but may in fact be very gifted people.

W: They must, in that case, get additional tutoring. You see, I am not a nazi, I am not a racist. I lived in a Communist country, where these principles were applied, that someone comes from a working class family, therefore you must be nice to him.

J: Not that one should be "nice" to them, but give them an opportunity.

W: Opportunity, yes, for hard work! If someone didn't have a decent education in a primary or high school, okay, then let's give him another year of refresher courses before he goes to college proper. I have many black students, for instance, and I know how difficult it is to be educated in a black family where the mother hasn't given, in the preschool years, that care to a student. But that doesn't mean that I will be lenient with him; on the contrary, then he must, just like me, a foreigner, overcome the fact that I don't speak English well, which is something that is your birthright. He must simply work hard and overcome it. That's the only way to do it. Otherwise you will have second-class citizens, which will be hypocritically classified as if they were first-class.

J: But let's take the case of Richmond College in particular. People who are coming here, are coming here only after two years of studying somewhere. So these people, most of them, are much more serious than people who are coming into a community college from high school, and are hanging out, trying to see what college is like, and most of them aren't pulling their weight at all, but people who are coming to Richmond obviously have seen what college is like, and then have a reason for coming. These people would be completely prevented . . .

I think that money should be given only to people who work hard.

or our colleges, because I might be an American in a few years, will not deal with people justly, but still from a racist point of view, they are not doing their job. And frankly, what I see now is racism. I never asked any favors because mama and papa happened to be Jewish. I have two eyes, a nose, a mouth, a brain, and I want to be measured on what I am, what I can do; but I simply refuse this jazz about a so-called background. If students want to study in a college, it is their duty to work very hard, and to work well. And if they are disadvantaged, as many might be, it is their duty to work twice as hard, and to ask for additional help, and if necessary to study one year longer. And these students who try to work hard should get all the help from the community and the colleges which they deserve, but that doesn't mean I see anything wrong with students having to pay, because far too many come to a college and expect to get a degree only because they are underprivileged or black.

I have black students who are excellent, whose work I admire, and the question of whether they are black or under-privileged or where they came from never entered my mind. I think a professor would give everyone an equal opportunity. If a person is not a good enough runner to win the Olympic games, he should run in a contest that is less exacting. But it would be false to give anyone a handicap because of his origins. That, my dear friend, smacks to me of nazism.

If one really wanted to stop the inflation in grades, which is, like inflation in money, everywhere, only it isn't money anymore, but people, well, not more than 33% of those grades would be shown as valid grades, with some real knowledge behind them. However, that would lead me much further than this conversation permits. You see, I didn't come here to teach Americans how to run their country better. I've come here to partake, with some of the young Americans, the knowledge which I've acquired, and by that I can do, possibly, personally, some good. I don't want to change the world anymore. I've tried it, and I've seen that it's very difficult. And I do think that young Americans do respond very well to a slave driver like myself and so far, I can't complain that my students would not work very hard.

••• *In cinema, you cannot swindle.*

People make a movie and you see it on the screen. •••

J: Because of his attitude?

W: Because of his bad work. Anyone who doesn't complete his work should automatically pay. People who have tuition free, the moment they stop working should start paying. I think studying is just as important as having a job in real life. Here in America, you educate young people in a kind of fool's paradise, a utopian state, and then one day these poor youngsters have to enter a terribly hard, competitive American life, which is much harder than you encounter in Europe, and then you wonder why they are neurotic.

J: It seems, however, that many students at the most expensive colleges, while not exactly unserious, are in fact about the same as students who pay nominally for their college education, as far as hard work, performance, and of course talent are concerned.

W: If students at New York University or any other school get a very bad education for a lot of money,

should be more selective. A diploma should be hard, a grade should be hard to get. In a class today, a professor is scared to give an F. It's quite common, especially in CUNY, that the worst grade to give is a B. At another college, I gave C's and D's, and I let two students fail, and there was an outcry to the 7th floor. In my opinion, an H or an A should be a privilege, and then a diploma would be more valuable. In these mass colleges, the community colleges, everybody gets at least a P or an H.

J: Still, it's also true that people coming into colleges from disadvantaged areas, where they have been in primitive public schools and secondary schools, and have never even seen another type of really academic studying . . .

W: Next time, you go to a doctor who has gotten his degree from such a school, and have your appendix cut by him. I will go to a doctor who had a very good school because I'm putting my life in his hands. Next time you take

W: I can judge only cinema. In cinema, you cannot swindle. People make a movie and you see it on the screen. I simply think that if my legs are short, I shouldn't try to jump high. Therefore, I should select for myself, a job where my short legs are an advantage, if I may say so. You see, it seems to me, and I come from a country of, let us say, Slovaks and gypsies, which correspond to the black students here, that it's no good to close one eye, by giving a doctorate of medicine to someone who isn't good at it. I don't care personally whether someone is blue, black, green, or yellow. I want someone to be good. Then he will get a good grade from me. Because, you see, I'm not a racist, and I'm also not sentimental. When I fly a plane, I don't ask whether the pilot is black or white or yellow, or whether he's a wasp. He must be a good pilot. And if I go to a dentist, he must be a good dentist. And if he is a judge, he must know the law. And as long as your colleges in America,



Howard Nemerov to read Oct. 15

Graduates Reply To Volpe Memo

Editor's note: This is a reply to President Volpe's memo on academic redevelopment. See the story on page 1.

We are a group of former Richmond College students. By and large we choose to come to Richmond for one of two reasons. (1) because of what it promised as an experimental college within CUNY or (2) because we lived in Brooklyn or Staten Island and the size of Richmond College compared to SICC or Brooklyn was appealing.

Edmond Volpe's memo of September 16th on academic redevelopment has come to our attention. We are disturbed by both the content and tone of the memo. We see the memo as an unwarranted paternalist attack on the faculty. We want to respond to Volpe's perversion of the history of Richmond College. Volpe's memo is both muddled and obscurantist. The following is an attempt to straighten out our history and experience of Richmond.

What went wrong. This tirade against the faculty is quite misplaced. Our experience of faculty participation is different from Volpe's reading of a history he was not a part of. For the most part what we found at Richmond was an exciting, dynamic faculty committed to students and teaching. In the majority of cases, courses and curriculum reflected a high degree of thoughtfulness, scholarship and

competent delivery on the part of the faculty. Student-faculty participation encouraged students to take their time at Richmond seriously. Weaknesses and strengths in curriculum and faculty-student relations were continually evaluated in a spirit of support.

