

STUDENTS PROTEST EDITOR'S ARREST

By Stan Golove



Students occupying the president's office.

"I will oppose any attempt to intimidate or coerce student publications by groups that seek to inhibit their legitimate freedom of expression. With those words President Herbert Schuler ended a two hour demonstration in his office by close to one hundred Richmond College students outraged at the arrest of Russ Rueger by police, with the aid of an alleged narcotics informer, at his home on April 16.

The demonstration, at first started by members of the Richmond College SDS and a few others, was soon joined by day students leaving classes and evening students coming to attend classes, as well as a sprinkling of concerned faculty. These late arrivals were told the story concerning Mr. Rueger's arrest and after much discussion vocally approved the demands being made on the President. The students demanded that President Schuler: 1) look into alleged agent

"provocateurs" on campus; 2) "use his influence with the District Attorney to see that the school paper and the school are not subjected to intimidation and denial of freedom of expression; and 3) that a fund be set up to provide money to defend students who are arrested for political activities or for any other activity that involves Richmond Collegians in experimental education that any community group may feel is illegal."

Discussion among the demonstrators centered on attempts to expand the list of demands to include general political suppression, open enrollment, and a Black Studies Program among other proposals but most of the demonstra-

tors, black and white, agreed that it was not the time to press those demands and it would do nothing to help Mr. Rueger or the end of harassment of he and the Times. An offer of help by Neil Smith, head of Staten Island Black Panthers, was also turned down as being irrelevant to the issue at the moment.

After much haggling between the President and his staff, and student representatives, the President made the first of his two statements to the assembled demonstrators that "If no legal impediments exist, I will support a request from the student government to use a portion of the student activities fund for the establishment of a Legal Defense Fund." Further demands that the President back the Times and freedom of expression brought his later statement to oppose any intimidation against free thought on campus. No further action was taken by the demonstrators to push for a statement by the President against "provocateurs" on campus when they agreed to accept President Schuler's word that he does not know who the informers on campus are and the agreement by the group that little action could be

(Continued on Page 11)

RICHMOND TIMES

Vol. III — No. 3

184

Richmond College of the City University of New York

Wednesday, April 30, 1969

ICAC Revokes Students For Richmond Charter

By JEROLD TALBOT

On April 14th the Students for Richmond had their second charter calamity when brought up on charges of discrimination by Russ Rueger editor of the Richmond Times.

As a result, the organization was suspended until April 12, when a further investigation could be made. At the later meeting, ICAC revoked the charter of SR, which appealed the case to the Student Council, making charges against ICAC, and asking that it be temporarily suspended. The Student Council decided that the matter should be turned over to the Grievance Committee for a settlement.

The charge brought up on April 14 by Russ Rueger resulted from a conversation he and Bill Pizzo, vice-chairman of SF, had on April 1. Mr. Pizzo had, on that occasion, had asked Mr. Rueger not to attend a policy making meeting. Mr. Rueger agreed not to come, but, on the 14th, in an act Bill Pizzo described as "treachery," made the charge against SFR and asked that their charter be revoked. Bill Pizzo was unaware of the proceedings and not present to answer the charge. After approximately fifteen minute of discussion, Lou Fraser, chairman of ICAC, suggested a vote to suspend SR's charter until April 21st, when ICAC could "look into the matter further."

Wednesday of that week, Bill Pizzo, informed of the suspension, announced in indignation that ICAC did not have the right to suspend the Students for Richmond on the unsubstantiated testimony of Mr. Rueger, and that he would seek disciplinary action for Mr. Rueger, the temporary suspension of ICAC, and the dismissal of Lou Fraser, as ICAC's chairman.

On April 21st, ICAC again met and, after a disorderly discussion involving accusations and denunciations, resolved that the Students for Richmond charter be revoked. Bill Pizzo was first to speak, after

Russ Rueger read the charges, and who denied the charges as read. He agreed that he had indeed asked Mr. Rueger not to attend a policy making meeting, but stressed that he did not, as Mr. Rueger had also asserted, make any threats to disrupt SDS. The ensuing arguments that permeated the ICAC meeting were largely off topic and not concerned with the immediate charges. Questions were raised about outside affiliations of SR club members by Russ Rueger, who noted that Bob Mahoney, one creator of SR, held positions in outside conservative groups which have stated their opposition to SDS. Bill Pizzo, too, questioned whether club representatives to ICAC were all official.

Finally a vote was taken on whether the Students for Richmond charter should be revoked. It was 10-3 in favor of the revocation, but, paradoxically, the newspaper voted against the resolution, represented by Stan Golove.

Bill Pizzo, only slightly daunted by the meeting, started to walk out, but first notified the Council of his intention to bring the matter to the Student Council the following day.

The Student Council meeting of the 22nd, was radically different from the ICAC meeting the day before. It was quiet. Richard Farkas, Chairman of the Council, saw to it that there were as few interruptions as possible. An opening statement was made by Bill Pizzo in a slow resonant voice, clarifying his position in the issue, backing his arguments, and explaining what actions he wishes to be taken.

Throughout his long speech he made several references to the Stu-

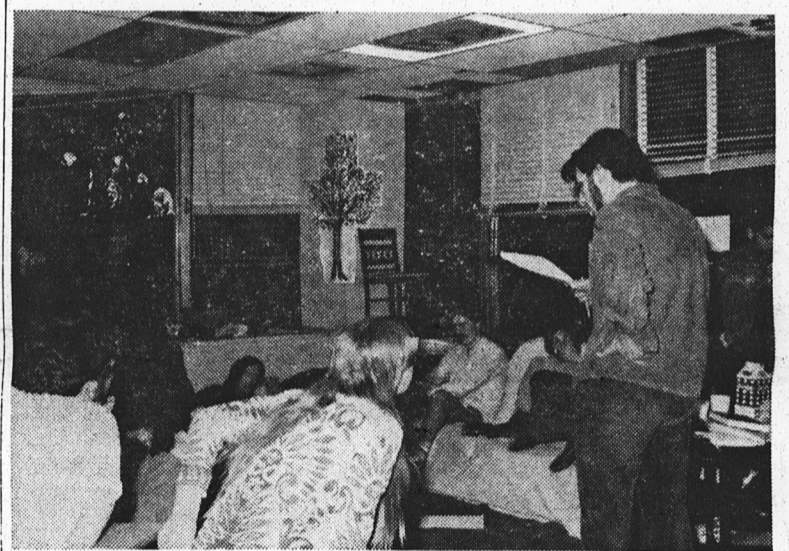
dent Council Constitution, specifically Article 2, which concerns clubs and ICAC. He charged ICAC with malfeasance, misfeasance, and non-feasance of duty, primarily based upon the meeting of the 21st. Several people did interrupt, but did so in an orderly McCarthy fashion — Point of Order. At one point, Mr. Farkas threatened, comically, to tell members what Point of Order meant, but just then one Council member used it properly.

Bill Pizzo had asked, as he promised, that ICAC be temporarily suspended by Student Council, but Lou Diamond, Co-chairman, commented that "would be like the Senate trying to suspend Congress," for ICAC is an agency of the Student Government.

Lou Fraser, of ICAC, then produced a copy of the minutes of the 21st's ICAC meeting, and read it, explaining the sole problem was one of telling who told the truth about the conversation between Mr. Rueger and Mr. Pizzo on April 1st, and that ICAC had decided in favor of Mr. Rueger's story, which included three witnesses. Bill Pizzo had denied the accuracy of the witnesses previously, because, he said, he didn't see all of them and what was overhead should not have been enough to suffice as evidence.

John Hart, one of the witnesses, made a motion after Lou Fraser had finished that the Student Council re-instate SR and recommend that ICAC review the case. His motion was discussed, but could not be acted upon, as the Council did not have the jurisdiction over clubs to re-instate.

The Council did vote, however, after a brief intermission, to censure ICAC for its "lack of objectivity" in handling the issue, and to recommend that the issue be taken to the Student-Faculty Grievance Committee to be ironed out.



Commune preparing position papers.

Richmond's Convocation — Arena For Confrontation

Richmond College had read the newspapers, perceived the tone of the times and called a convocation in April of 1969. The convocation was to be a forum for student complaints,

a controlled arena for the confrontation of faculty and administration and for some of the impetus for concrete institutional reforms. Throughout the year many students had criticized, complained and at times denounced some of the operations of Richmond College. They had formed abortive student unions, held countless meetings and sat in on college P & B sessions. The administration had been responsive to some of their proposals but a number of them were dismissed or evaded. The responsibility for this evasion had to be shared by the students who had begun with bold rhetoric and demands and had dissipated their energies, found their attention wandering and collapsed into passivity and ineffectuality.

The convocation was to provide another opportunity to crystallize and make coherent their anger and demands and prevent the situation from once again degenerating into sterile debate and inaction. A number of students were committed enough to write position papers

for the great event. The papers called for open enrollment, black studies programs, the creation of more communes, the restructuring of the professional studies department and greater student power in the hiring and firing of faculty. The drama took place in the Student Lounge where about two hundred students, faculty members and administrators gathered to spontaneously debate and conflict over a variety of educational issues. The convocation was conceived as an unstructured situation with the issues emanating directly from the participants. The only formal aspect was the position papers which were reprinted and handed out but not formally presented during the day.

The day was an exhausting, irritating and exhilarating occasion. The proceedings were dominated by the more radical students, many of them members of the two Communes. The students were frustrated, angry and at moments irra-

(Continued on Page 2)

Theatre 81 Presents Spring Production

Theatre 81 is a ship without a master with too many helmsmen in the crew. Anyone who has sat through a meeting of Richmond College's drama group may feel justified to believe that as this club pursues

any objective, it will always set an unfavorable tack. And why not? At any meeting no formally acknowledged leader is ever present, and no organized scheme of conducting the meeting is ever followed; the majority rules, anyone can say anything at anytime. So, while arguments fly across the meeting room over conflicting plans of action for the group, some members are engrossed in their own little gossip clatch, while others drift off dreaming. Without a guiding light leading the way to fruitful discussion, most talks are towed under when they digress from an finally veer off the subject at hand.

But yet, the ship floats some how. And once having charter a plan of action she follows it relentlessly, even though the start is shaky. Beginning from scratch last year the drama club produced three shows under three directors from the Humanities division. And this year Theatre 81's new production will appear in a third theatre. All good things don't necessarily come in two's.

And good things have happened to the group. Besides learning from three men thoroughly steeped in theatre arts — Errol Hill, Gerald Mast, and David Woodman — Theatre 81 people have themselves been 'teping' in a brew of plays containing many different theatrical ingredients. From last year's productions came three stylized verse plays by Yeats, a Theatre of the Absurd play by Ionesco, Pinter with his symbolism, and the wit and comedy of George Bernard Shaw. So experienced and so confident is Theatre 81 now that for this spring's show, plays directed by students instead of faculty members will be presented. This first for Richmond College will also feature another first: a musical. It's called the *Apple Tree*, a humorous retelling of the story of Adam and Eve from their creation, temptation and fall, still their later life outside Eden. The show doesn't follow to the letter the version in the Book of Genesis, but it may convert a few free-thinkers to organized religion. *Apple Tree* will be balanced out by another one-acter: the grim, wildly grotesque *Escorial* by Michel de Ghelderode. So much madness is in this "poetic avant-garde" play one might think that de Ghelderode collaborated with Edgar Allan Poe. These student directed plays will premier April 29, when Richmond College's recently completed theatre will make its own "stage" debut.

The new theatre on St. Marks place, with black walls and ceiling, is a good thing indeed for Theater 81'ers. It's closer to the school than the Dreyfus J.H.S. theatre, where the group's last production *Arms and the Man* was presented.

And its facilities are much better than the club's old stomping ground: rooms 603, 604, 605. There's a monstrous air conditioning unit hanging from the center of the ceiling, extending fore and aft along the length of the room. It's large enough to cool off a room twenty times the size of the new theatre. But some say that under hot lights, fiery actors stirring up sizzling emotions among an audience, as in maybe the production coming up, may make such a cooling system necessary. This pro-

trusion is, to be sure, an eyesore. But it doesn't matter to Theatre 81, whose ingenuity has created many different worlds using the limited facilities at their old quarters. That ship which has so many hands committed on its wheel has inscrutably charted her course this semester. And, in spite of her chaotic appearance at meetings, she will come through with her spring production admirably. Her performance record is too strong.

Convocation . . .

(Continued from Page 1)

tional in their behavior and demands. They shouted down some of the speakers and sometimes lapsed sharply from democratic processes. However, there was a boldness and terrible beauty in their anger and contempt for authority. For a day their fragility and confusion were almost forgotten and neither patronization nor subterfuge would satisfy them. They questioned the legitimacy of City University's sacred rules and demanded direct answers. They were not cowed by authority, and if they were self-righteous they erred on the side of revolt and change rather than as acolytes of the establishment. Their behavior contrasted vividly for me with images of my undergraduate years, where unresponsive and authoritarian administrators and faculty herded passive and security conscious students unto graduation. In the fifties we played by the rules and absorbed all the inequities of the system; and though often disgruntled with our education, we submitted to its indignities and absurdities without questioning.

The Richmond College students acted much differently than my apathetic cohorts. They seemed to at least verbally take risks which we could never chance. The atmosphere of today is much more permissive than the fifties, but the fact was that we had been thoroughly socialized and careers took precedence over our covert feelings and beliefs. Often the choice between these two alternatives remained unconscious, for we could not conceive of challenging institutions. We were fatalists, we acquiesced and even affirmed a status quo which seemed immutable. The students at the convocation did not bother with subtleties but their anger was clear and the legitimacy of many of their demands beyond question. I felt the attack on the Professional Studies Division was long overdue but I was disturbed by a feeling that they were being scapegoated for mistakes that none of the faculty could be absolved from. They lacked the status and intellectual baggage of the other divisions and their frailties were more clearly perceived and defined. However, a reevaluation of the quality and aims of the education provided by other divisions seemed imperative and no smug condemnation of the "mediocre educationists" was appropriate without first questioning our own premises and preconceptions. The day had few polite exchanges, there was hysteria and ranting in the air, but there was hope that the words would not be left dangling and action and movement would follow the catharsis.

—Leonard Quart

Elections Calendar

I. Petitions distributed and received

Monday, April 28 — Monday, May 5th.

A. Petitions may be given out only in room 519 by a member of the Elections Committee or by the Student Council Secretary.

B. Each petition must be returned by Monday, May 5th; 6:00 PM. No petitions will be accepted after that time without the special permission of the Elections Committee.

C. Each petition must have the signatures, addresses and telephone numbers of at least 75 Richmond College students.

II. Campaign

Tuesday, May 6th — Monday, May 12th.

A. Open presentation of positions by all candidates:

1. Wednesday, May 7th, 1:00-4:00 PM. — Student Lounge.

2. Monday, May 12th, 11:00-1:00 PM — Student Lounge.

B. Each candidate will be restricted to \$25.00 maximum campaign expenditures. Statements of expenditure must be submitted to the Elections Committee by Monday, May 12th, 6:00 PM, room 519.

C. Student Government printing facilities will be available at reasonable fees.

III.—Elections

Tuesday, May 13th — Wednesday, May 14th

A. Elections will be held in Lobby of main building between 9:00 AM-6:30 PM. on the appropriate days.

B. There will be no electioneering permitted in the Lobby during voting hours. This rule will be enforced.

IV. Inauguration

Wednesday, May 21st.

V. Positions open for election: —

- 1 Admissions and Standing — 2 students.
- 2 Curriculum and Instruction — 2 students
- 3 Student Life—4 students.
- 4 Library—2 students (1 graduate, 1 undergraduate).
- 5 Articulation—2 students.
- 6 Cultural and Public Affairs — 2 students.
- 7 Richmond College Association

Board of Directors—1 student.

Note: All student members of the preceding committees are members of the Richmond College Student Council. The officers of the Council are chosen by the members of the Council. If there are any questions, please consult members of the Elections Committee or the Student Government Constitution. Check your eligibility.

Michael Russek
Chairman, Elections Committee

Golden Age Program

There is a program functioning on Staten Island that will prepare students for educational involvement. Two students are asked to volunteer to interview the people involved in this program, called the Golden Age Program, and report on the program's curriculum. If you are interested, please see D. Tobin in room 716. There is also a call for volunteers for the Urban Task Force Office. Inquire room 716.

ETHNIC SURVEY

The following table gives the results of an ethnic survey of the City University conducted among the university's 121,000 undergraduates in September, 1967. The "Other" column, according to the university, includes "a substantial number of students who have Oriental, Caribbean or South American backgrounds," as well as students who replied "out of confusion." Not shown on the chart are small percentages of students who completed only part of the census form and omitted any ethnic designations. Figures include both matriculated and non-matriculated students.

COLLEGE	WHITE	NEGRO	PUERTO RICAN	OTHER
Brooklyn	91.6	4.2	0.8	2.4
City-Baruch	79.3	11.1	4.2	4.8
City-Uptown	81.5	8.4	3.0	6.0
Hunter-Bronx	88.4	4.5	2.7	4.0
Hunter-Park	83.9	8.0	2.4	4.8
John Jay	84.7	12.2	1.9	0.9
Queens	91.6	4.1	0.5	2.9
Richmond	87.2	7.4	3.5	2.0
York	88.3	5.4	2.5	3.8
Grand. Center Freshmen	89.1	3.6	2.1	4.1
Bor. Manhattan CC	61.2	21.9	8.5	7.2
Bronx CC	53.9	28.9	10.1	5.0
Kingsbor. CC	83.7	7.9	2.4	3.4
Queensbor. CC	84.9	10.3	0.9	2.6
NYC CC	56.8	29.7	6.1	5.8
State Island CC	90.8	3.8	1.7	2.6

Reprinted from: Integrated Education—Issue 31. "Chronicle of School Integration." January-February, 1968.

Professional Studies Severely Criticized

By Richmond College Liberation Front.

At the March 27th convocation many students and even a few faculty members criticized the Richmond College Division of Professional Studies' teacher education program by making at least one of the follow-

ing charges: 1) the existing teacher-ed program fails to prepare future teachers adequately for the classroom situation; too much emphasis is placed on irrelevant, abstract, boring lecture courses and not enough emphasis on gaining student-teaching experience and analyzing these classroom experiences; 2) one of the reasons why children in New York City's public school system are receiving such miserable instruction is that the teacher-education department at this college and other city colleges are controlled by people who have no understanding of the special needs and problems faced by most New York City school children and their families. Although most Richmond College graduates will be assigned to teach in predominantly black or Spanish-speaking school districts, few of the required teacher-education courses examine the special problems that poverty, discrimination, and institutional racism cause for children in these districts; and 3) the teacher-education department, rather than producing teachers who will critically go into the school system with the idea of changing the oppressive public school system and exposing their students to radical ideas about the existing society, instead produces teachers who will passively obey without question existing school authority figures, and fail to expose their students to radical conceptions of how this society really operates.

When the representatives of the Division of Professional Studies and President Schueler exhibited an inability to defend on rational grounds the existing teacher education program, a number of students decided to demand that the existing teacher education program be scrapped and that a new program be established.

There exists a need for teacher education in New York City, but the teacher education program at Richmond College does not fill it. Education and intellectual growth is a process of confrontation — confrontation with new ideas and

facts which must be reacted to and assimilated. Teachers and future teachers should know this — and so they should know that what they are getting in their education courses is not education.

Alarming — in a room filled with 20 to 30 teachers or future teachers and one professor — there is no education going on. You would think that teaching must be a very tranquil business. We must know all there is to know about it. This is obvious not the case, as even the most superficial examination of the New York City school system would show.

