

# The RICHMOND TIMES

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Richmond College

Monday November 3, 1975

## ETS and The Power Of Mass Testing

by Judy Jaeger  
SUNY Albany student

(This is the first of a three part series discussing the power, validity and effects of mass testing in our society. Subsequent articles will be appearing in the next two issues.)

The widespread use of mass testing in our increasingly mechanized society has been entrusted to a minimal number of "testers" along with the power to dictate the future of millions of individuals as well as the trends of society as a whole. The Educational Testing Service (ETS), located in Princeton, New Jersey, dominates the testing industry and administers a broad range of tests evaluating potential CIA agents, architects, gynecologists, actuaries, hospital finance managers, car mechanics, school teachers and more. It is also the home of the more widely known SATs, GREs and LSATs, and it evaluates financial needs of students for the benefit of college financial aid departments. Two and a half million Americans take ETS tests each year, and 58 people write all of them. Most of the test takers have no choice in taking the examination and must pay between \$6.50 and \$27.00 for each test.

### ETS's POWER

The power that ETS has accumulated since its creation has made it virtually impossible for consumers to regulate misuse and misplaced scores, confidentiality, quality of examinations or costs.

ETS is a completely untaxed, unregulated corporation which was formed in 1948 to consolidate and administer the testing activities of the College Entrance Examination Board (CEEB). Before this time (since 1901) the college boards were essay examinations given by a group of eastern colleges and rated by hundreds of teachers who assembled for that purpose at Columbia University. Due to the growing number of people going to college following World War II, it became impossible to continue this involved procedure and the SATs and a series of achievement tests were firmly established as the college boards. Then, in 1947, it was successfully urged to create an organization that would merge the research and testing functions of the CEEB and various other examination organizations. Thus came ETS.

The contract with the College Board (which now boasts a membership of over 2,000 colleges and secondary institutions) accounts for 42% of ETS' annual revenue. Furthermore, the nature of this contract has rendered ETS immune from any competition

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## KIBBEE OFFERS SURVIVAL PLAN

by Garry Tanner

Chancellor Robert Kibbee has put forward his office's plan for restructuring the City University. The plan became necessary, in the Chancellor's opinion, when cuts, totalling more than \$100 million, were ordered by the city as a part of its crash program of austerity.

The restructuring plan would reduce the scope of the City University by about twenty percent at the end of a three year period. It would result in reducing the University's size from a current 220,000 full time undergraduates to 180,000.

Kibbee said, "Predictions of future expenditures and revenues in the City hold little hope that the devastation already visited upon us or threatened can be repaired if the University continues to perform its normal functions for the number of students now enrolled and anticipated under existing policy."

In addition to the proposal to limit enrollment the restructuring plan calls for tracking open admission students to a much greater extent than has yet been considered. Proposed is that "Skills Preparatory Centers" be set up at designated colleges where students who read below the Eighth grade level or who have problems in composition or arithmetic "will be allowed one year to remove deficiencies" and will be required to meet specified skill levels in a limited amount of time.

### MAJOR CHANGES

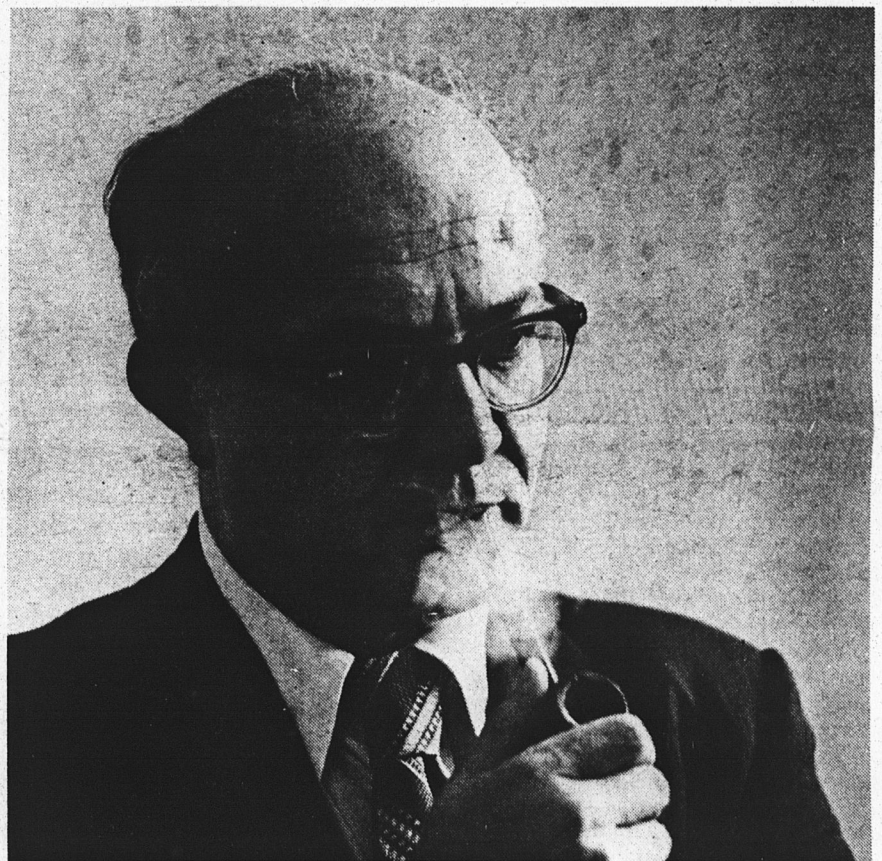
Major changes are also proposed in the academic calendar in order to return greater productivity out of the faculty and to move students through the University more quickly.

Proposed is a calendar consisting of three, 12 week terms or four 11 week terms to take the place of the two semester calendar. In the former proposal each student would earn 12 credits per quarter, accumulating a total of 36 each year, an increase over the average 30 earned yearly at present.

The effect of this proposal combined with faculty layoffs will mean that each professor will have more students to teach although they may not be as crowded into a classroom as they are now.

Reports have also circulated that some campuses located close to one another would be combined which is expected to save \$20 million. One of the mergers mentioned in press reports is Richmond College and Staten Island Community College.

Some of the major features of the Kibbee restructuring proposal are the following:



Chancellor Robert J. Kibbee

- Reducing admissions each year by 9,000 students.

- "A rigorous review" of student progress would be undertaken and students whose performance does not represent reasonable progress would be dropped.

- Removing summer sessions from the usual operating structure and either abolishing them or charging tuition.

- Each class period would be increased from 50 minutes to 60 minutes.

- "Standard average faculty teaching contact loads would be set at nine hours per term... with the present average of one hour release time per faculty member continued." (this would mean, according to the Professional Staff Congress, that each student would lose six periods per year.)

- A radical cut in the number of Masters and doctoral programs would be effected.

- A two year moratorium on new construction, i.e. on projects not yet in the design stage.

- Carry out a major consolidation of undergraduate programs in Nursing, the Allied health fields, the technologies and other multi-campus based specialized programs.

Immediately following the release of the restructuring proposal the Professional Staff Congress distributed a

press release characterizing it as "fraudulent" and calling on the Board of Higher Education to reject it.

The Board of Higher Education had an opportunity to deal with the Kibbee restructuring proposal on October 27 and chose not to by tabling it. (A proposal to institute tuition, made by Commissioner of Education Ewald Nyquist, was disposed of in the same manner, a short time ago.)

Professional Staff Congress representative Claude Campbell, speaking at a PSC chapter forum held at Richmond College on October 28, said, "Our strategy and the strategy of the University Student Senate is to try to get the windfall money back from the state legislature." (Here Campbell is referring to funds that the state legislature matches, approximately dollar for dollar, to tax levied funds that the city spends on CUNY. When the city money gets cut the matching state money is lost as well, even though it has been mandated by the lawmakers.)

PSC President Belle Zeller said the proposal to establish "Skills Preparatory Centers" would create an educational ghetto by segregating the least prepared students from the rest of the student body. This is both academically unsound and socially reprehensible.

"Illegal increases in class size and

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# Teach-in on CUNY Crisis Announced

Sponsored by Research and Publicity Committee, Doctoral Students Council of the CUNY Graduate Center, 33 West 42nd Street

November 15 — 12 Noon at the Hunter College Assembly Hall, 68th Street and Park Avenue, Manhattan.