Students and faculty spent more time at campus than either group had in previous academic settings. Faculty creatively discussed the major issues facing Richmond College students—what a baccalaureate education was all about, intellectual development, further educational plans and employment possibilities.

When students questioned the validity of a traditional education, many faculty who themselves were rejecting the stultifying experience and irrelevance of much of the "Groves of Academe" were careful to listen to student viewpoints. You shared your own thinking without laying trips on students who didn't yet have the heavy credentials and so might have risked dropping out rather than rejecting from strength.

Students who had been previously turned off to traditional education were turned on to the chance to create their own education with sympathetic faculty. We were treated as adults who wanted to learn. And we certainly learned. We learned why we wanted to learn and then how to go about it. We

learned about social commitment in and outside of the classroom; we began to learn about power and authority; we learned about shaping our futures; about how a college is and can be run. In the All Day College Institutes and the frequent colloquia (both heavily attended) students learned to take themselves seriously. We learned how to think clearly, how to fight for what we needed in skills and growth. Indeed it was a faculty utopia if that means the faculty were able to work in an institution that could be responsive to its wider community—the students of New York and the people of Staten Island. We were quite proud to be students of Richmond because we could see ourselves as truly a part of the inheritance of the sixties. We learned to put into practice a value system we believed in, we saw how hard the faculty fought the administration for what it believed and how seriously it held the administration to its original promise.

We took our own space to present a student's perspective and we learned the importance of longterm struggle. We saw faculty mistakes openly admitted and evaluated. We participated in the weekly faculty meetings, we learned about divisiveness and all the pitfalls that need to be overcome in trying to get a school together when the rhetoric and history of students and faculty were not always concurrent.

Faculty were rarely immobilized by their own organizations. What they were subject to—and most notably in the last 3 years—was administration connivings. The administration, instead of being the support system for the educational process became instead its antagonist. In our own struggles at Richmond we had quite a bit to do with the administration. Students and faculty developed the first Women's Studies courses at CUNY.

ADMINISTRATION OBSTACLES

At every level of implementation we fought administration obstacles right to the BHE. Finally we won and Richmond College brochures—put out by the administration—proudly advertised our new innovative program. Your classic slick rip off. Indeed Volpe's whole memo is a slick rip off—it distorts all the faculty involvement and ingenuity that went into building Richmond and attempts to demoralize the teaching staff using "progressive" slogans.

Administrative interference has tried to destroy most of what is healthy at Richmond. Truly integrated programs and curricula are mainly a thing of the past at Richmond. Student services are minimal. Faculty-student relations have deteriorated. Some of the best faculty have been fired. The Richmond College administration has used the most vile sexist, racist and elitist weapons to kill a growing institution which was an oasis at CUNY.

We understand that the faculty are now working under rotten conditions, that much of your time is now spent in an individual hustle, trying to beat the system, stay alive, get tenure, spend endless time in meetings protecting your rights. Indeed Volpe's memo blatantly dictates that those who support his redevelopment will be rewarded—"honored in personnel decision." We all know the other side of that coin.

A president is supposed to articulate the aspirations of a college not to dictate with the iron hand of reward and punishment. If this is the president's new policy no wonder Richmond College enrollment is significantly down. No one would choose to go to a school where the administrative rhetoric and practice are so inconsistent.

All this of course has had a profound effect on student-faculty participation.

We aren't saying that everything was rosy when we were in school but we do want a chance to express our thanks to a faculty who helped us grow and we want a chance to right the distortions that Volpe is perpetrating.

We interpret Volpe's "Blame the Victim" memo as an attempt to separate the faculty from their long and fruitful association with students. The memo attempts to drive a wedge between faculty and students and faculty and faculty. Our classes and experiences at Richmond and in the outside world have taught us that nothing decent can be achieved by dividing people when their true interests are in common. We all feel the pressures to find an individual solution—and we all know that individual solutions are illusory.

In the most scurrilous resurrection of elitist educational philosophy Volpe now encourages the faculty to fight each other for a piece of the pie. The rewrite and distortion of Richmond College history now set in type by Volpe is dangerous. The faculty and students know what the real issues are facing Richmond and no amount of literary license will allow them to be obscured.

We hope our memo can be of some support to you in your continued struggle to build a healthy and active Richmond College worthy of its early reputation.

Marsha Freed
Enrique Viera
Anita Kinsler Farley
Walter Strauss
Wendy Beller
Laura Jeanne Hobbs
Frank Grabinsky
Freema Schnitzer
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Candy Albino
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Debbie Ostrow
Kathy Borkin
Richard Marquez
Luise Eichenbaum
Robert Braunstein
Maureen Brennick
Linda Geary
Ed Murphy
Andrea Jay
Richard Burke
Melinda Codd
Tom Gregor
Rosa Ana Gonzalez
John Farley
Joyce Winfield
Sandy Russo Harris
John Harris
Harriet Lane
Victor Perez
Hugh McCleneghan
Andrew Nicito
Ruth Orbach
Willie Holmes
June Mosca
Santos Macaya
Barbara Villani Backer
Jeremy Pikser
Joanne Helfgot
Susie Orbach
Anita George
Josephine Mullen
Walter Forst
John Ray
Barbara Clum
Carol Bloom
Judy Hilke
Pedro Rivera
Hilary Hodgson
Carol Denuzzo
Debbie Ford
Susan Greenwood
Carol Fasone
Patrick Goodin
Richard Stein
Carol Schaffner
Richard Spiller
Tom Gillespie
Jim Ritter
Russ Rueger
John Hart
Nancy Pattela
Virginia Trent
Helen Byrne
Barry Teitoebaum
Kenny Bernstein
John Odenthal
Stu Green
Kenny Orbes
Walter Nichols
Susan Cassidy
Lorelei Migenennes

AD HOC ALUMNAE COMMITTEE

Editorials

Misuse of Student Funds

This past summer with few people around, a total of four people from Student Government and RCA voted to allocate \$13,000 for a staff member's salary. This money came from the student fees that you pay.

We don't think that paying an administrative expense that belongs in the college's budget is a proper use of student funds. Especially when it amounts to almost 13 percent of the total budget of RCA and the Student Government for the year.

The matter of whether or not members were adequately notified of both meetings, and whether or not there was a legally constituted quorum might make interesting research for a public interest law group.

No one argues with the need for a Veteran's Advisor, but the manner in which student money was hurriedly and quietly voted for the purpose, raises serious questions.

The whole affair has the air of having been transacted in a phone booth at midnight.

G.M.

