

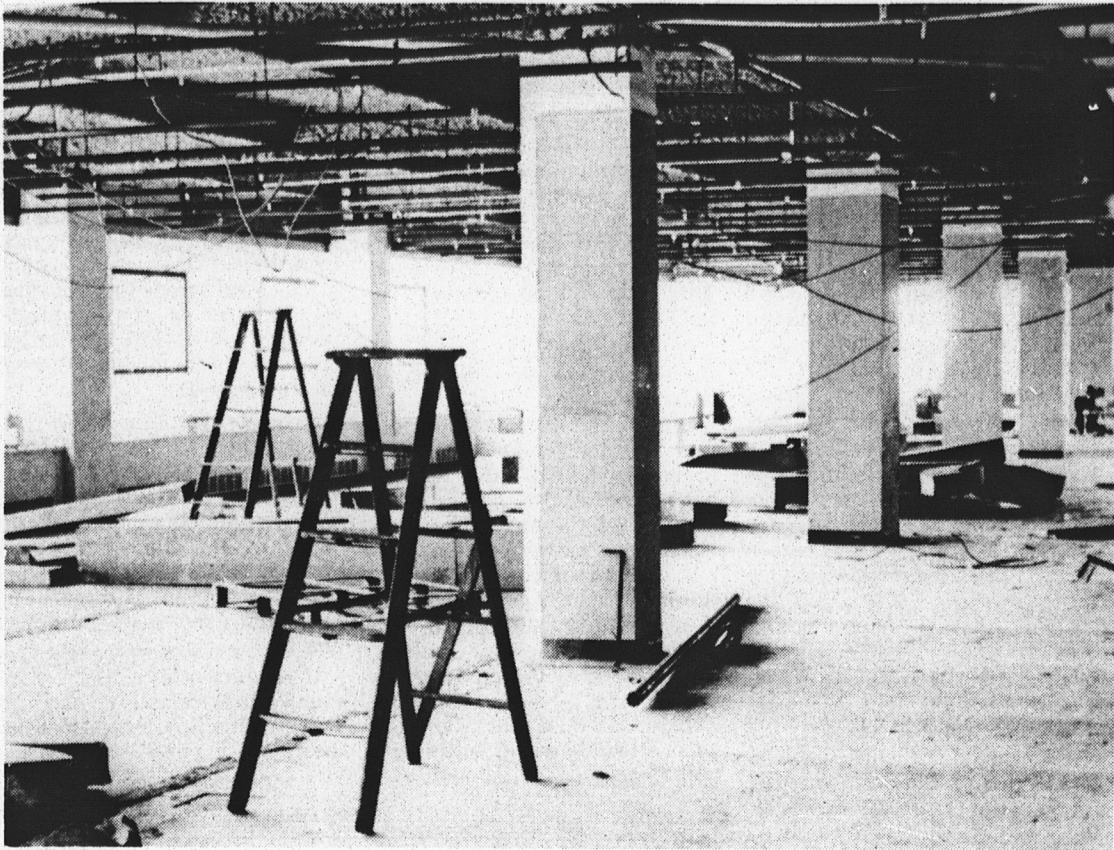
RICHMOND TIMES

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1973 - 1974

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The Fourth Floor of 130 Stuyvesant Pl.

The Great Expansion

by Garry Tanner

The physical facilities of Richmond College will be transformed extensively. Most of the changes will be seen by September according to Ken Klintworth, the campus architect and planner. In addition he predicted that Richmond College would move into its new South Beach facilities (at least partially) in five years.

According to Klintworth the new arrangements for the present St. George location were initiated by student-faculty committees three years ago and consequently reflect their educational objectives.

The changes that will be made are the following:

25 Hyatt St. 6,000 square feet will be rented here mostly for use by the Psychology Department. This site is above the St. George Theater.

57 Bay St. This ancient building will be vacated by the Pure and Applied Sciences Division and their laboratories will be moved to the fourth floor at 130 Stuyvesant Place. 57 Bay Street will not be used by Richmond College any longer.

130 Stuyvesant Place. The fourth floor of this building will be the location of Science Division labs, as already indicated. Also to be located on this floor will be Richmond College Association offices, student government offices, five classrooms, student offices like the Richmond Times, the Attica Brigade and La Asociasion, a student lounge, a faculty lounge, and fifteen faculty offices for

thirty professors. The fifth floor of 130 Stuyvesant Place will be occupied by the Dean of Students office, counselling offices and two registrars offices, similar to the present arrangement. On the street level at 130 Stuyvesant Place, where remodeling has been in progress, there will be a theater with a two-hundred seat capacity and a film projection booth, two audio-visual classrooms, and a computer room (for removing bugs from computer tapes — thus a debugging room).

120 Stuyvesant Place This is the two story structure being erected next door to 130 Stuyvesant Place. Its projected completion date is September 1974 although it only has its substructure in place now. Within its walls will be twenty-three standard classrooms, ten labs, termed in architectese — dedicated rooms for painting, sculpture, electronic music, conventional music, and photography. There will also be a film screening room and film lab to serve the rapidly expanding film department. Also guidance and counselling offices, two television studios and a small art gallery will be located here.

McKee High School This unanimously unpopular location will return to its former function of stifling the hearts and minds of New York City teenagers as soon as 120 Stuyvesant Place can accommodate the Richmond College classes now going on there.

All this promises a lot of physical changes in the near future. But they depend on many variables like appropriations of

funds and construction schedules. In other words don't hold your breath.

Looking even further into the future we see grandiose \$100 million dollar plans for moving Richmond College into the expanding suburban wasteland that is South Beach and next door to the Department of Mental Hygiene. Incredibly, according to Mr. Klintworth, at least partial occupation will commence in only five years. Why, already work has been completed on a big eight by ten foot sign.

Doubt of the inexorability of this project is "very short sighted" in Klintworth's estimation. After all we have already sunk five million into the land among other critical educational priorities to be considered, he points out. "We must have it to expand," he adds.

"We will be hiring educational programmers to conduct a nine month study. Each space will be laid out by them during this period. Then an architect will be hired to design the campus. By the way, I realize that design has a great influence on people and on their ability to learn. We want to humanize the new facilities at South Beach as much as possible."

We are expecting mass transit between Staten Island and the other boroughs although this may be a long time off. Mass transportation will be better there than it is to St. George because of the way the Island is growing."

Mr. Klintworth did not want us to print a rendering of the new campus. It looks as humanized as the NASA space center.

TENURE QUOTAS ENDED

BOARD ACTION April 22, 1974

RESOLUTION

WHEREAS, On October 29, 1973, the then Board of Higher Education modified its previous policy on tenure by imposing percentage guidelines and different and special procedures on some tenure applications which would not be applicable to all such applications, and

WHEREAS, The present Board of Higher Education believes that the question of tenure is one of national interest and that a complete and total review of this and related broader issues is essential to help achieve higher professional standards for the recruitment and appointment, as well as for the promotion and tenuring of faculty.

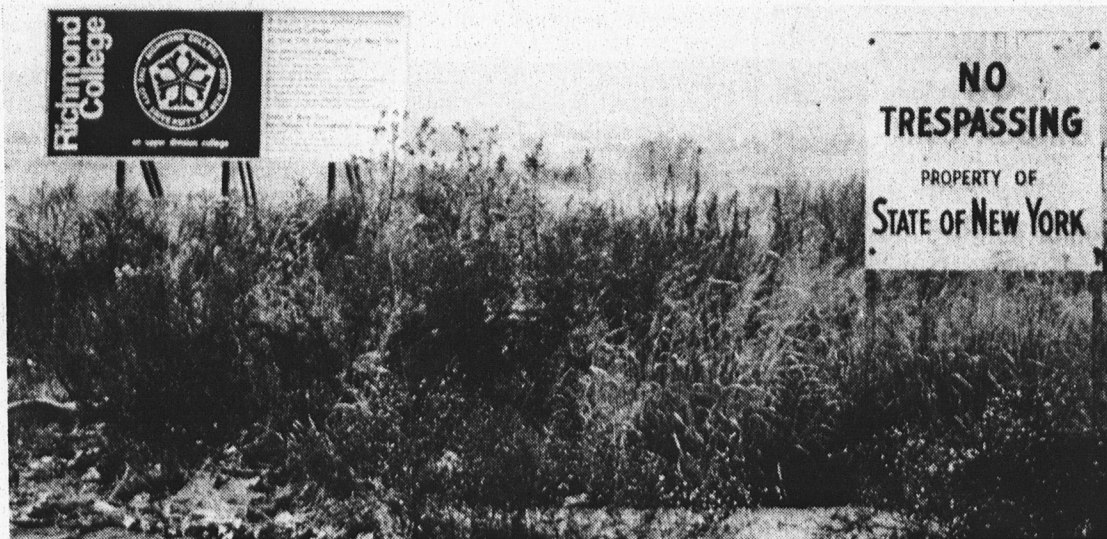
NOW THEREFORE BE IT RESOLVED, That, in order to develop policies which would help assure superior quality faculty and a viable and flexible University, the Board directs that a full and complete review be made of the policies, procedures and personnel involved in the recruitment, appointment, promotion and tenuring of faculty as they relate to City University, including an analysis of recent national developments and pertinent factual data and views relating to those policies, and

BE IT FURTHER RESOLVED, That the October 29, 1973 resolution on tenure is hereby rescinded, that the tenure procedures and standards in effect prior to the tenure resolution of October 29, 1973 are reinstated on an interim basis, and that the Chancellor is directed to instruct the Presidents and all faculty committees responsible for tenure recommendations that the standards to be applied in such recommendations include:

strong positive evidence of effective teaching,

clearly demonstrated ability to produce solid research or works of sound scholarship or high artistic merit measured against levels of excellence in the field or discipline at large, and

a record of effective and significant contribution to the proper functioning of the college and to the educational needs of students.



Ken Klintworth — Campus Architect

CONFUSION REIGNED FOR THE

Schedule of
Classes
Fall '74

by Donna Dietrich

On Thursday, May 2, the Fall '74 schedule of courses was first posted, which event in itself usually doesn't generate much controversy, except for some student grumbling over what is or is not on that list. However, on Monday, May 6, students from the African Studies Institute removed these schedules. According to Institute head, George Cox, they felt they were deliberately discriminated against when no Institute course offerings were included in the schedules.

Prof. Cox argues that, by this omission, the college is purposely trying to limit enrollment in African studies courses. College officials reply that the reason for the omission was Prof. Cox's failure to submit his course proposals to the registrar's office on time. The deadline for fall course information was set up by the registrar as March 15; Prof. Cox submitted his information on April 18.

The original schedule posted on May 2 did not contain any listing for Institute courses. However, the schedules that were removed on May 6 did have an additional sheet which was posted earlier that day, which contained 15 courses from the Institute for African Studies.

Out of the 18 courses Prof. Cox did propose on April 18, at least 5 of them were new, and therefore had to be approved by the Curriculum Committee before they could be offered to students. These were approved at the faculty assembly on Friday, May 3, but the computer room operators said they could not print them until Monday, due to work overloads.

At noon on Monday, May 6, Cox told Gregory Griffin, the assistant registrar in charge of scheduling, that he would be forced to remove all the course schedules if his courses were not posted shortly. Griffin assured him that they would be posted as soon as they were printed, and this would be before 4:00 p.m. Shortly after 3:00 p.m. Griffin posted the additional sheet containing 15 courses from the Institute; later that afternoon it was discovered that all the schedules had been removed.

It seems Prof. Cox was unhappy that three courses were left off this list. According to

assistant dean of faculty, Phillip Alsworth, these three courses came under the jurisdiction of the professional studies division, and this division would have to be consulted about offering these courses; Cox had not yet done this.

On Tuesday, May 7, Prof. Cox met with president Touster; Cox agreed to have the schedules reposted with the same contents as those that had been torn down. This was accomplished the following day.

It is apparent, from the correspondence on file in the registrar's office, that Prof. Cox was aware of both the deadline he was to meet with his course proposals, and the fact that he had not met it. It was noted in the minutes of the meeting of the Schedule Committee that the Institute was not represented at the meeting of April 1, nor had the Institute submitted any course information for Fall '74. Cox was sent a memo by the Committee stating that "preparation of the College's class schedule would not be held up by one group's delinquency."

Prof. Cox, however, feels his courses were left off the original schedule in a deliberate effort by the college to limit enrollment in the African Institute, and that this is an overt act of racism. Cox feels that many students will already have registered by the time his courses are posted (he says this has been done in the past), thus only a few people will take the courses offered by the Institute. In this way, according to Cox, the college can cut down on the size of the Institute's faculty, and he will have to cut down on the number of courses the Institute can offer.

