

# 60's Radical Speaks of Change in the 70's

By P.J. RONDINONE

He stands at the helm of the auditorium like a captain of a ship, drinking beer with some Brooklyn toughs at Pratt Institute. I sit in the audience like a blob of strawberry jam with a pad on my lap taking notes. A student, sitting behind me, pulls at a tuft on his chin. "That's not Jerry Rubin," he says. And he's right.

The Jerry Rubin who once said, "Kill your parents!" now says, "Five years later I finally understood what I meant: kill the parents in you."

Rubin is no longer a crazed Yippie attempting to exorcise the Pentagon. Or organize a nude march through the streets of Chicago during the 1968 Democratic National Convention. He has instead "examined every aspect of his life and discovered that the 70's was an opportunity for growth," even though the newspapers were describing him as an "aging ex-radical" and the Yippies denounced him for being over thirty.

In his new book, *Growing (Up) at Thirty-seven*, Jerry has shed the role the 60's forced on him.

"I served nine months in jail for being 'Jerry Rubin,' he says. "My image worked until it grew beyond my control. The media then decided to create an image of a revolutionary who becomes rich, grows old, and joins the establishment. News in America consists of creating and destroying myths. The media creates drama and then finds the people to play the roles. I don't like it when I'm relaxing and people want me to perform 'Jerry Rubin.'"

Well, if Jerry Rubin isn't the radical revolutionary, who is



The Old Jerry Rubin . . .

and the new

he? That seemed to be the biggest question at Pratt. The students in the auditorium were, for the most part, CUNY students active in the struggle to preserve Open Admissions and Free Tuition. They expected political fireworks. But instead they got Jerry talking about himself; about the relationship he had with his mother and father; about his girlfriend, Ruthie, who left him; about his experience with all kinds of therapy; and about the size of his cock.

"It's all in my book," Jerry says.

I looked on as his "confessions" filled the room like Kool-Whip and because it was so sweet the audience had no choice

but to eat it. I suspect they were embarrassed. Here was Jerry speaking openly about himself, while they listened in silence. Soon they were nodding their heads in approval of Jerry's every word.

"If Nixon would get on T.V. and admit he's guilty he'd be a hero," Jerry says.

(yeah! the people nod.)

"We are our parents in a different form."

(yeah! the people nod.)

"We have to learn to liberate ourselves."

(yeah!)

But then this brand of self awareness didn't mix well with everybody. The student in the seat behind mine became restless. "Where's the blend?" I heard him say, "the political ingredient?" He stood up.

"Hey man!" he says to Jerry. "You're not tellin' us anything we don't already know. Who you gonna vote for?"

The audience snaps to attention. Their eyes pan Jerry's face. Jerry smiles.

"I'm not going to vote," he says, "because I don't think any of the candidates has anything to offer. The consciousness of the people is far ahead of the government. But if I did vote, I think I'd vote for (Fred) Harris. He's OK."

The student sinks back into his seat, and as if he were a psychologist examining Jerry's face, he says "You mean you've turned apolitical?"

Jerry has not turned apolitical. And as he tried to explain to

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## observation post

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The City College

May 4, 1976

### Bitter Criticisms Emerge Against Marshak Report

By MICHAEL R. DRABYK

Criticism against President Marshak's cutback proposals escalated last week with students disrupting a Special Faculty Senate hearing on the measures. The Physical Education Department is beginning a massive letter-writing campaign, and the School of Education is reportedly seeking legal advice on countering the proposals.

The Special Senate meeting was convened to give faculty and student speakers the opportunity to put forth arguments from their departments and committees.

The first speaker, Ann Rees, Vice



Ann Rees speaking at Faculty Senate meeting Thursday.

Provost for Student Affairs, was interrupted by some 40 students who had gathered at a rally earlier in the day, at the North Campus Quadrangle and then marched throughout the College, chanting

*Excerpts of Criticisms Appear on Pages 6 and 7.*

slogans denouncing the cuts.

A representative of the group who call themselves "The Committee," read a series of demands that included retention of Open Admissions and free tuition, and the restoration of all cuts. As the hearings resumed, the students left chanting.

Theodore Gross, the Dean of Humanities, was particularly critical of the cutback proposals, charging that they favored a trend toward "vocationalism" over traditional studies. He warned that the College could turn into "a series of professional schools and programs" which bear little relationship "to some of the fundamental purposes of any academic institution of higher learning."

The School of Education has asked an attorney for legal advice on

ways to fight the proposed removal of the Social and Psychological Foundations Department, according to its Chairwoman, Lorraine Diamond.

She noted the attorney was studying both the Board of Higher Education by-laws, and the Retrenchment proposals.

Accreditation for Education graduates, Diamond said, might be

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### Boycott Set for Tomorrow, Hunger Strike is Planned

By JOSEPH L. LAURIA

Thousands of students are expected to join forces and boycott classes here starting tomorrow, in what is being viewed as the most widely supported protest action on campus since the start of the City University budget crisis.

A smaller number of students will man picket lines at Shepard Hall, the Science Building and the Finley Student Center beginning at 9:30 a.m.

The so-called general strike will coincide with a similar action at Lehman College in the Bronx, but apparently there will not be the University-wide protest which had been hoped for.

The boycott of classes has been helped along by far-reaching support on campus which stretches into the ranks of the faculty. The Faculty Senate adopted a resolution on Thursday asking that instructors not penalize students who do not attend class tomorrow. It remains

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### Voting Light on the First Day of Senate Elections

By JOSEPH L. LAURIA

The polls opened here yesterday to determine next year's Student Senate, and 347 students responded by casting their ballots in a campaign that has been marked by a lack of diverse issues and striking similarities among the candidates from all three slates.

The common image each slate projects stems from the positions

*Excerpts of OP interviews with candidates appear on Page 4.*

each ticket has adopted on the one issue that has become the centerpiece of the election: the budget cuts.

All three slates, BASTANTE, the Young Socialist Alliance, and United Peoples, are equally opposed to budget reductions, and equally

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### 30 Nursing Students Save Professor During Assault

By MICHAEL R. DRABYK

About 30 nursing students here proved to a Speech Department professor who was mugged on campus last week, that people don't always "look the other way" when violent crimes are committed.

"The whole thing took only a minute," recalled Herman Redisch, the Speech professor who was wrestled to the pavement on Saint Nicholas Terrace at 2:40 p.m. last Wednesday, when three youths attempted to snatch his wallet. Redisch, in his words, "yelled like hell, and struggled" with the assailants.

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Photo by Tony Lee  
President Marshak

## Editorial

# Student Senate Elections

this term's Student Senate elections come at a time when the very survival of the University is in question. The policies of Open Admissions and quality free higher education for all working class people have been cited as easy political targets. Those who at one time stood in the forefront of support of these concepts are now cautiously backpeddling. And the student body is regarded as a generally impotent group who make a lot of noise but take little action.

It may seem trivial in these dark hours to concern oneself with the Senate elections, but selecting a dedicated, hard working body of students who will take the initiative in the ongoing struggle is of the utmost importance.

In recent years, the number of students casting their ballots has hovered somewhere below ten per cent of the College's student body. A much larger turnout this year would symbolize that, yes, students are determined to take an interest in their survival, and that no, we are not yet ready to roll over and die.

We make our endorsements after having carefully examined the candidates' credentials, and recording their responses in debate situations. We were pleasantly surprised to find that all the slates are well organized, impressive groups of students dedicated to the forceful mobilization against the cutbacks. All of the slates give higher priority to the growing alienation between students, faculty, administrators, security, staff, and the neighboring community. And all perhaps most important, all of the slates make an attempt to provide some fresh answers to some old questions without getting caught up in their own rhetorical pronouncements. Because of this, we found ourselves not endorsing specific slates, but rather crossing over in choosing the best candidates.

We found all three people seeking the Presidency to be highly qualified and experienced. Candy Wagner of the Young Socialists Alliance (YSA) has worked intensively with the Student Coalition Against Racism and the Women's Center, in the struggles for free quality education, racial justice, and the rights of all working class people. We feel, however, that YSA is more interested in promoting an ideology than in dealing with specific College issues. And while we may agree with their "mass action perspective," the Student Senate is often called upon to deal with issues on a more basic level.

Sonia Cheryl Rudder of United Peoples (UP) is an articulate spokeswoman for her slate and we support her objectives, which include a buyer-seller book exchange, a housing referral service, and active student participation in often neglected faculty-student committees.

But our choice, Jessica Robbins of BASTANTE, has proven to be the most active, and therefore most experienced, of the candidates. She was an organizer in the protests by Veterans earlier this term, and has been active with the Emergency Committee, the group primarily responsible for the current mobilization against the budget cuts and threatened tuition.

For the post of Executive Vice President, we support Sadik Grice (UP). Grice is another articulate spokesman who has a deep understanding of the many problems of the complex situation facing

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# Moving Beyond Cannibalism

By PAUL MINKOFF

The dismemberment and destruction of this university has proceeded in a most unusual, a most confusing, and—until now—a most successful fashion. That destruction has never been clearly nor openly announced. No-one can cite a specific date on which CUNY was destroyed, nor even point to specific politicians, bureaucrats or agencies that took the action marking CUNY's destruction. Instead, the rats have nibbled away bit by bit, in darkness and confusion.

Bit by bit we have seen Open Admissions eaten away, and free tuition certainly seems destined to be next to go. Nibble by nibble vital programs, and even entire colleges have been threatened, cut, and eventually eliminated. Pay cuts, lock-outs, and extended workloads have been instituted in the same piecemeal fashion.

And here at City College we have now received a Retrenchment Report that lays out a detailed schedule for the slow slicing away of much of what remains.

These events, so clear in their devastating cumulative effect, were never obvious when they were taking place. The process of destruction has taken place under a smokescreen of confusion and contradictory threats and promises. Each nibble, each slice, has usually threatened only one particular segment of the University community at a time, while promises to nibble a little less at other segments are usually implicitly made as well.

Each cutback has been greeted with sighs of relief from those who escaped with their program, their department, or their particular piece of the University more or less intact. The various parts of the University community have thus been successfully pitted against each other. SEEK and non-SEEK students, Open Admissions and non-Open Admissions students, have been encouraged to fight against each other. The faculty has been even more belligerently divided.

But the smokescreen can no longer hide what has become a clear pattern of attack. It has become increasingly obvious to all of us that the present cuts are only the beginning, and that future cuts will be increasingly more severe, until only the shell of a University remains. Ultimately, we will all be victims of the cuts. Pleading to spare this or that part of the University as more essential than other segments is not only repulsive, it has proven futile as well. Cannibalism will not save us!

## Letters

# Mob Scenes at Financial Aid Office

To the Editor:

I have just come from the financial aid office after standing in line since 7:30 a.m. I had been told at a pre-screening to report there early this morning (April 28) and when I got there some 20 students were already waiting in line before me. The morning air was a bit brisk, but we waited patiently as our numbers grew.

At 8:50 a.m. we were about 100 in number (not to mention a SEEK line which was just as long), when a financial aid officer emerged from the building to inform us that there would be no "Non-SEEK" screening today.

The orderly line immediately became a mob demanding an explanation. We were told that there was a meeting scheduled for the financial aid counselors and that therefore no screenings could be held.

