

The RICHMOND TIMES

of the City
University of N.Y.

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May 5, 1975

Beame Proposes Crippling Cuts

by Garry Tanner

A City University budget cut of 69.7 million dollars for school year 1975-76 was called for by Mayor Beame on April 23. The proposed cutbacks include increased general fees for undergraduates from \$35 to \$90, for graduate students from \$50 to \$90, increased graduate tuition fees from \$45 to \$75 per credit and the elimination of all special services provided to SEEK students.

The Board of Higher Education has the statutory responsibility to make such policy decisions as these. Therefore the mayor's recommendations must be implemented by the Board before they become law.

The general fee must be added to the student activity fee in order to compute the consolidated fee. Up to Spring 1975 the consolidated fee at Richmond for undergraduates was \$59 (\$35 general fee + \$24 student activity fee). The consolidated fee would rise to \$114 (\$90 general fee + \$24 student activity fee). For graduate students at Richmond the consolidated fee was \$74 (\$50 general fee + \$24 student activity fee). The consolidated fee would rise to \$114 also (\$90 general fee + \$24 student activity fee).

Furthermore, eight hundred and forty-nine full time teaching positions would be eliminated. Teaching hours would be increased by one hour a week, from eleven hours to twelve, reducing the hours for adjuncts by 11,000. This means the loss of no fewer than 1500 adjuncts.

Mayor Beame called his cutbacks of all city services totalling 323.75 million dollars, "the most stringent in the city's history".

The Chancellors Response

Chancellor of the City University Robert Kibbee issued a statement on the Mayor's actions on April 27. Regarding the \$69.7 million proposed reduction Kibbee responded by saying, "If implemented this reduction will permanently alter public higher education in this city as we know it today". In regard to proposed cutbacks in the SEEK program Kibbee stated that, "The reductions proposed in the SEEK Program would destroy that educational program". And of the increased fees which he thought "many will construe as tuition" he observed,

"The suggested increase in student fees strikes at the very heart of City University's 128-year tradition of providing the citizens of this city with access to quality higher education, the tradition of never judging a person's educational ability by the amount of money in his or her hand."

The University Student Senate and the Professional Staff Congress demanded that the Board of Higher Education assert its statutory responsibility by defying Mayor Beame's request for \$69.7 million in budget cuts. The demand was contained in a telegram sent to Board of Higher

Education Chairman Alfred Giardino on Saturday, April 26.

On April 25, Alfred Giardino, Chairman of the Board of Higher Education issued the following statement on behalf of the Board:

"Given the budgetary problems of New York City, Mayor Beame has requested that substantial reductions be made in the City University budget beginning July 1, 1975. Although our Board fully understands the City's plight, we are shocked by the size of the proposed reduction of \$69.7 million in our forthcoming budget. Since there will be at least 9,000 more students in September over current enrollment as a result of the economic recession and other factors, such a budgetary reduction at a time of student enrollment expansion is double crippling to our educational programs.

"Until we know what the full budget available to City University will be, it is not possible to have an effective review of our programs. However, our Board is most concerned about any suggested reductions that relate to specific programs or basic University policies. Only the Board of Higher Education has the authority to make those decisions. The basic policies of the University and its educational programs must remain solely within the discretion and jurisdiction of the Board.

"As soon as we have a clearer idea of the actual 1975-6 budget and in recognition of the general financial plight of the City, our Board will continue to address itself diligently to the question of appropriate economies."

The city budget is scheduled to be announced on May 15 for fiscal year 1975-76 which begins on July 1.

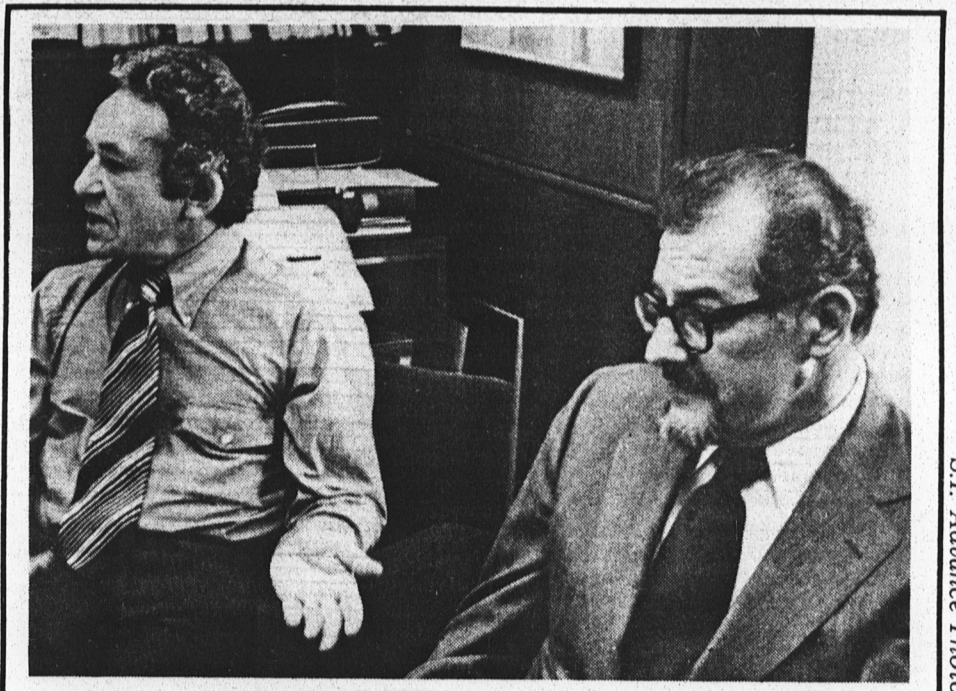
2000 CUNY Students March

Close to 2,000 students gathered spontaneously at the Board of Higher Education meeting at 80th street, April 28. About 75 students were allowed inside but most had to remain outside during the course of the meeting.

The students loudly and angrily

POSSIBLE CUNY FEE INCREASES BY CATEGORY

CATEGORY		Current Rate Per Semester	Rate Last Changed	Proposed Per Semester	Estimated Annual Fee Receipts (In Millions)
I. Increase General Fee for day Students	(CC: Community)	\$20	Prior to 1969	\$70	\$ 5.1
	(SC: Senior)	35	June, 1969	90	11.0
II. Increase General Fee for Evening and Summer Students	(CC:	\$10	1969 or Prior to 1969	\$35	\$ 1.9
	(SC:	17		45	3.6
	(GRAD:	18		45	.3
					\$ 5.8
III. Increase Tuition		\$45	June 1970	\$75	\$10.5
IV. Increase Under- graduate Tuition (Non-Matriculated Students)	(CC:	\$15/Crd.	Prior to 1969	\$25/Crd.	\$ 2.6
	(SC:	18/Crd.		25/Crd.	3.1
					\$ 5.7
TOTALS					\$40.50



Presidents William Birenbaum of S.I.C.C. (left) and Edmond Volpe of Richmond discussed the budget cuts at a joint press conference.

displayed their feeling that the budget cuts are totally unacceptable by chanting and pounding the windows of the Board building.

At a joint press conference held April 28, the presidents of the two City University colleges on Staten Island, Dr. William M. Birenbaum of Staten Island Community College and Dr. Edmund L. Volpe of Richmond College, expressed their grave concern regarding Mayor Beame's proposed budget cuts and fee increases.

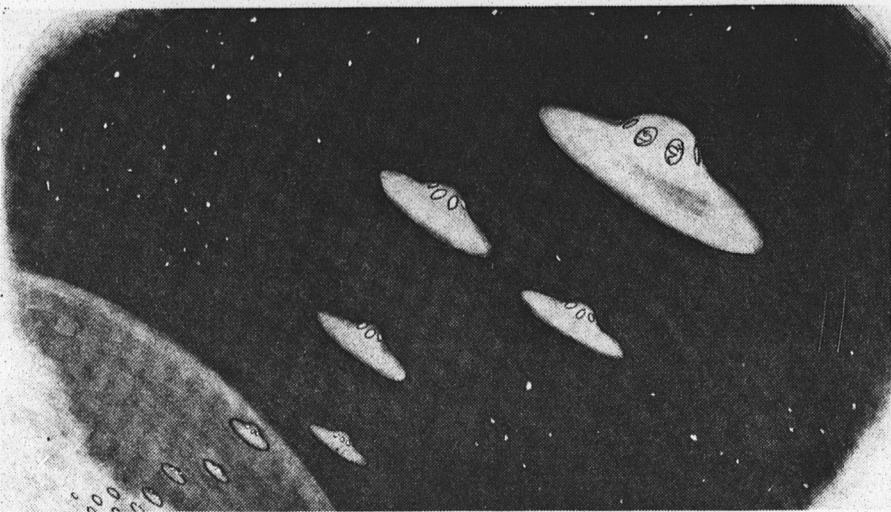
University Student Senate Chairperson Jay Hershenson emphasized the fundamental strategy that the Senate has followed since the twenty million dollar cuts from the 1974-75 CUNY budget came in January, and will continue to pursue in the present situation. The senate will demand that the Board of Higher Education use this strategy as its response to the mayor.

The mayor should be told that the City University will accept no cutbacks whatsoever. It will not be put in the position of debating over whether its prerogatives to decide budgetary policy have been usurped by anyone including the mayor. It will, therefore, not be caught up in a debate over rules.

They expect the Board to press for alternate sources of funding. These would come from the state and the federal government. They also support a total restructuring of the way city bonds are sold. They call for bonds to be sold in lower denominations than they presently are. Presently the smallest denomination of a city bond is \$5,000. This should be lowered substantially so that citizens could purchase them. This would lower the rate of interest charged the city.

Continued on p. 7

Focus On Engineering And Computer Science



by Barbara McBee

The faculty is pessimistic, the students are shortsighted and the future is uncertain. But the engineering and computer sciences are holding their own, and may be among the disciplines of the future at Richmond.

In terms of numbers the Pure and Applied Sciences Division lost least in the recent faculty firings: five of eight were given tenure. Surviving faculty members don't see the administration "going after" their division. Yet even some of those who have tenure are uneasy with present trends and confused about future directions.

Jane Coffee and Ercument Ozizmir of the mathematics faculty both see the growth of mathematics linked with computer science, engineering and applied math. Leonard Winker of the engineering department sees a continuing emphasis on engineering science rather than more specialized areas, because more jobs are available in less specialized fields, and an increase in engineering students through industry-related programs like the Con Edison program.

