

# richmond times

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## Needed: Volunteers for Anti-Draft Week on Staten Island

Are you going to wait until you or a friend is actually drafted before you do something about it? Do you have to be pinched to be personally involved? This is "anti-draft week" (it sounds mundane, but think about its ramifications). The Staten Island Peace Coalition has co-ordinated Island-wide activities. A vigil will take place this week daily from 7 A.M. to 2 A.M. in front of that monolithic building on Bay St. that houses all Service Recruiters, Post Office, F.B.I. as well as our local S.S. board. The Wagner College Moratorium Committee will staff the vigil today (Tues.), but volunteers are needed Wed., Thurs., and Fri. What do you think? You probably know that the Lottery is pretty much of a sham. The war in Viet Nam continues. The war in Laos is escalating. We can do something about it at this end. Would you volunteer a few hours this week?

For Thursday a general strike of Island High Schools has been called. They will assemble in front of the draft board. There will be an undisclosed speaker, leafletting, guerilla theatre. Seventy Islanders have been killed in the damn war. Those of you from Brooklyn, Queens, etc. know how many there. If you want to take part, for an hour, or the rest of the week, call the Shalom House (727-1112) and let them know immediately. Spread the word.

## No More Evasion An Answer, Please, on Integrated Studies

"PASCAL THINKS THAT MEN PURSUE THEIR BUSINESS AND THEIR SCIENCES WITH SUCH SINGLE-MINDEDNESS IN ORDER TO ESCAPE THE MOST IMPORTANT QUESTIONS WHICH EVERY MOMENT OF TRUE LEISURE WOULD URGE UPON THEM — QUESTIONS CONCERNING THE WHY, WHENCE AND WHITHER OF LIFE. BUT CURIOUS ENOUGH, NOT EVEN THE MOST OBVIOUS QUESTION OCCURS TO OUR SCHOLARS: WHAT BENEFIT THEIR LABOR, THEIR HASTE, AND THEIR PAINFUL ECSTASIES CAN POSSIBLY HAVE? ... BUT IF, AS MEN OF SCIENCE, YOU GO ABOUT SCIENCE IN THE SAME MANNER IN WHICH BROKERS GO ABOUT THE TASKS WHICH LIFE'S DAILY NECESSITIES IMPOSE UPON THEM, THEN WHAT IS TO BECOME OF A CULTURE CONDEMNED TO AWAIT THE HOUR OF ITS BIRTH AND ITS SALVATION AMIDST THIS EXCITED, BREATHLESS, AIMLESS FIDGETING INFATUATION WITH SCIENCE AND LEARNING?"

— Frederich Nietzsche

One of the few apparent results of the Institute Teach-In on Wednesday is that the advocates of the Division of Integrated Studies are being put increasingly on the defensive. The opponents of the program seem to be saying "Just what do you offer that's so much better?"

Those students and faculty who oppose the program seem to be truly perplexed. They say: "You are asking us to accept that what and how we teach/learn is wrong — is doing no good."

We say: No. What and how you teach/learn undoubtedly does considerable good; it speaks for itself in the voices of contented students and teachers. Are you that unsure of its merit? Is this why you oppose the alternative that the fifth division might be? But these contented people are a minority it seems and in a broader way may be victimized just as much. After all, as Kenneth Keniston suggests, it isn't the "good" students who usually stand up first against the irrationalities of this society — the war, consumeritis, the university—military—industrial complex, etc. No, the good student who tragically is still the good "expert," (in spite of a token call for "well-rounded," interdisciplinary graduates), and the "good" teacher, the one who can—with consideration—teach his expertise, is maybe the one for whom it is hardest to accept this need. Maybe it's the implications of this alternative that make one unsettled. Prof. Wasser, Prof. Suther, (among others) — you made an existential choice to be of service to and expound a particular discipline and you sincerely believe you are bringing the best you can to it. The implication of Integrated Studies is not that you are failing



President Scheuler speaking at Institute last Wednesday. See page 2 for interview.

or neither is it that your original decision was wrong. Presumably you made the very best decision you could have. But, a wider approach can be had. Will you accept this? Maybe it always was, maybe only here and now — the greater the tragedy if the latter. It is admittedly hard for a person to accept that the particulars of a decision they've made and stuck to for years, and subject their life to, may be artificial. If so, is not the choice revocable? Life is change. But why does change imply that one was originally wrong? It doesn't. Lyndon Johnson may have originally received information of Vietnam that rationally called for intervention, but his real error lay in not accepting later information that contradicted his original decision. Likewise, teachers and students, we ask you to take your life and education into your hands, and if and when you've made a

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

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

### ON THE BACKGROUND; I

"THE WRITTEN POLICY OF THE UNITED STATES GOVERNMENT WAS TO ANNIHILATE THE INDIANS"

The biggest problem in America, in regard to people who want things to be better for Indians, is lack of proper education in the first place. People are fed propaganda from the century that's gone by, and still read propaganda that came out of Andrew Jackson's White House.

What I've been doing for the past few years is talking to white people and singing to white audiences about Indians.

### THE BENEFITS...

Most Indians can't afford to get into the so-called "benefits," which people are forever calling "Indian benefits," which I don't do anymore because of all of them I've done in the past five years, not one has used the money in the proper way. The money has gone for mimeograph machines to put out publicity for the

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Fraser's "End of the Trail" (1894)

## Sixth Division ELITIST STUDIES

To: All Richmond College Faculty and Students

From: The Sixth Division

Subject: THE DIVISION OF ELITIST STUDIES

Faculty and students are hereby informed that a Sixth Division, the Division of Elitist Studies, has now constituted itself and will shortly be presenting its demands for funding and personnel.

At a tightly-structured and disciplined meeting held on March 1st at an undisclosed location, the new Division formulated its aims and procedures. No "rapping" was allowed and no "participation" encouraged. Those who were present listened in a rapt and respectful silence as Professor X., Divisional Director, made the following points:

(1) "The crisis of our time is a crisis of authority. Those who receive orders believe that the orders are il-

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# STUDENT INTERVIEWS SCHEULER

## Objective Report

President Herbert Scheuler, in an interview conducted last week, reaffirmed his support of freedom of the press. Student publications, Scheuler said, should not be subject to censorship and students should be free to run their own affairs.

However, Scheuler pointed out that to preserve one's freedom of inquiry one must be "sensitive to and aware of public opinion."

There are two matters at this point, he continued, which threaten the freedom of the College and of the student press.

The Titone decision, handed down by Judge Vito J. Titone on August 29, 1969, in a suit brought against Scheuler as a result of publication of supposedly irreligious material in the *Richmond Times*, clearly requires pre-censorship of student publications and asserts that student newspapers supported by public funds must maintain a neutral attitude toward religion. This decision is presently being appealed.

In addition, three bills have been introduced in the State Legislature as a result of recent *Richmond Times* articles.

Companion bills introduced by Edward J. Amann in the Assembly and John Marchi in the Senate contain essentially the same material as the Titone decision. In addition, these bills do not maintain that a student publication has to be neutral on the subject of religion. Instead,

the emphasis is on preventing publication of supposedly irreligious material.

The third bill, introduced by Assemblyman Lucio Russo, extends the powers of the State Commissioner of Education to dismiss the president of any college if the Commissioner determines, after a hearing, that the president has condoned student publications containing offending material.

(Note: Since this interview took place, Russo has withdrawn this bill, which was bottled up in the Assembly Education Committee and introduced a new one which would make student newspapers self-supporting.)

These matters, Scheuler said, are part of a larger problem in higher education and relate to "that old cliché of the generation gap." Many people, he maintains, "do not understand how the college operates. The college is a large community that has in it all shades of opinion which must be allowed expression, and you accomplish nothing by suppressing the right to say things."

Scheuler felt that a hopeful sign in the censorship issue—which is a nationwide controversy—is the recent decision of a federal district judge in Boston, in the Fitchburg State College case. Judge Arthur Garity, Jr., ruled that state colleges and universities cannot censor student newspapers in advance of publication,

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## Subjective Conclusions

Because my parents were both journalists, I still retain a vestige of an old-fashioned rationality that makes me feel an interviewer has to give her subject a chance at a relatively accurate presentation.

But since practically no one else around here seems to feel the same way about accuracy, (try getting the same answer out of an administrator twice in a row), I will compromise with my rapidly diminishing objectivity and present herewith my reactions to some of the things President Scheuler said to me in the accompanying interview.

Richmond College is going to radicalize me. That rationalistic upbringing of mine was a liberal one, too. But six months as a Richmond student has pushed me up against the inadequacy of those answers in this world.

President Scheuler, for example, is on record as favoring experimental programs. But that approval stops at the man's door: the structure of the College has not been modified in any way to facilitate experimentation.

The resultant struggles between the bureaucracy—which evidently hasn't gotten the message that the College is in favor of these experiments—and the people honestly trying to make a success of these programs takes up a good deal of time and energy and makes everybody angry in the bargain. You simply can't

carry on any substantial educational project if you're forced to continually hassle with the Dean of Administration or the Business Office.

President Scheuler wants to carry out projects within existing fiscal resources and structures, but existing fiscal structures and resources are not set up to deal with the out-of-the-ordinary.

Would it not be possible to make separate budget requests for experimental programs in advance, earmarking that money for whatever experimental needs may arise, so that the money is clearly available?

Or does the administration really prefer to have these roadblocks all over the place to contain these programs?

The problem is, which is the real message—the one Scheuler gives us or the one we get from the rest of the administration?

The frustration I feel at being balked in the harmless, timid gesture toward liberation that I've been involved in begins to make me think, late at night, about doing away with the institutions and starting all over again. If the administration doesn't make some kind of genuine, all-pervasive commitment to experimentation, if it doesn't establish additional structures that take genuine innovation into account and give it a chance, those late-at-night fantasies may come out into the active light of day.

—Lorelei Migenes

## Integrated Studies—Approaching Culmination?

### PROPOSED CATALOG STATEMENT

#### A MOTION FOR THE APPROVAL OF THE FACULTY OF RICHMOND COLLEGE

Note: the motion is written as a catalog statement on the curriculum of a new Integrated Studies program. If approved by the faculty, and subsequently by the President, the statement would be implemented and published by the College.

IT IS MOVED THAT THE FACULTY OF RICHMOND COLLEGE APPROVE THE CURRICULUM EMBODIED IN THIS STATEMENT ON INTEGRATED STUDIES:

Organized in 1970, the Integrated Studies program offers an unconventional approach to the content and structure of education and an informal style of learning and teaching. It strives to integrate the liberal arts without regard for the established academic disciplines. It seeks to integrate relevant extracurriculum activities—counseling, tutoring, group therapy, student government, creative projects, and community service—into its program. Moreover, it is committed to close collaboration and personal arrangements.

The Integrated Studies program provides no areas of concentration. In place of areas of concentration and the traditional majors, the program offers a curriculum built around principle forms of learning and know-

ing. All course work relates to these modes of knowledge: Arts and Artifacts, Everyday Life, Language, Scientific and Critical Inquiry, and Tradition.

For students as well as faculty, the Integrated Studies program has a status comparable to the academic divisions of Richmond College. A major in the program enables a student to begin a career or pursue graduate work in a variety of fields: from teaching and social work to the arts, mass media, and the academic professions.

For a degree of Bachelor of

Arts, a student must complete 36 credits in the program. The remaining 24 credits may be taken in any part of the college.

At the start of each term, faculty and students in the program meet to examine their intellectual interests, commitments, and their goals. On the basis of these discussions participants in the program decide on the content and format of courses to be offered during the semester. These planning sessions are intended, in part, as

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### formal reading for faculty march 23

A preliminary reading of the proposal for Integrated Studies will take place on March 23 at a special faculty meeting called for that purpose by the five member Committee on Organization and Elections. This committee, headed by Larry Nachman, holds the right to summon such a meeting, and is doing so on the strength of a petition signed by a significant number of faculty members and students with votes at faculty meetings.