For this teach-in — incomplete speakers list will include  
 Nat Hentoff, Jack Newfield of the *Voice*;  
 Michael Harrington, Queens, Political Science  
 Bill Tabb — Queens, Economics  
 Stanley Aronowitz — SICC, Sociology  
 Michael Wallace — John Jay, History  
 Sandi Cooper — Richmond  
 possibly Alan Wolfe and John Cammett (visiting at Richmond from John Jay)  
 Colin Greer — Brooklyn  
 Frances F. Piven — Brooklyn, Sociology  
 Seymour Posner — Assemblyman from The Bronx  
 Carol Greitzer — Councilwoman from Manhattan  
 Addison Gale — Baruch, English  
 Stephen Schwerner — Queens  
 Preston Wilcox — AFRAM  
 Dave Marash — WCBS News

The teach-in will be broadcast live by WBAI, and Channel 13 will film it for a special program.

# ETS Testing Power

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from any other testing services. College Board president Sidney Marland has said that the possibility of the Board considering giving their contract to the American College Testing Service (the other major testing service in the U.S.) is "so hypothetical and improbable that it is not worth discussing. We wouldn't have created ETS if we had any intention of going elsewhere."

The legality of the contract with respect to anti-trust law has been questioned. But repeated refusals by both organizations to make the contract public makes it difficult to determine its legality. "We don't even let our member colleges see the contract," said Marland of the College Board.

Investigation of the organization by reporters and reformists over the past few years has disclosed many startling facts about the financial and legal status of ETS and the abuses to test scores. The organization's gross annual income has gone from \$35 million to \$53 million since the number of students taking the college boards levelled off and started dropping in 1970. This could be partially due to the fact that ETS and the College Board make a \$2.50 profit on each student taking the SAT. Also affecting this rise in income is the highly profitable search services to students as well as colleges that have recently been developed.

## NO DIVIDENDS

A "nonprofit" tax exempt organization such as ETS cannot declare dividends and must, therefore, continually spend its profits. Part of this money goes to a 400-acre "campus" in its Princeton headquarters where there is a hotel and a lake and a soon-to-be golf course, tennis courts and a swimming pool. There are many more equally shocking reports of the extravagant spending in Princeton though ETS claims that some of the profits go for research on community-oriented projects. However, investigation is difficult because like the CEEB/ETS contract, all but the most rudimentary ETS financial information is kept strictly confidential. Investigation of ETS' financial position is bringing increasing attention to questions of credibility, effectiveness and the power of ETS and mass testing in general. Although ETS claims to "provide the best service possible" there have been surveys indicating the contrary. One survey conducted by Stephen Brill, a known critic of ETS, showed 28 out of 40 ETS customers having problems with ETS losing

records, failing to send test tickets of scores or "ensnaring their college, law school or other hopes in some tangle."

Lack of regulation of abuse of scores by schools is a widespread criticism of all mass-testing organizations. The admission trend of NYU Law School is a shocking example of this. A student with a mediocre college GPA of 2.75 to 3.0 who also got over 750 on the three-hour LSAT has a three times better chance of admission than a student with a near perfect college record of 3.75 to 4.0 but who got a 550 to 599 on the law boards, a score 50 points higher than the national average.

## POWER OF TESTERS

This over-emphasis of test scores is a popular alternative to increasing the size of admissions staff. According to Welsley University admissions dean Jane Morrison, one person can probably evaluate approximately 15,000 applications in one admission season.

It would not be in the immediate self-interest of ETS to meet the responsibility of curbing some of this abuse. This is the criticism of many who feel that testers have the responsibility to regulate the use of their test scores. The power of mass-testers in general has been questioned by many educators and administrators since the value and credibility of such tests is so uncertain. Banesh Hoffman, author of the *Tyranny of Testing*, feels that the situation is serious enough to warrant a national commission of inquiry into testing. Joshua Fishman of Yeshiva University and Paul I. Clifford of Atlanta University join Hoffman in this view.

ETS has been called the "nation's gatekeeper" by an ETS executive. "No matter what they try to tell you here about how we don't really have much power, we know we do," the executive confided.

(Part II of this series will deal with the quality of mass testing in general, cultural and racial biases and their ability to evaluate non-conformers.)

NYPIRG plans to investigate some of the aspects of ETS and propose reforms that will make it more accountable to the test-takers. NYPIRG has set up an ETS Complaint Center to compile data country-wide. Use the questionnaire printed here to record any problems you have had with ETS and drop it in the box in the lobby of Richmond College at 130 Stuyvesant Place. NYPIRG does not promise to solve any individual complaints, but hopes to acquire enough information to measure ETS' performance.

See questionnaire on page 7

# But Can An Actor Ever Be A Human Being?

By Henry Ebel

*The sacrament called success.  
 The therapist called clown.  
 The bad person called actor.*

\*  
*If he's got an act  
 he's bad.  
 If he's bad  
 he's got an act.*

\*  
*Seem is bad is failure.  
 Be is good is success.*

\*  
*Down with theater.  
 Down with actors.  
 Down with all vile politicians.*

(2)

"What stage are we at, Grandpa?"

*The stages at which there is  
 a powerful unwritten tabu  
 on doing anything real and new.*

\*  
*Theater being briefly new  
 and then eternal REPETORY.*

(3)

*All of humanity  
 is projectively dirtied  
 when it learns of our vile crimes.  
 As it explores in its*

*history coarses how far  
 short we fell of our pretensions.*

\*  
*As all the dirt begins to flow  
 Our hearts move to and later fro.*

\*  
*So historical revisionism  
 whether practiced in the mode  
 of Virgil or Martial or Augustinus  
 is always the curtain  
 raiser to a great outburst of  
 anguished moralism.*

\*  
*It is the surfacing  
 of the full awareness  
 of our unspeakable badness.*

\*  
*So the first historical  
 revisionist always gets  
 the treatment due so  
 provocative and turbulent  
 a renegade.*

\*  
*Because he puts everything  
 in so violently unfamiliar  
 a light, he gets AIR-NAILED.  
 Hung out widda mash to DYE.*

\*  
*I mean, the only reason they  
 didn't crucify Virgil is that  
 he was writing in MORSE CODE.*

\*  
*Romans make the very best actors.  
 Leave it to a backwoods rube  
 to practice reality.*

# Kibbee ICAC Protests Proposal Funding Move

continued from page 1

teaching hours, imposed last month, have given CUNY one of the highest student-faculty ratios in the country," she said. "This ratio inversely reflects the quality of instruction, and it is now almost twice that of the State University of New York. We are now operating below standard, and Dr. Kibbee would drag us down far below acceptable university levels.

"You cannot have semi-free tuition," she said, "any more than you can have semi-open admissions. And this is exactly what Dr. Kibbee is proposing."

## WHATEVER HAPPENED TO:

The kindly, loveable, old professor? He was replaced by a computer in the last academic reorganization at Richmond. We have been attempting, unsuccessfully so far, to program the computer to continue his column. Watch this space for further developments.

*Editor's Note: The following resolution protests the action of the Student Council in voting \$6,000 to the Dean of Students Office for a staff member's salary.*

**An Open Letter to: STUDENT COUNCIL, PRESIDENT VOLPE, DEAN MAC CORMACK, and the RICHMOND COLLEGE STUDENT BODY**

**From: The membership of the INTERCLUB ACTIVITIES COUNCIL (ICAC)**

**Date: October 16, 1975**

ICAC hereby formally protests the lack of notification to its Executive Board members for the August 12 meeting of the Student Council. The regulations of the Student Council explicitly state that the four Executive Members of ICAC are members of the Student Council. This positive disregard of Student Council regulations is intolerable. We demand that the actions at this meeting be immediately rescinded, and immediate steps be taken to keep this type of action from being repeated.

# RICHMOND TIMES

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# An Interview With Howard Nemerov

## The Sayings of a Poet

By Jill Rapaport

On Wednesday night, the 15th of October, the poet Howard Nemerov, author of "Guide to the Ruins," and "The Next Room of the Dream," among other books of poetry and prose, and a frequent contributor to such magazines as the New Yorker, Partisan Review, and The Nation, came to Richmond College to give a reading of his work.

After the reading, which was largely inaudible to the unfortunates in the back of the room because of bad acoustics, no microphone, and a noisy air conditioner, a reception was held in Mr. Nemerov's honour at the home of President Volpe and his wife. I interviewed him there.

Before the interview got underway (i.e. before the tape recorder was plugged in and running), Nemerov said to me, smiling, "Of course, you've read all of my books," to which the honest answer was "no." I said, "Well actually, I haven't read too much of your work," and he goodnaturedly replied that when people say that it's almost always a bit of an understatement.