A Matter of Priorities

The onerous cuts in this year's college budget were administered with the least amount of damage to the educational function of the school. Full-time teachers and academic programs remained unscathed with the regrettable exception of the Language Lab and the Theatre Workshop. What effects the cuts in services will have remain to be seen.

There are two areas, however, where savings could have been made with little or no effect on the college's functions.

One is a reduction in the additional layer of bureaucracy that accompanied the new president into office. Pruning an administrator or two from the ninth floor would by no means be the answer to our budget problems, but it would go a long way to demonstrate that the burdens are being equally distributed.

Certainly, if additional cuts are imposed in the coming year, reductions in the administrative staff must be made before a single full-time faculty member is released.

Another plum ripe for elimination is the luxurious presidential residences provided by the Board of Higher Education for presidents of colleges in the City University. President Volpe is furnished with a very expensive home on Howard Avenue—both in value and in operating costs.

Of course the sale of these residences can't be made by individual presidents. The BHE, however, by ordering the sale could realize a savings of at least \$1.5 million, according to figures compiled by the University Student Senate and which does not include the upkeep involved.

With the university in dire financial straits, these frills can no longer be justified.

Full Text Of Volpe Memo On Academic Changes

Several months ago, I promised the governance committee a statement of my ideas concerning academic development. The budget crisis kept me from the typewriter. But as I thought about the statement, I realized that before we could deal with governance, we had to resolve a more fundamental problem: Richmond's educational mission as an upper division college.

After a year at the College, a study and analysis of its history, and a study of other upper division colleges, I can reach only one conclusion. Richmond has not fulfilled its mission as an upper division college. If, it had, we would be a unique institution in the City University, with community college graduates seeking entry to a college especially adapted to their educational needs and providing programs not available elsewhere in the University.

WHAT WENT WRONG

To be blunt, this College did not evolve from an educational vision of the mission of an upper division college. It evolved from a vision of a Faculty Utopia. Despite, ironically, the fact that it came into being during the late sixties when students were demanding reform, and despite the fact that many of the original faculty were recent graduate students, and despite the heady rhetoric of social commitment and commitment to students and to teaching, the college developed into the very paragon of traditionalism and academic elitism the student movement condemned. Just about everything at Richmond—from academic programs and innovative courses to student advising and class scheduling—reflects faculty interests and faculty self-interest.

That is a fierce condemnation. I know, of course, it is unfair to many faculty members. But we need perspective and it has to be said. The gap between Richmond's rhetoric and its reality is startling. If you listen to the rhetoric, Richmond is in the forefront of educational innovation, it is dedicated to the welfare of its students, its faculty is a teaching faculty deeply involved with its students (two days a week). The reality is that the curriculum is traditional and standard, and faculty energy is devoted to the form rather than the substance of academic life. Almost every serious problem facing this college that I addressed last year became obfuscated by passionate discussions of faculty rights, which boiled down to insisting that everything remain exactly as it was in the past without the slightest recognition that the past led to anarchy and failure. If we can channel this year one-quarter of the faculty energy expended on slaying imaginary administrative dragons, and begin to honor the St. George's who champion academic reform, we shall leap into the future.

FACULTY UTOPIA

The gateway to a Faculty Utopia was opened in the original Master Plan. Before that gate could be opened, however, a treacherous area had to be crossed: Richmond College's mandate from the Board of Higher Education to pioneer an upper division college. In Chapter 1, entitled "Mission" of the 1967-72 Master Plan, the mandated mission is clearly and precisely enunciated. It is an important statement and worth reading:

"The innovative, experimental mission of Richmond College is directed by the Board of Higher Education mandate to pioneer as an 'upper division' and graduate institution and by the modes of organization, curriculum, and student involvement that are untrammelled by tradition.

As an 'upper division' college, Richmond joins a handful of institutions created to provide educational mobility for the graduate of two-year community colleges, the fastest growing segment of higher education. Traditional four-year colleges are not geared to provide sufficient continuing education for more than a fraction of this population. The 'upper division' college has a responsibility to offer these students programs that are articulated with the curriculum of the community colleges. Most of these programs will be designed for the 'transfer' students, whose studies in the community colleges prepare them for concentration in a major field of study in the junior and senior years. In addition, Richmond College accepts the challenge to experiment with continuations of 'career' programs which, though terminal for many, may reasonably lead to advanced study for the most successful, particularly in fields like the health sciences, which increasingly need more advanced levels of preparation than those provided by the two-year college programs. Finally, Richmond College

welcomes the opportunity to offer exciting and innovative courses of study leading to the bachelor's and master's degrees to transfer students from four-year colleges.

Richmond College is uniquely fortunate in its mandate to innovate and the freedom to chart its own course within the limits of this mandate. It is therefore expected that the faculty and the administration will use this freedom with due regard to student needs and public requirements."(p.7)

I want to stress several of the points in this statement of mission. The union of the upper division college with the community college is of paramount importance. The students coming out of community colleges have educational backgrounds and needs that cannot be fulfilled by the traditional four-year college. The development of "programs" geared to such students is the major task of the upper division college. There are no ambiguities in this statement of mission, and it resembles closely the stated educational mission of other upper divisional colleges then extant and of those that came later.

RICHMOND'S MANDATE

A glance at our catalogue is sufficient to reveal that something went wrong. There are no special programs for community college graduates. There is nothing we offer, at the undergraduate level, different from the discipline concentrations and electives available in any four-year college. What is the evidence of Richmond's mandate "to innovate and... chart its own course?" Minimal requirements and an H,P,F grading system which came to be scaled down, our records show, to H,P,I or guaranteed pass.

The answer to what went wrong lies in Chapter 2 of the original Master Plan. There, the opening paragraphs iterate the importance of orienting the upper division college to the community college curriculum and the community college graduate. Then, suddenly, under the heading—significantly—"Faculty Staffing," the angle of vision shifts 180 degrees away from the community college toward graduate school, the mandated mission is abandoned, and the vision of a Faculty Utopia takes command.

Note carefully as you read this paragraph the heavy stress on faculty preferences and interests, the palpable disdain for lower division (community college) study, the way student educational interests mysteriously merge with the stated interests of faculty. And note, too, the gaps in the logical cohesiveness of the entire passage, initiated by the "supposedly" in the opening sentence.

"Teaching graduate students supposedly carries more prestige, involves smaller programs, and emphasizes research—and such positions are thus in great demand. Consequently, more and more lower division courses are being consigned to graduate assistants, who often find themselves instructing several hundred students at a time. Moreover, additional numbers of students are becoming eligible for and interested in graduate study. American society continues to raise requirements for professional preparation, and in response to its demands and the students' interests, colleges and universities are expanding their graduate schools and competing for qualified faculty.

