

# **RICHMOND**

MAGNUM  
CALAMI

# **TIMES**

NOV. 5, 1973

VOL. 12, NO. 5

## **FORGET TO VOTE?**



**YOU'RE NOT A MINORITY. SO  
DID 3,840 OTHER STUDENTS.**

On Tuesday, October 30, 1973, President Touster validated the Student Elections that took place from October 23 to October 26. A record low — 423 students — voted in an election that cost students \$2300.00 for the Honest Ballot Association alone. Although 30 percent of the Student Body is supposed to vote, roughly 11 percent voted - this is an all-time low. The election cost you \$5.23 per vote.

And here are the staggering results of positions filled, party, and number of votes:

#### STUDENT COUNCIL EXECUTIVE BOARD

##### Chairperson

June Mosca (United Student Coalition - U.S.C.) ..... 272 votes

##### Vice-Chairperson

Alfred T. Gibbs (U.S.C.) ..... 287

##### Secretary

Irving G. Little (U.S.C.) ..... 206

##### Treasurer

Diane Epps (U.S.C.) ..... 291

#### STUDENT COUNCIL MEMBERS

Freddie Diaz (United Student Coalition) ..... 203 votes  
 Howard S. Duchan (Independent) ..... 235  
 Siobhan Lubieniecka (U.S.C.) ..... 192  
 Bob McCarthy (U.S.C.) ..... 216  
 Benilde Phillips (U.S.C.) ..... 195  
 Peter Pinto (U.S.C.) ..... 187  
 Robert Turner (U.S.C.) ..... 188  
 Joseph Vuolo (Independent) ..... 243  
 Leslie Adams (U.S.C.) ..... 202  
 Omaluwa Akinlowo (U.S.C.) ..... 189  
 Jackie Bonneau (U.S.C.) ..... 198  
 Julia Harrison (U.S.C.) ..... 288

#### RICHMOND COLLEGE ASSOCIATION

Brenda Faust (U.S.C.) ..... 159  
 Patricia Gailbraith (Sunshine Party) ..... 135  
 Lori Glimcher (U.S.C.) ..... 157  
 Eileen Hamlet (U.S.C.) ..... 211  
 Anthony Haynes (U.S.C.) ..... 151  
 Russel McCollin (U.S.C.) ..... 153  
 Andrew Rison (U.S.C.) ..... 124  
 Pablo Suarez (U.S.C.) ..... 148  
 Ricky Veit (U.S.C.) ..... 130  
 Patricia McGinis (Indep.) ..... 228  
 Paul Norman Nelson (U.S.C.) ..... 219

#### ADMISSIONS AND STANDING COMMITTEE

Anthony Haynes (U.S.C.) ..... 210  
 Kevin Foley :U.S.C.) ..... 277

#### ARTICULATION COMMITTEE

R.A. Fagan (Indep.) ..... 201  
 Peter Forman ..... 3 (write-in)

#### CULTURAL & PUBLIC AFFAIRS COMMITTEE

Michelle Morris (U.S.C.) ..... 270  
 Tom Greger (Co-op Coalition) ..... 213  
 John Puleo (Independent): ..... 4 (write-in)  
 Siobhan Lubieniecka (U.S.C.) ..... 4 (write-in)

#### CURRICULUM & INSTRUCTION COMMITTEE

Paul Norman Nelson (U.S.C.) ..... 211  
 Madeline Paladino (independent) ..... 183  
 Eileen Hamlet (U.S.C.) ..... 217

#### LIBRARY & INSTRUCTIONAL FACILITIES COMMITTEE

Sandy Carles (independent) ..... 249  
 Michael Fogarty (independent) ..... 247

#### RESEARCH & GRANTS COMMITTEE

Marsha Brown (U.S.C.) ..... 254  
 Maureen Cichetti (U.S.C.) ..... 220

The following is a list of the Faculty-Student Committees, their functions, and their membership. Match the Committees with the students just elected and then go to them when you need them .....

#### I. ADMISSION & STANDING

A. The committee determines policy and implements procedures for admission and student recruitment. It determines standards for student retention, graduation, and honors and implements application of these standards.

B. Membership on the committee consists of:

1. Dean of Students
2. Chief Admissions Officer (the Registrar, non-voting)
3. One faculty member, elected at large, from each division.
4. 2 students

#### II. ARTICULATION

A. The committee facilitates liaison between Richmond and other colleges with regard to curriculum and admissions standards.

B. Membership on the committee consists of:

1. Dean of Students
2. Dean of Faculties
3. Chief Admissions Officer (Registrar)
4. Four faculty members elected from the divisions
5. One faculty member from each division elected at large
6. One faculty member from the Institutes elected at large.
7. 2 students

#### III. CULTURAL & PUBLIC AFFAIRS

A. The committee encourages cultural activity among students and faculty and cultural relations with the New York community. It administers college programs in this area; lectures, plays, concerts and the like.

B. Membership on the committee consists of:

1. Four faculty members elected at large
2. Four students
3. Manager of Lectures and Concerts

#### IV. CURRICULUM & INSTRUCTION

A. The committee recommends and approves programs and courses of study. The committee also recommends policies and practices with regard to instructional procedures, e.g. independent study, equivalency examinations, study abroad and at other U.S. institutions.

#### VIII. STUDENT LIFE

A. The committee will recommend to the faculty policies for student life activities and implement the administration of those policies adopted by the faculty.

B. Membership on this committee consists of:

1. Dean of Students
2. 4 faculty members elected at large
3. 5 students

#### IX. STUDENT GRIEVANCE COMMITTEE

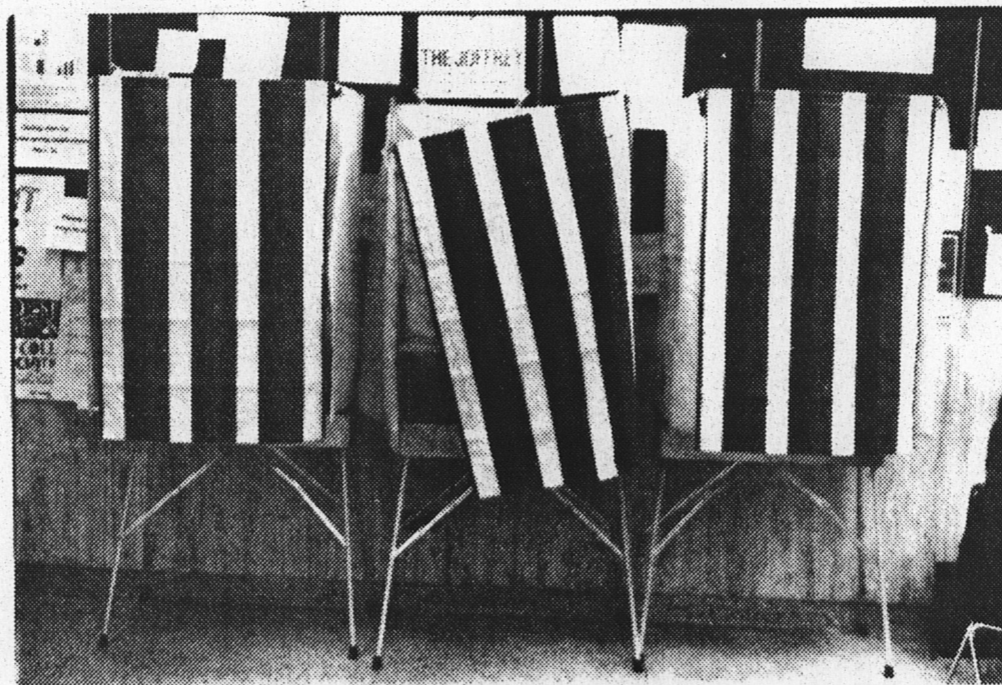
A. The purpose of the Student Grievance committee shall be to exercise judicial power which shall extend to such cases as follows:

1. The constitutionality of student government legislation and bylaws;
2. the constitutionality of club rules and regulations;
3. the constitutionality of elections;
4. the legality of elections;
5. cases in which the Student Government is involved;
6. cases involving 2 or more chartered organizations;
7. cases involving chartered organizations and students;
8. cases affecting any student government official;
9. cases affecting grievances between students and-or faculty and-or administrative staff;
10. cases of student disciplinary problems.

B. Membership on this committee consists of:

1. 6 students

Lots are drawn in each group of six to choose three faculty and three student members.



# ELECTIONS

# The Task Force At Richmond

## Roving

Dear Colleague,

The need for a new college-wide academic master plan for Richmond, which would review and establish purposes, directions and priorities for its continued development, is, I believe, evident. Such an academic master plan is not only a required first step in the building of a new campus, but a base from which immediate and continuous academic decisions must be made.

FROM REGARDING: THE  
ACADEMIC MASTER PLAN

Richmond College is on the verge of yet another evaluation. The point, however, is altogether different than past evaluations in that the purpose of the evaluation is to restructure Richmond College for the proposed South Beach Campus. According to material given the Richmond Times by Ira Blei (Acting Associate Dean for Administrative Planning), the new campus should be under construction by 1978. There are many steps to go before the doors will open (it remains a swamp at present) but Governor Rockefeller has given the South Beach Campus a go ahead to the tune of 108 million dollars.

The Task Forces have as yet little student input.

Those students interested should see Dorothy McCormack, Dean of Students.

The following is a reprint of the weekly Task Force "Planning Newsletter" that comes out of Dean Blei's office:

Re: **Planning Newsletter**

Two groups of planning Task Forces have been created to address themselves to the central questions, many of which have been identified in the Self-Study. First, a group of program Task Forces in broadly defined areas, more or less corresponding to the disciplinary areas reflected in our divisional structure, as follows:

### 1. Humanities (Pure and Applied)

Dr. Diane Kelder, Chairperson  
Dr. E. Mason Cooley  
Mr. Dominick Coppola  
Dr. Patrick Cullen  
Mr. David Hemmendinger  
Ms. Donna Jeffrey  
Mr. Leonard Quart  
Dr. Stephen Stearns  
Mr. Quincy Troupe

### 2. Social Sciences (Pure and Applied)

Dr. Hannah Levin, Chairperson  
Dr. Marshall Cohen  
Dr. Don Hausdorff  
Mr. Brian Sherman  
Dr. Ercument Ozizmir  
Dr. William Wakefield

### 3. Sciences (Pure and Applied)

Dr. Howard Haubensack, Chairperson  
Dr. Philip Goldberg  
Dr. Sasha Koulis  
Dr. Alfred Levine  
Dr. Phyllis Roberts  
Dr. George Rozos  
Dr. Gerard Solomon  
Dr. Sandra Tangri

### 4. Teacher Education (and Related Educational Professions)

Dr. Thomas Crowl, Chairperson  
Dr. Mirella Affron  
Mr. Daniel Collins  
Dr. Ronald Doll  
Dr. Victor Matfield  
Dr. Paul Rabinow  
Dr. James Sanders  
Dr. Joseph Schwartz  
Ms. Bernice Williams

A common charge has been put to each group:

To consider the Self-Study and CUNY evaluation and the problems raised by them, and in so doing (a) to review present programs, both graduate and undergraduate, and recommend which need revision, expansion, cut-back, integration with other programs, or elimination; (b) to consider and recommend, within the known constraints, future developments and programs; (c) to consider the special role of Richmond as an upper division College, especially as relates to the needs of program articulation with community colleges.

The second group of Task Forces has been called on to address important educational issues that are common to all the program areas, and the resolution of which will influence the character of the College. These Task Forces, with a brief statement of their charges, will be the following:

### 5. New Programs and Professions

Although each of the program Task Forces will be addressing itself to this charge within the range of its disciplinary interest, the College requires an over-all view of evolving professions and directions in higher education, especially as relates to the role of an upper division college. The character of the college will be significantly affected by the new programs, and this task force will, in a sense, represent the faculty not yet here at Richmond. Also to be addressed are general questions relating to the desired balance of academic (liberal arts and sciences) and professional programs.

Dr. Maxine Bernstein, Chairperson  
Mr. Thomas Fedor  
Dr. Joan Gildemeister  
Mr. Charles Lower  
Ms. Florence Parkinson  
Dr. Elliot Rubinstein  
Dr. Philip Schain  
Mr. Mordechai Sheinkman  
Dr. George Vachtsevanos  
Dr. Alan Wolfe

### 6. Student Admissions and Advisement

Our concern for the students will, of course, be reflected in the other Task Forces which are concerned with program and instruction. However, some overriding issues concerning student life must be addressed, lest we lose sight of them. Among them are recruitment and admissions of students (e.g., at what levels or kinds of prior college work or other life experience? Whether or how to certify non-academic experience? What commitment to be made to continuing education); and advisement (e.g., what kind is needed? given by whom? how organized?). The character of the institution will be significantly affected by recommendations in these areas.

### 6. Student Admissions and Advisement (cont'd)

Dr. Daniel Kramer, Chairperson  
Ms. Rima Blair  
Dr. Robin Carey  
Dr. Fairfid (Lori) Caudle  
Ms. Audrey Glynn  
Mr. Ramon Hulsey  
Mr. George Maginley  
Dr. Panagiotis Razelos  
Dr. Electa de Rodriguez  
Dr. Richard Saez

### 7. Basic Skills

A long perceived problem for colleges, and by no means newly created either by the television "generation" or by the University's Open Admissions Policy, concerns the poor preparation of students for college work in reading, writing and mathematical skills. Recent tendencies in the culture and Open Admissions have probably aggravated this problem, and at Richmond, taking its students mainly from the community colleges, the form it takes may well be a special one. In any event, it seems clear that we must address ourselves to this problem, whether the response is described as "remediation", "compensatory", or as part of our ongoing educational responsibilities in educating for the baccalaureate. To be considered are such matters as identification of student needs, modes of instruction, organization of program, use of placement exams, skills centers, writing "labs", counseling, etc.

Dr. Richard Barsam, Chairperson  
Dr. Sandi Cooper  
Dr. Lanny Fields  
Dr. Daniel Fuchs  
Dr. Majorie Holden  
Ms. Judy Jacobs  
Dr. George Jochnowitz  
Ms. Lynn McKinley  
Ms. Elaine Ostrand  
Dr. Gerald Sider

In an attempt to bring the Richmond Times home to Richmond College the "Roving Photographer" will become a regular addition to the Times. Donna Dietrich-Roving Photographer

Since much talk has been circulating of late concerning change at Richmond, students were asked this question:

"Do you feel that the requirements and the presentation of your courses are any different this semester than they have been in the past?"



photo 7—Joanna Buccellato, Psych and Special Ed major. "Yes, they have changed and I think it is the cause of the administration. The emphasis is now on grade not learning. Some special courses, such as Women's Studies, can better relate to students. You can put what you want into it, and get the same out of it. Here there is no pressure and it motivates me to seek more. I miss the free setting where you go to class to be stimulated rather than to get an "H" or a "P".

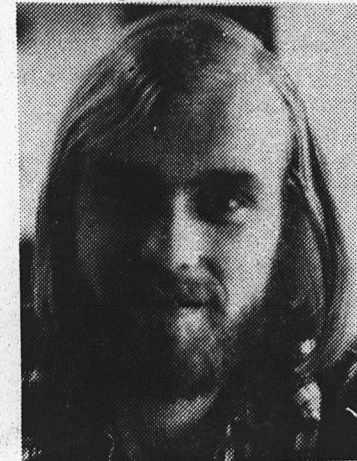


photo 2—Pete Coleman, Sociology major. "Yes, they seem to be more formal and structured. There is a definite set of requirements. Lots of teachers give more tests and hold attendance as a requirement. There is more emphasis on structure."



photo 3—Mimi McMann, Psych and Special Ed major. "They are definitely more structured. This is good in one respect, it gets rid of all the bull shit students. In Ed, for example, one should learn how to perform and produce; there is more emphasis on this now. This benefits the student whether or not he realizes it."

## The Future of Integrated Studies

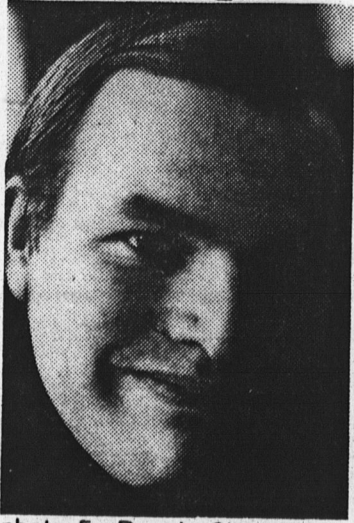


photo 5—Dennis Sloan, Math major. "No, I think they're the same, especially considering they are the same 2 courses I took last semester."



photo 6—Debbie Ford, Anthropology major. "In courses I have, the main difference does not seem to be in the teachers, but in the students. Students appear to be more passive in class, not many participate in discussions. There doesn't seem to be any continuity in their discussions. This may be due to the fact that the student body changes so often in a 2 year college that students don't have the opportunity to develop a knowledge of each other's interests and opinions, so that they are comfortable with each other in classes."



photo 4—Deia Capella, Psych major. "They are a lot more stringent this year. Work requirements are much harder. Courses that were less structured before tend to be more structured with tests and term papers which were not required before. It's all too bloody much for me this year."



photo 1—Jackie Grillo, Psych and Special Ed major. "They are more conservative and less innovative. This is just not the experimental school it used to be."

An article on Integrated Studies seems appropriate for two reasons. First, as an experimental innovation, its successes and failures and its standing in the college community should call forth particular interest. Second, the program is nearing the end of its probationary period and in June, 1974 the B.H.E. will decide whether or not the program is to continue.

In respect to "high level" attitudes toward Integrated Studies, Prof. Larry Mitchell, Co-ordinator of Integrated Studies, described the Administration's attitude as having been one of neutrality and lacking in encouragement. Concerning the Report of the Visiting Committee on Integrated Studies conducted in Nov., 1971 at the request of former president Schueler, Prof. Mitchell described the B.H.E. as "encouraging". Judging from the attitudes of the B.H.E. "we should assume we will continue." (It may be noted for future reference that Acting President Touster was among the members of this committee.)