Education courses should be very exciting — they are not. The content of the courses is a small dose of educational theories by various experts and critics (presented as a body of opinion rather than as a direct challenge relating to day to day teaching); a slightly larger dose of technical information — programming — how to program the curricula into the kids' heads most efficiently — how to help them adjust — and how to suit them for roles in the existing or recently past society (and not roles that most of them will have very much choice determining — that is all to be found out from tests — the ones the school most fail to teach will be punished by having subservient roles and the school will then attempt through guidance and other facilities to assure that these roles will be accepted with docility — and an even larger dose of comiseration over "our trouble times.")

The faculty commits no active crime — they say they would be more than happy to have challenge and excitement and we believe they are sincere — but any education department that can "process" people who start out unsuited for coping with the problems of education in our society and end up the same way after their "processing" (what changes there are, occur outside the college situation) must be failing somewhere. It must be failing to convey the concept

(Continued on Page 3)

Black Proposals — A FARCE

By Ewart G. Fegan, Jr.

There is a top secret proposal for a Black Studies Department at Richmond College that will be submitted to President Schueler sometime this week by a small nefarious clique

of black toms, hustlers, and jitterbugs. The events centering around this proposal were so secret that only these assorted black students (toms, hustlers, and jitterbugs), President Schueler, Chairman Hirschfeld and one professor knew what was going on. What makes this farce so bad is the fact that these assorted blacks represent only a small minority of the black student body at Richmond College. They have purposely and willfully excluded the majority of black students to obtain their own selfish ends. (Several of these hustlers are prospectives for jobs in CUNY or at Richmond College). To cover up their devil-like deeds these assorted blacks have been calling mass meetings of the black students in an effort to dupe them — it remains to be seen if they will be successful in their attempt. Also it is of interest to note that these assorted blacks have been circulating a petition in an effort to dupe the total student body.

However, the really disgusting and repulsive part stems from the contents of the proposed Black Studies Department. The first flaw evolves around the proposal to set up the Department as a monitor of course content. This is bound to create academic disputes and red-tape that the proposed Black Studies Department will be functionally unequipped to handle in regards to its authority. It appears that all those concerned with this proposal, recognized readily the unfeasibility of this plan of monitoring, but their main intent was to make the Black Studies Department appear workable on paper only. The second flaw in their program is that of "revamping the curriculum." This is a tremendous project that would be totally out of the reach of the proposed Black Studies Department and further more it would scatter the energies of those involved. The proposal's third and most abusive flaw is the condescending plan to emphasize courses in the "concepts of negritude and soul," and black music (spirituals and jazz). By the content alone such courses would stress an emotional experience which has very little relevance in the academic pursuit of knowledge and truth. Furthermore it brings to light the white racist-oppressor view of the "happy nigger" as a highly emotional mentally unfit wonder with a natural instinct for rhythm. However, it would be most praiseworthy if the proposal had realized the concept of soul and negritude, and black music as the scars of white oppression. The fourth flaw in the proposal is the plan for the Black Studies Department to "intermediate between general student body, and black students." Such a plan to mediate disputes would not be conducive with the overall plans and goals of a progressive unit of study and research. In fact, it would relegate the Department to a mere peace keeping operation.

However, these assorted blacks who drew up the proposal cannot be totally reproached for their deep-seated covert motives. The Black Studies aspect has sort of a universal context to it. All across the country one can read in the newspapers about black students

demonstrating for Black Studies programs. And one really wonders what are the motives behind such programs. To find the answer to this question one must put this action in a historical perspective.

From the time the old form of slavery ended in the 1860's, various institutions sprung up which the blacks mainly attended in the quest for a cultural whiteness. This idea of cultural whiteness developed from his belief in his own inferiority. This inferiority complex came about from the process of slavery; it was inherent to this system of slavery that the slave believed in his own inferiority and the white oppressive system accordingly force the belief of inferiority upon the black slave through various acts of intimidation. Moreover, the black man's inferiority complex was past down through the decades until this day. However, there were reinforcements of the black man's inferiority complex after the formal form of slavery ended. For instance the deleting of the Black man's past and culture in the white oppressor's literature, newspapers and text books. It was the terminology of the white oppressor to say that those without a past or culture was inferior and those with a past and a culture was superior. Thereby the white oppressor glorified his past, and deleted the past of the black man to justify his white supremacist designs.

However, the black student is reacting to the white supremacist designs. He is challenging his supremacist oppressive nature. But he, at the same time, is falling into the trick bag of the white supremacist of saying that he will be equal when his past culture is known. Out of this context the black studies programs is a trick bag. Does knowing one's cultural past makes one equal? Is this compensation by the blacks of their inferiority complex through the Black Studies Programs just another way of obtaining a cultural whiteness? Is the Black Studies Programs just another hoax of the supremacists-oppressor structure to keep the blacks "hanging on until the final solution?" Is the Black Studies Programs a negative way for the black students to release their frustration? Or was the Black Studies Program a set up by the white masochistic liberals in an effort to have their conscience flagellated? Do these programs prevent an active participation and learning experience with the masses outside the institution?

The black students at Richmond College should not subjugate themselves to the usual platitudes, trick bags, delusions, and hang-ups that are in processes now. The black students of Richmond College at this stage have a chance to become innovators and pioneers into new and invigorating processes of research and intellectual development that would be directly related to the beginning struggle of the black people. It is the role of the black intellectual community to take an activist role in stamping out white oppression. Therefore there is the need for an activist type of Black Institute at Richmond

Dick Wilson Raps On Chinese Threat

By James Fetzer

What's in a title? On reflection, Mr. Dick Wilson's lecture topic revealed a great deal. Mr. Wilson's comments, part of the Presidential Lecture Series, centered around the topic "How Serious Is the Chinese Threat?"

The topic is revealing because it contains the guiding perspective behind Wilson's rhetoric. In so far as this perspective is revealed the operative word is "Chinese" — not "Communist Chinese," not "Red Chinese."

To understand China's development, Wilson contends, one must first come to grips with the Chinese experience over the course of many years stretching back beyond the confines of the twentieth century. When this is done, the important questions concerning China do not rest in the area of the dic-

a product of the Maoist perspective. It is not too far afield to suggest that if Chiang Kai-shek were the head of the present Chinese government, the foreign policy goals described above would still be in existence.

The above comments with their emphasis upon the Chinese context were not intended by Mr. Wilson to indicate that Communism is irrelevant in understanding China. On the contrary, Communism, as a source of revolutionary ideology and organizational inspiration, has played an important role in China's



Dick Wilson

tates of international Communism or variations on Leninist themes. Instead, the truly significant areas of concern about China are to be found in such matters as centuries of a proud cultural tradition which has been under periodic attack by external sources, the disruption of Chinese society by the multifaceted invasion from the West, and the Chinese reaction to this invasion from the West. Out of such considerations, China's current development and the designs of Mao Tse-tung are best understood within the framework of a Chinese attempt to effectively construct a "Chinese Way" that is both sensitive to the needs of the Chinese situation and free from external control.

According to Wilson, the ramifications of the "Chinese Way" for foreign policy in Asia boil down to the Chinese reclamation of areas held to be within the historic Chinese sphere of influence. This process of reclamation does not, in all instances, mean complete control. Regarding Taiwan, it certainly does. However, the vast Inner Asia frontier between the Soviet Union and China, represents a spectrum of intent ranging from direct control to the existence of a Chinese cultural hegemony. As for Southeast Asia, Wilson suggests that the Chinese seek to establish a relationship with that area of the world similar to the one the United States has with Latin America. Needless to say, Mao's regime looks with hostility upon efforts by other powers that stand in the way of this process of reclamation. One might also add that this resentment is not solely

College that would make a definite commitment (mentally and physically) to wiping out oppression. This activist organization should not confine itself to Richmond College but strive to participate in an intellectual activist manner in the ghetto areas of New York City.

BEWARE OF THE BLACK TOMS, HUSTLERS AND JITTERBUGS.

development. Yet, it has played this role via an adaptation to Chinese circumstances and needs. Indeed, the severe internal turmoil occurring recently in China seems, at least in part, to be a struggle about the form of adaptation China should follow. To recognize this process of adaptation, however, is by no means to render Communism in China meaningless.

His analytical backdrop established, Wilson proceeded to venture the view that, in sum, the "Chinese threat" is neither immediate nor overwhelming. The formulation of the "Chinese Way" is not a process which inalterably requires the existence of an unyielding foreign policy bent on massive aggression. There is nothing to guarantee the prevention of such a development, but, then, where in this world does one find such a guarantee? Mr. Wilson also holds to the view that the myriad of problems facing China on the domestic front acts as a restraint on Chinese foreign policy, rather than as a reason to foster distracting foreign incidents.

Consistent with these tenets, Wilson sees the foreign policy of Peking as being characterized by a large measure of restraint. To reach such a view, he contends, a distinction must be made between rhetoric and performance. If one judges Chinese foreign policy on the basis of Chinese pronouncements, it is not difficult to perceive a Chinese policy in an extremely aggressive light. But if the emphasis is placed on performance, a gap between rhetoric and action becomes evident. Chinese action on the Sino-Indian border, the Inner Asian frontier, and in Southeast Asia has never measured up to the vehemence of the rhetoric emanating from Peking. Significantly, but unfortunately only by implication, Mr. Wilson left the impression with this writer that the Chinese restraint occurs in spite of the massive American military presence in the Far East rather than because of it.

Bowker Elaborates On CUNY Cuts

CUNY, April 14 — (The following message was sent to Mrs. Blanche Lewis, Chairman of the Ad Hoc Committee for City University by Dr. Albert H. Bowker, Chancellor of The City University of New York).

Universities are not cattle cars. Budgets contrived to "shoehorn in" students threaten the quality of City University and place an educationally improper burden upon faculty.

The City's budget response to the State's pledge that it would match "dollar for dollar" all municipal tax levy funds provided for the University has been to forego this additional State aid.

To accept the number of freshmen for which we planned in our City-certified \$270 million budget request with a \$206.6 million budget, now reported to be the Mayor's budget total for CUNY, requires cutting out all new programs and otherwise severely limiting the

(Continued on Page 4)

Professional Studies . . .

(Continued from Page 2)

that someone involved in public education cannot pick and choose whom he will educate. It must be failing to convey the concept that when a teacher cannot reach a child, because the child is on different cultural and social (class) wavelengths, that this calls for adaptation on the part of the teacher and not just on the part of the child. It must be failing to show that authoritarianism in the classroom and the mystique of impersonality is inimical to the development of citizens for a democracy and is more suitable for the development of a society of people who are good at "following orders." It must be failing to demonstrate that while pupils and teachers are approaching a state of active warfare in the classroom, it was not the pupils who fired the first shot, or the second, or the third.

The reason for all this failure is evident in the structure of the department from the level of administrator to the level of student. The department, like the rest of the College, is run and staffed by "professional educators" and "interested" and "disinterested" scholars and others who would like to help, but lack the vital sense of urgency and close contact with the realities felt by members of various minority and oppressed communities whose children are being failed (literally) by the public schools of this city. The future teachers who take the courses feel totally unprepared to teach New York City children when they are placed in a classroom situation. The teachers who take the courses, for the most part, although they think of themselves as being on the front lines every day, seem to feel and act like they were on the opposite side of those lines from the oppressed communities, and seem to feel that they are obligated to hold the line, and to defend an inadequate system, or to deny and conceal its failures.

For public education to work, the teachers, parents, and the pupils must be allies and this is what teacher education has got to be all about. The existing Richmond College teacher training program must be scrapped and a new one established in accordance with the desires and needs of radical community, student, and professional portant and capable of shearing groups.



The real underground.

Radical Critique Of The Budget Cuts

By Scott of SDS

Gov. Rockefeller's original budget was \$6.7 billion which he asked the Legislature to cut to \$6.4 billion. By making "selective cuts" they hope to come down to \$6.3 billion. This would still be \$800 million higher than the current budget which will still require increasing the sales tax (the one that hits middle and low incomes the hardest) from 2% to 3% to bring the budget into balance.

POINT 1: Who gets screwed by these selective cuts?

The answer is very clear — the people in this city that need financial aid the most. A) Education, on every public level. At university level the SEEK and College Discovery programs which aid financially deprived individuals and minority groups will be eliminated if the cuts are made.

B) Welfare — Rockefeller has said that even if the university system gets cut a little less than is now planned the money will have to come by cutting Welfare a little more. (It is going to get cut at least 5% already!)

C) Medicaid — the same "give and take" applies here. All in all we can easily see who gets robbed when the bosses can't get their figures to balance: the poor and the powerless — after all they do go together under this system.

POINT 2: Why is there such a "budget squeeze" in a state which is host to the most powerful and wealthy corporate enterprises in the world and their accompanying social elite — top corporate owners and management. We can just look around us and see the glittering office buildings, the tremendous manufacturing and shipping concerns, and the extravagant shops to realize that there is money in New York City. Rockefeller tells us that the cities are poor yet New York is the nerve center of the most productive economic system in the world — one that reaped record profits of \$93 billion in the last quarter of last year! How could New York above all states be so short of money that they are forced to cut back on an already inadequate budget? How is it that an already straining population will probably pressed a little harder when the regressive sales tax is raised a bit more, to come up with the last \$800,000,000? How is it that the inner city (where the people live) is constantly being described as "decaying," in an area that is as socially and economically wealthy as New York?

THIS IS THE PRESENT SITUATION BECAUSE THE WHOLE STATE GOVERNMENT APPARATUS AND ITS TAXING STRUCTURE HAVE BEEN CONSTRUCTED FOR THE SOLE PURPOSE OF DOING THE POLITICAL ADMINISTERING OF A SOCIALLY CRIMINAL ECONOMIC SYSTEM.

"Only one of the 42 revenue measures approved by the governor since 1959, specifically raised taxes on the wealthy or business. The rest hit hardest at low and middle income families through the reliance on sales and excise levies." (N.Y. Times, Mar. 10) The governor clarifies his policy and priorities clearly in several Dept. of Commerce publications wooing big business into New York State: "In New York State we assign top priority to industrial development." "New York's leadership in business and industry is based on many factors including a progressive tax structure designed to stimulate growth and expansion. We are constantly seeking ways to improve the state's economic climate and to make it easier for business to prosper in our state. Tax reforms have figured prominently in these recent measures." (my emphasis)

WHAT IS THE SPECIFIC NATURE OF ROCKEFELLER'S "PROGRESSIVE" TAX STRUCTURE AND REFORMS? The Dept. of Commerce publication goes on to clarify this point and claim proudly: "Business firms have praised the state's taxes on business" (No similar praise came from the city's lower middle and lower class taxpayers) "Business tax rates have not been increased in New York in recent years, even when revenue needs have resulted in hikes in certain other levies."

"The lack of any personal property tax in New York State is one of the most important advantages the state offers business with respect to taxes . . . First, they tend to interfere with important management decisions . . . Secondly, these taxes increase the fixed portion of a given companies' tax base. Thirdly, these taxes cause a greater share of the communities tax load to be borne by business.

Instead, "the sales tax has become a major source of revenue . . . Collections are the responsibility of the seller . . . the tax is almost al-

(Continued on Page 11)

SAC Happy With Albany Rendezvous

By Jerry Talbot

At a Student Advisory Council press conference held on March 25, Jean-Louis D'Heilly, SAC Chairman, announced that the March 18 Albany demonstration was a great success.

"One of the results of the demonstration," he commented, "was that we made the legislators conscious of the City University." An immediate result of the demonstration, which included a meeting with the Governor, was the latter's commitment to four important actions.

The SAC representatives who met with Governor Rockefeller were Jean D'Heilly, Louis Sturm, Paul Simms, and Henry Ace. A security guard temporarily placed in the Governor's office remained in the background unneeded.

Governor Rockefeller acceded to 1) Meeting with the legislators to find funds for the SEEK and College Discovery programs, 2) Withdrawing his support from four bills before the legislature reducing state support of City University, 3) Sending a representative to the City to determine who is responsible for the present University funding, and 4) Creating a "blue ribbon" committee, composed of state, city, university, and student representatives, to determine future CUNY budgets.

Despite these four points agreed upon by the Governor, Louis Sturm, SAC public relations director, said that "the Governor's comments were interesting ones which said very little." The present situation is well illustrated by a letter sent to SAC by the Governor after the meeting. It proposed that there was really no fiscal crisis at all, because the City's share in the budget will meet the state's bringing the total to \$225 million. "This is not so," Mr. D'Heilly wrote in reply, "because the amount the City can match for operations is not the full \$99.3 million, but only \$86.3 million.

Members of the Student Advisory Council are still working hard to prevent any cuts in the 1969-70 University budget, and admit now that they are optimistic about the outcome. The aims they hoped to achieve in Albany were realized. The SAC members' present feelings were best summed up by Chris Andrew's who helped organize the Albany march. He said, as he left the press conference, "Hope springs eternal."

Bowker Elaborates . . .

(Continued from Page 3)

University's ability to serve the City.

Such planned programs as expansion of nursing training, additional enrollments of law enforcement personnel, launching the already-delayed Health Sciences institute are not frills. They were planned to meet critical skill shortages identified by both City and University.

As we approach the moment of final decision on the University budget, I urge the Ad Hoc Committee and all who are concerned with the future of higher education in the City to join in a vigorous effort to obtain full restoration of those minimal amounts required to meet our Master Plan commitments.

Notice to Students

By Jane Berman

At a meeting of faculty of the professional studies division on April 17, a proposal was made and adopted regarding teaching experience. Credit for student teaching will now

be given to those students who are interested in student teaching in any State accredited school. This includes the Montessori school, private schools which are State approved, and any Community Center that has been approved by a faculty member of this department as a worthwhile teaching experience. The approval of these proposals should be applauded, for this marks the beginning of meaningful change in teacher experience. Community centers are not controlled by principles, but by student teachers, children, and community members who are part of that center. This is the breakdown of bureau-

cracy in teaching. The possibility of new methods of teaching, new materials and innovation in teaching are opened up. This is an opportunity for future student teachers to be involved with the community in decision-making regarding curriculum and methods.

The first step towards meaningful teaching experience has been taken. It is only the beginning, however, and future teachers should begin thinking if they have not before, about their role in the educational process, and what type of educational relationship they would like to experience.

Psychodrama

By Maria Corsaro

Modern entertainment seems to be a superficial experience. A play or movie, more often than not, provides one with an escape from reality rather than an absorption with humanity.

Attending a Psychodrama at the Moreno Institute on 236 West 78th Street in Manhattan, provided me with a unique and provocative experience. I was totally absorbed in and moved by the Psychodrama.

In Psychodrama the dramatic acting out of emotional problems provides the context of treatment. A protagonist, selected from the audience, is encouraged to act out various life situations which are related to his emotional difficulties. By acting out his feelings the protagonist is afforded a rich opportunity for catharsis; he is free to express his fears, inhibitions and desires spontaneously in an atmosphere which simulates real life but does not bear the threat of reality.

Dr. Ranscoff, a Psychologist from Columbia University, acted as therapist-coach. She first asked each member of the audience to state his name and occupation. The audience (forty or so people) consisted of a doctor, students, psychiatric aides, teachers and psychiatric rehabilitation workers. A volunteer, Jerry, was selected to act as protagonist in the Psychodrama.

Jerry's problem was that he could not decide whether he should complete his Master's thesis or get a job and postpone the completion of his thesis for next semester.