A generally favorable re-

sponse to Integrated Studies at Wednesday's Institute resulted in a sense that something tangible should be done to bring the issue to a vote. After months of planning, writing, and discussion groups, this formal reading will be the first concrete action taken on Integrated Studies at Richmond.

No vote will be taken at this meeting but the reading will lay the groundwork for a decision to be reached on the proposal at a meeting in April.

—Kathy

## Student's Position: 'taught' vs. 'experience'

Note: The following is a position on the new Intergrated Studies Division, formulated at a student meeting last month. It is a letter to the faculty expressing our position or philosophy regarding the new division. A general outline for content and curriculum will be made later by the students and faculty together.

The new division of Intergrated Studies is more than another division in our present educational system. Quite to the contrary, it is a proposal for a new educational system in itself. It is a radical approach to learning that encompasses a completely different set of values in education.

This change in the values of education is accompanied by a change in the emphasis of what is being "taught." In this sense, the word "taught" should be discarded and in its stead the word "experience" should be used, for it is experience that is being emphasized. The idea of segmenting the experiences of the human mind, into even the most general issues of educational study, stunts the minds' growth. In order to avoid this stultification and stagnation in education, emphasis will be "on the moment."

This will allow both the student and the teacher, together, the most leeway in regard to what is being experienced. If, for instance, a handful of students decide in the middle of the semester to discuss in depth, Herman Hesse, they should be completely free to do so. If at that time there should be a teacher who is well versed on the

subject, all will benefit in this ideal situation, where both student and teacher will be allowed to approach the problem from any possible perspective. If, however, no such teacher exists, this should not stop the forming of the discussion group. At that point the teachers will be welcome to learn with the students by joining the discussions.

It is evident here that the teacher is seen as being radically different from the institutionalized image he possesses in today's "American" universities. In reality, the teacher is not a teacher at all, but rather an equal member of the community. And the word community is stressed here. For only in this type of setting can such a system of education succeed. And only in such a situation, can spontaneous learning take place. In order to aid in this sense of community, and to achieve "on the moment," spontaneous education, such methods as the encounter technique, should be in constant use.

In order for such a system to survive, this sense of community must be more than superficial. There must exist a true sense of togetherness between the teacher and student to the extent that the terms themselves ("student" and "teacher") become obsolete. Students and teachers not dedicated to such a sense of community and to such a relationship between themselves, will find themselves in a constant state of personal conflict. And such conflict must be kept to a minimum in order to allow the unification necessary to reach our ultimate and most important aims.







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**GRAND RICHMOND**  
**OUNDRY**

## S.I.C.C. Students Demand Equal Representation

One week and a half ago the students of Staten Island Community College presented demands to be met by faculty and administration.

At a meeting held by Student Government on Wednesday, the list of proposed demands was distributed so that students could discuss them and vote as to whether or not they should be submitted to President Birenbaum.

The meeting, terribly chaotic, got carried away with its own

emotionalism and turned into a shouting contest with a power struggle for the microphone. Only one of the seventeen proposed demands was brought up for a vote, with the result that almost all students present voted in favor of it—"Equal student representation with all due rights on all standing committees and commissions."

Another one of the proposed demands, "Make pre-registration non-binding with review" was extensively debated upon but the students could not decide

whether or not to vote on it.

The meeting was supposedly called for the purpose of giving the students "facts." Unfortunately, no one present seemed to know which "facts" were true and which weren't. Because of the rampant confusion it was decided that on Friday, March 7, students would boycott classes at 12:00 and a general meeting of students, faculty, and administrators would be held in the auditorium.

—laura

# Up

from under

A new magazine which talks about the down-to-earth issues behind the women's liberation movement. 5 issues for \$2.50. First issue APRIL. Write 339 Lafayette St., New York, N.Y. 10012.

## Scheuler Interview: "You've Spent That Buck Twice."

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even though the state may help to finance them.

An article in the March 2 issue of *The Chronicle of Higher Education* quotes Garity's decision: "The state is not necessarily the unrestrained master of what it creates and fosters. Having fostered a campus newspaper, the state may not propose arbitrary restrictions on the matter to be communicated."

One of the important aspects of the Richmond College incidents is that students initiated the suit brought against Scheuler which resulted in the Titone decision. In addition, the majority of letters sent to local legislators purport to be written by students.

"I talked to these people," said Scheuler, "and indicated avenues open to them for protest within the institution." These avenues include the joint Student-Faculty Grievance Committee of the Student Council and the Student-Faculty Student Affairs Committee of the faculty. "They chose to go outside the school instead," he said.

Turning to the experimental programs and the proposed division of Integrated Studies, the President pointed out that the "learning experience lasts best when students have planned it" but added that not all subjects and disciplines can be handled in this manner.

In affirmation of the experimental nature of Richmond College, Scheuler said he would like to see experimentation with a large variety of learning experiences. Such experimentation, however, must be done within the present financial resources of the College.

Scheuler said he would like to see the

program for Integrated Studies explored thoroughly. Only after such exploration can a decision be reached about whether Integrated Studies should be included in the College curriculum as a major program, institute or division.

While President Scheuler didn't say which form he felt the Integrated Studies program should take, he did point to the institute as a viable organization and pointed out that the institute concept doesn't preclude the offering of courses.

In answer to a question about the difficulties that experimental programs seem

to run into in other offices in the College, the President pointed out that "the one area we have the least freedom in is finance." The City Budget Bureau sets up guidelines which city organizations must follow.

"I'm the guy," he said, "who says yes and then the Dean of Administration says 'Look, you've spent that buck twice.' They (the men in charge of various administrative offices) have to protect the College fiscally.

"Legally," he continued, "the listed faculty member is still responsible. There's

no way of getting out of it."

Scheuler plans to talk to the students about these and other matters that are important to the welfare of the College. His immediate plans include meetings with the Community Workshop and the Counter-Culture Commune.

He pointed out that Richmond doesn't have the space to get the entire student body together at one time but reiterated that he is "going to make an effort to see more and more student groups" and indicated his desire to be invited to speak to these groups.

## Elitist Studies . . . Competition, Discipline, Subordination

(Continued from Page 1)

legitimate because they refuse to acknowledge the superior wisdom or capacity of those who give them. Those who give orders secretly doubt their own legitimacy because they feel that they lack both wisdom and capacity. And we can say that both parties are correct. The purpose of the Division of Elitist Studies will be to begin the correction of this unfortunate state of affairs."

(2) "The Division of Elitist Studies will emphasize competition, discipline, subordination. The elitist cadres of the future will be those whose talents are so developed, whose capacities are so keen, and whose general competence is so high, that they can easily cope with the perversions of technology and the perversions of 'democracy'. Who can fail to be disheartened when he sees the pathetic attempts at reform, radicalism, and revolution now being perpetrated by weak-minded slobes trying to rationalize

their own hopeless lack of ability — a group that knows nothing and can do nothing, and thinks that by smashing a few windows it will bring down the power structure; a group whose vision of the New Commonwealth is one of such mass mediocrity, such total mumbling inarticulateness, such dreary, undisciplined, pot-headed 'self-expression', that individual incompetence will simply go unnoticed."

(3) "Many are called, few chosen. The Division of Elitist Studies will weed out remorselessly those faculty and students who show any sign of succumbing to the prevailing Richmond ethos. In the Division of Elitist Studies there will be only two grades: Credit and Expulsion. Attendance will be compulsory. No one will receive the B.A. in Elitist Studies who has not mastered — fully and demonstrably — the major European languages, modern political and social theory, mathematics, computer theory, economics. No reason need be given either

for expulsion or refusal of the degree. Those who successfully complete their studies will be certain of their capacity to confront the most remorseless pressures of modern life. With others of similar training and capacity they will form the nuclei of a New Order in this country."

(4) "The power of numbers is greatly overrated. For example, one faculty member of Richmond College recently stated to a gathering of students that they could 'take over' the school. But take it over for what? Given a week or two of dreary commune claptrap, even the weaker sisters in the student body would be pleading for a faculty restoration. On the other hand, a handful of men, of sufficient discipline and determination, should have no trouble dealing with their opponents. Let this stand as a quiet warning to those who might feel inclined to oppose a movement, a concept, and a Division, that has the future on its side."

## "My Country Tis Of Thy People..." Buffy St. Marie

(Continued from Page 1)

organization that puts out benefits.

**THE MECHANISM OF TREATY BREAKING...**

The first thing to realize, is that it's not some vague thing called "government" that makes problems for Indians. It's local businessmen, backed up by government officials. When a local businessman wants something bad enough, he goes and figures out how to get it.

He works through his local politicians, his local sheriff, his local school board and his local churches. He is probably a pillar of the community. He works through his congressman and Indian laws are broken.

The problems are usually local. They usually happen because some local pillar of the community sees a quarter of a million dollars coming his way—"if only it wasn't for the Indians."

**A SPREADING PLAGUE...**

It's happening all over the country. Wherever you have Indians, land is still being taken back. Not in just one instance, but all over the country.

In some areas hunting licenses are being taken away. These people have the right to hunt. They're minding their own business. Not bothering anyone. They're not hunting as city hunters do. They're not drunk on the weekend. And they're not hunting just to kill. They are providing for their families in a legitimate way, respected world-wide. And they are not squatting, it is their land.

In Washington state, for instance, fishing rights are being taken away. Indian people are beaten on the head, killed, pushed out of their boats. Their nets and motors are confiscated and not returned.

This happens because Indian people fish on a small scale. They sell their fish to each other and local people standing nearby. But the canneries, sport fishermen and local politicians see fit to widen the channels of two rivers there. One of them is the Nasquari River. It's the Nasquari and Plaonic tribes who are being evicted.

The canneries want to widen the channels. To scrape and connect them so they can put their huge boats and nets there. The whole thing has been entirely twisted in the press, so that local people are against the Indians. The American Rifle Assn., the American Sportsman Assn. and Fishing Assn. are the same people who attend the Chamber of Commerce meetings.

**A COURTSHIP...**

We're trying to fight it in court, but the judge is on the wrong team. It's ridiculous. The things that happen in courts. America's not aware that the Mafia, for instance, holds hands with the government. And the rest of us are expected to take it.

**THE BUREAU OF INDIAN AFFAIRS...**

People should know about the Bureau of Indian Affairs. I think it is misunderstood by most Americans. When it comes out in the paper that the government has appropriated \$6 million to the Bureau, that doesn't mean the money goes to Indians.

It is an agency through which the government deals with Indian problems. The money goes to its secretarial salaries. It goes to maintaining offices.

**A NAME FOR ALL REASONS...**

The Bureau of Indian Affairs used to be the War Department. The policy—the written policy of the United States Government—was to annihilate the Indians.

Now that the Bureau has taken over, the wording has been changed to "assimilate." So far as the Indians are concerned, it's the same thing.

**UNCENSORED....**

Let me recommend a couple of books. *The Indians of the Americas*, by John Collier (Mentor paperback) will make up for censored history books. Anyone who wants to do further research can try *The Indian and America's Past*, by Jack Forbes (Spector paperback). **THE AGE OF REASON...**

I think the youth of America... the core youth of America... has shown that we are no longer that baby "namby-pamby" country. It's about time we face ourselves. That we begin to become what we've been saying we are as Americans all along.

We've been saying we're the country where, if a person is willing and able to work, he can go to the fulfillment of his abilities. Now, that's not so. It should be so. That's what we're all saying we want to be so. But it isn't yet.



Richmond  
and  
the

# COMMUNITY

Let's  
get  
together!

