

## President Schueler Resigns - Deans Wasser And Prappas To Leave



### At End Of Semester

by Robert Millman

May 10, 1973 President Robert Schueler has circulated two letters to the Richmond College community. The first being his letter of retirement from the City University of New York, the second being the acceptance of his resignation, effective August 31, 1973 by the Board of Higher Education.

Doctor Schueler has served in the City University for 32 years and has been President of Richmond College since its inception in 1966. As is standard procedure when a president resigns all deanships held are acting deanships pending their rehiring by the president's successor.

President Schueler had previously asked Dean Wasser to resign his post as Dean of Faculties at the end of the semester. Tom Prappas (assistant to the dean) has also handed in his resignation, effective at the end of the semester. However, technically all deans are in the same boat at this point. Dean Wasser's only comments were, "If there was a question of my performance the President should have gone to the Search and Evaluation Committee." The President had not gone through such channels. Wasser's other comment was, "The founding and first President of Richmond College has resigned and I do not think it fair or right for me to comment on this fact or my own." Doctor Wasser will remain at the college teaching American Studies and American Literature.

The President maintained in his letter that he "had planned to retire" but would state no reason why. When asked if the evaluation given Richmond College last October had any bearing on his resignation the President replied flatly "No." Dr. Schueler would only state that, "For the good of the institution and the individuals involved there should be a periodical change in the man at the top." He inferred that the allegation in the Staten Island Advance (May 8) Linking his resignation with a poor evaluation of Richmond College by the Board of Higher Education was unfounded.

On May 9 the evaluation was released to the College Community. The document criticizes administration ineffectiveness for 23 pages. President Schueler stated in a May 8 interview, "I'm the kind of person who likes to delegate authority." At this point it should be understood that the B.H.E. criticism stems from the B.H.E. standpoint that administrative powers should be centralized. It was stated by the President several times during the interview that he believed in the decentralization of authority. Whatever bearing, if any that this had on President Schueler's resignation, the facts remain that he has served seven years in a position that (within the City University) changes hands every four or five years and that his resignation becomes effective August 31, 1973. The evaluation itself is included in this issue and the B.H.E. in choosing a successor will obviously bear the report in mind.

## Student Grievance Committee Cuts Faculty From Club Budgets

by Robert Millman

Confronted with unprecedented decisions in the balance, the Student Grievance Committee has ruled it illegal to reimburse Richmond College Faculty from club budgets. At the meeting on May 2nd, the committee also ruled that club vouchers are subject to the majority ruling of the clubs. Due to charges leveled against the Women's Liberation Club by members of that club the committee made eight definitive rulings.

1. Can another signatory be assigned without a majority club vote? No. A second or temporary signatory is allowable, but only under a majority vote of the club. The temporary signatory is only active when the first signatory is not available within reason.

2. Can faculty members be paid for services rendered to the club? No. Definitely not.

3. Can faculty members disburse money for the club if they are members of the club? Subject to the approval of the majority of the members, any member can disburse money.

4. Can vouchers be submitted without the full knowledge of the club? No. Vouchers must be submitted with a majority consent of the club.

5. Should faculty be in clubs? This is up to the club's individual charter.

6. Can a club change a budget? The lines can be changed pending a majority rule.

7. Can a signatory refuse to sign vouchers? A signatory must sign vouchers if they are okayed by a majority of the club.

8. Can a person who works full time be an official signatory? Any matriculated student can be a signatory.

The above resolutions were passed unanimously except number two which was voted on two-to-one; Richard Marquez and Joan Titus voted no and Georgine Gorra voted yes.

The charges arose out of a long standing difference within the Women's Liberation Club. "We are diametrically opposed," stated Jul Bruno of the faction that forced the confrontation. The deliberation, which approached anarchy at points, was centered on three club vouchers in the sums of fifty dollars, twenty-five dollars and forty dollars. The first, for Ronnie Radosh, a speaker, the second for Susan Orbach, for manning a workshop on "Fat is a Feminist Issue," and the third for a phone call from Susan Orbach to Juliet Mitchell in Great Britain, concerning a faculty position at Richmond College.

In raising these issues the relationship of faculty members to student organizations was being put to the scrutiny of the Grievance Committee; likewise, the fires of inspection were upon the definition of a club signatory. In this particular instance one faction of the Women's Movement ad-

ministered a coup d'etat in replacing the gay faction's signatory, Francoise Drozd. Ms. Drozd had refused to sign vouchers for faculty members because of her feeling regarding faculty voting on club functions. However, the Women's Liberation Club charter states simplistically, "Membership is open to any interested woman." The majority faction brought their signatory problem to Ricky Veit (chairperson of Student Council) who named a second signatory, Louise Eichenbaum. This being no solution to the problem, the Drozd faction turned to the Student Grievance Committee for justice. According to Janet McLeod (Inter-Club Activities Committee), the club budget had lines covering the dispensing of monies in the areas the vouchers fell under. Therefore, the question boiled down to the definition of a signatory and a solution to the inferred conflict of interest regarding faculty on clubs.

The meeting was chaired by Andrea Jay, Student Council (ICAC), Bob Millman, Editor of the Richmond Times and Paul Calise, member of Student Council. Legal and personal battles filled the library conference room for two hours. After the three vouchers were explained to the committee, Carol Bloom maintained that she had gone through the proper channels in having Louise Eichenbaum appointed signatory. As Louise Eichenbaum pointed out, a signatory could not sign vouchers on a whim, particularly after a majority vote was taken on the vouchers. To this, Jul Bruno countered that the vote was

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### Assistant Professor Boldt Leaves

Due to backroom politics the Richmond College students and faculty have lost a fine teacher and colleague. It saddens us to report that Asst. Professor Boldt will not be back next term. Dr. Boldt is a concerned teacher whose classes presented a place where students learned, more than what is written in books. We hope that he will continue to teach and wish him the best for the future.

See  
**Evaluation**  
By **BHE**

Pages 7,8,9



# Family Court Accused Of Chauvenism

This is the second part of a Two Part Article

by Nita Burton

Conciliation Court a Farce—Ultra Chauvanistic!

Back in 1855, Lucy Stone wrote, "In marriage, in education, in everything, it has been the lot of women to be disappointed. I shall make it the business of my life to make women so aware of this that she will stoop no more." There has always been an overwhelming need for the "Women's Lib" in this country. Women have now collectively decided to forcefully demand rather than ask for equity.

New York has swung from one extreme to the other in its Divorce Laws; from archaic to overly-permissive...with women, children and taxpayers picking up the tab.

Family Court advised that since the 18 month waiting period has expired which would make couples eligible for divorces, their case loads have multiplied. No matter how sincerely and willingly one parent may want to work on and resolve their differences, unless both are willing, they never get to Conciliation Court.



In the Alien family's case cited before, the mother was willing to do anything within reason to make the marriage work because, as she had told Immigration, they had four emotionally seriously disturbed children and very limited money. The wife had invested \$60-80,000 into the marriage; was now broke, older, had sacroiliac back condition, arthritis of the ankles which made it impossible for her to walk on many days and badly infected teeth which required \$2,000 for special gum treatment and replacement of the teeth. One child was threatening to commit suicide if the divorce went through. Some people glibly say: "Why try to prolong a marriage just for the sake of money?" Jack Reycraft replied, "Money isn't everything" is not as fashionable a remark as it used to be for several reasons, including the fact that these days money is bacon and porterhouse steak. You really have to have it if you want them." This mother desperately wanted to save the marriage so that among other things, they could afford psychiatric attention for their four children. She claims they seldom had differences and he explained "There is nothing wrong with you. I'm a psychiatrist. I went straight through from high school. All my life I've studied and worked. Now I want to enjoy life; have some freedom. If you take good care of the kids, I'll support you; it's as simple as that. I just want time to do some of the things I never had time to do before. The new divorce laws makes this possible."

## MEN GET RIGHTS WITHOUT MORAL RESPONSIBILITIES TO CHILDREN

Men and the court seem to feel that women and children should be grateful if the male head of the house provides bare food, shelter and clothes. One mother displayed a letter from her husband, indignantly stating: "It is your maternal responsibility to see that the children are taken to the dentist so don't have the gall to ask me to do this on my visiting time." Is taking children to the dentist any less an expression of paternal love than taking them to Coney Island? More mature perhaps, but by far more essential to the child's well-being. Many Custodial parents (including grandparents and foster-parents) complain that when the visiting parent comes, they refuse to support disciplinary measures taken by the Custodial parent. In some cases the visiting parent feels guilty for having left the family in the first place, so by way of compensation refuses to do what's good for the children; instead will do only what will make him popular with the children. The children complain: "You are too straight! Daddy never makes us go to scouts, or library or dentist or to share stuff with others; he buys us Minibikes and Motorcycles and you don't even want to let us keep them!" Only too well some mothers remember the last time she had to carry a 12 or 14 year old in her arms with aching back back and forth to the bathroom because he fell from one of those Minibikes and broke his leg. Visiting parents should not be permitted to give moving vehicles without permission of Custodial parent. Still without doing any physical work for the children, he has every visiting right. She has to clean and clear the snow, cut the grass, do outside and inside. These chores are not covered by the support order. When there are children, men should either help or stop complaining.

## MORE CHAUVANISM

Who should supply all the features children need that money can't buy?

A man can abandon his wife and family for 18 months, without any understanding whatsoever; just leave! What does the court say or do to him? ABSOLUTELY NOTHING! BUT...just let his mate leave those same children unattended for eight hours and SHE would be arrested on neglect charges. WHY? Is he not just as much a parent to those children as she? College mothers at both SICC and Richmond over and over cited this as a pet grievance.

In order to develop into the kind of strong healthy law-abiding citizens we are told our country needs, parents are urged to encourage their children's participation in scouts, sports, "take your children to educational exhibits and excursions, educate them as to the meals of other ethnic groups eat and expose them to other cultures in restaurants and other ways!" Why should all this be done at the physical exhaustion and time of only one parent? As Judge Cory expressed it, "There is no law that says a man has to be a good father." Why not? The marriage may be dead, but the children it produced are still very much alive and need even greater assurance after a family breakup than before.

## COMPULSORY PHYSICAL HELP FROM THE FATHERS URGED

We are taught that "Cleanliness is next to Godliness" yet under such circumstances, without help from somewhere, many homes which used to be beautifully kept here on the

Island, now are beginning to look horribly neglected. Since in most cases, the children did not do the father's work when he was there, they resent or won't do it after he leaves. The pride in the appearance of the home which used to be considered an American virtue is fleeting. Many mothers in these situations either do not get enough from their husbands, or want to go back to College or to work. (I've also noticed several fathers at both SICC and Richmond with babies in their arms in classrooms.) Why can't the fathers help? Because he has a date with his new girl down at the bar...and the next step after he marries her is to go back to Family Court and he can no longer give his first family that much any more. Then welfare or free clinics have to start subsidizing the needs of his first family.

## MANY RESENT DIVORCE NOTICES APPEARING IN NEWSPAPERS

What purpose does this serve? Kids report that they go to school and get razzed by classmates, "I saw in the papers that your ole man kicked your ole lady out. What happened? Did he catch her screwing with someone else?" "I know your old man is a boozier, is that why she kicked him out?" "I'm surprised your mother didn't kick him out sooner...everybody except your mother seemed to know all the crap he was doing!" The women complain that either credit is denied or limited once any establishment becomes aware of the divorce. Also many become targets for obscene phone calls.

Personal morality is a personal issue and a private affair, how a couple chooses to live or how not to live. However, when you and I and the next tax payers begin to feel the impact of having to support higher narcotic and crime rates that result from children who grow up feeling so rejected by parents and society, then civil order becomes dependent upon moral order. This is my rationale for forced conciliation sessions.

## SOME ALIENS LEAVE THEIR FAMILIES—AND FAMILIES END UP IN FAMILY COURT

In a recent "Legislative Report" issued by Assemblyman Lucio Russo, it was stated that 350,000 families are on welfare rolls because the husband had left the home but is alive. It would be interesting to ascertain exactly how many of these are the families of aliens.