Jerry first began having trouble in school when he was about fifteen. He was attending a professional high school and wanted to be an actor. He stopped "making connections," got in with the "wrong crowd" and consequently his grades dropped. Dr. Ranscoff then asked Jerry to select two members of the audience to "act" as his parents and to try to get back to that part of his life.

Jo, a student of Psychodrama, acted as his double. The double serves as an extension of the protagonist's personality but is less inhibited and able to say what he feels. Jerry was to interrupt his double at any time that he did not agree with what he was saying. This is an illustration of how the double functions:

Jerry: "I have to finish High School and go out into the world."

Double: "I have a fear of falling on my face and acting . . ."

Jerry: "Acting is a good way to cover up who I am."

Double: "Who the hell am I? That's what I can't talk to anyone about."

As the "mother" and "father" selected from the audience discussed Jerry's problem in school with him, Dr. Ranscoff would stop the conversation and ask Jerry to change places with his mother or father and respond as he felt they would. This reversal in role presented us with Jerry's concept of his parents.

The soliloquy, a dramatic monologue in which the protagonist expresses his thoughts, gave us more insight into Jerry's mind. He would walk around the red lit stage, his double behind him, and reflect on his life. Here is an example of what he said:

Jerry: "I feel that it's a losing battle and that I'm not making it as an actor, student or child."

Double: "I feel like I'm drifting . . . lost . . . losing control."

After this segment, Dr. Ranscoff asked Jerry to project himself into the future and pretend that it was now 1974. Jerry, a Phi Beta Kappa in college, said that he would like to have his Ph.D. in Literature and be living in Europe. In a soliloquy Jerry revealed that now at last he felt as if he has "made it" and could look people in the eye.

When Dr. Ranscoff brought Jerry back to the present, he began to discuss why he was having trouble writing his thesis. He disclosed that he has a fear of failure and this has prevented him from devoting his full concentration on his work. He realized that if he does get his Masters he will no longer be a student and will be forced to go into the world and prove himself.

At the conclusion of the evening, Dr. Ranscoff asked the participants in the Psychodrama and the members of the audience how they identified with the characters portrayed in the Psychodrama. In this way each individual participant is made into a therapeutic agent. Most of the members of the audience found parallels in the problems presented on stage with situations in their own life thereby making the Psychodrama more "real."

Go to Psychodrama and become a part of something beautiful. Psychodramas are held Monday through Saturday at the Institute.

From The Hart

A little education; A little experience; A lot of questions. I want to live; I want to respond with all the love I have in my heart. But it's hard — have to fight my own up — tightness and the defenses of my brothers and sisters.

It takes a lot for me to get out of myself. When I'm rapping with someone and they disagree with me, I often get so hung up in defending my view that I don't really listen to what the other man is saying.

And when I'm sharing something with another person, I'm always tempted to go for myself and take the bigger half.

And as much as I might dig a male friend, I'm up tight about touching him.

And so on.

—Hart

Don't be ashamed to reach out to a friend. The very fact that we are alive makes us all equally important and capable of sharing and experiencing together. Have to be careful — it's easy to fall into an elitist bag because you go to college. Try to remember, a college degree doesn't make you any more of a man than a factory worker. You both have the same feelings and emotions. The only difference is that you have a larger vocabulary and can verbalize those feelings and emotions more elaborately.

Get out of yourself — love, share, feel, live. Do some farming and fishing and communal living.

—Heart

Desperately trying to get my

harts together. It's uncomfortable attempting to be completely open minded — there is no particular direction, no certainty in anything. It's not easy questioning everything and ignoring preconceived notions and learned untruths. Like McLuhan, I try to be "completely ready to junk any statement I've ever made about any subject if events don't bear me out, or if I discover it isn't contributing to an understanding of the problem."

I seriously question going out into the streets and putting liberals against the wall and fighting with the conservatives. America is not ready for a revolution. She elected Nixon as president. If by some accident, the socialist oriented left were to seize control of the country, Americans would revolt and kick them out. Dig it, this is a capitalistic country and the Democrats and the Republicans and the Liberals and the Conservatives are all hung up on private property. We socialists are overwhelmingly outnumbered, and if we try to use force to get people to see our way, we will only get our heads busted and be put in jail. If we truly want our fellow Americans to get out of their selves and egos and learn how to love and share, we will have to teach them by example. I think we have a lot of work to do.

Peace and Brotherhood
John

Focus on Education

By Don Eismann

It was interesting to note, upon rereading the material concerned with the MES Schools, that one of the most important criticisms of the MES program has pretty well been ignored in the last year. This criticism, to quote David Fox, author of the 1966-1967 evaluation of the program, deals with the "little [that] has happened in the way of innovation or restructuring in the basic teaching process." Although as Fox pointed out, there has been a great amount of administrative restructuring (i.e., lowered class size, increased use of other teaching specialists), there has not occurred a fundamental re-orientation in the teaching method used within these schools. In essence, what was happening in these schools was that teachers, despite classes of fifteen to twenty pupils, were still teaching lessons which could have just as effectively been executed in classes numbering forty pupils.

One of the aims of the MES program was to provide an administrative framework within which there could flourish experimentation and innovation in the methods of teaching children whose progress in school was below that of the city norms. What this meant was that teachers were to be aided and encouraged to abandon the more traditional ways of teaching, such as developmental lessons and the usual lock-step progress through the curriculum. In place of this were to be substituted truly heterogeneous in-class groupings, abandonment of an irrelevant course of study for culturally different children, relinquishment of the expectations by the teachers that their pupils just could not learn as well as the rest of the children in the city and genuine attempts to find more relevant ways to allow these children to learn.

Anyone familiar with the situation in the city in terms of teacher competence and union obstruction of any programs which threaten the power of the union, could have predicted that the aims of the MES program would not be fully implemented. That the particular goal of teacher changes in terms of

teaching strategies could not be affected should be obvious. Teachers as a rule are pretty well insured against any change which threatens the "way they have done things for years." To expect the frightened and threatened teachers of New York City to end their destruction of the children of New York overnight was a daydream. The teachers have enough to worry about with the questions of teachers' rights, takeover of the schools by ignorant Negroes and loss of job security confronting them every day. To expect them to seriously devote their time to such matters as changing their styles of teaching is being quite unrealistic.

In addition, it is not really the fault of the teacher that he teaches the way he does. He receives his training in a college or university where a particular philosophy of educational method is sold him for four years. Generally speaking, the quality of the training which the teacher receives in America is poorer than that which is obtained by the other professions. It is an accepted fact that to change the kind of things which go on in the classroom, a real change will have to take place in the kind of things which go on in teacher training programs.

Having progressed from the MES program to teacher training programs (there are those who would contend that this is a regression) let us examine what is taking place here at Richmond College in terms of the teacher training program.

To begin with, the training a prospective teacher receives at Richmond is no worse than he might get at other units of the City University. Hunter and Queens Colleges might have special programs for the training of inner-city teachers but on the whole a teacher who leaves Richmond is as well equipped to miseducate our

cities children as is anyone. On the other hand there seems to be an indication that some of the students from Richmond who plan to become teachers may end up as models for what I consider to be an excellent urban teacher. They are asking questions which have not been asked by their professors and they are seeking answers in radicalized places. In short they are challenging the very structure of teacher training and teaching which exist at Richmond and in the city school system. Notice, however, that this has little to do with the content and quality of what they are learning in the Department of Professional Studies. Rather this has been the result of their own convictions and observations.

This then is the most striking indictment of teacher education here at Richmond — that the fundamental reform of teacher performance and teacher competencies is not coming from the school but as a reaction against what is happening here. In this respect it must be pointed out that Richmond is hardly alone in this situation; the same neglect of reform has gripped most schools of education. But here we are at Richmond in 1969 and failing other windmills against which to joust the blame must fall on the shoulders of the educationists who are our mentors.

What is needed here at Richmond are more professional people who will ask *why* rather than act as agents for the preservation of the *status quo*. There is a need for an examination of the very foundations upon which are predicated the assumptions of what should and should not be taught. Is the way in which teachers are being trained the most effective and relevant to the changing conditions within our public schools? Is the curriculum (whatever that means) being propagated in our schools really consonant with the aims of public education? Are the so-called

(Continued on Page 10)

From The Gut

Plight of the "Moderate" Radical

By Russ Rueger

In the fall of 1968 I began writing articles which would be considered "anti-establishment" for Staten Island Community College's *Dolphin*. I felt a growing urge to disseminate my knowledge through the media available to me. I wrote about CIA infiltration, the Columbia conflict, and the injustice of our society in general. Because I had developed a taste for wearing beards and longer-than-the-norm length hair over the years, I found myself classified with an emerging group of disaffected youth.

Being young and impressionable, I believed the stereotypes of the establishment, looked at myself and figured "yes, you do have such and such characteristics, therefore you must be of this new culture." So I took it for granted that I was a hippie.

I always implicitly assumed that "hippie philosophy" (turn on, tune in, drop out, etc.) was essentially radical, at least it was definitely anti-establishment. However, before this year I never considered myself a "radical." I felt that my journalism was conveying information, much-needed values and perhaps truth, not that it fell into any radical genre. But after many intense psychic voyages, I found truth could not be located.

When I acquired an intellectual grasping of the word "radical," I gazed at my journalistic critiques of society's inequities and figured "yes, I guess I'm a radical." Once again I committed the same fallacy and fell for the straight world's stereotypes. This entire analysis

may sound artificial, but it should be remembered that it is an afterthought.

On coming to Richmond I found myself again anti-establishment by virtue of the underground newspaper. As co-editor of the latter, we had a workable coalition with radical SDS — our interests in most matters were the same.

After becoming part of the relatively establishment *Richmond Times*, I thought myself co-opted by rank and office, which at first I even enjoyed. Screw the radicals, I felt inside. I've got my thing, I reasoned, and my radicalism has seen its limits. It even extended to where I believed myself to be a latent conservative and became defensive with leftists. The reaction pendulum had reached its right-side limit.

Now I realize that the reasons I was anti-establishment yesterday have not vanished — the horrendous Vietnam conflict still rages, blacks are still second-class citizens, the military-industrial complex is more pervasive than ever: LBJ is alive and well in RMN.

I played the straight game to its limits by recently visiting the Staten Island DA to see if we could "work something out" about "obscenity" in this paper. Images of smoke-filled back rooms where po-

(Continued on Page 15)

HERSHEY BARS THE DRAFT

Lt. Gen. Lewis B. Hershey, director of Selective Service, commented this week that the fear in 1968 that large numbers of graduate students would be drafted was "an example of the dangers of creating anxiety for the public by projection of questionable estimated statistics." In an editorial, "What to Expect in 1969" appearing in the January issue of *Selective Service*, Gen. Hershey added, however, that "this does not preclude the possibility that Selective Service will face the problem of the graduate student in 1969."

Gen. Hershey said there were indications that the new National Security Council may be asked to consider deferment for some graduate students in 1969. But, so far, he said, "I have heard no recommendation as to how this can be done selectively rather than by deferment of all graduates or by, as at present, a denial of deferment to all graduate students except those in the health field. Should changes be sought, the one practical necessity which will be re-

(Continued on Page 10)

From The Right

The author of this column prefers to remain anonymous.

Obscenity and Responsibility

I have been recruited to write this column to represent the Conservative viewpoint. My appearance in no way implies that I approve of much of the garbage that appears on these pages. I feel the Right has shirked its duty by not utilizing this paper as a vehicle for its opinion, and I will try to fill this gap.

I have not signed this article for many reasons. One, I think thoughts are more revealing than names, and I probably can be more effective unknown.

Two, I am not a member of "Students for Richmond" and do not want to be associated with them. Three, I do not want harassment or personal disputes with leftists. Four, I do not need ego gratification from seeing my name in print.

The question of obscenity ties in with that of freedom. Freedom should always be accompanied by responsibility. A young child is not given freedom because he is not yet responsible for his actions. When he is mature enough to control his behavior, he has earned his freedom. Although a journalist may have the legal freedom to be obscene, he also has the responsibility not to offend the sensibili-

ties of his readers. If a writer denies this fundamental duty, he shows that he is not responsible and should not be allowed to exercise his freedom. Just as a child should not be free to hurl spitballs at others, a writer should not be permitted to fling obscenities at others. Only, the writer should know better.

There is also the notion of practicality. A poet should be subjective, a journalist, objective. The basic job of a journalist is to convey information. If he insists upon being so subjective that he uses whatever language pleases him, he may end up repelling the majority of his readers. This defeats the purpose of his writing.

Although I think use of foul and degrading language (especially the type used by the character who writes "From the Hart") is completely indefensible, I don't think this alone should keep Conservatives from writing for this paper.

EDITORIALS

Students for Richmond: The Real Subversives

I

On March 31, there appeared in the *Staten Island Advance* an article about a Supreme Court proceeding to enjoin the the state and city from "sponsoring publications that allegedly discriminate against religions." This action would be aimed at Staten Island's two public college newspapers, the *Staten Island Community College Dolphin* and the *Richmond Times*. The *Dolphin* had printed an article criticizing the Catholic Church; in the *Times* there appeared a column using the name of Jesus Christ. The lawyers retained for this purpose are Pasquale Bifulco and Daniel Leddy.

Students for Richmond, an ad hoc committee of the Staten Island Youth for Conservatism Club, is behind this action. One of the sections of their original club charter, which was rejected by the Inter-Club Activities Council, stated one of their purposes: To oppose pornography, obscenity and blasphemy in all student publications and to promote decency in word and action on the part of the student body and the faculty at Richmond College.

Obviously, they intend to impose these values upon the college community by any available means, including legal. On April 2, these lawyers sent a letter to Pres. Schueler asking him "to formulate immediate guidelines to insure that your institutions and its publications respect a strict neutrality in the area of religion."

The arguments used by these lawyers are so specious as to border on the absurd. First of all, they assume state action in discrimination of religion. This publication has been funded by student activities fees, money which is allocated at the beginning of each semester. We are an independent club and all our club officials, or editors, are students, not administrators or state officials. They cite *Abington v. Schempp* 374 U.S. 203 as precedent, "The exercises are held in the school buildings and perforce are conducted by and under the authority of the local school authority . . ."

In answer to that, we have our own private printer and this building is used for distribution and location of offices. Our sole authority is student authority and at no time in the process of writing, editing, printing, etc. do school and hence, state officials have anything to do with our publication. Because we are completely independent, no state action exists.

Second, the article they are concerned with does not in any way discriminate against religion. "From the Hart" did not ask anyone to stop practicing Christianity. It merely uses Christ's name in an allegorical sense. In the April 1 *New Advocate*, the Youth for Conservatism Club's official rag, it was stated "Several articles in both the *Times* and the *Dolphin*, have attacked the Catholic Church in addition to using obscenities." As far as the *Times* is concerned, this is a naked lie. Not one word against the Catholic Church, or any church institution, has been written on these pages. At worst, Hart's essay was an attack on Christ's name, not any formal establishment of Christianity.

But for the moment let us look at the *Dolphin* article, which did criticize the Catholic Church. Has anyone ever heard of freedom for irreligious dogma? Does not an individual have the right to express an opinion about an institution he considers oppressive? Let us consult the law books. "The day that this country ceases to be free for irreligion it will cease to be free for religion — except for the sect that can win political power." Mr. Justice Jackson's dissent in *Zorach v. Clauson* 343 U.S. 306. Mr. Justice Black's dissent in the same case: "The First Amendment has lost much if the religious follower and the atheist are no longer to be judicially regarded as entitled to equal justice under law." In *Cantwell v. Connecticut* 310 296, the court held: "In the realm of religious faith, and in that of political belief, sharp differences arise. In both fields the tenets of one man may seem the rankest error to his neighbor. To persuade others to his own point of view, the pleader, as we know, at times, resorts to exaggeration, to vilification of men who have been, or are, prominent in church or state, or even to false statement. But the people of this nation have ordained in the light of history, that, in spite of the probability of excesses and abuses, these liberties are, in the long view, essential to enlightened opinion and right conduct on the part of the citizens of a democracy."

One may ask why should religion, which is unprovable dog-

(Continued on Page 7, Col. 1)

"Letters To The Editor"

It is strange indeed, that Daniel Leddy and his group of lawyers can understand when convenient for them that the "state must remain neutral, taking a stand neither for nor against religion . . ." However, where is that state neutrality that inscribes our money with In God We Trust — "Under God" in our secular pledge of allegiance, prayers in the classroom and innumerable such anti-neutral acts of legislators that impose religious beliefs upon others of us who protest.

I also begrudgingly pay taxes which support mere religious beliefs from which we all have the right to be free from in any area of government. Mr. Leddy ought to be informed that blasphemy is merely a church law which no citizen is obligated to obey, and is not in any sense an American secular law of the state. Since Mr. Leddy protests pornography in your paper, why not print escapades of some of the Biblical characters whom, if you were to use different names for the characters, and different locations, Mr. Leddy might label pornography.

For instance, the great Godly David who was promised Saul's daughter, Michal, if he would capture a hundred foreskins of the Philistines, hoping David would be killed in the process. However, David brought 200 foreskins. Read Samuel book 1 chapter 18 Verses 22 to 30. The story of Nabal in Samuel 1, Chapter 25, verse 3 to verse 22, in which David threatened Nabal and his men to the point where by the morning light there would be none left that could " . . . pisseth against the wall." Samuel 2, chapter 6, verse 20, David " . . . uncovered himself today in the eyes of the handmaids of his servants, as one of the vain fellows shamelessly uncovereth himself." Samuel 2, chapter 11, verse 2-27. David seized Bath Sheba and "lay with her." Cold blooded rape, and David plotted to finally murder her husband taking her as wife, after becoming pregnant when David first seized her.

First book of Kings, chapter 1, verse 1 to 16, a virgin was brought to give "heat" to David who was now old, stricken in years and

ready for the grave. Now a fictitious character in a paperback portraying David's life would be labeled pornography, I am certain, by Mr. Leddy, but in his mind the Bible is a holy book stressing morality. The rape of Tamar by her brother Amnon in Samuel Two, chapter 13, verses 1-14. Songs of Solomon, chapter 4, verse 5 "Thy two breasts are like two young roses that are twins, which feed among the lilies." The Bible abounds in what would be labeled obscene, filthy, or as with the birth of Christ, immoral by Mr. Leddy and his church. To top it off the Bible is anti-American in pre-judging all humans as guilty, thousands of years before birth as being born guilty and sinners, not for an offence we committed, but for an offence supposedly committed by a first man and woman. Americans cannot be guilty for an offence committed by another which rejects the Bible as an authority.

Please inform me as to whether your paper is available by mail and cost. However, do not use this in your paper as written or with my name. I do not need anymore broken windows, tacks in my driveway, or boycott of my labors. Also, please excuse my poor typing.

Cordially,
A Staten Islander

GET THE HELL OUT

To the Editor:

Keep that God damn fowl mouth of yours quiet about mentioning the sacred name of our lord "Jesus."

There are 500,000,000 Catholics in the world and about the same number of people of Protestant denominations.

All told the number of Christians is about 1 billion. More than the population of China which is around 800 million. This is strictly a Christian "Nation" whether you Athetists like it or not. So take a bath and shave that dirty looking beard off your face, or wear a mask, you "stinker." There's many guys of Irish, Polish, Italian and other desents who tell me they'd love to meet you alone some night.

Take a walk by yourself some

night outside the college grounds so I can meet you myself, personally. All I would do to you is put one of my hands on that dirty throat of yours and strangle you to death (I can do it, you know.) You better get the hell off Staten Island you "Sheeny Bastard" or whatever else you are because you're going to need police protection soon.

