

RICHMOND TIMES

VOLUME II No. 1

Richmond College of the City University of New York

FRIDAY, OCTOBER 4, 1968

Richmond Times Hosts A Variety of Programs

The Student-Faculty Cultural and Public Affairs Committee has announced a program of lectures, concerts, dance programs, poetry readings, piano recitals, and dramatic presentations for members of the Richmond College Community. The five series are: The President's Series, Contemporary Poetry Series, Dance and Drama Series, Chamber Music Series, and Young Keyboard Artists Series.

In addition to their public performances, the La Mama Players, the Merce Cunningham dancers, the Open Theater, the New York Consort, The Dorian Quintet, and the American String Trio will conduct workshops and seminars for students. Some speakers will be at Richmond for two days to speak to classes.

The first performance will be by the New York Consort, a chamber music group, on Oct. 18 at 8:15 p.m., in the Brighton Heights Reformed Church, St. George.

The President's and poetry series are both free to students. The President's series, sponsored by President Schueler will be offered in students' free time. Student attendance is expected to be high.

The President's series will play host to these lecturers: Hans Morgenthau speaking on "A New Foreign Policy for



Hans Morgenthau

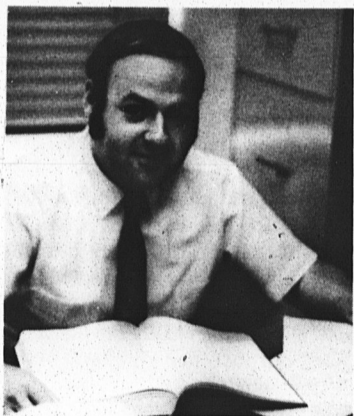
America;" Ralph Ellison speaking on "The Meaning of American Diversity;" E. G. Williamson, a psychologist speaking on "Student Unrest;" The Dorian Quintet and Alexander Rich, a biologist whose topic will be announced. Hans Morgenthau will begin this series at the college on Oct. 28 at 11 a.m.

Six piano concerts will be presented in the Dreyfus JHS Auditorium, Stapleton, with Leonidas Lipovestsky leading off the series Nov. 22. Future appearances will be made by Richard Syracuse, Edward Auer, Nathan Twining, Eugene Pridonoff and Roman Rudnytsky.

The dance and drama programs, also at Dreyfus, will get underway Nov. 4, with a presentation by La Mama Players.

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Counseling Center Opens With Expanded Services

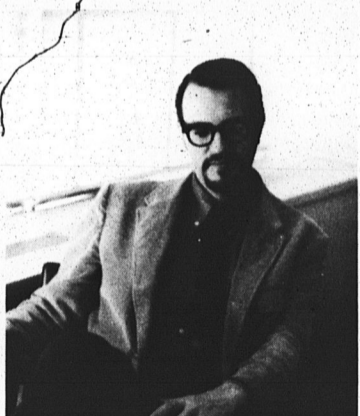


Dr. Stanley Schonbuch

by Ellen Finkelstein

A "new creation" has been introduced to Richmond College this year, explained Dr. Stanley Schonbuch, one of the men involved in the new program. The new counseling center introduced this year has a program designed to devote its time to the personal aspects of student education. The center's services will be available to both undergraduates and graduate students.

The counseling center will offer both academic and non-academic advice to students. Testing ser-



Dr. Bruce Vogel

vices offered by the counseling center will aid students confused as to their vocational choice. The results would be used by Dr. Schonbuch and his associate colleague Dr. Bruce Vogel for more thorough counseling.

Since, as Dr. Schonbuch said, each student has an advisor who is more qualified to guide students in the academic area the center will not focus on academic problems.

The center will attempt to cope with students' personal problems and anxieties which

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CONTROVERSY ESTRANGES LIBRARY COMMITTEE

by Diana Newman

A controversy which began over the extent of the books missing from the college library and the steps needed to inhibit the flow of such books has grown into a discussion of the administration and development of the library.

The Committee feels it has become a rubber stamp for predetermined library policy and that in two most recent instances, the decisions to cut the week-day hours down to 8:30 and the institution of a fine system were made without consultation with the Faculty Student Library Committee.

The underlying problem of communication and issues which provoked it are to be aired at

a meeting of the Faculty Library and Instructional Facilities Committee scheduled for October 4.

Arguing that they had failed to receive satisfaction from Professor Stephens, the chief librarian, the faculty and student members of the Committee and Jean-Louis d'Heilly, Chairman of the Student Council, detailed four outstanding problems besetting the library in a memorandum sent to President Herbert Schueler on August 20.

