

RICHMOND TIMES

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Richmond College of the City University of New York

Tuesday, May 27, 1969

Schueler Inducted At SICC Ceremony

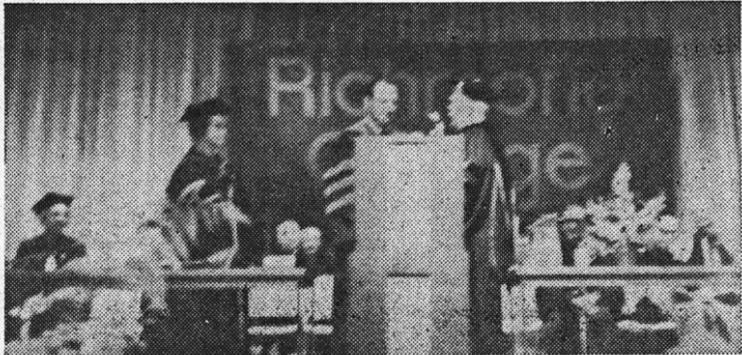
On Friday, May 9, Dr. Herbert Schueler was formerly inducted as President of Richmond College in the auditorium of Staten Island Community College. The ceremony was presided over by Arleigh B. Williamson, Chairman of the Richmond College Committee of the Board of Higher Education.

Among those of the Richmond Community who presented speeches were Prof. Geraint N. D. Evans, Secretary of the Faculties and Robert Arrindale, Chairman of the Student Council. The Inauguration Address of the President is printed below.

The Inauguration proceeded quietly, although rumors of disruption

by radicals circulated up to the time of the event. One radical student reported that they had voted at the last minute not to disrupt. During the playing of the National Anthem, when everyone else was standing, a group of black students stood with clenched fists overhead and heads bowed. The radical students remained seated during the Anthem.

After the Inauguration, a catered reception was held in Richmond's cafeteria. Food and drinks helped to create an atmosphere in which relating on a personal rather than hierarchical level was much enhanced.



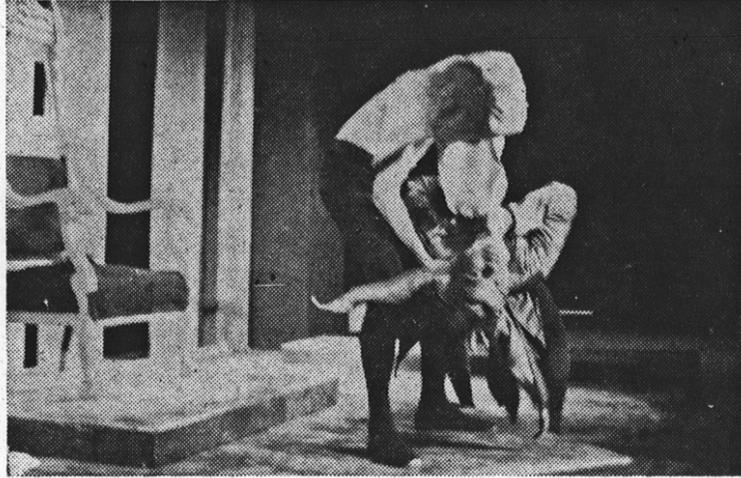
Arleigh B. Williamson (right) Inaugurates Herbert Schueler.

The Moral Position Of The University

By HERBERT SCHUELER

Several generations ago, an American philosopher said: "—if we once start thinking, no one can guarantee where we shall come out, except that many objects, ends, and institutions are doomed. Every thinker puts some portion of an apparently stable world in peril and no one can wholly predict what will emerge in its place." Since John Dewey wrote these words, we have indeed seen the doom of many objects, ends, and institutions. And a once reasonably stable world has indeed been in continual peril to such a desperate extent that we have seen a century approach its three-quarter mark with the unenviable record of never having known a single year of universal peace, a single year without somewhere a violent confrontation between peoples, a single year without that antithesis of life, war. Was it the process of thinking that brought this about? Certainly not in the Deweyan sense. For thought and intelligence to him were inextricably intertwined with morality; for him, the noblest object of intellect was the attainment of the greatest good for the greatest number. Instead, we have managed to squander a significant proportion of the greatest development of intelligence the world has ever known toward ends that destroy rather than build, degrade rather than ennoble, squander rather than preserve, pollute rather than purify. The development of knowledge, particularly in the natural sciences, is progressing at a geometric rate, to the extent that this century alone will far surpass in its discovery the accumulated knowledge of past recorded time. To what end? We will have extended the life span close to the century mark, but made up for it, a la Malthus, by developing infallibly devastating means to kill more in shorter time than mankind has ever dreamed of before. We are conquering diseases, one after the other, but have made little progress in conquering the one universal killer that needs no medicine, no surgery to cure, only food. In spite of our unprecedented development of science, we have managed to allow one half of the world to starve, while the other half suffers from obesity and over-indulgence. We have made the world small and intimate through rapid communications and transportation, but this intimacy and smallness does not seem to have resulted in greater understanding. The fact that man, in an incredible application of intelligence, has made it possible to span continents in hours rather than days, to girdle the globe in days rather than months and even years, is of little moral moment, and certainly has not brought peoples who are now close in time any closer in spirit. Ironically, this boon came about as an offshot, almost an afterthought from the need to develop swift and massive airpower to deliver bombs on the enemy. Thus from the need to destroy there evolved

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John Hart strangles Tony Gomez in "escorial"

Theatre 81's Spring Production Applauded

By CHARLES RUBENSTEIN

When I found myself beset with the task of reviewing the latest Theatre 81 Production, I felt that I would go see my friends and classmates do their own thing and write up a flowery review just because it's our own Theatre 81.

Much to my delight, the plays were both magnificent, the acting superb and the direction most amiable.

The first play, *Escorial*, by Michel de Ghelderode was a tragedy concerned with the psychological interface between a King and his Jester. It was something that Edgar A. Poe might have written as a reflection on Shakespearean Tragedies. In the play we find a murderous king and his grief stricken, love struck fool involved in a chain of events which smack of irony and sarcasm. We first meet the King on his simple stage-throne nervously regarding the howling of dogs in the night. He has already poisoned the Queen, although we are not aware of it at the time, and we view his reaction to the baying dogs and the threat of ringing bells as quite unusual for a man in mourning for the pending death of his wife. He seems like quite a neurotic fellow who, in retrospect, has much more than merely the baying of dogs in his mind. To ease his lot he calls for his jester Folia. Folia is grieved over the now dead Queen whom he loved. He is to restore the King's spirits and yet even at this time we suspect Folia knows the King poisoned the Queen. He explains his reason for walking behind the king to be revenge, "I am trampling your shadow." Later, in an impromptu jest he calls the King a fool being ridiculed by the townspeople and made their King. Folia has now gone almost beyond returning and attempts to strangle the King.

The King, no doubt by now contemplating his Jester's demise, decides to carry the jest to its logical conclusion. He voluntarily changes places with Folia and begins to act as Jester told him. Folia, the "King" demands to be entertained and receives his "Jester's" confession of poisoning the Queens out or jealously for the "King's" love. The true King has told his story and weary of the farce, orders Folia to resume his true role. The King has Folia put to death as we watch and then with a sinister

laugh goes off to join the funeral procession leaving a dead Folia center stage.

The play's characters were as magnificent as they were grotesque. Professor Hinz, as the King, was inseparable from his part in stature and manner. Both as King and pseudo-Fool, Hinz was expert, with great effectiveness and appropriate pacing. Much the same comments are extended to Antonio Gomez, Jr., who handled the part of a love torn, malformed fool with great ease. I feel that we shall see more of him in future Theatre 81 productions.

The direction of Jack Smith, as well as the simplicity of the stage and stage props, enabled the performers to flow freely in form as well as speech with unerring pacing.

An Intermission between the two acts allowed for an opportunity to view the cooperative efforts of the production crew. Their efficiency.

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BHE Checks Itself Out

The Board of Higher Education made a far-reaching move toward sharing its powers over governance of The City University of New York's colleges. The proposals call for representatives of faculty, student, alumni and community bodies to participate in the new university structure.

The Board adopted three resolutions as part of a comprehensive statement on "The Restructuring of Governance at City University," which,

—approve the council of overseers concept,

—invite faculty-student-administration initiative for replacing existing university-wide Board by-laws, covering organization and duties of faculty and faculty departments, with new by-laws applicable to each CUNY college,

—establish two university commissions to review university governance and CUNY admissions policy.

The council of overseers proposal was contained in the report of a special committee of the Board chaired by former U.S. Education Commissioner Francis Keppel, vice chairman of the Board. Other members of the special committee were David I. Oshe, Frederick Burkhardt and Board Chairman Porter R. Chandler.

The councils, according to the Keppel Committee Report, would initially serve as college committees of the Board of Higher Education with the responsibility for advising each college president on all matters relating to administration of his institution, and for recommending resolutions which would come before the Board for action.

Legally the Board cannot delegate its powers and authorities to another group or individual. However, the Keppel Report calls for a demonstration period during which the councils, acting as Board advisory committee, could demonstrate

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Conservative Group's Charter Reinstated

On April 30, the Students for Richmond appeared at the Faculty-Student Grievance Committee to appeal the revocation of their charter by the Inter-Club Activities Council (ICAC). The Grievance Committee

did not rule on whether the charges brought against the Students for Richmond were valid or not, but instead found a violation of due process on the part of ICAC, which would invalidate the charter revocation.

The Committee maintained that on April 14, when the original charges against SR were made, their charter was suspended without the opportunity to present their witnesses. "The suspension of the charter without the presentation of both sides of the argument can be construed as a pre-judgment of guilt and therefore a violation of due process," the Committee commented. It is important to note that the Committee did not rule on the guilt or innocence of SR

that lead to the charter revocation, but only on a procedural violation that occurred a week before when the charter was temporarily suspended, pending a full hearing.

The Grievance Committee then proceeded to make two recommendations to ICAC: 1, that the SR charter be reinstated, and, 2, that ICAC formulate by-laws.

At the May 19 meeting of ICAC, the Students for Richmond charter was re-instated.

One of the ironies of the whole situation is that Russ Rueger, (Editor of the Times and Grievance Committee member) who brought the charges against the Students for Richmond, which led to the charter loss, detected and worded the due process violation.

Bingham Criticizes Defense Spending — Few Hear Him

By JIM GAFFEY

On Friday, May 2nd, Congressman Jonathan Bingham spoke against defense spending in general and the A.B.M. in particular. While he fervently spoke for a review of spending and for monies to be poured into vast domestic ills, I had an opportunity to take a head count of the people who had come to listen to a man who had chosen to fight the establishment from within. The crowd totaled 21 — seven of which were students.

As I was well familiar with what he was about to say, I could not help but allow my mind to wander back to October, 1967, when thousands of committee college students pitted themselves against the supreme might of the Pentagon. That peace march was to mark the way for a coming year of almost total involvement, during which many heads were broken and many dreams beaten down by night sticks. They, the students, went to New Hampshire and went door to door while keeping the pressure on "the big fool" until they forced him out of the action on March 31st, the day he abdicated. By this time some of Norman Mailer's "Armies of the Night" were following the Presidential quest of Bobby Kennedy. There were many blacks with Kennedy and they, above everyone else, knew what '68 meant. Little did they know that they were to gain a martyr, a black prophet, Martin Luther King, who would die fighting for garbage men in Memphis. The young and the poor wanted to help Bobby chase Hum-dee-dumpty's "ass all over the country," but when he hit that damn floor in that damn kitchen it was left to Sen. McCarthy to carry the torch that had fallen from three assassin victims in the last five years.

Then it was time for the "Armies" to move into Chicago and to be again beaten down in the bloodbath at Lincoln Park — Sen. McCarthy lost and his disciples were beaten in their rooms. There was nothing to do then but hold one's breath, but the long march was over, Richard Milhouse Nixon was the President of the United States and eight years of building was washed away.

The "ardies" are now all over the states, if not Canada or jail, but I wonder if any of them came to Richmond College. Here are our share of the "Armies of the Night?" There may be a few in the commune whose only real experiment in commitment was in the support of Russ Rieger against a still pending bogus possession charge. Do the movers of Richmond think that D.C. is that far away or that impregnable because "Tricky Dick is in the oval room. We must start anew, right from the first step as though 1968 did not even happen, while always remembering that it did. We must fight for a better understanding of the priorities and make our own list known. Arguing and winning against a President is a possibility, we have found. There is so much to be done and so much an administration can be forced to do. The disconcerting thing about the Nixon Administration is that its priorities of the first 100 days are shaping up to be precisely what cynics said they would be: militarist, chauvinist and elitist. Hence, the emphasis on new defense systems, like the A.B.M., but this does not seem to trouble our student body, especially the ones with



Con. Jonathan Bingham

the Richmond pins that they wish were badges or those who, in the words of Prof. Sandi Cooper are, "very worried where their belly button is" and leaving the gate of resistance to bad legislation wide open. It may be easy to talk in generalities of power to the people and control of institutions which govern our existence or in fact the manifesto, but when you see the cost of keeping one infantryman in Vietnam for one year is set at approximately, \$42,000 on the other hand 16,000 deaths last year in the country of causes directly traced to poverty. It makes wonder whether students should spend all their spare time with the development of the commune or playing big boy roles in the student government. They should go out and join a group tutoring a kid in Harlem (ex. - Revitalization Corps - 924-5980) or join a political action group and work up some sweat. Maybe we can get the clown impeached or at least force him to run for cover, but for God's sake lets not come up impotent against his "armies." It must be remembered that "each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope and, crossing each other from a million different centers of energy and daring, these ripples build a current that can sweep down the mightiest walls of oppression and resistance" (Robert F. Kennedy).

Scholarship Luncheon

Academic excellence at The City University of New York was in the spotlight (5/14/69) as Chancellor Albert H. Bowker honored 40 graduates of the senior colleges who had won national competitive graduate fellowships and scholarships for advanced study and 8 winners of the Dr. Jonas E. Salk scholarships for medical study. They will attend the Chancellor's Scholarship Luncheon at the Hotel Plaza.

Sharing the limelight with the cream of the academic crop were top ranking juniors from the City's sixty public academic high schools invited by the Chancellor to stimulate their interest in further academic excellence.

The students were addressed by Gerard Piel, publisher of *Scientific American*.

Summer Registration

Nota Bene:

Students reporting before their scheduled time may not register until all students in the preceding groups have been taken care of. Students who are unable to report at their scheduled time may report at any subsequent hour that regular (i.e., not late) registration is being held.

Priority Registration Dates for Graduate and Undergraduate Students

MAY 22: 11 AM-7 PM—August Graduates
MAY 23: 11 AM-5 PM—January 1970 Graduates
MAY 26: 11 AM-7 PM— " " "
May 27-129: 11 AM-1PM—All Richmond College Matriculants

Additional Registration Dates

Undergraduates: Thursday, June 19

Richmond College Matriculants and CUNY Permit Students

S-Z 1:00 PM
L-R 1:15 PM
E-K 1:30 PM
A-D 1:45 PM

Non-Matriculated Students and Visiting Students

U-Z 2:00 PM
S-T 2:15 PM
P-R 2:30 PM
L-O 2:45 PM
H-K 3:00 PM
E-G 3:15 PM
A-B 3:45 PM

Any of the Above Not Yet Registered

A-Z 6:00-7:00 PM

Graduates: Thursday, June 26

Richmond College Matriculants and CUNY Permit Students

S-Z 4:00 PM
L-R 4:15 PM
E-K 4:30 PM
A-D 4:45 PM

Non-Matriculated Students and Visiting Students

U-Z 5:00 PM
S-T 5:15 PM
P-R 5:30 PM
L-O 5:45 PM
H-K 6:00 PM
E-G 6:15 PM
C-D 6:30 PM
A-B 6:45 PM

Registration Procedure:

1. Obtain PROGRAM OF STUDY from in DIVISIONAL offices.
2. Secure your Adviser's approval of your program. Be sure to indicate alternate courses to avoid repeating registration should your first choice of classes already be filled.
3. Proceed to registration area on 5th floor or elsewhere as posted.

Financial News Student Life Committee

By MARIA CORSARO

Roger Nelson, Director of Student Activities, has stated the New York State cuts in the CUNY Budget will not affect student loans, grants and it is dubious that they will affect the work-study program. Eighty per cent of the salary for students on work study is federally funded and the remaining twenty per cent is payed by the city. It is only this twenty per cent that may be affected by the budget cuts.

The Student Employment Program for which all of the student's salary is out of city funds may be effected by the budget cuts. But if the student funds are cut there is a chance that more finance may be made available through the federal program. It is almost impossible to say at this time what exactly will or will not be effected by the budget cuts.

Dr. Brooks, Director of Summer Session, said that the fact that we are having a summer session will not put a drain on the budget next year. Each division has cut down on the courses that will be offered this summer so that they will not be forced to take money away from their Personnel Budget.

Also of relevance to students is that interest rate of the Higher Education Assistance Corporation Program has been raised from three per cent to seven per cent a year. This is a state fund that makes loans available to middle class students who do not qualify for National Defense loans that mainly serve the lower economic classes.

The Student Life Committee viewed with concern the election arrangements of the Student Government which effectively disenfranchise 40% of the student body and would perpetuate a government structure in which all participants have at least two positions to fill, and requested that they seriously reconsider these arrangements.

Speaking for the Student Council, Mr. Russek reported that the Council had not been able to consider the Committee's statement before the establishment of election procedures. Further, the few members who bore the heaviest share of the work of arranging for the elections believed that spring elections were necessary to guarantee continuity over the summer and a fast start at the beginning of the fall semester. If elections were deferred until the fall there would be no functioning student government until mid semester.

The Student Life Committee recommends to the Student Council that they respond to the provisions of their charter calling for a constitutional convention early in the fall and that a new election be held under that constitution as early as practicable in the fall, with the understanding that the Student Government elected this spring would be a caretaker government in the interim.

FILMS Of Chaos

By JIM BUECHLER

Two films on the chaos and hysteria of last August's Democratic National Convention were shown April 23 in the Social Change Commune, and then again in Brian Sherman's Urban Sociology course.

The Season's Change, made by Documentary Interlock, Inc. (possibly connected with the American Civil Liberties Union) depicted the massive police clearing of the streets and parks and disturbances inside the Convention Hall, as well as regular photo coverage and special interviews with demonstrators, convention delegates and Chicago government officials.

Inside the Hall, the delegates from Wisconsin announced that the other delegates might not be aware that "thousands of young people are being beaten on the streets", and therefore the Convention be suspended for two weeks and relocated. Amid the roar of many outraged delegates, could be heard the voice of the presiding officer stating that he did not recognize such a motion. On the streets medics were interviewed who said they were struck by police as they were tending injured demonstrators.

The Season's Change closed on a note of implied solidarity by a young girl: "The older people talk hatefully about the nigger living down the street . . . they cheat on their income tax . . . they're part of the system that our generation doesn't want to be involved in."