An Irish Catholic

P.S.—"Christ "God" said that he who believes in him shall not perish. You do not believe in him so we'll see you do perish (and soon). Also your longed-haired "morphadite sissy looking" and "fake bearded" friends are not wanted on Staten Island. We don't want any college on Staten Island. The American public is fed up with you half wits.

To the Editor:

During our Urban Sociology class today the subject of commencement exercises came up. Since this year's commencement will be Richmond College's first, the class felt that it should be somehow unique. That it should reflect the spirit of our new sort of institution. Having the graduation at some other school would be completely defeating this purpose. The class decided on a perfect place to hold the ceremony: THE STATEN ISLAND FERRY.

Now at first this idea may not appeal to you, but think a minute. Why not? It would really be groovy.

We could have a procession from the school to the ferry, then everyone could be seated on the upper level and when the ferry goes into motion, the ceremonies could begin. Of course, the ferry would not dock at Manhattan but make a complete round trip.

Please write to the *Richmond Times* and let us know what you think of this. The details could be easily ironed out if we had some support. Urban Sociology II representatives will speak to the ferryboat men. Please understand, we are serious!

Leona Rati

RICHMOND TIMES

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

Vol. III

No. 3

General Administrator: Russ Rueger

Associate Editors: John Hart / Stan Golove.

News Editor: Bohdan Kosovych

Feature Editors: Jane Berman / L6u Polcovar

Drama Editor: Charles Rubenstein

Sports Editor: Marvin Krakower

Photography: rr

STAFF: Don Eisman / Bob Feldman / Stu Green / K. Ishibashi /
Leona Rati / Daniel Vallely / Jerold Talbot / Dan Rooney / Anne
Wyden / Jim Buechler / T. H. E. Nipper / Maria Corsaro.



EDITORIALS...

(Continued from Page 6, Col. 1)

ma, be exempted from analysis? Religion is theory, not hard fact, and as such should be subject to criticism. Furthermore, the Catholic Church (and any other church) institution is maintained and staffed by humans and thus can fall victim to all the faults of humanity; why can the latter not be pointed out if one feels they exist. It can be said that this religious issue is an emotional issue; because this is a Christian country one cannot be objective with Christianity. Would a state-financed scholar who wrote about Hinduism as the reason for India's slow progress be accused of state-supported discrimination of religion? This is doubtful because Hinduism is not practiced widely here and thus has little emotional import.

Perhaps one should inquire into the motives behind this legal action. Look at Mr. Leddy, darling of the conservatives. He was quoted in the *Advance* (March 31) as saying: "We feel very deeply because of the issue involved, not because of political expediency." One wonders why he bothered to exonerate himself of political designs. Maybe because these are exactly his motives: make a big show with the local conservatives, and maybe win the next congressional election. Leddy seems to be a bit two-faced. When he spoke at Richmond he said he would write something for the *Times* in the near future. He lectured here on the 17th; the *Times*' edition with John's article was released the 13th. As a matter of fact, Mahoney had a copy with him as he sat near Leddy. Yet Leddy did not mention anything about the suit against Richmond, although he talked about the one against S.I.C.C. The implication is that he found nothing wrong with the *Times* until it was politically good to do so. Then he took the "good old values" out of the mothballs and started bawling. He even told the editor-in-chief that he "Knows what you're going through" because as editor of Fordham's paper, Leddy had been removed for an unpopular editorial. Yet look what he's doing now. No political expediency, hah.

It is obvious that the Students for Richmond's whole gimmick is political — they had the idea to get the *Times* from the start and then seached it to find their case. Their purpose was mostly negativistic: to oppose and ban clubs whose policies they don't like off campus.

A few final comments on obscenity and religion from the Lucas report on Student Rights and Responsibilities to the Board of Higher Education:

"The short answer is that these censors need not listen to or read that which offends them. Speech cannot be gauged to the sensibilities of every man's idiosyncratic taboos, fears, and anxieties. Notions of what is indecent or obscene vary according to one's tolerance, intellectual background, and other subtle factors." (p. 28) and: "Similarly, a prohibition against groups which oppose one or all religions violates the establishment clause, and probably free expression and association as well." (p. 40)

II

At the April 14 meeting of ICAC, the editor-in-chief of the *Times* made a motion, which was passed, that the Student For Richmond charter be suspended for exclusionary tactics. The reason: about April 1, one William Pizzo, claiming to represent the Students for Richmond, entered the *Times* office and spoke to the editor-in-chief. Present were also John Hart and Bud Kosovych. Bob Feldman was immediately outside the room and also heard the conversation. Bill asked the editor not to attend the S R "policy making" meeting. He said that he had been sent by Robert Mahoney to relay this request. He warned the editor that should he attend, the Students for Richmond would be forced into action they did not yet want to commit. He described some of S R's objectives for dealing with SDS — to go so SDS meetings, disrupt, and force the leftists into tactics that would get them banned off campus. He referred to the Faculty-Student Institute as an SDS meeting.

His request of the editor not to attend this "policy making" meeting was a clear violation of their recently-approved charter which states that any Richmond student may join, and therefore, help formulate club policy. At the ICAC meeting, Mahoney and Steuernagel denied Pizzo's representation of the club, but the ICAC members still voted overwhelmingly to suspend the charter.

It is probably that Bill Pizzo, who seems to be the most open and level-headed member of S R, said more than he should have — he revealed S R's plan to have SDS booted off campus by forcing them into a confrontation. It is apparent that the real surversives are not SDSers, but the governing clique of S R. In the courts, in order to abridge first amendment rights, a clear and present danger of harm must be established. SDS has not in any sense been disruptive;

"Letters To The Editor"

Dearest Editor:

drip in, not out at radical, experimental, psychedelic richmond college. that seems to be about the gist of most of the publicity for richmond. well that's cool, everybody throws a little bullshit into ads, if you told people the truth about al lthings that are offered for public consumption in the AMERICAN DREAMLAND there would probably be little or no consumption at all & the national economy would flounder & die. but to create a market for something that doesn't exist is one thing, to exploit & subjugate an already existing market with utter bullshit is another. (another what?) anyone who really believes in richmond as the cradle of east coast radical thought is freaky. anyone who thinks he's really gonna change something radically through conventional channels is misinformed. the greatness of american democracy, i am informed, lies somewhere in the murky manner in which things are changed. true, in chicago the delegates were men chosen two years prior to the convention, & thus men who could not have been chosen to vote mearthy — since there had been no hint of the mearthy riff in 66 — & true they were not empathetic with the spirit, the true zeit-geist of the summer of 68 — & true, nixon

was nominated in 66 rather than in 69 — N true, things change at least two full years after people are up to here in bullshit, but don't you see the value of that? it's the american way, you know? things can't change rapidly if conventional, legal, democratic channels are used to facilitate the change. that's why america is great. the system refuses to allow rapid change it's for our own protection you know. what do you think would happen if rapid change were allowed? well, suppose there was a powerful minority that was allowed to push some catastrophic reform through without going through the required bureaucratic, legislative, democratic bullshit. if this happened we might not all have time to think about the reform or change or whatever, & we might not all have time to cop our true attitudes concerning the change. my god, rapidly in changes might even lead to something as horrible as revolution, listen to reason my children. a revolution would upset the everprecious status - quo. you couldn't even go to the store & buy a container of milk. america was created with the idea of no more internal revolutions. if you can dig america the way it is now, or with only slight social changes over a long period of time, then you should attempt to bar-

gain with or accept the policies of those in power. if you want rapid & vast social change — skip the bullshit & realize you're an outlaw. the laws were made to prevent rapid change so in order to achieve it you've got to break the laws, not operate within them. if you reject the system you've got to reject the laws & you've got to develop an outlaw awareness.

personally, i am a-political, i chose not to get bogged down in the kind of bullshit that went on at the convocation this past month. it seems to me that politics (american version) involved 94.4% bullshit & 5.6% true change.

"i might look like robert ford, but i feel just like jesse james." i guess i might as well conclude my aimless ramblings & get to the nitti gritti of what i been trying to say. what the school radicals seem to be trying to do is change the system, even destroy the system. well, that's together. but to ask for the cooperation of those in control of the system in their own doom is utter folly.

"really president schueler, we'd like your cooperation in doing away with all the things that you've spent your entire life working to achieve."

where's that at. kick out the jams, people. either you're with them or you're not. if you hover in between somewhere you're only gonna frustrate yourself & the people that you oppose. frustration is nowhere.

"cause i tried, & i tried, & a tired, N i tried.

i can't get me no, i can't get no satisfaction!"

daniel valley
(with apologies to rob't simmerman & the rolling stones)

To the Editor:

The Student Rally in Albany which took place Tuesday, March 18th, was one of the most impressive and memorable events to occur during my tenure as Chancellor. The Albany press called it the "largest rally ever held in Albany," and I believe that a review of the archives would show that public higher education in New York City has never received such a massive show of support from students.

Efforts of the student leaders in moving over 250 buses of students to and from Albany, in arranging for members of the Legislature to address the assemblage, in manufacturing information kits for the press and students, in setting up the rounds of appointments for the students with the various legislators — these by themselves are worthy of unstinting praise. That the specific plans for the rally were conceived and executed in the space of a week and a half speaks most highly for the administrative and organizational capacity of all concerned.

It is, however, the effects of the rally that I want to particularly draw to your attention.

First of all, I understand that Governor Rockefeller indicated to student representatives that he will withdraw his support from the four bills currently before the State Legislature which would have curtailed even the most minimal growth projected for the University over the next ten years period.

Secondly, the funding pattern of the City University and the relation of the University to the entire system of higher education in

(Continued on Page 13)

they have sponsored many controversial and stimulating films and speakers. S R, as the *New Advocate* shows, is hung up on National SDS rhetoric. The *Advocate's* articles have been paranoid essays on the horror about to be perpetrated by SDS. The April issue had on the cover "SDS Target YOU," the letters in the last word five full inches in length.

S R assumes that National SDS controls local SDS chapters, not realizing that local SDS chapters are autonomous. In fact, the *Militant*, a leftist publication with an inside track on SDS complains:

"The national office of SDS supported but did not really help initiate the campus struggles, and that lack of leadership is likely to continue in the future. SDS' program for the school is more a summary of demands that have been raised in these local campus struggles than a call to national action." (April 11, p. 4).

Thus, each SDS chapter is free to pursue its own course and should not be judged by the politics of other locals or National SDS.

In actuality, the Students for Richmond have much more outside control than Richmond SDS. Mahoney and Steuernagel are officials of the Youth for Conservatism Club and members of the *New Advocate* staff; many of the shots are called from out there. Even conservative real estate magnate Dan Master calls S R an "ad hoc committee" of the Y of CC. That's straight from their league.

Finally, S R has been pretty loose in their accusations. An editorial in the April *New Advocate*, probably written by Mahoney, stated:

"At Staten Island Community and Richmond Colleges, the students who win elections to the Student Government are members of the Black Panthers and the Students for a Democratic Society . . ."

There are no Panthers and only two former SDS members on Student Government at Richmond.

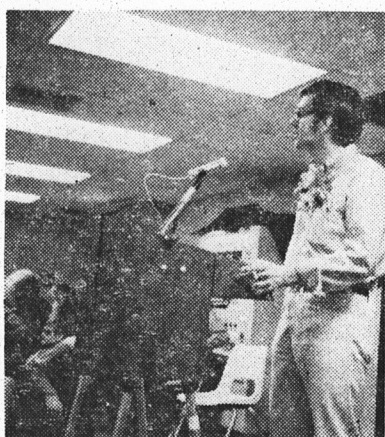
The only things S R finds worthwhile are limiting someone's freedom of speech and association, banning groups off campus, defamation of character, disruptions and suing Richmond College. Such a group is clearly subversive and a menace to the student body. Recently, S R has attempted to have the Student Council take action against ICAC, Lou Fraser, Chairman of ICAC, and the editor-in-chief of the *Richmond Times* for "treachery." More subversion. In response to this, a complete report on the subversive activities of SR may be submitted to the Grievance Committee. The American Civil Liberties Union may be consulted to defend the free speech of the *Richmond Times*.

In the interest of the student body as a whole, it is hoped that the Students for Richmond stop playing with fire.

FACULTY STUDENT INSTITUTE: RHETORIC OR REALITY

By Russ Rueger

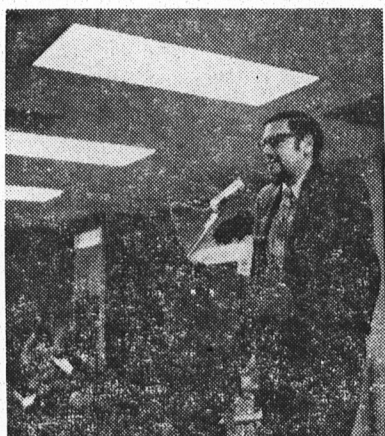
On March 26, the first Faculty-Student Institute was held in the student lounge. The Institute consisted of a conglomeration of suggestions, proposals, and verbal confrontations between students, faculty and administration. Because much of the information covered was so relevant and vital, this essay will attempt to cover the highlights of this important event.



Hugh McCleneghan, Chairman

The Institute was commenced around 9 in the morning by Hugh McCleneghan, Chairman of the Committee of 15, which was responsible for organizing the occurrence. Position papers of various viewpoints had been previously prepared by different groups and distributed on a table outside the lounge. Three microphones in different sections of the room had been set up for easy accessibility.

The grading system was the first topic discussed. Prof. Oleh Fedyshyn stated that "often more precise evaluations than Pass-Fail-Honors are needed; a dual grading system should be available in which students could be graded PHF or more precisely at their discretion. Bob Feldman called grades "psychic whips" — he felt that students were being "valued as meat packages." Prof. Ken Goldstein gave an



Prof. Ken Goldstein

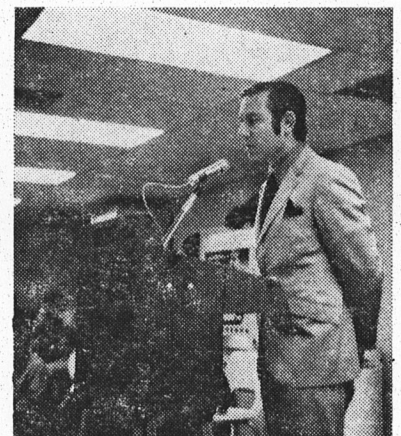
informal analysis of an attitude survey about grades taken last year. He said that the "overall preference" was for the point

PHF system. Someone suggested that the "terminal end" of education (whether a student desired to go to grad school or not) was the determining factor in grade selection. One participant felt that straight percentages should be used.

The confidentiality of faculty letters in student files was discussed. Feldman, in the name of free inquiry, objected to undisclosed, confidential letters in the files. One faculty member reminded him that recommendations to grad schools by nature must be confidential.

Prof. Larry Nachman felt that every student should devise his own grading system that would make him "comfortable and happy." Pres. Schueler said that he personally did not like grades because they can be an obstacle to learning. He was in favor of a credit-non-credit system. When some students urged him to implement such a system now, he stated that grades were a faculty prerogative.

Jane Berman of the Social Change Commune presented a critique of the Professional Studies Department. She said that the whole program should be scrapped because nothing is learned in the classroom. Student teaching should be the primary education process, she added. She spoke of the formation of an Education Commune in experimental teaching methods.



Prof. Harvey Bien

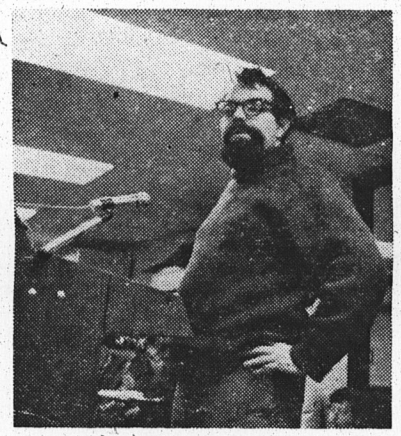
Prof. Harvey Bien, in response to Jane, stated that a "constant re-evaluation of the program" has been taking place. He mentioned a Prof. Studies Committee of undergraduates which has partaken in roundtable discussions on teacher training. His points were not well received by most of those present.

Hugh McCleneghan described the racist Board of Education system. He observed that teachers have become "disciplinarians rather than innovators." He felt that the "system is going to hell" and will be "blown up." A faculty member added that the Kerner Commission had revealed the education pro-

gram as a failure. Conventional teacher education merely teaches the failure. He suggested that to get around the problem of certification requirements, one summer could be set aside for certification courses.

Prof. Kramer spoke of the "genocide of the white middle class" by unimaginative teachers. He proposed the creation of a Demonstration School at Richmond. Anthony Boffa felt that student teachers should learn Spanish in order to relate to Puerto Rican youngsters.

A suggestion was made for a 'non-major major' in which students could choose all the courses they wished to take. In response to this, Prof. Stern mentioned the new curriculum, "Science, Letters and Society," consisting of 12 credits in each discipline.



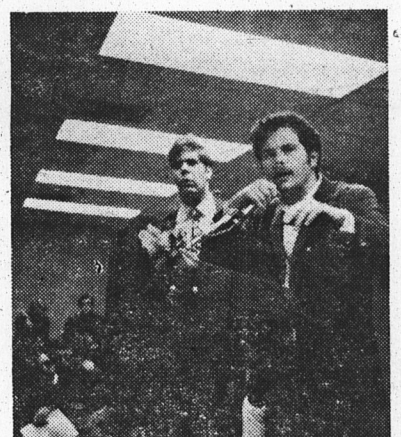
Prof. L. Quart

Prof. Quart commented upon the need of a full time black radical instructor to teach a Black Studies Commune. Lou Polcovar read a position paper asking for the abolition of the college P and B Committees. He concluded that the primary criterion for the hiring and firing of faculty should not be scholarship but the instructor's relations with students "inside and outside the classroom." Someone remarked that an instructor should have both knowledge and the "ability to get it across."

There followed a discussion about entrance requirements for disadvantaged students. Joe Granderson, representing the black students of Richmond, said that Richmond should follow the lead of Staten Island Community College in sponsoring a Community Scholarship Program to help educate the poor, black and white. Prof. Nachman suggested the formation of a Summer Institute to prepare terminal students in Community Colleges for admission to Richmond. Pres. Schueler spoke of Richmond's involvement in a "consortium of Staten Island colleges" and the Community Development Program for vocational guidance for adults and children.

Prof. Quart mentioned three areas of immediate concern: black studies, professional education, and the "overhaul of the institution as now constituted." He made an appeal for action; he was tired of "long dialectical sessions."

