

Richmond Times

FREE SPEECH FORUM

Vol. IV — No. 1

184

Richmond College of the City University of New York

Tuesday, September 16, 1969

Parents Disrupt Graduation

By RUSS RUEGER

On June 5, 1969, the St. George theatre was the scene of the First Commencement Exercises of Richmond College. The degrees awarded included the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology, Master of

Science in Education and Master of Science in Guidance. Honors were bestowed upon students who had earned them.

The address of Prof. Leonard Quart, the Faculty Representative, assured this commencement of being no ordinary graduation. While speaking about topics such as war and racism, a rhythmic clap began to arise, accompanied by occasional indignant shouts, from the section where parents and guests of graduates were seated. As the professor continued to speak, the clapping and shouting grew louder

and more insistent and soon feet stomping began. After a while, Prof. Quart was drowned out by the persistent sounds. President Schueler then reminded the throng that free speech is a value practiced at Richmond and urged them to allow him to continue. The harassment did not cease, but large numbers of the irate parents walked out of the theatre, so he managed to finish his speech.

Perhaps this is a valuable example of the reaction of conservative Staten Islanders to a liberal institution like Richmond.



Prof. Quart at Graduation

Quart's Address

One of the Democratic mayoralty candidates, Norman Mailer, has written, albeit, a little excessively:

Breed on that country who expresses our will. She is Amercia, once a beauty of magnificence, unparalleled, now a beauty with a leprous skin. She is heavy with child — no one knows if legitimate — and languishes in a dungeon whose walls are never seen.

Mailer's description seems thoroughly applicable to contemporary American public and private life. A large portion of the student generation — the children of America — have begun to view this country as a decayed, cancerous lady whose premises and ideals seem mere cant and destruction — platitudes and slogans which command no loyalty or respect, and merely hide the hypocrisy at the base of American life.

The students have been aroused by the conduct of our foreign policy — which Nixon just yesterday labelled "idealistic" — and they have said NO to it — NO to the moralistic and power politic rationales for it — NO to abstractions like domino theory, self determination, freedom and democracy and national security."

They realize that the words disguise reality, that these civilized and manageable terms are used to cloak the war's chaos and destruction. Thousands have died, both Americans and Vietnamese, but the horror has not prevented the American government from keeping the surface of its life intact.

It has continued taking body-counts, conquering Hamburger Hills, supporting the discredited South Vietnamese government, and engaging in convoluted arguments over the shape of the peace conference table in Paris.

The government is comfortable with and adjusted to its violence. Worse than that, it has had the collaboration of most Americans, who have treated the war dead as another abstraction, another sensation on the TV — and either rationalized our war policy or acquiesced in their impotence in the face of established power.

(Continued on Page 3)

Student Fees Increased

To overcome City University's budget gap and to meet its master plan commitments, the Board of Higher Education has increased student fees at the City University. The action is expected to produce an additional income of \$5,500,000 for 1969-70 from the senior colleges and \$400,000 from the community colleges. Porter R. Chandler, chairman of the Board, in announcing fee increases said that the city budget office had agreed to incorporate the additional income in the university's budget.

The general fee for senior college undergraduates taking 12 or more credits was set uniformly at all colleges at \$35 a semester and for undergraduates taking less than 12 credits at \$17. Full-time graduate students are to pay a fee of \$18. General fees have varied at the colleges from \$32 to \$15. The community college general fee is set at \$20 for a full-time student and \$10 for a part-time student.

The general fee does not include student activity fees and special student fees which range from \$15 to \$25.

Fees for graduate courses have also been increased from \$25 per credit to \$35 per credit plus \$17.50 for each additional contact hour, that is class or laboratory time per week above the credit hours granted for the course.

For the first time since the establishment of the fifth-year teacher education program in 1948,

(Continued on Page 3)

Program For Disadvantaged

A very special opportunity for students who have completed two years of college level study or who have received AAS degrees from the Community Colleges is being offered by Richmond College of The City University.

The program under the direction of Dr. Dorothy McCormack has admitted fifty students who could not otherwise continue their education because of economic or educational disadvantages. Funds have been made available to Richmond College by the State Department of Education Higher Education Opportunity Program.

The students recruited have come, for the most part, from the Borough of Richmond's designated poverty areas. They have begun their junior year of college study in undergraduate programs in the liberal arts and sciences, as well as in special programs in medical technology and teacher education. Under the program, remedial and extra-academic assistance is being afforded to all of the students involved.

Court Case Limits Times' Autonomy

By RUSS RUEGER

On June 25, Supreme Court Justice Vito J. Titone delivered a decision of considerable import to all student newspapers. He held that two Staten Island CUNY colleges, Richmond and Staten Island Community College, had violated the First and Fourteenth Amendments by allowing their student-run newspapers to print articles threatening Catholicism and Christianity in an unfavorable manner.

The articles in question were John Hart's column of March 13 in the *Richmond Times* and an essay by a Staten Island Community College *Dolphin* contributor, Frank Giacalone. "From the Hart" used the name of Jesus Christ in an allegorical sense. The work was found offensive by some due to passages like "Jesus Christ is reborn through the pussy of a black cat in the second floor bathroom of Richmond College." Giacalone's article was a critical analysis of the Catholic Church.

The plaintiffs in the case were representatives of a group of Staten Island conservatives, the Youth for Conservatism Club. They formed clubs on the two

Staten Island campuses to combat radical groups like SDS and "obscene" literature in the college press. Members of these clubs acquired two local lawyers to handle the case. In April these lawyers sent the colleges an ultimatum "to formulate immediate guidelines to insure that your institutions and its publications respect a strict neutrality in the area of religion." However, they did not wait for a reply and instead brought the issue to court.

The legal arguments employed by these lawyers stated that the newspapers are publicly funded (the money is extracted from mandatory student activities fees) and utilize office space and equipment

(Continued on Page 4)

Richmond Grad. Appointed To Board of Higher Education

By RUSS RUEGER

In an event which shocked much of the education world, Jean-Louis D'Heilly became the first student to be appointed to the Board of Higher Education. A June graduate of Richmond, he was 28 and the youngest person ever to serve as a Trustee at the time of the appointment.

Mr. D'Heilly, although he hates to admit it, has lived a "rags to riches" type of existence. Having spent most of his youth in the South and West, he came to New York twenty-three years old and broke. His formal schooling to that time had only been through the ninth grade, but he took and passed a high school equivalency exam. Afterwards he enrolled at Manhattan Community College and two years later transferred to Richmond.

At Richmond, he was in the forefront of the budding college's activities. He was involved in the embryo student government committees and served as an editor of the college's initial student publication, *Satori*. He functioned as News Editor for the first two issues of the *Richmond Times*.

Mr. D'Heilly was one of the original members of the Student Life Committee and was elected for another term in June, '68. He was chosen by the members of the Student Council as Chairman. For a time he served on the Richmond Board of Directors and as Inter-Campus Representative of the Student Government. He joined the newly-formed Student Advisory



Jean-Louis D'Heilly

Council to the Chancellor of the City University (SAC) and was promptly elected Chairman. He was performing as SAC Chairman when appointed Trustee. It is not clear whether he will remain in SAC.

Mr. D'Heilly describes himself as a "social progressive," although at Richmond he was considered Marxist-oriented. Among the interests he brings to the Board are Open Enrollment, ethnic studies, and curriculum improvement. It is hoped that he will perform his duties as Trustee with as much active diligence as he displayed at Richmond.

Afro Institute Formed Here

An Institute for Afro-American Studies has been established at Richmond College. Dr. Francis A. Botchway who has been a lecturer in politics and International Affairs at the New School of Social Research has been named as Director of the Institute by President Schueler. Dr. Botchway is a graduate of Columbia University and received his Masters and Doctorate from the New School. He is a citizen of Accra, Ghana, and has worked as a social caseworker for the New York City Department of Social Services and as a research Assistant for the Staten Island Mental Health Society. Dr. Botchway served as an intern in the Department of Political and Security Council Affairs at the United Nations after coming to the United States from the Embassy of Ghana in Tunis, Tunisia, in 1960. He is 32, single, and lives at 244 West 101 Street in Manhattan.

According to Dr. Schueler the



Dr. Francis A. Botchway

Afro-American Institute at Richmond College will encourage and supervise individual and group independent study in Afro-American studies with students receiving academic credit for their work.

The institute will also develop materials, bibliographies, and syllabi in the areas of Afro-American studies at the college and lower school levels and will sponsor programs and conferences for the college at large and for the community.

It is expected that the first courses, discussion groups, and independent student research projects will begin at the Staten Island campus in September.

The first steps in establishment of the Institute during 1969-70 will consist of the appointment of faculty and the recruitment of students for research purposes with

independent study academic credit. Another major activity of the Institute for the Fall Semester 1969, will be the preparation of a program and a suitable budget for the school year 1970-71. The library and audio-visual resources appropriate to Afro-American studies will be enlarged and enriched and the use of consultants and guest lecturers will assist in the development of content for courses relevant to Afro-American studies.

The interdisciplinary institute will follow the same procedures, have the same responsibilities and be subject to the same academic lines of control as any of the units and divisions of Richmond College.

The courses and activities of the Afro-American Institute will be

open to all students at Richmond College.

The Afro-American Institute at Richmond was initiated with the assistance of a group of the college's black students who are members of AMISTAD, a political, social and cultural club.

Amistad was the name of a Spanish schooner which in 1938 left Cuba with a cargo of 53 slaves destined for Guanajah, Port Principe. On the fourth day at sea the slaves led by Joseph Cinque slew the captain and the cook and took over the ship. Two crew members escaped and the other two white men aboard were used to guide the ship towards the northeastern shore of the United States. The ship was captured off Long Island and the slaves were taken prisoner. However, after a trial here they were all acquitted and freed.

Ed. Dept. Enrollment Highest Ever

The highest enrollment of teacher education students in the history of The City University of New York was recorded for the spring 1969 semester, according to a report released in August by Dr. Benjaming Rosner, CUNY Dean for Teacher Education. It shows an enrollment of 44,748, an increase of seven per cent over 1968. The report — "Teacher Education Census: Spring 1969," includes figures for all CUNY senior college students who plan to prepare themselves for teaching or other school positions below college level.

