

# TIGER PAPER

MANHATTAN COMMUNITY COLLEGE'S ONLY UNDERGROUND NEWSPAPER

VOL. I, NO. 1

NOVEMBER 1971

## GUESS WHO WAS COMING TO DINNER

September 16, three days after Attica, the faculty was informed that Governor Nelson Rockefeller had been invited to be the "keynote speaker" at Edgar Draper's inauguration as President of Manhattan Community College.

We wish to congratulate the administration for having the courage to make such an announcement at such a time to a predominantly third world and white working-class college.

Apparently, however, either the administration or the Governor had second thoughts (thoughts of self-preservation?) for the Good Governor isn't coming to dinner after all.

But in case he wants to know what he's missing, here's the menu-with-prices for his information and for yours—since the total cost of \$9,500 of Draper's Big Blast comes out of *your pockets*, that is, out of the BMCC Association, the administration-dominated body which "manages" student funds. The following menu simply includes hors d'oeuvres for all, and excludes a VIP dinner at the Top of the Met at \$7.25 per person. This is a multiple choice menu:

### Cold Hors d'oeuvres:

Cherry Tomatoes Stuffed With  
Roquefort Cheese  
Eggs a la Russe  
Pineapple and Prosciutto  
Pate du Chef  
at \$3.50 per person

### Hot and Cold Hors d'oeuvres:

all of the above, plus  
Tidbits of Chicken  
Miniature Quiche Lorraine  
Pigs in Blankets  
Shrimp Puffs  
Veal and Mushroom Patties  
at \$4.50 per person

### Finger (you should pardon the expression) Sandwiches:

Roast Sirloin of Beef  
Turkey  
Imported Salami  
Creamed Cheese and Watercress  
Egg Salad  
Tuna Salad  
at \$2.25 per person

### Fruit Punch with Fresh Fruit at \$1.00 per person

As a student, staff or faculty member you have probably been thinking about one or two little items that all that money might have been used for during the Board of Higher Education's Year of the Rock-Bottom Budget. Since *you* don't establish priorities around here, you'll just have to accept the administration's decision that the time and energy of some two dozen school officials is

best spent on the nine separate committees in charge of organizing Draper's Party, and that \$9,500 of student fees is better spent on Pigs-in-the-Blanket than on anything *you* need.

Several hundred people are expected to attend. A few selected students (and a few more pressed into unpaid service as ushers, hat check girls, etc.). One staff member. (None was invited, but when one staff person suggested that it was rather impolite to treat the staff like nonexistent persons, that one person was invited.) The Faculty. The BMCC



Association budget provides about \$10 a head for hats and tassels and robes and hoods—for the function of the faculty is to fill up the seats of Alice Tully Hall in Lincoln Center, and to serve as an impressive-looking procession while Draper marches up the aisle to marry the Borough of Manhattan Community College.

That leaves about 300 spaces. Start with the members of the Board of Higher Education, the Presidents of other CUNY and SUNY units—and then start on the list of politicians because, after all, who is worth trying to impress?

The inauguration makes blatantly clear the administration's total disregard for the needs of students, staff, and faculty, a disregard so total that Rockefeller could be announced as the "keynote" speaker three days after the massacre at Attica.

### SPEND THAT MONEY CONTEST

Easy!

Simple!

Anyone can win!

If you can think of a better way to spend \$9,500 of student fees, send your ideas to:

*The Tiger Paper*  
c/o Bill Friedheim  
A331

October 25, 1971

## THE ADMINISTRATION AND THE THIRD WORLD COALITION

Most student governments are laughable. A handful of undergraduates play politician under the approving eyes of an administration that holds all the real power. Attention to anything more serious than boatrides and blooddrives is discouraged. As a result, most students ignore campus elections as irrelevant. Manhattan Community College was no exception—until three years ago.

In the spring of 1969, Third World students, frustrated in their attempts to negotiate with the administration, seized the B Building. They were demanding a program of Black and Puerto Rican Studies, the hiring of more Third World faculty, and an overall increase in responsiveness to the needs of Third World students.

This display of power forced concessions. Third World Coalition, which grew out of the building takeover, decided to run a slate in the fall student government elections in order to have the legal authority to police the agreements arrived at with the administration.

More students voted than in any election in school history. Third World Coalition won every office by a four-to-one majority.