The Student Council sent a memorandum to Professor Irene Stephens, outlining similar problems and suggesting a uniform guard be posted. (At a Student Council meeting on Septem-

ber 25 the Council voted unanimously in favor of a guard).

Professor Stephens responded in a memorandum sent to President Schueler on August 24.

SECURITY

The faculty memorandum noted delayed action on the part of Professor Stephens in posting a guard at the entrance who would check books to "prevent pilferage and loss of books."

Professor Stephens replied that subsequent to a meeting on April 16, "the problems of security were discussed with several members of the administration." It was agreed that an administrative staff member would be posted at the door to remind library users to charge out books. It was also arranged to have a guard make rounds through the Library.

There seems to be a misunderstanding over the definition of the word "guard" and the duties implied. Should a guard or an administrative assistant be empowered to check through a student's possessions?

The necessity of a guard is also questioned as reports of thefts or missing books range from 100 to 10,000. No inventory has been taken recently.

USE of LIBRARY in HOURS OTHER THAN OPENING

The faculty memorandum said that there was difficulty in ot-

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Federal Aid Slashed Council Grants Loans

by Russ Rueger

Student financial assistance for the Fall '68 has turned out to be grossly inadequate. Both the work-study program and the National Defense Loan and Economic Opportunity Grants assistance funds have suffered drastic reductions.

According to a report of the Office of Financial Assistance, Richmond was authorized by Congress to award \$27,790 in loans and grants, which represented almost a one third slash from the original amount requested for 1968-69. An additional \$4,000 in emergency funds were awarded by the Regional Office of the Office of Education, but by the end of August, over 100 applications had been received.

Priorities were given to students applying for renewals of Economic Opportunity Grants, and then to returning students. New students who had not previously received loans or grants were directed to seek New York Higher Education Assistance Corporation loans.

According to Mr. Roger Nelson, Student Activities director, work study funds for colleges throughout the state have been reduced to about 79% of the amounts requested.

Since Richmond's 1968 requests were relatively small and much of the money was used for summer employment, only 35 work study positions can be filled from over 60 applications. Priority systems have been worked out based on need, previous work study employment, or a request for employment by a faculty member or administrator.

On Sept. 10, an emergency meeting of the Board of Directors of the Richmond College

Association was held concerning financial aids. The Board approved the transfer of a \$14,500 student activities allotment from the Richmond College Association to the appropriate college budget lines in order to issue checks to students receiving National Defense Student Loans on Sept. 16 and to students receiving Economic Opportunity grants on Sept. 30.

\$2,000 of this sum was given to the Student Council for the establishment of an emergency

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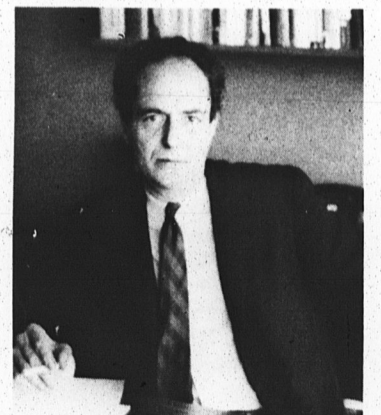
Suther Heads Humanities

by Howard Bender

Professor Marshall Suther, a professor of Comparative Literature, is the new chairman of the Division of Humanities. He came to Richmond from Columbia University where he was a student and then a faculty member for nearly twenty-five years.

Professor Suther was involved in the student demonstrations which took place at Columbia last May. He was a member of an ad hoc faculty group which tried to mediate in the dispute. Professor Suther was "primarily interested in insuring the continuance of the institution under circumstances which were equitable to both parties." The demonstrations at Columbia were not, however, the reason for Professor Suther's decision to come to Richmond; he had been in negotiations with Richmond long before the demonstrations began.

Professor Suther came to Richmond primarily because it is a new institution which experi-



Dean Marshall Suther

ments with new courses which re-define the subject matter in a more useful and realistic manner. He dislikes the artificial boundaries which are encountered in other institutions. Professor Suther expects to encounter difficulties, but he finds them challenging.

Professor Suther received his A. B. from The University of North Carolina, his M. A. from Tulane, and his Ph. D. from Columbia University.

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VOLUME II

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Editorial Policy

The editorial policy of the Richmond Times shall be to report news involving the academic community and provide a medium wherein ideas may be coherently presented for examination by students, faculty, and administration.

This publication is to be student oriented and free from domination by any factions within Richmond College.

