

What's Up Doc? Integrated Studies!

This is an informal interview with Larry Nachman and a new student, Gloria Fryman, discussing Integrated Studies and other related subjects.

HOW DO YOU FEEL ABOUT INTEGRATED STUDIES NOW THAT IT HAS BECOME A REALITY?

I never had so much fun. There's something pleasant about it. The whole scene is a very nice one.

GLORIA: It's easy going. I started out with only two courses in Integrated Studies but I went to other structured classes and I just couldn't take it, everything was so rigid and they demanded so much and gave so little in return.

LARRY: There was once a Bugs Bunny cartoon about Padagonian Carrots. The point of the cartoon was that once you've eaten Padagonian Carrots you could never eat anything else. Integrated Studies is like eating Padagonian Carrots. It's very hard to think of anything else because it's so intrinsically enjoyable, and there's something very positive about having fun.

IS THERE A BIG DIFFERENCE BETWEEN WHAT YOU'RE DOING IN YOUR COURSES NOW AND WHAT YOU DID LAST SEMESTER?

LARRY: I don't know if that is the way to look at Integrated Studies. That is, in terms of what is going on with a particular person in a particular class. I think you have to look at the whole structure of relationships that are evolving within the whole group, and the kinds of discussions we are having. For instance in the Colloquium on Fridays—which have been very good. The two we've had have been two of the best meetings I've ever attended. As far as the classes go, I think there are certain elements here that are important. Lenny and I were giving a significant percentage of all inter-divisional courses since this college opened up. What happened as a result of this was that both of us got lots of students who were taking courses to meet that requirement. In other words, they were there involuntarily, and that is very painful—painful to the whole group and painful for interaction. It is painful from your point of view because you've got to get the energy up to sustain people who are there and don't want to be there. Now the thing about Integrated Studies is that there is no earthly reason for someone to be in any given room at any given time unless he wants to be there—and that's a beautiful feeling.

GLORIA: Right! It's a really close feeling. Everybody got together right away and started talking even though a lot of people did have to take Integrated Studies. Like I was closed out of everything else and settled into it beautifully although I had no idea what it was. I feel more excited about going to these classes than I ever felt about going to classes before. I hear people putting into words feelings I had for so long and that's sort of putting my mind back where it should be.

DO YOU THINK YOU ARE GOING TO MAJOR IN INTEGRATED STUDIES NOW?

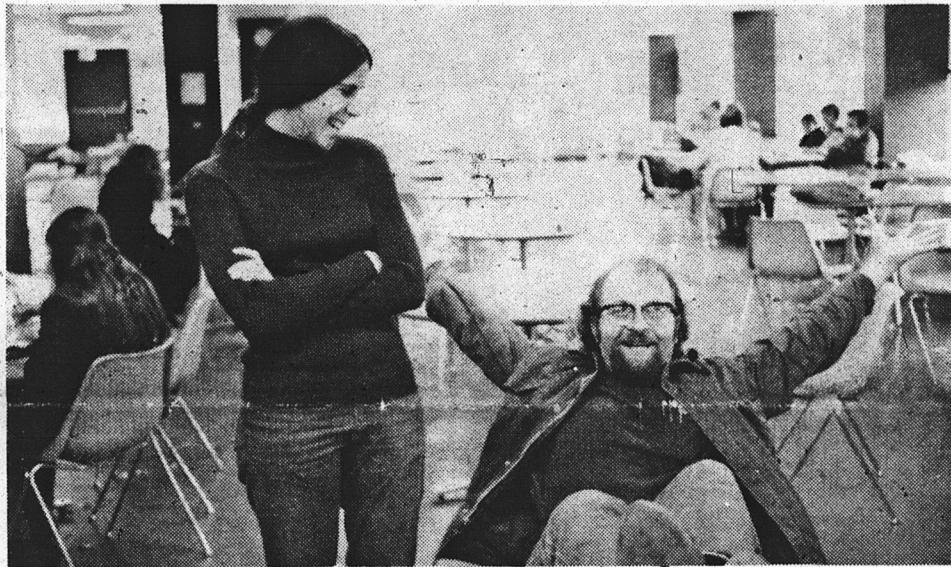
GLORIA: Yes.
LARRY: I can give you exact figures on that. From the time the program was projected we've been told from various administrative levels that we were going to be under-registered. There is a formula that the City University uses for figuring student credit hours per faculty member. According to their formula there are seven full time people in Integrated Studies and Tom Prappas who is one half in the Dean's office and really teaches only one course. But for seven full time professors we needed 1500 student hours (no. of students x credits they are taking) We have over 2000—25 percent more than needed.

Eventually we'll probably have to sit down and think of not limiting the number of the students as much as limiting the size of Integrated Studies—that is going to become an issue next year.

WHY DO YOU FEEL THAT INTEGRATED STUDIES SHOULD BE A LIMITED PROGRAM?

LARRY: Because there may be a maximum beyond which we could not maintain the kind of sense of community—say 12 faculty members. We would like 1, 2, 3, 4, Integrated Studies. You see it's not just the issue of groovy courses and

unstructured situations and anarchic crazy faculty members with freaky students. There is something else—the whole idea of trying to create a kind of community. You can't create a community if you're too big. That's the problem for the future. Right now our problem is that we don't know each other yet. But there is a very good feeling that I am picking up from people. Last year when we were getting the thing established there were periods of downs when people were saying "I can't do it, I can't go into it." But by and large now that it is a reality we're getting psychological support and enthusiasm from just being in the program.



I NEVER HAD SO MUCH FUN!

HOW HAS THE GENERAL REACTION OF THE OTHER FACULTY BEEN TOWARD INTEGRATED STUDIES?

LARRY: I suppose a lot of people think of us as a threat, and in a sense we are. The position we are taking is not to confront the institution as a whole—we are not going up and saying let's make the whole institution a mess. So in that sense we are not engaged in a confrontation situation. But in a more profound sense that maybe what we are doing because we are creating an alternative type of education for students, not only in Richmond College but also in C.U.N.Y. Think of our brothers and sisters at Brooklyn and what they are going through. I think Integrated Studies is going to go farther but for now it has gone further than any such program that I know of anywhere. It's been tried before but with the conditions of a dorm situation, an elitist group with selective admissions or as an honors program. One of the first decisions we made in Integrated Studies was that there would be no specific admission requirements. It is a program open to everybody. The point is that we're creating an alternative in Public Higher Education and that is going to be a threat to anybody who thinks that the current modes of Higher Ed. at C.U.N.Y. and Richmond are the only possible ones. I think that various kinds of education can exist simultaneously. I'm not saying (although I'd be tempted to) that we are the only people who are doing things right. What I'm saying is that we have a quarrel with those who say the way it has been done is the only way possible. We're exploring new possibilities.

SEE PAGE 7 FOR MORE

SCIENCE AND LIBERATION

Martin Eger, a faculty member of the Science and Engineering Department wrote this essay.

It is hardly possible today to read magazines or listen to discussion at professional meetings and private homes without hearing of some new, but typical, incident which expresses the mounting crisis of confidences in science. From high government organs down to the attitude of one's own students in class, the new scepticism and disenchantment can be seen converging from a dozen different directions.

At first glance, the most violent attacks and most publicized incidents appear to be coming from the radical left, whose interests and styles of thought are essentially socio-political, and whose ideas of "liberation" often find science on the wrong side of the fence. It might be tempting to assume, therefore, that when serious solutions to present social problems—Vietnam, the environment, etc.—appear on the horizon, the barrage against science will gradually die down and the mood will return if not to the euphoria of the early postwar years then at least to some reasonable equilibrium. To believe this, however, would be to ignore a second aspect of the present climate; for the hostile views of today are not based solely on the applications of science, or the relation of science to government and business. This recent, essentially political current of thought has joined with a far older and broader stream of opposition, which may be roughly characterized as "psychological" or philosophical. It refers to the character of science itself, and even more generally to the "rational" and "objective" attitude, which is believed to be not only the foundation of science but also the core of some of the most basic institutions of western society. Briefly speaking, according to this viewpoint, science is "anti-life" because of

analytical rationality and its abstract approach to problems and events. Together, the newer politically motivated current and the older, latent stream have formed into a tide that is seriously shaking American science.

At the top, in Washington, the science budget is cut, while at the other end students organize special sessions at professional meeting with such titles as "The Sorry State of Science," where everything from undergraduate education to the drug industry is run through a gauntlet of criticism and ridicule. In one of my own classes, a student objects to the whole idea of Newtonian analysis, not because it's wrong but because it "dissects" and "compartmentalizes" and takes attention off the "wholeness" of things. The Times reports (July 19, '70) that the President's Task Force on Science Policy is investigating what it calls "anti-science attitudes," and concludes that "there is a growing feeling . . . that efforts to explain science to the young, as well as to adults, have failed." Some well known physicists put the matter more starkly: "revulsion" is the word they used to describe the attitude of some students toward science (N.Y. Times, Feb. 4, '68). As a result, the famous "brain drain" of Europeans to America is now in the process of being reversed (Science, Aug. 7, '70). Researchers and technologists who came here within the past few years are now leaving, partially on account of the unfavorable atmosphere, while more American scientists are finding jobs abroad. But probably the most convincing evidence for the depth and pervasiveness of the new attitude was related by Paul Goodman (N.Y. Times Magazine, Sept. 14, '69). While giving a graduate course on "Professionalism" at the New School in New York, he found that students "did not believe in the existence of real professions at all; professions were concepts of repressive society and linear

thinking. I asked them to envisage any social order they pleased—Mao's, Castro's, some anarchist utopias—wouldn't there be engineers who knew about materials and stresses and strains? Wouldn't people get sick and need to be treated? Wouldn't there be problems of communications? No, they insisted; it was important only to be human, and all else would follow." At this point, Goodman, who has fathered quite a few anti-establishment views himself, showed obvious surprise. "Suddenly I realized that they did not really believe that there was a nature of things. Somehow all functions could be reduced to interpersonal relations and power. There was no knowledge, but only the sociology of knowledge . . . they did not believe there was such a thing as simple truth."

This random sample is enough to give an idea of how the older and the newer criticism combine to make up the present-day mood. That much of this was not invented in the 1960's is well known to those acquainted with history. In the early nineteenth century, for example, the poet William Blake called "reason" the devil whose high priests were Newton and Locke. "Art is the tree of life . . . science is the tree of death." This dichotomy—the "wholeness" of experience as against the analytical spirit which grew strong roots in the 18th century—is a very old problem; one which was felt almost immediately upon the birth of modern science itself, and which has come to the foreground of concern again and again without solution. In its latest form, it was reintroduced as the story of the "two cultures" by the English writer C.P. Snow.

The novelty of the situation today, however, lies in the fact that in previous times it was art, literature, religion, and the unitary approach which was the older tradition, with a far

SEE PAGE 7 FOR MORE

ELECTION RECESS ARGUMENT

by David Bartholomew

Adoption of the so called "Princeton Plan" calling for a two week recess prior to the elections has provided a topic of national controversy. As most Richmond students are aware, many holidays have been scraped and vacations shortened in order to institute such a plan.

Supporters of the proposal maintain that it will afford students an opportunity to "work within the system" thereby putting their energies to constructive use. If the fervor which students demonstrated last May has survived the summer, then one might expect that students as politically cognizant as those here at Richmond would seize the opportunity to full advantage. However, many candidates have become fearful of being associated with college students because of hostile feelings recently directed against the academic community. If enthusiastic students find openings only for envelope stuffers—will they again turn to means outside the scope of two party politics?

Opponents of the proposal charge that the measure treats college students as a "privileged few" who enjoy time off not granted "working" youths. Yale University president Kingman Brewster Jr. feels students have ample opportunity for such endeavors without having to suspend classes.

It would seem extremely optimistic to expect that most students will use the time principally for political activity. On the other hand, there may

be other benefits to such a mid-semester break. First semester students often fall behind in their initial weeks and may find this a welcome opportunity to catch up academically. Still others, especially in the City University, find it necessary to provide for their financial support. These "privileged few" usually enjoy less free time than their "working" counterparts.

Many questions still remain. Is the two-week plan too long and might a one week recess be more practical? Will the need remain next year after the congressional races have been decided for another two years? Herbert Jacob, Assistant Professor of political science asserts that "most political decisions are made outside Washington." Yet this does not insure that there will be a rash of political excitement in off year local elections. Perhaps November 4 and the election results will provide some of the answers.

WANTED

a loving gentle person to take care of our 2 year old son in his home from 9:00 to 5:30. Two people could split the job. Call: Day—553-8400 Ext. 5, Night: 981-7090. Ask for Mrs. Allen Solomon. \$50 per week.



Photo by: N.R

WHERE IT'S AT

Opportunities for students to involve themselves in the life of Richmond have been distinctive for several reasons:

- the school started recently and without deadening and legalistic tradition;
- the original faculty and administration believed in and insisted on student involvement in many matters even before there were students to insist on these things themselves;
- with older more mature students and a younger more relaxed staff, the areas for student participation have been extended still further.

Students here possess basic rights that their peers in many other colleges struggle to obtain—often vainly, sometimes violently.

From Richmond's three-year history of student involvement, two clear facts emerge. First, students have had important opportunities to participate meaningfully in many areas and they continue to increase. Second, the extent to which students have taken advantage of these opportunities has left something to be desired.

Of course, older students in a commuter school, many of whom must work, have less time for active involvement. And, perhaps, the lack of participation reflects the fact that it is more exciting to struggle for rights than it is to exercise accompanying responsibilities. In any case, our chief problem has not been the struggle for new rights but rather the indifferent and sloppy use of rights that already exist.

Few colleges in the country have more experience with student involvement than we have and it would seem that we ought to have some useful counsel to offer other colleges as they expand their opportunities for student participation. The embarrassing truth seems to be that our successes haven't been all that exciting and impressive. And while it isn't comfortable to be embarrassed, something else is much more significant. Some essential structures and programs in the college now depend on effective student involvement. Consequently, when students are lethargic, they seriously impair the performance and harm the life of the college.

How about it Richmond students? It's 1970. Students everywhere are doing their thing! How about each of you doing yours???

Robert E. Chiles
Dean of Students

It's All Right, Ma

by Darryl Mondrow

rather, material pleasure, one needs money. Therefore, I need money, for I'm someone. To earn "decent" money (though I question it's sufficiency), one needs a college degree. Therefore I must go to college and that completes the cycle. At this point I can see that my body is definitely caged as well. Understanding educational freedom involves an evolutionary process whereby the guilt feeling is removed, i.e., no guilt, no sense of coercion. The prime element for guilt removal is trust. Without it we're back where we started from. It took an entire year at Richmond for me to realize that there are people here who can be trusted and who trust me (no kidding!). I couldn't write this article a year ago. I do admit, though, that there are times when I still feel coerced, but, each time, the sensation grows a bit smaller. After all, one doesn't rid himself of seventeen years of con-

ditioning overnight. It's fascinating, though; once one overcomes his own sense of alienation, and the group pronoun changes from "they" to "we", he is no longer apathetic and withdrawn, but wants to look his brothers and sisters in their eyes and work toward a common goal. There's the real revolution. I don't feel that I just attend Richmond, rather I am more a part of it every day. If you're a new student here, and you aren't quite sure what to do with that new ball of freedom that's been thrown in your lap, try squeezing it—feel its vibrant sensations—then bounce it against the wall. You'll find it will always come back to you. We can do what we want to do. So the college is physically overcrowded this year. The higher-ups and the administration suffer from chronic myopia. They will always foul up until the day they become non-existent. The important thing is that we don't foul up, then that day will come soon.

R.C. Summer Session Director Named To Study Abroad Program

Dr. Richard A. Brooks, Associate Professor of Romance Languages and director of Summer Session at Richmond College of the City University of New York, has been designated a member of the Advisory Council for CUNY's program of Study Abroad.

Professor Brooks has headed the program at Richmond since the college was established. The program permits selected matriculated students to spend one academic year in a foreign country while earning credits to a baccalaureate or master's degree.

The City University Program of Study Abroad permits City University Students to share in the academic, social and personal benefits of studying abroad. This program emphasizes academic ability, rather than the ability to pay, as the determining factor in the

selection of candidates. Financial aid is available for those qualified students who are unable to afford the total cost of the program.

Whenever possible, centers are located at universities in medium-sized cities, rather than in capital cities, in order to facilitate student participation in the life of the host country. The atmosphere of a smaller city in which there are few Americans favors the acceptance of the student as a serious member of the university community and helps to avoid the clannishness and feelings of isolation experienced by foreign students in large cosmopolitan centers.

Currently, the City University Program of Study Abroad has full-year or summer centers in France, Spain, Germany, Italy, Israel, England, Ireland, Ghana, Corsica, Liberia, Puerto Rico, Greece, the Soviet Union, and Japan.

"ECOCIDE"

Wednesday October 14

noon to midnight
at S.I. Comm. College

**Environmental
Teach-Out**

**Free Dinner
(organic)**

**Films, Guerrilla
Theater**

Rock Benefit

(\$1. tax available at
S.I. Ecology Action or
S.I.C.C. concert office)

contact—Stat. Is. Ecology Action
76 Victory Blvd.
448-1147



**EYEBALLS,
CAMERA
CLUB
BEING
FORMED
COME
TO
ROOM
525
FOR
MORE
INFO.**

OPINIONS PLEASE

AN ALTERNATE 'LEFT' APPROACH

What about racism? How do you tell someone that racism is bad? This all sounds quite foolish and it is. You don't act the christian soldier and say, they are violating such and such sections of the U.S. Constitution and therefore to chasten their ways and love all their brothers. If you do, you get an A for erudition, but an F for effectiveness. Rather, say how convenient it is for the people who benefit from a divided labor force, (our great corporate structures). How advantageous for strike busting, how helpful in the shops, offices, and on the streets to have worker against worker although, their interests and desires are identical. For the boss it's divide and conquer, an old phrase but, so is our situation. Communities have a far tougher time in bringing pressure to bear on unresponsive local governments when half their efforts are spent trying to isolate other members of the same afflicted community. In ships it is almost impossible to fight against bad and unsafe working conditions or rotten pay if the boss can simply reach down and stir up racial divisions or racial competitiveness. Bosses have nothing to lose and everything to gain. Progressive labor S.D.S. in their publications and newspaper *Challenge-Desafio* usually replaces the single word racism with two words "bosses racism", due to the fact that it is used as a valuable tool (just as their great wealth and political clout) in keeping working class Americans from correcting and upgrading the social and economic resources of the nation toward the interests of the great majority of Americans.

What about the war (or non-war). You'll find no one in favor of war. What you find are variations of that old religious additive called "anti-communism", "We've got to stop them some place, better there than here" or "where do you draw the line?" If 20 percent of Italian voters and a plurality of Chilean voters feel marxism would be the best system for them, should you invade them by force of arms to stop it? Should international agreements be honored? Of course. Who is the "them" we are talking about anyway? Totalitarianism is considered universally bad and so proclaimed by the communist states as well. Are we not guilty of semi-totalitarianism ourselves? Of course. By the structure of political campaigns we run in this country we have given a monumental weighting to those who have attained positions of great wealth—enabling them to create the "political game" with which we are afflicted today. You could be the most popular and clever individual on earth but, if the wealth monopoly in politics wants to see another of its friends in the saddle, they can work wonders in this society with its undemocratic bias in favor of power politics. Even in the day today running of legislatures that big money bias effects itself ceaselessly.

For example, Mr. Nixon and Johnson before him, felt that the working class had too much money to spend and introduced the surcharge. Well, corporations spent 12 billion dollars last year on foreign investment. That is 12 billion less in foreign exchange and that many jobs for Americans if the money were spent here. But greater profits were to be had abroad so the big money bias acted itself out admirably. Mr. Johnson was quick to try to pressure American individuals who were going to travel abroad to either see America first or spend only a limited amount overseas to save the "gold supply."

What about the argument of "Well, it is only human nature and if you were in the same situation you would

do the same"? Fine, but it is not human nature to let someone fool you twice or three times. It is human nature to learn from mistakes and so if we see our democracy out of proportion and our officials corrupt and conflict of interest abound we must work toward eradication of these ills. Militancy is the answer. Be vocal, stand up for what you know to be right, that is human nature. Don't be a victim of the bosses' racism. Realize then that the Vietnam war is simply a police action to preserve corporate super-profits or the power to extract these profits at a later date. Perhaps it is in the interests of Goodyear Tire and Rubber Company but, not yours. If you worked for Goodyear you can be well assured that every two years you'd be pounding the bricks with a picket sign trying to fight for decent pay and working conditions and Goodyear would be paying individuals plenty to think up ways of destroying your efforts and divide you. For this is also in the best interests of Goodyear Tire and Rubber Co.

"Defending American interests" "protecting democracy", "Fighting

communist aggression", are all the red, white and blue bunting draped around the real reasons why they call on working class Americans that silent majority to send its sons to have their faces blown off for Goodyear. And there is little profit in rehabilitation of the maimed, for with 5.1 percent unemployed, it is just not worth their while to upgrade V.A. hospitals, etc. It doesn't pan out for the American corporate powers in the cost-return analysis. So it is not in "America's interests".

I have here outlined my responses to a few issues but my knowledge is anything but complete. I suggest the readers inform themselves as best he or she can by reading some of the materials available at little or no cost. Perhaps subscribe to the Daily World, a Marxist daily with whom you don't have to agree but, at least it raises issues that are glossed over by your standard bill of fare served up on television or in the Times (the rich man's paper to inform the rich) or the Daily News (the rich man's paper to inform the poor of what the rich want him to know). I'll continue these articles if they are well met.



"ALL THEM LONG HAIR FREAKS SHOULD BE PUT AWAY! SMOKIN' THEM GODDAM DRUGS, READIN' THEM DIRTY PAPERS AND DRESSIN' LIKE PIGS. LOCK 'EM UP, BY GOD!"
Dillon Press Service

WHAT TO SAY TO PEOPLE OVER THIRTY

Had trouble recently in speaking? Specifically in speaking to people who don't agree with your position. Is it just due to what is said or is it due to the environment you create by the way you say what's on your mind? The usual encounter is informal or at least by this author's experience. It was found that a condescending or informative approach was poor business. To simply bend someone's ear with monologue is productive only if the listener is agreeable in the first place. Rather to wait until some item of conflict or question surfaces in idle conversation and then to casually mention a connection between your position and the individuals that is not at all radical or alien to the person's way of thinking. For example: If you want to discuss economic injustices with a working class blue collar sort of individual who doesn't like the usual student approach of outlandish condemnation of the present system and their radical sounding solutions to the many sided difficulties all people are involved with, the first thing to do is establish rapport with your potential listener with sympathetic deference toward the subjects he or she may choose to rap about. When the topic reaches the point of some grievance concerning their fiscal relation to the establishment, you simply interject a nondisputable bromide like "well its the old story—the rich get rich and

the poor get poorer or some such statement. Then introduce some point of economic injustice that is relevant to your listener's life situation. Rather than diverge to the injustices done to others, keep it pertinent to your listener's immediate problems at least until full agreement is reached or preferably until enthusiasm is noticed in response to what you're saying. Now you can diverge but keep it parallel to the situation just dealt with. Stay away from phrases or slogans that might be alien or offensive, e.g. Capitalism, Socialism, Power structure, Establishment, Fascism, etc. until much later when the meanings of the words are explained and accepted. If some resistance is encountered—stop and retreat, find how the objection your listener raises ties in with your argument and include it by the same means you originally used. If it can't be done with a few sentences, don't press it. Go back to idle talk and try later from a different point. Never show irritability or contempt or worse anger. Just forget your emotions. This is the most difficult part of all. Be informed and be able to document your positions. Always have extended the friendly hand of camaraderie. If you can't, you will have great difficulties indeed.

Mike C.

Proposition 1

NOTICE: To the employees of Bell Telephone, court personnel, lawyers, D.A. assistants, local office workers, Visiting Nurse's Assn. nurses, bank tellers, clerks from Internal Revenue. The Cafeteria is for the use of Richmond College students, faculty, administration, and staff only. All others are unwanted and unwelcomed. We resent waiting on long lines, being subjected to insults because of our appearance, crowded tables, and elevators that shuttle between the third and fourth floors.

To quote a lawyer from across the street; "We're persona non grata over there." Which is quite true, but still you use our cafeteria. To alleviate the unauthorized use of our cafeteria, I suggest the following:

1. Signs similar to the above notice be posted in the lobby, elevators, and The Cafeteria.
2. If outsiders continue to use The Cafeteria a 25 cent fee, in addition to the cost of the food will be charged (a cup of coffee would cost 40 cents). The College community, to avoid paying this fee, should show an I.D. card, or something that proves you are a member (the fourth floor doesn't count). This fee would be turned over for use by student activities.
3. If the above fails to stop the unwanted, a guard can check I.D. cards of those entering The Cafeteria. (Highly unlikely and undesirable.)

* * * * *

That celebrated defender of the Red, White and Blue has changed since I last saw him. Mike is now known for his leftist activities. His address to the Staten Island Chapter of the Young American Leftists were memorable. "Short Hair—A Capitalist Conspiracy", "Ho Chi Minh Isn't Dead, He Spoke To Me Last Night", "Non-Fascist Law and Order or Else", "Black Power—A Capitalist Conspiracy", "Why Not Aspirin?", "Get The Stalinist Red Out", and the Che Guevara Memorial Revolutionary Sentinel of Freedom award winning speech, "Spiro Agnew—An Answer to A mother's Prayers"...To those two homosexuals who write a week-long correspondence on the walls of the fifth floor men's room: Did you two ever meet by the elevators last Monday as you planned? ... One new literature class is said to be using comic books as source material. I think the title of the course is, "My First and Only Love—Comic Books" ... The elevator controls should be adjusted so that the elevators cannot stop at the fourth floor to let one person out. Let them walk! ... A pre-snowfall, helpful hint. Students who take their cars to school should take public transportation during periods of light to heavy snow. The Island, as in past years has always been short of snow removal equipment. What equipment the Island had was assigned to other boroughs. This winter the situation will be much worse. Almost all snow removal equipment here has been promised to Manhattan and Brooklyn. Snowshoes and dog sleds will be a necessity ... The local paper and politicians have been complaining about the increase of drug use on the Island. One solution to the drug problem would be to give the teenagers something to do. Granted, more community centers would not be too much of a help. But if they reduce, even by a fraction, the number of young that use drugs, they will have been successful ... Many teenagers have recently been gathering for illegal drag races at South Avenue. The police have made token attempts to stop them. Some officers hold the opinion that if they race there (it is a long deserted, roughly paved road) they can kill each other without hurting innocent bystanders. Why not solve the problem entirely? Many states have public drag strips where teenagers can run their cars under competent supervision and safe conditions. Couldn't the same be done here?

Quietly last week, Student Government passed on. The immediate cause of death was not known, but it was believed to be acute apathy. It is survived by a second cousin, Student Activities, which is believed to be suffering from the same ailment. Funeral services will be held tomorrow in a fifth floor phonebooth. Afterwards the body will be quietly laid to rest in the nearest wastebasket. Friends of the deceased ask that contributions be made to the "Cure Apathy in Student Government" non-profit charity.

THE ALL-AMERICAN COFFEEHOUSE AND FREE-TRADE CENTER

106 Victory Blvd. (Mon.-Sat till midnight)

If asked, we would say it's a place to:

- bring your ideas
- bullshit with people into what you are into
- bartar for what we have with what you have
- begin a workshop in political things, cultural things, media things
- break a habit
- become learned in pottery, leather, beadwork, sewing
- buy organic food from our co-op
- get
- give
- learn

And The Coffeehouse is here to get it all together. We have some facilities, access to some resources and know a lot of contacts. You want to get involved here. Welcome. It'll be no more or less than what we make. Get into your ideas. our ideas your fantasies our fantasies. Come and contribute to the environment. Welcome.

STUDENT GOVERNMENT ASSOCIATION CONSTITUTION

Preamble

"That government is best which governs least", indeed, "that government is best which governs not at all". When men are prepared for it, that will be the kind of government that they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient.

—Henry David Thoreau—

It is hoped that someday men will be prepared for a government which does not have to govern. We believe that day has not yet arrived. Working more rapidly and systematically towards that goal, it is believed that complete student participation and control of their own government is one of the necessary preclusions to a society which can say its government does not and has no need to govern itself. Therefore, it is the

intention of this modification of the structures of student governance to diversify the delegation of power and responsibility among student representatives and thereby achieve a greater degree of effective student participation. Under the authority of this revised constitution, elected student representatives will function in one of three areas: Student Council; Club Activities; and the Student-Faculty Grievance Committee. These

positions have been more closely defined so as to make each one manageable without undue demands upon the several representatives. Further, the responsibilities of these positions are distinguished from those of student representatives elected to serve on Faculty Committees (and at Faculty Meetings) and to hold membership on the Board of Directors of the Richmond College Association.

ARTICLE I. NAME & PURPOSE

Section 1. Name
The name of the organization shall be "The Richmond College Student Government Association." (SGA)

Section 2. The purpose shall be:
A. To provide a vehicle for the expression and implementation of student aspirations.
B. To encourage the development of extra-curricular activities within the college and to promote community service activities.
C. To foster the cultural, social and educational development of Richmond College students and the community of which they are a part.
D. To conduct extra-curricular activities within the policies and concepts of this constitution.

ARTICLE II. ORGANIZATION

The organizational structure of the Student Government Association shall consist of the following: An Executive Board, responsible for the administrative operations of the association, a Student Council, responsible for the legislative aspect of the association and a Student-Faculty Grievance Committee, the judicial component of the association.

ARTICLE III. STUDENT COUNCIL

Section 1 Purpose

The purpose of the Student Council shall be to represent and govern the student body of Richmond College. To this end it shall initiate and pass legislation; constitute and appoint members of committees and represent the student body of Richmond College.

Section 2 Structure

The Student Council shall consist of 20 members duly elected as follows:
A) The four member Executive Board as defined in Article IV Section 2
B) Twelve students elected from the student body at large, at least three of whom are to be juniors and at least two of whom to be graduate students.
C) The four officers of the Inter-Club Activities Council as defined in Article III Section 4 Paragraph B

Section 3 Powers and Duties

The Powers and duties of the Student Council shall include, but not be limited to:
A) The responsibility for holding general student elections
B) The review and approval of budget requests submitted by clubs through the Inter-Club Activities Council.
C) The review and approval of budget requests submitted by non-club activities, including, but not limited to, the yearbook, the student newspaper, and student council.
D) The appointment of members to local, regional, statewide, and federal organizations that require student representation from Richmond College.
E) The appointment of members to standing committees of the student council.

Section 4 Standing Committees

The standing committees of the Student Council shall include, but not be limited to;
A) An Election Committee; consisting of five members, two of whom shall be members of the council and three of whom shall be appointed from the student body at large.
B) The Inter-Club Activities Council; consisting of one member elected by each chartered club, such member not to be an officer of such club, or of Student Council. The Council shall elect four members from its ranks who will serve as the I.C.A.C. officers and in addition serve as members of the student council.

The purpose of I.C.A.C. shall be to coordinate all aspects of club activities including, but not limited to;

- 1) The recommendation of charters to the Student Council for their approval.
- 2) The submission, to Student Council for its approval, a balanced budget of all club expenditures for the year.
- 3) A periodic audit of the books of each club to insure the financial soundness of each club.

Section 5 Records & Minutes

The council shall keep records of its proceedings, publishing and making them easily available at least once a month and in addition publish the agenda of coming student council meetings weekly in the Newsletter.

ARTICLE IV. EXECUTIVE BOARD

Section 1 Purpose

The purpose of the Executive Board of the Student Government Association shall be to exercise executive powers to the attainment of the objectives and purposes of this constitution.

Section 2 Structure

The Executive Board of the Student Government Association shall consist of four officers elected from and by the student body at large. The officers shall consist of: Chairman, Vice-Chairman, Secretary, and Treasurer.

Section 3 Powers and Duties

The powers and duties of the Executive Board shall include, but not be limited to;
A) The general operation of the Student Government Association between the regular meetings of the Student Council and subject to their approval.
B) Setting the agenda for the Student Council meetings.
C) Act as the Executive Board of the Student Council when the Student Council meets.

ARTICLE V. STUDENT-FACULTY GRIEVANCE COMMITTEE

Section 1 Purpose

The purpose of the Student-Faculty Grievance Committee shall be to exercise judicial power which shall extend to such cases as follows:

- A. The constitutionality of student government legislation and by-laws.
- B. The constitutionality of club rules and regulations.
- C. The constitutionality of elections.
- D. The legality of elections.
- E. Cases in which the Student Government is involved.
- F. Cases involving two or more chartered organizations and students.
- F. Cases involving two or more chartered organizations.
- G. Cases involving chartered organizations and students.
- H. Cases effecting any student government official.
- I. Cases effecting grievances between students and-or faculty and-or Administrative Staff.
- J. Cases of student disciplinary problems.

Section 2 Structure

The Student-Faculty Grievance Committee shall consist of three faculty and three student members plus a chairman. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status and the student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. No member of the Committee shall serve more than two consecutive terms. The Chairman of the Committee shall be selected by the Committee from among the remaining members of the student panel and shall have the power to vote in case of a tie. A quorum shall consist of at least two students and two faculty members. Persons who are to be participants in the hearing as witnesses or have been involved in preferring charges or who may participate in appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the hearing panel.

(See Appendix)

Section 3 Rules & Regulations

The Committee shall make its own internal rules and regulations, subject to the approval of the Student Council.

ARTICLE VI. ELECTIONS

Section 1 General Elections

General elections shall be held in October of each year, at which time the student body shall elect students to the following positions in Student Government, on Faculty Committees, and on the Board of Directors of RCA.

- A) The Four Executive Officers of Student Government.
- B) The twelve elected Student Council Positions.
- C) Positions on the Student Faculty Grievance Committee.
- D) Positions on any Student-Faculty Committee.
- E) Student positions on the Board of Directors of the Richmond College Association.

Section 2 Eligibility to Hold Office

Eligibility for election to one of the

positions listed in Article VI, Section 1, shall be determined by the following criteria: (a) candidates shall be limited to matriculated students, either undergraduate and graduate, full or part-time; (b) students must be able to serve for the full duration of an office to be eligible for election to the student office.

Section 3 Eligibility to Vote

All regularly enrolled students shall be eligible to vote in the elections.

Section 4 Dual Office

No student shall be able to run for or hold more than one position on Student Government at the same time.

Section 5 Length of Term in Office

- A) The Executive Board shall serve for a term of one year.
- B) The twelve elected representatives to the Student Council shall serve for a term of one semester.

ARTICLE VII. VACANCIES AND REMOVAL FROM OFFICE

Section 1 Recall from Office

Elected representatives may be recalled by a sixty percent vote of the student body voting in a special recall election called by a petition containing signatures of 10 percent of the total student enrollment. Prior to a recall vote there shall be at least one public forum to discuss the recall vote.

Section 2 Vacancy

In the event of a vacancy in office between election, the chairman with the advice and consent of student Council, may appoint a qualified member of the student body on an interim basis to fill the vacancy.

ARTICLE VIII. RATIFICATION & AMENDMENT

Section 1 Ratification

This Constitution shall be considered ratified consequent upon the following actions: (a) its approval by the current Student Council; (b) its publication and dissemination to the student body; (c) after at least one week has elapsed, its

ratification by at least sixty percent of those students voting in a general referendum called for that purpose.

Section 2 Effective Date of Constitution

The Constitution shall go into effect upon ratification.

Section 3 Constitutional Amendments

An amendment may be proposed by Student Council or on petition by 15 percent of the student body. The amendment shall be considered passed if approved by 60 percent of those voting in a general referendum of the student body.

Section 4 Constitutional Review

The Constitution shall be brought before a constitutional review committee every year.

APPENDIX

A. College Faculty Organization—Students hold full voting membership on the basis committees established by the faculty organization and made responsible for significant areas in the life of the College. The students who are members of these committees, together with the Executive Board of the Student Government Association, are full members of the meetings of the faculty with the right to speak and vote.

B. Richmond College Association—The Association is chartered under the corporation laws of the State of New York. Its primary source of funds is the Student Activity Fee, paid by each student each semester. A Board of Directors conducts the business of the Association and reports at regular intervals to the total membership of the college community. In the name and with the approval of the Association, the Board of Directors, draws budgets for student activities and student-related expenses and maintains oversight of expenditures against these budgets.
C. Divisional Organizations—The students of each division shall create their own organizations which together with the faculty will determine the policies of each division.

VOTE TODAY

VOTE

VOTE TODAY

THE ARTS



NOTES ON ROCK

Here I am, my stereo on a volume level high enough to shatter the eardrums of any mortal man, with the Beatles screaming (AH, but beautifully), and I'm trying to lay down a rap on the Rock Scene.

But where to begin? I suppose introductions are in order, and I could cover a page (at least) with some B.S. about my experiences as a rock musician. But you've all got a friend or relative who plays in a group and besides who wants to hear about the guy who didn't make it. (The unsuccessful story).

I could begin with a review. In fact I will. The album and performer; Elton John. This is his second disc, and the only one to make it to this country. A relative unknown, he recently played to a packed house in L.A. and got one hell of an ovation. John and his partner (who writes the melodies for John's words) are being

called the new Lennon-McCartney team. They're that good. A bunch of their tunes are done by such notables as to perhaps overshadow the originals. But the originals are much better. The album opens with "Your Song" and keeps going in such a mellow mood as to turn even the most hyped acid freak on. I can't afford many albums, but this is definitely my next acquisition.

I also got a chance to dig into the new Santana "Abraxas". It, in keeping with the groups popular style, is quite good. It is definitely more Latin, better constructed and better arranged. The only thing that bugs me is the resemblance of Santana's style to early Mike Bloomfield. This is evident if you compare his work on this album with Mike's work on Butterfield's "East, West".

What can I say about Hendrix? I

had seen him back in the days when not more than fifty people knew his name, and they were all relatives. He played at a Cafe in the Village, and so did I. So we used to rap, smoke, jam, and talk about the chicks and stuff like that. But when he made it, I'd forgotten him, and you can bet that he'd forgotten me. Anyway without the sentimentality crap, he was a great contribution to Rock today, and we'll all miss him.

In closing, try to catch the special on T.V. 13 (NET) Oct. 11, 10 P.M. It's another one of those combination radio-T.V. concerts with WNEW FM. Recorded at the Fillmore, it should be more than good. Also, there are no commercials in this one to jam your head. Anything you'd like to know about Rock and want a professional (HA!) opinion on, drop me a line in the 'Times' office. Well, be back in two. If I'm lucky. Peace. Alan David

R.C. & S.I.C.C. PRESENT

"THE LYCEUM SERIES"

With few exceptions, last year's concerts and lectures, sponsored by Richmond College Cultural Affairs Office, were poorly attended. This year's program promises to be more varied and interesting and over four hundred subscription tickets have already been sold. The events of the 1970-71 season, entitled the Lyceum Series, are presented jointly by Richmond and SICC. All of the events are to be held in SICC's theater and if you know someone at that school, let them buy a ticket for you because they get a discount while we here at Richmond have to pay the full admission price (\$3.00 and \$4.00 per ticket). This ignominious state of affairs is because their Student Government voted to allot a percentage of the student activity fee to subsidize the cost of the cultural program but our Richmond College Association (RCA) didn't feel that the program was worth supporting and consequently we who have already paid nearly \$60.00 in activity fees must pay again for an activity which our school is helping to sponsor. RCA justified their actions on the grounds that the Lyceum Series was irrelevant to the Students at large. To the students at large: Here is the unvaried, unrelated program, not worth supporting, which is no doubt without any relevance or interest to you—Erick Hawkins Dance Company—one of the two companies which

represented the US at Expo '67. Erick Hawkins was trained under Martha Graham and George Balanchine and is considered one of the outstanding modern dancers and choreographers in the country.

Goldovsky Grand Opera Theater—is performing Mozart's Don Giovanni. If you have doubts about being able to enjoy an opera, especially in Italian, be assured that the plot is easy to follow—it's based on the legend of Don Juan, the loveable Casanova sings his way into and out of lecherously funny situations.

Oxford-Cambridge Shakespeare Company—composed of representatives from guess what English universities, will, during their one month tour of the U.S., be doing a production of HAMLET directed by Jonathan Miller.

There are four other events, which to save space shall only be listed. Brochures and posters will be put out describing these events more fully in the near future.

Ballets Africans
The Master Virtuosi
Noh Theater of Japan
Miss Eileen Farrell
Information in regard to the above programs, and ticket purchases may be obtained at the Richmond College Cultural Affairs Office, located in the main building on the ground floor to the right of the lobby.

Luisa Stellini

The Lyceum Series presents:

ERICK HAWKINS

individualistic modern dancer
considered to have captured
the American spirit in his dance

October 17, 8:30 P.M.

S.I.C.C. Theater

Tickets may be purchased at
the Cultural Affairs Office

WANTED:

STUDENTS WHO WISH TO EXPRESS THEIR LITERARY, PHOTOGRAPHIC OR ARTISTIC IDEAS

THE 1971 EDITION OF THE RICHMOND COLLEGE YEARBOOK IS NOW IN THE PROCESS OF RECRUITING A STAFF. ALL POSITIONS ARE AVAILABLE. ANYBODY WITH ANY SORT OF INTEREST IN PHOTOGRAPHY, LAYOUT AND DESIGN OR LITERARY AND COPY SHOULD LEAVE THEIR NAME, ADDRESS & TELEPHONE NUMBER AT:

ROOM 520
STUDENT ACTIVITIES OFFICE
(YEARBOOK)

There will be a form on the door if the office is closed or contact Gary Damiano after 10:00 p.m. by telephone at UL 5-3827.

Theatre Discounts For Students

The American Place Theatre, opening its seventh season on October 16 with "Sunday Dinner" by Joyce Carol Oates, is offering special student and faculty discounts for this up-coming season of new plays. Located in St. Clement's Church, 423 West 46th Street, in New York City, The American Place Theatre is regarded as one of America's leading subscription theatres. "Sunday Dinner", written by last year's National Book Award winner, is representative of the type of work which has given The American Place its unique position in today's theatre. It is the first of Miss Oates' plays to be produced by The American Place Theatre and is consistent with their

aim "to foster good writing for the theatre by providing a place, a staff and a broad program of practical work to American writers of consequence: our poets, novelists, and philosophers who wish to use the dramatic form, and to serious playwrights."

The American Place Theatre has presented such acclaimed productions as Robert Lowell's "The Old Glory", William Alfred's "Hogan's Goat", Ronald Ribman's "The Journey of the Fifth House", Ed Bullins' "The Electronic Nigger" and Sam Shepard's "La Turista". Their awards include the Vernon Rice-Drama Desk, the "Obie", the Margo Jones Award and the New

England Theatre Conference Special Award.

This season, as in the past, The American Place Theatre will present four new American plays and only members see these plays. Prices range from \$10.00 to \$22.50 for the season of four plays. The American Place is the only theatre offering faculty discounts (close to 33 percent off), and the low student rate makes it possible for students to see four plays at no more than it would cost to see four films. Membership and discount information is available by writing to the theatre or by telephoning (212) 247-0393.

50 Bay Street

Half the thought
of letting go
Is in the outer by and bye.

Through the years
of inner-tubes
And middle girls
of Wonder Bread,
There's a season
Rest and blessed
In upper-middle servitude.

While we the only thumping part
Of all the bigger round and round
Lie up dying
In the lesser knowing thought.

RICHMOND TIMES
Vol. VI, No. 2 Oct. 5, 1970

Editors-in-Chief: Mark and Jeri Daugherty
Production Staff: Marty Amster, Susan Nicosia,
Prop 1, Laura Shaefer.

RICHMOND TIMES - Richmond College,
130 Stuyvesant Pl., S. I. N.Y. 10301,
Telephone 448-6141

All the opinions expressed in this news-magazine are strictly the opinions of the individual writers, and in no way represent the views of the staff of the Richmond Times or the faculty or administration of Richmond College.

L.O.V.E.

Lonely laughter, long lost
Only owls observe ordonnance
Visual vessels velvety vibrate
Every episode expertly encompassed

by love

H.A.T.E.

Hellish halations harming happiness
Atrocious attitudes attesting attack
Tedious thirst towards treacherous treatment
Envious ears establish evil epitaph
of hate



—Christina Arcaro

¿Que Pasa?

March On—"Soldier Blue"

Got a few bucks you'd like to spend on something really good? Something that will blow your head worse than a bad trip or some jive weed. Well, go to the Ziegfeld in Manhattan (54th St. between 6th & 7th avenue) pay your bread and sit down to see the movie that will destroy any illusion about the American Establishment.

What is it I want you to go see—"Soldier Blue"—the heaviest flick to hit the market in a long time. This flick deals with one of the savage massacres of a peaceful Indian tribe in the South West by the lovely boys of the U.S. Army. I say one because there are probably countless such incidents which have gone unaccounted for in the illustrious history of the United States (sic).

Peter Strauss is "Soldier Blue", and he does one hell of a job as the young naive kid who becomes a man while retaining his humanity. Candice Bergen is also very heavy in her role as the liberated white woman—Indian woman.

Most of the flick just goes about its

way in relating the interpersonal relationship of these two opposite individuals who are thrown together by fate. But the last 10 to 15 minutes of this flick is what is going to make your stomach turn and make you want to burn the roots of this country. This is My Lai one hundred years ago. It was a warning about the barbarism of the military.

If you go to see one flick a year—this is the one! If you want to see truth, GO!

To all those pro-military, pro-establishment flag waving (sic) whites and all you Uncle Toms of the Third World, see what Your United States is like—Go see the truth!

To all my brothers and sisters of the Third World, see Soldier Blue and see why the Third World must unite and fight together.

ALL POWER TO THE PEOPLE

EL ANGEL

P.S. For more info about our Indian brother's struggle against genocide see Ramparts Feb. 1970.

OCT. 30TH IS COMING

... MORE SCIENCE AND LIBERATION

FROM PAGE 1

greater hold on the universities and the mind of the educated man. Science was the newcomer, the challenger, and the hope of those who were then looking for "liberation." Reason was the new weapon and rallying cry to be used against every form of tyranny, corruption, and oppressive prejudice. But today science is seen as firmly "established," and those among the young (and some older people too) who feel the greatest need for liberation are turning not only to art, but also to a variety of psychological devices from drugs to yoga and sensitivity groups. One thing is certain: very few today show any great excitement about the liberating power of "reason," or of its institutionalized version; science.

If science is still accepted, respected, and even pursued by a fair number of those who enter the universities, it is more for its power and utility in a technological world than for any psychological or ideological value which its way of thinking may have to offer. For some, it may also be for those reasons which Einstein, with evident disdain, called the love of "brainsport." But this is not the way science was regarded by its greatest exponents in the past, and its enthusiastic followers up until rather recently: The encyclopedists of the 18th century propagandists for the newly developed scientific outlook, were explicit about what they were trying to do: not just to compile new knowledge, but to "bring about a change in the mode of thinking." According to Ernst Cassirer, the philosopher, "The whole 18th century understands reason in this sense; not as a sound body of knowledge, principles, and truths, but as a kind of energy, a force... The knowledge of nature does not simply lead us into the world of objects, it serves rather as a medium in which the mind develops its own self-knowledge" (italics mine).

The century was full of hope and intellectual activity; but this hope should not be confused with the belief in "progress" that came into its own at a later time, and which based itself on the prospect of technical application. There was almost no scientific technology during the so-called "enlightenment" period, and little on the horizon. All the important work done by Descartes, Newton and the main figures of the 18th century was completely mathematical and theoretical in nature. The "liberation" they had in mind had nothing to do with liberation from toil and poverty, but liberation into new realms of thought.

