

**THE**

LAPSUS CALAMI

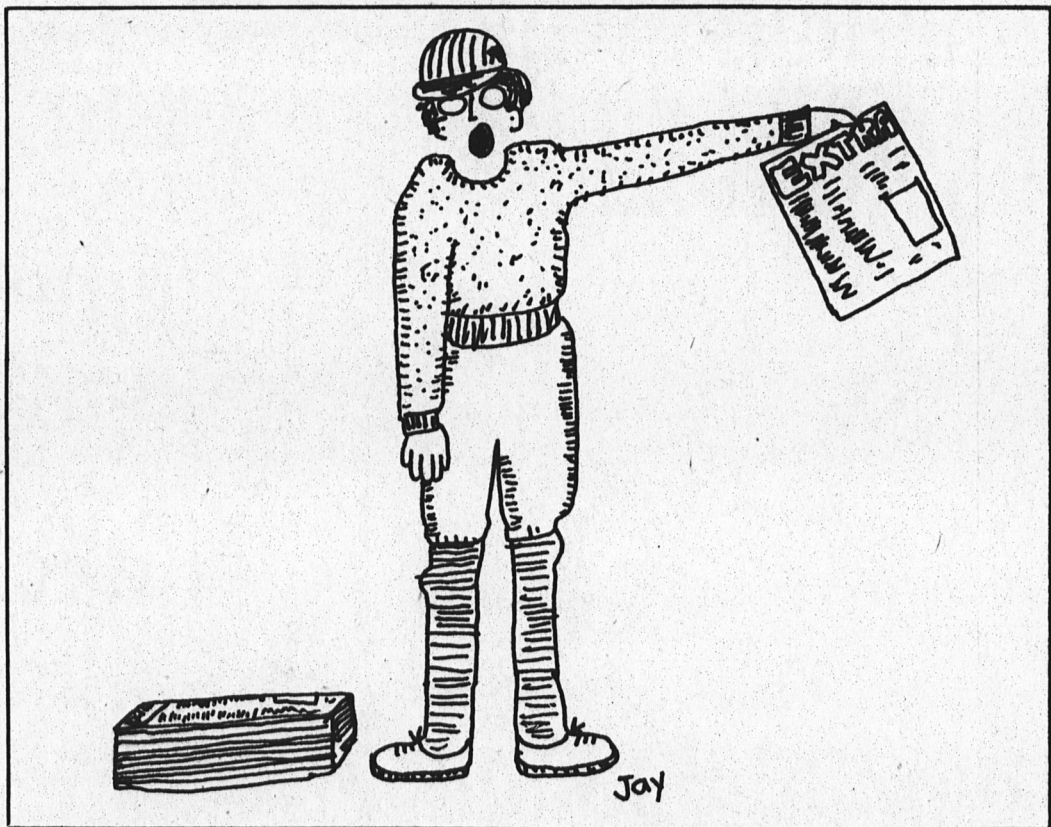
**RICHMOND**

**TIMES**

VOLUME 12 NUMBER 1

SEPT. 10, 1973

**SPECIAL!**



**MAN BITES DOG**

**ISSUE**



PRESIDENT TAUSTER

Photo: D.C. Sheehan

By Robert Millman

On September 4, 1973 while most students were registering Saul Tauster became official acting president of Richmond College. Coming from City College, where he served as provost and vice-president for academic affairs, Mr. Tauster will serve as President of Richmond College until a permanent president is chosen by the Presidential Search Committee and the upper echelons of CUNY.

Mr. Tauster granted an interview with the Richmond Times last Tuesday, the excerpts of which follow:

R.M. What do you like to be called?

S.T. Ahhh Mr. Tauster.

R.M. How long do you think you're going to be acting president at Richmond?

S.T. I don't hypothesize, I've committed myself for the year as acting president, and I've decided to do the job for the year. I don't care to speculate past that.

R.M. In your year here as acting president, in general are you going to sit on it and see how it works or are you going to do things here?

S.T. I have not come as a bureaucratic housekeeper

R.M. I think that's excellent!

S.T. I have not come in that capacity and I wouldn't have taken the job if that was what the Chancellor had asked me to do. I took the job with the charge to develop, out of the

ongoing experiments and programs which have been functioning and have been projected, a coherent educational program and plan as part of the master plan for City University. A master plan educationally for Richmond. In that he (the Chancellor) asked also that I consider a number of possibilities that have all ready been explored here at Richmond such as a three year bachelor's degree, as a possibility.

R.M. Is that a possibility in community colleges also?

S.T. Everyone talks about it but I think Richmond has the opportunity with a very good faculty. One of the reasons I came is because it has a very good faculty. I am not interested in standing on anybody, how did you put it sitting on?

R.M. Ahh yes.

S.T. Neither standing by or sitting on, but really serving an academic leadership function in trying to help evolve a direction for Richmond as an upper division college which I think could be a unique opportunity.

R.M. What do you think has to be done immediately?

S.T. The process of educational planning has got to be initiated, serious educational planning: toward a coherent master plan and academic program.

R.M. Do you mean that in general that Richmond College doesn't have lines for people to follow?

(Continued on Page 3)

# An Interview With President Saul Tauster

# THE BULL BOARD

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- ① ALL PHOTOS WILL BE USED BY THE EDITORIAL STAFF
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- YES - THAT'S RIGHT POETRY  
SEND WHAT YOU HAVE TO OUR  
POETRY EDITOR - DIANA MORRIS  
AT THE RICHMOND TIMES  
Rm. 539

## Just To Remind You...

W. Virgil Nestrick  
Dean of Administration since the  
college opened, is retirin from  
Richmond and from the City  
University system which he has  
served since the late 1930's.

Henry Wasser  
Dean of Faculties since college  
founded and helped (Schuele and  
others) recruit first faculty.  
Is going to a new appointment as  
Vice President for Academi  
Affairs at California State  
University at Sacramento.

## How The P & B Committee Runs Your Life


by Eileen Odell

For at least the past year, a proposal that student representatives be elected to the college-wide Personnel and Budget Committee, which has no student members, has been before the Richmond College Assembly. At meeting after meeting throughout the fall semester of 1972 and the spring semester of 1973, that proposal has been consistently placed last or next to last on each meeting agenda, virtually assuring that no discussion of the proposal could take place, nor vote taken on it. Since the P & B Committee controls the hiring of faculty, their renewal or non-renewal of their contracts, their promotion and tenure, and the disbursement of monies throughout Richmond, it is by far and away the most powerful committee in the school. The decisions made by its members directly affect the students, yet we have been successfully prevented from making those decisions. And not only that, but the students who patiently sat through the Assembly meeting have not even been granted the courtesy of a hearing, due to the coordinated efforts of the faculty and administration to control the proceedings of each meeting.