However, the evaluation of Integrated Studies included in the college-wide Middle States evaluation, conducted for the B.H.E., seems all but encouraging. It cites "pedagogic looseness" and "ineffectual confusion" (is there such a thing as effectual confusion) as deficiencies in the program. Because of the vagueness of these criticisms which Prof. Mitchell called an "Agnew-Nixon way of talking" it is not possible to respond to them.

A further criticism by this evaluation was that "more rigorous attention should be paid to the evaluation of the students' experiences in the program." Prof. Mitchell admitted that this criticism is "well-founded for every program in this college." However, he said that traditional methods of evaluation, such as grades, are more in need of critical investigation "to see if they are doing anything useful for anybody."

The Report of the Visiting Committee also cited a feeling among Richmond faculty that Integrated Studies was for students "...an easy way of avoiding serious education." The Report conceded that "...what may on the surface seem to be a waste of educational time is in fact a way of breaking through to new forms of self-awareness and personal growth."

Prof. Mitchell said that a stereotype exists in the college that "Integrated Studies students don't do much." The response of Integrated Studies is that "the thing we have tried to allow for is students...to do things at their own pace, and for some students this means going slow for a while." Although it may be argued that because Richmond is an institution of higher education students should be able to handle educational rigors. Prof. Mitchell does not see it as a question of ability. Rather, "...people learn at different times, different rates, and in different ways and we try to assume that everyone isn't the same."

In rejecting traditional methods of student evaluation, specifically grading, Integrated Studies is met with a serious problem. The program is attempting to replace the plastic motivation created by grading with interest and self-reward as the rewards for learning. The difficulty, as stated by Prof. Mitchell, is that "...we are trying to develop a program in isolation and to develop motivation aside from grades is a long and difficult process." This problem probably affects many programs at Richmond.

Another area of criticism by the Middle States evaluation is what was termed "the absurdity" of "the belief that the American working class has its own integral culture." From this remark I would gather that the evaluators are not of the American working class and therefore cannot comprehend the attempts of Integrated Studies and other programs as well to deal with the experiences of working class students and to make their education meaningful from this viewpoint. I have more than once heard Richmond students express appreciation for the sensitivity of faculty members to the needs of working class students. Integrated Studies considers "the low self-esteem that often comes from growing up in the working class or the anti-intellectualism found in some ethnic sub-cultures..." as impediments to education which must be dealt with.

There are now several new issues affecting Richmond which, though not directed at Integrated Studies in particular, may have special consequences for it. One such issue is the imposition of tenure quotas on C.U.N.Y. Because these quotas will require that faculty members have Phd's and publications, and be concerned about their standing in their profession the faculty, according to Prof. Mitchell, will be "more alike" and this would be against the goals of Integrated Studies and the college as a whole. It would place emphasis on "scholarly knowledge, the teacher as the authority, and on book learning. Integrated Studies requires a variety of people and interests so that "students have a broad range of choices."

President Touster's Academic Master Plan Process which cites the need for established "purposes, directions, and priorities" is another matter for discussion. I think that student John Moller expressed the assumed nature of Richmond in his letter to the Times (Oct. 16) where he stated, "I assumed ... that Richmond's purpose was 'to educate'; that to educate was going to mean something different to each and every member of the Richmond Community-students and faculty alike." I am not sure that an educational Master Plan could incorporate this definition of education. We will have to wait and see exactly what the nature of this plan is to be.

Because Integrated Studies is founded on a concern for the special needs and interests of individual students, the Master Plan proposal seems especially suspicious. Also, it must be considered that as the college composition changes, so must

educational goals and directions.

Finally, the status of Integrated Studies as an experimental program reflects the status of Richmond as a whole as an "experimental" college. Professor Mitchell revealed that there was talk under Schueler's administration that a special center for experimentation be created separate from the school as a whole. Such an arrangement would isolate experimentation and may reflect a "go over there and play" attitude as Prof. Mitchell expressed it. And what would become of the supposedly "experimental" college? Although it is doubtful whether such a center will come to fruition, the attitudes which may have conceived of it call for consideration.

Another suggestion concerning how experimentation is to be instituted at Richmond is that in the Middle States evaluation which states that "because of these factors (pedagogic looseness and ineffectual confusion) it is recommended that the program of Integrated Studies be transformed to a continuing program of experimentation within and among the various divisions, with a guarantee of solid and logistic support from the administration." If such was to be carried out, I cannot see how a dilution of the intensity of experimentation and freedom of expression could be avoided.

As Prof. Mitchell stated, college-wide experimentation would have to be limited because of the limited interest of the faculty in experimentation. He thinks it preferable for other departments to start experimental programs of their own. Dean Odian may not agree with this as he feels that attempting to do too many experiments will doom them to failure and anyway "...anytime you do things that are not a repeat of other things, then the chances of success are not high."

The Report of the Visiting Committee seemed to draw a thin line between the Integrated Studies program and the rest of the college. However, although there are other faculty members, according to Prof. Mitchell, who have the same objectives as Integrated Studies "which are, at the very least, to make the classroom more democratic...draw on student experience as a part of the learning process, to engage in activities and ideas which have not been traditionally accepted in the college program", Integrated Studies is the only program organized around these aims.

In June, 1974 it will be decided if this program is to be continued at Richmond. Prof. Mitchell described it as being popular with students and as paying for itself by fulfilling its limited enrollment of 150 students. "If student interests and demands mean anything," he said, "then we are in a fairly good position."

Deborah Ford

## The Health Service Offers You



The Health Services office is comprised of a part-time physician, part-time gynecologist, and a full-time nurse.

Office hours are from 9-5 p.m. Monday through Friday. Physicians hours are Monday 1:00 - 2:00 p.m. and Friday 9:30 - 10:30 a.m.. The gynecologist's hours are to be announced. Anyone wanting to see the physicians must make an appointment in advance.

The Health Service office provides a variety of services including direct treatment of an illness via the physicians and consultation of misc. health problems, and referrals where necessary. There are pamphlets and a variety of printed information available at all times on diet, venereal diseases, birth control, drugs, abortion information including explanation of the abortion technique and available clinics and prices. Free pregnancy tests are also done by the H. S. office. Other information and services include the following: Medicaid info., dental clinics, inexpensive medical clinics, travel immunizations, T. B. screening, V. D. screening, listing for family planning clinics for all boroughs, emergency first aid, processing of accident insurance claim forms, student teaching physicals and physical examinations for jobs.

Any questions or assistance on the above services or any other health oriented problems, see the nurse, Mrs. Ekholm.

9:00-5:00 Mon.-Fri.

Room 536

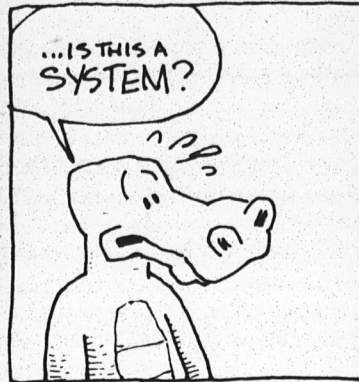
# CLUB NOTES



Name of Club La Asociacion

Type of Activities or Activities: For month of November a latin-cultural dance, tentative a political and cultural program (possibly on Dominican Republic.) Contributed to the Mid-East Forum.

Date of Activity or Activities: Dance on Nov. 30, 1973, Friday, in the conference hall at 10 PM to 3 AM. Political and Cultural program tentatively for week of Nov. 19-21. Mid-East Forum inquired at Attica Brg. or Amistad.



## RCA EMERGENCY COMMITTEE

October 12, 1973

Members in attendance: Sal Siggia, Janet McLeod, Edd Merritt, Murray Weitz, Greg Anderson  
 Guests: Madeline Paladino, Marty Bauman, Danny Sheehan, Bob Millman, Paula Sullivan

Minutes taken by A. Jay

1. Discussion about paying rents for the Committee of Majors \$250.00  
 Community Workshop 125.00  
 Community Center 100.00  
 It was brought out that this money was already being paid for so long that it would be inadvisable to discontinue paying it. Sal Siggia made a motion to pay these rents. This was seconded and passed unanimously with the understanding that these storefront rents would be paid for this month only.

2. The Anthropology Club needed \$2040 for the purpose of sending 15 club members to the annual convention in New Orleans. J. McLeod made a motion to give the Anthropology Club \$136 per person group rate for up to 15 members of the club to fly to New Orleans for the Convention. Greg Anderson seconded the motion. The vote was 3 abstain, 2 passed.

3. Danny Sheehan brought up the request (see meeting of Oct. 2nd) for a salary for both himself and Robert Millman. He and Mr. Millman are the Managing Editor and Editor of the Richmond Times.

Sal Siggia made a motion that Bob Millman and Danny Sheehan be paid retroactively from September 10th to October 23rd, 1973, the sum of \$156 each at the going rate of \$26 a week for the purpose of work done on the Richmond Times. Craig Anderson seconded it. The vote was 2 in favor, 3 abstain.

4. A motion was made to grant Phillip Schuford an emergency loan for \$40 to buy books and transportation. This was passed unanimously.



All club representatives must pick up their statement of expenditures by the 15th of each month from Ms. Paula Sullivan in the Business Office. (Room 928) At this time, any questions concerning your budget should be asked. If necessary, any line changes can be arranged at this time.



Name of Club Women's Liberation Club

Type of Activity or Activities  
 Women's Day  
 Meetings every Wednesday

Date of Activity or Activities: Women's Day Nov. 9 & 10

Name of Club: Anthropology Club

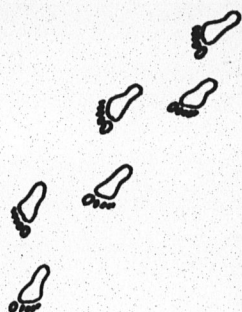
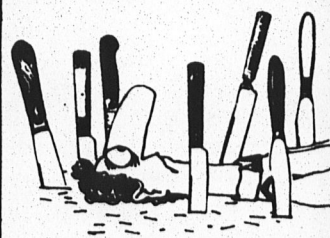
Type of Activity or Activities: We meet on Wednesdays at 12:45 in Room 823. If you can't attend, please post your name on door of Room 819. All notices are on 819.

Thanks to RCA the club is sending fifteen of its members to the 72nd Annual Meeting of the American Anthropological Association. A copy of the preliminary program is on door 819.

Name of Club-Attica Brigade

Type of Activities or Activities-1. Study group on imperialism. 2. Meetings. 3. Attica Brothers lecture. 4. Indochina Solidarity Week. 5. Demonstration on cut-backs & open admissions. 6. Film on Mid-East.

Date of Activities-1. Every Monday night. 2. Every Monday afternoon at 2:30. 3. Sometime during Nov. date indefinite 4. Last week in November 5. Nov. 15th 6. Nov. 20th.



Name of Club Photography Club

Type of Activity or Activities: The club has just repaired its Nikon F Camera and Lens to the tune of \$80.00. Any responsible student may borrow this camera.

We also have equipment and charging bag for on-the-spot developing of 35mm negatives.

Sign-up list for take-out orders in Room 539. See Madeline Paladino.



MEN WITH NO NOSES

# CLUB NOTES



Name of Club—Psychology  
 Type of Activity or Activities—Film & speaker—comparitive studies of social & maternal behavior among different species of monkeys.  
 Date of Activity or Activities—Dec. 11-Tues.-2:40 to 4:30 in Lecture Hall-Dr. Leonard A. Rosenblum.  
 Comments: **Past** Tues. Oct. 16, 2 speakers from Child Development Institute 'movement patterns from infancy thru adulthood & how they relate to personality.'

The Community Center Club would like to announce: That the Shanti Food Conspiracy Food co-op has been reorganizing. There will now be: A wider and more consistent supply of natural and organic grains, dairy, nuts, dried fruits and herbs. Also—The storefront at 104 Westervelt Ave. will be open during all store hours. Tues. Wed. Thurs. 4-8. Sat. 12-6. If you had given up on the co-op— **Give it another try!** If you haven't heard of the co-op or never shopped there, Come On Down—The food is inexpensive and good and co-op members friendly.

Activities planned: Nov. 2 sponsoring a benefit Halloween Dance at the Tea House. Nove. 10 Bread baking class. Nov. 22 Herbal Medicine demonstration. Christmas vacation—square dance.

We also have ongoing nutritional studies and co-operative theories groups. There are also neighborhood bottle recycling get-togethers on the **first Saturday** of every month.

Name of Club "Tea House" also known as Community Workshop

Type of Activity or Activities: The Tea House is a spacious storefront located on 114 Victory Blvd. It is run by a group of Richmond College Students in a form of a collective. We have weekly meetings to plan activities. The Tea House offers its space to all students.

Date of Activities:

- Mon. - "Tea House" collective meets.
- Tues. - every Tues. Yoga at 7 o'clock P.M. with Bill Russo.
- Wed. - open for clubs to meet.
- Thurs. - neighborhood food buying club meets - membership open!
- Fri. - every Fri. at 9 P.M. "Open Mike Night" bring your harmonica. Free!
- Sat. - every Sat. - professional entertainment night — starts at 9 P.M.

Tues. morn. children's Art Workshop 9:30-4:30 o'clock. Painting, clay, collage ... etc.

**Comments:**

To get in contact with us please leave message in the Tea House mail box outside the Student Government office.

Name of Club I.E.E.E.

Type of Activities or Activities: For those E.E.'s also interested in Astronomy, a proposed project is the building of a special telescope to view COMET this Christmas. It will be a 130mm aperture, F5 wide angle design. If you have any interest whatsoever, come to 542½ (Engineering Students' Office).

Next regular meeting - 12 NOVEMBER in the lab.

Any students with any interest whatsoever in the following: Audio, Electronics, Ham Radio, getting a job, television, even old movies, why not stop by Room 542½ and meet the members, talk and have some coffee.

Six **LAUREL & HARDY** shorts will be shown 5 NOVEMBER in the lounge, free.

Name of Club Newman Club

Type of Activity or Activities  
 General Club Meeting  
 Lecture on Red China

Date of Activity or Activities: November 7, 1973 - 3:00 PM

Location: Cafeteria

**Comments**

Thanksgiving Dinner - Nov. 18, 4 p.m. (\$3.00) at Notre Dame Cafeteria, 76 Howard Ave. All are welcome for Turkey dinner.

Call Newman House, 590 Victory Blvd. 442-2137 for more info. They have a lounge and are open to all.

Name of Club—Sports Club

Type of Activity or Activities—Karate, Jiu-Jitsu & Pia; Issured GI's to students.

Date of Activity or Activities—October 29, 1973+2:30-4:30 p.m.+the Kwame Nkruma Community Center 110 Victory Blvd., S.I.

Comments—Sensi:Bro. William Lewis Assistant Instructor Bro. Carl Neal.



The Newman Club is sponsoring a talk

Elizabeth McAllister Berrigan will speak on

Resistance & Community  
 Nov. 14, 3 p.m.  
 3rd Floor Student Lounge

Ms. Berrigan is a former nun involved with the Catholic left, and the resistance and peace movements. She was one of the "guilty" defendents of the Harrisburg Trial. The trial was used by the government to squash the peace movement.

## OFFICIAL ACTIVITY FORM

Name of Club—Lesbians United

Type of Activity or Activities—A Gay Women's Social is planned for the future (in November)—possibility of having regular socials. More & different activities are being discussed for the future.

Lesbians United

On Oct. 30, the Lesbians United club held its first meeting of the fall '73 semester. We discussed possible future activities such as dances, a theater group & discussion groups. In the future, we will meet on Mondays during club hours. Watch for posted notices. Meanwhile, any Gay women with questions or suggestions are welcome to contact Lesbians United through the student government office, Rm. 543.

Name of Club Music Society

Type of Activities or Activities:

1. Rehearsal of Collegium Musicum: various groups of instruments indigenous to the Middle Ages and Renaissance.
2. Rehearsal of Chorus, where music from all stylistic eras is sung.

Date of Activity or Activities:

All rehearsals are held on Mondays and Wednesdays

Chorus: 6:30 to 8  
 Collegium: 4:30 to 6:10

**Comments**

All are welcome. The Chorus is singing 3 Bach cantatas, 3 English Madrigals, and various 20th century works. Also C.P.E. Bach's Magnificat. We have concerts every year, of both chorus and collegium.



Name of Club LES MONTAGE

Les Montage has received requests for funds to make composite answer prints on three films. These requests have been approved. Also approved were limited funds for film for a movie now being shot.

The next meeting of Les Montage will be the third week in November. The exact time and date will be posted on the door of the film workshop in the basement.

Les Montage is the 16mm film club, formed to support some production costs for film students doing independent study.

More Club Notes  
 On Page 19

# TIMES

## EDITORIAL

### What Is A Task Force?

Another bigger and better evaluation is on its way. A document that will not just upset department heads of underdog divisions, but one that will turn the entire population of Richmond College on its ear. We are finally down to the real thing, an evaluation with concrete results, to "define our goals" etc. But in attempting to solve the intricate problems of a college with few peers by which to judge it, we stumble over a monstrosity of preconceptions: that we, as self evaluators, desire the strings attached to the South Beach campus.

Some points:

For a commuter school (which open admissions implies), is not Saint George logistically the best location for public transportation commuting? In a memo entitled "planning constraints" Dean Blei makes mention of parking facilities for 6,400 students. While parking facilities are necessary, is this school going to be more advantageous to those who can afford a car? Should not a free university be planned for students that can't afford to go elsewhere, by car, plane, or otherwise?

