

HOLD THE PRESSES

PRESIDENTIAL SEARCH COMMITTEE P 1

RICHMOND

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Photo DC Sheehan

Members of Groups I, II, III come together with Pres. Touster to form 'Social Science Division' of Richmond College, Story Page 3

PERMANENT PRESIDENT NAMED TO RICHMOND COLLEGE!

After five months of deliberation a president was chosen for Richmond College despite unanimous disapproval by the Richmond segment of the Presidential search committee.

The committee consisting of Janet McLeod, Freema Schnitzer, Ed Murphy, Larry Nachman, Pat Cullen; and Al Levine has been holding weekly meetings since Mid-June that lasted four or five hours on occasion. The committee was assured that their input was viable.

The decision-making process was to review vitas, letters of recommendation, and hold interviews. After the first set of interviews the Richmond College contingent, and the Board of Higher Education Search Committee members caucused separately to decide on favorable candidates. It was the understanding at the time that names common to both

contingents would be called for a second interview and a final selection made. The final list consisted of names on and off the Richmond College contingent list. In the hope of maintaining meaningful input into the search committee the Richmond contingent acquiesced to this first breach of promise. In the midst of the second series of interviews a student member asked, if the board would override the unanimous disapproval of the Richmond College contingent, Fred Burkhardt (member of the B.H.E.) replied that the fears expressed were unfounded. At the same meeting Chancellor Kibbee delivered a speech concerning the importance of the student and faculty input to the search committee.

At the next meeting (NOV 21) the last two candidates spoke, one of them was eventually chosen to be

president of Richmond College. The usual procedure for the second round of interviews was for all members to discuss the candidates after the interview. At this next to last meeting the Richmond College contingent wished to discuss the qualifications of the previous speakers. With the exception of Joe Holzka (Chairperson of Search Committee) the board members disappeared to previous engagements. It was then understood by the Richmond College Presidential Search Committee that an additional meeting was forthcoming on Nov. 28, and at that meeting FINAL DISCUSSION OF CANDIDATES WOULD BE HELD. However, instead of discussion, debate and respect for the work of the Richmond contingent, they were informed that Edmond Volpe had been unanimously recommended to the executive board of higher

STATEMENT OF THE PRESIDENTIAL SEARCH COMMITTEE

1. The Board Members of the Richmond College Presidential Search Committee have recommended for President a candidate despite the unanimous objections of the Richmond College contingent.
2. We were under the impression that the meeting of November 28 would be the occasion for a final discussion of all candidates. Instead, we were presented with a *fait accompli*.
3. We were never given the opportunity to discuss our final evaluations of the candidates chosen with all Board Members, the Chancellor and the Chairman of the B.H.E. (the last two ex-officio.)

education for the position of presidency after twenty minutes of discussion between themselves. The Richmond contingent was highly offended. The committee asked Luis Quero-Chiesa (Chair-

person of the Board of Higher Ed) why the Richmond contingent had even attended the meeting. Mr. Chiesa explained that they were only "Observers."

SHOCKLEY APPEARS AT SICC

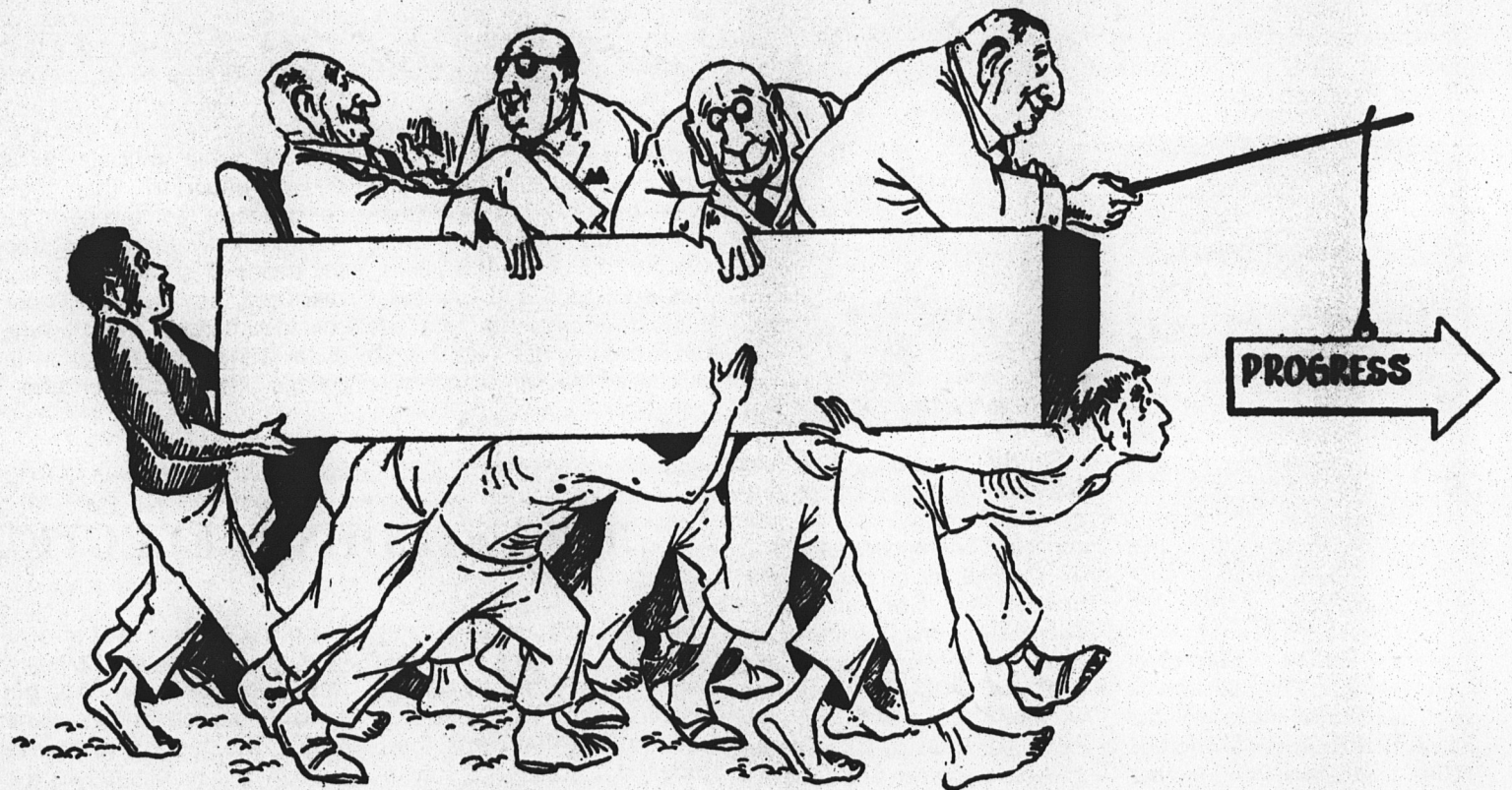
Deborah Ford

On Tuesday night, Nov. 20, William Shockley, professor of physics at Stanford University, was prevented from speaking in a scheduled debate, centering around his genetic view that blacks are intellectually inferior to whites, by continuous jeering, stamping, clapping, and whistling from the audience. The debate drew a standing-room-only audience with more people unable to get past the heavy security without advance tickets, waiting outside.

The anti-Shockley demonstration lasted an estimated thirty minutes during which signs reading "Stop Racist Genocide" and "Nazi of the Year Award" were raised. The noise of police whistles and chants of "Hitler rode, Hitler fell, racist Shockley go to hell" lasted the duration of the demonstration and effectively prevented Shockley from saying a word.

Another scheduled speaker, Dr. Francis E. Welsing, a black psychiatrist and professor of pediatrics at Howard University College of Medicine attempted to quiet the crowd, arguing that it is necessary to face the problems we are confronted with in order to solve them. She also was shouted down and responded that "I'm beginning to feel like a Jew in Nazi Germany." One black woman in the audience yelled back, "When they told them to take those showers they still didn't believe it." A black man urged "Let the sister speak."

Two speakers who



preceded Shockley were able to voice their views. Dr. Marc Lapte, a geneticist at the Institute of Society, Ethics, and Life Sciences disputed the scientific validity of Shockley's views. He also labelled the Census Bureau as "illegitimate", claiming that it regarded children in any black home without a father as illegitimate.

Dr. Thomas Bever, professor of psychology at Columbia University, called I.Q. testings "a political, not a scientific question." He said I.Q. tests are manipulated "to predict success in our society..." and that major figures in Psychology, eg. Skinner, Piaget, consider environment an important factor in child development. If oppression is a part of the environment it must affect development. Even if I.Q. is inheritable, Dr. Bever said, it is still subject to environment. Referring to the validity of I.Q. scores, he said, "we only have beliefs by individuals," not true results.

Some members of the audience, yelling back at the demonstrators in defense of Shockley's freedom of speech, left the auditorium when it became obvious that Shockley would not be able to speak. Shockley, who had been sitting rather placidly throughout the demonstration, rose and printed on a blackboard, "HANDOUTS OF MY POSITION HAVE BEEN SUPPLIED TO S.I.C.C." Birenbaum congratulated the media and those members of the faculty and student body who respected "the freedom of this platform" and announced that "the First Amendment is not adjourned here."

• EDITORIALS ON SHOCKLEY AND THE PRESIDENTIAL SEARCH COMMITTEE

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Re-Organization Of BHE

Deborah Ford

The composition of the B.H.E. which, up to now, consisted of twenty-one members appointed by the mayor for a nine year term is being reorganized to consist of ten members of which seven will be appointed by the mayor and three by the governor.

This reorganization poses an added difficulty for the continuation of free tuition in C.U.N.Y. According to Joseph J. Holzka, Richmond's representative on the B.H.E., Governor Rockefeller, who vigorously urges the end of free tuition, sees CUNY as "merging with SUNY". Rockefeller had originally wanted five B.H.E. members appointed by the governor reasoning as Mr. Holzka said, that "since the state furnishes

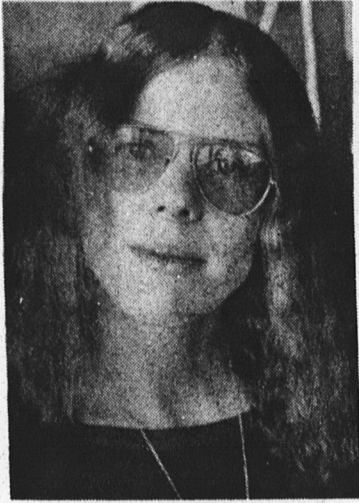
half the money it should furnish half the Board."

While Mr. Holzka said that the present Board considers the continuation of free tuition "crucial to the maintenance of CUNY as we know it," the seating of three State-appointed members is a potential threat. He described these three positions as having special influence because of their relationship with the governor and the State Legislative. In actuality, the State provides half the financing of CUNY only up to a certain amount. As the city requires more state aid, Mr. Holzka said, the Board may be imposed upon by the three state-appointed members to relinquish free tuition in return for increased state aid. Mr. Holzka doubts that free tuition will last 4 or 5 years.

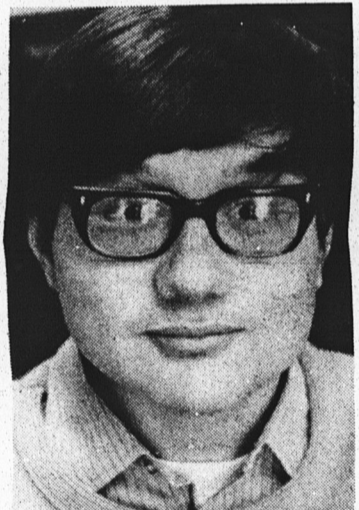
RAVING PHOTOGRAPHER

Donna Dietrich

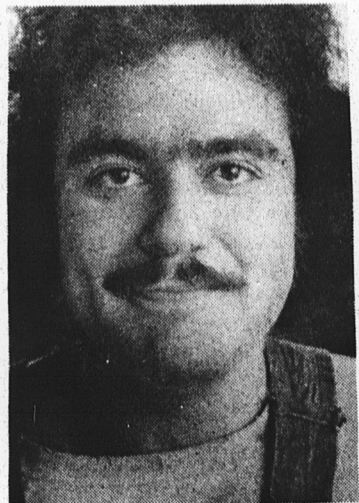
Is it a good idea to move Richmond College to a South Beach Campus?



Andrea Jay, Secretary. "I think it would be a bad move to relocate the Richmond College Campus... get it... a bad move??? However, it was great foresight on someone's part to locate it next to the South Beach Psychiatric Center."



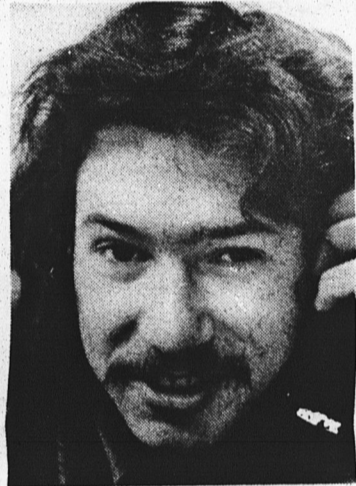
Jerry Pulice, Electrical Engineering. "I would rather see Richmond move to the South Beach Campus. There is little room here for further expansion which is badly needed. At least there would be more parking spaces."



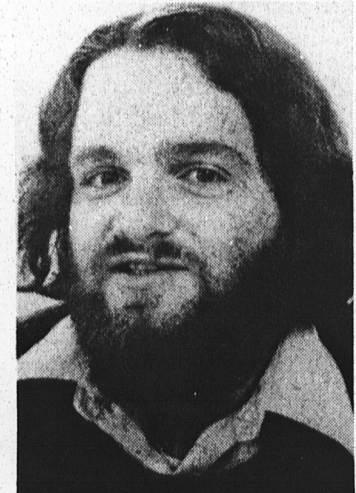
Nathan "DeNazz" Glattstein, Psych-Dramatic Arts. "I think the idea of wasting 108 million dollars on a new campus which would inconvenience those students who don't have a car, and relocate the college into a neighborhood with no community and restaurants, is asinine and wasteful. Spend the millions here, get another building, and throw the phone company out."



Robin Miller, Psych ("what else"). "I'm for a new campus at South Beach. Reasons: more room for students and faculty; esthetically more appealing; no more sharing floors with Ma Bell; the rent is cheaper in South Beach than in St. George anyway."



Sandy Carles, Political Science. "It's a political fandangio drempt up by our governor. Richmond belongs in St. George, it is part of the novelty of Staten Island. There's only one bus line going through South Beach; one can't live on the beach in the winter either. With all the expansion due to come about in the St. George area, there'll be plenty of room for us. We're small, and it's better that way."



Kevin Foley, Humanities. "The move to a campus in South Beach would create a somewhat suburban, car oriented, campus. It would further remove it from the city. I would prefer that the District Attorney, the Courts and the Borough President should move next to the Psychiatric Center, and we should move into their buildings, which are much more suited to a university than any modern atrocity that would be designed for us to inhabit."

TENURE QUOTAS

Deborah Ford

As is now known, the B.H.E. has decided to impose a tenure quota on the City University. The original ceiling which was to have allowed 67 percent or two-thirds of a college's faculty the possibility of achieving tenure has been lowered to fifty percent. According to Joseph J. Holzka, Richmond's representative on the B.H.E., Chancellor Kibee's tenure restriction is an effort to avoid the "too casual granting of tenure." Mr. Holzka said that "tenure got automatic in a lot of situations" primarily because of a growth in college admissions. As admissions increased, the need for faculty increased and so everyone was getting tenure. Although college admissions are now leveling off, Mr. Holzka said that the colleges have not responded of their own accord with reforming the granting of tenure.

It seems that the tenure situation in City University may be looked at in two ways, depending on whether or not you have it. The historic reason for tenure according to Mr. Holzka is the protection of the faculty's right to free speech, that is, it "keeps the faculty from being scared witless opinion), and from being at the mercy of the board of trustees. This is all good and well but I think it unfortunate that the B.H.E. has decided that only 50 percent of the college faculty is

to benefit from such protection.

Even more unfortunate is the City University stipulation that if a faculty member does not achieve tenure after five years he must leave. Mr. Holzka conceded that he "might be in favor" of abolishing the five year limit saying that it is "not too sensible" but neither is it too harsh as most people "come and go". I do not see how the B.H.E., while considering the question of tenure, could ignore the issue of the five year limit, the abolition of which would probably alleviate some of the fears and frustrations of the C.U.N.Y. faculty.

Mr. Holzka outlined three ways in which a faculty member should be evaluated to decide whether or not she deserves tenure. One consideration is that "he has to be a teacher." This consideration is especially important to the concerns of students. It is on this point that tenure requires an ambivalent feeling. For while faculty should be free of the whims of administrative officials it is equally important that their performance as teachers be constantly evaluated so that the needs of students are not sacrificed to tenure. Other considerations in the granting of tenure are participation in college life and publication.

While the requirement of publication seems to be a cause of particular anxiety on the part of the faculty, Mr. Holzka said that this is "only one aspect" of tenure and implied that the faculty was rather paranoid in their concerns about publication.

While I think that the whole nature of tenure deserves questioning, it is now more immediate to deal with tenure as it is administered in C.U.N.Y. Mr. Holzka feels that the "faculty over-reacted because they saw it (50 percent ceiling) as a quota" rather than as a "device to insure that the granting of tenure isn't casual" (it sure does seem like a quota). But regardless of the flexibility of the 50 percent ceiling, it appears an arbitrary and reactionary method of dealing with the tenure problem. The procedure in applying for tenure requires that the faculty member in consideration be first approved by tenured faculty in his department, referred to a college committee and then to the college president who appeals to the B.H.E. What personal, political, and educational struggles may influence this process, this "gateway to academic freedom", I can only speculate upon. I am sure the faculty is much more knowledgeable in this respect. We may further speculate on what problems may arise within a department as faculty compete for limited tenure. The future will show us what actual problems will arise from the B.H.E. decision and we will have to weigh their effects on the college community and decide how they are to be dealt with.

TWO STUDENTS ELECTED TO P & B

In its most exciting and productive meeting in recent memory, the Richmond College Assembly on 19 November admitted two students (yes, **students!**) to voting membership on the college-wide **Personnel and Budget Committee**. The excitement was mildly reflected in the final vote: the proposal passed by 89 to 44 (with three abstentions), just satisfying the two-third requirements.

Initial debate circled around a number of amendments to the original proposal—amendments suggested by basic opponents of the measure. It was accepted that at least one of the students would have to be a graduate student, on the grounds that the latter were under-represented at present. It was further approved that the two students would be elected by the student body at large, beginning in the Spring of '74. Attempts to scotch student representation, for the present at least, by forcing an immediate general election (on the heels of the recent one) rather than election by the student members of the Assembly, and to make a 30 per cent vote **mandatory** for these particular posts, rather than leaving approval of the elections to the discretion of the college president (there

has **never** been a 30 per cent vote at Richmond College), were voted down. As the measure passed, one graduate and one undergraduate student will be elected to the P&B at once, from and by the students presently seated in the Assembly.

What was fascinating, especially for newcomers to the Assembly, was the form the discussion took. The most ardent speakers for fair representation for graduate students, and for "democratic principles" in electing student P&B reps, were precisely those who opposed **any** student representation at all! On the first point, aside from the usefulness of **any** debate on amendments as a delaying tactic—curtailed only by Pres. Touster's threats to act unilaterally—were the notions that it would be more difficult to find a graduate student able to serve on the P&B (due to greater outside commitments), and that in any case a graduate student might be more "reliable" from the faculty's point of view. On the second, however—"democratic principles" such as immediate general elections and the mandatory 30 per cent vote—aside from the same obstructionist intentions there was revealed on certain parts something more immediate: a

sense that some of the faculty refuse to accept even the presently elected students as real student representatives; but that the committee they **do** serve on are either not as important, or the difficulties of having them there can be dealt with in other ways.