The greatest enrollment increase in the past year was found among graduate students in the field of

teacher education, a rise of 13.4%. The long-term rate of increase in graduate enrollments in teacher education has gone up dramatically — averaging 9.6% per year for each of the five years from 1964 to 1969. In 1964, there were 10,686 graduate education students. In 1969, there were 16,928.

An apparent shift in emphasis in the area of preparation has been noted on both the undergraduate and graduate levels — away from elementary or early childhood education toward junior and senior high school academic subjects. In terms of numbers, elementary and early childhood education still

1970 Target Date For Open Admissions

In a move which it described as "an equitable and durable answer to the question of admissions" to the City University of New York, the Board of Higher Education this summer set September, 1970, as the target date for offering CUNY admission to all New York City high school graduates.

The new date would cut five years from the 1975 open admissions goal that was first set in CUNY's 1964 Master Plan and reaffirmed last year.

Alluding to the recent wave of campus protests demanding increased enrollment of minority group students, the board declared, "The question of increased enrollments is no longer one of how many students should be admitted, but rather whether and how soon the resources adequate to meet our commitment to all the people of our city will be forthcoming."

The board, trustees of the nation's largest urban university, directed Chancellor Albert H. Bowker to "immediately determine the feasibility of initiating an open admissions policy" by the fall of next year. Dr. Bowker will report to the board by August 15 and present it with an implementation plan — to be drafted in concert with the recently appointed University Commission on Admissions — by October 1.

Laying out general guidelines for the plan, the board asked that it:

— "Offer admission to some University program to all high school graduates in the City"

— provide sufficient remedial and supportive services so that the new admissions policy does not "provide the illusion of an open door to higher education which in reality is only a revolving door, admitting everyone but leading to a high proportion of student failure after one semester"

— "maintain and enhance the standards of academic excellence of the colleges of the University"

— result in ethnic integration of CUNY colleges

— provide for increased student mobility among various CUNY programs and units

— assure that all admitted to specific CUNY colleges under current admissions criteria "shall continue to be so admitted."

The board instructed Chancellor

draws more students than other fields (8,784 out of a total 21,707). The percentage of students specializing in junior and senior high school academic subjects, however, has risen from 34.8 per cent in 1967 to 37.6 per cent this year.

The report also notes an increase in the percentage of male teacher education students in each of the four classes, with the highest percentage of male students indicated for seniors (33.9%). This could be partly due to the draft deferment given to teachers by most New York City draft boards, Dean Rosner said.

Of the undergraduate matriculants in teacher education, 57% were juniors and senior. This is partly because most undergraduate students do not make their final career decisions until they are in the upper division of college. According to Dean Rosner, this is also attributable to the large numbers of students from CUNY two-year community colleges who enter senior colleges in their junior year and go into the teacher education programs.

Bowker to initiate discussions with Governor Rockefeller, Mayor Lindsay, state and city legislative leaders "to determine if adequate support for immediate implementation of an open admissions plan will be forthcoming."

The accelerated open admissions policy objective was part of a four-section statement in which the board responded to the "five demands" negotiated at City College in May by representatives of the college administration and the Black and Puerto Rican Student-Faculty Community. The board had previously approved a fifth item, recommended by the college's education faculty, that students preparing for teaching careers be required to take courses in the Spanish league and Afro-American and Puerto Rican history.

Rejecting the demand that City College establish a separate degree granting "School or Urban and Third World Studies," the board adopted a policy calling upon all CUNY colleges "to encourage the development of programs of Black and Puerto Rican studies . . . and to give the funding of these programs special priority."

Pointing to future establishment of separate degree-granting schools, the board said it would withhold approval "until such time as the Board is satisfied that this is warranted by the attainment of such faculty and program strength as would deserve such status at any college within the University."

Noting that courses in Afro-American and Puerto Rican studies are now offered at all CUNY colleges, the board declared, "Nevertheless, when considering the great body of knowledge existing in these areas and the critical importance of these studies to the urban problems of our time, it is our considered judgment that further efforts should be made and made promptly."

The board called upon CUNY senior colleges to set up Afro-American and Puerto Rican studies "as interdisciplinary degree programs, institutes or departments, or in some other structure as may be desirable." Community colleges were authorized to handle Black and Puerto Rican curriculum as "course sequences, program

Island Colleges Cooperate

Four Staten Island Colleges will share a cooperative cultural program throughout the fall and winter semester.

Richmond, Notre Dame, Staten Island Community and Wagner Colleges will each sponsor a guest lecturer and invite the faculty, student bodies and the public to the fee-free program.

The first of the guest lecturers, Jonas Mekas, will appear at Staten Island Community College on Friday, September 26. Mr. Mekas is the producer of such underground films as "Guns of the Trees" (1961) and "The Brig" (1965). He will present portions of his works as a part of the program at SICC.

Richmond College will present Angie Brooks, a delegate to the United Nations from Liberia as its guest on Monday, November 10. Miss Brooks will be serving as President of the U. N. General Assembly at that time.

Julian Bond, the youthful Geor-

(Continued on Page 3)

options or electives."

To attain "national prominence and leadership in these fields," the board directed CUNY to "establish as quickly as possible institutes for research in Black and Puerto Rican studies."

Responding to the City College Faculty Senate's decision last month to table the Afro-American and Puerto Rican studies issue until the fall, the board called for a faculty recommendation by August 15 "because of the great importance and urgency of the matter."

To the demand that a separate freshman orientation program for Black and Puerto Rican students be established at City College, the board responded that it would "welcome the establishment of supplementary orientation programs organized to meet the needs of any specific group of students, provided that attendance at such programs is voluntary, and that all students who wish to participate are offered the opportunity to do so."

The board answered the demand that City College SEEK students participate in the selection of the college's SEEK director and determination of the program's curriculum by calling for university-wide restructuring of SEEK administration and by pointing out that the colleges have authority to develop student and faculty committees "to advise on matters of curriculum, student activities, and faculty recruitment."

The board also asked each CUNY college to establish a department to include SEEK and other faculty members in similar programs who are not normally included in department structures covering traditional college disciplines.

The board authorized transferring jurisdiction of the University Central SEEK program, now at the Hotel Alamac, to City College. It also approved expansion of that program which will increase the SEEK population at City College by 500 students in September, 1969.

Deputy Chancellor Named

Dr. Seymour C. Hyman was recently named deputy chancellor of the City University of New York in an administrative move that will permit CUNY Chancellor Albert H. Bowker to devote the bulk of his activities toward implementation of the accelerated "open admissions" goal, set by the Board of Higher Education last month.

The action, authorized by the board's Executive Committee, followed a report by Dr. Bowker which declared that a policy offering CUNY admission to all New York City high school graduates in the fall of 1970 "is feasible but will require substantial effort on the part of the entire university community as well as government decision makers."

Before joining the CUNY central administration Dr. Hyman was a professor of chemical engineering at City College where he had been a member of the Engineering School faculty for 17 years. He also served as adjunct professor at New York University's School of Engineering from 1950 to 1956.

CUNY Defends Itself Against Campus Disorders



The End of Campus Disorders?

"To defend itself" against campus disorders, The City University of New York will henceforth apply rules for the maintenance of public order which were adopted this summer by the Board of Higher Education.

According to board Chairman Porter R. Chandler, the new rules will apply to all graduate and undergraduate units of the university. CUNY now consists of nine senior colleges, six community colleges, a graduate center and the affiliated Mount Sinai School of Medicine.

Responsibility to enforce the new rules was assigned by the board to CUNY college presidents. The rules, according to the board resolution, "are to be administered in accordance with the requirements of due process as provided in the by-laws of the Board of Higher Education."

Drafted by the board's Law Committee, under the chairmanship of David I. Ashe, following consultations with representatives of the university's Faculty Senate, Student Advisory Council and deans of students, the new eight-rule code includes specific prohibitions against:

- intentional obstruction or forcible prevention of others from the exercise of their rights.
- interference with "the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional personal, administrative, recreational, and community services."
- unauthorized occupancy or obstruction of university facilities.
- disorderly or indecent conduct.
- possession of weapons on campus.
- theft or damage to university property or to the property of any person on university premises.
- use of language or actions "reasonably likely to provoke or encourage physical violence."

The rules also require students and faculty members to show their identification cards when requested to do so by an official of the college administration. Members of the university's academic community are also liable to penalty for "failure to comply with lawful directions" of college representatives acting in their official capacities.

The board spelled out a range of specific penalties to which rule violators would be subject. For students the penalties range from an oral admonition from a college president or his representative to expulsion from the university and complaint to civil authorities leading to arrest. For faculty members penalties range from an oral or written warning and extend to "dismissal after a hearing, ejection and/or arrest by the civil authorities."

For tenured faculty members the penalties are also subject to provi-

sions of the state's education and civil service laws.

Visitors to CUNY campuses who violate any of the rules will hereafter be subject to "ejection, and/or arrest by the civil authorities."

In the preamble of its resolution, the board declared:

The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility and trust among teachers and students, only when members of the university community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the university campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the university has the right, and indeed the obligation, to defend itself.

Student Fees . . .

(Continued from Page 1)

The university has also imposed a tuition fee for matriculants amounting to \$10 per credit for the first 30 credits and the regular graduate fees beyond that point. These fees will apply to the Master of Science in Education and the Master in Library Science degrees.

The last increase in graduate fees was in the fall of 1965. It is estimated that the new graduate fee will cover one-half the average instructional cost. The fees of other graduate institutions in the city range upward to \$85.

Colleges Cooperate . . .

(Continued from Page 2)

gia Democrat will be the guest of Notre Dame College on Thursday April 16. Mr. Bond received a portion of the delegate vote for vice-president of the United States at last year's Democratic Convention in Chicago.

The name and date of appearance of the Wagner College guest lecturer will be announced at a later date.