Despite occasional hostilities, Richmond College is firmly rooted and accepted into the Saint George community. Students, faculty and alumni live in the Saint George area and give Richmond an organic continuity. This continuity that has been built since its founding, should be desired by any school that claims to serve the community it occupies. Outside of water, summer bungalows, the South Beach psychiatric center, and one bus line, there is NOTHING down there: no stores, no housing facilities, no community. Since the original planning, dormitory facilities have been dropped. Richmond College is an integral part of Staten Island, and the Saint George community. It has been built up slowly, and is precious to urban education. Open admission implies just that, meaningful free education means just that,—Richmond's small size and location allow just that. The task forces should view this as a major factor to be considered in its evaluation of where we're going.

The South Beach campus is planned to support 6,400 full time equivalent day students, but Richmond's enrollment levels in 1972 have not met the projected enrollments planned by the 1968 master plan. If 6,400 upper division students are not at the South Beach campus by its projected construction (1978-79), Richmond will most likely be forced into the position of a four year school and that will mean THE END OF THE "EXPERIMENT".

In the last few years, evaluation upon evaluation have been conducted to see how the school operates as an upper divisional college. Now another evaluation is underway, designed to conform Richmond College to its projected campus at least five years away.

Instead of stuggling to keep abreast of master plan deadlines (as president Touster's and Dean Blei's memos infer), should not the Saint George Campus (as compared to a South Beach Campus) be evaluated?

President Touster would like a document from the task forces by February first. It seems we are at least one step ahead of ourselves, a step we might come to regret.

Before we evaluate **what** we are going to change, let us evaluate **why** we should change.

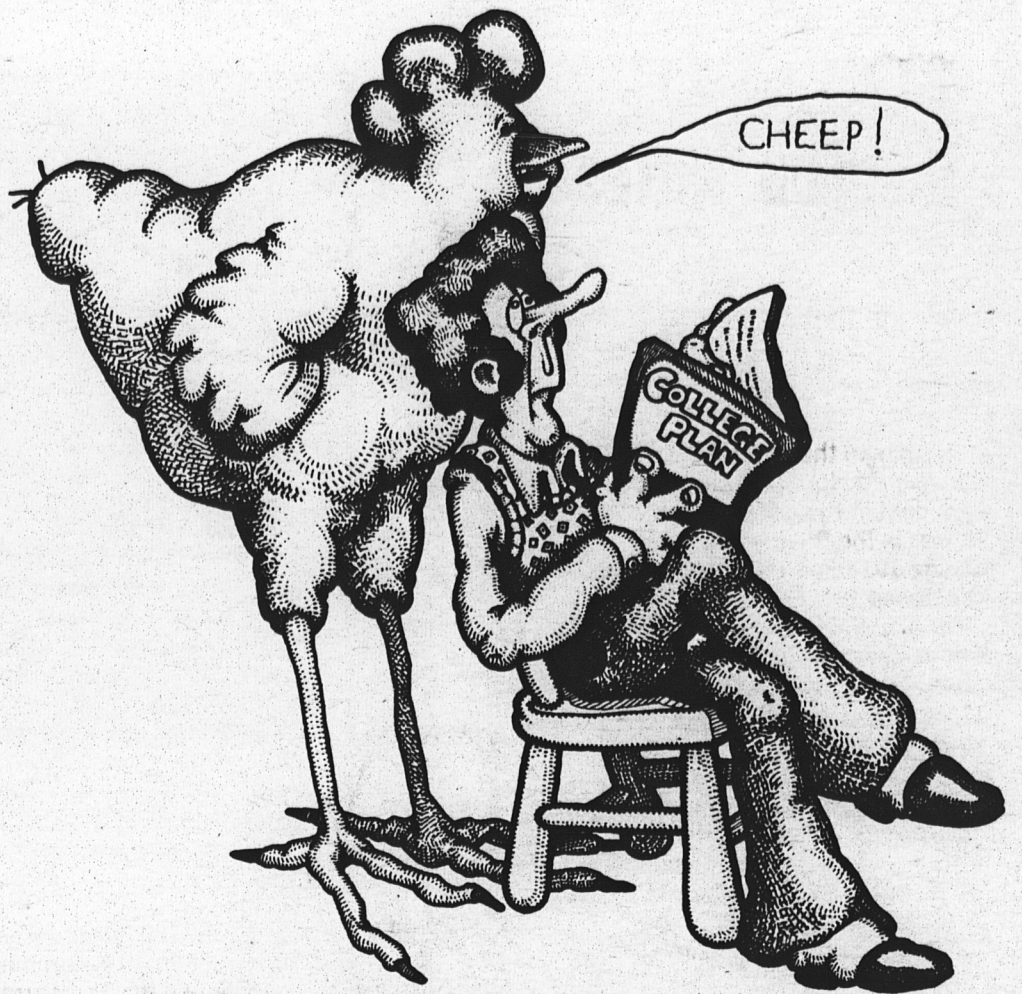
The South Beach Campus could be a wise move for Richmond College, but we just don't know. The "Times" would appreciate any response on this crucial subject. See Robert Millman, Editor-in-chief, Room 539, 130 Stuyvesant Place, Tel. 448-6141.

## RICHMOND TIMES

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### Student Gov. Elections

In spite—in fact, because—of the light participation in the election, the **Times** especially wishes to congratulate the winners thereof on the work they put into their campaigns, and to wish them well in carrying out all the work they've volunteered for. As we said in our "Election Special" editorial, the real importance of the student government, from the Council and RCA to the committees, will only become apparent as the year unfolds. That the elections were by and large won by a fairly broad coalition representing a wide sampling of students at Richmond, on a platform stressing student needs at the school, is already a good sign; even more encouraging is their declared intention to reach out to the entire student body (beginning with their erstwhile opponents), to guarantee real representation and involvement for us all. One method of assuring this will be to use the pages of this crusading journal to publicize issues, seek out opinions, and generally get and keep the ball rolling. We welcome one and all to

do so.

On this note, we wish emphatically to scotch the rumors apparently spread by Mr. Tony Brogdon, (former Coalition campaign manager) to the effect that the **Times** is opposed to said coalition, and planned to attack them before they'd even gotten off the ground. Likewise rumors to the same effect, concerning the student government secretary (Andrea Jay) and the Graduate History Club. The effect of such false rumors, needless to say, has been some unwarranted acrimony and distrust all around, which we hope has been cleared up. As for our rumors, Mr. Brogdon has apparently spoken to a number of people about the idea of "taking over" the **Times**. We know Mr. Brogdon of old, when he was doing the same thing at Staten Island Community College, and would be delighted to hash that one out again, were there not more important things for us all to be doing. **Caveat lector!**

### Student Faculty Senate

In the waning moments of the last Faculty-Student Assembly meeting, the issue of official student evaluation of faculty was raised, with predictably explosive results. At issue was a ruling by the BHE that, while Richmond may delay for yet another year in revising its general governance procedures, a method for obtaining genuine student input on teacher grading must be created at once. The original proposal was for the creation of a special student-faculty committee (five students, three faculty), to create, administer, present and publicize the student evaluation, with two of these students to sit on the school-wide Personnel and Budget Committee. It was objected to on a number of grounds, some more specious than others, and referred to an **ad hoc** committee for refinement and representation at the next Assembly meeting in mid-November.

The **ad hoc comm.**, consisting of Madeline Paladino and Paul Nelson of the **Times**, and Prof. Lanny Fields, will begin meeting Nov. 5 at 9:30

A.M. sharp. Students with ideas are asked to attend or write to us, care of the **Times**, and to attend the next Assembly meeting, whenever—sure to be especially exciting!

**Editors' Note:** The **Times** favors a totally student-controlled evaluation, with student input at large into the kinds of questions and procedures to be used, the results to be publicly available to the student body. We hope such evaluations might also develop a general way—not simply of "grading" faculty—but of assessing courses and programs, the degree to which they serve the needs of students and the community, and in general of making education a more valuable and cooperative process at Richmond. We feel that the faculty should support this wholeheartedly, that it is more in their interests to ally with their own students, than to rely on the tender mercies of the BHE and those it represents, whether for job security or the creation of a serious and enjoyable institution of higher education.

## LETTERS

I think for the yearbook, there should be pictures taken of all students graduating, faculty, officers, members of clubs etc. The students should have the privilege of putting near their picture their favorite slogan, nickname, future goals, memories and extracurricular

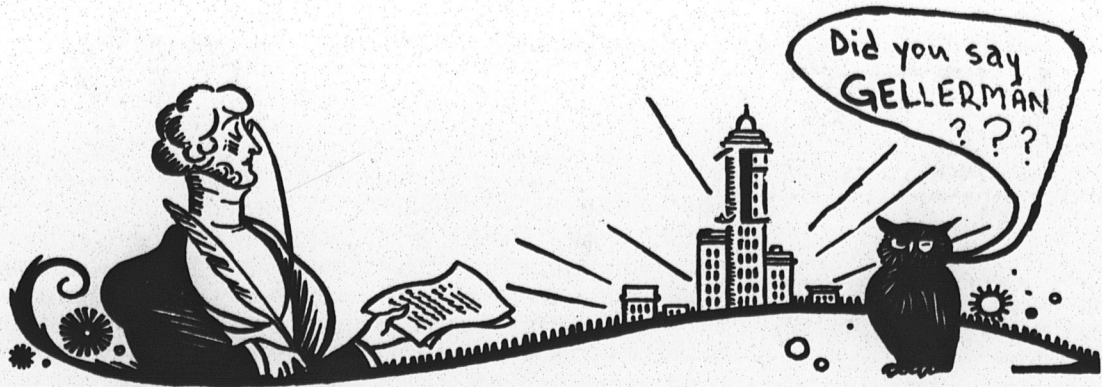
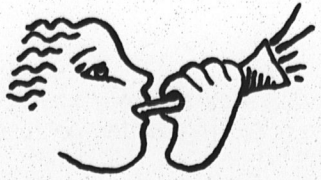
activities (outside, as well as in school).

Signed,  
Anonymous

It is with extreme discession and repertoire with which I write this letter. What has happened to our minions of justice, the defenders of the sacred trust, the cops. Why

you'd think they all turned to pansies or something. The mustaches are bad enough, but those new cars, pastel blue and white? Why I'd go to the ice cream man for help first. These are strange times. Why I ask you have you not spoken out on such an issue?

J.P. Delsner  
Bensonhurst



Editor: THE RICHMOND TIMES

30 October 1973

## THE TALK OF THE TOWN

In reply to the letter entitled "Caveat Emplor" (Oct. 16) I as a student in the class, "Human Beings in the Business World"-Spring 1973, take exception to the biased, derogatory way the class situation was reviewed. The anonymous letter writer apparently missed the point on all of the issues brought up. As far as Bill Gellerman trying to condone manipulation of workers, he tried all semester long to bring to the foreground ways in which workers could use alternate ways to alleviate human frustration and ineffectiveness in the business world.

The logs that were kept were used, not for the purpose stated in the letter, but to make us aware of our personal work problems and record how we tried to solve them in a humanistic manner. Most of the students felt that their day by day awareness helped to solve or alleviate a lot of the tensions that destroy the business person. The writer must be realistic enough to realize there are many work situations that she-he has no control over, and at this point a decision to live with it or get out from under has to be made.

As far as the woman student mentioned in the letter is concerned, to say she had to "change herself" for "Honors" is laughable. She is a very strong willed direct person who was not about to be manipulated by anyone.

Most of the articles distributed pointed up the fact that big business is very much aware of the unhappy state of some of their workers; some try to rectify it, others ignore or use the KITA (kick in the ass) method to control. Is the writer so naive as to expect business not to want to make profits? It is childish and immature to believe that a company will not try to make their employees more content in order to achieve this. The fact that many companies try to involve their employees more and more in the whole company picture, points up the fact that business is getting more humanistic. Taking Bill Gellerman's ideas into the business world would certainly be a step in the right direction. To say his course hurt the students conception of "real life" is both false and vindictive.

As far as the term project goes, I want to thank Professor Gellerman for helping me attain a goal I set for myself by guiding me in a logical sequential manner. This college could use more Bill Gellermans and less editors who try to second-guess situations they were not personally involved in.

G. Carter



October 29, 1973

Editor  
The Richmond Times

I write in absolute refutation to the anonymous letter about Mr. Gellerman's course "Human Beings in the Business World." I am taking a course of Mr. Gellerman's, "Organizational Theory and Behavior", which is similar to last year's course.

The student charges that Mr. Gellerman is "gearing the students to living without conflict in the business situation without changing it." I receive the opposite impression, i.e., the course provides an understanding of the American organization and its need for democratization and humanization.

The writer mentions KITA (kick in the ass) in a context which would seem that this is recommended for instilling motivation when, in fact, KITA is the opposite of motivation and is disavowed, most especially in the free atmosphere of Mr. Gellerman's classroom.

I also enclose samples of the material used in Mr. Gellerman's course and challenge anyone with an open mind to call it "insidious manipulation".

Susan Brouwer

To the Editor:

In a recent edition of the Richmond Times you published an anonymous letter titled "Caveat Emplor" concerning a course taught by William Gellermann. I do not wish to go into detail regarding the specific points made in the letter. Professor Gellermann is an eloquent spokesman and needs no help in refuting the absurd contentions made by the letter writer. Instead, I wish to direct my comments to your journalistic standards. Any person is entitled to his or her view regarding anything including a course given at Richmond. But as an editor of a public newspaper, you have the responsibility and moral obligation to attempt to get all sides of a story, especially when you insert your own view about the course and recommend action. At the very least, you should have contacted Professor Gellermann for his comments. Moreover, since you purport to be so interested in the welfare of students, why not try to talk to some other students who took the same course? You state that the author has given you material to back up his claims. Are you to be the sole judge of this material? Are we to accept on blind faith your supposed hidden evidence derived from an unnamed source? One is reminded of the now infamous Senator Joe McCarthy waving pieces of paper in front of T.V. cameras claiming it contained all kinds of evidence. More recently, one cannot but help thinking of H.R. Halderman testifying that he had heard the famous Presidential tapes and could reassure everyone about their contents.

Finally, I wish to point out to you that Professor Gellermann's classes are always well registered. Presumably, students would not enroll for an elective course with an instructor they could completely avoid, were they not getting something worthwhile from such courses. If you are truly concerned about students, why not trust their judgment and submit the course and instructor to the acid test of student demand? Or do you consider yourself the best judge of what is good for students?

I would like to believe your editorial statement that the "Richmond Times is not a closed 'axe-grinding' shop." But you'll have to do more than say this to have it believed.

Barry Bressler  
Chairperson  
Group I - Social Sciences

BB:dl

Editor  
Richmond Times

This is in response to the letter, Caveat Emplor, which appeared in the October 16 issue of the Richmond Times.

Although I attended the same course, **Human Beings in the Business World**, as the author, can not in any way agree with the statements made concerning Professor Gellerman or the course. In fact, I find them totally opposite from the knowledge I gained from this course.

This course offered alternatives to the authoritarian, hierarchically structured business world. It taught students to learn to deal with people as people-individuals who are responsible, thinking beings.

The reality of the business world is to order workers about. Bill Gellerman showed that when you talk to people, involving them in all levels of decision making the final result is far superior to the paramilitary procedure often exhibited by corporations.

**Human Beings in the Business World** does not prepare us for 1984. Rather it provides students with a means to prevent an Orwellian existence.

Gerard Foley



To the Editor of the Richmond Times:

In response to the letter "Caveat Emplor" printed in the last issue of the Times, I would like to state my view of the class.

Dr. Gellerman used the approaches mentioned in the letter. His discussions, and the discussions of the class as a group rarely allowed for any latitude with respect to the discussion of the basic economic system with which we contend and its faults. I am firmly convinced the design of the course was to help business people to fit into the existing design of an inequitable system—only to allow them to fit in without the alienation which they now experience.

For my situation, as a Union leader, a worker, a teacher at Staten Island Community College, and a student, this class was difficult for me to take. After the first session, there were at least a couple of weeks which went by without Dr. Gellerman's holding class, and by the time the second class was held, it was really too late to transfer out. I would have liked to transfer out of that class because I do not believe in wasting my time. None the less, I was stuck. I also believe in getting "Honors" grades, and try to do that which is required of me in a particular class. So, I designed a project for the "Honors" grade which entailed my relinquishing control of the labor union which I lead, and giving that control to a committee. The truth of the matter is, had I given all that control to a committee which I was in fact forming, this labor union would have gone down the drain. I know my business, and I do a good job. All the people participate, but we need a strong centralized leadership. I retained my position, although my project for Dr. Gellerman did not reflect that.

It was relatively easy to figure out what would be required to get an "H" in that class. I did what was required. I fit into the design of that class for that time period.

I agree with your letter writer. This class serves the interests of the business community. Dr. Gellerman serves the interests of the business community. The readings made me wretch half of the time. I don't want to go "Up the Organization." I and many others needed the four credits, and since I want to go to Law School, I needed the "H". It's as simple as that. The course is still a destructive course in my view.

Sincerely,

Linda Gerhold

More Letters On P. 12



# Prof. Gellermann's Reply

To the Editor:

On October 16, 1973, you published an anonymous letter, titled "Caveat Emplor," about me and a course I taught in Spring, '73, "Human Beings in the Business World." There is so little fact in the letter that I find it almost impossible to determine where the letter writer is coming from. The



spirit of the letter is so far removed from the tone of the class that I doubt whether the writer attended many of our sessions. In any case, I would like your readers to know: (1) that you allowed someone to keep himself (or herself) hidden while attacking me publicly; (2) that you published the letter without first making any kind of factual check with other students or with me; and (3) that you made editorial judgments and recommended action with virtually no investigation of the truth of the letter's charges. I consider all of these irresponsible uses of the power the Richmond Community



gives you as editor of its newspaper. I am particularly concerned about the harm done to me in the minds of people who read only the first letter and who may never read a rebuttal.

Having said that, I would also like to say that I am glad that you are able to provide a channel for people who feel that more direct channels will not be responsive. And I am glad that the writer raised the questions that were raised by his letter. I would like to answer them from my point of view.

As I read the letter, the basic questions it raises are, "Do any kinds of business courses belong within the Richmond curriculum? And, if so, do they include a course like, "Human Beings?"