Editorials will be presented expressing opinions on various issues of concern. These statements, by the Editorial Board, are not necessarily those of the college, university, or student body. The Editorial Board, meeting as a committee, has the final responsibility for all editorial matters.

Bookstore Complaints

Complaints leveled against the Richmond College book store have been mounting. Faculty members and students regularly find that book stocks are inadequate, while there is an excessive concentration of items such as records, clothing, and short-cut study guides.

Perhaps consideration should be given to a book store which would operate on a non-profit basis. Discounts would provide financial relief for students and faculty, while making it possible for them to purchase additional books. Arrangements of this kind already exist in other college book stores. With the elimination of a profit motive, the book store could begin to improve its stock of books without the concern of surpluses, sales, consumer items.

ORIENTATION

by Bohdan Kosovych

The undergraduate orientation program of September 9-11 nurtured the hope of a new schol-

To Whom It May Concern

The production of the *Times* issue you are now reading placed an inordinate amount of pressure on the scanty staff. Now that studies are seriously under way we will no longer be able to produce a newspaper with any pretensions of quality under existing conditions. We recognize that without much greater student participation a newspaper cannot be published. Our small staff must perforce disband.

Maybe you don't care about newspapers. Maybe you don't believe that the pen is mightier than the sword -- or the atom bomb. When the *World Journal Tribune* folded there was still the *Daily News*, the *Post* and the *Times*. But if the *Richmond Times* folds there will be nothing else. Maybe this doesn't bother you either. Maybe you are not concerned with news of *Richmond College*. But a vehicle, for disseminating news, a necessity for any organized community, will no longer exist.

If any of you who care whether we have a newspaper, prove it! Do something to help us. If you have the will to work to help the newspaper we can teach you how. We don't need any one who wants to get an 'ego-trip' from the newspaper without giving the newspaper something in return-- Work.

Come to the newspaper meeting in room 806 and offer to help us produce a newspaper on Oct. 7, at 12 noon.

astic experience among incoming students. That was, at least, the message put across at first. President Schueler promised a minimum of constricting regulations, and Dean Wasser stressed the importance of promoting the vital "student-teacher relationship." Other faculty and staff members revealed the school's newness merely by admitting that they themselves were new and in need of orientation. These candid revelations struck a resonant note between the new students and staff, and reinforced the possibility of a truly novel experience at Richmond.

By that time, however, the orientation program showed signs of aging. The entire program was, indeed, a day too long. The divisional meetings, student club solicitations, and library tours slowly quenched the program's fire. Students began to filter off, only a few showed up during the "free periods" for discussions, and even the lounge emptied.

And this was the orientation program's biggest disappointment -- its emptiness. The student-teacher exchange stressed so much by Dean Wasser never developed. There was no time scheduled in the program for the airing of views on such vital matters as black power, student activism, Vietnam, or the United States' economic policies. Nobody gathered for the discussion on "The Idea of a University," which was the only scheduled opportunity for an intelligent exchange. There were two other chances for such discussions when Jack Smith of the Ad Hoc Committee for Social Change mentioned both narcotics and the importance of student involvement and when Earl Vessup of the Amistad Club touched upon the problems of the Blacks. The new students, however, let these opportunities pass by.

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cartoon by Donna Whiteman

The Price of An Education

Grading System: A Dialogue

PFH Assailed

by Bohdan Kosovych

Richmond's new students were quite adequately informed of the school's three-letter grading system. Some have questioned it. Others gave it not a second thought. Since grades, however, do influence our future vocational possibilities, the system of grading used to help determine these possibilities should invite close scrutiny from all students, both new and old.

Two relatively new grading systems are being tried by some schools. One is the pass-fail system, and the other is the three-letter system in use at Richmond. The latter is a cross between the former and the traditional methods of grading. It is, however, worse than both. It is, basically, unfair to the B and C students. It rates the students at the extreme ends of the scale exactly like the traditional system does. It lumps the others together into the P category, equating the almost exceptional and average students with the almost-failing one--a definite injustice. This system, moreover, has its practical difficulties. If widely adopted, it would remove the basis for student evaluation by graduate schools and employers. These would find it hard to select the students suitable for them. They would have to restrict themselves to students with honor averages, thus neglecting the B students, or they would have to rely upon the evaluative distinctions of professors, which would be the same as the traditional grades. The former possibility would cheat the B student, while the latter would show that the three-letter system is merely a poor synonym for the old one.

In short, the three-letter grading system is a restricted reforming attempt, and, like all restricted attempts at reform, solves no problems while creating additional ones.