Ah yes, when the time comes around for contract renewal, promotion or tenure we may submit evaluations of and or recommendations for the teacher involved and summaries are written up, usually by the chairman of each department, of the content of student evaluation forms that we fill out each semester on our teachers. This is the sum of official student power at Richmond — we may plead a case but the final decision rests elsewhere.

Through the student government elections each fall, the administration and faculty have maintained, at least for themselves, the illusion that the students at Richmond participate in decision-making processes. But the facts that only a small percentage of students bother to vote in those elections and that a number of student representatives attend the first few meetings of various committees and the Assembly and fail to come to subsequent ones, indicates that Richmond students do not share that illusion. And the faculty and administration should not be deluded into thinking that because the students sat patiently and quietly last year that we will continue to do so. Or that we will continue to allow the faculty and administration to keep for themselves the power that resides in the P & B Committee and at the same time call the governance of Richmond College, "democracy".

“WHY I'D RUN A  
MILE FROM  
A PACK  
OF



35c  
Anywhere

FINE TOBACCO  
ENSON & EDGEMAN RICHMOND, VA 23171

# An Interview With President Tauster

(Continued from Page 1)

S.T. In other words it's hard to judge a new course or series of courses or program on how it fulfills a larger objective because those larger objectives have not yet been spelled out. Although I favor very much giving faculty as much breadth as possible in evolving the courses they're interested in, because you're always a better teacher when you're teaching something you're interested in; I look to the year as beginning a much more conscious process of collaborative planning on the part of the faculty.

R.M. How do you feel about the Richmond Scholars program and the four year nursing program?

S.T. Well the nursing program has not even started yet, it's in the hands of a planning committee and a consultant was only retained in June. So the nursing program is merely a mandate to start a baccalaureate nursing program for registered nurses. I consider that a very challenging opportunity, and hope that a quality program can be developed. One that not only serves the needs of Staten Island but would attract R.N.s from the entire city to come to Richmond because it had something special to offer. The Richmond Scholars program has been held up. I think that would have to be part of a larger planning process of what a three year B.A. means

R.M. Weren't people already admitted under the program?  
S.T. There was an experimental year...those that are here will continue here but no new class was admitted this year.  
R.M. What will that mean to the previously enrolled students?

S.T. They'll get a degree...whatever had been promised them will be delivered.

R.M. What about Richmond's space problem..the building going up next door.

S.T. I don't know any more than the fact that we have a need for space, that we will have to rent space in the St. George area and that one of the prospects is renting space in the new building next door.

R.M. But we will have to increase our space very shortly?  
S.T. Yes

R.M. Could you say how shortly?

S.T. I think we will need more space by February but I can't say more than that.

R.M. A lot of adjunct faculty were let go at Richmond just recently, do you have anything to say about that?

S.T. I wasn't familiar with that except for the 20 percent budget cut for adjunct faculty. There are other budget cuts we're trying to save.

R.M. Do you think you'll be able to save any?

S.T. A small amount...I'm not sure we can save the adjunct money as the City University seems to be embarked on a policy of cutting back on part-time faculty.

R.M. How would you say CUNY administratively views Richmond College?

S.T. I think that they are sympathetic to the experimental nature of an upper division college, they are really anxious to see some kind of program evolve which can play an important role in City University planning for the future of these tens of thousands of students coming in...They have tried an upper division college and they want to know how it works, they're not quite sure Richmond has told them yet whether and how it works. So to that extent they're still interested in the experiment of an upper division college, being the only one in the system. Secondly they view the faculty gathered here at Richmond very positively, they think it's a good quality faculty. I was told about it and I agree with them. Thirdly they feel that the educational program that evolved here has not yet cohered.

R.M. That seemed to be a criticism of the evaluation.

S.T. That's right, and I think they share, at 80th Street, the evaluator's view of the necessity for bringing more coherence into the program and thinking through the overall objective of the college.

R.M. There is a fear at Richmond College that in making it more coherent that things of a conservative nature might happen also.

S.T. I don't think coherence is either liberal or conservative or radical. Coherence in a sense causes an institution to declare what its purposes are and what direction it's embarking upon and then to relate what it's doing to that...It might be very coherent to decide that you want a multiplicity of offerings...Like diets in a sense. The most coherent kind of diet for many different kinds of people would be one in which they can be self selective about what they wanted to eat...not a prescribed one diet for every person...So I'm asking myself and the people at Richmond to ask themselves some difficult questions about where we're going and how a program can fulfill that direction. That does not mean that this is going to be a monolithic place, as a matter of fact the fear that many people have is that if it's allowed to go without direction it will evolve into an institution which perhaps everyone is pleased to have the freedom in but no one wants in the long run... dependent on enrollment patterns over which no one will have control. We will not be attracting any student in particular. For instance, Teacher Education has evolved into a very large program without anyone looking. This satisfies some needs but it's not a program, it seems to be a way of gathering credits. (referring to the graduate level) The question is what does that do to an institution and we have to ask that question....The direction is really a big question.

R.M. The previous president seemed to keep himself isolated, what do you intend to do along these lines?

## Financial Aid Cut-CUNY Budget Cut

Threatened cutbacks in financial aid are real:

- 30 cutback in funds to CUNY for '73-'74!
- 53 cutback at Richmond in total funding for national defense student loans, work study and educational opportunity grants!

On Tuesday Sept. 11th concerned students and members of the Attica Brigade will present President Touster with a set of demands to enlist his full support for open admissions and no cut-backs in funding and special programs at CUNY Richmond College.

We demand:

- 1) That President Touster firmly support demands to fight threatened imposition of tuition and cutbacks in financial aid and special programs such as Seek and College Discovery at Richmond College
- 2) That President Touster be responsible throughout the academic year to keep students informed through the Richmond Times or bulletins from his office of up-to-date information regarding proposed cutbacks in financial aid and special programs or any newly initiated plans by Gov. Rockefeller and State officials to impose tuition for CUNY students.

We will hold President Touster responsible for any cutbacks and imposed tuition if it's clear that he has not fully supported student demands. We take at face value his stated commitment. When as Provost of City College, to fight tuition proposals, to keep and expand open admissions, when he agreed to the demands raised by the Third World CUNY coalition and supporters at last spring's takeover at City College.

We must not let our school administrators or the Keppel Commission or Gov. Rockefeller think that we are not determined to see this fight through to the end. We must continue to talk about it, to educate our parents and friends and community about it and prepare to be out in the streets again if that's what it will take to win our demands.

## They Say Cut Back—We Say Fight Back!!

S.T. Well I'm not an isolated man by nature. The first day here I ate in the cafeteria which people saw as an auspicious sign. I was surprised to see how they viewed it auspiciously, I thought it was just an ordinary thing. I'm basically a faculty person, I like discourse and I like teaching so I'm going to be part of this process of finding out where we're going and why. I intend also to teach during the year. Students will keep me honest, teaching being a process whereby someone else keeps you honest...I intend to take an active role in asking serious questions and probing other people's proposals as they are probing mine.