Having dispensed with the warm-ups, Prof. Stearns, credited as the most honestly outspoken opponent of student representation, brought the discussion back to "basic principles": that students just shouldn't be on P&B at all. Arguments **against** ranged from academic and experiential incompetence to properly evaluate faculty (e.g., Cooper, Stearns, Bressler), to the notion expressed by one faculty member,—that only students with grudges against faculty, students who had not done their course-work, would involve themselves in such a venture. Arguments **in favor** dealt largely in countering such interpretations and fears, concluding with the observation that the faculty, faced with **whole-sale** cut-backs, would be acting in their own self-interest to grant at least "token" recognition of their need for student support.

SOCIAL SCIENCE COMES TOGETHER?



Social Science Dept. in Conference



George Odian - Acting Chairman Social Sciences

Madeline Paladino

It was a mild, sunny day when the slight breeze blew a memo into the mailboxes of the full-time faculty members of the Division of Social Sciences-Group I, Group II, and Group III. The Guinness Book of World Records wanted to see how many minutes the three groups could be confined together within four walls without breaking into some form of conduct which would be unfitting to social scientists. So President Touster invited them to the ninth floor conference room on Nov. 14 for the special event. There, the comfortable chairs and the carpeted floor (for the late arrivals) would minimize the stress factor. And so would the lack of attendance. With less than half of the expected fifty-five full-timers present, along with Dean George Odian, a few students, and two photographers (to cover every angle) Mr. Touster called the get-together to order, asking if it was a practice of this division to arrive late at meetings.

Now, of course there were legitimate excuses for this behavior: the invitation was sent out late (an administrative error); some faculty could not disappoint their students by cancelling their time-conflicting Wednesday evening class; And there were those who develop violent reactions due to their allergy to meetings (or even the mention of the word alone. Why, some of these poor creatures were known to have been seen walking around the halls of Richmond College with a file folder of important papers held securely in their arms!)

Back to the meeting. After everybody stated their names and academic affiliations, Mr. Touster requested someone to act as secretary. All eyes fell upon Jim Fetzer (Gr. I), since he was the only one holding a pencil in the ready-to-write position.

Mr. Touster explained the need for a reunification of the Division at this time. First, a document of the existing procedures of college governance had to be handed in to the Board of Higher Ed. Under the section entitled "Divisional Governance: Social Science" there was an empty space. Rather than confirming the divisional split as a permanent clause in this temporary document, the division would be recognized as a whole, with one Committee of Personal & Budget

rather than a separate P&B Committee for each Group.

Secondly, the program of Professional Studies, in their training of High School teachers of Social Sciences, found it difficult to collaborate with a split Social Science Division in the College.

Thirdly, if the Division would recognize itself as a permanently organized unity, then the problem of drawing up a permanent structure of governance for the College whole would be easier.

The President also observed that the older members of the Social Science Division were "feeling the disabling effects of the Divisional split in their work," and that "the younger members were expressing concern" in the split and its effects. At this remark, Sandi Cooper (Gr. I) retorted, "I protest to be considered old at the age of thirty-eight." Mr. Touster apologized by defining the word "old" as meaning "old in experience". He said that by tearing themselves and the college apart, they were shirking the responsibilities of self-government. A Divisional P & B Committee would discuss all issues, and then decide among themselves where any sub-divisions would be necessary.

Lenny Quart (Gr.II) wanted to know how, "sustaining federalism, does one define a sub-group?" The President responded that it is one that allows for Barry Bressler, David Garza, and Maxine Bernstein to function as "demi-hemi-chairpeople." Needed is a competent body to elect one chairperson, and until the Division can get itself around to doing so, he would appoint Dean George Odian, experienced in program evaluations (Integrated Studies and the Incident), and knowledgeable of the tenure policy issue, as Acting Chairperson. The only alternative to Dean Odian would be to set up a search committee to look for an outside person to chair the Division, or for the President himself to appoint one.

As for the composition of the P&B Committee, the President suggested that three of the six possible members could be the former Chairpeople of Groups I, II, and III (i.e. Bressler, Garza, and Bernstein), or any other arrangements the group as a whole makes. He said it would hardly be

responsible to repeat the former Divisional practice of one-third vote or rotating vote on the College P & B.

Steven Warnecke (Gr.I) asked that, in view of the fact that this would be a transitional period for the Social Sciences Division, would the new Divisional P & B be a mere caretaker or would it have the normal authorities of a divisional P & B. Mr. Touster replied that it would have the same powers which reside in any other divisional P & B.

Florence Parkinson (Gr.II) asked when this Divisional P & B would go into effect. He replied that since the College P & B's personnel review process terminates on December 1, 1973, it would be wise not to disturb the existing processes; thus, Dec. 1.

Sandi Cooper asked if George Odian, as Chairperson of the Social Sciences Division, would have a vote on the College P & B. No, said Touster, Odian chooses not to vote. What about three chairpeople: Odian, one at-large, and one voted on by the Division, suggests Ms. Cooper. Or Odian could deputize the other two, suggests Mr. Touster. Or there can be one Divisional Chairperson and three sub-Divisional chairpeople, suggests Mr. Bressler. Mr. Touster closed suggestions by saying that it was up to the Divisional P & B to arrange that. P & B can't take it away. Odian speaks for himself: "I hope you elect an overall Chairman so I won't have the job" (of delegating authority).

Gerald Sider (Gr. II) suggested the possibility of an "executive officer" of the Division (rather than a "Chairperson") to carry out the policy of the Division. Touster replied that the P & B's the Executive Committee, and the Chairperson is the Executive Officer.

At this point in the game Touster said: "I'll appoint the P & B and the Chairperson if you want, but you'll have to come to grips with it." In other words, get-a-grip, you guys.

Thus spake Lenny Quart: "Let's raise larger questions, above the philosophy of whether we can resolve the matter of P & B and Chairperson. What about the willingness of the three groups to live together beyond the fiat?" Touster responded that it was his profound guess that they could live together civilized. He would interpret the presence of the people here at the

meeting as a willingness to live together. Up rose a murmur in the crowd. Don't interpret it that way, Mr. President. Some people get married, but Dan Kramer (Gr.I) asserts that some people are happy single. And just exactly what are the concrete deficiencies of having three autonomous groups? First of all, explains Touster, the present educational progress of the college is based on the split. The heart of college education is the Social Sciences, but it is slowly becoming Professional Studies. The Arts & Sciences are deeper than Teacher Education, but are diminishing in terms of leadership and policies of the College. People are opting for one group or another while their interests lie in a broader field. The young programs (e.g. in Group II) are not responsibly dealt with. You cannot ask the people of one group to hang in together and push their own program. Rather, let it be the responsibility of the faculty of the College to exercise concern. A program is too narrowly developed when it remains within the confines of a single department.

Ms. Cooper wanted to know why they had to adhere to a divisional structure when the faculty can possibly restructure itself into departments. And furthermore, why was this College as an institution of C.U.N.Y. being singled out? Touster suggested to go to the Assembly with the question of reorganizing the college structure. He considers, when reviewing the College's structure, the programs, catalogues and student constituencies of the Community colleges.

Flo Parkinson glanced about the room. She observed that she did not know many people outside her own Group II and presumed that others shared her unfamiliarity with the other outside groups. According to the interim governance, she noted that the different groups had their own ways of dealing with issues, e.g. student participation in group P & B's. How would they solve this discrepancy? Touster cited another example—the Humanities Division. There is, in this Division, an allowance for student presence in the formal structure; yet there is an absence of students in reality.

Regarding voting rights on personnel

Continued on Page 6

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Well it made news from the New York Times to the Manchester Union Leader. The Richmond Times was quoted in Nat Hentoff's column (Village Voice) and "Uncle" Bill Birenbaum managed a private interview aired on CBS. It was quite a show. William Birenbaum is to be congratulated for presenting, under the auspices of the First Amendment, a speaker that was not wanted by the Day Session Student Senate, Evening Session Student Council, Black Student Union, Puerto Rican Student Organization, Student Woman's Group, Faculty Woman's Group, and several more. In short, there was strong sentiment against Shockley speaking long before he was on campus, while Shockley's sole backer was William Birenbaum. Birenbaum exercised a lot of muscle in arranging the show. He managed to get Chief Justice William O. Douglas and Roy Innis to prepare the college while students were faced with suspension if the Shockley presentation was disturbed. At a private meeting, of faculty and student leaders, Birenbaum explained his right to prosecute disruptors. Still later a meeting with Black students was called for "Uncle Bill" to explain the evils of the Progressive Labor Party. And according to Charles Isaacs (Student Government Faculty Advisor) faculty members were confronted by a petition supporting the administration. Just for the record, it was only after everyone's back was up that Birenbaum arranged for Drs. Bever, Lappe and Welsing to "debate" Shockley.

While it is difficult to say exactly how much pressure was being put on the students at SICC, it is known that President Birenbaum called Acting President Touster to request a full Dear from Richmond to attend the show, the purpose being to point out disruptors. Later that same afternoon (Nov. 21) a Police Captain appeared at Richmond College to escort (?) the suspected throngs that were to attend the show.

When confronted with his request for a full Dean to do some spotting, President Birenbaum quipped "if you listen to all the rumors you hear you'll go crazy". Dean Dorothy McCormack says otherwise. When brought into this context of power politics it

seems "Uncle" Bill's free speech stand loses some of its credibility, but by using his position at SICC, Dr. Birenbaum somehow made a First Amendment issue out of some vicious infighting that occurred at the Sunnyside campus. Well, he did it, and the Media (Nat Hentoff in particular) ate it up.

AMENDMENT I

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

If we are to pretend this is the issue let us play with it for a bit. No law was made by SICC Day Session Student Government to prevent Shockley from speaking, a funded committee was set up to oppose Shockley's presence and return some pressure to Dr. Birenbaum. The second half proves more interesting in that the Government of SICC (Birenbaum) was petitioned to disinvite Shockley, and paid no heed to said petition. It is also interesting to note that Shockley was stopped by non violent means, or "the right of the people peaceably to assemble." Enough of this, the argument could carry on forever. The issue is not how many angels can dance on the head of a pin, but when stuck with that pin, who bleeds.

To quote an SICC student (Nov. 21) "if Shockley was just an individual who wished to debate his theory on campus, I would probably have listened to him . . . but it becomes overtly political when he represents views that justify cutbacks in compensatory education . . . I see the action as positive and I would do it again." Charles Isaacs (Student Government Faculty Advisor) felt that the Shockley action showed "class unity across racial and ideological lines." From my experience at SICC, this is something new, for it was factions that halted any effective student action in the past. From a subjective point of view, it appears that Birenbaum was jamming Shockley down the throats of students, in the name of the First Amendment, and they regurgitated all over him. Since when does a President present a speaker for the edification of (presumably) students that is vehemently not wanted by the elected student representatives of that campus, and presumably the majority of the students (the majority was clapping in the auditorium.) Well, I think the answer to that came on Nov. 21 when President Birenbaum had an emergency in the middle of a Faculty meeting. The emergency was a CBS interview.

Between his trip to China, his "constituent group" Student Government, and presentations like Shockley's, Birenbaum has become something of an Administrative celebrity. And this seems to be the issue more than the First Amendment. The President gave myself and a reporter from the Staten Island Register a few minutes. The President's statement on the November 20 performance was "An American College attempted to uphold the First Amendment" and "its (SICC) citizens gained a new respect for students and faculty here that stood for non violence." When asked if he received proper backing from the BHE and CUNY in general, the support he received was "reflective of a University-wide position that was helpful." Birenbaum had one last comment on the event before he turned his smile on for the CBS camera, "I felt that they (disrupting students) were barbarians (uncivilized, uncultured; originally foreign, of another race) who by their action (a non violent demonstration) expressed fear at these ideas (racial and cultural inferiority)." He said it, I didn't.

— Robert Millman

SECRECY IN
GOVERNANCE:
OR ITALIAN-
AMERICAN
WHAT?

Somewhat overshadowed by the student P&B debate at the last Assembly meeting, was an issue quite as interesting and entertaining, to anyone who retained the energy or sense of humor at that point. That is, the "report" of the "Presidential Search Committee."

ESSENTIALLY, this consists of six native guides (three faculty, three students) leading a BHE safari in search of big game: the next permanent president of Richmond. And while it is not an official committee of the Assembly, and both its "report" and its request for a "vote of confidence" from that body were as unofficial as they were uninformative, it does share two characteristics in common with the genuine article: 1) It has no real authority whatsoever; and 2) The main requirement for membership — especially for student members — seems to be an oath of total secrecy on its operations.



FOR INSTANCE, it is supposed to be a matter of deepest mystery that one of the BHE's primary qualifications for our next fearless leader is that he be of the Italian-American persuasion. This fact alone, if broadcast, would immeasurably enhance our educational experience — (and our "educated guesses" as to where — aside from the wastelands of the "new campus" — the BHE is trying to lead us.) This is merely one of the more astounding "rumors" we have heard about the work of this particular committee — and yet none of the four members who told us about it were willing to have it published. Nor did the Assembly, which is also aware of this and related facts (unofficial and un-acted-upon leaks are acceptable, it seems), demand or raise for discussion such information. The dialogue was a sorry comedy at best, ritualized accepted impotence. A boycott would have been spunky, at least, "telling all" both useful and amusing.

This is by no means unique. The official Search and Evaluation Committee Report on the Library last year, widely known to be very critical of the head librarian and the library in general, has yet to see the light of day. Not only was it thoroughly censored before presentation to the Assembly,

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Search Committee
Betrayed

A lame duck Board of Higher Education has chosen Edmond Volpe despite unanimous opposition by the Richmond College Presidential Search Committee. Since mid-June the contingent has met and spent untold hours at a job that was finally decided in a twenty-minute closed meeting of the B.H.E. "We bent over backwards to compromise," said a committee member, but in the end despite all bending, the Board would not compromise an inch. Verbal promises were made as to the serious input of the Presidential Search Committee and heated debate would carry on for hours, but in the end the committee was told they were only "observers." That an outgoing BHE would force a President unanimously opposed by the Richmond College representatives is at best vindictive.

The future of Richmond College rests with the decision, and our opinions were ignored. The ramifications of this decision will continued long after the old BHE dies out Dec. 31.

Time and again the Richmond contingent was verbally assured of its viability in the selecting of a President, and the final opposition was unanimous. "They told us that they (BHE) would never nominate someone that we (the Richmond contingent) were unanimously opposed to, even if they wanted him unanimously." It was the opinion of Larry Nachman that "any six people would have come up with the same decision" regarding Edward Volpe.

On Monday, Dec. 3, at 2:30, a Faculty Assembly Meeting is being held on the matter of a President unanimously opposed by representatives of his future constituents. If you have any interest or ideas, be there, unless you want a near-defunct BHE to control your future. The Presidential Search Committee is made of six totally diverse people, but they all agree that if this man gets in, "I've wasted my time for five months."

Be there Monday, Dec. 3, 2:30, old bookstore.

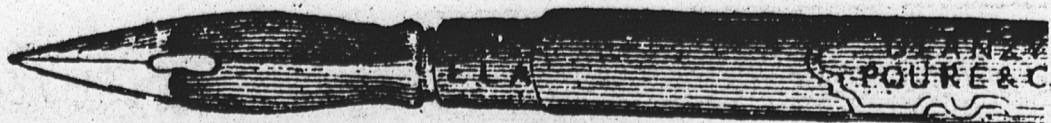


Richmond
Times

editorial board:
 editor-in-chief Bob Millman
 managing editor D.C. Sheehan
 news editor Denbie Ford
 women's editor Laura Hobbs
 copy editor Madeline Paladino
 associate editor Paul Nelson
 graphics editor Keith Becker
 photography D.C. Sheehan
 secretary Madeline Paladino
 staff

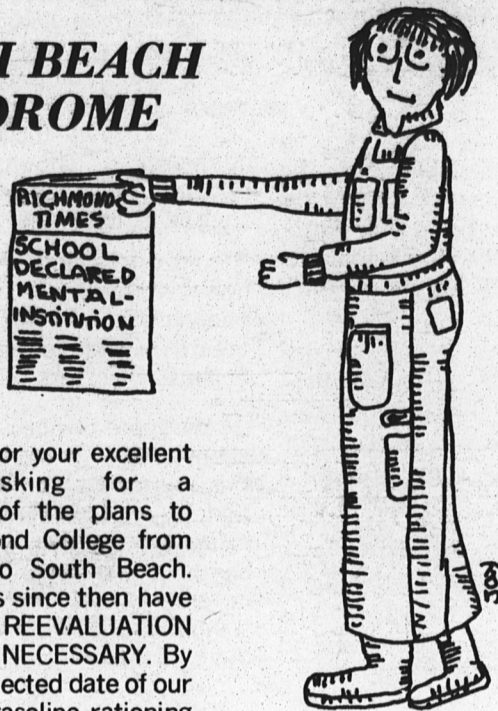
Eric Bahrt, Pablo Suarez, John Martucci, Joe Caputi, Deia Capella, Diana Morris, Donna Dietrich, John Caprice.

contributors:
 Andrea Jay, Ray Hulse, Prof. Philip Goldberg
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LETTERS

SOUTH BEACH SYNDROME



Dear Bob:

Thank you for your excellent editorial asking for a reevaluation of the plans to move Richmond College from St. George to South Beach. Developments since then have made such a REEVALUATION EVEN MORE NECESSARY. By 1978, the projected date of our move, strict gasoline rationing is likely to be in effect. Moreover, because of the additional anti-pollution devices with which they will then be equipped, cars will be more expensive to purchase and will consume more gas per mile. Accordingly, it makes no sense to switch to a location served by one branch of one bus route (Route 2, Midland Beach Division) from one served by ferry, train and numerous busses. It is true, of course, that the Transit Authority can improve public transportation to South Beach. However, have you tried going by bus recently to S.I.C.C.'s 6 year old campus?

Sincerely,

Dan Kramer

Associate Professor of Politics.

Faux Pas?

Dear Editors:

Quite a schizophrenic issue, what? (Nov. 5) Right-on consciousness and rag mentality make strange bedfellows. Editorial imprimatur does not make ass-clinic parallel less degrading. (Return of the Yellow Kid resuscitated from the fifties?) This sister is offended not giggled by purple prose and grotesque graphic ("Unisex Hemorrhoidal Self-Help Collective") that exploits something that Richmond women are doing (American College Dict., exploit: to use selfishly for one's own ends.) and puts the Times in the elegant journalistic tradition of Paul Krassner's *Realist*. Further: articles mentioning "Miss Kittilitter," "Hildegarde Tungstonbottom" and "Bothered in Bayonne" betray the same septic-tank level of consciousness that has dumped contempt on women for lo these many eons. Nothing innovative there. O.K., so elsewhere ("The American West") you also say, "Look how stupid men can be!" That makes everything so much better. Allowing the self-help collective its voice does not give the Times *carte blanche* to make with the pigisms. Too many good things about this paper (nice design, relevance, catholicity, more) for it to *faux pas* its way into chauvinism.

Signed,

Together in Tottenville

Punishment?...

Dear sentient,

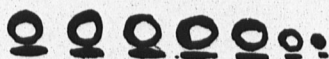
We, and many of our fellow students, feel that it is high time that the students of Richmond College be given the option of choosing between the Honors, Pass, Fail system or letter grades.

We have heard many arguments against the grading system being made optional such as it would tend to undermine Honors Pass, Fail because graduate schools would be discriminating in favor of letter grades. Well, as a recent N.Y. Times article pointed out they already do, thereby placing every Richmond College student, many involuntarily, under a disadvantage if they apply for admission into a graduate school.

It has also been said that Richmond was designed to be an experimental school and if students didn't like the grading system being used here they should have gone to some other City University institution in Brooklyn or Manhattan. However, Richmond is the **only** senior City college on Staten Island and many of us can't afford to pay \$35 or \$45 a month to commute to these institutions.

No, it is time that the grading system in this school be revised to fulfill the needs of all its students, not just those interested in educational experimentation.

Sincerely
Lawrence T. Culley
Karen Kosky
Students



Two Questions: Why should Richmond College be like every other College? And what about the students who pay \$35 or \$40 per month that commute to Staten Island for the express purpose of attending a school like Richmond?

—Ed

And?...

Guess Who?