Several members of the administration, on the other hand, feel they have gone out of their way to help the Institute. Classes with enrollments under 12 are generally cancelled, but several courses of the Institute, which had enrollments under the minimum, have been subsidized and thus allowed to continue.

It seems clear that communications between the administration and the Institute are, at best, poor.

Tarjan Reinstated

After months of detailed, vocal and public support from students, faculty and the college-wide Personnel and Budget Committee itself, Dr. Endre Tarjan, the school's sole biochemist, has been reappointed for the coming year. Dr. Tarjan had previously been rejected by his Divisional P&B, on what many P&B members and others felt were blatantly fraudulent charges and procedures. During the course of the struggle to win his job, Dr. Tarjan was nominated by this paper—both for his prior contributions to the school, and the exemplary way in which he carried out the fight—for the formerly defunct "Teacher of the Year Award" of Richmond College. We resubmit our suggestion to the Assembly for its last meeting of the year.

Other cases, as of this moment, have not fared so well. In general, incoming Pres. Volpe has refused to accept tenure recommendations made now by the present P&B—dozens of cases have therefore been postponed until the fall semester. Protests against this, particularly by the Social Sciences Division, have been ignored.

Two cases in particular seem in

ominously bad shape. Prof. Auster, hired for this year on a terminal line, and one of the most popular teachers in the Social Sciences, has been refused reappointment for the coming year. Petitions have already gained several hundred signatures—particularly since the college is bringing in several faculty from outside for his department, without considering him—but the administration remains adamant in refusing to discuss the case. The case of biology Prof. Taub—considered the best classroom teacher in the Science Division, and approved unanimously by both the divisional and college-wide P&Bs before being turned down by the administration—has been rejected by them again, and is now under formal appeal. In this case, whereas "research" is being used as a criterion in this rejection, it is felt that Prof. Taub's history of sticking up for the interests of the minority biology section in his division have led to the rejection.

Faculty are encouraged to write us with more information, AND TO GET TOGETHER FOR THE COMING FIGHTS.

ONE STUDENT'S OPINION

by Paul Nelson

Because of Dr. Tarjan's close relationship with the students, he is particularly aware of the problems they face—both at school and in applying to hospitals, graduate schools and jobs. Because of his concern for the students, I'm sure that over the course of many years, he would contribute greatly to much needed changes and additions to Academic programs at Richmond.

In talking to many students over the last few days, I noticed several things that they stressed and wanted me to mention. Dr. Tarjan has been very generous with his time and has been very helpful especially to those who are having trouble and need extra help.

Once again, the med tech. students emphasized the help he gave them personally, and the efforts he made to improve the program. And finally one of the Richmond scholars asked that I mention the help he gave them.

One thing I'd like to stress is the short period of time Dr. Tarjan has been here. A man's

career covers a span of decades. A year and a half or two years is barely enough time to adjust to a new school, much less realize your total potential there.

Over the course of a longer period of time, Dr. Tarjan could contribute very greatly to the school in terms of his own research and also his vast knowledge of the mechanics as well as the theory of biological research would allow him to be of invaluable assistance to others doing research at Richmond—both students and faculty.

Also, while talking to some of the faculty outside of the sciences, I became aware many had never even heard of many of the science teachers. If the trend continues in the academic community of more and more interaction among the disciplines. Dr. Tarjan's orientation toward the humanities, his involvement in music, art, and literature made him especially well-equipped to help bring together varied disciplines.



George Cox - Head of African Studies Institute



Vietnam era vets from Richmond and other CUNY schools march to regional office of veterans affairs in N.Y.C. S.I. congressman Murphy, after meeting with Richmond vets, agreed to submit the Veterans Bill of Rights, as a bill, to the legislature under his signature.



THE IMPEACHMENT OF GEORGE ODIAN - by Paul Nelson

Due to popular demand, Prof. George Odian, Professor of Alchemy and Dean of Faculties at Richmond for the past year, has given written notice of his intention to resign the latter post by the end of August, whether or no a new Dean has been approved by that time. The affidavit was requested when it was learned that incoming Pres. Volpe liked Dean Odian's style of work, and hoped to ask him to stick around for another year—or longer.

Two main reasons are offered for the Dean's eagerness to abandon a ship he has obviously enjoyed steering around the bathtub. First, he is desirous of returning to his own fiefdom, the Sciences Division of the College, which has experienced a revolt or two in his absence—particularly against the high-handed attempts to fire two of the most popular teachers, Tarjan and Taub, in the Division. It was his skill in maintaining order in that smaller pond, among other things, which qualified him for his job this year as one of the main—and surely the best known—hatchetmen in the school. Proponents of this view also suggest that Prof. Odian may be looking ahead to the days when the school may have its own autonomous graduate division, of which he is rumored to aspire to be the dean; a few more years of managing grants, personnel, plastics and pigeons would bolster his academic credentials for such a dignified post, in a way that more years of chairing meetings and cutting throats would not.

The second, and more compelling reason, seems to be that during his tenure (no pun intended) as Dean of Faculties,

Prof. Odian has made himself almost universally disliked by the faculty and students of the college, to the greatest extent in the history of the school: even the famous opponents of "dogs on campus", in years gone by, did not use such vitriolic language in describing the object of their pique. Specifically, according to confidential sources on the Search committee assigned to find a new Dean of Faculties, the hostility had gone so far that said committee was on the verge of disbanding—unless it were guaranteed that Old George would not be selected. (Pres. Volpe himself was appointed by the BHE over the opposition of his Search and Evaluation committee, and the Assembly, and it seemed accordingly logical that he might appoint Satan himself if he were "best qualified" for the job.)

The reasons for this general popularity are somewhat complex, and perhaps deceptive. True, as Dean of Faculties, Odian did send out highhanded memos raising the limits of class sizes—sometimes into the seventies—cutting down on the practice of team-teaching, demanding "justification" for use of films in classes, and so forth. As head of the Personnel and Budget Committee he was the strongest and most blatant voice for "raising standards", "making hard decisions" and so on—namely, firing faculty—except in the case of one or two friends. Further, he was suspected of taking a personal hand in the attempted firings of at least two teachers in his own Division—Tarjan and Taub—the former of whom was rehired due to great

faculty and student pressure, the latter being still in grievance procedures. As head of the Curriculum and Instruction Committee, it was George Odian who refused to call a meeting for three months, until a special resolution of the Assembly insisted that he do so—this at a time when the entire academic plan of the school was under "review" by administration-created "Task Forces". It was George Odian who said, during the tenure quota controversy, that he would give tenure to no one unless he could see a "monument to their achievements" when we walked through the halls; and whose response to the P&B's refusal to fire teachers for bogus reasons was: "What this school needs is an autocrat!" And it was Odian, again, at the Assembly meetings, who most consistently called for new "standards of productivity", "living with budget cuts", and all the rest of it, and who urged the faculty-student committees to help the administration in doing so—that is, fire teachers, raise class sizes, eliminate programs, cut down on teaching and research materials, et cetera, rather than exercise their responsibility to the Assembly of fighting those cuts.

But while George Odian should probably be kicked out of the school for these feats, it would be a mistake to blame him for them personally. In fact, an "Ad Hoc Committee to Keep George Odian in Office Until We Can Hang Him" has been formed, and solicits membership from all students and teachers at the school. For in reality Ole George was just carrying out orders. And

if on the one hand he did so in a personally obnoxious way, and patently enjoyed his exercise of power over his "colleagues"—as a kid might enjoy mismanaging an aquarium—though the water turn foul and even the catfish die—he also made it damned obvious what the BHE was really up to at Richmond, in ways that his slicker colleagues—Touster, Blei, Dill, et alia—did not. While Touster, for example, exerted his legal, linguistic and political skills in doing exactly the same things to us, George Odian told it like it was—his most outrageous quotes were not picked up on tape in secret meetings, but were made directly to students, union leaders, and at times the whole faculty. And while Blei and Dill coordinated elaborate Task Forces and Institutes, to persuade us that we were writing our own new "Master Plan", George Odian cut through the bullshit and sent our orders—"this is your captain speaking".

Several months ago the Richmond Times planned to make a front-page call for the impeachment of George Odian, and decided not to for three reasons. First, it was likely that he planned on leaving anyway—pushing an open door is a deceptive exercise. Second, the issue we were most outraged about—that he seemed personally implicated in the attempted firings—would not be solved; in returning to that Division full-time (with an increase in salary for the burdens of his work this year), he will be just as dangerous in that respect. This will be particularly important in the cases of Prof. Tarjan, and

those who supported him, who come up for review again next year—especially since Pres. Touster, in notifying Prof. Tarjan of his reappointment, ignored all evidence and continued to imply that Tarjan—not his accusers—were at fault.

But the final reason was the strongest—that whether we succeeded or not, we would perpetuate the illusion that another Dean of Faculties would be "better", that George Odian acted as he did for personal reasons, that a change in the person would change the office—to carry out the policies of the BHE. Many students, and more faculty, share this sort of illusion—it is now being built nationally around the issue of impeaching Nixon, as though screwing people were not the job of the "Presidency" itself—and the illusion is dangerous. It has gone so far in recent months, that many of the same faculty who in December were rightly angry about the choice of our next president—and have since had even more reason to be disturbed, including his order to stop all tenure cases this spring, and his admiration for Odian himself—are now saying "give him a chance".

For this reason we request that George Odian remain in office, carry out his work in the style he and we have been accustomed to, and help keep our eyes open to the real world. That he may risk his life, reputation and sacred honor in doing so—when students and faculty really wake up to what is happening here, and do something about it—is all we can ask.

Professor Mast has been at Richmond "since it started". Prof. Mast has handled the administrative difficulties in creating the graduate cinema studies program. The program was evolved by himself, Prof. Barsum, Prof. Rubinstein, Prof. Leihm, and Prof. Weiss. Gerold Mast, an associate prof. of English, pointed out that a graduate program in filmmaking is entirely different than cinema studies: "We are not a film academy". Prof. Mast himself "studies plays and movies as works of art".

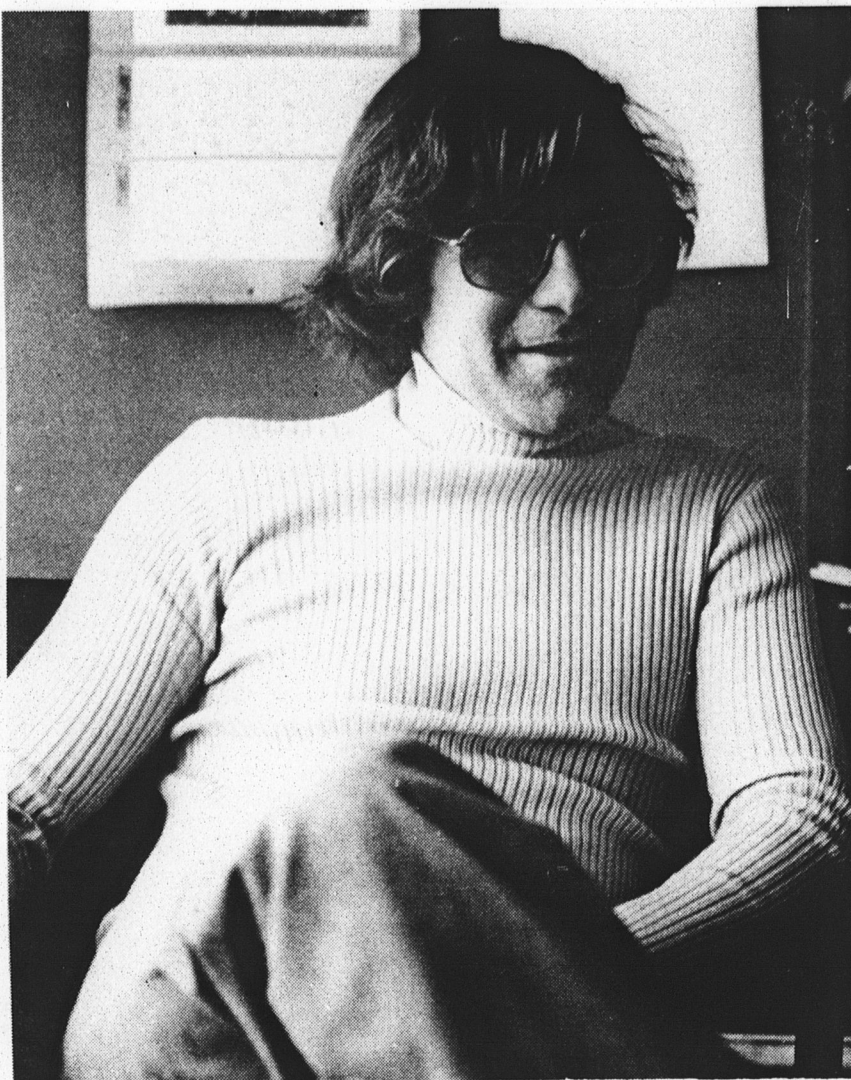
The cinema studies program will include two mandatory film classes. For although Mr. Mast feels that "if people want to make movies they should go somewhere else" he tempered that with "the making of films is part of the study of the art".