R.M. Considering that so many students at Richmond come from SICC there is very little communication between the schools. Do you intend to do anything in conjunction with SICC or any community college?

S.T. I think there is a tremendous need, it goes by the word articulation of program. More of this has to be done but the articulation is not just providing a program that fits with a

community college program. It's an interaction where the upper division college has some influence on the community college's program so that there has to be some leadership expressed here on the quality and nature of the community college preparation experience. If we find a lot of people are badly prepared we should get that message back to the community college, if they feel that we're setting unrealistic goals or not relating to them that message should be heard by us. Unless that communication goes on students in the long run will get hurt. So I think that this is a very important role that I'll play.

R.M. Do you have any plans for, I think it's building  
S.T. What is that?

R.M. The college president's house.

S.T. Oh you mean Howard Avenue. No Dr. Scheuler will be residing there during this next year. Being an acting president I will continue my residence where I am in Manhattan.



REGISTRATION '73

Photo: D.C. Sheehan

R.M. How do you feel about Pass, Fail Honors?

S.T. I have no strong feelings about it, I find grading systems are always arbitrary to a degree whichever one you choose you can live with and deal with.

R.M. What do you want to teach?

S.T. I'll either teach a course in poetry which is a vocation of mine or a course in legal process...can I ask you a question?

R.M. Sure.

S.T. What do you feel as a student is needed in the leadership of a college?

R.M.....I think Richmond College has to keep as experimental an outlook as it can because I feel that's particularly important in a college of any sort. As time goes by I see college being more and more conservative in their makeup, reinforcing very conservative values.

S.T. One of the big questions is that when you make an experiment you want to know what your testing out. That is one of

the things I would like to ask. What is it we're really testing out? Are we testing out whether by bringing students from community colleges we can liberalize them, that might be an interesting test....Is it that we want to find career lines for people who have real economic needs, which are not just vocational but are somehow broadening. Now that's an experiment that hasn't been conducted yet.. now let's take nursing, that would be a good case in point. Do we develop education toward a career which is merely vocational or develop it in a liberal arts and science environment which is opening toward a broader view of the career. In other words a baccalaureate for a nurse as something that would move her onto a broader range of possibilities in health service. Now that's an interesting experiment that many schools have not engaged in because they don't have the same student body and the same mission as an upper division college. So I would like to banish the word experimental when it doesn't relate to what's being experimented, you know what I mean?

# EDITORIAL

If You EVER  
Want to SEE

The RICHMOND TIMES AGAIN  
you use PEOPLE  
BETTER START  
RELATING to THIS  
HERE Publication  
Left

From The Editor's Desk

## ONE MORE TIME

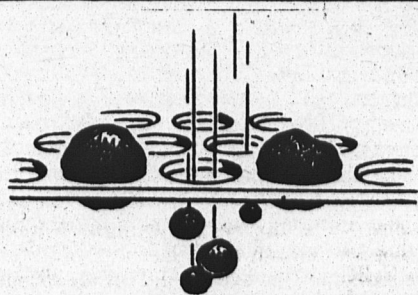
Yessiree Bob!! It's school time once more and the new improved Richmond Times screams for help. As usual underfunded and working with a skeleton crew we attempt to make something out of the only school-wide medium Richmond has.

I've read the Richmond Times in the past and largely understand the lousy attitude people have toward the newspaper. Well, it's a whole new ballgame. The Times is either to become a living breathing, kicking force at Richmond or it will die. I won't touch a pantywaist newspaper. Now take the 72-73 yearbook—it stinks!! Have you seen it? It stinks!! How do you like that for down home, honest journalism. I'm sure there's a good reason for its particular style. Possibly the editor wanted to thumb his nose at Richmond College. Sure it's an artistic expression. It stinks!! Does anybody know if the Woman's Liberation Club ever decided what position faculty members could hold in their club. Although now that most adjunct faculty members have been discreetly terminated maybe the Woman's Liberation Club no longer has that problem.

Is anybody running for student office this year, or will the President get all the student fees this year. He gets eight of your dollars you know. Rents caps and gowns with it.

Financial aid is developing a very dry sense of humor. The most devious forms to fill out and the same lump sum to everyone. I like the part where they write down what your not getting, positively British!

Registration continues with Pavlovian purpose and another year unfolds before us. Oh well, burp if you love Jesus. The year hasn't started yet and I've got more slander than I know what to do with. We seriously need help. Most college newspapers are so boring. It's a crime. If you are not boring, please add what you can to the Times. I guarantee that the Richmond Times will improve immensely with each issue, but it takes a lot of energy to create something well done. If I don't get reinforcement you'll get exactly what you deserve. I get tired thinking about it.



## The Richmond Times

THE PEOPLE RESPONSIBLE

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Follow It Up

## Quack At The Clinic

by The Women's Self Help Committee

A twenty-year old Brooklyn man has been arrested by the City Department of Investigations on charges of sexually abusing patients while posing as a physician at family planning clinics on Staten Island and in Manhattan.

The accused, Jesus (Jesse) M. Lopez of 1053 Willoughby Avenue, Brooklyn, has a number of additional warrants outstanding against him from Texas, also charging him with falsely representing himself as a licensed physician.

Lopez applied for a position with the Human Resources Administration's family planning clinics July 2, filing false information on his application, which was processed and approved at the Action for Progress Clinics, 57 Rivington Street, Manhattan.

Four days later, while working in the clinic on Rivington Street, he allegedly abused a patient under the guise of checking her "sexual responses"...Several similar complaints were lodged against him (at the Staten Island Family Planning Clinic in West Brighton) and the Investigations Department has determined that he also unlawfully prescribed medication for patients...

Lopez's arrest was the outcome of a week-long investigation kicked off by a Randall Manor woman's complaint against him...the woman testified before a panel of city investigators July 20 that Lopez had sexually molested her July 10 while acting as a physician at the Staten Island Family Planning and Health Clinic...the woman asserted that Lopez's examination of her was not medical but sexual in nature and that she suffered considerable psychological trauma as a result of the incident. She added that immediately upon leaving the examination room she complained to Mrs. Ruth Farrow, the clinic director, about the "unusual" examination, but that Mrs. Farrow "didn't seem alarmed and didn't offer me a paper or a form to make a complaint on. I had to demand a form."

"We thought the protest would be sufficient," the chief complainant said, "that the HRA would spring to life and do something about it. But H.R.A. swept it under the carpet"...the woman...learned that the forms filed... were never forwarded to the H.R.A. Additionally, she said that Mrs. Farrow told her that the "doctor" was no longer with the city clinics and asked her to "please keep it under your hat."

—Staten Island Advance

Legal action has subsequently been initiated against the Human Resources Administration of the City of New York, the nature of the claim being "pain and suffering from assault and battery, sexual abuse and medical malpractice committed by an alleged HRA doctor, gross negligence in failure of HRA and the Clinic to check the doctor's credentials, to check for prior criminal record, and to provide the necessary safeguards against these occurrences." (Quote from legal documents).