You know the article under Letters in November 5, Richmond Times issue about yearbook procedures? I wrote it! Who am I?, you may ask. Well, I'll give you a couple of hints? My posters and leaflets were passed around before election week. Even though I lost, I enjoyed it immensely, it was a lot of laughs.

Next year I'll try again with the same old hat goals I had planned to spring on you this year.

Demonstrate against the pass-fail system! Demand a letter grade if wanted, or needed.

Well, I think I'll tell you now who I am, or rather what I'm known as... Richmond College "Pussy Cat"



Crime?

Richmond Times,
Editor:

The most outstanding thing concerning the entire Gellerman matter is the curious value hierarchy of Linda Gerhold.

Obviously she places an "Honors" grade far above personal integrity and honesty. I'm sure she will make a fine attorney, someday even a judge!

Jim Sweeney
Student
Richmond College



Academic "Hustle"

To the Editor:

I read Ms. Ford's essay on "The Future of Integrated Studies" (Richmond Times, November 5) with some interest. The "Middle States evaluation" which is referred to is a CUNY evaluation (the Middle States did an evaluation of the college in 1970). The author of the critique of Social Sciences, and Integrated Studies was the distinguished sociologist Norman Birnbaum. The report did not blame Integrated Studies for "absurdities, like the belief that that American working class has its own integral culture", though it has not always been easy to distinguish Integrated Studies from Sociology at Richmond. We did however complain that the program suffers from "pedagogue looseness and considerable ineffectual confusion" (should it have been "intellectual") and recommended "a continuing program of experimentation within and among the various divisions". While I understand Larry Mitchell's fears that Integrated Studies in its present state might be vulnerable if it were put into an experimental part of the college which was closely monitored, it does seem to me to be a logical step for the college and one which would guarantee college-wide commitment to experimentation. We have had much talk at Richmond in the past about innovation and experiment but most of that has been used as a cover for private "hustles". I don't believe that we will have any serious experiments unless and until we have some carefully thought proposals, properly funded, and carried on for a period of years (agreed in advance) in a "safe space" set aside for the purpose.

S. J. Stearns

Freedom of Speech Defended

To the editor:

There appears to be a serious attempt to prevent William Shockley from speaking at Staten Island Community College. I was disturbed by the article which appeared in the October 16 issue of the Richmond Times that ended with the slogan, "No free speech for racists." I see this as a serious threat to both freedom of speech and academic freedom. If the right to speak depends upon the consent of others, there is no free speech. Moreover, selective free speech — free speech for some and not for others — appears to me to be a contradiction of terms.

In this case, as in so many others, the issue of free speech about a position which upsets or offends numbers of people.

No other kind of speech is likely to be threatened and consequently, no other kind of speech so badly needs defending. Furthermore, if the right to speak is denied to all who have false ideas, then who will be left to speak — you or me?

In addition to the right to speak, there is a corollary right to hear. Any person who cherishes his freedom will not permit another person to determine what he will hear — whether that other person is a governmental official or is simply a self-appointed guardian of one's mind and conscience.

I believe it is the special obligation of university faculty members to speak out unequivocally on this issue. For the university is founded on the principles that any question may be investigated and any idea expressed.

Larry Nachman



Editor, The Richmond Times:

Perhaps you are to be commended. By allowing Mr. Anonymous to publish his absurd attack on Bill Gellerman, and by encouraging him through your "Editor's Note," you have provided him with the creative outlet so necessary to a successful cure.

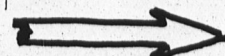
Having taken one of Bill's courses (the first he gave at Richmond) and having participated in all of the exercises that Mr. Anonymous cited in his tirade, I'm at a loss to figure out what Mr. A. was talking about. I guess he just didn't understand what was going on in the class.

As the Editor of the Richmond Times, however, I'd expect you to understand what was and is going on. Since the charges made against Bill were very serious, it seems to me that you shirked your responsibility to check them out. Documents? Oh come now. You should have checked it out with Gellerman or with other students or with anyone else who might have more to say. Your Investigative Reporting in this case was on the level of a Durwood Kirby testimonial, and about as credible.

A few years ago Paul Krassner's *Realist* published "The Parts They Left Out of the Manchester Book." I refer you to it. It suggests that we be more wary of self-serving smears.

Van Zwisohn

MORE LETTERS



SOCIAL SCIENCES

Continued from Pg. 3

matters, this is reserved only for fulltime faculty. Dan Kramer (Gr.I) said that this was not true for his group, which allows for two student votes. Touster clarified that the final decision of the group rested solely on the votes of the full-time faculty.

A question was raised as to where the Board of Higher Ed.'s Administration fitted in with all this. The President mentioned once again the alternative that Richmond College had if it did not produce a document of governance—namely, the College would go under the By-laws of City University, which states that there are to be within the college departmental (or divisional) P & B Committees. At this point the reality of the College Governance situation got to Touster: "I do not come here to bear the brunt of the irresponsibility of the College. Richmond College is the only college who has had a dispensation for over five years'".

Barry Bressler then asked: "If we have an overall P & B Executive Committee, would they consider each promotion and appointment, or would they leave leeway for smaller committees to do this?" This way, the overall Committee could discuss new directions, and the overall chairperson wouldn't have to get involved in particulars, he said. Touster replied that it would be a question of trust between the executive committee and the sub-committees that would be set up. Who would take care of what, then? Take the problem of the cut in the number of adjuncts: it would be impossible for the

Dean of Faculties alone to remedy this. So the allocations problem would go to the Executive committee and the rest would be taken up by the sub-committees. The faculty as a whole should share the "defaults and scandals and unhappiness" of programs.

Tony Garcia (Gr.II) sought to know from where is a teaching line allocated and who decides this. Touster responded that, in the Social Sciences Division, the Dean did the Chairperson's work regarding adjuncts. As far as who gets a teaching line, it is necessary to view the College as a whole, i.e. examine its total needs. For example, Sociology must not only be addressed to on a discipline level, but also on a divisional level and on a college-wide level. Examining the total needs of the College would include the necessity of programs in Sociology that would relate to the new programs in Nursing and Community Psychology. He suggested that the College hire when there is a particular need to fill; and not hire a line if it didn't know what kind of a person it wanted. So that the recruitment of these lines would not be controlled by any one interest group, an outside search committee should be selected to do the work, because recruitment is an ongoing process. These are the allocation decisions to be made. Each line should be accountable to the whole college. With these comments, Mr. Touster suggested that the group consider Bressler's delegate sub-committees), with the suggestion that whatever delegations are set up, they should address themselves to the whole division, because at this point the group can't afford sub-sub-divisions.

It was then time to discuss just how would the P & B Committee of the Division of Social Sciences be composed. Alan Wolfe proposed that it should consist of the three present chairpersons of the Groups (Bressler, Barza, and Bernstein). Bressler said that the matter should be discussed

tentatively—it would be, wise to decide first what the functions of the Committee will be, and what would be its powers. They must also work on understanding what would be the functions of the subgroups. Flo Parkinson suggested that before working out subgroups, the body should select a full P & B Committee.

A student stressed the need for students to be members of this divisional P & B. Touster said that the faculty of the Division could later decide if they want students on the P & B. First let them make a decision about their own group.

Tony Garcia recommended that, due to the situation of parochial interests as well as common interests of the Division, it would be well to create an ad-hoc committee to come up with a document regarding the structure of the P & B and then propose this to the body at large. He moved that this ad-hoc committee should be set up and it should comprise of six people. The motion was seconded by Bressler and was passed.

Sandi Cooper hoped that this committee would come up with several different proposals (for a Divisional P & B) for the Division to vote on. Robin Carey (Gr.I) suggested that the Committee would be able to decide if this will be necessary. The student suggested that the group will get together on when and where subsequent meetings will occur, so as not leave anyone out by irresponsibility of announcing dates.

For some comic relief to the whole situation, the telephone rang. The caller to Alan Wolfe probably reminded him that there was actually something better for him to do on this Wednesday evening. Luckily, the group didn't get the idea to create an ad-hoc sub-committee to investigate on the pros and cons of attending a meeting such as this.

The student brought up the point that if the first three people on the ad-hoc Committee to look into the Divisional P & B were to comprise of the three prior group chairpersons, then the other three should each represent the group from where he or she came. Thus, a committee of equal representation. Steve Warnecke suggested that those original three chairpeople should automatically become members. Ms. Cooper suggested that the remaining three should be elected one by each unit; however, so as not to perpetuate the phenomenon of sub-dividing, Steve Stearns pushed for an at-large election of these members—let the body vote.

How more obvious can a "body" be about fearing a merge of the groups than by creating an ad-hoc committee to delay action? Lest the President feel dismayed by the "body's" conduct, Sandi Cooper reminded him that it's necessary, when forcing people to do something that they don't like, to force them s-l-o-w-l-y.

The question of the three Group Chairpeople to be three members of the ad-hoc committee was called. It was passed. The next proposal asked that the remaining three be elected individually by the sub-groups. However, a substitute motion by Sonia Ragir took precedence over it. The substitute read that the remaining three would be elected at large, with the one person from each group who received the highest number of votes to be recognized as an elected member of the ad-hoc committee. This motion was also, passed.

As to the question previously raised as to whether students should be on this committee, Mr. Touster had it put in the minutes that this ad-hoc committee, when formed, should consult with the students, and also the part-time faculty, of each division.

REGISTRATION SPRING '74

Because changes in the Schedule of Classes for the Spring 1974 term are still being approved by the administration, it is necessary at this time to put the mail registration on hold. A decision whether to cancel or to continue with mail registration will be made at a later date. The Community will be notified accordingly.

JUNE GRADS

TO JUNE GRADS WHO HAVE RECEIVED REGISTRATION MATERIALS: Please check the new printouts which will be posted December 1st. If the recent changes in the Schedule necessitate changing the mail registration form you've already handed in, come to the Registrar's Office on December 3rd or 4th to effect such changes.

Psychology Explained

Please note that after November 30, Psychology Majors and other students taking Psychology courses can obtain from the Psychology Secretary at 350 St. Mark's Place a booklet describing courses given in the Spring term. Course descriptions are

generally more detailed than those in the Richmond College Catalog. The booklet also summarizes answers to the most frequently asked questions concerning requirements, what's needed for graduate school, etc.

Gay Men's Club Censored

To the pig who stole our signs (or any others listening) Somewhere, lurking in the halls of Richmond College is a creep. This creep has decided it was necessary to tear down all of the leaflets announcing a meeting of the GAY MEN'S COLLECTIVE.

WHY?

We demand an answer.

We ourselves have tried to figure out why it was done. Was it censorship because the leaflet had male nudity. We say NO—in 1973 could anyone be offended by a drawing of a sexual organ. We see it as a very different kind of censorship. A censoring of life and freedom. This person was obviously very threatened by what those signs represented. They represented personal freedom and the right to express ones self in any way.

The tearing down of those signs represented hate. A closeminded, bigoted hate, that fears anything real.

Well we hate too!

We hate whoever tore those signs down, and all of the HOMOPHOBIA that fills their heads.

Fortunately, their tactic was unsuccessful. The meeting was held, with the most rewarding



THE LEAFLET

results. Aside from the regular members a new gay brother showed up. He had heard about the meeting, and even though he couldn't find signs in the halls. He found us. He

reassured us that there are lots of other Gay Men at Richmond. And we must continue our struggle to help you COME OUT.

KOHOUTEK: GREAT COMET OF THE CENTURY

by

Philip Goldberg

When beggars die, there are no comets seen;

The heavens themselves blaze forth the death of princes.

Wm. Shakespeare

Speeding toward the sun from deep space, Comet Kohoutek can now be seen in ever increasing brilliance as it traverses its heavenly path. To some, its appearance portends events of a profound nature, an arcane symbol of the New World. Others will pay it scant attention. Blazing forth in the evening sky in early January, Kohoutek (pronounced Ka-ho-tek meaning "little rooster" in Czechoslovakian) should provide for all one of the spectacular sights of a lifetime.

Picture the evening sky on January 8, for example, one hour after sunset. A full moon will be rising above the eastern horizon. Low in the southwest, Jupiter will be easily found big and very bright. Even brighter than Jupiter, a brilliant Venus will be to Jupiter's lower right. Just above Venus, and to the right of Jupiter will be the visitor Kohoutek, with its long tail extending up across the sky, the brightest and probably the most spectacular object to appear in over a century.

In that icy realm between the outer edges of the solar system and the nearest stars, swarms of comets probably orbit the sun. Occasionally a star perturbs the comets, causing some to escape from the solar system and others to be pulled toward its center. Thus Kohoutek may have begun its journey. The comet was discovered by Lubos Kohoutek of the Hamburg Observatory on March 7 when it was just inside the orbit of Jupiter. Calculations have determined that it will pass very close to the sun, within 13 million miles or about four times closer than Halley's Comet, and reach perihelion, its closest approach to the sun, on December 28. The close approach to the sun accounts for the expected brightness of the comet but the spectacular aspect of Kohoutek should be the size and brightness of its tail.

The most widely accepted theory contends that the solid mass of a comet is composed of frozen water, ammonia, and methane intermixed with minute particles of dust (bits of all the elements). Some scientists think that hydrocarbons or even more complex molecules may be present. As comets get within about 150 million miles of the sun, the heat from solar radiation vaporizes the frozen water vapor and releases and diffuses the dust, enshrouding the nucleus, or head, with a gaseous, dusty cloud. As the comet comes even closer to the sun, more melting enlarges the cloud and the pressure of the solar wind, the endless stream of protons and electrons emitted by the sun, pushes it away from the nucleus, forming the comet's tail. Thus the tail of a comet always points away from the sun. The brilliance of the yellowish tail depends on the amount of dust present to reflect sunlight toward observers on the earth. The current guess is that enough dust will be present so that Kohoutek's tail will be spectacularly bright and extend across almost one-sixth of the evening sky.

Long period comets like Kohoutek, which takes about 75,000 years for an orbit around the sun, have spent little time in the inner solar system being modified by solar radiation and the

solar wind. This may present an opportunity of finding samples of the primordial solar system material from which comets and stars, including the sun, were formed. Astronomers had hoped the moon would yield such material but studies show that lunar processes have modified the samples of rock that we have obtained. The whole Skylab 3 mission now underway has been timed to allow optimum conditions for observing Comet Kohoutek. In airless space, above the blanket of gases surrounding the earth, many observations may be possible of radiation from the comet that would be undetectable on the earth, because such radiation would be absorbed in our atmosphere. It may be possible to detect complex organic molecules which are believed to be necessary for the support of life. This would strengthen the theory that life may exist in other parts of the universe.

Observing Kohoutek at Night

Comet Kohoutek will be brightest when it is close to the sun. The best periods for observation will therefore be during the third week of December when the comet will appear in the morning sky before sunrise, and especially in early January when it may be seen in the evening sky after sunset. A good pair of binoculars is more useful than a telescope as a small telescope's field of view is not large enough to include the entire comet. The best binoculars for astronomy are called "7x50". The first number means they are rated at 7 power and the second means that the front lens is 50mm. in diameter, which is important in obtaining a sharp, bright image in low light situations. To photograph the comet use a tripod-mounted 35mm. camera equipped with a standard 50mm. lens. Use high speed color or black and white film and set the lens wide open and at infinity. Expose the film for a series of different exposure times ranging from 5 seconds to about 90 seconds. Be sure to re-aim the camera after each exposure as the comet will be moving relative to the stars. Using this method, one is assured of obtaining at least one really good picture.

Observer's Guide

Dec. 6-10

Comet should now be visible to the naked eye low in the SE about 1½ hours before sunrise. The tail extends upward and to the right at a 45 degree angle.

Dec. 14-18

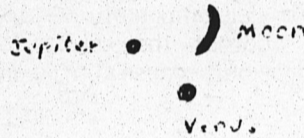
Comet is brighter now and the tail is longer. One hour before sunrise the comet is only 6 degrees above the SE horizon since it is now closer to the sun. Mercury can be seen about 15 degrees to the lower left of the comet.

Dec. 20-25

One hour before sunrise the comet's head will now be lost in twilight, but its tail may be visible on SE horizon as a shaft of light like a searchlight beam extending to the upper right at a 45 degree angle.

Dec. 27

Comet is approaching perihelion and will not be visible at night. In the SW sky observe the following arrangement 1 hour after sunset:



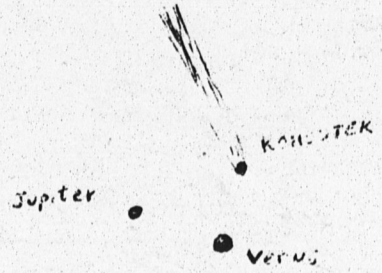
Dec. 29-Jan. 2

The comet's tail should now be visible one hour after sunset. The tail will be at maximum brightness and reach upward and to the left. Face WSW and look for a shaft of light at a 60 degree angle above the horizon.

Jan. 3-Jan. 16

This is the prime period for observation. The entire comet will be visible in the WSW during this period. One hour after sunset on Jan. 3 it may be seen low on the horizon at its brightest. With each succeeding day it may be found higher up in the sky, slightly further to the SW and with

diminished brightness as it moves away from the sun. On January 8 the comet will be very near Venus and Jupiter as illustrated:



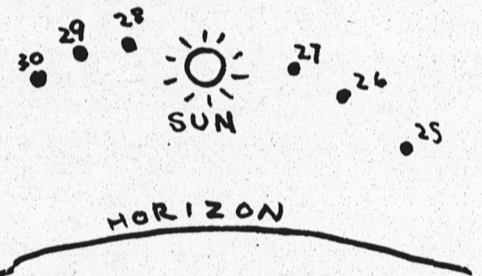
There will also be a full moon rising in the east on Jan. 8.

Jan. 18-Feb. 1

The comet will still be visible in the SW evening sky, about 40 degrees above the horizon one hour after sunset. After Feb. 1, it will no longer be a naked eye object but will be visible in binoculars and telescopes for several months.

Observing Kohoutek in the Daytime

Comet Kohoutek should be visible to the naked eye in broad daylight during the last week in December when it will have maximum brightness. However, its proximity to the sun will make it difficult to see unless conditions are just right—the sky must be free of clouds and haze. To observe the comet in the daytime, look for it at about noon in the positions indicated below. Do not use optical aids—the danger of accidentally looking at the sun is too great. Instead, get the sun behind a pole so that your face is in the shadow. Then search the sky for Kohoutek which will be at its very brightest on December 28.



Position of comet at noon. Dec. 25-Dec. 30

ATTENTION COMET FREAKS



The Engineering Society and IEEE at Richmond College are constructing a telescope to view Kohoutek.

CONTACT JERRY PULICE OR TED PAWLICK ON THE FIFTH FLOOR, ENGINEERING SECTION IF YOU'D LIKE A LOOK!

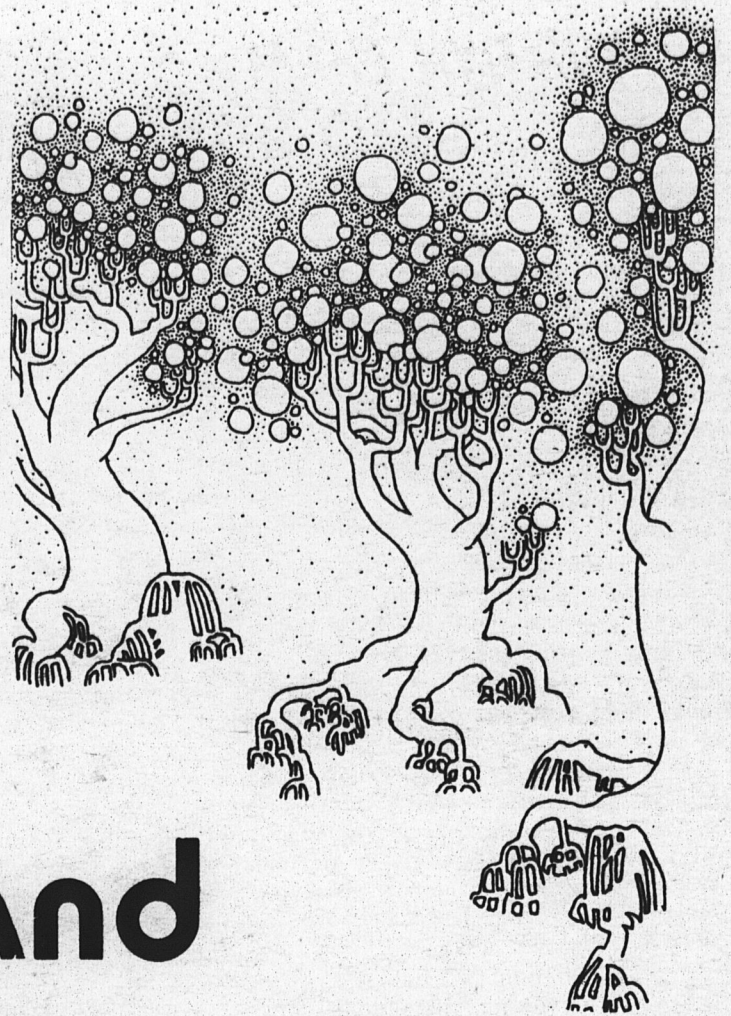
(Telescope paid for by RCA, it's yours.)