The officer who made the announcement then decided to give out numbers to pacify us and to assure us of a place among the first 100 students to be screened the following day. However, the decision came a little late, since the orderly line had already dissolved into a mob. Everyone started pushing and shoving trying to scramble up front to get a low number.

The meeting which was the cause of the cancellation of the scheduled screenings had been planned in advance, and yet there was no notice posted outside the building informing the students of the cancellation of screenings. This "well-you-can-come-back-tomorrow" attitude shows total disregard for the inconvenience the students had undergone by standing in line from as early as 5:30 a.m.

At the very least, numbers should have been handed out before the line was disrupted by the announcement.

I am inclined, or rather forced, to think that this situation which exists every year at this time is a calculated tactic used to discourage needy students from applying for the available financial aid funds. The financial aid office is not equipped to handle the bulk of applicants in the short period of time allowed for processing.

When I set out to discover who was responsible for this mess, I was told that Ann Rees, the new Vice-

Provost for Student Affairs was in charge of coordinating this year's application procedure, and that the financial-aid counselors had objected to her set-up, which began with a well organized pre-screening in the Finley Ballroom and culminated in a "bottle-neck" final screening.

Why couldn't the necessary files be moved to the Finley Ballroom and the final screening be conducted in much the same fashion as the pre-screening? Doesn't anyone in the administration think?

When will the students recognize their rights to be treated as human beings, and denounce such humiliating treatment as unnecessary harassment of the underprivileged?

Sincerely,  
MARY ANN WHITE

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# Observation Post

Voice of the Student Body, Conscience of the Administration,  
Watchdog of Human Rights, Keeper of the Sacred Flame,  
Guardian of the Holy Grail, Defender of the Weak,  
Protector of the Oppressed, and Helper of the Poor,  
since 1947

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# Register to Vote

To the Editor,

Only 35 state assemblymen voted against the cuts in the CUNY budget. The majority of New York City assemblymen voted for the CUNY cuts, including some graduates of the City University. There is a vote on the supplementary budget coming up around the middle of May.

The CUNY funds can be restored if we, the people, make it clear to our assemblymen and senators that we will vote them out of office next fall unless they restore our budget. There are approximately 275,000 students in CUNY, so your vote can make a difference.

The Veterans' Association and the Student Senate of City College are conducting an ongoing voter registration drive in Finley and Shepard Hall until the end of the term.

If you haven't registered to vote yet, think it over. Voter registration can be an effective tool, especially in an election year. We must make it clear to the politicians that they will not remain in office unless they stop voting against the people.

THE VETERAN'S ASSOCIATION

## 30 Nursing Students Save Professor During Assault

(Continued from Page 1)

His pleas were heard by the nursing students in a classroom a few feet away in a temporary hut, Shepard 802. The students, who "in their uniforms, looked like an army" to Redisch, poured out of the building and frightened the attackers away.

### Wears a Pacemaker

The nurses then attended to Redisch, who wears a pacemaker, but suffered only a loosened dental plate, and bruises about the head. "The nurses," Redisch said, "were more worried about it than I was."

"It's a shame where it took place," he said, explaining that the Terrace is commonly used by Speech Department members to go between their classes in Shepard Hall, and to their offices behind the building. Redisch questioned the effectiveness of campus security, asking, "if that part of the campus isn't safe, what part is?"

### Attack Came After Recent Crimes

The incident occurred one month after Patricia Laurence, an English Department member, was robbed at knifepoint by intruders in her Mott 30 office on South Campus, and nearly two months after a foreign student from Greece reported being robbed and beaten on North Campus.

A report and descriptions of the suspects was filed with the 135th Street Station house. Detective Robert Doyle, who is handling the case, said that as of yesterday, the suspects had not been apprehended.

Redisch later returned to the nursing class to thank the students personally, and told his classes of their rescue action. Laudatory messages were also sent to the Dean of Nursing, Marion Hosford, by President Marshak, and Robert Mount, the Chairman of the Speech Department.



Paul Minkoff, instructor in Alternate Studies Program, addressing gathering of nearly 400 students at rally on North Campus quadrangle last week. Minkoff told students that 'protest pays', and urged them to support a boycott of classes, scheduled to begin tomorrow.

## Same Security Budget is Approved

The Board of Higher Education approved on April 26 next year's security budget for the College, which is equal to the level at which the Penn Security force has been operating at since the middle of the year.

The dollar amount approved by the Board was \$696,442, the same level that was reached when this year's \$823,469 budget was slashed by \$127,027 in January.

According to figures in a memo from University Vice Chancellor Anthony Knerr to John Canavan, who stepped down as Vice President for Administrative Affairs the month, the College lost 101.6 hours of guard protection with the January reduction. Guards now work 516.9 hours per day, here according to the

figures.

However, Dianne Palladino, the Executive Assistant to Knerr, said that the budget cutback had not produced a negative effect "dollar wise." She explained that when comparing the cash saved through the cutbacks and the money lost through stolen equipment, a savings

was realized.

Under this reasoning, the increase in losses through thefts from July, 1975, to February, 1976, was \$51,719, compared to the same period the year before. In that same time there was a \$93,000 reduction in the security force budget, so the College actually saved \$41,290.

## Opposition to Beer Parlor Here Unique, OP Survey Shows

By MICHAEL R. DRABYK

While the beer hall proposal has again failed to win approval at the College, a recent check of colleges within the city that sell beer or wine on campus indicates that the opposition encountered here in establishing a parlor is unique.

Administrators and food service managers responsible for the campus beer parlors also believed that the sale of beer on campuses was not related to possible drug abuse at their schools.

About a dozen colleges and universities within the five boroughs with mixed ethnic and racial student bodies, have on-campus facilities where beer, and sometimes wine, is served.

They include Columbia University, Hunter College, Pace, and New York Universities in Manhattan; Fordham University and Manhattan College in the Bronx; Queens College and Saint John's University in Queens; Brooklyn College and Pratt Institute in Brooklyn, and Wagner College on Staten Island.

"If people didn't like it, I wouldn't serve it," said Jerilyn Dunne, Services Manager of Loeb Student Center at New York University, where beer is offered in the cafeteria and coffee shop. Her statement was echoed by others who welcomed the inclusion of wine and beer on their menus.

Few instances were noted of opposition to the serving of beer and wine on campuses. Among the exceptions was Hunter College, where a beer parlor was originally slated to open in April, 1974, according to the Food Service Manager there, Ingeborg Lock.

Although student support for the beer hall existed, Lock said, "there was a small vocal group headed by a guy in a religious organization who felt that beer was a bad thing." Lock recalled several individuals who picketed the school wearing

sandwich boards to protest the parlor's opening.

"There was excitement at first," recalled Lock, when the beer hall first opened, "but it settled down to the point where it is now 2.5 per cent of total sales."

There was also some opposition to the opening of a beer parlor at Queens College four years ago, according to its manager David Katz. He noted, however, that fears among administrators and faculty that beer on campus would lead to classroom disruptions turned out to be unfounded. In fact, he said, his



Counter at Monkey's Paw where beer would flow with cappuccino.

Photo by Tony Laura

slowest hours were when classes were held.

Most of those interviewed did not think that drugs were a problem at their schools, though they were familiar with marijuana use. "I smell pot in the halls, but I don't think there's heavy drug use here," said Lock referring to Hunter.

Jimmy Malone, manager of the beer parlor at Saint John's, thought marijuana could be found on most campuses including his, and Phil Sieradski, assistant manager of the student center at Brooklyn College, thought marijuana use there was at the same level as at other schools.

None of the schools covered reported significant disciplinary

problems stemming from beer sales on campus. Malone, of Saint John's, recalled only one instance when he closed his parlor due to unruliness, and that, he says, was when several students "made a pyramid of 300 cups, and threw them on the floor."

Some expressed the opinion that if beer were not sold on campus, some students would go off-campus to purchase it. "There are so many stores and delicatessens that sell beer around here," said Harvey Becker in reference to the area surrounding Wagner College, where

committee on college matters, considered the proposal again last December, when it voted to table the matter pending word from its committee investigating drug use in Finley Student Center, where the beer would have been served, in the "Monkey's Paw" Lounge.

That committee later recommended that beer not be served in the "Monkey's Paw" until the Finley drug situation there was cleaned up.

The beer hall proposal has also been criticized by some minority groups, who assert the college's so-

he is Food Services Director. Not every college with a beer pub was satisfied with its operations, however. Business at the Pace parlor had dropped this year from levels set in the past, according to Julius Lochowitz, Director of Student Activities there. She attributed the drop to poor management, that the school hoped to replace, who had failed to present any live entertainment. "It doesn't really offer anything now" said Lochowitz, "except a jukebox and some beer."

The College's beer proposal first came up for a vote in February, 1974, before the Policy Advisory Council, where it was defeated. The PAC, President Marshak's advisory

called drug problem, coupled with the beer hall, would be detrimental to minority students.

Ann Rees, the College's Vice Provost for Student Affairs, and a member of the President's Advisory Council, felt the College differed from other schools because of its location in the Harlem neighborhood, and its likely exposures to community problems such as crime and drugs.

Rees also noted that while colleges such as Brooklyn were enclosed, with admittance only by ID, there was more ready access by non-students to the College's grounds and Finley Center, which was more difficult to control.

## Faculty Patrols Seen as Success

By JOE BERTUNA

The Ad Hoc Committee on Drug Abuse concluded on Friday that the use of faculty patrols has had a favorable effect on the drug problem that exists in the Finley Student Center.

But the panel is expected to decide at a meeting next week whether more severe tactics should be employed in the clean up of Finley, a source said. The patrols are viewed as the last resort before invoking the College's 1971 policy concerning drug abuse.

Under that ruling any student selling marijuana or hashish on campus is to be suspended, and those found with a sizeable quantity of the drug or a harder drug would be reported to the police.

The patrols were begun on April 8, after the Steering Committee of the Policy Advisory Council recommended that a long-time proposal for a beer hall in Finley not be adopted until the use of drugs there is substantially reduced.

One source who was at the meeting said that the success of the patrols was determined on the grounds that, at the least, they show that "something is being done, and that someone is concerned."

One student outside of Buttenweiser, who was selling what appeared to be marijuana cigarettes, was asked about the patrols.

"They don't do anything," he said. "If they see you smoking they just say to do it somewhere else." He said one faculty member told him "not to smoke in front of teachers." Asked if he was worried about the clean-up, he said he was not afraid, "they just don't want you to smoke in front of everyone."

# Voting Light on First Day Elections

(Continued from Page 1)

preoccupied with the issue, differing only slightly in their off-campus political orientation.

This was the view which emerged from a two-hour question and answer session between the candidates and editors and reporters of *Observation Post* on April 26.

Ironically, a poll of students leaving the voting booths yesterday showed that many who cast ballots still believed that the Student Senate could do nothing to prevent further budget reductions at the City University.

Many felt that the student

government is "ineffectual" and that what happens to the City University is "outside" of the "realm" of the Senate.

According to the handful of voters who told OP which levers they had pulled, BASTANTE, with Jessica Robbins as the presidential candidate, and United Peoples, their presidential hopeful being Cheryl Rudder, seemed to have been most popular.

The majority of students who voted were either history, law or political science majors, or had close friends in student government.

At least two students said they

voted for United Peoples because it was a predominantly black ticket. "The majority of the students here are black and most of the Senate members are white and I want to put black people in there," one voter said.