Prof. Mast feels that at other schools 40 percent of the students are actively involved whereas Richmond has a five percent involvement. "What disappoints me most is the genuine lack of commitment and discipline in the students. The college provides advantages in film that the students don't take advantage of."

When asked about cross use of film equipment, video equipment and drama students to work in each others' interest Mr. Mast quipped: "Well they should" but followed it up later by saying that there was no full time person in theatre and that this was a serious problem.

Regarding school politics Mr. Mast said he wished President Touster was staying because he is "committed to the arts", "a man of sense and vision". On President Volpe: "My tendency is to trust him because his background is humanities,"

Time will tell.



Gerald Mast

Jiri Weiss is an associate professor of Humanities and teaches filmmaking at Richmond. He has directed film in and out of Czechoslovakia, has been dean and professor of directing at the Czeck Film Academy at Prague, Prof. West Berlin Film Academy, he has taught 3 seminars at NYU Grad Film School, and taught directing at Hunter College.

"Richmond has the most cultured atmosphere of any branch of City University" and Richmond has an "excellent theoretical level" in film.

Jiri also maintained that Richmond had excellent conditions for 16 mm filmmaking. A well run and orderly film workshop, and the only television center that does not feel a rivalry with film.

Jiri's filmmaking class has used video for most of the semester "at this level I believe there is no difference between film and video" according to Prof. Weiss "it is not possible to teach cinema without video."

In comparing film schools Prof. Weiss said "NYU has one advantage, a three year solid program, and that it was commendable that Prof. Mast had structured the graduate film program on a year to year, rather than semester to semester concept."

Prof. Weiss criticized students who take the cinema class as a "short guide to home movies". "No one should take filmmaking who is not taking theory." And about the creative level of students at Richmond: "The creative level is like gardening, if no one is pruning, watering, and harvesting the space, they don't grow well — but it's good soil. Some of the results are promising."

In closing, Prof. Mr. Weiss said, "I have no intention to run anything, I want to teach, it is my best capacity."

FILMMAKER'S PRIMER

SAM HEFNY

Sam Hefny has also been with Richmond College since its beginning. Sam runs the video center, and the policy for lending equipment is "anyone connected with Richmond College has the right to borrow equipment, provided they are qualified, and provided the equipment is available."

According to Mr. Hefny, the video equipment at Richmond is more open than at any branch of CUNY. The video center on a regular basis tapes: student teaching, filmmaking, lecture classes that require going over the material without the teacher, group counseling technique, karate, and media workshop. Besides that on a regular basis, the theatre workshop, group dances, march of dimes, and video taping high school theatre are taped sporadically.

Over the next two years, the video department will get three portables (plug in units), three portables (battery operated), and editing equipment. Sam said he could easily see the video equipment incorporated into the graduate film program and that video could have "a great beneficial use in teaching basic skills."

In general Mr. Hefny said that "video equipment is more accessible than film because television equipment is easy to use in basic stages." The increase of use in equipment has made the open policy difficult, but, "it is more important that the equipment is used rather than protected."



Sam Hefny

BILL REITER

Bill Reiter most likely holds the part time seniority record having been with Richmond since 1968 in the capacity he now holds, that of maintaining order in the film workshop. The film workshop which has been crammed into the basement for so long is moving to the new building at 120 Stuyvesant Pl. by either February of 1975 or upon completion of the building, whichever comes last.

When the transition takes place the Workshop will have roughly the same amount of equipment, but will be housed in a less confined area. According to Mr. Reiter the new facility will be capable of full scale — high quality film making.

The cinema studies will double the amount of students using the lab, but more importantly, the graduate program will attract more serious students.

When asked about theatre and video working with the filmmakers, Mr. Reiter replied that "Unofficially students depend on actors" and that active inter-departmental work would require a type of administration that is not present. He inferred that with the doubling of film classes a full time person would be needed in the film lab, also that the graduate program would eventually rank with the best programs in the U. S.

COMMENTARY

Richmond has always been a school where tools and materiel have been available to interested students. This has been particularly true recording a visual kind of performance in terms of a script, film or videotape. And a tacit understanding (rather than competition) has always been felt between theatre, film, and video.

But now we are on the verge of something quite different: a graduate "Cinema Studies" program. Although the program is, as the name implies, more studying than film making, the creators of the program (professors Mast Barsum, Leihm, and Weiss) have incorporated two semesters of filmmaking into the program as one of the requirements for the

graduate degree.

Besides the additional filmmaking classes, the program should lead generally to a more professional attitude towards film. The program has been conceived on a year to year basis rather than semester to semester, and a graduate program gives direction, if not shape, to the cafeteria, curriculum" syndrome into which filmmaking falls at Richmond.

It has been the experience of this semester's Filmmaking class that video equipment is indispensable in understanding basic film concepts. And both Sam Hefny of the Video Department and Filmmaking instructor Jiri Weiss agree that in basic stages film and video are

equal and complementary. The television center is located on the sixth floor and should be acquiring new, more, and better equipment over the next four semesters.

However, of this film, video and acting trilogy, the acting third is left with the short end of the stick, no full time professors. This is a difficult shortcoming because part time instructors simply are not rewarded enough for the commitment needed. This makes for marginal productions because the intensive level of concentration is a full time occupation.

All shortcomings aside, it has been Richmond's sad legacy since President Schueler, that factions of essentially the same subject will not actively work together. This does not mean enmity, but

non-support, the most insidious atrophy possible. A natural result of leaderless "cover your ass" politics. But Herbert Schueler has left long ago, and we have outgrown that excuse!

To have a symbiotic relationship between film, video, and theatre would be the mark of a truly innovative University. Most branches of CUNY are so enmeshed by red tape that no one could get near equipment of any sort. Try to get video equipment at SICC or Hunter, you'll be laughed at. This is obviously not the case at Richmond, but no interacting mechanism has been born as yet that would safeguard the individual territory; with such an agreement the possibilities are staggering.

Retreat



Each Semester the students of Richmond are invited to attend a three-day Retreat weekend in Pawling, New York.

Since Richmond students are from all the boroughs, and we do not have a campus or any pleasant hanging out spots, many students feel there is little social life here, and it's more difficult to meet new people.

The students were asked to pay \$20 which would take care of food, lodgings, and transportation. RCA would make up the difference in funding.

About 50 students came up to Pawling by chartered bus or car. The site was a YMCA camp and lodgings were two reconvered Barn-bunkhouses, with a

fireplace in the main room, ping pong tables, always in use; and a huge kitchen. The bedrooms were upstairs.

The kitchen was well staffed by good cooks; and lots of eatin' and snackin' took place all weekend.

Lasagne, eggplant parmigian, fresh salads, and mushroom omelets were some of the deliciously prepared meals.

On Friday night, everyone gathered together in the main room and got to know or at least meet each other through various group encounter techniques.

The first exercise was each person would walk slowly around the room and make eye contact with another individual and hold it for as long as it was com-

fortable for both of them.

Then each person was to go up to someone they'd like to get to know better and each would say one thing they liked about themselves.

Finally, the whole group closed their eyes and converged in a circle and experienced each other, by touching and feeling one another without seeing faces.

Each exercise involved risk and yet could lead to a greater feeling of sharing and trust. No one had to participate in any exercise or group throughout the weekend if they weren't into it. It was up to the individual to participate or not.

Bruce Vogel and Chuck Lower led about 10 students in a

Weekend



Marathon Encounter Group which lasted most of the weekend with breaks between sessions. This group was so successful that the members have kept it together and now meet each week.

On Saturday afternoon, Ellen Thompson of "It's-All-Right-To-Be-Woman" theater led a body movement and sound workshop.

Feelings were expressed through sound and motion as well as verbally. This took place on a sunny, grassy hill, and helped the involved participants to feel closer and freer with one another and themselves.

Many students spent the weekend horseback riding,

rowing, playing volleyball and just enjoying the warm sun. People were relaxing on the grass, and by night arms and faces were pink and sunburned.

The weekend gave students the chance to know each other and themselves better, the opportunity to take part in group activities, and a place for some sun starved city people to hang out in the country and just relax.

This Fresh Air Fund weekend took place on April 19, 20, 21.

There will be another Retreat weekend in the Fall. If you like having good times, while learning about yourself, why don't you go?

DROP OUT NOW, PAY LATER

by Mark Shoenfield

As I was returning home from another depressing job hunting day on the D train an advertisement suddenly struck me on the head. An overhead poster had tried to invade my consciousness one way or another. The advertisement began "Drop out now pay later, stay in school..." As a recent graduate from a City University of New York School, with a worthless psych degree I began to laugh out loud as I wiped the tears away. I had not expected the job market to greet me with open arms nor did I expect to meet impenetrable walls. I grew up in a comfortable middle class home where college is the next step after high school. The courses that I concentrated in were psychology, sociology, philosophy, and English. These courses were interesting, stimulating, and fun. Maybe I'm not goal oriented or didn't have enough deprivation because I never knew what I wanted to be. I live with a good woman who teaches in a private school. Her modest income is enough to prevent me from becoming a cab driver, bank teller, or a factory worker. My goal in life is not to frequent restaurants whose menus are void of figures; or to eke out a nominal existence. Perhaps I'm spoiled or alienated by college and middle class values but I am neither lazy or

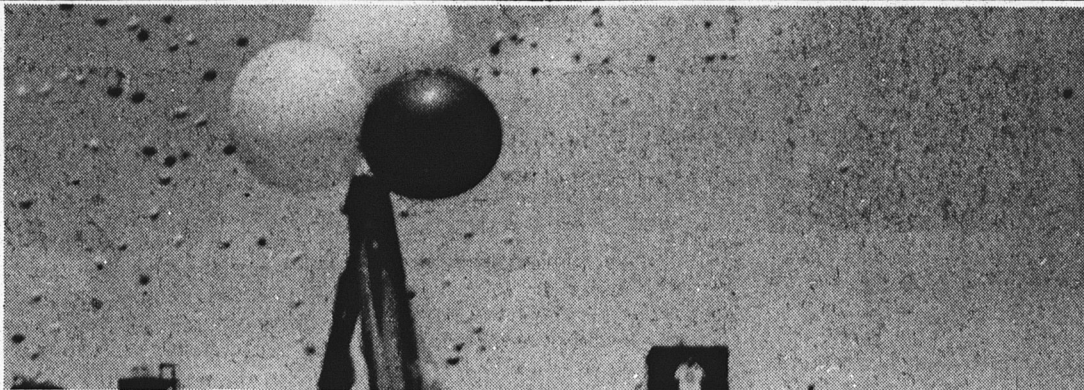


photo by Margaret Connolly

stupid.

Trying to get a job is an education. My school placement advisor talked a good game. His repertoire included, inflating me with optimism, loading my arms with books on resume writing and giving little if any real help. The New York State Employment Office was even less helpful. A kindly old lady was pumping me for information about the whereabouts of jobs. As our five minute interview, which took weeks to arrange, was about to end she advised me to take Civil Service Exams. Checking into Federal and City exams was a real let down. A general Federal exam is given periodically for a types of boring white collar jobs. The test is given to college graduates and only the top fifty per-cent are put on a waiting list. Also this exam makes you realize how simple the Post Office exam was. Going through four years of college without ever taking a math course was an achievement that I was extremely proud of. To say the least, half the exam spoiled

my pride. Checking into City Exams I found catch twenty-two. I mean who really wants to be a token cashier, or a mental health aid, but for \$7800 a year I was going to try. Writing away to 49 Thomas Street I received my application forms to take the tests. However as I found out you can't take any of the exams unless you have related experience, usually one or two years (full time) which is rough to do while attending college full time.

I had heard all about the bad things agencies do to people and all those stories were correct. But having nothing to lose I figured the experience would do me good. I'd wake up early, shave, dress-up, hustle on down, and be pressured, lied to, turned down and occasionally be given the depressing truth. Then I'd come home dress-down play some basketball drink some wine and hope the nightmare would end. One agency told me to learn steno. Another had a packing job for \$90 a week. For many jobs,

like mail-clerks, file clerks, telephone reservationists, and clericals paying up to \$130 a week, college grads were being turned away. Companies considered college grads as over qualified and seek high school grads instead. For just about any other type of work you need experience. And the real topper is explaining your ever expanding time gap between graduation and getting that first job. If you can't find employment for an extended period of time it's usually because employers aren't hiring or you don't have the necessary experience (which you can't get). Then prospective employers will get the idea that you're a bad risk because no one has hired you yet! (Where is Joseph Heller?)