This writer has been interviewing many student-mothers at Richmond and Staten Island Community College, and found that many were not there by first choice. Many had never worked in their lives and did not know how to do anything to earn a decent living. Yet, some with even 6, 7 and 8 children had the gumption to return to college; many had never been to college before. Hats off to America's proud women! Bishop Fulton Sheen wrote: "Women are Closer to Life. Our civilization is gauged by the calibre of our women. Men are the rocks upon which it is built and women are the motion that stimulates real progress because they are closer to humanity."

One of these mothers, wife of an Alien, flaunted a document which read as follows: "This is to verify that I, ....., a ..... Citizen, am a candidate for a visa as a permanent Immigrant to the U.S.

"Of my own free will, I further state that during the past twelve years of our marriage I sincerely regard my wife ..... as a very affectionate wife and unusually good mother of our mutual children. This is a sincere document on my part and not merely an instrument to facilitate the granting of a favorable Immigration status to me.

Further, I consider it binding on my part and I pledge duly in the presence of God and the undersigned witnesses that I will never request a divorce or give my wife reason to seek one."

An unusual document? Yes, the wife had overheard her mate telling someone that as soon as he had Immigration clearance, he intended to leave his family. When confronted by his wife, he denied intending to leave his family and executed this duly notarized document to convince her. Within months of his Immigration clearance, he left his family. While waiting out the 18 months to get a divorce, he became an adulterous clergyman and expects to be defrocked, leaving him no way to support his family. Another family for the welfare rolls? At this point it is anyone's guess. At the moment this family is a Richmond Family Court problem.

This writer contacted Mr. Anthony Gaeta, Councilman-at-large, who is working with aliens on Staten Island, regarding the above case. While he did express empathy for the woman's plight, and concern for the possibility of this family becoming a public charge, he explained that he is currently working to fill up any and all loop-holes illegal aliens are using.



Need for Secondary Families Urged

When a marriage breaks up, the parents seek consolation or advice from marriage counsellors, "shrinks," clergymen or other adults who may have recently travelled the same path. But where do our children, equally disturbed, have to turn? People are like boiling kettles; they must have some of blowing off steam. No one can exist in a vacuum...especially children. What can we give them to compensate for their not having two parents like other children? Schools are unjustly saddled with much of the blame. Often they do very poorly in school, not because of poor teachers, but miserable home situations.

It is noble and wonderful for Americans to be concerned about children in other countries,

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# The Scenario Behind Schueler's Resignation

by Tony Lepere



Dean Wasser

responding in concrete terms. This was accomplished by his asking the Dean of Faculties to resign. The Dean refused, setting the stage for the last act of this drama. By the Dean's refusing to resign, the President was forced to fire said dean. It was at this point that the faculty in the form of the Committee of Chairpersons put on the pressure. This was done by the circulation of a motion condemning the President's action concerning the Dean and for not consulting the faculty in this decision. The date of the faculty meeting where this was voted was April 30th. The President submitted his resignation May 3rd. The Board voted at its May 7th meeting to accept the President's resignation.

The scene for the resignation of the College President was set in the fall term by the release of the "Prologomana". This deceptively titled publication was an evaluation of the college done by members of the college community. It was assembled in response to the Board's mandate that all its units were to be evaluated by both the unit and an independent outside evaluation team. The "Prologomana" was this unit's answer to the Board's mandate. This internal evaluation covered all departments, units, and most significantly, the administration. The report in its closing Issues and Problems section contained the subheading "Administrative Ambiguities." To quote from this section, "Poor communications, both within the administration and between the administration and the college generally has hampered administrative procedures....Reviews of administrative assignments and of the effectiveness of operations have been sporadic and intuitive...."

Armed with this document, the outside evaluation committee descended on the college for one week in early October. The report filed by this committee (publicly released 5-8-73) was received by the Board in the beginning of November '72. As it subsequently turned out, their report was critical of the administration, and as a result the President was called by the Board and asked to reply to the document. Both the report and the President's reply are included in this issue of the "Times." It would seem that as a result of the reports (the school's own and the Board's) and the meeting of the Board with the President, the President was placed in the position of

## "Family Court Cont"

(Continued from Page 2)

but charity should begin at home. So many Americans adopt children in other countries and send them letters, and occasional packages. This writer suggests that four times a year some sort of party be held especially for children and parents from broken homes, hosted by perhaps the Kiwanis Club or the Rotary and perhaps some voluntary policemen. At these gatherings, the host should single out certain children and get to know them as friends; sending each other birthday cards, phoning and asking about school grades and social functions; in essence to be the missing parent to some extent, and to keep an album of all their functions. Each child has a deep need for "roots," a feeling of belonging somewhere and the assurance that someone in particular cares about them.

If we are going to prevent crime in lieu of rehabilitating criminals, we must start down at the grass roots...and at age 3-4; not 18 or 21. Our present trend is to give too much too late. All changes requested here, whether in behalf of the mother or child, if it creates a happier daily atmosphere for the children to thrive in will be our most effective weapons against potential criminals developing.

### Who and How Should "Secondary Families" Operate?

Crime and race hatred, like any other social malady, cannot be corrected most effectively at age 18; we must start down at age 3 and 4. Dr. Dan Malamud, Ph.D., is a well known writer and therapist, Jewish, from a miserable home background; had a most unhappy childhood. As a result, he has to pour a lot of love, time and effort into developing what he calls therapy to establish a "Second Chance Family." I've been privileged to be a part of his group, and it was simply fantastic the way this man was able to "zero in and turn on" even the most calloused members of a family and made them aware of what they were all about and how to function more effectively. He simply does not want any child to have the kind of childhood he had. That is his main objective.

I've approached Dr. Malamud and inquired whether he would be interested in starting the kind of program I want for Family Court. He is a very thorough man who produced extremely effective results...therefore is very much in demand. His price would be high...but we could not afford NOT to have him. It would still cost much less in terms of money and pain than our many expensive rehabilitation programs.

### "The Greatest Worth We Have on This Earth is What We Are Worth to Another" The Role our "Senior Citizens" Can Play

How many sons and daughters do not hesitate to pay for an old age home for their aged parents? Out of guilt? Just to get them out of the way? Rarely visit them? Home is not just four clean walls; home is where love and a need for your services calls.

With this in mind "Broken Home" members can become "Secondary Families to our Senior Citizens." How many children are struggling to learn languages; mastery of the grammar seems insurmountable. Many elderly people in homes could become invaluable in helping children to learn "conversational Spanish, Jewish, Italian, German, etc." Many older people have skills they would be delighted to share with the younger generation, if invited into their homes. They too can exchange birthday cards and confidences, and feel that they "belong" to a family. When the family goes on picnics, how much effort would it take to stop by an old age home, or Willowbrook, and take another one or two institutionalized persons out for a few hours?

FAMILY COURT COULD BECOME TRULY A FAMILY COURT IF IT ENCOURAGED PEOPLE TO LIVE MORE EFFECTIVE LIVES, OR IF AS A RESULT OF THEIR PROBLEM (family breakdown) IT WOULD LIVE UP TO AN ADAGE I COINED, "NO ASSETS? MAKE THE MOST OF YOUR LIABILITIES." Paradoxically, our "problem children...Family Court's children, could be conditioned to become the true leaders for even nuclear family children to emulate." All they need is for society to care and show them the way. Many are willing. "A different or better world cannot be built by indifferent people." CAN YOU SHARE AND CARE JUST A LITTLE TODAY TO MAKE A BETTER YESTERDAY AND TOMORROW? PLEASE DO!

## Pass-Fail And Graduate Schools

The Richmond College debate over the Pass-Fail-Honors grading system heated up this week. As two students, Betsy Goldsmith and Nate Glattstein, formed a Committee to Save Pass-Fail, two faculty co-sponsors of a new A-B-C-D-No Credit system revealed the existence of a Richmond College survey of graduate schools that produced "almost uniformly negative" judgments on Richmond's present way of awarding grades.

According to a memorandum circulated by Professors Michael Lutzker and Henry Ebel, the official survey was undertaken in the spring semester of 1972 by Ilene Singh, Richmond's Graduate Adviser. The graduate schools contacted included City College, Queens College, the Mount Sinai School of Medicine, Hunter College, John Jay College, the Graduate Center of the City University, the School of Education at Hunter College, and Brooklyn College.

The Lutzker-Ebel memorandum quotes extensively from the replies received by Ms. Singh, though without attributing the quotations to specific schools. According to Professor Ebel, "this is an understandable way to proceed, since the letters were written in confidence. However, the text of our memorandum was cleared with Ms. Singh's office, and the quotations are completely accurate and completely representative."

One graduate school official commented that "I am inclined to regard the P grade as not more than the old C grade, and perhaps even as low as the D." Another commented that the registrar for graduate programs at his school "found it almost impossible to interpret the pass-fail-honors grading system used by Richmond College," and that as a result "most applicants from Richmond College were simply rejected."

Still another graduate school ad-

ministrators noted that "I would be less than honest did I not say that this system does work against an applicant for admission into graduate school. Unfortunately, it does not have the automatic effect of shifting consideration to other criteria. GRE (Graduate Record Examination) scores and letters of recommendation are always used as a supplement to the transcript rather than a substitute for it."

A number of graduate schools asked either for especially detailed letters of recommendation on behalf of Richmond College students, or for Richmond's registrar to convert the College's three-point grade system to a five-point system equivalent to A-B-C-D-F. Such letters are not normally written for students at Richmond, nor does the registrar have the authority to do such a conversion.

Professor Ebel commented today that "we shouldn't look at this problem as only affecting those students who come to Richmond with the intention of going to graduate school. A student might decide to apply for graduate work five or even ten years after he or she gets the B.A. At that point, it is far too late to ask for special letters of recommendation, or for an informal letter testifying that the "P" grade in a particular course was really equivalent to a "B."

Moreover, according to Professor Ebel, "we aren't only dealing here with graduate schools that turn out future teachers and professors. We're talking about all the schools that offer entry into a profession, and into some kind of upward social and economic mobility for our students. The question we have to ask ourselves is whether we are condemning our graduates to unemployment and underemployment."

The resolution supporting a new A-B-C-D-No Credit grading system has been submitted to the Richmond College Assembly, the official governing body of the College, by twelve members of the faculty. It calls not only for a revised system of grades but for an Official of Student Advisement service." The co-sponsors of the new grading system have stressed the need for such a service to help students in planning their careers and to see to it that they benefit as much as possible from their studies at Richmond.

## Student Grievance Committee

(Continued from Page 1)

staggered by faculty members, and that no vote had been taken on the appointment of Louise Eichenbaum.

The Women's Liberation Club Charter reads. "The purpose of the Women's Liberation Club is to provide the facilities for women to come together and to determine their needs as women and meet them; to raise consciousness among women at Richmond and in the community about feminism and to co-ordinate the women's liberation movement in New York and the country.

The Women's Liberation Club will operate as a collective. There will be no officers.

Membership is open to any interested women. Meetings shall be held once every other week unless the membership provides otherwise. Meeting time will be posted at least three days in advance of the meeting

date.

This constitution is subject to change by a two-thirds of the membership."

This provides no guidelines on how to change the constitution.

The judgement of the committee was that the inequities of their charter made it necessary to toss the "faculty on clubs matter" back in their own laps. Joan Titus, Richard Marquez and Georgine Gorra analyzed the ramifications of their possible decisions for hours on end. The final decisions divorced the club budget from the Women's Studies program. Guidelines for the Women's Club signatory were enacted. The eventual decision pertaining to the Women's Club signatory is pending. The club's decision on the status of faculty members in clubs, now that the problem is defined remains to be seen.

## Photo Contest Winners

out of over 105 photos submitted for the student contest the best five have been chosen they are:

First Prize:	Jill Fischer	\$40
Second Prize:	Peggy Jones	25
Third Prize:	Danny Sheehan	15
Fourth Prize:	Adrian Andrews	5
Fifth Prize:	Arlene Brookmeyer	5

With an honorary mention to Dr. Hy Cavett

For more information, see Tony Amatullo, room 540



# EDITORIALS

## The Tarnishing of the President

In 1972, the American public was bombarded with appeals to "Re-elect the President." Richard Nixon's campaign was non-partisan directed, an all-out effort to garner the vote of dissatisfied Democrats and Conservatives as well as the expected Republicans. The prize for the non-contest popularity vote was the Presidency, rather than the victory of any single political party. The American people fell for it, hook, line and sinker, awarding themselves four more years of the man who had worked them over, domestically and internationally.