## LOCAL SCHOOL BOARD CANDIDATES ENDORSED

The Local School Board that will be elected March 19 on Staten Island will have increased power and control over considerable money. This makes it important that people whose basic allegiance is to parochial schools, or who have medieval ideas about education not be elected. There are 77 candidates running and basic information is hard to get, but some are so blatantly repressive that no further information is necessary. Mr. Kern, production manager at U.S. Gypsum (a prime polluter of the atmosphere) is very excited about "philosophical pollution" in our schools and wants every teacher to be selected according to their patriotism. There are many others with similar views, and the Conservative Party is backing them. The proportional representation system is supposed to allow minorities, if they are well organized and vote as a block, to elect people to represent them, so it is necessary for everyone who wants to prevent our schools from being further dominated by conservatives to vote. The decentralization law is unsatisfactory, but the power the board will wield is real. Some candidates who seem better than the others are:

- Ernest Dow
- Edna Prince
- Sandy Werner
- Gregory Schmid
- Rabbi Kramer
- D. F. Goetz
- Robert Jacobsen
- Catherine Cass
- Sarah Dyer
- Helen Mindell
- Mark Herman

## Dialogue: Culprits Meet Critics

The Richmond Times Collective met with members of the Livingston Civic Association at a meeting Monday evening, March 9. Abe Levy, student council president accompanied the group. The staff attended the meeting at the invitation of one of the members, who responded to Richmond Times editorials calling for community dialogue. The members of the association were disturbed by the picture of Christ holding a beer can and the accompanying poem which appeared in the Richmond Times, but listened to staff opinions on free speech

and censorship. All present placed emphasis on understanding and trust as valuable aids toward continuing discussions of this kind. The dialogue gave insights into the thinking of some members of the Staten Island community.

The members of the collective probably did not appear as horrendous as the group might have expected. Finding us "nice kids," just a little misled somehow, it became difficult for them to see us as culprits. The blame for the "disgraceful issue" in which the poem and

picture appeared, shifted to the individual writers, and then to the shortsightedness of our generation. One gentleman, amicably told us that we could be such nice conservatives when we grew older!

On more general issues group members spoke of how they too, were fighting "the establishment." Pointing to high consumer prices, and the misuse of tax funds, the group strives to protect the citizen's individual rights and the well being of his community.

—kathy

## Accurate Communication

Woodstock was the model of "accurate communication." When a watermain broke someone got up on stage something like "over there where there's a 100 thousand of you a water main is broken, will someone raise his hand where it is and we'll send someone over to fix it," which apparently is what really happened, and Leary pointed out that if you discover a watermain is broken in the city, it will take you a long time before you finally get the message

through to the proper bureaucrat and it will be a week before it's finally fixed. ((does anyone have any information on how long it does take NYC to repair a water main?? How long did it take them to rectify the water situation in Harlem a couple of weeks ago?? How long did it take to do something about the rats in the NY Central RR tunnel when the people on Park Ave complained??))

—Brian Sherman

(Sparkle Bust Fire Star)

## Referral Service Planned

The Port Richmond group of the Community Workshop is planning a two-fold project. We are producing a booklet of social service for use primarily by the poor. This booklet will be the cornerstone of the second part of our project, a storefront referral service.

The philosophical basis for both of these projects involves a commitment to the elimination of the bureaucratic run-around which individuals get from social service agencies, combined with a cynical approach to organizations. In other words, the booklet will contain accurate appraisals of what any given agency will do (as opposed to what it says it can do) for the individual. In addition, we will determine as much as possible precisely which people in each organization can be counted on for action. Our approach is to interview agency people, and pick up literature, thereby getting the official version of the agency function. Then, as much as possible, we will talk to people who have had contact with the agency to see if their views coincide with what we have been told by the agency people. Listings for each agency will reflect any discrepancies that emerge from these conversations. We will also try to extract a name during these proceedings so that our listings will have a direct contact listed, the name of somebody who will act as quickly as possible to aid the caller.

We hope to have the storefront open on weeknights and on weekends so that people who work will be able to use the service. We will have extensive files available in the storefronts, files that contain all of the information we've gathered in putting together the handbook (some of which will have to be left out because of space limitations). By contacting our office, people can get both more elaborate information and help from us in making the contacts necessary to get something done.

In addition we want to contact other people at Richmond College to provide services for the community through the storefront. We will have information about various possible vocations — x-ray technology, practical nursing, etc.—including facts about local training programs, requirement — both general and specifically for the local programs — sources of possible financial aid, etc. We want to establish contacts within the college to provide service available so that if we refer someone for job training we can do so accurately.

There are other possibilities, of course. Hopefully, one of our psychology staff members would be willing to provide some volunteer counseling time. The Theater Institute is interested in doing street theater, and we may be able to help them get into the community. Or we can work with our own concert and lectures people to get community people out for various cultural and entertainment events on the Island. The main point will be for the storefront to serve as the contact point for the college in the community so that the resources of the institution are made available to the community.



The Community Center on Jersey Street needs all types of happy INSTRUMENTS - contact Community Workshop, Richmond College. Donate!

Music is the food of love...

## Staten Island scenes...

### WEDNESDAY, MARCH 18:

"No Exit," Jean-Paul Sartre. by Lyric Players and the Hudson Guild Drama Group. St. George Library Center, 10 Hyatt Street. 7:30 P.M.

### THURSDAY, MARCH 19:

Voting Community School Board Elections. 6 a.m. to 9 p.m. at local school or regular polling places.

### FRIDAY, MARCH 20:

Phakavali Dancers. Classic Thai dance-drama. Staten Island Community College. 715 Ocean Terrace. 8:30 p.m.

A Streetcar Named Desire by Wagner College Dept. of Speech and Theater. Wagner College Auditorium. \$1.25.

### SATURDAY, MARCH 21:

Carlos Montoya guitarist. Staten Island Community College. 8:30 P.M.

Children's Film Festival. Willy McBean and his Magic Machine. Fox Plaza Theater. 10 A.M. \$1.

### SUNDAY, MARCH 22:

Trumpets of the Lord. Musical. Staten Island Urban League benefit. 4 P.M. Ritz Theater. tickets: \$5.50, \$4.50, \$3.50, \$2.00.

International Womens Day. Clara Colan, author of Enter Fighting. Today's Woman, speaker. Hotel Diplomat, 105 W 43rd St. 2-5 P.M. sponsored by Communist Party of N.Y. State. and National Women's Commission.

Wagner College Symphonic Band Recital. Wagner College. guest soloist Pasquale, solo trumpeter, Radio City Music Hall, at W.C. auditorium 4 P.M. free.

### MONDAY, MARCH 23:

Film: Steel drum music from Trinidad, by Pete Seeger, Liquid Jazz, Slight and Suite, The Crizzly Bear. Port Richmond branch public library.

AWARE-ON DRUG PROBLEM... Thursdays, 7:30, 25 Hyatt Street. 5th Floor.

### TUESDAY, MARCH 24:

Film: Martin Luther King Jr. tribute. "King: A Filmed Record. Only One Showing in S.I. Fox Plaza Theater. 9:57-6:00. proceeds to Dr. Martin Luther King Fund.

### WEDNESDAY, MARCH 25:

Film: "Ballonatics," Buster Keaton, "The Garage," Buster Keaton, "Fatty Arbuckle," "All About," Harold Lloyd, "A Night Out," Charlie Chaplin, Ben Turpin. 8 P.M. St. George Library. free.

Open Admissions Forum at S.I.C.C. Ocean Terrace 7:30 p.m.

### THE POTTERS WHEEL.

pottery classes, mon, wed. nights, sculpting, Thurs. night, creative dancing, Wed. night.

127 Richmond Ave. 442-8406

## continuous

**BLACK ART SHOW** "Coalition '70" contemporary black artists. Staten Island Museum. Stuyvesant Place. Through April 19.

**PHOTO EXHIBIT** Work of 35 I.C.C. students, chosen to show at Albany. In library, S.I.C.C. through March

**ART SHOW** art by Wagner students, gallery, 2nd floor Main Hall, Wagner. year round.

Please mail listings of events to: Richmond Times Community Calendar, Richmond College, 130 Stuyvesant Place, S.I. N.Y. 10301

NEW LIFE NEW LIFE NEW LIFE NEW LIFE NEW LIFE NEW LIFE NEW LIFE NEW LIFE



# FREEDOM OF THE PRESS ... THE PRESS OF FREEDOM

## MORE INTERVIEWS

Mary Eilene Broyles - Political Science

I feel that the purpose of a school newspaper is to provide the students with every available piece of news pertaining to that particular student body. When that paper infringes on the beliefs of any one segment of the student body, I believe it is time to censor that paper.

Freedom of the press is an important American freedom but freedom to believe and hold a truth that we do not want mocked or scorned is just as important. When it comes to the point when I am ashamed to show my parents my school newspaper then it is time to change that paper — even if it means censorship.

Stuy Green - Major - Nothing Specific

Censorship serves no other purpose than to close mouths and to close minds, and as long as this supposedly democratic society exists, where all sides can be heard, all sides should be heard, no matter what language, no matter what symbols, no matter what idea is being expressed. If the School Administration wants to put out an institutional publication, let them censor themselves. The one responsible for any form of censorship here should be the individual writer. If in trying to express himself, the use of some off-color words such as war, or some such shit, is necessary, then it is the school's responsibility to guarantee his Freedom of Speech, otherwise we have a state of Totalitarianism, with "the Board" defining morals, mores and speech; in other words, a crock of crap and totally ridiculous.

Sharon Langford Major - Sociology - Psychology

When a person publishes his thoughts he openly commits himself to beliefs. They cease to be a part of his private feelings and take on the role of public communications. At this point he becomes exposed to rebuttals, reprimands, acceptance, compromise. If you're willing to take such risks, then why have what you defend negated by the way you've said it? Once it's fallen out of your mouth and onto the page there's no taking it back.

## EDITORIAL

Well friends, here's some of the latest events concerning the Statewide Censorship Controversy precipitated by the Jan. 13 issue of the Richmond Times. Russ' poem and photos—entitled "Jesus Lives" (and got drunk on New Year's Eve) sparked a statewide controversy about

freedom of the Press for City and State Colleges. Our local Assemblymen Tweedle-dee and Tweedle-dum (Messrs. Amann and Russo) have each sponsored a bill in Albany that would:

1. cut off funds to any college publication construed as "obscene" or "irreligious" (I assume that includes mention of the War in Vietnam).
2. the president of any college in which the "crime" occurs would be fired.

An unofficial source has told us that these bills will be scrapped and a substitute bill presented. Listen to this: This bill would either make payment of Student Fee voluntary—thereby wiping out "student activities"—or prevent funds from the fee from going towards student publications — calling for

fund raising drives, etc., to maintain any publication. There would be no need of censorship because there would probably be no newspaper. It would have to go underground (we may have to anyway) or merely cease.

We'll keep you informed of the outcome and continue to publish in accordance with our policy as a "Free Press."

"Free Press" seems to mean that one can criticize an established political opponent but if values of a culture are drawn into the light as it were, whether rhetorically or theatrically, the majority (or rather mostly those politicians who wish to make hay with an insecure electorate) react out of doubt and fear rather than faith in the institutions they seek to protect.

—Richmond Times Collective

## Fed. Court says: NO CENSORSHIP

A federal district judge here has ruled that state colleges and universities cannot censor student newspapers in advance of publication, even though the state may help to finance them.

The decision could provide a major new weapon for student editors who are fighting attempts by college administrators and governing boards to censor their newspapers.

The ruling came in a suit brought by the editor of the Fitchburg State College Cycle against the institution's president.

After the Cycle published an article by Black Panther leader Eldridge Cleaver that contained a number of obscenities, President James J. Hammond withdrew funds in an effort to prevent the paper from publishing. He appointed an advisory board

of two administrators to review all material before publication. 'Arbitrary Restrictions' Barred Judge Arthur Garity, Jr., said in his opinion:

"THE STATE IS NOT NECESSARILY THE UNRESTRAINED MASTER OF WHAT IT CREATES AND FOSTERS. HAVING FOSTERED A CAMPUS NEWSPAPER, THE STATE MAY NOT PROPOSE ARBITRARY RESTRICTIONS ON THE MATTER TO BE COMMUNICATED."