United Peoples, led by presidential candidate Rudder, a 21-year-old transfer student from the University of West Indies, is considered, by political observers at the College to be from the mold of the Donald Murphy administration of two years ago. But the chief difference, one observer pointed out, is that "Murphy was crazy."

BASTANTE borrowed a latin term, but the majority of its ranks are white. It grew out of the Emergency Committee, an anti-budget cut group that was formed last fall, and is consequently written off by critics as having too narrow a scope.

Candy Wagner, the Young Socialist Alliance candidate has been around campus politics for at least the past two years. Her party is characterized by its Socialist viewpoints for both on and off campus issues.

During the question and answer session with OP, the YSA candidates consistently linked student "struggles" with those of others in



Left to right: Robert Brady, Cheryl Rudder, Sadik Grice and Jessica Robbins, at questions and answer session at OP office.

the world. "Student government should be in the front lines in Boston protecting students against anti-busing bigots," said Greta Schiller, the YSA candidate for Executive Vice President. "It's very important that we don't isolate ourselves from the rest of the world."

Asked about the crime situation on campus, Wagner said: "It's hard to take City College out of the context of society in general. On the question of rape, for example, the reason is because of the position of women in society."

Candidates from United Peoples also stressed a need for "higher consciousness" of events beyond the campus gates, but not much further

than 145th Street and Convent Avenue. Their resounding theme is improved relations with the community. They said it would be a cure for the crime problem, and Sedik Grice, candidate for Executive Vice President, said UP would consider distributing a newspaper in the community to improve relations.

On one of the few issues that produces some heated responses, other than the fiscal crisis, was the long-time controversial beer hall.

"The thing is not to have a beer hall," snapped candidate Rudder, "and we're not talking about just third world or minority students, but all students. We're here to

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## Boycott Set for Tomorrow, Hunger Strike is Planned

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unclear whether they would extend this position if the strike lasts more than one day.

The organizers of the action are planning to maintain the boycott until Friday, and perhaps beyond that date.

The Faculty Senate did not actually lend its support to the strike, but rather assumed a posture of sympathizing with the protestor's goals but not with their methods.

Robert Carroll, the Vice President for Communications and Public Affairs, said that the administration had adopted a similar stance at a quickly arranged meeting yesterday afternoon with President Marshak. The meeting pre-empted a student press conference which has been re-scheduled for this afternoon.

An ad hoc faculty group, which calls itself the Black English Faculty, will announce this morning the start of a three-day "hunger strike" to coincide with the student strike. The hunger strike, which is to last the same three days, was seen as an unequivocal assertion of support for the student protest.

According to an advance copy of a press statement to be released today, the faculty group offer several reasons why they will go without food for 72 hours. Among them is to demonstrate the "sobriety of our concern for the higher education of all students of this city."

While there will be picket lines outside of the three most heavily used buildings, there will be no attempt to prevent students from crossing the picket lines and attending classes, according to a member of The Committee, the chief organizers of the strike. However, the member said that "an eye will be kept" on the Revolutionary Student Brigade, "which has proposed some pretty outlandish things for this event."

Carroll said that the College would observe its traditional policy of not calling police on campus "unless there are hostages taken, or violence." He said that the police had been providing the College with intelligence reports about the strike all week.

## Bitter Criticisms Emerge for Report

(Continued from Page 1)

threatened if the Social Foundations Department were cut from that school, and its functions taken over by other departments.

Instructors in the Physical Education Department, also threatened with cuts, asked students in their classes last week to write Marshak in support of retaining credit for courses in that department taken by non-majors.

The action was in keeping, said Department Chairman Julius

Shevlin, with Marshak's appeal to students and faculty to comment on the retrenchment proposals. Shevlin estimated Marshak probably received "at least 100" such letters a day, and Gerald Kauvar, Marshak's Assistant, noted that a good number of letters from students supporting the Physical Education Department had come in to Marshak's office, though he did not know exactly how many.

Shevlin hoped the groups his department contacted would write to Marshak before the May 17

deadline for retrenchment comments and alternatives.

**Speech Dept. Considering Petitions**

Robert Mount, the chairman of the Speech Department, stated that his department might be considering a student petition drive, and said the department would fight cut proposals by researching facts and figures to "back up their case." It would also suggest to the Faculty Senate the principle that a department not be abolished "if it can justify itself with higher enrollment."

## Excerpts from Forum with Candidates in Senate Elections

Following are excerpts from a question and answer session held on April 26 between candidates from the three Student Senate slates and editors and reporters of *Observation Post*:

OP: All of the statements that were just read from each slate dealt with the budget crisis facing the City University. Do any of you think that there is a danger of this becoming a one issue campaign? Do you think it's worth it to spend time on some of the other issues on campus, and if you do, what are some of those issues and what would you do about them?

Marc McDonough (Candidate for Treasurer,

YSA): When you say other issues, that's not specific. You're really saying, what do you think is important.

OP: No, I'm not saying that at all.

McDonough: I know, but your question implies that because you haven't asked us anything. We in the Young Socialists feel that the budget cuts are the most important issue. That is why we are dealing with the budget cuts, because it goes deeper, like the library issue. The fact is that this is an academic institution and we don't have any new books: People are writing books daily but we don't have access to this information. This is an academic institution which supposedly has the highest number of Ph.D.'s than any other institution—

OP: What I'm asking is, is it dangerous that everyone is sitting here speaking only of the budget crisis when other things are happening. The only platform I've heard deal with this crisis. Do you think the budget crisis is so important as to ignore all other issues?

McDonough: Okay, since you're asking such a broad—

OP: It's not a broad question. I'm asking, do you think there are other issues to deal with? Yes or no, that's a very specific question. If you do, what are those issues?

Jeremy Korman (Candidate, Vice President for Educational Affairs, BASTANTE): I'll give you a specific answer: Yes.

Laughter.

Karen Kerlew (candidate, V.P. for Community Affairs, BASTANTE): I think that the budget cuts can be looked at in two ways: as a specific short-range issue, or as an issue to begin building structures on campus which will address themselves to all of the issues facing the students. In fighting the cuts, one of the most important things is to develop a sense of campus community. Students should use the structures established in the sixties

allowing for student involvement in the academic departments. If the Student Senate is to fight the cuts it must do it in that way. And I think BASTANTE wants to fight it in that way, not as the budget cuts, but as the central issue in getting a structure on campus which will leave a legacy for students to fight on all issues.

Cheryl Rudder (Presidential Candidate, UP): in terms of money spent on books each semester by students, we feel the Student Senate could set up an exchange which would eliminate the middleman and create a structure where students can sell books and buy them again at lower prices. Also we need a housing referral service, some kind of system where students can come to the Student Senate and find out where housing is available. Also, a registration orientation program where students who have been here sit down with incoming freshmen and help them to organize their programs. We also advocate students sitting in on Committees such as SCOPAC, P.A.C., Disciplinary Committee, Academic Curriculum Committee and Schiff Fund.

OP: There seems to have been a polarization on campus over the years between the different student groups. Do you people have any suggestions on how we can unify the College?

Sue Ferrin, BASTANTE: We have discussed forming a Club Congress to unite the clubs and get to communicate with one another to remove that animosity between them.

McDonough, YSA: When working on the Student Senate, people say, well, we have this great idea, a Club Congress, and it's going to be a cure-all. Great, that's a really great idea! Now there's a hundred clubs on campus, tell me how you're going to do it? How is this going to solve our funding problem?

Ferrin, BASTANTE: I didn't say it would solve the funding problem, but that it would solve a com-

munications problem. They would meet each other and perhaps understand why another group needs money. They would have a little compassion for each other, that's all.

Grice, UP: In terms of animosity between groups, I think it should be clear that there is a 63 per cent minority population on this campus. Representation is a key thing, and there must therefore be minority rule.

OP: What will you do if you take office in September and find that tuition has been imposed? Jessica Robbins, presidential candidate,

BASTANTE: Well first of all, the new Senate takes office in June, so we are prepared to fight over the summer to prevent tuition. Right now we're involved in organizing the student strike for May 5. Schiller, YSA: As a group of 10 or 15 people we would not make a decision like that. It is important that as many individuals and groups on campus as possible should decide if they want to take over the administration building or that we want a student strike. We would make use of campus referendums if we're elected to the Student Senate. When there is a question like beer hall or what kind of cutback action should be taken, we say, take a campus referendum. The entire campus community, not a group of 10, 20 or 30 people, no matter how representative they may be can make those kinds of decisions.

OP: It is sometimes very difficult to organize a referendum, have you thought about that?

Schiller, YSA: Yes, when a question like democracy is involved you don't use excuses like it's a difficult task. The mechanics are difficult.

OP: Would you put ballot boxes around campus? Schiller: Sure we would put ballot boxes around campus. If you believe something is important in a decision-making process, then it can be done.



Karen Kerlew of BASTANTE delivers remarks at forum with OP editors and reporters.



# Platform Statements from Slates in the Election



Jessica Robbins

## BASTANTE

**!BASTANTE!** — means enough! — it means we've had enough of being victims, enough of having our chances for an education destroyed by the Emergency Financial Control Board, the Board of Higher Education and the administration at all levels. It means that it's time for us to defend our rights, and to demand that those who claim to represent us really fight. We believe that the Student Senate can and should be a real voice for the student body—defending the interests of all students, informing students of issues that affect them, and helping to mobilize the students' potential power in defense of their interests.

The "BASTANTE" slate includes individuals from several campus organizations—The Emergency Committee, The Veterans Association House Plan and the

Women's Center — as well as other individuals involved in campus activism.

In order to bring about a greater sense of campus community and to maximize student participation in the decision making process on campus issues **!BASTANTE!** will, if elected, institute creative innovations in campus communications. Traditionally, students have been informed of campus events and issues via the campus newspapers, organization flyers, posters and word of mouth. By and large, these means have not had maximum impact on the student mixmurbfnt body. **!BASTANTE!** would if elected set up north campus student government offices in recognition of the fact that most north campus students rarely reach south campus offices. We would hope to expand facilities for receivers for WCCR station on North and South campus. We would explore the possibility of setting up

information kiosks on Convent avenue as well as billboards similar to the ones on Brooklyn College campus. All these facilities should carry student club information, minutes of executive committee meetings (administrative and student governments) on file, as well as grievance facilities to help fight campus racism, sexism and structural inefficiency.

We would see as a priority helping those campus organizations which are already involved in servicing the student body and the surrounding neighborhood with tutoring, referral, and educational programs to publicize their functions.

We recognize the existence of structures for student participation in the administration's decision making process and we would insure student participation, but we also see it as our responsibility to determine the limitations of these structures and devise fuller student power by what ever means necessary.

## Ombudsmen

By THORNE BROWN

The raison d'être of the Student Ombudsman as embodied in the By-laws of the Student Senate, states in part, "... He shall protect the welfare of any and all students whenever he determines that their legitimate rights, privileges and prerequisites may have been denied or abused.

In the upcoming Ombudsman campaign, one of the major battlegrounds will be alleged benefits and costs, strengths and weaknesses, of student government. The present student government is in low esteem—a tempting target for demagogues.

The role students should play has been undermined by their loss of confidence in their student government. The only way to restore the confidence of the students in their government is to elect an Ombudsman who is open, accountable and unbought. All candidates should be asked to pledge their support of specific measures to assure openness and integrity.