The second film, shown on only about 5 stations around the country, was entitled Official Statement of YIP. YIP is Youth International Party which was founded at a New York's Eve party, December 31, 1967, as an answer to the Democratic Party's upcoming national convention. YIP founders Abbie Hoffman, Paul Krassner and others tried unsuccessfully to obtain permits to hold rallies in Lincoln Park, termed a "Festival of Life." And the Yippies named their own candidates, Pegasus, who was a pig. Their closing message was a reminder that they will be in Washington for the Inauguration.

History MA Initiated

The program leading to the MA in History will begin its operation in the Fall semester. Present undergraduates and those in other graduate studies are both eligible to apply. The program will stress individual tuition and will have some features not present elsewhere in CUNY. One of these is the possibility of combining academic studies in the history of Early America with a brief "apprenticeship" in restoration work at the local Richmondtown restoration.

The degree will require a reading knowledge of a foreign language and the passing of comprehensive examination in a major and a minor field, chosen by the student in consultation with his principal adviser. Or the thirty credits needed to complete the program six will be awarded for a satisfactory thesis. Students may pick up brochures giving additional information at the Division of Social Science. Professors Charles Hirschfeld or Geraint Evans will be happy to answer any further questions.

Financial Aid Report

In November of each year, Richmond completes an application for federal funds to be distributed as student financial aid the following academic year. As the chart below indicates, the money that Richmond College eventually received from the government was much less than the amount requested.

In last November's application, we detailed Richmond's special situation as an upper division transfer college where some 25% of the student body comes from families with less than \$6,000 annual income. Of our black and Puerto Rican students (who compose 10% of the student body) we mentioned that 65% are from families with less than \$6,000 income. It was also pointed out that the students are, on the average, older than those of our sister institutions and more inclined to live apart and to be financially independent of their families.

Another important reason for Richmond's receiving adequate funding concerns its upper division status. Students who receive Educational Opportunity Grants at other schools enrolling here are entitled by law to have their grants continued — at least at the same level as in the community college. To do so, Richmond needs to be funded at an average-per-student level not lower than that of our feeder community colleges.

The chart below summarizes the dilemma in which we find ourselves. Despite our care in preparing the application, anticipating a state-wide cut of 30-53% and a strong appeal, we were distressed to be cut even more by H.E.W. in Washington.

In summary, our Educational Opportunity Grant program will not be affected greatly, but our National Defense Student Loans will be limited since a large part of the total loan program will be needed to match the Educational Opportunity Grants. (a federal requirement). The Work-Study program will be increased over this year, but limited in comparison with our increased enrollment for 69-70.

	1968-69 Received
National Defense Student Loan	\$17,756
Educational Opportunity Grant	16,040
Work-Study (employment)	26,096
Total	\$59,892

	1969-70			% Request Actually Received
	Requested	Reduced Allocation by Regional Panel	Allocation of Education (money actually received)	
National Defense Student Loan	\$ 87,674	\$ 56,880	\$ 31,417	36%
Educational Opportunity Grant	83,430	83,430	67,642	81%
Work-Study (employment)	100,321	50,000	36,490	36%
Totals	\$271,525	\$190,310	\$135,549	50%

"The Restructuring Of Governance At CUNY"

CUNY — The Board of Higher Education made a far-reaching move toward sharing its powers over governance of the University. The proposals, made two weeks ago, call for representatives of faculty, student, alumni and community bodies to participate in the university structure.

The Board adopted three resolutions as part of a comprehensive statement on "The Restructuring of Governance at City University," which,

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ing each college president on all matters relating to administration of his institution, and for recommending resolutions which would come before the Board for action.

Legally the Board cannot delegate its power and authorities to another group or individual. However, the Keppel Report calls for a demonstration period during which the councils, acting as Board advisory committees, could demonstrate their worth. If they prove effective, the Board would then submit amendments to the State Education Law which would have to be acted upon by the Legislature and Governor.

The time sequence involved in the transition would require the newly-authorized Commission on University Governance to be appointed, from nominations submitted by July 1, and the Commission to submit its report and recommendations to the Board by October 1. Following Board action on that submission, the councils would be named on individual campuses. Based on a trial advisory operation, the Board would be prepared to offer recommendations to the Legislature at its 1971 session.

The commissions on University Admissions and on University Governance, are mandated to conduct a broad review of University policy and/or structure in their subject area and to submit a report and recommendations to the Board no later than October 1, 1969.

Graduation Ceremonies Should Be Aesthetic Bacchanal

By WITT HALLE

As the first product of The Great and Noble Richmond College Experimental Curriculum and Community, the first graduating class is on the verge of having to drag itself through a morning of odious Me-

devil tradition. Not that tradition and ceremony are not often purposeful (sic), but there is something faintly putrid about watching students sit glass-eyed in moth-bitten caps and gowns (black and somber, of course); and there is something fully insane about listening to a Colonel Morton Pot Pie type descending from an acknowledged yet undefined pinnacle of intellectual authority to tell us of future time and past time: "I've known these students (pointing behind), these citizens, ever since this school began. They are fine people of high scholastic abilities who will take over your community, I mean, ahem, will add to the growth of your community. I say also that you must be fine parents — I know most of you — to have reared such bright, neatly clad . . . children . . . Now let me begin . . ." After the first thirty seconds of this fifty minute speech the realization comes to all present that the Colonel knows nothing of the students, the community, or the parents. This is no reflection on Arleigh B. Williamson, who is scheduled to speak; it is merely an example of almost any formal, mercenary speaker.

At present, graduation ceremonies are not for the benefit of students. They are for the hubris of parents, the propaganda of the administration, and the entertainment of the community. (The parents, it turns out, do not understand themselves: while they await the presentation to the masses of their own sons and/or daughters, everyone else is awaiting his own son and/or daughter. It is only natural. As a result, an auditorium packed with a few thousand people is actually an individualized vacuum created by an omnipresent Ego. (Nobody listens to any sound but the familiar.)

Like a Christian funeral, the ceremonies are mordantly solemn and, ipso facto, equally ridiculous. A good Christian believes in after-life yet joins in group tears when a fellow Christian dies. By rights, a funeral should celebrate — if you believe — the rise from La Foeces to El Dorado. Likewise, a graduation should be celebration, not ceremony. The only solemnity should be internal, derived from the horrendous thought that "I might be assimilated into this culture if I lose my idealistic conscience."

If Richmond College is experimental, its first graduation should befit this spirit, and if some people are worried about how to please the traditional groups, some creative procedures can be initiated. (They are, make no mistake, no more absurd than present procedures.)

1. Have a dinner party for the students in a large hall. If parents are interested in attending, build a balcony somewhere near the ceiling so they might watch; or hire a film crew to capture the students eating, drinking, and talking, and then play it back at a later date.

2. The administration may then incorporate the film into their own promotional film. They may also ask (or beg) hand-picked students to write a short treatise

vouching for the administration's benevolent, paternal spirit.

3. Near the end of the dinner party celebration, the students should begin to chant loudly some short, proper argot, two phrases perhaps, being spoken harmoniously even though their content might be antithetical. As the chant rises and stirs the emotions, the students should float out to the street, march through various communities, and thereby share this spirituality, proving that Richmond is not a Communistic and disruptive coterie but a basically religious and altruistic establishment.

A graduation day should and must exist for the students. They must not be the scenery which is allowed only one or two chances to speak. It should be a day on which a student remembers past events and people as they existed, not as they are disguised by costumes and pleonastic verbing. A person should dress as he has dressed before, act as he has acted before, and speak as he has spoken before. By acting out a scene arranged by some paternal or fraternal hierarchy is to negate one's individuality and, to a large extent, destroy the approximate reality of the past (if such a state exists). Graduation day severs over ninety per cent of a student's ties with friends or acquaintances. To see these people formalized and regimented at the last moment of objective existence seems unfair, callous, and undemocratic.

One proposal was to have the graduation in Clove Lakes Park. This outlet was denied by a city government worried about the uncleanness of a riot. The idea was then dropped immediately, yet it was a good one which could and should have been pursued. But most astoundingly, because of this one failure, all creativity has been forgotten.

I think the Clove Lakes proposal should be reviewed, and in the event that no public facility can be procured, a privately owned outdoor (preferably) or indoor area (without bolted seats) should be rented for the day. The following outline of activities should be given consideration:

1. Dress shall be based solely on a person's whim or on his unfettered two year appearance.

2. Parents, administration, and interested parties shall be invited to participate but not arrange or control the activities.

3. The day shall begin at 1:00 p.m. From 1:00 to 7:00 all shall merely exist with acquaintances in their own way and try to initiate new existences as their inhibitions will allow.

4. At 4:00 a buffet shall be set up. (Drinks shall have been present from the outset.)

5. At 7:00 the "formal" celebration shall begin. All participants shall sit on the ground or in chairs (if provided) and continue eating if they desire. Students who have previously stated the desire to make a three to five minute speech shall be given the opportunity. He may speak formally, informally, or play his favorite record and give its significance to him and to the audience. He may also lead a songfest, sing a solo, show a

movie, or do whatever he thinks expresses himself in terms of the celebration.

6. Two people (of any type) with opposing views about Richmond College and the graduating class, previously designated "formal" speakers, shall speak for no more than fifteen minutes.

7. Hopefully a group chant — as described earlier — shall be started.

8. Fireworks. At the very least, purge caps and gowns from existence (except, of course, for those who wish to be clad in them). It is imperative that Richmond College establish its own original graduation tradition, not in the spirit of a morgue but in the spirit of an aesthetic bacchanal.

School Picnic

On Saturday, May 17, 200 students took full advantage of eighty degrees weather for a picnic at Wolfes pond park, Huguenot, Staten Island. Hotdogs, hamburgers, soda and beer were plentiful and activities ranged from softball to the music of the Smith brothers.

For one spring day, the students of Richmond College found each other's company the most rewarding experience of the school year. A peaceful coexistence was attained among hippies, yuppies, conservatives and moderates. There was no bickering about politics, school grades or scores of games. Any differences that existed at the picnic were drowned in piles of food and drink. The teachers left their doctorates at home and joined in on the fun.

The blast was sponsored by the Richmond House Plan and the Sports Club. The House Plan is a newly organized group whose ambition is to bring some social life into the school. Judging from the response at Saturday's picnic, the school is willing to support that goal, Bob Valcich and Marvin Krakower, the respective presidents of the House Plan and Sports Club, were very pleased with the turnout and are optimistic about future blasts. Back to school affairs are being planned for September in an effort to show the incoming students that Richmond College is something more than an academic institution.

Again we would like to thank those who helped form and who participated in the picnic for their interest and their willingness to support a school affair that had no motives but to bring about a good time.

Gallagher Resigns

Buell G. Gallagher, who announced his resignation in early April as president of the City College of New York, made the resignation effective May 12. He had originally intended to remain at the strife-torn college until the end of the academic year. But, he said, "With the intrusion of politically motivated outside forces in recent days, it has become impossible to carry on the processes of reason and persuasion." Joseph J. Copeland, a professor of biology, was named acting president.

President Schueler's Inauguration Speech

(Continued from Page 1)

the ability to bring the continents closer. I must confess that I would have much preferred to wait a decade or two to cut the flying time from New York to Rome, if it meant a comparable delay in perfecting the ability to snuff out more lives speedily and efficiently. We seem to be able without serious challenge to marshal massive resources for waging war or defending against war (and what modern war isn't claimed to be defensive by all the antagonists?) But let us suggest the commitment of even a small fraction of these resources to combatting poverty, bigotry, and the myriad of other social and material problems in our society, then the going gets rough, and one is made to feel that one is squandering the national wealth on matters of lower priority. Let us admit the obvious, in our century we have learned more, accumulated more knowledge than in all those that came before. Are we better off? To be sure, some of us live far more comfortably than ever before. After all, we do have our plumb-ing, our pills, and our leisure — which does get to be somewhat boring when Sunday afternoon rolls around and there are only cultural programs on television. But not far down the street is the ghetto where leisure is not the boredom of surfeit, but the debilitating idleness brought on by lack of opportunity to engage in rewarding work. To be fair, one must admit that well-being is more pervasive than before, but one must also admit that the energy that has been expended to provide well-being for one segment of the population is far out of proportion to what has been expended on behalf of those who need it most. To be sure, there has always been plenty amid poverty, privilege amid deprivation, in measure sometimes far beyond what it is now. But remember, this is the century in which human intelligence, human achievement, the accumulation of knowledge has reached unprecedented heights. If we can reach the moon in an incredible application of sophisticated and complex knowledge and skills, why cannot a comparable expenditure of the energy of intelligence eradicate poverty, prevent war, and bring the mind of civilized man at last to a state approximating universal contentment and conviviality? The question may sound naive, but it is all too relevant. So here we stand, knowledge and human ability at an unprecedented peak of development, but evil, crime, deprivation, and bigotry essentially unchanged from the record of less enlightened centuries. To know and to love are as far apart as ever.

It is in this unprecedentedly troubled stage of history that the University must find its place. Is it at the extreme of aloofness and objectivity — the ivory tower wherein philosophers contemplate the eternal and the research is fundamental, pure, and unconcerned with its applications to the human condition, or is it at the extreme of involvement with pressing present social and human problems with service to the community, local, national, and international, as its primary focus? I contend that this formulation of a polarity of interests from which a choice is to be made is completely beside the point, and the partisanship of one at the exclusion of the other makes for the guaranteed ineffectuality of either and both. There is nothing more ridiculous than the recurring academic debate between advocates of the pure versus those of the applied, between the so-called liberal and the alleged vocational, between those who contend for education for life and those who advocate education for a living, between the theoreticians and the operators. The true function of the university lies not in a choice between the two, but in the realization that each is an integral part of the other. Medicine is inseparable from biology and physiology, teaching from psychology and the matter being taught, business from economics, politics from political science, social work from sociology, painting from aesthetics, and philosophy is within them all. The business of the University is to deal with the totality of man's experience with the material and the human environment in all its complementary practical and fundamental manifestations. And the method of the University is to deal with every level of this totality with the application of reason and critical intelligence, in an atmosphere of freedom from the dictates of prejudice or the preconceptions of unreasoned tradition. The University is therefore part of the world, but is not blinded by it; it operates within the world without being discouraged or impeded by its failures; it accepts the world but continually works for its improvement; it is a creature of man with all his limitations, but seeks to delve into the essence of mankind not only for its own sake but for its improvement. The university has the mission of being of service to society, but without being its slave, of following the dictates of scientific inquiry without thereby losing its social mission, of being the training ground of the specialized professional without thereby neglecting his development as a human being and a citizen.

It is at this point in discourses such as these, that it has become the fashion for the speaker to decry the failure of the University to fulfill its mission. Particularly has it become the fashion of those within academe, like presidents and deans and professors, to raise the repentant cry of "mea culpa" and to raise it loudly and with an emotion suspiciously akin to pride. American educations have often made distinguished contributions, but they have gained an international reputation for readily and enthusiastically proclaiming their failures. I will not fall into this lemming-like pattern. On the one hand, I suspect that this ready assumption of guilt brings with it too many satisfactions that endanger the confessor's will to do much about it, and on the other hand, since I selfishly feel that Richmond College is on the right track, I don't wish to criticize others from a yet to be proven position of superiority.

Instead I should like to share with you some thoughts about the necessary character of the University if it is to fulfill its mission to mankind.

First, I contend that a university must be a viable community, in which each member — student, faculty, and administrator, fulfills his contributing mission, with each respecting the role of the other, and none assuming superiority that is not based on function and ability. It is an inescapable fact that each university classroom will harbor students who in potential attainment will equal and even outstrip

the skill and status of its professor; and it is equally true that the professor can be assumed at the time when instruction and learning takes place, to be the superior of his students in experience and pertinent knowledge. Little learning will take place in this dialogue between professor and student unless there is mutual acceptance of and respect for each other's role. Little learning will take place unless professors conceive of their primary role to be to teach, and of students to learn. To the naive layman this may sound like a self-evident truism, but to some professionals, professors and students alike, it may sound like reactionary doctrine. But the very essence of the university is in the community of scholar and student to the enhancement of the powers and satisfactions of each other. The transmission of knowledge, the development of new insights, the creation of power to cope with growing complexities of our changing world, cannot proceed without the continuing development of new minds. A teacher is nothing without a student, a professor is an empty shell without someone to profess to and with. I find the urge of some of my colleagues to seek less and less involvement with students and fewer and fewer contracts with student groups in class and laboratory, to be the very antithesis of what a primary function of the University must be — the development of power, intellect and knowledge in those who come to seek it. There is no higher satisfaction than that of being a successful teacher; it is time that we restored teaching to its rightful place at the forefront of the university's function.

The idea of community in the university has another implication. If students, faculty, and administrators are expected to work in a community of interest, then they must be willing to organize their enterprise in a system of properly shared powers, in which each gathers strength from the contribution of the others. Education has too long been a dictatorship of the initiates over the supposed immature and uninitiated. At the level of the university, where one deals, at least chronologically, only with adults, it is indefensible to enforce a system based on the condescension of the elders toward the young. Power can only be attained through the exercise of responsibility, and with the organization of the University on the basis of properly shared powers among administrators, professors, and students, it can by its very nature contribute much of the powers of scholarly citizenship among all the members of its cooperative community. I am not advocating either student power, or faculty power, or administration power alone, but functionally proper and workable shared power.

I may be old-fashioned, but I confess great uneasiness at the current tendency to separate the interests of students from that of the faculty, and the interests of the faculty from that of the administration. We seem to be drifting toward a quadripartite confrontation of competing interests — students, faculty, administration, and the community, each with demands on each other, many fashionably non-negotiable. Can anything be more destructive to the necessary communality of the university? To argue that this tendency is a necessary consequence of the polarization of competing forces in society is accepting in abject surrender the thesis that universities are mere reflections of society without character of their own. If universities cannot lead and show the way, they might as well shut up shop entirely.

As for maintenance of the historic function of the role of the university to expand the horizon of knowledge, I have nothing but confidence. Research is firmly and properly entrenched and nothing in the foreseeable future will be able to inhibit it, except possibly the ultimate consequence of that portion of university research that has contributed to the development of weapons of universal destruction.

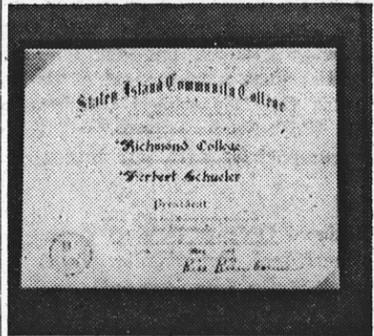
This brings me to the most difficult issue of all. A short time ago a student asked me a question I could not answer. What, he asked, is the moral position of the university? What indeed is the moral position of the university? At what level, and toward what issues does it maintain objectivity and strict neutrality, and at what level does it make a moral choice? Recall for a moment the desperate state of mankind divided and armed sufficiently to achieve the ultimate in mutual overkill, and the question becomes urgently pertinent. Recall the constantly recurring subjugation of neighbors over one another, the unchecked bigotry of those in power over those in bondage, the continuing prevalence of privation amid wealth, the denial of love and the affirmation of hate and suspicion in the continuing state of confrontation between peoples. Recall all these and the moral position of the university becomes blindingly relevant. If universities are the citadels of reason and intellect, and of indeed the ultimate development of reason should result in the attainment of the greatest good for the greatest number, then it is time, and there is not much left, that the universities assumed more completely than ever before the moral imperative of dedicating their mighty resources to the benefit of a better life for mankind, not as a by-product of research to be left for others, but as a conscious and deliberate choice to concentrate on research for service and not for its own sake alone. And in their concentration on the development of the minds and characters of scholars, citizens, and professionals, the universities cannot ignore ethics and morality, and must at the very least confront the student with the necessity of considering the moral consequences of action, thought, and belief.