It is ironic, even ludicrous, then, that the campaign to "re-elect the president," to uphold the stature (such as it was) of that office, is the very same event to bring down that office. Something's rotten in the Hotel Watergate and it's not room service.

Daily news reports and papers sound like continuing soap operas—"Kleindeinst Resigns," "Gray Burned FBI Files." All we need to hear again is how Martha Mitchell received bodily threats and we can put it on national TV as "Love of Lie."

It was also in poor taste for Mr. Nixon to go on TV and make his "son of Checkers speech." He sounded like a Christian throwing himself to the lions. What a tug at the heartstrings and g-strings of middle America. The saps who voted for him last time would probably do it again.

Well, it's not going to work on all of us. The stench of Watergate is too great for a dozen air-wick speeches to cover up. If Richard Nixon knew about Watergate and ignored it, he is making a farce out of the office of the President. He should be impeached for betraying the trust of the people who voted for him. If he initiated Watergate, or actively participated in its planning and execution, he should be impeached and then exiled. There are enough bugs in the country without him.

### The Richmond Times

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# LETTERS

To the Editor of the Richmond Times

I would like to give you my personal account of my experiences under Richmond College's present Pass-Fail system. I graduated Richmond in 1971, before that I was a student at Brooklyn College evening division and transferred to a community college to attend day sessions. At both schools I was a B student. When I graduated Richmond I was dean's list my final term as well as receiving three letters of recommendation, in the event that I should want to attend graduate school. I did apply to three schools—The New School, Temple University and the University of Pennsylvania School of Social Work. I was accepted at the New School Dept. of Psych. without condition. However, Temple University would not accept me without my GRE scores being higher than the average entering students. Their major concern was that they could be sure as to whether my P would stand for a B grade or a D. At the University of Pennsylvania I had a private interview where the nature of my P's was

again questioned. I was told that since the school was extremely overcrowded I would be placed on a waiting list with special consideration placed on my recommendations and my previous performance from colleges other Richmond. I was also told that W's should have some comment next to them as to give people in the admissions an indication as to their significance. Basically they indicated that Richmond College had a sloppy attitude to their students and did not deserve the attention of their own faculty. University of P. attitude was that those students applying with a more precise means of evaluating would be given first priority. When I returned to Richmond I requested a change in grades (to) appear on my transcripts. One of the professors never responded to my written request and the other felt as a matter of principle not to give a letter grade. As things now stand the Math Dept. gives one type of grading and individual instructors another.

L.H. Mermelstein

## Man Bites Dog, Dog Bites Back

Dear Andrea Jay:

Thanks for the kind words in reply to my dog shit article. But allow me to clear up a few things. No, I don't think poor people should eat dog and cat food anymore than I think they should eat napalm or M-16 cartridges. The point I was trying to make was that it is a pity that in a society that can afford over two billion dollars a year on pet food, and billions more on things like defense, there are still hungry people. (Nixon owns a dog too.) I don't blame all dog owners for the poor people and their conditions, but spending money on pet food certainly doesn't help them. As for what I am doing for poor people? I am a poor person and have a hard time getting myself fed, never mind a hound. And if my parents had bought me a rabbit when I was a child, as you seem to think, we would have cooked it, not fed it.

About the mustang meat not being on the label, well it is common knowledge, just like the spider parts, maggots, and roach eggs which also aren't on the label. What did you think they made it from—horse shit? Still, Andrea, two wrongs don't stop your shit from stinking. I do offer my apologies to llamas everywhere however. As for my needing psychiatric help, again I am too poor for such campness, besides I don't own a pair of twin tower shoes that go along with the trip to the analyst, as a matter of fact I'm not vogue at all. But I would recommend some kind of head shop help to those who are either so paranoid or insecure that they need a creature of lower intelligence to boss around all the time even in an institution of learning.

I am sorry you think my writing style is poor as well (got that free) but I do think you have a great future writing puns for Bob Hope or Buddy Hackett "Meat MANUFACTURERS ARE THE WURST offenders" of urban environment." Wheeeee. You could also ghostwrite tapioca poetry for heavyweights like Rod McKuen and Robert W. Service (dead or alive). At least we agree on the school cafeteria

Editors  
Richmond Times

Gentle Persons:

In the New York Times of Friday, March 23, 1973, an item appeared reporting a decision of the Court of Appeals growing out of a ruling made by Justice Titone about the publication of material in the Richmond Times. The story would appear to be one of importance to Richmond College and particularly to the somnolent editorial staff of its paper. To this date I have seen nothing in the Times about this matter.

While we are on the subject of the deficiencies of the Richmond Times (which has I admit, at least managed to stop splitting infinitives in the past few years) and complaints about a lack of coverage of items of news about the college it does seem to me curious that the paper consistently fails to cover Richmond College Assembly meetings stupefying and boring as assembly meetings are. Often as not, serious matters of concern to the whole college are often discussed at these meetings. (Once in a great while decisions are even made.) Is it too much to expect the college paper to send someone to write a piece about the quaint doings. It cannot be said that the members of the student government pass on oral reports of what transpires in these meetings since their attendance record is apparently even worse than the faculty's.

In short a little less "rock kulchur" and a little more news about this college community would definitely seem to be in order.

Yours,  
S.J. Stearns

Ms Stearns--  
Concerning the Court of Appeals coverage, we are indeed guilty. Re your other points, we plead for an acquittal. Because our staff is almost

hamburgers. Andrea, I think this is the beginning of a wonderful friendship.

Yours ruf ruf  
Denis Hamill

p.s. Due to your encouragement I have begun a pornographic screenplay entitled: DEEP DOG starring Rin TIN TIN and LASSIE LOVELACE.

#### REPLY TO A MAD DOG

Wouldn't It Be Nice If Richmond College's  
Greatest Worry Was: Dogs on Campus

WHO TRAINED YOU TO SHIT ON PAPER??

Dear Denis Hamill:

I can't boycott the cafeteria cause I'm a dog and not allowed in such a sacred refectory. But since I have an elephant's memory and a flair (pen) for writing, I'd like to pick a bone with you regarding your contribution to the edition before last.

I originally intended to write a lengthy response to your irrational article by pawing out by broken heart in a defensive story of my life (complete with pictures) but I decided it would be a waste of time to appeal to your stupidity. The only one who deserves equal time in this matter is your relative Pete whose literary genius obviously does not run in the family.

Sincerely your'n  
Scooch (the Butch) Brandy  
My parents are of different ethnic backgrounds but must you call me a mutt?

P.S. You might be pleased to know that my homo-sapien step-mother has placed the last page of the newspaper (which bears your article) on the ground so that I may defecate upon your verbal shittage. Of course, I hope I haven't offended you, but come to think of it you called dog-lovers "bastards."

non-existent, attendance at all meetings was not possible. We have requested copies of the minutes and we had hoped to convert these into articles. We have been promised copies of said documents, but we have yet to see these precious minutes. We have also been promised articles concerning the college community but alas. In conclusion, one person's culture is another's kulchur.

ED.

Bob Smith and Tony Lamagna, working under the direction of Engineering Professors Len Winkler and Al Levine, won second prize of \$100 in the IEEE Metropolitan Student Council's Prize Paper Contest held on Saturday, April 28, at Westchester Community College. The project "Air Pollution Produced by Commuter Travel on Staten Island" dealt with the development of a mathematical model of traffic flow on Staten Island. The model was used to investigate various ways of lowering the air pollution levels on Staten Island.

Richmond College was just admitted into the MSC last year, and this project was its first entry into the contest. Other schools include Brooklyn Poly, CCNY, Columbia, Fairleigh Dickenson, Manhattan, NCE, NYU, Pratt, and Stevens. First prize was won by Cooper Union.



# Al Blumenthal Speaks At Richmond

Last Thursday, Assemblyman Albert Blumenthal, the Liberal Party candidate for mayor who is aiming for the Democratic Party nod as well, answered questions all afternoon to the point and without hedging.

Al just stood before the jam-packed classroom (about 100 strong) and whirled from questioner to questioner, answering at a machine gun pace. He attacked with varying degrees of fierceness, candidates Badillo, Beame, and Biaggi.

On Badillo, he reiterated his past stand: "I think it's unfortunate that a candidate has to claim that those who disagree with him are racist."

On Comptroller Beame, he repeated what he had told the New Springville Civic Association Wednesday night: There is more to being a mayor than adding up a checkbook."

About Conservative Party nominee Biaggi he simply stated, "I hope he is telling the truth."

Blumenthal, told the audience that he feels city government needs a touch of decentralization. There is a "vacuum in the neighborhoods," he stated. There is "no one to speak for them."

He further proposed that "some" of the Lindsay administration's so-called super agencies be dismantled. Al cited the Environmental Protection Agency and the Health and Hospital Corporation as two possible targets.

At the end of the hour long question and answer session, a middle aged gentleman posed the afternoon's most humorous and pointed question. "I am a conservative," the man said. "After hearing you today, I agree with everything you've said. How then," the man continued, "can I vote for you, a liberal?"

After mayoral candidate Blumenthal and the audience shared a chuckle, Blumenthal said: "Throw out all labels. Judge me on what I say. Judge me on what I've done in



Blumenthal, Assemblyman from Manhattan, did not attack Republican nominee Marchi. He did say, however, that Marchi "is the only honest conservative I know."

Responding to a question, he stated in ideological terms the philosophical differences between himself and a conservative like Marchi. "I look at society," Blumenthal said, "see what is wrong and then move to change it in an effective and compassionate way."

Mr. Marchi, I believe, sees change as a last resort. He wants to make what is work," he said.

Blumenthal gave joking support to another conservative, Sen. Barry Goldwater, Rep.-Ariz. New York City "should be just what Goldwater once said 'another country.'"

## Candidate Ed Murphy's "Island Walk"

Edward Murphy, an insurgent candidate for Borough President of Richmond, walked the length of Staten Island on Saturday, April 28, 1973, beginning at sunrise (approximately 5:05 AM) and ending with an announcement of his candidacy on the steps of Borough Hall at 2:30 PM.

Mr. Murphy is entering the Democratic primary for Borough President to be held on June 4th. He is the candidate of the reform club on Staten Island, the Staten Island Democratic Association, which is affiliated with the New Democratic Coalition. He decided to become a candidate when the

the legislature." Hearing Assemblyman Blumenthal gave me good vibes. The vibes told me that there is hope, hope for N.Y. City that there is a man who can work and will work for New York City. In return N.Y.C. will work for the people. We need his help and he needs our help.

Remember June 4.  
Remember the corrupt and inefficient local government we suffered with.  
Remember Al Blumenthal for mayor.

Anyone interested in campaigning for Al Blumenthal for Mayor, please leave your name and phone number in my mailbox in room 542.

Phil Green

### From An Editor's Desk:

# The Decisions of the Grievance Committee

While the actual monetary amounts in question at the first meeting of the Grievance Committee are negligible, the ideologies at hand are not.

Out of an argument based on a questionable signatory disbursing funds for the services of Richmond College faculty connected with the Women's Liberation Club. Three ideological problems arose.

First, should Richmond College faculty be paid from YOUR student funds for services rendered to a club?

Second, should Richmond College Faculty be permitted membership and voting rights in student organizations, funded by students?

Third, should there be more than one signatory (to sign vouchers for reimbursement) in a club that has one limited budget?

To start with, it would seem an obvious conflict of interest if faculty members belonging to a club are in a position to reimburse faculty members for services rendered to clubs funded by students.

This is not to say that the faculty members joined the Women's Liberation Club under false pretenses. The charter of the Women's Liberation Club clearly states that "membership is open to any interested woman" and there is no ruling concerning the reimbursement of Richmond College Faculty. Just the same, when Carole Bloom (member of Women's Liberation Club and adjunct professor) stated, "Women's studies (teachers) are adjuncts, we told them if they couldn't receive enough they would be reimbursed through the women's club," it seems some guidelines are in order.

It can be argued that as adjunct professors, the money was tight. And it can be argued that the Women's Liberation Club was formed to raise the consciousness of all women, as the Women's Liberation Club so decides. It seems convenient, but it is possible to argue that with tongue in cheek. Add to that an allegation by Jul Bruno (student member of the women's club and Lesbian's club) that the previous meeting of the club was stuffed by faculty members, to vote on the vouchers in question and you've got some pretty sticky allegations.