National Teacher Exams New Counselor

PRINCETON, New Jersey, Sept. 15 — College seniors preparing to teach school may take the National Teacher Examinations on any of the four different test dates announced today by Educational Testing Service, a nonprofit, educational organization which prepares and administers this testing program.

New dates for the testing of prospective teachers are: November 8, 1969, and January 31, April 4, and July 18, 1970. The tests will be given at nearly 500 locations throughout the United States, ETS said.

Results of the National Teacher Examinations are used by many large school districts as one of several factors in the selection of new teachers and by several states for certification or licensing to teachers. Some colleges also require all seniors preparing to teach to take the examinations. The school systems and state departments of education which use the examination results are designated in the Bulletin of Information for Candidates.

On each full day of testing, prospective teachers may take the

Common Examinations, which measure their professional preparation and general cultural background, and a Teaching Area Examination which measures mastery of the subject they expect to teach.

Prospective teachers should contact the school systems in which they seek employment, or their colleges, for specific advice on which examinations to take and on which dates they should be taken.

The Bulletin of Information for Candidates contains a list of test centers, and information about the examinations, as well as a Registration Form. Copies may be obtained from college placement officers, school personnel departments, or directly from National Teacher Examinations, Box 911, Educational Testing Service, Princeton, New Jersey 08540.



Miss Lucy Slurzburg

A new addition has been made to the counseling staff of the Dean of Students Office. Lucy Slurzburg will perform Pre-Admissions Counseling and personal counseling for prospective and regular students at Richmond.

Miss Slurzburg, who received her B.A. in psychology from Boston University and her M.A. in Student Personnel and Counseling from Columbia, will be available for appointments on Tuesday, Thursday, and Friday from 10-5 in the Dean of Students complex on the fifth floor.

Quart's Address

(Continued from Page 1)

Nixon hopes to give the leprous lady new health by landing a man on the moon and putting more weapons around the dungeon in which she languishes. But the young know that the only chance we have is to look squarely at her disease. For this reason, if there is hope, it is with the young, who have led the resistance to the war, fought for civil rights, legislation and black power and initiated a cultural revolution which has questioned the very quality of our American affluence. It is the young who have had the courage to ask that the dungeons be made visible and our collective and private demands be given an airing: Many of the young have rejected the ethics of prudence and compromise and they have been willing to take risks — seek answers which veer from the habits and categories of the past. They have gone to jail rather than accept the draft, risked their lives in leading voter registration drives in Mississippi, worked at community organizing in urban ghettos, and rejected material comfort and success to explore new life styles and modes of consciousness. I don't wish to suggest here that the young are all virtuous, but they have been caricatured by the media and politicians for too long. The image of the long-haired, unkempt, irrational, authoritarian, communist-anarchist student or hippie has been consistently packaged and sold for political and commercial profit to a credulous and relieved public.

The young have not found solutions to our private and public nightmares but they at least have confronted them. They have questioned the nature of family relations, of conventional notions of status and prestige, and of the value of being obsessive consumers. They have also acted out and given voice to the alienation and anguish most Americans feel. They have not repressed or been embarrassed by their sense of confusion and fragmentation and have avoided seeking safety in the roles that their elders, despite feelings of deep dissatisfaction, cling to. The young seek openness, relatedness, and authenticity. The path they follow is William Blake's, where "the road of success leads to the palace of wisdom." The palace is still undiscovered and the road is a precarious one — filled with overly facile answers and a psychic rakedness which can lead to self-destruction. But these innocent and vulnerable visionaries are constructing a new culture — one that rejects the static, the secure, the hypocritical, for a new set of values appropriate to our affluent, post-industrial era. The militance of SDS; the drug experimentation; the folk rock groups; the new participatory theatre; and the unique style of dress are all part of this quest for a new way of perceiving and being.

The young stress the imaginative, the expressive, the creative, and the moral — and they don't turn their eyes away from a chaos which could swallow them up. They want change and are not deluded by empty rhetoric. Their tactics are sometimes foolish and irresponsible, and their political programs often vague and poorly formulated. However, in a country where civil rights have been denied to large segments of the population, where violence on a massive scale is committed each day by the American government, it is a sad and pointed commentary on our scale of values that so much of our anger and outrage is expended on the minor disruptions of the young. It has not been their self-righteousness which led to the invasion of the Dominican Republic, or their transgressions upon civil liberties which led to the brutality and carnage of Chicago and Berkeley; or their advocacy of black power which has led to the debasement and victimization of blacks from chattel slavery to Mayor Yorty's victory in L.A. Rather it has been the young who have courageously dramatized and committed themselves to a struggle which their liberal elders paid lip service to but whose consequences cowed and made tremulous these same liberals.

That diseased lady resting in the dungeon is heavy with child. Will she give birth to some disfigured monster — some new form of totalitarianism or some bleak nightmare where violence and alienation dominate the landscape? Or will it be a whole new world — not the millenium — but a more spontaneous, humane, and individual existence? And if this new birth, for the young are struggling to be born, is at all possible, will it be allowed to flourish? or will that lady (America) attempt to trample and destroy her offspring?

L. Quart

Student Poet Published

Kenneth E. Ishibashi, a student at Richmond College is among the nation's collegiate poets whose work appears in the third issue of ALKAHEST: AMERICAN COLLEGE POETRY, published this month by Wesleyan University Press. His poem, SATORI, which was selected to appear in ALKAHEST immediately follows this article.

Inaugurated in the Spring of 1968, ALKAHEST is a semi-annual publication of undergraduate poetry, designed to be a vehicle for the best poetry being written in American colleges and universities. It favors no region, no clique, no "school" or style of poetry, holding excellence as its single standard of acceptance.

The selection of poems for each issue is made by an editorial committee of undergraduates — each distinguished in his own institution as a poet or perceptive critic. Thus the evaluation and selection as well as the contents of ALKAHEST are undergraduate performances.

More poets (446) submitted more poems (1551) for this issue than any other. It contains 39 poems by 33 poets from New York to California. Copies are available at booksellers and college stores.

("Alkahest" was the name of the "universal solvent" for which the medieval alchemists searched in vain.)

SATORI

(a short poetic effort to be played in the Marabar Caves utilizing all available natural lighting)

Cast
Zen-Master
Student
S: (%)
ZM: . . .
S: (%) ?
ZM: # = *
S: (?)
ZM: " ; ?"
S: (!)
ZM: —
S: !!
ZM: !
S:
ZM:

EDITORIALS

Editorial Policy

"THE FREE SPEECH FORUM"

The unofficial name of the Richmond Times is the Free Speech Forum. By this we mean that the Richmond student newspaper has the firmest of commitments to literary liberty for all our contributors. We feel our duty lies in three areas: the dissemination of information about the Richmond College community; the reporting of events outside the college which affect Richmond and college students in general; and most importantly, providing a vehicle of opinion for contributors without catering to any one group or philosophy.

The Richmond Times accepts manuscripts from students, faculty, administrators and outside sources. Our editing is limited to minor grammatical and spelling errors, in order to make all material submitted legible in the English language. The content of contributions is judged mainly by the interests of the Richmond community; since these interests are so diversified, this includes practically every subject.

The Richmond Times is not concerned with the fuss made by some about the use of certain language. Our editorial policy states simply that each individual uses the words he desires to express himself with, and if these include "four letter" varieties, then so be it. Those who do not like to read these words retain the ever-present right to close the pages and forever let them lie.

The Times encourages diversity of viewpoint. We hope to establish dialogues between those of various political and philosophical persuasions on the important issues of the day. We particularly appreciate contributions enhanced by controversy and liveliness, in order to stimulate and enliven the consciousness of our readers.

Titone vs. the Times

This court case, reported on page one, runs directly afoul of our editorial policy. It singles out one type of contribution and forbids its publication. The Richmond Times feels that the editorial policy of free speech stands above and apart from the editors who administer it, but for that matter so does the court decision.

For now, we will postpone a decision on publication of any article submitted which causes a clash of the two principles.

Necessities of Life

This issue of the Times represents the work of a tiny group of individuals, plus news releases that have accumulated over the past summer. The few people who are responsible for the bulk of the work had much of the summer to accomplish it in, unburdened by course requirements. With the duties of school-work added, the newspaper work has to be divided among a competent and decently-sized staff.

There are several Editorial Board positions open for students who are qualified, and also urgently needed are reporters to cover school events, typists and proofreaders, and people generally interested in the publication of a fine school newspaper. With the size of the staff as now stands, there is a good chance that the paper could collapse.

So starts Richmond's third year.

RICHMOND TIMES
130 Stuyvesant Place
Staten Island, New York, N. Y. 10301

Vol. IV — No. 1

Sept. 16, 1969

Editor In Chief: Russ Rueger
Co-Editor In Chief: John Hart
Associate Editor: Kathleen Dee
Photography: rr

Contributors: Kenneth Ishibashi, Jaimo, Gerald Mast, John Odenthal,
Lenny Quart, Vito J. Titone.



Court Case . . .