In a most influential book of the 18th century, one of many of this type, Baron d'Holbach presented for the general reader a non-mathematical discussion of such subjects as matter, the laws of motion, order and chance. But in the introduction he describes his purpose in the following words, "Man is only unhappy because he is ignorant of nature... Let us then endeavour to dispel the clouds of ignorance that prevent man from marching with a firm and steady pace through the path of life. Let us inspire him with courage and respect for his reason, that he may learn to know himself; that he may learn to know his legitimate rights; that he may learn to consult his experience and not an imagination led astray by authority... that he may found his morals upon his nature, his wants, and the real advantages that society procures him; that he may dare to love himself; that he may learn to pursue his true happiness by promoting that of others... that he may persuade himself that it is of the utmost importance to the inhabitants of this world to be JUST, KIND, and PEACEABLE." The name of the book was *The System of Nature*, subtitled *The Laws of the Moral and Physical World*.

All this fever and activity was still being fueled by the ideas of the "scientific revolution" of the 17th century, which had broken through to a new vision of reason; a vision that saw the specific sciences as having a goal beyond their immediate aims. Science was rather the proving ground for a way of looking at things; it was the way that was all-important because the ultimate object was to apply it elsewhere. Descartes put it this way, "If therefore, anyone wishes to search out the truth of things in serious earnest, he ought not to select a special science; for all the sciences are conjoined with each other and interdependent; he ought rather to increase the natural light of reason, not for the purpose of resolving this or that difficulty of scholastic type, but in order that this understanding may light his will to its proper choice in all the contingencies of life."

For the men who followed Descartes also, the forest was not lost on account of the trees; in the 18th century it was perfectly clear that while planets, falling stones, and animals may

be the means, the mind was the object.

Even now one can read a philosopher of science here and there, a member of the older generation, who is capable of saying something like this from Karl Popper: "Within this rationalist tradition... science is valued for its liberalizing influence—as one of the greatest of forces that make for human freedom." But not many supporters of this legacy can be heard today among those who are most listened to. One of the last outstanding men of this type was the mathematician-philosopher Bertrand Russell, whose own involvement spans the gap from the rationalist liberation movements of times long gone by to the very latest problem of Vietnam. Yet so new is this rationalist and scientific tradition to the establishment that it was only making its first serious inroads into the school and university curriculum just about the time Russell was born. Education was then almost entirely literary. The biologist and evolutionist Thomas Huxley described how science was being received in the late 19th century: "From the time the first suggestion to introduce physical science into ordinary education was timidly whispered, until now, the advocates of scientific education have met with opposition of two kinds. On the one hand, they have been pooh-poohed by the men of business who pride themselves on being the representatives of practicality; while, on the other hand, they have been excommunicated by the classical scholars, in their capacity as Levites in charge of the ark of culture and monopolists of liberal education."

Huxley was one of the major figures to argue for a science curriculum, not only for those especially interested but for everyone. He went even so far as to say, "I should like to see a Scientific Sunday-School in every parish." And why? For the same reason, of course, that caused the excitement of the preceding century: because science was viewed by people like Huxley as having a psychological, and therefore a mind-transforming capability that was so unique and vital that no other kind of study could replace it.

All this brings us back again to the contrast with the situation today, and leads to the following basic questions: were all the expectations of the liberating power of reason and science wrong after all—if, after such a brief tenure at the universities, it is so suspiciously regarded precisely by those who come with some desire for self-transformation, as well as a transformation of society. And is this suspicion justified in any way by the nature of science itself, leaving out the question of recent affiliations and disappointments in technical application? My own partial conclusion is that the decline of hope in science as a psychological force has real cause in the character of scientific life and philosophy today. On the basis of many years at a variety of scientific institutions, academic and otherwise, I would say that the atmosphere at such institutions has little to suggest any deep attachment or attention to those aspects of science which I have been discussing—and this has a way of communicating itself to students and other outsiders. In other words, I am suggesting that in this respect we are in something of the classical situation where if the leaders themselves don't show faith and exhibit the effects of their own philosophy, then the others will surely not do so. Concern with the philosophical aspects of science—or to put it another way, conscious science as distinct from effective science—to the extent that it exists at all, is vastly overshadowed and does not occupy the same position in the scientific community today as it seems to have in earlier times.

To say this much, however, is only to begin the discussion. One immediately comes up against a host of further questions. If what I've said about the attitude within science today has any validity, then how does it reveal itself in specific detail? How, in particular, does it affect education? A deeper problem, which may lead into the content of science itself, is the matter of cause: is there anything which has happened in science recently that has any bearing on this question? This, in turn, involves a scrutiny of what actually is at bottom of the so-called scientific outlook, and what are the specific aspects of it that affect so many people adversely. Are they really basic to science or are they somehow connected with a passing phase?

I suspect that the answers to these, and other such questions may have a great deal to do with the role that science will occupy in society and in universities in the future. It could turn out that the original hopes for the psychologically liberating effect of science were simply wrong in a fundamental way that cannot be helped. In

that case, we can expect that ultimately science will be relegated to its purely instrumental role, and all still lingering pretensions to large value may have to be given up. Well, Latin and grammar were once also thought to provide "excellent and irreplaceable training of the mind." The fact that society is certain to remain "science-based" may not be a sufficient counter-argument in view of reports from some observers that other cultures, like Japan, are able to adopt technology wholesale without at the same time making any real commitment to the "rational" attitude with which it has been associated in the West (see, for example, Arthur Koestler, *The Lotus and the Robot*).

It is not my intention to try to answer any of this now, but rather to call to the attention of students and interested faculty an important problem of thought and education today, and to suggest that the university is precisely the place where such problems should be seriously attacked. The disturbing effects of the situation have already elicited several kinds of response. First, the scientific community has become more education-conscious, feeling that its image has been damaged and repair work must be done. Hence, many committees, many new books, movies, and other devices to help students obtain a "truer picture" of the nature of science. Hence also the new concern with social problems and environment. Still another response is hinted at by those professors who can be heard saying that the university may no longer be a place for serious science, and that research institutes will now have to be considered as an alternative.

However, the advocates of more science education—the writers of the new books and organizers of conferences on "science for the non-science major"—cannot simply go around saying that science is a very valuable thing to study even though this value is hard to communicate to the uninitiated. Science itself has the complete answer to this position: the positivist, operationalist, linguistic philosophy to which most scientists still adhere affirms clearly that that which cannot be detected or communicated is "meaningless." Or, according to a popular maxim, "Whereof you cannot speak, thereof be silent."

What has not yet taken place is a serious re-examination, by scientists as well as others, of what exactly is the value of the various sciences to the human mind, beyond the useful information and invention that it may bring. In

literature and art, it was discovered long ago that creation is not enough; in addition, there is need for a "criticism"—a constant discussion, analysis and selection, from the sum total of what is produced, particularly for the benefit of the outsider. It may be that at this time of overwhelming production in science, there is finally a need for a kind of "criticism of science," not just from the point of view of what is valuable for further research—that goes on all the time—but from the original point of view of the creators of the modern scientific outlook who were concerned with "liberating modes of thought."

Since it is of little value to advocate a course of action without taking some steps oneself, however small, I would like to describe what I think could possibly be done here (or at any college). If there were a sufficient number of interested students—from among the science and non-science majors—I would like to hold a non-credit workshop to look into the kinds of questions raised here. This would not be a "Science and Society" type of thing, which deals mainly with applications and may be given by the science division as a regular course. Rather, it might be called "Science as a Mode of Thought," or something like that. The very rough picture of it which I have in mind involves, at most, one meeting a week. For participation, there would be no requirement other than serious interest. Those who are sufficiently concerned with these questions to take part in such an experiment on a non-credit basis, should drop a note into my mailbox (6th floor) giving an address or telephone number where they can be reached.

NOTICE TO ALL PREMEDICAL STUDENTS

We are now in the process of organizing a Pre-Medical society. All interested persons please contact — Bill Edwards in school, or at 984-4451.

... Integrated Studies: Chomp-Chomp!

WHAT PROBLEMS HAVE DEVELOPED IN THE PROGRAM SO FAR?

LARRY: There are problems of consciousness, I would say, apart from personality problems. Problems of assimilating what it means to be free and what are the limits. I think a great many people in and out of Integrated Studies sort of spontaneously equate freedom with anti-intellectualizing is one of the many joys one has that Integrated Studies means the death of reading—the death of thinking. I think that intellectualizing is one of the many joys one has in one's life, in which case it is not inconsistent with freedom but is one of the many choices one makes provided one is free. There are people who are clearly disturbed by this. People worry that in our program nobody is going to read or think rigorously anymore. Discussions in the colloquium have touched on this. I personally feel that if Integrated Studies meets the test then a large number of people will find that they are able to confront an intellectual literary life in a way they've never been able to do before.

WHAT IS THE ROLE OF THE STUDENT IN THE PROGRAM?

GLORIA: I've been told that if I want to think of ideas, they can be worked into the course so that I have a role in it also.

LARRY: There will be a meeting soon this semester to plan the Spring semester and here is where everyone can get into the act.

WHAT HAVE BEEN THE REACTIONS OF THE OTHER DEPARTMENTS AT RICHMOND?

LARRY: They have mixed feelings. They think we are kind of crazy and kookie but on the other

we're exciting and so they didn't want us to leave the division and take all the excitement with us. Some find us difficult to take and others are very sympathetic—very often these feelings are lodged in the same person.

HAVE YOU ANY SPECIFIC IDEAS FOR NEXT SEMESTER?

LARRY: Next semester I want to throw out the whole idea of relevance. I think that a free humane education can include anything in the world. I am disturbed by the whole idea of a contemporary relevance. I think it is a problem that is almost self-defeating for someone with a radical perspective. If you constantly insist on contemporary relevance you will always be locked into the only society and only set of values you have ever known. The point about studying the past, particularly the distant past, is it provides you with an alternative. It may not be the alternative you want for the future but at least it knocks the idea out of people that men are always motivated in the same way and that social systems are always the same. These are things that we accept. The hardest things to shake are often the most obvious because they are so much a part of our lives. One way of getting an awareness of what they are and a sense that they could be different is to look at a society in which they were absolutely not true.

What I'm saying is instead of asking a particular subject to be relevant to today, I'd like to ask whether it is relevant to our future, to a world that doesn't exist but to a world some of us have been living in part of the time in our imaginations? In other words, I think that Plato is more relevant to my fantasies than Arthur Schliessinger Jr.

GET INVOLVED

POSITION OPEN FOR INTERESTED STUDENTS

R.C.A. (RICHMOND COLLEGE ASSOCIATION)

POSITIONS OPEN FOR

7 STUDENTS

This fifteen member board has total responsibility for administering all the money collected by student activity fees

STUDENT GOVERNMENT ASSOCIATION

WANTS YOU

(upon ratification of the new student constitution)

There are 16 positions available:

- 1 STUDENT FOR CHAIRMAN OF S.G.A.
- 1 STUDENT FOR VICE-CHAIRMAN OF S.G.A.
- 1 STUDENT FOR TREASURER OF S.G.A.
- 1 STUDENT FOR SECRETARY OF S.G.A.
- 12 STUDENTS FOR GENERAL MEMBERSHIP IN S.G.A.

(for details, see the new constitution on pages 4 & 5)

19 INTERESTED STUDENTS

ARE NEEDED TO SERVE ON

STUDENT-FACULTY COMMITTEES

These student positions on the committees are essential in representing the students in the affairs of Richmond College. The positions entail full voting privileges on the committees and at faculty meetings.

The Committee Positions Available Are:

- 2 STUDENTS FOR ADMISSIONS AND STANDING
 - 2 STUDENTS FOR ARTICULATION
 - 4 STUDENTS FOR CULTURAL AND PUBLIC AFFAIRS
 - 3 STUDENTS FOR CURRICULUM AND INSTRUCTION
 - 2 STUDENTS FOR LIBRARY AND INSTRUCTIONAL FACILITIES
 - 2 STUDENTS FOR RESEARCH AND GRANTS
 - 4 STUDENTS FOR STUDENT LIFE
-

6 STUDENTS

TO BE ON THE

STUDENT-FACULTY GRIEVANCE COMMITTEE

(for details, see the new constitution on pages 4 & 5)

IF ANYONE IS INTERESTED IN ANY OF THE ABOVE POSITIONS GET IN TOUCH WITH THE AD HOC ELECTIONS COMMITTEE BEING FORMED OR SEE ED MURPHY OR LENNY MANGANO.

THE BIG BUST

Richmond College Finally Takes Stand on Cafeteria and Lounge

MARK & JERI

"We just come here for a place to go. Nobody bothers us here, we just listen to records," said the pretty highschool girl as she sat in the third floor lounge. She could not have known then that she and her friends were going to become responsible for bringing to a head an issue that had been lying dormant at Richmond College for a long time. At the center of this issue was — Who should be allowed to use the Richmond College cafeteria and lounge?

At the beginning of the Fall 1969 semester the only outsiders using the third floor area were the telephone employees, people from the courthouse across the street, and a few others in the immediate vicinity of Richmond. Many students were bothered by this because these extra people added to the already lengthy lines for lunch. The college then put up signs stating that the cafeteria was for the use of Richmond people only, but did not physically enforce the rule and it was thereby virtually ignored.

Last Spring, during the "Strike for Peace", an invitation went out to the highschool students in the area asking them to participate in some of the newly formed "peace" workshops. This introduced the highschool students to Richmond's facilities, and they seemed to like it here very much—as they continued to "hang out" in the lounge throughout the summer and into this semester.

About a month ago various students began to voice their opinions on the number of non-college people who were now using both the cafeteria and the lounge. Many were annoyed that they had to wait on long lines composed significantly of telephone personnel. Others were upset by the detectives who came on campus with concealed sidearms. Still more students resented the derogatory comments directed from these "outsiders", and were beginning to feel uncomfortable in this newly forming non-

college atmosphere. However, the intruders who spurred the only real action from students, faculty, and finally administration were the highschool students. The primary motivation for this action was that these highschool students were "doing drugs" in the lounge, thereby making Richmond susceptible to a "bust". As we all know, Richmond's reputation in the community could not stand a blow such as would come from a drug scandal involving highschool students on campus.

On Thursday, Oct. 15, this problem became the main subject of both the Student Life Committee, and a special Ad-Hoc-

Committee of concerned college people. The consensus of both committees was: 1) Highschool students are to be excluded from the third floor; 2) Members of the St. George community are to be excluded as well; 3) A special security guard is to be hired to enforce these policies by checking I.D. cards, (this will be tried for one month); and 4) A program should be started to keep Richmond's own students from bringing drugs on campus. (It is further noteworthy that Larry Nachman, at the Ad-Hoc-Committee meeting, was opposed to ousting the

Cont. on p. 14



Photo M.D.

High School Students in R.C. Lounge

BACKGROUND TO OUR ELECTIONS

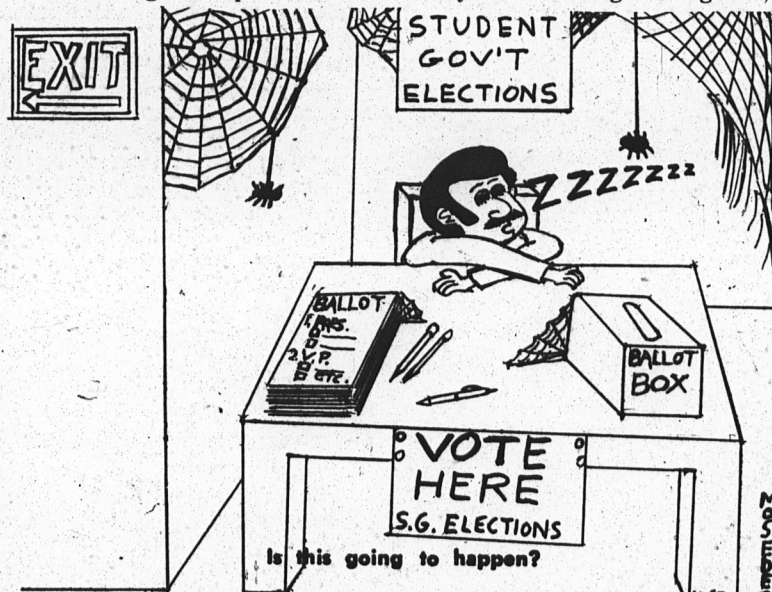
MARK & JERI

This week you will be asked to vote in Richmond's Student Government Elections. Students at the college began working toward these elections before vacation, when it became apparent that the student body was going to accept the new Student Government Constitution. One of the reasons for all the rush was that clubs and other student activities are in financial trouble. They can't get any funds until Student Government and RCA members are elected so that they can pass budgets. An Ad-Hoc Elections Committee of interested students began meeting to get things going. They decided that applications for the 51 positions open would be accepted until Oct. 20th, and that elections would be held for the 1st five school days after fall recess, (Nov. 4, 5, 6, 9, & 10). The committee also then decided to allow campaigning during the elections because due to fall recess, it would be the only time available.

After the 20th, the nominations were tallied and 72 students had applied—many of them for more than one office. On Wednesday, Oct. 28th a second meeting was held to decide on the voting procedures. One problem considered was that of getting people to man the polls. It was realized that if the candidates themselves were not allowed to do this, there would be hardly anyone who would—as most of the "involved" students at Richmond are running for some position. The Committee decided to hold the voting at various times and various places, such as 50 Bay St., the cafeteria, the main lobby, or 350 St. Marks Pl. Another consideration was the voting ballot itself. Mike Fried presented an acceptable ballot form and discussion then ensued as to the order of candidates names

on this ballot. It was felt that alphabetical order was unfair to those individuals who had been persecuted all their lives by a name like Zager. A lottery system was then agreed upon and the

interpreted differently by some colleges—notably Brooklyn. They consider eligibility to be determined by registration—just as it is in our country's government. Everyone has the right to register,



letters were drawn at random, thereby forming a new "alphabetical order"

The final and most critical problem facing the committee was how to go about making sure that the election complies with the Board of Higher Education bylaws. These bylaws stipulate that 30 percent of all "eligible" voters at a college must vote or the election is invalid. If this were the case, the president of the college would have the right to take over the functions of Student Government until the election could be reheld and legalized by a 30 percent vote. The key word here is eligible. The Board of Higher Education feels this includes all students, but its meaning has been

thus everyone has the right to vote, thus everyone is eligible. Brooklyn has used this system to their advantage. In order words, if a student must register by signing his name to a master list as he is voting, then 100 percent of all eligible (registered) voters will have voted. With this in mind the committee decided to try and get 30 percent (840) of the students to vote—hopefully even more—but in case the students are as apathetic as they were for the constitution, there will be a registration by signature to insure a Student Government.

The Ad-Hoc Elections Committee strongly urges everyone to please make use of your "eligibility" to vote.

Ph. D. FELLOWSHIPS FOR THIRD WORLD STUDENTS

The Ford Foundation is offering three Doctoral Fellowship programs for the year 1971-1972: Doctoral Fellowships for 1) American Indian Students, 2) Black Students, and 3) Mexican American and Puerto Rican Students. Each Fellowship program will support full-time graduate study for up to five years—if the Fellow maintains satisfactory progress toward the Ph.D. The deadline for submitting applications is January 31, 1971. Instructions and application forms can be secured from The Ford Foundation, 320 East 43rd Street, N.Y., N.Y., 10017. The applicant is responsible for arranging to take the Graduate Record Examination, initiating admission into graduate school, arranging for recommendations, and forwarding certified copies of his undergraduate transcript.

The City is launching the third year of its Urban Fellowship Program. The city will conduct a nation-wide competition to choose twenty exceptional students as Urban Fellows for full-time internships in City government from September 1971 to June 1972. Urban Fellows work directly with heads of New York City government agencies and with top Mayoral assistants. For a year's service in New York City, each Urban Fellow will receive a stipend of \$4,000 from the City, and an additional minimum of \$500 from his school, plus appropriate academic credit and waiver of tuition costs. All applications must be in by January 31, 1971.

write: Sigmund G. Ginsburg,
Director
Urban Fellowship Program Office
of the Mayor

250 Broadway New York, N.Y.

EDITOR-IN-CHIEF

JERI DAUGHERTY

MANAGING EDITOR

MARK DAUGHERTY

SPECIAL ASSISTANT SHARON LANGFORD

TOPIC REPORTERS: ALAN DAVID
LUISA STELLINI

PRODUCTION: DAVID MOSEDER
MARTY AMSTER
PROP. 1

PHOTOGRAPHY: ROBERT GATTULLO
PETER SOLTI

CARTOONS: DAVID MOSEDER

SPECIAL THANKS THIS ISSUE TO:

ED MURPHY

JIM O'CONNOR

All opinions expressed in this news-magazine are strictly the opinions of the individual writers, and in no way represent the views of the staff of the Richmond Times or the faculty or administration of Richmond College

Editorials are the opinions of the Editor-in-Chief and Managing Editor of the Richmond Times. In addition to these editorials however, we would like to print opposing views from members of the college community. If you would like to express your opinion, please submit typewritten replies to our office. (Rm. 525), and we will publish them as space permits.

EDITORIAL

Evening Students Shafted

The problems of Richmond College's undergraduate evening students are being ignored by the faculty and administration of Richmond College. Many evening students find the evening curriculum seriously lacking in courses to choose from—many of these courses being requirements for graduation. It is unfair that they are penalized because they cannot afford to go to day classes, as most of them support families by working during the day.

The Editors of the RICHMOND TIMES believe that the college is shirking its responsibility to the S.I. Community through its attitude that evening students are second rate students. Perhaps the S.I. Community feels that Richmond College is irrelevant to them because it caters to the younger generation while ignoring the older one?

We urge the faculty and administration to take immediate action on Professor Kramer's proposal, (See Page 5), and in particular consider the recommendations calling for: 1) 4:30 classes not being considered night classes, 2) requiring each full-time faculty member to give an evening course one semester of every four, and 3) the appointing of a Dean of Evening studies. We feel these recommendations make sense and take a much needed step toward solving this pressing problem.

Letter: It Was Not My Intention...

To the Editors of the Richmond Times:

At a faculty meeting, last semester, some of the editors of the Richmond Times stated publicly that the paper has no editorial policy whatsoever. All articles are published as submitted. Nothing is rejected. Nothing is cut or added. However, it seems that this is not the policy being followed.

This year, the October 5 issue carried an article which I submitted, but with significant alteration: Spread across three columns of print was a large picture of a beaker and a clenched fist. This drawing was certainly not there in the copy which I sent in. Had I been asked, I would not have wanted this symbol on my

article. But I wasn't asked.

The superposition of the clenched fist symbol had the effect of identifying the article with a specific political group, which was not the intention of the author.

I think it would be helpful to all, if the Richmond Times published some explanation of how editorial policy is made, and according to what principles.

Martin Eger
(to be published as is)

Dear Mr. Eger,

Our decision to superimpose the beaker and fist on your article was a purely aesthetic judgment and we had no intentions of identifying you with any political group. Please accept our apology. —EDS

FROM THE DEAN'S DESK



Photo by: N.R.

PITY THE POOR DEAN: A PARABLE OF THE TIMES

In a certain country there once was this Dean who had not been a Dean all that long. Before he became a Dean he had been sort of an educational expediter. And for the dozen years before that, he had been a clergyman. But that was long ago and now those years seemed remote and unreal. And yet...yet they refused to fade completely from his memory.

Remembrance of things past then, was the poor Dean's problem and the reason why he needed pity. For among other things he kept remembering:

- that his father had been a clergyman and that his home had overflowed with concern about what was right, true, good, and honest, (though it may have slighted the beautiful);
- that he had spent ten years beyond high school studying and discussing the wisdom of several thousands years and had tried valiantly to apply it to his own life and world;
- that for twelve more years, as a sort of conscience of the community, he had preached weekly sermons, taught dozens of classes, and talked to hundreds of people about truth and goodness;
- that as a result, occasionally some of these people seemed to understand themselves better; to respond to difficulty more resourcefully; to make hard decisions more proficiently; and to face privation more courageously.

And then he became a Dean and the real trouble started. Which is to say, as a Dean it became harder and harder for him to keep his head straight about who he was and how he ought to relate to the people (students) with whom he now worked.

For many of these students made it perfectly clear that the Dean deceived himself in thinking that he ever had or was now working for essential human good. Among many other matters they insisted:

- that the virtues and values he and others over thirty believed in and supported were decadent and deceptive—mere cloaks for imperialistic oppression;
- that despite rhetoric about the image of God in man, brotherhood, and equality, he was in fact a racist determined to help a white society maintain its position of advantage;
- that, in reality, the "revolutionary" religion he had served was blind and impotent and that, practically, he and his kind were reactionaries who supported the forces of death, not the forces of life;
- that essentially he despised the poor and oppressed since he had not gone into the streets to overthrow a system that made profit of their poverty;
- that, in brief, he was part of the problem of a troubled world and not significantly part of its desperately-needed solution.

All these charges seemed so out of character, so unrelated to his former

Continued p. 4

Continued p. 4

LETTER: GET TOUGH — GET MOVING

by George Nayef Kayatta

Dear Friends and True Colleagues:

I am a teacher, a Ph.D. in French Literature. The letter below has been refused publication by the Modern Language Association Publication staff because, as I was told, it was too offensive. The truth hurt, no doubt. And I was also told that my style was not appropriate. This obviously meant that my letter was not written in the same stilted, formal, impersonal, artificial, pedantic language that is at the very root of our teacher-student communication crisis! Let's save the *Ibids*, formalities and latinates for when they are useful and proper: in the scholarly works where it is necessary to play the scholar's game in regard to form. That's fun. But the man who takes these conceits too seriously is a fool.

My letter wasn't written to flatter the intelligence, I could have written it like a dissertation abstract. Instead I wrote it with my heart and guts. The sight of someone's heart, soul, and guts in

print makes the squeamish, milquetoast scholars in any field in any university absolutely sick, or rather "(sic)"...for they are as artificial and mechanical as their language. Now some may say that it's easy for a young man with "time on his side" to throw around heavy words and accusations without considering his elder's point of view. But when this young man telephones the office of a major literary review to inquire if his letter will be published and the person at the other end of the line supports his refusal with a quote from Baudelaire... (it's not hard to believe, really)...then this young man knows he's right and he puts his career on the line. He knows that his side must be heard. Because his career has been on the line all along. Thanks.

AN OPEN LETTER TO COLLEAGUES CONCERNING THE CRISIS FACING OUR PROFESSION

The movement to drop foreign language requirements in our high schools and universities is growing stronger. Like wildfire, it has spread. LET'S GET TOUGH AND LET'S GET MOVING! If we don't throw an ocean of concern and action on this incendiary, we shall be left with a mere skeleton of a profession.

I am a young Ph.D. I've spent my nine college years looking forward to the Doctorate. I feel honored, grateful and proud. But now out of the womb and into the world, I see much confusion, apathy, ignorance and dissatisfaction among many of my colleagues and the students we teach. And too often for comfort, I meet someone who "used to be a French major".

I didn't come into this profession expecting the academic world at my feet. But I didn't expect it at my throat, either. Our profession is falling apart. Students and administrators no longer think we're as important as we know we are. WHY? The generation of scholars and professors whom I have looked up to... what has it done or failed to do that allows others to insult the spirit of aesthetic and international understanding? How dare our profession let a crisis of this magnitude ever emerge!? Well I'm going into battle to stop this tarnishing of our degrees. I haven't spent all that time and effort only to be told that I'm no longer needed.

I must fight. I don't have an ivory tower yet. I can't even build one because students and administrators are taking away the bricks and throwing them at the towers already built. And that means many of you out there. We young ones are struggling for survival. And it's hot and heavy down here. And dammit (sic) we're defending your tower! So you climb off and help us, because if we stop fighting, your tower will fall. Because if we win without you, we're going to take away your stairs and you will either have to jump off or rot.

The language requirement is being dropped because the students don't want it; not merely because it's required, but rather because the beginning language and literature courses aren't meaningful enough to be required! College language courses today are a bum trip. A real down. And man, if you don't dig it, you'd better rap with some heads that

CIRCLES

Wally Orlowsky

A few days ago I overheard the following fragment of a cafeteria conversation—"RCA would like to test the 'BHE' response to a student on P & B." I was struck by the prevalence of such elite languages of letters. It reminded me of an encounter I had some time ago with a gentleman in the St. George Diner.

In the absence of a vacant booth, I joined this fellow in a blue business suit as he spooned up alphabet soup while working a crossword puzzle. In the course of the encounter it came to light that he was yet another government official. His position was essentially the development of meaningful acronyms.

"Of course you know, he said," the government has long used abbreviations of the titles of its various agencies. There is an obvious advantage in saving printed space as well as verbal energy."

I agreed, "NASA and OEO are certainly less of a mouthful than what they stand for. But the problem is that there are so many titles that I can't even understand the news broadcasts at times."

"Precisely," he concurred. "That problem is the very reason for the existence of my department. It is our purpose to take advantage of the simplification acronyms offer without the requirement of experience or

sophistication for understanding them."

"How do you accomplish that?"—I was now intrigued as I gesticulated with an NBC cracker and ordered a BLT.

"Simple—we make the titles into words that represent the nature of the agency. Volunteers In Service To America is an example you are probably familiar with."

I acknowledge acquaintance with that title—"But I really can't think of many more."

"No—our agency is quite new and most of our title changes have yet to be finally approved. But, we have created quite a few," he informed me.

"Really, I'd be interested in a scoop if you're at liberty to tell"—I knew he was anxious to communicate some of his gems.

"Certainly," he agreed. "The Department of State never really had an observation. We are suggesting calling it the Foreign Office Group. And of course, we are all familiar with the Internal Revenue Service. Our plans call for a change to the more meaningful: Government Revenue Acquisition Bureau."

"I see, I see. Go on!" I urged. "Well," he delighted. The Control Intelligence Agency would become the Society for Producing Internationalization of the Established System. The Departments of Justice is renamed

Cont. on p. 14

PITY THE POOR DEAN...

from p. 2

perceptions of himself, that he found them very difficult to accept. He couldn't avoid being impressed, however, by those who spoke thus. These students seemed so young and clear-eyed, so idealistic and resolute.

"Why can't I accept their wisdom?" he pondered. "Why can't I reshape my life and values according to their judgments and insights?" But he couldn't.

So each day the Dean went to his office hoping that something would happen to eliminate this disruptive cognitive dissonance, to reduce the conflict between the images that warred within him. Each day, however, the accumulation of evidence, apparently consistent and clear, forced him to strain again to fit into that new, alien image.

Still, try as he might, he couldn't accept the awesome metamorphosis of self that this daily evidence implied. Those earlier years refused to die. Their memories persisted. Their meaning was clear. Something he had believed, something he had done, something he had been, had helped other human beings in their search for a better life.

Thus he was caught between a world he couldn't escape and a world he couldn't accept. Struggling to deny one and to affirm the other only drove him deeper into his dilemma.

And so the days passed. And the warfare continued. Pity the poor Dean.



In the Beginning There Was...

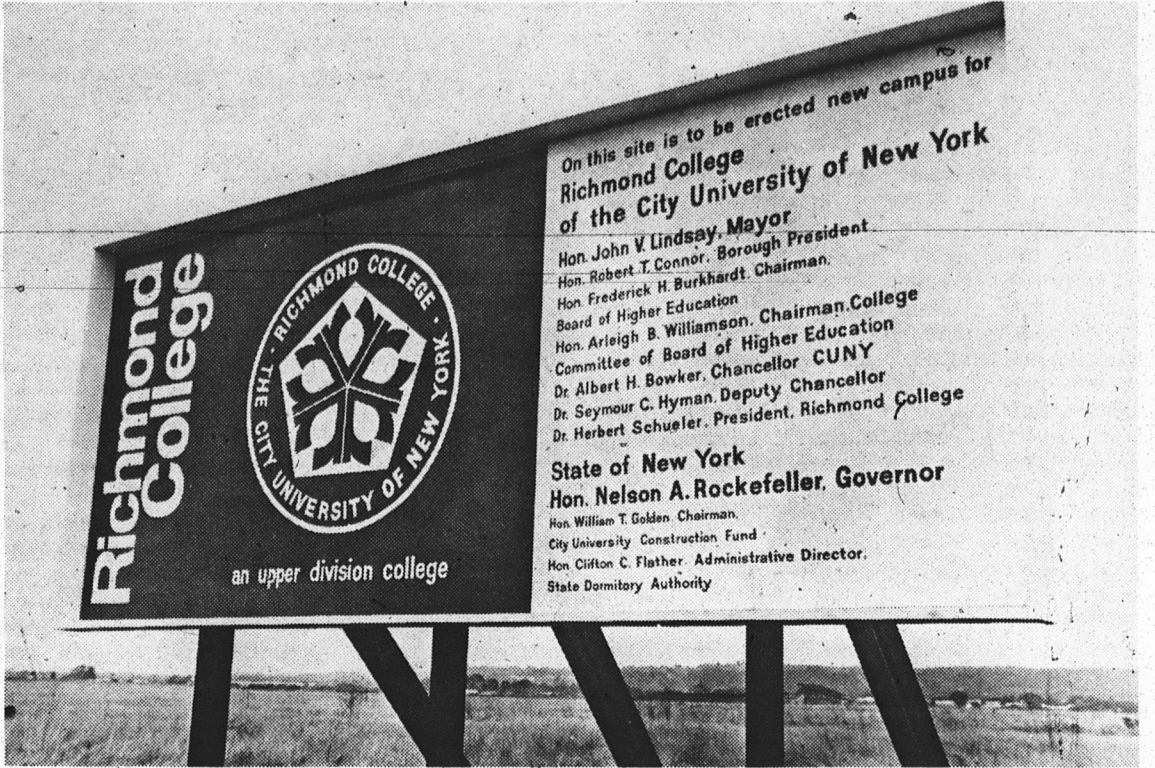


Photo: Staten Island Advance

Letter: Get Tough, Get Moving

from p. 2

know where it's at. I'll lay it on you straight: get your thing together and cross the line. If you don't make an effort to speak the students' language, they won't bother to learn the one you're teaching.

The students look around at the professors and see but a few that are in tune with their needs and expectations. And most of the professors they see are "old". Old. Old. They have old thoughts. They use old books. They write, with tired, old hands. They look old. They talk old. They teach old. And they can't see beyond the margin of a page yellow with age.

The students want dynamic teachers with living courses that grow within the mind, decorate the mind, design the mind not clutter it. A student required to take 4-6 semesters of a language curriculum should be able to carry on light conversation with a native of that language. Upon completion of the requirements, moreover, a student should feel that his time was well-spent and he could be able to encourage others to study languages while he himself goes on to read great literature and travel among natives of his second language.

The only thing between this and reality is the teacher. The students rate us D. We get a few quality points perhaps. At least we don't fail. We'll go on. But we're...just there. And that's all. Now isn't that a nice situation to offer a new Doctor of Philosophy.

You tired ones, move over. There's a new breed of teacher-scholar and scholar-teacher on the market. And we don't like what we see. We're going to try and change things. We're going to restore faith in the language requirement and recover lost prestige. We're going to talk with, not at the students. We're going to sit down in the student cafeteria and see what's happening. We're going to start explaining more fully why a second language is important in a modern curriculum. We're going to offer new courses and experiment with new techniques that are flexible enough to embrace the various contemporary views of the truth. We're going to impress upon the graduate assistant his tremendous responsibility in teaching the beginning language courses. We're going to treat language majors as

they ought to be treated: as our lifeblood.

We're pulling our elders from their high horses because the horses are lame. And our necks are strained from looking up to see who's riding. We want change. We demand that you do something. If help and LOTS OF IT doesn't come, some of us will split ("go away") to greener fields, no pun intended.

At 26 years young, perhaps I have much to learn. But some of my colleagues at 36, 46, 56 and 66 don't seem to have learned it.

French language and literature mean a great deal to me. But I don't want a dying profession. I'm young, bright, aggressive and enthusiastic. And I want, nay demand, a similar profession. For now I'll build on this one. I see a long and lonely road, with you at the other end. Now either step aside or meet me halfway. But hurry. I already started walking. A Ph.D. ago.

Dr. George Nayef Kayatta
Assistant Professor of French
at a major N.Y. City University

NITE STUDENTS TAKE HEART PROFESSOR KRAMER FIGHTS FOR NIGHT STUDENTS

MEMORANDUM TO: Richmond College Faculty
FROM: Professor Kramer, Social Sciences
DATE: October 9, 1970

I am once again asking the faculty of Richmond College to take a look at our evening program for undergraduates. Despite assurances at the last faculty meeting that something would be done, nothing has been; and the evening undergraduates are still complaining about the lack of courses available to them. A few figures will show that their lamentations are fully justified. For example, the Humanities Division offers only two undergraduate courses at night, both in Drama, which means that evening students are effectively precluded from majoring in English and Foreign Languages. Social Science gives seven; but Integrated Studies, Anthropology and Economics are unrepresented here. The omission of the last-named is especially unfortunate, as many night students want to specialize in that discipline. The Natural Science Division offers thirteen evening and undergraduate courses; but appearances are deceiving, for Biology and Physics offer a grand total of none.

(N.B.—Unlike the Richmond College Schedule of Classes (from which document the above figures were drawn) I do not consider a 4:30 class as an evening or night course, for they are of no use to students with a 9 to 5 job.)

Because our evening program seems moribund, I am going to move...that the faculty...appoint one man or a committee to study the patient and to report one man or a committee to study the patient and to report his findings and suggestions to us at the December faculty meeting. I would recommend that those who carry out the study ask themselves questions such as the following.

- To what extent is there an unfulfilled demand for evening courses now?
- To what extent is there likely to be a demand for evening courses in the near future, given the existence of such at SICC and other community colleges?
- What sort of students take evening courses now?
- Would an expansion of the evening program relieve daytime overcrowding?
- Should the evening program be left as is, packed up, or expanded?
- If it is desirable to expand evening course offerings, how can this be done (e.g., give full-time faculty incentives to teach evenings, require each full-time faculty member to give an evening course one semester of every four, hire more part-time faculty, etc.)?
- Should we appoint a Dean of Evening Studies?

For The Sake of The Common Man: A Pre-Review

All commonplace Richmond students be wary! A treat guaranteed to tantalize the uncommon man at the college is being planned by the dramatic arts people of the Humanities division. A rare delicacy (an ordinary man might think) among theatre sweetmeats, this entertainment is accorded the blanket title of **PLAYS 3**. But, inasmuch as "Theatre Practice"—the course on whose behalf this theatre production is being prepared—has the official license and, ostensibly, the credentials for concocting such a show, this "sweet" may leave in the normal mouth a sour aftertaste.

However upon the tongues of those who have acquired tastes, the uncommon people, this delicacy—three servings of contemporary theatre—will be savored with a most delicious relish. To such enlightened personage—who are generally inaccessible, usually enigmatic...elite, an opportunity to observe rats as metaphor would create within their minds pangs of anticipation. So one of them should see Israel Horovitz's play. Such refined sensitivities would take special delight in knowing the remedy for crabs in the pubes. So one of them should see Sam Shepard's play. These not-so-

common would masochistically stir up their cynical appetites in order to witness a technicolor, blushing Doris Day type...watch her meet a fate as worse as death. So one of them should see Jean-Claude van Itallie's play. One should see them all, if one is uncommon.

The common fellow however is in store for a few of those underground, avant garde pieces of theatre, which baffle minds with their sometimes esoteric meanings, and which always charge the senses with...**AROUSEMENT**, physical and emotional.

"Offense" is a prime vocabulary word succinctly reserved by we commonplace, precisely for that which produces true repugnance; not so for **PLAYS 3**, truly. But one's heart palpitates in short quick strokes when one thinks that fine gentlemen like Messrs. Horovitz, Shepard and van Itallie would allow such droppings of overripe fruit to fall on the public's face. From the fields of their fertile minds they bear Indian maize stunted and deformed, and not the more palatable brand of good, common, selectively bred American corn, with which we are more familiar and enjoy.

Theatre is a sweet drink, light and refreshing which, when gulped wholly and full-heartedly as all hale and red blooded commoners do, leaves whirling within the mind the fine delirium of uplift—escape from care and woe. Why think and analyze; why be teased by artistic technique? The Theatre Practice people ask us to be, and the playwrights ask us to be, and even the uncommon, the so called "in crowd", asks us to be. But it is not to be that is the solid patriotic course of even the least common of the commons. A belch to us all.

Dirk T. Washrag



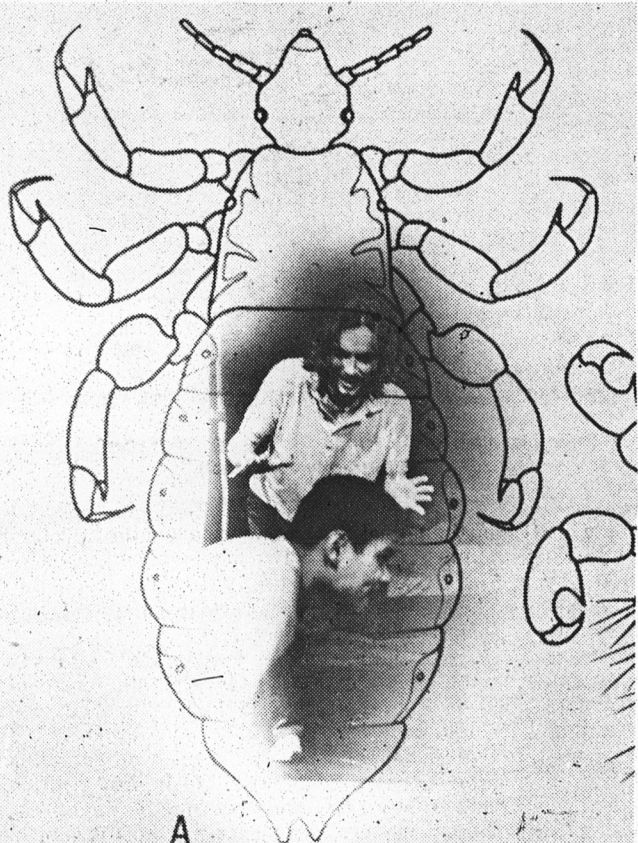
JERI

"Butterflies Are Free", now playing at the Booth Theatre, may be considered Black Comedy as it humorously deals with the pleasures and perils of a young blind boy, out on his own in New York. Don Baker was born blind and has always been sheltered by his over-bearing but much loving mother. This is his first break away from home and he moves into a Greenwich Village "pad" complete with a bed that is raised so that one needs a ladder to reach it, a bathtub which is under the supper table and a door which connects him with Jill—the free living chick who moves in next door. The play juxtaposes Don's physical blindness to the world around him and Jill's spiritual blindness to her own motivations and in the end of course, it is Don who shows Jill how to "see". Corny as this may seem, it really isn't, for the play is done with caustic comedy rather than with sticky sentimentality.

Kipp Osborne as Don Baker has captured just the right amount of bite and sincerity to make his role believable. Although he definitely comes off as a "beautiful person", he does not border on saintliness. Kathleen Miller as Jill gives a very satisfying performance also, even though at the beginning she is a bit too lightly in her efforts to show the audience that she is the "butterfly." Her delivery of the laugh lines is subtle but not slight, and I would guess that we did not miss one of them. Rosemary Murphy as the mother certainly shows herself to be a fine actress. She appears to be a very real mother in a very real situation, but the way she is billed in the play peeves me. Although her part is smaller in size and actually less important than either of the two mentioned above, she is given top billing. I realize that this is most likely because her list of credits is considerably longer and therefore more impressive than either Mr. Osborne's or Miss Miller's but I feel that in this particular play she nonetheless should receive third billing. It was very strange at the end of the show to see someone with the third starring role taking the final curtain call and her applause did not warrant it. I suppose this is merely theatre politics but to me it seemed silly and made Miss Murphy appear foolish.

The blocking in this play is particularly important, (blocking is a theatrical term for the way in which the actors move about the stage), and Milton Katselas, the director, has done an excellent job with it. Don, because he is blind, must move carefully, and does so in such a way which contrasts strikingly with Jill's spasmodic strides. As Don relaxes into a chair, Jill temporarily alights on a table top. One would think that because of the way the two of them move, Don would appear confined and afraid, and Jill free and easy. However, because of Mr. Katselas' acute direction one comes to realize that Jill's impulsiveness actually signifies fear of permanence—of commitment—of the very stuff of life, and shows us that all butterflies are not necessarily free.

"Butterflies Are Free" should please audiences everywhere but I would especially recommend it to college students as it deals with a fear that many of us are now grappling with—the fear of love, confinement, and commitment.



Pictured here are Hugh Lynch and Tony Gomez rehearsing for "Rats."

Underground Theater, Five Flights Up

Coming to a theater near you, four nights only (November 11, 12, 13, and 14) for your viewing pleasure, three (count 'em, three) avant garde (underground) plays guaranteed to please the common man with uncommon taste. The three plays, "I'm Really Here" by Jean-Claude Van Itallie, "Red Cross" by Sam Shepard, and "Rats" by Israel Horovitz will be presented on the above-dates in the theater, 350 St. Marks Place (fifth floor.)

Each play has several themes and can be enjoyed on many levels. If asked to summarize the basis of each play, one might say that "I'm Really Here" is a clever satire on the character and movies of Doris Day; "Red Cross" is an intensive study on various kinds of paranoia; and "Rats" provides a stirring commentary on life in our society, while urging us to 'live and let live'.

This year's Theatre Program will differ somewhat from previous years in that all three plays will be performed 'in the round' (whereby the audience surrounds the stage)

and they will all be student directed. Stanley Browne, Mickey Green and Marc Suess will each direct one play.

Stanley Browne, who will direct "I'm Really Here", is no stranger to the world of theatre. At Kingsboro Community College he was the lighting director for "Agamemnon" and "Tiger At The Gates" while also performing in the latter. He also starred in "Oh, What A Lovely War" while serving as that show's technical director. Last year, here at Richmond, he was featured in Roy Goldblatt's "Les Follies American", was actively involved in every theatre project (including the well received children's plays), and directed three "Pollution Plays", which were performed at Union Square on Earth Day. In addition, Stanley has also acted in a movie for the board of higher education. "I'm Really Here" will feature the acting talents of Christina Arcaro and George Speerin.

Mickey Green's track record is equally impressive. Since coming to Richmond last year, he has done

a lion's share of the technical work. He comes to us from New York Institute of Technology. He has studied television techniques, and, following such pursuits, he has written, directed and acted in the field. He is also experienced in the technical end of that media, such as lighting and camera work. As a director he will be making a transition from electronic media to the live stage with "Red Cross". Roy Goldblatt, Marcia Muraskin and Ruth Rugoff will do the thesping for that show.

Marc Suess, a talented playwright, will make his major directorial debut with "Rats". (Last spring he directed one of the children's plays.) Marc's own plays, such as "The Mama" have been well received here at Richmond and outside the college as well. He has recently put the finishing touches on his latest work, a full length drama titled "The Assassination". He knows "Rats" inside out, being a personal acquaintance of the play's author, Israel Horovitz. This, plus his knowledge and love of theatre arts,

should enable him to be as fine a director as he is a playwright. Starring in "Rats" are Sam Agar and Hugh James Lynch.

I'm sure that Messrs. Van Itallie, Shepard and Horovitz will be happy to know that their plays are in good hands here at Richmond. And I'm sure that everyone reading this will be happy to know that such a promising evening of entertainment can be yours for only one dollar for students, and a dollar and a half for the public-at-large. The curtain rises promptly at 8:00 P.M. each night. For those who cannot make any of the night performances, there will also be a matinee at 3:30 P.M. on Thursday, November 12.