I now pledge that openness and integrity. I also pledge to seek and propose, either in charters, operations or oversight to secure our liberties, prevent abuses of power by the college administration and/or student government. Furthermore, I promise to protect the integrity of my fellow students and ensure their rights.

By JOHN LONG

The student ombudsperson's office is the single most important position in student government. While other segments are usually self-serving, the ombudsperson's office must be responsive to student's needs: be they legal aid, day care, problems with teachers, etc. The student ombudsperson is the liaison between students and administration.

In the past two years I have been an active member of the Student Senate as Educational Affairs Vice President, and this year, as Concert Committee Chairman. During these two years I have had numerous dealings with students, student organizations, and the administration.

My program will include the expansion of the legal aid center to a five day a week operation while continuing to mediate disciplinary problems, grade discrepancies and the other major problems affecting

students. I have both the experience and the desire to successfully handle the responsibilities of this office and I ask for your support and vote.

By HARVEY NIEBULSKI

Things have been going from bad to worse at CCNY. Except for the Legal Aid Center, little of lasting importance has been established for the Students.

As Ombudsman I will serve as the Students' focal point as we move to improve the College. I will fully support and take up all causes which Students consider important. Office hours will be conveniently scheduled. Student complaints and suggestions will be handled with efficiency and authority by the Ombudsman. A worthwhile Course Guide will be published to help Students assess the quality of instructors and courses before they get stuck with them and I will fight the Administration proposal to eliminate the "W" grade.

This year I sent numerous letters to Administration officials and various newspapers in a vain attempt to re-expose and correct the dangerous cancer inducing asbestos problem in both Steinman Hall and the Architecture Building. I am determined that safe conditions be restored or that those buildings be closed down and classes moved to other, safer locations. As an example, I have recently managed to move some course meetings to the Science building.

By ALBERT J. VILLA

I feel the Ombudsman is probably the most crucial position in the Student Senate, because it is the test of strength for the student's rights. Furthermore, potential exists in the office to set precedents and thus expand these legitimate rights for all students.

The privilege of working individually for the student will enable me to cut through the red tape and act quickly and efficiently on his or her behalf.

I believe I can end the problem that has always plagued the Ombudsman. That problem is the lack of student awareness of the vital services offered by the Ombudsman. The remedy would be a massive campaign to make the services easily accessible and visible.

Finally, my strongest desire is to be a student working for students, not a politician!



Candy Wagner

## United Peoples

United Peoples is a group of City College students who realize the importance of the Student Senate in this era of crisis. We recognize the function of the Student Senate as a body to assist the student movement in its aspirations and struggles.

An important function of the Senate is to prevent the College administration from repressing students and student organizations who present legitimate protest to maintain the rights of free tuition, open admissions and other services that are essential to our survival at City College.

United Peoples firmly believes that one of the more important functions of the Student Senate is to provide and sponsor student services that would be directed towards making student life easier on campus.

Two examples of such services would be:

- a) Pre-Registration Orientation
- b) A Library Committee

(a) Registration has become one of the major obstacles in the paths of transfer students, incoming freshmen and upper freshmen. Pre-registration Orientation held at the beginning of each semester would be a program designed to help this group of students and others prepare their schedules, understand the core-requirements and the prerequisite for each department, and explain the confusing registration process. The program would be conducted by volunteer students who have been at City College for at least two years.

(b) The purpose of Cohen Library is to give the students of City College access to literature and research materials that will expand their knowledge. Since the cutbacks in Library Administrative staff, there has been considerable reduction in vital services to the students. The Library has reduced its open hours and has stopped buying research materials and replacing lost and stolen books.

A Library Committee sponsored by our Student Senate would initiate the necessary action needed for the restoration of more open hours and the buying of books needed for our education. We also feel that the Library should retain a reasonable number of copies of curricula text books for use by those students who are unable to purchase the text books.

The confusing Registration process and the Library cutbacks are directly related to the planned effort of the Administration to confuse and eliminate students who are trying to secure an education.



Cheryl Redder

## Young Socialist Alliance

Students at City College are faced with problems that reach far beyond the CCNY campus. In New York, the politicians are trying to make poor people pay for a fiscal crisis we did not create. The CUNY cuts are aimed primarily at those who have most recently been admitted. The new 80% grade point average required for entry into senior colleges and 90% for community colleges affects those who have received an inferior education in New York public high schools: Blacks, Puerto Ricans, and Chinese.

Though the Board of Higher Education made a great deal out of doing away with "duplicate" programs and "non-essentials", where have the most serious attacks fallen? Under the recently passed Kibbee Plan, Hostos Community College, the only bi-lingual college east of the Mississippi, will be eliminated. Medgar Evers, a predominantly Black school will be reduced to a two year college.

The real strength of students lies in our numbers and in our ability to mobilize into mass, independent actions—rallies, strikes and demonstrations. We must reach out and involve the people who really run this city and this school—the working people. A socialist senate will hold mass, open democratic meetings and campus referendums. The Senate will use its resources and authority to inform and involve community groups, unions, and all other victims of the cuts in united action. We can demand that the city's financial books be opened so that we can see where the money is being spent.

Racism is the most powerful tool that the rulers of this country have to divide students. By first cutting

the community colleges, Black and Puerto Rican Studies departments, and SEEK, they hope to convince the white students to accept the cutbacks. By perpetuating the myth that some people belong in college and others don't, they use racism to cripple our education.

At CCNY students are continually harassed and driven to wonder if the school is here for us or are we here for the school? Gay students are continually confronted with homophobic teachers, veterans are required to have psychiatric counseling if they wish to change their major more than twice, and students sit on advisory committees that don't have any decision making powers. We think students, staff, and faculty—not a well paid administration—should control CUNY. The library, recreational and other facilities should be open to the campus community. We support a book exchange, a Teacher's Evaluation Handbook, a bi-weekly senate newsletter to publicize senate actions, expansion of the legal aid center to include aid and legal information for City's many international students, and we will continue to support and expand cultural activities on campus.

Though students can win important gains in educational opportunities and human rights, a total reversal of priorities is necessary. We need a socialist society that puts human needs before profits. We need a society where personal development is the number one priority, where production is controlled by the workers through our own government. We support the Socialist Workers Party candidates in their campaign to bring socialist ideas to the American people. Join us.

Blanche Skurnick

## Is Being Good too Costly?

Blanche J. Skurnick, an Assistant Professor in the English Department, is the Director of the Basic Writing Program. Her statement is endorsed by the Black Instructional Staff of the English Department: Ernest Boynton, Jerome Brooks, Fred Byron, James DeJongh, Leslie Guster, Joan Hazzard, Mary Jackson, Deborah Jefferson, June Jordan, Nate Norman, Raymond Patterson.

Mr. Chairman, members of the Faculty Senate, and other members of the faculty:

Maybe we should have spoken before, and spoken candidly. It is painful to speak now, and what I have to say does not seem to have a great deal to do with retrenchment. It certainly does not address *how*, faced with the necessity to retrench, to cut faculty, we should cut faculty. However, what I have to say directly bears on the process we should employ when we retrench, because it is about the brand of higher education we are offering here at the College.

### A Hidden Agenda

When you are Black you know that there is a hidden agenda in any public agenda. You know that in America Black endeavor is assumed to be second-rate. You therefore know that what you do has to be demonstrably good.

When the City University took on Black people, underprepared, formerly ineligible Black people, in frightening numbers, and others, equally unprepared, in even larger frightening numbers, the City University knew, too, that it would have to be good. Otherwise, the automatic stigma that is attached to the enterprises of the dark-skinned and of the lower classes generally, would stick to it. What the retrenchment report is telling us is that being good is costly, and that in a strapped New York City today, it is too costly. But I do not wish to speak to the issue of cost. I wish to speak to being good.



Blanche Skurnick

Some years before open admissions was instituted, City College was already wrestling with the question of being good. Did being good mean offering an array of required courses which all the best young people and all the elegant spokesmen for freedom of intellectual inquiry were condemning as antiquated? Or did it mean being progressive: recognizing the faculty of inquiry as innate in anyone who made it to college, and providing for a freer pursuit of whatever it is that makes a person educated, able to comprehend and to influence the world he is about to enter into? The college decided in favor of the latter, freer options.

Edith Borneman:

## Phys. Ed. is Worthy of Academic Credit

Edith Borneman is a Professor in the Department of Physical and Health Education. She speaks for the entire Department.

President Marshak, Provost Brenner, Prof. Brody, Ladies and Gentlemen of The City College Community:

A recommendation has recently been made to delete credit for our regular physical education courses which will probably result in a subsequent reduction of 30% of the staff of the Department of Physical and Health Education.

I am here not to engage in cannibalistic rhetoric but rather to explain what the Department of Physical and Health Education is, what it does and why its course offerings are essential to the education of the total population at The City College—and worthy of academic credit.

The department offers credit bearing courses in physical education and health education for the student population in all of the respective schools within the college. We offer for the student population in all of the respective schools within the college. We offer intramural and intercollegiate athletic programs designed to serve the same population. During the early part of this semester the entire college community—plus the general population of New York City responded positively, proudly and with vigor to the excellent public image generated by our intercollegiate athletic programs. The Department provides recreational programs for faculty members a special fitness program for the secretarial and administrative staffs. Major programs are offered to the undergraduate student in physical education and to the graduate student in health education. We already contribute most significantly to President Marshak's Urban Educational Model as evidenced by our interaction with the community through afternoon and evening recreational programs, select adult offerings and events planned with and for certain neighborhood groups.

Experiences in physical education cannot be considered

Open admissions, in miserable retrospect, appears to have been less a blow to our morale than an unpleasant perturbation in our purpose. We did not ask, while we labored under this burden, "What must we teach these students?" but "How can we teach these students?" And interdepartmental rivalry raged.

Oddly, and I think tellingly, this rivalry did not take the form, by and large, of course offerings designed to prepare underprepared students to master traditional disciplines, courses designed to present to students the breadth of traditional disciplines and the level of just plain work required to discover the nature and purpose of historical inquiry, for example, or of foreign language acquisition. Instead, this rivalry took the form of competing for students in such a way that new course proposals were regarded as "land grabbing," as attempts to expand the influence and establish the allocation security of departments.

### No Stated Academic Objectives

Such rivalry would not have been possible had the College articulated, explicitly, what the academic objectives of the College were. Outsiders have perceived, if not the rivalry, at least the absence of a stated academic commitment of the College. The question was raised—and it was no surprise to any Black person or to any poor person above the age of reason—of the quality of the CCNY diploma. "How" the marginally comfortable and very anxious middle class of this city asked, "is it possible that the CCNY that I graduated from can be the same CCNY, now that the unacceptable are accepted?" "Who," they continued, "is conning whom?"

They have a vested interest, of course, and romantic recollections. They also have a very good question.

### Define Academic Purpose of College

As a member of the faculty to whom some particularly unsettling questions have been particularly addressed since the advent of open admissions, I have a few questions myself. How has the College allowed these rivalries to go unchecked? Why has the College not articulated, explicitly, precisely, what the graduate of CCNY—Black, White, Puerto Rican, Other—has to offer the society into which we usher him, our credential in hand? How, in the name of all that we say is holy to us, can we contemplate retrenchment at all—who is to be cut where—without our knowing *what*, precisely, explicitly, all our efforts have been bent to?