The question of two signatories is the legal question out of which this mess was raised. The original signatory, Francoise Drozo (whose job it is to sign vouchers) would not sign vouchers for the faculty members of the club. A rift had developed in the club to the point where the two factions were not speaking to one another. The vouchers were legal under the contradictory, or a rather non-existent, guidelines of the club. As a response to this action, another signatory, Louise Eichenbaum, was assigned. Business went on as usual till the faction represented by Jul Bruno and other students in the club brought the matter to the attention of the Student Grievance Committee.

The Grievance Committee put an immediate end to the possible conflict of interest by ruling disbursement of student funds to faculty illegal. The committee also ruled that all disbursements in question were to be decided by a majority vote of the club. The question of faculty membership with votes was ruled the decision of every club individually.

To me it seems odd if any faculty member in any club has the ability to choose where my student funds are allocated. After all student organizations are for students. Input by faculty can be advantageous to any club as communication is necessary for growth. The decision making power of student funded organizations should be in the hands of students. If we as students are incapable of maintaining our own organizations it is a sad statement on us all.

R. M

## Students Offered Internship With Consumer Affairs

A full-time internship with the Consumer Affairs Agency, a grant of \$2,000 plus a full academic year of college credit will be three benefits offered to CUNY students who qualify for Consumer Advocates, a new University Year for Action program to begin on September 1.

The one year work-study-earn program for twenty CUNY students has been jointly announced by Mayor John V. Lindsay and Edward A. Morrison, Deputy Mayor-City Administrator.

The goal of Consumer Advocates is to organize and establish two new consumer protection offices in cooperation with the Department of Consumer Affairs. The twenty students selected on the basis of academic standing and interest in public service administration will work under the direction of a legal staff. They will provide legal advice and consumer protection to New York City residents.

Students will be awarded a stipend of \$2,000 and granted a full year of credit toward a CUNY baccalaureate degree for the year's internship with the Department of Consumer Affairs.

The Consumer Advocate program will be coordinated by the Urban Corps, the New York City agency which administers part-time winter and full time summer work-study jobs for college students throughout New York City.

Information about the Consumer Advocates and the selection procedure may be obtained by writing or calling Stanley S. Litow, Director of the New York City Urban Corps, U.Y.A.-Consumer Advocates, 250 Broadway, New York 10007, 566-3952.

## Music Students Present Concert Series

Music students and members of the Richmond College Music Society will present a series of concerts as the school year comes to its conclusion. The first concert by the Collegium Musicum is scheduled for Sunday afternoon, May 6th, to be given at the Brighton Heights Reformed Church, 320 St. Marks Place, Staten Island.

The concert will include music of the Ars Nova in fourteenth century Italy, Johannes de Florentia, Jacopo da Bologna, Ghirardello da Firenze and Francesco Landini; from the court of fifteenth century Burgandy, Gilles Binchois, Guillaume Dutay; and of the Renaissance as seen in the work of 16th century Flemish and German composers, Josquin des Pres, Ludwig Senfl, Heinrich Isaak, Johann Walther, and Lorenz Lemlin. The music will be sung and performed on instruments characteristic of the time (recorders, sackbuts, krumphorns, rankets, kortholts, rebec, paltery, cornemuse, shawm).

On Sunday afternoon, May 20, at 2:30 p.m., the second concert in the series will be given, also at the Brighton Heights Reformed Church. The program will include two Bach cantatas—No. 131 Aus der Tiefe and No. 106 Actus Tragicus (Gottes Zeit ist die allerbeste Zeit) with soloists, chorus and orchestra.

Specific information concerning a 20th century and ensemble program as well as a Renaissance Dance program will be announced later.

The concerts are free and open to the public.



# "I Got My Job Through The Richmond Times"



## But Unfortunately I'm Leaving And The Position Is Open

**Salary: \$3.00 hr. Max: 10 hrs wk**  
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## Black Brothers League

In the fall of 1970, representatives from eight metropolitan colleges met to form the Brothers Basketball League (BBL). The BBL serves as a motivator to encourage students to stay in school. The league consists of fourteen colleges—private, public, religious, junior and senior.

In its short existence, the BBL has accomplished several endeavors, among them, entrance to the religious Black Sports Coalition and being featured on two television specials. The BBL initiated cultural programs which included a Black Expo, fashion and talent shows and charity games.

Sunday March 25, 1973, at Nassau Coliseum there was a very momentous event presented by the Moorish American League. Laurinburg Institute from North Carolina played against the Brothers Basketball League Allstars. Representing Richmond College was Brother Leroy Brown who was awarded Most Valuable Player (sportsmanship) and possibly a try out with the N.Y. Knicks.

The Brothers League All-Stars unfortunately lost to Laurinburg Institute that afternoon, 60-44.

## Spiritual Demonstration At Wagner

Announcement of lecture by: Joseph G. Heard, C.S.B.

Title: We Thy People

Location: Amphitheatre of Communications Building, Wagner College, Grymes Hill, Staten Island

Time: Saturday, May 19, 1973 at 2 p.m. under the auspices of First Church of Christ, Scientist, Staten Island.

A spiritual dimension to the overcoming of turmoil will be discussed in a public talk this week in Staten Island.

Joseph G. Heard, a Christian Science teacher and lecturer from Miami, Florida, will call upon his audience to face up to fear and loneliness, injustice and lack, sickness and other forms of turmoil.

Mr. Heard will speak in the Amphitheatre of the Communications Building at Wagner College at 2 p.m. on Saturday, May 19. His lecture is being presented under the auspices of First Church of Christ, Scientist, Staten Island. Local arrangements for the event are being handled by Mrs. Joseph Romano of Crowell Avenue, Westerleigh.

A former practicing attorney, Mr. Heard is a member of the Florida Bar Association. He received his education at the University of Pennsylvania, Harvard University School of Business Administration, and the University of Miami, Florida. He holds a Juris Doctor degree from the latter. He has served as director of several corporations.

"We Thy People" is the title of his local talk, which is open to the public without charge.

EUROPE! TransAtlantic Flights (\$200 round trip—leave from most major cities), Rail Passes, Car Rental Plans, and Camping Tours. For your free travel planner contact your BOAC campus representative: David, 831 - 9057, 10 a.m.-7 p.m.

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20% off regular evening admission. Good Wednesday and Saturday eve. only at 8:30 PM (until Aug. 1, 1973). Bring this ad to the box office with \$2 and ice skate in air conditioned comfort. Skate rentals \$1. Snack bar. 2 blocks west of Penn Station.



450 West 33rd St. New York City  
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# An Evaluation Of Richmond College By The Board Of Higher Education

THE FOLLOWING IS AN EVALUATION  
COMPILED BY INDEPENDENT ACADEMICIANS  
AT THE REQUEST OF THE BHE

## Members of Evaluation Team:

Joan M. Kindy  
Norman Birnbaum  
Robert Cross  
Harry Garvin  
John Torrey  
Donald Tritschler  
Robert Woodbury

New York  
Amherst College  
University of Virginia  
Bucknell University  
Harvard University  
New York State Department of Education  
University of Massachusetts

## Introduction:

The following report represents a composite of the observations, deliberations and recommendations of a team of professional experts in specific fields of academe and represents a number of years of experience in higher education. The members of the team were well aware that three and one-half days spent in listening and discussions, following the studying of written materials about and by Richmond College, did not make it omniscient with regard to Richmond's strengths, problems or the solutions to those problems. However, the team was most serious in its efforts to accomplish the task assigned to it by the Chancellor of C.U.N.Y. A special commendation must be made at the outset to Dean Robert Chiles and the Self Study Committee for a thoughtful and thorough Self Study Report. Without that, the work of the team would have been impossible and the ground work would not have been laid for further self study as a result of the team's visit and report.

## College Objectives and Purposes

Basically, Richmond College does not seem to know what its objectives and purposes are. The various segments of the College—administration, faculty and students—as well as the C.U.N.Y. administrative personnel and the Board of Higher Education appear to hold a number of views as to what a three year, upper division institution in C.U.N.Y. is and ought to be. Some persons apparently see Richmond as an institution which should be freed from providing remedial or introductory education. Others believe that Richmond's mission lies in the combining of undergraduate and early graduate education. Still others view the College as a receptacle for the City's community college graduates, while some hold to an elitist view of attracting and educating particularly able students from many academic institutions. On the one hand, Richmond is viewed by some as an experimental college and, on the other hand, there are those who are suspicious of experimental programs and view Richmond as another traditionally oriented C.U.N.Y. institution.

The visiting team recommends that representatives of the various segments of the Richmond College Community (i.e., the Board of Higher Education, C.U.N.Y. administration, Richmond College administration, faculty, students and alumni) meet together in small task forces to develop a new Master Plan. This Master Plan should clearly state agreed upon purposes, implementation plans for realizing the purposes and an evaluation mechanism which would provide a continuous method for determining whether or not the College's purposes are being implemented by the administration, faculty, students, curricula, governance and admissions policies.

To be sure, most colleges do not have a clear rationale for their curricula. But Richmond College cannot slide away from its responsibility of now forging a new statement of its mission if it is to achieve a unique place in C.U.N.Y. Because of the looseness in criteria, almost any new course

can find its way into the college catalog. Could all these courses be justified were strict criteria applied in light of clearcut college objectives?

## The Faculty and Instructional Resources

The faculty of Richmond College are, in general, a well prepared group of academicians who view teaching as the most important of the traditional academic activities but who also endeavor to contribute to the generation of knowledge through scholarly research and publications. The members of the Evaluation Team were generally impressed with the faculty as teachers and scholars. However, the faculty is not committed to operating within the divisional structure of the College, but rather to a discipline commitment within the division. In the Pure and Applied Sciences and to some extent in the Humanities there were found commendable working divisions and interdisciplinary activities. Also, many members of the faculty spend only two days per week at the College which makes student advisement and independent study rather difficult from the point of view of the students and make the development of a Richmond College Community just about impossible.

Discontented faculty who cannot make constructive contributions to the College and its special objectives ought to seek greener pastures, but high salaries, union regulations, and a depressed academic job market all contribute to faculty staying at Richmond, as well as at other units of C.U.N.Y. Perhaps discontent can be channelled into creativity and productivity through involvement in determining a new Master Plan as well as through other administrative changes to be discussed in a later section of this report.

Instructional resources, such as the library, film, etc., are utilized probably as much or as little as at any other C.U.N.Y. institution. However, the community as a resource has been tapped very little up to the present time. Why are there not more ventures like "The Incident," for example? Also, why are the faculty not more involved in the process of determining library acquisitions? Instructional resources in the Pure and Applied Sciences were seen as most adequate, with the exception of the lack of technical assistance in the preparation and presentation of course laboratories. The present teaching facilities appear to have reached their maximum use.

## The Student Body

The views of the student body are understandably mixed. The most positive student views include the presence of an informal learning atmosphere, the variety of course offerings, the availability of a concerned and able student services staff, the appreciation of an opportunity for an education and being students in a "small" college close to home when compared with other units of C.U.N.Y. The most negative student views have to do with unavailability of faculty, lack of academic standards in courses, lack of articulation with feeder

institutions and institutions for advanced graduate work, and lack of confidence in the administration of the College. Again, the Division of Pure and Applied Sciences does not seem to have the problems as represented in the negative student views above.

A majority of the student body must work as well as study, which reduces student participation in the activities and governance of the College. A recognition of this fact must be taken into consideration when deriving any plan of governance. Some students are, to be sure, apathetic but most are very busy taking courses, working and traveling to and from home. Most students at Richmond College, in the opinion of the Evaluation Team, are vocationally oriented, another factor of utmost importance when developing a new Master Plan.

As in most undergraduate colleges, the "older" student is the forgotten citizen. Richmond College must give special attention to the existence of, needs of and ways to meet the needs of the student 22 and over.

## Administration and Organization

There are a number of circumstances to be kept in mind when considering the administration of Richmond College. First, there are the various views of the nature and objectives of the College, referred to in the beginning of this report. Secondly, the high quality of Richmond's faculty, at once its glory, is also the source of its mixed feelings about its administration. In the third place, it must be kept in mind that the years of Richmond's short history have been probably the most tumultuous years in the history of American higher education.