It's going to be the first matinee given by the theatre practice folks. Since it is well worth watching twice, here is your chance to buy two tickets on the same day to see the same show twice and own two ticket stubs! They make excellent book markers.

by B. L. Zebub

**PLAYS
THREE
NOVEMBER
11,
12,
13
&
14
SEE THEM
AT
RICHMOND
COLLEGE
THEATER**

NOTES ON ROCK

What is happening to Rock? Sound like a strange question? I don't think it's all that strange. The music scene goes through a definite pattern of good to bad, and back to good. If you consider the new wave of rock sounds since sixty-four, the pattern is quite evident. After the Beatles, came that influx of British invaders, all bent on making a buck in the colonies. The amount of good music and groups on the scene died for a while, only to return with the combatting American group scene, based in the West. While this was happening, the East was splitting up groups fast and furious, and just as quickly, the public looked on towards a new sound. Back from England came the real heavies, Hendrix in the lead. From then on, until the present it's been a steady flow of English and American groups coming to the top, remaining for a short and glorious moment, and plummeting back into the dying embers of their own bag. At times in this steady flow, there is a break. The break comes unexpectedly, and lasts long enough to take the attention away from the group scene and turn it

towards the single performer, the folk artist, the country singer, etc. The sudden influx of people like James Taylor, Elton John, Livingston Taylor, Randy Newman, and others illustrates my point. Who is there on the group scene making the impact of these performers go unnoticed? No one, I can assure you.

I recently got an opportunity to hear two of the more recent group arrivals; Humble Pie, and the James Gang. Appearing together, these two groups are the most typical of the present new load of trash that has noisily appeared on the scene. Not that I, as a guitarist, don't appreciate the use of electronic gimmickry, when it is properly presented. But in the case of these two acts, the amount of feedback, thudding bass lines, and tinny drum breaks is far beyond annoying.

I must agree with Steve Graham in B.A.D. (Boston After Dark) who said upon hearing the James Gang: "one could not help but become pessimistic about the future of rock". How true. Lead guitarist Joe Walsh, admittedly held my attention for a short period

with his amazing, but mechanical speed, and his ability to pull off a barrage of licks that would burn the fingers off of many a guitarist. But the dullness of the sounds, the obvious lack of involvement on the stage caused me to become quite disgusted and depressed.

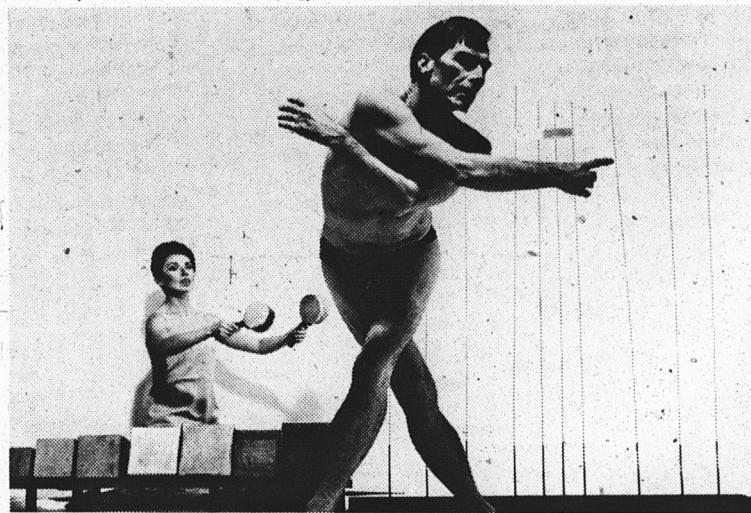
Humble Pie, who's album is being much played on the FM lately, proved to be a bit more exciting, but their material also proved to be too cluttered and noisy. The dual lead guitarists interested me, until they started to play. Peter Frampton and Steve Marriott are well versed in the technique of the electric sound, but their alternating riffs were so similar in feedback content, that one could not tell who was playing what. Their biggie—"Live with me", proved to be the only truly interesting sound on the bill.

To sum up, I must admit that I regret having to present a review like this one. All I can say is let's all get together and hope for a sudden onset of Claptons, Winwoods, Lennons, Mayalls, Joplins, (Rip) Garcias, and talent! F.T.M.B. Alan David.

LYCEUM SERIES PLAYS ON

The first event of the Lyceum Series, the Erick Hawkins Dance Company, took place on October 11th in Staten Island Community College Theater for an audience of about seven hundred people. The performance, to use the words of Laugh-In's noted Chinese sage, was "very interesting" but not very pretty. Erick Hawkins was billed as the dancer who "has brought back the spirit of an American man's dancing to American dance," but the dance (admittedly from a layman's point of view) had a weird sustained yet disjointed quality that left me with the feeling of watching pantomime spacemen. The pantomime, fortunately, was quite good—it had to be, they ran out of programs and it was still possible to guess the title of the dance.

The troupe performed to live music, composed and performed by Lucia Dlugoszewski. Though many, no doubt, prefer a more traditional handling of the Steinway, Miss Dlugoszewski's technique involved plucking, banging, and rubbing the wires of the open grand piano not only with her hands but with glass bottles, paper clips and drumsticks. The geometric costumes, the "oriental-computerish" sounding music, the interpretive modern dancing, combined to make the performance something to be seen and enjoyed once, but not more than that.



Erick Hawkins and Lucia Dlugoszewski (composer in residents) in "Geography of Noon."

Flock to Free Flicks

MAKE SURE YOU CHECK WITH EACH PROFESSOR BEFORE GOING TO SEE ANY MOVIE

title of film	date	instructor	division	time	room
Dekacroix Peintre De L'Islam	11-4	A Levine	Hum.	9 a.m.	606
Le Peintre Et Le Poete	11-4	A Levine	Hum.	9 a.m.	606
Heredity & Prenatal Dev.	11-4	Waldman	Pro. Stud.	1 p.m.	706
Terrible Twos & Trusting Threes	11-4	Waldman	Pro. Stud.	1 p.m.	706
Frustrating Fours & Fascinating Fives	11-4	Waldman	Pro. Stud.	1 p.m.	706
Education in the Soviet Union	11-5	Fedyshyn	Soc. Sci.	10:50	604
Race and Nationality in the U.S.S.R.	11-5	Fedyshyn	Soc. Sci.	10:50	604
Family Circus	11-5	Cheiken	Prof. Stud.	10: a.m.	733
What's Happening	11-5	Sherman	Soc. Sci.	11 a.m.	808
Manifesto	11-5	Sherman	Soc. Sci.	11 a.m.	808
24th & Tomorrow	11-5	Sherman	Soc. Sci.	11 a.m.	808
Wonder Ring	11-5	Sherman	Soc. Sci.	11 a.m.	808
The City	11-5	Tamasi	Soc. Sci.	12:50	701
Tom Jones	11-5	Barsum	Hum.	2:40	601
The Italian Straw Hat	11-5	Mast	Hum.	2:40	606
Distant Journey	11-5	Liehm	Hum.	4:30	606
Shyness, Social Development	11-5	Cheiken	Prof. Stud.	10:00	733
Mark Twain's America	11-6	Lutzker	Soc. Sci.	2:40	810
The Easy Life	11-9	Quart	Soc. Sci.	11:00	808
How We Explore Space	11-9	P. Goldberg	Sci. & Eng.	4:30	810
State of the Earth	11-9	Rust	Prof. Stud.	6:20	610
The World Turned Upside Down	11-10	Fedyshyn	Soc. Sci.	9:10	702
The Other Face of Dixie	11-10	Tamasi	Soc. Sci.	11:00	606
P'Aventura	11-10	Saez	Hum.	11:00	523
Warrendale	11-10	Kuppersmith	Soc. Sci.	12:50	701
Your Community is a Classroom	11-10	Tamasi	Soc. Sci.	2:40	606
The Millious	11-10	Mast	Hum.	2:40	731
Focus on Behavior—	11-10	Harris	Prof. Stud.	4:30	606
The Social Animal					
The Rainbow	11-10	Liehm	Hum.	3:00	713
Material Objects Overview	11-11	H. Goldberg	Prof. Stud.	3:00	713
Don't Tell Me, I'll Find Out	11-11	H. Goldberg	Prof. Stud.		
How We Study the Sun	11-11	P. Goldberg	Sci. & Eng.	4:30	810
Rachel Rachel	11-11	Chesler	Soc. & Sci.	2:40	808
Black Protest, Black Power	11-12	Tamasi	Soc. & Sci.	9:10	702
Red Dessert	11-12	Nachman	Soc. & Sci.	12:50	808
Preface to Life—	11-12	Cheiken	Prof. Stud.		
Heredity and Prenatal Development					
Oedipus Rex	11-13	Suther	Hum.	2:40	604
Introduction to Behavioral Counseling	11-16	Cheiken	Prof. Stud.	10:00	733
Focus on Behavior—	11-16	H. Harris	Prof. Stud.	11:00	606
Learning about Learning					
Faces	11-16	Quart	Soc. Sci.	12:50	808
Julius Caesar	11-16	Roberts	Soc. Sci.	4:30	603

Coming to SICC on the 14th of November as part of the Lyceum Series is an outstanding chamber orchestra, The Master Virtuosi of New York, directed by Gene Forrell. The solist of the evening will be Leonard Arner, principal oboist of the Master Virtuosi and also one of the musicians of the Chamber Music Society of Lincoln Center.

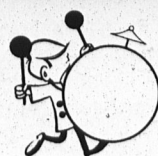
If swing is more your thing, Julian "Cannonball" Addlerly will be stopping in to Richmond at 11:00 AM, Tuesday the 17th, for about an hour to rap about black music. In the afternoon, he'll be at Wagner for a jazz workshop, and the following evening he and his quintet (Nat Addlerly, Josef Zawinul, Roy McCurdy, and Walter Booker) will be featured at an 8:00 PM concert at the Brooklyn Academy of Music. Along with his group that evening will be guest stars Ron Anderson and the Versatiles, and the "Schaefer Talent Hunt" winners. The Addlerly project is supported by a grant from the National Endowment for the Arts in Washington, D.C., the Brooklyn Academy of Music, Richmond College, NYC Community College, Wagner College, and the F&M Schaefer Brewing Co.

NOTE: The Lyceum Series, for those of you who missed the explanation in the last edition of the paper, is a joint project sponsored by Richmond College and SICC Kaleidoscope Committee. Tickets and information for these performances can be obtained from the Cultural Affairs Office to the right of the main floor lobby on Stuyvesant Place.

—Luisa Stellini—



Nat and Cannonball Addlerly.



To anyone interested in music: The first meeting of the Richmond College Music Society will be on Monday, November 9th at 3:30 PM in room 505 at 350 St. Marks Place.



RETROSPECTUS: CAMPAIGN '70

With elections just over, it is with interest that we view the campaign's final unraveling. It was hard to find a conservative who talked about anything other than the violence in the street, dope addiction, campus unrest, and welfare cheating. Perhaps they felt these were the most important issues of our time. Even on these very issues their legislative offerings were heavy handed, clumsy, and inefficient. They showed little regard for constitutional guarantees. Typical is the D.C. crime bill which among the many needed provisions (to enlarge judicial budgets) were several shabby, stop-gap, and irresponsible measures. On drug addiction, again only minimal stress on corrective procedures but plenty of effort to enlarge penalties for pot smoking. This is the smoke screen that is no less an opiate than the many drugs they are supposed to curb. It would take money to implement addiction programs, this money would be going to the public sector which is something that conservatives are loath to support. Welfare is another example of where the necessary funds to administer a just welfare system (which doesn't exist now anyway) are choked at every turn, thus the dismal performance of the bureaus which are supposed to run an efficient system. For all Agnew's railings against giving terrorists the publicity they want, he talked of little else. Constant were his warnings of doom and revolution. The threat is not from a few institutional bombings but from the hysterical reactions to them by Agnew and his friends. His rebel rousing scare speeches which blamed "permissiveness" rather than hypocritical and devious administrations in perpetuating the evils of our society that drive people to desperate acts.

What about the real issues? The job elimination, inflation, decaying housing, pollution and money starved educational institutions and programs were conveniently forgotten. This is omitting the idiotic "war" which appears to be heading for some sort of solution due to constant popular pressure for it to do just that.

Fine examples of the anti-working class nature of all "Conservatives" both Republican and Democratic was the support by them of the school and hospital construction veto of Nixon as well as their opposition to all legislation designed to aid working class peoples. The industrial safety bill by Daniels and Williams faced a presidential veto unless watered down. Nixon, friend of the working people. Nixon and his fellow corporate puppets have opposed the comprehensive health care advocated by that horrible liberal radical Kennedy. Conservatives opposed aid to public schools, increased social security benefits, decent unemployment compensation, increased personal tax exemptions, and have always been a road block to meaningful consumer fraud protection. School lunches supplied free of charge to youngsters whose families earn less than 4,000 per annum, a stop-gap sort of measure but deserving a positive vote, was opposed by Nixon hacks. The Voting rights act of 1965 due for extension was to be watered down by the Hruska efforts to table the bill in its present form. Hruska parroted Nixon's feeling that there is too much democracy in this country already.

Money to rebuild cities was obstructed by administration cronies as the Hart amendment was voted down. Gore's tax reform bill to up personal exemption

aiding the lower middle class working people with families was struggled to a compromise by Nixon backed reactionaries. The Fannin amendment to castrate unions financially if they engage in political activity flunked in spite of conservative enthusiasm. The Javits union postal shop amendment was beaten back by Nixon allies. Surtax extension carried by 5 votes in the House. Congressman Murphy voted for extension. He also voted for a slave labor provision in the Family Assistance Act. Defeating the AFL-CIO sponsored amendment forced the wages paid to needy people in their new found jobs union scale so as not to undercut organized labor. However, Mr. Murphy did appear to vote for humanity about 70 percent of the time. The old State's Righters tried to keep anti-poverty programs under the aegis of the states. This was fortunately defeated by straight thinking people. Moves to lower interest rates by creating a national development bank to ease mortgage security by the little people in America, it's working class majority, was defeated by a conservative coalition. The list is long and dreary. Nixon and his conservative friends, both Democratic and Republican, with their corporate mentalities and ideologies have slapped down the silent American majority time and time again. Thurmond, Stennis, Hruska, Goldwater, both Jr. and Sr., Dole and the like have voted against America on all of the above issues. Chisholm, Ottinger, McGovern, Gore, Hatfield, Goodell, Javits, Williams, Muskie, Tydings, McCarthy, Kennedy, all voted for America and against our corporate rich who want the whole pie and who paid to have the Nixon-Agnew regime parrot their cause. Evidently those horrible, horrible radical-liberals are horrible because they dare challenge the

interests of G.M., Mobil, Rockefeller etc. Evidently these people haven't completely forgotten just who the hell the silent majority is. But to even the score a little, American Liberalism hardly has a record to be proud of in not being sufficiently militant and in not focusing this nation's conscience on its fatal flaws. Whether by "benign neglect" or any other idiotic catchphrase, the American government has not addressed itself to any sort of comprehensive and serious destruction of racial injustice in this land. By the nature of our phony two party monopoly on serious politics with their huge campaign expenditures, average people with ability and intelligence and the independence in not wanting to be somebody else's hack are not permitted to be heard or seen. Being a Politician in America means that you have already sold your soul to the company store. The words "economic status" must be forever included in the phrases along with race, creed, color, sex and national origin, if America is ever going to be taken seriously.
SOCIALISM NOW! MIKE C.

Spiro T. & The GOP's: A Record Review

by David K. Moseder

Last week I received in the mail a sample phonograph record entitled "Spiro T. Agnew, Speaks Out." It was a free gift from the Sustaining Fund Membership Program of the Republican National Committee. Enclosed with it I found a letter that informed me that a full 12" double sided LP recording of the same title would be sent to me as a gift for a mere 10, 25, 50, 100 dollar or more contribution to the Republican Party. At that price, I doubt if the album will make it very high on the hit charts. I mean, it's not even in stereo. But I was intrigued by the sampler (which may be Spiro's first single) so I've chosen a few excerpts from it along with my reactions.

The opening speech is a blockbuster. "It's time to stop dignifying the immature reactions and actions of an arrogant, reckless, inexperienced element in our society." I never realized how dignifying bullets, billy clubs, fire hoses and tear gas were. Now tell me, Mr. Agnew, who is more arrogant than the man who

pretends to be the leader of all the people, but refuses to listen to the protestations of a concerned group of citizens? What is more reckless than being inspired by a motion picture to go and invade a non-warring nation? And no one is more inexperienced in the lives of slum dwellers and migrant workers than those who were brought up as Nixons or Buckleys or Rockefellers, never knowing what it's like having to beg or steal in order to live like human beings? As for you, Mr. Agnew, your incessant attack on anyone whose political views differ from yours (radicals, liberals, and even not-so-liberal democrats such as J. W. Fulbright) represent the height of immaturity, arrogance and recklessness. Is it possible to disagree with you without being insulted or labeled an "Impudent snob", "liberal-radical" or "Marxist-revisionist"? I don't believe you would dignify me with an answer, so I'll go on with the next quote.

On the subject of the so-called

Cont. p.15

IT'S DISGUSTING:
THAT GUY'S SITTING
THERE SMOKIN' DOPE
AND THE CHEIF SAYS
NOW IT'S ONLY A
MISDEMEANOR !!



HEY! WAIT A
MINUTE! NOW HE'S
PASSING THE JOINT
OVER TO THE OTHER
GUY!



GREAT!
NOW I CAN
BUST HIM FOR
DEALING !!



An Open Letter to College Students

As a 1970 college student, you belong to the best educated, most sophisticated, most poised generation in our history.

The vast majority of you, I am convinced, sincerely love America and want to make it a better country.

You do have ideas of your own—and that's good. You see things wrong in our society which we adults perhaps have minimized or overlooked. You are outspoken and frank and hate hypocrisy. That is good too.

There's nothing wrong with student dissent or student demands for changes in society or the display of student unhappiness over aspects of our national policy. Student opinion is a legitimate aspect of public opinion in our society.

But there is real ground for concern about the extremism which led to violence, lawlessness, and disrespect for the rights of others on many college campuses during the past year.

The extremists are a small minority of students and faculty members who have lost faith in America. They ridicule the flag, poke fun at American institutions, seek to destroy our society. They are not interested in genuine reform. They take advantage of the tensions, strife, and often legitimate frustrations of students to promote campus chaos. They have no rational, intelligent plans of the future either for the university or the Nation.

The extremists are of wide variety: adherents of the Students for a Democratic Society (SDS) including the Weatherman; members of the Young Socialist Alliance (YSA), the Trotskyist youth group; the Communist Party's Young Workers Liberation League (YWLL). Or they may be associated with the Student Mobilization Committee to End the War in Vietnam (SMC), a Trotskyist-dominated antiwar group.

Many are not associated with any national group. The key point is not so much the identification of extremists but learning to recognize and understand the mentality of extremism which believes in violence and destruction.

Based on our experience in the FBI, here are some of the ways in which extremists will try to lure you into their activities:

1. They'll encourage you to lose respect for your parents and the older generation. This will be one of their first attacks, trying to cut you off from home. You'll hear much about the "failures" and "hypocrisy" of your parents and their friends. The older generation has made mistakes but your parents and millions of other adults worked hard, built, sacrificed, and suffered to make America what it is today. It is their country too. You may disagree with them, but don't discredit their contributions.

2. They'll try to convert you to the idea that your college is "irrelevant" and a "tool of the Establishment." The attack against the college administration often is bitter, arrogant, and unreasoning. SDSers, for example, have sought to disrupt the colleges by demanding the right to

select professors, determine the curriculum, and set grading standards.

3. They'll ask you to abandon your basic common sense. Campus extremism thrives on specious generalizations, wild accusations, and unverified allegations. Complex issues of state are wrapped in slogans and cliches. Dogmatic statements are issued as if they were the final truth. You should carefully examine the facts. Don't blindly follow courses of action suggested by extremists. Don't get involved in a cause just because it seems "fashionable" or the "thing to do." Rational discussion and rational analysis are needed more than ever before.

4. They'll try to envelop you in a mood of negativism, pessimism, and alienation toward yourself, your school, your Nation. This is one of the most insidious of New Left positions. SDS and its allies judge America exclusively from its flaws. They see nothing good, positive, and constructive. This leads to a philosophy of bitterness, defeatism, and rancor. I would like you to know your country more intimately. I would want you to look for the deeper unifying forces in America, the moods of national character, determination, and sacrifice which are working to correct these flaws. The real strength of our Nation is the power of morality, decency, and conscience which rights the wrong, corrects error, and works for equal opportunity under the law.

5. They'll encourage you to disrespect the law and hate the enforcement officer. Most college students have good friends who are police officers. You know that when extremists call the police "pigs" they are wrong. The officer protects your rights, lives, and property. He is your friend and he needs your support.

6. They'll tell you that any action is honorable and right if it's "sincere" or "idealistic" in motivation. Here is one of the most seductive of New Left appeals—that if an arsonist's or anarchist's heart is in the right place, if he feels he is doing something for "humanity" or a "higher cause," then his act, even if illegal, is justifiable. Remember that acts have consequences. The alleged sincerity of the perpetrator does not absolve him from responsibility. His acts may affect the rights, lives, and property of others. Just being a student or being on campus does not automatically confer immunity or grant license to violate the law. Just because you don't like a law doesn't mean you can violate it with impunity.

7. They'll ask you to believe that you, as a student and citizen, are powerless by democratic means to effect change in our society. Remember the books on American history you have read. They tell the story of the creative self-renewal of this Nation through change. Public opinion time after time has brought new policies, goals, and methods. The individual is not helpless or caught in "bureaucracy" as these extremists claim.

Cont. p.15

ELECTIONS

SOME OF THE CANDIDATES

KEY

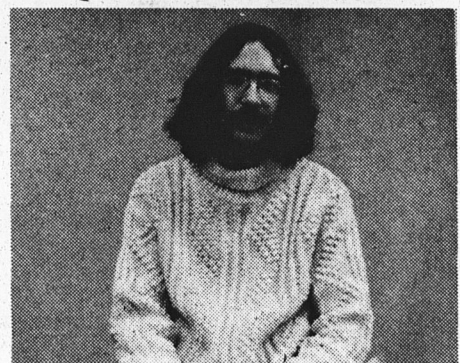
- A.C. is Articulation Committee
- A.S.C. is Admissions and Standing Committee
- C.A.C. is Cultural Affairs Committee
- C.I.C. is Curriculum and Instruction Committee
- R.C.A. is Richmond College Association
- R.G.C. is Research and Grants Committee
- S.C. is Student Council
- S.F.G.C. is Student-Faculty Grievance Committee
- S.L.C. is Student Life Committee



SALLY AERTS
R.C.A.

Background: Junior at Richmond; psychology major; honor graduate SICC; divorced ("liberated"); 2 children; 12 yrs. N.Y. resident; Objectivist.

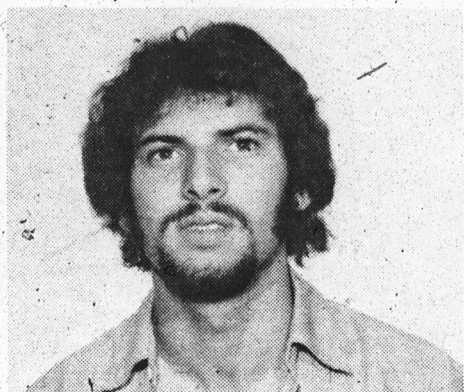
I would like to be elected to RCA because I believe my ten years experience in business and law could be helpful in improving the handling of funds at Richmond. As a five year resident of Staten Island (plus seven in Manhattan) and an honor graduate of SICC, I have gained considerable knowledge about the community and its relationship to Richmond College. I would like to work toward improving this relationship through coordinated college-community projects.



MARTY AMSTER
S.F.G.C.

I cannot pretend to be a politician, I'm not even into pretending if I could. But what I am concerned with is the fact that we, more than any other school in the country, have student power or the potential to have real meaning, real effect as to what we can accomplish at Richmond. I believe that we have all this within our grasp. We can do it. I want to try...

VOTE



JOHN M. ARAGONA
S.F.G.C.

I am John M. Aragona, a native of Manhattan, now residing on Staten Island. An alumnus of Brooklyn Technical High School, a transfer student at Staten Island Community College, presently a junior majoring in mechanical engineering, with full desire and determination of entering law school. A member of the Richmond College Engineering Society, and The Institute of Electrical and Electronic Engineers, and a student who is very concerned of the future of the engineering and science students on our campus.

Experience at S.I.C.C. has shown to me that even though engineering and science students are a major and vital facet of our college as well as our society, they tend to lack interest in their functions and decisions of their college. They appear to be a group which isolates itself from the rest of the student body. They fail to voice an opinion on issues; local and national, political or social. Well engineers, how about closing your textbooks for a minute on election day and at least participate in the student elections.



DAVID C. BARTHOLOMEW
Treas. S.C.

The 1970-71 academic year will be crucial in determining the future of Student Government at Richmond College and the degree of participation which we are to assume in the shaping of college policy. We are obligated to the newly established SGA

to set a precedent of responsibility in student leadership. If we elect students who will be active and effective in their roles, we stand only to improve life at our college and pave the way for increased student voice. If ineffective persons are to fill these positions then we will surely render ammunition to those who say students are a lazy lot which should be seen and not heard. This is why I have decided to seek the position of treasurer of SGA.

Treasurer is a position which can be only a title or a vital link among student organizations, faculty and RCA, as well as a voice in the direction of college policy. In my first six weeks at Richmond I have contributed to the Richmond Times, worked for the adoption of the new student constitution, served on an ad-hoc committee for the dean of students, and participated in the general faculty meeting. If elected I can offer active participation in student affairs for the next two years. Because I attend both day and evening classes, I will make myself available to students throughout the day.

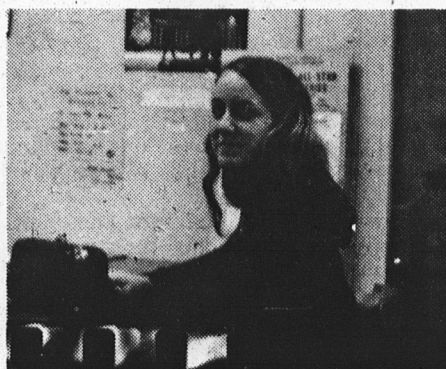
I invite you to attend a debate between the candidates for the executive board of SGA on November 4 at 1:00 P.M. in the student lounge. Decide for yourself who are the best candidates and make yourself heard—vote!

MIKE BATTAGLIA
S.C.

Since this is my first semester at Richmond and in CUNY, I am very ignorant of the whole situation here. But I feel that one of the best ways in which I will learn what Richmond is all about is to be a member of the Student Council. By being confronted with any problem that might come up, I hope to learn and I hope to help.

I have seen student governments in a few of the community colleges of CUNY become a laughing matter. By the reaction to the voting on the Richmond Constitution the same seems to be happening here. Give up apathy for a few minutes and vote. It almost seems paradoxical that one of the most liberal-minded learning institutions around is just as apathetic as the conventional college.

PLEASE VOTE!

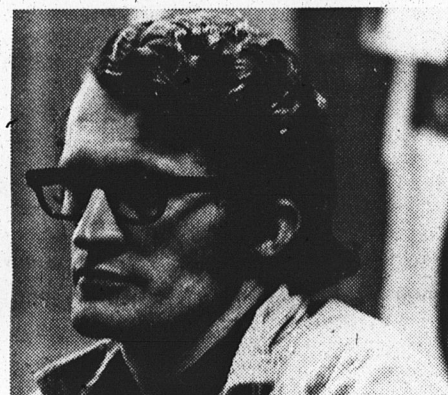


MARY BROYLES
R.C.A.

How can you become an active member of your college community? One way is through active participation in student activities. To me this means running for the

Board of Directors of the Richmond College Association (RCA) to help the Board put to use, effectively, the \$24.00 which each of us gave to Richmond in September. As a returning member of the Board I hope to show responsibility and fairness to all my fellow students.

If you are not able to run for any office, at least, be sure to vote in the elections.



BASIL J. COADY
Chrm. S.C.

Running for election to the Chairmanship of the Student Government Association was never before possible for me to do, because I did not have the time which one needs if he is to devote himself to such a position. I have, however, kept up with the workings of this school, and have assumed minor roles in various jobs. At present I am an elected member of the Student Faculty Curriculum Committee which reviews new courses that students or faculty may want in the future and has various other functions along these lines. As I have said, NOW I CAN participate more actively than ever in student affairs. NOW I have the TIME. NOW I ask for EVERYONE'S vote.

I will not promise, those who vote for me, anything. I refuse to practice such politicking. I will only say that I will announce all the problems, questions and answers that reach the Student Government office in a special letter every week. I WILL DO as good a job as possible. I want YOU to become involved with what is going on in this school, even if all you are able to do is vote and-or give suggestions to the Student Government.

VOTE in the STUDENT GOVERNMENT elections on NOVEMBER 4th, 5th, 6th, 9th and 10th.

IF YOU CANNOT GET INVOLVED, VOTE FOR A PERSON WHO IS ABLE AND WILLING TO DO SO.

Thank You.

BOB CUTLER
S.F.G.C.

ATTENTION: STUDENTS—RICHMOND COLLEGE
SUBJECT: ELECTIONS, GRIEVANCE COMMITTEE MEMBERS, STUDENT COUNCIL

Continued p. 8 col. 1

ELECTIONS

from p. 7 col. 4

NAME OF CANDIDATE: BOB CUTTER
QUALIFICATIONS: SENIOR, "I CAN REPRESENT STUDENTS ON ALL LEVELS", DEAN'S LIST

PERSONAL INTERESTS: AVID DEBATER, LOVES MUSIC, INTERESTED IN PEOPLE.

SPECIAL CHARACTERISTICS: "WILL FIGHT TO THE END FOR WHAT I BELIEVE IS RIGHT", "STRONG SENSE OF FAIR PLAY"—I CONSIDER ALL SIDES OF ISSUES.



MARK DAUGHERTY
S.L.C.

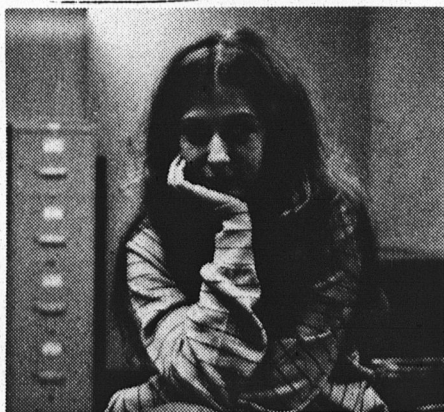
What is the Student Life Committee? A committee that deals with all aspects of Richmond College that in some way affect the Richmond College Students.

Who would be a good person for this committee? A person who has the experience in Richmond College affairs to make intelligent decisions and one who also has the ability and desire to take the appropriate action.

I feel that I am that kind of person. Last semester I was appointed to the Student Life Committee to fill a vacancy, and am therefore familiar with the ways in which the committee operates. I was also an editor of the RICHMOND TIMES all last year, and in that capacity have been involved in numerous events effecting the students at R.C.

So far this year I've attended the "Ad-Hoc Elections Committee" meeting, and the meetings to clear the cafeteria of non-college people. I was also a member of a committee to study the problems of the night students, and am now Managing Editor of the RICHMOND TIMES.

With all this in mind, I feel that I do have the necessary experience to be a valuable member of the Student Life Committee. Richmond College is more to me than just a place to get a degree. I care very much about the college, and in particular the student's role in its future.



JERI DAUGHERTY
R.C.A.; Sec. S.C.

Several years ago I was lucky enough to work for the Carnegie Corporation of New York—a grant making foundation. Because I was in charge of their central files, (a subject filing system) I had the opportunity to observe how they went about deciding which projects they would fund. I saw how

they did research into projects and how they figured out their priorities. I feel that this experience will be of great value to me if I am elected to the Board of Directors of the Richmond College Association, as it has final say in the allocation of student-activity fees. I also feel that I have the ability to be objective and fair, in that I will be able to separate myself from any partialities I might have toward certain interests. I further consider myself qualified for RCA as I am knowledgeable in Richmond College affairs and am now Editor-in-Chief of the Richmond Times—a position which forces me to keep abreast of what's happening at the college. Moreover, I have always considered myself to be a very honest and responsible individual.

One of the major reasons that I am running for Secretary of Student Council is that I would like to see changes made in the traditional duties of "secretaries." For instance, last year the secretary of Student Council always got stuck doing "the garbage work" and was rarely given any important responsibilities to carry out. In my opinion it is ludicrous for a person to be a full voting member on the Executive Body of a potentially powerful organ such as Student Council merely because he or she can take minutes, type, and make phone calls. Therefore, I would like to make the position of secretary one which, at least here at Richmond College, will be respected as a position denoting intelligence, responsibility, and power, and will be considered on a level with the other members of the Executive Board.

ANTHONY DOLCEMASCOLO
S.C.

Anthony Dolcemascolo, senior in Mechanical Engineering, Vice President of Engineering Society is a candidate for the Student Council. I honestly feel that once elected to this position that I will work hard to eliminate the apathetic feeling among the student body.

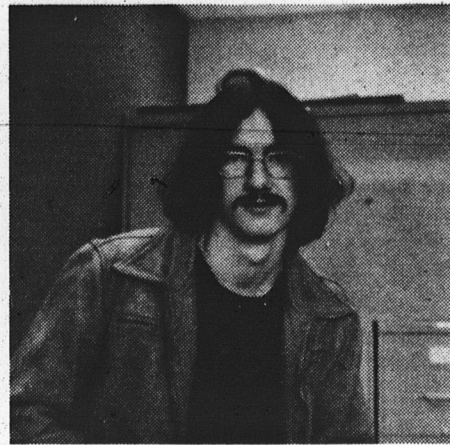


BONNIEGRACE DUGUID
S.C., S.L.C.; S.F.G.C.

Student Government, if run effectively, can be the most effective tool a student body has to foster good education, or if run inefficiently and poorly, it can be one of the more damaging forces in a college. Since the student government is now entirely a student organization it is up to the student body as a whole to insure that it gets a good government to represent its needs. Student government, if it is to be effective should not be a popularity contest, nor should it be a social organization for those involved. Rather, it should be a cohesive student movement whose main interest lies in representing the student body's needs.

I feel that I am one of the people qualified to represent the student body and its needs. I have been representing the student body in various capacities since beginning college three years ago and I feel that I am qualified to represent the student body of Richmond College. My student oriented activities have included the following: Student Council, Faculty Student Committee on College Publications, Campus Planning Student Faculty Committee, Student Life Committee, Cafeteria Planning Committee, and I served as a Student Court Justice for one year. I have participated in student leadership conferences.

Last year I was able to spend the academic year on CUNY's program of study abroad. This has given me an entirely new perspective of the needs and I feel that this experience will also help to make me more qualified to represent you.



JIM ENGLE
R.C.A.; S.C.

MYSELF.

I am a new student at Richmond majoring in American Studies and taking courses in Integrated Studies.

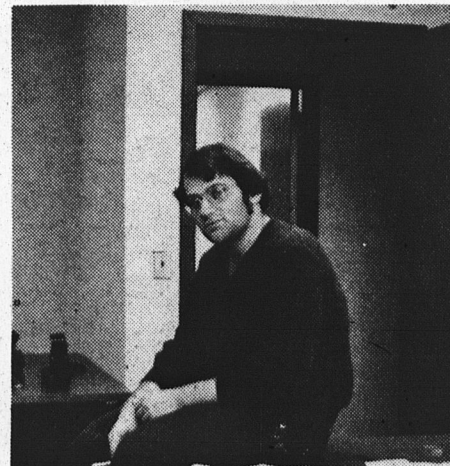
At S.I.C.C. I participated in many areas of politics, e.g. Student Government and the S.I.C.C. Association.

At Richmond I have sensed the need for a College Community, in the developing Integrated Studies Program I see the nucleus or model for a College Community. YOU—Richmond College students must govern yourselves!

Right now at Richmond some modest concessions have been made in the area of student participation in governance, but at the same time some major repressions have been lowered on all students of the City Universities in the form of "Rules and Regulations for MAINTENANCE of Public Order pursuant to Article 129A of the Education Law," these rules represent an oppressive force directed to deny the students the rights granted in the Bill of Rights and to completely do away with the notion of Academic Freedom. At this time it becomes evident that we must govern or be governed.

JOSEPH GOLDFARB
R.C.A.

My reasons for attempting to get on R.C.A. are manifold. I am sure that everybody who is running for R.C.A. will say their reason for running is "the proper allocation of funds." I agree with this simile, however, there is so much more to R.C.A. R.C.A. is interwoven into every facet of life in Richmond College. It is a vital bloodline and oxygen tank to student life and activities. One must indeed be willing to work hard, be adept at handling people and money. I, Joe Goldfarb, Secretary of Engineering Society, Peacenik, Freaknik, heavy greaser, am your man. Vote for me.



STU GREEN
R.C.A.

The depth of apathy at Richmond has reached the point where I feel it is the appropriate time for me to run for RCA so as to continue the apathetic state of indifference here.

BERNARD JACOBS
R.C.A.

An electrical engineering student and a lower senior, I am running for membership of the Richmond College Association for the following reasons:

1. I want to see that the money is allocated properly. Where most needed and in the right proportion.

2. I don't want to see a repeat performance such as the one that occurred last year where money was given to a few organizations only, while the others received none. I am willing and able to work hard and do a good job. Vote for me.

Thank You.



JOSEPH KAVANAGH
R.C.A.; C.I.C.; A.C.

When I decided in the spring of 1969 to spend my final two years of undergraduate study here at Richmond, like many of you I was motivated primarily by the innovative attitude and stated willingness to adapt and experiment which were highlighted in the college's general policies and proposed goals.

Emphasizing independent and interdisciplinary study and partially student-set academic requirements, with definite plans for a permanent Integrated Studies Department, with a conviction that school government would best be based on a cooperative coalition of administrators, faculty, and students, and with a firm commitment to meaningful responsiveness to community problems and needs. Richmond potentially had much to offer to students seeking a sane and valuable contemporary education, one distinctively relevant to the world in which we live. Now in my third semester here, I find that the spirit in which these policies and goals were formulated still permeates our school and is shared by the vast majority of our members. But the crippling practical problems of structure and execution which plague all education institutions also have their effect here, preventing the realization of our boldest plans and seriously hampering our important progress. With a concentrated effort of hard work, these problems can be dealt with; I am willing to devote a considerable amount of time to help solve them.

I have a good deal of practical experience in committee work: elected to the student council at Kingsborough, I served on six different committees which dealt with a great variety of academic and administrative problems. In light of the effectiveness of my work, I was asked to return there to work last year while I was studying at Richmond. I was the only alumni member of the Curriculum Planning Committee and the Teacher Appraisal Committee.

TAMRA LANE
C.A.C.; S.C.

At a recent AMISTAD meeting, I voiced my disappointment in the entertainment offered at Richmond.

Someone suggested that if I really wanted to see some meaningful changes made, I should run for office. After the initial surprise, I gave it some serious thought and

Continued p. 8 col. 1

ELECTIONS

from p. 8 col. 4

decided to run. As far as specific qualifications, I am not so sure that I have many. But, I can say that I am very interested in bringing a more relevant host of performers to Richmond. Also, I would recruit more speakers from the political academic and social world, since my interest in these areas are many, most students will look forward to these new events.



SHARON LANGFORD
C.I.C.

Although my background in college student government has been nonexistent, I am an individual interested in change. The Student-Faculty Committee on Curriculum and Instruction can be part of a larger vehicle for change.

PHIL LOMONICO
S.C.

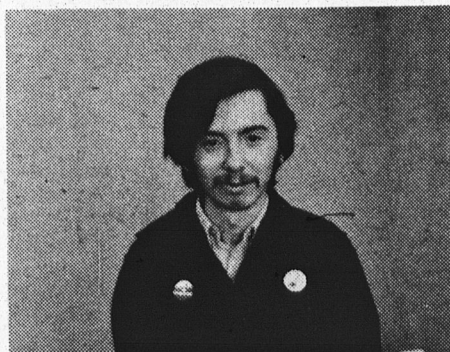
I am a junior, biology major graduated from Staten Island Community College. I hope to become a high school teacher.

I believe that it is essential for us in Richmond College to establish and maintain a good relationship with the people of the community. To that end, I would like to have Richmond College initiate "Community Projects," in which all members of the college and the community are invited to work together toward positive goals. These goals may include; the restoration of a neglected neighborhood, the cleaning up of a trash-ridden beach or park, the reconditioning of an old playground, etc.

In my last year at SICCC, I lost faith in the Student Government because it became reckless. For that reason, I think that an effective Student Government must make good use of mail ballots to secure student opinion.

LORELEI MIGENES
S.L.C.

I served last year on the Student Life Committee and therefore have few illusions about student power: it's a reality only insofar as students can make it a reality—and that's not easy. I'd like a chance to keep on trying.



TERENCE MORGAN
S.C.

The main problem at Richmond, as I see it, is apathy. This was evident in the student body's participation in the ratification of the Student Constitution. The College Com-

munity must deal with this.

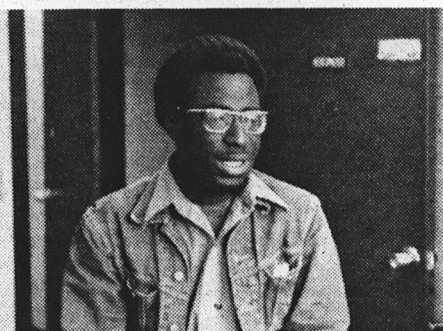
Since this is my first semester at Richmond, I have a great deal to learn about the college. I entered this election in order to become familiar with the problems and issues at Richmond.

Experience: At Staten Island Community College, I served on the Student Senate for Two semesters and I was Student Government Secretary and a member of the Student Government Executive Board for one semester.



ED MURPHY
Chrm. S.C.

I was born and raised on Staten Island. After graduation from St. Peter's High School, in 1963, I entered the Paulist Seminary, St. Peter's College, Baltimore, Maryland, a two year liberal arts college. Graduated from St. Peter's in 1965, I spent 10 months of a scheduled year of Contemplation in Oak Ridge, New Jersey. I left Oak Ridge after deciding to discontinue my studies for the priesthood. I entered the army in January, 1967, and was graduated from the US Army Intelligence School, Baltimore, Md., and the Defense Language Institute (Vietnamese), El Paso, Texas. I was assigned to the 4th Infantry Division, Viet Nam and to a Military Intelligence Unit in Washington, DC. Upon release from Active duty in Jan. 1970, I came to Richmond College. I joined the Student Government in February and have been active in the school since. I am the Staten Island Coordinator of Vietnam Veterans Against the War and on the Planning Committee of the Staten Island Peace Coalition. During the past summer, I participated in the United Nations World Youth Assembly. I have expressed some of my ideas on student government in an article in this issue of the Richmond Times.



ARNOLD NELSON
Treas. S.C.

If I were Treasurer

perhaps I'd Take all the money and buy thousands of lottery tickets and hope that we take all the winnings. Perhaps we would or perhaps we wouldn't but I at least would do some creative spending.

Or perhaps I'd Suggest that to fatten the coffers—we put on a big variety show in somebody's barn and we'll have someone who looks like Jack Okie elected entertainment chairman and he'll bring in some big name band that'll have the people gathering from miles around—Gosh!

Or even perhaps I'd Invest all our money in real estate but only those that have trees on them and a little grass or else the school might think I'm fooling around with OUR money and that'll never do.

Or (now dig this) perhaps I'd Take all our money and give some to the Angela Davis Defense Fund and some to the Panther Party and some to the Young Lords and some to the War Resisters League and some to the students who have to pay those fantastic prices in our cafeteria and I'd keep right on spending—right on, right on, whatever is left after that I'd give back to the students as a going-away-to-summer gift.

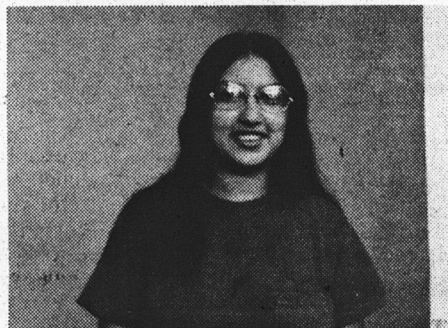
But perhaps the best reason why I should be Treasurer is that my pockets are small

GERALD O'CONNOR
S.C.

The attitude of most students in a two year school is one of a lack of interest; mainly because of the short stay. Small groups of about five or six join together but there is seldom a feeling of membership within the school.

When a new student enters a school he is unorganized for the first semester. Not only socially, but his academic standing also reflects this manner.

I would like to see a unity developed at Richmond, between departments, between lower juniors and graduating seniors; to see a tradition grow at Richmond College.



KATHE PENNEY
S.C.; R.G.C.

Fellow Students,

My name is Kathe Penney and I am seeking a seat on our student council. During my past school years I have been active in various aspects of student government including frustrating efforts to increase student power at Wagner College. My experience has caused me to feel that most attempts at improvement through school governments are futile. I do not feel, however, that Richmond is like most schools, and therefore have confidence that energy put into our student organizations would not be wasted. I would appreciate the opportunity to serve you and use the avenues open to us to the fullest, to extend the power of our voices.

I am also hoping to serve on the Research and Grants Committee which would enable me to work with members of the faculty and have a say in the responsible delegation of funds. It is essential that students become aware of the amount of money given to Richmond College and how it is spent. It is my intention to see that this is done.

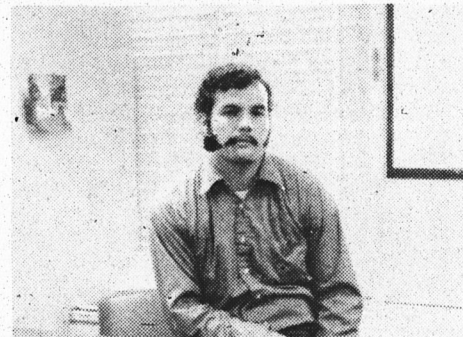
We have been given more responsibility in the College Community and by asserting ourselves now, we can have this increased. Elect me to the student council, and to the Research and Grants Committee.

VICTOR PEREZ
Vice Chrm. S.C.

I am running for the office of Vice Chairman in the Student Government. My intentions if elected is to try to eliminate apathy and hopefully install pride, where in the past many of us have been guilty. My major is Mechanical Engineering and within this section (Engineering Society) my fellow students have come to the Grievance Committee with many of their problems which my associates and I have

VOTE

tried to solve. Using the office of Vice Chairman, my ideas are to incorporate another median among students, and Student Government. Remember the Student Government cannot solve your problems but come to us anyway and we'll try. Come with your problems, advice and presence. Please vote in the school elections.



GEORGE PLANTE
S.C.

Let me introduce myself. My name is George Plante and I'm running for member-at-large of the Student Council. Keeping the hoopla to minimum, let me tell you a little about myself.

I'm a senior at Richmond, majoring in political science with aspirations of going on to law school. I graduated from Averill Park High School (synonymous with East Podunk H.S.) where I was active in athletics, clubs and student government (however, I wasn't the all-american boy image.) I then attended Sierra College (right-wing Catholic men's college) for three years where I was also active in athletics and clubs. This was followed by two years in Uncle Sam's finishing school and subsequent enrollment in the college of hard knocks. I have once more returned to the academic environs and feel that by virtue of my experiences, meeting all kinds of people all over the world and having been gainfully employed at several diverse occupations, running the gamut from chicken plucking to drug addict rehabilitation. I am able to communicate with students and administration alike. I have classes in both the day and evening and feel that I would be readily available to a large cross-section of the student body to hear their suggestions and/or problems and take action accordingly.

In conclusion I apologize to anyone who thinks the previous unpaid political announcement was too campy, corny or gushing with sentimentality.

P.S. If any of you wish to discuss ideologies and issues please feel free to accost me about the campus.

ANDREW SANTO
A.S.C.