Until we can say what we are committed to, spelled out in an extensive array of vigorous introductory courses in traditional disciplines required of all our students, we should not cut. We should shrink, perhaps, if we have to meet budgets, but we must define the academic purpose and the academic worth of this college. Enrollment in the future, enrollment which students may have to pay for, is at stake. The message of September's meager enrollment, while we are still under free tuition, is a message which should be lost on none of us.

purely physical or purely mental—neither factor is ever wholly exclusive. In keeping this balance we must remember that physical activity is physical only in its outward manifestation. What we offer fosters and enhances intellectual, social and emotional growth and development. It is for this reason, here at The City College of The City University, indeed at all institutions of higher learning that physical education is an academic subject critical and vital to the liberal arts education of the student. Physical Education is worthy of academic credit.

### Breach of Academic Freedom

Traditionally the program in physical education at The City College has been offered for credit. It has been mandated for many years—curricular revisions of 1969 retained physical education as the sole required credit bearing course—the new core curriculum recently recommended by the Committee on Curriculum and Teaching of CLAS mandates physical education with credit. Why, then, is it suddenly recommended for no credit? Where is the educational rationale for such a recommendation? Is this not the prerogative of Faculty Council rather than that of a presidential recommendation or that of a select committee? We along with other members of this City College faculty believe this recommendation to be a breach of academic freedom.

Although I fully appreciate the significance of the "budget crunch", and realize the need for programmatic cutbacks, I deeply fear that a dangerous precedent may be established if certain recommendations go uncontested. It is too easy for me to visualize future actions, initiated under the guise of budgetary expediency, which would further erode the traditional prerogatives and responsibilities of the faculty. So-called "favored" programs might well grow upon the ruins of those which the faculty believes to be essential to the survival of City College.

# Retrenchment

for  
Students at an April 21  
Meeting about the R

Theodore Gross:

## A Savage Blow

Theodore Gross is the College's Dean of Humanities.

The Report of the Select Faculty Committee is a retrenchment document that calls into question the very basis of a liberal arts education at the City College of New York. It recommends a \$6 million savings by using the primary yardstick of this administration—enrollment.

It assumes that Open Admissions has ended and with it most of the so-called remediation problems. It embraces the "urban education model" entirely and strikes a savage, irreparable blow at the sort of humanistic education that has been historically associated with the most distinguished universities of this and other nations. It favors vocationalism and turns the larger vision of an urban educational model into a series of professional schools and programs that bear little relationship to some of the fundamental purposes of any academic institution of higher learning: the study of ideas and the development of language skills that will allow students to discourse upon those ideas.

It is not an educational but a retrenchment document, a compromise document, an expedient document; it addresses the mood of the moment by attacking disciplines of historical significance; and it will have the most pejorative long-range effect on the future "education" of City College students.

It is difficult, if not almost impossible, to respond rationally to this retrenchment report, for it grows out of a perspective, grafted on to that of a conventional liberal arts structure, which has been formulated by this administration during the past six years. When an administration creates or develops professional schools; new programs in biomedicine, law, and performing arts, and four new ethnic studies departments—when an administration establishes these



Theodore Gross addressing Faculty Council.

academic units and increases its own internal administrative staff at the same time as it meets each annual budget cut by reducing lines in liberal arts and sciences, then an examination of this retrenchment plan, in 1976, is profoundly conditioned by what has come to be called the "urban educational model."

That model, it now becomes painfully clear, is fundamentally vocational. It has no place for the humanities—for the study of language, literature, philosophy, and history—on their own terms, because they are intrinsically significant. The disciplines that have always been, and should still be, the fundamental center of any education, are placed in a service relationship to vocationalism, to training—as though the only way they can be made interesting or relevant is by attaching them to some pragmatic scheme.

Once the City College, with its 129 years of commitment to the liberal arts and sciences, moves so directly in terms of vocational services, it becomes something other than an institution of higher learning. It becomes a training ground for specialists who have no sense of the wholeness that binds together a learning experience which must be a preparation for life, not just living.

The living changes. The job market changes. The world changes. It changes so rapidly that to train someone for one job is not to prepare him for something else that will appear moments after he has graduated. A college has to be greater

# Retrenchment

presented by Faculty  
Faculty Senate open  
Retrenchment Report

## to Humanities

than the sum of its parts—more than simply a series of vocational programs, and it cannot be so if there is not a deep, self-consciously stated commitment to liberal arts and sciences, if there is not a statement to all of our community—but particularly to our students that we believe it is essential to study in certain central fields of knowledge because people from the beginning of history have returned to these fields in their quest for a genuine education. Perhaps the City College of New York, in 1976, is different from most of the great colleges of history and in the world today, but that center has been and still is the liberal arts and sciences, among them the study of languages and literatures.

The retrenchment document is then a response to an unwieldy academic organization. It attempts to adapt an historically conventional structure, rooted in liberal arts, and a new model, borne of vocationalism and political expedience, to economic necessity, and its conclusion is that the liberal arts must atrophy because they don't pay their way. It is time, in my view, that we stopped being so defensive about the liberal arts—stopped using only a slide rule to measure what students should know. It is time we stood up and took an educational stance and said, this is what we represent educationally. As educators, we will find a way of supporting those subjects we consider essential to a liberal arts education rather than try to have a program for every group that applies the proper pressure at the proper time.

These remarks will be considered, I am sure, retrogressive and old-fashioned. They lack "relevance"; they are not in the spirit of grantsmanship; they are not "innovative."

But part of our problem has been precisely that we have tried to be too relevant and innovative—cursewords of an American educational structure obsessed with making everything new. We have not stood for what is important—and the larger community has recognized this and sent students elsewhere. What has happened to the relevance of the 60's? Where have all those flowers gone? And what will happen to this new vocationalism when life presents our students with a few problems other than simply earning a living?

I do not want to be drawn into an easy antagonism, one that polarizes liberal arts and vocationalism. As someone who has spent his career in the "old" City college and has been on the cutting edge in the implementation of the urban educational model, I know that the problems of the City College are complex. There is, after all, a rigid departmental structure that some faculty use for self-protection, a union that sometimes protects for the sake of protection, ethnic and religious and political groups that apply intense pressure, and a score of private interests ready to grab—and grab.

A college of 20,000 students and 1200 full-time faculty, with a budget of \$50 million, will yield complex issues. The problem is larger and more intricate than any easy contrast between the old liberal arts and the new vocationalism, but that is surely one way of responding to this retrenchment report. It is, in terms of what has happened to the City College in the past six years, the logical way to respond, for this administration has made the new vocationalism a hallmark of its urban educational model. A social rather than an educational vision: that is the distinction one must finally make. As critical as it is for an urban university to address itself to social issues that surround it, a university is still a place of the mind—not a social agency. It is at root critical, analytical. It cannot solve social problems but only prepare students to solve them.

"You had better read the best books first," Thoreau has warned us, "or you may never read them at all." A university has an obligation to place before its students the great ideas of human history, written in their most memorable prose and poetry. When it ceases to do that, it ceases to be a university. That is what will happen to the City College if this retrenchment report is implemented.

Irving Brannan:

## Retrenchment Report is Designed to Create Maximum Divisiveness in College Community

Irving Brannan professor in the Speech Department.

To the audience of the open hearing and the members of the Faculty Senate:

This will be a personal statement, not made as a representative of my department. I looked at the retrenchment report in a state of shock. As I read it, it seemed designed to create maximum divisiveness within the college community. This was confirmed by colleagues in other departments, varying from Electrical Engineering to Math to History, who expressed outrage that the Speech Department was selected out at this college at this time. They gave tidbits of advice to me—there's fat here... there's fat there... did you know about this... attack that.



Irving Brannan

When I suggested that they speak up in public, I was told, "You do it. I am not a candidate for the gas chamber. I don't want to call attention to myself."

### Retrenchment 'Guidelines'

I first went to see (Vice-Provost) Egon Breener in accordance with the suggestion in Forum [The College's Public Relations Publication Ed.]. He could not tell me what the passages referring to the Speech Department meant, but he did say the retrenchment, if necessary, would be carried out strictly according to the guidelines with no exceptions that could lead to court actions. Professor (Gerald) Kauvar (Executive Assistant to President Marshak) could not help me with clarification of the report either, and referred me respectively to President Marshak and the Retrenchment Committee. He did state his belief, however, that the Speech Department could be abolished under the guidelines and that then some members could be re-hired by other departments without consideration of tenure or length of service.

I next met with a member of the Retrenchment Committee and we had the following exchange. This is not a verbatim report, but I will take an oath that it is accurate.

I.B.: Can you give any examples to substantiate the statement in the report that the functions of the Speech Department overlap with other areas of the college, including the English Department, the Psychology Department, and Performing Arts?

Committee Member: No. We were told this by someone. I believe it was one of the people the committee consulted.

I.B.: Who?

Committee Member: I'm not a liberty to say...

I.B.: Your report says that at a high level of retrenchment basic activities could be preserved but money saved by retrenching the Speech Department and consolidating its activities with other departments. What are the basic activities you have in mind?

Committee Member: I don't know. The Chairman wrote the report. We all signed it. We all agreed.

I.B.: It says that clinical aspects could be transferred to Psychology or School Services with some transfer of personnel. What are these clinical aspects?

Committee Member: Audiology. I believe.

I.B.: Do you know what expertise is available in Psychology and School Services to serve this program?

Committee Member: No.

I.B.: How can you save \$425,000 in the Speech Department? The budget is \$578,000, which leaves \$153,000. That is only enough to cover the salaries of the five senior department members.

Committee member: That's the whole idea. We retrench the department and then we transfer those we wish to save to other departments.

I.B.: You mean that you intend to abolish the department and believe that then you can do as you please with the personnel.

Committee Member: Of course. We need some way to save junior people. Look at the composition of the committee. We're almost all relatively junior people. That was deliberate.

I.B.: Egon Breener said you couldn't fire people that way and that he wouldn't try it.

Committee Member: He was our source. He said we could.

I trotted back to Egon Breener and he reaffirmed his original statement to me that court was not his idea of a place to spend time. He further clarified his statement by saying that he had told the committee that a misplaced specialist in a department that was retrenched could certainly be moved to the department of his specialty. This was not applicable to moving speech pathologists to the Psychology Department.

### A Subterfuge For Favoritism

That concludes my statement of efforts to get information. Actually, abolition of departments and transfer of functions is a subterfuge for granting favors. As long as work is done, teachers are required. Psychology teachers teaching Speech must either be withdrawn from work in Psychology or must not have enough work to do. The former implies a priority of Speech over Psychology, the latter that a job is being saved for non-educational reasons and another eliminated in the same way.

What can we do to save Money? First, we need a cool analysis of enrollment and job trends. Will hospital closings be carried out to an extent that nursing jobs will be adversely affected? When will groups now entering nursing shift to other goals? Where is the School of Education heading? What kind of a holding operation is essential to prepare us for the next growth curve—and it will come.

A careful review of fledgling programs is in order to determine which may be successfully developed in the no-growth period projected both financially and demographically, and which should be terminated.

### Thorough Review of Graduate Work

Secondly, can guidelines be developed permitting internal reviews by departments and divisions of services they perform so that programs that are artificially maintained or are weak may be internally controlled or limited?