"Because of the potentially great social value of a free student voice in an age of student awareness, it would be inconsistent with basic assumptions of First Amendment freedoms to permit a campus newspaper to be simply a vehicle for ideas the state or the college administration deems appropriate."

## Spiro and Censorship

If you want to believe that Spiro Agnew is God, well then, feel free... I mean after all who am I to say... you know free country and all that... if you want to go around building churches and making converts and collecting money and writing profound rules and regulations for the greater glory of Spiro T. Agnew as the mortal form of our Creator well then go right ahead.

I mean if you want to live a life of chastity, and poverty and obedience, dedicated to the proposition that all men are equal and Spiro T. is more equal... Then do it — sleep alone and if you happen to get an erection of chest or groin stick it in boiling water; give away all your money, be poor; obey, I'm only suggesting, mind you, do vice versa if you want... Really, if you want you can even join the Marines — Feel Free. That's what makes this country great... if you're an American, even a fellow American, you can feel free.

If you wanted you could even publish your ideas about Spiro T. Agnew being God. You could probably publish them in The Richmond Times even. I'd respect your right to do that. In fact, I urge all and/or any of you readers to do exactly that... I mean really, I respect your right to publish any idea about whomever you think is God... whether He's Spiro T... P. Mc Cartney, Elvis P., Lyndon B., Mao Tse, Che, or anybody else, even Jesus C.

If you want to think it or live it or write about it or eat it, go right ahead. I respect your right to do all that.

I may think you're a fucking idiot but don't let that stop you, go right ahead, feel free.

While we're on the subject of present particples how about the word I used in the last sentence? It exudes such complex and experientially emotional connotations. After a half hour of carefully deliberating all the sexual, sociological, psychological, and quasi-spiritual implications and ramifications I decided that gramatically and lexically the word fits perfectly. Imagine, a fucking idiot.

Doesn't that grab you right by the old asshole? I knew it. Besides I kind of like the word. People use it so often but it still seems to have such... such intestinal fortitude, so to speak. I mean it's so meaningful, really fucking human.

And while we're on the subject — It may seem "dirty" but human males have "cocks" and so if you reach out and touch the nearest male groin you'll feel a "cock". Humans might be holy but they were animals before they learned how.

If a newspaper prints ideas through the medium of words then why can't an author write the ideas he has with the words he wants?

If you want to think that fuck is a "dirty" word and won't let me use it or that Spiro T. is a dirty old man and won't let me suggest that to someone he may be God, I guess you might be strong enough to do it.

But I won't let you repress any medium under the guise of "decency". Whether it's your sense of propriety or your job that you're afraid for, censorship is an ugly word.

Nothing is sacred. Not your guns, that won't give a fuck. Not your computers that won't say a fuck. All life is sacred. And when you start to stifle expres-

sion of existence in whatever form that attempted communion takes — then you're obscene.

—John Farley

## EDS. Write On, John

TO: ALL MEMBERS OF THE RICHMOND COLLEGE COMMUNITY  
From: S. Cooper, Social Sciences

Given the urgency of President Scheuler's message regarding legislation impending in Albany to curtail "freedom of the student press" and to punish college presidents by firing for permitting "irreligious" material in student publications, may I suggest that we find some common rallying ground to demonstrate our support of the principles and liberties at stake. Below follows a suggested text of a statement to be sent to the Staten Island representatives, to the various bodies in which they sit, to your district representatives, to the Governor, Mayor, and press. (Please add to this list if you can think of others.) When signatures are compiled, you can obtain a copy of the statement and names and send it to your own representatives.

Text:  
"We the undersigned, faculty, students, staff and members of the academic community of Richmond College — C.U.N.Y. abhor the current efforts to limit freedom of the press at ours or any college campus.

We view the impending legislation to amend the Education Law for the purpose of censoring the student press as inherently dangerous to the cherished traditions of liberty in our society. Many of us may reject the point of view of much which will inevitably appear in an unrestricted press. Yet we believe this is a small price to pay when balanced against the social costs of censorship.

In a society which is experiencing critical examination of its fundamental values, it is disastrous to legislate a consensus on "good taste." The effort to do so will silence minority dissent in the short run. In the long run, it will undermine the view of the "silent majority" and stifle positive change.

Legislation which seeks to dismiss college presidents who permit campus publications to print irreligious material is a direct and cynical attack upon academic freedom. It is an effort to intimidate college leaders and enforce quiescence in the college community. The only result of such action will be the destruction of the positive role of the university in this society."

If you are willing to sign this statement, please do so below and return to me. I will circulate it to the people and groups listed above. If you would like to form some ad-hoc group to "be prepared" on this issue, please let me know also and I will put you all in touch with each others somehow.

## INTERVIEWS WITH RICHMOND STUDENTS

The response to this situation has been overwhelming. We asked several students their opinion. Here are their replies:

Edward Berman — Engineering

Censorship of newspapers, college or otherwise, cannot be tolerated. On the other hand, writers and editors of these papers have a responsibility to the readers. There is no reason to believe that in order to get his point across, the author had to insult a great number of people who hold Christ sacred. The idea of some congressman to censor the paper is wrong and I feel it could never come to pass as a bill in Congress, but the editors must show more respect for its readers.

Joan Fetherstone — Psychology

Such censorship, in our case, is a very small price to pay for a new institute such as Integrated Studies, although we're losing the principle of giving in to the system.

It's a small price, I think, and we should do what they want and then after we get what we need, then return to doing what we feel is right.

Benedict Sayles — Biology

I think that an issue such as censorship is a personal thing. For instance, I found a couple of articles in the Richmond Times that were personally offensive to the way I think and see things, but there not necessarily wrong — but such things as curse words in a college newspaper I find immature and definitely not necessary. I mean you could say things without the use of a curse word and still have the general idea conveyed across. To sum it up: if you write or say something that is offensive and that hurts a certain group of people — then I think it should be censored.

Bill DiFazio — Professional Studies

Censorship is shit. Religious groups should not have a special right to impose themselves upon people who do not see "God" in their way, i.e., traditionalist Catholic way. Neither do they have the right to stop criticism of their conception of what "Jesus" was. What Amann and Russo are promising, limits the freedom from religion—a freedom that I value very highly. A happy, lustful Jesus is a more positive vision in my mind than the hateful and vengeful God of traditional Catholicism.

## PROF. WARNECKE: "... When Such Confrontations Threaten The Future Of A College..."

Like many colleges and universities in America, Richmond has been fortunate to have many idealistic and innovative students and faculty members. Unlike our sister institutions, however, Richmond — being a new college — has been free of the established bureaucracy, superannuated faculty and antiquated facilities which stifle development at other colleges. Consequently, we have been able to create new programs like the Afro-American Institute without the strains and confrontations which have rocked CCNY or San Francisco State. We have been able to respond to the requests of some students to establish communes and counter-culture workshops. We have as faculty members had the greatest freedom possible to create new and exciting courses, experiment with materials and methods, and participate in the determination of the goals of our college as well as its governance.

Those of us who have been on the faculties of other colleges and universities can attest to the congenial atmosphere which has flourished at Richmond. But this is now threatened, by events on Staten Island and at Albany where efforts are underway to radically change the conditions and spirit under which we work. The major target of these

groups is the continued tenure in office of Dr. Scheuler. Many of our colleagues and students perhaps do not realize that Dr. Scheuler's position is gravely threatened by the recent bills introduced by Staten Island legislators at Albany. Nor do they understand the connection between their own professional futures and freedoms and the continued tenure in office of someone like President Scheuler or President Scheuler himself. If the Russo bill, for instance, were passed Dr. Scheuler might be replaced by a person who is not at all sympathetic to our innovation and experimentation. A new man as President might introduce a regiment which reflected 'community' wishes and simply asked us to conform to his plans. Even if we did not get a new President, there are other means equally as harsh which are available to a community which feels deeply antagonized by a small segment of imprudent people at Richmond. The state does not have to match the funds the City appropriates for Richmond. The future college could be redesigned to exclude the liberal arts faculty. The college could be closed indefinitely and the implementation of the plans for the new campus shelved. Worst of all, the President could be made dependent on a board of com-

munity trustees. All of these courses of action are very much within the realm of possibility. What would be at stake are our own futures as well as those of our students. And the issue upon which this would rise and fall is a false issue as it is now defined: the right of a tiny group of students and faculty members who are not representative of either the students or faculty, to continue their intemperate use of language. It is unfortunate that they consider the use of any language they wish to employ as an issue of free speech, when free speech traditionally has been a matter of the substance of what one says. They have failed to make a distinction between license and freedom, have failed to take into account their responsibility to the larger Richmond College community which they for a part of the community has been represent. Until now the principal image formed by the Richmond Times. Reasoned, articulate, balanced judgement and criticism of society and politics is always permissible. In this respect the faculty is unanimous that the outstanding issues of war and society are issues that should be freely debated. The Richmond Times has been free to speak its mind on these matters, and with this

freedom of speech there is and can be no objection.

The Richmond Times, however, as well as some of the activities of our radical students, has been calculated to antagonize and inflame community sentiment in the vain hope that these activities would lead to massive changes. But it is wrong to believe that once you have gored your opponent and his beliefs in a distasteful and inflammatory fashion, he will turn around and both love you and accept your criticism of him. Some students believe the obscenity of the Vietnam War justifies their own obscenity. This is a false conclusion. If the obscenity of war represents the breakdown of civilization and humanity, certainly those who would clothe themselves in the language of decency would also clothe themselves in the language of humanity and civilization. But the student insistence upon approaching the public with what they consider to be the legitimate use of language can only lead to the conclusion that the war has very unfortunately corrupted their own vision of what civilization, culture and humaneness require.

This confrontation between our radical students and the community ordinarily would not be a cause for grave concern

on the part of many of our faculty. If we believe in freedom of expression and rational discourse we must be prepared not only to attempt to convey ideas we think valuable, and this includes ideas which are unpopular to our students and colleagues and the community, but also listen to our radical students since learning is a two-way process. What happens, however, when such confrontations threaten the future of a college—a college which certainly has a future? Then our radical colleagues and students are not behaving responsibly towards their fellow colleagues and students. They are insisting on a one-sided, self-centered notion of their own freedom without considering the rights of others on the faculty which they not only infringe but endanger. If the faculty neither shared the idealism of our radical associates nor were active in their own way in defining and propagating their idealism, then our radical colleagues and students might be justified in rejecting Richmond as another establishment institution. If our radical associates could, through some chance, convert the Staten Islanders to their political persuasion, then perhaps they might be justified in continuing their confrontation with the community. But what if

individuals who recognize no other authority and standard than their own inexperienced subjectivity have a place in this community? This latter point reveals how much they reflect the community which they criticize. It is this outside community's insistence on a continued uncritical assumption of the legitimacy of its views which mirrors the same position of some of our colleagues and students. Under these circumstances, there is no possibility for rational discourse, nor an appeal to higher, more universal standards of justice and humanity which all men can agree upon. Under these circumstances, all community breaks down when the language through which we communicate breaks down. Then only the appeal to force remains. But if the question of language is central for establishing a community for rational discourse, then has the Richmond Times exhausted every avenue for making its legitimate views known. Finally, does the group which now runs the Richmond Times have the right to speak for all of us in the voice that it does while at the same time denying responsibility to those whom its actions affect? I only disagree with the intemperate and unnecessary language and actions of some of our associates. I do not deny



# classified

## FOR SALE

**FOR SALE:** 1967 Falcon, 4 door, blue, standard shift, new carburetor, new points and plugs, new battery, complete overhaul and tune-up. 30 day guarantee. Call: Roger Dacey GI 8-2650.