An upgrading of facilities for computer science courses has taken place in the past year. The new equipment purchased in September 1973 includes a hookup to the central computer at the Board of Higher Education, and enables students to work in any computer language. The computer room has recently expanded to two additional rooms in the basement of 130 Stuyvesant Place. Henry Morey, coordinator of computer services, describes the facilities as "more than adequate," with the potential to attract new students to Richmond's computer science program.

Yet it is difficult to reconcile these views of the future with what is going on now.

Yet it is difficult to reconcile these views of the future with what is going on now. The firing of Elaine Weyuker doesn't jibe with an increased emphasis on computer science. A glance at the Spring 1975 schedule of classes reveals that Weyuker will be teaching half of the computer courses being offered. President Volpe has said that he wants to hire two senior people—Ph.D's with experience in the field—to replace Weyuker. But there is a lack of available people with scholarly reputations in the computer science field, and the demand for them at other schools is high. One faculty member suspects that Volpe may appoint these people himself, and that two senior people may be "at odds politically." Surely, however and whenever they are found, two senior people will cost more.

George Vachtsevanos, the only engineering professor fired, has been the primary organizer of the Con Edison faculty teach evening courses to Con Ed employees in the company's offices and plants. Many details of the program have yet to be ironed out, including the exact kind of degree that will be offered. Volpe has told Con Ed that Richmond is committed to continuing the program. But Professor Vachtsevanos doesn't see anyone else willing to devote the time and energy that he has to coordinating it.

In addition to the firing of Weyuker and Vachtsevanos, there has been a decrease in the engineering science faculty in the past few years. The Spring 1975 schedule of classes lists twenty engineering science courses; eight have instructors "to be announced." This means that adjuncts will have to be hired, the courses will be taught at night, and there will be less possibility of student-faculty contact. In light of the city's recent budget crisis, even the hiring of adjuncts may not be possible.

There has also been a problem with budget allocation for engineering science. The money is there to be distributed within the Pure and Applied Sciences Division. But there is no money available for engineering equipment; it was spent to fix the plumbing in the Chem-Bio building at 50 Bay Street.

More important than specifics such as these, there is a feeling of uneasiness about the future of the school in general. Several professors talk nostalgically about the creative atmosphere and camaraderie among the faculty that used to exist here two years ago. The present administration, described as "monolithic" and "arbitrary," has not followed precedent in determining tenure. The faculty

doesn't know the "rules of the game." Their recommendations have been ignored, and some are convinced that their colleagues were fired for "political" or personal reasons impossible to combat. There has been a splintering of the faculty along divisional or departmental lines; each discipline is "looking out for its own." There is a feeling of helplessness, and an attitude of "Why bother?"

Some faculty members feel that change must come through discussion among faculty and among students, and that nothing will change all of a sudden through shouting. Professor Ozizmir, for example, feels that it will take some years for the trends of arbitrary administration and closed, tense atmosphere to reverse themselves, if indeed they ever do. Others think that

students are right in wanting to stop bad changes before they happen, and that "somebody has got to do some screaming and shouting" to stop things from going bad.

Professor Vachtsevanos, in an admittedly biased opinion, describes the future as "bleak" under the present administration. Elaine Weyuker, in declining to discuss the future of Richmond, implies that she thinks she was fired for "political" reasons and that the deck is stacked against positive change by Volpe and the Board of Higher Education. Both have filed grievances but neither has much hope of success.

...there is a feeling of uneasiness about the future...

Students in the engineering science and computer science programs have the same doubts and dissatisfactions as the faculty and some of their own as well. In engineering science there is a lack of senior electives, specialized courses and courses in mechanical and environmental engineering. One electrical engineering student says he is "practically forced" to go to graduate school to get the professional background he needs.

An engineering degree from Richmond College is of questionable value, and this concerns the students. By an "agreement" with City College, Richmond does not offer an engineering degree, but only one in the less specialized field of engineering science. The credit requirements at City are higher, and the general feeling is that City is "harder"; but a degree from City is worth more for graduate school acceptance and on the job market. A Richmond engineering science graduate applying for a junior engineering position with New York State was told that his degree was not acceptable. The Richmond engineering science program is not accredited by the ECPD, a professional organization. Accreditation would make the Richmond degree more valuable, and would enable graduates to take licensing exams without a waiting period of employment. Yet many students come here from as far away as Nassau and Suffolk because Richmond is a small school with more personal contact and a more diversified program.

When asked, students will tell you that the future of their programs is "pretty bad": teachers are being fired, courses are being cut. They vaguely blame the administration. One says, "I resent Volpe for interfering with my education. He seems to be getting rid of all the good teachers."

But the students admit that they wouldn't have cared so much about the firings if their disciplines hadn't been effected. Most are concerned with passing their courses, graduating and getting jobs, and think about the future of Richmond only as it effects their own lives. A few years ago engineering

Poet Hass At Richmond

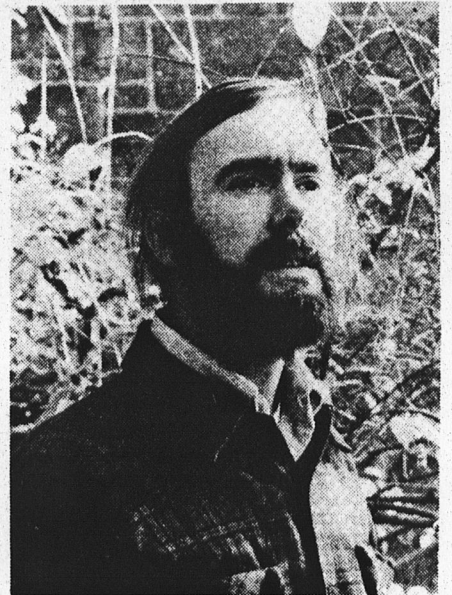
by Gordon Matheson

Robert Hass, author of *Field Guide*, the winning volume in the 1972 Yale Series of Younger Poets competition, read from his work on Wednesday, April 23 at the Richmond College Hall, in the concluding event of the '74-'75 series.

Hass, a native Californian living and teaching in the Berkeley area, writes poetry that is very closely connected to nature. Stanley Kunitz, who judged the Yale competition, said of him, "Reading a poem by Robert Hass is like stepping into the ocean when the temperature of the water is not much different from that of the air. You scarcely know, until you feel the undertow tug at you, that you have entered into another element. Suddenly the deep is there, with its teeming life... *Field Guide* is an event as much as it is literature."

In a subdued voice and shunning the microphone after his initial discomfort with it, Hass read unexpressively from *Field Guide* and then moved into reading a new unpublished poem called "Songs to Survive the Summer." This poem had its genesis in his trying to explain death to his three year old son, Luke. It was when he ended the reading with his translations of Haiku poems by a nineteenth-century Japanese poet, Kobayashi Issa, that Hass captured the audience with his delightful personality. His sense of awe and pleasure as he read these simple but universe-containing poems was infectious.

The series of readings which, with the exception of theater, is the only continuing cultural event at Richmond College, deserves better support. Thanks are due to Professor Herbert Leibowitz who secures the authors and knowledgeably introduces them in a labor of love.



Robert Hass

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Where Can You Find Someone To Listen To You Around Here?

"Becoming the author of one's own existence"

—Ro King

By Jane R. Dorlester

I would rather pick my belly button than write this story on the personal counselors I interviewed from the counseling center on the fifth floor, Main Building. I feel a tremendous pressure to say everything that is important to Ro King, Lucy Slurzberg, Bruce Vogel (the three personal counselors) and myself. Realizing that impossibility, I will begin.

First of all, my experiences with the counselling center has been very positive. Through the therapeutic process, I have gained a new awareness of myself. Technically, this is called personal growth. Ro defined it rather poetically as "Becoming the author of one's own existence."

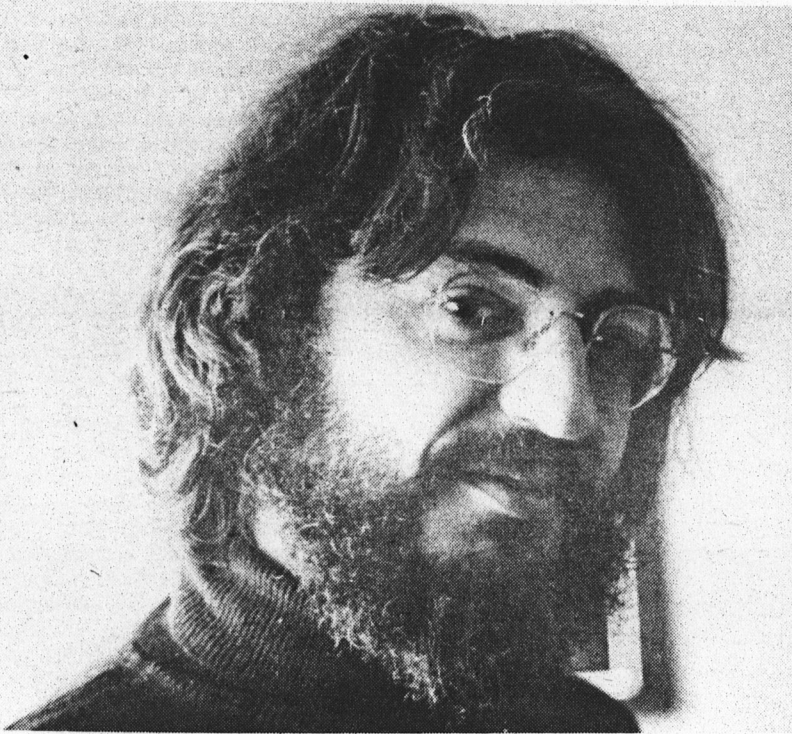
Is this too vague? Well, more specifically students come to the counselling center with problems like identity crisis, trouble separating from parents, fear of intimacy, lack of direction in their lives, sexual problems, choice of sexual life style. Students who seek out personal counseling are not

well as an atmosphere they create to work. Ro has no desk in her office. A student may sit on two comfortable chairs or pillows on the floor. You decide on the distance. Ro will always sit at the same level as the student or as she prefers to say: "the person I'm seeing." This shows equality in the relationship and "a partnership in discovering what you want."