The true university is privileged to be free in pursuing its search for knowledge, its exploration of ideas uninhibited by prejudice, censorship, or unreasoned restrictions of scope. The true university is also privileged, and I submit in these times obligated, to consciously dedicate a major portion of this free inquiry to the betterment of the state of mankind. If it does, then it is truly a moral institution, if it does not, then its eventual and inevitable destruction will hardly be noticed.

In the last scene of Erich Maria Remarque's novel, on a day when all was quite on the Western front, the soldier is cut down by a sniper's bullet just as he is reaching for a flower growing beautiful and defiant amid the rubble just beyond the trenches. Let us resolve please, let us resolve, that we shall live not die as we reach for that flower.

American Studies

On Saturday, May 10, Richmond played host to the Metropolitan New York chapter of the American Studies Association. Some forty scholars and students visited the college and heard a panel chaired by the Dean of Faculties, Henry Wasser, discuss the topic of "American Studies Abroad." On the panel there were three Richmond faculty members, John Hinz speaking about Austria, Charles Hirschfeld who reminisced about his Fulbright days in Italy, and Geraint Evans who discussed the situation in Great Britain and Canada. Other members of the panel were Richard Bowman of Cooper Union; Edmund Volpe of City College, and Francis Young, formerly of the Fulbright Commission.



Schueler graduates from Staten Island Community College.

Ed. Department Involved In Introspection

Richmond, May 5 — A meeting of the Roundtable Committee of the Education Department was held in Room 803, with Profs. Bien, Berger and Patrick present, and four students.

The students requested more experience in the schools, rather than in lectures. Prof. Berger explained that such proposals were being discussed at Staff meetings today. One proposal was a block of time of four hours weekly which would incorporate Psychology and Foundations, with Independent Study and Student Teaching Seminar.

One student stated that based on what he had heard from students in Education courses, other students and Professors, that Education courses were useless. A discussion followed regarding the dichotomy of methods courses and the actuality of the classrooms.

Another student was very pleased with his courses in Education. He would prefer a more consistent meeting with Professors in subject areas, instead of only once a week, but was generally satisfied with these courses. It was felt that optional courses should be implemented in September.

In response to Dr. Bien's request for specific suggestions, Steve Eisenberg stated that a perspective on the Port Richmond Community Center was being worked on and would be presented. This would offer an alternate proposal for students, using the staff as advisors for specific subjects. Suggestions for the possibility of Independent Study in the summer, as well as Student Teaching, were offered.

The meeting adjourned to the Divisional meetings on curriculum.

Revolution Is 360 Degrees

by Valerie van I. Isler

AMISTAD IS ALIVE AND WELL AT RICHMOND COLLEGE...



Joe Granderson of AMISTAD presents the Last Poets.

They're taking care of all kinds of business like: unifying black students here; getting involved and working with the black community and like bringing about a total awareness of black people, for black people and whatever allies we have here in the heart of Mainstream-Honky-Bircher-Red Neck-Racist America-Statens Island.

AWARENESS: Olumide Adegbalola spoke first. . . . a friend for many years, graduated from City College in psychology . . . has Buddha-magic . . . He has at least seven senses, working over you all the time.

OLU: Different people have different realities." The Loud Speaker started picking-up police calls at the back of the room.

Everybody Freezes . . . looks around . . . locates the intruding reality . . . laughs . . . "different realities."

OLU: "Our realities come out of our collective experience . . . How you relate to them depends on how much you find that you are tuned in on . . . CHECK YOURSELF OUT . . .

PAUSE:
We (the four poets) put this together and we feel it . . . we're trying to let you relate to this reality the best way you can . . .

PAUSE:
Man, that ferry ride takes you out of a whole lot of trash . . .

PAUSE:
The Loud Speaker . . . busy signals from some anonymous phone. Operator: Will you take this call?"

OLU: These new pieces are for all of us. There are no performers and no audience. We're all the same family . . . all the same vibration . . .

AFRICAN DRUMS . . . "My blood pours down . . . "chanted by one poet, sung by another, spoken by a third poet . . . Drums tapping out their rhythmic mysteries in the background . . . "The tall streets of Harlem" . . . Hypnotic, ritualistic into a blues riff on a solo voice . . .

INTO: "James Brown, it's about time you got right . . . Mr. Pitiful. . .

INTO: Jesus saves . . . green stamps
Jesus saves . . . Me
Save you own ass

The second poet is coming on like a 1920's wind-up gramophone voice . . . "We worship a chance . . ."

INTO: "All you niggers trying to protect your white minds from being blown away . . .

INTO: Drums . . . polyphonic voices . . . blues . . .
Jazz . . . street rhythms . . . street theatre.

INTO: "Ain't nobody been freed yea . . . These ain't no revolution. . . our national colors are blond, blue-eyed and a bit of red . . . blood . . .

INTO: When the revolution comes, catch it on T.V. with chicken stuck in your mouth. You'll know its the real thing cause there won't be no commercials . . . Revolution is 360 degrees. . .

When the revolution comes
Guns and Rifles
Will take the place of
Poems and essays . . . When the revolution
Comes . . .

INTO: Staccato rhythms, high, arching voices, cool, pure as fire, pure as Ornate Coleman, pure and rich as Pharaoh Saunders . . .

INTO: Niggers are scared of revolution . . . they go through all kinds of changes . . . they're actors, doing the changes all the time . . . To be or not to be . . . Niggers are very un-together people . . .

INTO: Fuck . . . Variations on a theme.
Commercials: You can take niggers
out of the country
But
You can't take the country out of
niggers . . .

INTO: NEW YORK, New York . . . the New Mississippi . . .
The Statue of Liberty is a prostitute . . .
Eyes wondering who you are . . .
New York, New York is a state of mind . . .

INTO: Black is so terrible
. . . It's terrifying

CHANT: BLACK . . . IS
BLACK IS . . .
. . . BLACK IS
BLACK IS THE BEST THING
YOU'LL EVER BE
COME TOGETHER . . . LIVE . . . LOVE . . . CREATE.

SAC Denounces Police on Campus

Dear Dr. Bowker:

The Student Advisory Council at its meeting of April 7, 1969, passed a resolution strongly in opposition to the use of police on any CUNY campus to curtail peaceful demonstration.

The Advisory Council further specifically condemned the use of police on the Queens campus during the demonstration on April 1, 1969.

It is universally recognized — by the public, by students, and by the administration — that the use of police force is not the way toward establishing peace and accord on any campus. The only way to accomplish this end is to negotiate a settlement to the dispute at hand.

The Student Advisory Council therefore recommends that in cases of campus dispute, the use of reason and negotiation be employed as the first means of settlement. In the event that this method fails, then a third party should be called in to mediate the dispute. Toward this end, the Student Advisory Council offers its services as a mediator along with any university faculty group that can be agreed upon.

Sincerely,

Jean-Louis d'Heilly,
Chairman

ROTC - Free Choice, or else get drafted

Defense Secretary Melvin R. Laird said recently that the Defense Department is "prepared to consider changes which would improve" ROTC programs at individual institutions. But, he added, "we are not prepared to see the ROTC program degraded in any way."

The Defense Secretary's statement was read at a Pentagon news conference held by Assistant Secretary Roger T. Kelley to discuss campus protests against ROTC.

Kelley said he had recently discussed ROTC matters with officials at a number of campuses. ROTC courses, he said, "should be measured no more leniently nor more stringently than are other courses on campus. And only if ROTC courses meet the same high academic standards as other courses do should they qualify for academic credit. It is therefore our continuing objective to improve the quality of ROTC course offering so they qualify for course credit."

Kelley said the department would consider reasonable changes in ROTC programs. He said such changes would be those "which would tend to civilize the teaching of certain courses which have been in the past taught by military personnel, such as courses in military science, or courses in navigation, or courses in world history."

He said "one of the apparent hang-ups on the part of faculty groups has been toward the grant-

ing of credits for courses taught by faculty not members of the academia, by military faculty. Our services have found the opportunity in many cases to transfer the teaching of these courses to members of the academic faculty in a manner that doesn't compromise the quality of the course offering at all."

He said "this is one direction that we are trending toward." He added: "Another is to reduce the number of ROTC-type technical courses as contrasted to the pursuits in the basic sciences or the humanities in a typical liberal arts institution."

Commenting on military drills, Kelley said that requests to reduce drill-time because of the need for students to spend more time studying "is a good reason and one that we should pursue." But if requests are based on the desire to make the military less visible on the campus, he said, "then we think that is a poor and invalid reason for considering a reduction in drill."

Kelley said that 350 colleges have ROTC programs with less than 10 per cent compulsory. None of the programs have been terminated because of protests or demonstration, he said.

Because most of the programs are voluntary, Kelley said, abandonment of any programs would be denial to students of a free choice. "I would regard this as a rather serious privation," he said.



The Last Poets

Political Science Group Formed

Recently, the Richmond College community acquired an additional member in the form of the Political Science Club. Its charter has been approved by ICAC and the club has been allocated a tentative budget. The purpose of the club is to give the faculty a chance to present papers, formulate projects and discuss issues and problems, which are related in some way to the field of Political Science. Students will also be given the opportunity to deliver their own papers, present their own viewpoints and lead their own discussions. Thus, the club hopes to enhance both student and faculty knowledge of political, social and economic matters concurrent with current and controversial issues.

Guest lecturers from government, business, educational and social institutions are included among the future activities and projects of the Pol. Science Club. It also plans to work in conjunction with other clubs already in operation at Richmond, in obtaining several guest speakers. These lectures will be set up in a similar manner to the President's Lecture Series.

Membership is welcomed and it appears from the initial conception, that there will not only be ample but excessive membership. The Club is non-partisan and discussions will presumably from the viewpoint of a competent political scientist. Temporary offices have been filled by Mr. William Pizzo and Miss Tina Garland, who are making most of the arrangements in promoting the future of the Political Science Club. Active membership is not a pre-requisite to joining the club, since only the officers, members of committees and individual planners will be considered active members. Those who are interested in the purposes of the club and are willing to help out in small ways at various times will be considered inactive members. Or, if neither the first nor the second alternative appeals to you, open membership can be achieved by attending the lectures to find the answers to the questions on issues and controversies, which may go unanswered in class.

—T. H. E. Nipper

ACLU Praises Experimentation

We believe that the discussions between open-minded trustees and students which brought changes at the University of Pennsylvania set an admirable example. Similarly, we commend the experimentation in shared governance at Antioch College and Richmond College of the City University of New York. In general, we are convinced that universities must draw upon the whole academic community — trustees, administrators, faculties, and students — to effect desirable changes. Where existing processes are inadequate or unrepresentative, creativity and imagination must be summoned to the task of developing new mechanisms for peaceful communication and decision-making that will prove responsive to just demands.

Love Your
Neighbor
As You
Love Your-
self.

EDITORIALS

Richmond College Reflections

Richmond College has completed its second year and is well past the fledgling stage. The first year the college's main function was finding an identity; the present year saw the first signs of growing pains.

This was the year that the experiment was put to the test; the Richmond rhetoric was rubbed against reality. Richmond survived what was a year of turmoil at other city colleges with very few scars. The reason? — most probably the flexibility and wit of the Administration. The latter itself is undergoing a crucial test which has consequences for the future of American higher education.

Richmond's Administration is as left-liberal as is possible to stay within the boundaries of establishment "respectability." Their left-liberalism has prompted them to initiate innovations such as the Film and Social Change Communes . . . to hire some faculty with radical sentiments . . . to maintain an uncensored student newspaper . . . and to speak about the "moral position" of the University. The college has managed to anticipate and provide for many radical demands, and has generally succeeded in keeping far-left groups placated and out of trouble. The Administration's willingness to meet and actually schedule "confrontations" (read: Conventions) has taken much of the fire from radical energies. The basic result of this policy has been to prevent the violence and strife that has befallen so many of our campuses.

Projections

But the exam is far from completed. As polarization in our society continues, radicals become more nihilistic and conservatives more militant. The liberal often ends up in a tug-of-war with himself as the rope. Even now the seeds have been sown at Richmond — the Staten Island community is scrutinizing the College with increasing interest . . . Conservatives are running for Student Government positions to help halt liberal reforms . . . they are engaged in court cases to suppress free expression in campus publications. Meanwhile, Richmond's programs will be attracting a greater number of radicals, who may form the power base needed to pursue disruptive activities. The clash of right and left may cave in the center.

Should the current policies of the College prove inadequate in the future to prevent the tragedies on her sister campuses, both the experiment and the concept of the left-liberal administrator will have failed. Most likely to be replaced by the hard-nosed, stern-fisted reactionary of yesterday.

So much for the gloomy predictions. To this point, the Administration has done considerably more good than bad, and although it is not exactly "in" to praise a college administration, the **Richmond Times** wishes to extend its congratulations for an overwhelmingly successful year.

"Letters To The Editor"

To the Editor:

Students at Richmond may be interested to know that as from the Fall I shall be serving as Danforth Associate at the college. The duties attached to this honor are intriguingly vague. In the poor wording of the official brochure, the foundation wishes to "assist in personalizing the educational process."

At other colleges the award has been used in a wide variety of ways, from cocktail parties where faculty and students might get together for unstated reasons and unclear ends to highly structured "leadership programmes" with a strong religious element in them. I plan neither here!

The turmoil of a term's last weeks certainly does not offer the best opportunity for thinking what we at Richmond might do under the aegis of the programme. But let me indicate the possibilities. At my disposal is \$125 for each of the two years I shall be an associate. In addition, extra funds up to \$500 are available "to develop new, innovative projects appropriate to the purposes of the program in personalization of education and in the encouragement of the function of the teacher/scholar." It seems that what the foundation has in mind are such activities as "inter-disciplinary conferences with faculty colleagues; consultations on topics such as student life, academic ethics."

All this is worthwhile, but it seems to me that what we might try to do would be to have a project originating with students, with them as its focus and with myself and anyone else on the faculty in merely a cooperative, learning role. So herewith I send out this plea — if you can see "what's wrong with Richmond" and, even more importantly, how we might start making improvements, do please contact me. Any and every idea is welcome. I'm in Room 820 much of the time, the secretary can take messages and phone numbers if I'm not, and should your brainstorm not occur until midsummer, write me c/o Department of History, Dalhousie University, Halifax, Nova Scotia, which has invited me to spend my summer doing a little research and trying to keep up with the famed beer consumption of Canadian students. By the way, anyone else at Richmond who braves the wilds of Nova Scotia has an open invitation to call on me in Halifax.

Geraint N.D. Evans
R.S.V.P.

To the Editor:

Homosexuals Intransigent! of the CUNY, chartered at City College, is a new political and social organization for gay people throughout the City University. We offer to the Love Generation a simple syllogism: Homosexuality is a form of Love; Love is beautiful; Homosexuality is beautiful. And because we know that homosexuality is beautiful, we must refuse to put up any longer with the absurd viciousness of prejudice against homosexuality and homosexuals, prejudice which has destroyed uncounted lives and even today causes incalculable unhappiness, deceit, and alienation.

HI! is for gay people who want to gain self-respect, to create social and legal respect for homosexuality, to help unhappy repressed people "come out," and to stabilize and reform the gay world. We invite both male and female homosexuals to call 799-5692, in complete confidence, for further information.

Yours,
C. Craig Schoemaker
President

To the editors:

(After all, it takes more than one to run the paper).

I wish to congratulate you on your fine efforts on getting out a good college newspaper. A job well done and success in the coming year.

To Russ Rueger: You are not a radical. You may be part of a revolutionary movement that may wipe out the establishment. But I would like to know your answer to the questions: After the establishment is gone, what then? What kind of government would you personally like to see?

To the anonymous author: What does the writing of one man have to do with you expressing your views? If you disagree with a person's views why should it prevent you from expressing yours? Wise up and don't get hung up. Keep writing and I'll keep reading.

To John Hart: I like what you write in the **Times**. Can't you write more?

To an Irish Catholic: You are a very dangerous person. I think that you might need police protection soon. Don't call me a "fake bearded friend" or else my half-wit friends will sink Staten Island. After all, us half-wits took only four months to find the plug. (Bet you haven't found it yet).

To Staten Island: Why do you roll in the sidewalks at dark? A person could get killed walking in the street.

To Leona Rati: This year's commencement exercises suggestion is a good and unique one, I like it.

To the student body: What is the most important thing in life? Ask me and I will tell you.

The Square

To the Editor:

There were certain opinions stated in the "Focus on Education" column that I thought were erroneous. The More Effective Schools Program, still relatively young in comparison with other educational innovations, has been pounced upon by some so-called liberal educators, in the past several months.

Certainly there are many areas where improvement is needed, but opinions which are erroneous and critical of the MES program, cannot help to provide these improvements.

Paragraph one of the April 30th,

column states that, "In essence what was happening in the schools, was what teachers, despite classes of fifteen to twenty pupils, were still teaching lessons which could have just as effectively been executed in classes numbering 40 pupils." The paragraph seems to imply that although there were many ministrative changes, these changes did not lead to improved education for the students of the MES Schools, and that this was because the methods of teaching remained the same.

Most educators would probably agree with the analysis that there is a direct relationship between changes in administrative procedure and changes in methodology. It is almost always true that when there are smaller class sizes, there are different methods of teaching. Few teachers use exactly the same method, or exactly the same materials and approach, for a class of fifteen, as for a class of forty. Forgetting all other reasons, it would simply be too inconvenient.

It is also obvious that when new specialists are used, as in the MES program, then new areas will be highlighted and new methods will be used in these areas.

The second paragraph of this article states that, "In place of this, (the traditional ways of teaching), were to be substituted truly heterogeneous in-class groupings, abandonment of an irrelevant course of study for culturally different children, relinquishment of the expectation by teachers, that their pupils just could not learn as well as the rest of the children in the city, and genuine attempts to find more relevant ways to allow these children to learn."

Aren't these new substitutions, or suggestions, really the things that are already happening in the MES Schools.

Most classes in the Staten Island part of the Program, are heterogeneously grouped. General skills and curriculum necessary for all people who must live in this society are supplemented and aided by the use of new procedures, especially during the early grades, so that children with different cultural backgrounds, will be able to cope with learnings somewhat foreign to them. Some teachers in the MES Schools are obviously more concerned for their students and their profession than others, but I believe that there is yet no competent and effective device. That could measure this concern. To say that, "teachers expect that their pupils could not learn as well as the rest of the children in the City," is incorrect.