A Word of Thanks

The Women's Self Help Collective would like to publicly thank everyone who helped to make that great celebration, Women's Day, possible. Our benefactors were so numerous and so generous we were just overwhelmed. It's impossible to list them all, but among them were:

Lesbian Club
 Women's Liberation Club
 Psychology Club
 Attica Brigade
 Ro King and Lucy Slurzberg
 Roberta Shine
 Polly Kellogg
 Sue Perlgut
 Dorothy McCormack and Ed Merritt
 Andrea Jay

And many many more who know who they are, including the wonderful men who did such a great job taking care of our children.



THE GYNECOLOGICAL EXAMEN

By Jane R. Dorlester

It doesn't have to be like that

Stripped of all my clothes waiting for the gynecologist, I became number six. I sat on the wooden bench with my back straight taking deep breaths. The internal examination would be more comfortable if I relaxed. The nurse started yelling, "seis, seis!". I wondered what she was talking about until my mind flashed on the four years of Spanish, I took in high school, "Aqui, Aqui!", I yelled lifting my arm. My paper gown ripped. She offered me a chair with a back on it beside her desk. I leaned on the chair, the only support I was going to get during this examination.

"Did I have a history of cancer, heart disease, diabetes, migraine headaches, etc. in my family?" I nodded in agreement to all of them. The nurse turned the next page. "What kind of birth control was I presently using?" I hesitated and told her after the abortion two months ago I was using abstinence. Her pencil didn't make a mark in one of those appropriate boxes. She rephrased the question, "What kind of birth control did I want?" I didn't answer her question. I told her, I just wanted an examination, I had a smelly discharge.

She looked perturbed, "This is a **Family Planning Clinic!**" she said, obviously losing her patience rapidly, "We don't treat infections unless the patient also receives a method of birth control. This is the only way the authorities let us run our clinic otherwise we lose our funding. Are you sure you don't want the pill?" "Okay," I said, "I want to be fitted for a diaphragm, but there is no way I want to be planned for a family." The nurse put down her pencil after making the little marks in the blank boxes. She had done her duty, by taking down my family history and counseling me on a method of birth control.

I returned to the wooden bench with strands of paper confetti hanging from my half exposed body. Wiping the sweat from under my lip, I told myself to calm down. I took another deep breath.

After about fifteen minutes a technician asked me if I was number six. I nodded. He reached for my arm and stabbed me taking two test tubes of blood. I told him I felt queasy. He told me to grow up. I wasn't sure what he meant by that, but I fainted. Someone shoved smelling salts up number six's nose and I came to, to complete the ordeal of the examination.

The Land Of Os

Half-nude lying with my legs up in the air, strapped in stirrups, I noticed the gynecologist was going bald. I felt very uncomfortable. I wasn't in the best position to ask questions. But if I could, I would have asked why the metal speculum felt so cold. I couldn't see what was going on, maybe it was icicle stuck in my vagina. Trust, I told myself.

I managed to swallow and then asked;

"Sir, I mean doctor, what are you doing?"

"Don't you worry your little head," he said in a paternal way.

My question was too general, I rationalized, I must ask direct questions.

"Excuse me doctor," I spoke up meekly, "may I ask a question?"

"My goodness your just like a woman always talking but go ahead," he said, giving me permission.

"What kind of infection do I have?"

"Oh the usual," he replied and walked out.

The nurse handed me a prescription and directions on how to use a diaphragm and said, "don't worry dear it is nothing serious." I thanked her and dreaded my next appointment already.

However for my next gynecology check-up, I made an appointment with our school gynecologist. I got to school early and went directly to the nurse's office. I was greeted warmly, by Ruth Ekholm, the nurse and we chatted as she took my blood pressure.

I waited comfortably for Dr. Marcia Storch, the gynecologist along with other Richmond College students. I began to sweat as the time for my appointment grew nearer. I had five minutes, I tried to urinate but nothing would come out.

The nurse came in and told me the doctor was ready to see me now, I offered to let the other women go ahead of me. She declined my gracious offer. There seemed to be no escape. I considered running out of the office making some feeble excuse, "I just remembered I have this aching toothache!" Even the dentist would be better than a gyn exam, but it was too late. Dr. Storch came out to greet me.

I managed a smile through my short breaths. We went to the examining room. Nervously I went to climb on the examining table but she motioned for me to take a chair. Surprised, I sat down. She went through my family's health history, and my own in detail.

My breath was flowing effortlessly as I climbed up on the examining table. There was a knock on the door, one of the women, Maureen, from the self-help clinic wanted to observe the examination. Dr. Storch said it was okay with her; I also consented. First Dr. Storch did a general check-up listening to my heart beat and checking my eyes, ears and throat. Then using a lubricated glove Dr. Storch did a bi-manual examination by placing two fingers against the cervix and with her other hand feeling the top of the uterus through the lower abdominal wall. Searching for any signs of infection, or any lumps or tumors. Dr. Storch then proceeded to insert a plastic speculum, Maureen held my hand and I took a deep breath. A pap smear was done, taking cells from the inside as well as the outside of the cervix. She explained it to me as it was being done. A gonorrhea smear was also taken. So far the examination had been painless. Impatiently I waited for the pain, to get it over with, yet Dr. Storch said she was finished. She asked, did I want to see my cervix? Maureen got a mirror and adjusted the light and there was my cervix all red, my period was expected soon. But I joked that it was blushing because of all the women looking at it.

As I got off the examining table, I thanked Dr. Marcia Storch for such a pleasant exam, mentioning to her my previous negative experience. And she said;

"It doesn't have to be like that!"



THE GYN EXAM

what to expect

by Laura Hobbs

It's important when we go for that checkup of that problem that we have some idea of what should happen clinically, in order to ask knowledgeable questions and get the best care.

On the first visit the doctor should ask for your complete medical history. This includes general state of health, allergies, and gynecological history. S-he will need to know your menstrual cycle, and number and kind of pregnancies, if any.

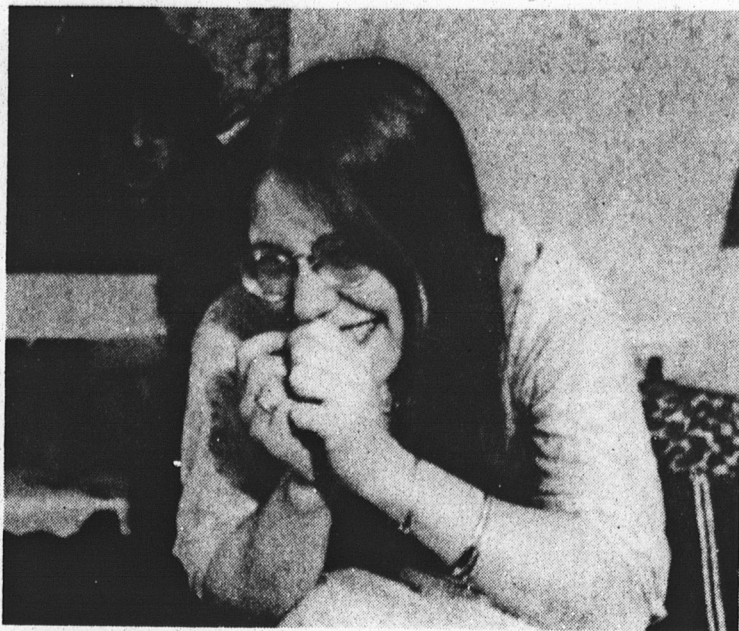
A good exam should include a general checkup, and should include tests for blood pressure and urine. A pap smear and gonorrhea culture should both be done. Many doctors don't include the gonorrhea smear if they think you're a good girl, or if you only have one sexual partner; insist on one, as the saying goes "even nice people get V.D."

When you lie on your back, with your feet in the stirrups, the doctor might cover your body from the waist down, with a drape. If being separated from your lower half and the doctor bothers you, you might ask him-her to remove it so you can see. Unless you have a mirror there won't be much for you to see, but the delete pelvic part of the exam will be done now.

The doctor first checks the other genitals for any abnormalities or damage. Next, a speculum will be inserted, opening up the vaginal walls for a clear view of your cervix and vagina. This may be a little uncomfortable, but shouldn't hurt. Deep breathing will help you to relax. The doctor will now look at any discharge, and at the condition of your cervix, and will do the pap and gonorrhea smears. To do these, the doctor will gently scrape your cervix with a spatula or cotton swab, and deposit the cells picked up on a slide (for the pap), or a culture plate (for the gonorrhea). This is painless procedure, and can barely be felt. When the speculum is removed, the doctor will insert two fingers of a gloved hand into your vagina and push against your cervix, while pressing down on the lower abdomen from the outside with the other hand. This is to check the size and shape of your uterus and ovaries, and will also be more comfortable if you relax.

A breast check is another very important part of the gyn exam. If you've been checking your own breasts regularly, and have an idea of what they normally feel like, you can share this knowledge with the doctor in helping to detect any abnormalities. The same applies to the rest of your body, including your cervix.

When you go for that exam, remember that the doctor is being paid for a service. That service includes kindness and consideration, as well as an answer to every one of your questions. Don't be afraid of asking anything, even if you think its dumb; make a list of



Snuggling

Snuggling

(Written by a member of the Human Sexuality Class in the Women's Studies Dept., taught by Polly Kellogg.)

My mom was not the snuggling type and I dared not snuggle up to my dad for fear he'd misinterpret my actions as an invitation to him to stick his hands inside my under pants. I slept with my two younger sisters only to snuggle up by myself on the edge of the bed as they were both occasional bed-wetters.

When I was six we moved into my grandmother's house. My grandma had blonde-grey hair that hung sort of wispy around her face. He eyes were smiley-blue and she smelled of fresh baked cookies. Some nights I slept with her in her soft warm bed with its goose feather blankets and pillows. I snuggled next to her and we made up stories for fun before we fell asleep. In the day I snuggled next to her on the piano bench while she played

Chopin and Strauss. I felt as warm as the sunshine that glowed thru her greenhouse-room window down onto the sheet music before us.

At the age of nine my family moved three towns away into their own house. The first day at the new place I took my sidewalk bike and ran away back to grandma's but I was not allowed to stay there any more. I remember I used to run away and stay all night inside the train station in town. I usually met up with some old stray cat and we'd snuggle up on the bench next to a radiator until the sun came up and then we'd go our separate ways.

There wasn't much snuggling in high school but it was a busy fun-time for me. After graduation I became a playground director and I met this strange, wild, pale-eyed girl. She was lean and mean. For almost a year she slept at my house, in my bed with her arms and legs wrapped tightly around me in a desperate scary kind of snuggling. Then one day she disappeared and I got a letter saying she had married a red-haired sailor-boy.



WOMEN'S SELF-HELP COLLECTIVE

Room 538 Telephone 273-0287

We're open:

M, T, TH 9 A.M. to 8 P.M.

Wed, 9 A.M. to 6 P.M.

Fri. 9 A.M. to 6 P.M.

questions to bring with you. And try to remember, a kind and competent doctor will get you through the examination without needless anxiety; if not, we'll help you find another.



I didn't snuggle much with my 'steady' boyfriend as he was dumber than "hush-puppies". Then the guy I married came along. Most of all, I remember watching T.V. with him on the couch nightly with my head resting on his slightly chubby belly and feeling cozy and secure. Just before he died, my husband was unable to sleep lying down and he'd sit on the couch with his head snuggled down on a pillow on a high stool in front of him. After his death I slept alone on my side with a pillow snuggled under my chin and down between my hunched-up knees.

My children are at the age now where they're not interested in snuggling up to their mother. Sometimes at work, at night at the hospital, I give my patients a little hug if I feel they need to know that someone cares. Other than these few occasions I do not indulge in much snuggling and cuddling for the need has diminished somewhat over the years. Right now I am much more content with myself than I've ever been in my life. I have a really wild imagination and if I want I can feel warm and snuggly even when I'm driving in my car alone, especially on a foggy-foggy night. I then imagine that the fog is the outlines and shadows of all of those people who died before and who are now snuggling around me for the warmth of life, and I feel good. The fog is as cozy as snuggling under you, blankets on a winters night when the cold snow is covering the world.

The 11th of November

The day had passed.

women shared their:

Cervixes

(our bodies being a powerful bond)

Motherhoods

(I had always thought having a baby was like shitting a pumpkin, one radiant mother showed it was not.)

Love for one another

(Hugs-hugs & hugs
(women are very lovable)

Fantastics

(I was superwoman even though I left my cape at the office. I could leap, run, support another life completely and have 33 orgasms in a row.)

Pain

(During, it is all right to be womens theatre, I watched the audience as well as the performers. There was no separation. We were all women. The theatre group played a game called statues. First spinning then frozen images. A dancing doll on a vanity table, a good girl with a perpetual smile, and a spiked fence, and one statue who would be, "whatever you want me to be." A tear dripped out of my eye. In front of me two women were holding each other and crying. And I thought, "yes a woman's shoulder is always much softer to cry on.")

Thanks

(to the women's self-help collective who organized the day in a digestable way and all the other clubs that made Women's Day possible.)

— jane r. dorlester

A LOOK AT HOUSE PLANTS

While there are tens of thousands of plants known, only a few hundred are at all suitable for indoor growing conditions. Their hardiness is rated according to their tolerance regarding the trying conditions of our steam-heated and air-conditioned homes with their reduced humidity and sunlight. Humidity and light cannot be overemphasized in maintaining the health of a plant. Most plants sold commercially are tropical in nature, growing natively in humidity ranging from 60 per cent-100 per cent with consistent sunlight or filtered sunlight. Compare this to the average living



room or kitchen which averages about 15-30 per cent humidity and a fraction of the light a plant would get outdoors.

Most plants are comfortable in a temperature range between 65 and 85 degrees. Many plants, however, like a temperature drop at night of between 5 and 10 degrees. This can be provided for by placing your plant in a room which is slightly cooler at night than the rest of your house, by keeping your plant near a window as long as a cold draft isn't blowing on it, or in a variety of other ways that you may think of. During the summer months many plants like to spend their time outdoors as long as they're in a cool place and out of direct sunlight.

The importance of adequate light cannot be overemphasized when growing foliage plants indoors. Without ample light, photosynthetic processes are inadequate to produce sufficient

food for plant growth. The plant is forced to utilize its stored food, and deterioration of plant quality occurs, until reserves are consumed and death occurs. To a considerable degree, light intensity controls the rate of food manufacture. Generally under more light, more food is produced. Many foliage plants, however, are native to tropical rain forests and are injured when placed under full sun. These plants prefer filtered sunlight in the summer months though in the winter months, almost all indoor plants will fare well in the direct sunlight on or near a window.

Desired light levels are obtained near windows where the intensity of the light cast can range from 100 to 2,000 foot candles, depending upon the directional exposure of the light. Southern exposure is the strongest, northern exposure the weakest. Depending on

the plant's individual requirements, foliage plants, as differentiated from flowering plants, minimally require between 50 and 300 foot candles of light. Light duration is important, the total number of foot candles of light is a product of the intensity and duration of the light. The longer the plant is lighted, the more food produced, therefore, when plants are grown in low light areas, they should be lighted for longer periods of time in order to counteract the low light intensity or grown supplementary or solely under artificial light.

If you intend to grow your plants under artificial light I would recommend a two bulb, 40 watt, 48" fluorescent fixture with one cool white and one warm white bulb per fixture. The light bulbs should be no further than 36" away from the tops of the plants and can be as close as 4". The

advantages of fluorescent fixtures are many. Fluorescent lighting is not expensive and uses very little electricity compared with other forms of lighting. It also gives out a minimal amount of heat enabling you to place your plants very close to the bulbs without the hazard of burning them. By combining a cool-white and warm-white bulb the two wavelengths of light that plants utilize from the sun are provided for. Gro-bulbs, to me, are unnecessary. They are more expensive, in their cost and use, and are no better at providing the needed wavelengths of light than the cool and warm-white bulbs. If artificial light is your only source of light, they should be left on for a total of between 12 and 16 hours. (A book I would recommend on this subject is *Gardening Indoors Under Lights*, by Frederick H. and Jacqueline L. Kranz, published by Lancer Books, New York. It is available in paperback for \$1.95).

Repotting

Repotting is necessary when the plant outgrows the pot and there is not enough room for new root growth. Some plants are slow growers and like close quarters, others grow rapidly and have

to be repotted more often. Generally, if several long roots are coming out of the drainage holes in the bottom of the pot, your plant should be moved to a larger pot. Never move the plant to a pot too large. A good rule to follow is not to use a pot more than two sizes larger than the original container. For instance, if your plant is in a 3 1/2" pot, measured in diameter, then you would move it to a 4" to 4 1/2" pot, but under most circumstances, no larger. The reason for this is that in too large a pot, the soil around the circumference of the pot will become sodden when watering the plant, and will take much too long to dry out again, endangering the plant's root system. This is because there are no roots to absorb the water in the new soil around the circumference. This situation could result in root rot, a condition which would eventually kill the plant. A plant's root system and especially the minute root hairs, which the plant uses to absorb vital nutrients to support itself, are the back-bone of every plant and must be healthy (white in color) for a plant to continue to thrive.

To repot, gently rap the bottom of the pot with your hand, while at the same

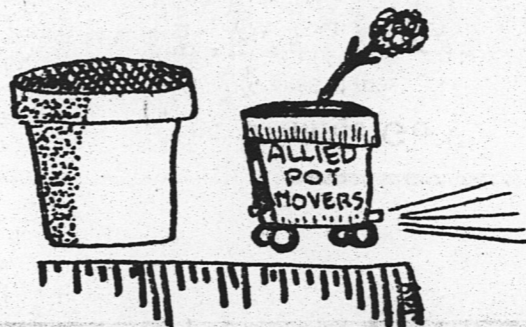
time holding the bottom of the plant between your fingers with your other hand. It helps to rap the outer rim of the top of the pot against a flat object such as the end of a table to get the plant out of its container. The plant should emerge intact with soil around its root ball. It should be repotted with this soil still intact. The exceptions are when a plant is diseased, or when planting it in a terrarium.

In your new pot, put pebbles or clay shards (broken pieces of a clay pot), used for drainage, on the bottom of the pot and put an inch or so of the soil mixture in and tamp it down. Put in the plant and firm in the soil around the root ball and the sides of the pot until the plant's root ball and the new soil are

in close contact. The new soil shouldn't be crunched down, but neither should it be overly loose. The soil should give a little when pressed down. Water thoroughly after repotting, then do not water again until the soil dries out on the surface of the soil and then continue proper watering techniques carefully. Overwatering accounts for 90 per cent of plant failures, be guided accordingly. When watering a plant, water it until water emerges from the bottom of the pot.