This is the place you can say anything and you won't get in trouble. Everything that is said is kept confidential; no records are kept. Yet Ro has an excellent memory and remembers details from many sessions before. Through her skillful insight, she is able to give you valuable insights about yourself. Ro establishes eye contact with the person she is seeing and assumes a posture of attentiveness. She concentrates on small steps of growth which make changes in the now. For example if a person has trouble in speaking out in a group, their first step wouldn't happen in a large group of people. A smaller group would be a better place to start.



Ro King



Bruce Vogel

believes every person has the right to explore who they are. She uses many approaches for exploration into fantasy. Fantasy is an exercise where the student relaxes, following Lucy's auto-suggestions and gets in touch with their fantasies. Artwork is another road to the unconscious. Many times, Lucy will ask a student to practice what she or he has learned from a session, in order to help them internalize this new awareness of themselves. For instance, a student may have them internalize this new awareness of themselves. For instance, a student may have gotten in touch with a lot of anger that they were holding in for awhile. Going home, closing the door of their room and pounding on a pillow with clenched fists may release more of the bottled up anger.

Besides individual counseling, a student may join a group. Here you can get important feedback on how you interact with other people. Mixed groups of men and women are also an excellent way to see sex roles. Lucy observes in one personal growth group, that men are not as verbal and emotional as the women about their feelings. The women are not as confident about the strengths of their bodies and skills requiring their hands.

She continues, "positions are not as advisory as they once were and there is an honest trade off of skills." Other groups on topics are also available. Starting soon will be a group of graduating seniors.

All the counselors would like more students and faculty to know about their services. Ro and Lucy are particularly interested in going into the classroom, thus integrating the academic with the personal. Bruce would like to use the resources of New York City to have speakers and programs at Richmond. Outside Richmond College, each counselor is involved in other work. Ro is teaching a course at the Women's School on the "Dynamics of Success." Bruce is a therapist at the New York Center for Sexual Guidance and Lucy is doing research on Women Alone and is co-founder of ONAWNA, a Feminist growth center located in Staten Island.

In addition to the personal counselors mentioned above, there are also two academic counselors who are prepared to advise students on any academic problems that they may have. It is not too early, for students who think they might benefit from it, to begin thinking about starting short-term counseling in the fall.

sick. They are okay. But they want to actualize their potential. As Bruce Vogel generalized, "Many students have performance anxiety and need to learn how to best deal with this anxiousness."

Are you a victim of performance anxiety? An example is ending each term with incompletes and feeling overwhelmed yet not being able to do any work.

Okay, you have admitted to yourself that you're not perfect, consequently, you have decided to grow. You make an appointment at the Counseling Center for an intake session. Each counselor runs the sessions similarly but with different emphasis. Basically, they all gather a lot of information about you, focusing on the here and now (the past only relates to the present). Why are you here? How do you evaluate your weakness, family structure, strengths, etc? Lucy takes a detailed account of a student's "body system." She strongly believes that a physical ailment may be a reflection of a problem in the psyche.

After the intake, short-term counselling begins, usually on a weekly basis. Of course, characteristically each counselor has their own technique as

Bruce believes, "we are in control of whatever is wrong." There are neurotic and healthy needs; they need to be defined, separated. This is frightening. Bruce is aware that the person may be feeling apprehensive. He lets the person know they are being understood and communicates a sincere desire to help. Bruce does a lot of work on "how to deal with performance anxiety." One approach to anxiety he uses is Behavior Technique. If a student is having a great deal of trouble writing the beginning of a paper, than Bruce suggests to start with page two. The feedback Bruce has gotten about himself through groups and week-end marathons he co-ordinates is that he is easy to trust and at the same time very demanding.

Lucy has a bright yellow wall in her office. She feels her office "doesn't represent any other part of Richmond College." it is very casual and comfortable with cushions on the floor and a soft couch. She does a lot of body work with mirrors because students, after going through almost 15 years of schooling know how to intellectualize their emotions away. The body does not lie behind words. Lucy



Lucy Slurzberg

In Search of the Demon



Vietnam Veterans Against the War

by Michael Dempsey

In the last issue of Richmond Times the story was set straight on Vietnam. That article, in conjunction with the events of the last few weeks, unleashed a bitter and confused anger, a purposeless and misdirected hatred that continues to overpower my consciousness. From whence did this horror spring? At first I decided I was just pissed off because of the photo that ran along with the article. It was a picture of a veteran's demonstration, a demonstration that I was privileged to help organize. But that picture was more than an image to me. It represented an honorable and unequivocal statement against the Vietnam War. It was an anguished cry from the people who knew the REAL story. It was also a procession of despair for our 50,000 dead brothers. Unfortunately, the gesture was a futile one for the War raged on for two more years. Our effort coincided with the VVAW drama in Washington D.C., a unique and powerful moment in the history of this country. The apathy of the American people to our brothers in D.C. was a carbon copy for our impact on Staten Island. We were ignored, we were cursed at, we were mocked. But in spite of the futility, I had always felt that our demonstration represented one of the more noble periods of my existence. To see a photo of that experience in the middle of an article congratulating the very people who killed my brothers ignited my rage. I experienced it as an insult to both the living and the dead. *But why?* I have for a long time felt that we had no business in Vietnam. Since 1968 I have worked and demonstrated for an end to the insanity. Does my anger spring from the juxtaposition of my emotions and my beliefs? Intellectually I feel fulfilled, by my emotions continue to seethe.

*John Wayne movies, toy soldiers,
history class for Christ Sakes!
Capes and plumes and glory.*

Stereotypes are bullshit; this scene was somehow different But look . . . you've become a stereotype: a junkie, a war criminal, a time bomb of some kind.

Fuck it! I'll get a job, forget the whole thing. No job . . . the cat who interviewed me looked scared and suspicious . . . maybe some funny numbers on my discharge. How about school. The GI Bill! College of your choice and all that jazz. But this isn't the case. Not like with my old man with the Jap scars after World War II . . . rent, food, clothing, tuition, books . . . all that good shit, on \$175 a month? Somebody fucked up . . . do it anyway. Five years later . . . fought the VA, fought the Congress, pleaded with the populace . . . all to no avail. 50,000 dead brothers, countless more maimed . . . still no jobs, no school. I begin to realize the irony of my position. I begin to realize that perhaps I was a fool.

Picked up the Daily News today . . . headlines read "Da Nang falls to Reds" . . . four years of my existence suddenly becomes meaningless . . . but that cannot be! It could not have been in vain, the price was much too high.

Picked up the Richmond Times today. Saw the heartiest, comradely congratulations conveyed . . . I am enraged. The demon has run full circle.

I cannot even now identify the source of my rage, for it touches every facet of my consciousness. It is truly a demon of staggering proportion. I have tried to track the monster down but he escapes me at every turn.

Perhaps now I can identify the demon. It can be seen as an irrational madness with no substance in the world of reality. Once understood it could surely be resolved. But further reflection shows me that the picture and the article, and my response to them, were only the furthest evolution of the monster. My anger served merely as a shroud, as a sentinel for Pandora's Box . . .

Little boys kneeling, trying to make each other laugh, or burp or fart. Nuns walking, hawklike, ever ready to inflict pain . . . white shirt, blue tie and trousers . . . from the time I could walk I've been wearing a uniform.

I see the scars on my old man's chest. He tells me that a Jap stabbed him four times in the War. The War . . . good guys and bad guys. We are the good guys . . . John Wayne movies, toy soldiers, history class for Christ Sakes! Capes and plumes and glory. But then, somewhere along the line, girls interrupt the move . . . high school, beer, unhooking bras. The challenge of war seems remote but still it lives because somehow the penis becomes the sword. More girls, more beer, ho hum. Hey, there's a war on! I can kill gooks, with my uniform, with John Wayne . . . with my penis. I'm 18. I'm a man. What better place for a man, hell, a warrior, than the Marines. Gung Ho was the sign above the madhouse. It cannot easily be described . . . it was, at best, endured. Vietnam, hot and deadly . . . the madness continues. But now I'm short, 10 days and the hook! Welcome to Treasure Island. If you guys don't give us any shit, you'll be out of here in a week. So it starts . . . visions of complete freedom dance in my carefully conditioned mind. At times the bitterness and hatred threaten to take control, but these feelings are quickly shelved for a mistake now could be fatal. Uncomfortable uniform, some stripes and ribbons—the booty from my questionable adventure, some paper, some cash and split.

Home . . . but things have changed. Your woman is no longer yours, probably never was. Friends are married, dead, unmoved. No glory, no cheers. What happened to the John Wayne movie?

What I have written here is ambiguous and perhaps bizarre. I doubt that the armchair radicals could understand. For that matter, I'm sure it would leave the Commander of the American Legion quite cold. No matter . . . the demon exists in every person who fought the war. My sketch is a personal one and I'm sure it does not apply to all Vietnam vets. But in order to set the story straight on Vietnam, in order to tell the whole sorry tale of the tragedy, it becomes necessary to include my demon.

The story in the Richmond Times was the final kick in the ass. It was the last segment in the circle of my frustration. There were no good guys in Vietnam. Two groups of frightened, helpless men killed and maimed one another at the insistence of their respective governments. Congratulations are not in order here. DEATH AND DESTRUCTION DESERVE NO TRIBUTE.

We're home now.

2,600,000

VETERANS OF VIETNAM

50,000 killed

23,000 totally disabled

331,000 partially disabled

1,000 MIA's

"Forget it,"

WE WERE TOLD.

AND AMERICA FORGOT US.

PEACE WITH HONOR.

The Kindly Loveable Old Professor

by Don Hausdorff

(Ed. note: For those few of you who may have wondered why this column has not appeared lately, the Professor has been away on a Presidential fact-finding mission. He found several facts. Unfortunately, all of them were already recorded in the *Zip Code Directory*. He wishes to thank the following columnists who substituted for him during the past few months: Jack Anderson, Jeane Dixon, Rock Zito, Red Smith, Sylvia Porter, President Volpe, Judith Crist, and Joe Schwartz.)

As expected, letters have piled up during my absence. Most of them were thinly-veiled personal attacks on me or members of my immediate family, and I have shredded them and fed them to the pigeons in 350 St. Mark's Place. Here are the few letters worthy of response.