The simpler pass-fail system is a fuller reform. It is much fairer than the three-letter system, because it eliminates all distinctions between passing

work. It therefore harms no students, though it helps but few. It creates, however, the same practical problem that the three-letter system does. It is, therefore, presently quite impractical.

One of the arguments which attempts to justify pass-fail grading is that it eliminates the tense competition among students which sometimes proves harmful. I believe, however, that competitive study is more of a stimulus toward greater knowledge rather than its inhibitor. It motivates the learner toward improvement. If the student truly strives toward this goal, he should be satisfied with the results, even if they do not quite match his expectations. He must accept his ability level realistically. If he cannot learn to cope with educational competition, he might also fail to deal with other inevitable stresses of life.

It seems, therefore, that the most practical grading system at the moment is the traditional one. It gives both students and

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To the Editor

I find that I have been misquoted in the article on the grading system appearing in your first issue. At no time did I state or imply that a point grading system was desirable. In fact I feel that such an extreme system would be particularly unsatisfactory. What I did say was that as the number of grades in a grading system increases, the chance that a grade awarded will be correct decreases, but the precision of a grade as an indicator of a student's performance increases. For example, in a system with only one grade, all grades would be correct but meaningless. Therefore, I believe that it is necessary to avoid both extremes. We should seek a system which is precise enough to give students a reasonably clear indication of their performance but not so fragmented that distinctions between grades are picayune.

Yours truly,
Steven E. Kagle

Editorial Note:

The Editors apologize to Professor Kagle for misrepresenting his point of view in the May issue.

A Reply

by Diana Newman

In his comments on the pass-fail system Mr. Kosovych criticizes the pass-fail honors grading as a restricted reform and the pass-fail system as a fuller reform which destroys the basis for student evaluation. He praises the traditional five-letter system as the most practical because of its preciseness. Yet this very preciseness can become stultifying and stifling.

Instead we might make the fullest reform possible and adopt a system used by some European universities. No grades at all but a comprehensive examination before graduation. Such a system would eliminate cramming and short term retention of material.

Even the very idea of summing up a student's semester work in a single grade is an incomplete and unsatisfactory evaluation. Written evaluations and conferences between teacher and student should replace any formal system. A grade should not be a kind of dogmatic estimate of a student's performance but an aid to learning. The lack of a rigid grading system provokes a dialogue between teacher and student.

An ungraded paper full of comments in the margins that can be discussed, with the teacher will profit a student more than a returned paper with only a mark staring him in the eye. What purpose does a grade serve if the student is not aware of how he earned it, and how he may improve it?

The honors grade is not the equivalent of an A grade, but it is an indication of the students' interest and effort in the course beyond the required work. A grade-grubber can get an A, but might not be able to get an honors grade.

One of the most telling arguments against the present grading system in use at Richmond is that it will hurt the student's chances of getting into graduate school. I would like to suggest that the GRE's and the recommendation of faculty members are two of the more important factors considered by graduate schools.

Is Richmond Sheltering Paid Drug Informers?

by Russ Rueger

A rumor has been quietly circulating throughout the college concerning the possible enrollment at Richmond of student narcotics informers. The unconfirmed report, obtained from several student sources, not considered unreliable, states that up to 17 student informers would be enrolled, and that one of their functions would be to "infiltrate" student activities to find any drug traffic.

The sources claim that they have already identified one student informer, but do not know whether these informers are bona fide students, or narcotics police posing as students.

Dean Chiles has stated that the administration is unequivocally "not involved" in this matter. The Dean spoke of a meeting held last spring with Inspector Kendall, then head of the Staten Island Police Department. The purpose of this conference was not to discuss any particular problem, but to establish relations. The administration desired an understanding with the police, after reviewing police treatment of students at Columbia last April.

Dean Chiles found the Inspector to be a "highly unusual man", who did not desire to take any actions apart from the administration's approval. Inspector Kendall gave the Dean his private line, as well as his office and home phone, and insisted that the college contact him directly anytime it wished. He made it clear that the college would not have to be concerned with outside interference by the Staten Island police, unless it was requested.

On September 17, a meeting was held with the current heads of the Staten Island police force, Inspector Milton Jirah, Commander of the Uniformed force, and Inspector William J. Averill, Head of the Detective Division. Richmond representatives were President Schueler, Dean Chiles, Mr. O'Connor of Public Relations, and Jean-louis d'Heilly, Student Council Chairman. The inspectors assured those present that there were no paid informers in the student body and there would be none unless the administration requested them. Coupled with the latter's official denial, it would appear that as far as the record is concerned, there are no student informers.