Fertilization

When placed indoors, foliage plants need little fertilization but do need to be fed from time to time to supply the needed nutrients required by most plants. Those nutrients needed by houseplants and supplied by commercial plant fertilizers and plant foods are nitrogen, phosphorus and potash. Once a month, in a diluted form, is sufficient in the late spring and summer months and once in early fall. Fertilization should not be necessary in the winter for most plants in this season produce very slow growth. The amount of water should also be cut down during the late fall and winter months and



If anyone would like to get in touch with me regarding plants and other related materials, or if you have any questions, feel free to call me at 339-2522.

slowly increased again in the spring and summer months. Use an organic fertilizer which won't burn the minute root hairs of a plant and dilute it as much as possible so as not to produce irregular growth. For example: If on a tin of Miracle-Gro the directions say a tablespoon to a gallon of water use a half to a teaspoon per gallon of water. Be forewarned, more houseplants suffer from an excess of fertilizer than from a lack of it.

Soil Mixtures

The soil mixture I use is as follows: 40-50 per cent of potting soil, 30-40 per cent of sphagnum peat moss and 20-30 per cent of perlite. (Vermiculite or sharp, gritty sand will do.) I use humus or cow manure when a rich mixture is called for in repotting such plants as the Norfolk Island Pine, and many ferns and palms. To each gallon of this mixture I add one tbl. of ground limestone (lime), a tbl. of steamed bonemeal and a teaspoon of an organic fertilizer. When adding peat moss, saturate it with water first, wring it out, and then add it to your soil mixture. The lime helps reduce the acidity of the soil created by the peat moss and humus. When an acid soil is called for, lime is not needed, and more peat or humus than normally used should be added. (Soil for African Violets is one example.) This soil mixture is by no means standard, and many people have their own recipes in which their plants do very well. If you're using garden loam from the back yard or a forest area, make sure you sterilize it in the oven at 350 degrees for 30 minutes before using it.

A good average soil mixture for cactus and other succulents is: 1 part loam (soil), 1 part sharp sand or perlite or vermiculite, and 1 part leafmold (peat moss is a good substitute.) To this mixture, per gallon, add 4 heaped teaspoons of bone meal, 3 heaped teaspoons of gypsum and 1 heaped

teaspoon of superphosphate, all easily obtainable commercially. Regarding cactus, they should be watered as little as possible during the winter months, just to keep them from wilting, about every 4-6 weeks. In the summer they should be watered, on the average, about 7-10 days. When watering cactus, as with other plants, water them thoroughly when they are watered. As with many foliage plants, cactus can be burned in the summer when exposed to the full sun and should be protected. Potted cactus and wild cactus in the desert differ in this regard. A book on the subject of cactus I would recommend is the *Pocket Encyclopedia of Cacti and Succulents*, by Edgar and Brian Lamb, published by The Macmillan Company, New York. The book is published in hardcover for \$4.95.



Watering

Watering generally causes the most confusion, but it is relatively simple. Foliage plants are adapted to regions where soil is moist but not continually saturated with water. Therefore, one never allows the soil to become completely dry between waterings. The

plant container should be set in a tray or saucer inside of which pebbles, peat moss, gravel, perlite or vermiculite is put up to a height of one or two inches. Water is then put into the tray or saucer to just below the surface of any one of these materials. The plant container is then set on this surface. This allows water to drain from the container and as the water evaporates from the tray or saucer, humidity is created for the plant. This procedure is beneficial to any plant. Be sure and check the water level regularly and fill up as necessary. Under no circumstances allow the bottom of the plant container to rest in water.

Plants are better off kept in groups. They humidify each other. Do not continually move your plants from room to room. Every time the plants location is altered, adjustment shock results. Leave it where it's at, provided it is doing well. Keep all plants away from radiators and excessively dry air. Make sure the air circulation about your plants is adequate.

There is no set rule as to the number of times per week, etc., to water your plants. You must 'feel' touch, the soil to know when to water. The soil should feel like a sponge and when pressed down should not feel wet to the touch but moist, not unlike a sponge that has had all the water squeezed out of it and is barely to moderately moist. All plants are individuals, treat them as such by not watering all your plants at the same time with the same amount of water. Spray the foliage of your plants with an atomizer bottle filled with water, an old windex bottle will do nicely, once or twice a day to help increase beneficial humidity for your plants. If you think that's going too far, botanists recommend the washing of the Ficus Exotica (Rubber Tree) leaves with milk once a week. Never water a plant with cold water, try to see that it's at room temperature.

When Things Go Wrong

1) Lower leaves of most afflicted plants turn yellow, and stems become soft and dark in color; cacti become mushy. Soil stays soggy and green scum forms on clay pots.

Cause: Too much water.

Solution: Make sure the pot's drainage hole is not clogged and do not let the plant stand in water in its saucer. If the soil has become compacted, roots may decay for lack of oxygen; repot the plant. Water only if necessary.

2) Leaf edges of most afflicted plants dry and curl under, or lower leaves turn yellow with brown spots and fall; cacti and succulents become yellowed or wilted.

Cause: Too little water or too much heat.



Solution: Water until the excess runs out of the drainage hole in the bottom of the pot. If the condition persists, move the plant to a cooler location.

3) Yellow or brown patches develop on the leaves of most afflicted plants, or leaves on one side of the plant turn brown; cacti become yellow.

Cause: Too much light; sunscorch.

Solution: Move the plant farther from the window so that it will not be subject to so much direct heat, or shield

it with a curtain.

4) Stems of most afflicted plants stretch toward the light source and grow very long; leaves on new stems are pale-colored and small.

Cause: Too little light.

Solution: Move the plant closer to a window or to a brighter exposure to get more sunlight. If growing under artificial light, shift the plant nearer to the center of the bulbs, closer to the light source, or keep them on longer.

5) Leaf edges turn brown, and eventually leaves die and fall off.

Cause: Too little humidity.

Solution: Place the pot on a bed of moist pebbles in a tray or in a larger container with moist peat moss around it or in an enclosed terrarium. Mist the leaves regularly with water. The use of a room-type humidifier is a possibility.

6) Leaves fade to a pale green and lower leaves turn yellow and drop off. New leaves are small or growth stops.

Cause: Too little fertilizer.

Solution: Fertilize more often, especially during the plant's growing season.

7) Plant appears crowded; roots protrude from the drainage hole in the bottom of the pot or crop out on top of the soil. Plant wilts between waterings or produces only a few small leaves.

Cause: Plant is too big for its pot.

Solution: Repot the plant to a larger container as described earlier.

Three books I would strongly recommend are "Making Things Grow, A Practical Guide for the Indoor Gardener", by Thalassa Cruso, and "Foliage House Plants" and "Flowering House Plants" in the Time-Life Encyclopedia of Gardening Series, all hardcover publications and available at the larger bookstores and libraries.

A special thanks to Andrea Jay

CLUB NOTES

Yearbook

6. Yearbook. Diana Morris explained her proposal for a 1974 Yearbook. It was decided by the Council that since no one else had been publically notified, information about submitting proposals to make a yearbook would be put into this issue of the Richmond Times. This information should be submitted by all interested persons to the Student Government Office, room 542, by December 3rd, 1973. If no other proposals are submitted, the abovementioned will receive the appointment by the Council. This decision was unanimous.

THE NEXT MEETING OF THE STUDENT COUNCIL IS Tuesday, November 27th at 2:30 in the LIBRARY CONFERENCE ROOM.

Tea House (community workshop)

Type of Activities or Activities—The Tea House is a storefront located at 114 Victory Blvd. It is an "open space" available for various activities, meetings, parties, dances, political rallies, painting classes, Yoga, etc. etc.

Date of Activity or Activities—Sunday-3:00 p.m. Yoga with Bill Russo; Monday-Variable (Open to Anything); Tuesday-7:30 p.m. Yoga with Bill Russo; Wednesday-5-8 p.m. Gay People's Social (Check for specific dates); Thursday-8:00 p.m. Food Buying Club; Friday-9 p.m. Community Entertainment (Open mike); Saturday-9 p.m. Professional Entertainment (Donation).

Comments: Get in touch with us at the Richmond College Mail Box entitled appropriately the Tea House, outside the student government office.



Music Society

The chorus and Collegium musicians had a Concert (Nov. 15, 16, 17).

The chorus sang three English madrigals, three Bach cantatas, C.P.E. Bach Magnificat, and twentieth century works. The Collegium played Dances from the Middle Ages and Renaissance.

Chorus rehearsals: M-W 6:30-8:00P.M.

Collegium musicians rehearsals: M-W 4:30-6:00 P.M.



Engineering Society

Activities:

Professor King will give his last session on the Mini Computer. Date will be posted a week before the session.

Note • Professional tapes of operating the H.P. 2100 Mini will be available for students use at the Media Center soon.

On the Board:

Grads of '74-'75 submit patch design for next year. Win fame and fortune.

On the Planning Board:

1) Last call for interested parties to be on the Christmas Party. All students interested—see either Jerry or Ted in the Society Office in Room 543.

2) All people interested in Our Environment!! There will hopefully be an Environmental week in the Spring term. All students interested in planning for this week, drop your name and phone number in the Engineering Society's Mail Box located in Room 543 of the Main Building.

Amistad

Political, Social Cultural Activities

November 23 - Students attended a showing of "House Party" - by Ed Bullins

Nov. 15 - Had Rally at City College

Tuesday, Nov. 20th - Showed Film on Mid East

Photography Club

Meeting Wednesday, 5 December at 1:00 in Room 539. The Richmond Times will be putting out a "cultural issue" after Christmas vacation, and the staff is now requesting material for this special publication. Photographs are wanted. The Photo club will give a free roll of B-W film to anyone who submits several prints for this issue. See Madeline Paladino in Room 539.



Community Center (Shanti)

Type of Activities or Activities—1) Orientation Meeting for new members, 2) General Co-op Meeting, 3) Valeria's Cooking Class—benefit for Co-op, 4) Bill Russo's Yoga at the Tea House—donations and money raising for co-op.

Date of Activity or Activities—1) Sunday, December 2, 1973
2) Sunday, December 2, 1973
3) Monday eves. 7-8:30 p.m.
4) Sunday afternoons-2:30 p.m.

There is MONEY, fame and industry recognition (good for getting a job!) awaiting those who submit a project to the NYC IEEE student paper contest. We will give you up to \$50.00 in parts to help build it.

For the nostalgia freaks, come to the LOUNGE, 3 DEC., MONDAY - 2:30 or 3:00 P.M. 6 BETTY BOOP cartoons; THE LITTLE RASCALS; and LAUREL & HARDY- the Flying Deuces.



Les Montage

Due to cuts in the film department's budget, Les Montage has been forced to purchase basic editing supplies. We are petitioning the Humanities Division for increased funds and a full-time instructor.

Production and editing on several films are in progress. The next meeting of the club will be in mid-December; exact date will be posted on Room B-24. (basement)

Committee of Major

Kwamane N Kruma Center
110 Victory Blvd.
Staten Island
Meetings Friday at 5 P.M.



Media Club

Intro: Basically, the Media Club is a group of students interested in working creatively with the basic tools of media, photography, video tape and super 8 filmmaking. The interests of the members vary as do their goals, but the tools, techniques, and methods are all interrelated. The club is open to new members. We generally meet Mondays at 2:00 p.m. in the TV Center. Come and join us if you are interested in working with us or independently.

Activities: As of this date the Media Club is working on:

- an exhibition of ethnographic photographs to be hung in the student lounge on the third floor off of the cafeteria. This project is in conjunction with the anthropology club.

- a number of members are working on a project that will involve video taping a community children's art workshop and are planning to teach these children (ages 8-10) the basics of making a video-tape. The feedback should be interesting.

- in addition one member is preparing (sched. equip.) a trip to the South Beach area community to video tape interviews with residents with the purpose of finding out how that community feels about the proposed move of Richmond College to that site. The resulting reactions will then be screened during club hours on a monitor in the student lounge. Dates: The ethnographic photography exhibit will be on display probably during the month of December (exact date to be posted.) The South Beach tape will be screened on Monday, Nov. 26, 1973. Other dates to be announced.

Comments: The Super 8 Camera is now in the possession of the Media Club once more. For information on the details of borrowing it, contact Dan Sheehan, Room 539, on Mondays, Weds. and Fridays.





Lesbian Club

- 1) Research (interviews and-or questionnaires) into: the coming-out process - "woman in transition"; second generation lesbians; concerns of lesbian mothers.
- 2) Search for a Lesbian space- (office, lounge, house????)
- 3) We are supporting the activities of the Womens' Self-Help Collective.
- 4) PARTY- Nov. 19, at the Teahouse.
- 5) Planning a winter retreat with workshops.
- 6) Planning a Lesbian Conference (National), date undecided.
- 7) Planning parties on a continuing basis.
- 8) Facilitating legal and medical advice.

The Gay Men's Collective

So far we have had a successful "afternoon gay social" at the Tea House. By the time you read this we will have had another one. We invite all of the gay women and men of Richmond to attend these socials, which we will try to have often. We also thank the Tea House Collective for providing such a warm, comfortable place for us to meet.

Also our first club meeting was held Nov. 15. There will be another one very soon. We are working on plans and activities for Richmond's gay people.

COME OUT!!!

The Red Fairie



PICTURES PROVE IT REALLY WORKS! Look at 1200 lbs. fish, those big hard to catch small feeders landed by Roy Martin party, Destin, Fla. Gypsy Fish Bait Oil used on all bait. Hundreds of pictures like these on file.

Veterans

13.5 per cent increase in Veterans' benefits, extending eligibility two (2) years (from 8 to 10 years), making Veterans with a 10 per cent disability eligible for vocational rehabilitation, **extending maximum entitlement from 36 to 45 months** These are the proposals that the House Veterans Affairs Committee is considering **NOW**. So, if you are interested in urging them along, come to Room 527 and sign the **petition**.

If any of you know Veterans at Wagner or St. John's, then inform them of what we are doing Don Nevins is making these petitions available at his college, SICC.

I think Richmond should _____ (or) I want the Veterans Office to _____.

If you can fill in the blanks, then return the questionnaire, that has been mailed to you. If you have not received it, come by Room 527 and pick one up. This is a new concept i education - expressing yourself to an administrator (AKA bureaucrat).

What do you know about a Veterans magazine? This is no longer an idea, but a working organization. Gary Johnson, fearless leader, is working on a magazine by and for Veterans If you want to contribute or help in any way, come to Room 527 and ask for Johnson (Mon & Tues 12-7 P.M.)

When is the next Veterans meeting? I don't know, let's discuss it. There's a possibility that we can obtain a movie about Vietnam Veterans for the next meeting what do you think?

Student Council Meeting

FRIDAY, NOVEMBER 16th, 1973

Members in attendance: June Mosca, Sibbon Lubieniecka, Janet McLeod, Ted Pawluk, Howard Duchan, Paul Nelson, written proxy for Joseph Vuolo, Irving Little, Freddy Diaz, John Hyman for O. Akinlowo, Robert Turner, Eileen Hamlet for Leslie Adams.

Guests: Nate Glattstein, Pat McGinnis, Arrie Wallace, Pueblo Suarez, Danny Sheehan, Freema Schnitzer, Andy Mallon, Norma Valezquez, Diana Morris.

Minutes taken by A. Jay

1. Frozen Budget Issue. The discussion began with a discussion of frozen budgets. The budgets in question had been frozen because the club failed to turn in a club activity form by the due date (see mandate of Student Council—May 23, 1973). A motion was made by Janet McLeod to unfreeze all budgets excepting the Tennis Club and the Artists Anonymous Club since these two clubs have not responded to letters sent them concerning their budgets. The motion was seconded.

10 pro 0 con 1 abstain

a. A motion was made to table the discussion of club budgets and let the Interclub Activities Council (ICAC) suggest guidelines for club governance. These guidelines would be handed in at the next Student Council meeting. The motion was seconded by F. Diaz.

8 pro 0 opposed 3 abstain

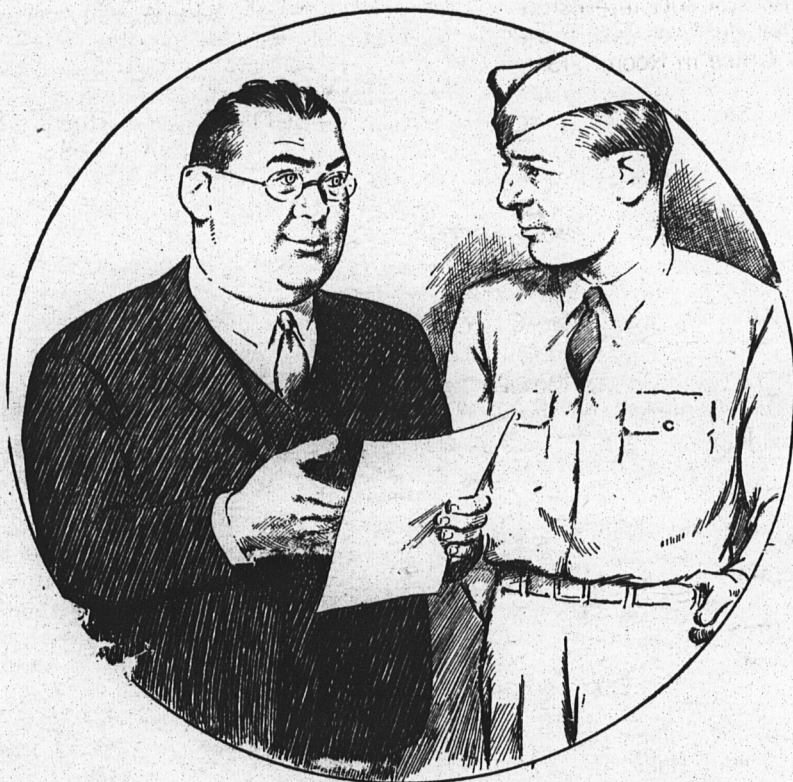
b. A motion was made and seconded that the Council appoint a committee to look into establishing guidelines for clubs to be submitted to this body (Student Council) at the next meeting.

7 pro 3 con 1 abstain

THE COMMITTEE SHALL CONSIST OF HOWARD DUCHAN, IRVING LITTLE AND JOE VUOLO

2. June Mosca, the Chairperson decreed that only **written** proxys will be honored at future meetings.

3. The next topic of discussion was the rescheduling of meetings. In the future, meetings will be on alternating Mondays at 2:40 and Tuesdays at 2:30.



Anthropology Club

4. Pat McGinnis, a representative of the Graduate History Club, spoke about the clubs need for funding. After a long discourse, John Hyman made a motion to award \$500 to the Graduate History Club on the basis that it may have been promised by last year's Student Council. This motion was seconded by F. Diaz.

9 pro 2 con 0 abstain

5. Standing Committee Ties. Two standing committees, the Search and Evaluation Committee and the Student Grievance Committee had people tied in the election. The members of the Search and Evaluation Committee endorsed Frances Meeks. A motion was made that since Frances Meeks was endorsed and since John Hyman appeared at this meeting (all others involved in the tie were notified to attend this meeting) that a vote would be taken to appoint these two people. The vote was unanimous. In addition, a motion was made to appoint Freema Schnitzer to the Student Government Grievance Committee, for the same reasons stated in the above motion.

We are having a little get-together (party?) on Wednesday, 28 November, at 7:30 in Room 823. Look for announcements on the door of 819.

HOLIDAY... every day!



Women's Liberation Club

Meetings every Wed. at 2:30, 5th Floor Lounge. Beginning work on Women's Center.

We support activities of the Women's Self-Help Collective. With them we are organizing Consciousness-Raising Groups

Sports Club

Jiu-Jitsu & Pia Practiced Wrist Techniques Monday, 11-12-73

It's Free, Deadly & For Real Sensei: Master Moses 9X Powell 7th DAU Assistant Instr. Carl "Morocco" Neal Green Belt

THE SWORN ENEMIES OF RICHMOND COLLEGE

Sandi Cooper

Dear Editors:

If the anonymous letter in your October 16, 1973 issue regarding Bill Gellermann's course is what is meant by "student evaluation" of teaching, then the worst fears expressed in the past about abusive misuse of a good thing have been confirmed. Besides violating the simplest rules of decency and due process, the letter does a triple disservice. It charges the wrong person with "crimes against the working class." At the same time, it betrays a total misunderstanding of the roles of a college in the larger society. It uses Bill Gellerman as an excuse for a diatribe.