I am convinced that some understanding of business is needed by most Richmond students, particularly those who will become members of business organizations. The patterns of business func-

tioning are enough different from those of college so that people often experience culture shock in moving from school to business without preparation. Also, since almost all of our students will relate to business in some way during the course of their lives, a class which provides a basic level of consciousness about how business functions can be valuable to everyone. Business is an important part of reality,



whether we like it or not, and there are certain things that people need to know if they want to relate to business effectively, particularly those who want to bring about change.

Manipulation is one of the facts of business life that needs to be understood. People do use power and trickery to get other people to do things, both in and out of business. The letter writer accuses the "Human Beings" course of supporting such manipulation. I don't know what its effect was on him, but I do know that I

designed it to reduce the likelihood of manipulation by: (1) orienting students to the possibility that they may try to manipulate people and that others may try to manipulate them and (2) providing concepts and methods for working with people openly and straightforwardly so that people can do what they do for their own reasons and not for other people's reasons.

The NASA exercise to which the writer refers is designed to do just the opposite of "gearing students to living without conflict in the business situation." It stresses the need for **constructively confronting conflict** and dealing with it **openly and logically**. The exercise is one of the most effective methods I know for teaching the concepts of "consensus" and "group decision-making." It emphasizes full participation by all and is the opposite of manipulation by one person of another.

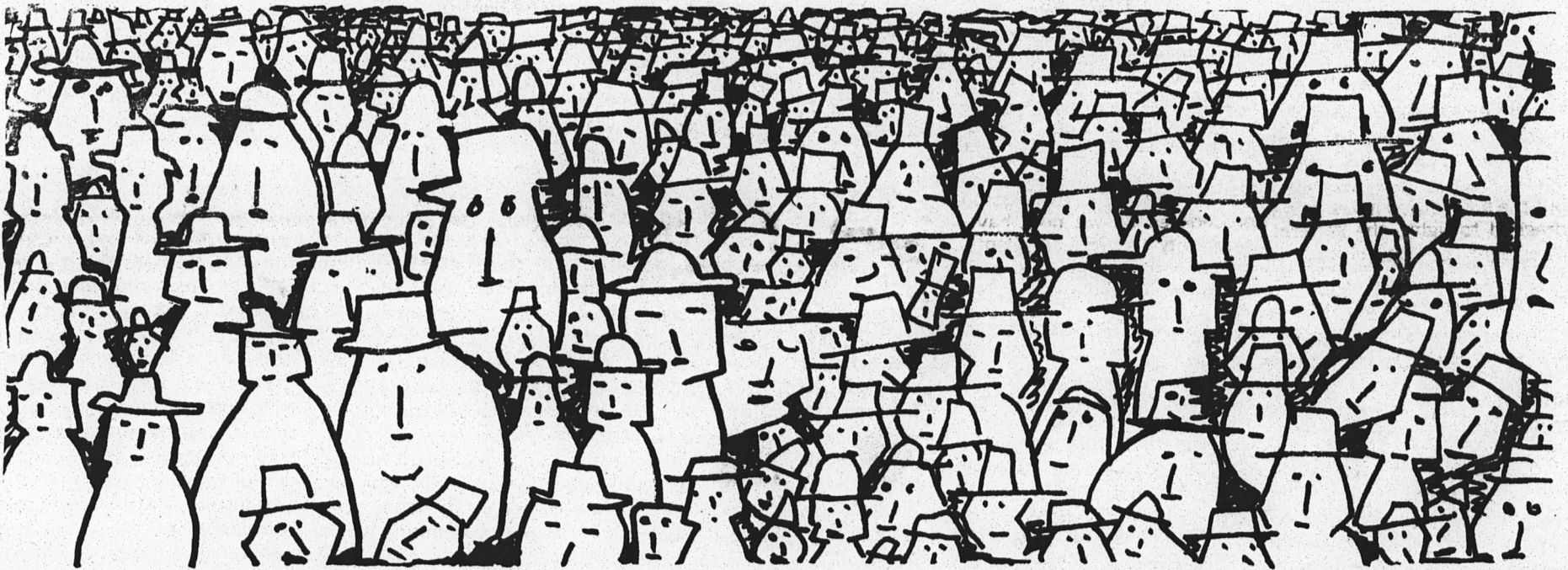
The life goal exercises were



totally separate from the NASA exercise. The writer confuses the two in a way that makes no sense to me. There was **nothing** done in the course that would lead people to set their goals "collectively" or "at the lowest common denominator." The life goals exercises were designed to give each student concrete references in his own life for the abstract concept that a "healthy" organization is one which achieves its organizational goals in ways that are congruent with the achievement by organization members of their unique **personal** goals.



Another element of the course involved focusing on students' own problems at work, as the letter noted. Again, the purpose was to give students concrete references for some abstract concepts which were outlined in a learning program, **Solving Problems With People**. The program was based on the work of the psychologist, Carl Rogers, which emphasizes a **non-directive** approach. The



object of the program is to enable students to move beyond worrying about their problems to doing whatever is within their power to achieve solutions. Again, this is the opposite of teaching students to "live with" a problem situation if there is anything they can realistically do to change it. I advocate "living with" a problem situation only if there is nothing realistically that they can do to change it at the moment.

The writer complains about the use of logs (diaries). During the semester, students kept logs about day to day experiences in which they recognized or used concepts learned during the course. The purpose was to give the concepts taught concrete meaning in terms of the students' own experience. There was no expectation that people would "readjust" in any way. The logs were turned in anonymously on a regular basis. I made comments, usually in the form of non-directive questions, rather than direct statements. No one's grade was affected by

what they said in their logs. My only expectation was that people would use the log in some way.

Regarding the specific incident cited involving the logs, I did not tell a student he was "neurotic" to worry about the people who worked for him. I just don't do that kind of "psycho-analyzing." I do remember a student saying that he was concerned about his subordinates. I'm sure that my emphasis was on the question, "What can you realistically do to change things?" And, as I noted above, if there was nothing the person could realistically do, I would have encouraged accepting the situation for the time being. That doesn't mean liking or approving of the situation, but it does mean trying not to blame oneself for failing to change something that one can't change. In connection with this same incident I am quoted as telling the student not to worry because, "after all there are plenty of high paying



easy jobs around." I said nothing like that at all. In fact I believe just the opposite. That's why I assigned a chapter about poverty from, **The Other America**, early in the course.



The description of the woman "shop steward" is grossly distorted. I simply would not tell anyone that their behavior is "due to a dominating mother and-or infantile anti-authority complex." I do encourage students to think about their problems in a way that recognizes the possibility of errors in their perception. In this connection, I probably pointed out that a person's past experience can distort his ability to sense and understand the reality of his present situation. I might also have made the point that people's behavior can be an imitation of their parents' behavior or a continuation of a pattern they learned as a child. Whatever was said, the woman was strong willed enough not to be "convinced" by me or the

class of anything. She was also clearly a person in control of her own mind, as I'm sure others in the class will tell you. The statement that the woman was "given an honors project to 'change herself' — and break the union" is totally false. Honors projects were optional. And those who chose to do such projects chose their own subjects. The aim she chose for her project in late February or early March, can best be described in her own words: "letting loose on things for which I feel overly responsible" and "permitting structures with which I have great involvement to function both with me and free of me." She was Chairman, not steward, of her union chapter and, since she was planning to go to law school in Fall '73, her aim was to make it possible for the chapter, which had been highly dependent on her leadership, to function without her through an Executive Committee. On May 14, at the end of the semester, she wrote:

The membership of the chapter met in two sessions on

Wednesday, 9 May, and unanimously approved the committee . . . . The consensus approach is to be adopted for making decisions within the committee . . . . My goal has been achieved . . . you are a good teacher in that you have permitted this course to become meaningful for me. I have been able to channel my particular interests into a cohesive project under this direction . . . .



From this it is clear that the woman felt that her project was a success and that it **improved** rather than "broke" the union. This is a matter of fact that you can and should check.

Role playing is a widely used method of teaching concepts and skills. The role play referred to in the letter involved a foreman and a worker and its focus was on communication and conflict resolution. The foreman had been given an emergency order late on Friday afternoon

CONTINUED ON PAGE 13

# THE GELLERMAN CONTROVERSY:

## Editor's Notes

As the embarrassment of riches suggests, in printing a student's letter criticizing Prof. Gellerman's course, "Human Beings in the Business World" (*Richmond Times*, 10-16, p.7), we seem to have hit on a subject every bit as explosive as we imagined. Not only have we received more letters, phone calls and personal communiques than on any subject yet raised, but the attack on ourselves was unprecedented—ranging from McCarthyism to (worse!) Haldemannism, editorial incompetence and lack of concern for the real welfare of the student body.



What interests us most, as in our original editorial comment, is not the tip of the iceberg—the debate about this particular course and teacher—but the submerged mass being dragged to light; the general questions of the changing nature of education at Richmond (Master Plans, Task Forces, programs created, transformed and demolished); the changing nature of the student body (as it is subjected to financial and—potentially—other "academic" weeding-out processes A La Carnegie or Keppel Commission Reports); the issue of student evaluation of faculty and courses (sure to be a hot debate at the next Assembly meeting); and the general reorganization of "governance" being worked on at the school. It is on these issues—in general and in particular—that the *Times* thinks it most important to focus our, and the readers', attention.

Our first efforts seem to have borne quite a crop, and we would like to reply to some of the specific ideas raised by way of widening the debate, and also suggesting where we ourselves stand. First, some general points should be made.

Prof. Bressler, as group chairperson, takes both the loftiest and most vehement view, refusing to discuss "the specific points", but attacking our "journalistic standards" wholesale, accusing us of classical McCarthyism. Superficially this seems to be based on the anonymity of the author, use of "hidden evidence", and failure to investigate further before printing the letter. In fact, behind this smoke screen we discern the notion that, while students may have their own

views "regarding anything including a course given at Richmond", those views should not be publicized. The "hidden evidence" charge is nonsense: far from being secret documents waved in front of the TV cameras, they were the material handed out in the course, which we certainly don't have space to print in full. In reading some of them, and in attempting to contact students who knew Dr. Gellerman, we did try to get other opinions on the issue; the most effective method by far has been to print the letter itself, and the replies. We did not contact Dr. Gellerman himself because: a) there wasn't time before the original deadline; b) we felt his comments would be more representative (especially about the newly created Urban and Community Studies program, in which he is involved), if he did not feel on the defensive; and c) we wished to bring this exemplary controversy out in the open in any case, if only as a starting point for the general questions it raises, and felt that all things being unequal, we would give extra weight to the student's position. Finally, it is this actual inequality which explains our acceptance of an "anonymous" letter: professors get paid to teach courses, students get graded for taking them, and in such paltry evaluation procedures as we now have, anonymity on the students' part is taken for granted as a necessary protection.

The objection, then, seems to be not the anonymity of the letter, as the fact that it was printed at all. After all is said and done, Prof. Bressler is clear on this: the real "acid test" of teachers and courses should be, not public debate, but "student demand"—whether students take the course in the first place. In fact, particularly in evening courses such as this one (it began at 6:30), this is no method at all.



Students rarely know ahead of time what either the course or teacher will be like, especially in electives outside their own departments. Their two real methods of objecting are to drop the course once they discover they don't like it (which is often impossible, and of no help to other students), or openly opposing it in the classroom, which may certainly conflict with the need for a good grade (in this case,

students had to do a special project to get an "H", a project acceptable to the teacher). In evening and graduate courses this problem—including lack of information and input, and the scarcity of courses in the first place—is worse, but the principle applies in the day as well. Further, since there is no procedure or custom of evaluating or opposing the gist of courses here (something we hope to initiate), students may be held back from doing so by timidity, cynicism, etc.

Lastly, the popularity of a course itself is no guarantee that it or the teacher is good, and shouldn't be subjected to public discussion. While a number of possibilities come to mind, Prof. Gellerman's course, as described in these letters, provides some good examples: we don't think most of our interests are served by a course that teaches management (a large percentage of the actual students in this course) how to manipulate their employees, get ahead in the business world, or resolve their emotional problems in doing so; nor that we can "serve the real needs of society by using business organizations" (which in fact now control society, including education);



nor that the approach of the class—including totally unreal skits and cooperative models—is in fact "realistic" for most of us, in the short or long run. At any rate, what is needed is some serious public thinking about these questions—by students and faculty alike—and initiating this is our prime responsibility, not sweeping the questions under the rug, which we are afraid would happen if we followed Prof. Bressler's approach.

Mr. Carter's letter is especially interesting; as a student in the course he thinks the original letter "biased" and "derogatory", which of course it was, but on close reading it seems this is not so much because the writer misrepresented the course, as that Mr. Carter agrees with Dr. Gellerman's approach.

Whether described as "alternate ways" or a "humanistic manner", the basic assumption of the course is that in response to situations at work which one "has no control over", the "business person" should take the "realistic" approach: to "live

with it or get out from under". Who this mythical "business person" is—boss or worker—is not exactly clear, although that distinction—and exactly the drive for profits which we are not "naive" about—are the real basic facts of life in the business (i.e. capitalist) world, and for the individual "human beings" involved. As for business in fact becoming more "humanistic", making "their" (!) employees more "content"—this contention is one of the most "childish and immature", and purely harmful, we have heard in a long time. In fact working conditions are worsening steadily, the



working week (for those who have jobs) is being extended (auto workers recently "won" a fifty-hour week), three hospitals on Staten Island are threatened with closing because there isn't enough profit in them, and so on ad nauseam. The credibility gap here is enormous, and best exemplified, to jump ahead, in the foreman-worker skit Dr. Gellerman describes. In the classroom the situation is defined to have a happy ending, if one considers a worker having to "voluntarily" work on Sundays as being happy. Yet what is learned from this, when Dr. Gellerman concedes that even as a game real-life managers invariably fire the worker who will not work on his anniversary? (In real life, only a union makes this not inevitable). What one learns is a total myth, satisfying to management and its friends (including those of us who simply wish there weren't so much nastiness in the world), but deceiving and downright dangerous to the worker-student who tries to act on it. In Dr. Gellerman's phrase, this may be "open" and "logical" problem-solving for bosses (at least as a myth), but not for workers.

Finally, leaving the idea of "second-guessing" aside, we are ALL very "personally involved" in the outcome of this and other courses; what we and our fellow students "learn" at school has a very real effect in all our lives, and we intend to have a real say about what we do learn.

Dr. Gellerman's reply is of course the most interesting, and we appreciate that he has openly raised the debate to a high level—e.g., whether society can be "served" by

"business organizations", whether courses to that effect should be taught at Richmond, the value of the "non-directive" approach, and so on. There is much food for thought here, and Dr. Gellerman has taken the issues seriously.

That he somewhat distorted the original letter and editor's note is somewhat natural. The "judgments" we made and "action" we "recommended" amounted to checking on and printing the letter, saying that the course "seemed" questionable, asking for reactions and investigation from faculty, students and the committees supposedly involved in such matters (some of which has happily occurred), and relating this possible case to the general issues of program changes at Richmond. Nor did the student "quote" him as "psychoanalyzing" students in the class: rather, this was the effect of the course, and the "non-directive" approach itself. As for the question of the woman union leader, her own letter speaks for itself.

Rather than cover all the details, let's focus on a few specifics. We agree that students need to know about the "business world", and how to deal with it: vocational or teachers' ed. courses that don't teach about unions, engineering and teaching courses that don't explain the whys and wherefores of massive actual unemployment in those fields, nursing programs that don't outline the real racism and sexism inherent in medical care, are all profoundly at fault. The real question is how these things should be taught, from whose point of view—and focusing on the neutral "business person" is already a step in the wrong direction. From our point of view, conflict—between the basic interests of bosses and workers—is the basic fact of life of the business world, not



merely on an individual basis, but as two general classes. "Reducing conflict" in the abstract favors those on top—i.e., the bosses. Focusing on individual conflict does the same: by and large, workers have been able to make gains, improve their own conditions, fight "manipulation", only by acting collectively against their bosses. In this light, as well, the "NASA exercise" on "group

Continued on Page 12



We don't have a lot of health info for you this issue because most of our time and energy in the past couple of weeks has gone into preparation for our big Women's Day Celebration. We're all really excited and sure it's going to be the best celebration ever.

Child care will be provided on the big day between the hours of 11:00 A.M. and 2 P.M. We have kind, sensitive, and willing men to do the job. In order that we can give your kid the best we need her-his name and age in advance. Drop by our office (Room 538) or call us at 273-0287. Please bring lunch for your child and a toy marked with her name.

We're not sure you'll want to attend every one of the events, they are so many and varied, so here are some words about each to help you choose:

Lolly and Jeanne Hirsch are a mother and daughter self help team that have traveled all over the country teaching women about their bodies. Their presentation will cover self exam, menstrual extraction, child abuse, and a host of other goodies. Being a mother and daughter team, the Hirsches bring women of all ages together.

Lesbian Mothers has to be one of the most beautiful experiences any woman can encounter. The tape, made by the mothers themselves, shows relationships between women and children, and women and women that will leave you breathless with awe.

Natural Childbirth is a film that reaffirms our right to have children, and have them in a natural and sane way.

Getting In Touch With Superwoman will be a workshop run by Lucy Slurzberg and Ro King, counselors at our school. By way of explanation Lucy said, "Through fantasy and reality, play and movement, we plan to explore and share our strengths and joys as women."

Salt of the Earth is an old movie about a group of working class women who successfully stage and carry through a strike for their husbands, who are miners. A wonderful old film straight from Hollywood.

It's Alright To Be Woman Theatre portrays our lives, dreams, fantasies and realities with theatre that will take your breath away. Bring your mother.

Martial Arts will be demonstrated by our one and only black-belt, Roberta Shine. Learning to defend ourselves is an important part of growing up strong.

Dance, dance, dance. If you don't dance, come anyway and have a good time. There'll be lots of beer, wine and munchies.