Some days after I talked with him, however, I began to read his poems in earnest. They're remarkable, containing beauty, humor, truths, profound sadness sometimes — in short, containing those things good poetry is supposed to be about — but you can't approach them with impatience. They take a good bit of savoring and thinking to get the message they convey, and time spent on them is well worth it.

Nemerov very graciously allowed himself to be pulled away from the reception to give me my interview and stayed for some thirty minutes or more, in a small room near the patio where the other guests were. I want to say before I go any further that for me it was a profoundly affecting evening and lastly, to apologize here for any undue intrusion of the journalist, and I'll leave it to the reader to decide who interviewed whom.

Howard Nemerov looks to be in his fifties or early sixties, has short gray hair, which stands straight up, and large, frank-looking blue eyes, the more compelling when he removes his glasses. He moves, gracefully, smokes cigarettes but isn't a chain smoker, and he has a deep, mellow voice which is not accented unless you'd call it American-accented.

When we were finally all set up and the tapemachine on, Nemerov said to me "I'll do my best now, but you'll forgive me in advance if my answers to your questions are nothing like what you expected them to be." I said I'd be surprised if they were, and we began. I asked him what he thought of a story that had been in the New York Times recently about what police in various countries throughout the world suspected to be an international

was? "My dear girl," he said after my lengthy phrasing of the question, "are you interviewing me or you?" I tried to explain that I thought of this news story and others, like the Patty Hearst story, as an example of a connection between the real and the surreal, as several dramatic cases of life imitating art.

"Thomas á Kempis thanked no less a personage than the Holy Ghost for relieving him of the necessity of having opinions," Nemerov replied. He let that sink in a bit before continuing, "You're interviewing me presumably because I write poetry. That doesn't qualify me as an expert on all those things that you can hear on the news every morning.

of these groups.

"You're a very young woman," he said, "and I think you should be aware of that kind of beauty, or thinking of it as beautiful. You know the great story about this is Dostoevsky's novel, "The Possessed," which was about the real case of a nihilist who went around the country forming little cells on the grounds that there was a whole underground network, but really, there was only five people in it the whole time. There wasn't any great revolutionary organization, but in Dostoevsky's novel, the five or six people are convinced that they're part of a vast underground, but they're not.

later, you don't wonder very much if he was making the world better; people like to read his poems for many beautiful qualities in them, and certainly it was not because he was

*'The only way  
to be serious  
is to be cheerful.'*

either trying to start a revolution, or whether, if he had been, he would have had any particular recognizable effect on the way the world went. Or, if George Herbert is too tame an example, what about Mayakovsky? He was the Russian poet of the revolution, dead at about 25, I think, a suicide, who also wrote about bugs, but a little more politically than I think I do."

I asked him then, what he thought about suicides of poets, or of people who seem of a poetic bent.

"I would have to answer," he said, "what do you think about the suicides of people? Poetry has been traditionally connected with madness, yes, but it's a very hard question to deal with. But people have been traditionally connected with madness, too.

"My sister was Diane Arbus, the photographer, you may have heard of her. Diane killed herself, and that was around the same time that Sylvia Plath killed herself, and an Austrian novelist named Ingeborg Bachmann killed herself, and so, philosophical writers for cheesy ladies' magazines started to make a big thing.

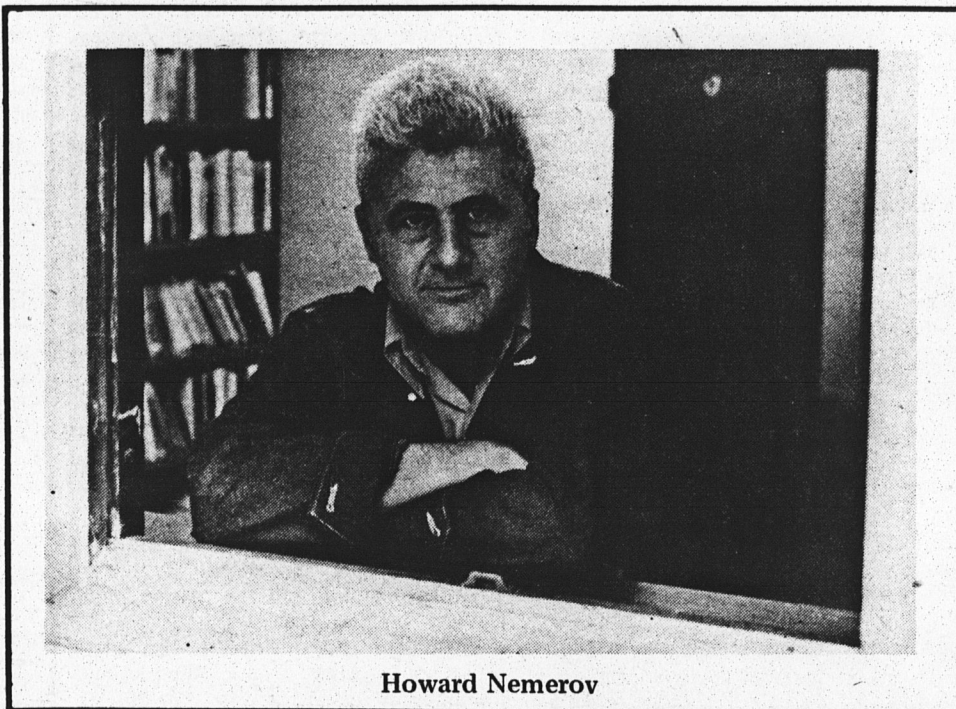
"You wouldn't count up all the people who never wrote poems or took photographs or wrote novels who killed themselves around the same time, and there must have been millions of them.

"It's what Stanley Hyman used to call the "death connoisseurs." When his wife died in her sleep one afternoon, he called me up first, and said "Howard, the only thing you can do for me is keep the death connoisseurs away from here with their calvesfoot jelly and their condolences, 'cause I just don't want to see them."

"And I feel a little the same way. I did not know to a hair why my sister did away with herself. I had seen her for the last time only the year before, and we had a lovely, funny dinner together. She seemed in great good shape. At the same time, I knew she had had two bouts of hepatitis, which, medically, goes with severe depression, and she was going to psychiatrists, so, I don't know.

"But there is no reason to connect this with art. There's no cogent reason you could specify. People who kill themselves, some artists die young, some artists last till 85, looking rather cheerful, like Frost and Yeats, and Wallace Stevens. You can't have these

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Howard Nemerov

"You can't know, anymore than anybody else can, about vast, widespread happenings involving lots of people, whether they connect or whether they accidentally seem to cohere; you notice that when you hear on the morning news that there's a twelve-car pileup on the New Jersey Turnpike, the next item is most certain to be a seventeen-car pileup on the Alaska highway. Because, people put things together.

"I do not in the least know the answer to your question. It would surprise me very much if there were this worldwide league of terrorist

They're absolutely on their own."

There seemed to be nowhere further to go with this question, and when I sort of lamely said, "Well, I don't know . . .," he interrupted pointedly, "I don't know, either."

I went on to say I hadn't asked him that first question merely because it had been something on my mind, but because I wanted to know how a poet, who's been a poet all his life, namely he, Nemerov, reacted to or saw those things. I mentioned the bugs that figured in one of the poems he had read aloud earlier, and said "You seem to write about beautiful subjects, and

*'I'd like to think I'm receiving  
messages from nature and the world,  
rather than telling nature and the world  
what they're supposed to be about.'*

organizations with one objective in mind, because they couldn't get along with each other any more than they can get along with themselves."

He went on, "The first thing that happens when you get some great revolutionary movement like Protestantism, is, it splits up into 17 different, or more like 1700 different congregations, whose points and doctrines and differences an outsider would think so trivial as not to be worth anything. Instead, they have holy wars, against each other. The Baptists won't talk to the Methodists won't talk to the Episcopalians won't talk to the United Churches of Christ . . . and now, why should it be any different with terrorist organizations?"

I agreed that there would seem to be no difference in the nature of such organizations, but repeated the earlier statement to which I had tried to get a response, that there still seemed something beautifully bizarre and like a work of art about the rumored network

funny subjects; in a way, classical subjects, as opposed to decadent subjects. I wanted to know what you thought about "decadent" happenings and "decadent" art, like, for example, Andy Warhol, etc?"