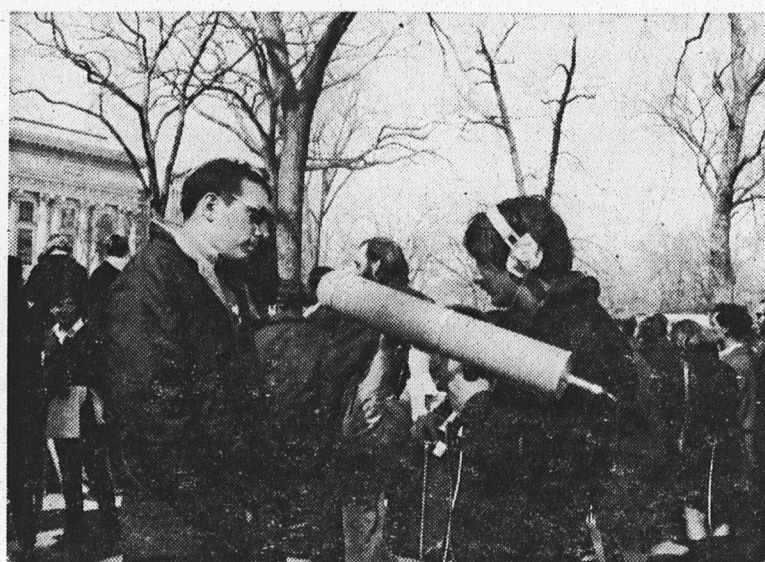
Charley Simpson of Regional SDS presented a radical critique of the University. He called students "inmates" and said that the institutional mission was to "make you stupid." The university's job is to "fill corporate slots," which has led to the creation of a "new proletariat" whose pick and shovel is now the computer. College, he felt, prepares people for routine, thoughtless jobs. At Richmond, the "paternalistic, understanding," facade, rather than the "iron fist" is used. The Communes are intended to make students believe that there is compassion in the "system" — but in corporations, profit, not compassion, is the sole goal. Charley asked the group to "think about what they (the corporate elite) are doing to you at Richmond."



Richard Farkas and Mike Russek of the Student Government

Mike Russek, speaking for the student government, offered the idea of a referendum to have all SG funds redistributed to establish a Demonstration School. However, his suggestion was not acted upon.

Roy Goldblatt stated that students should have equal representation on the Richmond College Association Board of Directors. He proposed a Student Finance Committee for self-determination of fund allocations. Lou Polcovar asked for the abolishment of the student government and the surrendering of its funds. Mike Russek, in response, gave a breakdown of allocation of SG money to various clubs and activities. Dean Chiles announced that the RCA annual meeting would occur the third week of May. Then a dispute occurred over who would perform the boring, but often necessary, functions of the SG should it be abolished. That marked the end of the morning half of the Institute.



Richard Bascetta (right) in Albany.

After a lunch break, Lenny Quart began the afternoon session with an appeal to end rhetoric and submit concrete proposals. One professor stated that tenure appointments will soon be decided, and that students should make their voices known "before the axe falls."

Mike Russek remarked that Prof. Crawford had been fired because his "educational philosophy opposes" that of the education department. He said that Crawford had started the first "unstructured, experimental" educational program at Richmond last year. Mike felt that the entire student body should vote on any proposals.



Black Students presenting demands.

Richard Bascetta of the Student Union then read the latter's set of demands. One of them was the censuring of Prof. Levine of the Natural Science Dept. for what some considered "racist attitudes." The black students then presented their demands.

Some participants observed that only people who are directly affected by a decision should vote on it. Thus, black students should decide if black studies are needed. A proposal was made that Richmond serve the pluralistic diverse needs of its student body by creating an experimental division within a structured institution.

Jane Berman stated that Prof. Crawford of the education department "had been fired without being judged by his fellow workers and students." She asked Pres. Schueler to abolish the P and B Committees.

After so many hours of dialogue, people began to desire some concrete action. Prof. Quart made his third appeal to this effect. Prof. Goldstein felt that no conclusions via majority vote could be had at that session; he hoped that some structure to deal with proposals could be realized. Someone suggested the formation of a committee, but no such action was taken.

A heated debate took place between Bill Pizzo and a few black students. The Student for Richmond feared that a Black Studies Commune would be used for "political left purposes." A black girl replied: "Don't ask me what I'm gonna do with it, I didn't ask you what you did with your shit!"

A faculty member urged students interested in a Demonstration School to meet afterwards to draw up concrete proposals. An older student, a college returnee, spoke of the return to separation and use of the word "black," over integration and use of the word "Negro" from the civil rights



Dancing in the lounge.

Calvin Hicks, Richmond's sole black instructor, answered the Student for Richmond by saying that it was irrelevant whether he, or any white, was affected by black studies. The purpose of the latter is to give blacks a sense of their cultural heritage and also to help them understand the nature of their oppression. He spoke of the danger of the black students isolating themselves from the rest of the school in a Black Studies Commune.

movement to the present. She felt that radicals attempt to polarize and antagonize moderates, and thus limit their effectiveness in getting demands accepted. Lou Polcovar next took the microphone and announced that the rock bands, who had been originally scheduled to play three hours before, would have to play then or

Bob Feldman said that Pizzo showed a "white supremacist attitude." He felt that a referendum was a fallacy because parents of black and Puerto Rican children (who could be affected by an open admissions policy) would not be allowed to vote.



Pres. Herbert Schueler

A Curtis High School student spoke of the stifling oppression of high school teaching and expressed the hope that new teacher education, such as that proposed for Richmond at the Institute, would alleviate this problem.

leave. As the band began to organize and the light show was set up, the verbal part of the Institute ended.



Empathy and the Smith Brothers played after the Institute.

The Return Of The Lord

By J. W. Brown

Nobody was really sure whether or not they really had guns with them in the building, but everyone knew for certain that even the cops were afraid to bust up this student takeover. Something told them that

these kids were not going to leave this building, bowed and bloody. Maybe it was the ivy clinging tighter to the walls of the buildings. Maybe it was because the air was choking the administrators and police officials as they were trying to decide how they were going to react to this particular crisis. No one had any doubts that these kids were "going to take some honkies with them" when they left. The cops started to relax and breathe easier as the black students started to vacate their temporary quarters, this place that had seemed like an impregnable fortress minutes before. These people had hate in their eyes, and hate can kill as quickly as love and smother. Mixed feelings ran through the minds of those present at this weird exodus. The administrators grimly eyed the movement and wondered what would happen next. They started to grumble something about losing control, and you could easily agree that here and now they had lost control. It made you smile to think of the alumni turning over and choking on their after-dinner cigars as they read their evening newspapers. There would be many letters to the editors of newspapers and to the colleges themselves asking, "Who was running the colleges?" And I laughed at the thought of all those people who thought that colleges were for them to run for tax-deduction purposes, money making sports enterprises, and for comforting memories while they grew old. Who was the administration administering for. The students — since when? The faculty — If they knew their place. The minority or the majority — Who were they? A mob of angry people — IF THEY HAD THE POWER TO MAKE THE ADMINISTRATION LISTEN

TO THEIR DEMANDS!!!! And what about (to be read in a deep bass voice, with much fear and respect), THE COPS. They were twisted. The cops didn't know whether or not they should feel happy that there was no confrontation, that they would be going home to their families in one piece. But there was something else that was bothering the police. Maybe they had lost face in this encounter. Maybe the world wouldn't be so afraid of their bigness, their badness, or their guns. In the future it would all boil down to who had the biggest guns, not to who was in the right. They stood and gaped in surprise as the slow realization clouded over them that these punk kids had just beaten them at their own game. Some of them, the toughest and biggest, were frothing because they had missed their chance, to knock shit out of those black bastards who didn't know that the right way to get what you wanted was to wait, be patient, cow-tow the line, and uncle-tom ass lick the bulls and their authoritarian systematic proper procedure. They knew that it would only be much harder to try and restore 'law and order,' now that these blacks, these new blacks, these power advocates had tasted blood; white blood. Students were afraid to give their names to newsmen as they discussed their feelings on the controversy. They were only interested in learning, not realizing that they were getting one of their biggest and most important lessons of their young lives. They were learning about democracy, and every other kind of people's government. Slowly they made their way from the newly vacated building, and for once I could feel that these niggers were really being arrogant. They moved towards

the Afro-American center. It was like a funeral, a funeral for one obese, rich old uncle, that was dying and was finally letting go of all his money, so all his relatives could finally come alive and live. It was like a war, and no one was really sure who to shoot at, why they were shooting, or who was to fall next. No one knew why they were fighting except that they all knew that they were in the right about their freedoms. It was like a carnival, a ludicrous, absurd, moronic train of thoughts that was eerily reminiscent of the events that led to the crucifixion of Christ. And throughout it you could hear in the distance a low growling sound. Long live the king. Long live the king. Long live the kinglong live the king. The new king was coming over the hill, and soon everyone was infected with this cry. Long live the king, long live the king. Over and over and over and soon everyone was on their knees rocking back and forth in fear, out of reverence and love for the new king. And me, I crawled up a nearby tree to watch this messiah coming around the mountain, and I felt hot and sweaty with anticipation in the spring sun. I couldn't decide, make up my mind, reason out or logically understand why they were all looking up that tree at me and yelling long live the king, long live the king. And then I felt their hands grasping, clutching for my body, all the time trying to understand why they would want to physically feel my pulse beating — blood was rushing from my aborted limbs — ripped from my body. And then I realized why Jesus was so happy on the cross. And only too well I appreciate why he had played along with the gag and mumbled something about his father, because I knew then that I was put on earth to do something special and then I could understand their destructive love-hate for me as they drank and got drunk on my blood, and I hoped that the world would once again be saved for another two thousand, even two-hundred thousand years until the new messiah was born.

Philosophical Origins Of U.S. Capitalism

The belief that success came to those who moved the fastest was based on the old adage, "Every man for himself and the devil take the hindmost." In practice, this was often an amoral, secular, rugged individualism that approved of cunning, sharp dealings, and unrestricted self-aggrandizement. Here was dog-eat-dog in the school of hard knocks. The man who failed did not have the stuff it took to make a go of things. Any good that resulted from the machinations of those who were on their way to success was unintended. This was the approach to life behind Mark Hanna's declaration that "no man in public office owes the public anything," (quoted by Matthew Josephson, *The Robber Barons*, p. 353) Henry Ford was another who saw no way around the dehumanization that was in the race of life: "Great business is really too big to be human," he said. (Henry Ford, *My Life and Work*, p. 263)

To understand classical laissez-faire individualism, one must begin with the social unity of medieval life and the conviction that religion was the only fit measure of experience. This social unity was maintained as long as men remained within the generally static time and space allotted by pre-Renaissance European custom and geography; it ended once the boundaries of life were pierced by the rediscovery of Greek and Roman ideals, and by the challenge of exploration. In the modernism that grew out of the fifteenth, sixteenth, and seventeenth centuries, secularism with its new images of man became a concrete dedication in political and social thinking.

This secularization came particularly swiftly in England. In British politics, the idea of the divine right of kings was contradicted by John Locke's contention, "The great and chief end therefore of men's uniting into commonwealths and putting themselves under government is the preservation of their property." (John Locke, *Selections*, p. 75) In British social thought, the justice and compassion of a personal God were, in everyday practice, overshadowed by the vast, impersonal forces of a nature whose demands bore a startling resemblance to the desires of commercial traders and manufacturers.

The rising middle class needed a rationale that could help it abandon the traditional ideology of management — the theory of dependence — in which the poor, as John Stuart Mill explained, had their lives regulated for them, not by them. By 1750, the idea of independence had been recognized as the intellectual device that could change the nature of social responsibility. The task of social leadership became that of helping each man become independent, responsible for himself and for his adherence to the rules and demands of his place in life. If men were responsible for themselves, they could be treated as if they were independent beings needing no assistance from their betters. Then the entrepreneur could, in good conscience, deny having any obligation toward the poor. He could conceive of the worker as an independent entity whose labor might be handled impersonally. It was Adam Smith, Edmund Burke, and Thomas R. Malthus, among others, who ultimately clarified his position.

The arguments of these men, from which they built what has been called "an edifice of gloomy error," had three steps: first, the State is unable to protect the laborer; second, the employer is actually unable to injure him; third, he alone can help or hinder himself.

Smith argued that the laws of nature made preference and restraint unnecessary:

"... The obvious and simple system of natural liberty establishes itself of its own accord. Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interests his own way, and to bring both his industry and capital into competition with those of any other man, or order of men. (Adam Smith, *Wealth of Nations* p. 44)

Burke confirmed this argument with a doctrine of self-interest:

"The proposition is self-evident, and nothing but the malignity, perverseness, and ill-governed passions of mankind, and particularly the envy they bear to each other's prosperity, could prevent their seeing and acknowledging it, with thankfulness to the benign and wise Disposer of all things, who obliges men, whether they will or not, in pursuing their own selfish interests, to connect the general good with their own individual success." (Edmund Burke, *Burke's Works*, p. 383, v. 7)

Malthus disclosed the persistent pressure of population upon subsistence. The miseries of the poor are most often ended by wars of extermination and sickness; but the laborer himself may prevent the full recurrence of misery by exercising moral restraint in the establishment of a family, and by learning certain necessary truths that flow from the principle of population.

In the laissez-faire orientation, the laws of nature, as they apply to business must remain untouched by any agency of government. They operate and adjust automatically because they are emanations of the majestic design of the universe itself. Self-interest guarantees that the best conditions will appear as each man works for himself. Charity and poor relief will not abolish poverty, but self-imposed moral restraints and learning may do so.

By 1813, in England, the industrial class had secured the new ideologies of management that allowed the dominance of the cash nexus. In post-Civil War America, during the age of boodle and the great barbecue, the arguments of Spencer were available for the support of the idea of economic individualism. Government, Spencer said, fulfills its function when it retains men in the circumstances to which they are to be adapted, and the moment it does any more than protect, it becomes an aggressor. (Herbert Spencer, *Social Statics*, p. 127)

Free society was at last at hand: a theory of independence absolved the businessman and industrialist from any responsibility for the ultimate welfare of the working class; a theory of statistical efficiency allowed human effort to be impersonally priced and purchased in an open market; a theory of subordination continued to maintain a rank-order society in which the rich commanded, and the poor and the ig-

(Continued on page 11)

Focus on Education

(Continued from Page 5)

aims of education really meaningful in our changing society? The list of questions could go on and on yet one rarely hears them asked by the professors of education.

What one does hear goes something like this: "The exigencies of the public schools system being what they are and the state and city requirements being what they are, we can hardly be expected to ask the questions you would have us ask. Our job is to turn out teachers certifiable and qualified to teach in the public schools under the present exigencies. This we are doing. To do what you would have us do would be to neglect our responsibilities to the students and to the system." To this I would add, that for them to question the foundations of a system which has, after all, trained them and provided them with rather well paying jobs would be folly. But this is exactly what I and others here at Richmond and elsewhere are asking them to do.

At the risk of sounding more radical than I really am, I would suggest that somewhere there must be a beginning. There must be a complete overhaul of "the system." There must be courageous teacher-trainers who will stand up and say that the way, we are do-

ing things is less than successful. And there must be educators who will back up this initial stand with a willingness to dream the impossible dream. This is a start which must happen soon, not only here at Richmond College, but on a nationwide basis.

It is not unreasonable for us to ask, why not here and why not now? For after all is said and done this was supposed to be an innovative-experimental college. This was supposed to be an institution dedicated to new ways of doing things. What happened between September of 1967, and the present day eludes me but there is no doubt that somewhere between the opening of this school and today, someone quietly buried the precepts upon which this college was founded. At least that seemed to have happened in the case of teacher training.

It is not too late for the kind of changes in teacher education which we have suggested to take place. The faculty is intellectually equal to the challenge. All that is required is a willingness to take a chance and reorient a framework of reference. The rewards in improved education seem to be well worth the risks involved. All we ask is a start... NOW!

Hershey Draft

(Continued from Page 5)

quired will be a method of selectivity."

Meanwhile, a group of nine Senators — seven Republicans and two Democrats — introduced a bill Jan. 22 calling for the abolishment of the draft and creation of an all-volunteer army. Although President Nixon said during the campaign he favored a volunteer army after the end of the Vietnam war, the new bill would end the draft six months after it becomes law. Sen. Henry M. Jackson (D-Wash.), a member of the Senate Armed Services Committee, commented the next day he saw no chance of the bill becoming law "at this time." He said "there isn't a single Senator who would not like to see an end to the draft," but that there are serious questions about the feasibility of the volunteer plan.

Sen. Mark O. Hatfield (R-Ore.) was joined in submitting the bill by Republican Senators Barry Goldwater (Ariz.), Robert J. Dole (Kansas), Marlow W. Cook (Ky.), Robert W. Packwood (Ore.), Richard S. Schweikert (Pa.), and Winston Prouty (Vt.). Democrats were Gaylord Nelson (Wis.) and George McGovern (S.D.).

Bowker Down On "Shoehorn" Budget

CUNY, April 17 — Mayor Lindsay's "shoehorn" budget for the City University of New York "would provide a shoehorn without a shoe," CUNY Chancellor Albert H. Bowker said.

"The Mayor's fiscal message to the City Council simply does not," said the Chancellor, "guarantee sufficient funds to allow the University to admit a freshman class and provide the essential educational services for that class and for the University's student body as a whole."

Dr. Bowker asserted that the \$232 million figure in the Mayor's budget for CUNY includes "at least \$17 million for which there is no assurance of cash transmission to the University and another \$13 million locked away exclusively for salary increases in process of being negotiated."

The Chancellor asserted, "Deducting these amounts, we arrive at a total budget about \$6.0 million below the University's present level of spending if mandated increases are taken into account. That is a substantial reduction below the 'disaster' budget proposed in January by Governor Rockefeller."

"If the \$17 million gap remains unfunded, I will have to recommend no new freshman enrollments in the fall. Even if that gap is filled, the level of spending set forth in the Mayor's budget would be totally inadequate for the City University's needs. It would provide barely enough to meet half of our planned freshman admissions."

Dr. Bowker said that he would continue to fight for full restoration of the \$270 million University budget "until the last shred of hope is removed by the Mayor, Board of Estimates and City Council."

He declared that if he received assurance that the gap in the Mayor's budget is filled and the threat of administrative cutbacks lifted, "I will probably recommend lifting the freshman freeze, and sending out admission notices to half of those who would normally be eligible for our senior colleges. But we could not send out notices of admission to the community colleges until we are absolutely certain that no further funds are available for senior colleges because, under the admissions criteria imposed by a shoehorn budget, those who would normally be admitted to senior colleges would have the first crack at whatever places were available in the community colleges."

Dr. Bowker noted that the Governor had revised his original budget for CUNY and pledged "dollar for dollar" state matching of funds for the University's senior college and graduate programs, based upon actual expenditures by the city.

"Under the law passed by the legislature before its recess," the Chancellor declared, "it is now possible for the University to obtain a budget which will enable it to fully meet its Master Plan commitments."

He added, "The Mayor's budget, by scaling down the level of city contribution to the University, gives away what could be as much as \$25 million in additional state aid for New York City's higher education system."

In addition to the \$17 million funding gap in the Mayor's budget, and the \$13 million restricted to salary boosts, Dr. Bowker said, "We have been told by the City Budget Office that we can antici-

pate further reductions through administrative action once the budget is passed."

He asserted, "These mandated administrative cutbacks are nothing new. They have been a serious impediment to the implementation of University programs in the past and would be impossible to absorb during a period of budgetary stringency."

Dr. Bowker said the University "Requires the same budgetary security given every other private and public institution of higher education in the country. Once our budget is adopted, we must have the freedom to use it, unhampered by subsequent administrative cutbacks. College programs are planned on an annual basis. It is incredible that the City of New York forces its colleges to make budgetary cutbacks in mid-year."

The Chancellor said that "Once we receive firm assurance on a hard budget figure from the Mayor, I intend to bring recommendations for spending priorities to representatives of the University's faculty and students before the college presidents and I take them to the Board of Higher Education for action."

Dr. Bowker said that the \$13 million earmarked in the Mayor's budget for CUNY salary increases was not requested by the University. "To say that we can only spend that amount for raises in salaries while in the same budget reducing funding admissions and program commitments strikes me as a lopsided distortion of priorities. While we are now engaged in our first collective bargaining negotiations with faculty, I hardly think that the University staff is demanding \$13 million in pay increases while at the same time the University is asked to reduce by \$6 million the funds allocated to new student admissions and the meeting of academic program commitments."