# The Land

# Of Os

Our gynecologist Dr. Marcia Storch (Golden Hands for short) has been working with us regularly, and is doing a wonderful job! She's been seeing people on a regular appointment basis and does pap and gonorrhea smears as a part of a checkup. For those of you who feel squeamish about the gyn exam, and doctors in general. . .relax our doc is as warm and gentle as could be.

Dr. Storch also assisted us in making a Self Help video tape. The tape was filmed with an all woman camera crew with and from the Sexuality class. The topics covered were the gyn exam and self exam, breast self exam, vaginal infections, and general attitudes toward health and self awareness. It's an exciting tape, and we'll be showing it often.

**YOU DON'T SAY. . .**

**With a few exceptions, I think airline food ranks on the same level with political promises, television commercials and some aspects of Woman's Lib. It's tacky, frustrating, tasteless and predictable.**

**David Susskind**

**The only position for women in the SNCC is prone.  
Stokely Carmichael 1966**

**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.

**COME COME COME NOVEMBER 10**

**BRING YOUR SISTER-  
SMOTHERSAUNTSNIECESGRANDMOT  
HERSGREATGRANDMOTHERS!!!!!!!!!!!!!!**

**Reminder! If you're looking for pregnancy tests, literature, speculums, a doctor, C.R. group, books to read, women to meet, etc., etc.; that's what we're here for!**

# Women's Day November 10, 1973

## WOMAN'S DAY SCHEDULE OF EVENTS

10:30 a.m. .... Coffee and cake  
 11:30—1:30 p.m. .... Lolly and Jeanne Hirsch  
 1:30—2:30 .... Lesbian Mothers  
 2:30—3:30 .... Third World Women  
 3:30—4:30 .... Natural Childbirth  
 4:30—6:00 .... Workshop  
 "Getting in Touch With Superwoman"  
 Ro King and Lucy Slurzberg leading  
 and Salt of the Earth film  
 6:00-7:30 .... It's Alright To Be Woman Theatre  
 7:30 .... Intermission  
 8:15-9:30 .... Martial Arts  
 9:30 onward .... PARTY TIME!!!

ALL WOMEN ARE INVITED TO THESE FREE EVENTS!!!

The Richmond College Women's Self Help Collective would like to invite ALL WOMEN to their first annual Women's Day Celebration. This day will be chock full of films speakers and events from morning till night. Featured will be Lolly and Jeanne Hirsch's self help demonstration, the It's alright To Be Woman Theatre, and a Martial Arts demonstration. There will also be films and speakers on Third World Women, Lesbian Mothers, and Natural Childbirth. Lucy Slurzberg and Ro King, counselors from the Student Affairs Office will also be conducting a workshop for us. The film Salt of the Earth will also be shown. Child care will be provided for the daytime hours.

## WAS LBJ A LESBIAN?

or

## SOME OF YOUR BEST FRIENDS ARE GAY

It was the third day on my new job, too early to call in sick. So I dragged my distended yellow body to the subway station and allowed myself to be transported to midtown Manhattan where I hurtled my pain-filled body like a football player through the huddled masses, yearning to breathe free. When that eternal day finally came to a close, I mournfully crawled to the nearest hospital emergency room to seek relief from what felt like my impending death.

The doctor who finally saw me was young, male, and quite self-conscious of his new professional status. He had the charm of a Gestapo colonel, the manners of a N. Y. Tel Operator, and the tact of a Hun. He told me to disrobe. I obeyed.

"Do you take drugs?" he poked and prodded.

"I occasionally drop an aspirin," I groaned.

"But, do you shoot up," he said groovily, obviously grokking the lingo, man.

"When I was about 12," I offered, "I shot up from 4'11 to 5'3" in a matter of months."

"Are you on the pill?" he said with great control.

"Nah. I use an infallible means of b.c." I quipped.

"Could you have contracted V. D. from one of your men friends?"

"Not a chance" quoth I confidently.

"How can you be so sure? Maybe one of the guys you sleep with has V.D.!!!"

"Hah. I don't sleep with guys." That did it. For the next 10 minutes, the doctor stared at me with his jaw hanging open. At one point I thought he'd had a stroke or that someone had forgotten to pull his Chatty Kathy string. At last, he gulped down some air and breathed, "You mean that you're a ...arrgh..-whurrurr..Lesbian???"

"Yeah." I replied, "in the flesh."

"I think we should admit you," he pronounced, "Be here at 10 tomorrow morning."

I obeyed.



The hospital was big and white and full of portraits of the Patron St. of the Sainted Patrons. Mary often hailed from the P. A. system, echoing through the corridors like the garbled announcements of arrivals and the departures at Port Authority. After I'd given my rank, name and serial number I was led to a large room on the fifth floor. In disbelief I scanned my seven roommates. "Ah, privacy" I thought. But that was only the beginning.

My boots, jeans, sweater and watch were replaced by rubber foam slippers, thin white backless gown, a robe which reminded me of the infamous concentration camp striped pajamas, and a hospital I. D. bracelet. I felt like Superman changing into Clark Kent.

In came my doctor and his chinless colleague, Taunter. They asked me many questions, hemming and hawing, busily jotting jown illegible notes on my chart. I happened to glance over their shoulders where a single line leaped out at my eyes; a phrase which read "homosexual history" was circled.

"What," I furiously demanded "has that to do with my being sick?" "Perhaps you can answer that question better than we," said chinless, edging closer. "You probably have hepatitis, or gall-bladder disease (like LBJ) but we're having problems discovering the cause of your ailment. You are a diagnostic enigma."

"Funny," I mused, "I thought that in hospitals 'enigma' was usually pronounced without a 'g'!!!"

I'd make a month-long story short as the Richmond Times no doubt has other stories to print in this issue. Throughout my stay in the hospital, my dapper doctors treated me like a freak, tried to pry into my private life, spoke of my "proclivities" with their colleagues (one of whom came to see me saying, "funny, you don't look gay( and generally made me aware of the fact that a hospital is no place to be when you are sick, especially when the doctor is all-powerful and the patient is all vulnerable. I finally left the hospital, intact, and got well without a proposed operation. After reading this story, you may be asking yourself what in heaven's name a period of physical illness has to do with Lesbianism. That is the whole point.

by Sapph O'Schwartz



decision-making", is a damaging model. (It involved a "collective" process of deciding on priority materials needed to escape from a marooned space-ship; the final "consensus" was then checked against NASA's own "correct" answers.) Aside from the artificiality of the model, "correct" answers and all, the model assumes that everyone in the situation has a common interest in arriving at the correct answer. In the business world, however, interests are sharply opposed on an objective basis, and the correct answer is different, depending on where you fit in. The model might have been more "realistic" if the debate were not about radios and flashlights, but about who to leave stranded behind (is a vice-president more valuable than a file-clerk, a general foreman than an assembly worker, a full professor than a part-time student?!!)



This applies as well to the whole "non-directive" concept. In fact, there is no such thing in real life unless it is defined to the point of meaninglessness; and in fact Dr. Gellerman does have his own directions, as his letter reveals, and guides his class towards them, whether overtly or by silence or indirect questions. The gist of the theory, however, is again that of neutrality; and neutrality works to the advantage only of those with power: the "business person" as boss, not as worker. In the same sense, the "concepts" taught in the course cannot in practice be neutral, and writing logs about their day-to-day application may very well result in one's "readjusting" in some way to situations one cannot "realistically change... at the moment". In this sense, of the two readjustments one might make—either not being as emotionally upset about the problem, or determining on a long-range fight to change it—it seems that the former is much more likely to occur in the context of Dr. Gellerman's course. The format of the course, from "mutually satisfying solutions" of unreal confrontations, to studies by Senator Kennedy, prime politician for big business, on "worker alienation", as well as Dr. Gellerman's own belief that there is nothing fundamentally wrong in "business organizations", all suggest this conclusion. The very problem of "worker alienation", as posed by Kennedy or Dr. Gellerman, is likewise "psychological", and as such leads to "psychological" solutions and pseudo-

solutions. In fact, the basis of this "alienation" is very simple: the worker must work for the boss and the bosses' interests (mainly profits), whether this shows up directly as in factory work ("we make it and they take it away"), or indirectly as in the hospitals and schools, where profit-grabbing budget cuts are more hidden in their source, or even worse, blamed on the victims of those cuts.

The end result of the course, to agree with Dr. Gellerman, is exactly to "make it possible to think of organizing businesses"—and everything else in a capitalist society—so that they might "serve the real needs of society", without "brutalizing" people. It is possible to think of a great many things which are themselves impossible, and sometimes even pleasant—but the intoxication which leads to pink elephants has an unhappy ending. And it is exactly this function of this, or other, courses, which we find very debatable, in detail or in general. Our answer to the question of business serving us in real life is "No, it can't"; to the question of whether that viewpoint should be taught here, "No, it shouldn't" and the "realism" which would teach us to accept things basically as they are, rather than educate us to change the system which makes them as they are, we think is unrealistic for us—if not for "business"—indeed.

In closing, we would like to invite more general comments on these issues as they arise at the school. Whole programs are faced with non-existence on the basis that they are "unrealistic"—since the bosses intend to cut back on education, it is "unrealistic" to train more teachers, for instance. In this case, we think it more realistic to fight for more teachers in the schools, joining with teachers and parents to do so. Likewise, the questions of evaluating teachers and programs, of reinstating letter-grades, and so forth are on the agenda. We hope students and faculty will involve themselves in bringing these out in the open—as our "anonymous" letter-writer and Dr. Gellerman, et al., have. As for Dr. Gellerman himself, we are sure that more people will read the original letter after reading his response; and while thanking him for the labor he put in his letter, we would be glad to engage in a public debate on these particular issues, if he wishes to.

signed - Paul Nelson  
R. C. Curriculum & Instruction Committee  
Ad Hoc Faculty Evaluation Committee  
associate editor of the Richmond Times  
& member of the Progressive Labor Party



LETTERS (Continued)

Editor  
Richmond College Times

Dear Bob:

Because some one on your editorial staff used too thick a blue pencil or because your printer ran out of type, my attempted explanation of why tenure quotas will inevitably mean the discharge of many Richmond faculty turned out to be gibberish. For the sake of the hundreds of students who were mystified by the version of the letter that appeared in the Times, I'd appreciate your printing the following:

"Assume that the City University says that no more than two-thirds of the faculty members in any program can be tenured. Assume, further, that the Sexology program now has five members. When the time comes to decide whether Professors 4 and 5 should be granted tenure, the decision will have to be in the negative if Professors 1, 2 and 3 have not left the College and if the number of full-time persons teaching Sexology has not increased. Furthermore, under the present rules of the Board of Higher Education, when a faculty member is refused tenure, he or she must leave the institution: it is not possible for such a person to continue teaching on a year-to-year basis."

Thanking you in advance for running this paragraph, I remain

Sincerely yours,

Daniel C. Kramer  
Associate Professor of Political Science  
Social Sciences Division



RICHMOND COLLEGE  
of  
The City University of New York  
Office of Campus Planning

To: Bob Milman  
From: G. Targownik  
10-19-73

Just a note to congratulate you on the new design of the Richmond Times. The new size is much more manageable than the old. It's the best issue I've seen so far.

Dear George: Too Bad We Ran Out of Staples



"Turn back! Turn back! Two hours ago we were REAL folks, just like you!"

Task Force

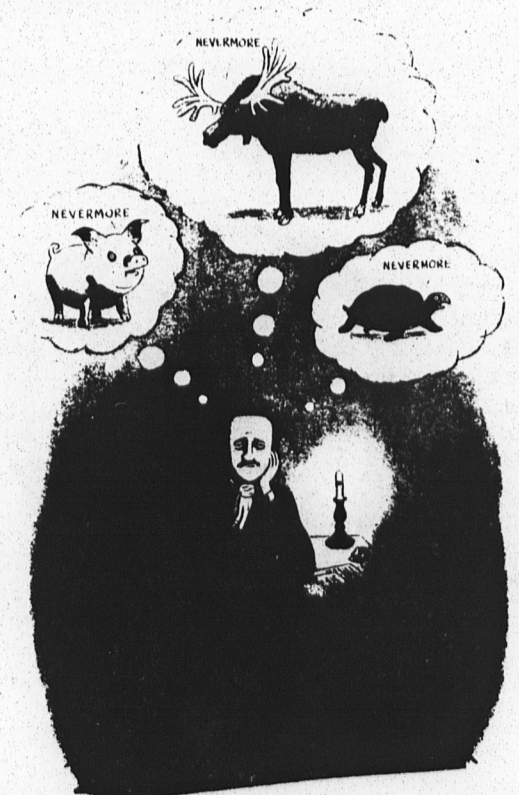
CONTINUED FROM PAGE 2

8. A Pilot Baccalaureate

One of the significant ideas in forming the upper division college concerns the nature of a baccalaureate degree. Its definition, difficult as it may be for us standing between the community college and its many vocational programs, and the comprehensive university with graduate and professional schools, is an important one to try. Thus, we might find it most useful to our "experiment" to try out, on a pilot basis, a complete program for the B.A. — perhaps, an accelerated one, or one combining a B.A.-M.A. Fortunately, we have a mandate from the Chancellor to develop such a program, and its implications may be greater for the College than we imagine (e.g., general exploration of B.A.-M.A. "continuum"). This Task Force will make recommendations to fulfill that mandate.

Members

- Mr. Thomas Prapas, Chairperson
- Dr. Nancy Bogen
- Dr. Jane Coffee
- Dr. James Fetzer
- Mr. Roy Herrera
- Mr. Edd Merritt
- Dr. Roger Moorhus
- Dr. Wallace Orlowsky
- Mr. Richard Swiderski
- Dr. Stephan Taub



for some parts urgently needed by a customer on Monday morning. The worker's role stressed that he would not work on Saturday under any circumstances since it was his wedding anniversary and it stressed that he was within his rights to refuse. The worker role did allow for voluntary Sunday work, but only if the foreman was able to think of that possibility himself. It was also given that the worker did not object to working Sunday and that, in fact, he would like to earn the extra money.

When I have used this exercise with experienced business managers, the person who plays the foreman role usually tries to manipulate the worker into working on Saturday and, when he fails, he then threatens and finally fires the worker. However, since the roles are specifically defined in such a way that a mutually satisfying resolution of the conflict is possible, the manipulation and threats are not necessary.

I was happy that most of the students were sensitive enough and skillful enough to discover the mutually satisfying solution that had been defined into the exercise, which many experienced managers fail to do.

The material distributed in class did include an article from *Business Week*. It was brought to class by one student and reproduced by another so that everyone in the class could read it. The article, "The Job Blahs: Who Wants to Work?" was a report about the problem of workers' alienation from their work, a subject that has been brought into the public consciousness by the controversial H.E.W. report, *Work In America*, and by Senator Kennedy's proposal for a \$20 million study of how serious the problem of job dissatisfaction is. An article from the *New York Times* reporting the H.E.W. study was also included among the assigned readings. The perspective provided by such materials illustrates the role a business concentration can play within the College. A course whose focus is "Human Beings in the Business World" provides an opportunity for breadth and depth of study on such issues as worker alienation that cannot appropriately be covered with the same intensity by other courses in the curriculum.

The *Psychology Today* article, "The Work Module: A Tonic for Lurchpail Lassitude," described a proposal by Robert Kahn, from the University of Michigan, for meeting with the problem of boring, fractionated work. The purpose of the assignment was to point out that there are some proposals for doing something about alienation.

I don't remember distributing any material from *Business and Finance*.

The article which referred to KITA, "One More Time: How Do You Motivate Employees," is the most widely sold reprint in the history of the *Harvard Business Review*. It is a kind of classic in its field which our students need to know about, whether they agree with it or not. The letter writer gives a distorted view of how the KITA concept was used in the article, however. It was used to make the point that people within organizations can work for reasons extrinsic to themselves (KITA) or for the intrinsic pleasure they derive from their work and the achievement of organizational goals (genuine 'motivation'). The contrast in those concepts makes it possible to think of organizing businesses (or schools, government agencies, community groups, etc.) for productivity based on either

manipulation, trickery and coercion or conditions under which people participate voluntarily in defining goals and plans (including their own work) and in implementing such plans. The article and the course explicitly reject KITA as a basis for motivating people or for organizing a business.

Robert Townsend's *Up The Organization* was one of two basic texts for the course. It is an outspoken criticism of the authoritarian assumptions on which many business organizations are based and an advocacy of collaborative assumptions based on the productive and profitable experience of a former president of Avis Cars. His ideas are thought-provoking whether or not one agrees with him. All the students I have ever talked with about it have liked the book very much.