But agreements with the administration proved to be almost worthless. Week after week, Third World Coalition—now representing the entire student body—met only with evasion, footdragging, and assertions by the administration that they were powerless to act until the Board of Higher Ed, or the City, or the State, or God in Heaven agreed.

Nevertheless, in some ways the situation turned out to be educational. Third World Coalition concluded that:

1. Students in fact were powerless. They had only token representation and no control. All power rested in the hands of the President.

2. They could not deal with their basic problems alone. They had to forge alliances with the community and with working people both

inside and outside the college if their needs were to be taken seriously.

3. Nationalism could only be the first step on the road to liberation. The administration was skilled in the age-old technique of pitting white against black against latin.

Building on these lessons, TWC developed a program calling for basic changes not only at MCC but in society at large. And they began to forge the alliances necessary to make those changes, including bonds with the white students at Manhattan Community.

The refusal of TWC to be bamboozled, and its willingness to expose the racism and totalitarianism of the administration, led to a series of confrontations in 1969-70. These confrontations culminated in a hard-fought but successful month-long strike ending the school year.

From that time to this, the administration has sought by every means possible, including use of police, the courts, and the jails, to oust Third World Coalition from office.

An especially favored tactic has been the manipulation of student government elections:

1. The administration has set higher academic standards for student government membership than for participation in any other college activity.

2. The administration itself has tried to recruit candidates to run against TWC.

3. The administration has allowed opposition candidates to file after the deadline while denying similar privileges to TWC.

4. The administration has made publicity materials available to the opposition while denying them to TWC.

5. The administration has removed TWC campaign posters claiming that they had not been approved by the Office of Student Activities, while they permitted the distribution of slanderous statements by the opposition which were not only unapproved but

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H. H. H.

THE TIMES QUOTES DEAN PITTMAN

The following excerpt is reprinted from a New York Times article, "Dispute on Drugs Dividing College," which appeared on Sunday, May 30, 1971.

Last spring the Puerto Rican faculty, concerned about the widespread use of drugs at M.C.C., called a series of press conferences. The administration responded with a press conference of its own. According to the Times, "Administrators of Manhattan Community College maintained . . . that students were exaggerating the problem of drug usage on campus and students asserted that administrators were failing to own up to it."

The Times goes on to report:

Sample Pittman, associate dean of students, said of the students agitating for administrative action on drugs, "They're all Maoists, Communists and militant socialists, bent on destroying the American system."

He called reporters to a private news conference and showed them a yellow pad that had 25 names on it and was entitled "members of revolutionary activists group." (sic)

Each name was marked by an H., which he said stood for "hard-core." Some had three H's.

At a public news conference later he presented the theory with an elaboration. "I wouldn't be surprised if they're involved in these cop-killings," he shouted, pointing to students raising complaints about the drug problem.

His statement was greeted with hoots and laughter.

WHATEVER HAPPENED TO PROMETHEUS?

The administration has prevented the publication of the student newspaper, *Prometheus*.

The staff of the newspaper had elected an editorial board, but it has been unable to function since school authorities have denied it funds as well as access to the *Prometheus* office on West 50th Street.

The administration has justified its decision by claiming that only student government has the authority to appoint the editorial board and staff. It argues that since there is no student government, it follows that there cannot be a student newspaper.

The administration's decision has no legal basis. The by-laws stipulate that under certain conditions and with cause, a student government can—as it did last year—take over publication of the college newspaper. Student government does not, however, have the power to appoint or replace an editorial board and staff whenever it feels moved to do so. It must first hold a hearing before a board of faculty and students to determine that the newspaper is not being run in the best interest of the student body.

The by-laws do not permit an administration to discontinue publication of a student newspaper in anticipation of an election of a new student government which might or might not decide to convene a board to consider charges against the newspaper. That's like saying, I think John Doe might possibly commit a crime next year so why don't we find him guilty before the fact and hang him on the nearest tree.

All of this, of course, raises questions about the administration's motives. When it delays student government elections and then stops the publication of the student newspaper, then we can only conclude that it is trying to silence the voices of those who disagree with it.

If you want to gain knowledge you must participate in the practice of changing reality. If you want to know the taste of a pear you must change the pear by eating it yourself. . . . All genuine knowledge originates in direct experience.  
—Mao Tse-tung, July, 1937

THE ADMINISTRATION AND THE THIRD WORLD

Continued from Page 1

unsigned.