The Chancellor asserted that the academic program reductions which would be imposed by the Mayor's budget "Strike at areas which bear directly upon virtually every critical problem facing the city, from law enforcement to health, welfare and intergroup relations."

"For example, the major public health problem in New York is the shortage of nurses and other medical support personnel. The programs we are asking to be funded are aimed squarely at providing the skilled personnel so desperately needed by the city's hospitals. Cutting our funds means cutting the major source of supply for these skills."

Students Protest

(Continued from Page 1)

taken by the President against those informers enrolled at Richmond College.

The mixed group of demonstrators — old, young, black, white, student, teacher, moderate, and militant, then peacefully moved out of the President's office somewhat content that, at least, President Scheuler was behind his students, the newspaper, and freedom of expression.

ACLU Urges Peaceful Protest

ACLU . . . The American Civil Liberties Union, in a statement distributed this week to 350 colleges and universities, urged college students engaged in campus demonstrations to return to peaceful, nonobstructive forms of protest. It warned that "violence and the threat of violence will breed a counter-violence and backlash that will defeat or set back the very objectives student activists seek to serve and lead to repressive counter-measures."

The union, a defender of the legal rights of student demonstrators, at the same time criticized colleges and universities for stoking the fires of campus discontent by refusing to consider student demands or involve students in the decision-making process.

The policy statement, announced first at a press conference in New York April 3, was mailed to presidents, heads of faculty councils and student governing bodies, and campus newspaper editors at "350 leading colleges and universities." Issuance of the statement was timed to coincide with the beginning of spring terms at many of the institutions.

"On many college and university campuses there have clearly been grave violations of principles of sound academic governance," the statement observes. "Administrators have denied to faculty and students a significant voice in the making of policy so vitally affecting them. Administrators and faculties both have frequently proved indifferent or slow to recognize the legitimate needs and aspirations of students. And, all too often, governing authorities have failed to give rigorous priority to academic, moral and human considerations over financial and organizational ones."

But, the statement declares: "Protest that deprives others of the opportunity to speak or be heard, or that requires physical take-over of buildings to disrupt the educational process, or the incarceration of administrators and others are anti-civil-libertarian and incompatible with the nature and high purpose of an educational institution."

To abandon the democratic process in the interests of "good" causes, the statement said, "is to risk the destruction of freedom not just for the present but for the future, not just for our social order but for any future social order as well. Freedom, the world has learned to its sorrow, is a fragile plant that must be protected and cultivated."

The statement was signed by Ernest Angell, chairman of ACLU's board of directors; John Pemberton, executive director, and Prof. Samuel Hendel, chairman of the ACLU Academic Freedom Committee. Hendel recently was elected College Ombudsman by the faculty of the City College of the City University of New York where he teaches.

Copies of the "Statement on Campus Disorders" can be obtained by writing to ACLU at 156 Fifth Avenue, New York, N. Y. 10010.

CCNY's President, 23 Others Resign In Budget Protest

President Buell G. Gallagher and 23 department chairmen at the City College of New York announced their resignation recently, charging that city and state budget cuts will cripple the city university system. Stating that gains of 50 years would be wiped out, Gallagher said, "it is unconscionable — indeed, it is unbelievably stupid — for allegedly responsible elected officials of government to mandate this staggering blow upon New York City's youth."

The university, which receives funds from both the city and the state, had requested \$270 million for 1969-70, an increase of \$65 million. The university said it has been informed that the city — still struggling with its budget — plans to reduce its allocation by an amount that will bring the university's total operating budget for 1969-70 down to \$180 million. New

York Mayor John Lindsay has requested an extension from April 15 to May 15 to prepare the city's budget. The university, however, said it needs to have the final city budget figure before then. It has withheld acceptance letters to new freshmen until it knows what the total budget will be.

After Gallagher announced his resignation, Gov. Nelson Rockefeller said the state had eliminated a former ceiling on expenditures by the city university and would now match, dollar for dollar, whatever New York City spends for the senior colleges.

Neither Gallagher nor the department chairmen gave effective dates for their resignations.

Earlier, the state had said its allocation to the university would be \$99.3 million. This would be an increase of \$12 million, but the university said this was misleading

(Continued on Page 14)

RADICAL CRITIQUE . . . (Continued from Page 4)

most passed on to the buyer . . . Ingredients which become part of the product (the stuff big business buys) are exempt from both state and local taxes." (my emphasis and insertion)

As for the corporate taxes which sadly enough for Rockefeller and his friends do have to be taken from big business in some amount, "two new changes have been made to give business management more flexibility." First, "investments in research and development facilities and equipment may be fully depreciated in one year" and secondly, "new investments in plant equipment and machinery may be written off for tax purposes at twice the rate permitted by federal depreciation levels." (This indeed, is flexibility!)

And New York State has not forgotten the human element either (of the corporate elite that is). Although the income taxes may look progressive, don't you worry Mr. Big, it's only an illusion to fool the masses. "For a valid determination, all taxes must be considered. Personal property is exempt here, elsewhere the tax on personal automobiles alone can amount to a great figure." (to say nothing of Park Ave. townhouses) "In addition, state support for local functions reduces the pressure on local property owners, while providing needed services." In addition, "since the state tax is deductible for Federal income tax purposes, the higher the individual's income, the greater the degree to which the Federal government helps to pay his state tax." (Isn't it heartwarming to have a friendly, "flexible" tax structure?) The publication clarifies, "As an example, take the highest bracket . . . the net effect of the state's tax is 3¢ per dollar . . . In the lowest the net effect is 2¢ per dollar." (Pretty clever camouflage, hey?)

In summary, the pamphlet cites proudly a recent study which shows "state business taxes from 1946 to 1956 increased at a faster rate in every other state except New Jersey than they did in New York."

So, from now on when Rockefeller, Lindsay, and the other bosses wring their hands and tell you how they love the people, but that "money doesn't grow on trees" and that the "realities" of the situation demand that we tighten our fiscal belts, (which means tightening the noose for working class, poor, and minority groups) we know exactly where they are at. To stop the oppression of the people of this city and of the nation which is ruled by the same elite, we must organize to form a real threat to the corporate power structure and its willing and obedient servants in the State and federal governments. Their evils only begin with the tax structure. This is only one area where the real nature of the ruling economic elite is demonstrated (see housing, schools, police, pollution, foreign policy). **Their power must be broken if the residents of the cities and the poor of the countryside are to survive.** Lobbying and petitioning to soothe one part of the apparatus is only the beginning. We must begin to see the situation as a whole. The struggle must be with all sectors of the increasingly oppressed population against the whole irrational, brutal socio-economic structure that serves the interests of only the wealthy and privileged few.

CAPITALISM . . . (Continued from Page 10)

norant had to accept responsibility for their lack of virtue. From this summit, the businessmen and industrialists swore loyalty to private rights and interests which they made superior to all other social and political realities.

Social Darwinism extended the laissez-faire position and validated it in a new way. It supplied a simple argument to those who owned and controlled the good things of life. Their defense took this form: only the fittest survive to hold power; we hold power; therefore, we are the fittest. Life was a competitive struggle that weeded out the incapable and gave control of the nation to those who had the cleverness and determination to make the most of opportunities. In the victory that comes to such men, they express their peculiar fitness to command, exercise broad social control, and enjoy prosperity. "Successful business entrepreneurs," Richard Hofstadter concluded in his study of social Darwinism, "seemed to have accepted almost by instinct the Darwinian terminology which had emerged from the conditions of their existence." (Richard Hofstadter, *Social Darwinism in American Thought*, p. 30)

From the introduction to Horatio Alger's *Ragged Dick and Mark, The Match Boy*, by Rychard Fink, p. 21-25.



Some of the Peace in the Peace March.

Just Flexing

By Dan Rooney

The rain floated down softly, maternally nourishing life as I marched along with friends. The traditional April peace march had begun. Friends converse easily, gently. The lack of conflict among each other allowing the clichés and platitudes to fall smoothly in a spirit of comradie. The lonely bulleting of the winter had ended and the movement people had come together as repatriated refugees.

The parade functioned as a political fertility rate allowing people to release the frustrations built up by silently listening to news reports all winter. Feelings of alienation and isolation were swallowed and dissipated by the multitude.

Circumstances aided the development of a carnival atmosphere. The police who don't ravage such large gatherings looked meek without their celluloid phallic symbols; their bulky rain coats and hats making them resemble johnny pumps as they inertly dotted the landscape. Grandmothers, with coats reaching far down their calves cheering and flashing "V" signs from the sidewalk. Haphazard meeting and greetings with all friends. Well remembered chants bouncing off the buildings. Talk of past parades; a chick passing out apples; vendors stoically catering to large pockets of people surrounding their carts.

The march went up Sixth Avenue the people noticing but not worrying about the towering bank building on either side blocking their view of heaven — for this wasn't a political day.

Once in the park the people milled about the band shell as the now stylized speeches boomed out, holding the attention of the movement new cache while its veterans searched out friends. The new slogans and chants were introduced. The new causes cuticulated, old leaders offered the new interpretations and new arguments while many blew tea on the outskirts.

At the conclusion the participants once again felt strong and volatile as a spring flower the movement had again spiduted. All its parts sturdy and whole. And although they knew that the summer months would bring police suppression; beatings, indictments; martyrs — all the non-romantic occurrences from which romance springs, that day the people were happy. Happy that they had, so many brethren, happy the pre-conflict party had taken place. The movement on Saturday, April the fifth, was an athlete before a contest feeling and flexing his muscles, admiring their tone and satisfied with their attributes.

Learn Soul

From the small talk and few petitions going around at Richmond College it appears that Richmond College might get a black studies department where white and black students will get a chance to iron out their differences. A black studies program at Richmond College is long overdue. There is so much black creativity going on today and the courses will reflect this trend. From the small talk it is rumored that courses will center around the blues, jazz, and all types of soul singing. These music courses will definitely turn the squares of Richmond College on. Also there will be some groovey courses in soul. You can bet your last dollar that the students of Richmond College are ready to get some soul.

Sincerely,
Buell G. Gallagher
President

Mr. No-Soul



On with the Revolution!

The Constitution — Freedom or Oppression

Every little school boy is trained to recite the weaknesses and inefficiencies of the Articles of Confederation. It is taken as axiomatic that under them the new nation was falling into anarchy and was only saved by the wisdom and energy of the Convention. These hapless articles have had to bear the infamy cast upon the untried by the radiantly successful. The nation had to be strong to repel invasion, strong to pay the last loved copper penny the debts of the propertied and the provident ones, strong to keep the unpropertied and improvident from ever using the government to ensure their own prosperity at the expense of moneyed capital. Under the Articles the new States were obviously trying to reconstruct themselves in an alarming tenderness for the common man impoverished by the war. No one suggests that the anxiety of the leaders of the heretofore unquestioned ruling classes desired the revision of the Articles and labored so weightily over a new instrument not because the nation was failing under the Arti-

cles but because it was succeeding only too well. Without intervention from the leaders, reconstruction threatened in time to turn the new nation into an agrarian and proletarian democracy. It is impossible to predict what would have been worked out in time, whether the democratic idealism implicit in the Declaration of Independent would have materialized into a form of society very much modified from the ancient State. All we know is that at a time when the current of political progress was in the direction of agrarian and proletarian democracy, a force hostile to it gripped the nation and imposed upon it a powerful form against which it was never to succeed in doing more than blindly struggle. The liberating virus of the Revolution was definitely expunged, and henceforth if it worked at all it had to work against the State, in opposition to the armed and respectable power of the nation.

The propertied classes, seated firmly in the saddle by their Constitutional coup d'etat, have, of course, never lost their ascendancy.

Randolph S. Bourne

Bowker Comments On Gallagher's Resigning

CUNY, April 1, 1969 — The resignation of Dr. Buell G. Gallagher, for 16 years president of The City University of New York's City College, was received on April 1 by the Board of Higher Education.

In response to Dr. Gallagher's action, the following statement was issued by CUNY Chancellor Albert H. Bowker:

"By this time it must be apparent to everyone that a college presidency is one of the more hazardous and frustrating careers of our day. If you add to general campus unrest the factor of impossible budgetary constraints, you begin to understand why university trustees must devote so much of their time to recruiting and holding capable college administrators.

"Neither the University nor the City can afford the loss of leaders of Buell Gallagher's stature and capability. His resignation demonstrates the gravity of the fiscal crisis confronting City University.

"Dr. Gallagher's action is more than a matter of personal conscience on the part of a man who has dedicated his life to providing quality public higher education opportunities for the economically and socially disadvantaged. It is a challenge to those who have fiscal decision-making authority in this time of urban crisis. They must either provide the resources for interrupting the cycle of poverty or be prepared to suffer the consequences of their inaction."

The following is Dr. Gallagher's letter of resignation.

The Honorable Porter Chandler,
Chairman and Members of the
Board of Higher Education.

Dear Friends:

In concert with the Board of Higher Education and the Chancellor of the City University of New York, I have taken every honorable step — but one — within my power, in an effort to avert the threatened mutilation of the University. That threat has come both from the State and from the City of New York.

The State Legislature has now recessed after adopting a sharply reduced budget for the City University. Even after 13,000 students stood on the capitol lawn and supported our pleas for relief, the Legislature and the Governor remained adamant.

The City says it is now ready to administer the coup de grace by fixing our final budget at about \$40 to \$45 millions below the amount required merely to stand still. All our hopes for advancement are dashed. All our former fears of regression are fully warranted.

Among the measures necessary

if we were to attempt to open our doors under such a budget next September would be these: (1) admit no freshman class; (2) admit no entrants to the SEEK program; (3) close the Evening and Summer Sessions; (4) scrap our plans for Black and Puerto Rican Studies; and (5) terminate graduate work. The gains of fifty years would be wiped out. Twenty thousand embittered high school graduates would be shut out.

It is unconscionable — indeed, it is unbelievably stupid — for allegedly responsible elected officials of government to mandate this staggering blow upon New York City's youth.

Having taken every step, but one, in an effort to avert this catastrophe, I now take that final step. For sixteen years, I have bent my back to the effort of holding wide the door of opportunity to the youth of this city and state who are so rich in everything but money. I am now asked by officers of the government to change my position, to stand in the door and keep students out. I shall not accede. I will not do it. I will not turn my back on the poor of all races. I will not close my ears to the demands for justice for the Puerto Rican, the Jew, the Catholic, the Protestant. I will not be unfaithful to none of my brothers, black or white.

My departure from the presidency of The City College, a fellowship I have come to love and which I leave with profound regret, may not correct the stupidity of political decisions already made and still in the making. After all, what is the life career of one man in the balance of such decisions? My hope, however, is that my departure may serve to symbolize the public outrage which echoes from the brutal and insulting slamming of the college-entrance door. Is this to be the final word from the richest city in the richest state in the richest country in the world?

Let my departure from the presidency of CCNY express my disbelief, my total unreadiness to acquiesce. I take the final step. I ask the Board of High Education to relieve me of my responsibilities and position. Instead of serving as the lackey of political expedience and fiscal timidity. I want to be free to fight the battles for educational excellence and for freedom and justice and brotherhood.

Art Festival at Lehman

(Continued from Page 15)

Poet James Wright, a member of the English faculty at Hunter College will discuss contemporary poetry May 6 at 11 AM in the East Lounge. Mr. Wright has published three collections of poetry: "The Branch Will Not Break;" "Shall We Gather at The River;" and "Saint Judas."

"Shades of Black" consists of an hour of readings from prose, poetry and drama by black writers. The program, on May 12, will begin at 1 PM in the East Lounge.

A recital of contemporary dance will be given on May 8 at 2:30 and 7:30 PM in the Little Theatre in Student Hall. Faculty, student and guest artists will participate in this event for which there is a \$1 general admission.

The Lehman College Symphonic Band and Choirs will perform a concert Saturday, May 10 at 8:30 PM in the auditorium of Walton High School, adjacent to the Lehman campus on the south. The program will include works by two Lehman music professors — "Short Suite" by Ulysses Kay, and the world premiere of two works by Allan Davis — "Astronauts" and "Hymn of Praise." Also to be performed are Grainger's "Lincolnshire Posy" and Faure's "Requiem."

Rounding out the Festival will be three performances of "How to Succeed in Business Without Really Trying," the hit Broadway musical by Frank Loesser and Abe Burrows, presented by Lehman's Musical Theatre Society. The production in the Little Theatre will be on May 16 and 17 at 8:30 PM, and on Sunday, May 18 at 2 PM. There is a \$2 admission.

Black Studies

The following is the proposed plan for a Black Studies Department, to be instituted at Richmond College.

The black students at Richmond in conjunction with the black students club at the college, after much deliberation, have conceived this plan. We feel the proposed plan is feasible and reasonable, even within the context of the current CUNY budget cuts. Why have we now elected to put forth this demand?

As black students at Richmond we feel a sense of alienation from the system as it presently exists at Richmond College. We feel it imperative that the college establish courses relevant to the black experience in America.

Let no one be deceived this is a necessary department for ALL students at Richmond College. We feel that in many aspects the college is simply an intellectual microcosm of larger society, i.e., a society perpetuating the invisibility of the black people in America.

It is with these thoughts and a multitude of others we herein present our proposal a proposed plan to serve as a nucleus in developing a concrete black studies program.

Organizational Structure

- I. Core group.
 - A. Staff
 - 1 Director of Department (Salary \$15,000.00)
 - 2 Secretary for Department (Salary \$7,000.00)
 - 3 Two Research Assistants

(Continued on Page 13)

NSA, SICC Pres. Challenge Anti-Riot Amendments

The National Student Association, joined by eight other individuals and student groups, filed suit in Federal Court April 16 in Washington to challenge the constitutionality of the anti-riot amendments adopted by Congress last year. Named as defendants were HEW Secretary Robert H. Finch, Defense Secretary Melvin R. Laird, National Science Foundation Director Leland J. Haworth, and Howard University.

Joining NSA in the suit are the Student Government of the University of Notre Dame; Associated Students of the University of California; Student Government Association of the University of Maryland, and the following individuals: William M. Birenbaum, president of Staten Island Community College; Kent Young, a student at Colorado State University; Howard Brown, a graduate student at Yale University; Robert Hundley, a student at Union Theological Seminary; and Mark Linder, a student at Macalester College. The student plaintiffs said they all receive some form of Federal student aid.

NSA President Robert S. Powell, Jr., called the Federal legislation repressive and unconstitutional and said it intimidates students engaged in "vigorous non-violent protest activity."

Letters . . .

(Continued from Page 7)

the State of New York have now been brought to the attention of the State Legislature. I believe that as a result these matters have been placed on the agenda for discussion and possible action by the Legislature.

In addition, the City of New York — the Mayor, the City Council, the Budget Director, and other City officials — is now aware of the sense of concern and outrage felt by the students and all other City residents over the fiscal problems facing the University, and are no notice that a permanent and long-range solution to this matter is necessary.

Finally *The New York Times*, which heretofore has paid scant attention to this crisis in public higher education, printed an editorial on Thursday, March 20, entitled "City University in Need." There is no doubt whatsoever that this support from the nation's leading daily newspaper is directly attributed to the actions of those students who journey to Albany on Tuesday.

The excellent coverage given by your newspaper and those of your colleagues at the other campuses of the University is, as I am sure you are aware, in large measure responsible for the attitude the 13,000 students brought to Albany and for the success of the Rally itself.