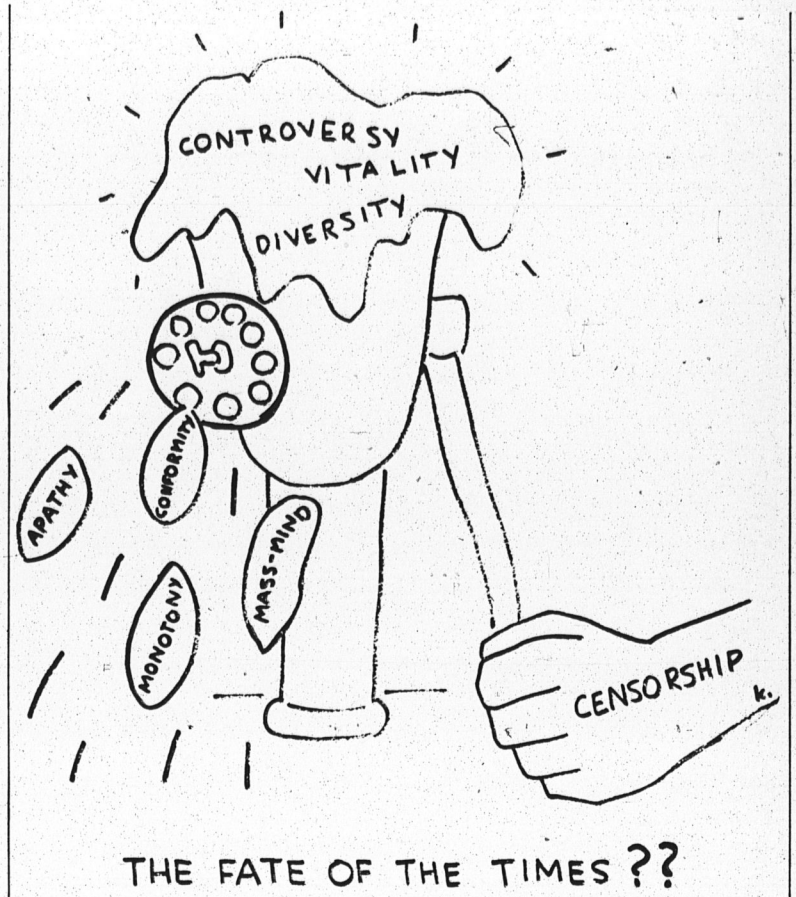
(Continued from Page 1)

in the college building. Therefore, they can be considered agents of the state and can be held to violate the "absolute neutrality" imposed upon the government in areas of religion by the constitution. The lawyer for the Board of Higher Education, Assistant Corporation Counsel Anthony Nespole, argued that the connection between the publications and the schools was "remote." He also cited the free speech of the students as reasons for allowing articles of this nature to be published. However, his statements were rejected by Justice Titone, who essentially agreed with the contentions of the plaintiffs' counsel. He directed the Board of Higher Education and the presidents of the colleges to prevent publication of such articles in the future, whether by enforcement of existing regulations, enactment of new ones, or otherwise.

In order to achieve this, Titone must issue an "Order of Compliance" with exact details about carrying out the decision. Until this order is written, no appeal can be made. It is likely that immediately after issuance of this order, the Board of Higher Education or the Presidents of Richmond and State Island Community, Drs. Herbert Schueler and William Birnbaum, the defendants in the case, will appeal.

Throughout the months preceding the ruling, the editors of the Richmond Times fought the pending decision with all the journalistic vigor they could muster. In an editorial in May, the Richmond Times vehemently articulated the independence of the student paper from the administration. The editorial argued that Church institutions should not be exempt from criticism, as their policies affect the lives of large numbers of people.

A high administrative official at Richmond has revealed that the only way he could conceive of the court order being carried out is by college authorities scrutinizing all of the paper's work to be published. Fearing the censorship of student ideas, two Richmond editors, Russ Rueger and John Hart, are attempting to intervene in an appeal as parties in the case. They are consulting with the New York Civil Liberties Union as to this possibility.



Titone's Decision . . .

SUPREME COURT,
RICHMOND COUNTY
PANARELLA, etc.

vs.
BIRNBAUM, etc.
MAHONEY, etc.

vs.
SCHUELER, etc.

These are two Article 78 proceedings. In the first, the petitioners are a student at Staten Island Community College and his father, and in the second, they are four taxpayer-students at Richmond College. Both groups of petitioners seek an order directing these schools to adopt and enforce regulations of prohibiting derogatory and blasphemous attacks on religion in student publications.

"The Dolphin" is a newspaper written and published by the students of Staten Island Community College; it recently contained an article entitled "The Catholic Church — Cancer of Society." As can be imagined from the title, it was a virulent attack on the Roman Catholic Church. The "Richmond Times" is a newspaper written and published by the students of Richmond College; it recently contained an article which vilified Jesus Christ in a most shocking manner.

It is the publication of these articles which has motivated the instant proceedings. Since the legal questions are the same in each, the Court hereby consolidates them on its own motion.

At the outset, respondents' contention that Article 78 is inappropriate is rejected. *Engel v. Vitale*, 18 Misc. 2d 659 (1959), 11 A.D. 2d 340 (2nd Dept. 1960), 10 N.Y. 2d 174 (1961), 370 U.S. 421 (1962). The Court is also unimpressed with the assertion that some rather vaguely defined "administrative remedies" should have been exhausted; they seem inappropriate in any event.

The basic facts are not in dispute. Both schools are tax-supported public institutions. Both publications display the official seal of the City University of New York; both have faculty members as advisors; both are funded in part by a mandatory fee collected from the students; both have office space and telephones on the campus; the official student handbook at both institutions promotes the publications.

The First Amendment to the United States Constitution de-

clares that "Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof. . . ." This mandate has erected an unbreachable wall separating church and state, and it requires the strictest neutrality on the part of federal, state and local governments in their dealings with an attitudes toward religion. *Epperson v. Arkansas*, 393 U.S. 97 (1968); *Abington School District v. Schempp*, 374 U.S. 203 (1963); *Engel v. Vitale*, 370 U.S. 421 (1962); *Zorach v. Clauson*, 343 U.S. 306 (1952); *McCullum v. Board of Education*, 333 U.S. 203 (1948); *Everson v. Board of Education*, 330 U.S. 1 (1946).

The cases in this area usually involve a claim that government has favored or assisted religion in a proscribed manner, which of course it cannot do. But it is equally clear that government may not disparage, attack or show hostility toward religion. "State power is no more to be used so as to handicap religions than it is to favor them." *Everson v. Board of Education*, 330 U.S. 1, 18 (1946). The rule was also set forth in *Abington School District v. Schempp*, 374 U.S. 203, 225 (1963): "We agree of course that the State may not establish a 'religion of secularism' in the sense of affirmatively opposing or showing hostility to religion, thus 'preferring those who believe in no religion over those who do believe.'" See also *McCullum v. Board of Education*, 333 U.S. 203 (1948), where the Court said at page 211: "A manifestation of such hostility [toward religion] would be at war with our national tradition as embodied in the First Amendment's guaranty of the free exercise of religion."

Engel v. Vitale, 370 U.S. 421 (1962) involved a constitutional attack on the practice of a New York public school district in commencing the school day by reciting the following prayer composed by the State Board of Regents:

"Almighty God, we acknowledge our dependence upon thee and we beg thy blessings upon us, our parents, our teachers and our Country."

The establishment clause was held violated, although no child was required to recite, the utterance was non-denominational, and

(Continued on Page 5)

TITONE'S DECISION . . .

(Continued from Page 4)

only a bare fraction of a teacher's time was required to lead the prayer. Nevertheless, this practice was condemned because "it is no part of the business of government to compose official prayers for any group of the American people to recite as a part of a religious program carried on by government." 370 U.S. at 424.

Relating the rules of the cases discussed to the one at bar, the Court finds that property facilities and employees of the State and City of New York were used for an attack on religion and, further, that this violates the absolute neutrality required of these governments by the First and Fourteenth Amendments. The instant case is a more serious violation than the one in *Engel v. Vitale*, where a ten-second recitation of an innocuous prayer requiring a scintilla utilization of public facilities was held to violate the establishment clause. Here, the use of public facilities is comparatively extensive, and an employee of the government (the faculty-advisor) presumably devotes far more time to his advisory duties than the few seconds used by a teacher in reciting the *Engel* prayer. When these facts are added to the others set forth at the beginning of this opinion, it is seen that the imprimatur of the state is far more pronounced herein than in *Engel v. Vitale*.

This case is distinguishable from *Zorach v. Caluson*, 343 U.S. 306 (1952), where the New York practice of releasing students during school hours for religious instruction at non-public places was upheld. The Court there found that:

"This 'released time' program involves neither religious instruction in public school classrooms nor the expenditure of public funds. All costs . . . are paid by the religious organizations." 343 U.S. 308-09.

Here, school facilities are used and public funds are expended.

The respondents' contention in their main brief that the schools' connection with these publications is "remote" is untenable in view of the foregoing, and in view of the fact that not even the "slightest breach" of the wall of separation can be tolerated. (*Everson v. Board of Education*, 330 U.S. 1, 18 (1946); see also *Engel v. Vitale*, 370 U.S. 421, 436 (1962) and *Abington School District v. Schempp*, 374 U.S. 203, 225 (1963).

The respondents urge that to prevent publication of articles such as these would infringe upon the students' freedom of speech, and they cite many decisions in this area of constitutional law. This is simply not the case. The students, or anyone else, are perfectly free to hold views against religions, to voice these views and to publish them. They may not, however, utilize public facilities to do so. As Mr. Justice Douglas stated in his concurring opinion in *Engel v. Vitale*, 370 U.S. at 443.

"By reason of the First Amendment government is commanded 'to have no interest in theology or ritual' . . . for on those matters 'government must be neutral.' . . . The First Amendment leaves the Government in a position not of hostility to religion but of neutrality. The philosophy is that the atheist or agnostic —

the nonbeliever — is entitled to go his own way. The philosophy is that if government interferes in matters spiritual, it will be a divisive force."

A government that finances religion is no longer neutral. Similarly, a government that underwrites attacks on religion is no longer neutral.

The recent case of *Tinker v. Des Moines School District*, 393 U.S. 503 (1969) is not at variance with these principles. There, students were forbidden to wear black arm-bands as a sign of protest against the Vietnam conflict, and this was held to abridge their right of free speech. The school authorities failed to show that any disruption was caused by this act or indeed that there was even a threat of disruption; no one's constitutional rights were violated by the wearing of the arm-bands. The Court stated:

"In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views." p. 511.

And at page 513:

[A student] may express his opinions . . . if he does so without 'materially and substantially interfer[ing] with the requirements of appropriate discipline in the operation of the school' and without colliding with the rights of others."

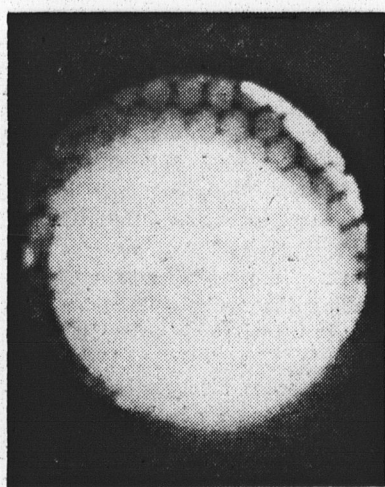
The petitioners herein have made a "showing of constitutionally valid reasons to regulate" the contents of these publications — they have shown that the strict neutrality required of government vis-a-vis religion has not been preserved. The published articles also "collid[ed] with the rights of others," that is, the petitioners' right to have the state refrain from attacking religion.