Third, what can we do to get general faculty cooperation in cost cutting? Can we encourage retirements by offering incentives to faculty members who might not be financially injured by retirement but would feel a loss by being separated from the college?

There are more questions that deserve consideration: Are there structural changes we ought to consider? Are some of our schools more appropriately departments? How and where should central administration be cut?

### Retrenchment Report 'Must Be Rejected'

Morton Kaplon (Vice Provost, Institutional Resources) once referred to a funding request of mine as a "wish-list." Let us not retrench or cut, when we must, according to a wish-list made up by any faculty interest group, but rather in relation to the students we get, their state of learning, their needs for basic and advanced education, and their own desires for self-development.

Finally, we must refuse to give respect to the conclusions of a hand-picked committee about matters affecting the lives of all of us. Notice that the committee had about fifty days from charge to report, the President sixty-eight days, and the faculty only about twenty-nine days.

The report must be rejected by the Faculty Senate.

Michael Burger:

## A Scientist is not a teacher

Michael V. Burger, a Phys. Ed. major, is enrolled in the Social and Psychological Foundations of Education (SPF) Department of the School of Education.

Ladies and Gentlemen of the Faculty Council:

Today the teacher told me my class is being eliminated. Today I was told the Social and Psychological Foundations of Education Department is being abolished. Today I ask why?

I was told there exists a similarity between SPF courses, and courses offered in the Psychology and Sociology Departments, and that in this time of financial crisis we must make sacrifices. But sacrifice an entire department with 19 instructors?

### A Unique Program

SPF is a special program offering a unique approach to education dealing with those aspects of Psychology and Sociology that will enable prospective teachers to understand and induce learning. SPF gives its students the opportunity to work with children in the school system and discover how these theories apply and how, in many cases, they are just words that do not fit the reality of the classroom.

The Psychology Department studies the human mind and asks, why do we behave the way we do? A psychology course will instruct me in the scientific method of conducting an experiment. I ask you, are you willing to entrust your children to a teacher whose idea of teaching is interacting with a phenomena?

The Sociology Department studies what is true about Man by virtue of the fact that he lives in groups. A Sociology course will train me to be a "participant observer" of a group of children, but it will not show me how to teach.

### 'A Scientist is not a teacher'

These are the things Psychology and Sociology offer me in the way of relevance to teaching, not as a teacher, but as a scientist—and a scientist is not a teacher!

SPF offers courses dealing with the relevance of Psychology and Sociology for teaching children first and always, while keeping in mind that the ideas of Psychology and Sociology are abstract theories and models attempting to explain human action.

SPF believes that children are not abstract concepts, but individuals who require all the humaneness and affection a teacher can give.

If there is to be no tomorrow for SPF, then there will surely be darkness for the teachers we produce at City College.

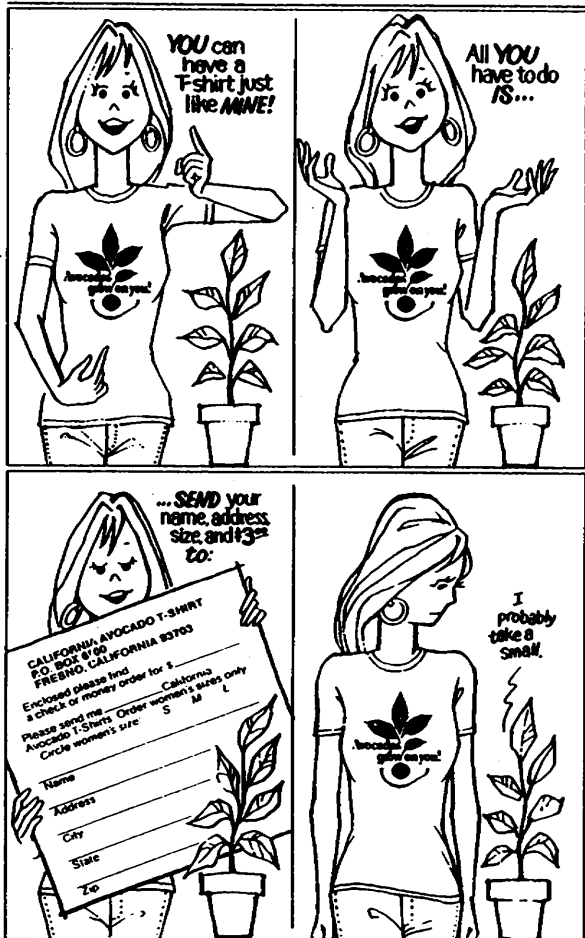
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## Moving Beyond Cannibalism

(Continued from Page 2)

pledging to resign from all administrative posts—including Presidents, Deans and Chairmen of departments—but particularly pledge to resign from all administrative committee assignments.

When pledges of resignation are secured from a majority of faculty members who hold such posts, they can be submitted collectively to achieve a maximum impact. In this way, we can continue to function as teachers in the classroom while emphatically refusing to participate in the implementation of unacceptable

budgetary and administrative decisions. Such an action may appear extreme, but the crisis at CUNY is even more extreme, and drastic measures become more reasonable as the dismantling of CUNY continues.

All of us within the University community must now move beyond despair and confusion. Tomorrow's strike can be the start of the unified and massive protest that is the only hope for preserving this University as a viable institution of higher education.

Paul Minkoff is Co-Director of the Alternate Studies Program.

## Senate Elections

(Continued from Page 2)

the College community.

Although all three candidates vying for the position of Treasurer are among the most qualified people running in this year's election, the best choice is nonetheless clear. Mark McDonough (YSA) not only has the best credentials for the position, but he has also proven to be one of the hardest working student leaders in recent memory. He has served on the Schiff fund Committee, the Veteran's Association, and labored tirelessly as OP's business manager last term. He is currently the Educational Affairs Vice President on the Student Senate and the College's representative at the university

Senate. The other candidates for Treasurer are also good people. Robert Brady (BASTANTE) has been extremely active with the City College Emergency Committee, and Hugh Lawrence, who impressed us last year when he was a candidate for student Ombudsman, has served as Treasurer and President of the Caribbean Association. Still, McDonough is the clear choice.

In the race for Educational Affairs Vice President, we support Jeremy Kasman (BASTANTE). Kasman has been active with several organizations, including the Emergency Committee, the Women's Center and House Plan, and he has been instrumental in the effort to reestablish an "experimental college" here. The original "experimental college" of years back was the antecedent to the now successful Alternate Studies Program.

Another difficult choice is for Campus Affairs Vice President. Selwyn Carter (UP), Susan Ferron (BASTANTE), and Amy Scerola (YSA) are all capable, intelligent people. However, Carter appears to be the most experienced for the post because of his extensive contacts among Third World groups on campus.

Of the candidates vying for the post of Community Affairs Vice President, Karen Kerlew of BASTANTE is our choice. She demonstrated unusual leadership abilities as President of the Women's Center this past semester, a time during which that organization gained 200 members.

## Light Voting in Senate Elections

(Continued from Page 4)

learn, not drink."

Robert Brady, the candidate for treasurer on the BASTANTE slate, called the administration's drug clean-up policies "repressive" and suggested that rather than send a student with a drug problem to the dean of students to be disciplined, take him to a drug counselor. "That's his job. Let him decide how dangerous this person is, not Vice Provosts, who go around nabbing users."

## Reporters Seek Office, Dropped from Staff

Four staff members of *Observation Post* who are running for positions in the Student Senate elections, have been made contributing members, Fred Seaman, the Editor-in-Chief, announced on Thursday.

Seaman cited a "potential conflict of interest" as the basis for the move, and said it came after he consulted the newspaper's managing board.

The reporters were Mark McDonough, the candidate for Treasurer on the Young Socialist Alliance ticket, John Long, a hopeful for Ombudsman, Susan Beasley and Paul DiMaria, who are both running for a Senate seat on the Bastante slate.

## Werbe Resigns Post To Take Job at NBC

Susan Werbe, special assistant to Robert Carroll, Vice President for Communications and Public Affairs, resigned Saturday and is now employed as a writer for the National Broadcasting Company.

Werbe was an associate editor of *Forum*, the public relations newspaper of the College, and headed the Government Relations Unit, a College body that maintained relations with the federal, state and local governments.

She had worked for the Environmental Protection Agency before coming to the College as a speechwriter for President Marshak in 1974. Werbe graduated from the University of California at Berkeley, where she was managing editor of the undergraduate paper *The Daily Californian*.

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## ***Jerry Rubin Speaks***

(Continued from Page 1)

the students at Pratt, the personal and the political can be combined to form what he calls the "inner revolution" of the 70's.

He reads a passage from his book:

"During the past few years there has been a widespread feeling of powerlessness in our country, and people have put aside collective solutions in favor of individual pursuits. I have experienced the general consciousness changes within myself. Today I am more apathetic, cynical and individualistic than I was a decade ago; nevertheless, I am still optimistic and believe in collective action.

In the sixties I stressed one part of my being—the traditionally masculine part—the achieving doer—while underemphasizing the other part—the feminine accepting being. My vision of model being was a totally committed person fighting against oppression, willing to sacrifice his life and freedom for the people.

In the consciousness movement of the 70's I have a new vision: a loving person, without exceptions, who lives in his senses and in the moment.

These two ideals are not contradictory, although they represent different poles of the psyche. The political vision implies struggle; the psychic vision, harmony. In a synthesis I can create harmony through struggle and be harmonious while struggling.

As the consciousness movement expands, its natural evolution will be toward changing society, taking the new energy generated through meditation, yoga, honesty and self awareness outward to social institutions.

We can take our self-awareness techniques and make them available to the American people through street theater, free schools, programs in factories, ghettos, jails and churches, political activism, the mass media, even demonstrations.

We are headed for another "do it" period. Perhaps the 1980's will see the activism of the sixties combined with the awareness of the seventies. In the next flurry of activity we will come from a deeper psychological and spiritual base."

Afterwards, students lined up in front of Jerry as if he were a vendor on an ice cream truck: each had a question, or a handshake, or a compliment to give. Then the student who had been sitting behind me walks up to Jerry. Taking hold of his arm he says, "I don't think the people will buy it." He turns, throwing his long hair over his shoulder, and walks away.

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# Feminism Liberated The Film Industry

By JOYCE MEISNER

Jill Godmillow has done rather well for someone who "got into films by accident." She is best known for directing *Antonia: Portrait of a Woman*, a highly successful documentary about orchestra conductor Antonia Brico. *Antonia*, a joint effort of Godmillow and folksinger Judy Collins, who produced the film, won great critical acclaim and was also commercially successful. (It was shown this month on PBS television.)

In a recent interview at her large Hudson Street loft, Godmillow explained that she first became involved in filmmaking in 1965 when her boyfriend, a Puerto Rican artist who, like herself, was a "film freak," suggested they shoot a film together.

The two eventually made a Puerto Rican feature film titled *La Nueva Vida*, but they ran out of money at the editing stage, "and one of us had to get a job at a place where there was editing equipment around."

As a result, Godmillow wound up working for a commercial film company, cutting commercials.



Jill Godmillow

"It's a fabulous place to learn," she says, "because money is lavished on you and you learn everything there is to know about editing."

After editing commercials for three years, Godmillow turned to freelance work, editing documentaries for television, writing, shooting industrial films and "cutting some more commercials when it got thin."