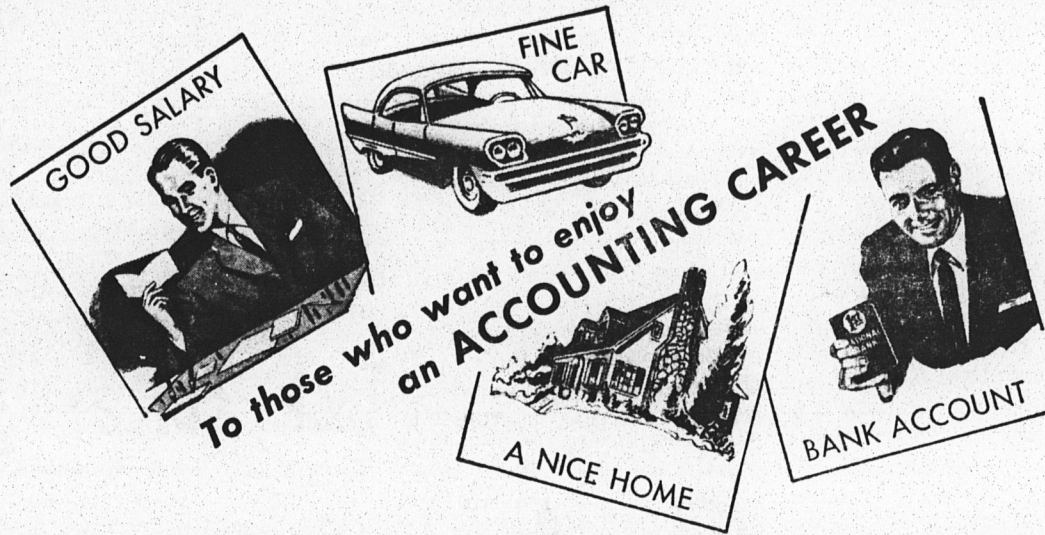
The other text was a collection of readings. The letter-writer neglected to mention that one of those readings, assigned early in the semester, was "The Invisible Land," a chapter from Michael Harrington's *The Other America*, which gives an excellent orientation to the magnitude and nature of poverty in our country. My intention in assigning it was to avoid the error of "giving a distorted view of real life." Another reading assigned from the same collection was, "Some Perspectives on the National Value Structure," which raises the question of whether or not "... the American dream may be needlessly turning into a nightmare." This, too, was assigned to provide a realistic perspective for the course. I agree with the letter-writer that many things are being done by people within business

that are manipulative and those people deserve to be confronted openly. But there are also a lot of people in business who are trying to make the conditions of work more humane, to create jobs and income for people, and to develop organizations that can serve the real needs of society. The question I think we need to answer is: "Is it possible for us to serve the real needs of society by using business organizations to coordinate the efforts of large numbers of people without, in the process, brutalizing the individual human beings who work in those organizations and polluting the environments within which those organizations function?" I am convinced that the answer is, "Yes, we can." And my professional commitment is to discovering and creating better ways of doing so.

Frankly, I like my courses and I like having the opportunity for dialogue with the people in my classes. I think they enjoy the dialogue, too. And I think they find my classes valuable, rather than "hurtful." Please contact them and ask.

**William Gellermann**  
Adjunct Assistant Professor  
Division of Social Sciences

WG:dl



## And Now A Word From Our Editor ...



Dear Outraged Readers,

I hope my "moral obligation to attempt to get all sides of the story" has been met by printing your letters and I'm honestly glad that you took the time "to write to us and take action," as the Editor's note suggests. Also note that your rebuttals are given as prominent a spot as any "letter to the Editor."

I genuinely appreciate your writing to us, as the purpose of the *Richmond Times* is to affect some sorely needed communication within Richmond College. I am not the Editor that post-scripted the letter in question, but the Editor-in-Chief (the man responsible) and I want to shed some light on your remarks, as you did on ours.

The *Richmond Times* is not the *New York Times* (obviously) and we are hardly in the logistical position to send reporters out to follow up a class that ended last semester. If I had it would have appeared as a news article rather than a letter. But to get to the point, the allegations were (and are) serious. I saw and approved the Editor's note which read "Editor's Note: The author has given us material from the course to back up his claims, but wishes to remain anonymous for now, for good

reasons. We print such a long letter, not only because the course seems horrible in itself, but because it seems to indicate the direction in which "education" in New York is moving. Is this what the Keppel Commission means by gearing college to the "needs of the business community"? We invite students and faculty—and the Curriculum and Instruction and P&B Committees—to write to us, and take action!"

I take it that the style is what you resent. It is rather strongly worded. But just as I had written, "the *Richmond Times* is not a closed axe-grinding shop." The Editor involved in the issue said "we're not to serve the purpose of a debating team." The *Times* will



take positions and alter them if additional information is received. With our limited resources in mind, I saw the Editor's note as the most effective means of eliciting some response, as I too want to know what the Keppel Commission means by "the needs of the business community." I hope G. Carter, William Gellerman, and Barry Bressler feel that they have received equal time and attention. I am delighted that some interest has been generated.



*Richmond College* is in the midst of some major changes (see Task Force Article and Editorial.) The directions in which *Richmond College* is moving is of crucial and broader interest, and close scrutiny is necessary.

Mr. Bressler, by the means that I had chosen, I feel that Mr. Gellerman and the students have been sufficiently contacted. "Our own view" was that someone considered a matter important enough to write about, just as you also consider it important enough to write about. From the letter we received one day before the deadline, it indeed seemed serious and we wanted to communicate that seriousness. Yes, the Editor had material to "back up his claims" and we wanted additional information.

As to "journalistic standards" I feel that the highest journalistic standard is to deal with matters in your immediate area. No one individual's toes are being stepped on if we say nothing about the *Richmond College Community*.

As to your last comment about the paper, I hope you feel that I have let you have your say. You infer we have prejudged the entire issue; perhaps you've prejudged the "Times."

Glad to see your  
Blood is moving  
Robert Millman  
Editor-in-Chief

# Co-Ops - An Explanation

By Garry Tanner

My hope in preparing this material is that it will set off some dialogue on an important subject. The subject is community; and the sad fact is that communities like those on Staten Island are still rapidly losing their viability despite the growing communal consciousness we have witnessed and-or struggled for.

The scramble to get what we can of the pie because the pie ain't gettin' any bigger, is rendering us more helpless in our attempts to identify the problem aside from doing anything to cope with it. My stab at identifying the problem amounts to this: Right here in this corner of the borough of Richmond, corporate interests and real estate interests who rent us our overpriced, underserved apartments are really afraid of losing their control over us who must consume their "goods." They are afraid that people would some day real power over the city and so we are given a non-choice for mayor between Beame and Marchi, handmaidens in the game of elitist politics.

A more particular case is this: Corporations give us a level of nutritional quality and choice that is dictated by looks, convenience, and uniformity and not by taste or food value. The quality of food today has dropped many fold, by their ruthless practices, from what it was at the beginning of the century. Our health is correspondingly poor.

When we free ourselves from the narrow choices granted us by the food industry, which is the largest industry in this country (from seed to shelf-a paraphrase from Tenneco Corp.) our tastes can be a hell of a lot more elusive. If our choices became really independent the companies that stick us with the cheapest, quickest, schlockiest goods would be finished. Every one of these corporations think they can manipulate our tastes arbitrarily but they will learn that they will lose that power over us.

What we can offer instead is cooperation, control of our lives by ourselves. Among other things we will form co-operatives- cooperative food stores, housing, farms, schools, jobs and anything else you care to mention. This doesn't imply a political stand in itself as far as I am concerned. It just means a firm stand against competition and for the people's common good. Then when we can depend on each other for support we can do what is in our power to struggle alongside prisoners from Attica, workers from the auto plants, from the Farah plant, from the agricultural fields the Indians at Wounded

Knee and the sharecroppers in the Southern U.S.

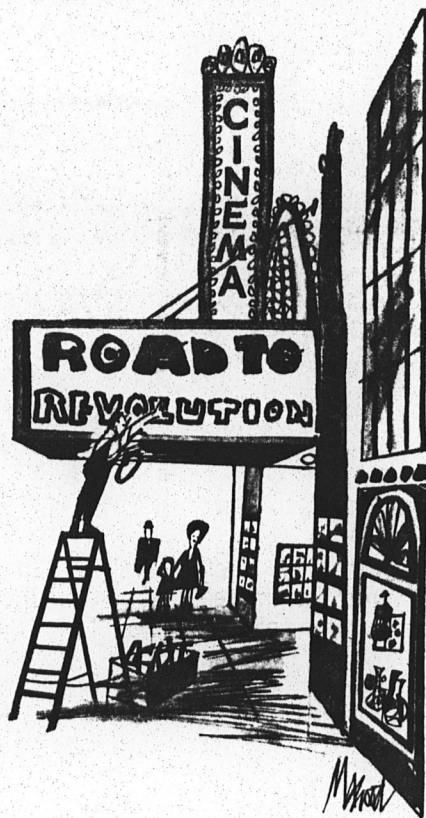
The people in coops musn't stumble over their own feet though or it will be impossible to make it work. The day-to-day struggle of running a coop, the purchasing of food, communicating with members and new members, handling money-making decisions, keeping the store clean and efficient, all must be done as though we were caring for our own homes-with love. It can be a liberated area.

Suffice it to say the cooperative movement has seen too many failures, so many that I'm tempted to think that there isn't any way. But I learned in my travels that the only thing worth listening to is my own and my brothers and sisters instincts and they seem to say, we can make it happen. Most of those failures, as it occurs, came as a result of the loss of will and stagnation. My guesses as to how we can

prevent this from happening again aren't any better than anybody elses.

If numbers are encouraging then there is cause for encouragement because a recent national conference on cooperatives in Minneapolis, Minnesota brought together cooperatives from all over the U.S. and Canada. They are serving people from rural Wyoming to urban New York. They are only scratching the surface as far as changing the system but they will have a greater and greater impact when other people see a strong and vigorous alternative operating and serving people.

I was surprised to find out from this conference that people working on a cooperative basis in just the last few years, in particular in food systems, have begun to take over every step of the cycle. Cooperative farmers are producing organic food, cooperative truckers are taking it to cooperative warehouses where it is



ROAD TO REVOLUTION: Paul Nelson, Progressive Labor Party  
FREE SPEECH FOR NAZIS AT SICC? HELL, NO!

The movement to stop neo-Nazi professor William Shockley from keeping his appointed rounds at Staten Island Community College, Nov. 20-21, is well under way. Despite a total news blackout on the controversy by that school's student paper, the *Dolphin*, more than 300 students packed the student lounge there on October 30, and personally denounced the president of the college, "liberal" William Birenbaum, for inviting Shockley in the first place, demanding the invitation be withdrawn. Nobody felt Shockley had the "freedom of speech" to give out such poisonous nonsense as:

Nature has color-coded groups of individuals so that statistically reliable predictions of their adaptability to intellectually rewarding and effective lives can easily be made and profitably used by the pragmatic man in the street, or the other racist garbage he and his colleagues have been pushing for years.

The course of the movement thus far has been very enlightening. Not only is Birenbaum—a nationally known liberal with connections to the Kennedy's and the Ford Foundation, recent entree to "Red" China, and a reputation for recruiting Black students to college—both inviting Shockley and defending his "right" to speak, but he has publicly defended the charlatan's ideas themselves, comparing his opponents to those who at Harvard "refused for a century to admit that the sun was the center of the universe."(!) In fact, it has been the "liberal"

distributed through coop food stores. Such things are happening in Austin Texas, Madison Wisconsin, Ann Arbor Michigan, Cleveland Ohio, Rochester New York, Boston Massachusetts and New York City, to name just a few.

People who share their work, their struggle with oppression whether it be in prisons, the military, in factories, in schools, or in the neighborhoods of a city, are a definite threat to society. To become a threat to society on Staten Island you can join one of the two (or both) food coops that I know of. Shanti Food Conspiracy at 104 Westervelt Ave. The store hours there are Tuesday, Wednesday and Thursday four to eight p.m. and Saturday twelve to six p.m. Or you can join a food buying club on

Jersey Street, which means that you use an order form, by indicating on it what you want, submitting it with your money to the purchasing committee which then purchases food for the entire club each week. The food arrives Thursday at 8 p.m. at the Tea House, 114 Victory Blvd.

Shanti has divided its responsibilities by means of blocks which decentralizes decisions as much as possible. Within each block members divide up the work of keeping Shanti open and operating. Discussion is now going on within Shanti as to whether the store would sell items which are not organically produced free of biocides and additives. At present organic food is more expensive than other types of food but more healthful.

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media and universities—from the *New York Times* and *Life* magazine to Harvard, Berkeley and Stamford—which originated and built this racist movement, with substantial help from the government and private foundations along the way.

Of further interest is the fact that, the day after the first confrontation on the issue, at which Birenbaum made the above statement, FBI agents were visiting the landlady and neighbors of Joan Bodden, PLP member who is leading the anti-Shockley movement at SICC. Since this is the first visit from these creeps that she and I have gotten in three years, we figure we must be doing something right!

The enormous response from students has been very encouraging; already it is leading to fights in the school itself around racism, from investigation of what is taught in sociology and psychology classes there, to plans on the part of the Nursing Club to investigate the closing down of Willowbrook State School and two Staten Island hospitals, based on racism or largely affecting Black and Latin patients and workers. Even more, in these cases and generally, white students and faculty are coming to see that it is in their interests as well to fight racism. Yesterday's budget and hiring freezes in the city hospitals (largely affecting Black and Spanish communities), lead today to Richmond Memorial and Staten Island Hospitals being able to do the same; cutbacks in the City University, though built on racist arguments, will in the long run largely affect white working-class students as well.

A serious taste of what can happen when racism becomes a full-blown movement has recently appeared in Boston. The city bosses there, being worried by Black and white protests about deteriorating schools, have been using their newspapers (from "liberal" *Boston Globe* to "conservative" *Herald-Traveler*), to create a climate of mass hysteria in the racially mixed Dorchester-Roxbury-Jamaica Plains area. Beginning with faked stories about racial fights in the schools, and building to police fabrications about Black teen-age gangs respectively burning and stoning a young woman and old man to death (neither in fact occurred), they have begun to create the general climate of race war in that town. The ruling class's real "Master Plan" for us all.

At Richmond we should begin now to move against this racism. We should join the students and faculty at SICC in stopping Nazi Shockley and his sponsors from spreading their poison around. As a PLP leaflet at SICC put it, "If Hitler were alive today, would we invite him to SICC to discuss the pros and cons of his theory? Or would our awareness of what such ideas lead to in practice lead us to take stronger action?" We think this awareness should lead us to crush these snakes in the egg, before they hatch and destroy us. As communists, we believe that racism as an outlook on life is at the heart of this bosses' system, and that until we see through and destroy it, in ourselves and our fellow students and workers, we will be totally unable to get together and fight for a better life.

Join with us and other teachers and students this Wednesday, (see "Conference" ad) in discussing the importance of this movement, against racism and what we can do to build it. For more information, write to the *Richmond Times*, or call me at 273-3510.

# From the Registrar

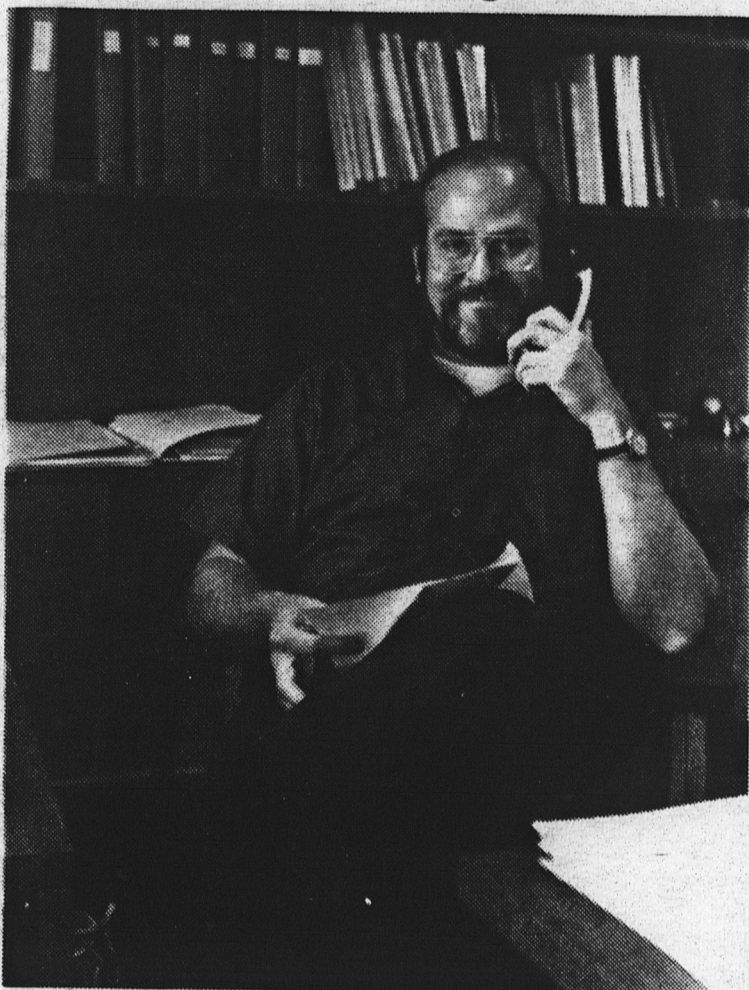


Photo: D.C. Sheehan

Every fall on the first day of October the University takes a photoflash picture of its enrollment. So the official enrollment figures you will see in the newspapers (and below) are as of that day. These figures are submitted in a horrendously complicated 24-page report called the Form A. Form B and other reports on enrollment are submitted later in the term, but they are all based on October 1.

So here's our picture for this term. Last year in September we had projected 2322 undergrads total, but we were overly optimistic, since only 2303 registered: (Lord knows what happened to the other 19.) So we have 1571 juniors, 711 seniors, and 21 non-matrics. Or, to look at it differently, 1731 are full time (12 credits or more) and 560 are part-time.

The male-female breakdown is practically 50-50; i.e., men outnumber women by 71 out of the whole undergrad student body. But, interestingly enough, among our part-time students, the women outnumber the men. These figures include 105 SEEK students, 253 veterans, and 27 students receiving benefits as dependents of veterans. All of these undergrads taken together are studying a total of 30,687 credits worth of fascinating subject matter.

We had projected a total of 800 new students beginning this fall, but our figures were off: only 797 came. Most of these new students transferred from CUNY community colleges as usual, and 245 of them came bearing associate degrees. CUNY senior colleges sent us 68 (some of them telling us they had found our sister institutions to be too big and impersonal; we're not only not impersonal, we're so personal it borders on the snooty), and 67 came from other colleges outside the CUNY system. To all of you new students we say welcome and to the 98 of you who are readmitted this term we say welcome back!

All of the above has been about undergraduates. We also have 1538 students who have completed the baccalaureate hurdle and are now trudging through one of our graduate obstacle courses. All but 89 of these students are in one of the teacher education programs; those 89 are working toward one of our four Master of Arts degrees. Since most of our graduate students teach or work during the day the enrollment pattern is naturally different from that of our undergraduate. That is, only 88 students are full-time; a whopping 1450 are part-time.