The Admissions and Standing Committee is one of those groups which remains largely anonymous to students—until you have a specific complaint regarding your status at Richmond College, at which point it becomes very recognizable indeed. For example, if you've ever wondered at exactly what point an "I" grade becomes an "F"; or why you cannot graduate with 126 instead of 128 credits; or what is the relationship between summer session and the regular fall and spring semesters; or, more elementarily (and perhaps more importantly), what a graduate school will think of four semester's worth of "P" grades—if you have ever puzzled over any of

Continued p. 10 col. 1

ELECTIONS

from p. 9. col. 4

these things (and you probably will at one time or another), then you have entered the area of the Admissions and Standing Committee's jurisdiction.

The A & S Committee is composed of four faculty members (one for each division) and two student members. I have been one of the latter members since November of 1969 when I was appointed by the Student Council to fill a vacancy. I am in my third term at Richmond and am now seeking election to the Committee, because during my appointed tenure, the realization has come to me that this Committee handles affairs which directly affect the students. Questions of academic dismissal, probation and requirements for graduation are regularly discussed by the members of this group, and I feel that the students of this college deserve the best representation possible on a committee of such importance.

Putting what little modesty I possess aside, I believe that the four to five months of experience that I have had on this committee makes me one of the best possible representatives that you could elect. I cannot make any glorified promises to the effect that, if elected, I will keep you, the student body, completely abreast of all the affairs and decisions of the Admissions and Standing Committee. I cannot make such a promise for two reasons: 1. Because, quite simply, I could not keep such a pledge; and, 2. The burden is on you, the students, to keep me informed of what changes of policy you would wish to see instituted. The burden is also on you to find out what any unfair policies are and what you would wish to do about them.

The only promise I can make is that, if you elect me and I lack any direct referendum on specific policy changes, I will exercise my judgement to the utmost to attempt to serve your interests. But I would implore you to become better acquainted with the general structure and administrative policies of Richmond College which affect your academic lives—no matter who you elect.

PHILLIP SCHATZ A.S.C.

I am presently on the Engineering Society Grievance Committee. I'm running for the Admission and Standing Committee. I'm new at Richmond College and I have brought some new ideas with me. Just elect me and watch me go into action.

Thank You.

LUISA STELLINI C.A.C.

"I am interested in being elected to the Cultural Affairs Committee. My interests pertaining to this position are chiefly in the field of music and drama. Last year I ushered for the concert series, as well as reviewing these events for the Richmond Times. I am a dual major, Music-Biology, secretary for the Music Society, and teach organ and piano.

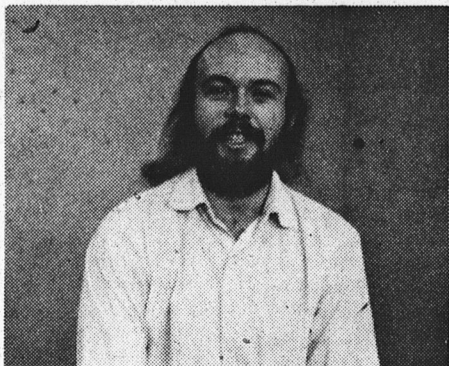


DIANA STEINFELD S.F.G.C.

I am running because I am interested in helping students get what they want and/or need with minimum hassle; and because I have the time.

JIM TANTURRI S.L.C.

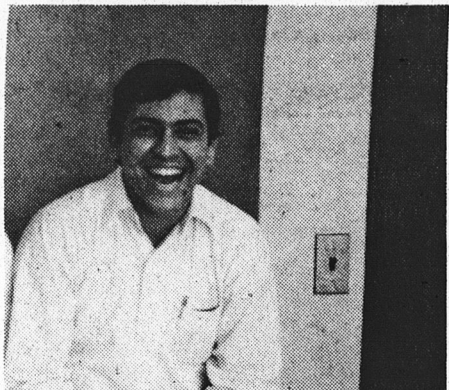
I am running for a position on the Student Life Committee, because I feel it's been a long time coming that students at Richmond have a full say and a helluva lot of control over "all" matters concerning them.



JAY TETTEMER R.C.A.

Experience on the Interim RCA and Student Government Association last semester.

RCA serves as a center of communication and policy making in Richmond. The main direction of this body is with students at Richmond. It is my belief what whatever effects the students is of their concern. The next step is for the students to be instrumental in any decision which does in fact have a bearing on their life at Richmond. Greater control of student affairs by students is my motivation for running for RCA.



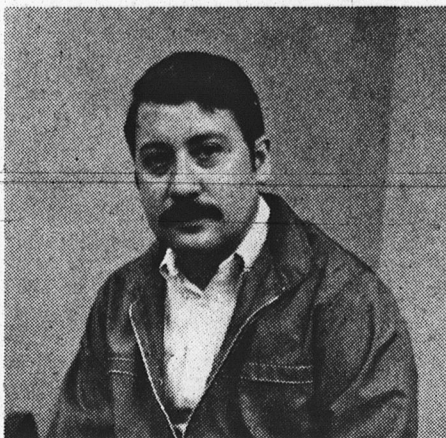
PETER O. VARGAS R.C.A.

A college education is not complete unless students take an active participation in the affairs that control their lives in the college community. There is one position that I considered is very important in relation to the control of our own affairs, and that is the Richmond College Association.

The Richmond College Association (RCA) through an elected board of directors is in charge of properly spending the twenty-four dollars that is collected every semester from every student at Richmond. However, a quick look at the Association's past records show that there is a lack of responsible spending and fair treatment of the many different aspects of students needs and desires in this school. The Board of Directors must be composed of students that are willing to act responsibly for the benefits of the student body at large. This year the students will have a commanding control of the Board (10 students, 5 staff) and it is up to you to place this control in responsible hands.

It is very important that you vote and when you do...remember—Peter O. Vargas for the Board of Directors of RCA.

VOTE



EUGENE ROLIN VENTIDOS A.S.C.; C.I.C.

I am interested in seeking election to two committees which I feel will greatly effect the future growth of Richmond College.

The first is the Admissions and Standing Committee. Many students at Richmond are confronted with a problem dealing with their transfer credits. They have no idea of what they will receive credits for or what credits they will lose. I for one am interested in seeing the procedures improved and the prompt communications of its ultimate decisions.

The second committee is the Curriculum Committee. I am interested in improving two specific areas. One is to create Hispanic ethnic oriented classes. The other area deals with the lack of evening classes given in many areas, especially the lack of history and sociology sections at night. I would like to create more evening classes in these areas.

I believe that through my election to these committees both will be improved.
Eugene Rolin Ventidos

DEBATE CANDIDATES FOR STUDENT GOVERNMENT

Wednesday
November 4th
1:00 p.m.

in the Lounge

Sponsored by
Political
Science Club

Please Come!

REPORT OF THE ENGINEERING SOCIETY

Congratulations to our new officers:

President Arnie Bernadini, Vice President Tony Dolcemascola, Secretary Joe Goldfarb, Fin. Comm. Sal Criscione, Treas. T. Lake.

Committees have been set up:

- a) Grievance Committee—Vic—Perez chairman
- b) Feedback—Alumnus Committee—Sid Waxman chairman
- c) Teacher Evaluation Committee—R. Sommers chairman

The Engineering Society now has it's own lucrative offices on the fifth floor (rm. 518A), feel free to come up:

We need help on our homework and test files, if you have past tests or homeworks from core courses please give them to the Society for future references.

WE HIGHLY ENDORSE THESE PEOPLE FOR THE FOLLOWING POSITIONS ON THE STUDENT GOVERNMENT

Richmond College Association

Joe Goldfarb
Bernie Jacobs

Student Government Association

Ed Murphy, Chairman
Vic Perez, Vice Chairman

general members:

Tony Dolcemascola
Sal Criscione
Ed Berman
Jerry O'Connor

Student Faculty Committees

Admissions and Standing
Phil Schatz

Student-Faculty Greivance Comm.

Scott Charlop
Michael Viggiano
John Aragano

!!!!VOTE TO GET OUR BOYS IN!!!!
!!!!VOTE TO GET OUR BOYS IN!!!!



Engineering Society's office. Left to right: Joe Goldfarb (Sec.), Candidate for R.C.A.; Bernard Jacobs, also running for R.C.A.; Tony Dolcemascola (V.P.), Candidate for S.G.A.; Arnie Bernadini (Pres.); Vic Perez, Candidate for Vice Chairman; Phil Schatz, Candidate for Admissions and Standing Committee; and King Kong (Treas.).

ELECTIONS

Where Do We Go From Here?

ED MURPHY

No student needs to be told that we live in a time of crisis. Most students have friends in Viet Nam, many have friends who have died there. All students are aware of the tragedies of Jackson State and Kent State. We are further aware of how the tragedy of Kent State was compounded recently by the Portage County Grand Jury indictment of 25 students while the National Guard was apparently exonerated. Last spring we ceased business as usual and formed work shops. But what do we do now? Last year the Black students at Wagner College faced institutional racism head on but did not receive adequate support from the college students on Staten Island. Why not? Maybe because we were not together enough. Perhaps because we are crisis oriented and have to waste time in the middle of crises to get ourselves together. If there is truth in these statements then the answer to the initial question is obvious. Where we go from here is to unity. I know we all dislike the drawbacks of a structured society and are on our guard against any loss of freedom. But as long as student power at Richmond College is anarchistic in nature it will be an easy target for those who would destroy us. When politicians like Murphy and Amman attack the school on word of mouth evidence we are unable to respond. The only one able to respond is the administration, and their manner and form of response is not always the way we would prefer. Their response is as an administration. When Gandhi was working for Indian independence he wrote in his newspaper the following words: "For me the only training in Swarj (Self-Rule) we need is the ability to defend ourselves against the whole world and to live our lives in perfect freedom, even though it may be full of defects. Good government is no substitute for self government." (Young India, September 22, 1920.) The administration of this school may have our

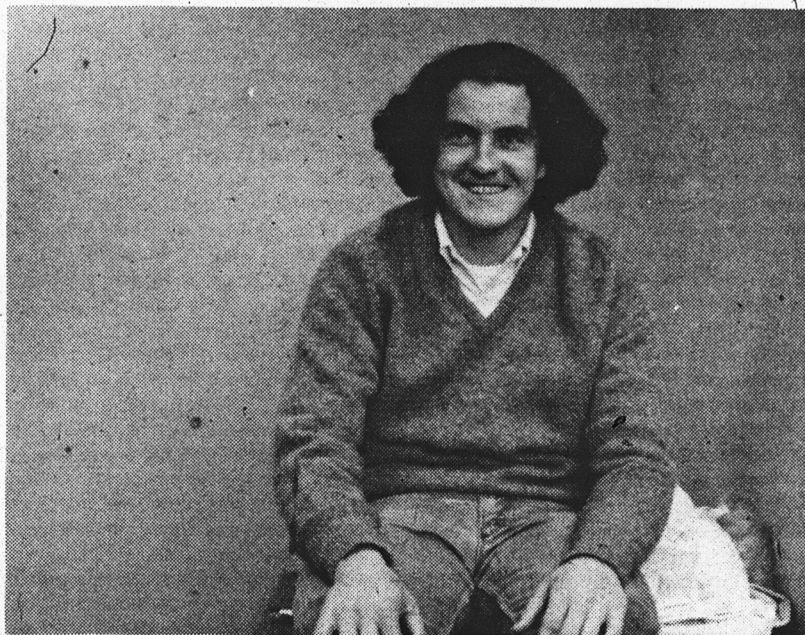
best interests at heart or not. That is not the point here. It is that we should represent our own interests. The means that we have to express our feelings and to represent the students is the Student Government Association. The Student Faculty Committees and the Richmond College Association. We have seen how one student chose the Staten Island Advance and the courts to let his voice be heard. Bill Pizzo feels that the RCA money is not used for the purposes he would prefer. It seems foolish for a person to go outside the school to solve a problem which should be solved within the school. If we have an active student government and a representative Student Faculty Grievance committee, Pizzo could

bring his grievance before the committee. Also the student government would be able to represent the students and refute charges of bias where they do not exist. But since, as present, we do not have a viable government we had to stand by and let outsiders make charges against the school and we are unable to defend ourselves.

Fortunately we have a new Student Government Constitution and a good one. There is an Executive board which is elected at large. I am running for the position of Chairman of the Student Government Association and have thought about the responsibilities of the various students who will be involved in the

Government. We are electing a chairman Vice-Chairman, Treasurer and Secretary for the Executive board. It seems that few people are interested in the position of Secretary. Most of the women fear the position because of the usual roles assigned to a secretary. However, it seems foolish to elect a person to the Executive board with voting rights at faculty meetings and then assign her to type or file. I am sure that Jeri Daugherty (the only candidate for the office of secretary) would not allow herself to be assigned such tasks. I foresee the hiring of a secretary to keep notes and do filing for the Government. The hired secretary could sit in on the government meetings and take the minutes. Then our Secretary would be free to accept executive responsibilities. Likewise our Treasurer must be free from adding and subtracting to fulfill executive responsibilities. As with the Secretary, the Treasurer should exercise supervisory responsibility.

One of the other responsibilities that should be accepted by a member of the Government is to serve as a community relations co-ordinator. It is time that the students began to work with the local newspapers to improve community relations. I serve on the Planning Committee of the Staten Island Peace Coalition and after every meeting I type a press release and take it to the Staten Island Advance. They print these releases and I am sure they would print ones submitted from the student Government of Richmond. I don't know whether they print releases out of generosity or because they need filler space. It doesn't matter to us. What we need to do is to speak to the community about ourselves. In a time of crisis we can not afford to sit in an ivory tower. We must speak out against perverted priorities.



Ed Murphy, Candidate for Chairman of Student Government.

Photo M.D.

Cont. on p. 12

RICHMOND COLLEGE STUDENT GOVERNMENT ASSOCIATION OFFICIAL FALL 1970 BALLOT

CHAIRMAN

- (Vote for one)
- Edward Murphy
 - Basil Coady

TREASURER

- (Vote for one)
- Arnold Nelson
 - Benedict Sayles
 - David Bartholomew

VICE - CHAIRMAN

- (Vote for one)
- Victor Perez
 - Joe Kelly

SECRETARY

- (Vote for one)
- Jeri Daugherty

Admissions & Standing

- (Vote for two)
- Andrew Santo
 - Fran Sardone
 - Phillip Schatz
 - William Miller
 - Andrew Warbington
 - Eugene Ventidos

Articulation

- (Vote for two)
- Caro. Bloom
 - Jackie Zalkin
 - John Kavanagh

Library & Instructional Facilities

- (Vote for one*)
- Richard Fernandez
 - Jackie Zalkin
 - Daniel Orlando
 - Lawrence Myers
 - Alan Carey

Cultural & Public Affairs

- (Vote for four)
- Muriel Atkinson
 - Luisa Stellini
 - Tamra Lane
 - Barry Teitelbaum
 - Ed Murphy
 - Harvey Cohen
 - Wendy Iseman

Curriculum & Instruction

- (Vote for three)
- Sharon Langford
 - John Turnbull
 - William Miller
 - John Kavanagh
 - Margaret Kennedy
 - Eugene Ventidos

Research & Grants

- (Vote for two)
- Kathe Penney
 - Judith Jacoby
 - Lawrence Myers
 - Bill Edwards

Student Life

(Vote for five)
(At present 4 will be elected if proposed restructure is approved the 5th student elected will be seated)

- Mark Daugherty
- Bonniegrace Duguid
- Fran Sardone
- Eileen Shea
- James Tanturri
- Lorelei Migenes
- Stewart Perlman
- Juliana Capraro

Student Faculty Grievance

- (Vote for six)
- Bonniegrace Duguid
 - Marty Amster
 - John Aragona
 - Fran Sardone
 - Diana Steinfeld
 - Barry Teitelbaum
 - Bill Edwards
 - Scot Charlop
 - Robert McCutcher
 - Michael Viggiano

STUDENT COUNCIL

Vote for any 12
At Least 3 of Whom Must be Juniors

- | | | |
|---|--|--|
| <input type="checkbox"/> Anthony Dolcemascolo (J) | <input type="checkbox"/> Priscilla DeAndrade (J) | <input type="checkbox"/> Muriel Atkinson (S) |
| <input type="checkbox"/> Michael Battaglia (J) | <input type="checkbox"/> Edward Berman (S) | <input type="checkbox"/> Joe Granderson (S) |
| <input type="checkbox"/> Phil Lomonico (J) | <input type="checkbox"/> George J. Plante (J) | <input type="checkbox"/> Kathe Penney (J) |
| <input type="checkbox"/> Stewart Perlman (S) | <input type="checkbox"/> Gregg Jamnetski (J) | <input type="checkbox"/> Judith Jacoby (G) |
| <input type="checkbox"/> Gerald O'Connor (J) | <input type="checkbox"/> Terence Morgan (J) | <input type="checkbox"/> Lorelei Migenes (S) |
| <input type="checkbox"/> John D. Murphy (S) | <input type="checkbox"/> James Engle (J) | <input type="checkbox"/> Salvatore Criscione (J) |
| <input type="checkbox"/> John Kavanagh (J) | <input type="checkbox"/> DANIEL KOSIN (J) | |

S = Senior
J = Junior
G = Grad.

RICHMOND COLLEGE ASSOCIATION

Vote for 9
(At present 7 will be seated--if proposed RCA by-law is ratified, numbers 8 and 9 in the balloting will be seated.)

- | | | |
|--|--|--|
| <input type="checkbox"/> Dawn Fonseca | <input type="checkbox"/> Jeri Daugherty | <input type="checkbox"/> Clyde Ayers |
| <input type="checkbox"/> Sally Aerts | <input type="checkbox"/> Fran Sardone | <input type="checkbox"/> Diane Steinfeld |
| <input type="checkbox"/> Phil Barbara | <input type="checkbox"/> Carol Bloom | <input type="checkbox"/> Mary Broyles |
| <input type="checkbox"/> Joseph Goldfarb | <input type="checkbox"/> Stu Green | <input type="checkbox"/> Jay Tetterer |
| <input type="checkbox"/> Carol Palmer | <input type="checkbox"/> Bernard Jacobs | <input type="checkbox"/> Leonard Mangano |
| <input type="checkbox"/> Lawrence Myers | <input type="checkbox"/> James Engle | <input type="checkbox"/> John Kavanagh |
| <input type="checkbox"/> Joe Kelly | <input type="checkbox"/> Peter O. Vargas | |

* One graduate and one undergraduate student is required. Since all candidates are undergrads, the graduate seat will be appointed by Student Council.

ELECTIONS

VOTE

AND THE CHOICE IS YOURS



DON'T VOTE

AND THE CHOICE IS THEIRS

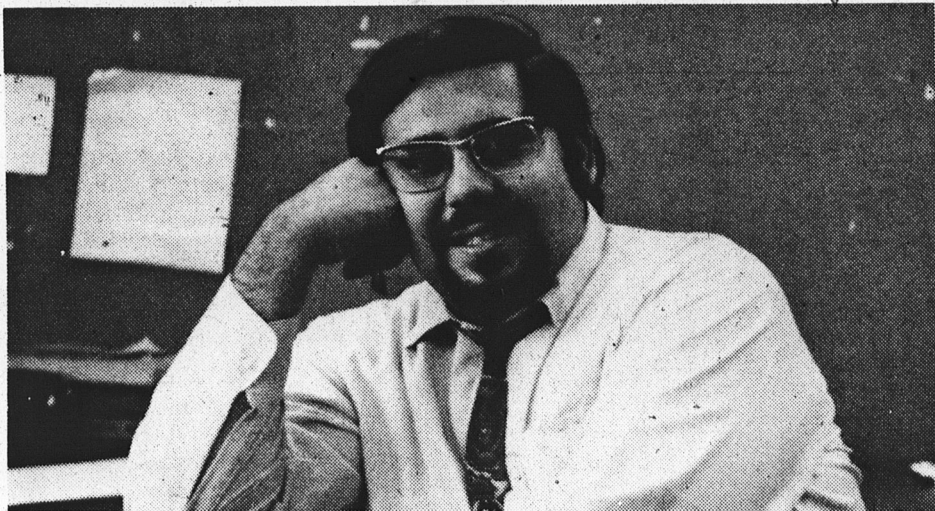


Photo: J.D.

Mike Fried, who was instrumental in the preparations for Richmond's elections.

HOW TO change a defective system

It's election time all over the good ol' U.S. of A. and at Richmond as well. "So what?", you're probably asking yourself (I don't mind admitting similar thoughts myself at times), because as far as the scene across the country goes, the GOP elephant is afraid of mice, while the Democratic mule insists on making an ass of itself. Well, fear not, fellow students; Richmond College Student Government is different. It's not big enough to be that bureaucratic, anyway. It is, however, a government with a constitution set up to be quite effective in wielding student power, if it's utilized successfully. Last year, for instance, SG council voted in favor of funding a children's day-care center for use by student mothers, as well as neighborhood mothers who could not afford the service of a paid baby-sitter. The center worked out pretty well, if I remember

correctly, thanks to the girls involved with Women's Lib at Richmond. It could continue this year along with a great deal of other good things—whatever you feel should be—if you 1) familiarize yourself with the SH constitution, and 2) vote for the candidate of your desire. I'm not about to endorse anyone of them because I'm friendly with a few of them, so the choice is very simply yours. One final note: this year, the president and vice-president of SG shall be known as council chairman and council vice-chairman respectively (the SG council consists of twelve members in non-executive positions). This is to prevent the executives from becoming power hungry. But remember: a change in role titles doesn't change a defective system; only we, the students, the people, can.

by Darryl Mondrow

Where Do We Go...?

From p. 11

We must defend ourselves against the attacks of politicians who want to make us the scape goats. We should call for the formation of a Staten Island Inter-College Council. Perhaps the Executive Boards of Student Government at Richmond, at SICC, Wagner and Notre Dame could meet at regularly scheduled times. This council would share information about the schools. If a situation like the one at Wagner last year arose we could all stand with Wagner's students. During the May Strike students from the college met once and found we were able to work together. Since we all wanted to leaflet about the war, we divided up the Island and worked toward a common goal. We must present a united student voice to the community.

Recently I was invited to a meeting sponsored by the Student Government of Adelphi University and we set up a Kent State Defense Fund committee. We are going to sponsor a concert to raise funds to defend the Kent State students. I returned to Staten Island and discovered that Wagner College's Student Government had sent a 100 dollar check to the Student Government at Kent State. If we had a local college council I would have known about Wagner's effort and could have worked with them and the Adelphi group too. If elected as Chairman of GA I hope to set up meetings with night students to find ways to give them better representation within the school. We should also have hearings sponsored by SGA on subjects of interest to students, like the Financial Aid situation in the CUNY. We need a filing system which will keep us aware of what is going on in school, the university and the country in general. It should be an information file and easily accessible to the students. In it we could put information about scholarships and conferences. A good example of a conference of

interest to Richmond students was the United Nations World Youth Assembly. Youth from all countries and liberation groups were invited to the UN for a two week conference. If we had known of the Assembly we could have submitted the names of our students to the selection committee. And it was; I heard about it in June and submitted my own name to work as a volunteer. I did translations for the Vietnamese members and was involved in the conferences and social activities. I met youth from all over the world. It was both an educating and pleasant experience. Conferences like this one should be advertised and maybe others could share in them.

Many of us fear files and organization. There are dangers in becoming too organized. But there are dangers in being unorganized. Without the structure of RCA we could not allocate funds to clubs or support a newspaper. Without a student government we function only spasmodically and weakly. If we unite and allow each other to speak we can all act effectively. Together we are powerful. And the power must be exercised by all the people, not by a few. We must determine our own future and speak for ourselves. I want to be elected Chairman because I have confidence in my own ability to lead and I have confidence in my ability to respond to the will of the students. I have been involved in Student Government before and am familiar with the school and the community. I can work more effectively as Chairman with a government that is responsive to all the students.

But remember the words "Good government is no substitute for self government," and you can only have self government if you vote and then participate by letting your voice be heard.

NEWS AND NOTES

Constitution

122 More Votes Needed

Three weeks of voting on the new Student Council Constitution has only produced 718 out of 830 votes needed for its ratification. Board of Higher Education bylaws stipulate that 30 percent of all eligible students must vote in order to make the ratification legal. As it now stands our new constitution has only 25.6 percent of the necessary 30 percent. Therefore

another 122 votes are needed

Ed Murphy—one of the Co-authors of the constitution mentioned that, "Unless we get the remaining 122 votes, the election now being held will be invalid. Further, without these elections there will be no money allotted to clubs, activities, or the newspaper. In short, student activities at the college will stop."

Cooperation or Co-Optation

Representatives of two new programs at Richmond College, the Afro-American Institute and Integrated Studies, met Monday Oct. 19, to discuss the role each plays in the other's existence on campus. The Afro-American Institute was concerned that students were being drawn away by two courses that were offered in Integrated Studies whose titles implied that the content of the courses dealt with Third World affairs. Integrated Studies agreed to change the titles of the courses next term to avoid any further possible conflict. It was then decided that the two programs would work in full cooperation with one another to assure the success of two meaningful programs at Richmond College.

"Don't call me nigger—whitie!
Don't call me whitie—nigger!"

Burglar Alarms Installed in Cars—Starting from \$45. Call Pete, 271-4541.

ANOTHER RIP-OFF?

Last year the Cultural and Public Affairs Committee presented a referendum to the students of Richmond College regarding the performers to be presented this year. It was rumored that the majority of the student body rejected this referendum. The C&P Affairs Committee could not be granted the funds from the Richmond College Association needed to

engage these performers (\$3,000) as the proposal was rejected by the student body. They then proceeded to borrow the money from R.C.A. As of yet this money has not been returned to R.C.A. This incident seems to point out that student desires were totally ignored and that student money was expended without our approval. In the interest of our student union and solidarity—CHECK THIS OUT!

TUITION CHARGES

The Board of Higher Education has a new policy regarding tuition charges for credits in excess of 132. The University requires that students who have gone over their 132 allowable credits be billed by the Business Office at a tuition rate of \$18 per credit. Counted in the 132 undergraduate tuition-free credits are:

a) all courses taken tuition-free in CUNY whether applicable toward our degree or not;

b) all courses taken in CUNY and applicable toward the Richmond

degree, even though tuition was paid for them;

c) all courses applicable toward the Richmond degree, though taken at non-CUNY schools;

d) and all tuition-free courses taken in CUNY in which the following grades were received: X (or any other symbol denoting an F-equivalent for non-academic reasons such as unofficial withdrawal), I (incomplete), F (failure grades, unless the course was repeated and passed), and (beginning this term) withdrawals taken after the 7th week of classes.

Support The Kent State 25

ED MURPHY

On 23 October 1970, Owen Daly, Student Body President of Adelphi University called for a meeting to form a "Support the Kent State 25 Committee." Daly was unable to contact all schools in the Metropolitan area but about 10 schools were represented. Daly had recently returned from Kent State and reported that the Student Government of Kent State had started a defense fund and thought that a fund could be organized in the NYC area.

In the absence of an elected

government at Richmond I went in the capacity of an interested student. Daly mentioned that the Greatful Dead have offered to do a benefit concert. Hopefully the concert will take place at CW Post College within the next few weeks. Further information on the concert will be released as soon as it is received by the Student Government...Adelphi Student Government is buying "Support the Kent State 25" buttons and will be selling them to help the fund. The following statement was prepared by the Committee and will be circulated for signatures:

"We the undersigned seriously question the findings of the Portage County Special Grand jury which has indicted 25 students and faculty members as a result of the tragedy of May 4 at Kent State University. At the same time the Special Grand Jury has released the National Guard and state political figures from any responsibility under the guise of law and order procedures."

"We find the discrepancy between this body's findings and those of the Scranton Commission to be wholly incomprehensible. We therefore urge that a Federal Grand Jury be appointed to clarify the roles of state and university officials in this matter and also to ask all campuses to support those indicted by establishing Defense Funds and sending all money collected to the Kent State Defense Fund at Kent State University."

For up to date information on the Kent State situation, individuals can call the Student Government at Kent State at telephone no. 216-672-3207.

STUDENT LIFE COMMITTEE MEETS

At its last meeting, the members of Student Life Committee—Prof. Brian Sherman, Joe Schwartz, Lenny Quart, James Sanders, Dean Chiles, and students Eileen Shea, Juliana Capraro, Lorelei Migenes, and Mark Daugherty—voted unanimously to have one more student member added to the committee. It was felt that this committee, which oversees all aspects of college life should be equally represented by five students and five non-students. The makeup of this committee will then also conform to Article XV Section 15.1 of the Board of Higher Education Bylaws. The remainder of the meeting was spent discussing the passage of a resolution to be presented to the President's Council concerning the issue of outsiders in the Richmond College cafeteria, (see front page story).

Graduate Fee Reductions

City Councilman Kenneth Haber and Barry Salman announced that they would press for reductions in tuition and fees for approximately 27,000 graduate students at the City University of New York.

The board last spring raised graduate fees and added \$10 extra per credit. There are 1900 doctoral candidates and about 25,000 candidates for master's degrees in the City University system, a decrease from last year's enrollment.

"Last spring the City Council was able to restore funds to the board's budget which kept the City University from raising fees charged to undergraduates," Haber and Salman said. "We will now seek to have the board revise its priorities and cut tuition and fees so as to end this discrimination against graduate students."

More Than Just 'Girl Talk'

On 27 October 1970, the American Association of University Women (AAUW) and the Richmond College Faculty Wives co-sponsored a discussion of the college today. A panel from Richmond College answered questions presented by the Chairwoman, Mrs. Bash. The Panel included Professors Lutzker and Brown and Students Jerry LaMastra and myself. We discussed the open enrollment, grading systems, graduate school requirements, the May Mobilization and the concepts of Workshops and their educational value. Professor Brown introduced the idea of studying artifacts and then how the artifacts relate to the society they come from. It was suggested afterward that other discussions be held in the future between members of the Richmond College community and other civic and social groups. Mrs. Moorhus, President of the Richmond College Faculty wives invited the members of AAUW to the next Faculty Wives Meeting to discuss Women's Liberation.

ED MURPHY



Photo M.D.

"ECOCIDE"



Photo M.D.

SURVEY

America's entry into Cambodia and the Jackson and Kent State shootings produced the most intense reaction on colleges and universities with the highest academic admission policies, according to a survey by the Carnegie Commission on Higher Education. The Commission survey of 2,551 college and university presidents, with 73 percent responding, also concluded that colleges and universities in the

Northeast showed greater reaction than elsewhere.

The commission said colleges and universities that admit freshmen from the top 10 percent of high school classes had more reaction than schools with open admission policies. The study made no comment on this finding.

In the most selective schools, there were these reactions: 35 percent had student strikes of one day or longer, 80 percent had

student campaigns to communicate with local residents about the war, 79 percent had peaceful demonstrations and 9 percent violent demonstrations. Schools with open admissions had these reactions: 9 percent strikes, 33 percent campaigns, 41 percent peaceful demonstrations, and 5 percent violent demonstrations. Some schools were listed in more than one category.

Special Ed. Program at R.C.?

For those of you who, like myself, have an interest in Special Education, and wondered when Richmond was going to get on the ball, well, never fear. For the past few years a program has been bubbling under the surface, and with the proper guidance it could emerge as early as next September. Because of the red-tape involved, any program when proposed will have to be reviewed by curriculum committees on the college level, and the CUNY level.

In case you are skeptical and think that not much has been done; In 1968 the first Special Ed. course—Exceptionality I, was offered with Dr. Tobin, on a Graduate level. This was followed by Exceptionality II, and two other related courses, with the result being that in the Spring of 1970, there were eighty-two students enrolled in the four courses. In May, 1970, four faculty members proposed a Masters program in Special Ed. which would be inter-divisional, and would be sponsored by both the Professional Studies and Social Sciences Departments. Such programs are offered in other CUNY branches, and are substantially enrolled. As of this term, Richmond offers seven courses in Special Ed., on the Graduate level, although these courses are open to under-grads. A full Masters program has not yet been ap-

proved.

One of the more interesting approaches to a Graduate level program is under construction by Dr. William Wakefield. A new member of the faculty at Richmond, Dr. Wakefield has a seemingly innovative program in the works. He feels that the present method of teacher education, specifically in Special Ed. is restrictive, and confining. This restriction is quite evident at other CUNY schools where the area is divided into many individual programs. The outlay of these programs are quite diverse, and a single department may offer as separate courses; Education of the Mentally Retarded, Education of the Emotionally Disturbed, Education of the Physically Disabled, Education of the Brain Injured, etc. It is evident that these divisions do not take into account, the need for a general course in all these areas, and a program like this cannot possibly equip the teacher to handle children, who unlike these courses are not so easily divided, and pigeon-holed.

Dr. Wakefield feels that "if Richmond College is truly to be an experimental, innovative center of higher learning, then we owe it to the area of Special Education (to all Education) and to, all teachers and children involved, to attempt to lead the way out of the present

confusion, and try a fresh approach to the education of the "exceptional child." We can do this by breaking out of the mold and presenting a program geared to the needs of the children, to reality, not to the state, nor the college, nor the faculty".

This approach is supported by many other faculty members in the Professional Studies, and Social Sciences departments. The courses that are to be proposed will meet the New York State and City requirements for licensing in the area of Special Education. These courses might be as follows:

The Psychology of Exceptional Children I, II.

Teaching the Exceptional Child I, II

Practicum in Teaching Exceptional Children I, II and possibly a course in Behavior Modification I; II. This would amount to twenty-four credits, and with the addition of six credits in related electives, would cover all the requirements for a Masters degree in Special Education.

All of this is in the planning stages, and as of late Dr. Wakefield has not formally presented this proposal. What is your opinion Richmond? Write down your ideas, and submit them to the paper, we'll see that they reach someone who can properly direct them.

Alan David

The (do not speed) Race

A minor traffic jam on Stuyvesant Place signaled the start of the school's first car rally sponsored by the Engineering Society. The purpose of the rally was stated simply by the President of the society Arnie Bernardini, "To get people involved". And that it did, about two dozen people were involved as either constants or as rally planners and participants. The first car to leave, an orange M.G., left at 11:15. The other five cars followed in rapid succession. The first and main rule was drive at normal posted speed limits. No speeding was allowed. In a car rally the main object is to complete the course in a certain amount of time. The time is determined by a pace car. Whatever car comes closest to the time of the pace car wins. The constants know neither the pace car's time, nor the rally course. At each check point the directions to the next check point are given. Each leg of the course is timed, too slow or too fast driving can lead to losing. The average speed was 25 m.p.h. One check point was cleverly situated upon a hill in Richmondtown. The constants had to stop at the bottom of the hill while one of the members of each car had to run to the top to check in. The hill is quite steep and bare of vegetation. One constant fell down the hill and slightly injured his arm. As a result of this, one car was taken out of the rally. The course took the cars through

back streets, country lanes, heavy traffic and roads that were semi-paved. The comments of the constants were memorable:

"Jersey Street! Lock your doors."

"Are we going faster than the limit?"

"Now what?"

"Which way?"

"If we win I'll buy you a soda."

"Woud it help?"

"Get out of my way!"

"We can do it."

"Why do we have to drive through a cemetery?"

"You call that a road?"

"We can't be the only ones lost."

"Should have put air in the tires."

"My late friend drove a car like this."

"We can't lose this race, I don't have any lunch money left."

"Don't worry about the brakes."

"Look out for that curve!"

"Just like in the movies."

"This can't be a street, we can just about fit."

"We need wings on this car."

"Where the &&?!?!?! is check point four?"

On the last leg of the course the lyrical and mathematical directions led us to a tree covered, shadowy street named "Park Lane". The understatement of the day came in the directions; "If you're on a crazy unbelievable, swervy, winding, curvy road, then check point five will be at the bottom". We were surprised to be able to get to the check point. The driver kept saying "You drive, you drive!", while the co-pilot covered his eyes with his hands.

The rally was won by a 1966 Buick piloted by James Finnegan, co-piloted by Richard Salsam, and accompanied by a beautiful good-luck charm named Slava. The official time for the course was 1:23:40, their time 1:24. The first car to start became lost on Lighthouse Hill. It was last seen on the Staten Island expressway heading towards Brooklyn. The twenty-five dollar prize won by Mr. Finnegan will be put to good use...repairing his car. Much thanks to the square root of zero, piloted by Joe Siclari, and co-piloted by Mike (whose lost?) Kuras, who were generous enough to let me ride with them. A ride which I'll never forget.

Also thanks to the members of the Engineering society who bravely manned the check points. Check point 1, Anthony Dolcemascia; check point 2, Vudi Criscione; the infamous check point 3, Joe Goldfarb and Sid Waxman; check point 4, Joan Sadel; and check point 5, Tom Lake and Joe Ciccione. The society plans another rally sometime next semester. Hopefully no one will get lost.

Spaldeen Diary

THE SECRET LIFE OF BRIAN SHERMAN

June, 1970: Looked for a spaldeen in the candy stores on Broadway. Paid 37 cents for a "British Bouncer" but it's not as strong as a Spaldeen

July 11, 1970: Candystore in Beechhurst: He can't get Spaldeens or Pennsy Pinkies any more because their companies now make only the insides of tennis balls. I bought a wobbly, thin and unmarked bouncer for 29 cents

July 29, 1970: Candystore in Whitestone: I bought a "Spaldeen" for 37 cents but the

surface is crumbly like dried out chewing gum (unchewed). The salesman came in and he told the owner that he would be charging \$2.40 a dozen instead of \$2.00, but that he probably couldn't get them even at that price.

August 3, 1970: I discover that the course title I developed: "Physicality in the Urban Environment: from Chinese Handball to Dancing in the Street" for the Integrated Studies catalogue has been transmogrified into "Social Inquiry" (From gold to lead)

MORE ON THE BIG BUST...

from p. 1

highschool students. He would have liked to start workshops here at the college to help them with both their drug problems and other problems created by "an oppressive highschool system". The other committee member's agreed, however, that unfortunately Richmond doesn't have the resources for such a program at this time.)

The President's Council met the next day and acted on these recommendations. A guard has been hired subject to student approval. Over vacation, leaflets were handed out to both highschool students and all other outsiders and now the third floor should belong solely to Richmond College people.

EDITOR'S NOTE: We think it is really fantastic that many students finally threw off the yoke of apathy and voiced an opinion on this issue. We are hopeful that they will follow suit by becoming involved in the Student Government Elections. More Say To The Students! PLEASE VOTE!!!!



Photo: G.D.

High School Students in Lounge.



Photo M.D.

POLICE — ACROSS THE STREET WAITING?

FOOD STAMP INFO



On September 1, 1970, the Food Stamp Program was instituted in New York City. Food Stamps enable the individual to purchase more food for his money. For example, a family of four with a net monthly income of \$370.00 would pay \$82.00 for \$106.00 worth of stamps thereby increasing its purchasing power by \$24.00.

Probably, the Federal Government, after many years of careful consideration and study, concluded that there were people in the city with the highest cost of living in the nation, who could benefit from this program. At any rate, the Food Stamp Program is open to the student, and I recommend that those who qualify take advantage of the government's "generosity".

If you are receiving welfare, you are automatically eligible and will receive food stamps through the agency administering welfare. If you are attending school on a National Defense Loan, scholarship aid, through the College Discovery Program, or any work-study program, you may be eligible.

You must have cooking facilities in your place of residence (this includes broilers and hot plates) and must not be living with your parents. Students who share an apartment are considered a household and must apply together. The following are the maximum incomes after taxes and social security payments that qualify non-welfare families for food stamps:

FAMILY SIZE	MAXIMUM NET MONTHLY INCOME	MAXIMUM MONTHLY FOOD STAMP ALLOTMENT
1	\$185	\$28
2	\$245	\$56
3	\$305	\$84
4	\$370	\$106
5	\$420	\$126
6	\$485	\$144
7	\$540	\$162
8	\$590	\$180
9	\$660	\$196
10	\$705	\$212

If your income falls anywhere near these incomes, I strongly urge you to apply. When applying for food stamps the student should bring rent receipts, wage statements, bank books, checking statements, receipts of medical and dental expenses, scholarship statements, receipts of National Defense Loans, and any other information you feel would aid in establishing your income. Food Stamp Application Offices are located in:

Brooklyn
Flushing Ave. Center
741 Flushing Ave.
Brooklyn, New York

Manhattan
Department of Social Services
109 East 16th St.
New York, New York

Surf Ave. Center
3001 West 37th St.
Brooklyn, New York

Leonard Covello Center
312 East 109th St.
New York, New York

Boro Hall Social Services Center
330 Jay St.
Brooklyn, New York

Queens
161-02 Jamaica Ave.
Jamaica

Bronx
Kingsbridge Social Services Center
248 East 161st St.
Bronx, New York

Staten Island
1080 Castleton Ave.
West Brighton, Staten Island

Centers open from 6 P.M.—9 P.M.

Brooklyn
Abraham Lincoln H.S.
Ocean Pkwy. & West Ave.

Howard Taft H.S.
240 E. 172 St.

I.S. 33
70 Tompkins Ave.

Manhattan
P.S. 9
100 W. 84th St.
Columbus and Amsterdam

Maxwell Vocational H.S.
173 Pennsylvania Ave.

J.H.S. 13
Madison Ave. at 106 St.

Queens
Jamaica Vocational Girls H.S.
162-02 Hillside Ave.

J.H.S. 52
650 Academy St. & Dyckman St.

Long Island City H.S.
28-01 41 Ave.

I.S. 201
2005 Madison Ave.
(at E. 128 St.)

Bronx
I.S. 38
701 St. Ann's Ave.

Seward Park H.S.
Madison St. and Grand St.

E. Childs H.S.
800 East Gunhill Rd.

Food stamps can be used at stores certified by the U.S. Department of Agriculture bearing the red, white, and blue poster in their windows. In New York City, all major food chains, except Gristedes accept food stamps. For further information call 4333-4304, 433-3405, or 433-3406.

—Penny Reed

The Non-Union Lettuce Boycott

Ed Murphy

As most people know, Caesar Chavez, United Farm Workers Organizing Committee (UFWOC), has been organizing the Migrant Workers in California and Arizona. We boycotted Grapes to help them and we were successful. The farm owners signed contracts with the union which increased wages and provided for some decrease in the use of pesticides. Now the union has turned its attention to a situation which deserves as much of our attention and co-operation, the lettuce workers. These are stoop laborers. They must bend constantly to cut the lettuce and the pesticides are sprayed on the vegetables itself rather than around it. I know many of us would hate to give up eating lettuce and I am glad that I can report that no one is asking us to. On 21, October, Fai Coffin of the War Resisters League and the Staten Island Peace Coalition, John Hogan of the Catholic Inter-Racial Council of Staten Island and myself met with Mary Lou Sanchez of Chavez UFWOC at her office in Manhattan to discuss the lettuce boycott and what we could do on Staten Island. She provided us with a list of the Companies that have signed contracts with the union and we discussed which supermarket chains were selling lettuce from these companies. We were given letters addressed to the produce managers and on Saturday 24, October, we visited various supermarkets and discovered that Finast supermarkets carry union lettuce as well as other union products. Persons interested in supporting the lettuce workers might be encouraged to shop at Finast until other stores begin to sell UFWOC lettuce. Interharvest (United Fruit) and Fresh Pict (Purex) have signed contract with

UFOC. The names of lettuce produced by these companies are: Chiquita, Amigo, Blue Chip, Eagle, Eagle Eye, King Pin King City, Nunes Brothers, Favor, Gold Star, Hawk Eye, Queen's T Pasco, Sun Blush, Three Crown, Prime and Ram.

farmworkers, it would be in their interests if you bought one of the above named brands of lettuce. It would be even more beneficial if you shop only where UFWOC produce is sold. At present we know Finast carries their produce. As further information is obtained I will try to publish it. Viva La Causa!

If you would like to support the

An Open Letter...

from p. 6

8. They'll encourage you to hurl bricks and stones instead of logical argument at those who disagree with your views. I remember an old saying: "He who strikes the first blow has run out of ideas." Violence is as ancient as the cave man; as up-to-date as the Weatherman. Death and injury, fear, distrust, animosity, polarization, counter-violence—these arise from violence. The very use of violence shows the paucity of rational thought in the SDS, its inability to come up with any intelligent critique of our society.

Personally, I don't think the outlook for campus unrest this year is as bleak as some prophets of pessimism proclaim. The situation at some colleges is serious, but certainly not hopeless.

Along with millions of other adults, I'm betting on the vast majority of students who remain fair-minded, tolerant, inquisitive, but also firm about certain basic principles of human dignity, respect for the rights of others, and a willingness to learn. I am confident our faith has not been misplaced.

John Edgar Hoover,
Director, Federal Bureau of Investigation
United States Department of Justice

"Golden Bat" Doesn't Fly

It looks something like "Hair," it sounds something like "Hair" but it's called "Golden Bat" and is currently playing at the Sheridan Square Playhouse. The play, by Yutaka Hagashi, gives a Japanese viewpoint of America—good and bad and establishes the basic sameness of youth everywhere. The cast, from Japan, is exuberant, warm, and friendly. They succeed in establishing a rapport between themselves and

the audience, and despite their broken English, even attempted to carry on conversations. For example, one sweet girl from the cast walks down the aisle and asks a very straight looking gentleman, "You help me please with English?" He nodded agreement. Innocently she queried, "What a motherfucker, please?" Talk about being put on the spot.

The music is good, though repetitious but most of the lyrics are in Japanese, and having to struggle to catch an English word here and there is annoying. The inevitable nude scenes are poorly done, and I do somehow doubt the necessity of stripping before praying. In the unstructured format of a rock musical where there is no conventional plot to the play, the words are most important to express ideas, and consequently the impact that this play might have had, is lost on American audiences.

Spiro T. and the G.O.P.'s

From p. 6

radical left, the vice-president said "This is the criminal left that belongs not in a dormitory, it belongs in a penitentiary. The criminal left is not a problem to be solved by the department of philosophy, the department of English or the department of sociology; it is a problem for the department of Justice." Brilliant. Not unlike the lynching party that refuses to wait for Matt Dillon. Mr. Agnew is condemning a group without trial, and refuses to accept the fact that social unrest is caused by social ills. The unrest will only be squelched when the ills are cured. Political prisoners are not the answer. You can jail a man, but you can't jail a cause.

And what does our Vice-President have to say about demonstrations? "I'm not against demonstration, but I think it's desperately overworked in this country and I think we need more dialogue." Our demonstrations are desperate, yes, for we live in desperate times, but overworked? Demonstrations will end before they will be overworked, but they will not end until the Nixon administration responds to them. As for dialogue, we've had it up to our ears in political rhetoric. We've had enough dialogue, what we need now is positive action.

The closing commentary by Mr. Agnew is no less a blockbuster than the opener. The narrator calls it his "summation to the American people." "It's time for the preponderant majority, the responsible citizens of this country to assert their rights." By "responsible," Mr. Agnew, don't you mean "responsible for putting you and your party in office? Those

you label responsible, I label apathetic, lethargic, chauvinistic and self centered, though in many ways they are responsible. Responsible for killing thousands of innocent people in southeast Asia. Responsible for the dangerous condition of our environment by ignoring the warning of ecologists and defending the corporate polluters. Responsible for the current social crises by their ignorance and bigotry, blaming all our problems on Blacks and other minorities who seek something better than second class citizenship! These you call responsible citizens, while you brand those seeking much needed change and reform as immature, irresponsible, arrogant, reckless and inexperienced? If anything we have experienced too much. Too much of the Administration's inaction. And as long as you strive to give us nothing, you will prolong and increase social unrest. As Bob Dylan put it "Too much of nothing makes a man feel ill-at-ease..." We don't care if the U.S. is the most powerful country in the world; we want it to be the best—with social and economic equality, and liberty and justice for all.