The series of incidents surrounding the medical career of "Doctor Lopez" has raised a number of questions, and also serves to illuminate issues and situations which we should take the time to seriously consider.

Why was Lopez allowed to function for such a long time without the professional complaints of doctors and nurses? Is there such a comraderie among doctors that such outrageous incompetency as that of Lopez is permitted to pass unchallenged? How does this affect the quality of medical care received by us, the medically unsophisticated public?

Why were the molested women's complaints ignored? Were the clinics trying to protect Lopez regardless of his perverted practices, his continual violation of women, because they believed him to be a doctor? And-or were the clinics trying to protect themselves, cover over the scandalous hiring practices of the HRA, maintain an image of a serving institution administering quality care to those not fortunate enough to have private alternatives? Can this be cited as the crux of the problem— are clinics substandard

and hiring practices haphazard because they do not serve the upper classes? Could the obvious fact that a gynecologist only services women (or more pointedly, with all its connotations, services "only women") have some bearing on the hiring of this incompetent pervert? This discriminating attitude toward women is reflected in the legal penalties Lopez may suffer: 7 to 12 years for impersonating a doctor; 90 days maximum for molesting a woman!

By simply removing Lopez from his "practice" the HRA had hoped to close this ugly and embarrassing incident. Thanks to a few courageous women, the matter is receiving legal attention. As the Lopez case travels the bureaucratic maze, we can only hope that positive actions will result—we can hope, but we have no guarantee that will insure quality health care in the city's clinics. We cannot assume that this is possible even in the office of a private physician. Not as infrequently as one may choose to believe, women emerge from the examining room with the valid query: "Was all that really necessary?" Too often, the myth of the omnipotent man in the white coat arises to placate fears and quell the justifiable suspicion that a woman has been sexually molested. How much longer will women be poorly treated, neglected, intimidated, and raped?

Let us no longer accept as inevitable, incompetency and perversion in the medical treatment of women—we possess not only the right, but also the responsibility to demand the best for ourselves!

### Women's Self-Help Collective

Janet McLeod  
Franzine Greenberg  
Gorgine Gorra  
Maryclare McFarley  
Theresa Lillie

# OUR PURPOSE AT RICHMOND

## What is the Attica Brigade?

The Attica Brigade is a national anti-imperialist organization which started two years ago as a response to the massacre of the brothers in Attica Prison—which is where we get our name. At the anti-war demonstration on Nov. 6, 1971, the Brigade showed its support for the brothers at Attica by forming an anti-imperialist contingent linking up the struggles of the Vietnamese people with the struggle of the people here at home. Since its inception in the Summer of '72, the Attica Brigade has grown tremendously to over 35 chapters on campuses in NYC, Baltimore, Philadelphia Providence, Boston, Ithaca, Rochester, Buffalo, and in chapters on many campuses in the Midwest.

The Attica Brigade has two principles of unity which reflect our understanding of imperialism as one system:

1. We support the struggles of oppressed people around the world fighting for national liberation against the imperialists.
2. Support for struggles of oppressed people here in the U.S against the attacks by the imperialists.

The Attica Brigade has tried to put this understanding into practice. One way we gave support to the peoples struggle abroad was the work we did around Indochina. We showed our support for the Vietnamese by doing work around the 7 Point Peace Plan put forth by the National Liberation Front of South Vietnam and the Provisional Revolutionary Government of South Vietnam. We publicized it on our campuses trying to get student support. We tried to show that it was the only real basis for peace in Vietnam. We also took part in a demonstration on Nov. 4 in which one of the main focuses was the support for the 7 Point Peace Plan.

One way we tried to take up struggles of the people here at home was the work we did around Open Admissions and cut backs in NYC. Early in the spring, overall cutbacks in education began to reach the City University system. There were many threats of a \$1000 tuition a year being instituted as well as some real cuts in the Open Admissions Program. We felt it was important to defend the limited rights students had won and oppose threatened tuition. Here at Richmond over 40 students demonstrated their support for the demands of the Third World CUNY Coalition. Our work didn't stop in the spring when classes ended. During the summer session forums and film showings were held at Richmond dealing with the way imperialism affects the lives of people in the U.S. and abroad. Strike support work for the Farah strike in Texas and New Mexico, along with participation in a militant demonstration on the eve of the Cambodian bombing halt wound up the summer's work.

During the year we see ourselves concentrating our work in the following areas:

- ATTICA: Fighting for the demands of the Attica Brothers, whose trials are coming up soon.
- FARAH STRIKE: Support for the striking Farah workers in Texas and New Mexico whose struggle is crucial to unionize the South and stop runaway shops.
- CUTBACKS: Fight to expand Open Admissions and to demand no tuition at CUNY, no cutbacks in financial aid and special programs.
- INDOCHINA: To demonstrate our solidarity with the people of Indochina to support the liberation struggles against the U.S. puppet regimes of Thieu and Lon Nol.
- PUERTO RICO: Participate in the struggle to demand an end to the colonial status of Puerto Rico and to achieve true independence for the Puerto Rican people.

We will also be joining with other students and organizations here on campus to help build and win struggles around issues that affect us all. If you're interested in finding out more about the Attica Brigade drop by our literature table which will be set up in the 3rd floor cafeteria a couple of times a week, and during orientation you're welcome to drop by the table to get to know us and what we're about.

by Joe Smith

Every year there is another wave of threats of tuition at city university. And every year liberal politicians and school administrators get together and cry about "The Crisis At Hand". While there is a real threat of tuition to be fought, it has become clear that it has also served as a smokescreen to obscure budget cuts in all special programs (Work-study, Seek, financial aid, College Discovery, vets programs, etc.) and the attacks on the Open Admissions Program. Rockefeller's strategy has been—"scare them with tuition so they won't notice—or mind—the cutbacks." Unfortunately for him and his ruling class cronies, students see through this crock of shit.

Open Admissions to CUNY was won in 1969 after a long and militant mass struggle led by third world students. It was a real victory. It opened up the colleges to thousands of students who otherwise would have been closed out. Open admissions was a real blow against the racist and class nature of the entire system of higher education in the U.S.

But Rockefeller and the people who control CUNY have tried to sabotage open admissions from the start. Not enough financial aid, too few teachers, tremendous over-crowding and inadequate remedial and counseling services have resulted in a drop-out rate of 50 to 70 percent. After four years the number of Third World students at CUNY still does not reflect the percentage of Third World students in the city's public school system.

LEFTY YOU BURGLE ELLSBERG'S SHRINK.



MUSSY YOU BUG THE WATERGATE.



LOUIE YOU BURN THE EVIDENCE.



NO-NOSE YOU SHRED THE MEMOS.



BUTCH YOU BOMB CAMBODIA.



ANY QUESTIONS?



WHAT IF WE GET CAUGHT?



I DON'T KNOW YA, I NEVER HEARD 'A YA, I DON'T KNOW NUT-TIN.