"How do you know it's decadent, and how would you know what decadent is?" he asked. "If you've noticed poetry through the ages, there are highly revolutionary poets, and there are others who are not. That is, I'd like to think I'm receiving messages from nature and the world, rather than telling nature and the world that they're supposed to be about. And remember also, that if you're interviewing me for a newspaper, you're obviously told to be interested in things of immediate — that wonderful word — relevance, that word that was so popular five to ten years ago. You want to be "relevant," as my oldest son puts it. And remember that the world for, say, George Herbert, was just as real and just as immediate as the world is for us. Two hundred years

*'We learn from sayings.  
It's only later that the  
sayings may take on a  
meaning. You don't  
have to explain them.'*

underground conspiracy of guerilla and terrorist groups, in which the Basques, Canadian separatists, I.R.A., revolutionary groups from South American to Japan, were all linked. Did he not think that there was a certain undeniable beauty to this, whether or not it was true, and whatever one's personal opinion of terrorism as a tactic

### The Phoenix

by Howard Nemerov

*The Phoenix comes of flame and dust  
He bundles up his sire in myrrh  
A solar and unholy lust  
Makes a cradle of his bier*

*In the City of the Sun  
He dies and rises all divine  
There is never more than one  
Genuine*

*By incest, murder, suicide  
Survives the sacred purple bird  
Himself his father, son and bride  
And his own Word*



# Cooper Answers Volpe

## History Prof's Letter Challenges President's View of Richmond's Past

*Editor's Note: Professor Cooper is an Associate Professor of History at Richmond who is teaching at John Jay College for the 1975-76 school year.*

To the Editor:

Thank you for publishing the full text of President Volpe's "Memo" on Academic Re-Development at Richmond dated September 16, 1975.

As is perhaps known, I responded privately to President Volpe on September 24 regarding his general tone and specific plans, and hoped my response would be circulated around the College. For various reasons, the latter did not occur. My initial purpose was to stimulate a debate over the presumptions and assumptions of the September 16 text which I personally found appalling. This letter now is a revised version of my original thoughts which I throw out here to be chewed on by faculty and students.

President Volpe's memo is unique in my experience of reading academic rhetoric. Rarely are administrations so blunt in conveying their usually disguised contempt for teaching staff (and *vice versa*.) The chalk-dusty velvet glove is off, revealing the spiked hand — a situation that now typifies the social Darwinian atmosphere all around CUNY's twenty branches. This year's *Oktoberfest* of appointment and re-appointment decisions have been conducted in an atmosphere conducive to everything but academic judgment.

Amidst the overwhelming crisis confronting New York City and CUNY, what could be the purpose of issuing such a memo, particularly in an institution trying to recover from years of conflict and currently in real danger of disappearance? The potential answer to that question leaves me in a condition of paralysis.

### PARASITIC FACULTY

An outsider stumbling on President Volpe's memo, an official statement from the legal head of the College, must conclude that this faculty was a pack of parasites more adept than so-called "welfare cheaters" in ripping-off the public treasury. At this moment, CUNY's administrators, faculty union and student senate are purportedly unified on one item — trying to pry monies out of Albany against the powerful opposition of the State Educational bureaucracy that wants tuition in CUNY. What should a legislator who receives President Volpe's memo about this faculty conclude? When some CUNY or State authority decides to re-structure the University and consolidate branches, why should they hesitate to think that Richmond's disappearance would be a loss? After all, the president has stated the faculty built a Utopia and who has room for utopias when police stations and fire companies are eliminated?

If this College was a utopia, then the meaning of that word has changed drastically. The portrait of the faculty as a group of "subway or ferry cowboys" — the older image of the City College faculty — simply clashes with the historic reality of the deep involvement most of us had in everything from curriculum to visiting community colleges to debating issues to helping each other write and research. Long hours characterized the workday here; even part-timers and adjuncts, to the detriment of their careers it now turns out, put in more time than their counterparts did elsewhere. These claims can only be

demonstrated by a study of diaries and date-books — not catalogs and master plans.

Richmond College was not created by an Intelligent Hand but rather as a compromise between unrelated factors. The University's desire to find a place to send community college graduates who were "unwelcome" at the older senior colleges, added to pressures from a few Staten Islanders to locate a senior college here, plus the Staten Island Community College's concern that a four-year college would undercut its work — an unholy mix — produced an upper division college in St. George, opening in September, 1967. The school was told to be innovative and experimental and to some that meant interdisciplinary programs; to others that meant throwing away all traditional learning and exploring "selves" and psyches; and to others it meant a variety of things which cannot be summarized here.



Professor Sandi Cooper

In addition, almost at the same time Richmond opened, the Board of Higher Education issued a *ukase* that any community college student who successfully completed 60-64 credits could enter any senior college of its choice. Richmond's constituency was diluted, thus, from the very start by the very Board which had created it. The struggles began.

Still, to claim that all we did was create a traditional curriculum is remote from the realities of 1967-9. What we did then was create a very open-ended educational smorgasbord, permit all manner of program combinations, remove all restrictions on what subjects were acceptable for what majors or programs. We were more flexible on grades, class meeting times, independent study and in general, the creation of a relaxed learning atmosphere. The usual bureaucratic restrictions existing among faculty were minimized. Students were encouraged to do their thing.

For this we were later shot down by the central administration which asked for innovation and then rejected disorder. From 1973 on, the clamps closed in tighter and tighter and now, finally, "law and order" is re-established. It is certainly true that some of our "experiments" were fiascos, others permitted student deficiencies to go unnoted and the faculty was rent in conflict over everything from the "verb" in course descriptions to what degree requirements ought to be (should there be any?). But to describe this as President Volpe did in his memo as the

creation of a highly traditional program is to fly in the face of all reality.

Regarding the faculty, yes, it was younger than most and yes, it reflected the tensions of the late sixties which will probably rise again from the ashes of the mid-seventies in another, more brutal form by the end of the decade (1984?). The recruitment of younger faculty here — and in 1967, I was one of them — was dictated by the need to hire a lot of people to "seed" the institution, rather than a few academic stars. This group did not in any way resemble traditional faculties. Its enthusiasm was boundless and its energies irrepressible. Its main concern was finding a way to educate students who were a new generation of college entrants and whose preparation was enormously different from the usual background of college-bound students in the U.S.A. Each faculty group worked out patterns, some with more student involvement than others, that reflected what it thought appropriate. The result may not have pleased Board and Chancellor's office types (as it did not please a number of faculty here) but one thing it was *not* was "traditional." It was not a set of programs designed to send students to graduate schools for advanced degrees. The President's characterization of this education as traditionalist is incredible. If that is what the catalog and the master plans let him believe, than we had catalogs and master plan writers who were designing Alice in Wonderland documents or probably, producing public documents to cover the reality of Richmond's bohemianism.

More than the President's "historical analysis" of Richmond, I disputed his view of education. To be clear, I do not disagree that we need a re-organized curriculum, that we need to articulate closely with community colleges (though this faculty spent hours visiting two-year schools in the past on its own) and that liberal arts for older students who have already achieved their vocational or professional competence is fine. (These students usually do much better absorbing liberal arts work as adults than they did as youth. They are a joy to teach but the implication of Chancellor Kibbee's latest plan for retrenchment will be to limit their enrollment in CUNY — not expand it.)

### SPARE THE AXE

From these important general ideas, however, the President suggests a package which will turn Richmond into a classy center for practically-oriented education. If this is a package designed for P.R. purposes, to sell Richmond's future to those On High, to persuade University liquidators to spare the axe — all right, fine, let it ride. In the last three weeks my cynicism has exceeded all bounds and I am willing to defend publicly language which privately makes me curl. Such cynicism is the only rational response to a University which now measures the worth of programs and education by Taylorized "time and motion" criteria — by consulting Computer Print-Outs as if these were Delphic Oracles.

Better, however, is to expose the premises and for the record, I must protest. The overall tone of this plan and indeed, of 80th Street's new "progressivism" is that a critical, liberating education is inappropriate for mass, higher education. First generation minority and ethnic working class

continued on page 8

# PSC Reply To President

MEMORANDUM TO: Richmond College Faculty, President Volpe  
 FROM: Executive Committee, Richmond College Chapter, Professional Staff Congress  
 SUBJECT: Reply to President Volpe's September 16 Memorandum to the Faculty  
 DATE: October 15, 1975

Almost every faculty member we have spoken to is revolted by the insulting tone of President Volpe's memorandum of September 16. *Qua* unionists, we cannot discuss the academic merits of his proposed "New Deal for Richmond." It is, however, within our rights to respond to the barbs the document directs against the faculty. We are accused (p. 5) of creating "an increasingly specialized upper level curriculum that is solely designed to prepare students for graduate school." On the contrary, our majors are structured to train students to think for themselves to analyze problems, to write clearly, to develop intellectual interests, and to obtain knowledge that will enable them to discover what forces are affecting their lives. They *do* permit the student to obtain a solid grounding in one field, but a glance at the catalog will show that most of their component courses are general enough to be of interest to non-majors.