I keep hoping that this album is just another one of David Frye's political satires; but the business reply mail envelope addressed to the Republican National Committee that came with the sampler record reminds me that it is forty minutes of reactionary propaganda, another step, no doubt, in Nixon's southern strategy. By the way this album is not available in any record store. Thank heaven for small miracles.

CRIMINAL JUSTICE SEMINAR

On Tuesday November 10, 1970, a prestigious group of academicians, lawyers, legislators and law enforcement officers will discuss problems within the criminal justice system from a number of angles. The program is co-sponsored by John Jay College of Criminal Justice and the New York State Probation and Parole Officers Association, in cooperation with the National Council on Crime and Delinquency and will be held at 9:30 A.M. at Police Academy Auditorium, 215 East 20th Street.

Known as the SECOND INSTITUTE ON THE CRIMINAL JUSTICE SYSTEM, this is the second seminar to be presented by the three organizations to a professional audience which ranges across the total spectrum of criminal justice. The theme this year is "Dilemmas in the Criminal Justice System" and the Hon. Ramsey Clark, former U.S. Attorney General, will address himself to this broad picture as the luncheon speaker. All are welcome to attend. Call Flora Schreiber at 533-7800 Ext. 17 for more information.



DOING IT ALONE... OR

Photo M.D.



Photo M.D.

UNAWARE OF THIS WORLD... OR



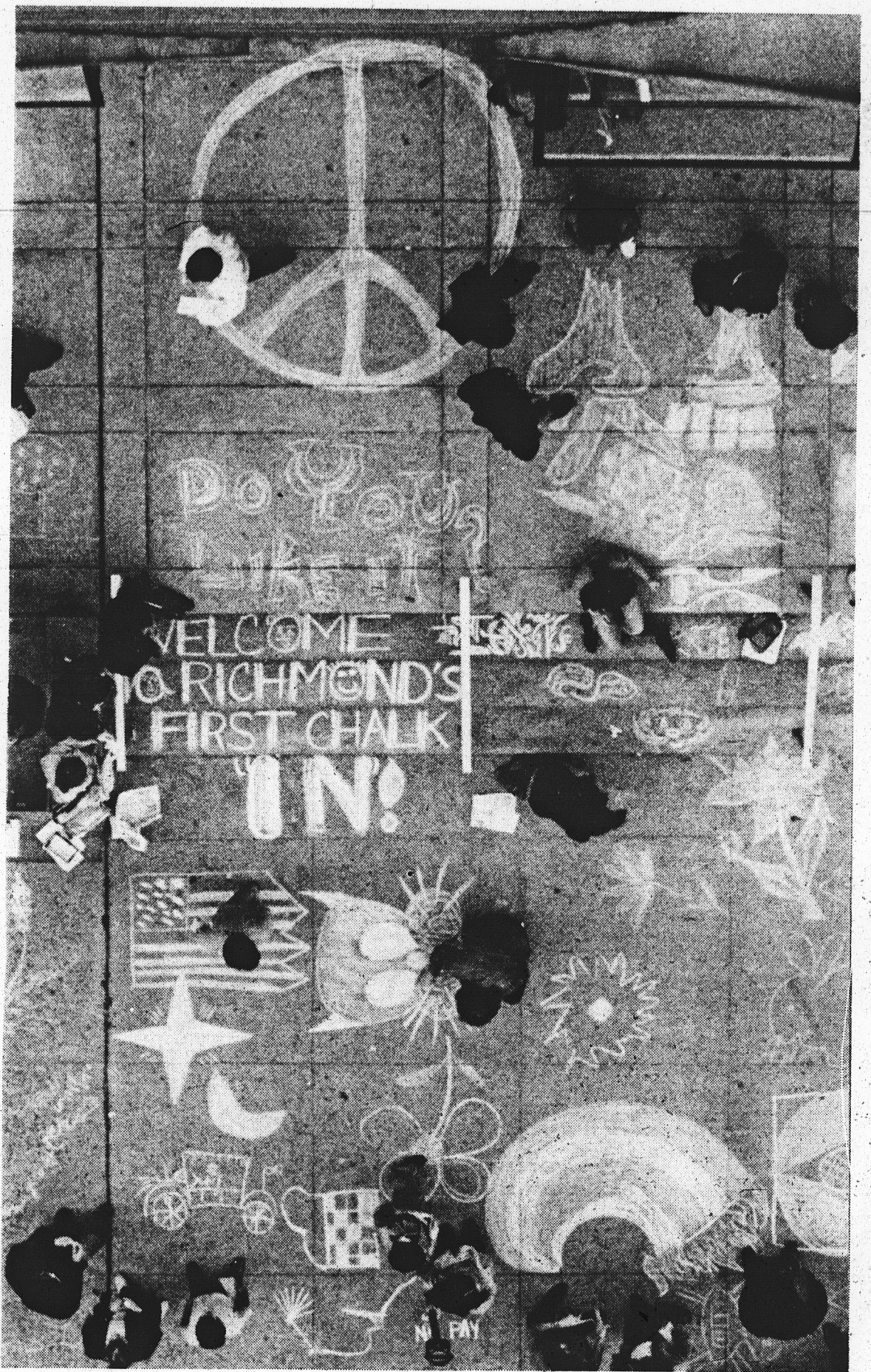
Photo M.D.

SHARING IT WITH A FRIEND... OR



Photo M.D.

HOPSCOTCH WITH FRIENDS... BUT



DOING IT... AT

Photo R.G.

Richmond's First 'Chalk-In'

*Sponsored By
Brian Sherman's I.S. Class*

NOW WE CAN FUNCTION

The elections are over and we now have a government. No one has given innagural speeches so we are at least spared that part of the normal political process. There was a great deal of co-operation during the election although we are never satisfied with the number of students involved. The tallying of votes was a long and arduous task but we got it done and now we can function.

There are a few issues which have to be addressed immediately and top on that list is the Clubs and their budgets. It is going to be necessary for all clubs already chartered to re-submit their charters. This is so that we will have a record of all clubs which are now functioning or intend to this year. Many of the clubs from previous years are no longer active and new clubs are forming. Groups wishing to be chartered should submit a statement of intent concerning the interests of the group. The statement of intent should include the name, address and telephone number of one person who may be contacted concerning the writing of a charter and preparation of a budget. Those groups who are organized already might select one of their members to represent them on the Inter Club Activity (ICAC). ICAC will be preparing budgets to be submitted to the Student Council. It will also have to address itself to the allocation of material designated for use by clubs, such as desks, cabinets, rooms etc.

ED MURPHY



Photo by: M. D.

Among the other pressing issues to be faced immediately, if not sooner, is representation by the graduate and night students. The constitution mandates that two graduate students will sit on the Student Council. So far we do not have the Graduate representatives seated. Arrangements are being made to rectify this and it is hoped that the Graduate students will select their representatives and

that I can then appoint them to fill the vacancies as specified in the constitution.

These are a few of the areas the government will be working in immediately, as well as general re-organization. It is hoped that in the near future we will be able to publish working hours which will run from about 9:30 AM to 8 PM. This would enable all members of the college community to bring questions, suggestions and problems to this office. If there are any specific problems you think we should be acting on and don't believe we are, please bring them to our attention. If there is no one in the SGA office (room 519 in 130 Stuyvesant Place) you might write a message, slip it under the door and include a name and telephone number where we could contact you for further explanation. If you prefer to not leave a name all well and good.

There is a Faculty meeting today and we have twenty students with full voting powers. If you have ideas which should be brought before the Faculty you might contact one of these students and they should present it at the meeting or get it on the agenda of the next one. Remember that the committee personnel are representing all of us and they can only do so if we bring them our ideas.

I'll be reporting to you again in future issues of the newspaper.

Schueler OK's S.G.A. Elections

November 18, 1970

To the Richmond College Community:

The recently revised Article XV of the By-Laws of the Board of Higher Education requires that 30 percent of the eligible electorate must cast ballots for student government for the results to stand automatically. Our recent student government elections fell short of that goal by about six percent. The By-Laws further stipulate that in the event this stipulation is not reached, the President of the College shall determine ways in which the exercise of student government shall be secured.

In accordance with these powers, I hereby validate the recent student government elections for the 1970-1971 academic year, with the hope that future elections will secure greater student participation, and the trust that the new student government will resolve to be responsive to student needs and opinions.

On the other hand, I am pleased to note that the new student government constitution was ratified by the required 30 percent of the electorate, and therefore made unnecessary the exercise of my executive powers.

Herbert Schueler
President

Night Has Might

by David Bartholomew

If you are presently enrolled in classes which meet after 4:30 PM, you will soon be receiving a questionnaire concerning the evening program and inquiring about your preferences as to course and major offerings. The results of this survey will have a direct effect in determining what direction the college is to take in improving the evening session.

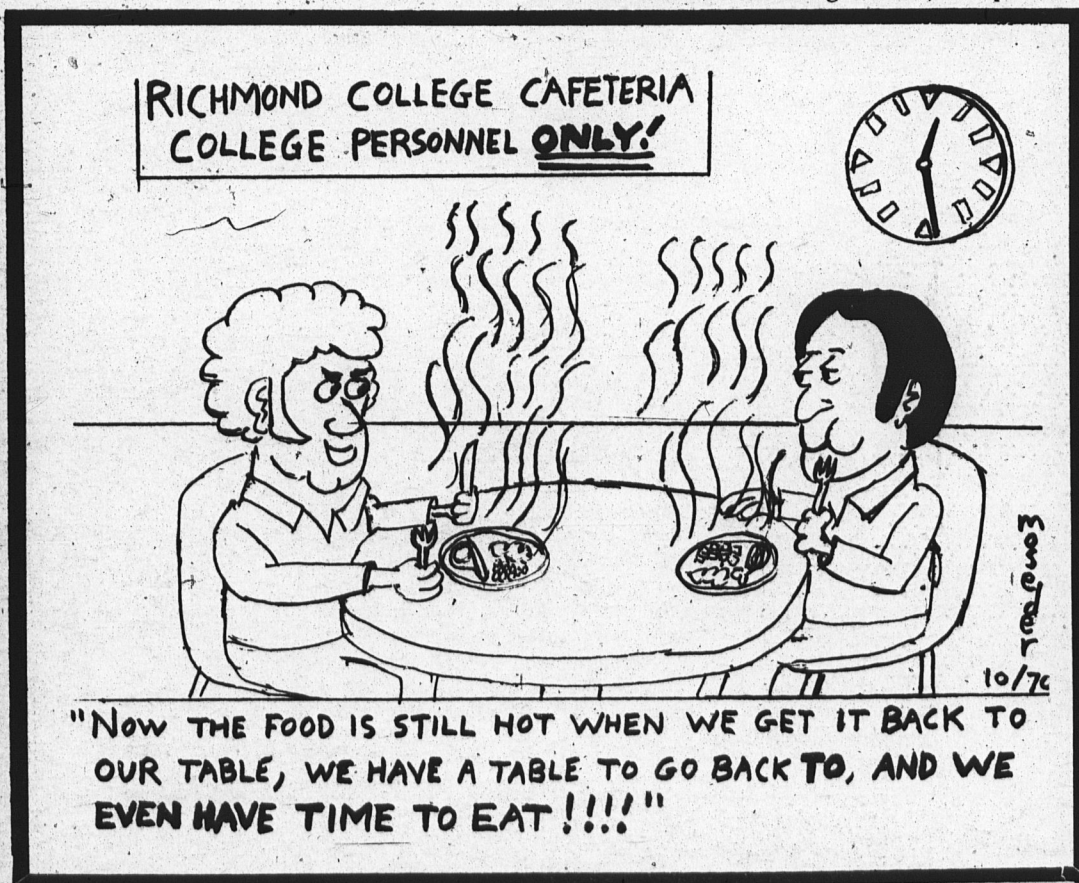
The survey is a result of the efforts of an Ad Hoc Committee to study the program at the request of President Herbert Schueler. Kim Bruhn, our new Dean of Studies is chairman of the committee. Four faculty members, representing the major academic divisions are on the committee. They are: Daniel Kramer, Assistant Professor of Political Science, Social Science; Richard Brooks, Associate Professor of Romance Languages, Humanities; F. Martin Egar, Assistant Professor of Physics, Science and Engineering; and William Wakefield of the Division of Professional Studies. Three students, all of whom are enrolled in evening classes, are presently

serving on the committee. They are: David Bartholomew, Junior; Mark Daugherty, Senior; and George Plante, Junior. All were present at the first meeting which was held at 3:30 PM on Nov. 17.

Dean Bruhn has been in close contact with the evening director of Staten Island Community College who is pleased to learn of our efforts to make available to their evening graduates a full transfer program. Dean Bruhn also expects to establish ties with evening officials of other CUNY Community Colleges.

The committee is optimistic that enough courses will be added in order to enable a student who attends only evening classes to obtain a degree in at least one of three disciplines, tentatively planned (pending some accurate appraisal of demand) will be B.A. in Humanities, B.A. in Social Science, and B.S. in Engineering. It is hoped that with the intensification of the night sessions that more areas will become available. As the situation now stands, a student must augment his program with some day classes in order to accumulate the credits essential for a degree.

The committee will meet again on December 8 at 3:30 in Dean Bruhn's office. Students interested in assisting the committee are requested to contact either Professor Kramer or the Student Government Office, Room 519.



RICHMOND TIMES
RICHMOND COLLEGE
130 STUYVESTANT PLACE
STATEN ISLAND, N.Y. 10301
448-6164

JERI DAUGHERTY
EDITOR-IN-CHIEF

MARK DAUGHERTY
MANAGING EDITOR

ASSOCIATE EDITOR DAVID MOSEDER
BUSINESS MANAGER HOWIE GRANAT
SPECIAL ASSISTANT SHARON LANGFORD

SPECIAL THANKS THIS ISSUE TO

DAVE BARTHOLOMEW
BOB DIMILIA

FROM THE DEAN'S DESK



Photo by: N.R.

LOVE AND WILLFULNESS

Today many students want to be part of the love generation. In a variety of ways, their culture makes love central as in their favored music, movies, and theatre; their romantic attachment to things of the past; their dress, fashions, and informality; and their preference for group and communal life. They place great emphasis on human relationships, honesty, warmth, and joy. They reject materialism and technocracy, impersonalism and manipulation.

Many of these same students are strongly committed to concrete action to bring about those social and political changes that will make a new and better way of life possible. Unlike the docile and detached student generation of the fifties, they are sensitive to the problems of their world and determined to do all they can to solve them. They use the widest range of means to pursue their deeply-felt ends, including, on occasion, coercion and violence. To some of them, action is often more relevant than reflection, frequently the end is said to justify the means.

These dual commitments to loving relationships and to determined action raise some very important questions.

Are these concerns always mutually supporting or may they stand in contradiction?

May the drive to bring about change sometimes hide individual and group willfulness, i.e., does it sometimes mask a determination to get one's way despite the desires and interests of others?

Are there some means that love will not or cannot employ without compromising its character?

Out of respect for integrity and freedom, may love refuse to manipulate others, even to achieve badly needed change?

Must love be suspended until coercion has put the world in order and secured a hospitable place for it?

Does the resort to force and violence produce an atmosphere hostile to the life and growth of love?

There is little doubt that these dual concerns are extremely important. They express a commendable commitment to authentic human existence and to serious efforts to realize it more fully. Questions such as these about their essential compatibility, are critical therefore. But the answers to these questions are neither easy nor obvious. They need extensive exploration.

In different ways on many occasions, these questions are discussed at Richmond. It is highly desirable, in fact, critically necessary, that this discussion continue and increase in depth and scope.

Money Talks

DAVID BARTHOLOMEW:

To all those who made possible my election I extend my most grateful appreciation. I only hope that in the coming year that I will prove myself worthy of your support. At this time I would like also to congratulate all the candidates in this past election for their unprecedented display of concern for the affairs of this college. It is my wish that not only those who were elected, but also those who were less fortunate will continue to remain a vital part of our student government.

The board of directors of the Richmond College Association held its first meeting on Tuesday, November 17. R.C.A. is a non-profit corporation which is responsible for the appropriation of all activity fees and registration fees. It also holds the lease for the bookstore and cafeteria concession. All students, faculty, and staff are members of the association. R.C.A. is governed by a 15 member board of directors. Currently, there are eight student members. If a proposed by-law is adopted, the student membership on the board will be increased to ten. Tuesday's meeting consisted mainly of ground breaking discussion. Passed was a motion to permit the newspaper to spend up to 20 percent of last year's budget in order to allow for publication until the new budgets are acted upon. The board will meet again before the general membership meeting in December, at which time a vote will be taken on the proposed revision of the by-laws.

Through this column, it is my hope that I will be able to keep you informed on student government activities on a regular basis. My first official act as treasurer seems to have been helping to clean up the mess in the student government office. Since we are in some sort of order now, please feel free to come in and rap at any time. The office is room 519 and I look forward to seeing you.

JEANNETTE WASHINGTON

(From the City Wide Welfare Rights Organization)
Nov. 24 at 10:00 AM
IN THE LOUNGE

Mrs. Washington has appeared on David Suskind and other talk shows. She herself is a welfare mother of eight, and a Welfare Rights Organizer.

EDITORIAL

For the past two years, Richmond College students have been unhappy with their college yearbook. Last year, for example, there was a dearth of senior pictures and the photo essays were incomprehensible to most students. We feel that one reason for the poor quality of the yearbook was that the staff consisted of only three people. The biggest reason however, was student apathy. No one made their desires known until after they saw the finished product. By then of course, it was too late to do anything about it.

Let's not make the same mistake twice. We the editors of the RICHMOND TIMES are urging the student body to get involved in the production of the yearbook. Go to the first meeting of the staff on Tuesday, November 24th. This will be a meeting to determine who will be in charge of production, what form the yearbook will take, and other pertinent issues. Even if you have no wish to participate in putting it together, you should present your suggestions and ideas. You must speak up before production gets too far underway. Cooperation and concern now will avoid complaints in May.

LETTERS:

Going Around In Circles

While I agree with the principle of no editorializing in the interest of freedom of expression, I must express my dismay at the abuses which result. In the November 4th issue of the Richmond Times you carried an article titled Circles written by Professor Orłowsky.

The article was a feeble attempt at a Buchwaldian satire on the prevalence of acronyms. I suppose the article was regarded as clever or amusing by some—particularly

the pseudointellectual liberals. Perhaps, in another context, I might concur. However, I was very disappointed by the article, especially its content.

A mockery of societal abbreviations hardly seems an issue to take up space in a campus paper today. Aren't there enough serious issues to fill our papers and occupy our minds—oppression, war, hunger, injustice. It is especially deplorable that Professor Orłowsky is a psychologist teaching in the

Division of Social Sciences. Certainly society has enough real problems that cry out for thoughtful examination. Instead he chooses to be ridiculous rather than relevant; to be safe rather than serious; to be cute rather than concerned. Personally, I call this a copout, typical of our smug ivory-tower intellectuals. I would guess that Professor Orłowsky belongs to the Foundation Of Overprotected Liberal Scholars.

Respectfully, W. Orłowsky

"Big Bust" - Victory for Student - intellectual - hippie - elitism?

The almost unanimous decision of Richmond students to oust the community from their college facilities seems to me to be not a victory of unity, but a failure of isolationism. I am a night student (by necessity rather than choice) and do not have to fight for a place in the lunch lines or for room to sit in the lounge. But I can speak of that outside community Richmond is trying to eliminate by avoidance: it is the world that has created lead gasoline, Ronald Reagan, overkill and the hunt down of Angela Davis.

As an urban college, Richmond has the chance to remain in touch with those people who express

their inability to understand this generation by violence beneath hard-hats at City Hall. Standing in a lunch line with telephone clerks is one way of letting the business world in on a life style which is antagonistic to its own; of letting it know that the college campuses are its colleges also; of letting it know that students are real people who bleed when Guardsmen's bullets puncture them. Richmond can avoid the student-intellectual-hippie elitism which, when issues are to be decided, can only harm itself.

Even more disturbing is the attitude that Richmond's "reputation" is more valuable than an opportunity for the

friendship and guidance of high school students who may use drugs in the college lounge. So also Nixon cries out, American reputation is more important than the lives of thousands of innocent Southeast Asians. We are inviting cops into our buildings to protect us from our peers? Richmond is opting to become a Secret Society of the Learned rather than the intelligent and socially active center of the community it ought to be. The "outside world" is rough; it is ignorant, threatened, narrow-minded and very afraid. But it is ours, and the chances to communicate with it are too few to be destroyed.

Susan Brandon

AN ALTERNATE LEFT APPROACH III

by Mike C.

With the G.M. and U.A.W. conflict about over, we are provided with a good back drop before which we can see another struggle between America's Have's and Have nots. Who but the consumer (workers themselves) have put G.M. where they are today? Surely not the much heralded management who tries to bleed every dollar out of the public it can and who in return gives back as little as possible in the way of goods and services. The management who has constantly to be hauled into court for attempts at price fixing, bid rigging, bribery, false advertising, tax evasion, and the distribution of ineffective or unsafe products? American firms are simply creatures of profit, and self admittedly so. If they could sell automobiles that would self destruct at sixty thousand miles and get away with it they would (now they fall part at eighty). Large firms change only when forced to change and then only in the directions that mean more profits. The fact that people complain about this or that failing of products or services is an indication of their inability to enforce responsible change along those lines. You may say where is the government when we need it? Well guess what? American government is American business and American business is our government. How many labor leaders have been presidents? How many consumer advocates like Ralph Nader are in Congress? Not a hell of a lot.

Just look at the present administration and how they screamed when the tax exemption for individuals was being raised to seven hundred and fifty dollars. Yet they are all in favor of the D.I.S.C. proposal in the pending tax reform law that provides a huge loop hole to business which is in an exporting position. That in effect makes American workers subsidize their own jobs. But then you also see that twelve billion which left this country last year with Nixon's blessings, destined to make foreign subsidiaries of U.S. firms billions more, but not the American worker who is layed off because his job is now elsewhere. Government and business have always been locked in a conspiratorial embrace. For an interesting critique of Nixon's game plan, see the present issue of Fortune magazine, which states flatly that by inducing high unemployment, the wage demands of non-organized labor (two-thirds of the work force) will diminish. The people will be in mortal combat with one another for the bread for their children's mouths and thus our corporate barons will triumph in this "loose" labor market. Look how the Ohio legislature conveniently passed a law

prohibiting people who are thrown out of work due to some other union's walkouts from collecting unemployment compensation and food stamps. This is a perfect and blatant example of breaking an unconstitutional laws. G.M. made three billion in profits last year which is around 20 percent return on its investment. Who in the working class get 20 percent on his investment? Yet G.M. pleads poverty and that labor demands create inflation. These are all nothing but corporate propaganda. G.M. raised car prices even before negotiations got under way and yet this escaped Government protest. It also escaped extensive news media coverage for obvious reasons. Turn to any centerfold of the commercial portion of a paper and you see G.M.'s Wreckage for '71 sprawled out all over the page. Newspapers aren't going to bite the hand that feeds them are they?

See how fast the Nixon administration hauled the Seafarers International Union

into court on alleged union donations to political candidates friendly to labor (just who does he think the silent majority is anyway). Yet Nixon was grateful indeed for the one million dollar campaign contribution to his '68 efforts by the Shah of Iran. Is it possible that the Shah had to repay his allies for the favors done him in the CIA sponsored coup which enabled him to return to power after being thrown out by the people in an earlier coup?

Until we reclaim our own government and run it "of, by, and for" the people without regard for the aristocracy in this country, the only effective means of change are mass actions such as strikes, boycotts, and believe it or not, the vote. We must break big money's monopoly on the political system of this country. How can anyone say the system works when you have unemployed numbering in the millions in this land of untold wealth. Yet, the streets need fixing, hospitals built, homes con-

structed, public transit refurbished, and above all else people, men, women, and infants, in need of clothing, food, medical care, and an opportunity to attain a little of this nation's gross national product. Only fools can believe Nixon's right wing rubbish and delude themselves. At the Jefferson bookstore on 16th St. and Union Square East you can buy *Labor's Untold Story* which is put out by the United Electrical, Radio, and Machine operators union. It is a primer for anyone who would like to know something of how the common man has been historically victimized by racism, repression and outright extortion of his needs and rights in this "free" country:

* * *

...Will the individual who had shown interest in the first of this series of articles and left his name at the newspaper office about a month ago please recontact as your name was lost.



First Meeting of R.C.A. Board of Directors

Photo M.D.

L. to R.

Paul Schmidt, Bernard Jacobs, Peter Fonseca, Stu Green, Carol Bloom, Dean Vargas, Mary Broyles, Joe Goldfarb, Dawn Chiles, Jo Farrell, Ed Murphy.

First S.C. Meeting— much accomplished; much to go.

LEONARD MANGANO

The first meeting of the Student Council was held on Thursday, Nov. 18 at 10:45 a.m. This meeting was an informal one in order to permit the council to determine their common aims.

Ed Murphy, the chairman, expressed the need for a Bylaws Committee which would

suggest a procedure for running future meetings and determining the council's role under the new constitution. The members of this committee are Ed Berman, Terry Morgan, Kathe Penny, and David Bartholomew. Jeri Daugherty asked the committee to give special attention to the council's role in club budget approval. The

formation of I.C.A.C., (a committee made up of one representative from each chartered club), was then considered. It was agreed that old clubs must re-submit their present charter to the Student Council by Nov. 30, in order to receive funds. New clubs should submit a statement of purpose as soon as possible along with the name of one

member to represent them until the club is officially formed, and must present a charter by Nov. 30th as well. All clubs must have their budgets in by Dec. 7th. A special budget committee was then formed to determine the specific needs of the council itself. It will be made up by the Executive Board and Judy Jacoby.

The Council then decided to employ a secretary to be responsible for the clerical work of the student government. The feeling of the Council was that the secretary should be a non-student in order to insure his or her efficiency and impartiality. Interviews for this position will begin as soon as a list of possible people is acquired.

Other topics of importance were the appointment of two graduate representatives, the urgent need of staffing the student government office, providing an information file for the Student Council, and setting the day and time for meetings. Ed Murphy felt that it was important to provide a means for graduate students to select their own representatives. He will meet with graduate student groups to determine how this can be done. The Council will attempt to keep the Student Government office open from 9:30 a.m. to 8:00 p.m. so that students can get information quickly.

Present at this meeting were: Ed Murphy, Vic Perez, Jeri Daugherty, David Bartholomew, Anthony Dolcemascolo, Prescilla DeAndrade, Kathe Penny, Judy Jacoby, Jim Engle, John Kavanaugh, Terry Morgan, Sal Criscione, and Ed Berman. The next meeting of Student Council will be on Monday Nov. 23 at 2:00 p.m. in room 502.



JACOBY
PEREZ MANGANO PENNY
MURPHY

Photo M.D.

ENGLE
DEANDRADE BARTHOLOMEW
BERMAN

Photo M.D.

DOLCEMASCOLO
KAVANAGH

CRISCIONE
DAUGHERTY

MORGAN

PLAYS 3 PLAYS WELL

There's an old expression that says "never look a gift horse in the mouth"; but when given a gift horse of three plays, a critic must do just that. The three plays, "I'm Really Here" by Jean-Claude van Itallie, "Red Cross" by Sam Shepard and "Rats" by Israel Horowitz were presented recently by Richmond College's Theatre Practice group. The program was a progressive one. That is to say, the acting and the plays themselves improved as the evening progressed.

The plot line of "I'm Really Here", supposedly a satire on Doris Day flicks, came off as being very shallow. Everyone in the cast was over-acting, especially Miss Christina Arcaro, who did little to convince us that she was supposed to be a prototype of Doris Day. George Speerin's performance as Rossano left something to be desired, but his French accent was superb. David Moseder's "lights, camera, action" bit detracted from the play both in concept and performance. He was, however, good as both the elevator operator and the crazy Russian director, though the latter was played a bit hammy. The highlight of the play was the stabbing scene. The use of blood was very effective. We doubt, however, if most of the audience realized that this was indeed a symbolic killing. The sinister look of Mr. Speerin and the anti-climatic appearance of Mr. Moseder would lead one to believe that this wasn't a satire at all, but rather a high-camp, off-beat melodrama.

After an exciting, if chaotic, scene change we settled back to enjoy "Red Cross". "Red Cross" was very well acted, though it seemed to lack direction. The plot was not extremely difficult to follow, but it was not

always entirely clear as to what was really going on. At first we wondered if they weren't supposed to be in some kind of insane asylum, then slowly the real point of the play came through to us. Any imperfections one could find in Mr. Shepard's

play or Mr. Green's direction were eradicated by a fine cast. All we can say about Roy Goldblatt's performance as Jim is simply that he did an excellent job. Marcia Muraskin's fine performance as the maid was enhanced by a magnificent

southern dialect. We felt that Ruth Rugoff perhaps came across a bit too refined for her character (Jim's wife, Carole). Her diction was so perfect that it sometimes sounded like she was giving a speech. Still in all, Miss Rugoff's performance was truly delightful.

After being relocated during intermission ("I'm sorry but your blocking the actors' entrance") we were treated to the best show on the bill, "Rats". "Rats" had the most coherent, moving plot of the three plays as symbolism was clear without being obvious. We believe that a large share of the credit should go to Marc Suess for his interesting and well done direction. The actors were likewise superb. Sam Agar as Jebbie, the fat Harlem rat, was absolutely fantastic. His facial expressions and the movements of his hands and body made him a very convincing rodent. Hugh James Lynch as Bobbie, the ambitious young rat gave an equally fine performance, though Sam was a more believable rat. Just as convincing as Sam and Hugh was Antonio Gomez Jr., as the baby. Clad only in a diaper, he made you want to reach out and cuddle him. The baby's transition, from infancy to manhood, in the final scene, was a bit too much, but the ending as a whole was very well staged and very effective. As the lights faded on Sam, we were touched with mixed feelings of irony and sadness.

The concept of 'theatre in the round' worked rather well. We don't believe that any one side of the audience was favored or cheated in any of the plays. According to our score card, we came to see three plays and we enjoyed two of them. When you're looking a gift horse in the mouth, two out of three ain't bad.



A new connection for young poet's reflections

Dear Contributor:

"Sorry, we cannot accept your manuscript at this time."

We've all heard that line before. We've heard it from publishers of poetry and poetry magazines who gladly accept our financial support, but wouldn't take the time to consider one of our manuscripts for publication, unless through a 'connection' which most of us don't have, nor ever will.

Poetry Journal is our connection.

Poetry Journal is an independent publication, sponsored, financed, conceived and worried about by two very serious student poets. We feel it is time for the student poet to emancipate himself from exploitive publishers, and bring art into a new realm of freshness, honesty and appreciation. It is time we work for ourselves and each other. Poetry Journal has been conceived because we want to show these publishers that we don't need their money, their presses, or their connections. We the students are going to make it on our own.

The big-name publishers feel that there is no longer a demand for poetry, that perhaps it is a dying art. WE ENTHUSIASTICALLY DISAGREE! They feel that the market is at an all-time low. There is a market, the market is with the student. However, the student is getting wiser and senses that the few poets being published today just have a candid use of the language and a good 'connection'. The real poets are tucked between the covers of some obscure publication, which perhaps only they know about. The real poets are reading their poems to each other in tight cafes. The real poets are the ones that should make it to the shelves of DOUBLEDAY's, but probably never will. THAT is why Poetry Journal has been created. We feel it is time for the real poets to get into print, not in some cheap newsprint magazine, rather in a publication worthy of their work and efforts. That's what we want for ourselves and for you. And this is only the beginning! We hope to publish future editions including art, photography, fiction and song lyrics.

Unfortunately, we cannot publish all the work that will be submitted to us. We wish we could, but it would be absurd. Although we are trying our best to eliminate

publishing discrimination through 'connections', we cannot eliminate standards of acceptability. What we are looking for is clarity of expression, interesting use of images and ideas, and poems that are not esoteric. For we feel that the task of the poet is not only to reflect himself in his work, but also to reflect that which is outside of himself, which makes him what he essentially is. Most of all we want poems which are enjoyable, not only for the poet, but for the reader as well.

Poetry Journal is going to be a total art experience for those who join us. We are all going to have to work for our art, or it will never work for us. We know that most of you are like ourselves, being more concerned about getting our work in print than getting rich on it. However, things being as they are, we will be able to give our contributors some monetary gratification for their work and efforts. We will not be able to pay in cash. What we intend to do is give each of the contributing poets five to ten editions of the printed journal for each of his poems published therein. Five editions will be given for short poems, ten for each long one. You can sell these copies for \$1.00 per copy, thereby earning your pay. For instance; if we publish two long poems and one short poem you will receive twenty-five books which you will sell at one dollar per copy, thereby earning \$25 which will be yours to keep.

Since this is a student-oriented publication we are going to direct our sales to the students, mostly on campuses. We are going to arrange to have poetry readings on various city campuses in order to get an audience for our work. Any poet published in our journal will be notified of where and when these readings will be held and will be invited to read with us. We also intend to make a tape of our reading and get it broadcasted over several campus radio stations, and perhaps WBAI radio. As you can well see this is going to be a total art experience. That is why we want people who are willing to work for their poetry in order to make it work for them.

The reason we are turning to the student to support this endeavor, by buying copies of this journal, is because we are all together,

and we must help each other if we are going to help ourselves. And we don't just want their support, we want their involvement. We want anyone who is seriously involved in any art form to join with us. If this publication works out—we are hoping not only to expand the journal, but also to start workshops for our contributors.

The publication will come out in the end of December. The deadline for acceptance is November 25th. Any work received after that date will be considered for the next edition. Please get your work to us as soon as possible for consideration. We would like at least ten poems from each individual; however, the more the merrier. Please make sure you have copies because we won't be able to return any manuscripts submitted to us (We don't have the time or the money). Submit work typed as you would like to see it published. If you're really strung-out without a typewriter then submit it printed very legibly, as you would like to see it in print. We'd also appreciate a short note from you stating what you think poetry is, and what you are trying to achieve in your writing. It isn't obligatory, but we'd like to judge your work on your terms, not only ours.

All work will be copyrighted, and no other publication will be permitted to use your work without your consent.

We are looking forward to hearing from you once again. We were really happy to hear from you, and we hope you are as enthusiastic about us as we are about you.

JOIN US
the editors
poetry journal
p.o. box 87

bath beach station
brooklyn, new york 11214 1970

P.S. If you submitted your phone number to us we will be calling you within a week to answer any questions you may have. If you didn't give us your number and want to rap then just drop it to our box.

THEME SONG: LET'S WORK TOGETHER—sung by Canned Heat; written by George Harrison.

PLANE LANGUAGE
by Darryl Mondrow

you sometimes hate
your masturbate
but love such fate
bestowed you

you always love
the times you love
the friends your love
befriends you

you try to love
the kind of love
the lovely ones
can show you

you never love
until you love
your lover's lover
love you

auto tail lights
raging fights
various kinds
of neon signs

Schraffe's display
Play Doe clay
Horn and Hardart
Chaucer's Pardoner

summer's air
Claudette Colbert
autumn leaves
speckled trees

tangerines
Halloween
submarines
thirteen

fish tins
plump pumpkins

Thursday

Christina Arcaro

Lyceum Series

The Master Virtuosi of New York, an orchestral group directed by Gene Forrell, entertained an audience of three hundred fifty people on Saturday, November 14, at S.I.C.C. The performance (event number two in the Lyceum Series) consisted of well-chosen selections of light classical music from Mozart, Schubert, Marcello, Gluck and Sacchini. Particularly enjoyable was the second movement of Alessandro Marcello's Concerto for Oboe and String which featured as soloist, Leonard Arner, the principal oboist of the Master Virtuosi. Mr. Arner played a moving oboe melody which rose gently from the background string concerto. The melodic expressiveness of this Adagio selection, in both composition and performance, was truly beautiful.

Gene Forrell, the conductor, was interesting to watch. Somehow it seems incongruous to see this straight, middle aged gentleman, in the traditional white shirt and tails walk distinguishedly to the podium and direct the orchestra with such boyish spirit and enthusiasm that he was practically jumping on the improvised stand.

From beginning to end it was a pleasant evening, perhaps only marred by noting the number of empty seats in the auditorium and thinking that it was too bad that so many students were missing a good thing.

Luisa Stellini

"...Out of Time" is 'With It!'

by Luisa Stellini

In these times, it seems that the theme of youth versus the older, established generation has just about been beaten to death, especially in the theatre. It is generally inconceivable that anyone, anywhere in the arts could come up with a penetrating and fresh conception of this immemorial conflict. But to my astonishment and happy surprise "A Dream Out of Time" at the Promenade Theater has produced a poignant, funny and moving play.

This play stars Sam Levene as a Jewish father who "tries to understand, but can't" (sound familiar?) and James J. Sloyan as his perplexed son, Mike, who has reached the age when his mother expects him to settle down and marry a nice Yiddish maiden. He really wants to please his parents but not yet knowing his own mind, refuses to be pressured into anything, including his affluent uncle's business. The hopes and plans of the parents are not presented as wrong and that of youth as right, rather they are just different. Indeed, both have the same dreams of happiness, but one generation has decided how it is achieved, while the other generation is still searching for the means.

Mike, a matured former radical, sees his cousins fall into unhappy situations and their confusion adds to the perplexity in his own mind. First there is Cybil, a well-educated young woman who claims that she got married to the first man who correctly answered the questions: Are you married? Are you Jewish? Are you a doctor? Now, pregnant and unable to communicate with her husband, she is panicked at the emptiness of a life that is beginning to fall into the pattern of the average suburban housewife with 2.3 children. Mike's other cousin has no interest in attending college but attends because his parents keep harping about how much they are sacrificing for him to be a doctor.

If you're tired of the usual good-bad approach of so many films and plays today, see "A Dream Out of Time" for a combination of humor, relevancy and realism.

Anyone interested in starting a literary group to publish a magazine please come to the RICHMOND TIMES office and leave your name and phone number. Art work will be needed.

-Buddy Bentsen

Cucumber Castle Be Ever So Humble

by David K. Moseder

When the Bee Gees released "New York Mining Disaster, 1941" back in 1967 they were immediately compared, in style, sound and potential, with the Beatles. Today the only thing these two groups have in common is that neither is functioning as a group. On hearing the Bee Gees swan song album, "Cucumber Castle", it brought to mind the history of one of the most widely praised and widely criticized rock entities in recent years.

The nucleus of the Bee Gees consisted of Barry Gibb and his younger twin brothers, Robin and Maurice. (The name Bee Gees supposedly stood for 'Brothers Gibb'.) They worked for ten years together before they had a hit. They made their stage debut in 1956 in a movie house in Manchester, England miming to a recording of "I Love You, Baby". When the phonograph broke down, they continued to sing. The manager heard them, gave them each a schilling and asked them to come back the next day. Before they could capitalize on their new found success, however, the family move to Australia. Seven years later the Gibb brothers, along with their friend, drummer Colin Peterson, launched a career as recording artists.

Over a span of three years they reeled off a string of thirteen consecutive bombs. Then, late in 1966 they recorded "Spicks and Specks". It wasn't exactly a smash, but it sold enough copies to get them back to England. When they arrived there, they called on another friend, guitarist Vince Melouney. The Bee Gees were now ready to record their first album.

In spite of their 1-13 record in the singles market, their first album on Atco records, aptly titled "Bee Gees' First", was both a critical and commercial success. At one point it was topped on the Variety album charts only by "Sergeant Pepper's Lonely Hearts Club Band" by the Beatles. Subsequently, four of the fourteen tracks, "To Love Somebody", "I Can't See Nobody",

"New York Mining Disaster, 1941" and "Holiday" became hit singles. Asked to explain their success, big brother Barry Gibb replied "Recognition, first. Our own sound and it says it the way it is, from the bore that is politics to the hypocrisy of the adult world. Finally, the sound has as many adults listening as kids."

The second album, "Horizontal" was something less than a chart breaker, but it did serve to bring further recognition to the Bee Gees genuine abilities as vocalists, musicians and song writers. (They write all their own material.) They seemed intent on justifying the comparisons made with Beatles by critics and fans alike.

To an ardent Bee Gees fan, the third album "Idea" was something of a disappointment. It was not terribly bad, but it paled in comparison with "First" and "Horizontal". One critic for High Fidelity went so far as to describe it as "a treackly mess." But it was a smash commercially and two singles lifted from the album "I've Gotta Get A Message To You" and "I Started A Joke" turned out to be the biggest hits the group would ever record. The album and the singles catapulted them to even greater heights. The inevitable "collector's item" album was soon released. "Rare, Precious and Beautiful", an album of a dozen old Bee Gee tracks recorded in Australia (including "Spicks and Specks") hardly lived up to its name. Only four or five tracks had any merit to them, and those could best be appreciated only when you realized when they were recorded (1964-1966). The synthetic stereo did little to enhance it. There may have been some historic value in these recordings as far as their fans were concerned, but I don't know why Atco Records thought it was necessary to put out a second edition (Rare, Precious and Beautiful vol. 2) for it was even worse than its predecessor.

Meanwhile the boys were busy at work on their most ambitious project—"Odessa"

which hit the record stores early in January 1969. "Odessa" was a two record set, featuring a red, pseudo-velvet album jacket with a silk-screen illustration of the title song on the inside covers. Inside, the Bee Gees had experimented with extended tracks, (they had never previously recorded a song that was longer than four minutes), and with elaborate orchestration. It was an ambitious album and sold well, but the critics were merciless. Even the fans who excused its shortcomings were rudely surprised by the poor quality of most of the album. The extended tracks were hollow and repetitious and most of the orchestration was superfluous. One critic dubbed them "The Kings of whipped cream rock." If they had dropped all the extraneous material, ("Black Diamond", "Edison", "I Laugh In Your Face," "Never Say Never Again" and the three uninspiring instrumental tracks), the Bee Gees could have produced a palatable, if somewhat innocuous single album.

It would seem that success spoiled the Bee Gees. They appeared to have exhausted their originality and creativity. "Odessa" marked the beginning of the end for the Bee Gees. Shortly after its release, lead guitarist Vince Melouney announced his departure from the group to become a record producer. This was followed by Robin's decision to leave his brothers and do an act as a single. This was a crushing blow, for Robin proved to be more popular than his brothers. His first solo effort "Saved By The Bell" rode high on the British top ten charts, while the Bee Gees (now a trio) limped on to the top fifty with "Tomorrow, Tomorrow." In desperation, a sister, Leslie Gibb was added to the act. She couldn't take the concert grind, however and soon went back into retirement. Soon after that Barry and Maurice decided to fire Colin Peterson, their drummer. This led to a law suit over who had the right to the title "Bee Gees". The brothers eventually won.

All the changes mentioned above took place while the Bee Gees were preparing their first feature length film, "Cucumber Castle". When "Cucumber Castle" finally came off it was in the form of an hour television "spectacular" rather than a theatrical film. And out of all that came the final effort of the Bee Gees, (now a duet consisting of brothers Barry and Maurice), "Cucumber Castle". It was originally intended to be a double album, but in light of the critical failure of "Odessa" they wisely chose to release only sides three and four. This decision came after all four sides were pressed, so that although "Cucumber Castle" is a single album, the label sides are marked "Three" and "Four". Five of the twelve cuts were actually used for the television special. These five songs, perhaps a result of trying too hard, are noticeable inferior to the regular selections such as "If Only I Had My Mind On Something Else." and "I.O.I.O." The album in general is a throw back to the days of "Horizontal". The songs are well written and well performed, though there is an unsettling sameness in much of the material. On "Cucumber Castle" the Bee Gees come across more like Simon and Garfunkel than the Beatles. Indeed, one song, "My Thing" sounds like a cross between "The Only Living Boy in New York" and "Punky's Dilemma". But they are neither the Beatles nor Simon and Garfunkel. They are the Bee Gees, who in their own right have much to be proud of. At last report, Barry Gibb was planning to come back with a new group while brother Maurice has been performing in a London musical. Robin Gibb continues to be a successful recording artist and live performer. Vince Melouney is going well as a producer while Colin Peterson is struggling along with his own group. The Bee Gees came, saw, struggled, conquered, degenerated and died. Like so many rock groups of the day, they came in on a wave of vibrant creativity, only to be washed up on the shores of mediocrity.

NOTICE

There will be a meeting of the 1971 Richmond College Yearbook staff on Tuesday Nov. 24, at 4:45 p.m. Anyone interested in working on the yearbook should attend ROOM 520 STUDENT ACTIVITIES OFFICE

NOTES ON ROCK



I got to see a few of the more interesting acts around, in the past few weeks. Caught "Chicago" at the Capitol Theatre in Portchester. This was my first trip to this relatively new establishment, and I had expected to find a suburban duplicate of Fillmore. I was quite surprised, however, in the differences that I happily noted. The most obvious difference is in the neighborhood. Although Portchester is not very picturesque, it is only forty-five minutes from L.I., and is desolate enough at night, to provide ample parking on the street. The theatre itself, is quite a bit smaller than Fillmore, and seems to be a re-built movie theatre. Thus it is actually possible to see the stage CLEARLY (!) from anywhere in the house. The P.A. system is beautiful, and I thoroughly enjoyed the show. Right on, Howard Stein.

"Chicago" restored some of my faith in the music scene, and gave me a needed shot of musical high. All I can say is that they are as good in person, as they are on record, and that says quite a lot. Few performers can be as musically pure on stage as they are in the studio. "Chicago's" horns are a joy to the ear, and the arrangements are tasteful and clean. All in all, they are simply beautiful.

On the bill with Chicago was "Seals and Crofts", a very interesting country-folk duo, combining mandolin with guitar (and an occasional violin). Very pleasing both vocally and instrumentally. The use of

electric distortion boosters on the mandolin ruined them for me, though. Nice try boys.

Laura Nyro was at C.W. Post College, as one of the presentations in the well-structured concert series for 70-71. At the last minute a friend gave me a ticket. What luck! As usual Miss Nyro was wonderful. Her piano playing is as atrocious as ever, but her vocal gymnastics and lyrical songs brought much happiness to the twelve-hundred people who jammed the new hall at Post. She received standing ovations for almost everything, and came on for a twenty-minute encore. She explained that she would like to play some of the "good old rock and roll" that she has such an affinity for. The "Drifters" never did "Up on the Roof" with the soul that Laura Nyro has. Bravo, pretty lady, and thanks to Mark for the tickets.

If you find yourself with a free Friday or Saturday evening, why not mosey on down to the "All American Coffee House" on Victory Blvd. I did my thing there one Friday nite and met some very nice people. Brought the old "axe" and got it together for a good old blues jam. It's possible to hear anything from Rock to Blues to Folk and Country music, or whatever happens to happen. Everything is free (absolutely), and if you can donate something, it will be appreciated. A gay old time is had by all, so stop on in. One thing, please come clean.

Alan David

CIRCLES

by Wally Orlowsky

At this writing I haven't heard the final figures, so I do not know whether the recent student elections drew the 30 percent participation necessary to make them legitimate. However, in this context I can't help but comment on the role of the electorate in a "democratic" institution. I am particularly intrigued with the notions about advertising elections and voter interest.

I could begin by mentioning the reaction of a colleague (fictitious of course) to the ideas of students participating in decision-making committees.

"If we invite students to participate with some promise that they can be effective," he lamented, "we ought to be very careful that the students are really representative. Otherwise," he concluded "only those that are interested will show up and grab all the positions."

I could begin that way, but I won't—that would be too close to home. Instead, let me relate an experience I recently had as a neophyte suburbanite. I had moved into what is variously considered the fulfillment of the Middle Class American Dream and a blight on the national horizon—a mass-produced housing development. Securely sequestered in former farm country we were a classic suburban ghetto: a pocket of the poor rich in the midst of humble homesteaders. Manacled by monstrous mortgages, greedily gouged by hordes of ravenous merchants, terribly taxed by non-representing politicians, scrutinized suspiciously by leering natives; we did the only thing possible. We banded together for self protection.