She is presently working on a script for a feature film ("It's taking forever") and has also just begun

work on a documentary about a group of Serbian immigrants in Chicago.

\*\*\*

OP: What ever happened to *La Nueva Vida*?

Godmillow: The film never got quite finished. It was cut, but we could not get up the money to mix it, and as the years went by there was less interest in finishing it. Unfortunately, in a lot of first and second films, by the time you're actually in a position to finish them your head is in a different place.

OP: Whose ideas was the "*Antonia*" film—yours or Judy Collins?

Godmillow: It just sort of evolved. Judy has been asked by *Ms. Magazine* to do an interview with a woman who had been a model for her life and Judy thought of Antonia Brico, with whom she had studied piano for about six years, training to become a concert pianist.

Someone in Judy's band suggested that she borrow his camera and learn how to use it and film some of the interview. She thought that was a good idea and called me up.

OP: What did you do after *Antonia*?

Godmillow: I waited a long time under great pressure from myself to

get the next project going. The pressure came because Antonia had been a great his and now I was "fundable," and I could find money for my next project.

I drove myself crazy for at least six months trying to figure out what to do. Somehow I got through it and didn't jump at the next thing that came along, and I'm just now beginning a project that I feel great about. It's about a group of Serbians who lived in Yugoslavia in what was essentially a nineteenth century village and went from that to 1976 Chicago. It's a film about tradition and how music and folk elements maintain the culture when a group is transplanted from one place to another.

OP: What else do you do besides directing films?

Godmillow: I stay alive as an editor. An editor takes all the film that's been shot and puts it in some cohesive form, makes it flow and make sense.

The mechanics of editing are minuscule. I could teach them to you in half an hour. All you need to know is how to load up an editing machine and a movie-ola, and make a splice. Anybody could do that, but it really is good at it demands a sense of timing, rhythm, taste, sensibility, and the sense of being able to structure.

OP: Are you able to make a decent living freelancing?

Godmillow: Oh yeah, no complaints. I get scared everytime I finish a long job. Everybody I know who freelances and finishes a job does. The first three days are wonderful because suddenly you're free and can take care of all that business you haven't been able to take care of. The fourth day you start panicking. But even if you have enough money saved up, you end up working all the time when you don't have to. I've managed to work six

months out of the year.

OP: Do you find that as a woman you have a more difficult time getting recognition, and film jobs in general?

Godmillow: Not as an editor. Women for some reason have enjoyed recognition as editors for a long time, probably because of all the jobs in the film industry it's the most sedate, in the sense that you don't have to go around carrying a camera.

What's been hard until very recently is for women to get the money to make their own films. And that, I should say, has changed drastically since the Women's Movement. Every woman who works in the film business should be grateful for that because it really changed things a lot.

OP: You were recently a guest speaker at City College's Picker Film Institute. What did you think of our campus?

Godmillow: I loved it. I forgot what a really good university could look like. I loved that gothic architecture, and there is an incredible mixture of students. I saw an aliveness there that I haven't seen anywhere. I'm a City freak. I love the City. Sometimes I come back from eight days in North Carolina and get on a New York subway and I look at all the faces and melt inside. I feel connected to the faces. I see all kinds of stories in those faces.

OP: How has your success as a filmmaker affected your relationship with men?

Godmillow: I would say it's very difficult to do what I do and still maintain a long-term relationship. Most of the men I've ever met have pretty exciting lives too, but it's really hard to have any kind of continuity. Also, you get very lonely on the road. I'm not sure whether those one-to-one romantic relationships will ever work. It seems very hard but I keep trying.

## New Stones Album A Failed Experiment

By PAUL DABALSA

What sort of material does a band unearth twelve years later? In the case of The Rolling Stones, fans can't be blamed for wanting to hear the same drivin' rock 'n roll on a 1976 effort as they first heard in 1964 on *The Rolling Stones LP*. Such fanatical demand for more of the same has stylistically bounded the Stones (as it has most other bands) since the sixties. Fortunately, over the years the band has remained innovative within the prescribed perimeters. The fact remains, however, that as fans we don't expect bands to change once a definitive image has been set (by way of a hit single, etc.). For instance, can we expect Bruce Springsteen to expand on "Tenth Avenue Freeze Out" in 1988? Of course not. But neither can we honestly imagine him playing folk-rock or reggae. The picture is clear: those of us who wanted the Stones to continue purveying their gut-level brand of rock 'n roll were in for the ultimate disappointment.

It comes in the form of *Black and Blue*, the Stones' 22nd American release. Two years in the making—Mick Taylor's decision to leave the Stones after five years as lead guitarist disrupted sessions for some time, as did the 1976 Stones tour—the LP is a striking departure from earlier efforts, even the recent *It's Only Rock 'n Roll*. The big surprise is the near-absence of exotic rock 'n roll. In its place we find disco, funk, reggae and Top Forty.

The LP plunges quickly into a disco groove with "Hot Stuff," a tune apparently intended for heavy juke box play. Even Harvey Mandel's agile lead runs cannot prevent the tune from approximating anything more than a high-schoolish, disco tune. "Cherry Oh," recorded back in 1974 (and performed at several stops on the '76 tour), works as a reggae experiment but, again, as not much else. Bill

Wyman's upfront bass is impressive, providing the tune with much of its heavy reggae flavor. The closing number on side one, "Memory Hotel," is one of the prettiest tracks on the LP, and certainly the most delightful Stones tune since "Angie." The tune features Jagger on piano, but relies largely on Billy Preston's string synthesizer for its smooth, melodic charm.

Side two's opener, "Hey Negrita," is a funky number much along the lines of "Fingerprint File" off *It's Only Rock 'n Roll*. Keith Richards' funky strumming, coupled with Wyman's powerful bass, provide an ample beat, but it's Ron Wood's teasing lead runs that add the cutting edge. "Fool to Cry," the first single taken from the album—and the other tune on the LP recorded back in 1974—stands alone as the worst Rolling Stones song ever recorded. The tune is aimed directly at heavy AM airplay, with its Top Forty "Temptations-type" sound and semi-catchy refrain.

Of the eight tunes on *Black and Blue*, I've saved the only two typical Stones rockers for last. Although it was perhaps obligatory to have included "Crazy Mama" and "Hands of Fate" on the disk, the tunes are actually quite good—especially "Crazy Mama," with its rich Stones flavor spotlighting Richards' masterful chord technique—and in all probability will both be added to the band's stage repertoire.

The only sense one is likely to make out of *Black and Blue* is that with the disco-reggae-Top Forty combination the LP is quite appropriate for the '70's, a vastly different era than the '60's. I can only hope that the Stones will return to the studio promptly to record a rock 'n roll LP marking this latest package as a cheap experiment and little else.

By JEFF BRUMBEAU

When Livingston Taylor gets on stage he makes a figure that is at once captivating. Like a ruffled, latter-day Woody Guthrie, dressed to kill no one, he saunters over to the mike, cracks a smile and bows to the applause. He then straps on a guitar and leans into his music with sincerity and affection.

Livingston, who is one third of the musical Taylor clan (which also includes sister Kate and brother James), creates a music with a singular trademark. He has no silver tongue but can lay out a below-the-belt blues number as easily and convincingly as a willowy love tune. His varied choice of material at a recent appearance at My Father's Place included songs like "Over The Rainbow," "Six Days On The Road," his own tender "In My Reply" and the gospel-like "Hallelujah," making him a performer difficult to label. Despite his musical diversity, his songs are characteristically light, breezy and colored with a hint of southern flavor.

Midway through the first set Taylor took up the banjo and picked an incredible medley of tunes opening with a few bars of a Bach



Livingston Taylor

fugue, and leaping into two frolicking Earl Scruggs romps—typical Taylor levity. Revealed here and in other selections is an ability to make an instrument work hard and often over-time. He fingers a spirited backup that is part rhythm and part biting lead. Where his vocal cords leave off, his fingers take up.

Over coffee in between sets Taylor told me he was "taking it easy," playing only three dates a week. Yet despite the laxness of his schedule he had no idea where he was going next. "We were in Philadelphia last night, I don't know where we'll be tomorrow... we're just playing around, having a good time." He is

now without a record label but said he wasn't particularly worried about it. "If one comes along, though, I won't mind."

During his second sat Taylor switched to piano and played some old favorites from his Capricorn/Atlantic days, resurrecting them with a vitality and emotion vinyl just can't capture. It is this kind of malady that plagues not only Taylor but countless other commercially unsuccessful artists. The honesty and charisma apparent onstage eludes all attempts at transformation from studio to home. Some producers are able to manufacture contrived emotions through syrupy orchestration and studio hokus-pokus, but the feeling recreated lacks authenticity and is plainly synthetic. Taylor's art and sincerity is real but suffers a fragility that when committed to tape renders it incommunicable.

Another aspect of Taylor's performance obscured on record but resplendent live is his complete absorption into the music. As he sits up in the lights, his eyes closed and head nodding, he uses his thin, bean-stalk body like he uses a guitar—as a tool for expression. His

(Continued on Page 11)

# Eric Anderson and Buzzy Linhart Display Contrasting Styles at Monkey's Paw Concert

By JEFF BRUMBEAU

Last Friday night, folk music came to the Monkey's Paw, the College's coffee house, with a bill featuring Eric Anderson and Buzzy Linhart. Anderson put on a largely low-key show maintaining himself with a careful repose.

## Familiar Material

Rarely does he chance on crossing the safety of rehearsed material. Instead, he limits himself to what he knows he can do, holding his voice at a level pitch, keeping his guitar work to just above the functional.

But his songs are beautiful, and he renders them impeccably. His throat is lined with the kind of velvet diamonds displayed in the window of Tiffany's, a voice rich in timbre and dark in color. It made the Monkey's Paw seem like Carnegie Hall. There are occasional traces of a young Merle Haggard or Roger Miller, as well as the crushed consonants and torn vowels of a hard-lipped Bob Dylan.

## Ballads and Love Tunes

May of the songs were old favorites like "Something Called Love" and "Close the Door Light When You Go," but a few were recent compositions which revealed an Anderson style that through the years has taken few turns. He is still writing the many-versed ballads and tender love tunes that first helped him to success. Remaining are those rustic metaphors from a



Eric Anderson

troubadour's life—scenes of highways, freight trains and rainy nights. It is a music that today as much as yesterday has its heart in folk music.

## A Rock n'Roll Mutation

If on stage Eric Anderson is like Dr. Jeckyll, Buzzy Linhart, who opened the show, must be Mr. Hyde.

Linhart is an ostentatious rock'n roll mutation who spent the evening cranking out an erratic series of Mickey Mouse personna.

His is a familiar name around New York folk club circles, although you can hardly call him a folkie. He plays a rousing set of pop/rock influenced music with a three pick-up electric guitar. When he performs a soft-core number like "Got To Have Friends," which closed the set, he's light and breezy. But when he



Buzzy Linhart

goes to work on a blues tune, it's just plain indecent.

Linhart does things with his voice that a careful mother wouldn't expose her daughter's ears to. When he really lets loose he sends out a rapid fire of jazzy mono-syllables that fluctuate and twist like a fluid Mel Torme. He drops it, turns it up again, slows down and then breaks loose, jumping around the melody and squeezing in a flurry of notes at the end of a bar.