DEAR KINDLY:

ISN'T IT TRUE THAT THE NAMES OF THE SUBSTITUTE COLUMNISTS LISTED ABOVE ALL ARE PSEUDONYMS, AND THAT YOU WROTE ALL OF THOSE COLUMNS?
—Astute Student

Dear Astute:

Almost, but not quite. "Joe Schwartz" is a pseudonym used by President Volpe; "President Volpe" is a pseudonym used by Rock Zito; and "Rock Zito" is a pseudonym used by Chancellor Kibbee. The others, as you guessed, are mine. This may be confusing to some readers, but that's show biz.

DEAR KINDLY:

I SEE BY THE PAPERS THAT RICHMOND COLLEGE CHANGES FROM A PASS-FAIL TO A LETTER-GRADE SYSTEM NEXT FALL. DOESN'T THIS CHANGE REPRESENT REVERSION, REGRESSION AND REACTIONARY RETREAT?
—A Freedom Lover

Dear A:

On the surface, it might seem that way. As one digs a little deeper, it might still seem that way. I noticed, as I dug an awful lot deeper, that it continued to seem that way. So I consulted with Guru Mahashashlik Pneu, the 4-year-old omnisequal Assyrian dwarf, who currently is on campus to supervise the faculty search committees. The Guru said that fourth-world peasants have an appropriate saying: "Ngaha Gezzaa Gzint." This roughly translates as "He or she who bites his or her own nose feels pain." Got it?

DEAR KINDLY:

ACCORDING TO MAYOR BEAME, NEW YORK CITY'S BUDGET IS IN TERRIBLE SHAPE. HE SAID THAT THE CITY IS SEVERAL HUNDRED MILLION DOLLARS IN THE RED, AND THAT THERE WILL BE CUTBACKS, LAYOFFS, REDUCTIONS IN SERVICES, AND

LIKE THAT. DOESN'T THIS BODE ILL FOR RICHMOND COLLEGE?

—Sick With Fear

Dear Sick:

The Mayor is well-intentioned, but he is very short, like Alan Ladd and Calvin Murphy, and he underestimates the imaginativeness and resourcefulness of Richmond College's financial experts.

Among the potential sources of income are these: installing pay toilets in the bathrooms, and parking meters in the cafeteria; scratching the graffiti off the walls; setting up a Men's Hair Spray vending machine in that large vacant area opposite the elevators on the ninth floor; begging on the streets near the school; selling the one wastebasket that is located in room 821; investing the interest from the Faculty Flower Fund in Algerian oil stocks; kidnapping Cher or Sonny and holding them for 50 cents or a dollar ransom. In an emergency, we can always eat the pigeons at 350 St. Mark's Place. Relax: we have barely begun to tap the possibilities.

DEAR KINDLY:

THE OTHER DAY, AS I WAS EATING A COLD HERO SANDWICH, I LOOKED UP AND WAS ASTONISHED TO SEE SOME FELLOW FLITTING ABOUT IN DRAG, STREWING WHITE BREAD AROUND THE CAFETERIA. CAN YOU EXPLAIN THIS BIZARRE EPISODE?
—Puzzled

Dear Puzzled:

You saw no such thing, and I don't know why you are lying. Probably you are tied and tense, mayhap from studying too hard to gain admission to law school. I'd suggest you stop eating the cold heroes and try the baked children, with mashed potatoes and corn (\$1.45).

DEAR KINDLY:

WE SAW YOUR ANSWER TO THE LETTER FROM "PUZZLED" AND WE RESPECTFULLY BEG TO DIFFER. ALL 45 OF US WERE IN THE CAFETERIA AND WE ALL SAW THE SAME THING "PUZZLED" DID.
—45 Students

Dear 45:

I showed your letter to our Graphology faculty. They noticed the curious way in which you crossed your t's, and also some peculiar loops on your capital letters. They concluded, by a 9-4 vote, that the 45 of you are suffering from a mass delusion, most likely occasioned by frustrated pre-oedipal erotic yearnings and exacerbated by an excess of hot pepper in your lunch. They recommended that you try bacon-and-tomato on toast, with pickle on the side. If the delusions persist, see your neighborhood Dean.

Aside to "Hopeless": For a copy of my pamphlet, "What to Do if You Discover Your Mother in the Linen Closet with Six Perfect Strangers and How to Land a High-Paying Job Without Moving Off Your Rump," send me some money.

Letters

Looking Back

To the editor:

As this is my last semester at Richmond I would like to share some of my thoughts on life at Richmond with the whole college community. First I would like to thank all the fine teachers I had occasion to study under at my years at the college with special thanks to the following professors for their outstanding contribution to my education: Phyllis Chesler, Albert Auster, Barry Bressler, Paul Fisher, Robin Carey, and George Small. Special thanks also to Ed Merritt in Student Affairs for his work with the handbook and Bruce Vogel for his retreats at Holiday Hills. During my years at the college I have seen a number of changes; the telephone company left and student government claimed much of the fourth floor; apathy from both students and faculty rose to new heights; the grading system was altered and we received a new president. A few students tried to change the college for what we thought was the better and for their effort I would like to thank Garry Tanner, Benita Gross and Paul Nelson. I even feel President Volpe is helping the students by providing majors that will aid students in the job market.

Lastly, I would like to point out a few of the problems Richmond still has to overcome. First there is little community spirit at the college, most students seem to come in only two days a week and never see students coming in the other two days a week—no one seems to be here on Fridays. There is also a lack of organization here, people seldom know what the college regulations are in most cases.

My last complaint is aimed at the graduate program in guidance & counseling, which wasted a year of my time. Students who entered the program only last summer were allowed to interview students for admission into the program; the same students are also involved in evaluating fellow students field work and in effect deciding what grade a student will get. Bill Marsh, a teacher in the program had the audacity to offer his book of poetry for sale to the class during class time. Mr. Marsh who is being paid by the college to teach us six hours a week has seldom held class more than two hours a week. Mr. Gruberg and Ms. Seligman also only hold class for two hours a week, when the catalog credits them for teaching six hours in the classes I have taken with them. The professors in the program also have a rather odd way of evaluating field work: you are graded on the basis of how well a fellow student (in most cases someone who has taken only one or two classes more than you) thinks you are doing; there are no objective tests, no guidelines and no regulations. Their teaching hours seems to be wasting the city quite a bit of money and their grading policy seems arbitrary, vague and not very legal. I would urge President Volpe to investigate my charges as I intend to file charges against these people with the BHE. I also plan to get legal advice about getting a prorated refund of my tuition based on the hours they did not teach. If all the students in Mr. Marsh's class sued to get half their tuition back based on the hours he did not teach he could end up having to return over \$7,000 to his students from this semester alone.

Yours Truly,
Donald Loggins

Journalistic Ethics

To the Editor:

Accuracy in reporting is a basic requirement of journalistic ethics. Do not print quotation marks where no quote exists.

I would like it known that the words made up by Garry Tanner in my name in the April 14 issue of the Richmond Times are false and do not represent my views as I conveyed them.

Benita Gross

The Editor Replies,

Not once but twice Ms. Gross refused to even refer to the "quotation marks" and the "words made up by Garry Tanner", the latter time in the presence of at least two people. Specific written charges are a minimal requirement of any attempt to honestly clarify misquotation. Consequently until Ms. Gross comes forth we can only sympathize with her inability to pull her thoughts together.

New American Studies Program

The Richmond College American Studies program has announced two new courses for September. These are the first offerings in a new cooperative four-year American Studies program recently inaugurated by SICC and Richmond. The first is a team-taught course directed by an anthropologist and a cultural historian: "The Anthropology of American Culture and An Introduction to American Culture." The second is also team taught, this time bringing cultural history and literary criticism to bear on "American Popular Culture and the Popular Arts."

The cooperative American Studies program will offer all its courses in the evening. Students will be able to complete all four years of study in their major at night. The SICC-Richmond American Studies program aims at providing students with a background in American history and the arts, as well as an introduction to the social scientific study of American Culture. It is a preparation that students planning careers in law, government or business will find useful.

Both courses next semester will carry seven credits. Professors for "Anthropology of American Culture-Introduction to American Culture" will be William Edwarde of SICC and Richard Powers of Richmond. "Popular Culture-Popular Arts" will be taught by Powers and Edward Margolies of SICC. Richmond students will be able to register for this as 91.301 E and it will be held here at Richmond. More information may be obtained for Professor Powers or at the American Studies office in 811.

The Cultural and Public Affairs Committee is sponsoring a four-day Arts and Crafts exhibit in the Richmond College Hall, open only to the Richmond College Community. (Faculty, Staff, Maintenance, Students and Administration)

May 5th	from 1.00 PM to 7:00 PM
6th	11:00 AM to 4:30 PM
7th	11:00 AM to 7:00 PM
8th	11:00 AM to 4:30 PM



In Memorium

Allison Krause
Jeffrey Miller
Sandy Scheuer
William Schroeder

Murdered at Kent State,
May 4, 1970

Is South Beach A Smooth Move?

Eric Bahrt

In my previous article about the future Richmond College campus I quoted both Campus Planner Ken Klindtworth and Executive Assistant to the President Neal Kleinman as saying that restaurants and businesses and banks would open up in the South Beach areas as soon as the new college does.

But a map at Borough Hall clearly indicates that there are no commercial zones within six blocks of where the new college would be. Therefore it is questionable if anyone could find the space to build all of this in the future.

There are also other problems created by the location. In addition to the problems of housing and commercial space, there is the issue of climate. There have been complaints that the South Beach area gets especially cold and windy in the winter and it is noted for occasionally having floods which run all the way down to Hylan Blvd.

Robert Millman, former Richmond Times editor, quoted Mr. Klindtworth in the Dec. 1973 issue of the Times as having said that on one hand St. George was a dying area but on the other hand it was flourishing to the point where it would soon be too expensive for students to live there. Millman also pointed out that the City Planning Office totally denied Klindtworth's prediction that the ferry, which makes the St. George areas accessible to so many students, was about to go out of existence.

Alan Oser, head of the Forthill Civic Association, says that not only is Richmond College convenient for Richmond students, but added that the local St. George community has found

it most advantageous. He said downtown city colleges in the past have been built for no other reason than to help local businesses and restaurants prosper. He felt that those who wanted the college moved to South Beach were just interested in prestige and added that going to college in an urban area is more interesting anyway.