My next plan of attack was to confront employers semi-directly. I filled out applications at hospitals, bookstores, health clinics, newspapers, and many other places without receiving any luke warm replies. At the New York Public Library a woman told me there was an

opening for some one who spoke Old Turkish. I told her my native tongue was Brooklyn slang and on occasion I spoke a semi-literate English.

It's sad to see someone's values and idealism go down the drain; and very sad if these values are your own. Each day you compromise yourself more. Little by little you're willing to accept less and less. You're not sure if you're selling out or just becoming more mature.

I don't recommend job hunting everyday, your psyche needs time to repair for the next set of disappointments. You can only take so much frustration at one time. Also there's the danger of Alvin Toffler's future shock. Any day you may find yourself hired for any one of the hundreds of jobs you have applied for. This uncertainty, this lack of control of your own life, (right here in America) doesn't promote restful nights. That uncertainty coupled with the fear of the question — What's going to become of me? makes me yearn for my thumb. The only answer is to hang in there, keep trying, what else can you do; or locate that rich uncle in business. When I get on that crowded D train I always ask myself — Where the devil are all these people going anyway? Maybe some day I'll get that big J-O-B and find out.

My current full time job is "depressed housewife". There seems to be a lot of it going around these days. I hope it's like a childhood disease, you only get it once.

STRUGGLE...FOR AN EXCELLENT EDUCATION

Editorial

Only three years ago we fought the concerted power of the Board of Higher Education, the City of New York, and God only knows who else to win the right to have open admissions. Did we make this struggle so that working class students could find out how useless a half baked diploma is? I say no.

I say we fought and won this battle against the ruling elite because we knew that the untapped capabilities of thousands of working class students was as great or greater than that of the privileged few who had traditionally gone to college, to the end that, if this trend continued around the country, it would bring about a fundamental transformation of the institutions of American society.

This can happen and will happen only if the "higher" education we get is an excellent one and not a half baked one. What strange bed-fellows (who rally round a cheap education) are made in this regard! The Board of Higher Education, Richmond College Administrators, some teachers and even a member of the Attica Brigade all claim that Richmond College students can't have the best education because they just aren't up to it for one reason or another, or there just aren't enough funds to go around anyway.

The Board doesn't commit the necessary funds to the purpose of rectifying the niggardliness of the public school system because they cry, "There's just too many of them (mostly third world students) for us to help." And a liberal professor admits to me, "I'm not as critical of his (he is a black student) work, because you can't expect as much." And this aforementioned "radical" from the Attica Brigade complains that he is forced to spend too much time in this school before he can get that piece of paper that will be the key to a better job than the factory job he had before starting back to college. The basic value of the substance of his courses doesn't seem to mean as much to him as getting that piece of paper and getting on with it.

Anybody who doesn't think they are as capable as anyone else, or that they haven't enough time and energy to be critical of racist or repressive subject matter, won't get any argument from conservative columnist Russel Kirk who says,

"Why should the general public be compelled to support for four or more years of comparative ease, a mass of students, most of whom have no great intellectual talents really?"

And I am sure you realize that he is not alone in the opinion that working class students are inferior and always will be.

I have bet my life that he's wrong. The best way to be a revolutionary is to be excellent about it in order to serve the people and each other. So be righteously angry with teachers who give you a half-baked education. Remove them from your sight if necessary. It's time for them to be walking the streets looking for another job if they are not doing a good one here, instead of the students who leave this school with nothing.

NATE GLATTSTEIN, A MEMBER OF THE DEAN OF FACULTY SEARCH COMMITTEE. HE HAS ALREADY TRIED TO FIND APPLICANTS FOR THIS IMPORTANT POSITION UNDER SOME UNUSUAL LEAVES.



Some of That Ole Student Power

Don't forget the Volpe appointment shafting we of the Richmond community got last fall! This should be the watchword of the school now and particularly the Search and Evaluation Committee that will deal with the problem of a successor to Dean of Faculty George Odian, who recently resigned under fire. In distilled form what this means is that whatever we say Volpe and his ilk could very likely try to do whatever they damn well please without us. And it is inevitable that most of us will not be happy with a unilateral decision if they make one.

Why would Volpe or anyone else take such a risk? First, because they have contempt for students. Because they don't believe we have it in us to make sound and reasonable decisions. Because the President will want someone who will answer directly to him on weighty academic matters. And because the President will want to establish his supremacy over us in his first test of strength.

This may sound like more is

known about Volpe than in fact is. It's not that. But rather it is a hypothesis based on hard experience. And it is an analysis to be used to start charting a plan to thwart this.

It is conceivable that a very important position like this will be filled by someone whose experience is close to the majority of students and by someone who will be answerable to our real demands.

Eight members of the Search and Evaluation committee are students. Not all of these positions are filled. If you want to fill one of them notify Andrea Jay in the Student Government office. You must be able to attend some meetings during the summer.

Even more important is mass support at certain key times like maybe one or two. Therefore get your name and telephone number to me, Garry Tanner or any other member of the committee, care of the Richmond Times, Room 539. Then we will notify you when the time comes (one if by land, two if by sea . . .) to appear and express your opinion.

LETTERS

Dear editor:

Can we afford to give \$1000 away? Let's stop the misappropriation of students' funds. We are appealing to Richmond College students to oppose the decision which was made by a few members of the student council to grant \$1000 of student's money to an employee of the school as a bonus for voluntary termination after working for three years with full pay and employee benefits.

Can Richmond, a city college, afford to be so generous with students' funds when we are constantly being told that there is no money for students seeking financial aid? Does this mean that our money will be given away to other full-time, well paid employees of Richmond College whenever they become terminated from their positions, voluntarily or otherwise? Are we going to allow a few students to freely disseminate our money according to their personal judgment regarding its use, without obtaining the approval of the rest of the student body? Is this misappropriation of funds by a few individuals going to be overlooked by the students who really scraped the bottom of the barrel to get their money together to attend this college?

We must act on this now. Protest vehemently. Remember, it's your money.

Robert Turner

Dear Mr. Turner,

Perhaps you are unaware of the thousands of dollars of student money that has been given out by just a few students throughout this school year, and some for far less worthy causes than this one.

At an RCA meeting for example, a minimum of 7 students (board members) may allocate thousands of dollars of students' funds, to various parties, in one sitting. Every Richmond student is a member of RCA and therefore may attend these meetings.

The sad fact is that no students, other than the board members and those seeking money, ever attend. If students were really interested in where their money goes, they would attend such meetings and pressure their representatives into making proper decisions.

Furthermore, if this "employee", the secretary to the student government, is so well paid, why did her employers deem it necessary to give her successor a \$35 a week raise?

THE LIBERAL VIEW

Eric Bahrt

Forget the fact that you hate Richard Nixon's guts. Forget the energy crisis, the economic crisis, the Watergate crisis. Forget the fact that we have a president who feels such social programs as medicare are inflationary, but sending aid to support President Thieu and his tiger cages isn't. Forget the fact that Nixon is a totally incompetent ass. If you can forget all that for a second then ask yourself if Nixon has really and truly been given a fair deal in this whole impeachment matter. Nicholas Von Hoffman recently wrote an article for the New York Post in which he seemed to feel that there is a vociferous lynch mob fever in the air and the man to be lynched is Richard Nixon. He asserts that the president is being found guilty before he's even tried. Perhaps if Mr. Von Hoffman was describing anyone else I could feel sorry for him. But not Richard Nixon.

First, a president doesn't have to be proven guilty of any offense in order to be impeached.

Second, since the president has already confessed to having secretly bombed Cambodia and having set up a secret police force, both which are illegal acts, we know that the president is guilty of at least that much if nothing else.

Third, it is rather hard to prove Nixon guilty of everything since he's trying to destroy evidence and is tampering with all the tapes. When the only explanations for the 18-minute gap in the tapes are: 1. that Rose Mary Woods erased 18 minutes of tape by stepping on a pedal for FIVE minutes and 2. the president's problems with the tapes are due to "outside sinister forces", I see little reason why the American people should give the president the benefit of the doubt.

And fourth, I personally have always enjoyed poetic justice. I find it somewhat revolting to read Mr. Von Hoffman telling us how poor Richard Nixon is being found guilty before a trial. This is the same Richard Nixon who called Charles Manson a murderer while his case was still open before the courts. This is the same Richard Nixon whose attorney-general called Patty Hearst a "common criminal" before it has been determined whether or not she should even be tried for bank robbery. This is the same Richard Nixon who waged that personal vendetta against Daniel Ellsberg. And his staff, in their zest to destroy and ruin Ellsberg, broke into his psychiatrist's office hoping they could dig up any kind of smut against him. The same Richard Nixon who as a congressman allowed many leaks to the press to occur when he was trying to get Alger Hiss. The same Nixon who smeared and ruined such decent people as Helen Douglas and Jerry Voorhis. The same Richard Nixon who procrastinated before investigating the Kent State killings, even after his own committee had said the students were murdered unnecessarily. And now Mr. Von Hoffman tells us that Nixon, who has made a total mockery out of the law, who has made a total mockery out of our constitution, who has made a total mockery out of human justice, is worthy of our pity. I find the whole idea sickening.

Mr. Von Hoffman in his article pooh-poohs the fact that Nixon didn't pay his taxes. Maybe it is easy for Mr. Von Hoffman, from his comfortable economic bracket, to laugh about it but I doubt that a ten thousand dollar a year business man, whose taxes are skyrocketing, would find it particularly amusing that Nixon cheated on a half a million dollars worth of income taxes.

But perhaps most important is the fact that we expect more out of a President of the United States than we do out of the average citizen. If a man is president of the United States it is not enough for him to say: "You have to prove me guilty". He has to do more than that, he has to prove himself innocent. If he had willingly turned over all the documents asked for, and the tapes untampered, and had never fired, but perhaps even encouraged Cox, we would have reason to believe that he is innocent.

But those days when we would automatically believe everything the President tells us, those days when we thought our leaders were fine, decent, honest men who could be trusted, those days of absurdity are over and done with forever. And thank God for that.

In an earlier column I expressed opposition to impeachment because I didn't want Ford to become president. As manifested in recent elections Nixon has become the scourge of the Republican party, whereas a popular Ford presidency (and the polls indicate his presidency would be just that) would put the Republicans back into power. The Republicans should pay a price for having totally fucked up this country for the last five years with Nixon, and they shouldn't be allowed to use Ford as an exit.

To be against impeachment because you're against Ford is good reason; but to be wary of impeachment because you feel sorry for Richard Nixon, who himself has probably never felt sorry for anyone in his whole life, is a poor reason indeed. Perhaps the next time Mr. Von Hoffman wants to cry for Nixon he'd be better advised to shed those tears for some of Nixon's victims, who number into the millions.

MORE LETTERS MORE LETTERS

MORE LETTERS MORE LETTERS

Editor, Richmond Times

We are amazed that Roberta Schire's course, "Our New Self-Image," will no longer receive Liberal Arts credit. At least forty students now taking the class (not to mention those who took it in previous semesters) hope to graduate sooner or later, and your removal of four credits from our Liberal Arts status does not help us.

Webster says education is "the

process of training and developing the knowledge, skill, mind, character". We do this through exercise, films, discussion, meditation, and yoga.

The frame of reference of sociology is learning to cope. This is exactly what we are doing. Isn't Richmond College supposed to be an experimental school? If Liberal Arts credit is taken away from New Self-Image it not only cuts down on the number of

women able to realize their full potential, it also undermines one of the most valuable and popular course in the curriculum.

Let's not see Richmond disintegrate into an experiment that failed.

Sherylle M. Hochman, Bridgette O'Leary, Angela Jeronimo, Billye Naumann, Deborah Ford, Marilyn Walter, Lucy Stofle.

Were it not for the obvious seriousness of this august document, I would let it pass as probably the most specious allegations I've ever heard. The only concrete argument I can feel from its incredibly out of context, or insensible complaints is that a certain faction is pissed off because the time honored "spoils system" routine has suffered a hiatus, for once. I find it ludicrous to read this document signed by three applicants who did not win this position — oh no don't tell I forgot that these three lost for noble reasons, and they are trying to obtain truth by overturning a legal, open, quorumed meeting.