The major upper division offerings of American Colleges suffer from a two-fold change in emphasis: the decline of interest on the part of colleges and faculty in lower division general education courses and the increase of faculty interest and strength in the graduate curriculum. As a result, the traditional American college reflects two marks of organizational cleavage, one at the end of the second and another at the end of the fourth year. This dual failure in articulation results in important losses in continuity and cohesion.

The upper division concept offers assistance for both of these staffing problems. It assumes that the freshman and sophomore years will be in the hands of a community college faculty specially committed to, trained for, and experienced in its job. It assumes that the instruction of proven upper division and graduate students will be in the hands of scholars of acknowledged competence and that there will be no interruption of continuity in students' programs of study.

It may be presumed that an upper division faculty of this character will be able to offer the full range of graduate courses leading to doctoral degrees. The range from the advanced years of undergraduate study to the doctorate represent a more compatible continuum than the range that includes the freshmen and sophomore years. Indeed, it may be agreed that higher education, involving commitment to a field of specialized

study, does not really begin until the junior year and that the 'lower division' course of study, involving basic skills and general cultural background, is essentially preparatory in character. Seen in this light, the first two years of college are more closely related to the last two years of secondary school, and the last two years of college are more akin to the early years of graduate school." (pp12-13)

In my view, much of what has gone wrong in American higher education and many of the conditions the students of the 60's were protesting have their roots in the attitudes enunciated in this passage.

The professorial ideal is to teach in graduate school or, if that is not possible, then undergraduate electives. Teaching introductory courses is consigned to graduate assistants or to a lower professorial breed, closely akin to high school teachers. Such lower division teachers are different from real faculty. To do such low level teaching, they have to have a special commitment, special training and a great deal of experience. Graduate school professors would not deign, of course, to train community college professors, though there is no place else for them to get the special training they need.

Out of such attitudes, liberal arts professors have created an increasingly specialized upper level curriculum that is solely designed to prepare students for graduate school. If our majors are not interested in graduate school, do not want to become researchers and teachers, they still have to take the same course of study. The only educational philosophy operative here is faculty interest. We are specialists; we want to teach our specialties, and therefore specialization is the best possible education for all students. This kind of unabashed arrogance, and total disregard for student educational interests and goals precipitated the educational crisis of the 60's and that crisis remains unresolved.

I've whipped up lots of past irritations, which may not be immediately relevant, but which are good to vent anyway.

FACULTY STAFFING

Obviously, the "Faculty Staffing" passage in the original Master Plan dictated the direction that Richmond would take. If efforts were made to create programs or to adapt the curricular offerings to the needs of community college students, they came to nothing. The community college student who entered Richmond had to accept a traditional curriculum with emphasis upon a specialized course of study designed to prepare them for graduate school. The students were not interested. They wanted a course of study that offered them the opportunity for a career, and Richmond turned into a Teacher's College.

The dream of Faculty Utopia includes, of course, self-governance. And even though the dream collapsed into immobility, the rhetoric persisted. There were those in the College who knew and said Richmond was not fulfilling its mission. And most of the faculty, deep down, knew they were right. There were those, too, who knew governance had collapsed and said it. And most of the faculty, deep down, knew that too. But, despite the growing evidence of programmatic failure and the emotional tensions generated by involvement with form rather than substance, the rhetoric of Faculty Utopia prevailed and still prevails.

WHAT MUST BE DONE

I sought, last year, in my December memorandum on academic restructuring to make the academic program rather than the academic major the focus of our restructuring. My objective was to create a structure that would allow for the development of new programs specially designed for our student body. Characteristically, discussions about academic planning and academic programs bogged down. Questions of form, the power of faculty units, the allegiances of faculty took precedence over academic mission.

It is essential, I think, that we concentrate solely on our academic mission, resolve that and then worry about form. And to do that we shall have to alter our educational perspective by viewing the traditional disciplines as educational tools rather than goals.

In my view, the traditional four-year liberal arts curriculum has probably outlived its usefulness. Specialization, as we have known it, should be reserved for M.A. level study, and undergraduate work should be concentrated in three years with only general orientations in programming toward science or social science or humanities. We have a mandate to experiment and create a three-year B.A. degree. I should like to have a

proposal ready by the end of this semester. Such a program cannot be a four-year traditional curriculum, including a major, crammed into three years. It requires a fresh, new approach.

With its heavy stress upon specialization, the traditional liberal arts curriculum has made the Bachelor's degree a preparation for professional or graduate school. For most students, however, the Bachelor's degree is a terminal degree, and we do them a disservice by not treating it as such. Most of us would have been very bitter if we had completed the studies for a Ph.D. only to discover it offered no means of making a living. Many of our younger colleagues, right now, are undergoing that experience.

It is very easy for liberal arts professors—secure in their jobs and sure of a pay check every month—to preach the ideal of learning for its own sake, to proclaim the inestimable intellectual and spiritual value of liberal arts study, and to look with disdain on career training at the undergraduate level. But it is a very different matter for a young person who aspires to economic mobility and security and believes a Bachelor's degree offers new career possibilities. If we are really interested in the welfare of our students and are really interested in educating them, we cannot ignore their aspirations and expectations. The three-year B.A. will acknowledge, I believe, that a Bachelor's degree is intermediary between high school and specialized or career preparation; but until that belief is commonly shared, we must deal with our students' aspirations.

By altering our perspective of the major, we should be able to develop academic programs that prepare students for the careers they now stumble into, if they are lucky, by having majored in a particular discipline. Students, for instance, who major in sociology now take a course of study that prepares them for graduate school. Most sociology majors will not go on for advanced study. They leave college and seek jobs related to their studies. Because sociology does open more doors than history or english, our enrollment in this discipline is much heavier. We could assist our students by identifying the various career possibilities a discipline offers. With a slight shift of emphasis, the introduction of some practical courses, we could provide them both general and special training.

During the past year or two, we have developed several programs—Community Mental Health and Human Development at the M.A. level, and the B.S. in Economics at the undergraduate level—that are steps, I believe, in the right direction. But a piecemeal approach will not do the job that must be done.

STEPS TO BE TAKEN

I shall not talk at length about urgency. Eight years of grace is generous. By the end of this academic year, we must be finished with programming and be ready to implement our mission as an upper division college.