The problem of state, federal, and city narcotics agents working independently of the Staten Island Police was discussed. The inspectors said that because Staten Island drug use is "miniscule" compared to other areas, agents would be too busy elsewhere. Furthermore, federal, state and city narcotics agents would inform the local police if they were working in the college.

Assurance was given that no arrests would be made in the college, and that if information was received concerning drug abuses at Richmond, any police action would occur off-campus. Just how this information was to be obtained was not specified.

Prof. Nachman, of the Social Science Division, stated that

while there is no "hard" evidence about student informers on campus, the police could certainly carry out a program of this type if they wanted. However, he said that this raises some fundamental questions: should society pursue the goals of law when they injure an institution of high social esteem? Are these laws necessarily legitimate? Can an academic community function as a community with outside interference?

Prof. Nachman also mentioned the consequences that academic freedom could suffer if these rumors were valid. Student informers could prompt an investigation, with possible dire results for all areas of student life, especially open inquiry and discussion. Faculty members are not covered by the provisions of "privileged communication" and therefore could be subpoenaed and made to disclose confidential information about their students. Should they refuse to testify, they can be held in contempt of court, and should a crime be involved, they could possibly be held as accessories after the fact.

At Stony Brook, for example, an assistant Dean of Students has been charged with contempt of court for refusing to betray his students. Prof. Nachman went on to say that even where privileged communication is extended, as in counselor-student relations, it is modified by law in certain ways - the information must be concerned with the professional relationship, and at the time of disclosure the student must make explicit that this information is privileged. In other words, the law has provided itself with effective means to coerce professors into disclosing private information, thus eroding concepts of free inquiry, open discussions and academic freedom that are so basic to a college community. It is to be hoped that no student informers or "vigilante" investigations ever turn our college into an academic mockery.

The Chancellor's Special Committee on University Drug Policies, set up to study drug use in the City University, issued a list of recommendations for administrative procedures in this area, one of which is: "The use of undercover agents or student informants may lead to an atmosphere of mistrust and suspicion which is incompatible with the ideals and purposes of the University and should not be supported."

PASS-FAIL—continued

teachers a definite and clear idea of the individual student's capabilities and weaknesses. It provides a basis for comparison with past work levels, and therefore it facilitates objective evaluation, practical advice, and steady improvement. It is also fair, for it indicates quite precisely what the individual has merited.

However, we can only intensify any problems which may exist by making the grading system vague. A nebulous system is both impractical and frustrating. A precise scale is much more scientific, and therefore truly contemporary.



Photo by Richard Farkas

Smith Appears on T V

by Jim Buechler

Richmond drama student Jack Smith, Linda Gerhold from Wagner, and Stan Jay of Columbia--the Smith Brothers -- will make their debut on WNBC-TV's "Something New," doing two of Jack's compositions of contemporary folk music. The show is to be musical variety, that features campus talent from the

metropolitan New York area and will premier Columbus Day, October 12, from 5:30 to 6 p.m.

The group has performed at Richmond College and the Center for Creative Arts in Stapleton, aside from their numerous other appearances, including a radio show.

CULT—continued

The Merce Cunningham Dancers, the Open Theater and Theater 81 will give performances on future dates.

The poetry series will be at the college, beginning Oct. 22 at 4:30 p.m. with a presentation by Diane Wakoski. The series will also feature Marianne Moore and Kenneth Koch along with Alan Dugan and Sandra Hochman. The students selected these poets.

Four evenings of outstanding music will be held at 8:15 at the Brighton Heights Reformed Church Sanctuary, 320 St. Marks Pl. The performers include: the New York Consort, The Dorian Quintet (two performances) and the American String Trio.

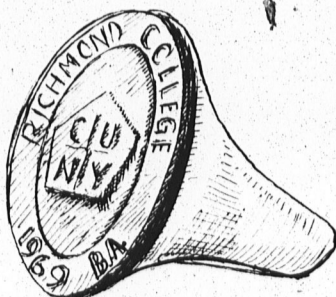
A great effort is being made to spread news over the island community. Service is offered to high school students through the school English, drama and music departments. Richmond is attempting to get the other Staten Island colleges interested. The P.T.A., the Federation of Catholic Mother Clubs on the Island are excited by the series sponsored.

The series are partly sponsored by the Richmond College Association, New York State Council on the Arts, the Poetry Center of the YM-YWHA, and the Leventritt Foundation.