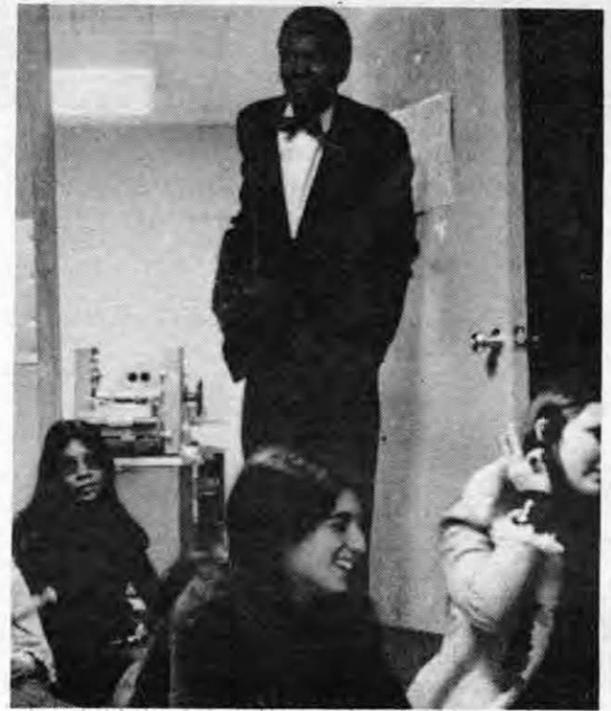
6. The administration has cooperated with the Immigration and Naturalization Service in attempts to institute deportation proceedings against the current student government President on the grounds that he is an "undesirable alien."

7. The administration "misplaced" the correct lists of eligible voters in last Fall's election. Approximately one out of every two students trying to vote was told that he would not be permitted to cast a ballot.

8. The administration scheduled last Spring's election to take place two days after classes ended.

9. The administration is the only one in all

DEANS AT WORK



DEAN PITTMAN SEARCHING FOR THE "HARD CORE" (Yearbook, 1971)

DEANS AT WORK



DEAN LESTER WEINBERGER PHOTOGRAPHS PICKETING STUDENTS MAY, 1971 (Prometheus)

VERSUS VERSES

Dear Dean Pittman's long been thinking  
What a swell place this would be  
If all the students were transported  
Right into the penitentiary.

Old Dean James played merry old games,  
And merry old games played he:  
He called for his deans  
And he called for his files  
And he called for the Infirmary.

Now the nurse had worked seven years or more  
For a clean, well-functioning place;  
But while she was out  
On vacation this year  
James decided that his files needed space.

So he threw all her stuff in a filthy old room  
With no sink and no toilet and no phone;  
Now James has his files  
Right near at hand  
And the nurse has the bone she was thrown.

Draper has a little lamb,  
His job is highly hack:  
"We'll see," says he,  
And then shafts you  
When you have turned your back.

Lester, Lester, quite contrary,  
Where did you learn your trade?  
"Where a man becomes a real man, boy,  
For my mind is Army-made."

THE BMCC ASSOCIATION

The BMCC Association is charged with responsibility for appropriating approximately 300,000 dollars collected annually in student fees. The Association consists of eleven students selected by the Student Government Association (but there is no student government, so there are no student representatives) and eleven faculty and administrators. Of the latter, two are elected by the faculty and the other nine—mostly deans—sit automatically because of the office they hold. The President is the chairman who holds an absolute veto over any and all decisions.

The Association approves the annual budget and elects a six-man Board of Directors who make all important day-to-day decisions on who spends how much for what. The President is the seventh member of this Board and again possesses absolute veto power.

The election of the Board by the Association is peculiar: students on the association get to vote only for the three student members of the Board. Faculty and administrators vote for their three members. The President sits automatically.

Such an arrangement virtually guarantees that on every critical issue the vote will show three students on one side, three faculty-administrators on the other, and the President "reluctantly" voting to break the tie in guess-whose favor.

In a nutshell: The President and the deans control the expenditure of money from student fees, which is supposed to be spent on student activities, but which is more and more frequently spent on items like the President's inauguration.

of City University to deny the legality of an election when less than 30% of the student body votes. And yet it has done everything in its power to make sure that the total vote is less than 30%.