Most of the teachers in the MES Schools requested their positions, and transferred to these positions from other schools. If they did expect that there were to be learning difficulties, they came with the attitude that these were the kinds of schools that could challenge them fully, and enable them to make use of their potential. Few teachers would transfer to these schools because of an extra two hours of free time. Most experienced educators know that where there are great learning disabilities, their work will be much more involved and difficult, even with the benefit of a smaller class and a few extra preparation periods.

Finally, before changing the topic of his article, the columnist states that, "anyone familiar with the situation in terms of teacher-

(Continued on Page 10)

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Editor In Chief: Russ Rueger

Co-Editor In chief: John Hart

Managing Editor: Stan Golove

News Editor: Bohdan Kosovych

Drama Editor: Charles Rubenstein

Photography: rr

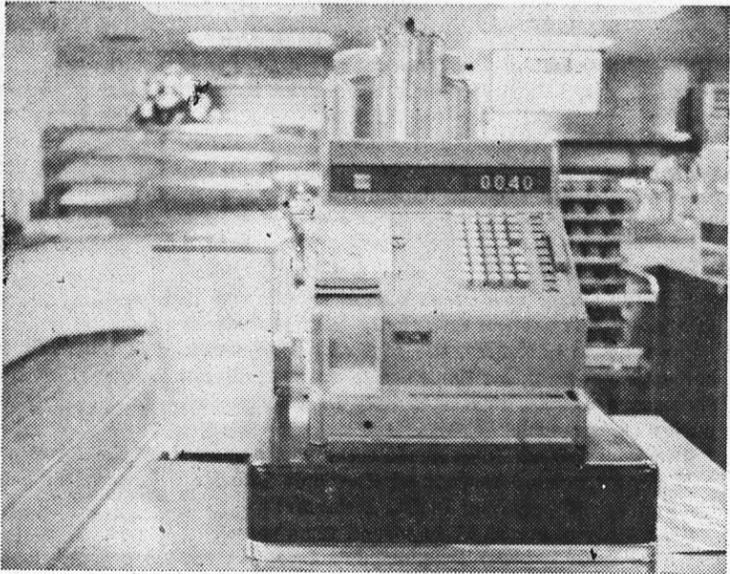
STAFF: Don Eeismann / Bob Feldman / Stu Green / K. Ishibashi /

Leona Rati / Daniel Vallely / Jerold Talbot / Dan Rooney / Anne

Wyden / Jim Buechler / T. H. E. Nipper / Maria Corsaro.



The Richmond College Cafeteria



Capitalism comes to Richmond

By ANNE WYDEN

Richmond College is now complete — we have our cafeteria. Being run by the V and C Vending Corporation, the cafeteria has been in full swing since the beginning of May. Originally the cafeteria closed at 4 p.m., but because of student requests it now remains opened till 6:00 p.m. One impressive quality of the V & C people is that they seem honestly concerned with keeping the student happy — which we'll all agree is important these days. Next year the hours will be extended into the evening and vending machines will be able to supply hot food for

all nighters (too bad you're graduating Thom Negri). It is also more than likely that students will be employed to assist in the cafeteria — if this is in agreement with school policy. Next year for those of us who remain, there is promised a full line of speciality foods from French and Italian to our own soul food.

The owner of this firm (who also services Queens College and the limited National vending machines) urges the students to let the manager know if there are any complaints about the food service. He said he was open to suggestions and that he was willing to try!

By ANDREA JAY

Well, the long awaited Richmond College Cafeteria opened the other day. Now you can eat your lunch in the sumptuous surroundings of the third floor. The menu — a gourmet's delight — features such delicacies as greasy-type hamburgers, fifteen-cent bagels (outrageous), dead french-fried (the war, you know), and "coffee."

"This coffee tastes like mud."
"Of course, it was ground this morning!"

The cafeteria does have its interesting features, though. There's a three-speed coffee machine (first, second and neutral), and a mechanical ketchup measurer (which takes the worry out of being close.)

The cafeteria has a built in outside patio which doubles as a solarium and lover's leap. It commands a breath-taking view of Stuyvesant Place, Richmond Terrace and the Ferry Terminal.

An extra added attraction to the cafeteria is the new "student lounge" which could easily accommodate fifteen people and looks not unlike a doctor's waiting room.

It's not exactly Alice's Restaurant.

The Generation Gap . . .

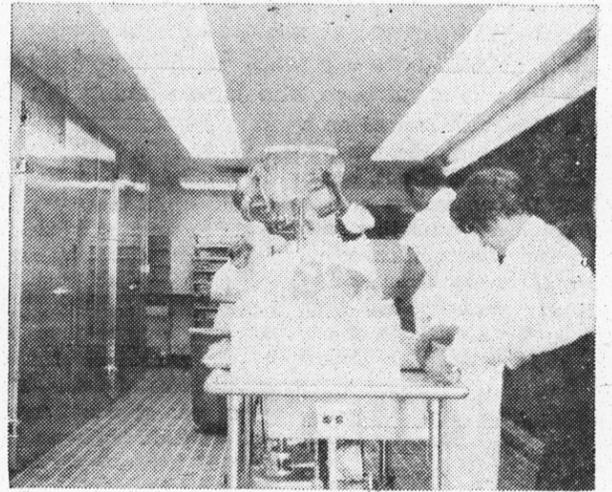
Soft bellies

Watch peacocks pirouetting

Placing them in gray cartons

To feel relief

L. Quart



Preparing the Menu

By C. RUBENSTEIN

Richmond College is as usual in the throws of a dilemma. Many students resent the Telephone Company for its occupancy of the building and for its use of the elevators. After nearly two years of coexistence with these business people we find that they have finally, to some, overstepped their bounds. They are using "OUR" Cafeteria. Cry though we may want to, about college grounds, trespassing, and the like we must remain silent.

The Cafeteria must be a self-supporting venture to exist. The sad but true fact is that not enough RC students and faculty are patronizing "OUR" Cafeteria

to enable us to be selective about who is or isn't eating there. A fair guess at this time is that the Bell Telephone girls are keeping the Cafeteria financially soluble. So therefore if you feel strongly about "trespassers" in the cafeteria, patronize the place (the food is great and the prices very reasonable) and in the meanwhile although it hurts, grit your teeth and say God Bless the Telephone Company for our Cafeteria. Better yet, go spend a lunch there and chomp instead of grit!

Note: Since the writing of this article, signs reading "Richmond College Cafeteria is intended for the use of students and staff and not for the general public" have appeared.



The Clergy addressing the Inaugural gathering.



The Faculty Procession



Black Students, fists upraised, during the National Anthem

THE INAUGURATION



Dr. Vogel, Mr. Nelson, Dr. Tilker and Prof. Evans engaged in profound dialectics.



Dean Chiles, Mr. Hulsey, Carol Currado and Dr. Schonbuch of the Dean of Student's office.



Richmond students talk with Pres. William Birnbaum (center) of Staten Island Community College.

From The Hart

On my way to school last week, I took the fourth avenue local. As I stepped onto the train, I was almost knocked to the floor by two small boys who came running in from the next car. They both jumped on a nearby seat, opened the window, and as the train pulled out, began to spit at the commuters on the station. After congratulating each other on their fine marksmanship, they scooted to the other end of the car. My curiosity had been aroused by these products of our society, so I decided to follow them.

I trailed behind as they ran from car to car ripping down advertisements, writing vulgarities on the walls, and changing the signs from 95 St. to such places as Astoria and Coney Island. When they came to the last car, they both sat down next to a young lady who was smoking a cigarette.

About 20 minutes later on the Staten Island ferry, just as I was

nodding off, a loud piercing voice caused me to pop up from my horizontal position. As I rubbed my eyes, the same lady and her two small sons walked by me talking to one of the deck hands.

From what I gathered from the one-sided conversation, she was chastising the deck hand. It seems that someone who was sitting next to her was smoking, and she felt that the deck hand was lax in his responsibility of enforcing the no-smoking rules.

For the rest of the boat ride, she let loose with an elaborate, eloquent, educated rap on responsibility, courtesy and consideration of others.

BEWARE

elaborate, eloquent, educated raps frequently camouflage bullshit acts.

From The Gut

A CRITIQUE OF THE RADICAL MOVEMENT

By RUSS RUEGER

The movement, at present, seems to be separated into two divisions: the small groups of disciplined ideologues and the larger mass of uncommitted, or partially committed youth without a firm grasp upon ideology. To the first division belong the Maoist Progressive Labor Party, the Moscow-slanted DuBois Club, the Trotskyites and the anti-Communist social democrats. These groups share in common a set ideology, a degree of discipline, and a definite organizational plan. In contrast, the much larger "coalition" of students, intellectuals, and aesthetic-types who comprise the majority of demonstrators at an anti-Vietnam war rally has little of these features.

Across the Movement as a whole, there are commitments to values and ideals of a better society that are agreed upon regardless of group affiliation or non-affiliation. These shared values are the sparks which have ignited the radicals' obligation to action. Whether they stem from an ideological critique of society or a feeling of emotional outrage, these values have led the radicals into conduct that can best be described as "anti-establishment."

These basic commitments constitute the area that one can most easily agree with; the SDS Port Huron statement exemplifies some of these ideals:

"Men have unrealized potential for self-cultivation, self-direction, self-understanding, and creativity."

Similarly:

"We regard men as infinitely precious and possessed of unfulfilled capacities for reason, freedom, and love."

Concerning society:

"Loneliness, estrangement, isolation, describe the vast distance between man and man today."

and:

"We would replace power rooted in possession, privilege, or circumstance by power and uniqueness rooted in love, reflectiveness, and creativity. As a social system we seek the establishment of a democracy of individual participation, governed by two central aims: that the individual share in those social decisions determining the quality and direction of his life; that society be organized to encourage independence in men and provide the media for their common participation."

These ideals, which could be shrugged off as "unobtainable utopianism" or "glittering generalities," nonetheless are vitally needed to restore humanity in our decaying system. The basic focus of the Movement's outrage centers around the lack of humanism in our institutions, systems, and relationships. A critical look at the establishment has revealed to the radicals the overwhelming, urgent need for change. This critique has led to the questioning of an economic system which permits those who cannot fill a predetermined niche to fall by the wayside; a technology that has done its utmost to suppress man into a statistic; a militarily-dominated foreign policy which supports dictatorial fascism abroad under the pretense of protecting "freedom" at home; an educational system whose job is not to educate but to train manpower to fill impersonal, routine slots in the monopoly corporations who drain the world's resources. Such are only brief examples of the corrupt establishment which the radicals so desire an alternative to. Whether one looks at this establishment from a "party-line" Marxist viewpoint or from the wide-eyed innocence of youth, one cannot but see the glaring evils and inequities. To combat the latter and provide for valid alternatives, all radicals, myself included, can agree upon.

Tactics toward these ends pose an entirely different dilemma. In pursuing their goals, many radicals have sacrificed their ideals for short-term gains, which is the old politician's game. Many radicals have developed dogmatic "I am the holder of ultimate truth" attitudes. These have led them to deny the humanity of others (such as refer-

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Individual Rights

What is the right to do what you want? Only the individual can answer this question because it is a right of the individual. Most people want to do their own thing — whatever it is — and a person should and does have the right. That is, the right to do what you want as long as it doesn't hurt anyone else.

This right is found in the Constitution of the United States, when one reviews the document closely. The mere fact that a particular right is not in the Bill of Rights doesn't mean you don't have it. This 'right' and other miscellaneous 'rights' can be implied from the Bill of Rights and the additional amendments of the Constitution. In fact these rights were said to be guaranteed by the due process clause of the Fourteenth Amendment. "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the U.S.; nor shall any State deprive any person of life, liberty or property, without due process of law."

This gave these 'right' the position of being 'liberties' of the Constitution, however, now these rights truly can be called rights when they are based on various amendments of the Constitution. In doing this, these miscellaneous and implied rights will be given the protection of the clear and present a danger test instead of the reasonableness test. That is, unless there is a clear and present danger of infringement to another's rights by an individual's action, the action is constitutionally valid.

Miscellaneous rights have been upheld by the Supreme Court and they include the right to send your children to a parochial school, the right to learn a foreign language, the right to travel and the right to procreate. The right to do what you want as long as it doesn't hurt anyone is indeed vague but this doesn't make it any less valid, constitutionally. This right, even though it has never been upheld

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From The Right

A FEW RANDOM IMPRESSIONS OF LAST SPRING ON MORNINGSIDE HEIGHTS

The author of this article prefers to remain anonymous.

The high-ceilinged elegance of Johnson Hall's living room became, on the evening following the SDS occupation of Low Library and the subsequent cancellation of classes at the university, the scene of a confrontation between the angered residents and a slight, intense little redhead who had come to defend the actions of SDS. Like many such exchanges that would take place over the next two weeks, this one began amicably enough but ended with the usual impasse that results when a liberal attempts to season with a zealot.

"Rusty" as she was called by the friends who had brought her here to reason with the women angrily milling about her, had, for her look of sweet reasonableness, the soul of a true defender of the faith. No heresy, masking under the guise of rational discourse, emanating from these cave women, interested only in their studies, would corrupt the purity of her soul.

The mini-skirted Torquemada's ear was assaulted by the falsetto of a fluttery graduate student of Germanic Literature incensed at being cheated out of her class in Old Icelandic:

"What about my right to attend my classes?"

A sad smile crossed Torquemada's face. She replied patiently:

"But don't you see. We are defending your rights — rights far more important than that of attending classes."

"But my class in Old Icelandic . . . !!"

Rusty cut her off and launched into a discussion of the "racist architectural plan for the proposed gymnasium to be built right below Johnson Hall. She was interrupted by a young girl kneeling beside the fireplace:

"My boyfriend works with a youth group in Harlem. The kids were so happy when they heard that Columbia was going to build a gym in Morningside Park because it would give them somewhere to play."

(This view, incidentally, was confirmed by several of the negro maids who worked at Johnson Hall, and who enjoyed the prospect of a well-lit building standing on the spot that now served, in the words of one newspaper columnist, as a training ground for "apprentice muggers and rapists.")

"But listen!" bellowed a buxom Iowa matron, a doctoral candidate in French Literature:

"You have all the right you want here to demonstrate. No one here at the University has ever interfered with your freedom. You can picket, demonstrate, sit-in, anything else you want. You have a great amount of freedom."

Torquemada looked at the female Neanderthal with great compassion:

"Of course we have all the freedom we want but it has gotten us nowhere. Nobody listens to us. Now we don't care about freedom any more. What we want now is power."

About nine o'clock at night; maybe it is closer to midnight. One loses all track of time for two weeks and remembers only cold, darkness, surging crowds, bullhorns, fear and the ever present hatred that like a cold invisible blanket covers the campus.

A crowd is milling around two people standing by St. Paul's chapel; an elderly man and his wife. The crowd circles about them strangely. There is something ominous in their manner and the obvious hatred with which they react to him and his words.

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In Defense of SDS Disruptions

By B. Feldman

*"And they'll raise their hands
Sayin' 'We'll meet all your demands'
But we'll shout from the bow
'Your days are numbered!'
And like Pharaoh's tribe
They'll be drowned in the tide
And like Goliath they'll be conquered."*

Bob Dylan

This spring — throughout the United States — many colleges and universities have been simultaneously disrupted by the political actions of black, Latin, and white radical students. During the last month alone students have seized buildings on the campuses of CCNY, Columbia, Fordham, Queens, Queensborough, Harvard, Cornell, Stanford, Princeton, Dartmouth, Indiana, and many other schools. And, even at a relatively apolitical college like Richmond, students a few weeks ago staged a mill-in on the 9th floor.

The demands being made by us rebellious students throughout the country are similar. Black and Latin students have generally been demanding that the white corporate or white-government controlled universities of America begin to fulfill the needs of the black and Latin communities. As a first step, they have placed emphasis on seeing to it that Afro-Ameri-

can and Third World or Latin studies departments — responsive to the educational needs of black and Latin students and the black and Latin communities, and under their control — are established. As a second step, they have been demanding that the discriminatory, racist, class-biased admissions policies of various American universities be altered — so as to increase the number of black and Latin students in attendance at these schools.

White radical students have generally been acting politically for one or more of the following reasons:

- 1) in support of black and Latin student demands;
- 2) in opposition to university or college service as an instrument of the U.S. military, corporations, and government; specifically, service done in the form of campus ROTC, military, corporate, and government research



Left Adventurist Anarchist
Bob Feldman

campus labs, and the providing of facilities for military, corporate, and government recruitment;

- 3) in opposition to university or college policies which oppress, exploit, or discriminate against the poor and the white working class: such as institutional expansion — which drives poor and white working class families from their homes; or discriminatory, elitist,

(Continued on Page 12)

MUSOCK

HI KIDS, ITS ARTICLE # THREE & THE LAST OF THE SEMESTER!