Furthermore, Richmond College has had to cope with an ambiguous relationship with the Board of Higher Education. This ambiguity was in general well intentioned, allowing Richmond College to enjoy a suspension of the Bylaws, but one can look at this situation from the other side and say that the new institution was not given the guidance of experience or of conventional wisdom and was, in every act it took, creating a new precedent. Understandably, therefore, the college was both more free and more under surveillance than would have been the case for a college operating under the Bylaws. The disposition of individuals in the faculty, student body, administration, and individuals on the Board to go outside of channels tended to reduce the ability of the administration to act systematically and coherently.

Finally, Staten Island, as a community, has had differing expectations as to the roles of an institution of higher education. This community has given the College only limited support and has, more often been hostile or indifferent.

The above considerations are not meant to excuse, only to explain. They suggest why an administration would have had to be unusually ingenious and foresighted in making crystal-clear to students, faculty, Board, and community their intentions and their ideals in order for them to have been successful. It is clear that the administration at Richmond College has not succeeded in such an unusual task.

Furthermore, the administration would have had to take unusually wise steps to see to it that communication among administrators, especially, and among Richmond College community in general was very clear. This, too, does not seem to have taken place. Morale within the administration as a group and, with some exceptions, the administration as individuals is deplorable.

The criterion upon which these statements this: how well the administration has been able to help foster the educational possibilities implicit in the institution. Also, the assumption is made that an administrator should not and never will be, in any reasonable world, loved. However, there are a number of personnel problems which are not subsumed by this assumption.

The Evaluation Team also questions the roles which faculty and students have played in administration. Specific concerns regarding the nature and purpose of the Search and Evaluation Committee and the Budget Committee were raised. To be sure, students and faculty have important roles in governance, but these roles must be clarified according to principles of differential rights and responsibilities within the College. Specifically, it is inconceivable that a faculty-student committee would hold open meetings to which anyone at Richmond could come and at which anyone could in his wisdom or ignorance comment on the personal and professional character of the librarian.

It is essential that programs of governance not be approved which deprive either faculty or students of their rights nor administrators of a chance to administrate. The example cited above represents dilution of power to students and faculty which belong with the administration. Administrators have a right to do their job unhampered as possible with the understanding that if they do not do the job well they can be dismissed.

## Division of Pure and Applied Sciences

There was concern expressed about the isolation of this Division from the rest of the College. The statement which was made to the evaluator for this area was that the College administration did not understand the purposes or the needs of the Division, allowed it to go its own way without direction, and showed little or no imagination about the role of the sciences in a college such as Richmond. The criticisms were always accompanied by the admission that the administration was reasonably generous in its budgetary provisions and went along with decisions made within the Division, but seldom offered constructive criticism or advice or leadership which might involve the Division more completely in the life of the College. In times of stress, such as when the engineering degree was under fire, the Division was left, to a large extent, to fight its own battles.

In the face of such administrative indifference, the Division has moved on its own. In the judgement of the evaluator, it has done well in recruiting faculty, in developing and sustaining viable and significant teaching programs, and in expanding its role within the Richmond College context. There was sensed considerable cooperation and esprit d'corps within the Division and only very minor conflicts arising among individuals. In a sense, the Division of Pure and Applied Sciences is a college within the college and has prospered in the face of disruption and division in many other parts of the college. Clearly its role would be more improved and strengthened if it were a part of a more congenial and less divided college.

A second recommendation concerns the development of study programs at the graduate level. Strength could be built within the Division as a result of interest and excitement of special programs leading to the Master's degree. The careful selection of limited areas of particular strength within the Division for the development of a Master's degree program, such as has been done in Polymer Chemistry and Environmental Sciences, makes sense. Such programs should meet specific needs of the College and C.U.N.Y. and, perhaps, the greater New York community. Their development need not intrude on the undergraduate teaching role and, in fact, would strengthen it by adding the dimension of research orientation, presently somewhat weak within the Division.

In this context, the College should consider carefully the budgetary implications of such plans and carefully provide, in conjunction with the appropriate faculty members, the necessary budgetary framework to allow such programs to

(Continued on Page 8)



# Evaluation

(Continued from Page 7)

succeed, drawing not only on College resources but also on external funding. The gradual evolution of such graduate programs, articulated to the activities of the undergraduate College and to the Graduate Center of the City University cannot help but strengthen the Division and the College.

## Division of Humanities

Both a cursory and a careful look at the vitae of the faculty of this Division reveals a group of highly trained and professionally committed scholars and teachers. The initial and subsequent appointments have been on a high level. But the objectives of the College call for a staff of diverse backgrounds and abilities. At this stage, all new appointments to the Division ought to be made with such diversity in mind.

At the present time, most members of the faculty of the Division have the profile of the well-known and esteemed and envied New York City professor who is more at home in a city rather than a residential college. Faculty were found to be devoted to scholarship, teaching and to students (note the high number of independent study procourses), but with a limited amount of interest in the interdisciplinary phases of their courses and their Division. (Team teaching has been discouraged by the College because of the cost.) For example, hardly anyone present at the meeting with the Evaluation Team members had read the College's Self Study.

At this critical stage in the history of the College, a deep interest in the Self Study would seem to be peremptory, but very little concern was expressed about the statements on the Humanities or, especially, on the issues and problems of the college as a whole. Part of this lack of interest in others can be explained by the fact that the Division has already achieved a genteel harmony and noblesse oblige among 'departments,' an achievement in itself. Such a harmony leads to a relatively easy acceptance of new courses and changes and decisions within the Division, especially since the Division itself has not developed a rationale and firm criteria for its programs.

## Division of Social Sciences

The history of the social sciences at Richmond College exists in the antagonistic accounts of those who made it and in a bitter legacy of fractionalism, distrust and despair. The conflict is not in any direct way a struggle of left against right. "New Left" against "Old Left" might be a more accurate description of it. It is not even a conflict of generations. It is a conflict in which the emancipatory function of higher education catalyses opposed views of culture, the self, the university, and the society. The contending parties are divided amongst themselves, and Division II has more than one colleague who acknowledged that it owed its unity to the existence of Division I. The members of Division III often insisted upon their cohesion and refused the suggestion that they join a larger division on the grounds that this would inevitably fragment them along lines similar to the conflicts separating Divisions I and II.

It was impossible not to listen to faculty in Division II talk of their work with students without being moved by the intensity of their commitment to a new task for higher education. There were, of course, absurdities, like the belief that the American working class has its own integral culture. (If giving working class students higher education "alienates" them, what is there left to say about the alternative of re-integrating them with their class?) Division I who insisted that higher education is rigorous or nothing rests upon a belief that we honor students by insisting that they be measured by standards external to their unreflected selves. Many members of Divisions I and II differ on the path to emancipation, but they seem to share not only the goal, but a profound commitment to the liberating activity of mind and to the critical uses of academic tradition.

In the circumstances (the argument applies, *pari passu*, to the psychology group's demand that it be allowed to be autonomous), the factions may serve each other best by a constant process of mutual criticism. That process can best be organized in a single Division of

Social Sciences at Richmond and, it is strongly recommended that the present fragmentation of the Social Sciences be ended.

The long-term interests of Richmond College and C.U.N.Y. can best be served if a divisional organization is retained. Precisely, the over-specialization, the methodological and ideological fragmentation of the social sciences makes imperative an organizational form which is at the same time a forum, an arena in which conflicts can be openly fought out.

It will be objected that the two groups cannot in effect, live with one another. It is clear that the terms on which reunification is negotiated will have to be political and include agreements as to priorities in appointments and tenure for example.

The Evaluation Team member for the Social Sciences is skeptical of the view that re-unification can be accomplished by a strong chairman appointed from outside. Those within the College will have to learn to live with one another. Those for whom the situation is intolerable might wish to leave, although they would be in error to suppose that other institutions do not experience these conflicts. **Strong leadership exercised by the President and Dean of Faculties will prove indispensable in accomplishing Divisionship for the Social Sciences.**

Further recommendations are that the teachers of anthropology should be commended for their rapidly developing program and for placing students in graduate schools and that a senior appointment in psychology would be helpful. It is also recommended that proliferation of programs be stopped. Programs such as Women's Studies, Afro-American Studies and Latin-American Studies should be encompassed by an effective social science



program. It is indicative of the absence of cohesion in Richmond College that the psychologists should have developed a proposal for an M.A. in Community Psychology without much recourse to the anthropologists and that the latter, in turn, should have generated a proposal for an M.A. in Human Development without much discussion with the psychologists.

Also, it would be helpful were the social scientists at Richmond to consider developing, not a multiplicity of programs, but a series of core courses through which all or most of the students would pass before moving on to specialized studies in one or another discipline or area. The argument that Richmond is already an upper-division college is not convincing here. Precisely, for that reason, core courses could be taught at a reasonably advanced level. Briefly, more structure should be imparted to the curriculum—the development of these courses may well serve as a self-instructional medium for the faculty itself. The current offering in "War and Peace" is a useful indication of a beginning.

## Integrated Studies

This program seems to suffer from pedagogic looseness and considerable ineffectual confusion, not least, in the understanding of its own roots. Because of these factors, it is recommended that the program in Integrated Studies be transformed to a continuing program of experimentation within and among the various divisions, with a guarantee of solid and substantial logistic support from the administration. In particular, more rigorous attention should be paid to the evaluation of the students' experiences in the program.

## Division of Professional Studies

The title of the Division is a misnomer. The Division is, in effect, a department or school of education with undergraduate teacher certification programs, part-time M.A. programs for City teachers, a Sixth-Year Program in Administration and Supervision and a few other programs primarily directed to school personnel.

What is most striking is the contrast between the general Richmond College commitment to innovation and experimentation and the conventionalism of its programs within the Division of Professional Studies. The staff is competent and well trained, some of the programs are solid and as well carried out as those at any other excellent colleges and universities in New York and elsewhere and genuine progress has been made in improving various program thrusts. But the evaluation of the Special Middle States Association Evaluation Team in 1970 remains appropriate: "A look at the schools of New York City should be argument enough for taking dramatically new paths to the preparation of teachers." Important improvements have occurred since 1970, but the potential mission of creating an atmosphere for genuine experimentation and multiple paths for innovation within the orbit of metropolitan New York does not presently exist. In general, risk-taking and encouragement for projects that may fail does not characterize the ambience of the Division.

The education program is probably caught in much the same confusion of goals as is Richmond College in general: 1) the aspiration to be innovative; yet, 2) the desire to be of higher quality, often evaluated by conventional criteria; and, 3)

the responsibility to meet the needs of students who, among other things, want jobs. But the basic decision Richmond College and the Division of Professional Studies ought to make is whether a genuine, innovative and experimental effort ought to be pursued in areas of professional education, and related human services fields. An opportunity exists to use the three-year program authorization to develop and risk a variety of programs in human services (health, education, day care) from the para-professional to sixth-year level, to pursue multiple teacher education options, and to pursue a major in-service program in the schools and other institutions of the area (rather than simple offer credits at night school). Given the present condition of public schooling in this country and the condition of many areas in related human services fields, some institutions in this country and the New York metropolitan area ought to take major and significant forays into the field. An atmosphere of experimentation and risk does not simultaneously imply sloppiness or irresponsibility, but simply the kind of mandate that might allow significant advances to be made in developing new approaches to meeting social needs in an urban area. This effort, however, will require imaginative leadership, tolerance by the systems office, and a frank willingness to reduce efforts in such areas as the conventional Masters programs and with some psychological cost to some undergraduates in the teacher certification programs.

If this option seems unrealistic, Richmond can do much to strengthen the programs it does have and to provide greater articulation and interchange among programs. This will require continued

support for improving undergraduate programs, a hard look at the Master's effort, and considered choices to push and encourage important new programs such as that in Special Education or Early Childhood Education or career-ladders (and lattices) for para-professionals. There is no reason that the programs in the school of education at Richmond can be any less competent and effective than those in many other institutions around the metropolitan area (and in many cases Richmond already has a sound program). But it is also possible that Richmond could chart some new directions in the human services and education area that would italicize the original mandate given the college as a whole.