The male-female breakdown is also different: 595 males outnumbered by 943 females. There are 402 graduate non-matrics and 1136 matrics. (Some of these non-matrics are students taking the undergraduate education courses which they never got around to while they were undergrads, and it's costing them \$18 per credit to do it this way, so be warned!) Our graduate veterans number 48, and 5 additional grads are receiving benefits as dependents of veterans. All of these graduate students are enrolled for a total of 8216 credits (at \$45 per).

We have 362 new graduate students on campus this term, of whom 107 came from Richmond's undergraduate programs and 255 came from other (and therefore obviously inferior) institutions.

If anyone is still awake at this point, you might be interested in the grand totals of grads and undergrads: 3841 students taking a total of 38,903 credits. But the hell with all of these statistics: just tell your friends that we have about 4000 students in a small friendly college taking challenging courses with exciting faculty.

# URBAN SURVIVAL

Are you tired of living with your parents because you can't afford to survive on your own? Do you long for the freedom of your own apartment, furnished by your own hands, but have no idea about how to go about building it? Do you feel deprived from our wonderful cultural city, because you don't have the money to buy a ticket to the theatre? Has our friendly financial aid office given you the same Bah Humbug story that 53 per cent of the funds have been cut and there is little or no money for you?

## Urban Survival or How To Survive on a Limited Budget

Well, people, have no fear. Operation Urban Survival is here! A committee consisting of four members, three being students facing the same problems as you, and sincerely wanting to share some of their experience and knowledge with you, has been formed. After a considerable amount of time and research, the committee has put together what may be some answers to the problems of Urban Survival. Through a series of six workshops, the first being held on November 12th, at 2:40 in Rooms 603, 604, and 605, several areas of Urban Living will be discussed and some solutions to these problems presented.

Through the workshops, it is hoped that many of us will become more aware of the opportunities for Urban Survival, such as Housing, Cultural Happenings, Services offered by the city at minimal cost, and how to prevent some of the painful experiences we all face surviving in an Urban setting.

The format for each workshop will be as follows:

1. Presentations by each member of the committee covering some area of the topic.
2. Guest speaker with expertise at each workshop.
3. A question and answer period.
4. Pamphlets will be distributed, dealing with the subject matter of the session. Included in each pamphlet will be, a summary of the subject matter covered in the workshop, written guides of tips and recommendations, and a very conclusive bibliography of helpful literature and resources.

### Urban Survival

#### HOUSING - WHERE? WHEN? HOW?

Inadequate and overpriced housing is a problem we are all faced with, no matter what our rank, age or serial number is. Another serious problem is the large gap that exists between our income and decent housing. Besides the high cost of rent, there are other initial problems, such as security, installation prices, repairs, etc., which all add up to quite an investment. The first workshop will deal with the problems of housing in New York City. The workshop will deal with many ideas on how to minimize

some of these costs. Some areas to be covered include:

1. "SECURING LIVING QUARTERS" What are your alternatives? Where do you look, and what do you look for?
2. "FURNISHING ECONOMICALLY." How to make, and buy furniture cheaply.
3. "PROTECTION AGAINST BURGLARY, MUGGINGS, ETC." A guest speaker will present some interesting means of protection.
4. "LEGAL ASPECTS" How you can protect yourself, and what city agencies are there to help you!

Operation Urban Survival is dedicated to those who are determined to survive in New York. We hope to bring you information we feel essential to both faculty and students at Richmond College. Not only will they be "HOW TO" classes, which can be integrated in to daily living, and related courses, but in this time of inflation and peril, these workshops may give you the edge needed to ride out the storms to our Urban Scene. Future workshops will explore some of the following areas:

1. MEDICAL
  - A. Locations of medical and

dental clinics, and ratings on all of them.

- B. Medicaid, food stamps, and other available services, and who is entitled to them.
2. INEXPENSIVE SHOPPING
  - A. Tips on saving
  - B. Factory Outlets
  - C. Finding Bargains
  - D. What's for free
3. LEGAL INFORMATION
  - A. How to use the law for protection
  - B. Free or Inexpensive attorneys and legal agencies
  - C. Tenants rights
  - D. Individual Rights
4. ENTERTAINMENT
  - A. Free recreation
  - B. Inexpensive activities
    - a. theatres
    - b. restaurants, etc.
5. DO IT YOURSELF
  - A. Learning to do your own repairs
  - B. Adult Education Courses
  - C. Practical Education Courses

We strongly encourage your attendance at these workshops. Remember the first one will be on NOVEMBER 12TH, at 2:40 in Rooms 603, 604, and 605. (Monday). We are looking forward to seeing you there!!!!!!

## Conference on Racism and the University N.Y.U. Nov. 17-18

The past few years have seen the resurgence to academic "respectability" in this country of racist theories, as scientifically unfounded as they are socially dangerous, which seek to place the blame for discrimination in education, employment, housing, medical care, etc., not on those who benefit but on the victims themselves—particularly Blacks and other minorities. Though disproven time and again, these theories—whether based on genetics, cultural deprivation or supposed biological conditions; whether speaking in terms of intelligence, meritocracies, or social deficiencies; whether aimed at Blacks in America, the Irish in England or "immigrants" in Canada—are not only being given undeserved "recognition" in the country's foremost media, and being taught to a new generation of college students, but are already being used to justify both massive cutbacks in public services, and massive repression against those affected, from lobotomies and forced sterilization to concentration camp plans.

We think it incumbent upon us, and our fellow students and faculty at Richmond College, to join the 1400 of our colleagues (New York Sunday Times, 10-28) in opposing this blatant racism, and the consequences not only to minorities, but to ourselves—a la Nazi Germany—to which it would lead if unopposed. We join them in sponsoring the "Conference on Racism and the University" at NYU, November 17-18, to discuss these issues and begin to build a serious movement, to fight both the ideas and their effects.

To do so, we invite all students and faculty here to see us at the school (or call us, 273-3510), and come to a planning meeting at the Times office (Room 539), from noon to five o'clock, Wednesday, November 7. At this meeting we hope to make plans; a) to build for the conference; b) to arrange a teach-in on racism at Richmond College for the near future; and c) to join our colleagues at SICC in opposing the planned speaking visit there of Dr. William Shockley, one of the foremost leaders of this racist movement.

- Signed—Faculty: Roy Herrera, Frances Beal  
 —Graduate students: Pat McGinis, Paul Nelson  
 —Undergraduates: Armando Carles  
 —and the Richmond Times staff



# The American West At The Turn Of The Century



Where men were men and the sheep knew it.

"Move along, Red-Eye," ordered Fat Chance, as he advanced toward the fields. "We're no strangers to cotton in this town."

The Saturday sun rose high that morning over Weeping Belly, Nevada, as Silent-Joe Denver slipped out of his saddle to drink deeply from the waterhole. Silent Joe rarely rose before 6:30, but today he had to supervise the building of the new church and Reverend Flaherty said he'd be damned if he did, and damned if he didn't.

A form approached from over the hill. It was Cactus Feldman, Joe's neighbor.

"So how are you," asked Cactus, speaking from the side of his mouth.

Silent Joe Denver started away. He was tall, loose-boned man wearing corduroys and moccasins, a huge-buckled belt, a mauve colored velveteen shirt, a black sombrero with a bright braided band, a leather vest with hand-embroidered birds on it, a phosphorescent tie with a naked lady on it, two pairs of socks, several diamond rings and a muffler. "Fine," he said. He had a hawk face and piercing pink ears.

Cactus bent down and started drinking. "So what do you hear from your son in college?" he asked.

"Nuthin'" replied Silent Jim, jumping on his horse and galloping away.

"At least he could have given me a civil answer," murmured

Cactus, re-arranging his tails. Feldman wasn't a rich man, but he was rich in spirit. He ran the local liquor store in Weeping Belly. He was the first Jewish Cowboy to ride into Nevada at the beginning of the turn of the century. He came from Brooklyn, the son of Scotch-Sephardic parents. He took out his Bible and began dovening "Blessed art thou, King of the Universe..."

The Right Reverend Flaherty looked at the sun. "Jesus, it must be halft-palft seven and no sign of Silent Jim. Charlotte Flaherty stepped up to the altar, which was bleaching in the hot desert sun. "Reverend," she wheezed, "At the rate you're goin', you ain't never gonna get this church built."

"Hush, hush Sweet Charlotte," The Reverend smiled, "or I'll tan your hide. You attend to your cooking woman."

"Chile, I ain't seen dat cooking woman in a week of Sundays," drawled his wife.

Charlotte Flaherty had a rough life. The daughter of Africans who were eaten by missionaries, she ached to return to her native land. She met him at Sunday school in Chicago long ago and fell for him immediately. It was only when she told him about the inheritance that he'd agreed to marry her. "God works in funny ways," he said, shortly after. Despite his lisp, Charlotte felt the Reverend was a good deal. Didn't he maketh her to lie

down in green pastures, didn't he restoreth her soul? Didn't he fill up her glass until her cup runneth over? But, as much as she loved him, she had her eye on Cactus Feldman. She'd lost the other eye several years ago when a flaming tapur struck her eye and blinded her. "That was no match for a lady," they all agreed.

"Because Fat Norbert's got the drop on us!" Sure enough, Fat Norbert had a gattling gun trained on the three of them.

"How do you train a gattling gun" inquired Cactus.

"With a cat'o'nin tails and some tender loving care" was Norbert's reply. Just then Miss Kittilitter, owner of the Hot Dog Saloon, came tripping down the stairs.

"Damn these maxi-dresses. I'm always tripping down those stairs!"

"Miss Kittilitter" spat Fat Norbert, "I'm gonna leave now and take what I need I think will last...namely all your money." And with that he scampered towards the door. Just at that moment, the cuspidor slipped off of Cactus' head and it's contents spilled out onto Norbert's path of Flights. He put one foot in it, slipped and hit the floor with a resounding "BLAM!"

"That's disgusting" groaned Badlands.

"Well," chuckled the Reverend Flaherty, "it's like they say, 'How do you expect to rate if you don't expectorate.'"

"Shut up, Flaherty," croaked Cactus pulling out his Smith and Wesson .45 shot revolver with an extra long barrel, pearl handle and hairline trigger, "and start marching. We're going to see Peter Toria, the Marshall. "I'm not marching to Pete Toria." He exclaimed. "I'm one of the good guys. Hey, Look! There goes Badlands. I'll go after him," cried Cactus. "You stay here and watch Norbert."

Cactus reached the street and saw that he was too late. Badlands Bruce had made his escape. When he returned to the Hot Dog, he found that Fat Norbert had also made his escape. Then running up the stairs, he saw that Flaherty had made Miss Kittilitter frustrated. Cactus ran back down the stairs and made himself a drink.

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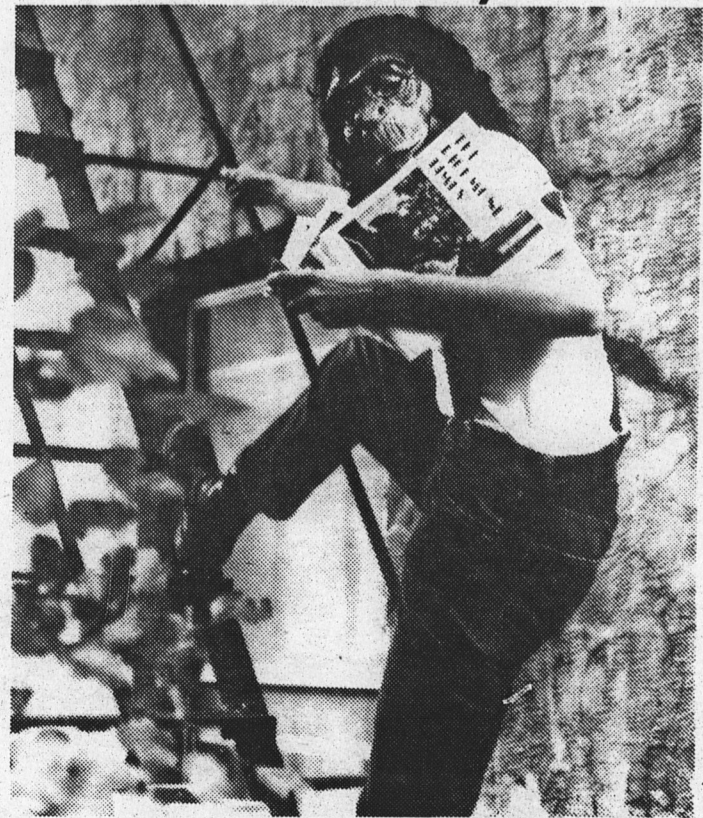


Photo: Donna Dietrich

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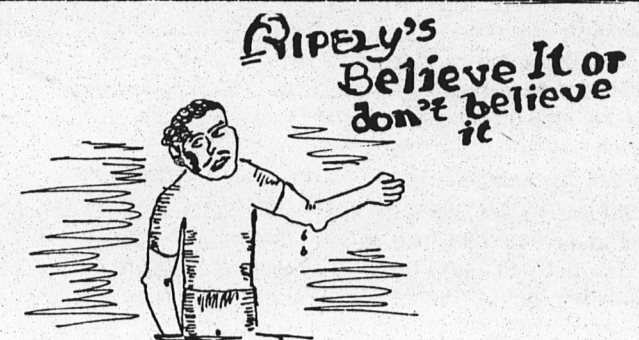
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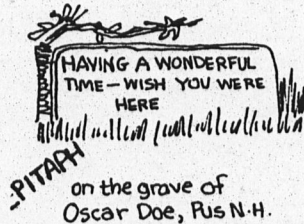
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messenger with your latest issue of the Richmond Times. I sincerely hope you find it informative, entertaining, and of course, pertinent to the College's issue's. Thank's an awful lot! (no tipping, please.) Deliveries will be made anywhere in the continental U.S. of A. and Puerto Rico at any hour you desire.

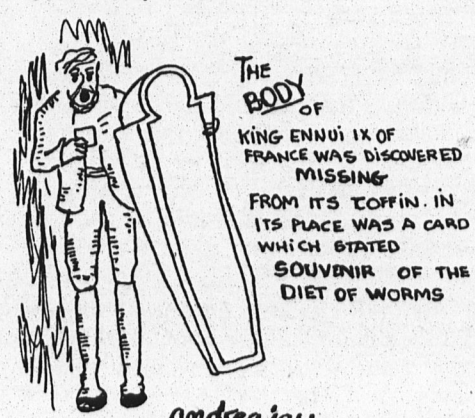
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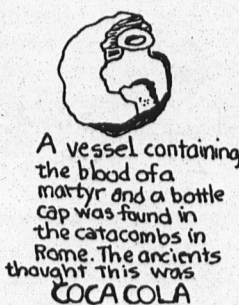
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on the grave of Oscar Doe, RUS N.H.



andrea jay





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The Woman's Self Help Collective is a beautiful effort by woman to help woman, a functional collective that is dealing with issues it takes courage to stand up to. Like anything new, the collective draws responses from people who've never seen anything like them before. The following has been inserted on it's satirical merit. The Woman's Self Help Collective has the support of the Richmond Times in any future undertaking. When they speak of their "sisters" one can feel their unity and strength.

The following is the funniest parody I've seen all year.

Robert Millman  
 Editor-in-chief

Q. What is a hemorrhoid?  
 A. "Hemm's", as we call them, are vericose veins of the lower rectum, they swell and protrude making sitting difficult at best.

Q. How do I know if I have hemorrhoids?  
 A. If you unmentionable itches or burns after a big meal that consisted of hot peppers and pepperoni or rusty hairpins and chewed fingernails. Give up you evil ways! YOU HAVE ROIDS (Fond name given by older members).

Q. Are hemorrhoids dangerous?  
 A. Not really, they are uncomfortable and may bleed a little, it appears as if your heart fell out of your asshole while you weren't looking. They may also interfere with climbing stairs or running, the person behing you continuously keeps tripping over your unusual shirttails.

Q. Does anal intercourse cause hemorrhoids?  
 A. No! Greeks have problems due to their poor eating habits and long hours in local restaurants.

Q. I am a half Irish, half Aborigine midget, I've been deported from seven countries due to my innocent underworld connections and bizzare political leanings. Can I join a collective?  
 A. We are a nonprofit nonpolitical nonracial unisex collective, the only criteria used to accept applicants are: 1.) Be afflicted with hemorrhoids 2.) Be alive when pledging. You obviously do not meet our high standards of membership, however, we do need a mascot. Drop by and fill out an application.

Q. Is there any way of obtaining relief aside from sticky ripoff creams and ointments?  
 A. Yes.

## Get Help For The Heart

# Unisex Hemorrhoidal Self Help Collective

From Hildegarde Tungston-bottom



### UNISEX HEMORRHOID SELF HELP COLLECTIVE

"My hemorrhoids are beautiful, they really are! I talk to them and they respond. It wasn't easy to get on such terms with them. (I call them hems for short.) After many hours of sincere negotiation we reached an agreement necessary to live in peace.

I watch my diet, avoid hot foods, alcoholic beverages, cold steps, harsh school toilet paper and take a nice hot bath once a day. (That was the hardest part to get used to).

Once a boring and straining visit is now a pleasant two-minute fling with the john. I've established a new love affair in my new found time.