1. *Close Allegiance with the Community Colleges.*

We must, at once, initiate all alliances with the community colleges, develop plans for interchange of faculty, bring community faculty into our academic planning committees. This process was begun last year, but it must now move ahead vigorously. Last year, we articulated a number of agreements, but primarily in areas which were already established here. This year, our task is to learn what the community colleges need from us and develop programs with them.

The Inverted B.S. To this end, we have been working on a program that I have called the Inverted B.S. It is designed for students with AAS degrees who already have careers but want further education. With concentrated effort, we can implement such a program by September 1976.

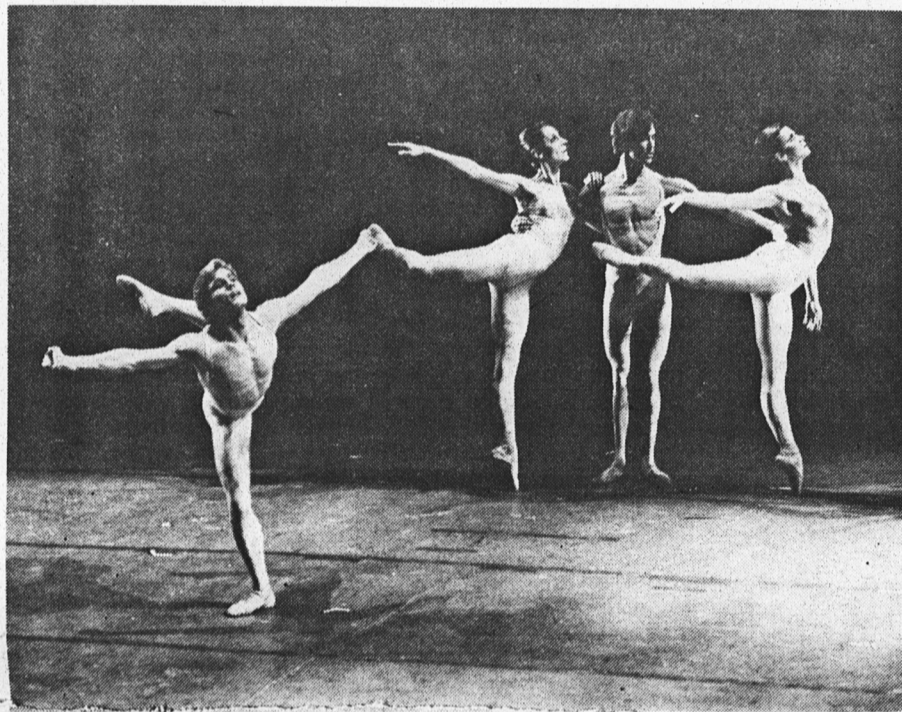
2. *Complete Reorganization of Our Academic Program.*

Our present program is not, as I have argued, the program of an upper division college. It does not fulfill the college's mandate to pioneer and it does not reflect the interdisciplinary thrust promised in the original Master Plan. To redesign our program it is essential to subordinate the traditional major, available everywhere and anywhere, and develop interdisciplinary courses of study with built-in guidance toward career goals.

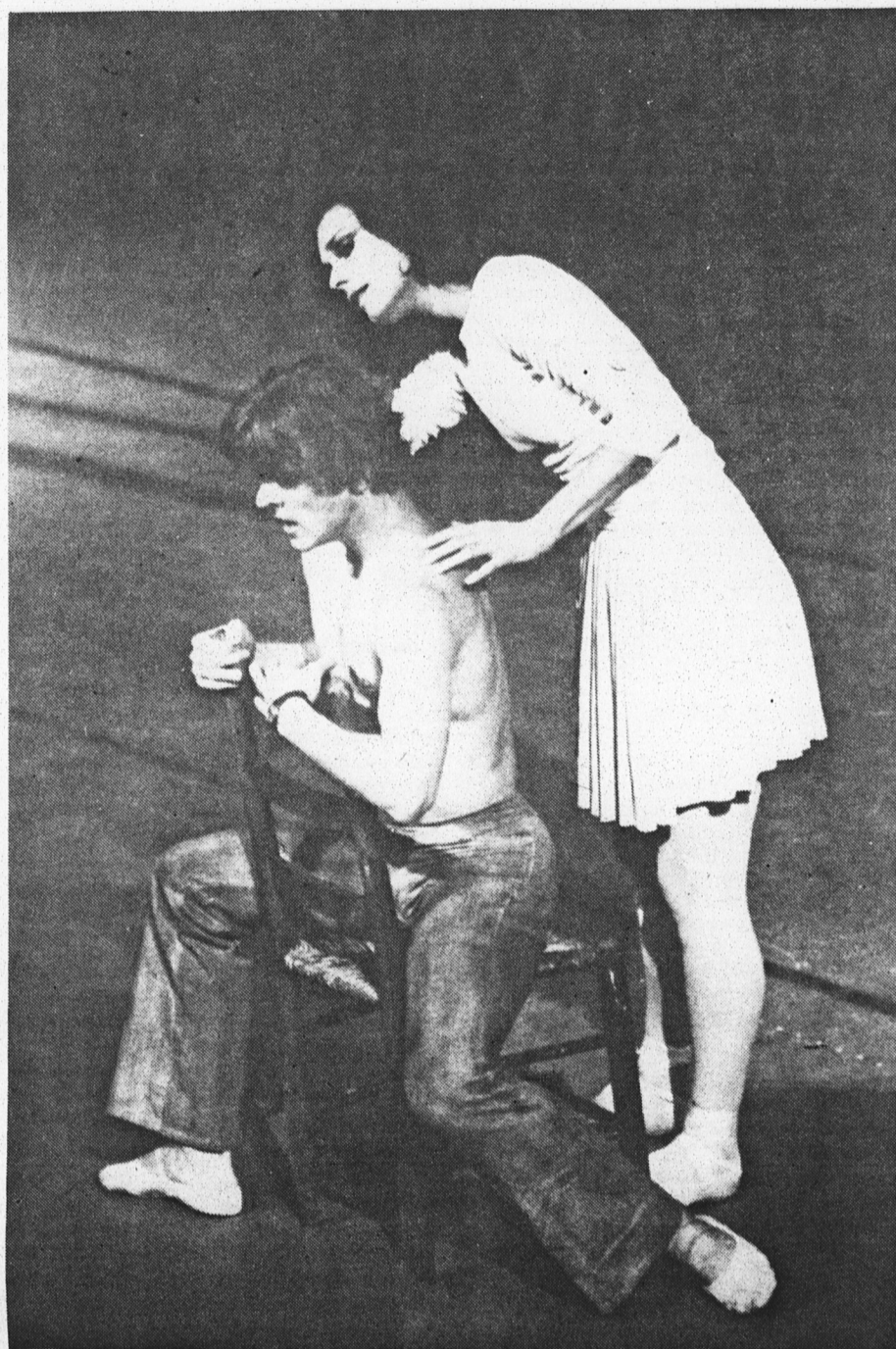
Toward this end, I present the following proposal to initiate serious thinking and prompt action. I have not been concerned with our academic structure, because

continued on page 7

New York: Dance Capital Of The World



American Ballet Theatre — Pictured are Jonas Kage, Cynthia Gregory, Charles Ward Martin Van Hamel