## Specific Program Comments

The faculty is of high quality by conventional standards of training, experience and competence. Many faculty devote an enormous amount of time to the supervision and interaction with students, possibly at some risk to their own futures, and far more than is reflected in the standard measures of "contact hours" and "credits generated." Many faculty are honestly and intelligently devising new and improved programs that belie any sense of general atrophy or self-satisfaction.

The working relationship with other divisions is generally weak. Some cooperation on specific programs does exist; a few members of the other Divisions have made contributions to programs within the public schools. But the aspiration to having an entire faculty sharing teacher education does not exist at Richmond College, or at most institutions, for that matter. There is considerable evidence, also, of paranoia in the Division of Professional Studies concerning the attitudes of faculty in other Divisions and their willingness to cooperate. The division has made commendable strides toward a genuine field based program in a variety of schools or training sites in Staten Island and elsewhere. The TTT program at IS 14 is only one example of this effort. Cooperation with local schools has improved substantially and there is some evidence of joint program development with cooperating teachers and public school staffs. This development should be encouraged, supported and developed further.

Articulation among the various programs—undergraduate teacher preparation, graduate programs, leadership training, para-professional training, etc.—is not well developed, although the obstacles are admittedly real. But the effort to develop genuine multiplier effects in schools—and in training programs—will not occur with programs being run in isolation from each other. There is evidence of particular faculty groups who are interested in their own program proceeding in their own direction with little relationship to other developments.

Thinking and planning has begun to develop programs that acknowledge a weakened job market and thus look to specialized markets in and out of the public schools. This is true of the special education program which looks solid and worth pushing further as well as proposed efforts in infancy and early childhood education and other areas.

Although time did not exist for an intensive look at each program, some observations may be appropriate. They should be read only as tentative and suggestive.

a) Elementary program (undergraduate): the division has a time limitation (24 credits) that is perceived as most restrictive, but a genuine program has developed, the field based effort is improving, and there is a coherence that is not present in some of the graduate level programs.

b) Secondary program (undergraduate): the move toward a more coherent field based program is commendable both in terms of the training of prospective teachers and the potential impact upon the schools. Recent statistics indicate that the number of students seeking secondary certification is declining substantially which seems to be a realistic response to market conditions.

c) Masters programs (elementary and secondary): offering a variety of courses on an evening schedule to teachers with jobs

(Continued on Page 9)



# Evaluation

(Continued from Page 8)

has left the programs without much coherence or probable effectiveness for the particular student body involved. In addition, students must select liberal arts courses from a rather small sample that is offered. The program undoubtedly allows teachers to meet their certification needs, but the program probably does not provide a very dynamic input to students.

d) Sixth Year Certificates: the faculty has had much administrative experience, has published substantially and offers a program that competently meets state guidelines, but the aspiration to "prepare educational leaders" appropriate for urban schools in the 1970's would seem to require a far more ambitious effort. There are few minority students in the program which seems particularly questionable (if not indefensible) in 1972.

e) Other programs: the three-year special education program is well conceived, timely, philosophically appropriate, and one of the few efforts at Richmond College, to date, to take advantage of the upper division three-year mandate. The special education effort, although only recently approved, is one that seems to make considerable sense and is worthy of special note.

The division has also begun to focus attention on service the career-ladder needs of para-professionals; no program presently exists but staff have been hired to develop this important area. The Guidance and Counseling program has been redeveloped, is competently staffed, has clear ties to the program across the city, but may need to interact more fully with related efforts elsewhere in the division at Richmond. The proposal for an Infancy and Early Childhood Institute deserves serious college-wide consideration. The W.I.S.E. program promises a real step toward alternative, individualized, undergraduate teacher education programs; it is too early to assess how well it will work.

#### Student Personnel Services

Commendations are definitely in order for the Dean of Students' staff and program. The Dean of Students is an able administrator who knows the college, students, faculty and herself and who understands the importance of the function of student personnel services in Richmond College. The Financial Aid and Career Counseling and Placement functions are very well conceived and operated. The Career Counseling and Placement function could be greatly enhanced by the employment of a counselor who is prepared to do and wants to do educational-vocational counseling. The seeds of a good program are here now. Additional financial aid staff are to be hired in the near future. The concern of the Division of Student Services for the older student is also to be commended and ought to be staffed further. Plans for this year to reach out to the older undergraduate and graduate students ought to be carried out and evaluated.

The Registrar's Office is a most efficient and effective operation. It is difficult to understand why Ray Halsey is Acting Registrar and why Dean McCormick's recommendation to the President for the title of Registrar to be given to him has not been acted upon positively. It is also difficult to understand why his proposal for mail registration has not been positively acted upon.

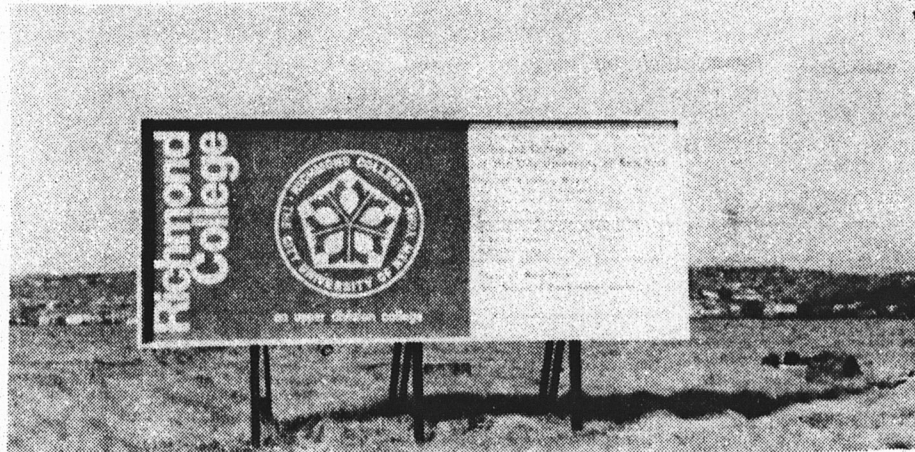
There must be a re-definition of counseling. The Dean of Students is working on this. Any counselors who see their primary role as that of therapist have no place in a college counseling center.

There is also a need for much better articulation between the Student Personnel Services staff and teaching faculty. There is no representation of the Student Personnel Services staff on the P & B Committee, for example. The Student Personnel Services staff needs to be much more active in seeking out ways in collegial relationships with teaching faculty. The appointment of and philosophy of Dean McCormick may take care of some of the problem.

It is the firm belief of the Evaluator that pre-admissions counseling and advisement are as much a part of the function of Student Personnel Services as are the functions in which they are engaged. This is a serious deficiency in the operation of the college and could be tied into faculty involvement in recruitment. An admissions staff, in the traditional sense of the word, may be the



Artist's conception of main courtyard for proposed new Richmond College Campus



But this is site today

best solution.

Finally, the staff of the Dean of Students must be involved in evolving a new Master Plan. The staff must also leave the fifth floor more often. But, the fifth floor is a very friendly place to be!

#### Recommendations

The following recommendations are listed here as they appear in the body of the report. It is recommended that:

1. Representatives of the various segments of the Richmond College Community meet together in small task forces to develop a new Master Plan;
2. The Community as an instructional resource be explored and utilized more fully;
3. Faculty be recruited who can identify themselves in a divisional rather than departmental role;
4. More attention be paid to interdivisional programs and activities as well as to academic advisement of students;
5. The vocational orientation of the student body be taken into account when developing a new Master Plan;
6. More attention be paid to the needs of the student 22 and over;
7. Physical facilities have reached their saturation point;
8. Programs of governance not be approved which deprive either faculty or students of their rights nor administrators of a chance to administrate;
9. Active attention be given to the serious deficiency in intercommunication which now exists between the Division of Pure and Applied Sciences and the other divisions and administration;
10. Additional programs leading to the Master's degree be developed in the Division of Pure and Applied Science;
11. The College consider carefully the budgetary implications of recommendation 10 and provide, in conjunction with ap-

propriate faculty members, the necessary budgetary framework to allow such programs to succeed, drawing not only on College resources but also on external funding;

12. The Division of Humanities develop its own "master plan";
13. The Division of Humanities develop closer liaison with other Divisions;
14. The Division of Humanities develop a major in Humanities;
15. Materials on all programs in the Division of the Humanities be developed;
17. The present fragmentation of the Social Sciences Division be ended;
18. Strong leadership exercised by the President and Dean of Faculties is indispensable in accomplishing Divisionship for the Social Sciences.
19. Proliferation of programs be stopped;
20. The social scientists at Richmond develop a series of core courses.
21. The program in Integrated Studies be transformed to a continuing program of experimentation within and among the various divisions;
22. More rigorous attention be paid to the evaluation of students' experiences in the Integrated Studies program.
23. The working relationship between the Division of Professional Studies and the other divisions of the College be strengthened;
24. Joint program development with local schools be encouraged, supported and expanded.
25. Articulation among the various programs within the Division of Professional Studies be paid more attention;
26. Thinking and planning regarding programs that are responsive to a weakened job market and one looking to specialized markets in and out of public schools be continued.
27. The Masters programs in elementary

and secondary education be more responsive to the needs of the students they serve;

28. More effort be expended in the Sixth Year Certificate program in Administration to recruit minority students and to really "prepare educational leaders", as is the aspiration;

29. Other programs look to the three-year special education program as a model which carries out an upper division college's mandate;

30. The proposal for an Infancy and Early Childhood Institute be given serious college-wide attention;

31. The Division of Professional Studies decide whether a genuine, innovative and experimental effort ought to be pursued in areas of professional education and related human services fields and, if so, develop more programs which meet these objectives;

32. The Career Counseling and Placement function be made more effective by the employment of an educational-vocational counselor;

33. A program of early mail registration be instituted;

34. Better articulation occur between the Student Personnel Services Division and other divisions by, for one thing, appointment of a representative of Student Personnel to the College P & B Committee;

35. And, attention be given to development of an adequate admissions program under the leadership of the Dean of Students.

These recommendations must be read and thought about within the context of the total report which tells the Richmond College story as seen through the eyes and minds of the Evaluation Team.

(signed) Joan H. Kindy

Joan H. Kindy, New York University, Chairman

Norman Birnbaum, Amherst College

Robert Cross, University of Virginia

Harry Garvin, Bucknell University

John Torrey, Harvard University

Donald Tritschler, New York State

Department of Education

Robert Woodbury, University of Massachusetts

**President Schueler Replies To The Evaluation NEXT EDITION OF THE RICHMOND TIMES**



by Richard Kornberg

We are in the underbelly of New Orleans, a lower class area far removed from the elegance and grandeur which was once the South. This is the scene of "A Streetcar Named Desire," the Tennessee Williams' play which is being presented at the Vivian Beaumont Theatre.

Some people might think that Stella has gone to ruin. She has left the mint julip, white columned existence of Belle Reve and her sister Blanche, to discover a new world, one whose inhabitants bowl, brawl, and drink beer. Even her last name has been soaked in the melting pot—with the softly lyrical maiden Du Bois reemerging as a decidedly more gutteral sounding Mrs. Stanley Kowalski.

While the life is quite different, Stella does not look back. She has found a whole new set of friends, Stanley's friends. But what is more important is her discovery of herself. While Stanley might be described in today's jargon as the epitome of the male chauvinist pig, to Stella he is salvation. Even though she is dominated, her wants and needs are fulfilled. It is the classic mating of throbbing body to yearning soul and Stella is in love with her big hunk of a man.

Blanche's choice would seem to be more in keeping with the traditional uppercrust South. She has stayed to tend house and mother but these responsibilities are now no longer realities. Blanche is alone. Her trunk includes memories of an early marriage which ended in tragedy and her hand luggage contains clothing better suited to her faded past. The buttons and beaus of Laurel have entered the twilight zone of a remembered past combining with a deluded present and she travels "the streetcar named desire" on the journey to her sister Stella and sanctuary.

Upon stepping off of the noisy conveyance she encounters the habitues of this far from expected destination. The imagined fine neighborhood is not to be and Blanche is disgusted by her sister's new environment. She feels an even greater revulsion towards Stella's Polish joke of a husband. However, Blanche's opinions and her needs are divergent.