Some of the arguments which are being used in favor of keeping the college where it is are almost the same as the arguments being used for moving it. While some people such as Mr. Oser thinks that it is interesting to have a college a block away from where the State Senator works and where the court house is, Mr. Zeneck, quoted in the last issue, gave that as a good reason for moving the college. Mr. Oser got to the crux of the matter when he said: "The issue is just what kind of college do you want?"

It can be argued that the physical site of a college has little to do with the academic substance of it. Once civic leader interviewed (who wished to remain anonymous) said: "What does the physical site of it have to do with anything? Look at Stuyvesant High School. The place looks like a shithole and yet they turn out more future Ph.Ds than almost any high school in the area."

Two reasonable questions would be number one: what assurances are there that stores and restaurants and other such conveniences will open up in South Beach if or when the new Richmond College comes into existence. As far as can be determined there are none. And number two: why can't Richmond College continue to exist as a small urban school, even if that would mean that it would never reach the projected 6,500 students which Mr. Klindtworth talked about in the last issue.

It is difficult to determine whether the college is being moved because of academic necessity—is a bigger library or an auditorium or a large campus an academic necessity, or for reasons of personal snobbery.

In the last issue the editors of this paper reacted with shock when they read how Councilman Biandilillo had said quite frankly that he wanted the college moved strictly for reasons of personal prejudice, so as to encourage the suburban type of people as opposed to the urban type. The editors had been afraid that I had been quoting him off the record. Yet he had made absolutely no indication to me that he was speaking: "off the record." What must have been hard for so many readers to accept is that there are people in responsible positions who will bluntly say that they want the college moved for no other reason than those of sheer superficiality.

The cost of the new campus is expected to be 146 million dollars. Building costs will be financed by bonds sold by the New York State Dormitory Authority. The funds are not affected by New York City budget cuts.

Since the majority of the faculty initialed their approval for the new campus last December, the plans to go ahead with it are almost irreversible. The most opponents can do now is petition the Student Association and Alfred A. Giardino, who is the chairman of the Board of Higher Education (for it is the Board who has to approve all planning and construction of facilities for the University) and call for a delay in the planning and a new hearing. But since it has already received approval from the Board and the majority of the faculty at Richmond College, the opponents would indeed have a long struggle ahead of them.

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Abortion Are They All Kooks And Fanatics?

by Eric Bahrt

The other night I was watching Gabe Pressman's program and the topic was abortion. Pressman had the audience and the panel set up in such a way so as to create as much sensationalism as humanly possible. The audience was packed with kooks and fanatics from both sides who hissed and howled throughout the show so that nothing substantial could be said. Of course with the panel Pressman selected nothing too substantial would have been said anyway.

There was the black doctor who virtually called abortion a conspiracy to wipe out black people and a priest who compared abortion to the Nazi holocaust. And a panel member for the other point of view told the priest that since he lived a life of celibacy he shouldn't talk about the matter. In other words if you haven't been laid you don't have a right to an opinion on anything related to sex. And then there was the lady in the audience who popped the brilliant question: "Would you eat an unborn chicken?"

The trouble with a program like that, whose only purpose was to add some color to Pressman's otherwise deadpan show, is that it leaves one with the opinion that only kooks and fanatics have opinions on abortion. Nothing could be further from the truth. Granted there are hypocrites like Richard Nixon or Bill Buckley who couldn't care less when babies were being killed in Vietnam and yet now show a conspicuous concern for the welfare of fetuses. But what about the doctor who is genuinely in favor of abortion and yet is emotionally shaken after performing one?

**THE
LIBERAL
VIEW**

There are doctors and nurses who have brutally learned that abortion is not as simple or as an innocent an operation as women liberators would have you think.

It has been medically proved that a fetus after a certain stage (though it is debatable at exactly which stage) has a respiratory system and can literally feel physical pain as it literally struggles for survival while having its life terminated.

The argument that a woman has a right to do what she wants with her own body is irrelevant here. Because since the fetus is an entity in itself what is at stake here is more than just merely the woman's own body. Of course in the instance where a doctor feels a woman will die if she doesn't get an abortion, I think even the most fanatic "right to life" would agree that an abortion would be justified. In the instance where a young girl has been raped or in the case where it can be determined that the child will be born deformed, I think many anti-abortionists would modify their positions here too. But I am discussing the issue in a much broader sense, where any pregnant woman who so desires can get an abortion.

The issue is: does the innocent and defenseless fetus have any rights? Does a doctor have the right to subject it to physical torture and death?

There are liberal columnists (Harriet Van Horne comes to mind as one such obnoxious columnist) who like to insinuate that those who are against abortion are the same hypocrites who are for war and the death penalty. As far as the death penalty goes, I would say that a monster like Charles Manson deserves to die a lot more than an innocent fetus does. As far as the war goes did it ever occur to her that some people may be against abortion for the same reason they were against the war in Vietnam? Did it ever occur to Harriet Van Horne that you don't have to be a hypocrite like Richard Nixon or Bill Buckley to disagree with her?

Then there is the argument that abortion is a form of population control. The issue though isn't do we need population control (I'm all for birth control) but whether or not abortion is an ACCEPTABLE form of population control any more than is war or starvation acceptable forms of it.

Still, all in all, I take the "liberal view" that abortion should remain legalized. Why? It's like anything else, you simply can't "legislate morality". By making abortion illegal you don't prevent women from getting abortions, you only prevent them from getting SAFE ones. As horrible as abortion is, it can not be stopped by legislation, anymore than prostitution or the selling of marijuana can be.

And an interesting question would be is if woman liberators really believe a woman has a right to do what she wants with her body then why are they against prostitution? After all isn't the prostitute merely exercising her right to do what she wants with her body? As the cliché goes: "you can't have your cake and eat it too".

But in conclusion I reiterate that it would be absurd to now reverse the supreme court's earlier decision on abortion. It is preferable for a woman (as long as she is going to get an abortion anyway) to get it from a competent doctor as opposed to a butcher with a coat hanger. Yes poor people are entitled to the same safety procedures as rich women are. Still, whenever a woman gets an abortion she should be made well aware that what is involved here is more than just her own personal body.

Who's Who In The Class Struggle

How To Read The Times

by Joe Schwartz

The column below is a NY Times Editorial from April 24, 1975, Annotation follows:

More Than Survival

When many of the nation's colleges and universities are understandably preoccupied with spiraling costs and gaping deficits, the *Carnegie Foundation for the Advancement of Teaching* has issued a new warning that fiscal survival alone is not enough. Though the financial projections are indeed gloomy on many campuses, no response could be more damaging to the institutions and to the nation than resigned adherence to the *status quo* as a means of muddling through.

After more than doubling in the nineteen-sixties, college enrollments now are growing at a much slower rate and are expected to reach a point of no growth within a decade. In the recent era of phenomenal expansion, new colleges were born at the rate of one a week; in the decade ahead, about 10 per cent of the nation's 2,500 institutions of higher learning are expected to merge or to die.

The foundation's report, "More Than Survival," nevertheless makes an eloquent and documented case for an essentially optimistic view of higher education's future. That view depends for its fulfillment on a basically progressive vision of the nation's goals.

A fundamental assumption, for instance, is that the United States will continue to lead all other nations in the percentage of its young people who attend college. Such a policy is inseparable from the maintenance of an open rather than a stratified society. Past strides in that direction must be accelerated, not slowed.

The foundation's target of achieving by the year 2000 universal access to higher education (not to be confused with universal attendance) seems to us subject to question only on grounds of excessive conservatism. There is no need to wait so long.

While important in a society committed to open opportunities, numbers alone cannot obscure the need for academic quality. As growth slows, and perhaps stops altogether, *the only way to avoid stability mired in stagnation is through an open-minded search for new institutional arrangements and greater academic flexibility.*

Private and public institutions, instead of drifting into another era of mutually destructive sniping, must find ways of cooperating—*dividing both academic tasks and the pool of students in ways designed to prevent unnecessary duplication and to capitalize on special institutional strengths.*

The survival of the private sector is vital to the diversity of higher education. Federal as well as state policies to assure the continued contributions of the independent institutions will be essential, but not as means of merely rescuing the moribund.

A combination of lackluster leadership and of the anti-leadership virus of the rebellious sixties has done much to undermine the confidence of academic administrations. *The foundation is right in warning that much depends on the wisdom and of trustees who select and support them.* That may be unpopular advice in an era that often considers *strong leadership* incompatible with democratic institutions, but it is crucial to higher education's future. The lack of just such leadership is pivotal in the *present campus distress.*

The large numbers alongside the italicized portions correspond to the numbers in the right hand column.

1

1. This is the sequel to the Carnegie Commission of Higher Education. For a random on the class composition of the group see Crisis in CUNY, Newt Davidson Collective, PO Box 1034, Manhattanville Station, NYC., 10027 \$1.00.

2. A *complete* rollback of universal higher education. Open admissions is an immediate target of this recommendation. Universal access means "equality of opportunity" which means the usual College Boards, SAT's, IQ's and other reinforcers of class and racial inequality.

3. The "new institutional arrangements" refer to tenure quotas, post tenure review, and an end to traditional (and hard won) faculty-student prerogatives. "Greater academic flexibility" means rationalization of the educational system to conform to the political and economic priorities of what Pete Hamill calls the propertied class. These priorities are to create a docile work force that has minimal political consciousness and minimal survival skills.

4. "Dividing academic tasks and the pool of students" is a euphemism for tracking. Liberal arts for open admission students is to be called unnecessary duplication of what Harvard provides. "Institutional strengths" will be defined according to the social class of the student body. Vocational training for the working class, liberal arts for the elite.

5. This is preparation for federal and state support of elite private colleges. The Ivy League schools are in financial trouble. The cost of maintaining these elitist ruling class training grounds is now to be borne by the taxes of the working and middle classes. Wagner College will not be "rescued" since it will be called "moribund."

6. The trustees select and support the President. The President's wisdom is the wisdom to know who's boss and how to please them. Strong leadership consists of hiring a dean of faculties against a faculty-student recommendation, insituting associate deans against faculty opposition, massive firings and layoffs against faculty recommendations, rejection of certain people as elected chairpersons, and pushing as the guiding principle of academic governance "an open-minded search for new institutional arrangements and greater academic flexibility." (See note 3 above).