Ballet Theatre Foundation presents AMERICAN BALLET THEATRE
Lucia Chase & Oliver Smith, Directors - Antony Tudor, Associate
Director LE JEUNE HOMME ET LA MORT -- Bonnie Mathis,
Mikhail Baryshnikov

photos by Martha Swope

by m. de burca

New York City is the dance capital of the world. Until very recently ballet was a nebulous occurrence to most Americans and really only familiar to a hard core minority located primarily in New York City. Now, however, the entire country is teeming with quality dance performances and notable companies. The Pennsylvania Ballet and the San Francisco Ballet are just two examples of the many companies of note throughout the land.

In New York one can not only see top quality classical ballet but the best in modern ballet and dance. All major international companies have seasons in New York—the Stuttgart was here this past summer and the Royal Danish and the Royal Ballet from England are scheduled for the forthcoming year. Even the hardly note-worthy National Ballet of Canada comes to the Metropolitan Opera House at Lincoln Center every summer.

Nureyev spends his summers here and comes back for months at a time throughout the year. He started off the year in residence at the Uris Theatre at 50th St. and Broadway with his own hand picked 'company;' he was back to perform with the Paul Taylor Dance Company and the Martha Grahame Dance Company and will finish off the year at the Uris again, this time performing his staging of the American Ballet Theatre's production of "Raymonda." Most major dancers spend at least half the year in New York. Baryshnikov was here for most of the summer and will also be back for American Ballet Theatre's winter season.

Probably the most famous company in America is the American Ballet Theatre and they are a vital contributor to the New York City dance scene. The only company in the U.S. that rivals them in stature and magnitude in the

New York City Ballet. I doubt if there is any company in the world that could hope to match American Ballet Theatre's gallery of star dancers. Nureyev, Baryshnikov, Gregory, Bruhn, Van Hamel and the list goes on and on.

The range of talent offered is well matched by the scope of their repertory, which stretches from the classical standard of "Swan Lake"—one of the better productions of this ballet to be seen in New York City—to the modern works of Balanchine and Robbins and Glen Tetly, to the sometimes bizarre works of Anthony Tudor, the company's associate director.

Among the highlights of this past summer's season was the premiere of Nureyev's very stylized staging of "Raymonda." The story itself is almost the stereotypical fairy tale, a young princess is engaged to be married and on the eve before her wedding she falls into a dream world. She dreams that she is being lured away from her fiance by a dark, mysterious and strikingly handsome knight, a Saracen, who was her fiance's opponent in the crusade he just returned from. Most of the action of the ballet takes place during the dream as Raymonda is lured and enticed back and forth between her fiance and the Saracen.

As danced by Nureyev, the Saracen becomes the focus of the ballet with his powerful virtuoso dancing and one ends up the evening enthralled by Nureyev though missing the piece itself. The performance with the wonderful Martine Van Hamel was also most exciting and worthwhile. Accompanied by the ever dependable Ted Kvett, the sublime Canadian proved herself to be one of the prime assets of the American Ballet Theatre.

The ephemeral quality of both her dance and her mime gave such delicacy to the role that she was the focus of the ballet. It is no wonder that Ms. Van

Hamel's following is growing at such an astounding rate. When Kivett stopped doing Nureyev imitations he was not only adequate but he was quite good. The settings of the production went from the gorgeous to the quite stunning, and, in a very rare case, to the somewhat tacky. All in all it is a most interesting ballet adventure that can be sampled again this November at the Uris Theater.

American Ballet Theatre's contribution to the cultural life of New York City might be increased a hundred fold if current plans envisioned such realization. Although they are the official company of the John F. Kennedy Center of Performing Arts in Washington they are seeking a permanent home in New York. They

have joined together with the Joffrey Ballet, The Alvin Ailey Dance Theatre, Nikolais Dance Theatre, Murry Louis Dance Theatre, Merce Cunningham Dance Company, and the Paul Taylor Dance Company to form the National Corporate Dance Fund.

The purpose of the Fund is to raise money to establish a center to dance performance that would also provide a permanent home for these companies. The location they are talking about is at 34th St. and 8th Ave., the site of the old Hammerstein Opera House. The basic structure of the house is perfect for dance but is in need of vast renovation. If the fund can raise the necessary millions, the dance and New York's cultural life will never have experienced such a renaissance.

Student Tickets At Joffrey Ballet

The Joffrey Ballet will place "Student Rush" and Senior Citizen tickets on sale at \$2.00 one-half hour before all performances when seats are available during its Fall Season at the City Center 55th St. Theater which begins Wednesday evening (Oct.1) at 7:30 p.m.

Performances after opening night are at 8 p.m. Tuesday through Saturday evenings, at 7:30 p.m. Sunday evenings and at 2 p.m. on Saturdays and Sundays. Proper identification will be required for purchase of these discount tickets.

Take A "Boor" To Lunch

The Impossible Ragtime Theatre East, at 28 East 35th Street, opens a new lunch-time theatre series October 13th with "The Boor," a one-act comedy by Chekov directed by James DiPaola. It will run every day at 12:10 p.m., Mondays through Fridays through October 24th.

This new series is designed as an alternative lunch hour for the East Side business community. Coffee and sandwiches will be on sale.

Two special Sunday evening performances will be presented October 12th and 19th at 8:00 p.m. "The Boor" features Ryan Hilliard, Joan Matthiessen and E. Frantz Turner.

Reservations are recommended. Call 243-7494.

Full Text Of Volpe Memo

On Academic Changes

CONTINUED FROM PAGE 5

structure must be dictated by academic program and mission. Once the program is established, we shall undertake the task of developing an appropriate structure.

PROGRAMS IN HUMAN COMMUNICATION AND CULTURE

Communications: The Media: Cinema and Cinematic Technology, Television, Photography, Graphic Design, Writing, Editing, Publishing, Advertising.