Council Picks Ring Design

The Student Council adopted the ring design submitted by Scholastica. The rings should be ready sometime in December.

The signet ring is yellow gold with plain side bands, a raised stone (either blue or green in color), incised on the stone will be the City University seal with Richmond College above the seal and the year of graduation and the degree received below the seal.



by Donna Whiteman

Cast Chosen for Arms & The Man

The cast of Theater 81's presentation of "Arms and the Man" by George Bernard Shaw, to be shown on Nov. 14-16, has been selected. With this production Richmond will enter the first American College Theater Festival, which will be staged on April 27 to May 12, 1969 in Washington in the newly restored Fords's Theater and an innovative temporary Theater on The Mall.

The cast includes: Catherine-Sandra Zummo; Raina-Janet Snyder; Bluntschli-Bob Lazarowitz; Russian officer-Andy Fraenkel; Nicola-Antonio Gomez, Jr.; Louka-Barbara Minsky; Petkoff-Jack Smith; Sergius-Witt Halle.

The Festival is being organized and produced by the American Educational Theater Association and the American National Theater and Academy. American Airlines, the Friends of the John F. Kennedy Center for the Performing Arts and the Smithsonian Institution are sponsoring the Festival. The purpose of the festival is to give national recognition to the high quality of college and university theater productions and to promote increased public interest in the theater.

A Regional Committee will nominate up to three productions for consideration by the Festival's central committee. The chairman for Region XII is Gil Lazier, Assistant Professor of Theater at Columbia University.

Casting will be held within the next two weeks for a student-directed production to be presented in October. It will be a short play or a collection of scenes.

"Arms and the Man" will be presented at Dreyfus Junior High School from Nov. 14-16.

LOANS—continued

loan fund for students unable to pay the \$42 consolidated fee, or any part of it. It is anticipated that federal monies will repay RCA in the next few weeks.

Although requests for more Defense Loans and other financial assistance have been made, it is unlikely that new funds will be available until January.

Students are urged to watch the fifth floor bulletin board for outside employment opportunities, or apply for a New York State loan.

NEWS YOU CAN USE

by Ed Barnard

Professor Victor Mattfeld will sponsor a Madrigal Club. Both staff and students may join the club, and participating students can get one credit. It will involve both choral and small group madrigals, depending on the size of the class. Anyone interested can sign up with the secretaries on the sixth floor.

The stairways are open and may be used to end elevator congestion during peak hour. Previously it was possible to get into a stairway but impossible to get back in. This has been rectified.

Did entering juniors, and possibly some seniors, know that they may be lacking in language credits? Check with your advisor if you're in doubt.

The Student Council has applied for membership in the Na-

tional Student Association.

Give any recommendations for a "Book of the Month" selection to Thom Negri in the Student Council Office.

Many graduate schools now require scores from the Graduate Record Examinations. This test is offered on October 26 and December 14 in 1968 and on January 18, February 22, April 26, and July 12 in 1969.

The Graduate Record Examinations include an Aptitude Test of general scholastic ability and Advanced Tests of achievements in 22 major fields of study.

Full details and forms needed to apply for the GRE are in the Bulletin of Information for Candidates. If this booklet is not available you may request one from Educational Testing Service, Box 955, Princeton, New Jersey 08540.

EGO EMANATIONS

Fascist Seeds Flower

by Russ Rueger

Mayor Richard Daley may have established some dangerous precedents concerning the handling of demonstrations in the future. The outright repressive actions of the Chicago police perhaps added a new chapter to American methods of handling dissent. It was all so easy -- deny the demonstrators all legal means of peaceful protest, refuse them use of the parks and permits for marches and rallies. Then when they choose extra-legal ways of expressing their views (because no other alternatives remain), move in with quick, decisive force to remove the "breakers of law and order."

Furthermore, in the process, break as many heads of the press as possible (and cameras, too, of course) "inadvertently" because they stick them out too much in the course of news gathering. Then perhaps they will not be around for the next demonstration. With those busy bodies gone, the demonstrators can be carted off with no problem at all, and nobody will know the difference. After all, what one does not know will not hurt one.

I went to Chicago during the Democratic convention partly to express my convictions and partly to be a witness to what I knew was imminent. I remained in the streets where I belonged, a demonstrator, and I knew that from August 25-30, Chicago became the twin sister of Prague. For the Windy City was an armed camp, occupied by foreign troops - the police and army, who may as well be foreigners for all they adhere to American ideals. Does a soldier taking orders from an authoritarian of-

ficer really believe in equality of all men? If so, why is he allowing himself to be arbitrarily ordered around? When a cop maces and beats a non-resisting demonstrator does he show his great respect for the right to dissent and the wrongness of summary punishment? Would these types really care if we succumbed to totalitarianism, when they would be the ones in charge of the masses under that system? I rather doubt it.