A plan to give Rockefeller control over the Board of Higher Education.

When the Keppel Report came out there was an immediate city-wide response to it. The Attica Brigade was one of several groups that saw the need for bringing the facts of the report to students, and helping to mobilize the student body to fight it. We believe it is the masses of students who are going to stop these attacks—not the phony ruling-class politicians, liberal or otherwise. We joined with the Third World CUNY Coalition in supporting the following demands: 1) No tuition at CUNY, 2) End attacks on open admissions, special programs and financial aid. Here at Richmond the Attica Brigade helped set up a committee to fight tuition and cutbacks. Last spring we participated in a citywide demonstration of 800 students at the State Office building in Harlem, and held our own demonstration with 400 people at Richmond. And we also took part in the takeover of the administration building at CCNY to press our demands.

The Rockefellers, Lindsays, and the corporations behind the Keppel report know that our militant response was only a hint of what would happen if the report was passed. So Rockefeller had to go back on earlier statements that the report had to be accepted in its entirety, and wound up pushing only certain parts of it.

## What Is The Current Situation?

For the time being there is still no tuition at CUNY but the cut-backs are continuing in all the programs essential to open admissions—work-study, financial aid, SEEK, College Discovery, Vet's programs, etc. At CCNY and Queens there is no work-study for incoming freshmen. Rockefeller is trying to get control over the Board of Higher Education. And we can be sure that more attacks will be launched this year against free tuition and open admissions. We must be prepared to fight them.

## What's The Situation at Richmond?

Over the summer there were already drastic cuts in work-study. This term financial aid has been cut something like 70 percent. There have been large cuts in SEEK and College Discovery. The budget for Vets—the guys who were cannon fodder for the corporations' war in Vietnam and who are no longer needed—has been cut from \$70,000 to \$12,000.

We should be clear that it is not just a Rockefeller who opposes open admissions and the special programs. It's an entire system that places profits above people, and needs a racist and class-privileged university system to keep people divided. The cutbacks we face at Richmond are cutbacks taking place across the board—welfare, daycare, Veteran's benefits, etc. We in the Attica Brigade have a name for a system that thrives on war and has to oppress and exploit people both at home and abroad in order to function—we call it imperialism.

## What Can We Do?

The Attica Brigade plans to continue the fight in defense of no tuition and open admissions and against cutbacks. We see it as one of our main areas of work. Cutbacks are taking place all over the country—at Antioch in Ohio the Attica Brigade participated in a shut-down of the school over budget cuts led by Third World students.

At Richmond, we want to further build the committee to fight tuition and cutbacks and for open admissions. We plan to get and make available to the student body updated information on the current situation. Another possibility is to set up a city-wide public hearing on the problems of CUNY students. But most importantly we have to show Rockefeller and the rest of the ruling class that we are united and militant in demanding our rights to an education. We think that open admissions, cutbacks and free tuition are issues that thousands of students can be united around and we believe that this is the way to defeat imperialism—by fighting for the real needs of the people.

While open admissions was a victory for all students; Black, Brown, Asian and white; working class and middle class, we should be clear that at its heart it is a fight for the right of Third World and working-class students to attend college. They are the ones excluded without open admissions and special programs. They are the ones hit first and hardest by cutbacks affecting all students. And that is why Third World and working-class students have led and are now leading the fight for open admissions and against cutbacks. And why a victory for the demands of Third World and working-class students has to be a victory for all students.

Last school year, we saw the attacks on open admissions, special programs, and free tuition intensified. A plan was prepared to destroy these hard won gains—the Keppel Report. Its recommendations were, among other things, 1) tuition at CUNY of 800 dollars for the first 2 years, \$1,000 for the last 2 years of school. 2) An attack on the guarantee of four years of higher education for all high school graduates to a guarantee of two years of "post-secondary school training" (meaning vocational and technical training) 3) A plan to basically eliminate financial aid, work study, SEEK, College Discovery and other programs.

The trans-Alaska pipeline continues to burn everyone who touches it.

First, it was the oil companies who eagerly sent men and equipment to the North Slope, only to be tied up in environmental lawsuits and bureaucratic slowdowns. The Aleyska Pipeline Consortium estimates that the companies are presently losing \$3.5 million a week through delays and inflation.

Then environmentalists themselves were scalded with criticism from the American public which was confused by a highly publicized gasoline shortage and a flurry of oil company advertising.

In mid-July, the U.S. Senate bounded into the midst of the battle—and promptly scorched itself on the volatile issue, too. After a marathon seven-day debate, which included 17 amendments (and more that were withdrawn) as well as myriad half-truths and untruths on a wide range of issues, the best comment a senator could muster came from Henry Jackson (D-Wash.), author of the bill which would give oil interests the go-ahead: "The whole history of the Alaskan oil pipeline proposal is a classic study of how not to make an intelligent, publicly responsive energy policy decision."

As chairman of the Interior Committee, the committee which brought the pipeline bill to the floor only to see it run amok under the intense political pressure of the touted 'energy crisis,' Jackson knew what he was talking about. Nor mally staid and genteel Senate decorum gave way to acrimonious debate as senators jockeyed for position on the 'right' side of the issue. The Senate debate itself reads like a parody of a Marx brothers routine, as conflicting information was used to bolster contradictory facts and senators wrestled with their consciences and their constituencies.

Like the environmentalists, the Senate fell victim to circumstances both contrived and uncontrollable. Recent events in the Middle East, for example, have shaken foreign policy predictions and added urgency to the calls for greater oil self-reliance. In light of this, failure to develop Alaskan oil might easily be viewed as a threat to national security.

On the other side of the coin is the panic surrounding the energy shortage. Debate on the floor was peppered with comments that the oil must be brought out as quickly as possible; in fact, not a single senator took the position that Alaskan oil ought to remain untouched. Despite the widely-held belief that the fuel shortage has been contrived by the major oil companies, the evidence supporting industry's claims was unchallengeable. Every member of the Senate felt intense political pressure to prove that he was doing something to end the shortage. Mike Gravel (D-Alaska) expressed the sentiments of the Senate when he remarked: "Woe to those politicians, woe to those poor individuals who vote against the pipeline. They will be living with that vote for quite a number of years....My goodness, what would happen to a politician who votes against that issue. What havoc he will suffer with the electorate a year from now."

Such political pressures do not lend themselves to rational decision making. Compounding the problem was a lack of even the most elementary information on which to base energy policy. Intricate

The Gas Shortage?

# Alaska Pipeline Goes Through

Reprinted from "Environmental Action"

decisions concerning complex energy issues were made without adequate insight into alternative solutions. What resulted was a predictable landslide victory for proponents of speedy pipeline completion and a severe blow to environmentalism.