On the personal level, the letter is completely off-base. Last year, I was assigned to observe Bill Gellerman's class. During my visit and in conversations with his students, I was overwhelmed by the magnificent rapport he had developed. Students considered the class the "most worthwhile" and "the most stimulating" they had taken at Richmond. The respect expressed for Bill Gellerman was unanimous. Indeed, given the fact that he only held a part-time appointment, I was amazed at the devotion he obviously had for his students, a devotion that was entirely reciprocated. Can your anonymous author be describing the same professor that I observed?

Actually, the anonymous author does have a serious issue which must be addressed. The issue is whether a college should train or track people for jobs in a society itself which may be unjust or inequitable. Since the 12th century, universities have



usually been janus-faced about their purposes. On the one hand, they serve the needs of the existing society by producing its trained professional personnel. At the same time, they are centers of criticism and hopefully, new ideas, directed at altering the social milieu which itself hosts and houses the university. Try as I might, I find it impossible

to imagine and college on Staten Island in the 1970's totally divesting itself of that obligation, the education of students for some kind of socially useful, income producing activity. It is particularly difficult to see a publicly supported college defy the very public which endows it. Had the anonymous author placed his challenge in this wider context, recognizing the complexities of the socio-educational problem, he indeed would have opened a useful debate.

Resorting to character assassination and to the discredited techniques of the McCarthy era, is the best way to muddy the waters and destroy an important debate. Your author has done this. Moreover, he has chosen the worst possible candidate for his proposed witch-hunt, for Mr. Gellerman is equally unsympathetic to the evils he is charged with fostering. Mr. Gellerman is known in Staten Island for his humane commitment to very worthy causes, causes frequently unpopular with the community at large. Knowing Bill Gellerman, I know he would have welcomed the open discussion had this disaffected student either spoken to him or the class. *Bill's classes are among the most open and informal, yet structured and purposeful, I have ever seen. The atmosphere invites participation. Yet this student elected a publicity seeking route to air his dissatisfactions. It is very hard to believe he sat in one of Gellerman's classes a whole semester.*

Secondly, the group in which Bill Gellerman teaches has a regularized procedure for teaching evaluation. There are several steps this grievance could have been heard and aired, including the possibility that this student, desiring to protect himself, could speak directly to our two student P & B members, both of whom vote on the Group 1 committee. This route was not chosen. Again, I am convinced that the author of the letter is using Mr. Gellermann as a straw horse for a diatribe.

Besides the human cruelty betrayed in this publicity stunt, there is a real irony to this critic's choice of attack point. The course "Human Beings in the Business World" became a requirement in the new program, "Business Concentration in Economics," as a result of pressure exerted from Richmond's very own "left" and "New Left" faculty and students. Now, the course is singled out for a new, "new left" attack by someone who feels it is preaching servility. Can these insatiable critics ever be satisfied or are we merely playing a game with no ending?

What troubles me as much as the pointless thrusts at Mr.



Gellerman is the presumption, now expressed on the "left", that some deity can determine what should and should not be taught in a college. Twenty years ago we went through an era where the "right" was in the saddle defining what it was right to teach. We should have learned from that McCarthy miasma that a University must remain an open forum for a very great range of viewpoints. The University does not have to tolerate everything. It should disbar ill-prepared and incompetent persons whose expertise fails rigorous tests of peer judgment. If the University is to become and remain the only forum in the larger society, then it cannot tolerate any notion of ideological purity. Indeed, by some miracle, were the American socialist revolution to occur within the next generation, the fastest and most direct way it would become the American national-socialist (fascist) revolution, would be by denying freedom to individuals, press and educational institutions. The marvelously humanizing message of the dear, departed and mainly unmourned New Left was utterly buried when certain of its apostles took to attacks on freedoms such as speech, and to treating Liberals as if they were worse enemies than the real four horsemen of the Apocalypse. The classical inability of so-called leftists to determine the real enemy contributed, predictably, to its loss of support. In the late 1960's, the New Left lost much sympathy when it adopted the crudest tools of repression and lost much credibility for its supposed humanizing mission when it shut people up to free others. Your anonymous letter appears to iterate those tactless days and ways.

Tragically, once allegations such as this letter makes are in print, they really can never be erased. The needless, pointless pain caused to Mr. Gellerman is an outrage. For no good reason, a very decent, devoted and hardworking man has to prepare a defense. I sincerely hope that those students to whom I spoke a year ago, will emerge from their warm privacy, long enough to tell the college what they told me. The public record must be corrected. And the editors of this paper must help in the process.

Sincerely,
Sandi Cooper
Social Sciences — 1

Paul Nelson

Prof. Cooper's addition to the Gellerman Controversy was unfortunately mislaid before our last edition went to press, but perhaps it is better this way. Not only is hers the sharpest view on a number of the relevant issues—a sharpness which might have been lost in the great amount of material on the subject last time around—and not only is it nice to keep a good thing going, but events since the others were printed add special value to her remarks. From her opening negative comments on student evaluation of faculty (which has since come up, with similar remarks from herself and others at the Assembly,) to her reflections on where the "University" in general (hopefully the capitalization doesn't exclude richmond college) is headed (more news on this comes in the daily in this Master Plan Year), Prof. Cooper's notions are more worthy of consideration now than when they were written.

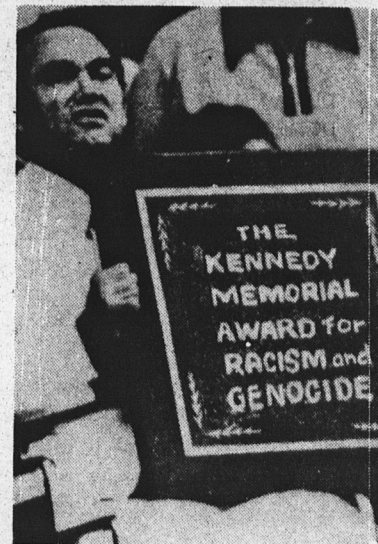
AND YET WHAT WE SEEM TO HAVE HERE ARE THE FOLLOWING: 1) A level of **redbaiting** surpassing even Prof. Bressler's charges in the last issue; 2) A distortion of the whole question of student evaluation of faculty, from misrepresentation of what now exists to totally unfounded fears as to what it would mean in the future; and 3) Aside from the inaccuracies as to the "issue" actually raised by the original letter (the **probusiness content** of a course on "Human Beings in the Business World"), a rather strange view of the nature and role of the "University" in general. Or, in Prof. Cooper's words, "a (near) total misunderstanding of the roles of a college in the larger society."

For starters, the red-baiting naturally interests me, since I'm a communist; what's especially interesting is that this was the reaction of a number of teachers to the first publicized student criticism of a faculty member at this school. What's intriguing is that despite the "anonymity" of the author (Prof. Cooper repeats this five times, exposing the "discredited techniques of the McCarthy era" which the student was thus employing—although all student evaluations of faculty are **supposed** to be anonymous, for obvious unfortunate reasons)—Prof. Cooper somehow **knows** that the student is part of the "New Left". (Incidentally not true.) One of that crew of "insatiable critics... playing a game with no ending". (I was under the impression that there was somehow **more**, objectively, to **criticize** in these days of Watergates, high-priority racism, unemployment, budget cutbacks and so on than in the '60's, not that the "left" had a bigger tapeworm for

"Games".) One of those would be "fascists", "violating the simplest rules of decency", "resorting to character assassination", "human cruelty", and so on. (Not incidentally when I use quotation marks, I am quoting Prof. Cooper; when she quotes "crimms against the working class", she is quoting herself, not any letter in re Gellerman).

Who is using character assassination here? Not the "anonymous" letter-writer: he discussed the ideas raised in a course, and said not word one about Prof. Gellerman personally. Rather, **Prof. Cooper**, on the one hand, assassinates, with a barrage of anti-communist nonsense not only an **unknown** character (anonymous, remember), but all the rest of us who might agree at least with the publication of such a letter and "leftists" in general. And on the other hand she pulls a **ad hominem** argument ("knowing Bill Gellerman... humane commitment... Frequently unpopular with the community at large... needless, pointless pain... the devotion he obviously had for his students, a devotion that was entirely reciprocated"), without answering what the letter was criticizing—the ideas he was teaching.

As I recall it, the **essence of the "McCarthy era"**, which this letter brings to a number of faculty minds, was not an anonymous student evaluation of faculty, but government-and corporation-enforced **red-baiting**. And the effective spearheads of the movement were **not** the crackpots like Old Joe, but **exactly "liberals,"** from Gene Mc-



Carthy and Hubert Humphrey in politics, to Walter Reuther and his ilk in the trade unions,—and liberal Harvard in academe. As the movement got under steam, the ruling class built Old Joe up; when he began getting too pushy—like accusing ruling class agents themselves of being reds (e.g., Eisenhower and the President of Harvard), they got rid of him. Likewise, it was the ruling-class media, not un-

(Continued from previous page) dernourished student papers, that built that movement. So if we look to the content rather than the form, it is not poor "anonymous" who is guilty of "McCarthyism". More importantly, what is the effect this anti-communism has, in terms of sabotaging cooperation between faculty and students, preventing students from taking a close look at the directions "education" (under the guidance of the BHE, the Rockefellers, etc.) is taking here, and all the other developments needed to really educate ourselves? Professionally, Prof. Cooper, as my "French Revolution" teacher, is quite good at pointing out the mistakes of the past. The point, however, should be to learn from such lessons how to do the same bigger and better, and to notice when we are falling into the same traps, not to be blinded by cynicism and mistrust, and wish for the "revolution" to stop.

As for Prof. Gellerman, before passing on, Bill Cosby's last-words-on-a-crashing-plane have obviously occurred to Prof. Cooper: **WHY ME?** Because: 1) His critical student got here first; and 2) To differ with Prof. Cooper, he was not the "worst", but the best "possible candidate." Far from being defenseless, we knew before we printed the original letter, that he would have numerous and emotional supporters, faculty and students alike. His views are exactly liberal, in a sense we disagree with (from the "group encounter" methodology to his belief that "business organizations" can change to "serve the needs of the community"), and as such are agreed to by most students and faculty here. More acutely, not only do his courses, more than most others, relate to the Keppel Commission's general recommendation that college education be changed to "more accurately reflect the needs of the business community", which is already having dire consequences on us all; but at a time when other programs are being either eliminated or curtailed, transformed, or seriously scrutinized for such purposes at least, he is connected to at least two new programs which seem guaranteed to be approved. These are the Urban and Community Studies Program, apparently designed to train officials and specialists for city planning and anti-poverty jobs (more on this in a forthcoming issue, but the proposed field work in school so far include working to support the fake "S.I. Community Corporation", or doing research for the city on ways of transforming the (presently working-class) Port Richmond-Mariners Harbor area into something more to the tastes of the city bosses); and a special program, funded by Consolidated Edison and located in their plants and offices (i.e. away from the college itself), to give a "higher education" to selected personnel. In short, Prof. Gellerman is the perfect "candidate" for raising some serious debate about general issues affecting Richmond (if there are to be any at all)—and

his own responses in our last edition - Prof. Cooper's fears aside—were invaluable in that sense.

ON THE SECOND outstanding point—Prof. Cooper's opening remark on student evaluation of faculty—"the worst fears expressed in the past about abusive misuse of a good thing have been confirmed" by this one letter)—we hit really important grounds.

This for some reason has been and is a major grounds for faculty paranoia concerning students, and a major testing area for some faculty's worst attitudes on the nature of education: namely, that it is an antagonistic relationship between teachers and students which takes place in a classroom. Lest the phrasing confuse, these fears have been expressed often by Prof. Cooper, among others. As recently as 19 November she joined Profs. Stearns, Bressler, et al. in strong opposition to students sitting on the school-wide P & B Committee, her own argument stressing the academic incompetence of students to judge teachers (see P & B article, p.). The bias here is note-worthy: Prof. Cooper's analysis of Prof. Gellerman is based on sitting in one class session, in a discipline in which she is not an expert, yet her judgment is

equally strange to see the publication of an "anonymous" critical letter as being a "publicity stunt", except as a method for smearing its author, and assuring us that Mr. Gellerman was not a genuine target of possible criticism, but merely a "straw horse." The final remark on student demands for an effective critical procedure for evaluating and affecting faculty and programs here, is unbelievable: that there is being "expressed" on the "left" the "presumption" that "some deity" should write us a Master Plan. The "left" foot of Moloch, perhaps? And yet a number of faculty, by their votes on the question, seem to agree with this evaluation of students, disguise it as they may. Very interesting as well, are the distinctions made between (reliable) graduate students and undergraduates. The very faculty, who insisted on at least one graduate student being on the P & B, then spoke against the whole idea. When this relative elitism is transposed to the community at large, we wind up with courses like Mr. Gellerman's wherein an imaginary worker having to work overtime on Sunday becomes a happy, "educationally" innovative compromise,—and the fact that in real life he would be fired is ignored.

The entire argument reaches

it exists within a society which "may be" "unjust or inequitable" ("is" would sharpen the question, of course), it provides two definite benefits—training "professional personnel" to "swerve the needs of the existing society" (not the ruling classes thereof); and providing new ideas to transform the "social milieu which itself hosts and houses the university" (detached like visitors from the moon?). Her question then becomes, should the colleges "train and track" students for roles in this "may be" unjust society?

Yet this is a false question—in a class society, colleges must do so—the real question is what to do about it. The fact, of course, is simple: colleges do not exist in a vacuum, and neither students nor faculty can be isolated from their society. Universities are established and controlled by the classes in power, to educate people according to the rulers' interests. The only real way out of this is to fight against it, against those classes and their ideas. The "peer judgments" as to whether one is "ill-prepared" or "incompetent", then, are secondary: a "well-prepared, competent" teacher of racist eugenics (from the ruling-class viewpoint), for example, is all the more dangerous (from ours), and subject to judgment

"publicity-seeking" lies on the genetic inferiority of workers, backed up only by his status as Harvard faculty-member (and the ruling-class media and the CIA), has been quite tolerable to the "University", if not to the thousands of students and workers who demanded his firing.

In the long run the validity of what is taught is determined in real life, by social classes with very different viewpoints, and enforced by their power over society. And there are only two classes which can exercise such power; either the bosses who now hold it in every country on earth, or the working classes of those countries. Not academic "peers", and not a "deity". No, the "University" is not "to become and remain the only forum in the larger society"—that elitist notion, haling back to Plato's "ideal" fascist republic, is going to go. As will the "freedoms" of the ruling class in general—not only the freedoms to exploit and destroy people directly, from factories to highways to hospitals to wars, but their freedom to promote their "right" to do so, whether in their media or their "University". (See Road to Revolution column, p.).

On the national level, after years of critical evaluation and action by students and faculty alike, which has weakened the bosses' control on "their" "University"—yes, including suppressing the "freedom" of mass murderers to do their business peacefully—these same bosses, their position weakened throughout the world, are busy trying to regain what they've lost. At the heart of their efforts is racism, not just in the effects and "justifications" of their cut-backs ("these people can't be educated"), but in their full-scale efforts to make racism academically acceptable, "scientific". At Richmond this appears in many ways: program and financial aid cuts; faculty demands for a return to stricter grading procedures (as though that were why it's harder to get into graduate school or a good job these days); plans to build a new super school (Italian-American president and all) in relatively middleclass Staten Island, while the rest of CUNY is allowed to run down. And it is in all our interests to investigate, publicize and fight every aspect of these changes—NOT to be sidetracked by red-baiting, needless faculty student antagonisms, pipe-dreams about a "University" that never was, or anything else. Whether or not he was entirely correct, the author of the letter criticizing Prof. Gellerman has gotten such thinking off to a good start. Far from "destroying an important debate"—which hitherto did not exist—we have opened it.

Paul Nelson
Progressive Labor
Party



more valid (not just to herself, but for practical purposes) than that of a student who did sit in the class "a whole semester", and who has daily practical experience in the subject being taught.

Likewise misleading is the question of "due process", the alleged "regularized procedure for teaching evaluation" which Prof. Cooper refers to. "Two student P & B members" sounds all right—except that they have no authority whatsoever, sit only on a couple of departmental committees, are not elected by the students nor generally known to them, and certainly not known to the evening students who took this course (it began at 6:20). In short, there is no such procedure worth mentioning. The only such procedure I have seen here was public student support, of various kinds, for several teachers threatened with dismissal: e.g., Hirsch, Waldman and Auster. It is

heights of peculiarity in considering the "University" "in the larger society". On some points, Prof. Cooper is simply distorting the content of the original letter, making the author sound like a nut opposed to education "for some kind of socially useful, income-producing activity," and then launching into abstractions on the role of colleges. In fact, Prof. Cooper puts her foot in it here; while I would contend that most college courses train us not for technical purposes, but that the essence of college education is basically ideological (giving us certain ideas, attitudes, habits, etc.), this is specifically true of Prof. Gellerman's course. He focusses not on helping us get jobs, but on how we should react to conflict when we get one—and how we should view others (i.e. militant labor unions) reacting to such conflict. At the start she explicates the normal liberal view of the "University"; that while

not only be his "peers" (there is no deity to judge such questions, only people), but by the millions whom those ideas in real life would destroy.

Of course, the "University" in real life—and those who control it, who are neither faculty nor students—does not "tolerate everything". Chile and Greece, this semester alone, provide the most extreme examples of this mythical "academic freedom." The constant purge of radical and liberal faculty in recent years—such as PLP member Grant Cooper, history professor at the University of Little Rock, Arkansas, despite massive student support for him as a communist and fighter against racism—is now becoming systematic, as cut-backs and tenure quotas simply prevent those who were educated recently from becoming faculty in the first place. On the other, professors such as Herrnstein at Harvard, whose demonstrable

MORE LETTERS

Editor:

It appears that the writer (anonymous) of the letter in the 10-18 Times on Bill Gellerman's course "Human Beings in the Business World" missed the whole point of the course — that it is better to learn how to change an exploitative society than to 1) be a victim in it, 2) be a manipulator-manager in it, or 3) to spout off ineffectively, albeit radically, at society; and that to change it takes a lot of planning, work, and working at knowing yourself. Actually that wasn't really the point of course, that is just the basic message I got from it.

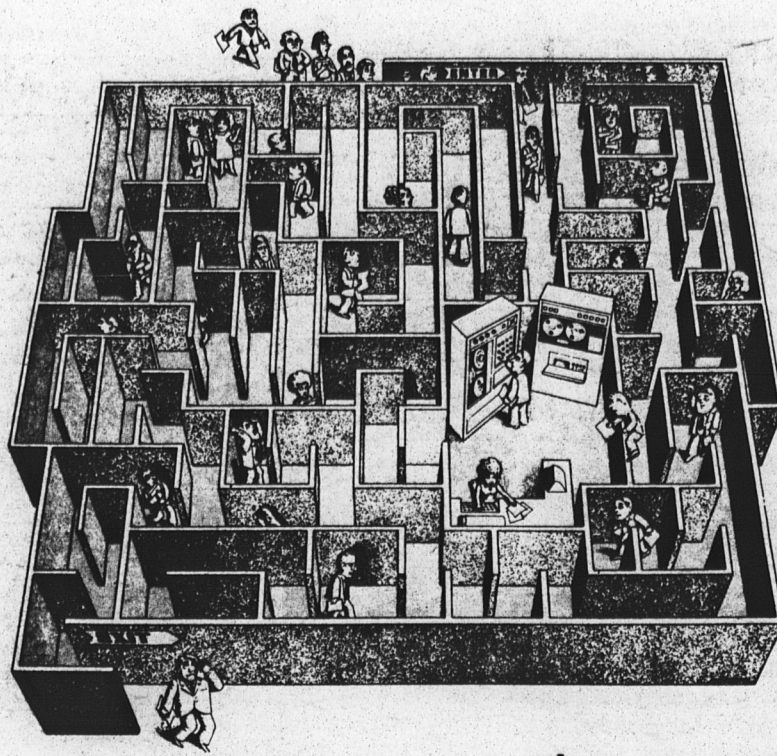
The point was more that, when people are involved in the business world (which many of us are and will be), they have many choices to make and that they should try to make their own choices rather than act as directed by others. And that they should respect others enough to allow them to do the same. This means workers, managers, or what have you.