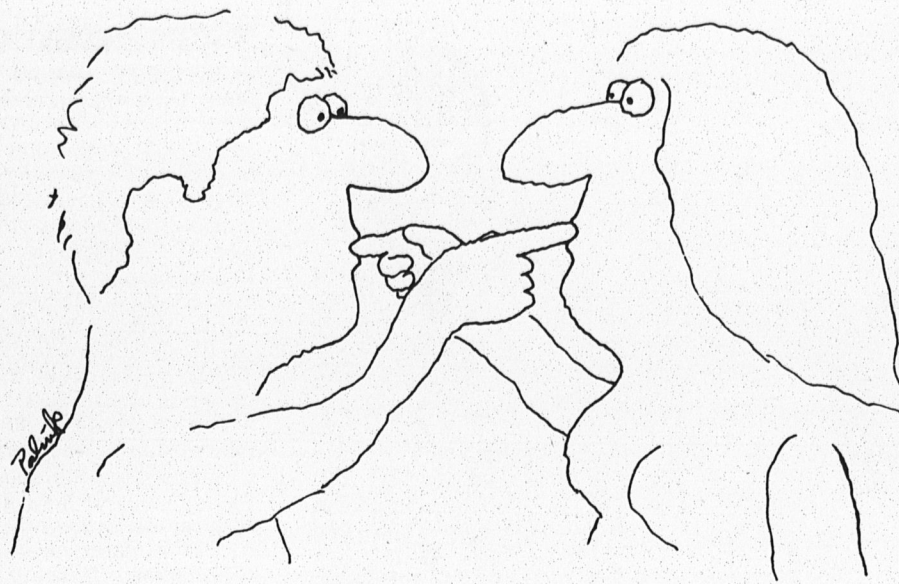
I shall refute this absurd piece point by point with one hand tied behind my back.

1. The Council members did not establish criteria for judging the applicants:

Response: One would assume that the establishment of criteria is the business of student council, and not of the applicants. The only clear criteria established by Student Council is that the applicant must be present at the interview. This was the only criteria to which the body could agree. What is referred to as criteria in the "List of Demands" is what is commonly known as opinion, or discussion; one member of student council would express what he/she felt were good criteria, and everyone would listen. This opportunity was open to anyone with the presence of mind to raise their arm, and speak when recognized by the chair. To my knowledge no one was "charged" with anything.

2. The conditions of voting were too disorganized and hurried for the vote to represent the result of true reflection and consideration of the council members, especially since they had no clear criteria.

RESPONSE: I think if one reads Demand No. 2 slowly that it will reveal itself as a repeat of demand No. 1. If "true reflection cannot be done in a four hour period I'm afraid you're up against the tacky point that it was the consensus of Student Council to cast the final vote that same day. No complaint about voting the same day was made. Again it would have meant the raising of one's hand.



3. The vote was very close.

RESPONSE: Close? You mean this as a serious complaint? Because the idea of voting is that when factions are divided, a clear decision can be made through the use of our accepted numerical system.

4. At the beginning of the meeting, it was announced that voting would occur at the next meeting. Several Council members left, with the understanding that they could review the resumes at home and vote at the next meeting. These votes could have been decisive.

RESPONSE NO. 4: I agree that the votes of those who left could have been decisive, but they left, and upon leaving relinquished their voting rights. Their leaving did not effect the existence of a quorum, the vote remained legal.

Any Council member that left in the middle of or before the interview should have been ineligible to vote due to ignorance of the applicant. I must regress to my comment about the spoils system.

To hold off the voting would have meant back room agreements, discussion the body as a whole could not have been part of. But again the choice to vote on the same day was the choice of Council, and those that split relinquished their voting rights. Those are the rules.

5. The Council did not fulfill its purpose of being "in the interest of the students"...

RESPONSE NO. 5: I think it would be more to the point to say that a greater number of Council members perceived "the interest of students" in a way juxtaposed to other factions.

That's what they were elected for, to act as they saw fit for their constituents.

6. One of the votes was disqualified because it was not clear which applicant was meant on the ballot.

RESPONSE No. 6: Considering that it was a secret ballot that is a curious point, but I must admit I saw that same ballot. It said very legibly "Diane Drexler". Seeing as how Diane Drexler was no longer being

considered as a candidate at this point it is possible that: the person who cast this vote wished to maintain it as anonymous, in which case someone's rights have been denied. 2. It was a protest vote (which counts as an abstention in such a case). 3. The Council member was asleep. Whichever the case the vote has the same meaning as an abstention, and abstentions are completely legal.

7. The questions and issues that decided the selection were not raised in the interviews.

RESPONSE NO. 7: It's really too bad that you disapprove of Council's questions, but then again it was up to the Council to ask the questions it felt was important. You see the questions were up to the members of Student Council, as was the voting, and it is simply too bad if one disagrees with the outcome. They were elected to make decisions and decisions were made with more clarity and awareness than I have ever seen in a student governing body. Every applicant was given the chance to speak to Student Council, and then each member of Council was allowed to ask one question of the applicant.

No one was "accused" or "charged" voting was individual as were opinions. Four hours is a long time to discuss anything. Everyone was allowed to speak. A run-off election was held to decide the top three applicants, and then a final vote was taken; Donna Brogna won.

8. After the meeting a Council member admitted that the voting was not conducted properly.

RESPONSE NO. 8: This is the most irresponsible demand yet. If you've anything to say be explicit. If this is a quote, who's? What is meant by "not conducted properly?" In matters like this clarity is essential. For if you seriously wish to open the matter it is up to you to make a distinct charge.

To say that you feel you've been wronged is not enough. Your points are so nebulous that if I wasn't at the meeting I wouldn't have understood much of it. As it is the majority of it is indignation. Sometimes the insiders don't win.

SPIZZICA, SPIZZICA, PUNGI, SPILLUZZICA; FINCH' EGLI

A Richmond College Internal Organ April 1974 No. 4 Don Hausdorff, Pub.

"In a bureaucracy, everyone rises to the level of his/her incompetence."

—adapted from The Peter Principle

Rest easy, fair colleagues. Liberal Arts is (are) not dead at Richmond College, nor is THE KIDNEY, anthropomorphically speaking, an endangered species. In this issue, in an effort to revitalize the moribund hulk of high culture, KIDNEY presents the full text of a powerful new avant-garde opera. Aleksandr

Solzhenitsyn, in his rave review in the National Enquirer, called it "a socko show . . . from curtain to curtain. Alice Cooper's performances as the male and female leads were truly extraordinary!"

KINGS!
A Musical Tragedy in Three Axes
Libretto by Cosimo Spatula
Rock Music by Cesare Lombroso and the Criminal Types

Cast
King I (Bass-baritone)
King II (Bass-baritone)
King III (Bass-baritone)
Prime Minister I (Counter-tenor)
Prime Minister II (Counter-tenor)

Courtiers and Assorted Lackeys of the 5th, 6th, 7th & 8th floors;

Subjects of the kingdom; security police; maintenance men; secretaries

Axe One
(Time: approximately one year ago. A street in front of the Palace of Learning. Thousands of subjects are milling around, whining and puling. Some carry placards which read: "Give us Pass-Fail Grades! Down with the System!" On the upper floors of

King I: You ain't heard nothing yet. Wait till the courtiers and assorted lackeys lay it on us.

Courtiers and Assorted Lackeys: (Chorus)

Pizzica, pizzica, pizzica, stuzzica, Spizzica, spizzica, pungi, spilluzzica; Finch'egli abba!

Sting him, sting him, sting, stick, pluck, pluck, prick, pinch, until he howls. (Editor's translation)

and stops at the curb. King II and Prime Minister II emerge, smiling, from the ferry. King I boards and departs. Prime Minister I exits stage west, as the band strikes up "California, Here I Come!")

King II and Prime Minister II (Duet):

Oh, what a beautiful morning! Oh, what a wonderful day!

We've got a marvelous feeling, that everything's going our way.

The Courtiers will be in

THE KIDNEY

the palace, dozens of Courtiers and Lackeys, clad in mortarboards and sweatpants, are leaning out of the windows, yelling at the crowds below, and heaving paper clips, staples, and boxes of 3x5 file cards at them. King I and Prime Minister I, both deposed, descend the palace steps, lugging tattered attache cases.)

Subjects: (Chorus) Ding dong! The king is dead!

: Mean old king! Never did a thing!
: Ding dong!

The mean old king is dead!

King I: (Aria) I have often walked down this street before.

But I've never felt the heat beneath my feet before;

Never more will I be nine stories high

At the top of the palace that I love.

Prime Minister I: They mocketh thee, and they knocketh me. Which is worseth, to be mockethed or knockethed? Woe, woe.

King I: Pieta! Pieta! (Rises to full height and dignity)

Hath not a king eyes? Hath not a king hands, organs, dimensions, senses, affections, passions? Fed with the same cafeteria food, hurt with the same budget slashes, subject to the same boring committee meetings? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you cut off all the travel allotments, do we not die? (rents his robe in anguish; the crowd is hushed)

Subjects, Courtiers and Assorted Lackeys (Chorus):

We've grown accustomed to his face,

His scowls, his jowls, his smiles, his frowns,

Are second nature to us now. Like riding the elevator up and down.

We've grown accustomed — to — his — face.

(At this moment, a ferryboat, "The Spirit of John Dewey," comes tooting across the stage,

standing committees,

And the Subjects will rebuild the cities—

They all wave their bluebooks as they see us walk by,

And we know in our hearts that they're going to try

To make this an innovative morning,

We'll masterplan from daybreak to night;

Decisions will be democratic; everything's going to be all right.

(All cheer as the curtain descends)

Axe Two

(Time: the present. Same street, same milling students. Now the placards read: "We want Letter Grades! We want Vocations!"

King II and Prime Minister II, both deposed, descend palace steps, dragging worn manila folders.)

Prime Minister II (Aria): All I want is a lab somewhere.

Far away from the ninth floor

air,

With just one polymer chair;

Continued on Page 11

RICHMOND TIMES

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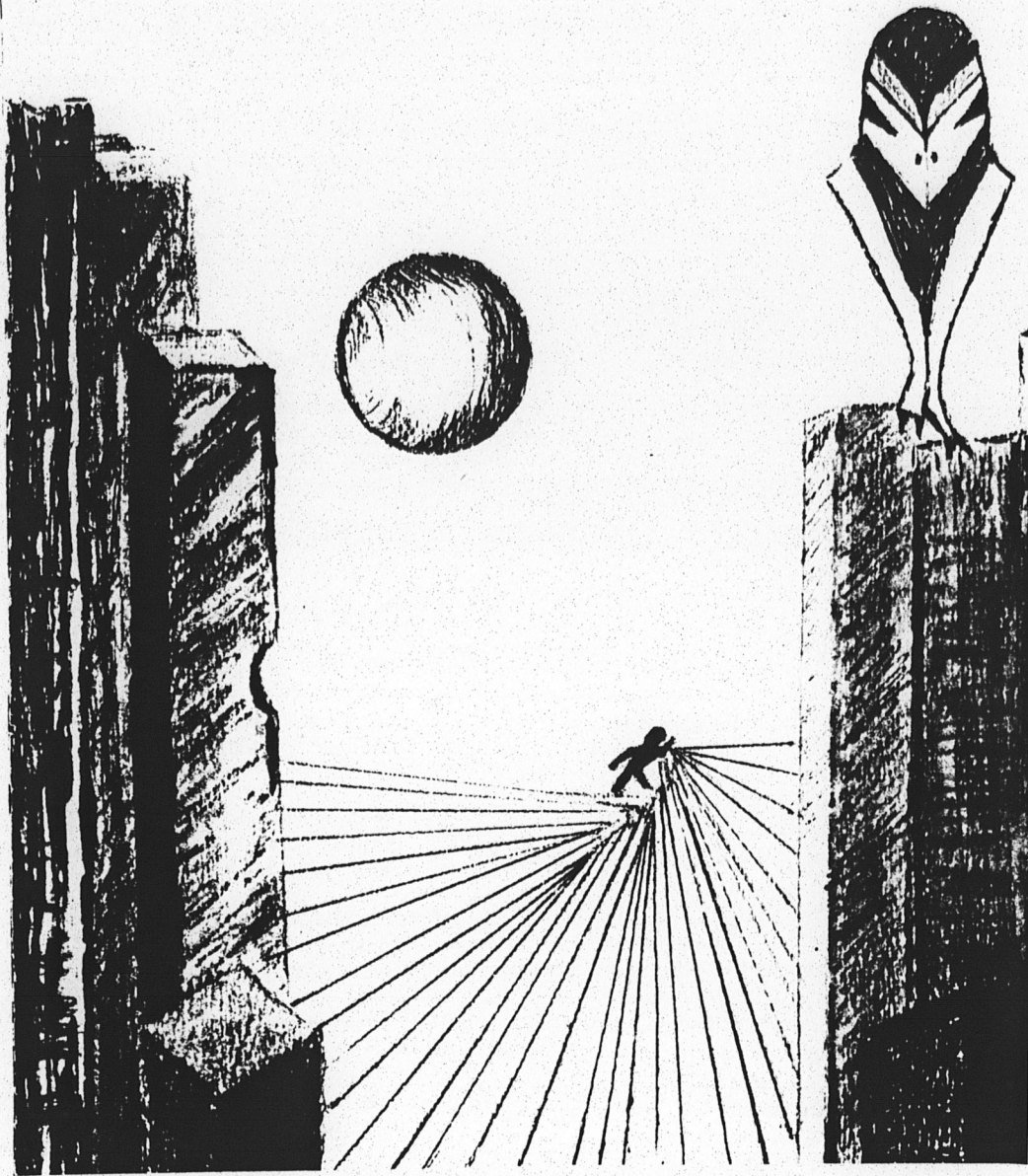
Eric Bahrt, Don Hausdorff, Joe Sullivan, Tom Wilcox

Contributors: Andrea Jay

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Theatre At Richmond

ARTS FESTIVAL



This is the cover of the Program (designed by Dorothy Randle) for the first plays ever presented at Richmond College, back on February 20-22, 1968. At that time our theatre was only a studio type, located in Room 605 of 130 Stuyvesant Place. Those plays presented were "At The Hawk's Well", "Purgatory", and "A Full Moon In March"; which garnered a fairly good (the cast

was a hard working group) review in the Richmond Times. Some of the featured players were Jack Smith, Bob Lazarowitz, Janet Snyder, Janie Freedman, Andy Fraenkel, Errol Hill, Witt Halle, Phyllis Lustig, Glenn Sohm, and Betty Harrison. All three plays were directed by Errol Hill; Musical Director, Victor Mattfeld; Lighting Designer, Gerald Mast;

Technical Director, Ira Beckoff; Scenic Designer, Dorothy Randall; Costume Designer, Caren Smith; and Choreography, Jack Smith.