**FOR SALE:** \$95 1960 Dodge R&H. V8. Rebuilt Trans. Eng. A-OK. Needs directionals. Very good transportation. — Contact John Odenthal 448-6141.

## WANTED

**ROOMATE WANTED** to share 1 bedroom apartment, 10 minutes from ferry. Contact: Dave 784-8313. (Evenings)

**HELP!** The director and cast of *Exit the King*—the curriculum

production for this semester—need stage and business managers and crews for lighting, props and costuming.

**EXIT THE KING** is a tragic-comedy by Eugene Ionesco, a modern French playwright. Sandra Zummo is directing the production and Gerald Mast is faculty advisor. Anyone interested in working backstage should sign up in Professor Mast's office on the sixth floor.

## SERVICES

**PIANO LESSONS:** Advanced and Beginning Piano Lessons. Professional musician — educator Vgo Di Dio 356-5885 (S.I.)

**GEE-TAR LESSONS:** Folk, theory, sight-reading. Call: Jim Buechler, 448-4129.

**TYPIST AVAILABLE:** Contact Mrs. Irene Kornstein, 987-5937.

**WILL TYPE PAPERS,** reports, etc. 50¢ per page. Call: Phyllis Russo, 979-0265.

## PERSONAL

**CONGRADS** Roy "Swinger" Goldblatt on your Victory over the S.S.

**CONGRADULATIONS TO LAMBIE AND GRUFFY.** HAPPIER ONE THAN TWO.

**To Whom This May Concern:**

This essay has many authors. Who are these authors? You know all of them. They are only the people that give a damn. Listen to them. But you won't listen. Man, why won't you listen? Won't you accept us as your friends. We love you, man. Don't you understand? We need you. We want you in our world when we have problems. We need you. Your friends are your home. Not your mother, nor your father, or your house. Our love is your home. Together man. But you put us down. You don't come to us as a friend we love. You now feel really cool. You sell us. You put that big needle in your arm and you don't need us. Thanks man. We love you so much we are afraid of telling you this. That's why it's written. Please come back to our world. We know how you feel. It's going to be a long, hot summer. As tough as it may be we need your help. Together we stand, divided we fall. We are waiting and hoping that this crowd will be together, one in our own minds. Man, to be proud of. Get yourself together so we can be together. Don't break us up. Don't degrade us to our lowest animalistic form. We are not putting you down for trying it. But now it's time to cop out. Be yourself, not a chemical.

—laura

—Your Family

# CALENDAR

Wed. Mar. 18  
— "Sympathy for the Devil"  
Hunter College  
7:30 and 9:30  
— ARMAND SCHWERNER  
poet extraordinaire  
2:30 rm. 604  
Thur. Mar. 19  
— film "Hotel Ozone" 1:00 p.m.  
S.I.C.C.  
Fri. Mar. 20  
— Humanities Div. P.&B.  
committee  
10:00 a.m. rm. 625  
— Phakavali Dancers

classic Thai dance  
8:30 p.m. S.I.C.C.  
— at Bronx Comm. Coll.  
Dick Gregory and Olatunji  
8:30 p.m. \$1.50  
Sat. Mar. 21  
— Carlos Montoya 8:30 p.m.  
S.I.C.C. \$2.50  
Mon. Mar. 23  
— Dr. M. Maneli 11:00 a.m.  
"Vietnamese Reflections"  
rm. 803  
Thur. Mar. 26  
— at Lehman Coll.  
Kinetic Art Film

## An Answer, Please...

(Continued from Page 1)

seemingly fateful decision about education and vocation, maybe the circumstances did not allow you to reach beyond a particular structure; would you accept that it may be possible — and is possible here and now? It's not a rejection of you and your choice, but a rejection of the institutions which so often forced you down a nearly one-directional path, and which asked you to convince yourself that you aren't limited and are a whole person when you know you often are not. Is there no truth to this? Are we raving? Finally it's a rejection of a whole culture which increasingly makes us all the unfeeling "experts" of the component parts of life and less the possessor of its awesome whole.

An institutionalization of an Integrated approach to learning is of course not going to magically produce whole people, but can't we take a chance and begin here and now, to completely reverse the wheel of man's recent history — a "Progress" that is leading us to increasingly fragmented, compartmentalized, indeed schizophrenic minds and lives — and produce the conditions for education of a whole human being?

And to you who will reject this argument as being at best "idealistic" and do not see it as the heart and soul of the problem, but who mouth things like "impractical," "systematically unsound" or whatever, then you might be better to secure the proverbial millstone around your neck, for your life is no longer your own.

And to you who define reality "politically" and think this program "diversionary", we ask you, diversionary from what? — the thick of political action that you so aspire to be in. Where the "action" is, is where you should be, because if you haven't perceived by now that this "revolution" is primarily in your head then you have no business (and in fact are hypocritical) teaching/learning in college.

And finally, you who set up the bogey problem of the program's potential "segregation" and "isolation" from the college body, we say that you are admitting that there is isolation between divisions. Maybe the 5th Division will be no exception; but for the fact that one particular purpose of this division is to grapple with "why" this isolation rather than merely accept it as others must. Our conclusion about your comment is that it's a most egoistic form of jealousy. Is it that you feel you cannot accept such a program and yet you cannot bear to let it proceed, autonomously, separate from you and yours?

Will you reconsider once again — as we all must reconsider our lives again and again. We can begin to tear down the "walls" together.

## Death of a College

The girls of Notre Dame are in an uproar. Their beloved college is closing after 39 bliss-filled years of existence. "Keep Notre Dame Alive" is the cry and everyone is digging into their pocketbooks for nickels, dimes, and whatever, to contribute.

One can't visit the college without being made aware of the situation. Posters are all over the place, scribbled with words of encouragement. Outside the newspaper office a bucket is suspended so that you can throw in your extra change. The newspaper has stopped printing so that all the money allotted to it can go to the "Keep N.D.C. Alive Fund". There was a march from the ferry to St. Patrick's Cathedral with approximately 125 girls dressed in black gowns following a coffin with "Notre Dame College" written on its side.

A common complaint of Notre Dame dropouts is that they were presented with a liberal faculty, beautiful campus, and a student body unwilling to do anything with it.

Notre Dame has been teaching post-war students how to live in a pre-war society. It's firm in its ideals and secure in its values. But is education supposed to give one a sense of security? Notre Dame students seem to be fighting more for a life-style than for a college. More for an existence than an education.

Notre Dame has the right to remain open. But it should stay open so that it can change, grow, progress, become relevant! If students are only fighting to hold fast to tradition, to cling to an obsolete system of values, then Notre Dame should be left to die in peace. But if students fighting for the life of Notre Dame are also fighting for its growth, then they should be backed by Richmond, Community, C.U.N.Y.—everyone!

Address contributions to:  
"KEEP N.D.C. ALIVE"  
Notre Dame College  
300 Howard Avenue  
Staten Island, N. Y.

## Nausea

BILL PIZZO

"A LOOK AT WE, THE RICHMOND TIMES."

It was rather amusing to read the staff response to the issue of censorship. Let's take a look at some of their comments. . .

JAY:

. . . The reader would be limited in what he could read. . . What choice do we - The Student Body - Have? . . . This is where a free press ends. . . and a tool for propaganda begins! . . . The press then belongs to a certain few who have control over its contents. . . We have only six! . . . The Richmond Times is a free speech forum. . . Except of course for that dirty Bill Pizzo! . . . The paper provides a place where discourse between differences in opinion or perspectives can continue. . . HA HA HA HA HA. . .

The threat of censorship has been directed towards. . . B. P.

JERI:

. . . The Richmond Times staff only distributes to. . . ETC. ETC. ETC. . .

MARK:

. . . The Richmond Times is truly a student newspaper. . . Oh Boy!

KATHY:

. . . An experimental college. . . Not again! . . . we have received not one letter of complaint . . . What about me? . . . in spite of some differences . . . The Richmond Times can serve the unique . . . UNIQUE? ? ? . . . purpose of establishing a community forum for ideas . . . WHOSE? ? ? . . . and action . . . AGAINST WHOM? ? ?

Recently a proposal was made by one of the Richmond Times

staff members to the Student Government that I be taken off the Richmond college Board of Directors — that's the board which distributes funds — because MY VIEWS did not reflect those of the general Student populace.

I would like to challenge the concerned members of the Richmond Times staff to conduct a poll, to measure how the general student body feels toward OUR papers editorial policies. I had offered this suggestion to at least one of the representatives — but of course it was refused.

I doubt that I have ever met such a group of hypocrites than those that make up OUR newspaper staff. And they claim that it is we who are being exploited. Let me remind those righteous individuals that it is they who

are resorting to twisting reality, corrupting the dream, prostituting all that they would have us believe.

Getting back to the preceding paragraph . . . Shortly there after, incidently, not one member of the Student Government would consider the motion to remove me — thank you very much. As I was saying, shortly thereafter, The Richmond Times sought to secure ADDITIONAL FUNDS from the Board of Directors.

I would like to inform the Richmond Times of my views and intentions publicly. . . I WILL VOTE AGAINST THE SUPPLEMENTARY BUDGET REQUEST FOR \$4,000.00. I intend to question unauthorized expenditure of funds. . . "THE OTHER" is indeed an authorized expenditure of funds. . . student funds! In-

tend to ask, "what the Hell's Go in On?" as has the President of our Student Government. . .

It is my view that the Richmond Times is a treacherous, cancerous disease, which has corrupted and polluted the very things which it proports to represent.

Those whom would search for solutions. . . should take the time to re-evaluate their methods. For if you prostitute one, do you not prostitute the other?

FOR THE NEXT ISSUE. . .

1- Don't be fooled by the FIFTH DIVISION trash. . .  
2- What so-called professor HAND-PICKED her students in a LIBERATION MOVEMENT. . .  
3- What SOCIALIST professor is trying to pedal another Left-Wing text . . . and is willing NOT to accept royalties?



# THE ARTS

## Problematic Pregnancy... but Beautiful Baby!

by Roy Goldblatt

On Monday, 2 February 1970, after an extended year of labor, David Woodman gave birth to the Richmond College Theater Project. The pregnancy, which was extremely difficult, was finally achieved after prolonged consultation between project advocates and the Richmond Administration. The Administration, while excited over the prospects of fathering the Theater Project, was unable to produce the financial juice necessary for conception. As in a similar case, which occurred some years ago, the practice of artificial insemination was substituted, as the father stepped aside in favor of a god from East 80th Street, who came to us in the form of a grant from the City University's Chancellor's Fund. After six weeks, mother and child are doing fine.

Seriously, the Theater Project has gotten off the ground. The Project, for those who are either in the dark or really don't give a good rat's ass about it, is a small repertory company drawing its members from three workshops (acting, voice and movement) with technical aspects being handled by student designers working in a seminar under Jeff Moss. The fifth component of the Project is the Playwriting Workshop. It is expected that the playwrights will submit a number of scripts for possible production during the current semester.

At present, each of the participatory workshops is busily engaged in creating programs that can be mounted and taken to local community facilities. Dave Woodman's Acting Workshop (Dave also oversees the happenings in the Playwriting Workshop) is in the process of turning out a children's theater project. This project will consist of four small playlets and will be ready to roll throughout the surrounding countryside during the week of March 23.

The Movement Workshop also is in the midst of creating their own travelling projects. In this workshop, project members are training to be more expressive in their movements through the exploration of their feelings rather than by their thoughts. Jack Weiner is guiding this Workshop.

In the third participatory workshop, Robbie McCaughley is working to aid the members of the Project in the use of their voices for coming productions. One of the things involved with this workshop is the ability of the actor to integrate the movement of his body with the proper voice needed for that movement.