7. The present "campus distress" comes from the massive failure of the economy: 8.9% national unemployment (running upwards to 60% unemployment for black youth) and a fiscal crisis unmatched since the depression which threatens every faculty job. (Triggered of course by the defeat of American's imperialist policies in Southeast Asia by the people of Laos, Cambodia and Vietnam.) People just can't get jobs is why everybody is depressed. But the Times is clear about its class allegiance. The government who waged the war and the malfunction of the capitalist economy are not the cause of the "campus distress". The cause is the lack of authoritarian "leadership" to shut people up and to get people accustomed to high levels of unemployment and a lack of meaningful and rewarding work.

2

3

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But why am I writing these columns? Because the only real weapon faculty and staff have at this time is the union. For students, the University Student Senate seems to be an active and promising arena for struggle on these issues.

But the political passivity of many faculty and students who should know better is starting to get irritating. We were good at fighting the government over the Vietnam War. We now have to learn to fight the government as it brings the war home to us.

CUNY CUTBACKS

Continued from P. 2

students took over the president's office to protest threats of closing out the program, and last spring they took up arms against the possible dismissal of four engineering professors. But such extreme activism only occurs when their own particular program is seriously threatened.

Specific present changes may seem to contradict the trend of increasing importance for engineering and computer sciences at Richmond. But these are only isolated incidents with limited, short-term effects. They may hinder but they cannot stop the trend toward technical programs in higher education. The emphasis on technical, job-oriented education and the de-emphasis on liberal arts is happening at colleges all over the country, due to the economic situation and the scarcity of jobs. There is no reason why students can't get job-oriented on an under-graduate level, instead of having to go to graduate school for that orientation.

If there is some truth to the rumored trend toward job-oriented education at Richmond, (and there seems to be), it is because the students want it that way. The ultimate power resides not in Volpe nor in the Board of Higher Education, but in the students themselves. Money is allocated to Richmond on the basis of full-time students: the total number of credits registered for is divided by 12. If students don't register for a course, there can be no course; if they don't register at all, there will be no school.

The future of education at Richmond does not have to be all one way or all the other; technology and liberal arts need not be mutually exclusive and antagonistic. Job-oriented programs can attract students and help the school's continued existence. Liberal arts courses can be offered as electives or as integral parts of the technical curriculum. Richmond should not become a "vocational" school, nor should it cling to its dated image as an experimental, avant garde institution. There is a point in the middle where community needs and student desires can and should meet.

Faculty and students find it easy to lay all blame at the door to the president's office. Volpe may be using an "iron hand," but his purpose is not to damage or destroy us; he is trying to keep Richmond from going under. If there is infighting and politicking among the faculty, then they must try to stop acting like children and work together. One department's gain need not come at the expense of another. Students, instead of lamenting their helplessness, should become aware of the power they hold. They should not wait for a crisis to show concern for the school.

The future may not be as bright as it would be under more desirable conditions, but it need not be as bleak as some would have us see it. A necessary condition for Richmond's future progress is that everyone - engineers and computer scientists, poets and filmmakers, faculty and students - look beyond his own parochial interests and realize that what is good for the school as a whole benefits everyone in it. Richmond will rise - or fall - on the strength of *all* its programs. Engineering and computer science can lead the way by bringing in students and money, and the liberal arts can flourish as a result. The school can graduate "well-rounded" people: creative, articulate engineers, and poets who can also earn a living. This is the kind of experiment in which we can all take part.

Computer Science and Engineering

Continued from p. 1

This would be an approach that is different than the approach employed by Board of Education Chairman John Regan who defied Beame on the grounds that the mayor had no right to dictate educational policy over the head of the Board of Education. Regan indicated that he understood the need to make the cuts but that the Board of Education would not have its power to implement the cuts - which means deciding policy - usurped by the mayor.

The Music Of Monteverdi

May 18 - 3:00 p.m.

Richmond College Hall

Program by the Collegium Musicum of Richmond College

Music of Monteverdi and his contemporaries

Free

Richmondite

New President Of Dental Group

Christine Pirozolo, an Environmental Health Science major at Richmond College, was installed on May 2 as President of the Dental Hygienists' Association of the City of New York at a ceremony held at the Promenade Cafe in Rockefeller Center.



Times Have Changed

Working Conditions Of Academic Scientists

(The following is an excerpt from the Pamphlet, *Hard Times; Employment and Professionalism in the Sciences*, published by *Science for the People*. Copies are available from Joe Schwartz or from SFTP, Walden St., Jamaica Plain, Mass. 02130 for \$2.00)

In the preceding section we attempted to demystify the economic forces which are causing widespread unemployment and underemployment among younger scientists(1). We now want to consider how the same trends which produce unemployment cause analogous problems for those of us fortunate to have jobs.

The university scientist active in the two decades following the second World War could have easily been convinced that the post-scarcity society was at hand—at least in the academic world. These were the days of numerous highly paid job opportunities, two months extra for summer research, travel money, secure tenure, grants galore, eager students and individualized teaching. All of these are vanishing.

As a result of the same fiscal crisis that is producing un(der) employment, academic scientists are now subjected to greatly increased teaching loads (which creates further unemployment) travel costs and publication fees paid only for the elite, tenure quotas, possible post tenure review and forced early retirement. For academic scientists this process of rationalization means the application of efficiency standards to scientific activity so as to insure the output of research deemed eventually useful to the capitalist economy and to ensure the production of trained workers; all at minimal costs.

The transformation of the role of the university has been achieved by the re-organization of higher education into an array of systems which almost perfectly reproduce the class structure of the larger society. Within a typical state there is usually a prestige university (or two) which boasts of the research profs, institutes and labs, money, and an eager stable of graduate students and post-docs. In California, for example, the University has one-third the students and gets two-thirds of the money compared to the state colleges. One role of these schools is to produce high powered science—in an appropriate mix for industry, the military, or “for its own sake”, depending on funding and marketing conditions in each of these categories.

Next in the pecking order comes a system of state or municipal colleges which are either brand new or trace their roots back to pre-World War II normal schools or teachers colleges. These have been upgraded from their previous status and provide training for middle level posts in various sectors (such as government and other service bureaucracies) or preparation for graduate work for their “brighter” students.

The real innovation, however, has been the massive growth of two-year community colleges within and near most urban areas in the country. These are administered at all levels of political and educational organization—city, county and state. These were not spontaneous eruptions onto the education scene, but were carefully thought out and introduced through efforts of the leading corporate foundations such as Carnegie and Ford. Touted as the way to reach people where they're at and to democratize higher education, they have in reality been an important tool for reproducing the U.S. class structure at a higher level of overall technical competence.

Some of the key features of these new educational structures are as follows:

1. The present system, even in its own terms, shortchanges students in the lower tracks. Given a narrow range of technical skills, they usually face a dead-end job slot and technical obsolescence. “Upward mobility” for this group as a whole is a pernicious myth.
2. These systems are financed out of the tax monies of the working and middle classes to provide free-of-charge training for the corporations. Real estate, banking and construction interests provide trustees for the education boards, which control educational policy.
3. Students at the various levels are given either an artificially diminished or inflated conception of the importance of their social and technical roles: preparation for relationships of submission and domination rather than organic cooperation. That is, the division of labor necessary for a high level of human existence is artificially equated with an unequal division of status, wealth, and power.
4. Students at all levels are systematically deprived of broad training and experience. (The physicist doesn't learn how to harden a steel tool and the technician doesn't learn about crystal structure.) Such training is essential for democratic and rational control over production as a whole, and would permit the constant expansion of the scientific, technical, and cultural level of the entire population.

Thus the positions that the “good” science students were supposed to find turn out not to be the fantasized jobs of oak paneled offices and unfettered research. Young academic scientists who have avoided unemployment are often only marginal members of a department-post-docs, adjuncts, non-tenure accruing teachers, etc. They are caught in the vicious contradiction of having to publish madly to out-rank the other 300 applicants for the few potentially permanent jobs while experiencing an uncertainty and demoralization which makes the intense research commitment called for all but impossible practically and psychologically.

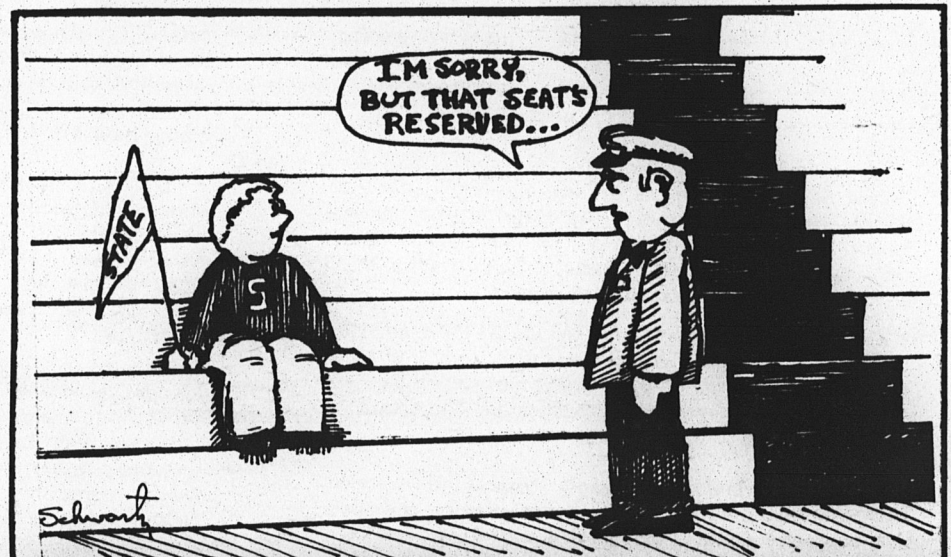
In short, the scientist suffers the alienated condition common to all workers in capitalist society. Our labor is not our own. We are forced to work on problems we might not consider useful or interesting, simply

because they are “publishable”. If we are teaching we do not have the support and freedom to genuinely solve the educational problems we are faced with, whether they are big city problems or inadequate student preparation or the suburban problems of parochialism and student boredom.

This situation is a manifestation of the fundamental social fact of capitalist society—the class division between those who control the socially produced material and intellectual resources and those who produce those resources in the first place. The totality of daily activities in which workers collectively express their labor power—in the fields, in the factories, and in the laboratories—is channeled into forms which enrich the class in control of those activities, and which reproduce the class system itself.