Notwithstanding the fact that no one in the Senate really knew what was going on, nearly everyone got into the pipeline act. Every member had something to say about the issue and a seemingly endless number of amendments were offered, most of which attempted in some way to expedite the building of the pipeline. What had begun four years ago as the ultimate 'environmental' issue had become a purely economic and social debate, with both sides agreeing that North Slope oil had to get to market. The only points of contention which remained were where the route would be located and which region of the country would get the covered oil once it left Alaska.

The need for some kind of legislative action on the pipeline was dictated by a U.S. Court of Appeals decision late last winter on a suit brought against the Department of Interior by the Wilderness Society, Friends of the Earth and the Environmental Defense Fund. One count of the suit was based on provisions of the Mineral Leasing Act of 1920 which prohibited the Secretary of Interior from issuing rights-of-way on federal lands for pipelines exceeding 20 inches in diameter. Despite the fact that the law is outmoded (92 U.S. pipelines over 20 inches in diameter have already been approved), the court correctly enjoined the Interior Department from approving construction of the trans Alaska pipeline system (TAPS). In response, Congress moved to update the rights-of-way restrictions.

Although the court did not make a decision as to the adequacy of the mammoth environmental impact statement prepared in compliance with the National Environmental Policy Act (NEPA) by the Interior Department, the TAPS issue became the impetus behind legislation to remove restrictions on the granting of rights-of-way across federal lands. More important, the legislation became a vehicle by which to ram approval of the pipeline through the Senate.

The legislation itself, S. 1081, simply gave the Secretary of Interior the authority to grant rights-of-way across most federal lands. The bill as reported out of the Interior Committee contained two important provisions: the legislation did not waive the requirements of NEPA and it required careful scrutiny of any plans to export Alaskan oil. The crucial fight was over two major amendments to S. 1081, both of which exempted the pipeline from judicial review under NEPA.

The amendment supported by the environmentalist Alaska Public Interest

Coalition (of which Environmental Action was not a member), sponsored by Walter Mondale (D-Minn.) and Birch Bayh (D-Ind.) would have required an eight-month study of a Canadian pipeline route. (See EA, June 23, 1973) This amendment was favored by environmentalists who believed that this alternative had not been given adequate study by Interior's impact statement and midwesterners who want North Slope oil delivered to Chicago rather than to the Pacific Coast. The study authorized under the Mondale-Bayh amendment would have been carried out by the National Academy of Science (NAS). After completion of the study, Congress would decide the route to be authorized, a decision which would not be reviewable in court. Both sponsors of the amendment maintained that such a provision would not be a subversion of NEPA because the pending law suit on the adequacy of Interior's impact statement was based on the failure to study the Canadian alternative. Supporters of the Mondale-Bayh amendment assumed that a study of Canadian routes by the NAS would be sufficient to comply with NEPA.

Any attempt to waive judicial review of environmental impact statements is a subversion of the key element of NEPA no matter what the rationale behind the move. The supposed environmental 'bad guy' of the situation, Henry Jackson, rejoined the environmentalist camp through his vigorous opposition to the Mondale-Bayh amendment, in part on the grounds that it was an assault on NEPA, legislation which he authored. In the end, the amendment failed by a vote of 61-29.

The second major amendment was the brainchild of Senators Gravel and Ted Stevens (R-Alaska). The amendment was simple; it established a congressional finding of fact that the existing environmental impact statement complied with NEPA, thereby cutting off further court action. Environmentalists opposed this on the grounds that such an exemption of NEPA would set a dangerous precedent. Stevens and Gravel argued that passage of their amendment was necessary to prevent further court action which would place yet another roadblock before pipeline construction. In a heartbreakingly close vote, the Senate passed the amendment 49-48. On a motion to reconsider the vote, Vice President Agnew's tie-breaking vote was needed to defeat it, 50-49. Needless to say, Jackson opposed this amendment as well.

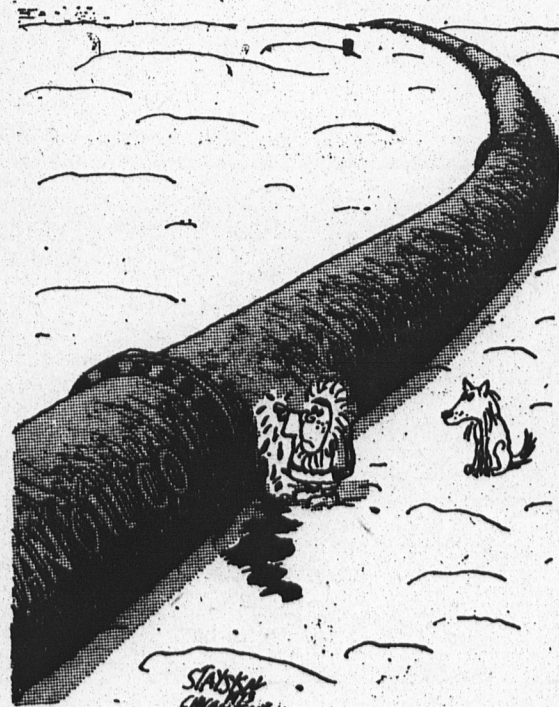
The passage of the Gravel-Stevens amendment was the real tragedy of the pipeline battle. Environmentalists, trying to hold the line in an admittedly difficult legislative situation, lost far more than they had expected as oil interest and their

congressional allies stamped the Senate into a reactionary legislative course. The study which would have been conducted under the Mondale-Bayh amendment would have produced the information needed for a logical decision, but the amendment itself was politically unacceptable to a majority of Senators because it did not solve the energy crisis immediately, as the Stevens-Gravel amendment claimed to do. Even the relatively enlightened Mondale approach fell victim to the energy panic since it, too, would have circumvented the provisions of NEPA in the name of political expediency.

The debate yielded an interesting perspective on Senator Jackson. The original bill he proposed was opposed by Environmental Action on the grounds that it granted too much authority to the Secretary of Interior in approving rights-of-way. In fact, Jackson did not support a successful amendment offered by James Buckley (C-N.Y.) which restricts the Secretary's authority. However, Jackson supported a number of proposals which would have dealt with the causes of the current problems in energy, specifically the gasoline shortage. Jackson steadfastly defended NEPA throughout pipeline debate; his method of ending legal debate concerning TAPS was an amendment (which passed) that urged the courts to drop everything else and rule on the environmental questions surrounding the pipeline. Jackson consistently maintained that construction should not begin until 'there is assurance that its construction and operation will be environmentally sound.' Though certainly not the hero of this murky story, Jackson has committed himself and the Interior Committee to a full investigation of the underlying causes of the energy crisis—including hearings on the oil industry's growing control of all energy production.

One of the most disconcerting aspects of the Alaskan episode is the discovery that the Department of State misrepresented the views of the Canadian government on a trans-Canadian oil line. Information unearthed by Reps. John Anderson (R-Ill.) and Morris Udall (D-Ariz.) indicates that the State Department withheld information which clearly showed that the Canadian government supported the idea of a trans-Canada line and that such a line was politically and financially feasible. During the course of Senate debate, Walter Mondale charged, "The State Department deliberately and for reasons of its preoccupation with its position of support for the trans-Alaska line, deliberately withheld information from the Senate and misrepresented the position of the Canadian government....I said earlier....that our State Department was acting like the front office of Exxon. I take the back: It was much worse."