THIS DO BE AN AMALGAMATION OF VARIOUS MUSICAL HAPPENINGS PAST PRESENT & FUTURE. CONCERNS SEVERAL THINGS — THE WHO IN CONCERT & ON RECORD, PROCOL HAREM'S SALTY DOG, JOHNNY WINTER ON COLUMBIA, LAST EXIT OF TRAFFIC, THE LATEST GOSSIP OF THE RECORD WORLD, & SOME REFLECTIONS ON THE BAND AT THE FILLMORE.

who are/is the who — in 1964 decca released their first real good hard rock single called 'can't explain' by the who. it was tremendous at the time but of course it wasn't a hit & the who were nowhere in america. the following year the second single — my generation — was released. it was no smash success either, but it made the top twenty in a few of the minor markets so the who were allowed to release an album. it was a pretty good one called my generation after the single, but it, too, was a sales dud. another single — the kids are alright — was a stone failure, and the tradition of the lack of appreciation for this outstanding group was begun. late in 66 the single — happy jack — made the top ten nationally, & lo & behold another album. there was at this point a hard core of who lovers (myself included) around the country & the album sold fairly well. but dammit, sales-schmales, the who are good. it is now several albums later and it has been six years since the who began to record. it also seems that they may finally receive the recognition that they deserve. (financial recognition too!) their current album is a double album rock opera about tommy that old pinball wizard & its their best yet. the story line is somewhat trite, but the music is sensational. & even the story is fun — if you don't take it too seriously. if you think of it as satire, its not the best, but it makes for a together spoof. buy it. it is one of the better new releases. meanwhile, back at the fillmore, the who appeared last weekend as headliners and gave one of the best shows ever given at the fillmore. i saw the sunday concert which was actually the friday night late show postponed due to a fire. (incidentally, at the early show fri nite, a cop ran on stage & yelled fire! peter townsend promptly smashed him over the head with his guitar — just like it was part of the act. the who were arrested, but got off on the grounds that the pig might have caused a panic yelling fire like that in the fillmore. outasite or what?) but the sunday show — incredible. they did a shortened version of the new opera that included almost all 25 songs many in shortened versions. and that ain't all. they did can't explain the first single, & they did lots of good ol rock n roll. townsend is an incredible guitarist & the group generates more animal excitement than anybody short of the stones. after having done about 2 hours of hard, exciting, flashy, jumpin up & down type music townsend announced (after 5 minutes of thunderous applause) that they were glad we liked what they had done so far, but they wanted to leave new york in a blaze of action . . . now we're gonna play some rock n roll! they did so for another 25 minutes or so & left the stage to lots of applause.

finally appreciated fully by even the likes of the fillmore audience. the only bringdown about the concert was the audience's cries for more after the boys had worked their balls off for almost 3 hours . . . don't those people have any consideration?

a salty dog — procol harem . . . pravissimo. this is another good one by these guys . . . if you don't have it get it . . . its tight, sometimes pretty, sometimes hard rock, sometimes blues . . . the best in diversification of their three albums. i won't compare it on other grounds, they're all good those procol harem albums. the outstanding cuts are — the milk of human kindness, its all the same, devil came from kansas, & juicy john pink.

johnny winter on columbia — take a cat that bloomfield called the best blues guitarist alive several years ago, give him a few years, get him a good bass guitarist, a fair drummer & record an album by him. its bound to ge good. add some old "first generation" blues artists, that'll make it even better. its a good album, but it isn't one of the best. winter in person isn't as good as the album unless you are a guitar aficionado. he is one of the best guitarists, but it takes more than one instrument to make a good tight group. i am not a fan of psychedelic blues — although i like many of the white blues groups such as mayall's — i don't like psychedelic music. i am impressed by his guitar, but i expect better albums than this in the future. nevertheless, i do recommend it, but don't expect too much as i did, you'll only be disappointed. if you want an album & don't have any others in mind this one is okay, even good, but not spectacular.

last exit — traffic their last one before splitting is good, as are both of the previous albums. there is not much to say, these are fine musicians, they are tight, & one side of the album is live — its good, i recommend it without reservation.

john mayal — if you don't have em, buy all of his albums, especially blues from laurel canyon. he's dedicated to the blues & his music will show you why.

I said wait a minute chester, you know i'm a peaceful man . . . seems that five peaceful men made their first appearance at fillmore east, to the tune of twenty thousand dollars. levon helm, rick danko, garth hudson, richard manuel & jaimie robbie robertson didn't like the audience at the fillmore. they didn't really like being there. their music suffered as a result. sure, they were good, but they are so good that their worst music sounds good. they could have been much better if they had been enthusiastic. but they were the opposite of enthusiastic. why? when dylan began performing his chosen music — rock n roll — he was booed by his so-called fans at all his concerts. but even more than he was booed, his band was booed. all of the various political etc. hangups of dylans old protest fans were taken out on the band. all their resentment of dylan playing that 'bullshit' rock music was taken out on the band. people didn't care if they were good or not, they didn't even listen. no wonder the boys from big pink were uptight about the audience at fillmore. their first performance at fillmore west a few weeks back was the first in years that they weren't put down by the

(Continued on Page 10)

Shaw Is Dynamite

By K. ISHIBASHI

One year ago, a skinny, frail looking man with strange eyes and intense, inarticulate emotions came to Richmond College and Professor Steven Kagle. Kagle, in his creative writing course and guided independent study, has helped give form to formidable latent content. In April, 1969, Harry Shaw won two literary awards. The Belles-Lettres Society of Staten Island awarded Harry 1st place in its prose competition for his short story "The Black Limousine." The short story was in some respects experimental, a first sojourn into the realm of the supernatural for Harry.

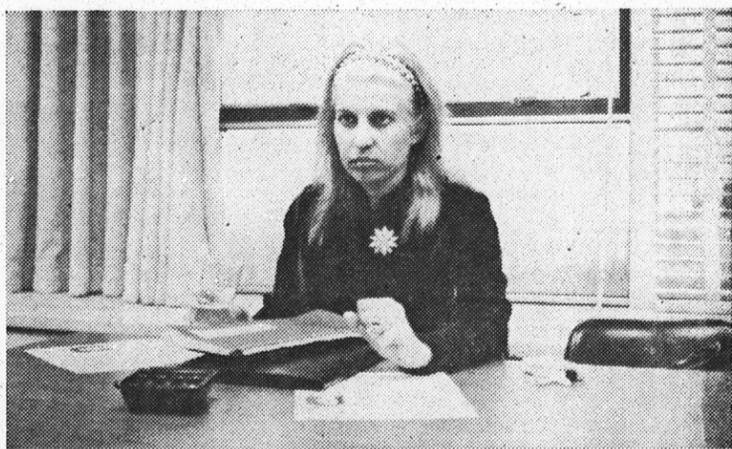
On Saturday of the next week, this reporter accompanied Harry Shaw, Rita Playfair and Professor Kagle to the National Arts Club at 15 Gramercy Park in Manhattan. Harry had won 3rd place in a New York City poetry competition (which included entries from the 28-4 yr. senior colleges and all the 2 yr. community colleges). W. H. Auden, Miss Louise Bogan, and Miss Jean Valentine, judged the competition, and Miss Valentine was present to make the awards. After the dinner held in their honor, the winning poets read their entries. The first place winner, Donald Davis of St. John's University, was not present, and Miss Valentine read his poem. Douglas Everette



Prof. Steve Kagle With Harry Shaw

of Wagner College was next. Everette and the 4th place winner from NYU sat splendid in this their peacock moment. The Davis and Everette poetry was mellifluous and resonant, contained polite imagery and allusion (in the case of Mr. Everette . . . a bit trite). Their poetry was received with the polite applause it so well merited. Up from his slouch-sit, the still skinny, fragil-looking man with the strange eyes, stumbled against his chair and walked to the speaker's position. Harry, oddly magnificent in his awkwardness, raised his unmodulated voice above the polite whispers. He began his reading with his poem, "Uncle Harry." Silence . . . a new feeling . . . anticipation . . . the only sound was Harry Shaw — now intensely articulate. An offended woman stood up and left. Harry had only begun. Next excerpts from his cycle of poems "Return to Homes Past." He could have read his poetry all night.

The audience — past editors of (Continued on Page 11)



Sandra Hochman Poetry Reading

By K. Ishibashi

The Nikons, Minoltas and Polaroids duly acknowledged her presence when she entered the room. As she sat down to read she was greeted by the double forward-record click of a cassette tape recorder. She smiled . . . or tried to . . .

Miss Hochman, what is the role of the creative artist in contemporary society?

Miss Hochman, I was wondering if you'd look at my portfolio — I call them my "street poems" . . .

Sandra, do you believe in objective or subjective poetry . . . are you familiar with Eliot's theory of the Objective Correlative . . . I've managed to distill one might say, purified, the quintessence of the theory . . . I call it my theory of the Empirical Correlative . . .

Miss Hochman, is it true that you are a close friend of Saul Bellow? Miss Hochman, why are you crying . . .

The Learned Society

We sing for the dead
Employed by The Learned Society
The clerk files heart under the envelope
Meant for eyes, the bookkeeper enters
Human hair in her column of numbers,
The public relations expert exploits
Brains, the secretary types souls
On white slabs of paper as the office
Boy feeds tubes to the copystat
And receives from his machine a collection
Of teeth. "Do you know
There's a dentist who claims the history
Of civilization is the history of human teeth
And all we know of ancient man
Comes right out of his jaw? HO. HO. HAW.
Haw. Once I sang for the dead
At The Learned Society. I wailed
"Good Morning" in the human phone
With a singing voice less human,
As the president
And his well-known assistant,
Called a meeting and gave grants
To lunatics and lunar assistants.

SH 1963

Charles P. Rubenstein

By CHARLES P. RUBENSTEIN

Charles P. Rubenstein has been editor of the *Richmond Times* since it was "Satori" (a mimeoed paper). One of the founding fathers, he began his service to the *Times* as Satori's Copy Editor and Theatre Critic. In June, 1968, when Satori was replaced by Richmond College's first commercially printed paper, "The Richmond Times," Mr. Rubenstein was assigned the task of Feature Editor and Theatre Critic. When the Editorial Board was revised in October, 1968, Mr. Rubenstein found himself elected to the position of Technical Editor, responsible for all technical aspects of the *Times*. As a result of a heavy course load this year, Mr. Rubenstein has confined himself solely to the reviewing of the various college and professional plays as Drama Editor.

Mr. Rubenstein, an original Yearbook staff member and member of the "Freshman" (Junior) Engineering class in addition to taking 16-20 credits per term in Engineering, has found time to perform not only his duties on the *Times*, but also hold down consulting engineer positions on days off. Since 1966, Mr. Rubenstein has been involved in basic Cancer Research at the Food & Drug Research Labs in Queens, where he is currently a Bioengineering Consultant. From May-December, 1968, Mr. Rubenstein was Biomedical Engineering Consultant to the Brookdale Hospital Centre, Dept. of Medicine (Section of Cardiology) on matters such as instrumentation and neurocardiological research and advisor on Intensive care unit equipment under Dr. M. N. Carroll, Jr.

Mr. Rubenstein has also been instrumental in encouraging engineering students to join the Institute of Electrical and Electronic Engineers (IEEE) and has laid the foundations for a student branch of the IEEE on campus (Prof. King—adviser). When not in class or in the Newspaper Office at his desk, Mr. Rubenstein can be seen in the College Computer Center feeding his programs to "Bungling Bertha" the college's IBM 1130 machine.

Mr. Rubenstein is a candidate for the degree of Bachelor of Science in Engineering Science with majors in Bioengineering and Systems Analysis.

Mr. Rubenstein plans for the immediate future include graduate work in Biomedical Engineering while employed as an Biomedical Systems Engineer in the Special Projects Analysis Component of the Re-Entry Systems Department at General Electric Co., Missile and Space Division in Philadelphia, Pennsylvania.

Inauguration Of A President

By J. G. ODENTHAL

We sat bunched together, more curious than indignant; the circus was beginning. Streaming down the aisle to the cadence of a Haddadian procession, their colorful robes flowing, came the faculty.

The theatre of it all was perfect. The faculty sat in the middle (typically) between the students and administration. They sat there brooding, elated or simply bored, cast in the crucial, yet usually ineffectual role they play in the universities.

Just in front of the President marched the prelates of the church, their red robes amplifying the color of their skin; one black, one white.

At the two entrances to the show were strategically placed (on display?) two minority students, one black, one Puerto Rican. The administration's preparation for this affair was meticulous.

Cast in the unenviable role of placating liberal-reformer, Herbert Schueler delivered a magnificent plea for peace — even the most nihilistic weirdo - crazy - mother-fucker must have momentarily regained visions which recent events seem to cloud. This message, along with an educated statement on the need for a moral posture at the universities, hovered almost insanely between tragedy and comedy when considered what's happening at CUNY.

No one of even remote sanity questions the urgency of peace. Who was the President speaking to, or, for that matter, for? If his object was community education (apparently a desperate need on good ol' Sta. Is.) it may have been effective, but I suspect that those who were to be enlightened are miles on the other side of the creditability gap between the liberal middleman and the go-slow major-



J. Glover Odenthal — a loser in the SG elections.

ity.

While failing to address the questions hanging over CUNY at this moment, he must've thought his message was a more timeless statement. But, as Abbe said, "the information's been on for some time now," the pleas for peace and committed social analysis are akin to echoes. They echoed through the theatre on this day, echoed in one's ears, in one's heart, then bounced out, leaving you with the feeling that you've heard this all before. That Herbert Scheuler, and others in similar positions, are committed to these ideals seems evident enough, but would he and the others stop the goddam pussyfooting by their continual rhetorical reaffirmation of these ideals, and get their hands dirty by experiencing change themselves, by acting instead of reacting, by using their knowledge of the administrative mish-mash to actively effect their verbal commitments.

Congrats, Herb, you've made it in the system to a solid position. I seriously hope that in the process you haven't so thoroughly compromised the important ideals, that you are unable to grow.

BHE . . .

(Continued from Page 1)

strate their worth. If they prove effective, the Board would then submit amendments to the State Education Law which would have to be acted upon by the Legislature and Governor.

LETTERS . . .

(Continued from Page 6)

competence and union obstruction, or any programs which threaten the power of the Union, could have predicted that the aims of the MES Program would not have been fulfilled."

It is common knowledge that the UFT was responsible for the continuation of this Program and worked directly with black and other racial minority leaders to see that it was continued. The 1967 teacher's strike had the continuation of the more effective schools program as one of its major demands.

The union, other professional organizations, and most educators, even with diverse backgrounds, would agree that improvements are needed. But to cancel an ideal situation, a learning environment that was won through patience, persistence and finally strike, is not only incorrect, but absurd.

The columnist ends his criticism of educational programs with the implication that changes should be made "NOW." I agree, but must also add, that it would be much more beneficial to the MES Program if the critic would not only say "NOW," but also, "HOW."

Very truly yours,

Paul S. Pollack



Jack Smith and Ira Beckoff.

Jack Smith & Ira Beckoff 2 Totally Involved Students

On April 29th the first student directed plays premiered at Richmond College. Ira Beckoff, director of *The Diary of Adam and Eve* and Jack Smith, director of *Escorial*, were

with Theatre 81 when it was in its embryonic stages and have surmounted all the obstacles and pains involved in the birth of a drama group.

Ira, who has previously worked in dramatic productions at Kingsboro and Camp Everett, was production manager for the first three plays presented at Richmond. He was responsible for all aspects of the show which included supervising costumes, sets, lighting, publicity and making sure that everyone did his job.

Jack, a member of the Smith Brothers — a folk rock group had acted the part of the Old man in *At The Hogs Well*, as well as been in charge of make up, masks and costumes. He also had the role of Father Jack in Ionesco's *Jack and Major Petkoff in Arms and the Man*.

As far as the problems encountered in producing a play in a new theatre, Ira said that he was especially worried about the acoustics. How would the sound between the theatre is full of people, where to put the stage and the lights, were just a few of the questions that had to be resolved. Jack also had a problem finding a cast for his play. Since there was little response to his notice for auditions, he had to go out and look for people himself.

Presently both Jack and Ira are enrolled in the Film Commune and are involved in the production of the class project, "Twilight of the militants" in which Jack plays the main role of Angel and Ego. Ira is working on a documentary about the film commune and a film on fences and people in fences. Jack,

who considers *Yellow Submarine* one of the best films that he has even seen, recently completed an animated movie. Both Ira and Jack enjoy all aspects of the theatre and the performing arts. Although live theatre is exciting because there is a closeness between the actors and the audience, Ira noted that with film you are better able to control and thereby distort or change time and space through editing.

Since the people involved in the arts programs at Richmond College work very much and hard, Jack feels that they deserve the support of the student body. The performing arts are to be performed before an audience so that the energies expended by the drama group can be enjoyed and appreciated.

As far as the future goes, Jack, a conscientious objector, will probably be doing two years of civilian work that will in some way contribute to the national health, safety or welfare. He intends to remain involved in what he enjoys most — theatre, film and singing with the Smith Brothers. Ira would like to attend graduate school (Yale, Dartmouth or University of Pennsylvania) but because of the draft he will probably teach elementary or junior high school.

"Whatever you work on you should work on it to your fullest and do your best. If each person strives for perfection in the part that he does then the whole will be great," said Ira. To which Jack added, "I believe in being totally involved in whatever you are doing at the moment." M. C.

I Ching Blesses Theatre 81



Trudi Fulda, Witt Halle and Ed Barnard—the cast of "Apple Tree."

By Valerie van I. Isler

Theatre 81 / Saturday night / Last Performance

Escorial by Michel de Ghelderode — directed by Jack Smith
The Apple Tree by Bock and Harnick — directed by Ira Beckoff

I threw an I Ching before beginning this review. The question had to do with Theatre 81. The I Ching said: "Shang is the symbol of rising and advancing. There will be great progress and success." I threw three changes, so the second hexagram modified the first. It was Pi and said: "The sixth line, undivided, shows one with white as his only garment. There will be no error." The Commentaries (T'uan Chuan) spoke of the "return to white," i.e., the return to simplicity which it turned into an epigram: "Substance is better than ornament." . . . We are

blessed. The future is ours.

The two plays: *Escorial* and *The Apple Tree*, were beautifully done: inspired, magical and luminous by turn with very few pacing problems, very few tonal omissions, very little slack in the sails.

The Music in *Apple Tree* was intimate, gentle — soft flute, softer guitar. Trudi Fulda's (Eve) fluid voice, arching over the audience and filling the theatre with full, rich warm tones . . . subsiding into a guitar-vocal lullaby that was rich and small and kind of exquisite. The sound track (sound effects) for *Escorial* were haunted,

murderous, howling dogs, (done by the actors), chiming clocks that struck inside your skull, diapasons of fear, high-pitched, hysterical laughter that stopped, dead, in mid air, fill back, then up again to the real edge of madness this time.

The acting in both plays: vital, alive with a growing sense of ensemble. The major roles ranged from the thoroughly charming and delightful "smart alec kid" of Trudi Fulda's Eve to the innocent delights of Adam (Ed Barnard) — all naiveté and "I just woke up in this world, sleep is still in my eyes — Charlie Brown is my copilot" characterization. Witt Halle as the Snake with the fastest tongue in the East had a very assured theatrical presence, bathed in that green light, eyebrows up, eyes stuck in their orbits, fascist tones in his voice. In *Escorial*, John Hinz did the King in grey, metallic tones, with subdued majesty and angular energy. Tony Gomez as The Fool (Folial) went through some almost alchemical transformations, physically and spiritually . . . a tour de force acting job with genuine passion and insight. John Hart (The Executioner) and Jack Nadar (the Monk) gave good, sturdy performances which had the right amount of ease to them.

Lighting and Costumes: excellent for both productions (especially intricate lighting for *Apple Tree*). Economic, atmospheric.

Direction: for both, thoughtful, sometimes ingenious, sometimes inspired, full of lovely touches, not many clichés, sometimes musical and sometimes magical.

MUSOCK . . . (Continued from Page 9)

audience. their music now is not that much better than their music was when they were attacked. it was just that the people who put them down were insensitive & uptight. when i saw them with dylan they were the best band i had ever seen, including the stones! they were hated by the audience in general. at fillmore, they were not nearly as good. the audience loved them. how can they cope with that? i had the pleasure of seeing their rehearsals for the show and they were incredible. but in front of the audience they weren't. they just went thru the motions without the fervor that they had in the afternoon. perhaps no audience will ever see the band at its best. that would be indeed unfortunate, but the blame is not on them. take a load off fanny, take a load for free take a load off fanny, and you put the load right on me . . .

on the record gossip scene — the beatles have finished still another album, & so have the rompin stones. the beats will release in july — ten cuts so far one being don't let me down. the stones release probably in august. seems that we may have the r stones in new yawk at the end of the summer. they are considering going on the postponed tour that was scheduled for late march sometime late in august — look for ads. socko enterprizes is attempting to open the brooklyn fox for the best concerts in the city starting in september. the problem is they need investors by mid-june in order to get going on advanced bookings. 1% of the net profit is going for 2,500 dollars. if you want to invest contact socko enterprizes through the newspaper. get in touch with me through russ rueger . . . peace this summer.

daniel vallely

Repression I

By STUY GREEN

In America the individual and collective expression of opinion is one of our greatest myths. There is, of course, an amount of permissible opposition and deviance from the practices and policies of the majority. But these allowable differences are rather limited. The depth and seriousness of this situation is rapidly becoming crystal clear.