We are not blind to the need for new programs to meet altered student demands: those that we have initiated the past few years (e.g., the B.S. in Economics, the B.A.-M.A. Program in Cinema Studies the Masters in Environmental Science, the Business Concentration in Economics, the revised Science, Letters and Society curriculum) are attractive to students and provide them with a well-balanced combination of theory and practice. Moreover, we began working on them well before the present Administration took office. (It is appropriate here to thank a distinguished group of Richmond alumni and alumnae for their powerful statement supporting our past efforts and rebutting the President's charges.)

The most worrisome consequence of the President's memorandum is that some might read it as scoring community college students, as assuming that they are incapable of becoming cultured, reasoning human beings, and as maintaining that they should be trained merely to serve as minor cogs in our great public and private bureaucracies. This is one interpretation of the statement on p. 3 that "The students coming out of community colleges have educational backgrounds and needs that cannot be fulfilled by the traditional four year college." A similar construction can be given to the remark on p. 6 that "It is very easy for liberal arts professors — secure in their jobs and sure of a paycheck every month — to preach the ideal of learning for its own sake, to proclaim the inestimable intellectual and spiritual value of liberal arts study, and to look with disdain on career training at the undergraduate level." While we agree that it is necessary continually to seek new methods to carry out our vocation of teaching the liberal arts, we emphatically deny that community college students are not fit to be exposed to them.

Finally, President Volpe himself must be aware of his memorandum's many weaknesses, else he would not, in violation of the First Amendment to the United States Constitution, have prevented the distribution of a critique of it written by one of our members. Were he to have given us a document worthy of his undoubted abilities, he certainly would not have had to employ censorship to protect it!



# LOSING HOPE FOR AN INNOVATIVE EDUCATION

by Garry Tanner

At this time the fundamental "mission" of Richmond College is being heatedly debated. One of the subjects for debate has been the tendency towards traditional, often made synonymous with classroom, education, pitted against non-traditional education, made to mean either outside the classroom or outside the routine pedagogical channels.

In order to be "innovative" it has become absolutely necessary to identify oneself with the latter alternative while allowing that the former must be tolerated just for the time being. President Volpe persistently identifies himself with "innovative" education in his recent, biting memo to the Richmond faculty. So be it.

But let us for a moment examine the reality of the situation. To do so, I ask you to listen to my experience as a student here at Richmond College.

I believe that I could be described as a student whose needs and abilities would be well suited to this innovative, out of the classroom, maybe on the job, education. I am highly motivated and my goal is very specific—to learn the skills related to book publishing such as design, typesetting, press and camera work and so on. And I have made my requirements quite clear to the individuals in this school who could facilitate my plans.

Every single one of these people was enthusiastic about my plan and encouraged me to go ahead with it. Furthermore most of the facilities that are required are here in the Richmond College building. So there is no reason in the world, except that some of these people have to spend night and day trying to save the school instead of making it a better place to learn, why the task of an out of the classroom, apprenticeship style of education cannot be, right?

Wrong. I contend that there is no better than a slim chance that I will get the teaching that I have asked for. But if it happens it will take an Herculean effort to break through the outmoded habits that these people have. No one has been able to do so. And I am starting to lose hope.

It is not that any of these people in question are mean hearted or deceitful. Far from it.

*But academic professors—  
and there are pitifully few other varieties—  
are an unimaginative bunch.*

But academic professors—and there are pitifully few other varieties—are an unimaginative conservative bunch. By and large they study other people's lives and deal with ideas only in a vacuum. Since they are disinclined to forge out into the unknown they are left with only one alternative. That is to recreate the game that they themselves were brought up in. They will only break out of their worn out ideas about education with the greatest trepidation. So it comes down to this: They talk innovation, and in their minds, they believe innovation, but when the time comes they play it safe.

Contained in a piece of advertising given out by Richmond College called "Find Your Way Out", is this promise:

"Richmond College is committed to a curriculum designed for the needs of individual students instead of large anonymous graduating classes;... to a program of independent study that allows a student to pursue a guided course of individual design and direction..."

I'd like to see if this promise is for real or if it is just another hypocritical ploy.

# PIRG Finds Unit Price Violations in Markets

NYPIRG has accused local Staten Island supermarkets of violating New York's Unit Pricing Law. NYPIRG researchers surveyed ten supermarkets on Staten Island, checking a total of 150 products and interviewing store managers and shoppers in each store.

"Not a single store was in full compliance with the law," Mary Martino, NYPIRG researcher, charged. Stores ranged from a compliance rate of 93% for Pathmark at Forest and Crystal Avenues to a low of 13% compliance for Bohack at 459 Forest Avenue. All violating stores will be referred to the New York City Department of Consumer Affairs for enforcement.

The present New York City Unit Pricing Law has been in effect since 1972. It requires stores to post shelf labels that list the price of a given item by the pound, quart, ounce or other standard unit measure. Numerous studies have shown that shoppers can save up to 10% of their total grocery cost by using unit pricing. Unfortunately, such savings are available to New York City consumers. Without properly posted labels, the unit price system is impossible to use. According to NYPIRG surveys, 32% of 150 items surveyed in Staten Island had missing, illegible or incorrectly labelled tags.

NYPIRG further criticized the City Department of Consumer Affairs for lax enforcement, and not carrying out its duty to protect New York City consumers. "There's no way that City inspectors could have entered one of these stores without uncovering the same abuses our surveyors found," Donald Ross, NYPIRG Director, stated.

Another problem uncovered by NYPIRG researchers was consumers' widespread ignorance of unit pricing, its purpose and how it works. On Staten Island, 60% of the shoppers surveyed did not know if the store in which they regularly shopped had unit pricing, and almost 40% did not know what unit pricing was or how to use it. Half of the store managers did not feel that their customers were regularly using unit pricing. NYPIRG shopper interviews showed that only 30% make a habit of using unit pricing labels.

Stores surveyed by Richmond students on Staten Island were Acme, A&P, Bohack, Hills, Pantry Pride, Pathmark and Waldbaum's.

NYPIRG surveyors at Brooklyn and

Queens Colleges checked supermarkets in those two boroughs and upstate schools surveyed stores in Albany, Binghamton, Buffalo and Syracuse. In New York City, Staten Island had the best overall record of compliance with Brooklyn the worst. City-wide data shows that only one out of 74 supermarkets surveyed was in full compliance with the law. Of the 1400 items surveyed in the city, 40% of them had missing or otherwise incorrect labelling. Upstate surveys revealed similar results.

NYPIRG presented its findings to the State Senate Consumer Protection Committee at an October 20 hearing on unit pricing and the controversial new Universal Product Code (UPC) system. Under that system all price marking would be removed from individual food items. Consumers would be forced to use unit price labels to determine the price of any item. Given the results of NYPIRG's study, UPC would be a disaster for consumers.