Studies in Cultures: National Cultures: American Studies, African-American, Foreign Service and International Studies, Women's Studies, Languages, Literature, Anthropology, History.

The Creative Arts: Music: Music as Therapy, Teaching of Music;
Art: Therapy, Teaching, Painting, Sculpture.

Museology
The Three Year B.A.
The Contractual B.A. or B.S.
The Inverted B.S.

PROGRAMS IN SOCIAL AND PUBLIC SERVICE

Administration: Educational, Government and Civil Service, Institutional, Health, Environment.

Social Welfare: Community Mental Health, Gerontology, Social Work, Counseling, Sociology.

Social Justice: Pre-Law, Political Science, Penal Institutions, Probation.

Educational Service: undergraduate and graduate programs in education.
Economics and Business.
Human Development: Psychology
Cooperative Education Programs

PROGRAMS IN SCIENCE AND TECHNOLOGY

Computer Science Technology
Health Science Technology
Laboratory and Research Technology
Statistics and Applied Mathematics
Engineering Science
Biological Sciences
Polymer Chemistry
Environmental Planning and Design: Urban Planning and Technology, Environmental Analysis and Design, Ecology, Geography.

PROGRAMS IN COMMUNITY SERVICE AND CONTINUING EDUCATION

Continuing Education, non-credit courses.
Specialized Workshops and Training Programs.

3. *The Redevelopment Process.*

We are now past the stage of self-evaluation and self-studies. Within the year we must have a new Richmond College.

I am asking the Dean of the College and the Associate Deans to take charge of the redevelopment process. Articulation with the community colleges will be the responsibility of Dean Binder.

The Deans shall work with the general program headings I have set forth and determine, with faculty groups, if there are

other programs that should be considered and which programs should be given top priority. Planning groups will be formed to determine the curriculum of each program. To maintain an interdisciplinary character in each undergraduate program, basic area courses developed cooperatively throughout the college. Many of the suggested programs might well evolve into three-year B.A.-M.A. programs.

We work with the very great advantage of having so many of our faculty with interdisciplinary interests and academic flexibility. If necessary, opportunity will be provided for other faculty to develop such flexibility. Faculty contributions to program development during the crucial redevelopment period will be recorded by the Deans in personnel files and honored in personnel decisions.

4. *A Commencement.*

I shall be personally involved in program development as much as I can and shall be available to assist in every way possible. To implement the new curriculum and programs, I shall be seeking outside funding. My success in that endeavor will depend, to a great extent, on the quality and character of the programs developed by the faculty. In the Spring, we shall begin to consider structure and governance.

To borrow a phrase, the times are perilous. With concentrated effort and cooperation, by next year we shall have a college catalogue that proclaims Richmond a college with a mission unique in this university.

NYPIRG Challenges Testing

NYPIRG at Richmond College is announcing the opening of an Educational Testing Service Complaint Center. There is a box in the lobby of the main building (130 Stuyvesant Place) where students can pick up and deposit questionnaires regarding any problems they have had with ETS.

Educational Testing Service is the Princeton, New Jersey-based, multi-million dollar operator of the SATs (Scholastic Aptitude Tests), GREs (Graduate Record Exams), LSATs (Law School Aptitude Tests) and a host of other examinations. Governments and businesses throughout the world use ETS examinations to evaluate applicants. Even if you want to become a Peace Corps Volunteer or a CIA agent, you must first pass an ETS test. "ETS is a huge mind control industry," Larry Eisinger, student chairperson at Richmond said. "Millions of students and other citizens are tested by ETS each year. But who tests ETS?"

Richmond College students will be talking to classes at Richmond and other colleges and high schools on Staten Island to discuss ETS and distribute questionnaires.

Anyone who would like to work on the project or receive questionnaires can call Larry Eisinger at 442-4166.

Staten Island Civic Theatre

STATEN ISLAND CIVIC THEATRE is a non-profit community group which can be considered in the Off-Off Broadway Theatre category. We are in our seventh consecutive year of presenting plays which respected reviewers have termed professional in direction, acting and settings.

- **BUS STOP** . . . William Inge's warm-hearted comedy-drama, set in a cheerful Kansas roadside diner in the middle of a blizzard, with stranded bus passengers and the 'locals' resolving their personal dilemmas during the course of their enforced stay.
- presented by Staten Island Civic Theatre, with Emshalom Mamon Smith as director. In addition to writing and directing a number of plays, Ms. Smith was responsible for last season's widely praised production of "Night Must Fall."

- Opening Saturday, October 11
Continuing Sunday, October 12
Friday, Saturday and Sunday, October 17, 18 and 19
Friday, Saturday and Sunday, October 24, 25 and 26

evenings at 8 Sundays at 5

- at Christ Church Parish House, 76 Franklin Avenue, New Brighton
- Tickets \$3 Students and senior citizens \$2
- Reservations 448-2230

Autumn Art Festival

The South Richmond Community advisory Board, in cooperation with The Staten Island Council on the Arts, has set *Sunday, November 16 for the Second Annual Arts Festival*. This year's exhibit will be expanded to include musical entertainment and a special program demonstrating the value of art therapy in treating emotional illness. Painters, sculptors, photographers, and craftsmen are invited to exhibit and sell their work at the event. For further information contact Joe D'Amore or Lil Leary, (212) 390-6090, 777 Seaview Avenue, Staten Island, New York 10305.

CSG's Measure for Measure

Shakespeare's **MEASURE FOR MEASURE** in a production by CSC Repertory opens Thursday, October 2, at 8 p.m. at the Abbey Theatre, 136 East 13th Street.

MEASURE FOR MEASURE, a dark and brooding study of political morality versus popular morality, was influenced by the political and moral climate at the time of the death of Elizabeth I and the ascension of James I. When viewing the religious, moral and political problems of almost four centuries ago as metaphor, **MEASURE FOR MEASURE** becomes, perhaps, the most startlingly modern of Shakespeare's plays.

Directed by Christopher Martin, the CSC production features Stuart Vaughan as The Duke; Edward Ciccirelli as Angelo; Karen Sunde as Isabella; Ron Perlman as Lucio; John FitzGibbon as Claudio; and Wayne Wofford as Pompey.

Judson Show

Judson show takes a look back at a seminal decade and a half of events that altered the course of Art.

Off-off-Broadway theatre, expanded Dance, Happenings, New Music, Events, Social Protest, Art Actions, more: Judson was at the center of the storm.

From Friday, October 31, through Saturday, November 8, Judson Church will hold an exhibition of ephemera, documents, photographs, and sounds that record the activities of the Judson Arts Program. The exhibition is called: **WHAT HAPPENED/A LOOK BACK**.