Perhaps the final irony involved in the pipeline legislation is not that it won't solve the long-term energy crisis but that it will not even deal with our short-term problems. Even at a breakneck construction pace, Alaskan oil can not flow for at least several years. Although authorizing speedy pipeline construction does provide senators with an answer to their constituents' question, 'What are you doing about the energy crisis?' it will do nothing to prevent current shortages. And still hanging over all our heads is the larger question, 'How do we end the energy crisis?'



YEAS—29			NAYS—61			ANSWERED "PRESENT"—1			NOT VOTING—8		
Abourezk	Haskell	Nelson	Aiken	Eagleton	Montoya	Buckley			Beall	Magnuson	Sparkman
Bayh	Hathaway	Packwood	Allen	Eastland	Moss	Griffin			Griffin	Mathias	Stennis
Biden	Hughes	Pell	Baker	Ervin	Nunn	Hart			Hartke	McGee	
Brooke	Humphrey	Percy	Bartlett	Fannin	Pastore						
Case	Kennedy	Proxmire	Bellmon	Fong	Pearson						
Chiles	McGovern	Ribicoff	Bennett	Goldwater	Randolph						
Church	McIntyre	Stafford	Bentsen	Gravel	Roth						
Clark	Metcalf	Stevenson	Bible	Gurney	Saxbe						
Fulbright	Mondale	Williams	Brook	Hansen	Schweiker						
Hart	Muskie		Byrd	Hatfield	Scott, Pa.						
			Byrd, Jr.	Helms	Scott, Va.						
			Harry F., Jr.	Hollings	Stevens						
			Byrd, Robert C.	Hruska	Symington						
			Cannon	Huddleston	Taft						
			Cotton	Inouye	Talmadge						
			Curtis	Jackson	Thurmond						
			Dole	Javits	Tower						
			Domenici	Johnston	Tunney						
			Dominick	Long	Weicker						
				McClellan	Young						
				McClure							

# A Houseplant Fact Sheet



By Rick Stein

The need for this houseplant guide has been amply demonstrated to me over the past summer of selling plants. Almost all of you who buy plants from me complain that you can kill anything and you don't know the reason why. One woman confided to me sardonically that she could even kill an artificial plant. I have tried to answer your queries regarding a plant's water, lighting, soil and feeding requirements, as well as the best or hardest plant for you. It has been difficult, especially when there are ten people around me at once all asking questions. So, the need for this guide.

The attaining of a 'Green Thumb' isn't a mythical possession acquired at birth or bestowed upon one during some kind of revelation, nor is it limited to a chosen few.

All of you can have success in growing plants indoors by learning about the kinds of climates that exist indoors during the seasons and the native climates the plants you buy are from. It is best to gain experience raising the several varieties obtainable which are suitable for the indoor climates of our homes. Even if you start with a few plants, the more experience you have with plants, the more practical skills will be obtained by you, further increasing your success.

Though there are tens of thousands of plants known, only a few hundred are at all suitable for indoor growing conditions. Their hardiness is rated according to their tolerance regarding the trying conditions of our steam heated homes with its reduced humidity and sunlight. Humidity and light

cannot be overemphasized in maintaining the health of a plant. Many plants sold commercially are tropical in nature, grown natively in humidity ranging from 60-90 percent with consistent sunlight or indirect light. Compare this to the average living room or kitchen which averages about 30 percent humidity and a much lesser degree of light than a plant would get outdoors.

Those houseplants noted for their good-excellent tolerance for indoor growing climates (their hardiness) are the only plants I sell. Other plants which are rated as fair-poor, making many of them poor specimens for indoor use without special consideration for their specific requirements are not sold by me unless requested.

The importance of adequate light cannot be overemphasized when growing foliage plants indoors. Without ample light, photosynthetic processes are inadequate to produce sufficient food for plant growth. The plant is forced to utilize its stored food, and deterioration of plant quality occurs, until reserves are consumed and death occurs. To a considerable degree, light intensity controls the rate of food manufacture. Generally under more light, more food is produced. Many foliage plants, however, are native to tropical rain forests and are injured when placed under full sun. (Ferns) Desired light levels are obtained near windows with other than a northern exposure, though this exposure will support many varieties of plants, where light

may range from 100 to 2,000 foot candles of light. A foot candle of light is the light produced by one candle at one foot away. Where natural light levels are not adequate for foliage plants, they should be supplemented with artificial light sources. Light duration is important, the total number of foot candles of light received is a product of intensity and duration. The longer the plant is lighted, the more food produced, therefore, when plants are grown in low light areas, they should be lighted for longer periods of time in order to counteract the low light intensity.

Plants chiefly use two wavelengths of light: red and blue.

Fluorescent fixtures provide predominantly blue wavelengths, and incandescent lights (lightbulbs),

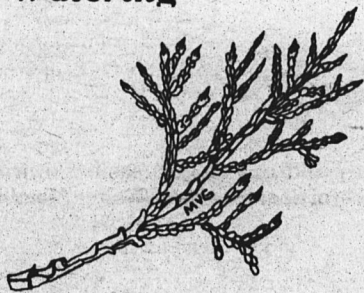
## Light



predominantly red.

Plants can be grown solely under artificial light. Natural sunlight is the best and cheapest source of light for plants and contains both wavelengths utilized by plants. When artificial light is used to supplement natural light, incandescent or fluorescent light will give satisfactory results. When artificial light is the sole light source, both incandescent and fluorescent light should be provided to give plants a balanced wavelength diet. There are several fluorescent incandescent combinations on the market. Fluorescent lighting is not expensive and uses very little electricity compared with other forms of lighting. If plants are grown solely under artificial lights, they should be left on (lights) about 12 hours a day.

## Watering



Watering generally causes the most confusion, but it is relatively simple. Foliage plants are adapted to regions where soil is moist but not continually saturated with water. Therefore, one never allows the soil to become completely dry between waterings. The plant container should be set in a tray or saucer inside of which should be about an inch of pebbles filled with water to just below the surface of the pebbles. The plant container is then set on this surface. This allows water to drain from the con-

tainer and as the water in the pebbles evaporates, humidity is created for the plant. This procedure is beneficial to any plant. Be sure and check the water level every day and fill up the pebble line.

Under no circumstances allow the bottom of the plant container to rest in water.

Plants are better off kept in groups. They humidify each other. Do not move your plants from room to room. Every time the plant's location is altered, adjustment shock

results. Leave it where it's at, provided it seems to be thriving. Keep all plants away from radiators and excessively dry air. Make sure the air circulation about your plants is adequate.

There is no set rule as to the number of times per week, etc., to water your plants. You must 'feel' touch the soil to know when to water. All plants are individuals, treat them as such. Spray the foliage of your plants with an old windex bottle filled with water which gives the plant added humidity.