The petitioners seek an order directing the respondents "to adopt and enforce rules and regulations" prohibiting attacks on religions. Respondents' own papers show that on March 16, 1959, the Board of Higher Education of the City of New York passed a resolution that student publications "should be reminded by the faculty . . . that affronting a race, or religion in general, or the religion of a particular group, is incompatible with good citizenship, good journalism, and good academic behavior." This resolution and certain other rules and by-laws were interpreted by this Board at its meeting on January 18, 1960, as empowering the appropriate school authorities "to take direct action when material appears in a student publication which is offensive to any race, creed or religion."

The respondents have failed to enforce their own rules, assuming such rules do in fact preclude the publication of attacks on religion. In any event, the respondents are directed to prevent publication of such articles in the future, whether by enforcement of existing regulations, enactment of new ones, or otherwise.

Settle order on notice.

Supreme Court Justice,
Vito J. Titone



Observations

Of the All-Seeing Eye

There is some hope that the long grass drought that has hit New York may be coming to an end. As most heads know, grass has been scarcer than dinosaurs this past summer. Many hip people have found themselves hard-up for a high — they have had to resort to other chemicals. Many of my friends have spent the summer stoned-out on alcohol, a sad sight to see. Alcohol is the straight cat's bag; grass is supposedly for the new youth culture. Hippies on alcohol are stripped of all their claims of the "consciousness expanding" qualities of pot; they are merely looking to cop out on reality like any bum in the street, which they often resemble.

Other heads have turned to heroin to ease their minds. The argument against grass used to be that its use led to heroin, but now it seems that its absence leads to scag. Downs are also being digested in increasing dosages; the shit they pass off as acid has been also used a lot this summer. With the influx of kids from all over to the campuses this September, it is hoped that the Great Famine will fade.

Cool Breeze

Seeking the socially sanctioned solution is shit. So the slick dude shot to the veins.

Fuck alcohol; scag is his bag. He's a hard, cool, together cat. Untouchable. He gets so nice — so very nice. Just look at him nod.

Slap him five. Dig him. He's a man and a half.

so he says. John Hart

From the Right

BEWARE SDS!

The author of this column prefers to remain anonymous.

This term a close look at the activities of Students for a Democratic Society (SDS) is warranted. This organization preaches a dangerous brand of activism which often interferes with the legitimate aims of others. These radicals have little care for the rights of others. They feel they may use any tactics they please to obtain their often sinister ends.

Their methods follow a familiar pattern. They conceive of a list of grievances designed to arouse sympathy with liberals and uncommitted moderate students. The grievances usually involve a moral or minority group question. Then they formulate a set of demands which they present to the school administration. More times than not, these demands are designed to be difficult or impossible to fulfill; the idea is to put the administration in an unsolvable predicament. When the demands cannot be met, SDS will occupy a building, take over an office or obstruct college property in some way. Claiming "student solidarity" with their goals, they do not allow unsympathetic students access to their educational facilities, often by use of weapons.

SDS does not care about the demands they make, they merely want to force confrontations. They use unsuspecting Negroes for their own ends, while really feeling little for their welfare. They have no use for the American educational system except to disrupt

it. They plan to hit our American society where they see it is weakest — in the schools.

There is every reason to believe that SDS is Communist-inspired. At the past summer's SDS Convention, the Maoist-Communist Progressive Labor Party faction was expelled by the Anarchist-Communist faction, forming two SDS groups. Like the Old Left, SDS is divided over which Communist dogma to adopt. Furthermore, the anti-Communist clause of the SDS constitution was abandoned.

SDS should not be allowed to pursue its "club activity" facade on this or other campuses. It is anti-education and has no business in an educational institution. Last year's Richmond SDS bunch caused many sit-ins in administrative offices, helped form an obscene underground newspaper and were major contributors to this paper. Should they attempt to interfere with the majority's education in the future, moderate students should band together to expel these intruders.

Note: SDS members have been extremely verbal in the past. I personally challenge any SDS supporter to reply to my comments.

Theater News

AUDITIONS AND CREWS FOR "THE BALCONY"

The major production at Richmond this semester will be *The Balcony* by Jean Genet. Written by France's most controversial playwright, the work examines the posturing of both Establishment and Insurrectionists and forces the audience to

take stock of values that are taken for granted. The play is to be mounted in Richmond's theater before Thanksgiving, and it is to be an entry in the American College Theater Festival for 1970, the winners of which take their productions to Washington for final play-offs in the late Spring.

Auditions for *The Balcony* are to be held in the Theater at 350 St. Mark's place on Thursday, September 11, from 2:30-4 PM, and on Monday, September 15 from 11:30 AM to 1 PM, and also at 4:30-5 PM. All those who want to join crews for production, lighting, scenery, and costume should also go along at these times to sign up.

Also at this time, there are other theater plans afoot. The members of Theater 81, the theater club, expect to have meetings to train as a group and to present a program later this semester. If you want some more information about this, ask at the auditions for *The Balcony*.

With the graduation of the first class last June, Richmond theater lost some first-rate people who had worked hard and effectively to get theater active at the college. Ira Beckoff, Janie Freedman, Witt Halle, Bob Lazarowitz, Jack Smith, and Janet Snyder, have all made great contributions and they will be missed.

By the end of last Spring semester it was apparent that Richmond has several fine playwrights. The three original plays mounted in a workshop production by Dr. Woodman's Acting course showed that their authors had a sure awareness for theater and a knowledge of what direction contemporary plays are taking. *Waiting for Godot, Act III* by Ken Ishibashi allowed the group to work in a fluid and effective ensemble. Through a series of news statements and advertising slogans which were wittily juxtaposed, the audience caught a reflection of its own society. Extremely human, funny, and perceptive was Marc Suess' *The Mama*, in which Valerie van Isler gave a performance of great range in the title role. Franklyn Feinberg successfully explored the problems of Teddy in his frustrated attempts to leave home. Janie Freedman, as Teddy's sister, and Tony Gomez

(Continued on Page 8)

First Staff Meetings of the
RICHMOND TIMES
to elect editors, assign reporters, etc.,
will take place on
WEDNESDAY, SEPTEMBER 24 at 5 PM
and MONDAY, SEPTEMBER 29 at 11 AM
in Room 525

All new and returning students interested
in Journalism, invited.

Film Festival Presented

By GERALD MAST

The Richmond College Film Commune finally displayed its wares on July 9. The film festival, the fourth since the college's birth two years ago, was also its slickest. The student filmmakers showed a much firmer grasp of the powers of the

film medium, of the means of controlling the equipment, and of the way to translate abstract ideas into concrete film images. The filmmakers were also slightly hypnotized by some of the new cinematic toys at their disposal — color, dissolves, special effects, freezes, synchronized sound. De-

spite the passion for slick surfaces, the Richmond College film also showed much of the imagination and ingenuity that marked the earlier film festivals. The films came in varying types and sizes. Three clear categories were the short abstract film, the documentary, and the theatrical or

fiction film. The abstracts were the most obviously obsessed with surface effects. Most of these films, only two to four minutes long, merely tried to evoke emotions with their photographed images, their colors, their shapes, their cutting, and their music. Subject was less important than tone. Richard Bascetta, Carl Nardiello, and Bill Reiter all made one or more film abstracts. The three best were Reiter's "Technology" and "Balls" and Nardiello's "Sun Stirrup."

"Technology" was a color abstract of things that man had built — of jet planes and factories, roller coasters and oil derricks, of pulleys and tractors, and also of fences and barbed wire. Although the film posed the ambiguity that technology could produce ugliness as well as beauty, Reiter's dominant theme was the beauty of the creations. A mellifluous sound track and striking color effects in yellow and orange enhance the flowing examination of shapes and geometric forms. "Balls" was an abstract of spinning colored lights in a black void; Reiter's film begins with a single ball and progresses to a seemingly infinite number of them. The balls, aided by a rasping, uncomfortable sound track, become steadily more aggressive and threatening. A viewer who saw the film stoned, might have come to hate those pushy colored lights.

Carl Nardiello's "Sun Stirrup" is the slickest, prettiest film that has been made at the college. The film, its subject matter simply the callisthenics and dancing of two leotarded ladies on a beach, is an essay in color and rhythm. As the ladies dance, the film turns a succession of psychedelic colors — blue, green, cerise, magenta, amber; their rhythmic movements are interrupted by freeze-frames that halt their motion while the colors continue to twirl. The musical score sustains the rhythm of the dancing; both the sound track and the visual images are punctuated at regular intervals by a glimpse of the setting sun coupled with a metronomic blip. The result is a gorgeous film of visual and aural effects, but there is also something strikingly empty about it. There is nothing beneath the shiny surface.

The longer films of the evening were aimed more at the viewer's mind than his eyes. To sustain a film of more than a minute or two, the filmmakers felt the need to say something, as well as make us see something. Richard Bascetta's "Consumption" said more than it showed and, as a result, said less than it should. The film, Bascetta's first, was strikingly similar to the first films of students at earlier Richmond film festivals. The film had a blatant intellectual theme: bureaucratic society conflicts with natural human expression; man needs money and a job to obtain the absolute necessities of survival. The film used Richmond's superstar, John Perrazzo, to embody its theme, as many of last year's films used John to embody a similar theme. But the problem with Bascetta's film was that it tried to render John's disgust with the System strictly in terms of symbols, rather than in concrete human, emotional terms. The film was full of obvious symbols — a bureaucratic office building, a bag of groceries, a clicking cash register. What was not obvious was exactly how the central character had decided to deal with this symbolic problem and exactly what happens

(Continued on Page 7)

From The Gut

The Long Road Backwards

By RUSS RUEGER

When Richard Nixon won the Republican nomination in 1968, many social analysts predicted a reactionary swing to the right and a reversal of even the meager progressive legislature fought for so long. However, when Nixon did get elected in November, there was widespread hope and optimism in the liberal community that things might not be so bad after all. Many felt that Nixon represented a definite change from the "liberal" Democratic presidencies which had led the nation down the path to Vietnam. Nixon had built up a kind of charisma of proficiency and effectiveness; his well-planned, meticulous campaign contributed to this. He had promised an end to the Vietnam conflict; at least he was not shackled to LBJ's policies as was his opponent, Humphrey. It seemed reasonable that he would settle this debacle, if only because Vietnam had resulted in the decline of his predecessor's popularity.