Director, Ellis Rabb, has seen fit to heighten the local color of the proceedings. The Douglas Schmidt set includes a long ramp emanating from the rear of the cavernous Beaumont stage with cross streets in front of and behind the basic structure of the house. At the play's beginning and end and during the scene changes, these paths, as well as what usually is the backstage area, are populated by the supposed denizens of disrepute. This opening up of the action begins as an interesting idea but becomes intrusive after awhile. While it does comment on the play itself, it seems that its voice would be more at home in *West Side Story*.

However, I am grateful to the director for the thought which he lavishes on his productions. Rabb never simply mounts a play; he also breathes new life into the work. His recent modern-day *Merchant of Venice*, with its decadence and homosexuality is a case in point.

With *Streetcar* he has opted for the humorous. He has directed his cast with an ear towards the double and triple meanings. When Stanley confronts Blanche and tells her that he likes "women who LAY...their cards on the table," the humorous, abrasive, and sexual nature of the statement is simultaneously evidenced.

But of course *A Streetcar Named Desire* is essentially a tragic play. Blanche's gradual disintegration, which begins prior to the start of the play and continues during the evening, is not funny. She has a need for contact, and a future, and whether she is deluding herself with her dreams of a Texas millionaire or acting the virtuous lady while she is with her new boyfriend Mitch, it is all for a purpose, her need to make it through life.

Tennessee Williams' play examines the changes human beings go through. While the events are in the present, there is always a cause in the past and an effect towards the future. In Stella's case, the physicality of Stanley could overshadow her earlier upbringing, with Blanche a relationship was not so easy.

In this production it is the changes that somewhat elude the cast. Rosemary Harris is a marvelous Blanche, with a supreme magnetism and presence. She is so strong that at the end one is not sure if she has

## THE REPERTORY THEATER OF LINCOLN CENTER

JULES IRVING, Director  
presents



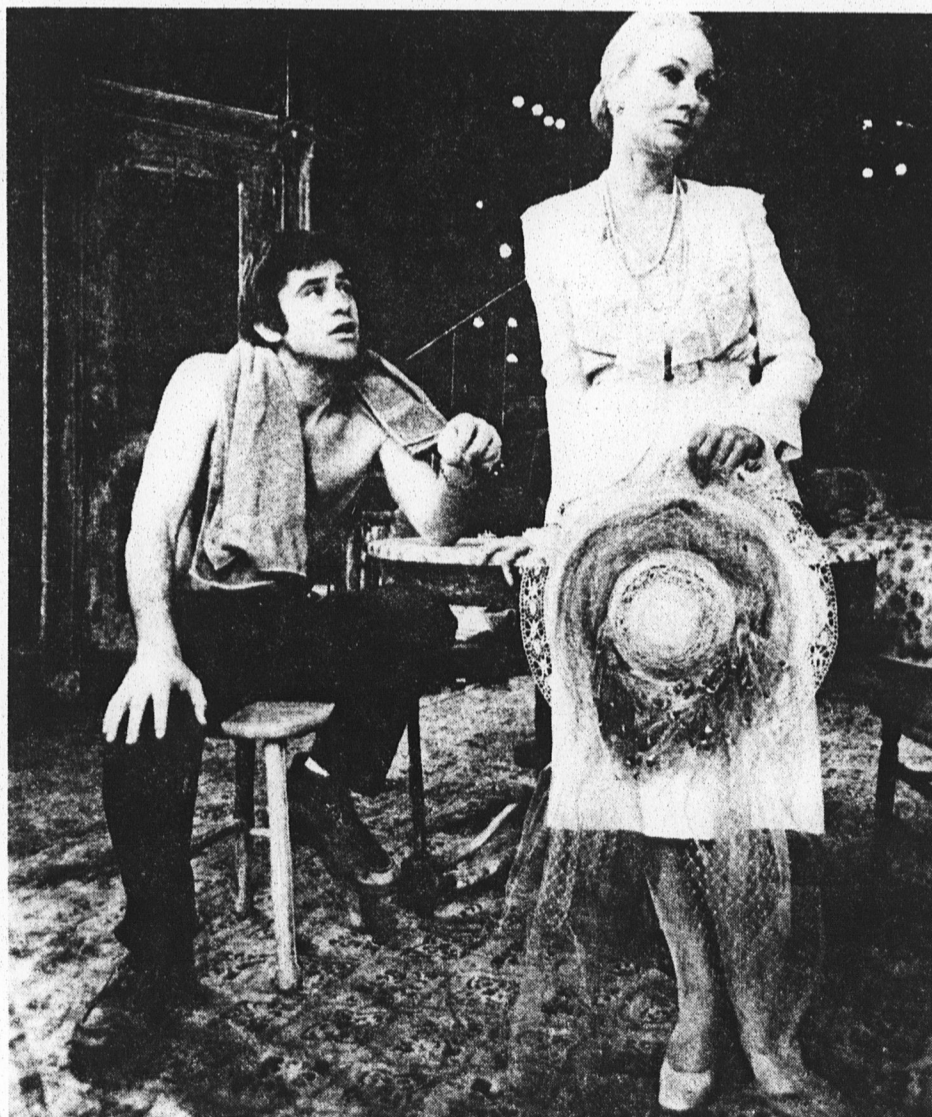
# TENNESSEE WILLIAMS' A STREETCAR NAMED DESIRE

fallen far enough. This and my displeasure with Philip Bosco's rise from passivity to anger are only very minor quibblings. Indeed, his Mitch might well become the definitive one. It is the best performance of Mr. Bosco's career.

Patricia Conolly brings much life to the character of Stella and James Farentino

fares pretty well as Stanley, even when one compares his performance to Marlon Brando's.

*A Streetcar Named Desire* is indeed a masterpiece and it has been directed by a master. This is a wonderful farewell to Jules Irving in what has been the best season ever at Lincoln Center.



Rosemary Harris and James Farentino, Blanche and Stanley

## The Staten Island Art Experience

by Q. J.

The main problem with criticism of young artists is their defiance and general caustic attitude that permeates the lack of truisitic cohesion and remorseless in-trepititude. Firstly is the wonderful knook known as the Rich. Art Collective. There is my heart still beating fervid and strong. The show entitled "Untitled" expounded on themes of Revolution, Dissent and Coffee Table. Reminiscent of a week at Woodstock before the hippy-dippy-druggy-bugger. I can only wonder out loud "who symmetry has gone the way of no-no-naughty-marieta." Then again how wonderful life could be if the wonderfulness of the entire affair could be shared with the world in toto. But don't take this as an invitation which it is not for the collective doesn't bespeak simple ontologic second guessing. With all this talk of political corruption and me being a capricorn I chose a mundane bloody Monday to visit the showing.

I can't again see the truth in theatrical terms either.

What the show has done for me is take art down a peg to populistic atrophe. This makes me mad. Quoting the betters is the easy way to make a point so I'll choose the easy way like they did and keep the conversation on the artsy fartsy level of quaalude hungry frongs. Don't they understand that five cents away the world is making art in the street and subway of Proust's truth? When you know who died the world crumbled for me in the mirror. They didn't help the memory either. The amount of conscience contained on one canvas still makes me horny...but for truth-truth-truth-truth. As I said to Andy on Wednesday last over oil at the baths (thank God Bette wasn't around—she reeks of Vegas)—What's new? But that's my point (canseemtoattitude on his face) he replied for an hour and a half what was new. You my brother can't find out here.

Who is Q. J.?

Q.J. was the resident art critic of the Yankee in Maine. From there she went on to review the works of Randy J. Marshall in London's Portobello Road, for her newest book "Keeping It Up—Getting It In." (Ravage Press). Queeny's other books include "The Grit Seller, A Sexual Fantasy of the Arts," "The Homosexual Review of the Painters," "A New View—The Pentagon in the Closet," and her last work "Ants in the Pants of Us All." All of the titles on Ravage Press.

## Cinematic Seminars

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Ted Perry and Bill Sloan: TEACHING  
YOUNG FILMMAKERS with Rodger  
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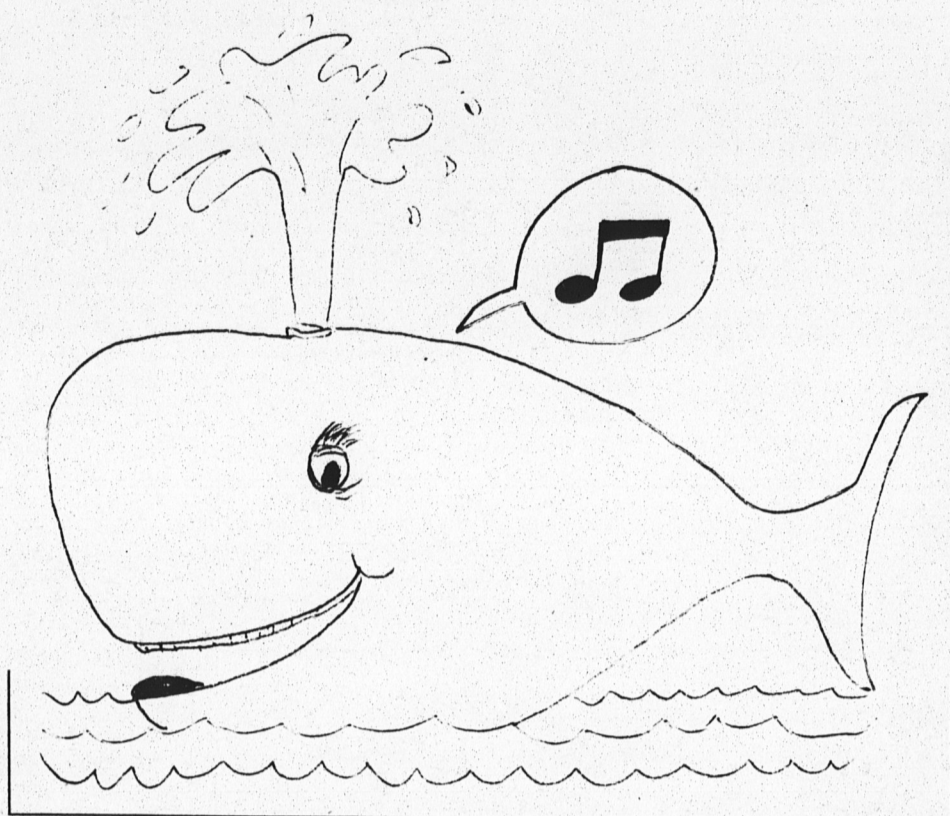
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# "That Darn Whale"



by Vincent Campy  
(as told to David Moseder)

Once again, Walt Dismal Studios have come up with a warm-hearted, uproarious comedy guaranteed to delight even the youngest members of the family. This latest Dismal smash is a musical-comedy adaptation of *Moby Dick* engagingly entitled "That Darn Whale."

The hilarity begins when two fishing cronies inadvertently sign aboard a whaling ship commanded by Captain Ahab, a nutty seafarer played by Joe Flynn. The two errant anglers, Ishmael Olsen and Queequeg Johnson (played by Dean Jones and Fred MacMurray, respectively) become involved in a rib-tickling series of events which should have even the most sedate viewers rolling in the aisles.

There is plenty of good wholesome slapstick here, most of it revolving around Flynn. In one memorable scene, MacMurray and Jones are grudgingly swabbing the decks when Flynn approaches them angrily. In one fast, furious and fun-filled flurry, Flynn slips on a bar of soap, steps in a bucket of water as he's getting up and promptly gets his face slobbered with a wet mop, courtesy of Dean Jones. (The next scene, featuring Jones and MacMurray in the ship's brig, is too hilarious for words!)

In addition to the laugh-a-minute sight gags, there are enough side-splitting one-liners to keep the audience in stitches for a long time to come. For example, when a shanghai'd surfer (played by Tommy Kirk) tells our reluctant whalers "The Captain is mad, you know," Jones replies "Well, he can't be mad at us, he doesn't even know us." Later when MacMurray asks Flynn why he's "so disgruntled," Flynn counters with "Of course I'm disgruntled. What is there for me to be grunted about."

The musical numbers in "That Darn Whale" are no less impressive, particularly "Moby's Song" (with Annette Funicello providing the singing voice of Moby Dick). And when Joe Flynn sings "I'm Captain Ahab" (with music appropriately "borrowed" from Gilbert and Sullivan's "H.M.S. Pinnacore") one can't help but admire the late genius of Walt Dismal. The first verse goes like this:

"I'm Captain Ahab of the ship Pequod,  
... And I give the orders 'cause I think I'm God

So cut that job and trim that sail  
We're going out a-hunting for the Great White Whale."