Dear Hildi,

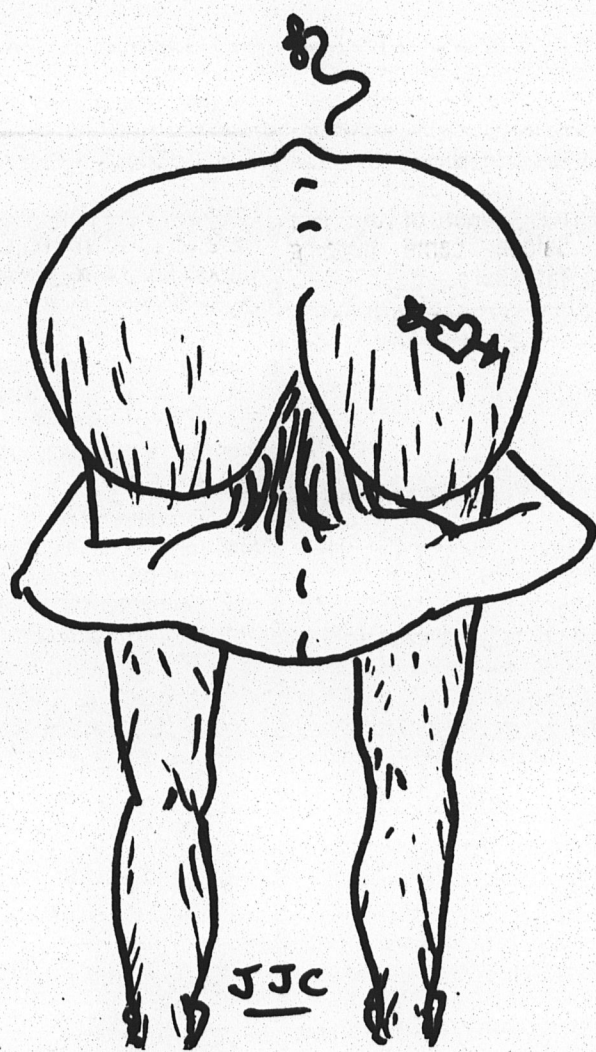
There is a man who lives across the motor court from me who has a Pekingese dog who does his duty right on the sidewalk in my walking path. What do you think of that?! And furthermore, I think for sure his nasty little dog likes to look up my dress. Well I poisoned the dog and now my conscience bothers me. Don't tell me to talk it over with my clergyman because I'm sure he runs around on his lovely wife.

Bothered in Bayonne

Dear bothered,

Don't judge unless you want to be judged yourself. So if you want to be of a clear conscience, say hello to a stranger and just be yourself.

It's hard to get along in life sometimes. But don't despair. Tell it all to Hildegarde, and give your trouble the AIR!



If you can't come to terms with your hemorrhoids, we can help you! Come to our office for a free examination or, if you wish, a confidential discussion to help you reach out in peaceful coexistence with your friends."

### FREE PROCTOSCOPES! FREE PROCTOSCOPES! FREE PROCTOSCOPES!

Proctoscopes will soon be available to allow everyone to examine themselves and get the inside story! Stop by and take a look!

If you get the feeling that something is always left behind, if skid marks on your undies get your goat, THEN STOP BY NOW!

### CLUB FEES

\$36.00—First three weeks of pledge  
 \$10.00—Weekly thereafter until membership approval  
 \$150.00—Final membership

(only certified checks or money orders please!)

After approval of budget by R.C.A. all members will receive a full cash refund and \$50.00 worth of PREPARATION H ointment and suppositories, anally.

### DOCTORS

It's perfectly legal to have more than one person in the examining room at one time! It's helpful if one is the doctor.

If it makes you feel more comfortable remove your pants and underwear before the insertion of the probe. Insist that proper lubrication is applied first then make sure that the proctoscope is the only thing tearing you apart.

Dr. Enal phe Tish of the orient has volunteered to do free exams on campus, pets may accompany the examinee.

### WHAT'S ON TAP

The famous brother and sister siamese twin lecturing duo (or uno) will visit Richmond College nocturnally disguised as a workman carrying a mirror. This is to avoid undue publicity, they are in such demand that some entire states are looking for them! Since they receive no wages for their visits we feel that funds should be allocated to help finance their flight to Argentina.

### LIST OF DEMANDS

#### WE DEMAND THAT:

- 1.) All toilets be immediately fitted to accept SITZ BATHS for our club members!
- 2.) FREE DISPENSORS on each floor containing PREPARATION H, ANNUSOL and NUPERCAINAL creams and suppositories!
- 3.) A RECTUM and COLON DOCTOR ON CAMPUS of each sex, race, religion, political preference, economic leaning and twenty year age group in order to avoid discrimination!

IF THESE DEMANDS ARE NOT MET... WE SHALL BLOCKADE, SITIN, BOYCOTT AND TAKEOVER EVERY WASHROOM AND TOILET IN THE SCHOOL!

FURTHER ACTION IS TOO BRUTAL, OBSCENE AND REVOLTING TO DISCUSS OPENLY!

IMAGINE 50 ENRAGED STUDENTS EMPTYING THEIR BOWELS IN THE PRESIDENT'S OFFICE! JOIN US IN OUR QUEST!!!

JOHN J. CAPRICE PRES.  
 MIKE HUTCHITAL VICE PRES.

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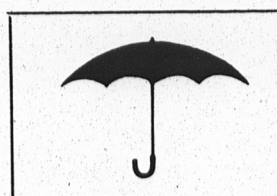
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## Riders' Digest

# LIFE IN THESE UNITED STATES



A young hippie couple were walking down the main thoroughfare of our small community. The one on the left was carrying an opened umbrella with, "IF I WERE YOU I WOULDN'T EAT SANDALO" inscribed in yellow letters on it. The other one was carrying a placard which read, "HE WHO LIVES BY THE SWORD, SMELLS LIKE A MOSQUITO WITH HELLISH THOUGHTS". And, for the life of me, I couldn't tell which was the boy and which was the girl.

—Norman Rockwell (Cicero, Miami)

During a study period, our school principal walked in and asked all of the boys to put on their coats and to follow him outside. One of the girls, a junior supporter of Women's Lib, asked why the girls couldn't go too. After thinking it over a while, the principal said, "All right, you girls can come."

So our whole class went out and were led into a bus full of about thirty homosexual farmers from Pennsylvania.

—Sister Jean of the Angels (London, Virginia)

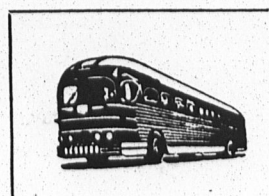




Photo By KLEO

# THE TEA HOUSE

The Tea House Club is a collective of students who have taken the responsibility for creating and maintaining an alternative space. Our group is also open to non-students. Tea House events include: Sat—Entertainment nights, Fri.—Open microphone nights, Tues: Children's Creative Arts Workshops, also Political education forums, occasional women's nights, gay socials, dances and a women's consciousness raising group. This Sat., Nov. 3, we had a special Halloween dance benefit and within a few weeks a talk and slide show about China by a person just recently returned from there.

There is time and space available for groups and individuals needing it to help serve the needs of students and non-students.

This article and others to come, along with permanent Tea House bulletin boards at Richmond College and around the neighborhood, are aimed at making the Tea House more accessible to people. If you would like to experience the Tea House first-hand come down on a Fri. or Sat. night and talk with us. Our address is 114 Victory Blvd. and phone number 447-9380.

## ★ ★ Win \$15.00 ★ ★ NAME THE WATCHAMACALLIT SWEEPSTAKES No. 1

THAT'S RIGHT! ALL YOU HAVE TO DO IS CORRECTLY IDENTIFY THE OBJECT THE WOMAN BELOW IS BEWILDERED BY AND YOU CAN WIN \$15.00 ETC; ALL ENTRIES MUST BE IN BY MIDNIGHT NOV. 15, 1973. THE FIRST CORRECT ENTRY WINS ALL. SO GET YOUR BEANO CRACKING AND RUSH IN YOUR ANSWER TODAY. DO IT NOW!  
(RICHMOND TIMES STAFF AND THEIR FAMILIES ARE INELIGIBLE)



Yes Sir!!! identify correctly the  
'watchamacallit' and and a ride  
on the Staten Island ferry

## SWEEPSTAKES No. 2

WE KNOW THIS ISN'T SUCH A TOUGHY FOR YOU WHIZ KIDS OUT THERE IN RICHMOND TIMES LAND BUT CONDESCEND AND GIVE US YOUR ENTRY AND YOU JUST MIGHT WIN THE 5 BUCKS (SORRY NO FERRY BOAT RIDE ALL ENTRIES MUST BE IN NO LATER THAN MIDNITE NOV. 15, 1973. FIRST CORRECT ENTRY WINS. COME ON Y'ALL, GIVE IT A TRY!



identify this baby the bozo  
on the left is pushing and you

## ★ Win \$5.00 ★

## WATCHAMACALLIT

## Career Service

The Social Security office on Staten Island has announced several job openings for trainees as Service Representatives. The jobs require two years of college, and there is a written test and a panel interview. The job involves working with the public, informing clients of their rights and benefits, and answering questions about benefit programs, particularly the Medicare program. But there's a catch: the job is full-time, 8:30 to 5:00, and training starts in November or December. So it's for night students or alumni only. You may know of somebody who would be interested in the job; if so, have them come to the Career Services office on the 5th floor for further information. The test is being given here on Friday, November 9, so see Georgette immediately about filing an application.

Information on many companies and governmental agencies, and on a wide variety of career areas, is available in Career Services. It's open for your use during regular office hours; ask Georgette or Chuck to show you where it is and how to use it.

### REMINDER

If you haven't established a reference file for graduate school and job purposes see Georgette in Career Services for more information. And pick up your copy of the 1974 College Placement Annual; it contains information on several hundred employers and how to contact them.



Mr. Horace Quigley of New Ionia Dells, N.Y., has grown this 6'4" pumpkin in a coffee can in his rec room. When asked his secret for its performance, he replied, "ah, hell, jus' feed it some egg shells and molasses once the week."

### FUR BEARING ANIMALS

MINK Raising information free. Complete. Lake Superior Mink Farm, Superior, WI, Wisconsin.

RAISE Mink: Free booklet, pen plans, inside secrets, feed, care. Mink are money makers. Investigate today. Lawrence Mølgard, Brigham City 12, Utah.

BUILD For the future—Raise nutria. No middle man profit fur bearing animal. Nutria Mutations, 10821 S.E. Powell, Portland 86, Oregon.

### SPECIAL OF THE MONTH!

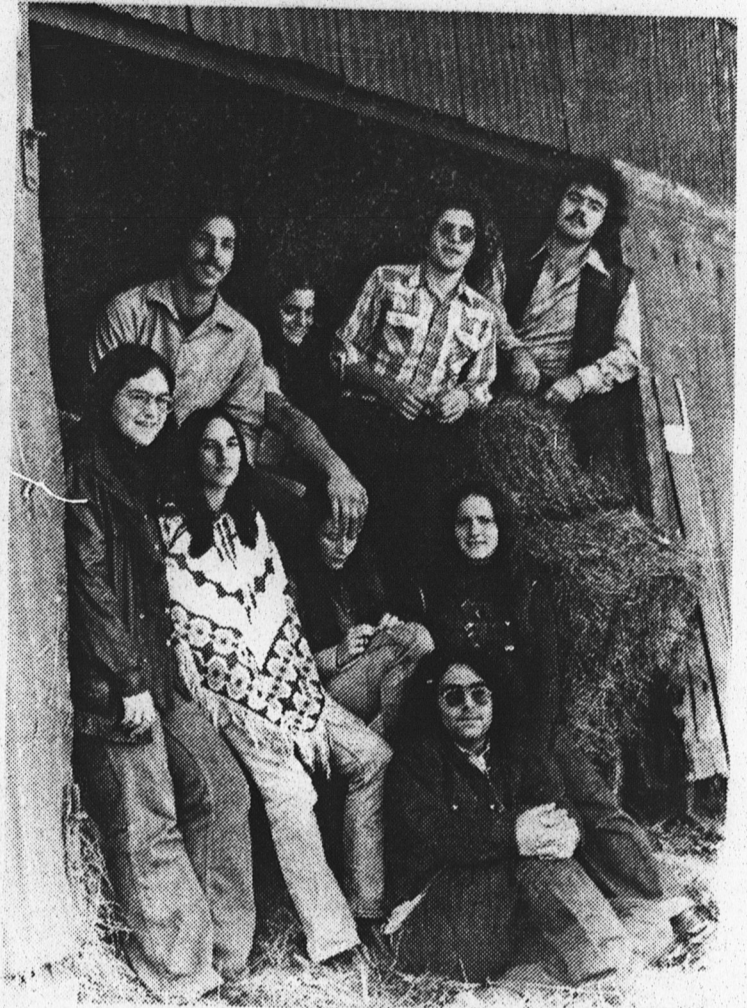
#### MAGNETO HAND CRANK PHONE

• Attractive light oak compact case, hand crank generator signal type with dry cell talking current. Use on rural phone line, for house-to-barn, extension phone, etc. Latest craze is "old fashioned phone" in den or party room.  
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# WINNING PHOTOGRAPHERS



\$50 First Prize..... Joanne Gasoi, Bklyn.



\$5 2nd Prize..... Ray Field, S.I.



\$5 3rd Prize..... Gary Levine

## CLUB NOTES

—Continued from Page 5

If you are graduating in June look for work now!!! Professional engineering license exam information is now available so come to the Engineering Society Office now. Room 542 Main Building.

G.R.E.'s filling date for the Dec. 8 exam is Nov. 8, 1973 applications are available at 914.

Equipment available for members:

1. A Wang Scientific Calculator Programable.
2. A ALX 4000 Calculator
3. Drafting Board
4. A Black Board
5. One meeting and study area. All this is located outside Room 542.

## ENGINEERING SOCIETY

### Activities:

Professor King is giving the advanced introduction to the programming of the H.P. 200 Mini Computer on the 2 of November 1973. The Room B-005 of the main building, the time 2:40 p.m. This course will be taped for students who can make it at that time. The basic of basic can be seen by those who miss it by going the Video Center and ask to see the tape.

### On the Board:

Attention—January and June Grad's members of the Engineering Society Patch of the Engineering Society will be available soon. So drop your name in

Grad's of 74-75 submitte patch designs for next year. The winning design will win a prize.

### On the Planning Board:

1. A Christmas Party more committee members are need all Engineering students please see Ted at the Office of the Society.

2. A environmental week for the spring term is in the planning stages all students interested see Ted.

Received a copy of the 1973 Directory

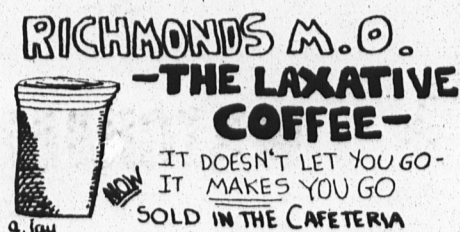
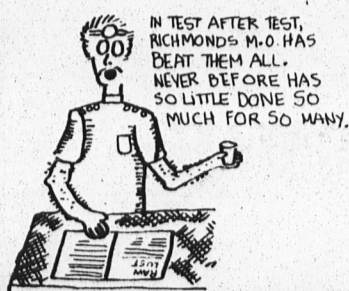
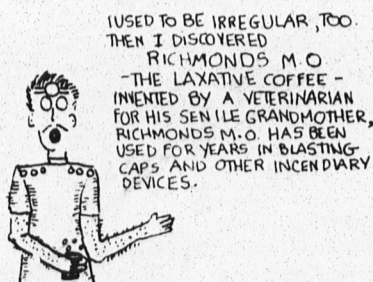
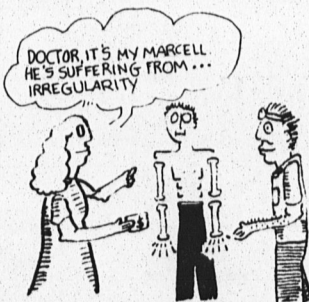
of Engineering College Research and Graduate Study.

You might direct interested students to the book and the other materials we have on graduate study in room 914.

See: Ilene Singh  
Graduate Adviser

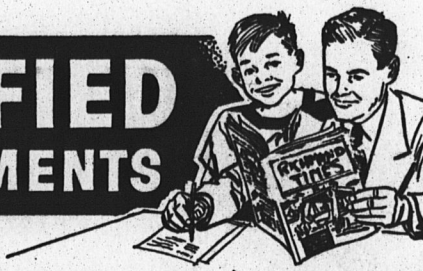
## ELECTRONIC SLIDE RULE

Bowmar's electronic slide rule has the same functions as the H.P. 35. Available in late Dec. 1973 thru the engineering society. The list price is \$180.00 But will be available to students for about \$135.00. List for-  
ming now come to the Engineering Society.





# CLASSIFIED ADVERTISEMENTS



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Wanted: Used copy of last terms transport book. Transport Phenomena by Bird. Call Dale: 981-2266.

### Astrologer

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### ELEMENTARY TEACHERS

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### EARTHWORMS

WONDERFUL Profits raising African night crawlers. We train you and buy production. Details free. Brandt's Wormery, Century Apartments, Davenport, Iowa.

FREE Folder, "How to Make \$3,000 Yearly, Sparetime, Backyard, Raising Earthworms!" Oakhaven 56, Cedar Hill, Texas.

BIG Money raising crickets, hybrid red wigglers and 12 inch African fishworms. Free literature. Bedrun hybrid red wigglers, 3000, \$6.50; 10,000, \$19.95, postpaid with raising instructions. Carter Redworms, Plains, Georgia.

RAISE Earth worms. Profitable, easy instructions 25¢. Laird Hatchery, Box 84, Virden, Ill.

Professor Dan Kramer has placed on closed reserve in the library the 1973-74 Pre-Law Handbook. This contains descriptions of numerous law schools plus charts indicating what combination of grade point average and LSAT score is required for admission to many of them. All students toying with the idea of going to law school should read this volume. (P.S. If you want to be of help to the librarian at the desk, tell him-her that it can be found among the books on reserve that begin with "P".)

Looking for a bus ride from Richmond to Coney Island or elsewhere in Brooklyn on Monday at 6:30. Call Adele 266-6313 evenings.

The Staten Island Community College Student Association for the Handicapped holds meetings every Wednesday at 1:30 p.m. on the S.I.C.C. Campus.

Boots of Spanish Leather—brought from Spain but are too small for me, (European size 42 or about 9-9½) beautiful. Never worn—\$25.00. Call De Nazz 625-0390 eves.

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