For a good idea of how far our Theatre Department has come in the last seven years; read the review (in this issue) of the most recent program, presented last week at the Richmond College Theatre.

This past weekend was the State University Celebration of the Arts at Fredonia, New York. During this celebration there was a State University of New York Theatre Association (SUNYTA) meeting. Attending this event was Mr. William R. Hanauer, theatre manager of Staten Island Community College, and Mr. Glenn Sohm, technical director of the theatre at Richmond College. Although Richmond College is not a member of SUNY, Mr. Sohm felt that being aware of what other colleges are doing in the theatre arts, arts, film and dance would be beneficial in evaluating Richmond College's own activities in these areas. At this meeting Mr. Hanauer was appointed as head of the Curriculum Articulation Committee of the executive board. At this post he is responsible for gathering together ways of improving the continuity of curriculum offerings in theatre from one college to another. This has long been a problem that administration, faculty, and students have been aware of but have been able to do little or nothing about. In the past Mr. Hanauer has been able to solve perplexing problems that seemed insurmountable to everyone; let us hope he will bring this same perseverance to his new job at SUNYTA.

Mr. Hanauer also suggested that City University interact more freely within itself as well as with members of the State

University. This would be of real value in centralizing the requirements of both systems which would be of great advantage to students. Mr. Sohm expressed much the same feelings as Mr. Hanauer. In support of this Mr. Sohm cited that Mr. Hanauer and himself had, on several occasions prior to this, been engaged in cultivating an intramural exchange of theatrical equipment, ideas, personnel, and talent. He added that the part the college plays in its own environment is important as well. He agrees that the college should invite its surrounding neighbors to participate in its activities theatrical or otherwise. This is an intriguing concept. It would lessen the tensions that sometimes exist between colleges and their communities. It would also draw into the college a vast new source of creativity and help make the citizens of the community realize the contributions that the college can make.

Mr. Hanauer and Mr. Sohm represent the birth of a more active and energetic theatre in the university system. Let us hope more of them exist and that they will come forward and let themselves be known as these two men have. Staten Island as well as the City and State Universities need creative people to take charge and institute new programs that inspire people and make them want to become involved.

ANY RICHMOND STUDENT

interested in joining

THEATRE 81, contact

Jack Negri 720-6639

Interview With A Poet: COLETTE INEZ

Author of "The Woman Who Loved Worms."

At The Richmond College Theatre

by Joseph Sullivan

There is a subtle difference between someone who writes poetry and a poet. The technical skills, the mechanics and forms of poetry, these are learned. But there is something about poets, something perhaps life teaches them or they teach life, that when they tell us their feelings, we discover, surprisingly, we have those feelings too. Without this, the best technical poetry writer does not become a poet. Colette Inez is one of the better poets alive today.

At a recent poetry reading I had this interview with Colette Inez.

RT: Why do you find it necessary, as an individual, to write poetry?

CI: I find it a better way of staying alive and surviving the darkness. I find it also a way of being in touch with the stillness and roar of everyday. Other reasons would require novels I haven't yet written.

RT: Where do you teach?

CI: At the New School, on West 12th Street. It's sort of an adult education center and college in Greenwich Village, teaching a

hundred courses with entertaining Paul Newman and all kinds of famous people for lectures and other pleasures. And Herb Leibowitz (of Richmond College) is going to come and teach. Am I running out of tape? This, this is not even worth preserving. (Laughter)

RT: Prof. Leibowitz implies that you've had a very interesting life and career.

CI: I was a waitress in a tea room and I was a stand-up file clerk in the basement of an insurance company, where if there had been an atomic holocaust I'd of been one of the few survivors. I worked for a French newspaper and used to get pastry for the editor, long before Women's Liberation. And my first job at the age of seventeen was on the board of the Freeport Telephone Co. I also worked coin boxes and listened to drunks at nights. I had a checkered career altogether. But I've settled down now; I've become respectable.

RT: Do you enjoy being respectable?

CI: Well you see, I'm outwardly respectable. Secretly I'm

still a very wild person. But respectability is mouthed by people who are born in middle-class comforts, with ironed pajamas, and you know, with freshly painted walls and green and yellow vegetables with their meals. In my case I'm not interested in the respectability of money, but the respectability of esteem; what comes with being well reviewed and being invited to campuses, I enjoy that, as opposed to notoriety.

RT: Do you have another book coming out soon?

CI: It's being considered by a publisher. It's called *Alive and Taking Names*, which has a very F.B.I. sound, I think. Doesn't that sound paranoid to you? *Alive and Taking Names*, yeah, I think so, I may change it. Is this really going down in that little machine? Who's going to listen to this besides us? It will be transcribed and will go into an archive and be lost to posterity forever, hopefully. (Laughter) Does this, tell me, have an academic purpose, this interview? I'm sorry, I hope I'm not making you uncomfortable.

RT: No, you're not.

CI: You're not getting a grade or anything like that. Cause I'd, ah, I'd fail you. (Laughter)

A little after this the gods that run little black cassette recorders abandoned me. And so.

This is from her collection *The Woman Who Loved Worms*. "I write to survive the darkness by signaling my light, for music, celebration, wordlove, the interpretation of experience, to say people are unique as each snowflake in its palace of light melts but is never lost, to intensify as a telescope gives the moon back to our eyes enlarging us with craters, basalt dust and time."

This was one in a series of poetry readings co-sponsored by Richmond College and the bi-annual journal *Parnassus: Poetry in Review*. Prof. Herbert Leibowitz, the journal's community at large, not just the students, and that it would be continued next semester. Of Colette Inez he said, "at a time when most poets are born, raised, and die on the campus, she, with her varied experience, remains amazed."



A SHOWCASE PRODUCTION of "The Miser", by Moliere, will be presented at the Hunter College Playhouse, East 68th Street and Lexington Avenue, on the evenings of May 24, 25, & 26.

POETRY READING: May 20 at The theatre, 350 St. Marks Place, 5th floor. Richmond College faculty and students.

A SHOWCASE PRODUCTION of "Yesterday continued", a new full length play by E. Wayne Tyree, will be presented at the Martinique Theatre, 32nd Street & Broadway, on June 27, 28, 29 & 30.

FOUR CONCERTS: To be presented by The Richmond College Music Society and the Division of Humanities, at the theatre, 350 St. Marks Place, 5th Floor. First program on May 16 and 17, second program on May 30 and 31. Both programs begin at 8 P.M.

Theatre Workshop Scores With 3 Plays

A Review by Jack Negri

With its constant references to "the People" and "the state", *OUT AT SEA*, seems to have been written as a parody of a political situation in playwright Slawomir Mrozek's native Poland. I see no other way to present it to an American audience than in the manner that it was performed by members of the Richmond College Theatre Workshop.

Gerald Mast's excellent direction sets us adrift on a raft with three shipwrecked passengers. They have more or less made themselves at home and have begun to adapt to their hopeless trial at sea. Then it begins; they run out of food, and decide that one of them must be eaten by the other two. The characters of Fat and Medium finally settle on the third, Thin, as the one to be devoured. Their twisted logic is that since they are both orphans, they form a sort of alliance. Thin, who has been provided with all the benefits of having grown up with at least one parent, should be the

odd man out. After running the gamut of stalls, in an effort to delay the inevitable, Thin becomes the Martyr, and is finally about to submit to his fate when a cry is heard from out at sea. It is a postman, comically portrayed by Richard ZainEldeen, delivering a telegram, informing Thin that he too has recently become an orphan. Thwarted, Fat and Medium nevertheless go on in their relentless pursuit of their meal ticket, even ignoring Fat's butler, portrayed by Jim Smith, who jumps aboard the raft from the audience and announces that Fat himself is not an orphan; in fact, he is rather well-to-do.

The scenes are staged as mini political debates, in a chaotic style reminiscent of the Marx Brothers. Actors Tony Cipolla, Nate Glattstein, and Dan Crotty lend an excellent sense of grotesque comedy in attempting to apply a logical answer to what seems to be an overpowering illogical situation.



Nate Glattstein, Tony Cipolla, and Dan Crotty enjoying the calm before the hunger pangs in Mrozek's *OUT AT SEA*, at the Richmond College Theatre.



Tony Cipolla (left), and Vincent Caristi in one of their Identity-shattering scenes from Genet's *THE MAIDS* at the Richmond College Theatre.

THE MAIDS: The basic premise of this Genet play is that two maids, Solange and Claire both love and hate their mistress. By means of anonymous letters, they have turned her husband over to the police. A phone call, notifying the household that he is out on bail, makes them realize that they will be found out soon, and they must attempt to murder their mistress quickly, in order to eliminate all possible suspicion. Ultimately, they fail in this attempt. One of the maids takes her own life, and the other, left alone, kneels by the body, awaiting the fate that will be hers at the hands of the law.

Gerald Mast's excellent direction takes this basic premise and presents it in the form of a grotesque ceremony, complete with three male actors portraying all of the female roles. The actors, Vincent Caristi, Tony Cipolla and Mark Nyburg are all excellent. I only regret that since the play is a visual experience, one cannot describe in words, the torturous lengths that the actors, as characters go through in order to complete their ceremony on time. I sincerely hope that as many students as possible attended the productions, and benefited from viewing a truly fine piece of theatrical art.

A special mention should be made for the beautiful setting designed by Jeffrey Moss and Glenn Sohm, and the excellent lighting effects designed by Robert Lampel.

A SLIGHT ACHE begins harmlessly enough. Edward and Flora, husband and wife, sitting at breakfast. Banal dialogue regarding trivial matters is exchanged, yet there is an undercurrent of an impending explosion on the part of Edward, culminating in their argument over whether or not wasps "bite" or "sting". The innocent insect has wandered into their bitter relationship and has settled in the marmalade jar. Edward, excellently portrayed by Jim Smith, pours boiling water into the jar, hoping to "blind" the wasp and eventually kill it. As with a number of Pinter's plays, blindness seems to play an important role. The playwright using the blindness as a metaphor for perhaps Edward's sexual impotency, given his strained attitude toward his wife.

Flora, portrayed by Shirley Horlacher in a vivid and excellent performance, shows amazing restraint in not breaking loose and telling her husband off for his phoniness. There is an immense difference in the intellectual dialogue that he spews and the manner in which he acts toward her. That the contrast shows so well is a credit toward the excellent direction of Randy Powers.

The couple is worried over the presence of a Matchseller, who is constantly standing at their backyard gate. They wonder what he is there for, since no potential customers ever pass that way. Edward asks Flora to bring the stranger into the house. Since he does not speak at all in the play, and both characters

digress back into the past in talking to him, we assume that the Matchseller was spawned by the tortured imaginations of both husband and wife.

Edward fails to get any reaction at all from the stranger, and bothered more by the slight ache in his eyes, and feeling a general loss of energy (life) retires to the garden; ironically, the place from which the Matchseller has just been plucked by the wife. Flora attempts to coax the stranger into speaking by telling him that he reminds her of a poacher who raped her once when she was very young. Her sexual fantasy is enhanced by her attempts to disrobe the Matchseller; and gradually, she becomes sexually aroused by him, telling him that she will "keep" him and name him Barnabas.