# T'ai Chi Chuan At Teahouse

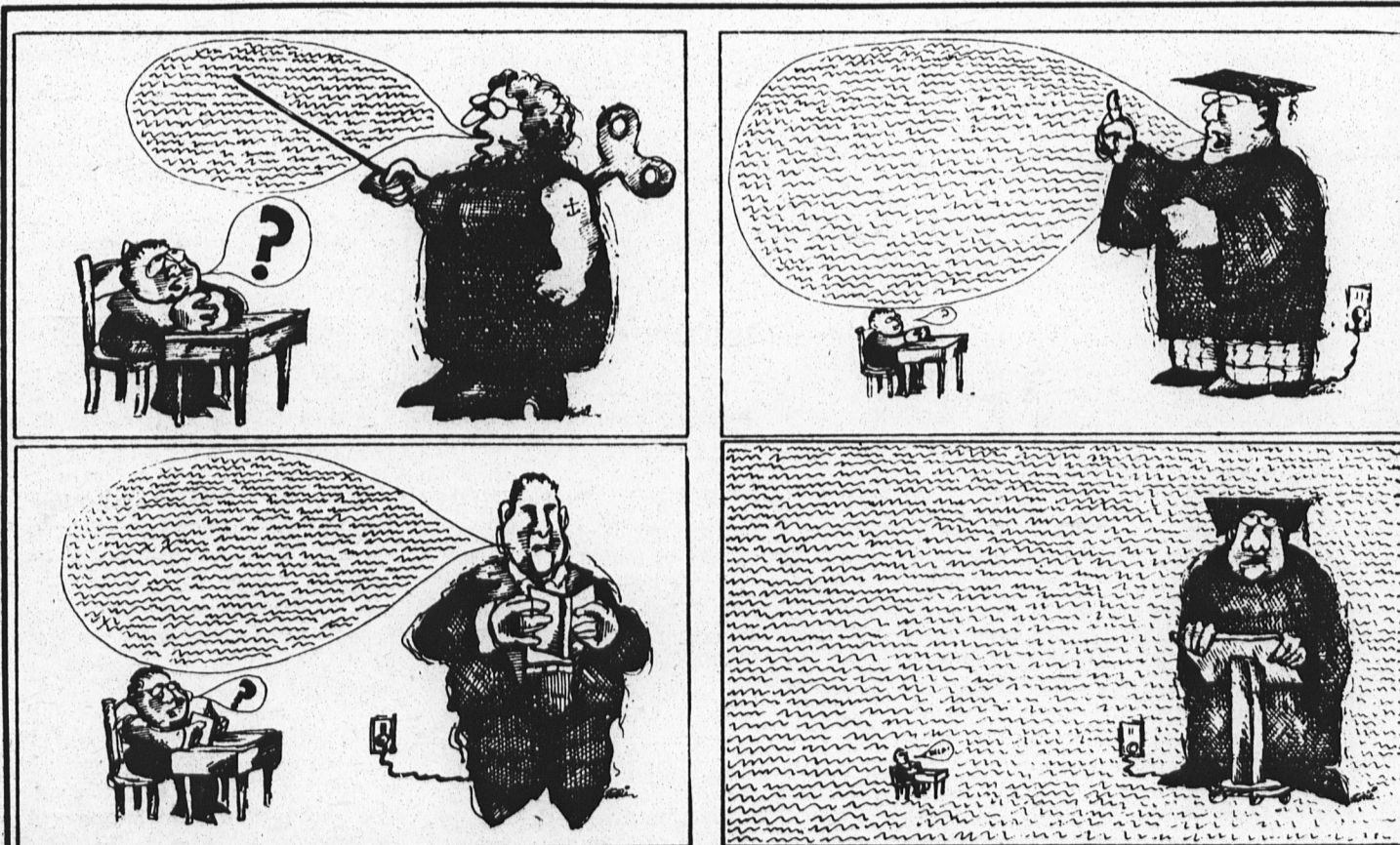
T'ai Chi Chuan is an ancient Chinese system of physical exercise for health, vitality, longevity, and self-defense. Although relatively new and unknown in the West, T'ai Chi has been a daily practice of millions in the Orient. Its roots reach back thousands of years into Chinese culture and practitioners of the art find it invaluable in its own right and as an aid in other disciplines. Indeed, the very name "T'ai Chi Chuan" translates as "Supreme Ultimate Boxing." The Chinese say that whoever practices T'ai Chi, correctly and regularly, twice a day over a period of time, will gain the pliability of a child, the strength of a lumberjack, and the mind of a sage.

The exercise consists of thirty-seven different positions which are performed in continuous sequence at a slow speed without pause. Complete relaxation, accuracy of position, perfect balance, slowness and evenness of motion, and correct breathing are the elements which, in their combination, help to develop that harmony of mind and body necessary for perfect health and immunity to disease or physical attack. This exercise is performed alone, takes five to seven minutes to complete, requires no special equipment, and can be done in a space three feet square. There is also a second exercise, the "pushing hands practice," which involves two persons, each trying to unbalance the other *without using any strength*. "Pushing hands" might be described as a philosophers' variant of Indian hand wrestling; it greatly enhances the sense of touch, develops lightning awareness of the opponent's motion, and enables one to become sensitive to deeper tensions in the body and to relax them at the most profound level.

Staten Islanders now have an opportunity to find out about and learn T'ai Chi Chuan.

There will be an opportunity to join a group which will be meeting Mondays at 8 p.m. at the Teahouse, 597 Bay Street, Stapleton, to learn T'ai Chi Chuan. The class will be taught by John Gaines, who has been studying T'ai Chi for eight years with the Shih Jung study group.

For further information, call Paul Burstyn at 447-9232.





# FILMS

## "Mahogany" Opens

# Some Things Never Change

By M de Burca

Things in life change. Fashions in people change, fashions in film change, and — most of all — fashions in fashion change. Unfortunately, little in this recent Berry Gordy film has changed except the budget of black exploitation films, and a string of first rate actors in a plot that hasn't changed (with the possible exception of quality — which has bottomed out) since the first production of "Madame X."

The plot centers around a young secretary in a department store, Tracy (Diana Ross) who spends her evenings being a dedicated fashion student. She is, naturally, running herself into the ground without even messing her hair. Instead of the standard boy meets girl, boy loses girl, boy gets girl, we have the inventive girl meets boy, girl loses boy, girl gets boy. In this particular case, Tracy meets a young politician (Billy Dee Williams), and after she is fired from her job because her double life has been exposed, she works in his campaign office as a volunteer.

Love blossoms and finally the young politician tries unsuccessfully to convince Tracy to give up her ambitions and marry him. Girl loses boy. Tracy is off for an encounter with a famous fashion photographer (Tony Perkins) who is supposedly impotent. Tony molds Tracy into a top fashion model and changes her name to Mahogany! Soon, Tracy is tired of being just a model and develops into one of the world's top fashion designers and comes back and marries the handsome young politician.

I was not very thrilled with "Lady Sings the Blues," but this remake is intolerable. The performances by Perkins and Williams are barely passable primarily because they are given nothing to work with. The supporting cast, Jean Pierre Aumont, Nina Foch, Beah Richards, and Marina Mell are what one would expect from professionals trapped in a pure mishmash of cliches.



Diana Ross

Diana Ross turns in a performance that would be laughed off the soap opera shows. I slightly suspect that she may be parodying her gooey performance in "Lady" but I am not so sure.

T.V. Soap Opera does seem to be the full extent of Berry Gordy's sense of cinematic conception. In this his first film, Mr. Gordy the founder and controller of Motown, shows what is quite possibly a keen business sense (the film is supposedly doing bonanza box office business) and absolutely no sense of cinema art. Everything about the film is standard and cliches from the footage of Diana Ross struggling home after fashion class to a burned out tenement neighborhood, to the wooden dialogue, to the directing which is not the least bit inventive nor creative. Everything you have seen in this film you have seen hundreds of times before.

## "Rooster Cogburn" Is No Classic

By Brian Atkinson

The teaming of John Wayne and Katherine Hepburn in "Rooster Cogburn" was a brilliant idea and the two actors give wonderful performances considering the material they have to work with. It is a fun movie, one that is full of beautiful scenery with a liberal sprinkling of action. The plot is unimportant, as it goes no deeper than your usual good guys and bad guys woven around the meeting and chance teaming up of two strong willed people who come to respect one another at the end. Even the secondary characters are unimportant.

If the film has any great flaw, it is in the fact that it follows the actions of the two main characters so closely that

it bogs down at points. The dialogue is full of long speeches and flowery lines that only an actress of Katherine Hepburn's ability could get away with it.

In the film there is an Indian boy whose sole justification for being there is that he keeps asking John Wayne about the criminals he has captured, and thus produces even more actionless dialogue that slows the film down.

Strother Martin appears in a very short sequence that is perhaps the best in the entire film. It's full of small bits and comic touches that lets the pace of the film relax without coming to a halt. Unfortunately, this is not the case with the rest of the film.

John Wayne again captures the saltiness and gruffness of the Cogburn

# Comin' Events

## Brooklyn Academy of Music

NOVEMBER 1975 SCHEDULE

DATE	PERFORMANCE	PRICE
<i>Music</i>		
November 13	The Jerusalem Symphony, Lukas Foss, Conductor. (New York Debut). Program: Rossi's Sinfonia, Mendelssohn's Capriccio, Avni's Meditation for a Drama, and Mahler's Symphony No. 4	\$6.50, 5.50, 4.50, 3.50
<i>Theatre</i>		
November 18 - 23	Chelsea Theater Center Preview: Ice Age. The American premiere,	\$6.00 all seats, except first week and
November 25 - 30	Tankred Dorst's provocative drama about a Nobel Prize Winner who was a Nazi collaborator. Directed by Arne Zaslave, translation by Peter Sander.	Wednesday matinees, \$4.00
<i>Dance</i>		
Margalit Dance Company		
October 31		\$4.00
November 1	Program: Through the Gate Aden Landscape Birth of A Drum Cinderella In the Beginning	
November 2		
November 14 (A)	Pennsylvania Ballet. Program A: November 15 (B) Raymonda Variations (Balanchine/Glazounov) November 16 (B) In Retrospect (Rodham/Britten), Grosse Fuge (Van Manen/Beethoven) Program B: Symphony in C (Balanchine/Bizet) Carmina Buran (Butler/Orff)	\$6.50, 5.50,
November 15 (B)		4.50, 3.50
November 16 (B)		
November 16 (A)		

## Hollywood Feature Movies

at the Stapleton Branch of the New York Public Library  
132 Canal Street, Staten Island  
727-0427

-FREE- -FREE-

October 1975—February 1976. All films at 7:30 p.m. except ANNE FRANK, promptly at 7:00.