This class structure does not simply mean the lack of real democracy or equality within an otherwise efficient system. The deepest meaning lies in the fact that humanity as a whole is denied an adequate material and cultural existence because it cannot rationally organize its activities for itself.

As a result, the products of scientists activity stand before them and the rest of the people as alien and threatening, not only in the enhanced power it gives to the capitalists, but ultimately in the form of environmental degradation and the dehumanized social world of technological capitalism.



JOIN HANDS WITH THE HANDS THAT FEED OUR NATION.



MARCH FOR JUSTICE ON MAY 10

JOIN US ON SATURDAY MAY 10 AT 12 AT 59TH AND 5TH IN NEW YORK CITY FOR THE MARCH TO A RALLY AT UNION SQ. A SHORT WALK BY MANY PEOPLE COULD HELP MAKE A LONG STRUGGLE FOR JUSTICE A LITTLE SHORTER. MARCH WITH THE UFW & CESAR CHAVEZ

FARMWORKER **UFW** WEEK MAY 3-10
AFL-CIO

THE IMMACULATE CONSTERNATION

by Stephen Varble

Produced by
The drama program
of the Visual and
Performing Arts



Wednesday through Saturday
May 7, 8, 9 and 10
8:00 p.m. - Admission: \$1.00
Reservation: 720-3123

RICHMOND COLLEGE THEATRE WORKSHOP
350 St. Marks Place - 5th Floor
Staten Island, New York 10301
(a 3 block walk from ferry)

Theatre Workshop CALENDAR

Stephen Varble's **THE IMMACULATE CONSTERNATION**
Presented by the drama program of the Visual and Performing Arts

Wednesday May 7
Thursday May 8
Friday May 9
Saturday May 10

All performances at 8:00 p.m. - Admission: \$1.00

Charlie Russell's **FIVE ON THE BLACK HAND SIDE**
Presented by the Black Theatre Workshop of the Institute for African American Studies

Thursday May 15
Friday May 16
Saturday May 17
Sunday May 18

All performances at 8:00 p.m. - Admission: \$1.00

Shelagh Delaney's **A TASTE OF HONEY**
Presented by Theatre 81 of Richmond College

Thursday May 22
Friday May 23
Saturday May 24
Friday May 30
Saturday May 31

All performances at 8:00 p.m. - Admission: \$1.00*
Students free with I.D.

**Richmond College
Theatre Workshop
350 Saint Marks Place - 5th floor
Staten Island, New York 10301
Reservations: 720-3123**

Activities - From The Women's Center

The following is a list of events sponsored by the Women's Center for the women of the college and of the community:

MAY 6... June Arnold, author of *THE COOK AND THE CARPENTER* and *SISTER GIN* will speak/read from her work and her experience in the 5th Street Incident Refreshments ... Room 406, 7:30 P.M.

MAY 8... Prof. Eve Leoff of Hunter College will present a slide show, "FROM DIETRICH TO MONROE", Women In Film, Refreshments ... May 8th 7:00, President's Convergence Room, 9th Floor

Happenings

MAY 8
POLLY the 18th Century musical which is a sequel to the Beggar's Opera. May 8th at 2:00 p.m. in the Chelsea's theatre on the fourth floor of the Brooklyn Academy of Music.

MAY 12
Susan Davenny Wyner, soprano; Yehudi Wyner, piano; Ellwood Derr, commentator in performance of *Arianna a Naxos* and other vocal works, with contemporary elaboration. City Univ. Graduate Center 33 W. 42nd Street, Manhattan, Third Floor Music Studio. 8:00 p.m. Free

MAY 10
Film Program for Children 11 a.m. St. George Public Library 10 Hyatt Street, St. George, S.I. *Stuart Little*. Free

If you have anything for the *Happenings* column, submit it to the Richmond Times Office, room 416.



Five On The Black Hand Side

A PLAY DIRECTED BY CHARLES THOMAS, PROFESSOR
PERFORMED BY THE AFRO-AMERICAN DRAMA CLASS
ON MAY 15-16-17 & 18 AT 8PM at 350 ST. MARKS PLACE - 5TH FL.
THEATRE - ADMISSION \$1.00

Russ McCallin

ICAC Week

Eight dollars of your registration fee goes to Student Government, which in turn is doled out to clubs. It is a lot of money, there are a lot of clubs.

The Inter Club Activities Committee (I.C.A.C.) as a student body of club representatives that attempts to maintain a continuum between clubs, student council, and the student body.

In an attempt to unify club functions, the Inter Club Activities Committee (I.C.A.C.) is creating "ICAC Week" — a week of open club functions that ICAC will foot the bill for. Films, speakers, demonstrations, whatever your club is into is fine. ICAC desires no theme or control over ICAC week, only the open expression of existing clubs.

All individuals, or clubs interested in participating in ICAC week (May 19 to 23, 1975) please contact Donna Brogna, Student Council Secretary room 424 or telephone 448-6835.

p.s. Clubs interested in partying are requested to pool their efforts For Friday, May 23. Jump in with both feet.

May 19-23



LUNCH

J. LAPORTA VALOR

POOL ROOM

student editing his film (basement)

IN THE CAFETERIA
"DON'T WORRY ABOUT YOUR INCOMPLETE"
"YOU'LL NEVER COMPLETE EVERY THING
IN LIFE."

(MULT-PURPOSE) ROOM

CHEAP BACON

POOLROOM (4th Floor)

STUDENT LOUNGE (4th Floor)

GLOBE SECURITY GUARD MAIN FLOOR - LOBBY

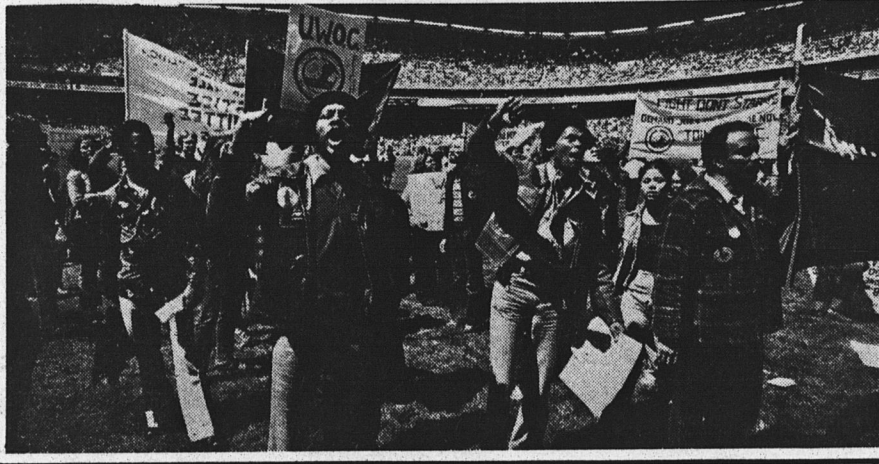
Professor Thomas' dance class

Professor Jiri Weiss

Note, in the film lab --

4/24/74 "Or"
a day at richmond
and a few other things.

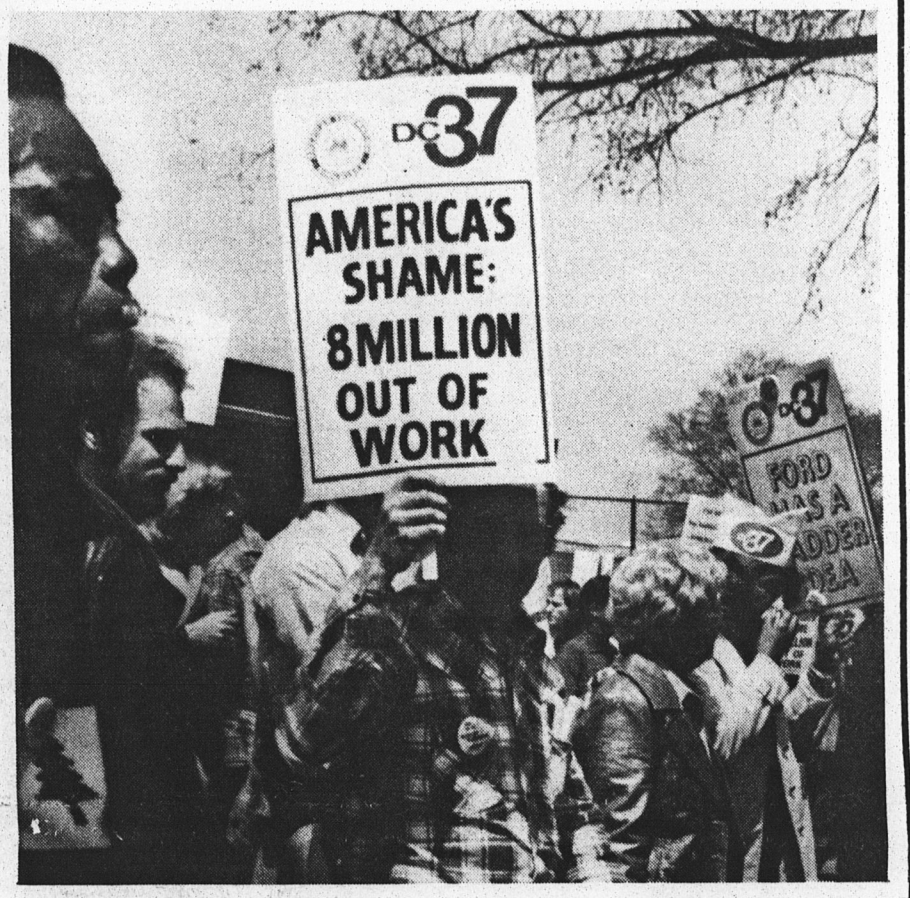
Illustrations by Michael Nix



"Jobs Now!"

Notes on April 26 March

Nearly 50,000 workers, predominantly from the eastern seaboard, came to Washington D.C. on April 26 to demand "Jobs Now!" Twenty-five thousand people from the New York-New Jersey area marched and then they all came together in RFK Stadium for the rally. But the rally was cut short because of the nearly two thousand workers that ran onto the field shouting down the labor bureaucrats and politicians, like Hubert Humphrey.