In the Design Workshop, work is presently being done to meet the technical needs of the projects of the Acting Workshop. Members of this workshop are creating sets, costumes, sound and lighting effects.

The people in the Playwriting

Workshop are now writing short plays for presentation. They are working in conjunction with the local Staten Island pollution control agency. The plays will deal with ecology and pollution and are expected to be completed and ready for presentation by mid-April, in time for the "Earth Week" festivities. The playwrights are also aiding in the preparation of scripts for the Acting and Movement workshops.

In addition to participatory work, members of the Theater Project also attend performances of current plays. On March 10 we took in a benefit show by the Open Theater. This group, which performed at Richmond last spring, did *The Serpent*, a play based on the "Book of Genesis". The most fascinating aspect of the Open Theater is the body control they possess. Members of the company are extremely adept at movements that one usually associates with dancers. The Movement Workshop of the Project is an attempt to work in a similar manner, though on a more basic level.

We also will attend a performance of "The Concept", a play produced, directed and performed by members of the Daytop Village Narcotics Rehabilitation Center. We expect to attend more productions during the semester and also to have speakers come to visit us at the college.

## SCHWERNER

key: ..... Untranslatable

+++ missing

\*\*\*\*\*to be filled in at the reading

Armand Schwerner, SICC's Poet-Professor will read and maybe even chant his poetry here on Wed. March 18. He does all the normal things that poets do, like publishing books of poems called *The Lightfall* and *Seaweed*, helping his students at SICC to put a magazine of poems in an envelope and calling it "American Standard" and publishing his poems and writings in "little" magazines with weird names like *Caterpillar*, *STONY BROOK*, *Pogmoggan*, *I:Kon*, and *Kulchur*.

During the last couple of years however, he has become the vessel or funnel or medium if you will for some rare documents called *The Tablets* and these ++++ ..... what pleasure, what pleasure..... What Terr-IFIC Pleasure!! a great arm! ++++laughter, Pnterpnit, is the man bigger than a fly's wing? .....DOUBT.....++++ lingers about accident and design.....\*\*\*\*\*

\*\*\*\*come.....he is a very fine fellow.....++++ During the last couple of years, however, he has become the funnel or "medium" if you will for *The Tablets*:



"What Pleasure!

what pleasure!

what pleasure!

what pleasure!

what pleasure!

what pleasure!

what terrific pleasure!



Schwerner will be presented under the auspices of the Avant-Garde Club in the spirit of bringing to Richmond artists and others who are working at the frontiers of their forms.

### EXPERIMENTAL ART PROJECTS

Send for free mimeographed listing of non-school related art projects in major cities. —

Write:

Communications Foundation,  
2020 Alameda Padre Serra,  
Santa Barbara, California

### FOR CHRIS

by Darryl Mondrow

you're here again  
i can tell from  
the sky's luminescence  
eyes that have reflected  
your face

bosom

hair

once again re-open

let me touch you  
with golden pollen  
created  
from the interweaving  
of our flowers  
on a spring dew morn  
taste its sweetness  
through your flesh  
i give you  
my newly acquired  
fertility  
you are

beautiful

woman

and you  
as well  
i love the third  
it nourishes the others  
but of me, what?  
am i a MAN  
fiendish and perverted?  
no, i'm a man  
as you're a woman  
and i  
all the same  
cloven honey flows  
in our veins  
in time  
the awakened spirit of eros  
will join the riches bestowed  
in time  
we shall dance  
among the fig trees  
in time  
we shall love  
always.

### POETRY WORKSHOP BUST... BOMB... BEAT...

At the time your apathetic eyes read this, the first meeting of the poetry workshop will have been held. It fell through, a bust... a bomb... a beat....

Why? No one came — except five people.

Time to drag out the old drum and beat it for a while. Do a bit of a town crier scene.

If you're interested in poetry, poets, or just getting together with some people who have a common interest, come to the poetry workshop. There'll be signs up in the lounge or contact John Barrale or Ellen Finkelstein in the lounge anytime.

Try us. Your mind will feel good. Would you believe you might even like it?

P.S. If you're upset about the really shoddy way this article was written come down to the workshop and help — you can even write the next article.

—John Barrale

Here forever single bound  
Stands the remnant of the man,  
Merely space with cluttered view,  
Perhaps there is some trace of you.  
Far inside the dampened heap  
All the fear and knowledge sleep,  
Pile it high, some more for me,  
For those who live, don't need to see.  
But somewhere there is pure man  
Without a voice, without a hand,  
Without the posters of their friends,  
Without fortunes, without ends.  
Bulletin board of the aged  
Slowly look around,  
With all your glowing texture,  
Forever single bound.

Bill Edwards

ARTIST-MAN

## THE CONCEPT

"reach out with compassion"

"We are here because there is no refuge, finally, from ourselves. Until a person confronts himself in the eyes and hearts of others, he is running. Until he suffers them to share his secret, he has no safety from it. Afraid to be known, he can know neither himself nor any other; he will be alone." This is the philosophy of Daytop Village and the theme of *The Concept*, an off-Broadway play currently running at the Gramercy Arts Theatre, 138 East 27th Street.

The cast consists of members of Daytop Village, all former hard-line heroine addicts, of average age twenty-one. *The Concept* evolved as a total group effort and represents not only the lives and attitudes of the cast but that of most drug users. The production comes across as totally sincere, the acting is in some places painfully unprofessional but always honest. All profits from the play go to Daytop Village, which has a large center here on Staten Island. In the question and answer period following the play, the cast spoke of the initial hostility and objection of S.I. residents.

*The Concept* tells the story of a young man who struggles to overcome his dependence on drugs at Daytop, a therapeutic community for treatment of narcotic addicts. Drug addiction is a tragic subject but the play is exhilarating and at times very funny. The emphasis does not revolve around withdrawal from drugs. Rather there is a positive stress on the joy of living, on the bonds of love between people that make life worthwhile, and on the development of the individual's commitment to himself and the world around him. The transition from addict to ex-addict, from misunderstanding to understanding is a moving experience in which the audience becomes emotionally involved. It is beautiful (though perhaps mentally somewhat uncomfortable) to have someone reach out to you, begging to be loved, to be touched, to be experienced as another human being. The idea which is communicated so well is that drugs are just another escape, another cop-out, which wouldn't be necessary, and can be overcome if people reach out with compassion and truth to one another.



# The War Continues...

## Systematic Murder

by Ed Murphy

In recent months much has been written about an "Operation Phoenix" which is directed by the Central Intelligence Agency in Vietnam. Americans have been told about the terrorist tactics of the Viet Cong and especially of the North Vietnamese soldiers in the city of Hue during the Tet offensive. Now we are told about the systematic neutralization of the Viet Cong Infrastructure (VCI). Who are these VCI though?

We are familiar with the stories of Dachau and the Bataan death march and now we are told of a small village called My Lai or some call it Song My and some say Pinkville. We are shocked! But a scapegoat has been found and the responsibility is again abdicated to an individual.

If Calley is convicted the consciences of many Americans will be quieted. But what about these VCI? Who will accept the responsibility for their neutralization? Will you? Should I? Or shall we blame the huge bureaucracy known as the CIA and say that we have nothing to say about their secret budget and their secret operations. What shall we accept as necessary in the defense of our national security?

We are told that there are political cadre, communications cadre and that an entire underground government exists. Is the Phoenix program directed at the neutralization of this underground government? If so, what does it mean to neutralize an individual? Does it mean to capture and detain him till the end of the war? Or does it mean ambush and assassination? If so, who does the ambushing and assassinating? Americans or Vietnamese?

If there are American military personnel involved in the Phoenix program, do they operate under the 1949 Geneva Convention governing land warfare or the Hague conventions? Do they operate as military units or singly, in direct

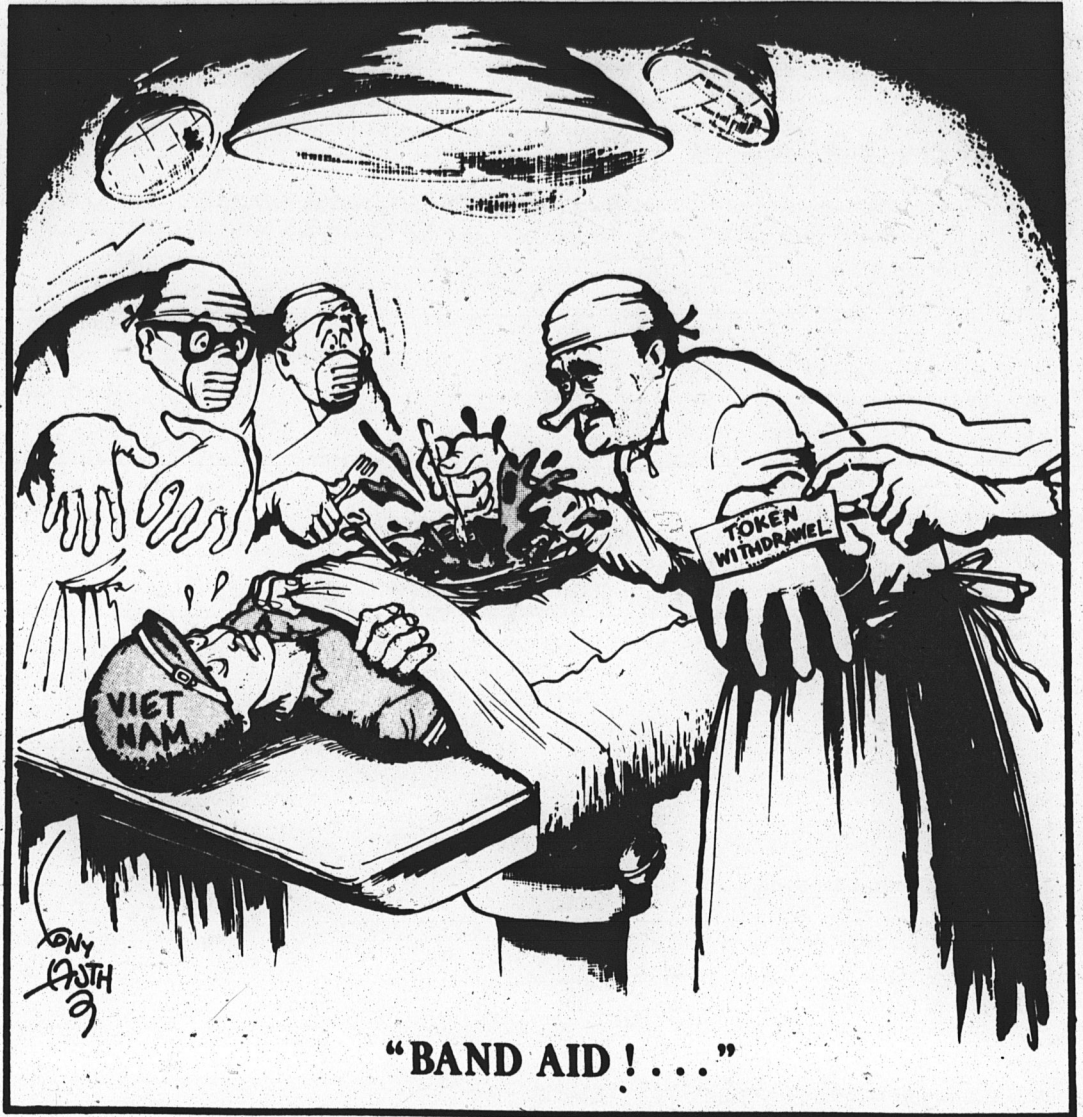
contravention of the Vietnamese laws stating that only the National Police of Viet Nam may operate in areas designated as "Controlled Areas?" And then, who are the Phoenix co-ordinators? CIA agents or U.S. army junior officers and enlisted men with no intelligence training? Do the co-ordinators speak Vietnamese and do they have any knowledge of Communist ideology?