Beliefs cannot be legislated, but practices can. The limitations are transcending political issues and entering upon regulation of all personal ideologies, political, religious, and social. The current flag waving fad is heralding the repressive legislation that will naturally follow. The super patriotic slogans, usually found in the windows of Staten Island barber shops, suggest the type of laws we are in for.

Such slogans as: "If you don't like America get out;" and "Boys beautify American get a haircut" fairly well express the majority's opinion of the new minority, the politically conscious youth. There is one great flaw in American political thought: there is little room for any opposition other than the approved name calling. The small, mostly localized, odd political parties are regarded as harmless freaks, or are incorporated into the National party structure to add flavor to them; e.g., the Mississippi Freedom Democratic Party and elements of the Conservative Party that are also Republican Party clubs. The parties that do present real ideological deviance are totally ignored by the mass media and relegated to the position of the "lunatic fringe" of the right and left. Possibly some of these groups belong there, but others that do provide an alternate life style, like the Socialist Workers and the American Independent party should be heard.

As our current political structure stands there is no ideological differentiation between the National Republic and Democratic Parties. Even the American Independent Party can be put into this category. Although it appeals to a fascist-rightist audience, it provides no ideological difference, to the rightist elements of the Democratic and Republican Parties. Its point of departure lies in procedural implementation of power. If it can ever assume power it may evolve to a strictly fascist body. Anyway, assuming it does gain power by a substantial enough margin to freely operate, it would enforce its will upon the populace, particularly the radical portion, in the manner that all tyrants use to squash opposition.

The hypothetical rise of the American Independence Party not withstanding, the current administration is starting the repression cycle. The cessation of federal aid to students convicted of involvement with disruptive demonstrations is little more than a cheap mode of scare tactics. Evidently, someone in power is running scared, or this punitive nonsense wouldn't be threatened. The Federal Government is really sick if they think their discriminatory. Yes, Virginia, they discriminate too, measures will work. If a person holds any real convictions the cries of law and order or we'll cut you off will fall upon deaf ears. Getting back to the statement made calling the proposed Federal actions discriminatory, it is necessary to substantiate it. The affluent would not really be affected by not being able to take advantage of government loans and scholarships. The poor who can only attend college with such aids are being directly threatened. The thing boils down to: if you want an education, play our game with our rules or don't play at all, after all you're playing in our field with our ball. What it means in pragmatic terms is that poor kids deserving an education can receive one only if they are willing to prostitute themselves to the ruling class values and mores.

It appears that one of Horatio Alger's myths is so deeply incorporated in the American consciousness that our government is going to legislate its essence into law. The fable I refer to is the poor people's morals and scruples. Alger presents poor people as near animals — addicted to every vice and not capable of ethical conduct unless they accept the Puritan ethic and enter America's mainstream or the lowest level. The most vulgar assumption here is that the poor aren't members of society, but of some degraded subculture totally alien and reclusive to the main culture. While Alger spoke of poor, today the words black, hippie or freaks are used depending on the speaker. We've evolved from the single poor in the 1950's to the many groups of the 1960's. It seems to be a divided and alienated game. (Not being an authority on Alger, I wonder where Afro-Americans would lie on his social scale. I can't recall any mention to non-occidental peoples in either *Ragged Dick* or *Mark the Match Boy*.) This puritanical attitude towards the poor as being damned is widely accepted if not a legislated folkways.

The world of repression is an interesting sphere. All people become affected whether they realize it or not. Once limited class or out-group repression becomes the accepted norm, total repression becomes politically and socially possible. Popular approval on popular apathy allow this to happen. The extreme case of Nazi Germany provides a valuable case for observation. The extremes Hitler went to are the limited prolonged.

The course is clear. If America follows a path of limited repression a tyranny of some sort will eventually be established. The only alternative is for our government to live up to propagandazie ideals by allowing and fastening free thought and free speech.

250 Editors Refuse Induction

About 250 campus newspaper editors and presidents of student governments have vowed to refuse military induction so long as the Vietnam war continues, it was disclosed at a press conference in Washington, April 22. The students said their decision to face jail rather than military service were agonizing and personal but that "we now must number ourselves among those students who cannot

at this time square military duty with integrity and conscience."

The news conference was arranged by the National Student Association and held on Capitol Hill with the assistance of Rep. Allard K. Lowenstein (D-N.Y.), who said, "these young men have the problem of immediacy; for them it's kill or be killed." Most of the signers are seniors or graduate students facing possible induction in the months ahead.

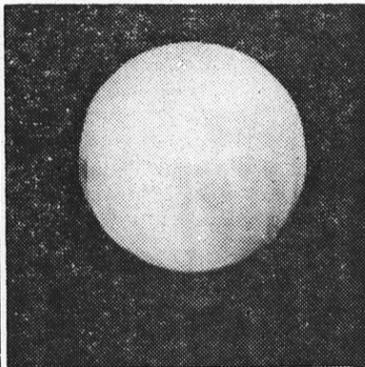
Violent Black Students — Ripple Not Wave

A survey of the member institutions of the National Association of State Universities and Land-Grant Colleges (98 of 100 members reporting) showed a black-student enrollment of 5.31 per cent. The report, State Universities and Black Americans, said fall 1968 enrollment of full-time undergraduate students at the 98 institutions was 1,268,185 of whom 67,309 were American Negroes. Ninety-two graduate and professional schools in the survey counted 325,723 students of whom 9,564, or 2.94 per cent, are black. (For several technical reasons the University of Hawaii and the University of Puerto Rico did not participate.) The 80 predominantly white institutions in the study reported a total undergrated enrollment of 1,222,382 of whom 23,630, or 1.93 per cent, are black. Graduate enrollment at the 80 was 322,069 of whom 6,149, or 1.91 per cent, are American Negroes.

The survey was initiated jointly by NASUDGS's Committee on Educational Opportunities for Minority Groups and the Southern Education Reporting Service and was written by John Egerton of the Reporting Service. Included in the 96-page report are case studies of the University of Alabama, Rutgers — The State University of New Jersey, University of California at Los Angeles, Wayne State University, and Indiana University.

"The statistics in this report," Egerton writes, "show how small the percentage of black Americans is in the major state universities and land-grant colleges; the case studies indicate that their influence is far greater than their numbers would suggest. There is a widespread assumption, sometimes fed by press accounts of campus disorders, that a massive wave of black students is having a malevolent and destructive effect on higher education. That assumption is not borne out by this study. It is apparently wrong on two counts: the 'wave' is more like a ripple, and the effect, though often unsettling, is more salutary than sinister. . . . The black presence in higher education is seen by most of the university officials interviewed for this report as necessary, long overdue, and beneficial to the future health and effectiveness of higher education."

Copies of the report are available for \$1 from the Southern Education, which helped support the study, at 811 Cypress Street, N.E., Atlanta, Ga. 30308.



exploding nova

SHAW . . . (cont. from pg. 9) McCall's, Red Book, Ladies Home Journal . . . were his. They opened to his strange strength — were mastered by it. The applause was not polite, it was raucous.

The poet from NYU was an anticlimax. Miss Valentine made her way through the crowd surrounding Harry and Prof. Kagle. She expressed her embarrassment at the audibly apparent difference between the competition results and the club members' response.

Throw It Away — Your Exam, Not Love

By the Richmond College SDS Left Adventurist Anarchist Faction

Exams assigned by teachers, grades determined by teachers, and papers required by teachers are all ways the System uses to control your life. If you've spent too much time during the past semester having fun,

tripping, making love, engaging in independent creative and intellectual activity, or working at a boring job for needed money — and not enough time doing the training school's assigned shit-work — the System uses its academic pigs to administer punishment. Unless you spend the merry month of May locked up inside your room cramming all the irrelevant knowledge into your head and punching out the required papers, you will receive "F" or "Incomplete" from your pig professors. By constantly holding the threat of "F" over you, the System attempts to force you to be apolitical, straight, tense, poor, repressed, enslaved, and, if you really wish to be free, unhappy. Later on in life, the System will attempt to force you to act like a robot by relying on economic blackmail, police repression, and media manipulation.

Exams, grades, and papers are also racist and anti-working class mechanisms of social control. Since blacks and Latins in America have been specially oppressed as peoples for many years — as well as members of the society's lower class — the families of black and Latin Richmond College students cannot generally fulfill the individual economic needs of these students as easily as the families of Richmond College's upper-middle class students can fulfill their children's economic needs. Similarly, since white working class and

lower middle class families (those earnings less than 10,000 dollars per year) are economically oppressed by their low position in a capitalist society, the white Richmond students from these social backgrounds (especially the white working class students) also suffer from a lack of money. Many black, Latin, and white working class and white lower-middle class Richmond students are thus forced to work in order to fulfill their individual economic needs; while many of their wealthier fellow white students are able to devote full-time to studying for exams and writing papers since they don't have to hold jobs. Exams, grades, and required papers thus discriminate against the predominantly black, Latin, and white working class students who have to work — as well as study. The effect of these academic social control mechanisms is thus both racist and class-biased.

Exams assigned by teachers and grades determined by teachers are ways in which the System weeds us out and divides us from each other. By forcing us to compete with each other for grades and on examinations, the System is able to perceive more precisely which individuals among us can best conform, repress themselves, and vomit up the assigned course content accurately. Those students who stifle themselves best, perform best on the exams: they are

(Continued on Page 15)

FROM THE GUT . . .

ing to all police as "pigs") and renounce the rights of others (such as intoleration of opposing viewpoints).

Radicals have often sacrificed valid reforms in the hope of revolution. In my mind, a reform that increases freedom or reduces oppression should be accepted; many radicals feel that increased oppression is a boon because it will further radicalism. This I do not buy. Instead, I agree (to a degree) with the more structured DuBois clubs in this respect:

"They believe, too, that as more liberal gains are won and kept . . . America comes nearer to becoming a good society." (P. Jacobs and S. Landau, *The New Radicals*, p. 49).

To some extent the social democrat's philosophy, which is "less radical" than many other left groups has validity:

"And they believe a plurality of power does exist in America, that there are levels of government which can be influenced by reason or humanitarian arguments. So they participate, to varying degrees, in traditional day-to-day politics." (Ibid, p. 76).

This is in contrast to the far left radical philosophy that no meaningful change can occur within the system.

Another problem in the Movement is the arbitrary intoleration of opposing views. On newspaper staffs controlled by leftists, as much exclusion of unpalatable ideas is practised as on rightist staffs. The intellectual spokesman of the New Left, Herbert Marcuse, speaks of intoleration of the right. This tendency is unfortunate inasmuch as a leftist control of government could conceivably be more anti-civil libertarian than the present form.

Civil liberties is another area where I disagree with many radicals. Often Western civil liberties are pushed off as "bourgeois" and hence, not valid. Many disruptions of classes and occupations of campus buildings are anti-libertarian. Although the ultimate purpose of U.S. education may be to fill corporate slots, there still exist students who are genuinely interested in learning per se. Then there is the larger student group who is in college to benefit economically; this is no crime. In either case, these students have a right to attend their classes.

There is also a practical disadvantage to these actions: the ultimate end is often a strong reaction and a strengthening of repression.

"Unlike agitation for civil rights, the anti-war movement gains little sympathy in high places, and as in World War I, a combination of vigilante or unofficial terror may be combined with legal moves to attempt to crush the excitement and moral force that the young radicals produce." (Ibid, p. 80).

The Movement may ultimately find itself isolated, persecuted and rendered useless, if it continues to interfere with the rights of others. In essence, if the radicals are to present a valid alternative to a corrupt society, they must not fall into the same traps as the latter. Just ends do not excuse unjust means.



The casts of the experimental plays.

Attempted Assassination On The Cultural Gap

The persecution and assassination of a cultural gap as performed by the Acting Workshop of the College at Richmond, under the direction of Professor David Woodman.

by k. ishibashi

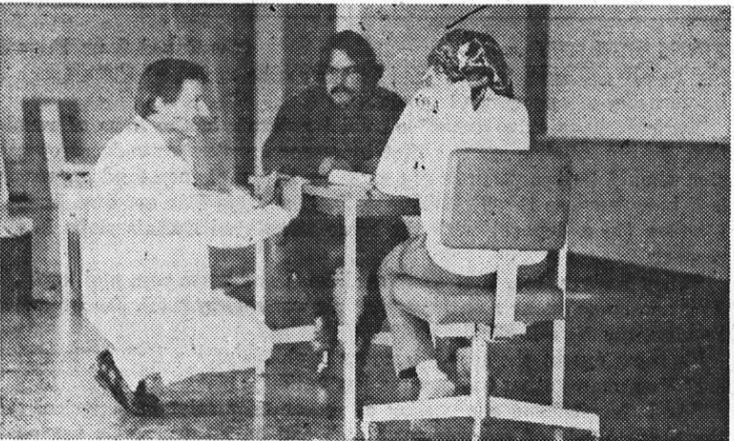
Richmond College's Acting Class will present a workshop production of three student written works on May 26 and 28 in Theatre 81, 350 St. Marks Pl. The three plays will be directed by Prof. David Woodman with the assistance of the authors.

"The Moma" is a play written by Marc Suess. It is full of humor and murder on its winding way through dream corridors to the resolution of Marc's Mother Myth.

"Chalk Talk" written by Valerie van Isler is a revolt . . . a revolt directed at traditional Richmond theatre. A stark non-play, it is a harsh sojourn into the heart of the non-sequitur; full of the booming, clanging, honking, tooting, bleeping, fleeting madness engendered by the McLuhan consciousness.

"Waiting for Godot Act III or The Comeback" was written by K. Ishibashi. It is a multi-level indictment of suppressive contemporary society, the Vietnam war and the subtle totalitarianism reflected in the state of creativity of a die-cast culture.

The experimental plays are a free introduction to a new concept of Drama at Richmond College — the highly mobile-workshop. The productions will travel to Staten Island Community College on the 27th. Dr. Woodman's close coordination and encouragement of writers and actors (a curiously mature mixture at this stage of the game) augurs well for the future of a Drama Commune to be instituted in the Spring term.



Prof. Woodman giving some pointers.

S. G. Election Results

Admissions and Standings

Abe Levy (197)
Howard Bender (137)
Roy Goldblatt (96)
Robert Cohn (81)
Bob Feldman (1) (Write-in)
Roy Herrera (1) (Write-in)

Student Life

Barry Shapiro (163)
Russ Rueger (150)
Glenn Sanford (149)
John Hart (145)
Sidney Sele (137)
Victor Morel (135)
Stan Golove (129)

Richmond College Association
Marvin Krakower (150)
Tamara Paul (107)
William Pizzo (91)

Cultural and Public Affairs

Betty Egging (179)
Ben Sayles (163)
John Odenthal (119)

Curriculum and Instruction

Joseph Granderson (157)
Marc Reichick (49) (Write-in)
Stella Savino (6) (Write-in)
Howard Albert (3) (Write-in)
Danny Orlando (3) (Write-in)
Elliot Mryhr (2) (Write-in)
Jerry Brown (1) (Write-in)
Victor Debs (1) (Write-in)
Henry Espinoza (1) (Write-in)
Bob Feldman (1) (Write-in)
Stan Golove (1) (Write-in)
Mary Healy (1) (Write-in)
John Lurlia (1) (Write-in)
Charles Rubinstein (1) (Write-in)

Library

Albert Lech (194)
Herman Steuernagel III (126)
Andy Andrano (1) (Write-in)
William DiFazio (1) (Write-in)
Danny Orlando (1) (Write-in)

Articulation

Robert Mahoney (157)
Mark Hertzan (155)
Dan Coluin (1) (Write-in)
Sam Rielade (1) (Write-in)

Disruptions . . .

(Continued from Page 8)
and racist admissions policies — which systematically exclude white working class and poor youth from the campuses of nearly all American colleges and universities; and,

4) in opposition to attempts by conservative faculties, administrations, or local power structures to censor dissident school publications, fire radical professors, suspend radical students, and beat, arrest, or imprison student demonstrators.

As a result of our student movement's 1969 spring offensive, the issues of racism, militarism, ruling class power and exploitation, working class oppression, and political repression have been effectively raised on many campuses throughout America. Students at CCNY, Cornell, Harvard, Queens, and even — to a degree — at Richmond, can no longer watch their TV's, shrug their shoulders, attend classes, or sit in their commune rooms; and effectively pretend that racism, militarism, exploitation, and political repression are problems which only people off the campus must deal with. Since students at their very own schools are waging visible anti-racist, anti-war, anti-exploitation, or anti-repression struggles, they can no longer choose to remain neutral, apathetic, apolitical, or simply stoned, in the face of the shit which the System is dishing out to people — and still preserve their images of themselves as sensitive, moral, human beings. They must commit themselves either to the side of the oppressed (e.g., black people, Puerto Rican people, the Vietnamese, the American white working class) or to the side of the oppressors (the white, imperialist American ruling class, and their administration tools, brutal police, and fascist judges).

There have been five positive tangible results of the 1969 campus spring disruptions:

1) lots of students have helped fuck up a bit the operations of the racist, militarist, imperialist, exploitative system under which we live;

2) a few universities and colleges have been forced to grant some of the just and reasonable demands of their black, Latin or white radical students — despite initial resistance to these demands;

3) lots of new students at the disrupted campuses have become more deeply committed to both the Movement itself and its political goals;

4) the most oppressed peoples of the world — those living in the American ghettos, in Latin America, in Africa, in Asia, and in Vietnam — have been heartened by our Movement's anti-racist and anti-imperialist activity;

5) the white ruling class of America has logically become increasingly uptight; a Movement which threatens their class power and privileges appears to be increasing in strength; they must devote more and more time to keeping people in line at home, and less time trying to dominate people abroad.

It is not surprising, therefore, that the men who control this country are once again talking about investigating SDS and adopting a tougher stance towards white radical students in general. By focusing on SDS and trying to pin responsibility for the campus disruptions on SDS leaders and members, the ruling class of America hopes to persuade the American people that the reason why a whole generation is up in arms is not because the system is racist,

militarist, imperialist, repressive, exploitative, and decadent — but because there is an "international conspiracy" to "enslave" America being carried out by Jerry Rubin, Tom Hayden, Abbie Hoffman, Dave Dellinger, the Black Panthers, and all the SDS kids.