For the uninitiated, let me explain that no individuals live in the suburbs. There exists only groups—communities of clubs. Everything must be organized—socialization at its fullest. There are car pools, bridge clubs, book clubs, dining clubs, baby-sitting groups, P.T.A., community recreations, civic associations. I suspect there are even groups for anyone who doesn't have a group or two to call his own—club clubs.

To make a short story long, I arrived home one night to be informed that a newly formed Homeowner's Association was holding a meeting that very evening. I was surprised at the short notice in such an organization-conscious sphere. I went to the meeting with a few neighbors—one couldn't be expected to go alone—but many could not attend on such short notice.

We discovered that the meeting had been called by owners in the first section developed—the pioneers. They had already met on previous occasions and had now

decided to invite more recent immigrants (imperialist expansionism?). The founding fathers were quite astonished at the large turnout—about ninety people jammed into the school gymnasium. Especially disturbing was the fact that only thirty people were there from their section along with sixty newcomers for which they were unprepared.

Everyone agreed that some organization was necessary. The immediate need was a show of solidarity to induce The Developer to make long sought improvements (everyone has his own Establishment). The manner of proceeding was a subject of debate. The founding group had already drawn up a set of bylaws that were to be ratified and hoped to elect a slate of officers at this meeting. We late-informed newcomers knew nothing of the general circumstances of the Association and hardly knew each other, much less probable candidates from another section.

In the confusion over procedure I had the following conversation with one of the frontiersmen. "I don't see how we can vote," I explained, "We hardly know each other and haven't had a chance to really study the proposed bylaws."

"On the contrary," he argued, "we really ought to vote tonight, we can't put this off any longer. There are too many things that need to be done and some of us are approaching the termination of our one-year house guarantees."

"Yes, but it seems unfair to vote on something we don't really know anything about when there are so many people in the newer sections who do not even know about this meeting. I for one would feel insecure about speaking for them." I was showing my political naivete. "Nonsense," he flushed, "do you realize how many people are here? There are over ninety homeowners here. We can't let that opportunity slip away. We could have ninety votes tonight."

"You might get even more if a meeting is better advertised. You know, in Holland, by law, all eligible citizens have to vote." I suggested.

"Are you kidding?" he lectured "the Dutch are crazy, demanding that people vote. That is against the principle of democratic freedom. You know what happens with these associations. People come and never return. Why, we had almost all seventy members of our section here at the first meeting and you see how many came back tonight—less than half. No, you'll never get ninety people to come back for another meeting. People just aren't interested in participating!"

"But then why should they vote at all?" Spoke the great defender of justice. "If you are just concerned with getting voting bodies regardless of their concern with the issues, why didn't you just advertise a stag flim. You might have attracted three hundred voters."

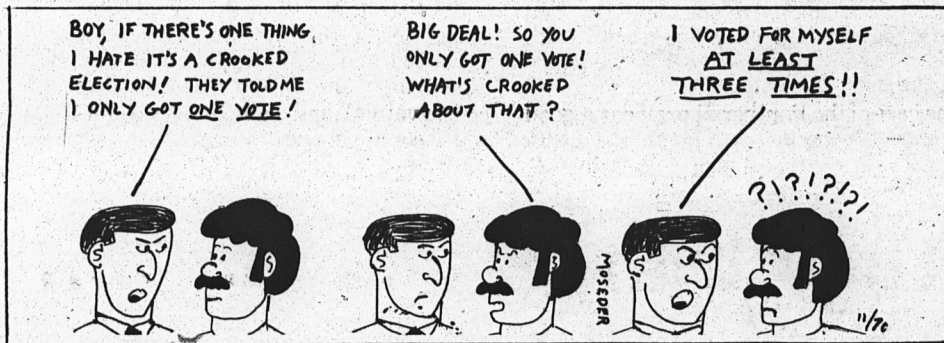
"Don't make jokes!" he warned. "You don't know how hard we worked on those bylaws. We want them voted on now; as is. You can even read a copy right now if that's so important."

"But the other homeowners in my section will be bound by them if they want to join and they haven't a chance to vote." I could see argument was getting futile.

Then he delivered the clincher. "Listen, if we circulate the bylaws and advertise a meeting for all prospective members, that would delay us at least two weeks. By that time it would be too late to arrange a Halloween Dance."

"Oh well, now I see." I apologized. "I hadn't thought of that."

I must admit that I had suspected him of being a pumpkin salesman. I was wrong. With typical suburban provincialism, each section elected its own representatives (I chose not to exercise my obligation to vote). As for my debating opponent—he was elected Social Activities Chairman.



What's Happening at S.I.C.C.

The following article is the first in a regular series that has been begun in order to keep the Richmond students aware of what's happening at the other colleges on Staten Island. In future issues we will try to include Notre Dame and Wagner, and we hope this will help develop a community spirit amongst Staten Island College students. Anyone interested in helping with this project please come up to the RICHMOND TIMES office, room 525.

SICC SIX DENIED TENURE

Thomas Molinare (Biology), Clifford Masheb (Business), and Jerome Rubin (Geology) have been denied tenure by President William Birenbaum. These three join Jerry Hirsch, Deanna Abzug and Jean DiBernardo in a group that will not be rehired next fall.

STUDENT GOVERNMENT REPORT:

The first meeting of the new Student Government only seemed to add to the confusion that already exists here. In spite of all the confusion going on, the Senate did decide on the following:

1. The Senate will send a letter to President Birenbaum and a telegram to the Chancellor's office, concerning the unfair denial of tenure to six faculty members.

2. The S.I.C.C. Soccer Team will be granted a \$4,500 allocation to send them to St. Louis to play in the championship games. They won the regional title this past Saturday (November 14).

3. It was decided that nominees for the Secretary of S.G. will be people outside the Senate.

Other items were brought up, but didn't get anywhere due to the confusion.

EX-STUDENT NOW ASSISTANT DEAN:

Ivan (Flash) Kronenfeld has been named an assistant Dean in an Experimental College Program. He will work with Henry Harris, who is also an Assistant Dean in the Program.

HANNAM, BLACK APPROVED:

Appointment of two Staten Island Community College faculty members as program directors at the college was announced today by Dr. William Birenbaum, president of S.I.C.C. The two are Professor Martin Black, who will be director of student activities, and Professor Joseph C. Hannam, who will serve as director of the college's counseling and advisement center. Both areas are under the office of the Dean of Students, Stamos O. Zades.

NEWS AND NOTES

GRE'S

Fordham University's Counseling Center, in cooperation with Educational Testing Service, Princeton, New Jersey, will administer the Graduate Record Examination (GRE) once a month as a special service for Greater New York Metropolitan area students.

The 1970 dates for this Special GRE Administration Program are: November 23 and 24; December 7 and 8; December 21 and 22.

The 1971 dates are: January 18 and 19; February 15 and 16; March 22 and 23; April 19 and 20; May 17 and 18; June 21 and 22.

Registration will be on a first-come-first-serve basis. The necessary Special GRE Administration registration form can be obtained from the student's own college counseling center or from the Counseling Center of Fordham University.

For further information, contact Dr. George Domino, Director, Counseling Center, Fordham University, Bronx, New York, 10458—Tel. (212) 933-2233, ext. 263.

This Summer. Why Not Work In Europe?

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

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

For several years students made their way across the Atlantic through A.E.S. Service to take part in the actual life of the people of these countries. The success of this project has caused a great deal of enthusiastic interest and support both in America and Europe.

Every year, the program has been expanded to include many more students and jobs. Already, many students have made application for next summer jobs.

American-European Student Service (on a non-profitable basis) is offering these jobs to students for Germany, Scandinavia, England, Austria, Switzerland, France, Italy, and Spain. The jobs consist of forestry work, child care work (females only), farm work, hotel work (limited number available), construction work, and some other more qualified jobs requiring more specialized training.

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

In most cases, the employers have

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

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

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

Victory For ACLU

A Federal district court in Washington issued a permanent injunction Oct. 28 against the public printing of the names of "radicals" listed by the House Internal Security Committee as speaking on college campuses. Despite an earlier temporary restraining order, Rep. Richard H. Ichord (D-Mo.) had released copies to the press under his Congressional immunity (see Vol. XIX, No. 36).

The American Civil Liberties Union, which sought the injunction on grounds the list would intimidate free speech, hailed the decision and said it marked the first time a Congressional report had been enjoined from public printing.

Pre-Medical Society Organizational Meeting
TODAY Monday Nov. 23
Rm. 502 (Conference Room)
All interested pre-medical, pre-dental and pre-vet, students invited.

Andy—You must be happy as heck that the army considers you a wreck!
Mark, Jeri, Sharon



Congratulations Ira—Because the pressure is really up, the pressure is really off.
Ann.

PRAXIS

Repression: Making the Criminal the Victim and the Victim the Criminal

by Barry and Kathy Rubin

Repression is a much discussed topic nowadays. Does it exist or is it imaginary? Is the United States on the road to fascism? Is repression systematic or is it the uncoordinated work of bad men rather than bad institutions? Or maybe all those people are really guilty of the crimes that they are charged with.

To understand what repression is we must consider who is repressed, who performs repression, and who benefits from it. Historically, repression has acted to benefit the corporate rich in this country; the ones who have been repressed are the poor and working people. The agency of repression has usually been the army, the police, and the National Guard. The people and groups who have been repressed have been those who have threatened the status quo; labor unions, revolutionary parties, and organizations of black and other Third World people who fought for freedom and equality.

However, the violent side of repression is only its most obvious facet. It is only employed when other methods have failed. The primary form of repression in American society is the control over the media and the educational system exercised by the wealthy and the government which they control. For example, the media select the information that people will see on the news broadcasts, shaping their views to those which do not threaten the status quo. All three major networks are owned by large corporations with millions of dollars in defense contracts, companies with a stake in the maintenance of the War.

The schools also act to shape the minds and personalities of people and on their boards sit corporation directors; their money comes from the government, the corporations, and the big foundations. The importance of these institutions can be seen in some recent developments: Agnew criticizes the media for broadcasting even a small amount of dissenting views and suggests that he and others 'screen' news commentators, and increasing numbers of political firings of teachers both in colleges and high schools who even dare to oppose the War. Angela Davis has been made an example of what happens to such people. The power structure is determined that these institutions will present only the views that they wish to be presented.

If this fails there is a second line of defense—co-optation. These strategies intend to keep people 'within the system' by buying them off or converting them. Examples of this are corporate grants for ecology projects, government-sponsored rock concerts, the Urban Coalition, and the candidacies of Kennedy and McCarthy.

The final alternative of the ruling elite is violence. Violence becomes necessary for the power elite either in times of depression or low living standards as well as in periods when the revolutionary movement is strong. Thus in the black and Puerto Rican communities where living standards are always kept at a low level, there has been continuous violent repression against the people.

But before violent repression can begin to be effective the ruling class must try to win support from the majority of American people, the so-called 'silent majority'. Hitler and his Nazis developed the classic techniques for doing this: the 'big lie', making the criminal seem like the poor victim and making his victims seem like evil criminals. When Hitler decided to seize dictatorial powers he had the Reichstag (parliament) Building burned down and blamed it on the Communists who he had arrested; when he wanted to destroy the Jews he accused them of conspiracy against Germany; when he decided to invade Poland he staged a fake invasion of German territory by German soldiers dressed in Polish uniforms.

Our rulers have learned these lessons well. The U.S. has sent troops thousands of miles to perform aggression in Vietnam, Laos, and Cambodia but accuses the Vietnamese themselves of aggression. American soldiers burn down villages, use napalm, defoliants, chemical warfare on civilians, herd peasants into concentration

camp, and conduct massacres while accusing the NLF of terrorism. The CIA overthrows governments in Guatemala, the Dominican Republic, Iran, Cambodia and other countries while accusing the indigenous revolutionaries of subversion. The American, Dan Mitrione, teaches torture methods to the dictator's troops in Brazil and Uruguay and when he is executed after being kidnapped by the Tupamaros they are charged with inhumanity and cruelty.

And what better 'big lie' for the power structure than to accuse the Black Panthers and other militant Third World groups (after 400 years of racist repression in the U.S.) of being racist. When police raid

repression. In April, 1969, 21 members of the Panthers were arrested for allegedly conspiring to bomb police stations, department stores, and the Bronx Botanical Gardens. The charges were obviously fabricated since such actions are totally contradictory to the Panthers program and practice. The evidence of the police is scanty: some books, a movie which Panther members were supposedly required to see, and the testimony of police-infiltrators.

Why was this whole weak case created? First, it has tied up much of the Panthers money and energy as well as taking a large number of members out of action for a year and a half. The most important police

"We are living in a country which has been subjected to 100 years of propaganda against revolution and yet is now seeing the strongest movement in its history..."

Panther offices and conduct political assassinations (like that of Fred Hampton in Chicago) they accuse the Panthers of murder and conspiracy! The list of political prisoners grows longer each day: Bobby Seale, Angela Davis, Los Siete de la Raza, Reis Tijerina, the Soledad Brothers, the men in the New York prison revolts who are being prosecuted despite promises of amnesty, the Panther 21 and many more.

Nixon has said that advocates of violence have no place on our college campuses while he drops thousands of tons of bombs on Southeast Asia. At Kent State, anti-war protestors find themselves on trial after the National Guard has murdered four students. In Chicago, eight movement activists find themselves on trial for starting a riot which, it has been shown, was caused by the police and the city government.

The case of the Panther 21 provides a good example of how repression is combined with attempts to win support for further

motive, however, has been the calculated effect that this incident would have on the minds of the white community. Newspaper headlines and TV reports screamed with claims of conspiracies and wild charges for days. A strong attempt has been made to convince the public that the Panthers are into murdering innocent people and getting the average white to think of himself as their target.

Just before the recent election a similar play for publicity and support for repression came from Nixon himself. He claimed that demonstrators threw stones at him in San Jose, California and used this to make speeches about law and order. Such tactics, of course, are designed to get people to forget about the War and the economic recession and shift their frustrations and anger from the rulers (both liberal and conservative) and onto the protestors. In this case the incident was created by Nixon himself.

The San Jose police chief has stated that almost nothing happened there; California labor leaders agreed that the incident was manufactured and pointed out discrepancies in Nixon's claims. Nixon himself was quoted as admitting that he had waved a 'v' sign in order to provoke trouble. The security-conscious Secret Service even routed his car right through the middle of the demonstration. But big lies don't need facts to back them up and Nixon escalated the affair by having the FBI leak to the press that they were investigating 'possible gunshots' at the President in San Jose.

A dress rehearsal of the reactionaries' dreams has just taken place in Canada. Using a kidnapping as an excuse, the Canadian government clamped down martial law not only in Quebec but over the entire country. People disappeared into prisons, deprived of all their rights. Americans who had emigrated there for political asylum were deported to prosecution here. Labor unions and legal opposition parties were destroyed as was the opposition press. Trudeau was not a right-winger but a liberal, and 'liberals' all over the country either supported the repression or kept their mouths shut. It was a very efficient demonstration of government power.

There are two types of conclusions that we can draw from these events. The way that a society behaves in meting out repression reveals the mechanism by which that society really operates, this tends to radicalize people. We are living in a country which has been subjected to 100 years of propaganda against revolution and yet is now seeing the strongest and broadest movement in its history, a movement which for the first time encompasses really strong black and woman's liberation movements that refuse to go away despite repression. On the other hand, besides the dangers of repression itself many people may become frightened or demoralized into inaction. It is important to remember the fate of the German people when they reacted this way. Repression can be defeated only by increased solidarity and consciousness, by exposing the real criminals and defending the real victims.

How Daily News Doctored The News



SJP102902—10-29-70—SAN JOSE, CALIF: Police force wedge through anti war protesters after President Richard Nixon spoke here on behalf of Senator George Murphy at Civic Auditorium here 10-29. A man in foreground looks bewildered as he holds his child at the proceedings. UPI TELEPHOTO



A man protects his daughter during the rock and egg-throwing at Nixon rally Thursday evening in San Jose, Calif.

TRUTH?

The New York Daily News is all for "law and order"—and isn't above doctoring news or cropping pictures in its crusade. Above, left, is photo sent to United Press International picture service subscribers, including the Daily News and the Daily World, with original UPI caption indicating that father and daughter were part of the anti-war crowd which demonstrated against President Richard Nixon at San Jose, Calif. on Oct. 29. Above, right, is Daily News editorial of Oct. 31 with the picture carefully cropped to eliminate helmeted, armed cops and captioned to imply that the man and child were the victims of a rock-and egg-throwing crowd.

★ ★ ★
The above photos and captions were reprinted from page 8 of the Nov. 14th issue of the Daily World. The author's of Praxis felt that this reprinting would be of value to their readers.

CONGRATULATIONS TO:

STUDENT GOVERNMENT ASSOCIATION

Ed Murphy
CHAIRMAN

Jeri Daugherty
SECRETARY

Victor Perez
VICE CHAIRMAN

David Bartholomew
TREASURER

STUDENT COUNCIL

Anthony Dolcemascolo
Priscilla De Andrade
Muriel Atkinson
Kathe Penney
Judith Jacoby

Jim Engle
John Kavanagh
Terry Morgan
Sal Criscione
Edward Berman

Because no graduate students were elected, 2 will be appointed by student council.

RICHMOND COLLEGE ASSOCIATION BOARD OF DIRECTORS

Jeri Daugherty
Peter Vargas
Mary Broyles

Carol Bloom
Dawn Fonseca
Joe Kelly

Joe Goldfarb
* Stu Green
* Bernard Jacobs

*Pending ratification of the proposed by-law revisions, the following will be seated:

STUDENT FACULTY COMMITTEES

STUDENT LIFE

Mark Daugherty
Fran Sardone
Eileen Shea
Lorelei Migenes
* Juliana Capraro

* Pending change in the present structure.

CURRICULUM AND INSTRUCTION

Sharon Langford
John Kavanagh
Margaret Kennedy

ARTICULATION

Carol Bloom
John Kavanagh

RESEARCH AND GRANTS

Kathe Penney
Judith Jacoby

LIBRARY AND INSTRUCTIONAL FACILITIES

Daniel Orlando

ADMISSIONS AND STANDING

Andrew Santo
Fran Sardone

CULTURAL AND PUBLIC AFFAIRS

Ed Murphy
Muriel Atkinson
Wendy Iseman
Tamra Lane

STUDENT-FACULTY GRIEVANCE COMMITTEE

Fran Sardone
Mike Viggiano

Marty Amster
Diana Steinfeld

John Aragona
Scot Charlop

These six will draw lots to elect a chairman and seat three on the committee.

AT THE COUNTING

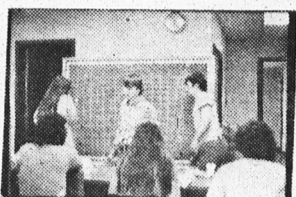


Photo M.D.

BE AWARE of the RCA GENERAL MEETING

On Tuesday, Dec. 22nd, at 4:20 PM in the cafeteria, there will be a General Meeting of the Richmond College Association. The Editors of the RICHMOND TIMES would like to strongly encourage all students to attend.

The Richmond College Association is a corporation set up to control the money allocated from student registration fees to student activities. In other words, each semester \$24 of the \$59 that you are required to pay as you register goes for student activities, and thus each student automatically is a member of the Association. RCA also has a Board of Directors presently composed of 7 elected students, the Chairman of Student Government Association, one faculty member and six administrators. This body meets weekly and is enfranchised to make certain decisions concerning YOUR MONEY. In addition however, the bylaws of the Association states that there is a General Meeting for the entire student body in order to approve the budget for the year. The importance of this meeting to you the student, over the RCA Board of Directors' meetings which you may also attend, is that here you can vote.

If you come to the Tuesday, Dec. 22nd meeting your vote will help decide whether or not to accept this year's budget as it has been prepared by the Board of Directors. This budget allocates YOUR MONEY in various ways and is broken down into the following general categories: Student Related Expenses; Clubs and Organizations; and Publications. The Student Related Expense Budget includes such items as \$6,260 for Student Aid Payroll Supplement, \$3,000 for Cultural Events, and \$200 for a Physical Education Fee. The Clubs and Organizations' budget includes

\$4,009 for the operation of Student Government, and \$33,194 which is distributed among the seventeen chartered clubs. The Publications' Budget amounts to \$20,539 for the RICHMOND TIMES and the Yearbook. Thus the total amount you will be asked to pass on is \$115,742 of YOUR MONEY! Isn't this enough to get you to that meeting?

If it isn't, you might be interested in deciding whether RCA needs to spend approximately \$10,000 a year on an Executive Secretary. Or perhaps you'd be interested in changing the membership of the Board of Directors from 8 to 10 students, thereby eliminating 2 administrators—the Dean of Faculty and the Dean of Administration.

All the above and more will be presented to you for your approval or rejection at Tuesday, Dec. 22nd's meeting. You will have the opportunity to question ANY topics that are puzzling you. In order to prepare yourself most fully so that you may utilize your vote to YOUR OWN best advantage, you should first read the meeting's agenda on page 3 of this paper, and then go to the Dean of Student's office after Tuesday, Dec. 15th, 12 noon, to pick up some necessary attachments. By familiarizing yourself with these attachments, (which give detailed explanations of the budget, the Executive Secretary, the proposed bylaw revisions and all other matters you will be asked to consider), you will be in the best position possible to effectively cast your vote.

We the Editors of the RICHMOND TIMES hope that we have convinced you of the power your presence can have at this meeting—both individually and as a united body.

Good News

Good news! The clubs have been chartered and the Inter-Club Activity Council (I.C.A.C.) was formed, accepted and passed the club budgets. On 9 December the budgets were finished and passed to the Student Council on the 10th. Student Council accepted and voted unanimously to pass the budgets up to RCA. Unlike previous years the budget making process did not produce ill will. Through a spirit of co-operation the clubs cut their own budgets and were able to present a balanced club budget to the Student Council. One highlight of the co-operation was when the Yearbook staff voted to voluntarily submit a budget request for \$00. This allowed \$8000 dollars more for clubs and they continued to cooperate with each other and cut their budgets even further to balance it and have it ready for the meeting of the Board of directors of RCA on Thursday afternoon. The budgets were presented to the Board of Directors and accepted. They will go before the general meeting of RCA for approval now. The Student Council promised the Yearbook that it would request a supplementary budget for the Yearbook. It was unable to do so but hope to by the time this newspaper comes out.

We students have shown ourselves responsible in presenting a balance budget and co-operating among ourselves to help. We are showing that we can govern ourselves. We are creating our better world not just dreaming of it. Let us continue to act as we would in the better world and our dream will become reality. Peace...

Ed Murphy, Chairman, SGA

P & B RESTRUCTURES

ON BECOMING RESPONSIVE AND RESPONSIBLE

BOB & DAWN

The committee to restructure the Personnel and Budget (P&B) has developed four alternate plans to give students a voice in P&B decisions. Each of these plans is acceptable to our committee. We are now presenting them for all members of the social science department to discuss and implement.

The committee has tried to deal with the problems of who should participate in P&B decisions by having first hand knowledge, and who will represent the social sciences department. The P&B committee is important in that it determines who will be teaching, what students learn, how they will learn, what programs will be developed and defines the educational priorities of the University. All members of this division must have a chance to make their views known on P&B matters. All prospective candidates for positions must be publicly interviewed by students and faculty. These views must then be communicated to P&B.

We also must gather opinions on current faculty and consider the quality of our staff. These ideas should prove to make the Personnel and Budget Committee more responsive and responsible. These are methods for increasing participation. Another issue arises however; that of

student representation. Some faculty and some students feel that students and faculty have divergent and usually conflicting interests. The faculty is interested in scholarship and the students are interested in life style. This is how some people phrase this conflict. This false oversimplification distorts the actual situation. Students and faculty do not represent two unified groups, each with conflicting and well-defined interests. Rather, each group contains people with different needs, different views on the nature of education and different ways of putting their ideas into practice. It is possible that at times students and faculty may have divergent views. Some of our proposals allow for this by allowing each group to select it's own representatives. We also feel that there is agreement and common interest among faculty and students and some of our proposals reflect this by allowing students and faculty to vote as a whole, who will elect representatives to represent them as a whole.

We feel strongly that only by giving students real representation on this committee can P&B be responsive to all members of the division, and until this is realized, P&B committees do not represent the needs of the divisions.

The proposals:

1. The faculty will elect five members from the faculty
The students will elect five members from the student body
Final composition: Five faculty — five students
 2. The faculty will elect three members from the faculty
The students will elect three members from the student body
The students and faculty together will elect two additional student members
The students and faculty together will elect two additional faculty members
Final composition: five faculty — five students
 3. The faculty will elect three members from the faculty
The students will elect three members from the student body
The students and faculty together will elect three additional members
Final composition: three faculty — three students — three unknown
 4. The students and faculty together will elect five faculty members
The students and faculty together will elect five student members
Final composition: five faculty — five students
- Final composition: five faculty — five students



Rene DuBois spoke to a large audience here at Richmond College last Thursday. His topic, Ecology, drew a large responsive crowd. Afterwards there was a reception open to all on the 9th floor.

JERI DAUGHERTY
EDITOR-IN-CHIEF

MARK DAUGHERTY
MANAGING EDITOR

ASSOCIATE EDITOR DAVID MOSEDER
BUSINESS MANAGER HOWIE GRANAT
SPECIAL ASSISTANT SHARON LANGFORD

SPECIAL THANKS THIS ISSUE TO
BOB DIMILIA

All the articles in the RICHMOND TIMES are the opinions of their authors, and in no way represent the opinions of the staff, faculty or the college as a whole.

FROM THE DEAN'S DESK



Power and Community

Here we go again!

Lately this desk seems unable to produce any musings that are not plagued with pervasive ambiguity. What claims our attention this time has to do with this institution's relation to two vastly different principles—that of power and that of community. Specifically, which should be used to describe our college life, or more important, which should govern it? Sometimes Richmond rhetoric refers to the college as a "community." Community in this sense seems to suggest a group of persons whose relationships are characterized by mutual trust, by honesty and openness, an awareness of the others' needs, and a willingness to lend support and even protection. In a genuine community, persons share; they care about one another.

Often, however, life at Richmond is discussed in terms of power. These power relationships suggest that students, faculty and administration are basically adversaries, considering everybody else an opponent, if not an enemy. Each group and subgroup struggles to secure power, to gain advantage, and thereby to satisfy its self-interest. Clearly, competition is the name of this game. Few means and maneuvers seem unacceptable in the pursuit of a group's goals. One of the places where the difference between these two concepts becomes glaringly apparent is when student groups draw up budgets to support their activities. With a shrewdness born presumably of worldly wisdom, some groups realistically estimate their financial needs. Then they double that figure on the ground that budgets are going to be drastically cut anyway, and submit an inflated request—some more so and some less.

Who is it that gets screwed in the process? The honest members and the honest groups, that's who. For some peculiar reason, they feel that it is inappropriate to play the power game against other students and groups in the college community. As a consequence they lose while the clever calculators win.

Even if we concede:

that adversary relationships in fact prevail at Richmond—the establishment is oppressive, the faculty is detached, the student body is self-seeking;

that power politics is where it's at today and paying attention to anything else is Utopian if not irresponsible;

that the values of community are inappropriate and ought not be used in describing the character of college life;

that the college is obligated to prepare students for the world as it is—a world which knows lots about power and very little about community;

that the power brokers are right and that those who seem to be big for community simply espouse a rhetoric left over from less informed and more innocent days;

still...it just doesn't seem right that power should regularly defeat community.

Some of us cannot help but wonder whether a college is not one of the few good places left in which to experience and to experiment with genuine community and its relationships. In addition, we are beginning to worry that if such relationships are not being sought and experienced here, the capacity to pursue them later will atrophy and the power principle will triumph by default.

Some of us worry about these things. Do you?
Some of us cannot help but wonder whether a college is not one of the few good places left in which to experience and to experiment with genuine community and its relationships. In addition, we are beginning to worry that if such relationships are not being sought and experienced here, the capacity to pursue them will atrophy and the power principle will triumph by default.

Some of us worry about these things. Do you?

The Dean has asked us to note that his article was written before Student Government prepared its balanced budget.

The Editors

Bust Hung Over Us Like A Guillotine

REPLY TO SUSAN BRANDON:

By, unfortunately, being a night student, you do not encounter the daily difficulties of Richmond (Day) Students. Your letter, in Richmond Times, Nov. 23, 1970, presented an obvious fact, i.e., "to eliminate by avoidance." But, in essence, such is not the case. The "outside community" is not really a community, for its only common factor is convenience. The people involved are just groups of transients who, for the most part, are taking advantage of a convenient

situation and couldn't give a damn about the college or its student body. The outsiders enter as though they are coming to see a side show. Their attitude is obviously emphasized by their remarks and actions, which are unsavory and insulting. We shouldn't have to be treated like second-class citizens in our own facilities.

The question isn't whether we should pass up the chance "to remain in touch", but does the "community" want to be in touch?

"If they are content with existing on work, food and television, apathy," then we can make overtures for understanding until doomsday and they won't listen. If, though, these transient groups are willing to communicate with us, then I am sure that enough people can be found to discuss matters which are relevant to our society. And maybe we will be able to break down some of the barriers separating us and bridge some of the chasms dividing us. With an effective forum for cooperation, maybe we wouldn't drift toward isolationism as a defense against opposite opinion.

Now, consider the adverse publicity that colleges receive by the "narrow-minded, outside world." Would you consider it advisable to try to reform high schoolers who shoot up in our lounge, while club wielding police are waiting to make a bust? The consequences would be devastating; not to Richmond but to the student body, if a bust was made. The possibility is always that some innocent bystanders will be involved as "those dirty-hippie intellectuals who are influencing these poor high school kids."

It is conceivable that we could do something effective to help our peers, but we can't do it in the lounge or anywhere on campus if the spectre of "Bust" and its consequences hangs over us like a guillotine. We cannot afford to be sacrificed to that "outside world."

Ciro M. DiSclafani

know that we can't.

What you fail to see is that I don't, and I am sure most other students don't work because they have long breaks in their programs, they work because they need this money to eat and live. Before you make jokes again, put yourself in that situation, and see how funny you can be.

The only part of the letter that I felt was honest was the fact that you admitted the incompetency of you and your office. Maybe you should do something about your incompetent staff instead of sitting on your ass and making jokes about a very grave and unjust situation.

If I sign my name and-or number, I fear that I will never get paid or work again, I guess the best I can do is just to be known as

A Student

Joke Was Not Appreciated

To the Richmond Times Staff: Please print this in your letters column. Thanks.

Dear Financial Aid Office and Officer,

This letter is in reference to that humorous little note that students received along with their work-study checks. The part I enjoyed most was your jokes about how the students felt that they were not being paid. I believed you claimed that some students were crying, getting ulcers and picketing the Financial Aid Office. Well, I think it is very nice of you to make jokes about our situation. How would you not like to get paid and be afraid that you will not be able to eat. That's right, sit in your big office and make jokes about us. I'm glad that you can laugh at our situation because I

On Open Admissions

Dear Editor:

As you know the CUNY Open Admissions Policy has been under attack from its inception. This attack continues as reflected in newspaper articles and letters to the editor which speak of a decline in faculty morale and the erosion of quality education as a result of the "kind" of student who has gained entrance into the colleges composing CUNY.

I think you would be performing a great service for the entire Richmond community to publish the letter of The Black Caucus for a Better Education at Hostos Community College entitled "A Open Letter to President Nasry Michelin." I do not know if the expression for quality education these students write about are the same concerns of all students who have entered CUNY under the Open Admissions Policy. But

See page 66 for the open letter mentioned in the above article.

certainly, it should be of strong interest to all of us at Richmond to know that there is at least one group among these students who are interested in both learning and being taught well. The existence of this group even suggests the "daring" hypothesis that there may be many more like them in the present CUNY Freshman class.

Although my letter and the letter of the students will take up considerable space in the Richmond Times, I would be very grateful if you could publish the complete texts of both. I would also like to mention that I have been very impressed by the high degree of professionalism in the editing, layout and writing for the Times.

Sincerely,
Steven Warnecke
Assistant Professor of
Political Science

Mental Health of College Students Ignored

TO THE EDITOR OF THE
STUDENT NEWSPAPER:
RE: MENTAL HEALTH OF
COLLEGE STUDENTS.

One of the serious problems in college and university life today is the lack of attention to the personality needs of the students. Suicide is the second most common cause of death on the campus, topped only by automobile accidents; but those who have studied the subject believe that half of the latter are "concealed suicides"; thus suicide actually leads the list. Dr. Howard A. Rusk of the New York University Medical Center collected estimates that 90,000 students each year will threaten suicide, one in ten will make the attempt, and that there will be 1,000 actual deaths resulting. Beyond this, he calculates that among six million students, "some 600,000 have

emotional problems for which they need professional assistance." The National Institute of Mental Health finds that "the factor of human isolation and withdrawal" appears to be critical; and the colleges recognize the serious problem created by these "loners" and are trying to provide help but admit (in hundreds of letters to us from deans) that they do not have adequate solutions.

This waste of some of the nation's finest young people is intolerable. Since for every actual death, nearly a hundred have felt so desperate as to threaten it, much light could be thrown on the subject by learning what factors enabled the fortunate ones to work out of their difficulties and keep going.

With the help of a friend who is vitally interested in this subject, the American Institute of Family Relations is carrying out a nationwide study of what is being

done and what could and should be done. We need to hear from as many students and former students as possible who have faced such a crisis. What pulled them out of it? Was it aid furnished by the college or university? or other community organization? or by a friend? or religion? or reading? Just how did they save themselves?

We will not publish the names of any individuals or schools; the information will be handled statistically and anonymously. If you can call the attention of your readers to this study and ask for volunteers who will write their experiences to me ("personal") at the above address, it may contribute toward saving valuable lives.

We shall certainly be most grateful for any help you can give.

Cordially yours,
Paul Popenoe, Sc.D.
President

RCA REPORTS

From: Dawn Fonseca, President

At the December 3, 1970 meeting of the RCA Board of Directors the following motion was made and carried:

"The Board sustained a motion to allocate \$50,000 of the anticipated 1970-71 revenue to be used by the Student Government Association for the following expenses:

- A. Publications
- B. Student Government
- C. Clubs and organizations

In arriving at its decision to allocate no more than \$50,000 to Student Activities this year the board carefully considered the following implications.

The Availability of Funds—Based on the attached financial report it appears that there will be \$115,442 in revenue. After the allocation of \$58,000 is made for Student Related Expenses \$57,442 of the anticipated revenue is available.

B. The Limited Period of Time for Clubs to Use Funds—At present it appears that budgets will not be approved until the end of this month. This means that clubs will not begin to draw on 1970-71 funds until January 1971. In considering this fact the board felt that expenditures this year should be limited so as to avoid superfluous and crash spending during the remaining five months.

C. Continuity of Budgets From Year to Year—In order to maintain a continuity, budgets should reflect per

month expenditures this year roughly similar to those that can be supported to 1971-72 out of fee income.

D. Possible Reduction of the \$24 Fee—By exposing the clubs to a somewhat reduced budget this year the road may be paved for a possible reduction of the Student Activity Fee in the near future.

FINANCIAL REPORT AS OF 12-3-70 (Income & Surplus)

I INCOME —Registration Fees	
The following represents the income for fiscal year 1970	
Summer 1970	\$13,580.00
Fall 1970	50,931.00
Spring 1970	50,931.00*
Total	115,442.00
*Estimated	

II Surplus—At the close of the fiscal year 1970 the Richmond College Association had the following adjusted surplus.

1. From June 30, 1970	
Year end report	\$27,578.00
2. Adjustments	
a. Revolving Loan Fund	\$6,500.00
b. College work-study supplement	1,000.00
c. 1970 receivable Credited to 1969 in Error	3,000.00
	10,500.00
3. Adjusted Liquid Surplus	\$17,578.00

Richmond College Association General Meeting December 22, 1970 AGENDA

1. Opening Statement—President, Board of Directors
Dawn Fonseca
2. Acceptance of minutes; May 27th, 1970 meeting (see attachment A)
3. Financial Report (see attachment B)
 - a. Anticipated revenue V. Teneglia
 - b. Expenditures to date V. Teneglia
 - c. Balance available V. Teneglia
 - d. Report on loan and grant funds Roger E. Nelson
4. Old Business
5. Proposed bylaw revisions (see attachment C)
6. Proposed Executive Secretary position (see attachment D)
7. Approval of recommended budgets (see attachment E)
 - a. Student Activities (clubs and organizations)
 - b. Student Services (student related expenses)
 - c. Publications
8. Closing remarks

This is the agenda for the meeting and only those items on this agenda can be discussed. The attachments A-E on the agenda will be available on Tuesday, the 15th, after 12 noon in the Dean of Students office. All students are strongly urged to familiarize themselves with these attachments before the general meeting on the 22nd.

IF YOU DON'T READ THIS YOU MIGHT DIE (OF BOREDOM). THE SOCIAL SCIENCE DIVISION IS TRYING TO REORGANIZE THE STRUCTURE AND PRIORITIES OF THE DEPARTMENT. IF YOUR EDUCATION IS LACKING, HERE IS YOUR CHANCE TO SUBMIT YOUR UTOPIAN DREAM. SOME FACULTY AND STUDENT MEMBERS FEEL THE SOCIAL SCIENCE DEPARTMENT IS OBSOLETE AS A COHESIVE UNIT. WE ARE CALLING UPON THE STUDENTS TO SUBMIT THEIR IDEAS. THE PLACE TO BRING YOUR WRITTEN SUGGESTIONS IS THE EIGHTH FLOOR WHERE THERE IS A BOX MARKED CURRICULUM REVIEW COMMITTEE. THIS MAILBOX IS TO THE RIGHT OF THE SECRETARIES. IT IS USUALLY AS EMPTY AS THE CONTENT OF OUR EDUCATION—PLEASE FILL IT WITH A FEW CREATIVE IDEAS. IF YOU ARE NOT INTO WRITING, SPEAK TO YOUR STUDENT REPRESENTATIVES PERSONALLY. THEY ARE, PETER VARGAS, DAWN FONSECA, BASIL COADY AND ROBERT BRAUNSTEIN.

—POWER TO THE STUDENTS

Ph. D. Program For Minority Students

Dear Student:

I am taking this opportunity to inform you of the creation of the "Office of Liaison and Recruitment of Minority Students" in the University Graduate Division of the City University of New York. Mr. Dean K. Harrison has been retained as Coordinator.

The office is designed to attract those minority students interested in applying for admission to the Ph.D. program, who for one reason or another find it difficult to

achieve. Other functions of this office are to minimize stumbling blocks that confront minority students pursuing doctoral studies and to offer assistance in securing financial aid and housing. Therefore, if you are a member of a minority group and are interested in doctoral studies, it might be to your advantage to identify yourself to the Coordinator, Mr. Dean K. Harrison by calling his office (790-4242).

Sincerely yours,
Elliot Zupnick
Associate Dean



PICTURED ABOVE ARE SOME OF THE MEMBERS OF ICAC (INTER-CLUB ACTIVITIES COUNCIL). AT ONE OF THEIR RECENT MEETINGS, DUE TO THE WONDERFUL SPIRIT OF COOPERATION BETWEEN THE CLUB REPRESENTATIVES ICAC PREPARED A BEAUTIFULLY BALANCED BUDGET WHICH STUDENT COUNCIL PASSES UNANIMOUSLY.

ENGINEERS IN SOCIETY

What's Happening?

This year at Richmond College many of our faculty members were eligible for tenure. Unfortunately one of Science and Engineering's finest professors was denied tenure. Many of the students of that curriculum are angry and dismayed over this decision; this is why:

The Science and Engineering P&B committee voted in favor of Dr. King being granted tenure. Having done this they gave their positive recommendations to the school wide P&B. However this committee failed to recognize the decision of the Science and Engineering P&B and voted down Dr. King's tenure. This recommendation was sent to Schueler who then made the final decision.

Tenure denied!

Now let us ask ourselves these questions:

Which committee is more qualified to determine Dr. King's competence? School wide or Science and Engineering?

Who is more suitable to determine the competence of Dr. King; a non Science and Engineering faculty member or a member of the Science and Engineering faculty?

The answer is obvious.

On what basis do they deny tenure to this faculty member?

Have they observed his class?

Who feels the brunt of "their decision"?

These are questions that all students of Richmond College should ask themselves. In my opinion the P&B system at Richmond College is terrible and should seriously be reconsidered.

George DiCostanzo

King Klobbered

Recently word has gotten around as to which faculty member has or has not been granted tenure. At this point in the development of Richmond College (specifically the Science and Engineering Department), I think a grave mistake is being made.

Of the 150 engineering students at Richmond College, approximately half are Electrical majors. The faculty advisor for most of these students (after some final shuffling last term) is Dr. Robert E. King. Although there has been (and still is) some faculty and student resentment toward some of Dr. King's attitudes, the fact remains that what Richmond College's Engineering Department and engineering students really need (along with the rest of the curriculum) are concerned faculty members doing exactly what Dr. King is doing; clarifying complex subject matter and making it pertinent!

It would seem to this student that now is not the time for political maneuvering, scholarly one-upsmanship, gerrymandering of students or whatever seems to be going on. It is time to assess a faculty member on his ability to communicate, teach and prepare serious engineering students for jobs (or Graduate school) at both a competitive and lousy time in the history of Engineers.

Robert Karpel



Good News
Cucumber Fans
BEE GEES
Back Together

by David K. Moseder

In the November 23 issue is the Richmond Times I wrote an article ("Cucumber Castle Be Ever So Humble") which purported to be a history of the Rock group the Bee Gees. I had based the article on rather dated material, and as a result the article was premature in assuming the permanency of the Bee Gees break-up. On November 18, one day after I had submitted the article, the following review appeared in Variety's "Top Singles Of The Week" column: "BEE GEES (Atco)...LONELY DAYS. Bee Gees' "Lonely Days" (Casserole, Warner-Tamerlane) is a strong contemporary slice that constantly changes style. Could return the Gibb brothers to the charts."

Yes, contrary to what I reported last issue, the Gibb brothers, Barry, Robin and Maurice are back together. Their new single, "Lonely days" b-w "Man For All Seasons", is a strong comeback bid. The first week after it's release it checked into the Cash Box top 100 at number 78. In addition, it was marked with a bullet, which indicated a fast rising record. The "A" side, "Lonely Days" should have great commercial appeal and I expect it will receive considerable airplay on both AM and FM stations.

"Lonely Days" begins softly, very slow and melodic. After a brief piano introduction we hear: Good morning Mr. Sunshine-Your brighten up my day-Come sit beside me-In your way. I see you every morning-Outside the restaurant-The music plays-So non-chalant. From there it goes to an up-tempo, hand-clapping chorus: Lonely days-Lonely nights-Where would I be without my woman? This one line is sung five times. The first four times it is sung at the rapid tempo. The fifth time it is sung at the same tempo as the lyric (Good morning Mr. Sunshine, etc.) which is then repeated. The song ends with a long fade on the chorus, utilizing back-up vocals and an echo chamber to vary its effect.

The flip side, "Man For All Seasons" is a nice song to listen to. The lyrics are somewhat pretentious (for example, the chorus: I've got to tell you-I've got the reasons- 'Cause I'm the man-The man for all seasons.) but melodically it is quite solid. In short, the Bee Gees have come back in near top form with this single. They have picked themselves up from the "shores of mediocrity" and have found themselves a new wave to ride on. (By the way, for those of you who inquired about it, Robin Gibb's solo album is titled "Reign" and it is on the Atco label.)

INVITATION

TO: All interested and disinterested students
FOR: the late Ludwig von Beethoven
WHAT: an Anniversary-Birthday Celebration
TIME: Noon
WHERE: School Cafeteria
DATE: Sometime during December...it will be announced.
HUH??? This December music lovers celebrate the 200th Anniversary of Beethoven's birthyear. We'd like you to join us in commemorating crazy Ludwig's big sound. Free coffee, cake and a film if we can get it.
TAKE NOTE.....The Music Society



The Longacre Theatre is presently housing one of the most moving experiences that I've had the pleasure to be involved in in a long time. "Les Blancs" is not just a play, but an emotional upheaval. The story itself is simple; British colonialism and exploitation of a small but wealthy African land, its time is whenever your conscience can afford to accept. Tshembe Matoseh (James Earl Jones) returns to his home after extensive study abroad in Europe and America, a day too late before his father's death. He has become a success in his field and has taken a European wife and sired a son. His brothers Abioseh (Earle Hyman) and Eric (Harold Scott) inform him of the terrorists movements that have been continually rising to a head. Tshembe dons his ceremonial robes in preparation for his father's funeral. Having ingested a Western education he does this not out of beliefs, but because he knows that this is expected of a son of a chief. Abioseh is unable to do the same because hidden under a native tunic he reveals a priest's habit. It is Abioseh's dream to obtain freedom for his countrymen through sound, rational, christian doctrines. He is firm in his conviction that this is the better way. Meanwhile Eric, young, bewildered, and mulatto is unsure of his place. He feels that he belongs to neither

people and is only defined by the outrage that produced him. Thus from the memory of one man, the activities of a group of revolutionaries, and the conflicts of three brothers, a cross-section of basic ideologies is exposed to the audience.

Parallel to this representation of black men in Africa is the mission. Dr. Marta Gotterling (Marie Andrews), Dr. Willy Dekoven (Humbert Allen Astredo), Madame Neilsen (Lili Darvas), and an unseen Rev. Neilsen are the people directly related to the mission. Major George Rice (Ralph Purdom) is dedicated to protecting what he considers his homeland and the sanctity of the lives of the white missionaries. Charlie Morris (Cameron Mitchell) is a visiting American journalist concerned about the inequity of the "situation." The intra-interactions of these two cross-sections of people is what constitutes the dramatic impact of the play.

If you can look into the nature of each one of these characters (what could motivate each one of their existences in a small African nation), the extent of the dynamics going on on this one stage will overwhelm you. Add to this some of the finest acting to be seen, and go and experience Lorraine Hansberry's "Les Blancs."

NOTES ON ROCK

who was attempting to bust him for possession. I have not heard the latest on the trial, but I expect that one look at Les will last the court a lifetime.

"Illusion", a six year veteran of the trials and tribulations of the local discoteque, are still to be found at the old "Action House" now called the "Rock Pile". They haven't undergone any personnel changes, and except for adding an abundance of electronic equipment, they are still the same. Their last album on "Steed" records was their best to date, but still lacks the polish that is needed to make them anything more than local talent. I rate this album C.

The new Elton John album will be released shortly, and it's a gas. I reviewed his last album in my first column, and to date it has made many friends. He appeared most eloquently on WABC-FM in concert, and his music is a joy to the ear. Both albums are rated A plus.

The "Jeherson Starship" (futuristic version of the Airplane) is an album loaded with talented artists, and pure San Francisco gold. Joining forces are such notables as; Grace Slick, Jerry Garcia, Graham Nash, David Crosby, and a host of others. A. Kenny Rankin is a folk singer ex-

a
voice
worth
hearing

by Robert Daugherty

Although Joyce Carol Oates' first play, *The Sweet Enemy*, was performed at the Actor's Studio several seasons ago, she has remained best known for her prize-winning novels and short stories. Now she has written a second play, *Sunday Dinner*, which is currently being presented at St. Clement's Church in New York.

Miss Oates' play concerns a family of three brothers and two sisters whose dinner on this particular Sunday is interrupted by a blind census taker. It soon becomes clear, though, that he has come not to ask questions but to tell them about the world outside, the world from which they have withdrawn. We are all aspects of the same great soul of the universe, he tells them; we are all guilty. Both sisters and two of the brothers agree and confess their guilt, revelling in the recollection of real or imagined sin. The younger brother, however, sees the census taker as an imposter and, in an act of horror and violence, "unmasks" him. The mutilated seer goes back to the world. The boy dons the dark glasses which he has stolen from the census taker, hoping to trade eyesight for insight. But the glasses fail him. He returns to his dinner; darkness -- and Sunday -- again envelope him.