There were no givens or set rules in the course, no predetermined positions on Bill's part that we were supposed to learn. That was one of the great things about the class — no one was supposed to think a certain way. Instead people were asked to think, talk, and write (the logs) about their own experiences, and try to decide how they really wanted to act. Some people wanted to act manipulatively; others didn't. Different approaches were supported by different students. Sometimes a student would be advised by other students to accept things as they are in the business world, to manipulate to get ahead. Bill did not support this position. He happens to believe just the opposite. But he wasn't trying to impose his beliefs on us. He was trying to get us to come to our own conclusions, and then to test those conclusions again and again to see if they would stand up — not just in class, but day after day.

I think the problem with the analysis of Mr. Anonymous is that he interpreted Bill's acceptance of different viewpoints as an endorsement of some. If he had better understood the course, he would have seen that, by expressing different views and then testing them in their actions, people will change some views and strengthen others. Mr. Anonymous could have done this during the class, and he still can. I feel that a dialogue about this course would be good and that Bill would welcome it. I don't think that the Times should be so quick to judge this course on the analysis of this one person.

Let's get a number of people involved, hash this matter out, and see if courses like this will help students learn how to change the business community to meet the needs of the people.

JACK HART



Dear Sirs,

After reading the letter to the editor anonymously written, supposedly by a disgruntled student in Professor Gellerman's course, I am among other things curious as to why you ask for further comments. It is obvious you and what passes for an editorial staff have become self-appointed judge, jury and elimination squad. You have, as a result of one disturbed malcontent chosen to malign an individual who has brought to Richmond College a sorely needed creative innovation in the learning process.

I feel particularly fortunate to have been in the first course in Behavioral Science in Organizational Theory offered at Richmond by Professor Gellerman, along with a dozen other persons who were motivated in the belief that the managerial function in an organization could be a meaningful challenge, that the individual is the organization without whom there could be no output or profit. The Science of Behavioral theory in organization has come to grips with the archaic notion of the individual as an automaton solely as a manipulative tool to increase profits. Had your anonymous penman understood this very simple concept, he might have derived a unique experience. The role playing he describes as being in some way oppressive in fact provides a realistic approach to problem solving that is applicable to any real life situation. It is particularly useful because it can be utilized both by management and labor by coming together as equals.

The trickery Mr. Anonymous feels is permeating the atmosphere appears to me to be in the malfunction of his own mental process.

Since the completion of our course, the members of our group have met periodically, at our own instigation, to review and evaluate the course in terms of how we have utilized the theories outlined during the course. I might add that the members of the class range from individual wage earners to business persons owning and managing private businesses, including department heads of government agencies. In each of these encounters we have demonstrated graphically how im-

portant understanding organizations and their relations to human beings are. It is because of this fundamental understanding of new behaviorists that has enabled industry AND THE BUSINESS WORLD TO RECOGNIZE THE NEEDS OF INDIVIDUAL WORKERS AND FOCUS AWAY FROM THE PROFIT MOTIVE.

As a result of this course, and courses similar to it that I have continued to take in Graduate School, I have been able to appreciatively raise the level of consciousness of management in many areas of my own particular field.

Were it not for the fact that these irresponsible misinformed charges were intentionally brought about to harm and to become detrimental, I might be inclined to feel compassion for the individual's inability to comprehend the unique opportunity that is offered by Professor Gellerman's course. I can only say — and I am certain that this feeling is shared by the majority of people who had the privilege of participating in this extraordinary mental exercise — that I have left this course with a deep gratitude to Professor Gellerman, not only for his devotion and his concern to the students, but for his demonstrated ability to motivate and instill a genuine desire to learn.

This letter is primarily an attempt to balance the scale; I am sure there will be many more in support of Professor Gellerman. I also strongly recommend that this course will be continued and expanded and that Professor Gellerman will be afforded the dignity and the respect he so richly deserves.

I direct this letter to the Faculty and Student body at Richmond College in the hope that the guarantees that are provided in our system of due process will not be overlooked. The individual who takes it upon himself to accuse while hiding in anonymity does not have the courage of his convictions. He will, however, find that this nefarious practice is contemptuous to the very principles he professes to believe in, and I am certain that the resulting support for Professor Gellerman will bear this out.

Very truly yours,
Harold S. Greene

Editor

Richmond Times:

As a student in Prof. Gellerman's Organizational Theory and Behavior (which appears to be similar to Human Beings in the Business World) I both praise and question the course.

The course promotes understanding of and between people through dynamic group interaction exercises and provides methods and practice in the art of resolving conflict in the students' individual and group lives.

Interraction in the business world is the primary example; and ideally applied, the resultant smooth running organization would be much more enjoyable and rewarding, both financially and psychologically, for all involved.

However according to some of the course readings and personal experience I should like to clarify and question this picture.

In "Democracy In the Factory," David Jenkins quotes a personnel expert as saying "It is becoming increasingly clear that the employees entering the world of business are unwilling to accept the system of unanswered questions, half-baked opportunities, and half-assed jobs—They will no longer stand idly by while their business lives are controlled and manipulated from above."

Jenkins himself states that "—there is a well established movement to modify or abolish authoritarianism in industry and to replace it by some form of democracy." end "the reforms have one point in common: the transfer of decision making power to the employees".

I have found no shortage of people willing to accept the system—and for serious reasons. Most people, I trust, know it is usually financially, psychologically and possibly physically costly and dangerous to try to change the system or even personally vary from the accepted norm.

It would take tremendous power to transform people who are resistant to profound change into people who are willing and able to effect such change.

In "Beyond Boredom—A Look At What's New On The Assembly Line", Daniel Zwerdling writes: "As the workers take over more and

more of the small responsibilities the management used to exercise, middle managers feel their own power sapped."

—...U.A.W. told me, "We have 110,000 workers has come up to me and said 'Why don't we do this work differently?'"

—"The Unions see threats to their own power in...any movement which expands worker autonomy".

—Donnelly Mirror has a profit-sharing plan, one of the best in the country, but even then there's no question who gets the greatest benefits: Understand that we do nothing here that's not designed to Maximize our profits,"... "For every four cents profit we give the workers, we keep six cents."

These quotes lead me to surmise who or what could provide the impetus for these basic organizational changes and why.

As to who or what—There are probably few non-union employee activists; they would not have the necessary reinforcement.

—Neither unions nor lower management would seek to advance this change because their very existence would be at stake.

—That leaves upper management as the visible force behind the change because they stand to gain the most financially. They would become progressively fewer in number, be charged with fewer of the traditional responsibilities (e.g. decision making), and have to solve fewer problems (e.g. discounted workers or inter-department frictions). Here there is the most to gain and the power to do it. That the upper management could be classed as representative and responsible to the stockholders is possible. But there is one principle that appears to be the base of this system—the acceptance of an overall dedication to profits.

I suspect that business leaders are mainly interested in maintaining profits rather than improving the lot of their employees—after all, what organization can survive on happy employees alone?

Should Richmond possibly provide this type employee for business without first studying the possible questions such as: 1) What of those who can't or don't want to fit into this system? 2) Whether business should do all of its own educating. 3) Whether we want our economy and lives to continue to move faster and faster.

Well, power being where it is, there will be a larger juicy pie of profits for all to share, I only hope that the working people know that they, will have it in their power to take the lion's share of the pie. They will be earning it.

I feel that the course is valuable given, as we are the information to put it into perspective.

Joe McDonnell



AN OPEN LETTER FROM RCA OPPOSING WILLIAM SHOCKLEY

From:
THE RICHMOND COLLEGE ASSOCIATION
RICHMOND COLLEGE, ROOM 543
130 STUYVESANT PLACE
STATEN ISLAND, NEW YORK 10301

To:
WHOM IT MAY CONCERN

The Richmond College Association, in its first official meeting of this year, 8 November 1973, unanimously extends to the students and faculty of Staten Island Community College our congratulations and support, for your fight against Dr. William Shockley, and the blatant racism he represents.

Insofar as Dr. Shockley, and the ideas of the movement of which he is a leader in the United States, are not merely unfounded scientifically, but are a clear and present danger to the workers and students of this college and country, black and white, we further support your efforts to prevent his appearance at your school by any means necessary.

We feel that racism is among the most damaging forces in American life, and that its merits are not debatable under any guise. "Freedom of speech" does not protect either murderous slander or criminal insanity, both of which characterize the ideas and effects of racism, as so forthrightly presented by Dr. Shockley and his colleagues.

Please call on us for any help you may need in the future.

Sincerely,

THE RICHMOND COLLEGE ASSOCIATION

PRESIDENT BIRENBAUM'S REPLY

To The Richmond College Association

From President William M. Birenbaum Date November 13, 1973

I wish to acknowledge receipt of notice of the Richmond College Association action of 8 November '73, concerning the forthcoming appearance of William Shockley at SICC, urging the denial of this College's platform to him "by any means necessary."

I am certain that the majority of the citizens of this College share your Association's views about racism in American life, and also uphold the First Amendment to the Constitution of the United States, which reads:

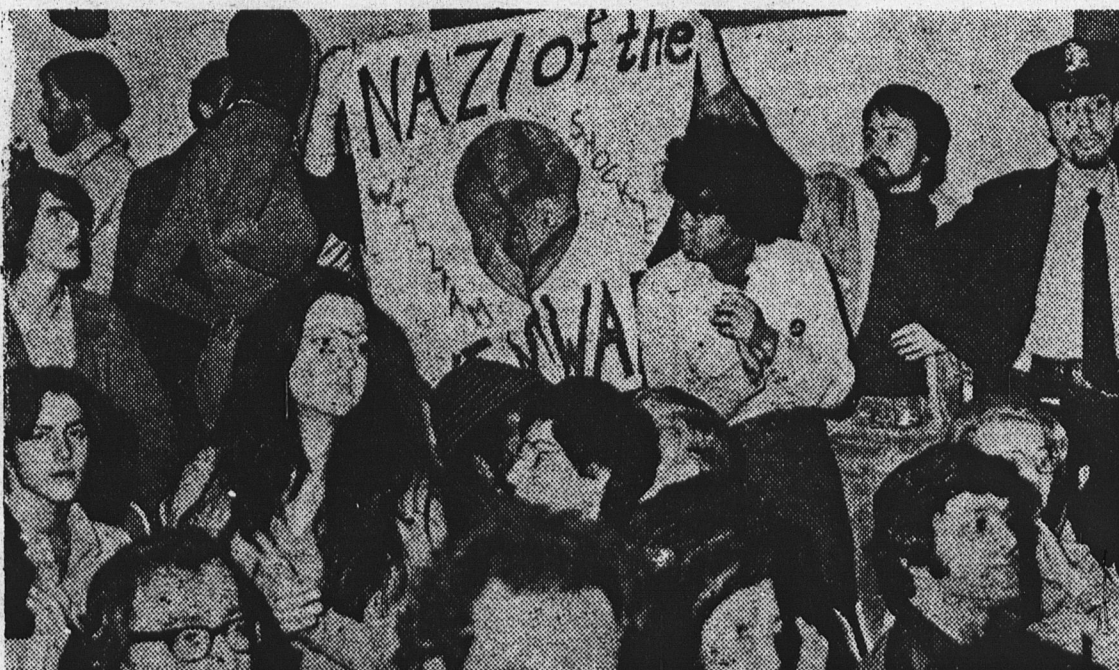
Congress (and the Richmond College Association) shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Obviously, no agency of community government in our country, established with the consent of the people, may abrogate to itself by any means necessary, the power to deny, prohibit or in any manner abridge the Constitutional rights of the people whose consent is the basis of its existence.

— Wm. Birenbaum

WMB:dm
cc: President Saul Touster

The "Final Solution"



Staten Island, NYC. SICC students shown here presenting Shockley Nazi of the Year Award.

More Big Secrets

Continued from Page 4

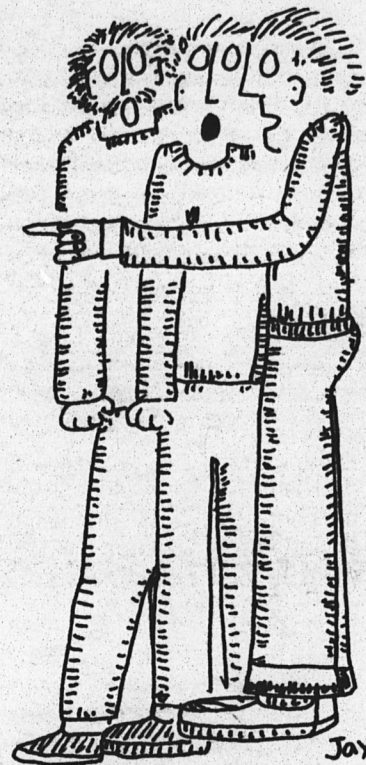
and the censored version censored again to the point of uselessness, but the faculty itself (despite the seriousness of their own view on the library's faults) voted not to have even the double-censored version made public! The reason given was the principle of "confidentiality" of reports on the faculty itself: now available only (!) to their bosses (the BHE), the FBI, blackmailers and so on —NOT their colleagues or students!!!

reports to the powers-that-be—a case in which, we believe, the students have taken the more intelligent position. As for the only committee we have heard from — Library and Instructional—our elected representatives are not supposed to inform us that whole meetings are spent defining the word "liar" in numerous practical and important applications.

What is important here is not the irony of a faculty which, on the whole, regularly condemns "secrecy in government" elsewhere, but officially enforces it to the hilt at the school, with phrases such as "confidentiality", "realism", and so forth, (Except for the vitriol about "anonymous" public critiques of faculty members—see Prof. Cooper's thoughts on this, p.). Nor is this merely sour grapes from a specialized point of view, such as newspaper reporters deprived of their newsy sustenance. Rather, we think it obvious that such an attitude and modus operandi whether described as professionalism, elitism, paranoia or what-have-you—screws up education at the school for faculty and students alike.

At the heart of this seems to be an attitude on many teachers' parts, that in the long run their interests are opposed to those of the students, that even information (let alone power) in the hands of student (or other faculty!)-will be used to do them in. Thus, no faculty approached students for support (to our knowledge) in the recent fight with the BHE for a new contract; and such approaches here about the new tenure policies have been half-hearted so far at best. Likewise, for example, teachers continue to complain (discreetly) about the library for years on end, as it continues to be inadequate (by the way, we hear that it may also be structurally unsafe)—while holding back details that might lead to a fight for some improvements. Again it is strange to see faculty much more convinced than we that there are vital differences between "good" and "bad" administrators—elect to fight with both hands tied. A poor educational experience. Also outrage at the mystical reemergence of Social Sciences has not led the professionally articulate to write us an article for our edification. Finally, there is no way on earth that such attitudes can avoid creeping into the methods and content of teaching itself.

We feel that this sort of secrecy, and the fears it is based on, have got to go. The Richmond Times intends to do its best toward seeing them off. At the same time, we need some serious discussion between faculty and students—with a good dose of mutual trust thrown in—as to where we, and education at Richmond College are going. Because if we don't get together, it and we, sure as hell sells pitchforks, are going down the drain.



Likewise, despite the nonsensical "debate" about students on the Personnel and Budget Committee being "democratically elected" so as to truly "represent" the student body — a ploy put forward to prevent any students ever sitting on that august body (see P&B article —P.—)—the real fear on the faculty's part seems to be that the students will act in a democratic, representative way: to be blunt, that they will spill the beans on what is going on in that committee to the student body, to elicit our opinions, so that they can represent us. It is not the two token votes that some faculty question, so much as the security clearance.

This goes on elsewhere in other forms. In some cases the student-faculty committees have simply become non-existent: either because the faculty refuses to elect members (Articulation), on the grounds that the work is "being done in other ways" (not by us); has never set up the real functions of the committee in the first place (Student Life); has not called any meetings (Curriculum and Instruction), on the face of it very important these days, what with entire Master Plans being rewritten, hasn't met yet this year); or, of course (in the sense that they are supposedly joint faculty-student committees), because students eventually don't see the point of running for, voting for, or working for any of the committees. This applies to the Task Forces as well, naturally (see article, p.9): at last count there were seventy faculty and no students churning out futile

ROAD TO REVOLUTION

"Honoring" William Shockley

That's what the tickets said, as they finally let us in. What Wisconsin Prof. Finley Campbell, newly-elected national co-chairman of the Committee Against Racism, calls the "Shockley-Innis Traveling Circus" reached Staten Island Community College November 20. And though impresario "Wild Bill" Birenbaum used every carrot and stick he had to get the students back in their cages, they came out impressively to deny an "academic" platform to this racist freak, and the millionaires he speaks for. Far from being able to raise gutter racism to the level of a "scientific debate", — unable to use even the loads of plainclothes cops in the audience to provoke "violence" (they were so outnumbered) — Birenbaum and the bosses' press were reduced to that "last refuge" of academic scoundrels — "freedom of speech".

What this boiled down to, as events showed, was "freedom of speech" for bosses like Birenbaum, Shockley and their cohorts — **freedom of racism**, that is.

Bob Millman's report covers a lot of the factual details to chew on — one of the most ludicrous was arriving at a locked, rent-a-cop-surrounded and real-cop-infested building, to be greeted by administration-organized goons (even top deans in leather jackets!)—the latter wearing "Free Speech" and "Hospitality" arm-bands! Reporters were frisked for weapons at the door, to lend credibility to gun-scare rumors spread by the racists — known organizers of the opposition were not! Would-be Nazi Roy Innis of the Ford Foundation-funded CORE— ardent admirer of LBJ, supporter of Nixon, honorificator of Ugandan fascist Amin ("Hitler had the right idea about the Jews"), and believer that blacks cooperate with whites only because of genetic pollution — was brought to SICC on one day's notice, with classes cancelled for the occasion, to privately denounce the Progressive Labor Party to black students for an hour, and cajole them not to fight Shockley. He and his nationalist clap-trap failed miserably. Students and faculty were threatened with suspensions, expulsions, firings and the Russian (!) Air Force. Cops were magically on campus all week — applying for CUNY-BA's! And Uncle Bill's "special assistant" Alison Bernstein spent the afternoon hanging out in the Richmond cafeteria (mistakenly thinking it was the ferry terminal, where she was to "meet someone"), after executive demands for "a full dean" and a police cap-

tain's threats had failed to intimidate anyone here.

What it came down to was a last-ditch attempt by Birenbaum and Co. to pull the "academic freedom" ploy, with racist overtones, by arranging a "debate" (he picked the debaters, and they sounded it).

Birenbaum's ace-in-the-hole, black woman Prof. Welsing of Howard, was **ordered** by the BSU at SICC to not speak, after a 2½ hour private "teach-in" with her. Her efforts to get black and white to fight each other **instead** of Shockley, failed miserably, as black students led a chant — "Same as Shockley!"

But the strongest statement of the "First Amendment" gambit comes, fittingly enough, from Shockley himself. Using the Big Lie technique from coast to coast to claim that blacks are genetically inferior to whites in intelligence, and that anyone with an IQ under 100 should thus be sterilized (more than half the country, by the test's own definition, would rate his \$1,000-a-point "bonuses"!); and meanwhile advocating immediate action by the "pragmatic (racist) man in the street" since "Nature has color-coded groups of individuals" so that we can easily tell the losers (i.e., from Canarsie to Newark to Pontiac, Michigan to Birmingham, Alabama, racists are "scientifically" correct) — Shockley writes:

"Eugenics is a shunned word because it was a feature of Hitlerism. But the lesson of Nazi history is not that eugenics is intolerable...The real lesson of Nazi history was anticipated 140 years before Hitler when the Bill of Rights incorporated into our Constitution the First Amendment guaranteeing freedom of speech and of the press. Only the most anti-Teutonic racist can believe the German people to be such an evil breed that they would have tolerated the concentration camps and gas chambers if a working First Amendment had permitted exposure and discussion of Hitler's final solution — the extermination of the Jews." (William Shockley, "Dysgenics, Geneticity, and Raceology", *Phi Delta Kappan*, January, 1972)

In other words, once "freedom of speech" — as exercised by the billionaire-controlled media and universities—has restored this Nazi "science" to its rightful place, it will also preserve a "free and open debate" as to whether those of us judged to be "inferior" shall be sterilized or gassed—or, more likely, whose children are to be oppressed and exploited in America.