The first few months of Nixon's office were relatively quiet. In his only major test, the Korean plane incident, he had acted with restraint. Everyone was willing to give the new president the chance he had asked for during his campaign.

This testing period has now lasted long enough. Much of that which was feared and predicted by Nixon opponents has begun to break through the hypnotic lull he had induced upon the populace. Foremost, the Vietnam war still rages. Nixon's troop withdrawal plan is now seen as only a ruse to pacify dissenters and stall for time. The fact that most of the token withdrawals were troops near completion of their tours of duty has been revealed. There are actually more troops in Vietnam now than when the "troop withdrawal" supposedly began. At this time Nixon is postponing more withdrawals until he sees how Ho's death will affect the war. Meanwhile, the American people are sick of Vietnam to the marrow of their bones. It was Johnson's undoing and could be Nixon's too.

Domestically, there is much to be woeful about. Nixon's Supreme Court appointments promise to signal an end to the emphasis on human and civil rights of the Warren Court. Both Justices, neither particularly distinguished, were chosen because of their supposedly "strict constructionist" interpretation of the Constitution. Will they strictly construct the Bill of Rights?

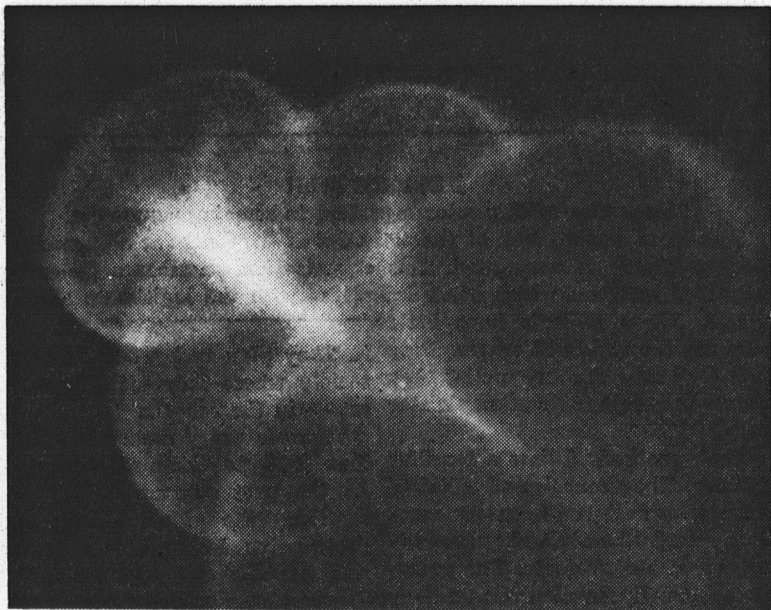
The Justice Department is already preparing for relaxation of progressive decisions of the Warren Court. Attorneys in the Department are rebelling against the decision to allow Mississippi more time to desegregate her public schools. This is in line with the general laxity of the administration concerning the rights of Southern blacks. This, and the appointment of Southern conservative Haynsworth on the Supreme Court, are obviously payments of political debts to men like Strom Thurmond, who helped Nixon gain Southern support against Wallace for the election.

A circular in the Justice Department has instructed lawyers to ignore the stringent standards for confessions and admissible evidence of the Warren Court's landmark *Miranda* decision. Attorneys have been directed to submit what should be illegal evidence or confessions, in order to increase convictions. Finally, wiretapping and bugging are being authorized and expanded further, thus eroding the already small base of civil liberties.

The Administration's alternative to the House-passed tax reform bill is another example of the about-face. Nixon proposes a cut in corporate taxes versus a substantial cut in lower and middle income taxes. This is another segment of Nixon's frantic yet completely unsuccessful attempt to curb inflation. Nixon's philosophy would not allow him to consider the most logical solution, wage and price controls. Instead, he desires to give the already rich corporations more spending power to buy capital goods. The poor might use tax money for life's necessities, which would be bad for the economy. Or so goes Nixon's reasoning.

The president's Welfare plan is perhaps the only real optimistic note of his first year. His approach, while woefully underfunded, at least represents a long-needed break from "New Deal"-type welfare. Since the days of Roosevelt, succeeding administrations have merely expanded upon a bad concept: either accept total welfare dependency or work and sweat for barely the same amount as the government dispenses. Nixon's plan will allow people to keep a substantial portion of wages earned while receiving supplementary benefits. It is hopefully a step towards a Guaranteed Annual Income Plan.

So much for the plus side. I feel it to be far overshadowed by the negative aspects. In sum, Richard Nixon has finally shown some of his true feathers, as he merrily leads us back into the wilderness.



of the night
did you know
that the streetlamp made shadows
of my legs swinging rhythms in the dim circle of light
where weeping
to wet leaves fallen
over the pavement
of my life
I felt your fingers
warm on my white shoulders bent
with weeping
and turning to your soft gaze
I ran through tall wet grass after you
smiling
and breathing quickly into your arms
at the last
light?

—kathy

European Sojourn

On being asked to write some notes about a sojourn in Europe, I just returned from, I thought of those Americans I met who kept journals of their trip; those who brought back little pieces of Europe with them (to see an apparently intelligent, aware student vigorously describing his trip in terms of his souvenirs) or those who spent days at a time in their hotel rooms playing cards or blowing grass.

A dialogue with a Swiss student:
Me: When will you come to New York?

Him: Perhaps a year; but tell me, is it not very dangerous living in New York, as you do?

Me: No, no, we have law and order.

(Images of the whities of that order — the hierarchy of the streets; super-dealer, the junk-dealers hopelessly fighting the nausea, the dealer next door whose dull eyes are sinking deeper into his bony head).

Sitting in a cafe on St. Michel, Paris. Three French students and I haggling over whether to grub a cigarette from the fat man next to us. Two men were walking around on the Moon that night — people in this city were glued to TV screens, people all over the world, in fact. George was absently scratching "Anarchy" on the table, Yvette was wistfully relating how she took four oranges down at once last night, when Paul obtrusively queries, "Why are Americans so confident?" Damn near choking, I offered, "you mean secure." We wrangled through some bullshit about our economy, technology, even isolationism. Nothing.

Thinking about it yesterday while walking up Hyatt Street, I found this envelope with the answer:
envelope: CONFIDENTIAL
letter: THERE'S A THIEF AT YOUR DOOR
DEAR PROPERTY-OWNER:
It seems it was just yesterday

when burglary, theft, personal violence where things that happened to someone else. Today literally no person can feel safe, even in his own home. . . . Studies of the crime statistics point unerringly to the fact that if a thief has not been at your door, he most certainly has been in your neighborhood, been on your street, passed by your door. . . . Is there no way to protect what you have struggled to create and build, a way to protect that will be effective immediately and with a minimum of cost. . . .

What we offer as a solution to the problem of the thief at your door is the Guardian Protective Shield. Our Shield when applied, . . . will provide one of the greatest barriers against the thief and the prospect of crime.

The Shields that you will receive are identical with those provided with protective systems costing \$500 and up, they provide the strong and simple message that strikes fear into the heart of the criminal, that provides an iron-bound wall of resistive force for (your loved ones, home, and property. (* why not a moat?))

Crime is not the figment of anyone's imagination, it is a real part of our world, of our lives, protect your family, car, business quickly, easily, safely, NOW!!! If you place your order before Sept. 14 you can gain extra savings as listed below.

Sincerely yours,

Ludwig James Peterla
"WHY ARE AMERICANS SO CONFIDENT"?

Sincerely yours,
John G. Odenthal

Film Festival . . .

(Continued from Page 6)

to him during the course of the film in relation to the problem. Though the film's ending is striking photographically — its use of negative photography — the film's whole structure is fuzzy and unclear. The film becomes a static metaphor for the problem of social consumption (both the way it consumes and the fact that it is a disease) rather than a dynamic examination of it that goes somewhere.

Carl Nardiello's "Joey" also runs into symbolic trouble. Carl studies the travel of a young boy who leaves a home for juvenile delinquents to go live with his grandparents; they, he finally discovers, are blind. Carl's film shows a fine sense of handling the camera — interesting uses of lenses, of light and shadow, of extreme high and low angles. But the film is lacking in human texture and detail. As the boy travels home on the train he is followed by a mysterious man wearing black clothes and sunglasses. The man is obviously symbolic of something about the boy — his past? his future? his fears? his guilt? The fact that the question-marks exist is what seems shaky about the film. Since the majority of the picture follows the boy's ride on the train, it is important to know exactly what he feels as he rides. The symbolic figure must be a clue to those feelings. But then what are those feelings? The film, whose prime intention would seem to be to develop the feelings of the boy on his way home, fails to do just that. As a result, the whole journey is rather unemotional and uninviting for us. We watch his progress. We are curious about the dark stranger. We admire the striking shots. But we feel very little.

Bill Reiter's "Brooklyn College" is much more successful at making his intentions known and felt. The film is a devastating indictment of Brooklyn College as a sterile, inhuman, unfeeling place. The film implies that any school that treats people as objects or as animals is necessarily a failure as a human institution. Bill uses two devices to bring the film to life: the driving rhythms of the musical rock-score and his growing mastery of the rhythmic and communicative powers of montage. Bill uses cuts of clocks, of arrows, of doors (with handles and locks), of empty classrooms and sterile corridors, of signs saying "Unlawful," and "Do Not," and "Keep off." The cuts get faster and faster; the college campus starts whirling around in a distorted blur. The pace of the film steadily attacks and assaults the viewer. Metaphoric for the whole film are Bill's shots of animals in the zoo. From shots of students walking behind a fence he cuts to shots of a lion pacing in the lion house and a polar bear standing and begging for a peanut. The student at Brooklyn College is either caged lion or broken beggar, pleading like a charlatan for the worthless rewards of the System. Though the film may be a bit long, it works. It ruthlessly builds to its climax in which the young student, who entered the college at the beginning of the film, runs away from it, seeing only emptiness wherever he looks.