ALSO:

In conjunction with **WHAT HAPPENED/A LOOK BACK**, there will be an exhibition and sale of works donated by many of the visual artists associated with the Judson Arts Program.

WHAT HAPPENED/A LOOK BACK:
Exhibition of Sound and Visual material from the Judson Arts Program Archive: 1958-1975

ARTISTS' BENEFIT FOR JUDSON CHURCH:
Exhibition and sale of works donated by artists associated with Judson over the years to benefit the church

Opening: Friday, October 31st, 5-8 p.m. .
November 1st, 2nd, 3rd, 10 a.m.-5:30 p.m. and 6-8 p.m.
November 4th, 5th, 6th, 7th, 8th, 11 a.m.-5:30 p.m.

Judson Memorial Church — Garden Room
241 Thompson Street, New York City
For additional information contact: Jon Hendricks — 254-6314

Craft Show At Blue Unicorn Gallery

THE BLUE UNICORN GALLERY, 568 BAY ST., STATEN ISLAND, PROUDLY ANNOUNCES ITS UPCOMING EXHIBIT:
THE WEAVINGS OF ANN ANDERSON
AND
THE POTTERY & FOLK ART OF BOB ANDERSON
A SPECIAL CRAFT EVENT

Opening Reception: Wednesday evening, October 15th, 7:00-11:00 PM
Regular Viewing Hours: Tuesday through Saturday, 10:00 - 5:00 PM
Until November 1st.

NOTE: It is the feeling of the gallery that craft orientated shows will have wide appeal in this bicentennial year.

Equal Rights Amendment

"Equality of rights under the law shall not be denied or abridged by the State of New York, or any subdivision thereof on account of sex."

The twenty-six words above can insure true equality under the law for all people regardless of sex. When our founding fathers wrote the constitution in 1776, they did not see fit to include our founding mothers in on the deal . . . and their daughters have suffered the injustice of this omission for two hundred years. This November, New York State residents have an opportunity to make women equal under the law, by voting yes to the Equal Rights Amendment.

The Amendment of course, won't change the way people act in their homes, the way they think or the way they construct personal relationships. It will guarantee a public existence unscarred by demeaning prejudice. It will strengthen rules on equal pay. The Equal Rights Amendment will offer girls and boys the same chance for a decent education. It will prohibit unjustifiable denials of credit and insurance coverage. It will insure equal pension and death benefits to workers' widows and widowers.

November 4th. is election day, and the Equal Rights Amendment is Amendment #1 on the ballot. If you really believe that all people are created equal, this is your chance to prove it. Join the ranks of those below who have lent support to the passage of the E.R.A.

City Commission of Status of Women
 Congress of Italian-American Organizations
 Foundation for Continuing Legal Education
 League of Women Voters of New York State
 New Democratic Coalition
 New York Civil Liberties Union
 New York Commission on Human Rights
 New York Public Interest Research Group
 New York Republican State Committee
 New York State AFL-CIO
 New York State Division of Human Rights
 One Hundred Black Women
 One Hundred Black Men
 Puerto Rican Women's Caucus
 Student Association of State Universities
 United Auto Workers of American AFL-CIO
 United Farm Workers of America AFL-CIO
 United Federation of Teachers AFL-CIO

Psychoanalytic Psychotherapy

What is it?
 How does it work?
 How do you find a
 competent therapist?
 For free brochure, write to
Theodor Reik
 Consultation Center,
 150 W. 13 Street,
 New York 10011. Or call
 924-7440.

Women's Center News Coming events

Oct. 14
 1:00 P.M.

An introductory guitar course for beginners is being offered for women students. You must have access to a guitar. This class will meet every Tuesday during October in Rm. 406 —FREE—

Oct. 16
 1:00 - ?

A second OPEN MEETING will be held in the Women's Center to gauge our progress in the planning of the Fall semester and women's Day.
ALL WOMEN ARE WELCOME TO HELP.

Oct. 21
 2:00

There will be an **EQUAL RIGHTS AMENDMENT** Forum in Richmond College Hall. This will give us all an opportunity to educate ourselves as to the effects of this all-important issue. The Equal Rights Coalition will provide a guest speaker.

Oct. 28

Films: NANA, MOM & ME

Oct. 29

JOYCE AT 34

1:00 & 3:00

Room 406 —FREE—

The Women's Center always needs volunteers. It's really very easy to become a working member of the center . . . just come in and do some work. We are open most of the time, and are located in Room 406. So if you've got a minute, come in and say hello, and maybe you can do something for your center and yourself.

Vera, from my childhood

by Judy Grahn

Solemnly swearing, to swear as an oath to you
 who have somehow gotten to be a pale old woman;
 swearing, as if an oath could be wrapped around your shoulders
 like a new coat:
 For your 28 dollars a week and the bastard boss
 you never let yourself hate;
 and the work, all the work you did at home
 where you never got paid;
 For your mouth and got thinner and thinner
 until it disappeared as if you had choked on it,
 watching the hard liquor break your fine husband down
 into a dead joke.
 For the strange mole, like a third eye
 right in the middle of your forehead;
 for your religion which insisted that people
 are beautiful golden birds and must be preserved;
 for your persistent nerve
 and plain white talk —
 the common woman is as common
 as good bread
 as common as when you couldn't go on
 but did.
 For all the world we didn't know we held in common
 all along
 the common woman is as common as the best of bread
 and will rise
 and will become strong — I swear it to you
 I swear it to you on my own head
 I swear it to you on my common
 woman's
 head


From the *Common Woman*.

NOTICIAS DE CUERVO

Recipe #456.78cR

**THE
 TAXCO FIZZ:**

- ★ 2 oz. Jose Cuervo Tequila
- ★ Juice from one lime (or 2 tbsp.)
- ★ 1 tsp. sugar
- ★ 2 dashes orange bitters
- ★ White of one egg
- ★ A glass is quite helpful, too.



JOSE CUERVO® TEQUILA. 80 PROOF.
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Free Pregnancy Tests

Women's Services at the Center for Reproductive and Sexual Health, Inc. announces that **FREE PREGNANCY TESTS** are now available at two locations. Women whose period is at least 14 days late should bring a 1-ounce specimen of their first morning urine (in a tightly sealed container) to whichever

Pregnancy Testing Clinic is closer to them.

The Center offers a wide range of women's health services including low cost abortion services, routine gynecological care, and free breast examinations. For further information call 758-6110.