Linhart puts on a show that is pure entertainment. The many years he's spent playing the club circuit have sharpened his act to a fine edge. But given the assistance of a good rhythm section, perhaps a few horns even, he'd have to have his concerts labeled "Dangerous: Flammable."

# 'Belle of Amherst' Stars Julie Harris

By MICHELE FORSTEN

Many of us know the bare facts about Emily Dickinson—she was a nineteenth century American poetess who wrote about the nature of love, life and morality, a recluse, and an eccentric. In *Belle of Amherst*, a one-woman show at the Longacre Theater starring Julie Harris, facts take fuller form as the poetess' thoughts, beliefs and anecdotes are colorfully revealed.

## Convincing Performance

Playwright William Luce has successfully woven together choice segments of Ms. Dickinson's life. When the play opens it is three years before her death in 1886 at age 56. After explaining that she has lived her whole life in her father's house in Amherst, Massachusetts—"I never had to go anywhere to find my paradise. I found it right here"—the

poetess admits she is not used to talking to strangers. Ms. Harris' voice convincingly communicates a shyness mixed with a desire to please her audience, whom she is rapidly taking into her confidence.

## Eccentric 'on purpose'

We learn that at 15, Ms. Dickinson tried hard to believe that she was a ravishing beauty and declared that when she reached 17 she would be the "Belle of Amherst." Now, she confesses to be an eccentric "on purpose" who loves her role as the local character of Amherst, always dressing in white and writing obscure notes to the villagers to give them something to talk about. She wonders if she'll ever be a Christian and can't imagine her own death scene. After corresponding with an *Atlantic Monthly* editor for eight years, she discovers upon meeting him that he doesn't appreciate her work.

Granted, all the vignettes are one-sided. The poetess sets up a scene and it's only from her reactions that the other people in her life are given living substance. This serves to increase the intensity of the theatrical experience. One can only admire Ms. Harris' ability to hold the audience's attention for two hours.

## Audience Inspires

Besides having the audience function as Ms. Dickinson's confidant, Mr. Luce allows it to function as a source of her inspiration—a wonderful concept. While talking to us, she singles out words which for reasons of sound and/or connotation captivate her—"Words are my life," she says. She joyously jots these down to use in her work.

"Every one of you to me is a poem, a unique creation."

Having written over 1700 poems which she randomly stashed in a wooden box, Dickinson lived to see seven of them published—anonously. But she remained undaunted: "My business is to sing; what is it if no one listens?" Julie Harris' portrayal of her gentle idealism and sense of humor gives the play a buoyancy that is as engrossing as some of the more serious moments, such as scenes concerning members of her family.

## Stage Resembles Old Photo

The stage is surrounded downstage and upstage by semi-circular cut-out black screens that frame it—the entire set thus resembling an old photograph depicting the poetess' isolated world. White markings explode around the circumferences of the screens, making the boundaries of her world even more pronounced. Changes of mood or time of day are visualized by the alternation of two different patterns on the backdrop. The only problem is that often this technique seems to work independently of the text; transitions lack meaning and are unsuitable to the point of breaking concentration.

The lighting, however, was not much of an impediment. Several times, especially when Ms. Harris would recite Ms. Dickinson's poetry (which I wish there was more of—her interpretation is fantastic) I leaned back and closed my eyes and just felt the presence of the poetess, clothed in a white dress with a peach sash, gently filling my mind with images.

## Sanchez Press

# Sgt. Fuma's Bump Boys

By CELIA REED

The most unusual record to come out in a while, that can't be bought in record stores or by mail or phone, nor is it given away free at McD's with a \$3.00 purchase, is the National Association of Progressive Radio Announcers, Inc.'s *Get Off II*.

It is an incredible disc, with a mind-boggling 51 tracks including artists from A to Z. The opening artist is Gregg Allman of cocaine fame (also a member of ABB) who tells us to get off drugs—"you know the jive I mean," in his slurred, Southern whiskey drawl. If you have any sense of humor it's extremely funny. (Did you ever know a Southerner who couldn't snort?)

Mel Blanc lets Daffy Duck, Foghorn Leghorn and Porkie the Pig do the talking; the message being it's okay to offer a carrot to your friend but being out of it is not being in.

"Beer leads to heroin, there's no question about it," quips comedian George Carlin, who's followed by the Chamber Bros. and Billy Cobham. It's unfortunate that Eric Clapton is missing in the line-up. (Is Mainline Florida powdered OJ?)

The star of the tracks is three-year-old Amy Fleetwood, in her debut performance. She repeats from daddy Mick and says, "And we want all those silly people to stay off those nasty nasty drugs," and then whispers "I did it," real cute when it's over.

The stars are all here, from America, Gladys Knight, Poco, Linda Ronstadt, Simon and Taylor, to Johnny Winter, Yes, and Jesse Colin Young.

They tell you downs ain't no good, smack is bad, that music and love are real, healthy highs. But what about pot and cocaine? And anyways, this album is such a bore, it is impossible to listen to unless—

- (a) you're getting it on and can't be bothered to turn it off
- (b) you're drunk
- (c) you're stoned
- (d) you're downed out.

So much for getting off.

\* \* \*

Sgt. Fuma and his Bump Boys are a fine country-swing band, a five-man man combo from Vermont, except for the outrageous piano player, Ed McMuffin (from New Hampshire), who every so often mixes his reggae with bits of classical and other nonsensical stuff. The band's mascot Bruno was picked up in the Littleton Thrift Shop, where the Mafia-style fedoras sell for around three bucks, and the mascot was free. Somewhere in Grafton County though, a mother is still yelling, "Eh, Bruno, where's my Bruno?" and so is the piano player, who's outrageous.

On April 15 they gave their premiere performance in Bethlehem, in the Milk & Honey Restaurant on Main Street which is open from 2-9 everyday except weekends, and has "the best vibes in town, honest," to quote a friend. The folks who work there are all devotees of the Guru Maharaji.

The mad violinist (Aw) seemed somewhat subdued that night, no "Aw . . . aw . . . Mister Piano Player's . . ." at all, but that came later. They played their usual funky stuff, like "Don't Pass Me By" (Beatles), "The House Of Blue Lights," "Panama Red," "Jambala" (written by Hank Williams and sung by everybody), and other real funky stuff, the kind that's hard not to dance to.

The acoustics at Milk and Honey were good and everything came out sounding clear, real clear; the guitar, saxophone and tuba players are all fine folk, pleasant people. And so it goes . . .

# Simon to Host Poetry Festival

Paul Simon will be the featured guest of the College's 4th Annual Spring Poetry Festival, to be held on Friday, May 14th in Shepard Great Hall. The popular lyricist and singer will be participating in the all-day Festival along with elementary school, high school, college and professional poets.



Paul Simon

Simon will present prizes to the winners of a city-wide high school poetry contest after they read their award-winning poems. The first prize is \$100, the second \$75, and the third \$25. The funds are made available through the New Hope Foundation, which has sponsored the contest since its inception. There will also be fifteen runners-up, each of whom will receive certificates of honorable mention. These young poets, chosen out of over 150 entries from throughout the city, will read before an audience that will include poets and poetry lovers of all ages and backgrounds.

Poets from the Creative Writing Staff at City College who will also read include June Jordan, Bob Ghiradella, Rebecca Ras, Joel Oppenheimer, Paul Oppenheimer, Raymond Patterson, Karen Swenson, Konstantinos Lardas and Barry Wallenstein. Guest poets who have become associated with this event through their past participation will include Bill Packard, M.L. Rosenthal, Armand Schwerner, Jayne Cortez and Alicia Ostriker. Many previous high-school readers, too, look forward to the Festival as a chance to read again, and in a sense have become "Festival alumni." First-time guests will include Harguerite Harris and Americo Cassiano, among others. There will also be a number of bi-lingual poetry readings in Spanish and English.

The Festival is jointly sponsored by CC Division of Humanities, with financial aid from the New York State Cou

# Livingston

(Continued from Page 10)

muscles tense at the changing of a chord, his face contorts as the song climaxes. He abandons himself totally. On stage he is like a transmitter, and the good feelings he sends out are readily picked up by the audience.

For a performer to forsake his artistic ideals for lucrative commercialism is a temptation often succumbed to. Livingston though, has avoided this. He has not altered his style despite the consequences of being without a label. He just keeps producing those simple poignant tunes written from his side of the garden. But unfortunately, integrity is a music few people care to dance to.



## Editorial:

By now it should be clear to all of us that in this struggle to preserve Open Admissions and free tuition no one is going to do the fighting for us. It is up to us, 275,000 CUNY students, to demonstrate to the powerbrokers who are dismembering the University that we will not tolerate the further destruction of our University.

The CUNY-wide strike that has been called by the University Student Senate starting Wednesday, May 5, is a first step in that direction.

At City College a coalition of activist groups and the Day and Evening Student Senates have called for a 3-day strike from Wednesday, May 5 to Friday, May 7. We join in supporting the strike and urge all students to come to school and actively participate in the strike activities.

If the strike is to be successful, we must make it an active protest, not simply a passive boycott of classes. Therefore we urge students to take part in the morning picketing of various buildings around campus and in afternoon strike workshops to be held in the Finley Grand Ballroom, the strike headquarters.

The Faculty Senate has adopted a resolution urging the faculty not to penalize students for short-term absences from the classroom, and the Black English Faculty have pledged to go on a three-day hunger strike starting on May 5, to demonstrate their support for our protest.

To shut down, even for three days, the College we so strongly want to keep open, is a very drastic measure. But it now seems clear that the single factor which has allowed the near-destruction of CUNY has been the lack of massive, organized resistance to the cuts. The less we fight, the more we shall lose. We must prove to our adversaries, and to ourselves, that we are prepared to take drastic measures to defend our right to a free quality education. A successful strike will not instantly save CUNY. But it will demonstrate to those who hold the sword over our heads that we are able to organize militant protests, will be a signal. If we can shut down one college today we are capable of disrupting a convention in June. This strike will be a warning.

## Stop Fooling Around With Your Classes And Go Vote!

### STUDENT SENATE ELECTIONS MAY 3-7

### Executive Candidates

#### President

Jessica Robbins-Bastante

Sonia Cheryl Rudder- United People

Candy Wagner- Young Socialist Alliance

#### Executive Vice President

Sadik Grice-U.P.

Ralph Rodriguez-Bastante

Greta Schiller-Y.S.A.

#### University Affairs V.P.

Cliff Colpitts-Bastante

Ed Roberts-U.P.

Gary Stone-Y.S.A.

#### Community Affairs V.P.

Tracy Carter-Y.S.A.

Karen Johnson-U.P.

Karen Kerlew-Bastante

Voting Machines are located at:

CURRY HALL-Architecture; SHEPARD HALL-Main Entrance;

SCIENCE and PHYS. ED. BUILDING; FINLEY-Outside Room 152

Polls will be open 8:30 a.m. to 5 p.m., except Friday, when the poll close at 4 p.m.

#### Ombudsman

Thorne Brown

John Long

Harvey Niebulski

Albert Villa

#### Treasurer

Robert Brady-Bastante

Hugh Lawrence-U.P.

Mark McDonough-Y.S.A.

#### Educational Affairs V.P.

Jeremy Kasman-Bastante

Roslyn Williams-U.P.

#### Campus Affairs V.P.

Selwin Carter-U.P.

Susan Ferron-Bastante

Amy Scarola-Y.S.A.