It's an old Joe McCarthyite trick: blame the "communists" for the failure of those in power to meet the needs of the people. Explain the revolt of oppressed people, not as a rational, inevitable response to oppressive societies, but as a result of the "manipulation" of "corrupt," "power-hungry," "ruthless," "devilish," "commie" leaders. Explain the Civil Rights movement in the South as the creation of "outside agitators" from the North. Explain the military successes of the South Vietnamese NLF against the dictatorial, corrupt Saigon regime as the result of a "conspiracy" developed by Hanoi and the introduction of "Northern infiltrators" into South Vietnam "from the outside." Explain the fact that black, Latin, and white radical students have acted together on many campuses during the same month in opposition to institutional racism, exploitation, militarism, and exclusion by distorting SDS ideas, exaggerating the militancy of SDS tactics, and charging SDS leaders and members with "conspiracy."

Obviously we in SDS, in Staten Island and throughout the country, aren't going to stop acting or organizing because the lying editors of the New York Times, the buffoon Agnew, the war criminal Nixon, the fascist Marchi (who is so stupid that he can't tell the difference between the goals, actions, values, and interests served by Hitler and his movement, and the goals, values, actions, and interests served by our movement), the clown Connor, or any other racist, Staten Island or United States bastard official attacks, either literally or verbally, the Movement of which we are a part. Neither are we going to be restrained by the scared, white racist, lower-middle class students who, on a number of campuses have initiated fights with the white radicals or the black and Latin students.

We understand in part why these lower-middle class white students — there are some students at Richmond College who appear to share their fears and their political attitudes — hate SDS and militant black and Latin students. They have been brainwashed from watching too much TV, reading too many ruling class-controlled newspapers, and sitting in too many indoctrination-type public school and college classes (like the required Genetics course which is taught at this very school). They refuse to talk rationally with either white radicals or the black and Latin students who are moving throughout the country. Their minds are closed, despite the supposedly "liberating" experience of going to college in this society.

The vision of these racist, lower-middle class white students is also narrowly focused. All they can see is that the pattern of their lives is disrupted when SDS, white radicals, black students, or Latin students move politically in support of a set of demands. All they can see is that they temporarily can't attend school as usual to pick up the needed piece of paper. They refuse to examine the reasons why the Movement uses the tactics it does. They refuse to debate the war with SDS kids. They refuse to talk about the society and what

The Editors of the
TIMES
are seeking copies
of two issues of the
underground
newspaper published
last semester at
Richmond.

Sought are the *Id*
(white cover)
and the
Richmond Time
(pink cover).

The Editors are willing to pay a quarter an issue, if payment is desired. Issues can be brought to room 525.

we're all about. All they're into is protecting their own little right to be a bit ahead of the white working class and oppressed minority group members, and a little bit higher on the economic and status hierarchy than their parents.

During the next year Movement people are going to have to do some gut talking, in periods when no disruption is going on, with young people who at this time are potentially fascist in orientation. Both liberal and radical academics who share the Movement's sense that increased repression and social conflict is coming, and who are willing to risk their privileged positions as professors in order to align themselves with a revolutionary movement which seeks to serve humanity, must begin to think of ways of eradicating the racist and emerging fascist attitudes of a sizeable segment of lower middle class white college students. Unless the lower middle class white students and white youth are either neutralized or won over to the New Left, the ruling class of America will be able to use the white racist and white racists student back-lash as a pretext for crushing the radical student movement.

During the next year, in addition, Movement people are going to have to deepen the New Left's links with the working class. At Richmond College, we will have to spend the next year trying to figure out ways to develop a really solid campus left, as well as to get all the poor whites and white working class families on the Island in motion in support of the Movement's goals and activities and in a fight for their own liberation from a system which exploits and oppresses them.

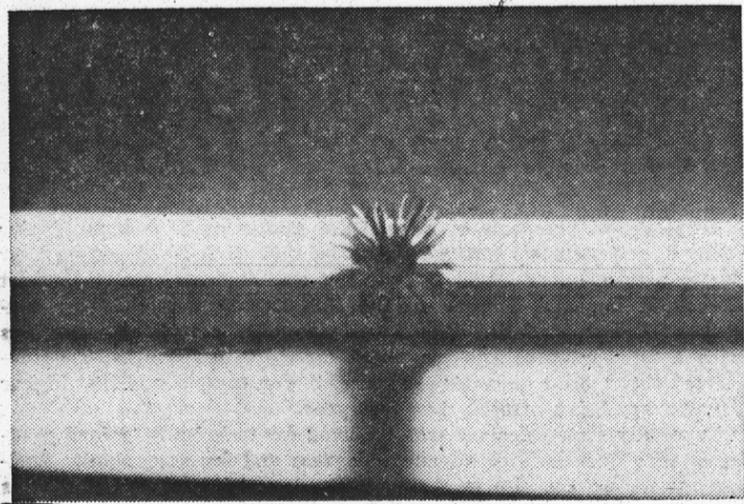
Young SI housewife
attending college
part-time
would like to exchange

**baby sitting
duties**

with same.

Call 273-8224

Ask for Kathy



Have you ever tripped?

Theatre 81...

(Continued from Page 1)

in stage construction and prop placement was amazing for a group of their number and kudos for their Production Manager, Franklin Feinberg, and the set and lighting designers, Glenn Sohm.

The *Diary of Adam and Eve* by Sheldon Hurnick and Jerry Bock, is an excerpt from the Broadway musical *The Apple Tree*. Based on a story by Mark Twain it is the first musical production to be attempted by Theatre 81 and it wisely follows an effective tragedy. Directed by Ira Beckoff (a long-time Theatre 81 stalwart) and with a fine four piece combo directed by Lou Boden its justified success can happily mean more musical productions in the future. I was fortunate enough to see the original Broadway version of *The Diary of Adam and Eve*. I am only sorry that this Theatre 81 production, which is equally good, could not also be on the great white way.

The play begins with the mildly god-like tones of Ira Beckoff calling Adam to get up. Adam, as most present day men, wishes only "five more minutes" and then goes about his business. Adam names things by what their characteristics are; the birds he dubs "Fliers" the fish "Swimmers" and the land animals "Crawlers." He soon finds another creature, Eve. She starts in right away to rename the animals. His "land mouth fat beak" and "four prog white squirter" are named by Eve as a parrot and cow "because they look like a parrot and a cow." Eve is an experiment with a perfectly angelic face and voice who is an even painful thorn in Adam's side. Eve is constantly around Adam and finally asks, "What's your name?" to which Adam retorts, "What do I look like?" but just in time volunteers the answer for fear of greater consequences. Adam is constantly aware of Eve's being underfoot and after he reluctantly allows her to enter into the shelter he built to protect him from the rain, he decides to name Eve. He calls her "Superfluous" and she starts redecorating the hut and suggests he mow the lawn.

Soon Eve finds herself contented to be alone with her "friend" who is really her own reflection in the pond. Everything's fine at this point. Adam releases his anxieties by going over Niagara Falls in buckets and washbasins while Eve is relaxing by talking to her own reflection. Now the snake appears, smoking in his tuxedo he slithers up to Eve and seduces her into thinking that not the apple tree but rather the chestnuts (Adam's joke) are the Forbidden fruit. She bites and Adam awakens to see Eden's animals attacking and kill-

ing those lower animals which were once their playmates. Adam bites the apple leaves Eden and sets up a home in what Eve calls Tonawands. Life is hard, Cain kills Abel, Eve dies and Adam is left to water the garden which Eve made and which he thought useless so many years earlier.

Trudi Fulda was the belle of the evening for her portrayal of Eve, the predecessor of the now familiar nagging wife. Trudi sang as beautifully as she acted and that's a winning combination where I hail from. Ed Barnard (Adam) comes to life in Theatre 81, showing both his ability to fuse into his role and his singing ability as he characterizes the discontented male. Witt Halle (snake) makes his contribution to this Theatre 81 production in a limited yet effective way. He is as suave and demonic as he devilishly seduces even man with words and song.

Director Beckoff and Music man Bodin are to be credited with a magnificent production which may lead to future Theatre 81 musicals, hopefully with continuing success.

Theatre 81 has completed its second year with twice as many productions. The 81 seat theatre has nearly double its capacity and soon enough will continue to expand in equipment as well as seating capacity and offerings. My only regret is that I will not be able to see all of them since I am graduating.

Jeffrey Moss was Technical Advisor, Victoria Dahl, Costume and Graphic designer, Owen Ryan was Stage Manager. John Hart played the Executioner and Jack Nadar the Monk for *Escurial*.

Denny Piati was Stage Manager, George Eckhardt was the musical conductor and piano player, Susan Krasne played the flute, Lou Boden on drums and Jim Buechler on guitar for the *Diary of Adam and Eve*.

The production crew under the direction of Franklin Feinberg were Janet Snyder who was the Assistant Production Manager, Eugene Arnold and Betty Fedor in charge of lighting, Phyllis Kaplan handled publicity, Gyudes Siano and Frances Fredericks, did costumes, Karen Smith was make-up and wardrobe mistress. Mel Lichtenstein, Andy Fraenkel, Mark Suess, Robert Lazarowitz, Philip Kirson, Janie Freedman, Harry Shaw and Thom Negri were the stage crew. Robert Lazowitz was the House Manager with Thom Negri, Diane Cunningham and Felicia Atria as ushers.

In a time of faith, skepticism is the most intolerable of all insults.

Randolph S. Bourne

College Theatre Festival Ends

Washington — The American College Theatre Festival ended its first, and very successful, year on Monday night, April 12, at Ford's Theatre as the University of Arizona's cast of *Misalliance* presented a bouquet to Peggy Wood. The bouquet, said the student actors, was only a small token of their appreciation on the honor received by having been one of the Festival's final ten productions in Washington.

The 15-day Festival, using two theatres simultaneously, was enthusiastically received by audiences and critics alike. Said one reviewer's headline: "College Theaters Show Their Stuff — And It's Good!" Richard Coe, reviewing for *The Washington Post*, wrote, "This Festival is proving a grand idea. Three cheers for Peggy Wood!" Miss Wood, co-chairman of the American College Theatre Festival, is the one person chiefly responsible for keeping alive the idea of a national college drama festival for six years until the necessary sponsors could be brought together.

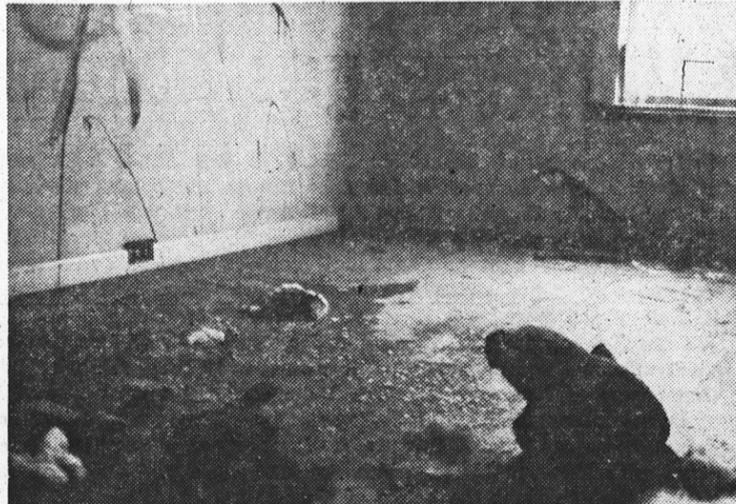
The ten colleges to perform at the Ford's and Mall Theatres were picked from a field of 176 originally entered in the Festival in the nationwide competition begun last fall. Talent scouts from the New York Shakespeare Festival, Columbia Pictures, and the Theatre Communications Group, among others, attended Festival performances to see some of America's best student actors. Many members of Congress took time from busy schedules to attend the plays and receptions honoring the casts and continually expressed their happy surprise that the students exhibited such professional competence. Said Oklahoma Senator Fred Harris, "I enjoyed the Festival immensely and think it is one of the best programs, involving college students, ever held. I hope it will be continued."

The great success of the Festival in Washington not only spotlights the wealth of artistic resources America has on its college campuses, but also highlights the fact that the national capital's audience potential is much greater than many believed — approximately 15,000 attended Festival performances while Washington's three Equity theatres, five area colleges, and numerous community theatres were producing at the same time.

The American Educational Theatre Association (AETA) is already planning the second Festival in 1969-70 as colleges begin preparing their schedules for next year's Festival entries. Judging of the second Festival will begin this summer, 1969, and continue through January, 1970, before the next ten of America's best college drama groups are brought to Washington. The John F. Kennedy Center for the Performing Arts is looking forward to the Festival being in its theatre when it opens in 1971.

Sponsors of the first American College Theatre Festival are American Airlines, the Friends of the Kennedy Center, and the Smithsonian Institution, and producers are AETA and the American National Theatre and Academy.

Editors note: Richmond College had entered the Festival last semester with its production of Bernard Shaw's "Arms and the Man," by Theater 81.



The crash is usually a bring-down.

Maintaining Public Order

New York Gov. Nelson Rockefeller signed a bill April 21 requiring colleges and universities in the state to adopt rules and regulations for the "maintenance of public order" or face the risk of losing funds they receive from the state. The bill is considered the mildest of several passed by the legislature about student unrest and is the first of them to be signed by the governor.

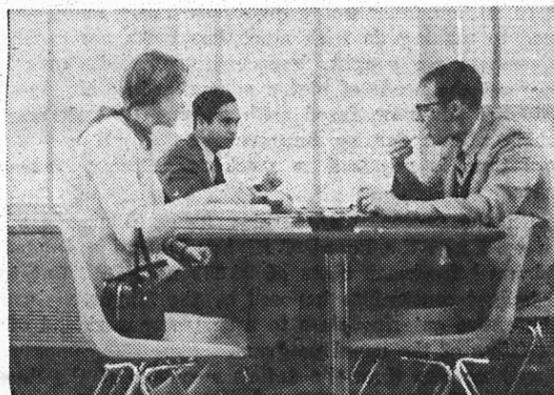
Gov. Rockefeller said that "penalties for violation are to be clearly set forth and must include provisions for rejection of violators from the campus, and suspension, expulsion or other appropriate disciplinary action in the case of a student or faculty violator."

The bill requires college and university trustees to adopt within 90 days rules of conduct as well as an enforcement program that govern the conduct of students, faculty, staff and visitors.

Gov. Rockefeller explained that failure to file rules and regulations with the state within the 90-day period "would render the college ineligible to receive any state aid or assistance until they were filed."

Scheduled to be affected by the new law is state aid to private institutions, due to begin later this year.

In signing the new law after weekend disorders at Cornell University, the governor said: "The intolerable situation on the Cornell University campus dramatizes the urgent need for adequate plans for student-university relations and clear rules governing conduct on the campus. The absence of such plans and established rules of conduct create an atmosphere in which serious disorders can arise and destroy the functioning of any university."



The first eaters in the cafeteria.

FROM THE RIGHT . . .

(Continued from Page 8)

I gather he is a professor. He is a slightly built, well-dressed man about sixty with a trim moustache and a slight European accent. His wife stands beside him clinging to his arm and gazing fearfully at the crowd of demonstrators. (They seem, incidentally, slightly older and somewhat better dressed and groomed than the crew occupying Low Library). They execute this weird, circular dance around the couple firing questions at them and at each other. It is like the confrontation between the "jocks" and the "pukes" taking place on the other side of Low Library; a smaller version but more frightening, more malignant.

The professor speaks, apparently continuing a discussion that had begun before I arrived on the scene:

"Yes, they are communists. I've seen this kind of behavior before in Europe."

"THIS is a PROFESSOR?" shrieks one of the dancers to nobody in particular.

"Yes, I am a professor here. These people interrupt my classes. They come into my classes and they disrupt, they cause trouble, they . . ."

"He TEACHES here!"

"I tell you there is something very sinister in all this. They are troublemakers."

"Who ever let HIM into Columbia? REALLY!!"

A youth stood close by the couple, listening intently to the professor's words. He stood out because he did not join in the strange witch's dance around the pair, but just stood there listening and occasionally asking questions. Prodded by the young man to give his view of the strikers and their ultimate motives at the university, the professor said:

"They are not young idealists at all. You are fools if you believe it. They are communists and their ultimate aim to . . ."

"COMMUNISTS!!!" spat out one young epicene. "OOOOH REALLY!! The last time I heard that word was down a Whitehall Street and it was uttered by a LONGSHOREMAN!! UGH!!"

CUNY Budget Hassle

CUNY—Remarks of Chancellor Albert H. Bowker, City University of New York, before the Board of Estimate and Finance Committee of the City Council of the City of New York:

First let me thank the presiding officer of this hearing for permitting us to proceed first on the list, because of our current campus emergencies requiring our attendance to court proceedings and consultations of the most urgent nature.

We are fighting for the life of the City University on two fronts: student upheaval and budget. The two fronts are closely related.

Our campuses have become both the scene and target of social protest and unrest. Some of the demands being made are legitimate and just. Some are impossible and out of our power. We are trying to contend with these problems, which are everyone's problems, and at the same time to fight the battle of the budget.

On Friday night we scored our last victory. We secured a pledge of \$2.5 million in additional, non-matching State funds for the SEEK program and we defeated a bill that would have repealed the special legislative authorization for the SEEK program at City University.

For that victory we owe great thanks to Assembly Minority Leader Stanley Steingut who, along with Speaker Duryea and Governor Rockefeller, made it possible. It was a great save for the City University and its SEEK program. Thus, we can ask this joint body to provide a minimum of \$6 million more than is provided in our budget by the Mayor.

The combined efforts of many thousands of concerned individuals, organizations and legislators succeeded in removing the expenditure ceiling initially proposed in the Governor's Executive Budget and in persuading the Governor to withdraw his proposals for a reduction in our State aid formula in 1970-71.

But victory in Albany has not averted the disaster we warned against last December. Faced with a serious fiscal crisis in the City, the Mayor has proposed a budget which falls far short of what was initially suggested by the Governor and which surrenders millions of dollars in available State aid for the University.

We are therefore here, appealing to this joint body as our court of last resort on the budget front. You have helped us in past years. We hopefully look to you again in this, the most critical year in the history of the City University.

We recognize the City's budget difficulties. We recognize your severe problem in making adjustments in the budget. But everybody agrees that education should have a priority. The City University must grow in order to survive, if for no other reason than it must reflect the expanding demands of an economy and society demanding new skills to meet new problems. That is why we are again asking for your help.

Our original budget request, certified by the City Budget Director, was for \$270 million. That would give us what we really need. But we are resigned to making do with much less, with postponing some of the improvements we sought, improvements which have been long overdue to meet the needs of higher education in a city in crisis.

The University is now faced with a budget of \$221.6 million, a budget which allows for no improvements at all and provides \$4 million less than is required to meet our Master Plan enrollment commitments.

Faced with the necessity of turning away thousands of qualified students, a week ago the Board of Higher Education decided to admit our full planned freshman class of 20,000 next fall. But to do this, under the budget constraints imposed by the Mayor, we are required to limit the entire entering class to a semester workload of 12 credit hours, four-fifths of the usual program.