Edward returns, and despite Flora's lying attempts to keep him out, he pushes her from the room, calling her "a lying slut". Now it is he who talks about his youth, and how good he was at cricket and other sports. He falls, complaining that his eyes bother him terribly now, and one wonders if he is not going blind or in fact dying. Flora returns to lead Barnabas, who now is stronger than ever in Edward's eyes, to his bath. As they leave, she hands Edward "his" tray of matches; a symbolic gesture by the playwright which represents Edward's death.

Richard ZainEldeen, who portrays the Matchseller very well, should be given a special mention for doing what is very difficult to do on stage; that is, to create a menacing presence without speaking a line.



Jim Smith, Shirley Horlacher, and Richard ZainEldeen (left to right), take a well deserved bow at the conclusion of Pinter's *A SLIGHT ACHE*, at the Richmond College Theatre.

**WATCH
THIS
SPACE**

MASTER PLANS FOR MASTER RACES

by Paul Nelson

It is hardly enough to say that the all-day Institute of April 4 was a roaring insult to faculty and students here—those who attended, and those who never heard of it. Nor to scream “those sons of bitches” (the administration) after it was over, as one professor did, with full chorus of agreement and no need for explanation. In fact, it was our own fault. We were bamboozled and should have known better, and unless we start catching on faster, it's going to be worse than a bad joke.

Last Spring, according to Pres. Touster, the BHE decided not to close Richmond down. Instead, a new administration (himself at the helm) was sent in to get Richmond in shape. Aside from the usual budget and financial aid cuts, and faculty firings, involved in such a “shaping up,” the BHE called for an entire new “Master Plan” for the school; the Task Forces and Institute were to give the illusion of faculty-student “participation” in the plan.

Now, this process is going on all over the city and country, and the blueprints have been laid out in very public and influential reports, such as those of the Carnegie Commission, the Keppel Commission (for New York State), and above all the Committee for Economic Development report, “The Management and Financing of Higher Education.” The latter, due to the “influence” of its authors—they own the country—may fairly be described as the national “Master Plan” for “higher education”, for which reason we will discuss it at some length. The fascination of being at Richmond, of all places, is that it is one of the few schools already beginning to implement all aspects of the CED report in one swell foop, as its own Master Plan.

This “fascination” could be only of the morbid sort—as in listening to your court-appointed neurosurgeon explain exactly how he's going to lobotomize you—were it not that considerable opposition has already surfaced to the operation. The point of this article is to help focus and organize that opposition; perhaps during the “long hot summer” we might put together our own “study group” to plan out our fight for the fall. For perspective, at the top of the “recommended reading” list would be the CED report itself (faculty can get five free copies each, “for use in courses,” by writing to Distribution Division, CED, 477 Madison Ave., NYC, 10022—otherwise they run \$1.50 a throw.) (Those interested in this “study group” may contact me at 273-3510.)

The Committee for Economic Development (CED) is one of the half-dozen main ruling-class planning bodies in the US, second in importance only to the Council on Foreign Relations (CFR). That is, it is composed of some 275 leaders of the major banks and corporations in the US, and functions (in secret, except for its published “advisory” reports) as one of the main strategy-and-implementation coordinating bodies for that class of people. It is slightly distinct from the CFR—in pedigree (the CFR was formed after WWI, modeled on a similar British body, when the public rejected ruling class plans such as the League of Nations; the CED during WWII, to coordinate US economic policy during and after that venture); in size and influence of its members (the CFR has 1450, is headed by the top people—e.g. David Rockefeller personally, as opposed to his subordinate Collado of Exxon in the CED—and has a broader range of ruling class representatives (politicians like

Eisenhower and Kennedy, academics like Moynihan, Galbraith and Kissinger) than the CED, which has few non-business people); and in the scope and focus of its functions—the CFR dealing with the whole world-wide picture of their US empire, with all its political and military ramifications, the CED somewhat more narrowly with economic and domestic problems the rulers face (e.g. Kissinger, Fulbright or Moynihan as opposed to Roy Ash or Frederick Dent—Richard Nixon, incidentally, representing relatively small parvenu interests, does not figure on this level at all—which is what Watergate is largely about). For a more thorough look at this set up, the PLP pamphlet *Who Rules The US?* is pretty good (50 cents), and should be required reading for a rounded education.

As opposed to its less publicized functions—control of the main banks, corporations, media and the government of the US, and various forms of influence-peddling on the highest scale—the CED and such bodies have a more public aspect: “research” and publishing of major policy “advisory” reports on subjects of common interest. These reports, strangely enough, get acted upon. “Improving the Public Welfare Systems”, for instance, coordinated by star staff researcher Edward Banfield, the notoriously racist author of *The Unheavenly City*, has already been implemented around the country in the form of slave labor programs (WIN, WREP, etc.) and a general slashing of social service budgets. (Banfield himself was forcibly deported from a speaking tour in Canada recently due to his racism against blacks and Italian immigrants.) “The Management and Financing of Higher Education” is just such a report, is just as racist in its precepts, strategy and effects, and is likewise being implemented throughout the country, Richmond College itself having an excellent over-all view.

The theme of the Report travels a high and low road—cost and productivity analysis cum racism, or budget cuts and “reversing the sixties”. Its main recommendations may be summarized as the three T's: raising of Tuition in both public and private colleges (an average tripling across the US, as opposed to the Carnegie Commission's request for doubling), with parallel cutting and centralization of financial aid; making it easier to implement Tracking (generally, reorganization of higher education to guarantee business-oriented productivity; more thorough social stratification and isolation of working class students, particularly “minorities”; preservation of the elite private schools and concentration of technical and terminal community colleges; and a host of specifics, such as automation of teaching, restricting faculty research, having two-year students “intern” (work for free) for college “credits” (see slave labor-welfare program above) (the NY Keppel Commission calls this aspect “serving the needs of the business community”) all accompanied by elimination of faculty Tenure, beginning with the famous 50 percent quotas, to cut costs, facilitate the reorganization of colleges, and to intimidate teachers from opposing this whole mess.

Before heading back to the lab—Richmond—to see how the experiment is going, a few general points should be made.

First, these “recommendations” are already being implemented nationally: mass

firings of “tenured” faculty (Carbondale, Antioch, NYU); general cuts in financial aid and rises in tuition and other costs (all-around inflation hitting faculty and students, plus unemployment, are not even included in this); and across-the-board shifts in tracking, from elimination of teacher education and numerous non-“elite” school graduate programs, to general hoopla about the need for a “return to standards”—i.e. the old tests that were designed to track students (and faculty) on racist, sexist and anti-working class lines.

Second, not only the effect, but the basic strategy for getting away with these changes, boil down to racism in its various forms. On its simplest grounds, this amounts to the specific strategy of aligning faculty with administrators rather than students, or at least neutralizing them (while their own throats are cut) - “we're all colleagues, we just have different jobs to do; let's get together and plan this out in a cooperative way,” and so on. The gist of this is that it is the students who are responsible for problems in education; that they are incapable of intelligent judgment; and in fact that students are the main threat to faculty jobs, “academic freedom”, and so forth!

(This deserves a quick look at the lab. Of the four workshop discussions set up by the administration at their “Task Force Institute”, all of the first three amounted to variations on the theme of student incompetence and threats to faculty. Specifically: 1. (basic skills), since it was limited to use of “present staff and resources”, was obviously not intended to lead to a serious commitment to overcoming rotten past education, but to a vague discussion of the “problem” of “incompetent, unqualified” students, with administration proposals on the floor for further elimination of said students (by required “screening” tests) as a convenient solution to the “problem” (this is mainly done already by the high schools and community colleges); 2. raised the “spectre” of further “student evaluation of faculty in consideration of tenure”, this time in the area of advisement duties (which are already required on paper), as though the BHE were really going to take student opinions into account in firing faculty (in fact, of course, the two teachers the administration tried to fire this year—Tarjan and Taub—had the highest student ratings in their Division; the one administrative intervention to save a fired teacher involved the least popular teacher in the college); and 3. (on “core curricula”) was so meaningless as to lead only to more speculation on the lack of a “broad education” displayed by community—along with the confusion and anger of faculty who thought they had come to discuss the dubious “Task Force” Reports with college graduates. All of this nonsense And 3. (on “core curricula”) was so meaningless as to lead only to more speculation on the lack of a “broad education” displayed by community—along with the confusion and anger of faculty who thought they had come college graduates. All of this nonsense to discuss the dubious “Task Force” Reports left only five minutes to “discuss” 4.—the heart of the Master Plan itself, the plan to turn Richmond into an elite business-professional-government training school, fancy new campus and all. It must be said that the faculty was damned slow in figuring this out—the simple strategy of

blame the students (or simply wear the faculty down with nonsense) to set them up for the administration's solution. To add insult to injury, the adm. claimed that faculty response to the Institute was euphoric (it in fact consisted of obscenities), and hoped to ram support for the package through at the last Assembly meeting, May 3, so that Volpe can play with it this summer. Hopefully, the whole package will be rammed down the BHE's throats, as it and they deserve.

More broadly, the racism of the CED report is key in its usual three aspects, faculty elitism toward students being only one of its various effective forms. First, it is “minority” faculty and students (and students in general vis-a-vis faculty) who will be first and hardest hit concretely, being forced out of jobs and schools, or into dead-end areas—though almost all of us will in fact be hurt by this (the greatest “benefit” thus far of Open Admissions has in fact been to white working and middle class students, and they, too, have been immediately hit by cutbacks.)

Second, racism acts to prevent any serious and unified fight against such attacks (as do faculty-student splits) in a number of ways: by convincing us that attacks on “minorities” do not concretely concern “us” (leaving at best some “moral” support), and to a lesser extent convincing “minority” students that they won't get that support; persuading some that such attacks are in fact in their own interest; and more profoundly by isolating the “majority” of faculty and students from the most intelligent leadership they could have in fighting the cuts—a relative intelligence based on the needs of real life, not bourgeois IQ tests. On this point we might compare the seizure of City College in 1969, led by black and Latin students, which won Open Admissions, as against faculty reliance on a variety of hopeless “cooperative” procedures to protect their own jobs; at Richmond this was pointed up by the difference between Dr. Tarjan's no-holds-barred fight for his job—with the direct threat of students to occupy the sciences building—which defeated the administrators who tried to fire him, in contrast to the inane backroom deals, reliance on the grievance procedure, and general quiescence-cum-breathless-exercises being practiced by many others, including some of our allegedly “radical” faculty. Racism serves to discredit such militance in favor of more “civilized”—and losing—procedures.

Finally, racism serves to “justify” the cutbacks themselves, and the methods—including violent suppression of dissent—used to implement them. In this area it would be mistaken to read the CED Report in isolation from the wave of academic and media racism being promoted of late, from Shockley's traveling circus to the recent race war lies of the Boston and San Francisco press and police. (The black gangs allegedly responsible for the torch murder of Evelyn Wagler in Boston, or the “Zebra” killings in California, are as much an

invention of the ruling class as the “academic theories” they have been funding and publicizing, to the effect that intelligence, unemployment, poor health, working class violence and so forth are “either” genetic “or” the result of environments perpetuated by the victims themselves—in either case, it is the victim who should pay yet again.)

This semester is winding to a close. Unfortunately, though this is the year's last issue on the Times, there is no way we can make a final summary and point clearly to the future. Things are still in flux—above all, our responses to the changes we are faced with.

On the faculty side, there has been good and bad. In the former, the victory of Prof. Tarjan and his supporters in regaining his job, against the most blatant frame-up seen in years, and by using open and public methods, was outstanding: the most exemplary case on how to fight the firing of faculty. He indeed deserves the “Teacher of the Year Award.” In the cases, however, of Profs. Taub, Katz, Auster, Lutzker and a host of others—for all on whom there is considerable student and faculty support—relying on more cautious methods has been very damaging. The faculty union, too, while showing real signs of growth and involvement, has been much too timid—it will win support and rights not by deprecating of itself as a “discussion group”, but by taking forthright positions as a union.

As for the “Master Plan”, serious attention is only now being directed to this; real awareness of what the BHE intends to impose, unless we fight it, is still superficial and abstract. Particular inquiry, for instance, should be made into the area on “Urban-Community Studies-Community Psychology”—otherwise known as community manipulation—which is growing in corners like a poison mushroom. The implications on the South Beach move, or changes in administration and “governance”, or the new “Skills Center”, and many more crucial issues, must be put on a continuing, public agenda.

Finally, as students, we have made some beginnings to learn about, and fight for, what we need at Richmond College. In the coming year this is what our real education will be about—an education not so much in the classroom and library, but in fighting in real life, together, for a college—and a life—that will serve ourselves and working people everywhere.

I need volunteers for an experiment in psychology. No shocks, No buzzers, No starvation or sleep deprivation, just a simple study of relaxation. I need 30-45 minutes of your time (and very little effort) for the furthering of psychological science and the addition of 4 credits to my transcript. If you can volunteer time or want to know more first, please contact either me, Tom Creger — 981-1207 or Tom Miller in the Psych. Dept. Thanks.