I have been most impressed with the maturity, ability and intelligence which characterized the planning and execution of the Rally. The responsible exercise of your rights of petition and assembly as a means of influencing public policy, particularly during a time when many students have chosen to forgo these rights and to substitute for them repressive and offensive tactics of destruction and violence, reinforces my conviction that the most effective method of insuring that students behave res-

CUNY Introduces Closed Circuit T. V. System

CUNY News Release, April 2— On April 1, City University of New York introduced a new closed circuit, talk-back television instruction system that links four of its 17 campuses in three boroughs. The system, called CUMBIN for City University Mutual Benefit Instruction Network, differs from standard closed circuit TV instruction in that it permits two-way discussion between the on-camera instructor and students in classrooms scattered throughout the city.

According to CUNY Chancellor Albert H. Bowker, CUMBIN will permit the University to offer specialized courses, particularly those in advanced technological areas, to students at different campuses without having to duplicate instructional costs. "It is," Dr. Bowker declared, "one of the few practical ways a university can keep pace with the proliferation of knowledge without letting instructional costs get out of hand."

The demonstration, at the CUNY Graduate Center on 42nd Street, opposite Bryant Park, saw a Brooklyn College professor, on his own campus, conducting a graduate class in advanced organic chemistry with students participating at Queens College, the Graduate Center and City College.

The course, for which 15 students are enrolled, would not have been economically feasible for the University without CUMBIN, according to CUNY Vice Chancellor for Planning and Development Seymour C. Hyman.

"Yet it is an important course for graduate chemistry students," Dr. Hyman declared. He noted that the system's designer, Professor Demos Eitzer, associate university dean for computer and television systems, is now working on plans to extend CUMBIN to other CUNY campuses and include undergraduate curricula.

Professor Eitzer said that he is also planning to make low-cost CUMBIN link-ups available to private firms in the city "Particularly corporations where engineering and scientific personnel are required to remain abreast of latest state-of-the-art developments in their own disciplines and technologies."

Chancellor Bowker predicted that extension of CUMBIN to the private sector would "add a new resource to New York City for hold-

sponsibility is to give them responsibility. To that end I can assure you that I will actively work for and support ways of insuring student involvement at every level of University governance and administration.

As a first step in this direction, I am going to recommend to the Board that a joint faculty-student-administration committee be formed to study the role of students in University governance and to recommend such changes in University by-laws as they shall deem necessary.

Let me reiterate my congratulations for the March 18 Albany Rally, and assure you that the University is continuing its fight, both in Albany and in New York City, to achieve the budget support that will make educational opportunities available to all students who deserve them.

Most Sincerely,
Albert H. Bowker
Chancellor

ing and attracting high salaried, technologically-oriented, firms in the metropolitan area."

CUMBIN will allow CUNY engineering students to shave from six months to a year off their college careers, according to Professor Eitzer. The University now offers baccalaureate degrees in engineering only from its City College School of Engineering on St. Nicholas Heights in Manhattan. The four and one-half years curricula requires some engineering courses at the sophomore year. Transfers from outlying CUNY campuses must now take these sophomore courses in their junior year, delaying their graduation from six months to a year. Next fall these courses will be offered from City College, via CUMBIN, to sophomores at Brooklyn and Queens College campuses. As new CUMBIN links are completed, the courses will be offered at other CUNY campuses.

The CUMBIN system permits origination of a course at any of the presently tied-in CUNY campuses. System capacity is presently 160 students for a single course in four CUMBIN classrooms which are equipped with a minimum of television apparatus and a simple telephone handset on each desk. TV cameras pick up the instructor and his blackboard or other equipment by remote control and it is transmitted via telephone lines to other CUNY campuses. When a question is asked by one student, it is heard by all course participants in all classrooms, as is the instructor's reply.

Working with Professor Eitzer in the design, implementation and debugging of CUMBIN has been Professor Donald MacLennan, assistant director of the Brooklyn College TV Center. They were assisted by engineers of the New York Telephone Company and Windsor Electronics of Laurelton.

Black Studies

(Continued from Page 12)

- black students
- 4 Two Research Assistants white students
- II CORE GROUP FUNCTIONS
 - A Intermediate between general student body and black students.
 - 1 Dispensers information to student body and faculty.
 - 2 Supervises research assistants via staffed director.
 - B Restructures curriculum.
 - 1 Courses in sociology, psychology, literature: revamp curriculum.
 - 2 Research Assistants do in depth research to make existing courses accurate in portraying and including the role of blacks in the specific area.
 - 3 Monitor specific courses and obtain speakers to assist in reconstructing courses.
 - 4. Research assistants will help formulate content of new courses.
 - C Research assistants—white.
 - 1 Help form a student CADRE among their brethren.
 - 2 Effect meaningful exchange to this cadre.
 - 3 Help eliminate misinformation among whites as to the role of black studies.
 - D Core Group Communication.
 - 1 Publication of a black journal to disseminate departmental information and cultural consciousness of black students. (Cost \$1,500.00).
 - 2 Speakers to aid in making humanities curriculum accurately portray black people.

Conclusion

It is to be noted that there are presently courses which can be made more relevant to the fact of black people in our society. Courses such as literary history and history pertaining to the blacks in America, Courses pertaining to drama and society also could incorporate black drama, some of the multitude of contemporary black playwrights such as Ed Bullins, Leroi Jones, Woodie King Jr., could be utilized — the point is to end this de facto invisibility of the black person in the academic experience.

Theater 81 Go To It

Richmond College's dramatists will launch their career at the newly renovated Theater 81. The first set of undertakings reflects the unusual ambition and spunk that our group has. The entire production is student produced, directed, acted, designed, and built.

From April 29 (Tuesday) to May 3 (Saturday) Theater 81 will present two one act plays. "The Diary of Adam and Eve" by Boch and Harnick (adapted from the musical "The Apple Tree") and "Escorial" by Michael DeGhelderode. The former is a musical version of Mark Twain's Diary of Adam and Eve and is being directed by Ira Beckoff and the latter is a gothic tragedy about a king and his fool and the psychological interplay between them which Jack Smith is directing. The technical advisor for these productions is Professor Jeffrey Moss, a member of RI's drama staff. These presentations will christen our new theater at 350 St. Marks Place; tickets will soon be on sale, \$1.00 for student and \$1.50 for the public.

Approximately three weeks after the conclusion of the above performances there will be another set of theatrical productions. These will be a program of three workshop productions of student written plays. The man and brain power for these plays comes from Richmond Colleges acting class and they will be directed by Prof. David Woodman.

Projected Courses for Black Studies Department

- 1 Black music in America, jazz, spiritual and its presence in the fabric of society.
- 2 Black poetry — concepts of negritude and soul.
- 3 Slavery in America, past and present new approach; reading of black (captive) literature of the time.
- 4 Early exploitation, lynchings, degradation and poverty.
- 4 Effect of slave system in

(Continued on Page 15)

Richmond College Bookstore

SPRING SALE Sweatshirts and Jackets

PLUS

Men and Women's Campus Pac

\$8.00 value for \$2.50

Supply Is Limited

MUSOCK

being a review or various & sundry unrelated rock albums i. e. bless its pointed little head, n'atch'l blues, rhinoceros, proud flesh soothseer, & the flying burrito brothers, not to mention dylan's nashville skyline & the beatles single aptly entitled get back & don't let me down.

1. finally the jefferson airplane have released a live album. sure, they're good on studio albums, but everybody knows that the airplane is basically a live group. you know the riff — you gotta see em live to believe me. well, at least you can now hear a live recording of them in your very own living room. the only thing wrong with this album is that it is impossible to play it loud enough no matter how good your stereo equipment might be. i've tried it at full volume & its not loud enough. but that's cool. the album is phenomenal. it's somewhat sloppy, but compare it to the live cream albums & it sounds precision. anyway, sloppy music is more vital than machine music a la b.s.&t.

the other side of this life, which is the oldest jeff airplane song in existence is outasite. they've done it at every concert for years now & its good to finally have it on record. plastic fantastic is the other really socko riff on biph (that's bless its pointed little head)

the rest of the album is no less than very good, even clergy — king kong — its not the airplanes that got him, its beauty killed the beast:

2. taj mahal lives in tapanga alias laurel canyon along with spirit, captain beefheart & his magic band, & canned heat. he makes funky music. his latest album is called the natch'l blues. its among the best. the inside is better even than the groovy artwork on the cover. cop it for your head. nuff said.

3. every night at twelve thirty at 106.7 on your fm dial (wryr-river-side radio) the richter scale society broadcasts rock music without commercials till six thirty in the morning. its about the best rock radio in ny. every night the opening number is a riff called apricot brandy by a group called rhinoceros. the reason for this is that is a good one. the reason for this is that rhine is a good group. buy the album & dig it well esp. you're my girl (i don't want to discuss it) — free contents — groovy rhinoceros psychedelic poster for the kiddies — don't let it fool ya, the album is really good.

4. proud flesh soothseer — by linn county. i mentioned it in the last article, & i'll mention it again. its a good album but its hard to find. if you find it, get it & i guarantee that you won't be sorry. side one is the good side.

5. chris hillman & graham parsons formerly of the byrds have a new group called the flying burrito brothers. they have an album which is good country rock. (see what dylan started?) sample lyrics — "i'm headin for the nearest foreign border . . . i can't stand the kind of law & order that tends to keep a good man underground. I don't know how much i owe my uncle, but i suspect its more than i can pay. he's askin me to sign a three year contract, so i'm gonna board the bus today . . . (sing along) so i'm headin for the nearest foreign border . . ." 6. oh bobby, can this really be the end, to be stuck inside of nashville with the country blues again?

dylan, as we all must know by now, has released yet another album. called it nashville skyline . . . incorporated j. cash . . . & blown many more minds, but its cool.

dylan has been blowin minds since his first & will probably continue to blow minds long after his last. dig it robt, it took me a month to realize that john wesley harding might be your best album, & it might just take me a year to figure out the new one. its as low key as jwh, but its more electric. even has a flashy song — country pie. but it don't got mixed up confusion, which might be the flashiest song dylan ever recorded (might also be the best, but with dylan its awfully hard to compare one song against another or even one album & another) the new one is definitely good, although i even dislike one of the songs — the new north country as done by cash & dylan — i'm sure it will be at least a month before i fully understand this new one at first it seems too pretty to be dylan, but then, i guess even dylan sometimes feels pretty. at any rate if ya don't have it yet you outasite oughta getit.

7. gettin near the end so i'll mention the new singles . . . creedence clearwater has a new single that's sure pop slush — has the same-sort of arrangement as proud mary . . . trying to cop some more teeny bread, where's that at.

but the beatles also have a new one & its socko (oh, its probable #1 in the land by the time this gets printed) but its definitely together. but aren't they always . . . seems as though they heard creedence's bayou country & decided to try to do it, only john lennon REALLY plays rhythm guitar whereas tom fogerty doesn't even try. get back is the name of the A side but they probably won't be playing that side on an cause of the line about "california grass"

8. in closing i'd like to recommend the latest spirit album called the family that plays together, & of course the mayall laurel canyon album which is his best yet.

for more on john mayal & his bluebreakers of renowned see the next musock.

daniel valley

The Universal Horoscope

January 1st to December 31st

This person is either blond and blue eyed or dark and brown eyed (sometimes blond and brown eyed or dark and blue eyed).

He is either short or tall, intelligent or dumb and can be friendly or hostile depending on when you meet him or her.

If born in the morning, this person can possess either a good or bad temperament (this applies in the evening also).

Chances are that he drinks his coffee dark or light or not at all.

He will be either an early or late riser, depending on the time he gets up.

Watch out for these people, they are usually your friends or enemies (depending upon whether they like or hate you) but they are stable and loyal (except in certain cases).

by C. Zibbit & A. Jay

Jail Cell Graffiti

Alongside of the swastikas and the numerous illustrations of females in various stages of copulation and sodomy were the following scribbblings:

"New York Gestable Police Biggest Crooks in New York."

"Black Panthers Charlie Martell the stoolie."

"Fuck you Mayor Lindsay you queer fuck."

"Peace, Love—Luckie and Guy."

"Jessie of St. Albans."

"Chino Cat."

"Rat Pack of Brooklyn."

"Fat Fox of Rockaway."

"Cosa Nostra."

"Johny Vallee (cool) Feb. 16, 1968, charged with possession of drugs: Plead: Not guilty. Case dismissed." —rr

Inside A Jail Cell

Bleak Walls, gray and dirty toilet bowl that does not flush room adorned with strong stench of urine

8x5 box of solitude

hard wooden bench for bed graffiti on walls by poets of despair a lone roach lurks in the corner.

Blue goons gape at small caged mammal

exhibit A: one homo sapien. —rr

Ode To An Ego's Dilemma

Aloof from the earth we came

Aspiring for vanity and fame

Asphalt and concrete cry!

Where are we going?

Suggestions of identity

from movies we see

do not help the dilemma.

Awaken creatures of earth

and shed your plastic worth

For what is meant to be

Peace, Calm and Serenity.

— M. T. Hertzan

Language And The Left

A girl I met at a college in Ohio was troubled by this division in the New Left, between those who remain able to understand the humanity of others — all others — and those caught in what she describes as the prison of language. The latter, she said, "shout 'All power to the people' but they don't mean all people. They mean themselves. What will they be doing besides shouting and throwing rocks at cops at 26, at 36? And if that's all they're doing then, what will happen to them inside?"

Nat Hentoff

CCNY'S PRESIDENT

(Continued from Page 11)

because the total state figure includes \$12.2 million for items not in the budget.

Gallagher said in his resignation letter that the lower budget figure would force the university to admit no freshman class; admit no students to the SEEK (antipoverty) program, close the evening and summer sessions; scrap plans for black and Puerto Rican studies, and terminate graduate work.

"Instead of serving as the lackey of political expediency and fiscal timidity," he said, "I want to be free to fight the battles for educational excellence and for freedom and justice and brotherhood."

POP: Fertile Soil

By Jaimo Buechler

If you've ever casually bought a new album by a group that has not yet been buried in the customary barrage of hoopla-propaganda and had it explode before your ears, then you'll immediately see why Mother

Earth's *Living with the Animals* (Mercury SR 61194) was such a joy for me.

Mother Earth is seven people, though on the cover there are only six pictured out in front of a house where they presumably dwell. (Maybe the seventh is hiding in the bushes.) Anyway, there's Tracy Nelson, the only she, and one who's been around much longer than you'd think: she made a very worthy LP about five years ago on Prestige called *Deep Are the Roots*. She was playing guitar and piano then, and singing mostly Ma Rainey and Bessie Smith compositions backed by three musicians, including Charlie Musselwhite on harp.

So now comes the handsomely packaged *Living with the Animals*, and it tells that she's met up with good company. The title song is one of the finest tracks on the album, a jug band tune with rich harp (R. Powell St. John, Jr.), and violin (Spencer Perskin, not a regular member) breaks throughout in a joyous conversation with each other, and sharp, funny lyrics by Powell who sings, "Well, that's the way it is, you understand / It's mighty hard to be a man / when you're living with the animals / Down in jungleland." It's a long-needed put-down of the type who might come into Greenwich Village on a Saturday night, cruising around for chicks, meanwhile laughing and pointing at all the freaks who are an affront to his so-called masculinity.

Powell St. John swaps singing honors with Tracy, who whips up a blend of solid, thumping, shouting Chicago-style blues with a couple of bittersweet, gut-gripping ballads. "I Did My Part" is real mean fun and very succulent. Tracy kicks it off, but everyone else is hot after her. Mark Naftalin's fleet-fingered piano, and the Earthettes, a female trio used every so often for backgroup vocals, never lose sight during the course of the record. "Mother Earth" is a moving, tormenting kind of spiritual from the "archives" of Memphis Slim, and "Down So Low," Tracy's own, carries an immense feeling of emptiness. Guitarist Makal Blumfeld (what the liner says) has a guest shot, and is crackling good. "Cry On" and "My Love Will Never Die" are the only pills, terribly

exaggerated and melodramatic. The LP has a melancholy closing, a tribute by Powell to a young woman that died. He obviously knew her, probably loved her, and it's all very sad and wonderful to have on the album.

Bid farewell to Cream. Their fourth and final record, *Goodbye* (Atco SD 7001), is here and it's a great, driving set of live performances and moderate to good studio work. "I'm So Glad" virtually explodes in its unremitting sexuality — all nine minutes of it — in other words, it's what is to the parties of today when Johnny Mathis songs were eight years ago (remember Bear Hug Dancing?). It's a whirlwind brew of Jack Bruce's madly skirting fuzz bass, an almost maniacal Clapton (which means ultimate) and Ginger Baker flailing away fiercely. "Politician" is sort of amusing if you get into its menacing intro. It, too, gets really intense, demanding your full involvement, and is not to be played while making one's bed, for instance. "Sitting on Top of the World" with its inventive breaks completes this Holy Trinity of in-concert recordings, and ought to be what Cream is remembered by.

That's because the studio cuts, while melodic, seem like lyrical nonsense, assuming that you're able to hear what Clapton, Bruce and Baker are singing, which is dubious. Among all the mumbling on "Doing That Scrapyard Thing" you might detect fragments like "balancing brass bands on my toe . . . calling your name at the zoo . . . blowing my favorite mind." So it's either an excuse for profundity or else absurdity. "What a Bringdown" is another: "Moby Dick . . . Captain Blye . . . and you know what you know in your head . . . Betty Bee's been wearin' daisies since the 24th."

Ah, but the arrangements are mighty good. "Badge" has a juicy riff that will catch like "Sunshine of Your Love," I'll wager. "Scrapyard" is light, with a ricky-ticky quality, and "Bringdown" is a complete John Lennon vocal (like a speeded-up "Glass Onion").

Putting out double-record sets is becoming more and more fashionable; we've had Hendrix, the

(Continued on Page 15)

communal spirit

weak and frightened little bird
did look around with blinking eyes
as if to fly by lying down
the wings now over tiny eyes
did blot out much surrounding sights
and sounds and freely bleeding grounds
did heighten only sense of loss . . .
at last attempts were made to fly
at least to try to look around
surveying elements of color
sounds, desires, dreams . . .
and suddenly a magic frightened sense of wonder
filled its breast, and hushed tones of future strength
did manifest themselves inside . . .
a spirit now, still weak but changing
softly day by day did grow
the laughter, tears, the petty nos
all in themselves did further yeas
a sense of 'one' does now include
a small but loving group
of curly, straight and silken feathers
all moved by the soft but urgent
breathing of a common wind. . . .