Brooks Morton and Jerome Dempsey are perfection as the two older brothers and Jacqueline Brookes, as the older sister, is a finely thought-out portrait in gray. Lois Smith plays with chilling conviction the younger sister, teetering on the brink of hysteria and Patrick McVey brings the necessary authority to the role of the census taker. Martin Shakar stars in the difficult part of the young boy buffeted by the lies and secrets of adults; his excesses seem at all times to be rooted in the character rather than mere acting mannerisms.

The production has been directed by Curt Dempster and Kert Lundell has designed some suitably musty scenery. St. Clement's Church must be commended for making its facilities available to The American Place Theatre for its stated purpose of making it possible for Voices worth hearing (like that of Joyce Carol Oates) to be heard in today's theatre.

traordinaire who has achieved little mention in the past. His style is beautiful, his guitar playing excellent, and his voice has a quality that is indescribable. Both of his albums rate a B.

That new jazz-rock group from England; "If", is not only good, they are often great. The advertising hype preceding the release of their first album was pure noise, but the album itself may well top "Blood, Sweat, and Tears", and "Chicago" in the horn-group category. Side one gets an A, side two a B. Other ratings; The Gentry's (remember "Keep on Dancing?") F- Traffic-"John Barleycorn" A plus plus Chicago III A Mott the Hoople B- "Home" B plus Issac Hayes- "Got Buttered Soul" B plus Johnny Winter "nd... B

There are many other fine albums out now, and if there is anything you would like me to review, perhaps before you purchase it, let me know. Whether or not you agree with my taste, it's always nice to have an opinion.

Alan David

Young Michael Raleigh / Old Fra Giovanni

by David Moseder

Michael Raleigh is five years old. Like most five year olds, he has great insight, a vivid imagination and, not knowing the workings of such adult vices as hypocrisy, speaks his mind freely and honestly. His sister Celine decided to put his thoughts down on paper. The result was a series of warm, wise and wonderful little essays. I found them very interesting and decided to share a few of them with our readers. Some of them made me think back to when I was five. Others made me think about where I am now. All of them made me smile. Each essay was said by Michael and copied word for word (without his knowledge) by Celine Raleigh. The introductory lines and everything in parentheses were provided by Celine. Thoughts on war... "War is no good. People die in it. People get hurt. Some get broken arms, some get broken legs. Some get heart attacks."

"War is when two different countries' presidents got into an argument and Germany's president had a fight with the different countries. We won some wars; not the Korean war though, that went on for one hundred years. By the way, how did this war start? (Vietnam)."

"How did the cowboys and Indians war start? The cowboys stole the Indians' land. I knew that one. The Indians used to be

friends with the cowboys. They go on a warpath. They put war paint on."

"I think men will get along someday. Probably one hundred years from now. They'll be a big parade."

"I'd rather live in the country... 'where I'd have lots of stuff to do. Ride horses, meet new friends. Meet country boys instead of old Brooklyn boys. Besides I can come back and see my old house anytime I want.'"

On school... "People go to school to learn and get smart and when you're in school you grow up to be big and smart. And if you're big and smart you can be a fireman, an engineer of a train, and you can be a bus driver, an oil burner man or a shoemaker. I like school 'cause I play with toys and I learn to skip in school. I used to skip a little crooked. They taught me how to skip straight. You can go play with the blocks, that's my favorite thing. Sometimes we paint. Most of the time we get different teachers and we get to like them."

"I saw God... 'I go up to heaven every day. God has a brother. The sand man is God's brother. Do you believe that? All the sand men are God's brothers.'"

"You never met him (God) though, cause you're not a witch. One of the sand men's brothers died. The devil killed him, but God made him alive again and he killed the devil."

"One of the sand men has no mouth but he

can talk. He has no body; his feet are attached to his head. I visited him. You should have seen all the fun we had. I'm so big I was his pony and God made me a pair of horseshoes. They tickled though."

"I didn't die yet, I took a flying saucer up there (Heaven)."

Thoughts on death... "Is God going to turn us back into babies when I die?"

"Did I die once? When you die am I going to die? When no person is alive, God's going to come down."

If anyone has any comments on these "essays" we'd like to here from you.

* * * * *

Fra Giovanni is five hundred years old. Like most five hundred year olds, he is no longer with us. His writings, however, are very much with us. In 1513 he wrote a Christmas message to a friend, part of which was incorporated in a card sent to me at Christmas two years ago by my very dear friend, Paul Gianfagna. I, in turn, am going to share it with all of you:

"I salute you. I am your friend and my love for you goes deep. There is nothing I can give you which you have not got; but there is much, very much that, while I cannot give it, you can take. No heaven can come to us unless our hearts find rest in today. Take heaven! No peace lies in the future which is not hidden in this present little instant. Take peace! The gloom of the

world is but a shadow. Behind it yet within our reach is joy. There is radiance and glory in the darkness, could we but see and to see we have only to look. I beseech you to look. Life is so generous a giver, but we, judging its gifts by their covering, cast them away as ugly or heavy or hard. Remove the covering and you will find beneath it a living splendor, woven of love, by wisdom, with power. Welcome it, grasp it, and touch the angel's hand that brings it to you. Everything we call a trial, a sorrow, or a duty, believe me, that angel's hand is there; the gift is there, and the wonder of an overshadowing Presence. Our joys too: be not content with them as joys. They, too, conceal deviner gifts. Life is so full of meaning and purpose, so full of beauty beneath its covering, that you will find earth but cloaks your heaven. Courage then to claim it: that is all! But courage you have; and the knowledge that we are pilgrims together, wending, through unknown country, home."

"And so, this Christmas time, I greet you. Not quite as the world sends greetings, but with profound esteem and with the prayer that for you now and forever, the day breaks, and the shadows flee away."

To all of my friends I would like to wish you the merriest of Christmases; and may you all find love, peace and happiness in the coming new year.

**FLASH!!!!!!!!!!!! RICHMOND TIMES
DESPERATELY NEEDS MORE HELP.**

THE RICHMOND TIMES NEEDS MORE:

STAFF MEMBERS

EDITORS

WRITERS

PHOTOGRAPHERS

PROOFREADERS

TYPISTS

EXPERTS

CARTOONISTS

CREATORS

DESIGNERS

THINKERS

IF YOU ARE INTERESTED OR HAVE SOME IDEAS

**PLEASE COME UP TO THE RICHMOND TIMES
OFFICE (5th FLOOR)**

**OR SEE ANYONE ON THE SMALL OVER-
WORKED STAFF.**

REPORTERS

TRUCK DRIVERS

WORKERS

AND ON.....

CIRCLES: New Stereotypes

by Wally Orlowsky

A few days ago I was riding over on the ferry in a state of semi-aware drowsiness. I must have been staring blankly ahead because I was approached by a fellow who had observed me for a while at a distance.

"Excuse me," he said "are you, by any chance a sociologist?"

"Not really!" I was immediately brought to full consciousness by such a sobering accusation. "Why do you ask?"

"Well," he explained, "I thought you were watching all the people here. You seemed to be staring at them and making all kinds of mental notes. So I immediately figured you to be a sociologist."

"Interesting" I confessed "but not quite accurate. You see the mistakes that arise when you have such a stereotyped view of a profession. I imagine some sociologists don't even watch people - at least not off-the-job."

"Are you sure you're not a sociologist?" he puzzled. "You just mentioned 'stereotypes' - a favorite subject of sociologists and a particular interest of my own. In fact I have a whole theory of stereotypes."

"Really, I'd be interested to hear it." I began to play the expected role of psychologist. "Well it's not quite a theory - more of a problem" he explained. "You see, stereotypes do serve a very real human need. They save us the time and energy necessary to judge each person we meet as an individual. I admit that the individual approach is good but it is not always really necessary. We deal with a lot of people in superficial relations that do not demand real in-depth understanding. In such cases if we can identify them as members of a particular group we can develop certain expectations. Stereotypes won't always be accurate when applied to individuals but they could be sufficiently so for less important social contacts."

"O.K. that's an impressive argument for the existence of stereotypes, but what is the problem?" I queried.

He accepted the teacher-student game. "The problem is that men have already

developed a set of stereotypes for many subcultural groups. These may have served well in the past but they may not in the future."

I chose not to question the advantage of current stereotypes (and consequent prejudices) especially in the eyes of those so stereotyped. Instead I asked "Why do you see a change in the effectiveness of stereotypes?"

"Well, society is becoming much more liberal especially regarding the intermarriage of various subcultural groups. Nowadays there are more and more people who represent more than one subgroup. The question is whether these new compounded individuals share the stereotypes of each subgroup they represent or form a totally new composite stereotype. For example there is an increasing number of offspring from Black-White marriages. The question is do they form a group of walking checkerboards or an in-between gray mass?"

"I'm not sure I quite understand," I grounded.

"Well, I personally think that the new mixed groups can be stereotyped by simply combining the old stereotypes" he argued.

"Sounds reasonable," I agreed, "could you give me some examples?"

"Sure, sure," he rose to the occasion. "I know this fellow who is half Japanese and half Jewish. You know, on every December 7th, he attacks Pearl Schwartz! And there's this guy on my block who is part Polish and part Arab - he belongs to the local bowling tribe. Another interesting combination is my Scotch-Italian neighbor. He's very emotional - cries a lot. But, he collects the tears to wash his socks. I suppose the guy I work with qualifies too. He's Puerto Rican and French - a great lover, but so greasy he keeps slipping out of bed." "I see what you mean." I encouraged. "I know a guy who is half English and half Latin American. He just bought a new English sportscar because he heard it drives on the Left and does 3000 revolutions per minute." "Of course," he gloated. "At lunch, I met

a German who was also a Catholic - he had just derived a mathematical formula to win at Bingo. He told me about someone in his church who was an Irish Chinese. The guy was an alcoholic because he claims that every time he had a drink after half an hour he was thirsty again."

"I suppose" I joined in "a Russian Jew would claim he invented chicken soup. Also," I mused, "would the offspring of Swedish and Polish parents be a dum-dum?" We were beginning to dock. "By the way, What about yourself? I've been trying to figure out your nationality."

"Strange you should ask" he replied. "I'm actually half negro and half Italian."

"And what do you do for a living?" I asked.

He grimaced. "I run a vegetable stand in Harlem. We sell only watermelons!"

days are too short
nights, not long enough
no time
for laughter or tears

hold my hands
within this moment
love me
before you turn your head

too much
of caustic criticism
jump and play
with me
in the laughing, gypsy wind
of a love-filled night

step into my castle
be my queen
come
live on my mountain
where day and night exist
and you and I love

Christina Arcaro

PROPOSITION 1

What has happened to this paper? Has the radical middle of the road taken over? I'm afraid so. Since the first issue this semester, the Richmond Times has had not one obscenity nor any objectionable, revolutionary or controversial articles. My faith in college journalism is destroyed. This paper, once the pride of the college, No - the pride of the community, has sunk to this level. In the past four months not one word about overthrowing The Government has been printed. Not one article on making bombs or advocating the use of drugs has appeared. No political figures or any religion has been attacked. The obscenities this paper was once known for are noticeably absent. (The local community, in the past, would wait breathlessly for each issue. They would then revel and become overjoyed at each obscenity they found.) The president of this college sits happily in his 9th floor office. Not once has this paper advocated occupying his plush office! What has happened to our glorious heritage?

We, the students, have been betrayed. The

editors of this paper (who have the audacity to call themselves college students) should be shot. They have been infected with that dreaded disease Statenland-conservatism. A horrible disease that many thought would never be found in this college. I call on all students and faculty of Richmond College to take up arms. Eject the editors of this paper, destroy their draft cards; force them to grow beards and long hair; force them to change their names to revolutionary names such as R* and Abb**; take away their milk and give them LSD; put sandbags in the window of the newspaper office; take down the picture of Nixon, write K*ll the P*g* on the wall; hide ammunition, explosives and marijuana plants in the office; put the obscenities back in print where they belong; change the name of the paper to The Richmond* * *. Let's bring back the good old days.

This article will appear or the editor will not be told where I secretly hid a bomb (it can go off at any moment) in his apartment.

M * * * * C * * * * * * * *

An Open Letter To The President Of Hostos Community College

Hostos Community College
475 Grand Concourse
Bronx, New York

AN OPEN LETTER TO PRESIDENT NASRY MICHELIN

Dear Dr. Michelin:

Yesterday our committee met and held a discussion on the curriculum of Hostos Community College. This meeting was held for the purpose of determining whether or not Hostos was doing all that is humanly possible to insure that the student body, in general, is receiving standardized educational opportunities, and/or meets the standards of other institutions of its kind.

We were quite disturbed to find out that after a month of attending Hostos Community College, that the majority of Black Students at Hostos Community College are dissatisfied with the educational facilities and its curriculum. The Black Students feel that a "C" or "I" is a non-incentive for educational drive and achievement. They too, are immensely dissatisfied with the type of materials that are being disseminated throughout all the courses. It is felt that these courses were engineered by idiots who felt that their main objective was not to teach, but to indoctrinate intelligent individuals into becoming illiterate zombies.

The Black Caucus also found that we, the Black Students of Hostos Community College, hadn't any way of getting our grievances

heard. This is due, mainly to the ipso facto, that there isn't anyone here to listen to our grievances. This is simply because there aren't any Black Professors on the faculty staff who have had, or will have any authority to insure that these grievances will be not only heard, but acted upon. There are no Black Deans in Academic or policy levels.

By mere chance we found out that the school intended to have a

"...the majority of Black Students at Hostos Community College are dissatisfied with the educational facilities and it's curriculum."

"Lottery" for the purpose of forming student government, under whose auspices we would perchance receive some form of self determination. Well, to be perfectly frank and quite honest with you, we think this insidious maneuver by the faculty administration to insure its continuance of the type of educational training, the student body has been receiving is fraudulent and deceiving the unsophisticated students. We will not have thirty flunkies running around our school making our future, as dim as possible. As it is functioning now, the schools' student body is not receiving a facsimile of college type curriculums are supposed to be, standardized for a community college. With the scores "C" or

"I", we cannot transfer into another community college, because first class colleges will not accept these marks as grades.

Furthermore, so called modules of subject areas change every six weeks, with little emphasis upon student attendance or student requirements. Subject materials are considerably below freshman college standards. Classes designed to be taught in English are sometimes taught in Spanish

(if the majority of students are Spanish) much to the detriment of the few remaining students not of Spanish ethnic extraction, who don't understand Spanish. Certain English classes spend an inordinate period of time in playing of the game "Charades" or in watching cartoons.

There is considerable lack of image. Fewer than ten percent of the professional staff is Black. Of this number, hardly a Black Professor is to be seen. Some of the male professors, do not present the image that we would like for our college. Their speech is abrasive, offensive and even filthy. Their appearance is unkempt, soiled and tacky. We are embarrassed.

Publicity released concerning the offerings in Hostos is misleading. Black students have been told to strive for goals much lower than the goals these same students have set for themselves. We find evidence of systematic discouragement, by those to whom we go for help. There is no source of inspiration. To add further injury, Black students have been told that loss of financial help will accompany any move to transfer.

THEREFORE: We, the Black Caucus of Hostos Community College Notify and Demand that:

1. The curriculum of Hostos Community College be brought up to meet the standard of other colleges.
2. That there be an immediate placement of a Black Professor of our choice, picked from the already existing staff, who will be able to implement our demands. This person should be placed as a Dean in Academic Areas (Arts and Sciences) or Dean of General Studies.
3. The immediate termination of the "C" and "I" system, so that those who do not wish to remain at Hostos can transfer to other colleges of their choice without penalty.

4. The picking of the Student Government to be done by the students and to be split into its respective ethnic groups so as to insure the equal delegation of student power and thereby making sure no one group has any more power than the other ethnic group.
 5. The cessation of all courses not relevant to the obtaining of a degree of the choice of the student.
 6. The hiring, and not the firing of teachers who would like to teach standard curriculum courses.
 7. No reprisals against all the officers, delegates, committee members, and professors affiliated with this mandate.
 8. The immediate expulsion of all professors not having the proper credentials and motives who teach at Hostos.
 9. Should these demands not be met, the immediate transfer of all Black Students, who want to leave Hostos, to colleges of their choice. This transfer must be effected without the loss of student help or stipend.
 10. The implementation of a larger faculty for the teaching of Black Culture and Heritage.
 11. Should a majority of students feel that a teacher not be qualified to teach professionally, he or she should be given a fair hearing.
 12. That students whom Hostos wishes to dismiss be given a fair hearing by both faculty and student government.
 13. That the student government be allotted funds, as all their work shall be extracurricular.
- Thank you for your support.
Yours very truly,
THE BLACK CAUCUS FOR A
BETTER EDUCATION AT
HOSTOS COMMUNITY

PRAXIS

"Two steps forward, one step back"

by Barry and Kathy Rubin

The Revolutionary People's Constitutional Convention, sponsored by the Black Panther Party, was held in Washington, D.C. November 27-29th. Because the site for the convention was lost at the last minute, the meeting failed in its purpose, but many people felt encouraged just by seeing how the movement has changed and grown.

Problems in Washington

Several major problems faced the Panthers from the start as they tried to find facilities large enough to hold several thousand people. The University of Maryland (14 miles outside the city) could not be used because of its isolation from the D.C. black population. The governing board of the city armory (the armory is located in the black community) refused use of the armory. There can be no other reason than that they don't consider radical groups as having a right to use 'public' facilities. Howard University finally agreed to use of a hall for \$7200. But when the Panthers were somewhat late with the downpayment, Howard revoked permission to use the hall.

Constitution Obsolete

This was actually the second session of the Constitutional Convention, the first being held in Philadelphia during September. Mainly because they had a site, that convention was well organized. Preliminary principles for a new Constitution were drawn up.

But why is the Constitution unfit as it now stands, and why should there be the attempt to write a new one? The present Constitution was written by and for the small group of people who control industry and agriculture in the country. Many of the signers were slave owners. They had no desire to give their slaves equality and only decided to count them as three-fifths of a person for their own interests, to carry votes. Neither were women considered equal; nor could people who owned no property vote. All this is familiar history, but by understanding this history we can see that true democracy

was not the motivation for the Constitution and that the propertied class merely wanted their chance to compete and profit, and to keep their wealth in the country rather than going to the colonizing mother country. The amendments to the Constitution on the whole make little difference because this

country is still run by that same class of capitalists. He knows that true democracy would destroy capitalism (his profits) and he has made possession nine-tenths of the law to protect property over human life.

So the Constitution was never set up in the interest of the entire American people. The

increasing desire of blacks, other minority groups, youth, homosexuals, workers and others to control their own destinies makes a change in our government essential. But why is it only now that such ideas are taking hold of people? When the Constitution was written there was still the opportunity for the enterprising white man to set up his own store or business and succeed or for any man who wanted to build up his own small farm. Slaves were treated as more animal than human and women utterly restricted to the family. Times have changed and monopolies and corporations give the small businessman little chance to survive. Huge farms, often owned by corporations, undercut the independent farmer and are able to drive him out of business. Black people and women are now part of the industrial labor force and are demanding their rights as full human beings. The movement represents the coming of these and other changes and a Constitution must be written which incorporates them.

Convention Premature

One problem in D.C. was the lack of organization of the white radicals, who made up the majority of those attending. While there are many collectives and some 'national' groups, there is no single organization that the Panthers could coordinate with. Thus, contradictions arose preventing, for example, the organization of work-shops by whites when no work-shops were called by the Panthers. Discussions concentrated mainly on whether the Panthers should be criticized for lack of organization rather than those critics discussing how to get the convention off the ground. The women's meeting also had a number of problems in getting together.

Finally, there was a constant danger of provocateurs creating incidents which would allow the press to discredit the Convention. There was much energy and not much to do with it. Some people thought of 'trashing'. The Panthers, trying to channel people's energy, created busy work, like an abortive canvassing of the neighborhood surrounding the meeting places. Many whites understood the purpose of such activities and resented the way they were treated.

Defense Minister of the Panther Party, Huey Newton, gave a speech Saturday night. In it he stated that the attempt to write a Constitution had been premature. A real basis has not been laid for creating such a platform. Most revolutionary movements, he pointed out, did not put together anything as complete as a constitution until after they had won their victories. Certainly, years of hard work lie ahead before American society is transformed from the center of imperialism to a society which meets all the needs of its people.

Information exchanged

Despite the problems that befell the Convention, the D.C. conference was very important for an exchange of information—discussing tactics, exchanging literature, passing on news and ideas. The movement is making much progress. Campuses are no longer the isolated 'hotbeds' of radicalism. Factory and community organizers are slowly influencing large numbers of working people with programs around such issues as unemployment, inflation, deterioration of social services and quality of goods, poisoning of the environment, etc. The de-humanizing experiences of high school and the military are creating their own uprisings.

Groups find that they do not have enough organizers to reach all the people who are showing an interest in revolution. The movement is laying roots among the people, especially among young people. The next step is to work towards uniting, towards creating some national organization and thus to become strong enough to weather the ups and downs of the changing conditions.



An Alternate Left Approach IV

Mike C.

Anyone for Israel? Is she the poor defensive little nation struggling for a national identity against overwhelming odds? A closer examination reveals a racist Zionist conception of the state of Israel. The Arabs are looked upon as intruders and outsiders in their own country. In employment, Arabs are confined mainly to unskilled manual labor. To be sure, with the absorption of Jewish workers into the armed forces they have had greater access to somewhat better paying jobs, particularly in construction. But here they are most often employed on a temporary basis and are thus deprived of sick benefits, vacation pay and other fringe benefits which Jewish workers enjoy as a matter of course.

Only half of the Arab workers are members of the Histadrut as against three-fourths of the Jewish workers. Only one-third are members of the Health Insurance Fund (Kupat Cholim) as against 72 percent of the Jewish workers. The Fund has few clinics in Arab villages, so that the Arab members receive much poorer service than the Jewish.

According to the official statistics, annual earnings of non-Jewish families in 1967 were less than 64 percent of those of Jewish families, and this with 1.6 earners per family compared to 1.3 in Jewish families. (One looks in vain in the official statistics for data on Israeli Arabs as such.) In the cities, Arabs are crowded into dilapidated ghettos and are often forced to live in condemned houses declared unsafe for habitation. On more than one occasion these buildings have collapsed, killing or seriously injuring their inhabitants. (Sounds like the ever frequent tenement fires that American ghetto

residents are subjected to day in and day out).

In institutions of higher learning, Arabs are only 1.5 percent of the student body, though they are 12 percent of the population. In such fields as electronics or atomic energy they are excluded as "security risks." And those few who complete their studies and obtain degrees are often unable to obtain work in their professions and are compelled to learn a trade to earn a living.

Arab farmers are discriminated against with regard to credits, irrigation, mechanization and other forms of government assistance. Most Arab villages lack labor councils or labor exchanges through which unemployed workers can seek work under union conditions, while these Histadrut institutions are the rule in Jewish communities.

In addition the military regulations have been extensively used to confiscate the lands of Arab farmers by closing them off on the grounds of "security". These lands then find their way into the hands of the kibbutzim, while the Arab owners are converted into "internal refugees." Some live in shacks in nearby villages or near towns and seek work in the area. Others find their way into already crowded slum ghettos in the cities.

Lower Nazareth, the old city dating back to Biblical times, has a population of 30,000 all Arab. Upper Nazareth, located on the surrounding hills, with 22,000 residents, consists mostly of a new Jewish settlement.

Lower Nazareth has almost no industry and many of its workers are forced to seek work on other cities. On the other hand the Jewish settlement boasts a Dodge assembly plant, a large textile mill and a number of other modern factories. In these factories

few Arabs are employed and these largely as janitors.

Upper Nazareth also boasts a beautiful Histadrut vacation resort—for Jews only. The only Arabs there were two working in the kitchen. Nor are Arabs able to rent apartments in the new apartment buildings of the Jewish settlement. Underlying all this is a pervasive anti-Arab chauvinism whose expressions one encounters on all sides. Those who defend the rights of Arabs or dubbed "Arab lovers" (believe or not)—which is as common as is its counterpart among white racists here. The ultra-religious and Right-wing elements openly regard Arabs as something less than human and as people whose departure from Israel could only be welcomed. (-All the foregoing was condensed from the Daily World Oct. 10, 70 p. 10 by Hyman Lumer-)



Is this the nation we as Americans are being marshalled to protect? Unfortunately yes. It is also an extension of America's dismal foreign policy which includes our refusal to censure (much less do anything about) Portugal's warlike colonial policy in black Africa. Rhodesia and South Africa are given the nod of approval by our expanding trade and investment in those states. American foreign policy is simply a policy of convenience and expansion, parroting our Capitalist super-corporations for whom the Declaration of Human Rights is merely an impediment to their cancerous growth.

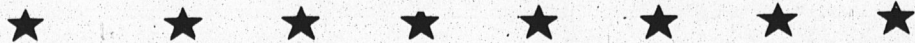
Anyone caring to come together to discuss this and the previous articles I have written, can drop by room 502 on Wednesday the 16th at 4:30.

Richmond College Day Care Center Needs Support

When a woman has a baby, is it really necessary for her to give up college or career plans for six years until her child is old enough to go to public school? Is it necessary for welfare mothers to stay home babysitting for six years when they are eager to take advantage of tuition-free career programs at SICC and Richmond College? For many S.I. women, the birth of one child means six years at home...and two children or three may mean as many as ten years at home before all her children are in school.

Social workers, industrial and clinical psychologists, women's liberation advocates and even government economists have all recognized the importance of establishing day care centers for women who feel that they can be successful at both careers and motherhood.

It has been found that three to five year old children who have been with a happy, healthy peer group seem to adjust to school at age six more easily than those who have been at home alone with Mommy for six years. And mothers who can take a few hours a day to "do their thing" in college and careers seem to be happier than many who would like to but can't, because of the prohibitive cost of competent child care.



Lindsay Asks for Day Care Facilities

Realizing the pressing need for day care centers, Mayor Lindsay's Task Force on Child Development has recommended that all new publicly funded buildings be built with provisions for day care centers. Directors of the Richmond College Day Care Center are hoping that the planners and architects for the new Richmond College campus will keep this recommendation in mind. They have been trying to get a commitment from the planners to include day care center facilities on campus, but have not received a definite "yes" yet.

RC Day Care Center Needs Space to Expand

The Richmond College Day Care Center, organized in September, 1969, is presently located at 71 Jersey Street, in one small room of the Richmond Terrace Housing Project's Community Center. The room is used at night by other community groups, which means that the work-study students who work at the Day Care Center must completely clean and store all toys, paints, and other materials every night and reassemble them every morning. The room is too small to accommodate any more children than are presently enrolled in the program. There is no telephone in the room, and it can only be entered through the back of the building (Mothers must tap on the window, and then someone from the Center goes around to the back door, which is usually locked to keep out undesirable loiterers, and lets them in.)

College Officials Deny Use of Rooms in College

Day Care Center is located quite far from the College, students and parents associated with the Center have been searching desperately for larger quarters. There are a number of rooms at Richmond College which might be used for the Day Care Center, but permission to use them has so far been denied, even though Day Care Center directors have assured the College

officials that they will provide adequate fire and accident insurance for the children.

Expansion to Storefront a Possibility

One alternative that RC Day Care Center directors are considering is to rent a vacant store, near a park and near the College, if funds for renovation and rent can be obtained from the College or the government.

RC Officials Apathetic

The biggest obstacle that the Richmond College Day Care Center faces at present is the apathy of Richmond College officials, who do not seem to realize the importance of the project to the College and to the Staten Island community. The directors of the Day Care Center would like to expand to accommodate all children of students, faculty, administrators and possibly even the community, under the supervision of a qualified full-time director and six to twelve work-study students.

Shoestring Budget Being Submitted

Some time within the next month the fate of the Richmond College Day Care Center will be determined. Directors have submitted a proposed budget to the Student Council which would enable them to move toward their goal of a permanent day care center for the Richmond College community. Their budget is a shoestring budget for a day care center (\$8,575 for one year, as compared to a suggested sample budget for a day care center for 35 children published by the City of New York Day Care Division of \$91,708 per year). This would provide for a full-time director, renovation and rental of a storefront, equipment, milk and cookies, telephone and utilities and complete fire and liability insurance. The City's \$91,708 proposed budget doesn't include rent. At present, there are six work-study students employed at the Center, and there are sixteen children being cared for. The parents of these children would like to see their Richmond College activities fees go to the Richmond College Day Care Center.

I am interested in starting next semester a bi-weekly discussion group for Jewish Radicals. Some of the issues I think we would be discussing are: anti-semitism on the left, the relationship of Jewish radicals to established politically conservative Jewish organizations, Israel and left-wing Zionism. Would interested people please get in touch with me now so that we can set up a regular schedule.

Larry Nachman

NOTICE

If you have any questions regarding the Day Care Center (regarding enrollment for your child, work-study, etc.) you can call 442-3075, 981-5452 or 273-1454 and speak to some of the student mothers who are involved in the project.



ABORTION WORKSHOP The Good Doctor?

by Susan and Kathy

Last Wednesday night in room 502, Dr. Leo Oxley, Richmond College's consulting psychiatrist led a workshop entitled "The Psychiatric Implications of Abortion"

Many people came to the workshop expecting an in-depth discussion about the various psychological effects women experience when undergoing abortions; i.e., feelings of guilt, emptiness, sadness. In addition, we hoped Dr. Oxley would contribute significantly because of his experience in abortion counselling. Unfortunately Dr. Oxley had different plans.

In his introductory remarks, after some curious historical references, Dr. Oxley dealt (very) briefly with some realities of abortion. He described the three main medical procedures used in aborting—Vacuum Aspirator, Dilate and Curettage and Saline (salting) solution. He stated the procedure most psychologically damaging is the saline salting solution; this procedure is used on women 16-24 weeks pregnant, when the woman can feel the moving fetus and there is an audible heartbeat. (Dr. Oxley misled the group to believe his statement was (scientifically proven) fact; when actually it is a hypothesis). He also briefly mentioned the problems of poor women, seeking abortions at the city hospitals, where there are long waiting lists.

There are so many other relevant facts about abortion, i.e. the psychological facets of the inhumane treatment by members of City Hospital staff, hospital conditions, and the lack of large scale counselling, that the Doctor did not mention. Either he did not want to waste the time to include them, or his knowledge on the subject is incomplete

and fragmentary.

Dr. Oxley continued his introductory remarks by raising (pertinent?) questions he hoped the group would answer during the discussion segment of the workshop. Such questions as "When does life begin?" What are the rights of the natural father? What are the rights of the unborn child? When is abortion murder?"

He concluded his opening remarks on a visionary level and pondered the humanistic implications of scientific progress. More pertinent questions were raised for our consideration such as "What will be the ramifications of genetic engineering and extra uterine birth, (Test Tube Babies)? What do you think about utilizing aborted fetuses as 'spare parts'?"

Dr. Oxley then invited the group to join the discussion. The workshop (to be sure) was still controlled by the doctor because he had described the questions to be answered.

The Doctor was challenged with hostile statements and personal questioning but he refused to react emotionally and would respond with deliberate coolness. He would succeed in directing the discussion to a question such as "When does life begin?" There began to unfold a disturbing thing about Dr. Oxley's behavior. His questions triggered off highly emotional discussions but he didn't join these discussions, refused to give his personal opinions, and coldly observed as if we were his study group.

Some women started getting hip to Dr. Oxley. Many of us, who to begin with, were disappointed because the talk we expected never materialized, did not take too kindly to the Doctor's manipulations. There was immeasurable feelings of anger and hostility toward him, but it should be reported that Dr. Oxley remained unyielding to the end.

Engineering Program Threatened

Over the intersession, it has become clear that the academic freedom at Richmond College is threatened. From reliable sources, it has come to our attention that the chancellor's office intends to RUB OUT some of Richmond's progressive programs. Accordingly, they plan to remove these

programs before the college vacates its present premises, for its permanent site. The attack has been launched already on the Engineering Department. Next it may be integrated studies! or sociology! or anthropology! Don't let it happen.

Why the Engineering Program, one may

ask? Let's take a trip through the university's mind. If the chancellor compared a typical engineering student at Richmond to another enrolled in C.C.N.Y., he would discover our extreme difference; first an engineer at Richmond will verbalize his discontent and frustration with his program and school, while one at C.C.N.Y. would not, and secondly the engineer at Richmond has proven to be an intricate part of the mechanism at his school, while at C.C.N.Y., the engineering student is indifferent to social consciousness. Richmond has penetrated the apathetic shell in which we would normally find the engineering student. Here, every engineer has been harmonized, involved and sincerely interested, like most students at Richmond. The engineer's quest for truth will soon meet with an impasse—the CHANCELLOR.

The damage to Richmond's curriculum by removal of the Engineering program would be irreparable. For instructors employed by this program are teaching courses in other fields at Richmond. This year alone nine courses have been made available to other students. Two examples of these courses are "Selected Topics in Mathematics" and "Selected Topics in Physics" both programmed for teachers. With the eradication of the engineering curriculum not only will certain courses not be given but other curriculums might be phased out such as Math and Physics. The number of students who wish to study in these two fields is not large enough to justify a staff without their staff members teaching engineering students at the same time.

As a result of the modern program designed for engineers at Richmond, they are now more than interwoven into the college community and society. For example, environmental engineering requires a background in biology, sociology, chemistry and economics. Now courses dealing with science and society are now in the process of being established. Why should they be rubbed-out? Why should we?

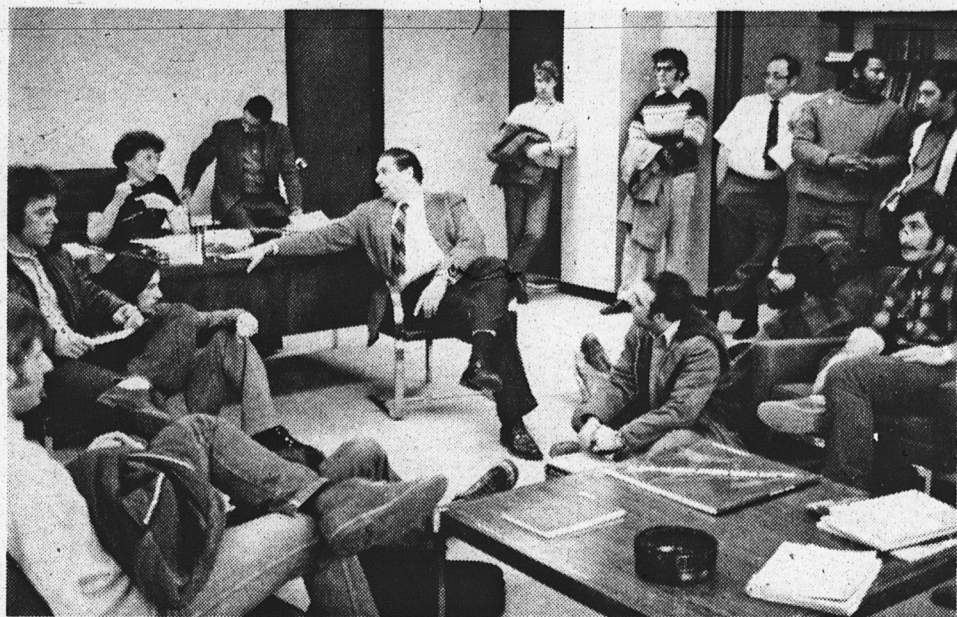
A recent report by the deputy chancellor to President Schueler was dictated in the backroom by those corrupt, despicable, incorrigible politicians trying to win favors from the brass at C.U.N.Y. If we permit this type of Nazi tactic, in a very short time these villains who control the politics of C.U.N.Y. will negate the dauntless efforts of President Schueler to save the engineers.

The report cited plays with semantics. When first established the term Engineering Science was defined by several narrow definitions and still is. Richmond of course does not fit in their molds. The report infers that a small college such as Richmond does not have as attractive a program as a larger school might. The report continues by noting that the enrollment of engineers nationwide is declining; and ignores the rapid increase of engineering students at Richmond by attributing it to the newness of the school. This we boldly label as a lie. A typical escape for those who deal behind closed doors. The reason for the increase of engineering students at Richmond is due to the uniqueness of the programs offered. This is why the enrollment is not decreasing like the established engineer grave yard at C.C.N.Y. Yet the report contains one iota of truth when it correctly assumes that the Richmond program is not attractive to the animals who desire to make napalm.

So we appeal to the rest of the college community to save the engineers and heed our warning. C.C.N.Y. can keep the high price military grants and fancy names; because the engineers at Richmond sure as hell will not soil their hands with them. Never shall we join them, even if they are successful in phasing us out.

The time for truly establishing an academic freedom at Richmond College has arrived! How do you really feel about a liberal institution such as ours? Come together and help us. We can succeed, with a little help from our friends!

Arnold Bernardini
Pres. of Engineer Society



MA BELL STRIKES

On Tuesday, January 26, a Richmond College student was brutally beaten in the hallway of his home because of a violation of the cafeteria rule banning all except the college community from using the facilities.

The incident occurred something like this: A dog knocked over a chair in the cafeteria.

"It's a good thing he didn't knock over my coffee," said a lady sitting at the table nearby. She was an employee of the Telephone Company and she was speaking to a student who commented that it wasn't his dog.

"I don't have to speak to you," she replied. The student retorted accordingly and a heated argument ensued. That was on Monday, January 25.

On Tuesday, the following afternoon, a man and three teenage boys brutally attacked the student in the hallway of his home, beating him on the back and head seriously enough for him to require medical attention.

On Wednesday, the beaten student and other concerned members of the Richmond College community met in Dean Chiles' office to discuss the attack and what actions should be taken against the

Telephone Company's violation of the cafeteria rule and the assailants, two of which are reputed to be related to the Telephone employee from the lunchroom incident.

An Ad Hoc Committee of students, faculty and staff was formed, and they drew up and presented to Dean Chiles and President Schueler their recommendations.

They recommended immediate filing of a charge for illegal trespassing against the Telephone employee. They asked that a formal and public complaint be made to the District Manager of the New York Telephone Company concerning the violation by their employees of the directive posted restricting the use of the cafeteria to Richmond College students and staff.

The committee also recommended that action be taken to terminate the lease of the phone company.

Legal action is presently underway against the four attackers.

There was a meeting between the Telephone Company and a committee from Richmond College last week to, according to Dean Chiles, "... engage in dialogue with a group from the Telephone Company."

College to Get More Space in Near Future

With the expected exodus of the telephone company, previous arrangements with Manufacturer's Hanover Trust, and the removal of the Scandiana Restaurant, Richmond College can expect more "living space."

Dean Chiles commented that he had spoken to Mr. Gregory, District Manager of the Telephone Company, and was informed that the company has located 2½ acres of land on Forest Ave. and that the phone company, if they purchase the site, will move all their units out by September 1972.

What this means is that the much needed space of the fourth floor will be available for college use. The problem of space is one that is of primary importance to the college and it seems that a number of openings will be available by September 1972.

Dean Chiles informed the Richmond Times that the bank on the ground floor is leaving.

"They should be out by June 30th," commented Dean Nestruck, Dean of Administration.

"The bank will be remodeled during July and August to be turned into a library. It will have a periodical room, micro-film and

micro-reading machines and a small reading room. It will be connected to the second floor library by a stairway and that will be the only way you will be able to get to the new library."

"The Scandiana Restaurant was sued for back rent so they moved out," Dean Nestruck informed the Times. "At the present time there is nothing in the budget for alterations but we're thinking about moving the bookstore into that space and taking the space where the bookstore is presently and converting that into a tiered lecture room that will seat 250."

When asked about the all important removal of the Telephone Company and to what use would the fourth floor be put Mr. Klindtworth replied, "... more classrooms and more faculty offices." Dean Nestruck added, "It will mostly depend on our needs when the floor is made available. We have rented some space at 350 St. Marks Place and other space there might be available. It will be divided into offices and a 60 station classroom."

Mr. Klindtworth said that we aren't effectively using the space we have now. "We might have to schedule classes at 8:00 a.m. and add more classes on Friday and Saturday."

Dean Nestruck said, "What we are trying to do is keep up with our projected growth. We will not be on our new campus until at least five years."

RICHMOND TIMES
 RICHMOND COLLEGE
 120 STUYVESTANT PLACE
 STATEN ISLAND N.Y. 10310
 448-6164

VOL. VII, No. 1

February 9, 1971

MARK DAUGHERTY
 EDITOR-IN-CHIEF

Associate Editor David Moseder

Associate Editor Howie Liedowitz

Graduate Consultant Jeri Leeds

Special Assistant Sharon Langford

All the articles in the RICHMOND TIMES are the opinions of their authors, and in no way represent the opinions of the staff, faculty or the college as a whole.

MARK DAUGHERTY
 MEMBER OF THE RICHMOND TIMES
 FROM OCTOBER 14, 1969 TO FEBRUARY 9, 1971

**AN OPEN LETTER TO ALL STUDENTS
 EMPLOYED UNDER COLLEGE WORK
 STUDY AUSPICES**

Are you one of the two hundred Richmond students now employed on or off campus in the College Work-Study program? These students draw salaries totalling over \$7,000 weekly. At this rate, College Work-Study funds will be depleted by mid-March.

During the Fall semester, City University colleges were asked to award College Work-Study positions to all eligible students so that federal College Work-Study funds would be fully utilized by the 12-31 deadline. Richmond followed this mandate and reached its required \$0 level by 12-31-70.

A new allocation is awarded to each college for the period 1-1-6-30—generally much less than the 7-1-12-31 allocation. Usually College Work-Study awards enable you to continue, in the same position from September through May. Federal College

Work-Study spring funding policy makes this difficult. Many of you have already earned your stated maximum College Work-Study award for this academic year. Some of you have been employed but a short time and have earned only a small part of your award.

The Financial Aid Committee sees no simple means of curtailing expenditures at this time. Though, unfortunately, some action may be necessary soon. Your ideas are solicited and welcome. The committee wants to apprise you of the problem so that if, or when reductions are necessary you will have had warnings, an opportunity to express your thoughts, and to make other arrangements.

The Financial Aid Committee

STUDENT COUNCIL REPORTS

by Leonard T. Mangano

The Student Council voted February 1, 1971 to support the Engineering students in their attempt to prevent the phasing out of the Richmond College Engineering Science Program.

Arnie Bernardini, president of the Engineering Society, asked the Student Council and the student body to "unite in preventing CUNY dictates from determining Richmond's educational program." The council unanimously voted to support Mr. Bernardini and the Engineering students and sent the question to the faculty for their vote.

At this same meeting, the Student Council also voted to join the "conspiracy" in support of the Berrigans. By an overwhelming majority vote, the council adopted the following statement of guilt: "... like the men and women singled out for attack, we too are "guilty" and stand with them in the face of those who would seek to silence sanity... as the people of Denmark refused to become Nazis, and so cast their lot with the Jews of Europe, so do we by

these signatures cast our lot with those who stand for peace."

The Student Council pledged to encourage involvement and support for a new Staten Island "Family" Hospital. This pledge is designed to prevent the shut-down and sale of the present Staten Island Public Health Center. The purpose of this new hospital would be to "provide a comprehensive family service emphasizing prevention, and a complete service for youth and the elderly", according to a pamphlet prepared by Mrs. Olga DeJuana, Mrs. Kathleen Bronston and Dr. William Bronston.

In another Student Council matter, the council voted to seek the advice of the Student-Faculty Grievance Committee on the question of whether or not the Student Council elections will be held this term, due to the time which was consumed in passing a new constitution. Ed Murphy, chairman of the Student Council, had no comment on the problem.

**Rhetoric, Reality,
 and Good Vibes**

R.E. CHILES

Early in my college career I was a speech major. Our classes then were primarily concerned with speech making and only secondarily with communication which hadn't yet become a big thing. We wanted no part of oratory or rhetoric, however, for we regarded rhetoric as old-fashioned and outmoded, florid and false.

Times have changed! Rhetoric is now "in" and even high school students know something about it. Individuals and groups are hard at work devising a rhetoric that will enable them to contact and communicate with others and thereby to serve their cause. The air is full of rhetoric: there is the radical coalition, the conservative response, the third world advocacy, encounter group conversations, esoteric religious appeals, etc., etc. Of course, everyone has been using rhetoric all along, something we now admit without guilt or apology. And it is good that we do so because it reduces the danger that we deceive ourselves and others.

Interestingly enough, this renewed interest in rhetoric is accompanied by a heightened concern to find reality and to come to terms with it. Youth refuses to accept things simply because they are of long standing, widely agreed upon by some, or regarded as necessities by others. This generation is aware that rhetoric may conceal a reality that is dehumanizing and destructive, or merely irrelevant and unimportant. This insistence on enduring and fulfilling reality is a laudable mark of the current mood.

But there is another critical concern: What really is "Real?" Or, to put the problem differently: How do we get to know Reality? Students' answers to these questions indicate a significant shift in outlook: they are less committed to apprehend reality by means of empirical evidence, scientific inference, and logical deduction. Dispassionate, objective reason no longer seems to reign supreme. Many students have turned to other modes to distinguish between rhetoric and reality.

I frequently hear students talking about "good vibes". Depending upon the person and the particular reality being discussed, I may conclude that knowing through vibrations is not very different from the intuitive mystical awareness that has been central to religious traditions for centuries. Or maybe it is similar to the existential apprehension derived from personal confrontation that is stressed in recent philosophical and artistic movements. I am also reminded of the importance a psychologist places on emotional tones, cues, feelings, etc., in non-verbal communication. It appears, therefore, that many students supplement, if not supplant, an essentially reasoned approach to reality by religious-philosophical-psychological processes and categories.

In its immediacy and certainty, knowledge acquired through good vibrations is often arresting and satisfying. It penetrates conventional facades, probes rhetorical embellishments, and seeks out the deeper levels of human existence and relationship.

I hear contemporary youth talk also about "getting it all together." What do these skimpy observations about rhetoric, reality and good vibrations taken together really mean? Let's look at a couple of examples of a number that might be given.

In these halls we occasionally mention the "Richmond rhetoric." If you are a new student who joined us this spring you have already read and heard some of this rhetoric, and no doubt will be exposed to more. Since rhetoric tends to shout about the good, and whisper about the bad, you should be prepared for the terrible truth: Richmond is made up of very human persons and highly fallible arrangements. A fair amount of dreary evidence sometimes makes the rhetoric seem pretty distorted. But rather than throw up our hands in disgust or despair, we should perhaps tune in on the real Richmond: our college does give off good vibrations. While far from perfect, there is much of value.

Similarly, the rhetoric of the day suggests that inevitably a social institution must be bad, and the administrators who run it must



be rigid, authoritarian, and out of touch; the individuals (students) who are part of it must inescapably suffer indignities, and can alleviate their plight only by wily subterfuge or overt aggression. I plead for a moratorium on such stereotypes of the establishment. Isn't each institution and each of its leaders entitled to an open hearing and an unprejudiced response?

All of us will do well to live by the reality that is richest and most fulfilling for us. By acknowledging the prevalence of rhetoric and the importance of basic realities, we make a fine beginning. But one thing more is needed: we have to trust and live by those good vibes!

**a young
 administrator's
 plea**

I am a person and not purely an administrator.

I am a single administrator and not a monolith.

Reacting to me as a stereotype virtually eliminates meaningful social intercourse I do not wish to be regarded as a monolith or stereotype but as a human.

As a human my psyche can and is bruised often.

I hurt especially when I am put down or generally reacted to for something I am not. I recognize I am not aware of all the complexities of myself and others

But I also recognize that others don't know all that I think I am.