An Interview With Garry Tanner

by Andrea Jay

We find Garry Tanner pouring through graphics of the visually insane. He is studying them so that he can pick out the best one for any article called: "The Visually Insane — a Political Coup".

us: Gary?
 GT: Huh?
 us: We'd like to know how you successfully run a paper like the Richmond Times.
 GT: Huh? Oh, well, I take a lot of abuse. A lot of abuse. You just don't know what's involved. I stay up late at night and ask myself why I do this. I'd pull my hair out, too, but it's just too much trouble.
 us: Is it true that you reject 90% of articles submitted to the Richmond Times and then toss coins to determine what else goes in?
 GT: Can you do a better job, huh? Listen, I don't want to sound defensive but half of the students in this school are idiots and the other 2/3 are idiots, too. Listen, I once put circulars around the school saying I needed a staff and one guy brings me in a staff. Can you believe that?
 us: Well, actually...
 GT: Be quiet, I'm on the phone. Hello? Hello? I don't know. Maybe. Yes. Yes. It's for you...
 us: Tell us about your childhood, Garry.
 GT: Huh? I was born on January 1st, 1949 and then again on January 14th. My mother missed the deadline. That's all there is to tell.
 us: Do you believe in truth in journalism?
 GT: Oh sure. Just ask Bonita Growth. Craig Allen, a RT reporter runs in
 CA: Hey man, did you get my article about how I copped some blue gungi last week at the Hayden Planitarium. Man, can those stars sing!
 GT: Uh, listen Craig, I don't think we can use your piece. It isn't political enough.
 CA: O.K. man, I gotta run. I think I lent my bike to someone.
 He runs out.
 us: Could you tell us what your

favorite article this year was?
 GT: No. Uh, I mean I couldn't really make a value judgement about that. Who's really to say that one article is better than another.
 Andrea, the Richmond Times Secretary comes in
 GT: File this!
 A: What is it?
 GT: These are issues for the last five years of the Brooklyn Community College *Inquirer*. This pile is pictures of a sod bank in different stages of erosion. Put them in order. The rest is just hundreds of maps of China and pictures of St. George.
 A: You mean St. George Staten Island?
 GT: No, St. George, the Saint.
 She starts filing.
 Robert Moleman, the RT photographer comes in
 RM: Hey, Garry, did you get those shots I took of President Volpe slipping on a banana peel?
 GT: Huh? I don't know. How did you ever get a shot like that on film?
 RM: I dropped the banana peel. Ha ha ha.
 GT: Don't you know that's counter revolutionary?
 RM: No, but if you'll hum a few bars, I'll try to fake it.
 The assistant editor, Gordon, enters
 G: Hi everyone. Has anyone seen Garry?
 GT: I'm over here, in back of this pile of pictures of Red China.
 G: Oh. Say, did anyone cover what's happening in the cafeteria? There's a guy down there wearing a crown of thornes jumping up and down saying he's the new messiah.
 GT: Huh? Oh. No. We don't want that for our paper. Do you want people to think Richmond College is full of crazy people?
 Craig Allen runs in.
 CA: Hey man, dig it, there's a groovy dude in the cafeteria who's really getting it on. I wrote an article about it. I called it: "Wow."
 GT: Sorry, Craig, it's, uh, too political.

Can't you spare a bite to save a life?



The threat of severe malnutrition or even starvation faces about 400 to 500 million children living in the poorest countries of the world. The situation is so grave that the United Nations Children's Fund, UNICEF, has declared a World Child Emergency and must find an additional \$80 million to help meet it in the next 15 months.

Individual contributions, no matter how small, are the children's main hope for survival. A contribution of \$1.00, the average cost of a hamburger, french fries and soda, can buy a year's supply of multi-vitamins for a child in a crisis country. \$15 can bring supplementary food and health services to five children for a month.

Can't you spare a bite... to save a life? Please send your contribution today. Mail to UNICEF World Child Emergency, 331 East 38th Street, New York, N.Y. 10016.



Women In China

Ralph Palladino, the author of our series on the People's Republic of China would like to hold a discussion with any individuals or groups on his observations of China. Ralph can be contacted at work by calling 691-0404 or a message can be left for him at the Richmond Times office, Room 416.

The editors would like to apologize for the omission of introductory notes preceding the previous installment of this series on The People's Republic of China. We made the inaccurate assumption that a reader who gets interested in one installment has read the preceding ones. Of course this isn't true.

Furthermore a reminder seems in order at this time. The author Ralph Palladino travelled through China during January 1975. He was the leader of a tour organized by the Guardian Radical Newsweekly that was comprised of farmers and farmworkers from the whole range of political persuasions in the United States.

The editors believe that this series, of which this is the fourth installment

of five, is valuable to the readers of the Richmond Times because knowledge and understanding of the radical transformations made in China are spotty. Dialogue between our two countries is just beginning after decades of Cold War antagonisms. There can be little doubt that we in the United States must get to know the "One Fourth of Humanity" that has taken such a radically different course than our own country and therefore holds out an alternative to the solution of our overwhelming problems.

Finally, we are especially pleased about it because the author agreed to write his series with Richmond College students in mind and exclusively for this paper.

Ralph Palladino

An important way to judge a society or political system is to learn how historically the most oppressed groups, national minorities and women, lived in that society.

Before liberation came to China in 1949 women were exploited more than men. As the head of the Women's Federation of the South Rolling Dragon Gully Brigade near Shihchiachuang City stated, "Women were exploited by four systems of authority: political, clan, religious and by men." All of which were from the "feudal-patriarchal system advocated by the followers of Confucius."

During the anti-imperialist war against Japan and the Civil War against dictator Chiang Kai Shek women proved themselves in battle. Afterwards, women were given equal rights as stated in the People's Constitution.

Although three of the above mentioned oppressions were rectified, women still had to continue the struggle against male supremacy in the socialist society. Women waged struggle, day to day, by setting examples. The head of the Women's Federation continued, "we proved to



men that women can do anything men can do." The Great Proletarian Cultural Revolution and movement to criticize Line Piano and Confucius both were directed against male supremacy as well.

Women's Federations were set up all over China as a result of these struggles. The head of the Women's Federation continued, "All women belong to the Women's Federation in this brigade. It is organized to help women study, to help with family planning, child raising, and how to best educated children at home."

Same Work

In this brigade as well as in other brigades, a truck factory, Factory for the Blind, hospitals, Neighborhood Committees and everywhere we went women were doing the same work as men, welding sledge hammers, hoeing the fields, pushing wheel barrels, welding, and carrying heavy objects. Women were doing skilled work, like machine carving jade, designing products, working as mechanics, making machine parts among others. They were in leading positions and members of Revolutionary Committees also. A woman dock worker from Shanghai, Chang Fu Chen explained to us. "Women were looked down upon before the Cultural Revolution. Facts have proven that women can do whatever men can do. Now we drive, operate cranes and are forklift drivers." Women have equal rights in socialist China but are not represented in leadership positions in equal proportions; nor are their rates of pay as high as men on the average. This should be explained.

As a result, women though having the ability lacked seniority and skills which would only be acquired by more study and practice. Women were less educated in the old society as well. The Chinese rather than institute quotas on a broad scale (some do exist in some areas of government and production) have instituted special programs

and Women's Federations to upgrade the women's knowledge of theory and skills.

This has led to a vast increase in women working in industry, receiving higher pay and taking leadership positions. Twenty-two percent of the National People's Congress are women, a large increase from before, according to the Chinese. At the Tientsin Factory for the Blind, the women workers our group chose to speak to told us, "Women and men are equal here. The proportion of leadership is equal to the proportion of inhabitants (men and women)." But, the Chinese admitted, "we need to do better."

The special needs of women are met. All factories, communes, and Neighborhood Committees have free day care centers and nurseries. In the Peking#3 Cotton Textile Mill, we saw many children in warm, comfortable surroundings in one area and their mothers at work in another area of the factory (70% of the workers are women). This frees women to do work. As one woman worker explained, "Being free to take part in production means increase in our political power."

Full Employment

She continued, "Full employment for women (is) because we have no profit system. To get profits the capitalists had to cut labor. Women were the hardest hit. Now everybody has a job.

Women are guaranteed 56 day maternity leave at full pay. While pregnant, they are given light jobs. After birth, they are allowed two hours a day nursing time.

Where equal work is performed and seniority is the same, pay is the same for males and females. However, women were generally excluded from production on a large scale before 1949, and though they began to be included afterwards, were not really involved until the Proletarian Cultural Revolution which resulted in the defeat of male supremacist views in most areas of China. The struggle is continuing today and women continue to win gains.

Retirement age for women is 50, 10 years less than men. Retirement is voluntary and they receive on the average 50 to 60 percent of their salary as pension. This is less than the average for



men. But we must remember, that men worked longer because of the exclusion of women from production in the old society. The Chinese say this gap is closing.

Institutions in Chinese society teach and practice the standard of equality of sexes. In a Primary School in Nanking, we were told, "students are taught that men and women are equal." In classrooms they teach lessons using stories of women heroes and working women.

At the Red Star Commune outside Peking in the machine parts plan huge posters hang over the women and men workers, "Women hold up half the sky! — Whatever men can do, women can do," and "In repair machine shop, thoroughly repudiate the reactionary ideology of male superiority and female inferiority."

The relationship between men and women in marriage and the family have changed drastically as a result of the coming to power of the Communists and the struggles of the Proletarian Culture Revolution. In the old semi-feudal capitalist society, women were the slaves of men



and many times were bound hand and foot. Women and children were often sold as slaves to landlords. Daughters were forced into marriage by being sold as well.

Today in Socialist China women and men have free union of marriage. Women are not forced into marriage by economic pressures of low pay or layoffs.

The freedom to divorce is allowed, but the rate is very low. Couples having marital problems are aided by their neighbors to help avoid divorce. The women keep their maiden name and when children are born they usually take the fathers name because of old custom but, they have the right to change their last name during the teenage years. Free birth control is encouraged. A visit with a family of seven in a Neighborhood Committee housing project in Shanghai was interesting. One of the young daughters explained, "All members of the household work at jobs outside of home and share in house work. Whoever comes home first starts dinner. We all do laundry." When asked who was the leader of the family, they all laughed and pointed to the mother. It was explained that leadership is determined by who naturally takes initiative in the family, not by sex. In some other households men are considered the leaders.

The man-women relationship in China was probably best summed up by Liu, an old dock worker in Shanghai. When speaking of his fellow female workers, "Women are our comrades."