- November 12 PHANTOM OF THE OPERA with Lon Chaney. SILENT.
- November 19 CITIZEN KANE with Orson Welles, Agnes Morehead, Joseph Cotten. Partially based on the life of William Randolph Hearst.
- December 3 GOLDEN AGE OF COMEDY from the early 1900's to the present (Carole Lombard, Jean Harlow, Will Rodgers, Laurel and Hardy, etc.)
- December 10 THIRD MAN, spy-melodrama based on a story by Graham Greene. With Orson Welles, Trevor Howard, Joseph Cotten.
- December 17 MAGNIFICENT AMBERSONS, Orson Welles production starring Joseph Cotten, Anne Baxter, Tim Holt, Agnes Morehead. Pioneering photographic work.
- January 7 THE 39 STEPS, Intrigue and murder, based on book by John Buchan. With Robert Donat and Madeleine Carroll.
- January 14 THE CAT AND THE CANARY, disappearing corpses, secret panels, clutching hands, a hooded monster. 1927 SILENT.
- January 28 LAURA, "who-done-it" with suspense and style. Gene Tierney, Dana Andrews, Clifton Webb, Vincent Price, Judith Anderson.
- February 4 GAY DIVORCEE, Fred Astaire and Ginger Rogers.
- February 11 KING KONG, Fifty foot ape terrorizes city. Fay Wray. Bruce Cabot, etc.
- February 18 DAIRY OF ANNE FRANK, (3 hours but worth it!) 7:00 P.M.

### Poetry Reading

John Peck, author of Shagbark will read from his poetry  
November 18 — 8:15 p.m. — Room 904

character he created in "True Grit," yet he is surprisingly charming in his scenes with Hepburn. He does dominate every scene that they are in together and it seems that Hepburn allows him to do this most willingly and cheerfully. She is wonderful as the spinster preacher's daughter who is as stubborn and as brave as Cogburn.

It is safe to say that without these two stars the film would be a complete bomb. The direction by Stuart Millar is pedestrian at best and the dialogue is at

once terrible and predictable to the point of stereotype. Others characters do unexplained things and are often indiscriminately killed off. All we know is that they are bad and John Wayne is good with little explanation or background presented.

Although the film doesn't capture the magic of the Tracy-Hepburn classics (it actually doesn't even come close), it is still a wonderful reminder of what two old pros can do in spite of bad material.



# Sri Chinmoy To Lecture At Wagner

On Friday, November 7, at 7:30 P.M., in Room CCF-2, at Wagner College, Sri Chinmoy will lecture on and conduct a meditation. The Newman Club and the Chaplain's Office are sponsoring the evening. All are invited to attend and participate.

Before coming to the West on April 13, 1964, Sri Chinmoy spent twenty years in an ashram in his native India practicing intense spiritual disciplines. During this period, he underwent a series of profound mystical experiences and achieved that rare state of oneness with God which various faiths call Enlightenment or God-realization. With his deep, self-effacing humility, he would have been content to spend the rest of his life in prayer and meditative seclusion. But an inner command that he offer his realizations to the souls of the West brought him to the United States ten years ago. Since then, he has worked tirelessly to share his inner wealth with sincere aspirants of all nationalities, races and creeds.

In the spring of 1970, Sri Chinmoy was invited to conduct regular weekly meditations for United Nations delegates and staff at the United Nations Church Center Chapel in New York. This led to his selection as permanent Director of the United Nations Meditation Group. He is the only person ever to hold such a post.

His efforts toward world peace were officially acknowledged two years ago in a special ceremony held at the U.N. by U Thant. Several months later, a magazine describing Sri Chinmoy's activities at the U.N. was begun. The magazine, *Meditation at the United Nations*, appears monthly.

In the last few years, Sri Chinmoy's spiritual philosophy has become the focus of increasing interest in the academic community, and he has been invited to lecture at various universities around the world. To date, he has delivered 159 university lectures in several countries.

## Sore Throat Season

Since the sore throat season is upon us, the following tips may be helpful to you for temporary relief of symptoms.

Most sore throats (pharyngitis) are caused by viral infection. Some are caused by bacteria. One of the most commonly known bacteria is "Strep" (Group A, beta hemolytic streptococcus) which usually requires Penicillin treatment. Viral sore throat usually require no treatment.

Warning signals for seeking medical treatment are:

- Accumulation of yellow or white mucus that gives a bumpy appearance to the throat.
- Lymph nodes that are enlarged and tender at the angle of the jaw and front of the neck.
- Fever greater than 101 degrees.

Treatment for other than the above:

- Gargle every 2 hours using one teaspoon of salt to an 8 oz. glass of water (hot) — coffee temperature.
- Drink plenty of fluids — juices, tea, water, especially hot fluids.
- Check your temperature several times a day.

Take Aspirin for discomfort or the Aspirin substitute, Tylenol, if you cannot tolerate ASA.

Use medicated lozenges containing a local anesthetic.

Stop smoking.

Voice rest and bed rest.

Call the doctor if:

Sore throat last more than two weeks.

Pain is associated with headache and stiff neck (unable to touch chin to chest).

If temperature is over 101 degrees several times in one day.

If earache, skin rash, cough, shortness of breath or chest pain develop.

If throat is not better after 3 days of the above suggested treatment.

If you need medical attention, the school physician is available Monday and Friday, **BY APPOINTMENT ONLY**. Stop by or phone the Health Services Office, Room 536, 130 Stuyvesant Place, phone 720-3148. If you need advice, see the nurse, Mrs. Ekholm.

## Women's Center News

### COMING EVENTS

Nov. 5 Susan Griffin reading from her new title *Women and Nature* at 3:30. Room to be announced.

Nov. 6 Hand reading, Healing, and Herbs Workshop. Time and room to be announced.

Nov. 13 Body Awareness Workshop. Time and room to be announced.

Nov. 15 Third Annual WOMEN'S DAY to be celebrated by and for women. All day workshops, theater groups, concert and dance. Check fliers or come to the Women's Center for more information.

### Presidential Forum

Honorable Robert F. Wagner, Jr. Councilman-at-large for the Borough of Manhattan Speaking on "New Ways of Funding Urban Areas" with a member of the faculty of each of the four colleges on Staten Island responding November 19 — 7:30 p.m. Richmond College Hall

### Italian-American Club Meets

The Italian-American Club of Richmond College had its first meeting of the year in the student lounge on the third floor on Monday the 27th. The club is planning numerous activities and asks all interested parties to attend their next meeting on Monday, November 3rd.

### Missing Heirs?

Not really. But the following people have Student Government checks waiting for them in the Business Office on the ninth floor that they haven't picked up:

A Santana \$7.45  
J. Gasoi \$4.00  
E. Calderwood \$4.00

If you know the whereabouts of any of these people, please tell them to seek Mike Monahan in the Business Office.

ROCK ZITO - Come home, all is forgiven.

### ETS COMPLAINT CENTER

1. Name of test/service:
2. Nature of Complaint (Check one):  
Incorrect test center assignment  
Lost transcript  
Late test score reporting  
Late admissions card  
Other (specify)
3. Approximate date of test/service:  
(month, year)
4. Name and address as appeared on ETS application:  
(name)  
(number & street) (apt)  
(city) (state) (zip)
5. Present address (if different from above):  
(number & street) (apt)  
(city) (state) (zip)
6. If testing service, location of test center:  
(city) (state)
7. School where enrolled at time of service: (state)
8. School where presently enrolled: (state)
9. For how many schools was information incorrectly handled?

### Pre-Law Handbook In Library

Professor Kramer has put the 1975-76 Pre-Law Handbook on closed reserve in the library. All students interested in going to law school should glance at it. Also, he has some of the GAPSFAS forms that must be filled out by students needing financial assistance to attend law school.

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## David Bromberg BAND

presented by the STUDENT UNION of St. John's University, Staten Island Campus

FRIDAY NOVEMBER 21

8:30 p.m.