If your hair was long you were not safe on the street in Chicago. The cops were truly the enemy. They constantly harassed us, using every means available, including indiscriminate frisks, searches and idiotic curfew laws.

I lived a lifetime in three short days there. I saw blood, tasted tear gas, and came to the conclusion that this was not the America our forefathers envisioned.

Mayor Daley showed what the police are capable of doing if given a green light. I still wonder how those middle class men who sat in the bar watching the beatings on Michigan Avenue, and were probably far from sympathetic with the demonstrators, felt when the cops broke in and beat them too.

I saw every type of "respected" person beaten by Chicago's "finest," including priests, doctors, newsmen, and delegates. When given no limits, a cop (at least a Chicago version) will beat anything in sight. When given no limits, a pig will eat anything in sight. It seems I've read something lately about a correlation between the two.

Art and Paralinguistics

by Charlotte Finkenthal

Before one can begin to criticize art, there must first be art. Therin lies the problem. Historical theories on literature have varied with the period. Aristotle's Poetics, and Alexander Pope's An Essay on Criticism are attempts to define what art should be. Pope state in verse:

Poets like painters, thus unskilled to trace
The naked nature and the living grace,
With gold and jewels cover every part,
And hide with ornaments their want of art.
True wit is Nature to advantage dressed,
What oft was thought, but ne'er so well expressed;

Since the abandonment of these or other traditional guides, criticism of literature has become, for the most part, a matter of subjective taste.

Paralinguistics contains poetry which relies heavily on private symbolism, geometric word designs, sentence fragments, abstractions, and non-sequiturs. Much of the literature appears to be intellectual exercise, or occupational therapy. The hoped for satire, metaphor, simile, melodic line and rhythm, within an organic unity are absent. Perhaps a more appropriate title for the publication would be Para Nada.

Anyone want the Emperor's used clothes?

COUNSEL— (continued from page 1)

seem to be affecting their ability to function academically.

The program, in the process of affiliating with outside professional programs, is short-term. The counselors, Dr. Schonbuch and Dr. Vogel, are hopeful that they will be able to refer students requiring long range help to social workers or psychiatrists of the surrounding community.

Since Mt. Sinai Hospital is affiliated with the City Univer-

sity, its drug abuse center can be used for this program. A student with a drug problem would be referred to the hospital only if he wanted help.

All communication and records are confidential and will not be released without the students "written permission to do so," Dr. Schoenbuch said.

The center is open Monday through Thursday from 9:30 a.m. - 8:30 p.m., and Friday from 9:30 a.m. - 4:30 p.m., at the Dean of Students Complex.

ORIENTATION—continued

And yet, in spite of this, the students constantly heard that Richmond College is "different." The orientation program certainly did not corroborate that opinion. We must remember that the innovations practiced at our school have been introduced at other, older colleges. Baruch College, for example, will have voting student representatives on faculty committees, a situation quite similar to that at Richmond. Yale has the pass-fail grading system. It seems, therefore, that Richmond is not so different from other schools, but that higher education in America is changing.

The one fact at Richmond which does make a difference is that its administration and faculty see the need for change and are willing to make it jointly with the student body. The apparent danger is, however, that the students are neither ready nor eager to keep up with this change. Many seem indifferent toward the entire matter. The most common complaint which I heard about the orientation program was that "it was too long," and, therefore, that "it should be condensed." One student even said that "the need for orientation here is less than at a four-year school." This shows a disregard for the potentialities of such a program. The only refreshing criticism came from Jane Berman, who said that "I would like to have heard more of the new students' role, not how they can be fitted into the mold." It does seem, unfortunately, that Richmond's students do not mind this mold, possibly because it was presented as a progressive one.

No matter how progressive it is, Richmond's unfolding program will remain a one-sided, stagnant mold if the faculty presents it, and the students merely accept. It will, on the other hand, become a healthy, thriving growth if the students contribute their different, and sometimes differing, opinions and efforts toward cooperation. Unfortunately, student conduct during the orientation program seemed to betray a willingness to let the faculty carry the burden.

This is, however, a personal observation which may in time be proven wrong. The general consensus is that the orientation program was not a burdensome affair. Most students were impressed by the President, mildly attracted toward student organizations, and adequately satisfied with their advisers' help. The majority held on to the opinion that Richmond College is truly different from other schools, and that student efforts to help develop this healthy difference will be fruitful.