Others sometimes react to things I think I am not in ways that hurt me terribly.

I love people

I want to learn always

I have not yet gotten hardening of the cerebral arteries so that I cannot learn or listen.

Talk with me not at me

I want to know you.

I want to understand and love you.

Shep Gorman
 Homo Sapien

You Say Uncle Sam Is Attempting to Ease You Into

Two Years of Enforced Tourism?

You Say You Won't Like Your New Spring Wardrobe In

Fashionable Khaki?

You Say That Your Local Board OF Friends And Neighbors

Won't Listen To Your Plaintive Wails?

Is That Your Problem Fella?

THEN WAKE UP AND LIVE !!!!!

Draft Counseling
 Shep Gorman
 rm 502

INDEX

page 2 School News
 page 3 Community News
 page 4 Engineers' Struggle
 page 5 The Arts
 page 6 PRAXIS
 page 7 Both Sides Speak
 page 8 Election Study

Community Handbook Begun

NEEDED: Students to work on the Community Handbook

We hope to complete data gathering for the handbook by the end of the Spring Term. This will involve a great deal of checking and double-checking into the more active and significant organizations, mainly on Staten Island. Any student interested in systematically exploring one or more types of organizations will be most welcome. Contact any of the coordinators named below or come to our weekly meeting:

Fridays at 1 p.m., in the Student Office Conference room, fifth floor.

You can do this work on a volunteer basis, or register for 2 to 12 course credits in Integrated Studies (Professor Fischer).

COMMUNITY HANDBOOK—STATEN ISLAND

Types of Organizations

I. Community (coordinator: Lorelei Migenes, Room 803 Desk R)

1. Action groups
2. Business and professional societies
3. Cultural institutions
4. Political organizations
5. Service clubs

II. Government (coordinator: Regina Kelly, Room 803 Desk R)

6. Elective representatives
7. Executive
8. Housing
9. Law enforcement
10. Planning
11. Public works
12. Recreation
13. Regulatory
14. Transportation
15. Emergency—"panic numbers"

III. Jobs (coordinator: David Anderson, Room 803 Desk R)

16. Employment agencies
17. Minority employment and business assistance
18. Job training
19. Student employment
20. Temporary employment
21. Vocational counseling

IV. Social Services (coordinator: Shepard Gorman, Room 544)

22. Children and schools
23. Consumer complaints
24. Food
25. Health
26. Higher education
27. Legal
28. Public assistance
29. Senior citizens

Handbook coordinator: George Fischer, Room 814

MONEY TALKS

by David Bartholomew

The crisis in the engineering department will be one of many issues which mandates student leadership and involvement in the affairs of Richmond College. Jeri Daugherty is now a graduate student at N.Y.U. which leaves the position of Secretary of Student Government open. An election will be upcoming shortly for twelve members of student council, two of whom must be graduate students. There are also five vacancies on R.C.A. as well as a few on faculty-student committees.

A consensus has finally been reached that the Richmond College faculty has grown too large for a town meeting type approach to college governance. Therefore, the com-

Several weeks ago, the federal government, in an economy move, proposed the closing of eight Public Health Service hospitals and thirty clinics across the country, among them the United States Public Health Service hospital, known as the Marine Hospital. The increased cost of the war in Indochina has caused a shift in spending from public health to military expenditures.

Marine, the largest facility of its type in the nation, employs about 1000 workers. Contrary to its name, the hospital does not offer public health services to the Staten Island community. It is accessible only to employees of the United States government, their families and "life or death" overflow cases from other hospitals. Right now, there are 300 people waiting for beds at a Staten Island hospital. These people are not being served by Marine Hospital.

A coalition of students, workers and community groups have united and renamed the hospital the Staten Island

PROPOSITION I

The cafeteria has of late, become a kennel. Dogs of all breeds can be found wandering around. Many students find this situation appalling. Do you want to eat with a St. Bernard looking over your shoulder? Or would you rather watch two dogs fight & fornicate? This is not a zoo! Students are not the only guilty ones, also faculty members are constantly followed by their animals. Babies and young children I don't mind, but hungry dogs with panhandling masters is too much. In the future I expect to see other animals there, such as cats, snakes, lizards, jackals, and vultures. I love animals, but I do not care to eat with them. The administration acted when the students wanted the people from the surrounding area out of the cafeteria. Will the administration act before the Health Department closes the cafeteria? This situation is getting worse. The so called "Blair Incident" was supposed to have come about because of a dog in the cafeteria. Do we need more incidents like this to get a solution? I feel that the owners of these animals should keep their damn pets out of the cafeteria. If these people do not have the sense to know that their animals are not wanted, they should be forced to keep the animals out. I am interested to hear the opinions of those who agree or disagree with me.

I hear that Woman's Lib will be given some office space in the student activities area on the fifth floor. Maybe in the future you liberated females will get an office with a window. But in the meantime welcome... Male liberation from female domination is soon at hand. Move over sisters, here come the brothers.

mittee on organization and elections has formed a subcommittee to study the problem and make its recommendation to the faculty for a representative type of structure. Barry Bressler, S.S., is Chairman of the committee. Also on the committee are Dr. Sandi Cooper, Secretary of the faculty organization, Dr. George Jockowitz of humanities, Dr. Albert Swartz of Professional Studies, Dr. Pamagiotis Razelos of science and engineering, and George O.V. Cox, of the Institute for Afro American Studies. Three students, David Bartholomew, Charles Goodlet and John Kavanah are also members of the committee.

Just a reminder that the Student government office is room 519 and our telephone number is 488-6834.

S. I. Family Hospital Proposed

JIM ENGLE

Family Hospital. This group has proposed that the hospital be city funded and community controlled. Some unique functions of the Staten Island Family Hospital would be:

- 1) Comprehensive family services emphasizing prevention.
- 2) Complete medical services for women, including abortion, childbearing birth control, etc.
- 3) A wide range of youth services for students, workers and community groups.)
- 4) Complete addiction treatment program (without police intervention).
- 5) 24 hour, well-staffed emergency room with ambulance service.
- 6) Complete services to the elderly.

The city now runs 18 hospitals, most of them community oriented. None of these serves Staten Island. Their budget for 1970 was \$798 million. Two-thirds of this was paid for by Medicaid, Medicare, Blue Cross, etc.; one-third (\$266 million) came from city taxes. P.H.S. operates now on \$12 million per year, and would probably cost \$15

million if fully utilized. Presuming that two-thirds of this would be paid for by Medicaid etc. then only about \$5 million would come from city taxes. This is a pretty small chunk of the \$266 million paid to the other boroughs!

None of the community-oriented services mentioned above are now available on Staten Island. Furthermore, a group of S.I. doctors are presently raising money to buy Marine Hospital and turn it into a private institution similar to Doctors' Hospital. Here again the needs of the community are not being served and good health care will go only to those who can afford to pay. The health needs of students can best be served by a community controlled hospital. Therefore it is in the best interest of all students to struggle for the creation of the Staten Island Family Hospital.

Those who wish to help or get more information, stop in at the Student Government Office.

FLASH!!!!

RICHMOND TIMES NEEDS MORE HELP.

STAFF MEMBERS

WRITERS

PHOTOGRAPHERS

PROOFREADERS

TYPISTS

CARTOONISTS

CREATORS

DESIGNERS

REPORTERS

WORKERS

EDITORS

INTERESTED???

PLEASE COME UP TO
THE RICHMOND TIMES
OFFICE (5th FLOOR)

ENGINEERS STRUGGLE FOR THEIR FUTURES

GENERAL MEETING

by Howard B. Leibowitz

Approximately one hundred and fifty students from the Engineering Department of Richmond College held a protest march February 3, 1971 to protest what they termed the "phasing out" of the Engineering Program by the City University.

Mr. Arnie Bernardini, president of the Engineering Society said that, "the students in the engineering department held meetings on February 2 to determine what course of action we should take. It was decided that we should attempt to meet with the President of the borough of Staten Island, Mr. O'Connor."

At about 7:00 am on February 3, some 150 students massed in front of the upper level parking lot next to the school building on Stuyvesant Street. They proceeded to close off the parking lot for almost two hours and then decided that, according to Mr. Bernardini, "we had made our point."

The students then went to the Courthouse in an attempt to meet with Mr. O'Connor, but discovered that Mr. O'Connor was not present. They then returned to the college, where they had meetings amongst themselves, and then decided to hold a rally to inform the student body of Richmond College of their situation.

At the rally in the cafeteria, most students wanted to hold another demonstration on Friday, but were advised that President Schueler would be meeting with the Board of Higher Education on February 22. They decided to withhold further action until they receive the results of that meeting.

Mr. Bernardini stated that, "we are now distributing petitions to the student body and faculty and we will keep the students informed of the progress of the situation. We need everyone's support."



Engineer's "sitting in" President Shueler's office last Thursday

A FACT SHEET ON THE PROBLEM

1) Deputy Chancellor Seymour Hyman is holding up the construction of the new Richmond College campus, as he says in his letter to Pres. Schueler "As you know, we have reluctantly delayed the printing of the Richmond College Master Plan pending some resolution of the Richmond College Academic Program insofar as Engineering is concerned . . ."

2) Deputy Chancellor Hyman in the past was a dean at C.C.N.Y.

3) The C.C.N.Y. School of Engineering offers an outdated stagnant program that hasn't differed since 1930.

4) Richmond College has a progressive Engineering Science program comparable to the Eng. Science programs at Stony Brook and Berkeley.

5) Engineering enrollment at C.C.N.Y. is decreasing.

6) Engineering enrollment at Richmond College is increasing.

7) The Terman Report for the State Education Department suggests that all existing engineering schools continue to be

schools should be started. Eng. Science at Richmond was in existence at this time, however, Terman chose to leave us off a list of existing programs.

8) The Hyman Report was written by Dr. Egon Brenner and Dr. A.X. Schmidt, they are respectively the Dean of the Graduate School and the Acting Dean of the School of Engineering at C.C.N.Y.

Their conclusions are threefold:

1) The need for engineering education in New York within C.U.N.Y. is adequately served by C.C.N.Y.

2) The Richmond program is not attractive for persons seeking entry into the engineering professions.

3) Continued development of the Richmond Program is not recommended.

For obvious reasons conclusion No. 1 is not intelligible since the programs at C.C.N.Y. are outdated. As for No. 2 it is true that eng. students at Richmond choose not to make napalm, bombs, or missiles, but they have raised a consciousness and are interested in man, society, and the environment. On the basis of the first two conclusions No. 3 is not

true and is nothing less than a political ploy, and indeed a travesty of justice and what is right.

9) Engineering as a group was the only group to vote to go out on strike as a department with full faculty support in the tempest of last May.

10) Engineering students have become an integral part of the Richmond College Community, as can be proved by the last student election where they won ten seats on student government and R.C.A., out of eleven they ran for.

11) Politicians (because of the new open admissions policy) in an attempt to soothe the megamachine N.Y.U. may in the future subsidize from C.U.N.Y. funds the engineering program there. Another reason to phase out the Eng. Science program at Richmond.

There are more facts, you shall soon be made aware of them.

JOE GOLDFARB
Engineer Society

AN OPEN LETTER TO THE CHANCELLOR

Can the Chancellor's Office answer for the engineering students of Richmond College; who within the next five years will be helping to develop a pollution free car or bus, or who will be saving our water, land, and air from the contamination that may mean the difference between life and death for all mankind?

Well, I can answer that for you, it will be the Engineers. Yes, that's right, engineers—men who right now are students like myself at schools like M.I.T., Cal. Tech., Poly. Tech., and Richmond College.

There is only one thing wrong with this answer. In five years there may not be any engineers from Richmond College. You, the people in the Chancellor's Office, are trying to destroy a curriculum that, from the very day that Richmond College opened its doors, has strived to instill into its students that rare desire to challenge, to create, to improve. That makes an engineer.

Richmond College's Engineering curriculum has been one of constant improvement. In the short time that I have been a student at Richmond College this fact has been made evident to me. The instructors are constantly evaluating new texts for the latest concepts and methods of engineering. But the changes do not stop here, for the courses themselves are also changed in order that the student may become familiar with these new developments in engineering, the field that they have chosen to make their own.

But it would seem that this is not enough, it would seem that there is some mystical "thing" we at Richmond College did not do. Or is it that we have done too much? Is it that we at Richmond College are too progressive for the rest of the City University system? If this is the case then I think that it is about time the Chancellor's Office wised up. America did not become the leading nation in the world today by looking back, but instead, by looking into the future.

It's time that the Chancellor's Office looked at the problems of today, a good hard look.

If I have to take on problems like hunger, poverty, and pollution, then I want the best education I can get to help me try to solve these problems before it is too late to solve or to save. In my mind there is only one place where this education can be obtained, and this place is Richmond College.

I am not alone in my thinking that this is the best place to receive this education. All of the Engineering students at Richmond College feel the same way.

If my generation is to solve the problems of this world and make it a better place to live in, then I think we must be prepared to meet the challenge of the future with an education that can be obtained from only one place, and that place can only be Richmond College.

Sal Criscione
Engineering Society



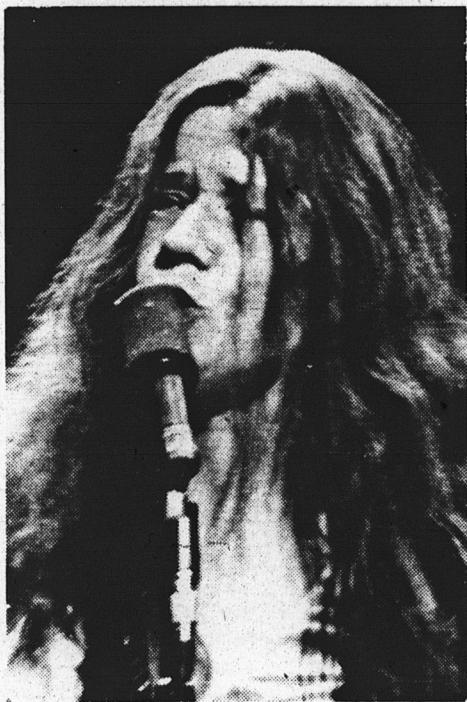
Engineer's "sitting in" President Shueler's office last Thursday

Notes on Rock

Hello! This column is for you, and I hope that you will benefit from reading it. My purpose is only to tell you about some of the wealth of music and talent that is currently available for consumption. The opinions are only mine, and are not meant to be anything more than that.

Anyway, there are so many new and beautiful people at Richmond this semester, it makes me really happy, so I dedicate this column to all of you. I thought that I would open this first column with my feelings on some of the latest releases.

"Pearl" is the name that Janis liked to be called, and it is also the title of her last album. (It is possible that more material can be scraped into another, but it surely will not be as good.) Man, how I loved Janis I get cold sweats from her voice, and her live performances put me into an orgasmic trance. This new album is certainly her greatest. The voice is phenomenal, the arrangements tasteful, the production beautiful. What more can I say? Only may she find the peace in death that she never had in life. Thank you, Pearl.



By the way, the guitar work on Pearl is very fine. Sam Andrews, of Big Brother outdoes himself, especially on 'Move Over'.

I raved about the first Elton John and Bernie Taupin masterpiece long before it was even released. The latest one, "Tumbleweed Connection", is another trip. The lyrics are again haunting and pretty, while the music and arrangements are just so nice. Elton's voice is again well presented, although his television appearance (on Andy Williams) left much to be desired. He needs a two or three song warm-up (who doesn't?) before he can really get it on. But when he does, he really splinters the stage.

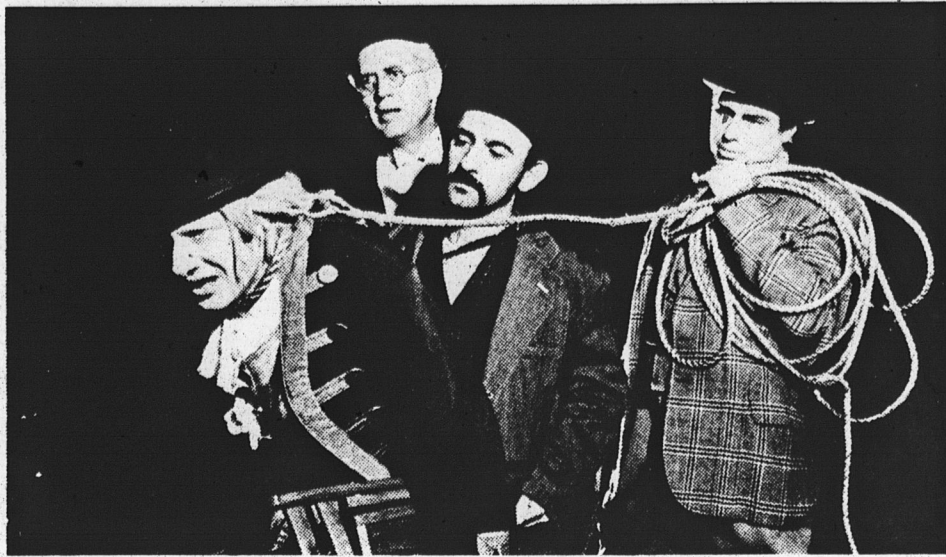
A new west coast group is "Hammer". Their first album is very loud. It has some fine material, and will be enjoyed by fans of Hammond organs, and fuzzy guitars. I must admit that I really like about three of the cuts, but the rest doesn't turn me on. I do feel that with a little bit better production work they could have had a great release here. I have been told that they are horrid in person, but that the drummer is amazing. How anyone could look good playing rock and roll on the same stage as "Derek and the Dominoes" is hard to conceive. This brings me to my final album for this issue. "Layla" by Eric (Derek) Clapton, is really nice. No b.s. and very little of the old Clapton, (not that the old Clapton was bad.) The music is mostly hard-harder-hardest rock and roll, which may turn some people off, but I like it. The title cut is worth the price of the whole album anyway.

I almost forgot. I finally brought "Ladies of the Canyon" by Joanie Mitchell. Is there anyone else who has done what she has for female folk singers? I mean, this album opened new worlds of joy for me. I must admit that other than Laura Nyro, Janis, Grace Slick, Lydia Pense, JULIE

DRISCOLL, Tracey Nelson, and Melanie, I didn't greatly appreciate the music emanating from female musicians. Probably because there is much too little of this available. If there are any more obscure ladies I would appreciate hearing what they've done. Especially female instrumentalists, and writers.

In my next venture I would like to tell you about "Cactus", the newest New York based group to establish themselves nationally. You don't want to hear about them? Well then you're forewarned. It would be nice if someone would inform me as to what they would like to hear about. Also, anyone is welcome to write a paragraph or two on something they loved or hated listening to. I'll be glad to turn this column over to anyone for a week. Anyway, keep listening to whatever you like, and peace.

Alan David



(l. to r.) Anthony Holland as Lucky, Henderson Forsythe as Vladimir, Paul B. Price as Estragon, and Edward Winter as Pozzo, are starred in Beckett's "WAITING FOR GODOT", being given its first off-Broadway production, opened Wednesday, February 3rd at the Sheridan Square Playhouse.

Second Theatre Project Begun

Early this February, the second Theatre Project will start at Richmond College. It will focus upon three programs: the medieval play, Adam; a recent American play, Dark of the Moon; and a program for children that will grow out of students' original ideas. All of these programs will be shown firstly at the Richmond College Theatre and then they will visit different places in the State Island community. The college performances will be announced in the local press and all Staten Islanders will be welcome to attend.

The Theatre Project is the conception of Professor David Woodman who has been helping to structure the theatre area. He believes that theatre should reach out to the community around the college. Often in the past, plays on college campuses have been seen only by people who belong to the college, even when invitations have been

issued to the local community. This means that programs that have entailed hours of work are seen only by a limited and specialized audience.

At a time when great changes are happening on all campuses across the country, a community can become isolated from its local college. To counteract this trend, the Theatre Project takes programs out to schools, clubs, and other colleges.

The first Theatre Project was held last spring. Students trained in a concentrated program of Acting, Movement, Voice, Design, and Playwriting to create original programs of their own plays. These were guided by faculty and then mounted in the college theatre on the fifth floor of 350 St. Mark's Place. One program was for children, another was a satire taken to other colleges, and a third was an anti-pollution play. This last was mounted on Earth Day in

Manhattan on a platform from which Mayor Lindsay had just spoken.

The purpose of the Project was that students should have the unusual opportunity to experience all phases of theatre, whether they wished to act, stage manage, design, direct, or write plays. A student could interchange all of these different roles, and there was an opportunity for all to learn and grow. For instance, a student could write his own play, cast it, and direct it himself.

One of the most successful aspects of the Project was its visit to the community. Here, students loaded up the college truck with scenery, costumes, and mobile equipment, drove to the site of the performance, and set up a stage in premises where often there had never been performances before.

"Karl's Play:" Warm and Winning

Almost everything imaginable went wrong with Theatre 81's production of Karl's Play, an original work by Roy Ira Goldblatt.

First, the announced 8:00 curtain was changed to 8:30. That seemed to be the signal for the audience to light up cigarettes. It could be said that the smoke did seem to fit the Moroccan locale of the play, but it was unfortunate that the smokers also chose to engage in loud conversations among themselves. I have always been under the impression that theatre is to be watched and later talked about.

It was also unfortunate that the powers to be decided to make this a multi-set show.

What would have been a highly interesting thirty-five minute playlet, was stretched into a sixty minute exercise by the unbelievably slow set changes of the seemingly disabled stage crew.

"Karl's Play" concerns two American students' experiences during their vacation in Morocco. Ann Gales and Miki Rubinfeld were humorous and believable as the two. In fact the evening's biggest asset was the professional acting of the entire cast. Also special mention must be made of Mary Spoto's Faisal. She was hilarious.

Even with all its flaws, "Karl's Play" seemed to have a warm winning quality. It is to Roy Ira Goldblatt's credit that this came through.



Bill Washington, Mikie Rubinfeld, and Tony Gomez at a rehearsal for "Karl's Play."

for culture vultures

For those of you who are new to Richmond, or those of you who aren't but have your heads elsewhere, the Cultural Affairs Office is located to the right of the main lobby, near the computer room. It has numerous student discount tickets available for Broadway shows, Philharmonic Hall, Ballet and opera. The Office sponsors the Lyceum Series jointly with Staten Island Community College where all series performances are given. This semester's program includes:

Goldovsky Opera Theatre—February 28-3:00 PM

Noh Theater of Japan—March 27-8:30 PM

Miss Eileen Farrel—April 24-8:30 PM

Mozart's opera, Don Giovanni, is performed in English and accompanied by the Goldovsky Orchestra. Don Giovanni is based on the adventures (and misadventures) of the legendary Casanova, Don Juan.

If you'd like to see more (or less) of certain types of Cultural Events, why not stop by the Cultural Affairs Office and offer some suggestions. In any event it might be a good idea to familiarize yourself with what is available at the Office; you never know, you might save yourself some bread.

Luisa Stellini

There will be a meeting of the Music Society on Monday, February 22 at 2:40, in Room 506, 350 St. Marks Pl. All Welcome. If you are interested but can't make the meeting, please call: SA 7-6861.

PRAXIS: The Ruling Class Is Armed & Dangerous

by Alan Wolfe

In their search for a definition of the "state", most political philosophers rested with the notion that the state was the one institution which legitimately claimed a monopoly over the means of violence in the society. That is a definition which should be kept in mind at the present time, when violence is again a major feature of political life in the United States.

Two years ago, the state—as represented in the government of the United States—commissioned a study of political violence after assassinations. Ghetto rebellions seemed likely to tear the country apart. Surprisingly, to some, that commission endorsed a notion which had been propounded by one American who presumed to know something about violence, H. Rap Brown. Brown (who is now part of the underground) had said that violence was as American as cherry pie, and here was the government itself agreeing. Now that Americans are more familiar with their own violent past and present, it is time to ask a question which takes the analysis somewhat further: given the ubiquity of violence, who engages in it most? who is responsible for violence?

Liberal democracy is a political system and because of that, the state will control the means of legitimate violence as in any other system. Yet most of the attention paid to violence ignores the role of the state and instead focuses on the violent tactics of groups which challenged the existing state of affairs. Cherry bombs, explosions, confrontations with police, even verbal abuse—these receive as much attention in the press as the daily violence carried out by the state in Vietnam, when the former is smaller than miniscule when compared to the latter. Violence, in short, may be endemic in this country, but it is not because people are attacking the state; it is because the state is increasingly using violence against the people. Consider some of the means that the state has to control its population through the use of violence.

REPRESSIVE INTOLERANCE

One form of state violence is legal repression. If an individual or group is engaged in political activity which those who control the state (often called either the ruling class or the power elite; I prefer the former term) do not like, they can pass laws making that activity illegal and then forcibly commit those individuals to prison if they continue to act in that way. Or, if no law can be passed, they can be arrested for something else entirely. Conviction is generally unimportant. The purpose is to harass; in many cases, just getting out on bail and going through a trial is harassment enough, whatever the verdict of the jury. The Chicago Seven may never go to jail, but that hardly means they were treated fairly. Their ordeal was Kafka-esque and brutal, whatever appeals courts do.

Laws used to repress people include such harassment laws (especially drug laws, since drugs can be easily planted). Other types of laws are obligatory laws (which create obligations on people, like registering for selective service, and then which punish those who cannot comply), inclusion laws (which characterize as pariahs certain groups who are not included within the law), process laws (which punish, like conspiracy laws, not an act itself but the process of thinking about the act), public order laws (which make disturbance of any sort a crime), and explicitly political laws (which define membership in definite groups, like the Communist Party as a crime). Since the threat of forcible arrest lies behind each type of law, they are all examples of the use of violence by the state.

PROVACATEURS AND INFILTRATORS

A second form of state violence besides legal repression is the use of infiltration into political organizations in order to control them. The most interesting thing about this device, one which confirms the ubiquity of state violence, is the generally well known phenomenon that the person most likely to urge violence in a political group is the police agent. The state often wants groups to use violence so that it can respond by destroying the group through violence. This pattern is one that occurs frequently throughout American history.

IN MEMORY OF FRED HAMPTON, ASSASSINATED DECEMBER 4, 1969



Fred Hampton, a black man
was slain in his bed
on a cold morning.
That was a death day for you, America
Never could it have been colder
than at 5 a.m. that morning in Chicago
when your armed police,
understanding all too well
the meaning of Fred Hampton,
aimed their pistols at his head.
Your bullets didn't stop Joe Hill
or Malcolm X
or women still unnamed,
Martyrs whose lives you never taught us we should celebrate.
All that blood we remember
it flows in us forever
We have the time
the tears
the blood
anything it takes to win.

Infiltration is not all. The state, including the liberal democratic state, finds it within its purview to keep as much information as possible about as many people as possible. The most recent edition of a standard police text-book on intelligence puts the case well: "Police operational intelligence has probably made more advances in the last twenty years than it did in the previous century. Through an embryo service, the future appears exceptionally bright, full of vast unexplored areas for research and development not yet unveiled. Police agencies throughout the country are experimenting in one degree or another with the application of intelligence techniques. The product of this experiment coupled with current research in the fields of psychology, criminology, sociology and data processing techniques should bring forth a highly effective tool for future police administrators." Information, in short, is a valuable weapon of state repression, and those who provide that information, including many academics, are part of a vast repressive apparatus.

"SHOOT TO KILL"

Thirdly, the state engages in violence directly, when its police or military units shoot at, raid, or injure and maim those who are trying, often by very legitimate means, to change the society in a more humane direction. The most blatant recent example of that kind of repression was the concerted attack on the Black Panther Party by agents of the state. In the years 1968 and 1969, 766 arrests on 1003 different charges of Black Panther Party members were made. Total bail for all arrests was \$4,890,580, an astounding sum. Arrests took place in at least thirty-five different cities, in spite of

the allegedly "decentralized" system of law enforcement which exists in this country. At least fifty-seven different incidents of violent police harassment—including acts of brutality, raids, office bombings, gun fights, disruptions of meetings, attempted deportations, and rent evictions—took place, and somewhere between 22 and 30 members of the party were killed by police or police agents. No group of radicals has ever matched that record of brutal violence possessed by the state; certainly not the Panthers, who never used weapons offensively and who hold the American constitution among their revolutionary documents.

ROLE OF NATIONAL GUARD

There is every reason to believe that this final form of state violence—direct use of troops—is increasing over time. Consider the National Guard. Contrary to popular belief, the function of the National Guard is not to restore order during a disturbance; it is to uphold the interests of the stronger group to the conflict. In labor disturbances to get workers to strike was a prolonged and difficult task. When the National Guard was sent in to stop the violence growing out of a strike, it very often ended labor solidarity, and organizers had to start all over again. Employers, on the other hand, had a class consciousness; therefore, to restore order meant to restore a situation in which they were united and on top. Similarly, in racial disturbances the National Guard restored an "order" in which segregation and exploitation were allowed to continue. No wonder that earlier in this century the Guard was dominated in local communities by the chambers of commerce and that now

the Guard is almost uniformly white, despite public pronouncements about stepped-up integration.

In any case, use of the National Guard by the state to eliminate class and racial conflict and thereby to violently repress political dissidents has increased drastically. Before 1965, the greatest use of the National Guard was in 1922, when it was called out 24 times. During the depression, the highest use was in 1934—13 times. Yet in 1967 the Guard was called out for political reasons 25 times and in 1968 101 times, a leap of 400 percent over the previous high. These figures reflect the increasing use of state violence by the governments of the United States.

What does all this mean? For one thing, democratic political systems do not eliminate political repression; they only change its nature and then often not even that. Secondly, it makes little sense to deplore violence and then focus only on radicals and dissenters. Violence is deplorable, to be sure, but it will continue to occur so long as the present system exists, for the violence comes directly from that system and not from those who challenge it and seek something else. Finally, violence by the state is not random and sporadic. As a system of repression, it is designed to benefit a few (those who profit off the system and the exploitation of the rest of the world) and hurt everyone else. Crime in America is a selective phenomenon. Contrast the punishment given the Black Panthers and that meted out for anti-trust violations, violations of FCC regulations, and other "business" crimes. The result will have to be a closer scrutiny about the nature of this whole society we live in.

EVE OF DESTRUCTION AROUND THE CORNER

"... you don't believe in war,
but what's that gun you're totin' ...
... if the button is pushed,
there's no runnin' away ..."
—from *Eve of Destruction*
by P.F. Sloan, summer, 1965

It's been almost six years since the *Eve of Destruction* was released, and if you examine the lyrics and look at today's world, not too much has changed. The problems, once thought simple to solve through the system, still remain and are getting worse.

Today's college students are entering the most crucial stage that the country and the world has ever known. The court system has proved itself unfair to the masses of people, as demonstrated by the mock trials of Huey P. Newton and the Chicago 13. Those of us who think that there is no such thing as repression in this country are fast finding out that it exists and grows worse. This newspaper discovered last year that freedom of the press exists only for those papers whose content agrees with the legislative bodies.

Drugs, though superficially condemned by the government, is repression's biggest

Drugs, though superficially condemned by the government, is repression's biggest and most effective weapon. People stoned on grass or tripping on acid don't plot revolutions, and junkies don't run for political office.

We have seen in New York City that the police are nothing more than excess baggage on the payrolls of the city treasury. There was no major outbreak of violence and crime during their strike, was there?

The press of this country have been quick to point out to the public how quiet the nation's campuses have been this year, and accused students of "dropping out" of things. I don't know how true these sentiments are, but I do know that we should not let the problems go on unchecked. The students will speak for themselves and their voices will be heard, come the spring. All this, and the war continues.

by Howard B. Leibowitz

MY FRIEND

walking along the road last night,
i met god.
god said to me—hi jo,
how's it goin?
i replied—not so good, god,
not so good.
why? said he, in his usual
quizzical way.
..well, god, i lost a dear friend
today: a very dear friend.
who is this person, jo?
do i know him?
i don't think you knew him, god.
he didn't hang around here long.
oh, by the way, god.
his name was Trust.

Jo-Ann Merla

THE "PEACE" SIGN?

by Ronald Rojack

The so called "peace symbol", is used by teenyboppers to hard core radicals, and all those in between. But it does not really mean peace. It has a long history of something different. So I will set the record straight, because many are giving just part of the history of the peace symbol. It was recently re-invented by Lord Bertrand Russel, for a Nuclear Disarmament march. The English Russel said the symbol meant the letters N and D in semaphore signal, for Nuclear Disarmament.

But, as a U.S. Senator on a Committee which investigated the march said, "The program was manipulated by pro-Communists whose objectives it was to involve British students in something they did not fully comprehend." After the march, the symbol was taken up by other Radical and Communist groups, who changed its meaning to mean "peace". What it means today is "peace" alright. Peace like the Communist leader Lenin meant when he said, "As an ultimate objective, 'peace' simply means Communist world control."

Russel was a member of the British Socialist Fabian Society. Its American counterpart, the Intercollegiate Socialist Society, spawned the S.D.S., the Students for a Democratic Society. Russel once said, "There is no hope in anything but the Soviet way." The Fabian Socialists seek the abolition of Capitalism and the implementation of Marxist Socialism. They want the same goals as the Communists, but by different methods.

A fellow Fabian Socialist of Russel once said, "Like all Socialists, I believe that the Socialist Society evolves in time into the Communist society." So, the modern founder of the peace symbol wanted the same goals as the Communists. A phony peace sign for a phony peace. As you noticed, I said that Russel was the modern founder of it.

This is because it has been around since the time of the Roman Empire! The early and even new REAL meaning is that the peace symbol is the Christian cross, turned upside down, with its arms broken down-

wards. Just as the cross is the symbol of Christ, the broken cross is the sign of the Anti-Christ. And Russel, as a atheist, knew this. "I am a dissenter from all known religions," he wrote, "and I hope that every kind of religious belief will die." All he did was add a circle to the sign of the broken cross. The circle was sometimes used with the broken cross anyway in its long, long history.

The peace symbol goes back to 67A.D. when Emperor Nero, of the Roman Empire had St. Paul beheaded and St. Peter crucified. A broken cross was made and St. Peter was put upside down, with his arms to the broken cross, crucified, and later burned. The "Nero Cross" or "Sign of the broken Jew" both are truly the Sign of the Anti-Christ. This symbol was used in the Middle ages by rebels against the Catholic Church. It was their Anti-Christ symbol. It was used in 711 A.D. and later in 1099 A.D. when Moorish hordes used it on their shields as they fought to conquer Christian Spain.

It was used in the 16th century in stained glass windows in Churches. But, in these Churches the Black Mass of Satanists were performed in Witchcraft! In the book by Rudolph Koch, *Book of Sigas*, the peace symbol is called "The Crows Foot, or Witch's Foot" to show how it is associated with witchcraft and black magic. Yes, the peace symbol is the Sign of Satan. Just the other day I saw a new bumper sticker. It had a Peace symbol with, "The sign of the American chicken" under it. The background was yellow.

In the book, *Symbol of the Anti-God*, the Marquis de Connessault writes of the peace symbol, "This same symbol can be found in many archives containing medieval manuscripts. The Museum of Witchcraft in Bayonne, France, has several woodcuts illustrating the Black Mass and Witch Sabbath with the symbol of the Anti-God adoring the altar as an 'unholy relic'".

And of the more modern use of the peace symbol, "In the Twentieth Century, this same symbol was painted on the doors of Churches closed by the Bolsheviks in Russia ... It was branded on the bodies of Gypsies

A MERRY February 14 AND A HAPPY LAYOFF, TO YOU AND YOURS, compliments of our great Capitalist system. This is to announce to one and all that we are again in the midst of another of those periodic nosedives that are built into this type of economic system. This is despite whatever our well paid addmen like A. Burns, J.K. Galbraith, and Milton Friedman have to say. They aren't standing on the unemployment lines, you are. How come although there is so much to be done in this country, millions are out of work? Could it be that everyone who is out of a job is imply too lazy to find one? Of course not, those are the mutterings of the rich like the Buckleys, Rockefellers, Mellons and Kennedys, as they trip over their butlers and maids on their way into the blue room for a dinner of pheasant and brandy. No friends that's not the answer, for most anyone would love to have a decent job and the self respect that goes with it. The fact is that there is no million dollar lobbyist in Washington plumping for the "Greater Public Good", as there are for the banks, insurance companies, defense firms, merchants, exporters, and industrialists. There is no National Association of Manufacturers or U.S. Chamber of Commerce out there

A discussion group is forming called "Science and Society". Some of the problems it will deal with are science in education and in thought. Also concepts of physical science with respect to social science.

Our discussions will cover a large margin of things. Some faculty and students have already met, and we want to organize for the spring semester. Anyone who is interested, speak to Prof. M. Eger in room 615 or Joseph Goldfarb in the Engineering Society office on the 5th floor and we will try to arrange for the best time to meet.

Joseph Goldfarb

coercing, buying, bending and breaking people to their will. The name of this religion is Capitalism and the worshipped article is Capital. If you ain't got it you go directly to hell, you do not pass GO and you do not collect 200 dollars they do. Nixon and the corporate JESUS SAVES: but not you.

Nixon is using the medieval approach of applying leeches to the sick and afflicted patient in the hope of draining out the evil humors. Of course everything of value is drained out as well. But inflation must indeed be stopped as the almighty dollar is due to be devalued on the world money market any day now. This would be a serious blow to "American" prestige so working class Americans are called upon to make the supreme sacrifice for the benefit of an ailing capitalist economy, just as they are called upon to fight its expansionist wars for the greater glory of Wall Street. What is the game plan? Well it's simple, the American workingclass is asked to stop trying to keep up with the inflationary trend by ceasing and desisting from "inflationary" wage settlements which will enable our corporate lords to maintain their present level of profits while not having to increase costs. Prices would of course be allowed to stabilize themselves at the "appropriate" level thus ensuring the capitalist a good growth rate, or margin. Our corporate Midases have perhaps the finest understanding of marxist theory of anyone in this country, as they never fail to remember who the capitalist is and what are his interests and who the working class is and what his interests are. Its just smart politics for Buckley to say "we don't believe in classes and we're not going to try to change human nature", but if anyone looks at the record of legislation we see nothing but a class division all the way down the line, and by the way; it's always the capitalist class which gets the cream of the deal. Furthermore I'm sure they do not have any intention of changing their nature one bit, as that is the "human nature" of Capitalism and they have done pretty well for themselves saying and doing just what they have been saying and doing for the past 200 years.

As I pointed out in a previous article several weeks ago, our big industrialists who are in control demand a sizable army of unemployed to beat the remaining americans working into settling for little or no wage gains. Thus they plot to stem "a redistribution or wealth by force" with the use of their governmental showmen (Oct. Fortune p. 95).

We notice that those poor billion dollar coporations are being given a tax break (bless their stone hearts) This is supposed to "trickle down" to the working people in some mysterious but beneficial way. Well all I know is that one third of my income goes out in some tax or another. Whether it's state, local, federal, excise, sales or gas tax, it's not mine to spend. Supposedly in this system we contribute according to our ability to pay. Well then these large moneybag organizations should pay a far greater percentage of their income than I do, but we know that's not the case. To add insult to injury we hear from our chief (corporate) executive that he wants a full employment economy, bully for him, as far as I'm concerned. Anything less should result in a mandatory jail sentence four our misleaders. However Nixon and others feel that this "full" means 4 percent unemployed, isn't that nice? That means 4 percent of our work force and dependents will be denied gainful employment and be forced on the dole if the master is good enough to provide one or else just be placed on extermination row.

Evidently the 6 percent unemployed figure was raising too much hell and the 2 percent above the usually acceptable 4 percent was too articulate in their demands for jobs. Let's go back to those nice quiet 4 percent which kept their mouths shut out of defeated spirits or plain malnutrition.

I personally feel the only "trickle down" that working class Americans can expect from the big money bosses who own and run the show is the trickle down Nixon's pantleg.

—Michael Caggiano

RETROSPECTIVE ON SGA ELECTIONS

Mark Daugherty

The following paragraphs are from a very long paper that I wrote on the Student Government elections that took place last Fall. My results are drawn from a survey I took of the candidates and from my own recollections of the election. I think that it might be interesting reading to those who ran and for those who will run (re-run) in the elections that will (probably) be held shortly. P.S. If anyone wants to see the whole paper they should see me.

IMPORTANCE OF POSITION ON BALLOT

TABLE VIII

- of the 18 first positions under each separate office—14 of the people won—77 percent
- of the 18 last positions under each separate office 8 won—44 percent
- of the 95 positions available 50 people won—53 percent

If the results of this one election can be looked at as somewhat typical, then one could say that being first on the ballot was a definite edge—25 percent over what random selection would suggest.

RACE AS A FACTOR

Richmond College (and college in general) is a little different from the rest of the nation. Here being black or Puerto Rican should have been an advantage. But apparently there has to be an awareness on the part of the voters to make this factor work. There was next to no publicity for the blacks and Puerto Ricans who were running. (Interesting to note—I was told at least a dozen times who all the women were and to vote for them.)

From table I (not shown here) it can be seen that more blacks and Puerto Ricans ran proportionately to their number in the student body, but the breakdown on the table indicates a general "success" ratio in line with the norms; i.e., about 50 percent of all blacks and Puerto Ricans got elected, which is approximately the same as the total group (53 percent).

BLACK FEMALE VS. BLACK MALE

TABLE XI

Blacks	won	lost
female	5	1
male	0	4

Looking at table XI we see the interesting phenomenon of what seems to be "black-female-power." At Richmond black females had an 83 percent "success" ratio.

RELIGIOUS PREFERENCES

Religion	School percent	Percent ran SGA	Percent elected SGA	Percent ran who were elected
Catholic	45.8	30.5	25.0	54.5
Protestant	9.9	9.7	6.2	42.9
Jewish	18.1	12.5	16.6	88.8
Agnostic	4.1	4.1	2.1	33.3
Atheist	1.8	5.5	6.2	75.0
Other	4.8	0	0	0
No preference	15.4	36.1	43.7	80.8

(smaller numbers are sort of meaningless as the sample was not really adequate.)

Drawing too many conclusions from this table could be an unsound practice, but I think it is safe to say (ignoring for the time being the three minor religious affiliations) that Protestants and Catholics did not do as well as Jews and No Preferences. If I could generalize with great leeway maybe this is because there is a strong "left" outlook politically in the SGA at Richmond and this outlook would tend to clash with anything so "established" as organized christianity; where as "conservatives" tend to be very compatible with religion in general (remember the hard hats with their "God & Country"?)

CAMPAIGNING

This is the strangest part of the whole election. Only 3 of the 72 candidates actively campaigned—maybe the students' distaste for anything that reminds them of national politics had something to do with this, but of those three, all three won with very large margins.

An interesting case to look at is one student who had practically everything going against him: he wasn't first on the ballot (he was last), he wasn't endorsed by the Engineers, his religion wasn't Jewish or No Preference, and he wasn't female. But he did campaign very heavily. When the results of the three-way race were in he had won a decisive (47 percent, 34 percent, 18 percent) victory.

All this would seem to indicate that campaigning was the key—available to all—to the election, but only 3 bothered to use it.

FEMALE POWER

The purpose of this section is to show that there was a definite female power factor.

Table VII (not seen in this article) indicates that many more men ran than women (over twice as many) even though men are only 57.3 percent of the student body.

TABLE XIII

- 22 females ran for 33 offices
- of these 33 offices sought they won 25 of them
- of the 16 who identify in some way with the women's rights movement 15 won
- 83 percent of the females who ran got into at least one office (as opposed to 44 percent for males)
- one female won 3 separate positions (so did one male)
- 6 females won 2 separate positions (one male did also)

To summarize this information, I think it would be fair to say that the women had a distinct advantage. Maybe it was a masculine electorate who had guilt feelings about the oppressed sex (I know many men who voted for every female on principle), or maybe it was a well organized female power voter faction (I know many females who voted for every female).

POLITICAL LEANINGS

The purpose here is to see if the people who were interested in Richmond's S.G.A. had any political tendencies or leanings. The difficulties with trying to do this are numerous and relatively self evident. First of all, I have no reliable figures for the leanings of the student body of the college as a whole. I would hazard a guess and say because: 1) Richmond is on Staten Island—a bastion of conservatism; 2) more students at Richmond College come from S.I. (42 percent) than any other area; 3) 37 percent of Richmond's students are graduate evening students who because they are family people of S.I. would seem to be on the conservative side; and 4) 45 percent of the students are Catholics—a traditionally conservative group, that it would be safe to say it is not a left oriented student body. Secondly the meanings of the answers are hard to define. For instance is "independent-liberal-left" more conservative or more liberal (terms in themselves which have no real definition), than "left"? For the sake of comparisons and to avoid games of semantics I shall use these words in terms of the general feeling or trend conveyed to me. Another problem along this line was that what people consider themselves and what they really are often are two very different things.

Question: What sort of way do you tend or lean politically? (When I asked this question to all the candidates I told them they could be as general or specific as they wanted)

Results: Each mark counts as one person, even if that person ran for more than one office. The answers were classified by me into four classes not because there are existing rigid classes but because it made it a little easier for comparison.

POLITICAL AFFILIATION	won	lost
I. Uncommitted		
Apolitical	—	1
None	—	1
No preference	4	1
Independent	5	—
II. Right of (National) Center		
Ultra radical right	—	1
Right libertarian anarchist	—	1
Conservative moderate	1	—
III. (National) Center		
Moderate	5	4
Middle	2	2
IV. Left of (National) Center		
Liberal	4	8
Liberal Anarchist	1	—
Liberal Left	2	1
Left Liberal	1	—
Non-ideological Left	—	1
New Left	—	1
Left	7	7
Independent Left	1	—
Independent Liberal Left	1	—
Very Left	—	1
Anarchist Non-Violent Left	—	1
Liberal Radical	—	1
Radical	4	3
Revolutionary	1	—

The answers to this question seem to indicate a feeling or a leaning toward the "left". The interesting things to note are: 1) the fascinating name people identify themselves with; 2) the people involved do not seem to represent the student body as a whole; and 3) and that no particular affiliation seemed to have a better success ratio than any other affiliation. I should say here that in the past the people who have been involved in the S.G.A. have tended to be a "left-clicque", and as such encouraged their friends to run and discouraged people of different political affiliations (except for a few tokenisms) from running.

POWER OF ENDORSEMENTS

It is hard to assess the value of endorsements, but I feel they played a very influential part in the Richmond elections. Endorsements by various power groups at Richmond determined a very large part of the election of several people.

In this election there were two kinds of power groups—organized and unorganized. The organized power group was the Engineers. The Engineers were formally an unimportant part of SGA, but this year they emerged as the single most powerful organization influencing the election. The Engineers came out with a strong endorsement (in the Richmond Times) of twelve people. Of these twelve people—all of them males—eleven of them (92 percent) were elected—compared with a 44 percent success ratio for males in the rest of the election. This seems to be an obvious power factor. Less organized endorsements didn't do as well because they were either poorly publicized, or semi-official. For example, Amistad didn't even let the voters know who the black candidates were. Only five out of ten black candidates (50 percent) were elected, which is approximately the same percentage as the rest of the candidates. In other words, there was no advantage in being endorsed by Amistad. The thing that strikes me is that blacks (like Puerto Ricans and women) are "oppressed" groups and as such, could have used this to their advantage.

SUMMARY

I would like to state as a final summary that the results seem to show that true representation of the student body does not exist in Richmond's SGA. For instance, third semester social science majors with "left-wing" political leanings are a majority in the SGA but certainly not the majority of the school. In addition, the chances are good that if you were either endorsed by the Engineers, female, Jewish, non religious, or on the first spot on the ballot, you were elected. Again this does not represent the student body as a whole. So while the SGA Constitution states that SGA should be representative of all the students, in effect there is (like on the national, state, and local levels where wealthy white males seem to dominate) an elite power control by a certain type of student who represents only a small segment of the whole student body.