The most emotional argument against shouting this

maggot down, from Ed Murphy of Richmond, was that doing so would put Shockley on the front pages of the *Advance*, generally making him a martyr in the press. Of course, that is what happened — with all that's going on in the world, the Bosses' Crimes ("Mobs as Censors") thought the event important enough for its crowded editorial page. Incidentally, aside from the local *Advance*, which claimed that "less than two dozen" were involved — there were in fact over 300, despite Birenbaum's super-security — the most accurate coverage and editorials came from the *Daily News*, and the most perverted, inaccurate, lengthy and **pro-Shockley** from the "liberal" *Village Voice* (see Hentoff and Whelton's articles).

What Ed and others fail to realize, is that this would have happened in any case — only it would have been reported as a scientific debate, instead of a massive political fight against racism. Shockley did not appear at SICC — nor his colleagues Jensen, Herrnstein, Eysenck et al. in the national media — out of the blue, or because of any intrinsic truth in what they have to say, but because the ruling class **needs** racism, and lots more of it. To be forced to prate about "the First Amendment" **instead** (which incidentally makes interesting reading in this context), is a definite defeat for them. What they were hoping for was: 1) If not able to "honor" Shockley in a solo performance, at least make it sound as though there were something "debatable" in his trash; and 2) Let it be known to the general public, black and white alike, that the student movement is really so "dead" (and racist), as to quietly sit back as the heirs of Hitler push their ideas for the bosses and

their government. In other words, if we **don't** fight these ideas, and the bastards spreading them, these guys will soon be giving not bullet-proof TV interviews, but "Sunrise Semester" courses, and their backers will not long thereafter be carrying out their "suggestions" on us, from Vietnam to Detroit.

Finally, it was Shockley's **opponents**, neither his backers nor the middle-ground who oppose him but argue for "free speech", who passed out 1,500 copies of Shockley's *Humanist* (!) article, "The Apple-of-God's-Eye Obsession", and led countless discussions on how Shockley was scientifically and socially a misfit, as well as why he is being pushed. And it was those who **had** read and discussed his ideas, **not** the plainclothes cops and Todt Hill socialites, who **acted on that knowledge**. The battle of ideas is no more abstract than the real racism that infests this society, and no more to be limited to polite discussion: racism is no academic issue.

Speaking of which, a really newsworthy event, taking place at NYU the weekend before Shockley and Birenbaum's ignominious defeat, was rather ignored by the bosses' press—except for that "libertarian" *Village Voice*, which thoroughly denounced it. That is, the creation of a permanent, multi-racial, national **COMMITTEE AGAINST RACISM**. The 1200 or so who attended reflect a rapidly growing movement on campuses throughout the country, aimed at winning faculty, professionals, graduate students and others to actively fight the new wave of academic racism and its practical effects. Over a dozen workshops discussed racism in all its aspects, from the eugenics movement and "cultural in-

feriority" theories to racism in medicine, literature and the arts, and the media; from economic effects to government policy to education. And each workshop was largely devoted to recounting and discussing **practical ways** in which to **fight racism** on all fronts, from academic forums to demonstrations to socialist revolution.

Most exciting, however, were the plenary sessions, in which keynote addresses struck a serious and militant note, and plans were hammered out for wiping racism of the map in the US of A. While there wasn't total agreement on all the questions — especially on the role of "academic freedom" for racists — it was agreed that CAR will be an activist organization, based on local campus chapters, with its leadership to be selected out of struggles in real life. The present co-chairmen— Finley Campbell of U. Wisconsin and Tobias Schwartz of U. Conn.— and the executive committee in general, have come exactly this route, and promise to provide strong leadership in the coming year. In addition to building CAR chapters throughout the country, CAR is planning actions in Wash., D.C. this spring against the ruling class Committee for Economic Development's racist cut-back plans in education and social services in general.

At present a number of faculty and students at Richmond are planning to set up our own chapter of the Committee Against Racism, and to begin organizing a serious fight against racism at Richmond. Anyone interested in learning more about this, can contact me at the *Richmond Times* office — Room 539 — or give a call at 273-3510.

P.R.C.A. INFORMATION

472-1003

Remember this number
It could save your day.

It's a beautiful, sunny day and you've got lots of time to kill but no money. You could spend the day washing the windows of your fourth floor apartment; you could wax and polish the car; you could spade the tulip beds; or you could drop in on your friend Bernie and see if anything interesting is happening at his house.

Or you could call 472-1003 and find out about a free street festival or block party; a jazz concert in the park, or lectures, plays or poetry readings; where you can go to ice skate, or for a free demonstration on dog obedience, or Yoga classes. Or even where to go fly a kite.

472-1003 is the number for the Parks' Information Service of the New York City Parks, Recreation and Cultural Affairs Administration. You can dial it any day of the week from 10 a.m. to 6 p.m. (until 8 p.m. in the spring and summer months) to learn what's for free in the city and how to get there.

So, next time you're at loose ends, call 472-1003. It could save your day.

IMAGES FROM INSIDE, multi-media and films, poetry. Performances at SOHO 20 on Monday, December 10; and Tuesday, December 11 at 8:00 P.M. Contribution.

FISH - JOY

A prose-poem written by Doloris Holmes with dramatic portraits taken in a prehistoric cave. Photos by Jim Hollander.

IMPROVISATION ON SECOND AVENUE

A Street Obstruction, St. Mark's Church Sequence. Choreographed by Stella Waitzkin. Moviemaker - Rene Metsch.

ROOM OF THE WHITE MASK

Sequences from a film in progress. Environment by Doloris Holmes. Filmed by Ray Wisniewski.

VIDEO IMAGES OF AN EROTIC GARDEN

Taping of exhibition held at Women's Interart Center. Taped by Jackie Skiles.

Something is *Funny* in the state of

Denmark

The Looking Glass Players

presents

Rosencrantz and Guildenstern

Are Dead

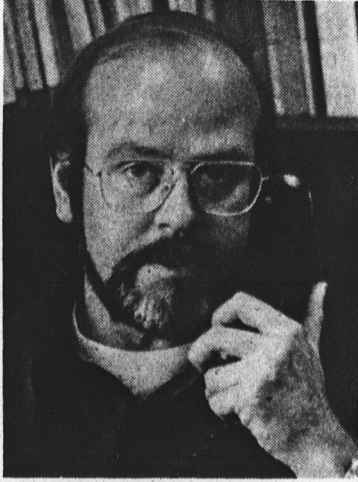
Dec. 13, 14, 15 and 16 - 8:00P.M.

at Our Lady of Good Council
Austin Pl. Off Victory Blvd.

Admission \$2.50 Stud. with I.D. \$2.00

RAY HULSEY'S

SIDE SHOW



One cannot glance at the New York Times or watch an occasional TV news program these days without becoming acutely aware of a series of phenomena that are generally lumped under the rubric "energy crisis." Having learned in high school that we have enough gas and oil resources to take us well into the 22nd century, it's a little hard to believe in the reality of a shortage now. Yet, for whatever reasons—capitalist conspiracies, short-sighted energy policies, or whatever—there does seem to be a very real gap between our energy supply and demand.

Richmond College is an assemblage of the intellectual leaders of the community, or so one would like to believe. What has been our response to the national government's plea to take measures aimed at ameliorating the impending crisis? What have we done to serve as a model for the less civic-minded or socially responsible in our community? Precious little, I'm sorry to say.

We light our buildings as if it were a guide to the ships at sea. In addition to lighting empty offices visible to the public late into the night in a callous disregard of the waste of electricity (and scarce budgetary funds), we burn the lights in the corridors around the clock and through the weekends, though fortunately our neighbors cannot see them.

So much for electricity. What do we do with fuel oil? Besides overheating our building to the point that one needs winter clothes to travel here and summer clothes to wear on the job, we heat hot water to such high temperature that you run the risk of a serious burn when washing up in the john. (An exception to this is the hot water at the sinks in our staff kitchens where you can tell the hot from the cold only by reading the faucets.) Ironically, our relatively unsophisticated heating-cooling system uses more oil in the summer for air conditioning than it does in the winter for heating. So, if the oil crisis continues, we may find that this glass house which was designed to be air conditioned will be best suited for raising tropical plants next summer.

So, what's to be done? In the Registrar's Office we've met and discussed measures we can take to reduce our consumption of power. We've requested that Buildings and Grounds remove about half of the fluorescent tubes in our office (each fixture contains 4 40-watt tubes that may be disabled in pairs by removing just one tube, thereby effecting a savings of 80 watts per fixture). We turn off the lights in our smaller offices when not in use. We turn off our typewriters between typing jobs. We don't routinely turn on our xerox machine in the morning, but wait until we have our first xerox job. We turn off the blowers when we're too warm instead of opening our windows, although frequently it is necessary to do both because of chronic overheating.

MINUTES FROM RCA

RCA Meeting-November 16, 1973

The second meeting of RCA was held in the library conference room at 2:30 p.m.

- Member in attendance:**
 Brinda Faust Ed Meritt
 Lori Glincher June Mosca
 Eileen Hamlet Paul N. Nelson
 Anthony Haynes Pablo Suarez
 Patricia F. McGinis Ricky Viet
- I. The agenda for the second meeting was as follows:
 1) Engineering Society-Service Contract (WANG)
 2) Richmond Times-Funding Staff
 3) IEE Astronomy Club-Telescope
 4) Response to letter to SICC-(See minutes RCA Nov. 8, 1973)
 5) Report on Student Loan

We've moved four Saturday classes to other days (why heat the whole building for only 4 classes?) We briefly toyed with the thought of holding no 8:00 p.m. classes to enable us to turn down the heat earlier each evening, but since we have 16 such classes scheduled for the spring term, we decided to cross our fingers instead.

Some schools are scheduling a holiday from mid-December to mid-January. Richmond should seriously consider reverting to the calendar we unofficially followed last year so we can end classes before the Winter Recess, combining that vacation period with the inter-session break. Then, if the College could work out with the appropriate unions a way to close for a couple of weeks, we could conserve a considerable quantity of fuel in the dead of winter.

Maybe this is over-reacting and unless the situation is much worse than we've been told—though some say it is—such drastic measures may not be necessary. There are, however, several simple steps we might take. Let's cut back on the heating in the building—cutting it back to only 75 degrees or so. Let's reduce our consumption of electricity (and some eye strain) by reducing the fluorescent lighting in the building to a level consistent with getting around without the use of canes. And for Con Ed's sake, let's reinstall the regular wall switches on our corridor lights and turn them off on weekends, holidays, and at other times when they're not needed. But the history of institutional response to crisis—even intellectual institutions—leads one to the pessimistic conclusion that none of these things will be done until the threat of a complete collapse of our energy distribution system is so real that we will be ordered to do them. The question is—will it then be too late?

ray hulsey

6) Shanti Food Conspiracy-Funding for Products

II. A member of the Engineering Society present the proposal for a contract for full coverage maintenance for the 452 calculator (WANG) and reader which would cost \$130.00. He explained that the WANG was used by approximately 190 students and was always available for student's use. The motion was passed unanimously.

II. B) The engineering Society also asked for prepunched program cards that would assist the students with the WANG (cost \$40.00).
 Passed: 4-pro 2 con 2 abstain

III. Bob Millman (Editor in chief of RT) explained that a lot of work goes into producing Richmond Times and some of the people worked extra hard. Mr. Millman ask that the Editor-in-chief and the Managing editor be funded salaries. These would total for the whole school year,

\$1560.00. He also added that this should be kept for future editor-in-chief and managing editor. When asked why hasn't the financial aid office cover this load he explained that because of a suit brought against RT that the FA refused to fund them. The motion was passed with 6 Pro and 1 abstain.

IV. A member from the IEE requested allocation for a special telescope for sighting the comet that is scheduled to appear thru December (the cost \$360.00). It was passed: 3-pro, 2 con, 3 abstain.

V. A motion was called by RCA to discuss and change the status of the Treasurer for the by laws states that he/she does not have a vote on the Executive Board. It was found out that a meeting had to be called that had to have about 200 signatures, of the student populations in order to amend the by law.

VI. A response to the letter sent to SICC was distributed to the RCA members.

VII. Because of the length of the report on student loan. It was agreed by RCA members to carry it over to the next RCA meeting (DEC 6).

Student Teaching Waiver

The Division of Professional Studies Admissions and Standing Committee wishes to call your attention to the possibility of students receiving academic credit and a waiver of the student teaching requirement on the basis of appropriate life experiences.

Application forms for paraprofessional and non-paraprofessional students may be obtained in Professor Silvernail's office (Room 730).

Your help in publicizing this information among the student body would be greatly appreciated.

BUSINESS OFFICE STATEMENT

NOTES TO FINANCIAL STATEMENTS AS OF JUNE 30, 1973

expenditures to the applicable activity in the year granted.

Note C - The Association derives revenues under certain agreements entered into with the operators of the College cafeteria and bookstore. It is the Association's policy to remit to the College 20 per cent of such revenues, which funds are used by the College to repair, maintain and replace fixed assets of the cafeteria and bookstore. The remaining 80 per cent of such revenues has been designated by the governing board as restricted for purposes related to the operations of the cafeteria and bookstore as may be directed at the discretion of the City of New York. Such funds accordingly are not currently expendable for other operating purposes.

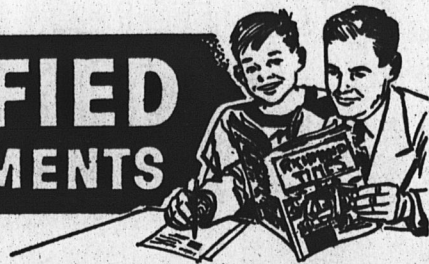
Note D - The Association has disputed a claim aggregating approximately \$6,500 relating to the printing of the 1971 College yearbook. No provision has been recorded for a possible liability which may arise from the foregoing dispute. In the event that the ultimate resolution of the claim is unfavorable to the Association, it is the Association's intention to allocate any charges equally among its three unrestricted funds.

Note B - Grants for various student activities and programs include expenditures for certain materials and equipment which may have economic lives in excess of one year. It is the Association's policy to charge such

STUDENT ACTIVITIES GRANTS		STUDENT GOVERNMENT AND CLUBS GRANTS	
FOR THE YEAR ENDED JUNE 30, 1973		FOR THE YEAR ENDED JUNE 30, 1973	
Program		Club - Activity	
College Work Study Program	\$7,229.02	Amistad	\$1,766.91
Community and College Activities	1,149.02	Anthropology	500.00
Dean's Fund	100.00	Attica Brigade	493.15
Freshmen Orientation	354.11	Artists Anonymous	493.59
Graduation Expense	12,947.37	Committee of Majors	2,365.07
National Defense Student Loan Program Contribution	10,000.00	Community Center	1,506.94
Student Accident Insurance	4,788.40	Community Workshop	500.00
Student Identification Cards	716.00	Computer Science	420.00
Total	\$37,283.92	Creative Experience	499.86
R.C.A. BOARD OF DIRECTORS GRANTS		Engineering Society	1,742.32
FOR THE YEAR ENDED JUNE 30, 1973		Gay Men's Collective	510.56
Program		I.E.E.E.	435.40
All-College Institute	\$8,868.34	La Asociacion	1,116.42
Day Care Center	7,285.00	Les Montage	1,602.00
Humane Alternatives	9,631.29	Lesbian	500.06
Student Aid Supplement	2,006.19	Media	1,076.03
Student - Legal Counsel	960.00	Music Society	734.83
Student Party	3,300.29	Newman	1,054.00
Trip to Africa	9,120.00	Open Education Network	495.35
Women's Self-Help Clinic	1,550.00	Outdoor	743.41
Rent - Student Clubs	4,350.00	Photography	500.00
Student Loan Program - provision for estimated uncollectibles	4,000.00	Political Science	470.13
Other	853.10	Psychology	827.63
Total - Exhibit B	\$51,924.21	Richmond Times	11,508.06
		Sociology	75.00
		Sports	500.00
		Student Council	12,134.63
		Tennis	600.00
		Veterans' Association	289.05
		Women's Liberation	1,480.00
		Yearbook	6,978.22
		Total - Exhibit B	\$53,918.62



CLASSIFIED ADVERTISEMENTS



FREE CLASSIFIED ADS

RIDE NEEDED

NEED A CAR RIDE TO CONEY ISLAND OR ELSEWHERE IN BROOKLYN FROM RICHMOND ON MONDAY EVES. 6:30

ADELE 266-6313

TIRES

SNOW TIRES - 2 Volvo (Michelin Brand) BEST OFFER

Please call SHERRY CL 9-8635

DRUMMER

Our Last Drummer

had a 200 lb. beer belly, our bass player kept falling down drunk, we left a trail of beer cans everywhere we played, and at St. Joseph's they said we were the grossest thing they ever saw, and the loudest!

If you think you can replace these guys and you want to play the blues (J. Giels, Jeff Beck, Jonny Winter) and you have your own equipment (Large) and soul, call these numbers: Fitz-448-7775, Charlie-FL6-0515 after 6:00 p.m.

RECITAL

Organ Recital, Sun. Dec. 9, at 4 P.M., Calvary Presby. Church, Castleton and Bement Aves., S. I.

Rollin Smith presents MUSIC FOR ADVENT. ALL WELCOME.

APT. FOR RENT

Quaint 3 room attic apartment—free heat, gas & elec.—Share bath—Ideal for quiet female student—Excellent transportation & neighborhood. Rent negotiable. Call 761-7154 between 12 p.m.-8 p.m.

YEARBOOK

Anyone interested in submitting plans for the 1974 Richmond Yearbook please do so by Dec. 3rd. Submit your budget proposal (not in excess of 6,000 beans, unless you have a wealthy relative willing to pick up the balance) to the Student Government office-room 542. All proposals will be considered.

OCCULT

ANSWERING YOUR PERSONAL QUESTIONS!

Find out whom your future spouse will be, or your next best friend, or even employer. Find out how many children you will have. Find out, also, what city or place you will be most apt to visit on your next trip. Have your yes-no questions answered, as well! All this for a reasonable price. Ask for Kitty-761-3376. Available all evenings and all day except on Mondays, Wednesdays, and Fridays.

DISCUSSION

Join us in the discussion of Regis Debray's THE CHILEAN REVOLUTION: ; CONVERSATIONS WITH ALLENDE.

A Vintage Book, 1971, \$1.95. Available at the R. C. Bookstore.

DATE: Monday, November 26. TIME: 2:40 P.M. PLACE: OLD BOOKSTORE AUD.

ALL WELCOME.

Social Sciences Group 1.

PEACE CORPS

The Peace Corps needs over a hundred TESL teachers for Thailand. Training starts Jan 74. Train teachers, design curriculum, write guides, classroom teaching. Must be US citizen. Apply now. For information call or write Jim Block, ACTION 26 Federal Plaza, NY 10007 (212) 264-7123.

MAKE MONEY?

Money — We can tell you how to make good money in a very short time. IF you're willing to trust us then we're willing to trust you with our very brilliant and original money-making idea.

Send a stamped, self-addressed envelope with one dollar to:

152 West 42nd St.
Room 504
N.Y. N. Y. 10036

Send check or money order, cash at own risk.

MASH

A WORK-CREDIT-EARN PROGRAM

M.A.S.H. (Mobilization for Adolescent Student Health) is an Urban Corps-CUNY program which enables college students to work in District Health Centers and the City's High Schools coordinating "intensive health assaults" aimed at high school youths. MASH interns will deal with problems such as V.D., birth control, drug addiction, and other serious problems. This program offers a field experience which carries a year's college credit as well as a stipend of \$2,000. For more information see Ilene Singh, Room 914, in the Office of the Dean of Faculties.

INTERNSHIPS

CONSUMER ADVOCATE PROGRAM

A one-year program with the Department of Consumer Affairs for college students offers an opportunity for an academic year of college credit plus a stipend of \$2,000. Known as CONSUMER ADVOCATES, this Urban Corps-CUNY program will select twenty students, who under the direction of a legal staff, will maintain two neighborhood consumer complaint centers in the Bronx and Brooklyn.

See Ilene Singh, Room 914, in the Office of the Dean of Faculties, for more information.