Jack Smith's "The Princess Who Lost Her Voice" provided the evening's comic relief. The Princess lost a lot more than her voice. The film is a puppet show, a pretty powder-blue and pink color-world

with whip-cream trees. Although the kiddies at the festival laughed and giggled with delight at what they thought was something for them, Smith's puppet show is definitely not for the kiddies. In this marshmallow world the puppets do the naughtiest and the nastiest things. The princess puppet and her magician puppet-foil enact the most explicit pornographic doings; their two puppet bodies zestfully mount, rock and tumble over one another; they dive energetically underneath each other's puppet smocks. During these activities the musical score is a 1940's recording of "Crazy Rhythms," Glenn Miller's, I think. The music is swing; the puppets swing. The mixture of childish naiveté and bald pornography in the film is hysterical and fresh. Alice in Pornographyland. Definitely rated "X."

The last and most satisfying film of the program was Harry Shaw's "First Time Out." The film is the story of a young man, an outsider, unliked or unnoticed by everyone around him, who desperately wants to connect with someone. The significant thing about Shaw's handling of the film is that he neither relies on symbol nor montage, those two student temptations, to make his point. He tries (and succeeds) to make the emotional details of the scene convey the emotions of the central character. Shaw clearly and movingly depicts the boy's loneliness: his standing alone at his window listening to the birds, his separateness from his friends who visit his apartment, his sitting alone in a dingy bar drinking beer, his sitting at a counter drinking coffee. The slowness, the sensitivity, the quietness of the film evoke the feeling of being both lonely and alone. Although the film contains some beautiful black-and-white photography — contrasts of dark and light evocative shots of night and smoke and haze — Shaw consistently uses the photography as a means of shaping tone and meaning rather than as an end in itself.

Most moving of all is the final sequence in which the boy finally does meet a girl who shares his interest and seems to like him. Before the boy gets on the ferry, a stranger asks him for a match. On the ferry he sees a girl who needs a match. Shaw then cuts to a close-up of the boy's hand, nervously fingering the book of matches he has just used. Does he dare offer one to the girl? The careful use of such communicative closeups, a simple shot that implies so much is at the heart of realistic, evocative filmmaking. The boy finally does offer the match; he and the girl go off together to a concert. The frame freezes for the final few seconds. This at last, is a relationship for the boy. A certain success? No. But the possibility of something human.

The tremendous strides in the technique and control of the film medium at Richmond College are obvious for anyone who has seen the series of film programs over the last two years. The future films can only continue in the same direction. For those who missed the program in July, there will be another presentation of these films at the beginning of the Fall Semester. In addition, many of the commune films are yet to be shown — Richard Davis' documentary study of Forty-Second Street; the class-project, color-spectacular, "The Mutants;" and many more.

Both film watchers and new filmmakers are welcome.

Kneller Named President Of Brooklyn College

John W. Kneller, provost of Oberlin College, has been appointed president of Brooklyn College. He will assume his new post on October 1, 1969.

Dr. Kneller was named at an executive committee meeting of the board to succeed Dr. George A. Peck, who has served as acting president since February 1969. He becomes the fifth president of the college, which has the largest student body in the City University system — over 28,000 during the 1968-69 academic year. The college was founded in 1930 and is housed in eight buildings in the Flatbush section of Brooklyn.

The 52-year-old English-born French scholar has been provost at Oberlin College in Oberlin, Ohio since 1965. He has been affiliated with that college for the past 19 years, beginning in 1950 as an instructor in French. In 1959 he became professor of French and from 1958 to 1965 was chairman of the Department of Romance Languages. He also served as dean of the College of Arts and Sciences during 1967-68.

A strong supporter of meaningful student-faculty participation in college governance, Dr. Kneller formed and served as chairman of Oberlin's 4-4-2 Committee (four students, four faculty members and two administrators), which produced a new college constitution and opened the way for expanded student authority in college affairs.

His move to Brooklyn reflects his personal commitment to direct involvement in urban affairs. "With its strong academic base, Brooklyn is moving to become a major resource for the diverse communities it serves. I hope to strengthen that base and build closer ties between campus and community in ways that will develop an appetite among students for self-education, an appetite that will continue throughout their lives."

The new president was recommended by a presidential search committee which reviewed over 100 candidates for the post during the past six months. The committee is composed of board members; representatives of faculty, the student body, and alumni; and CUNY Chancellor Albert H. Bowker. Suggestions were sought from college presidents of the City University, community leaders, and officials of colleges throughout the country.

Commenting on the appointment, Chancellor Bowker said, "Dr. Kneller is one of those rare individuals who has a national reputation as a scholar in his field and has also demonstrated outstanding administrative ability. At Oberlin, his management skill and sensitivity to the changing needs of today's campus have earned the plaudits of faculty, students and alumni. We look forward with keen anticipation to his leadership of Brooklyn College."

From The Hart

END OF A CONVERSATION

Father: I know you are wrong — something inside me tells me that I am right.

Son: But Dad, I just proved you are wrong. We had an open discussion, and when it was over I showed inconsistencies in your argument. Why a couple of times I had you so uncertain and mixed up that you were speechless.

Father: Yes, I know. But I got a feeling — you are just playing games. All those words you used don't mean anything to me. I feel like the only witness in a murder trail, and you seem to me like the clever lawyer who gets the case dismissed on some technical grounds. I'm sorry that your mother and I have made so many sacrifices to put you through college. In fact, I fear that we may have messed up your life. You have no responsibility and no common sense. Anything you don't feel like doing you just don't do.

Son: In the discussion we just had, I proved you wrong. But in reality, I agree with the position you were trying to defend. If I wanted to, I could very easily shoot down my arguments and prove you were right. You see, Dad, I was just trying to make your question your feelings. Its one thing to feel a certain way. But if you question your feelings and still feel the same way, then you are better off.

Father: You might think I'm better off, but I don't. As far as I'm concerned, I wasted a couple of hours here. And I think you are acting like a spoiled kid. You like to talk with people like me who you consider stupid and old fashioned — you play a game by controlling the conversation. Well, let me tell you; a lot of times during the past couple of hours, instead of listening to the big words that you said, I have just sat here and looked at you. Every time you make a point you have an evil smile like you are getting revenge on something.

Son: Dad — I think you are going insane.

Father: Pack your bags and get the hell out of this house.

Son: But Dad — what will I do? How will I finish my last year of college. I need money. I need you.

Father: If you have to live on your own and support yourself maybe you will get some responsibility and look at life seriously.

Son: Fuck you!

Father: Fuck you double!! Me and your mother are going to do what we feel like for a change. With the rest of the money we had put away for your schooling, we are going to do some traveling and partying by ourselves.

ROTC Down at CCNY

The Board of Higher Education, at its June meeting this past summer passed a resolution providing that effective September 1970, credit will no longer be granted toward the Bachelor of Arts or Bachelor of Science degrees at City College by its College of Liberal Arts and Science for military science courses. However, those enrolled presently and throughout the academic year 1969-70 in credit-bearing military science courses will be granted credit toward their degree. Students at the City College School of Engineering and School of Education

city can continue to receive college credit for military science courses.

Effective September 1970, students who take these courses at City's College of Liberal Arts and Sciences will have the credit earned recorded on their transcripts, but it will not count toward their degrees.

The decision to discontinue college credit for military science courses was arrived at by the board after a vote of the City College Faculty Council of the College of Liberal Arts and Science.

**All Students Interested
in Becoming Involved**

In The

FILMMAKING PROGRAM

Please Contact

Prof. Mast

Humanities Division

**PEACE
AND UNITY**

**Your Student
Government**

Songs of Ecology

"To learn how not to ransack a continent one must be inspired by the poetry and technology of conservation. To hate pollution one must see a stream die."
—Percival Goodman

The current RCA single by the duo Zager & Evans looks, like its early predecessor "Eve of Destruction" from 1965, at a Dr. Strange-lovean world.

"In the year 9595, I'm kinda wonderin'

If man is gonna be alive.
He's taken everything this old earth can give
And he ain't put back nothing,
whoa, whoa."

—Evans, "In the Year 2525"

Which is the norm when it comes to songs of ecology — concerning either the relationship between organisms and their environment or people and their institutions. That is, they do not point out any achievements in The Way We Live, but rather call attention to some harmful conditions.

Like so many topical songs that carry a disturbing message — often labeled "protest" songs — they also happen to be entertaining. "In the Year 2525" and "Eve of Destruction" pack a lot of energy (it's got a good beat; you can move with it), perfect for attracting the attention of a toe-tapping kid who may be heard to exclaim, "Hey!" as he stumbles onto the meaning of the song.

For contrast, listen to Billy Edd Wheeler's "The Coming of the Road," sung by Judy Collins on her Elektra record, *Fifth Album*. It's a melancholy love song to the land, a tender illustration of the kind of callousness that "cut all to pieces our ancient poplar and oak" and left the hillsides "stained with the greases that burned up the heavens with smoke." Judy is also worried about the impending extinction of our whale population that is rapidly depleting, no doubt, because of the essential whale by-products. Like lipstick. She pointed this out on a recent Dick Cavett show and brought a tape of "singing whales." They whistle to each other.

Some of the top superstars of ecological phenomena are scrutinized on Pete Seeger's Columbia ai-

bum, *God Bless the Grass*, and *Sings the Truth* (also Columbia) by Malvina Reynolds. Malvina is the prolific, elderly song-maker from Berkeley, known for her spoof on suburban living, "Little Boxes." That's the song of the houses that are all made out of ticky-tacky.