How are the co-ordinators chosen? Do they volunteer for the Phoenix program or are they drafted into it the way most military people are assigned a job? Who decides whether a man is qualified to decide that a Vietnamese is working for the VC and who decides what action should be taken against that individual?

There is so much inefficiency in the military that one can hardly believe that the Phoenix program is any different. People might say: "There is efficiency all over." Well, if you have efficiency in a cost overrun we lose money. But if you have incompetent personnel running a program which decides who should live and who should die, that is a much more obscene subject.

This year, the members of the House of Representatives will return to their homes and ask permission to continue their work in Washington. Many will be re-elected. There will be many issues on which these men will harp and they will try to put the responsibility for mistakes onto others. But responsibility must be laid on the congressmen's shoulders. He is elected by a small group to represent them in the Federal government. It is expected that these people will make conscientious decisions concerning matters affecting their constituents.

Viet Nam does affect the American constituents. So far 68 Staten Island men have died in Viet Nam. The war is not thousands of miles from here. It is in the graveyards of Staten Island and in the sad-



"BAND AID!..."

ness of survivors of dead men. It is also in the fearful hearts of those who have friends and relatives in Viet Nam. It is particularly in the memories of Viet Nam.

One can no longer be satisfied that his congressman has gotten federal money to be spent in his congressional district. He must demand that the congressman be informed of Viet Nam and that he speak conscientiously on more subjects than sex and religion.

When it comes time to vote on a budget for defense and for the CIA, he should ask questions. He should want to know about the Phoenix program. He should want to know why Army Intelligence agents are asking questions of Americans about their neighbors.

In a recent issue of the *Washington Monthly*, an ex-Army Intelligence Captain wrote an article warning of the danger of CONUS (Continental United States) Intelligence. The captain questioned the need for Army agents to collect information about domestic political groups. He also questioned the need to have a nation wide teletype system by which information concerning persons and groups could be instantly transmitted to a large number of agencies, which may or may not have need for such information. The rationale behind the army collecting information, we are told, is that they may be called in to quell a riot. This, however, is the job of the civil authorities and if they are unable, then the responsibility falls on to the National Guard. Only if the National Guard is unable, would the regular army troops be called for. Even if the regular army were called in,

is it not the work of the FBI to collect information concerning potential threats to the internal security of the U.S. and not the army's?

The issues of the Phoenix program and Army Intelligence's role in domestic politics are two which affect the people of New York, and Richmond College in particular. If the military is involved in the Phoenix program, then New Yorkers and Richmond College graduates who enter the military could be called on to participate in the neutralization of the Viet Cong infrastructure. If army intelligence is performing an illegal or unnecessary function in New York in asking questions about our neighbors, then we have the right and responsibility to ask our elected officials why. Jefferson told us that we could not have democracy without an informed electorate.

### A letter of Protest

If Nixon, the Congress, and the Paris negotiators were in the lower one-third of the draft call-ups, and if they were graduating this June, you could be damn sure that the war would be over before commencement exercises began.

The new lottery system is supposed to take the suspense out of the future for the young. That they might be able to direct their lives accordingly. Does this mean that the "unfortunates" such as myself are not able to look to the future with any kind of security?

What Nixon is saying, is that since you were born male and on August 5, you cannot

### Making the world safe for Democracy

Viet Nam! Where is it? What is it? One country? Two? Is that where the COMMUNISTS are trying to take over? Or is that where the people have risen up against an American supported oligarchy? What are the facts? Politicians have their versions of the Viet Nam story and each one has facts (?) to support his point of view. Different facts for different folks. Sometimes my mind boggles.

Fortunately, here is one fact we can look at and call it true. A graduate of Richmond College will die in Viet Nam. Maybe he is a senior this year. Perhaps he is sitting in one of our classrooms now reading *L'Étranger* by Albert Camus. "The Nam" is not a reality for him now. But, imagine him next year in Cam Ranh Bay filling sandbags while a 19 year old High School drop-out from Natchez, Mississippi, a Sergeant, sits in the shade and directs him. Just like the "Boss Man" in "Cool Hand Luke." Maybe our hero will think twice, back to *L'Étranger* and how Meursault killed with the aid and direction of the Algerian Desert sun. He may want to take that 19 year old sergeant, or 40 year old lifer, and make him eat the sandbags he has just finished filling.

But we were talking about death. Do you remember how Meursault died? He thought he

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(Continued on Page 11)



Ed. Murphy speaking about Staten Island hypocrisy at the faculty meeting last month. Ed Murphy, a student at Richmond College, is a Viet Nam Veteran.

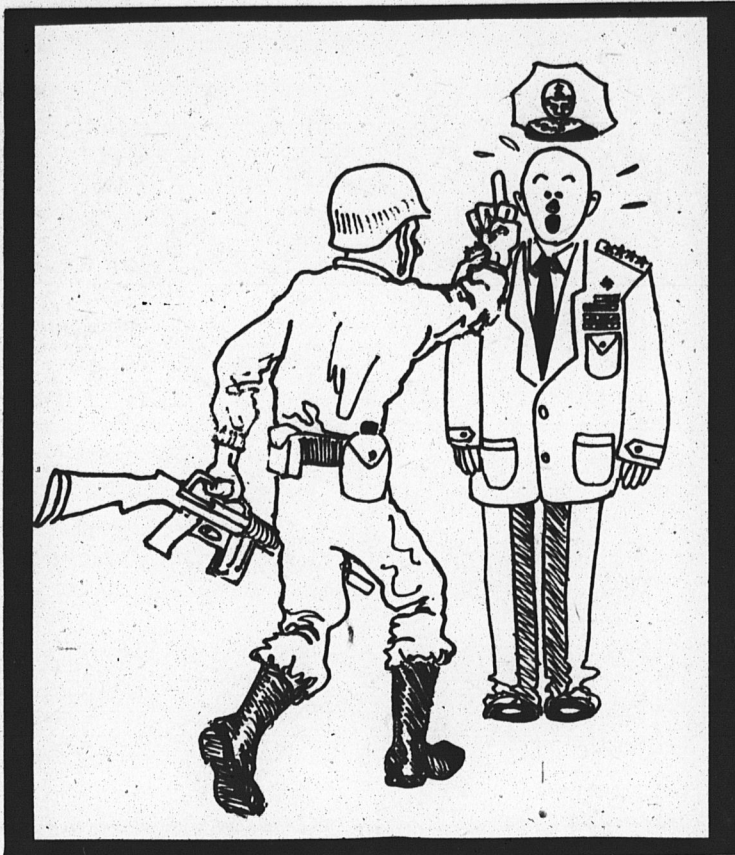


# Philip Drath

by Luisa Stellini

On February 10, the Richmond College President's Series sponsored an illustrated lecture by Philip Drath, a pacifist and civil rights worker. In 1967, Mr. Drath set forth for Haiphong with the Quaker Action Committee in order to deliver medical supplies to North Vietnam civilians. Risking court action and possible imprisonment, their voyage aboard the yacht Phoenix was highly publicized in newspapers around the world and photographed by the Canadian Broadcasting Company. Despite governmental pressure and near-seizure by customs officials, the film was brought to the United States and has been shown on college campuses throughout the country. His lecture: "The Peace Movement, Past and Present," traced man's struggle against war and violence from its earliest beginnings in antiquity to present day protests against Vietnam. Mr. Drath attributed the failure of the peace movement to prevent belligerence in the past and to keep its members from fighting in wars, to the inherent aggressiveness of man, and claimed that "the feelings of nationality often outweigh the feelings of peace." He dis-

missed Nixon's latest speedy solution for extracting us from Southeast Asia, stating that, "There is no possibility of Vietnamizing the war. Saigon is incapable of doing so since it doesn't have the support of the peasants."



The author, who is in the service wishes to remain anonymous for fear of recriminations by Military Command.

One out of every ten men in the army at Ft. Dix is said to use marijuana. Many have said

that they'd rather be arrested by civilian police than military. The military police instruct the stray one on the folly of smoking pot. Afterwards he is able to meditate on this while in traction.

N.Y.C. Police are considerable. The armored personnel carrier (a tank-like vehicle) they own has rubber covered treads. So if they run over you, they don't leave marks.

To Vice President Agnew: If a strange man offers you candy and wants you to get in his car—GO.

An Upstate military recruiter was noticeably absent from his desk for a few days recently. Seems he had a case of the local joy juice and . . .

Lightning has not yet struck Russ Rueger. Maybe God is dead.

D. A. Braisted reminds me of a neanderthal man who just learned how to walk and has come to look for the secret of fire here.

To avoid getting a ticket in this area put a Wagner College decal on your car. The local cops think WASP.

The army has ways of getting even with dissenters. You get shipped to the Aleutian Islands where the only other life is a stray penguin. Or they place you in the Pink Platoon. This platoon consists of men not considered men by "normal people."

Canada is lovelier than Ft. Dix this time of year, or any time of year.

To the John Birch Society: If you oppose sex education then how do you expect to get any sons of birchers.

Our cafeteria must be popular. In addition to the girls from Bell Telephone, some assistant D.A.'s eat here occasionally. The food can't be that good.

A local college reports (unofficially) that 60% of the student body has been or is on some type of drug. But 60% of the students are undercover cops.

Caution: Proposition 1 may be hazardous to my health.

To Russ Rueger: if God is not dead there may be a lightning bolt with your name on it somewhere.

—Anon

# Proposition 1

## Making the world...

(Continued from Page 10)

would climb the Guillotine and defiantly die as they did in 1789. He could see himself riding through town in an ox cart, and there would be an angry crowd there to witness his exit from an absurd world. However, do you remember the silent, lonely, efficient way in which he was executed? Maybe our hero classmate will remember Meursault when he meets his patriotic end.

Perhaps our hero will be assigned to the 4th Infantry Division base camp at the foot of Dragon Mountain, south of Pleiku, in the Central highlands. His commanding officer may not believe that a soldier should fraternize with the civilian populace. He may not let his men feed candy bars to the Pleiku whores (Boom Boom girls). But our hero is a red blooded American and makes his way into town with the old man's jeep. Along Hoang Dieu Street he finds Miss Kim's house. Down the garbage filled, urine stained alley and into the house of joy. Here she is, a sixteen year old, 4 foot 10 girl who is about as sexy as his eighth grade sister who wears braces. But it's the only game in town. So what if she smells like a goat—our hero doesn't smell too good himself. At least he can communicate with her.

"You buy beer, GI?"

"Yeah! Beaucoup! How much?"

"150 P" (\$1.32).

"OK."

So she brings some Ba Muoi Ba Muey Bah (Beer "33") and a glass with ice.

After a few beers he forgets that she is built like his kid sister and starts fondling.

"GI want Boom Boom?"

"Yeah! How much?"

"2,000 P" (\$23.60).

"OK, where?"

She leads him to a back room and five minutes later he is back to drinking beer.

At 5:40 p.m. our hero is pretty drunk but he knows the gate to the base camp is closed at 6 P.M. and he has the old man's jeep so he can't hide in town overnight. It is 11 kilometers back to base camp, but with beer and bitch under his belt he knows he can make it in time. The jeep does 60 MPH, too.

Back down Hoang Dieu Street to QL 19 Highway 19. About half way home there is one bad turn but he knows he'll make it. But he doesn't expect a damn slope to cross the road there. Swerving to miss the peasant the jeep goes left and he goes right. As his drunken body travels through the air he remembers the flight to Viet Nam. He knew he might die there, but was consoled by the knowledge he was dying for his country. There was a purpose in his coming to Pleiku. He was helping make the world safe for democracy. He was going to free the good Vietnamese people from the yoke of Communism. As his drunken head comes closer to the rock which will spread his brains about the countryside, he might remember Meursault, who also thought he would die gloriously.

Maybe the Army will send him home with a Bronze Star. And the VFW will bury him.