ATTENTION ALL WOMEN

We are trying to organize an all woman basketball team. To obtain an indoor court to practice and play on, we need four (4) leagues. So, if you have ever been interested in learning or playing basketball, now's your chance! If you are interested please contact Mary Ann Malzone and/or Kathy Maher at 727-0484 or Deia Capella at 987-6766. Or stop in at The Richmond Times Office, Room 539, (Main Building) and leave your name and number. No more dribbling in your napkin, now you can have a court to do it on! That's a basketball joke, Folks!



Vets from Richmond join the rally in Washington on May 10. Recent progress in their cause include ousting of Donald Johnson as chief administrator of vet affairs and a bill in congress which would give vets a 13% hike in monthly benefits.

Communications From Our New Master

Dr. Saul Touster, Acting President
Richmond College

Dear Saul,

I have been studying the tenuring history at Richmond, and, in all truth, I am very much disturbed by the high percentage of tenured faculty in the very short history of the college. I have fought against a quota system, but I have fought equally hard for the principle of very rigorous selection. I do not know the faculty at Richmond, and it may be that the initial screening process was so rigorous and judgment so perceptive that few negative decisions on reappointment were subsequently necessary. I hope and trust that is true. At the same time, I can't help being a bit uneasy because I spent a large percentage of my efforts and energy in the process of reappointment after rigorous careful screening for initial appointees during my chairmanship at City. Initial appointments were always made by a committee of five; we interviewed, we compared, we read, we discussed, and we were right only about fifty percent of the time. And that despite the fact that our criteria and goals were absolutely clear to one another. My own experience was confirmed by most chairmen at the college whom I knew. As a result, I am incontrovertibly opposed to any system that does not allow time for sufficient observation and does not grant the power to reverse initial decisions during the pre-tenure period.

It is my understanding that a comparatively large number of tenure recommendations are scheduled to be made at Richmond this current year. With a faculty as small as Richmond's every tenure decision, at this point, drastically limits its flexibility. If the goals of the college were firmly established, that might not be so important; but as the reports of the various task forces you initiated reveal, new directions are generally acknowledged as essential. During this interim period of a transferral of authority, we are both in a difficult position, and I am therefore writing to share some of my thoughts with you.

Appointments, reappointments, and particularly tenuring are undoubtedly the most important decisions that colleges make. I believe that peer assessment of candidates is extremely important in such decisions and that the rights of faculty to play a major role in the decision-making process are not questionable. Authority in any decision-making process carries with it a heavy burden — responsibility and accountability. The chief administrator of an institution is personally accountable to a variety of internal and external bodies. However, the accountability of a faculty body sharing in the decision-making is not at all so clearcut, and the responsibility placed upon the individual members is therefore onerous. I have served on many faculty bodies, been the elected representative of a constituency on a body charged with personnel decisions. I know the problems and difficulties such bodies encounter in making decisions. I understand, I think, after much experience, the dynamics that operate in group decisions. Only if the criteria for making decisions are clearly defined and shared and the larger interests of the division or college clearly established can such groups operate and produce meaningful, responsible decisions.

Ideally, and I shall certainly be working hard toward this end, the president should be able to accept the personnel decisions of the faculty groups. To achieve that goal, his criteria, his goals, his vision of the college's future have to be clear to the members of the faculty. In the best of all possible worlds, the faculty and president would share the same criteria, goals, and vision. We do not live in that world, unfortunately; and it is essential, therefore, that the president and the faculty bodies make clear the bases upon which decisions are made. I shall, as soon as possible, make known my standards and aims, the bases upon which my decisions will be based. And I shall, in turn, need to know the bases upon which the decisions of the various faculty bodies involved in personnel decisions are made. And by bases for decision-making I do not only mean the academic qualifications of the candidate—solid evidence of teaching effectiveness, scholarly productivity, and service—but justification for the recommendation in relation to divisional programs, and the division's vision of its future, as well as similar justification by the college-wide body in relation to the present needs and future of the college as a whole. Initial appointments are made in terms of institutional needs. And that must be the basis for tenure recommendations.

What I'm getting at, Saul, is that the tenure recommendations being made this spring will have to be submitted by me, in the fall. I will be responsible for them, and I shall therefore want to have available to me a complete justification, at each step of the procedures now taking place. I am sure no one takes tenure decisions lightly, and I shall be acting upon the premise that each recommendation has been weighed very carefully. But if I am also to take my responsibility seriously, I must know the bases upon which decisions were made and be able to carry them forward confident that institutional goals and needs are being met.

Sincerely yours,

Edmond L. Volpe

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10 A.M. TO 4 P.M.

* BREAKFAST SPECIAL
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JUICE 2 (TWO) EGGS
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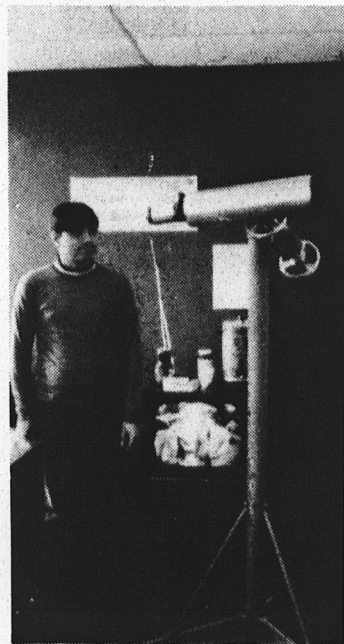
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Bean Contest...

Whose
on
first?



Gerald Pulice, engineering student, shown here posing with a new-fangled scientific instrument, was the big winner of our \$20.01 first prize.

★★★

"THE KIDNEY"

Continued from Page 7

Ow, wouldn't it be loveryly:
Students learning at my knee,
Methodologically rigorous as
they can be,

No more horror at the P & B;
Ow, wouldn't it be loveryly?

King II (Aria): I could have
administered for years,

I could have administered for
years,

And rejuvenated the whole
ninth floor;

We could have had pedagogic
flings, and done a thousand
things

We've never done before—

Courtiers and Lackeys
(Chorus): Pizzica, pizzica, etc.

King II: Poor naked wretches!
How shall your tenureless futures
and jobless raggedness defend
you from the vagaries and
vicissitudes of the shrinking
market? O! I have ta'en too little
care of this.

(Another ferryboat, "The Spirit
of Chancellor Kibbee," glides
across the stage, and pulls up at
the curb. King III steps out and
addresses King II.)

King III (Aria): Give my
regards to 80th Street,

Remember me to all those
squares;

Tell all the gang at GHQ that I
will soon be there—

Tell them of how I'm yearning
To rectify every educational
wrong;

Give my regards to 80th
Street,

And tell them I'll be there ere
long!

(Crowd cheers. A lone voice is
heard off stage: "How about a
wastebasket for Room 821?"
(Curtain)

Axe Three

(Time: the indeterminate
future. The stage is empty. In the
distance, another ferryboat can
be seen, "The Spirit of Malcolm
Wilson." On board are Kings IV,
V, VI, and VII. They are waving
and smiling.)
(Curtain)

King III (Aria): Give my
regards to 80th Street,

Remember me to all those
squares;

Tell all the gang at GHQ that I
will soon be there—

Tell them of how I'm yearning
To rectify every educational
wrong;

Give my regards to 80th
Street,

And tell them I'll be there ere
long!

(Crowd cheers. A lone voice is
heard off stage: "How about a
wastebasket for Room 821?"
(Curtain)

Axe Three

(Time: the indeterminate
future. The stage is empty. In the
distance, another ferryboat can
be seen, "The Spirit of Malcolm
Wilson." On board are Kings IV,
V, VI, and VII. They are waving
and smiling.)
(Curtain)

UNITED FARM WORKERS OFFERS SUMMER EMPLOYMENT

The United Farm Workers of America is offering students from around the country a chance to spend the summer doing something meaningful.

Student workers will work in UFWA offices in California in organizational and support activities for the union's strike against California growers and the boycott against table grapes, head lettuce, and Gallo wines. Workers will be provided with room and board, plus five dollars per week subsistence money. They will be expected to work between forty and sixty hours per week.

Fifty positions are available in Southern California, and another thirty in the San Francisco Bay Area. Employment will run from June through September.

Applications should be sent to Summer Employment, care of United Farm Workers of America, Post Office Box 62, Keene, California 93531.

The CUNY Baccalaureate Program has announced extension of its application deadline to May 15th. All currently matriculated students in good standing at the City University of New York who have completed at least 15 credits at either a senior or a community college are eligible to apply for admission. This special degree program is designed for self-motivated students who want to direct their own course of study and who incorporate either independent or work study in their academic plans. More information about this program and application forms are available in the CUNY Baccalaureate Program office at the Graduate Center, 33 West 42nd Street, Room 1403 (Phone 790-4558) or at the office of the Coordinator on campus, Ms. Ilene Singh.

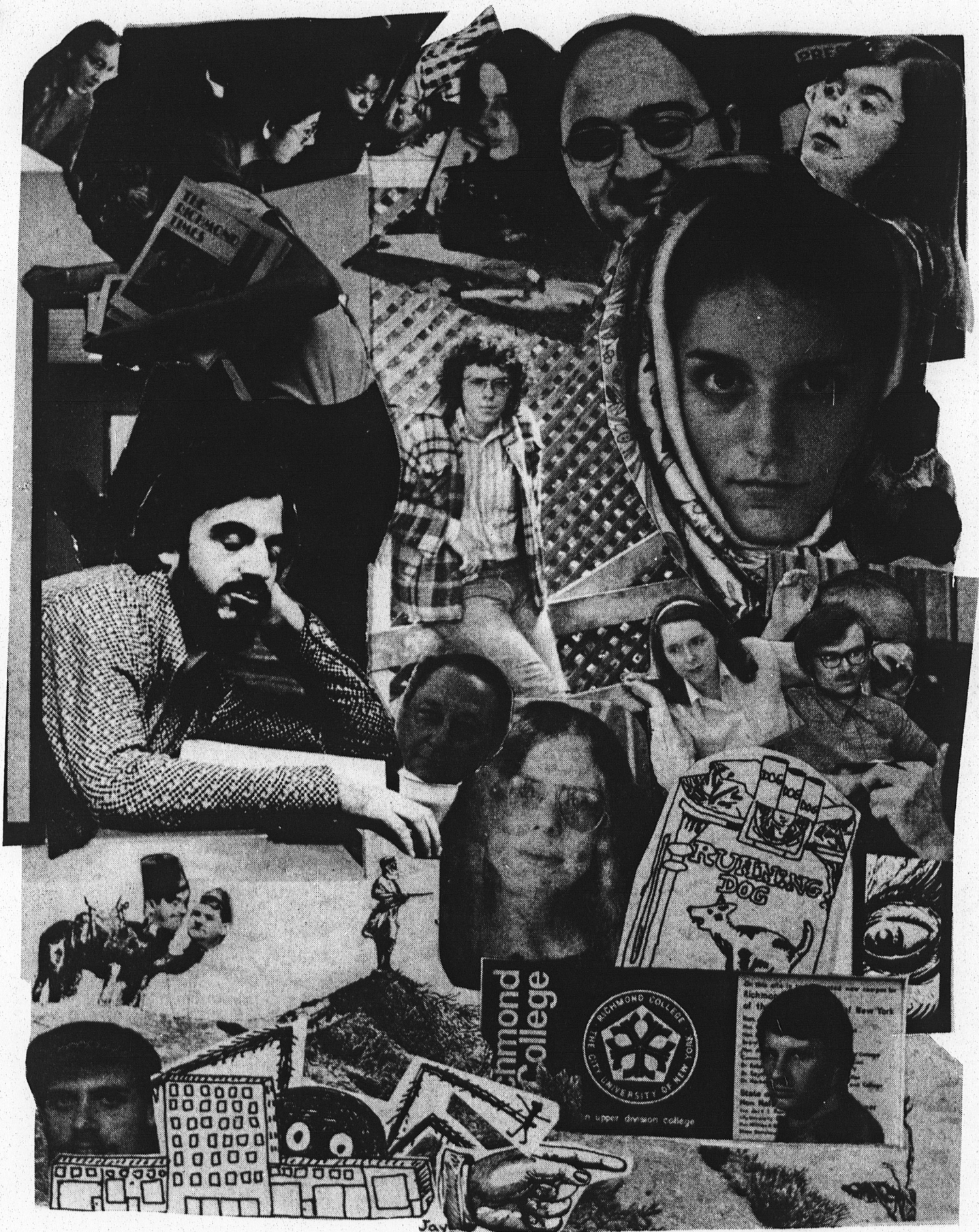
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