This number is enhanced by an endearing chorus line of animated fish.

And speaking of animation, the cartoon sequences in this movie stand out above all the rest. When the Pequod (played by James MacArthur) is nearly capsized, Jones and MacMurray fall overboard and are swallowed up by Moby Dick. One inside the

mighty whale's stomach, they encounter a kindly old wood carver and his talking marionette (voices by Sterling Holloway and Kurt Russell, respectively).

This charming combination of forties nostalgia and clever special effects is certainly enthralling, though it cannot compare with the film's final sequence in which Joe Flynn as Ahab gets his foot tangled up in a harpoon rope, and is seen "flying" through the air, frantically screaming out a colorful stream of cute canards. When the harpoon "hits home," so does Flynn, for here he wakes up and realizes that he was only dreaming.

I heartily recommend "That Darn Whale" as yet another delightful family entertainment masterpiece from the genius of Walt Dismal, which should net him another posthumous Oscar. This is certainly one "whale" of a movie! Go see it at a theater near you!!

# MOVIE OF THE WEEK — THEATRE OF BLOOD —



**Theatre of Blood**—that rare exception in its genre, a horror movie with class. In this day and age of black exploitation, sexploitation and the like, it is indeed gratifying to find that style, intelligence, and wit have returned to the action medium. Only the British could have done it.

Heading the top-notch cast are Vincent Price (who else) as an overly ambitious Shakespearean actor and Diana Rigg (a real-life Shakespearean actress better known to Americans as the woman in *The Avengers*) as his daughter.

Price's ambition is to murder all of the London drama critics because they have not awarded him the best actor prize.

He proceeds to kill them, one by one, using the Bard as inspiration. Beginning with *Julius Caesar* and proceeding to such gory charmers as *Romeo and Juliet* and *The Merchant of Venice* (whose pound of flesh scene is given a new delightful twist), the demented actor erases his victims in ways that parallel the deaths in the plays. Director Douglas Hickok has had the good sense to have casted some of the finest British actors of stage and screen as the critics. Robert Morley, Coral Browne, Robert Coote, Jack Hawkins, Harry Andrews, Michael Hordern, and Ian Hendry are the members of this decidedly decreasing lot.

## archy corner

notes from archy

boss you gotta change this ribbon before the ink dries up entirely damn it who set such narrow margins on this infernal machine

you know the electric typewriter is a great boon to those of us who type with our heads or to coin a phrase it makes it easier for me type off the top of my head

ive just been signed by paranoid pictures as technical consultant for the movie version of franz kafka s the metamorphosis ha ha

well i d better scam before that big spider pops in on me again not that i m afraid of him mind you but he sponges off what meager pickings i get around here by the way your last issue was delicious and last time the big lummoX who calls himself lotan ate all of my library paste

so long for now boss caveat emptor and all that fancy journalistic mumbo jumbo

archy

the great imposter

hey boss what s with this poem i seen in the last issue with my name on it huh

i didn t write that and i think that public should know that it has been bilked i d like to get down to the bottom of this and find out who has been committing this foul deed that s plajorism or something ain t it boss

anyway i suspect that lotan character again mehitabel says she saw him hanging around the oak room and the registrar s office

please get rid of this imposter boss for the sake of your integrity as a newspaper and mine as a poet laureate

oh yeah thank you for that piece of shrimp roll you left here last night sayonara

archy

pee ess

about that cartoon in your last issue which was supposed to depict me making an indecent exit from the mayfair bar and grill the mayfair came out ha ha all right but i was the victim of artistic injustice which leads me to the great question boss whatever happened to george herriman

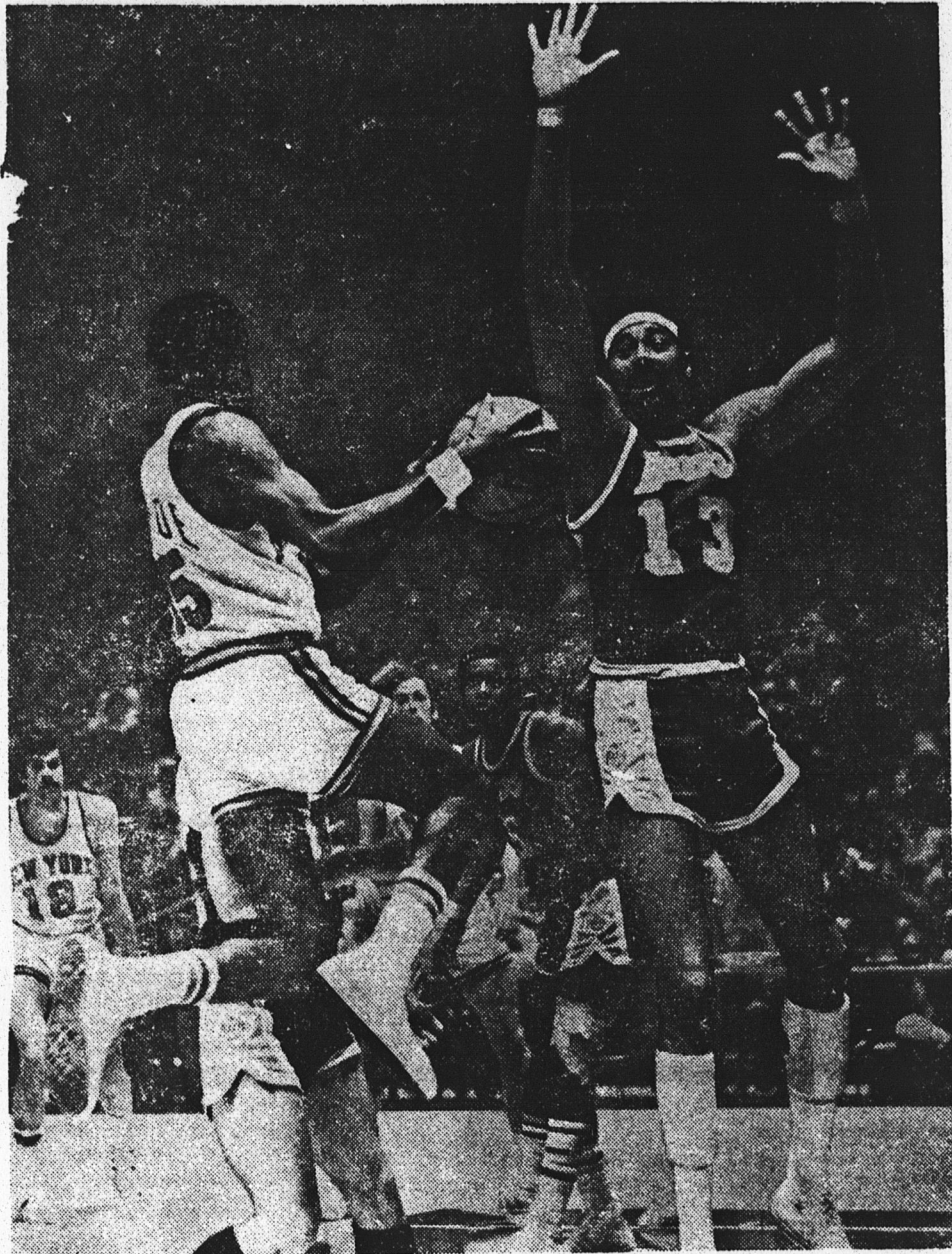
archy





## Ira's Corner

# FREE MET TICKETS GIVEN TO QUIZ WINNER, JOE SAPIENZA



by Ira D. Grodin

The winner in the first Richmond Times Sports Quiz is Joe Sapienza who answered all 10 questions correctly. Joe wins two tickets to the Met game of his choice. The following people answered 9 correctly: Lenny Loeb, Steve Finkelstein, Allan Seftel, Emile Grodin and Rose Cohen. We thank them and all the others who participated in the contest. Here are the correct answers: 1) Y.A. Tittle, playing for the New York Giants, threw for seven touchdowns in one game against Washington in 1962. Joe Kapp was the last to do it against Baltimore in 1969. 2) In 1966 Kansas City Chiefs beat Buffalo 31-7 and in so doing won the last A.F.L. title prior to the Super Bowl. 3) Don Maynard broke Ray Berry's all time pass receiving record. 4) Dick Williams is the only American League manager to win the pennant with two teams—Boston in 1967 and Oakland in 1972. 5) Bill Stoneman pitched a no hitter against the Mets, Oct. 2, 1972, and also pitched a no hitter against the Phils in 1969. Both games had the same score, 7-0. 6) Vida Blue was the winning pitcher in the 1971 All-Star game. 7) Vic Hadfield was originally a Chicago Black Hawk. 8) The Ranger defenseman Dale Rolfe is known as the Goat. 9) In his 13th season, which started with Minneapolis, Dick Barnett leads all Knicks scores in career points. 10) Jerry Lucas has more rebounds than any other Knick.

The New York sport story is the N.B.A. finals between Los Angeles and New York. The teams rely on excellent defense but differ on offense style quite a bit. The Knicks made the saying "hit the open man" famous. They rely on all five starters to score. At press time Knicks play off scoring average is Frazier 22, Monroe 16,

DeBusschere 15, Bradley 13, and Reed 11. In each game someone different is the high scorer for the Knicks. The Lakers depend on West, McMillian and Goodrich to score. It is seldom that any other player scores more than 20 points for the Lakers. The reason the Lakers can do this is because West, McMillian and Goodrich are excellent shooters who seldom have bad games. During the first three games only Goodrich had a poor performance in game 2. There is another Laker by the name of Chamberlain who usually sets the stage offensively and defensively for the Lakers.

When the Knicks are playing well, watch for Bradley to be open often and for DeBusschere to rebound well. The Lakers need to have strong defense work from Bridges, and Goodrich must stay hot.

Another basketball series is going on, this one between the U.S.S.R. and the U.S. Everyone remembers the Olympics and the Russian victory in the final seconds. The Russian National team is here to play eight games across the country. The series stands at three victories for the U.S. and 1 for the U.S.S.R. These meetings also have had controversy surrounding them. The Russians claim that the U.S. is playing dirty, while the U.S. claims Russia is the one playing dirty. These games are being played under international rules which differ from collegiate rules. There is a 30 second clock and referees seem to look at fouls differently than Americans are used to. In college basketball there is more use of the elbows and less body contact. The Russians, however, use their whole body while rebounding. Throughout the series as soon as an elbow is raised, a foul is immediately called. When rebounding, the Russians have often collided with the Americans, which under collegiate rules is a foul but has not

been called during these games. In game 4 there were 88 fouls called with 10 players fouling out.

Even though the Rangers lost, and many New Yorkers have forgotten hockey, there are the finals being played. Chicago is playing Montreal and is behind 3 to 1. The Canadians took the opening two games in Montreal and split the next two with Chicago at Chicago. Leading goal scorer is Yvan Cournoyer with 13 goals throughout the playoffs, which started in April. Chicago has been hit by injuries with Mikta and Pit Martin playing while hurt and Keith Magnuson still out with a broken jaw.

Grodins Gems...The baseball season has had its first no hitter by Busby of Kansas City who pitched against the Tigers. His next outing went 5 1/3 innings before allowing a hit...Henry Aaron is leading the majors in homeruns and is only 34 away from Babe Ruth's 714 career homeruns...The Mets are off to a poor start, playing

less than .500 ball. Tom Seaver has pitched well but in 3 games the Mets have not scored more than 1 run for him...The Yankees have started off poorly, which is representative of the American League Eastern division, with no team playing over .500 baseball...Willie Mays turned 42 on May 7th, and we hate to say it, but it looks as though he should hang it up. It hurts to see him with only 4 hits and no home runs...The World Hockey Association has finished its first season with New England as the champs. They beat Winnipeg and Bobby Hull 4 games to 1. We can look for another summer of NHL players being signed by the WHA for unreal salaries...In the ABA the Pacers and Kentucky are tied 2 games a piece in a rough series which has seen one fist fight already...Muhammed Ali has signed to fight Norton in a re-match in four months. Who would ever think that Ali would be re-matching a man that was so unknown two months ago. A loss by Ali could end his drawing ability, if not his career.



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