Aside from being folk music's granddaddy-at-large, Pete Seeger has been the foremost private citizen in the struggle to purify the Hudson River. He lives with his family in the town of Beacon, overlooking the river. "My Dirty Stream (The Hudson River Song)," is his anthem. And he sings two of Malvina's songs, "The Cement Octopus," to rid Sacramento of "the freeway misery," and "Seventy Miles," of the San Francisco Bay: "Seventy miles of wind and spray/seventy miles of water/seventy miles of ocean bay — it's a garbage dump!" Malvina is as candid on "The New Restaurant," perhaps an ode to Howard Johnson's: "I stopped into a restaurant and oh it was a dream/ from a half mile down the highway you could see the fixtures gleam/ the coffee cups were heated up with extra special steam — but the food, was terrible!"

The prevalent notion that it's okay for governments to test their weapons since that per se isn't dangerous is explored in Malvina Reynolds' "What Have They Done to the Rain?" The rain takes on the peculiar characteristics of atomic fallout.

So Pete and Malvina have become spokesmen on urgent topics. And Pete has been one of the movers of the Hudson Sloop Restoration Committee. For several years, that was the recipient of benefit concerts to build a sloop to sail the Hudson, docking along the way to warn of pollution. It has been launched and is doing just that. I hope to crew on it for one day. More later. Anyway these albums are among the most important of all time. Tune in.

—By Jaimo

From The Soul

The militaristic scowl of the American national consciousness looms darkly over us all, and our weeping cities are caught in the technological wilderness that is called civilization. The hollow voices of the media are selling packaged progress and prefabricated personality to Americans of every social status and the best of us are left anxiously verbalizing our discontent. Even the language of the dissenter has become empty from abuse.

Faced with the tragic loss of an American moral identity, what is now needed is some new awareness of what Allen Ginsberg has called "our own ground nature suppressed and desecrated." This is a nation where even the essential soul of love has become formula and subject to abuse and life transformed into a struggle for wealth and power. It is sad evidence of the American intellectual condition that emotional sensitivity and symbolic expression are glaringly absent from our everyday modes of communication and are given an obscure place in our progress-oriented value system. Our time demands that the poet, deeply sensitive to the contemporary political and social experience, be recogniz-

ed as performing a function in society which is most vital and necessary to the preservation of a rugged culture — that of articulating for his generation the terror, the compassion, and the love that bind all of us in the essentials of the human spirit.—K.D.

Theater . . .

(Continued on Page 5)

Jr., were particularly effective in a scene where Paula brings home a stranger and gauchely attempts to make a pass at this tipsy, unhappily married man. **Chalk Talk: an Experimental Metaphor** by Valerie can Isler daringly used the ensemble group in an avant-garde play that encapsulated the whole story of American life in football imagery.

All three plays bode well for the future of drama at Richmond. And for the present, should anyone have written or is writing a play suitable for experimental pro-

Concert & Lecture Series Announced

The 1969-1970 concert and lecture series at Richmond College has been announced by the Cultural Affairs office of the Staten Island unit of The City University of New York.

An ambitious program featuring three series will cover a wide area of college and community interest in the following categories: Contemporary Artists, Music, and the President's Series.

The Contemporary Artists Series concentrates on presenting a wide range of artists in the performing arts. The feature of this series will be a performance of contemporary and religious jazz by the Duke Ellington Company at the auditorium of Staten Island Community College on Thursday evening, February 19. Others in this series include: The Negro Ensemble, Wednesday, October 15; Jose Limon Dance Co., Monday, December 8; Phakavali Dancers of Thailand, Friday, March 20; and the Metropolitan Opera Studio in a performance of "Barber of Seville." All concerts will be held at 8:30 p.m. in the SICC auditorium. Performance tickets will be sold for \$2.00 and \$3.00. Series tickets may be purchased for \$7.50 and \$11.50. All seats are reserved.

The Sunday afternoon Music Series will present a variety of concert artists in the classical and semi-classical fields of music. The concerts will be held in the Brighton Heights Church sanctuary where the piano series of 1968-69 proved so satisfactory. The artists and the dates of their appearances are: Nerine Barrett, piano, November 2; John Miles, tenor, November 30; the Brass Arts Quintet, February 8; Edward Auer, piano, March 1; Jim Gold, guitar, March 15; and Albert Fuller, harpsichord, April 19. The concerts will begin at 3 p.m. Tickets are priced at \$2.00 a performance and \$9.00 for the series.

The final series, while primarily for the college family, is open to those people in the community who are interested in discussion and current literary achievement. The series presented by President Herbert Schueler of Richmond College will be held in the main building of the college at 130 Stuyvesant Place, St. George.

The program for the President's Series is not completed but includes Jerry Kosinski, novelist, who will appear on Thursday, October 2 at 5 p.m.; George Thayer, author, Tuesday, December 2 at 11 a.m.; Philip Drath, pacifist lecturer on Tuesday, February 10 at 11 a.m.; and Morton Subotnik, composer of electronic music on Thursday, March 13 at 5 p.m.

Tickets to all events are available at Richmond College, Office of Cultural Affairs, 130 Stuyvesant Place, Staten Island, N.Y. 10301. (448-7662)

duction, he should see Dr. Woodman in Room 619.

Another special feature of the workshop was its flexibility and mobility. Out of three performances, one was taken by truck and bus to Staten Island Community College, suggesting future possibilities for Richmond theater to travel and reach out to colleges and the community. Dr. Woodman has already outlined a project for exchange of college workshop productions and original plays in the New York area, and he soon hopes to see this kind of exchange a reality in the Theater Institute which is slated for the Spring semester of next year.

Down In The ALLEY

Hey you — white cracker, you think your cool don't you.

And you think I ain't got nothing going for me just cause I ain't got no money or job and no car and my pad don't look too fine.

Well, let me tell you; I'm black and beautiful and I got the stone soul blues. Can you dig it. Well, maybe, you can't. You don't know what it's like to be blue or have soul.

I'm too smooth for you fools. I know what's happening. I hear you mumbling behind my back. I see the uptight look on your face when I get too close to you. I know you think my body is dirty and smelly and my breath stinks of wine. So you think I'm lazy. Well, white man, you ought to take time out and watch me fuck or dance someday, I'll show you who's lazy.

Man, I've had it with unequal relations, bullshit technology and your distorted, prejudiced media. Balls on individualism and separatism and selfhood. I want to get down to some serious business — to some dyno tribal living.

Some of my militant brothers have torn the mask of complacency from your racist society and have smashed your liberal lip service in the face. More and more of us are raising our clenched fists and trying to pound your oppressive honkey asses to the ground.

"People were moving in every direction but it seemed to me that all the people I could see, and many more than that, were moving toward me, against me and that everyone was white . . . I wanted to do something to crush those white faces which were crushing me." (Baldwin).

As the black man grows up in this "Christian System" of ours, he develops what Gordon Allport calls — traits due to victimization. Alertness is the first step his ego takes on for self-defense. Many black men find themselves tense, insecure and on guard. Sometimes this sensitiveness develops to an unreal pitch of suspicion; even the smallest cues may be loaded with feeling. The black man can become so preoccupied with this problem that he often becomes hypersensitive and every contact with the white man is viewed with deep suspicion.

Granted this out group sensitivity is often exaggerated and distorted but that doesn't negate the fact that it was the white man who instigated racism in this country.

JOHN HART

A Critique Of The Social Sciences Journal

By RUSS RUEGER

The long-awaited Richmond College Journal of the Social Sciences was a disappointment at best. The physical appearance of the first issue was striking and professional-looking, but this was its finest aspect.

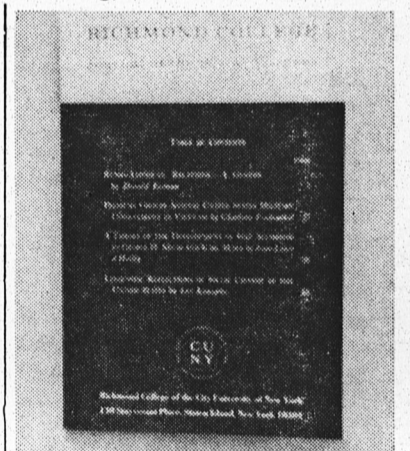
The first article, "Russo-American Relations: A Genesis" was written by Don Eismann. It was concerned with the actions of Francis Dana, a representative of the U.S. government who was sent to the court of Catherine of Russia during the American Revolution to bolster relations with Russia.

The second essay, "Pressure Groups Against United States Military Involvement In Vietnam," was written by Charlotte Finkenthal, former editor of the Richmond Times. Her piece, just like the four pages a month of nothingness she used to edit, left much to be desired. She merely listed a few different anti-war groups, wrote a few descriptive paragraphs, and an "Evaluation of Their Effectiveness" (which was based upon whether their membership increased or not). Profundity??

The third and most interesting article was "A Theory Of The Development Of Self According To George H. Mead And Karl Marx" by Jean-Louis D'Heilly. He showed that both Marx and Mead considered the self to be developed by the actions of social forces. The individual acquires self-consciousness by internalizing and integrating the concepts of those around him.

The fourth and final article, Lea Konopko's "Linguistic Reflections of Social Change in the United States" was a scant three pages. It dealt with the effect upon the language that the acceptance of "black terminology" (black power, soul food) has had. The article predicated that a shift in the social status of blacks may occur with increased usage of this jargon.

Out of all the articles that were most likely submitted, only four



The Journal

(total of 55 pages), were printed. Furthermore, the size of the type is inordinately large and there is too generous an amount of blank space surrounding the print on each page. The articles could have easily been printed with smaller characters and spaced more economically, thus leaving more room for more contributors. Is it a coincidence that half of the articles printed were by the two student editors, Charlotte Finkenthal, and Jean-Louis D'Heilly?

The fancy printing job cost \$1,000 for merely a few hundred copies. To my knowledge, these issues have never been distributed to the student body, who paid for them from Activities Fees.

This ineptness should not be allowed to continue for another printing of the Journal. Every effort should be made to see that more contributions are accepted and better printing and distribution are obtained. The Journal of the Social Sciences should be responsible to the students, not the whims of its editors.