This is nothing less than the deficit spending of the lives and futures of the youth of our city. At a time when the necessity for higher education for all members of our society is greatest, retreat should be unthinkable. The City University represents the last best hope, the future, for thousands of New Yorkers, especially the economically disadvantaged. If we fail them, we fail ourselves.

The University must have \$6 million more than is provided in the Mayor's proposed budget. Four of the six will allow us to take in the full September enrollment at normal program levels. In addition, the University must have at least \$2 million with which to develop the most urgently needed new programs, especially in the health sciences, to continue its College Discovery program at its Master Plan level and to fund new community colleges.

We cannot stand still or retreat as the present budget requires. We must meet the minimal needs of our students and our city. We have had to reduce plans for new programs and necessary improvements amounting to over \$25 million; but it is absolutely imperative that we have funds to develop programs which would train our students in the critical shortage fields of nursing, medical technologies and social work, and at least fulfill our commitments to disadvantaged College Discovery students.

I implore you to provide the University with \$6 million more than the Mayor has proposed so that we may offer our students full programs and make progress toward new programs in critical areas.

I must make one further request. In the past the Board of Estimate and City Council have responded to the needs of the City University and for this I am indeed grateful. However, administrative restrictions placed upon the University have effectively vetoed the legislative fiscal mandate and enabled the Budget Office to force savings in appropriate funds in mid-year. This practice makes it impossible for us to know how much of our budget we will actually be permitted to spend. It constitutes an evasion of the intent of this legislative body that money appropriate is thus withheld by the Budget Director.

I therefore ask you today for an additional \$6 million, which will barely allow the University to meet its commitments, and I further request that you provide us with an understanding which will avert this cruel fiscal charade and allow us to use the money you actually appropriate.

Supreme Court Will Hear Draft Cases

The U.S. Supreme Court agreed to hear two cases next fall concerning the legality of the Selective Service policy of speeding up the induction of men who turn in their draft cards as a protest gesture. Both cases contend that the practice, initiated by Gen. Lewis B. Hershey, is unconstitutional.

In one case, a Boston student lost his II-S deferment and was classified I-A when he gave his draft card to a clergyman as an act of protest. In the other case, a Minnesota youth claimed his induction was speeded up after he threw his draft card at the feet of a Federal deputy marshal at an anti-war rally in Minneapolis in October, 1967.

Both men said their inductions constituted punishment without due process of law and served to curb effective protests by draft-age men against the war.

After the court said it would hear the cases, General Hershey said, as he has on numerous occasions, "it is not punishment to serve our country." He also insists that if a registrant breaks the law (by destroying a draft card) "it's not in the national interest" to defer him.

CUNY Fresh. Limited To 12 Credits

The City University of New York, which had suspended freshman admissions because of budget uncertainties, has announced it will admit a full freshman class of 20,000 students but will limit each freshman to 12 credits of study per semester. Chancellor Albert H. Bowker said that efforts will continue with the mayor, city council and board of estimates "to obtain the funds needed to give every freshman a full program."

He said the course to admit students but limit credits was an alternative "which would be least disruptive to the students of the city." If additional funds are not forthcoming, he said, "I intend to ask the faculty of the university to roll back salaries and forego salary increases to make more money available." He also announced that CUNY policy will be maintained in admitting students to senior colleges who are in the top quarter of the city's high school graduates.

RIGHTS . . . (cont. from pg. 8) by the Supreme Court doesn't mean that it is doesn't exist or is valid, since the Court cannot uphold a right unless it is violated and the violation is presented in a case to the Court.

The right to do what you want includes the right of two consenting adults to have premarital sexual relations, the right to have long hair and dress the way you want. These are just a few examples which would and should be upheld by the Supreme Court.

—T.H.E. Nipper

Small Apartment Wanted

within two (2) miles of school by Richmond College faculty member. Please call Israel Fishman, Library, 448-8433, extension 64.

Projections For Summer Jobs

Employment prospects of June, 1969, graduates of colleges, junior colleges, and technical institutions in the New York-Northeastern New Jersey area are very bright this year, it was reported here by Herbert Bienstock, Regional Director of the U.S. Department of Labor's Bureau of Labor Statistics. The Bureau recently completed interviews with a number of college placement directors in the area. They indicated that more companies are recruiting on campus and that higher salaries are being offered than last year.

Especially strong demand was reported for technically trained graduates with bachelor's or advanced degrees and for accountants. Business graduates are also in strong demand, and liberal arts graduates are in increasing demand in a wide variety of fields. The industries most frequently mentioned as being active on-campus recruiters included electronics, public accounting, insurance, banking, data processing, retailing, and government.

The outlook for women graduates is excellent this year. Women with degrees in mathematics or the sciences are in strong demand and can expect to receive salaries comparable to those of male graduates. Many graduates continue to enter teaching where demand is generally good. Jobs with brief training programs in data processing, retailing, banking, and insurance are increasingly being offered to women.

The outlook for Negro college graduates is excellent this year. Most placement directors contacted said that recruiters are actively seeking qualified Negro applicants and that Negro graduates are receiving some of the best job offers being made this year. Because the number of Negro graduates is substantially less than the demand for them, some placement officials reported that they have a competitive advantage.

College Graduates

Trends—Job prospects for 1969 college graduates in the area are considered excellent. Compared with last year, most placement directors expect to see more recruiters on campus trying to fill more jobs.

Technical training continues to be a valuable asset to the graduate seeking a job in today's world of work. All types of engineers are in very great demand, particularly chemical engineers. The outlook is also very strong for degree holders in the physical sciences and mathematics. The employment outlook for graduates of liberal arts and business programs is generally good. Accountants are in very great demand, as are teachers with specialties in areas such as speech therapy and remedial reading. On-campus recruiting for liberal arts graduates for positions in areas overlapping with business administration majors, such as administration and sales, is heavy. Banking, data processing, insurance, and government are among the most active recruiters of this group.

Engineers, scientists, and mathematicians—The outlook for engineers is bright — as it has been for the past several years. Chemical, mechanical, and civil engineers are all in high demand. Prospects in the physical sciences are also bright. There is very strong demand from the chemical and petroleum industries for chemists and chemical engineers. Civil engineers are also in demand, reflecting in part work on air and water pollution. Graduates with degrees in engineering, physics, chemistry, and mathematics are receiving higher offers than last year. In June, 1968, according to a BLS survey of industry, entry level salaries for engineers and chemists in the New York area averaged \$741 and \$611 per month, respectively.

Accounting—Placement directors report that demand for accountants is still growing and that there are not enough graduates to meet the demand. Accountants are sought by public accounting firms, most other private industries and government; their job outlook is excellent and salaries being offered have risen since last year. In June, 1968, entry level accountants in private industry, excluding public accounting firms, averaged \$606 in the New York area.

Teaching—Demand for college teachers continues strong, especially if the graduate has a Ph.D. Those with the master's degree are also in demand. Elementary teachers are in great demand, as are secondary teachers of math and science. There is a great shortage of those with teaching "specialties" such as speech therapy, remedial reading, and learning disabilities.

Liberal arts and business administration—Job opportunities for liberal arts and business administration majors seeking employment are good this year. Bachelor's degree holders in business administration tend to concentrate in sales and management training programs, but find employment in a wide range of occupations. On-campus recruiting for liberal arts majors is for jobs similar to those offered to the business majors, although at slightly lower average salaries. Placement directors noted increasing demand this year for liberal arts graduates for sales positions with insurance companies and added that liberal arts graduates are being placed in a greater variety of positions than ever before. Banks, data processing companies, retailers, and government agencies are among the more active recruiters of both business and liberal arts graduates. Advertising agencies have not been actively recruiting this year.

Junior colleges and technical institutes

The employment outlook for graduates of junior colleges and technical institutes in the area is excellent, according to campus placement directors contacted. Prospects for graduates in nearly all fields are reported better this year than last.

Opportunities for graduates with training in technical fields, accounting, and secretarial skills are very good. Graduates of accounting, nursing, and secretarial programs can expect to have their choice of jobs, at salaries higher than last year. Technical graduates receive the highest salaries.

Junior college graduates in business administration find themselves competing with degree holders from four-year institutions. Thus, their employment outlook is somewhat less favorable than it is for secretaries and technicians.

Student Unrest And Disorders

Two Congressional subcommittees continued hearings this week on student unrest and disorders on the nation's college campuses. The Senate Permanent Investigations Subcommittee heard testimony from S. I. Hayakawa, acting president of San Francisco State College, and two college professors, May 13. The subcommittee is looking into campus disorders in connection with its long-standing investigation of city riots.

The House Special Subcommittee heard three more witnesses May 15. It plans to conclude its hearings, which started in February, with testimony from Atty. Gen. John N. Mitchell May 20.

Hayakawa told the Senate investigators that "impatience with democratic processes is one of the chief causes of student unrest." He said many bright white students, most often at the more prestigious colleges and in the liberal arts and social sciences department, have "begun to look upon themselves as an elite" and "do not feel themselves bound by the conventions and constraints of everyday life." He also said that "many professors are elitists too, encouraging the students in their defiance of customs, regulations, and even laws."

"The burning question raised by higher education in America, then, is whether we can give a superior education to our gifted and privileged young people without at the same time producing an elitist mentality that despises democracy," he continued.

Hayakawa said he felt that many black militants "are being pushed into revolution by white revolutionaries, including wealthy people from outside the college community," who help blacks with money, food, jobs, transportation, bail, and legal assistance.

"To use a phrase I detest, but which in this instance is all too descriptive, white revolutionaries, by their largesse, are making 'house niggers' of their black allies," he said.

Sen. Abraham A. Ribicoff (D-Conn.) said he was "bothered by a failure of administrators to get the loyalty of the student body." He said he felt administrators had failed to understand demands of the moderates "until pushed up against the wall by the radicals."

Bruno Bettelheim, University of Chicago psychologist and education professor, said student rioters may "seriously damage our universities" by politicizing them to such a degree that "they may then become centers of social and political unrest, rather than of

research and training.

While speaking chiefly of black poverty, Nathan Wright, Jr., chairman of the Afro-American Studies Department of the State University of New York at Albany, said at least three cabinet posts in the Federal government should be held by blacks and university faculties should be 15 to 20 per cent black.

At the House hearings, spokesmen for the National Education Association supported a bill by Subcommittee Chairman Edith Green (D-Ore.) to establish a Federal higher education mediation service for campus disputes. They also supported retention of the anti-riot provision (Section 504) in the 1968 higher education act, and opposed bills to deny all Federal aid to institutions which do not act immediately to curb riots.

George Fisher, NEA president, said mediation could "prevent untenable positions from being taken" and "serve as a safety valve to drain off frustrations."

Stanley J. McFarlan, an NEA staff member, said Section 504, which provides for a cutoff of Federal funds to student rioters, expresses disapproval of violent disruptions without interfering with academic freedom since the decision on denying aid is left with the colleges.

Craig Berkman, a member of the dean of students' staff at the University of California, told the House subcommittee that universities "need bold, new methods for communicating with their divergent constituencies." He proposed that they create a university council, representing students, faculty and administrators, to serve as a forum for discussing issues and recommending policies.

Alan C. Brownfeld, editor of The New Guard, published by Young Americans for Freedom, Inc., said New Left militants are attempting to use students' idealism "for their own ends, many of which are totalitarian and dedicated to the destruction of the American society."

In other Congressional developments during the week:

Sen. Walter F. Mondale (D-Minn.) introduced legislation to establish a 15-member Commission on Student Unrest, to be appointed by the HEW Secretary to study the causes of unrest and recommend solutions.

John S. Foster, Jr., Director of Defense Research and Engineering, told the Senate Armed Services Committee, that campus riots have had no major adverse impacts on defense-sponsored research at universities.

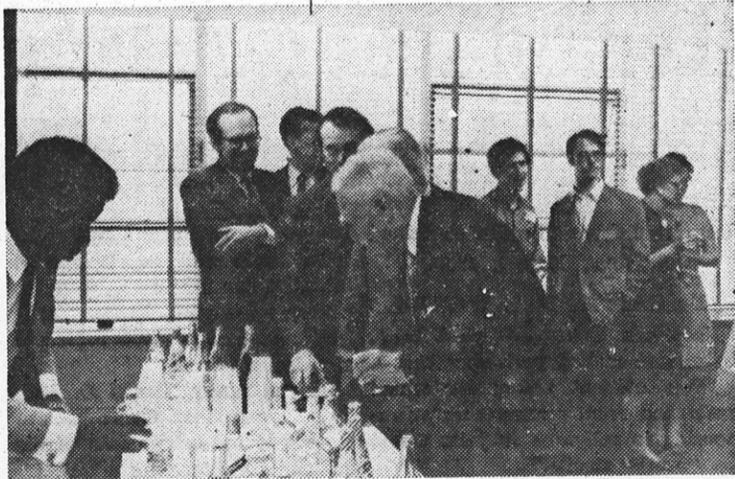
THROW IT . . . (cont. from pg. 11) the individuals who will be promoted from dull, unproductive, low-paying job to dull, unproductive, low-paying job most rapidly. Those who conform and repress themselves least, perform worst on the exams: they are the individuals who will be punished most, economically and politically, throughout their lives.

By looking at our grades and how we performed on the tests of their measuring stick, the pig professors, the employment and admissions agents of America's economic, political, educational, and social institutions are able to weed us out. Student A, on the basis of his professors' evaluation of him, may be picked by General Electric for a boring engineering job making unneeded weapons. Student B may be chosen by the agents of the corporation barons who control Cornell University for admission to their graduate school. Student C, on the basis of her professors' evaluation, may be chosen to serve as a plainclothes cop and babysitter in New York City's crumbling school system. Student D, on the basis of his professors' or deans' evaluation of him, may be someday shipped off to the concentration camp in Allentown.

Exams and grades also sometimes induce unhealthy psychological feelings. Exams and grades may cause mass anxiety by stimulating fear of failure, and feelings of insecurity and tension. Among masses of students who still regard grades and exams as "serious business."

Brothers and sisters, we feel that no social system has a right to control your life unless it is to prevent you from engaging in activity which hurts other human beings. We feel that Richmond's black, Latin, and white working class students who must work should not be further penalized for having been born in a racist, class-biased, exploitative society. And fellow students, we feel that all Richmond College students should not let either pig professors or their future corporate and government employers weed them out or divide them by means of exams. We feel that all young people should, instead, cooperate with each other, love each other, and collectively wage a revolutionary struggle against America's ruling class so that the economic institutions of this country can be used to lend a helping hand to people, and not hurt them — and to maximize human freedom everywhere.

Don't take any of your exams, if you don't feel like taking them. Rip them up. Throw them all away. Make love instead. If any of the pig professors or administration officials tries harassing you for refusing to submit to final examinations, we will actively seek to prevent them from messing with you and your life.



Arleigh B. Williamson, front and center, at the Inauguration Reception.

FREE!

Three Original Plays From Richmond

RICHMOND COLLEGE PLAYWRIGHTS

WORKSHOP PROJECT OF ACTING II

May 27: 7:30 p.m. Staten Island Community College Auditorium

May 28: 8:30 p.m. 350 St. Marks Place (5th floor)

No Tickets or Reservations are Needed

Peace And Awareness This Summer
— R.R. and J.H.

Conservative's Attempt To Limit Freedom Of Speech At Richmond And SICC Receives Temporary Setback

Reprinted from The Staten Island Advance, May 6, 1969.

By RAYMOND A. WITTEK

Supreme Court Justice Vito J. Titone remarked yesterday that a college student newspaper which refrained from commenting or referring to religious subjects would be "pretty sterile."

Titone made a statement as the attorney for a group of students at Richmond College and Staten Island Community College pressed a demand for a court order compelling the city's Board of

Higher Education to adopt and enforce rules and regulations prohibiting the school's student publications from publishing "derogatory and blasphemous references" to religions.

The attorney, Daniel D. Leddy, Jr., argued that the schools, as tax-supported institutions of higher learning, must as a matter of law maintain and "absolute neutrality" in the area of religion, taking a stand neither for nor against religions.

Titone reserved decision after hearing the arguments of Leddy

and Assistant City Corporation Counsel James Nespole. He permitted both to file additional briefs in the case.

Nespole raised three chief points in support of the Board of Higher Education and the student newspapers. They were:

- Should the judge issue a general directive prohibiting the papers from publishing blasphemous statements, or should the court rule on a story-by-story basis?

- The Board of Higher Education has at no time violated the First Amendment of the U.S. Con-

stitution with respect to any particular religion.

- The purpose of the schools is to impart knowledge, not publish newspapers. The opinions expressed in the newspapers are those of the writers and do not reflect the opinions of the schools or their administrations.

Nespole noted that should Titone hand down a general directive it would raise numerous problems, including the sticky question of what constitutes blasphemy—a point which Titone also raised. Carrying his argument a step

further, Nespole said that the order would necessarily have to spell out in "precision" what compliance the court expects of the student publications. To enforce the directive, there would have to be a contempt proceeding which would then bring out "the vagueness of the order," for a contempt action "must be based upon a mandate so clear as to permit no reasonable doubt of its application."

"It is difficult to conceive of a standard such as 'blasphemous' as being devoid of reasonable doubt as to its application," Nespole said.

Nespole maintained that the Board of Higher Education has discretionary powers at present to deal with student publications. He admitted that the board has not exercised this power in regard to blasphemous material in student publications. However, the schools in question have previously established procedures which permit "redress of any grievance arising out of the content of a student publication."

Leddy and his co-counsel, Pasquale Bifulco, represent four students at Richmond College and the father of a student at Staten Island Community College in separate proceedings brought against the presidents of the respective colleges and the Board of Higher Education.

Initially, the petitioners also named officials of the State University of New York as respondents. Leddy yesterday discontinued the actions against the state officials, although he reserved the right to name them as parties again at a future date.

Cited in the petitions are two articles, one of which was published in the Richmond College's student publication, the Richmond Times, and the other in The Dolphin, published at Staten Island Community College.

Although the publications are financed by student fees collected by the schools, Leddy said there was not a "scintilla of doubt" that they are operated under the auspices of the city and the state, through the schools.

The papers are given the use of office space and telephones, carry the official seals of the schools and are promoted in the official handbooks of both schools, he said.

Leddy argued that freedom of speech is not at issue, only the use of the "state's machinery" to advocate a position for or against religions.

At one point during the hearing, Titone asked Nespole if the publications had any educational value. The assistant corporation counsel replied, "Some, if you take a large view. People learn from almost anything."

Titone also expressed interest in whether any of the students at the schools were legally minors, under the age of 21, and whether they were compelled to read the newspapers.

Nespole also observed that the editors of the newspapers publish articles which they see fit to print, "according to their editorial judgments, good or bad." They are responsible for whatever discretion is applied, he said.

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- MARY MOYLAN (CATONSVILLE 9)
- ERICA LEVIN (HIGH SCHOOL STUDENT UNION)
- A MEMBER OF THE BLACK PANTHER PARTY
- AN ACTIVE DUTY G.I.

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