LAVELLE HALL AUDITORIUM

Tickets: \$5.00 in ADVANCE

\$5.50 at DOOR (if available)

Tickets on sale at SJU Student Center  
INDOOR PICNIC-bring a blanket and pillow

Free "Munchies"

Hot Dogs & Soda on Sale

(no alcoholic beverages allowed to be brought in)

CONCERT\*IN CONCERT\*IN CONCERT\*IN CONCERT\*IN CONCERT\*

I'm looking for an 8-year old boy, blond curly hair; slender; angelic features, for a short screenplay I've written. One day or less is all he'll be needed for. If anyone has a son, kid brother, or friend answering that description, please leave word (and phone number) in room 416 or the Richmond Times mailbox, or call me, Jill Rapaport, at 273-2182.

### Art Club

The Richmond College Art Club will hold its next meeting on Tuesday, November 4, 1975, at 12:15 P.M., in Room 606. All regular meetings will take place the first Tuesday of each month, same time, same room. Members and those interested in becoming members are invited to attend. Please bring your ideas and willingness to pitch-in.



# Howard Nemerov Interview

continued from page 3

grand generalities, although I know that's what you're supposed to be getting from me, you're not going to get it."

Someone came in at this point to urge us to wrap it up fast. Nemerov said, "We're wrapping it up fine," and they both laughed, the other person noticing he had found himself a comfortable chair and an afghan and was perfectly content to nestle in and stay there indefinitely. He remarked to her that "Jill has been mostly interveiwing herself but every once in a while I get in a few remarks about how you can't think about the world this way."

"Why not?" he was asked.

"Because it's much too big and complicated."

He then mentioned again the topic we had just been discussing, Diane Arbus, Sylvia Plath and Ingeborge Bachmann, and all the other artists and people who kill themselves.

Then, in a half angry, half contemptuous tone he mentioned "that stupid man Alvarez (A. Alvarez who wrote "The Savage God," on the subject of Plath and suicides of artists) who wrote the book about suicide, two years later was remarking in the New York Times Book Review, 'You know, I've finally decided that self-destruction is perhaps not the best road for the artist.' I'd kick the shit out of the little bastard!"

He made a mock gesture as if to apologize for the fact that his remark had just got on the tape recorder. I assured him it was printable.

The woman who had come into the room then made some comment to the effect that there were obvious forms of self-destruction and then there were the kinds that were more acceptable.

Nemerov cut in, saying, "I favor the kind that takes eighty years to happen. My family doctor says, 'Howard, if you go on drinking, and smoking this way for 20 more years, you'll have the odds beat.'"

Then we were left alone with the request that it be "soon, now."

We got onto the topic of those who have money and those who don't.

"History is a very intractable thing," he said, "it doesn't require that everybody be a villain, doing nasty, dirth things to everybody else. Even when people try their very best to make things go right, they very often go wrong."

"Like that magnificent project in St. Louis that was finished before I got there, a housing project for the poor, called Pruitt Igoe, I don't know who it was named after. It was just magnificent. And, then years later, they had to blow it up. The quality of life had simply deteriorated to such an extent that everybody just moved out, except the rats."

## WISDOM IS A LUMP ON THE HEAD

"The same where Diane lived, just before she died, over in Westbeth. It had just been built, and it was regarded as rather a privilege, it had something to do with being an artist if you were accepted there. And even by the time, I guess it was around the last time I saw her, even by that time, there were policemen in the halls, windows broken, elevators not working, dirt all over, and a general feeling of danger and insanity. There was a pause and then he said, "But you know, the world, alas, is a big and complicated place and you and I will never even know on our deathbeds, anymore than we knew in our cribs, what it's about. You're young enough so you can pursue knowledge, and good luck to you, and I hope you do get to know something, but, I'm something like 30 years older, and inclined to pursue ignorance, because it's a much vaster subject."

Finally, I asked if there were any advice he had for young poets, in a practical sense, such as where to go to

try to get their things published.

"Oh, no advice like that. Advice like, be patient, try to be cheerful, remember that in the darkness humor is a great help, and go out for a walk and maybe an acorn will fall on your head and you'll know something you didn't know before. That's the only kind of advice I give."

"You know, Henry James said - marvelous instruction for beginning novelists - 'Try to be one of the people on whom nothing is lost.' Just you try, but it's a great instruction all the same."

When told that his comments are such that one feels one has to wait a moment or so before one has heard them, Nemerov responded, "we learn from sayings. It's only later that the sayings may take on a meaning. You don't have to explain them. Whitehead

said, 'Style is the ultimate morality of mind,' and, bless him, he didn't try to explain that when you say something like that, it's said. You wake up in the morning and say, 'Style is the ultimate morality of mind, by God,' and brush your teeth and feel better. But you don't have to paraphrase it for some English teacher, you know, it's something that's been said that is absolutely decisive. I don't give much of a damn if I don't understand them. One of the greatest sayings in the world is in Plato's "Timaeus," 'Time is the moving image of eternity.' Say it over to yourself. Don't try to understand it, or put it into other words, there are no other words, it just says that.

"Or like Pascal's saying, 'Human beings are so essentially and necessarily mad that for man not to be mad would be a special kind of madness.' As he was saying this, the door opened and a big group of people came in who wanted to say their goodbyes to Nemerov. At this point, the interview was over, the poet was surrounded by people offering farewells, congratulations, and hugs.

Before he himself left, however, he came back to me to say goodbye and to remind me about the sayings, that I should pay attention to them and watch and listen for them, and then, one last reminder:

"The only way to be serious is to be cheerful."

# Sandi Cooper Replies to President Volpe

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students are better served, it is thought, by an education which will give them "real" social mobility - better jobs. The ideological premises and the realistic probable outcome of this thinking should be obvious.

In case they are not, I will elaborate and then close. If you bother to read such high powered literature as Heald Commission or Carnegie reports (and you are forgiven if you don't), you will find that the Great Architects of Educational Futurism in this country are worried that over-production of B.A.'s for whom no jobs exist will produce conditions of social disorder as are common to India and Japan. You will find comments to the effect that "higher education really is not for everybody." You will find statements worrying over the fate of private colleges in the days when public schools and universities were expanding. Now, in a very shrinking economy and falling population, the retrenchment proposals around for CUNY and the educational programming for Richmond share one interesting thread.

Vocationally oriented programs, para-professional training, business and technologically oriented degrees - these are the ways CUNY and Richmond, in particular, will not compete with privates, will not overproduce liberal arts B.A.'s (anyway, our students are not "really" prepared for advanced criticism in 18th century literature to begin with, goes the argument), and will "serve a unique mission." It is too expensive, too difficult and possibly too

late for us to cope with 12-15 years of undereducation that most of our students have - so let us ratify it and give them degrees with practical thrusts.

Has anyone checked the want-ads lately to see if there are jobs for these new technologically-trained? Can the Metropolitan area do with an assortment of more hotel managers, computer programmers, nurses and school teachers?

I suggest that the "social mission" of the University, as interpreted currently by its crisis managers, is an abandonment of its real mission as a source of criticism for the society which hosts it and a source of proposals to re-arrange a critically ill - perhaps terminally ill - social order. The only known way since 4th century B.C. Athens for intellectuals to do that work is through discussion of the universals, the fundamentals and the applications these might have.

Why should not working class people, young, old, black, mixed and white, female and male, be encouraged to study pure science, classics, anthropology, world history and languages? Such were the content of programs on the masters level which were excised in August - and more will go in January and September, 1976. Such was the substance of education when there were four very proud City Colleges, all serving a lower middle class clientele throughout the last century. And finally, why shouldn't the new poor of New York City, including Staten Island, be exposed to the quality

of an education which the children of university faculty and administrators get in schools, even if not at home? Why should, in short, Richmond and CUNY contribute to a kind of tracking which will permanently glue people in the social order into which they were born?

The ideological implications of educational re-organization ought to be fully understood. For those who know anything of the historic debate in the 19th century when mass education arose on the horizons of the western, industrializing, capitalist nations, the current issue is not new. The 19th century European and American position which was characterized as "reactionary" argued for education of the masses in terms of producing "mechanics." The "conservative" position of those days was that education should first teach mass literacy and then, critical awareness. The founding of City College in 1847 was a victory for the conservatives.

I sincerely hope to hear from you all and perhaps we can have a discussion about this. If there is a Richmond in fall, 1976 - see you then.

Sincerely,

Sandi Cooper  
Visiting Associate  
Professor of History  
John Jay College (1975-6)  
City College, '57

October 26, 1975



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