(Continued from Page 2)

an alternative to the usual advisement. Here students will have an opportunity to become acquainted with the orientations and specialties of staff members, and faculty can discover in a direct fashion the interests and objectives of their students.

Since decisions on curriculum arise out of discussions between faculty and students at the beginning of the semester, the program does not announce its course offerings prior to registration. The sole exception is the Colloquium, which the program gives each term.

Any student in the College can sign up for course work in the program through the regular registration procedure. However, instead of indicating specific courses, the student registers for work in one or more of the modes of knowledge stressed in the program.

Colloquium 4 hours, 4 credits. On learning and knowing: members of the program will explore the processes by which they are being educated, educating others, or educating themselves. The colloquium will be used both as an open forum for the group as a whole — with periodic presentation and lectures — and for small groups. At the end of each semester all participants will evaluate their accomplishments in and contributions to the colloquium. Open to members of the Integrated Studies Program only.

Students may register for two, four, eight or twelve credits of course work in each of the following areas of learning:

Arts and Artifacts: An examination of a wide range of

resources open to visual perception. Included will be films, painting, architecture, parks machines, neighborhoods and theater. At issue are such questions as: What is the relation between artistic vision and style? How do these forms or artifacts illuminate social and political reality? What values do they embody and what kind of human response do they anticipate or create?

Everyday Life: This cluster may consider some of the following issues: the relations between private discontent and public issue; how established social structure shape personality and choice and techniques by which these structures can be by-passed or changed; how social reality is defined, the sources of these definitions and ways in which new definitions of reality emerge; the relation between oppression and liberation, what this means for various groups in the society and for various kinds of societies.

Language: Through close examination of a wide range of materials — from poems, plays and novels to advertising, journalism and political speeches. This unit will raise such questions as: What is the relation between verbal style and "content?" What, if any, are the distinctions between literature and other modes of verbal communications? Can we legitimately speak of meaning as distinct from the immediate experience of words? From these issues still larger questions should emerge: How does language function as one of the principle controls of human experience?

Scientific and critical inquiry: The power and achievements of scientific inquiry are both en-

vied and feared in our times. We shall try to discover what are the virtues and the limitations of scientific study. What forms can it take; to what can it be applied? How do theories of natural science and social science develop and what do they mean? What is the role of critical thinking and who does it? What is the relation between science, technology and types of societies?

Tradition: Examination of the past as part of man's self-knowledge. A consideration of literary, cultural and political traditions, their continuities and discontinuities. Investigations of tradition in social institution such as families, communities and nations. Inquiry into tradition as embodied in social forms such as myth and religion.

## Letter of Protest

(Continued from Page 10)

plan your life with any certainty. Forget graduate school, marriage, or business, you're screwed cause you were born on the wrong day, and oh yes, because we also have this lous commitment which has already caused the lives of over 45,000 brave young Americans.

It seems funny that all these years I've been taught not to fight, to be intelligent and talk over my differences, and that is harder to run from a fight than to fight. Yet, they expect me and others to go to Vietnam and kill other human beings.

All I have to say is, Nixon—you and your honorable peace—you're killing me, and fuck you.

A silent majority.

Ira Strumwasse



## Faculty Upsets Students 44-41

By MIKE SASSO

On Tuesday, February 24, at 8:00 P.M. the Faculty did the seemingly impossible. With the help of recent Alumni such as Marvin Krakower, Bob Ruehl, and Owen Ryan, they turned back an extremely fast Student team and garnered their first victory in the Student-Faculty basketball series. Last year the students won by 25 points, but it was a different story this time, as the game was not decided until the last minute of play.

The game started out with the faculty scoring first on the sharp shooting of Gene Crimoli and Owen Ryan. The defense led by Lenny Quart and Jolly Roger Nelson, broke many student scoring attempts up, and throughout the first half the faculty led by as much as seven points. The first half ended with the Faculty ahead 36-30.

When the second half began, the Students made a determined attempt to regain the lead and avoid a humiliating defeat. Winthrop Barnett and Phil Dammer led the Student attack. Barnett dazzled the faculty defense with his driving twisting layups. Meanwhile Ray

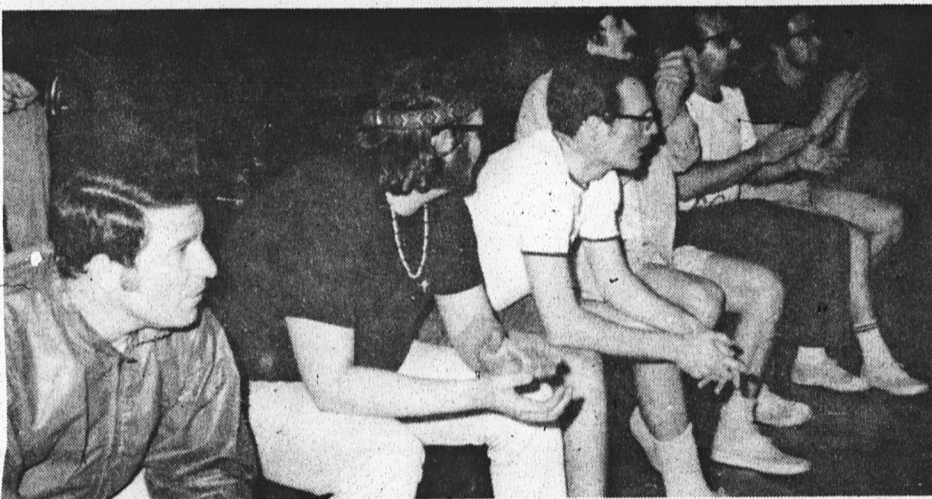
Pietrunti and Victor Debs led the Student defense and the team crept within two points of the Faculty team.

However the impossible was achieved. When the final buzzer sounded the faculty had won by three points, and seemed to be in ecstasy. Although the Faculty was outscored in the second half, the lead that they had built up in the first half proved too difficult to overcome. The approximately 100 students who attended the game were treated to a small party afterwards at the school.

Rumor has it that the Faculty won with the aid of an oxygen tank that was hidden under the stands. This may explain their renewed energy each time they came out onto the court. An ambulance was provided by St. Vincents Hospital for the faculty's use to immediately whisk them to the hospital for three weeks recuperation. Doctors of the Hospital are quoted as saying that next year, two of the patients, Quart and Nelson, because of their age will no longer be able to use their facilities and will have to use the Clove Lakes Nursing Home instead.



Mike (Hearst) Sasso attempts to sink one from the line as the opposing teams look on.



The Faculty & Alumni team watches the action during the first half.

## Dreams of a Sports Program

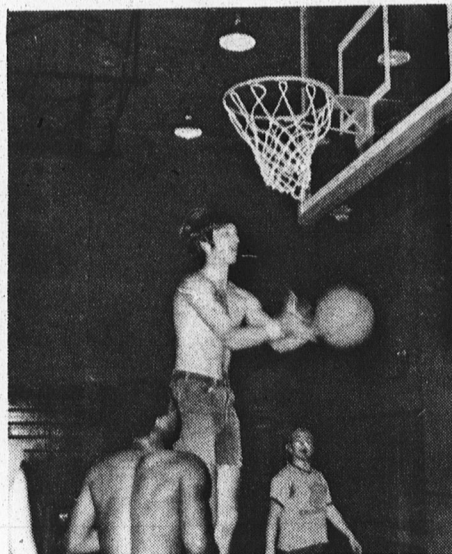
As you know, articles that I have previously written in this newspaper expressed concern over the lack of an athletic program at Richmond and made proposals for the institution of one. As with all ideas, thoughts must now turn into action. No longer can we debate the ways of setting up an athletic program. The need is there and so is the support. Now we as students must act. It is unfortunate that in a progressive school such as Richmond, where teachers are involved with the students, President Scheuler is out of touch with the students.

Only in the first year of the school's operation did Scheuler mingle and involve himself with the students. Now he sits in his office on the ninth floor, ossifying, out of touch with the students he is supposed to serve. It is as if senility has set in. No longer do we have a president who is part of the Richmond of the archaic administrations such as Experience. Scheuler has gone the way are found in many American Universities; insensitive and out of touch. Unfortunately now we must react as students in the archaic institutions did: by force of action.

Our first step must be to have every Richmond student sign a petition which will ask the president to set up an athletic department for the September, 1970 semester. These petitions will be given to as many students as possible to distribute and have other Richmond students sign.

The next step will be to have a delegation of these students take the signed petitions to Scheuler and present our case to him, with the hope that our actions will convince him of our cause.

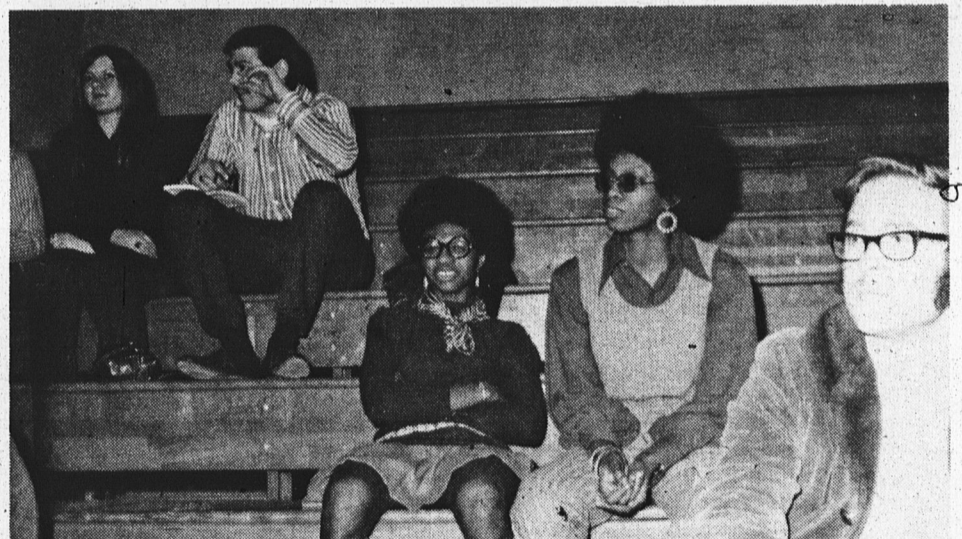
If this step fails to solve our grievances then the last step will be a school boycott and sit-in, but let us hope that we do not have to resort to such methods. As intellectuals we pride ourselves on reason and logic. Let us hope that the president uses the same reason and logic.



Student Phil (Stonefingers) Dammer flubs a rebound as teammate Winthrop Barnett watches the ball go by. Ref. Danny Colvin looks on in disbelief.

### GAME STATISTICS

	Faculty-Alumni			Students			
	F.T.	F.G.	T.P.	F.T.	F.G.	T.P.	
G. Crimoli	1	2	5	P. Dammer	0	4	8
L. Quart	0	2	4	W. Barnett	0	5	10
P. Golberg	1	0	1	M. Reichich	0	2	4
A. Stein	0	1	2	S. Sele	0	1	2
R. Nelson	0	1	2	B. Valcich	0	0	0
J. Schwartz	1	0	1	R. Pietrunti	1	0	1
R. Goldblatt	1	0	1	F. Brockaway	0	0	0
B. Ruehl	1	2	5	D. Mirvin	0	0	0
O. Ryan	1	4	9	E. Miracco	1	2	5
M. Carter	0	3	6	R. Perry	0	1	2
M. Krakower	0	4	8	M. Sasso	1	2	5
				V. Debs	0	1	2
				K. Thomas	0	0	0
Totals	6	38	44	L. Brown	0	1	2
Half-time; 36-30 Faculty				Totals	3	38	41



Two stimulating female spectators cheer on the students during the faculty-student game. Is this why the students lost?

**SUPPORT THE PETITION  
FOR THE ESTABLISHMENT OF AN  
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AT RICHMOND**