The mixture I use is as follows: one part peat moss, one part potting soil and one part perlite. (Vermiculite or sharp sand will do.) To each gallon of this mixture, add 1.5 teaspoons of superphosphate, 1 tbl. of ground limestone, 1 teaspoon of fertilizer in 6-6-6 or 6-10-5 proportions, available commercially under plant food and 1 tbl. of steamed bonemeal. I sell and use this mixture. Another mixture is 25 percent highest grade topsoil, 20 percent humus, 40 percent peat moss and 10 percent perlite or sharp sand with the same additions above to a gallon of this mixture.

Repotting is necessary when the plant outgrows the pot and there is not enough



## Soils and Repotting

room for new root growth. To repot, gently rap the bottom of fingers. It helps to rap the outer rim of the top of the pot against a flat object. After the plant with its root ball is out of the pot, repot it to a larger size pot. Never move the plant to a pot too large. A good rule to follow is don't use a pot more than two size larger. For instance, most of the plants I sell are in 3.5" size pots. So you would move it to a 4.5" or 5" pot, but no larger. The reason for this is that in a too large pot the soil around the circumference of the pot will become sodden and will take much too long to dry out again, endangering the plant's root system. This situation could result in root rot.

In your new pot, put pebbles or clay shards (broken pieces of a clay pot) on the bottom and put an inch or so of the soil mixture in and tamp it down. Put in the plant and firm in soil around the root ball and the sides of the pot until the plant's root ball and the new soil are in close contact. The new soil and the plant shouldn't be crunched down, but neither should it be overly loose. The soil should give a little when pressed down. Water thoroughly after repotting, then do not water again until the soil dries out on the top, and then continue proper watering techniques carefully. Overwatering accounts for 90 percent of plant failures; be guided accordingly.

The following are some of the most common symptoms of imbalance and their probable causes:

- (1) Brown leaf tips or burned leaf margins—too much fertilizer or soil allowed to dry excessively.
  - (2) Yellowing and dropping of leaves—air pollution, low light intensity, chilling, overwatering (poor soil aeration and drainage) or root decay from soil-borne diseases or insects. (There are insect sprays on the market for houseplants if your plant is infected with insect pests.)
  - (3) Weak growth or light green or yellow foliage—too intense light, lack of fertilizer, root rot, or poor root system.
  - (4) Small leaves and long internodes (spaces between leaves)—too little light.
  - (5) Small leaves and short internodes—lack of fertilizer or grown too dry.
- Please note: A plant's root system and especially the minute root hairs that are the back-bone of every plant must be healthy for a plant to continue to thrive. A plant whose

roots are brown (water logged) and not white, will eventually die.

As you can see, the plants that I sell are healthy. The wholesalers I have chosen to buy from are noted for their quality, honesty and good reputation. I hand pick each plant and visit several places to insure your getting a healthy plant and a wide selection from which to choose. All of my sources of supply acclimate their plants before selling them to insure having better success in growing them indoors.

Regarding price, you have probably found me very reasonable compared to what you have paid elsewhere for a comparable plant. I have a sincere regard for a reasonable profit not an excessive one. Some of the plants I sell need repotting soon, others don't, depending on the speed and stage of growth. Due to this, I also sell pots, pebbles and a transplanting mixture. Besides the smaller plants, I sell larger plants, sizes vary, hanging baskets and a wide variety of cactus. Other large plants or more exotic varieties will be gladly filled depending on

## When Things Go Wrong



the plant's availability. Terraria are a specialty of mine.

I am going to continue selling plants into the fall and winter months, though selling outside will be impossible because of the cold weather. I hope to have met enough of you during this past summer so that you will feel free to call me in the future. I will be available to advise and inform regarding the care and selection of indoor houseplants. I will try to fill any requests you may have and all plants will be delivered free of charge to your home.

Two books I would strongly recommend are 'Making Things Grow', 'A Practical Guide for the Indoor Gardener', by Thalassa Cruso, and 'Foliage House Plants' in the Time-Life Encyclopedia of Gardening Series, both hardcover publications.

I hope you are pleased with your plant purchases and am looking forward to hearing from you. Remember: A Green Thumb is simply a positive state of mind about growing plants reinforced with the practical knowledge to back it up.



# FREE

# FREE

# CLASSIFIED

# ADS

## HOUSING

Man and Woman looking for an apartment or house to share with others or looking for someone who already has got house and wants to share.

Male roommate wanted — 5½ spacious amiable rooms. Completely refurbished, 2 bedrooms, two baths, living room, kitchen dinette, located in Flatbush, Brooklyn. \$125 rent — your ½.

4 Room apartment to share near school. \$77 your ½.

Woman wanted for sublet in really nice building. \$155 plus security. Must meet landlord's standards. 3 rooms.

Senile old woman wants to rent to two young men. Fairly close to school on Westervelt Avenue. \$120 including heat and hot water (which is not big deal).

Rooms Apartments. Landlord says he is a fellow Richmond Student. Says he has a lot available, but probably is a rip-off.

House 2 share. Two others already living there. Third person has two rooms available. Entrance to garden, shared facilities, washer-drier. Near school and ferry. Nice people. \$80 month.

Room for Rent. One room in house in Tompkins Circle. Without kitchen facilities. Overlooking the harbor. \$80 month. Says she would prefer an old man.

Room for rent. Wants female only. Private entrance, stove, bathroom, wreck room, private telephone. Sounds very shady.

Roommate needed immediately. 5 large rooms. \$82.50 month. Tompkinsville area.

Available September 16th. Apartment medium 4 rooms and sunporch. Jersey Street.

"We are two women with two dogs looking for a home or large apartment. To rent immediately in Staten Island."

Ex-Richmond student wishes to share 4½ room apartment in semi-slum area. Your own bedroom. Share \$110 rent. 20 minute walk to school.

Room in Brooklyn with bath. Spacious room but you'll have to take your own bath.

## TIRES

Retire at 20. 2 Volkswagen snow tires (bus). \$20. Excellent condition. No. E-78-14. Call Andrea: 448-6835.

## HOUSING BOX INFO

The housing box, located in room 542 — The Student Government Office — has effectively been in use for about year and a half. The idea is this — if you have an apartment you want to rent or sublet, if you need a roommate or room, or if you need an apartment — you put the information in a card in the housing box. Since there are about 20 times more students who need apartments than who are leaving or subletting them, it would be nice for people who are splitting to let me know so that someone can have your old apartment.

I will tell you everything I know about how you can get an apartment — where different areas are around here — and what you should do if your landlord is a moronic pig who doesn't fix anything. Also, if you want, I'll give you a map of the area.

By the way, if you have any other information you want people to know about like if you type papers or have 38 cats you wanna get rid of, or fix cars, put it in the housing box, too.

For more information call Andrea at 448-6835 or come to room 542.

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