— roseann trapani

MUSOCK

(Continued from Page 14)

article number 2 point 5. an extension based on further insights into nashville skyline—the newest of the works of bob zimmerman . . . dylan's ninth—as i indicated in musoc #2 (above) the ninth dylan album is subtle. after two hearings i didn't understand it at all. sure, i thought a couple of the songs were okay, but i didn't yet understand it. it is now a full week and about thirty hearings later. i've been playing it at least twice a day ever since it came on. whereas it took me a month to get hip to the total goodness of john wesley harding, the rushes of nashville skyline came on during the fourth hearing. the clue came during what i thought was a nondescript pretty song called i threw it all away.

dylan says that all you need is love? now where's that at? people think of dylan the observer. up through blonde on blonde dylan was cutting, piercing, knocking, mocking and generally getting down on all of the people of the world. the sad thing about it (from the point of view of the world) was that dylan was extremely perceptive, and all of the hypocrisy & bullshit that he uncovered was really there, the good things about it (again from the point of view of the world) was that many young people saw his vision and determined to end the bullshit.

there was another sad thing about his perceptive observations. this was sad from dylan's point of view. dig it. his thought dreams were seemingly destroying his mind. firstly, he was blind to himself. his attitude was condescending. it was dylan the genius versus everybody. there was, in his songs, something wrong with everybody except him. secondly, his fantastic perceptions bred in him a hatred of the human race that for quite a while seemed to be overwhelming his love. he denied love, he denied emotional involvement. all he could do was complain about the way in which the world as he saw it was forcing an unpleasant emotional reaction that he didn't want, but couldn't avoid because of the state of things. "it's alright ma, it's life & life only."

with jw harding, dylan communicated to his public that he was out of the previous dylan bag of observe & judge. he was ashamed of his former self, so much so that he ran away to woodstock to hide. but he repents. he has turned his observations & judgements inward & thus reached a maturity of a type that few people ever reach. it is called self-awareness, to be aware of yourself & your place within the context of the rest of the world.

"i am the lonesome hobo, without family or friends. where another man's life might begin that's exactly where mine ends." lonesome hobo is the song in which dylan unveils what he feels about himself. he is not kind to himself. he pulls no punches.

"i've tried my hand at bribery, blackmail & deceit. & i've stood time for everything cept beggin on the street." therein is dylan's self. he is not totally changed, he feels no need to cop out. he is guilty of all sins except the worst—beggin on the street. he takes full responsibility for all his actions even though he now sees that many of them were nowhere. he will not give up the pride that forces him to take the full intellectual & emotional responsibility. even though he now is into not copping out he feels that he once did. "i could not see my brother, i carried him to blame which led me to my final doom, to wander off in shame." dylan realizes that his putdowns aimed at all of humanity except himself were a cop-out. previous examples of these putdowns are numerous—

bob ends his self evaluation song with advice. his love for humanity leads him now to try to help people avoid his mistakes . . . "stay free from petty jealousy, live by no man's code, & hold your judgments for yourself lest you wind up on this road." hold your judgments for yourself — that's exactly what dylan hadn't been doing. in his protest he'd been doing the opposite. all you people who are looking for revolutionary political statements from bob might be in for further dissapointments in his future albums as in jwh & ns. in the new album (which is musically superb) he shows even more maturity. in i threw it all away in speaking about love he says, "no matter what you think about it, you just can't do without it, take a tip from one who tried."

more exposure of his previous hangups. i think dylan's music has become a form of catharsis. we his audience are his confessor. he tells us fully of his sins & lets us judge him. this is the purest form of creativity ever from dylan. the beatles have been doing it for a while, although they enjoy being ambiguous about it. dylan is being blatant. i've read complaints that his songs no longer mean anything, but i think they say more now than ever before — on an artistic level rather than on a political or personal level. through his music he is now communicating his essence rather than his hangups or his drug experiences. bravo bob bravo dylan. he is finally finding happiness — something rare indeed, especially among extremely intelligent people. look at the cover of the album without smiling back at that beautiful person. you can't do it. you can't look at the front cover & not smile. perhaps as many people are saying the new dylan albums are not politically relevant. thank god or thank dylan, but they are now humanly relevant. dig the vibes, listen to the words, dig the music & you will surely realize that you are being communicated to by one of the most intense minds on the planet today. all you need is love — dylan has now become a flower child.

daniel valley

The Richmond Times has openings available for reporters to cover various areas of school and community news. The work is challenging and provides opportunities for contact with prominent and

interesting individuals, and for influence in school and community happenings.

Interested students should see the News Editor, Bud Kosovych, in the newspaper office, room 525. Telephone: 447-8354.

Art Festival at Lehman

Bronx, N. Y. — A classic Greek play, reading from works by black artists, and a new production of a Broadway hit are among the events planned for the Second Annual Fine Arts Festival, May 1-18, at Herbert H. Lehman College of the City University of New York.

The Festival, sponsored by Lehman on its campus at Bedford Park Boulevard West and Paul Avenue in the Bronx, is open to the public. Other events include three films, art and photography exhibits, poetry readings, a contemporary dance recital and a concert. Many events are free; others carry only a nominal admission charge.

Aristophanes' *Lysistrata* opens the 16-day Festival on May 1 at 7:30 PM. The Greek comedy concerning war and the designs of the Athenian women to end it will be repeated May 2 at 4:15 and 8:30 PM and May 3 at 8:30 PM in Gillet Auditorium. Admission is \$1 for the first two performances and \$2 for the third and fourth shows.

Three films will be shown during the Festival, beginning May 2 at 8 PM with Francois Truffaut's "Jules and Jim," a tale of three lovers, "The Confession of Felix Krull," based on a story by Thomas Mann depicting the follies of man through the adventures of a disarming scoundrel, will be shown May 7 at 3 PM. Concluding film on May 17 PM will be "The Caretaker," an adaptation of Harold Pinter's absurdist play. Each screening will be in Gillet Auditorium; there is a 50 cent admission for the first and last films.

(Continued on Page 12)

FROM THE GUT . . .

(Continued from Page 5)

liticians compromise their "sacred ideals" for some more votes. Over in the straight world there can never be freedom, no matter how much power one obtains, for power is there only until you break the narrow norms they strangle you with. Conclusion: no matter how you look at it, the establishment is screwed up and has to be changed. The real question is one of logistics: What means and how does one go to obtain change?

Here is where liberal and radical separate. Here is also where insecure, searching radicals depart from dogmatic radicals. I often feel a psychic tug-of-war — on one side, the establishment saying: "If you just be a bit less militant we can reward you with money and a nice niche in society," and on the other, the radicals trying to force me into violent confrontations. One carrot held before my eyes is a useless golden one, tarnished and worn-out. The other is humanity, or the hope for it. The choice is clear.

The choice of tactics is not so clear. If only one could find something gained by occupation of buildings and classroom disruptions. not just accession to a bunch demands that most of the demonstrators don't give a damn about anyway.

The right and establishment are clearly off-base, but extreme left tactics often seem purposeless and irrational. how does one, used to relying on rationality as the final mediator of psychic conflicts find a direction? Should one pick the lesser of two evils and stumble into that familiar liberal trap? Or should one rationalize the extreme left and say that "they're young and make mistakes," or that it's all in the furthering of some vague, cloudy, unforeseeable revolution? Therein lies the dilemma for the "moderate," but rational, radical.

POP: Fertile Soil

(Continued from Page 14)

Beatles, Cream, Canned Heat, Richie Havens, and the list continues to grow. Add to it Joan Baez. *Any Day Now* is a country-western tribute to Bob Dylan; it's Baez doing Dylan, sixteen songs worth. Singing four from **John Wesley Harding**, very early material and fairly recent, as well as some not recorded by him and a couple not recorded by anyone, is a Herculean trip, but one that could have been pulled off had she exercised some restraint. There are a number of fine jobs, but it took many listening just to overcome my disgust with the crass electric sitar that bink-boinks its way into the album, along with whining steel and electric guitars that are obnoxious no matter how legendary those Nashville cats are. And Joanie still occasionally falls into singing with the enthusiasm of one reading the A & P bonus specials.

Her Nashville recording sessions took five days, forthcoming from them is *David's Album* (to her husband David Harris of the Resistance). It was exhausting, no doubt, and in spite of the shortcomings was really successful in several ways. She introduced two unrecorded works — "Love Is Just a Four-Letter Word" (part of which was played in Pennebaker's Dylan documentary, *Don't Look Back*), a warm and soul-searching sort of song, and "The Walls of Redwing": "Oh, the age of the inmates I remember quite freely." Typical Dylan.

Any Day Now is a double interpretation. Joan "illustrates" many of the songs on the record jacket. One will think of "Dear Landlord," for instance, as being about someone besides God, which is refreshing since so many people tend to standardize the meanings of Dylan's songs. And certainly most of the songs are not pallid imitations. "One Too Many Mornings" and "Boots of Spanish Leather" are as lovely as vintage Baez, both

having sensitive classic guitar intros: The monumental "Sad-Eyed Lady of the Lowlands" has a treasured quality (all eleven minutes of it); "North Country Blues" becomes a stark narrative and very chilling.

She's going to have her way — less music, more politics. I hate, though, to mix the beauty of pacifism with the grime of politics. She's obsessed with the "revolution," or rather the revolutionary community, and refuses to run around digging up new songs. When she does concerts, over half the proceeds go to the Resistance and her Institute for the Study of Non-violence in Carmel, California. Getting her philosophy and hope to us via concerts and future albums, she may even help save us from ourselves.

THE MAGIC HAT DEPT. Putting my hand in I pulled out not a rabbit but some gophers, the *Four Seasons*, and their latest release, *Genuine Imitation Life Gazette*. Quite a magnum opus, the jacket is in the form of a six-page newspaper plus, friends and neighbors, an eight-page insert of the *Four Seasons* show in-between the stripes of an Americanish flag, and funnies galore, movie ads, a Homes section too. Just like the real junky thing. Which is their point, no doubt, or else their manager's that newspapers are not moronic, but just a reflection of a pointless, corrupt put-on life.

I'm not sure who waved the wand, pronouncing the *Four Seasons* social commentators. You know they sing about a broken home, the coming of equality, the feelings of womanhood, and it's really true, they pass judgment on our glorious society. Gosh, such sincerity, I'm sure. One of the Seasons, Bob Gaudio, arranged it, quite well actually and co-authored the songs, but it's still the *Four Seasons*, who were always too puerile for me to ever buy any of their zillion records.

BLACK STUDIES

(Continued from Page 13)

wealth of nation! past and present.

5 Experimental studies in exploring transition from poverty of rural atmosphere. to poverty of urban atmosphere.

A Experimental acting out group and individual to situations of poverty.

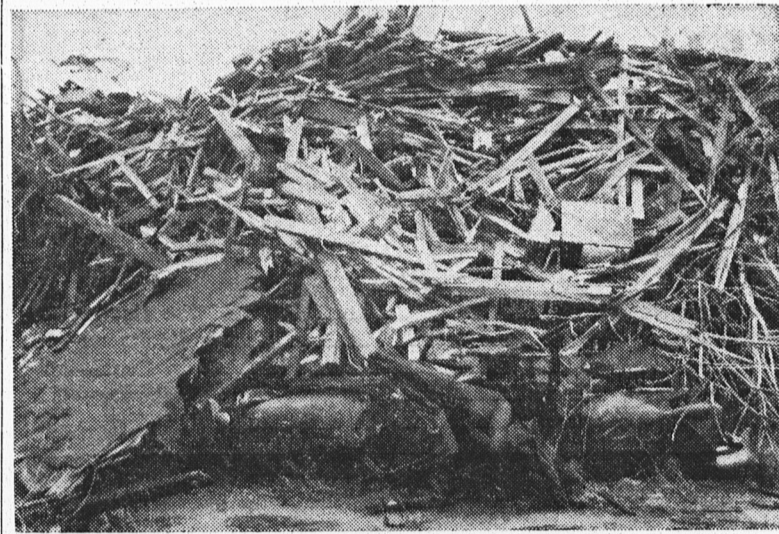
B Dynamic probing into psycho-

logy of deprived situations.

6 Black poverty and restricted area (ghetto) economics. (Exploring methods of Help).

7 Role of black man and black woman in revolutionary context of struggle.

8 Action Course: How to effectively mobilize black people politically and economically.



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Richmond College Sports

Tigers Edge Bombers Extend Streak To 7

Basketball is at full swing once again at Fort Wardsworth. The basketball team on April 17, played its toughest opponents of the season. The Bradley Bombers have played together for three years and were all ex-high school stars. The Bombers came well prepared to play basketball. Their seven men could all jump, shoot, dribble and do most anything with a basketball. They were coached by a good man, his name is Mike Sasso. By the way, he played a few minutes also. He really played some tough basketball. Now for the juicy story of the same.

I waited anxiously for the start of this game to see if we can beat tough competition. The results were just beautiful 67-65 in favor of the Richmond Tigers.

The game started off pretty sloppy for our team, we were throwing away passes, missing easy shots, nothing seemed to go right for us. Our high scoring forward Bob Ruehl couldn't buy a basket. Our little tough backcourt star Benedict Sayles kept us in the game with his key shots. Marvin Krakower and Ray Pietruonti just couldn't get started. At this time the score was 16-8 in favor of the bombers.

But then all at once everything seemed to explode. We had an injury to Ben, our backcourt ace. We shifted Raymond to play backcourt with Marvin Krakower and Owen Ryan, our own John Havelick, came into the game.

Everything seemed to go right then, our fast break started to work and Owen was tipping in anything that the team missed. Mike was pulling down the rebounds to start our fast break. The first half ended with the score 35-30 in favor of Richmond.

Then trouble came for the Tigers

as Mike Carter picked up his 4th personal foul early in the second half. A few seconds later Marvin picked up his 4th personal foul with only 4 minutes gone in the second half.

The coach elected to go with Owen and injured Ben to fill the gap and they turned in a sterling performance.

The Bombers enjoyed an advantage for the first 10 minutes of the second half. Richmond was down by points, when Mike came back into the game with Marvin and things started to change.

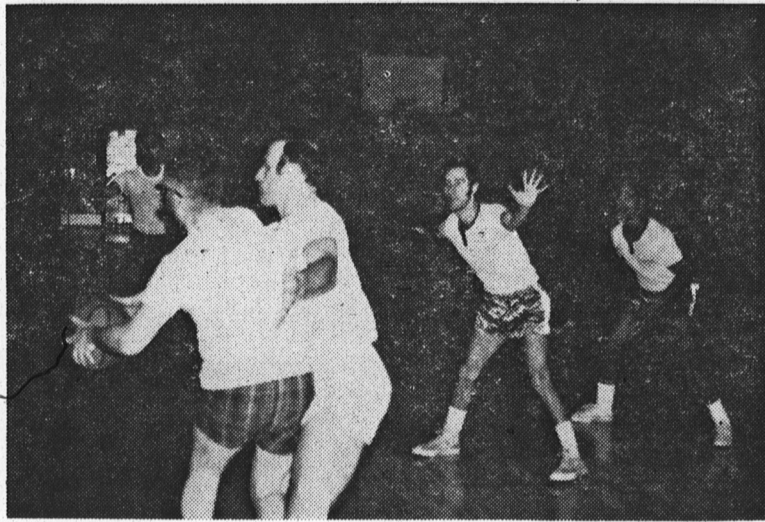
Bob Ruehl was hitting his outside shot, Mike was leading the fast break once again and Ray and Marvin were hitting their shots.

It came down to 30 seconds to play to decide the game. The score was tied 65-65, when Bob got the rebound and passed to Marvin and he passed to Owen who dribbled in and sank the winning field goal. The final score was 67-65 in favor of Richmond.

This game was a team effort, our defense played well and our offense was just plain great.

The scoring was evenly distributed — Marvin Krakower was high score with 18, Bob Ruehl and Owen Ryan had 14 apiece, Mike had 8 points, but his rebounding was most important, Ray had 7 points and Ben who was injured chipped in with 6 points.

This was a real squeaker but once again the boys played like a team and won like men. Once again the Tigers escaped from threat of a loss. The record stands 7 & 0.



Pressure in the backcourt.

Basketball Roundup

By Marvin Krakower

Richmond is having an easy time playing winning basketball. I sat and played through many exciting games this season where the Tiger (Richmond) seemsd never to run out of gas. Our team does not

lack the basic fundamentals of basketball as a team but can use a coach with experience and leadership.

The present coach is Marvin Krakower who also plays and it is difficult to do both with great success. I feel if the boys are willing to work hard then the administration should try to hire a part-time coach or get one of the faculty to assist us to achieve our goals.

I am proud to say that our team always hustles and carries our school's name proudly. Next season I hope that our team will be outfitted better, have an experienced coach and games between other colleges. Just praying a little.

I could paint prettier pictures of our team and say what a great bunch of ballplayers but I feel it's more appropriate to say a great bunch of guys that played basketball.

I think one of the first orders of business next year is to organize both an intercollegiate basketball team and an effective intramural basketball league.

Although the first two years of our school existence, athletic wise, were filled with more disappointments than joys because of the administration lack of interest in forming an athletic department, I feel through the years we will achieve our goals.

ICAC Censures Council

On Monday, April 28 the following actions of interest to the student body occurred at the meeting of the Inter-Club Activities Council:

Russ Rueger, editor of the Times, withdrew the charges which led to the revocation of the Students for Richmond club charter on April 21. His statement read: "The charges I made last week were brought to demonstrate to SR that legal measures can be employed to curtail the activities of a group; the purpose was to make SR understand that the type of harassment that SR is engaged in and planning to engage in against the newspaper and leftist groups is painful and serves no end except harm . . . I do not deny the verity of the charges, but I withdraw them . . ." Then he made a motion that the SR charter be reinstated. However, the member of SR present said that SR would settle this with the Grievance Committee regardless of whether the charter was reinstated, so the motion was never voted upon.

In another action, the "censuring" of ICAC for "lack of objective judgment" by the Student Council was discussed. Several ICAC members agreed that the Council was "out to get" ICAC and that the Council's judgment was whimsical and without sufficient evidence. Two motions proposed by Russ Rueger carried:

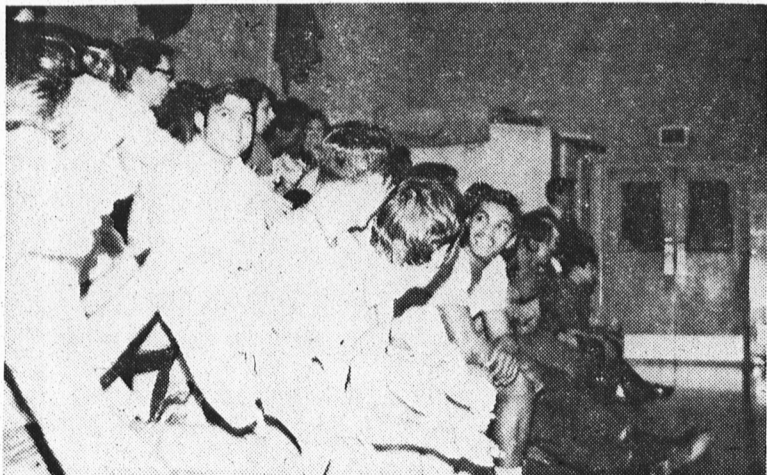
1. That the action of the Student Council to "censure" ICAC be branded as summary and vindictive;
2. That the Student Council be censured for lack of objective judgment.

Basketball Record

	Field Goals	Foul Shots	Assists	Rebounds
Benedict Sayles	32	10	39	14
Raymond Pietrouni	31	13	28	30
Owen Ryan	18	9	18	57
Carvin DiGiovanni	2	1	3	6
Larry Siegel	7	2	1	14
Mike Carter	22	8	11	76
Giovanni Sepulveda	18	4	23	19
John Fiorella	1	2	4	3
Bof Goldman	0	2	1	5
Bob Ruehl	42	21	31	69
Marvin Krakower	64	17	33	25

Records

Most Rebounds, season	Mike Carter—76
Most Points, one game	Marvin Krakower—42
Most Points, season	Bob Ruehl—105
Highest Average, season	Marvin Krakower—17.0
Most Assists, one game	Benedict Sayles—14



Taking a breather.

THEATRE 81

WILL PRESENT

TWO 1 ACT PLAYS

APRIL 29, 30

MAY 1, 2, 3

Admission \$1.50

Students \$1.00

8:30 PM at 350 St. Marks Place