That is what remains to be seen. The success of the school year can be measured only by that of individual students. These must show true interest in relevant intellectual pursuits in cooperation with their professors. If most of them do, then the year will be successful. A successful year will vindicate the seeming inadequacies of the orientation program.

Coffee hours at which the students, faculty, and administration can get together and talk will be held this semester.

Oct. 16.	3-6pm.
Nov. 12.	2-4pm.
Dec. 16.	11-1pm.

Coffee Conversation and Culture



"The Underground," located on Elizabeth and Delafield Ave, in West Brighton is a gathering place for college students held in the basement of the Faith United Methodist Church and operated by George and Tilda McLean.

"The Underground", open for two months, on Thursdays and Saturdays from 8-12, offers live entertainment, films, poetry, and discussions. There is no cover.

LIBRARY—continued

taining permission to use the library on week-day evenings and on weekends as had been agreed.

Professor Stephens replied, "To my knowledge permissions have not been tendered reluctantly." It is my unqualified judgment that the response to this complaint should be the statement of a policy which restricts use of the library to those hours when the library is open."

The library committee members who met informally to get agreement on this issue as well as others in mid-July feel that Professor Stephens did not live up to the full extent of the promise to provide use of the library during-other-than hours of opening. Their impression seems to have been that a blanket permission would be granted (as had been done for at least one faculty member) but inexplicably permission had to be granted for each separate occasion. Thus it is not the issue itself but the lack of an explanation that most disturbs the Committee.

BACK-FILES OF PERIODICALS

The faculty memorandum noted, "The express desires of the Library Committee concerning acquisition of back runs and sets of periodicals have been allowed to lie dormant for over six months. The level of instruction of many courses has been adversely affected."

Professor Stephens replied, by quoting the minutes of April 16, "Lists of periodicals requested from the various divisions were distributed, and due to budgetary restrictions, more stringent priorities were assigned particularly in the area of back runs." Professor Stephens said, "It was my judgment that the Faculty Library and Instructional Facilities Committee should participate in making decisions in this regard with attention to establishing priorities and the problems of budget and space. . . we would have acquired nucleus collections of periodical sets long ago had we made decisions in the library rather than involving faculty."

The members of the Committee feel that they were inadequately briefed and were given no information about the budget which they repeatedly asked for and which would have enabled them to establish priorities more quickly.

ADMINISTRATION

The faculty memorandum noted that "The lack of a properly structured hierarchy within the administration of the library has caused considerable confusion to staff, faculty and students as

to who is responsible in the absence of a chief librarian. It was suggested that an Assistant Chief Librarian be appointed from among the more able members of the library staff.

Professor Stephens replied: "The best thinking in the administration of libraries suggests that when the professional staff of a library is six or less, five people should be assigned functional responsibilities and report to one person in charge of administering programs. On occasion I have designated supervisory responsibilities when circumstances so suggested. I do not consider that one of the functions of the Committee is to approve appointments."

The split between the library staff and the committee is evident in the dissimilarity between the agenda drawn up by the faculty members of the Library Committee and that drawn up by Professor Stephens.

Professor Stephens' Agenda

- 1- Roll call
- 2- Introduction of new librarians
- 3- Election of permanent sec't
- 4- Establishment of scheduled meeting for fall semester
- 5- Discussion of agenda items for next meeting.
- 6- Committee memorandum to the President on library administration.

Agenda Suggested by Faculty

- 1- Election of officers--a chairman to conduct meetings and a secretary to prepare and distribute the agenda and take minutes
- 2- Clarification of the Structure of the library and the role of the Committee
- 3- Clarification of budgetary structure
 - a. acquisitions priorities and procedures
 - b. back periodicals
 - c. foreign materials
- 4- Security
- 5- Establishments of privilege policies
 - a. general privileges
 - b. fines
 - c. reserve book system
- 6- Possible new members of the committee
 - a. audio-visual personnel
 - b. graduate student representative.
- 7- Learning Lab and CAI facilities
- 8- Permanent campus library
 - a. architectural plans and schedule.
 - b. possibility of subcommittee

The members of the Faculty Library and instructional facilities Committee are: Professor Patrick Cullen, Mr. Richard Farkus, Professor Chester Kiesel, Professor Roger W. Moorhus, Professor Irlene Stephens, (the Chief librarian), Professor Burton Tropp, Professor William Truesdell and Dean Henry Wasser.