Despite this harassment, Third World Coalition has won every office in every election since the Fall of 1969. But the key is the 30% Rule. Last Spring's election was declared invalid because the administration made it impossible to vote. Will the same thing happen again?

October 25, 1971

## DRAPER READS STATE OF THE COLLEGE MESSAGE TO ASSEMBLED THROG

Control is essential to any administrator's job. A college president is no exception to this rule.

At the first faculty meeting of the school year on Wednesday, September 1, the president's control of the school was the only matter that seemed to concern him. While the meeting had its humorous moments, its essential purpose was to discipline the faculty in advance of any serious trouble similar to that of last Spring and Summer.

A number of events over the past six months had brought into question the president's authority and resulted in bad publicity for the school.

- In May, the Puerto Rican faculty threatened to resign en masse, citing as one of their reasons the Administration's unwillingness to deal with a campus drug problem of disastrous proportions. Several days later, when the *New York Times* picked up the story and ran it on page one, the administration found itself in a rather embarrassing position.
- The school continued to receive a bad press when in July newspapers carried accounts of the suicide of a student on a college sponsored trip to Africa.
- Even though classes were over and many instructors and professors had left, 102 faculty signed a petition in June asking the Board of Higher Education to investigate the almost daily and seemingly arbitrary arrests of students which together with violations of parliamentary procedure at faculty meetings and other undemocratic practices had created an atmosphere of fear and intimidation at the college.

Evidently Draper had gotten a very clear message from his superiors at the Board of Higher Education and in the chancellor's office—get your house in order.

Of course if you cannot get your house in order then the next best thing is to make it look like it's in order. So at the beginning of the meeting, Draper announced the appointment of a new public relations officer, who upon introduction, mechanically popped out of his seat, smiled a nervous smile, and just as mechanically popped back into place. Maybe he was nervous because he knows that he is no more secure in his job than any other school functionary, for his position not only

depends upon his ability to place stories in the mass media that portray dear old BMCC and its president in a favorable light, but depends upon his skill in keeping unfavorable ones out.

The purpose of public relations is to manipulate the way people see a situation. In order to bolster his shaky authority, the president tried to serve as his own PR man at the faculty meeting. The results were rather comical.

Draper played the role of the victim. He told the faculty that the past six months had been terribly trying and that he had suffered. It was as if the *New York Times*, the Puerto Rican faculty, certain students, 102 petition-wielding faculty, the young man who committed suicide and other assorted bad guys had conspired to victimize "your" president.

All of these people according to the president, had brought undeserving shame upon the school and the administration.

The Puerto Rican faculty, the *New York Times* and certain students had dramatized a serious drug problem where supposedly none existed, since the college had mysteriously determined that there were only fifteen needle-scarred, hard-core, card-carrying addicts at BMCC.

The 102 faculty (bad children) had not come to big daddy president with their problem before going to the Board of Higher Education. In fact they had come to him many times only to realize that Big Daddy WAS the problem.

The young man who committed suicide, Draper suggested, put the school in an awkward position where it had to explain away what happened.

Outrageous as these attitudes are, they are not really funny. They are the views of bureaucrats whose only priority is control, and maintaining the public image that will preserve it.

The Administration is ready to make cynical use of the economic crisis, "faculty accountability," and student evaluations to keep the staff in line. Because of the fiscal crisis, faculty are more vulnerable. As instructional lines disappear, faculty must increase individual "productivity" to hold their jobs. At the moment, increased "productivity"

simply means larger classes and more of them. However, the president hinted that the college might also devise quantitative measures to gauge teaching effectiveness. The question, of course, is who will determine the criteria? And how, we may ask, will student evaluations enter into the equation? Dean Eric James let it slip that he plans to channel these evaluations through his office. That means "watch out!" The administration is using a necessary and essential reform—student evaluations—only insofar as they can be employed selectively to punish faculty.

And why is it that only students, staff, and faculty feel the university's economic squeeze? Draper pleads poverty, yet funds materialize for a gala inauguration and for re-decorating administrative offices, and the Board of Higher Education appropriates \$50,000 to house him in presidential splendor. The CUNY Graduate Faculty and their students live in the lap of luxury at the 42nd Street Center while what a former MCC president called "our campus in the sky" deteriorates into a high-rise slum. Are some more equal than others?

Finally, what the president and Dean James made abundantly clear at the meeting was that faculty should be seen, but not heard—unless, that is, their lines have been written for them by the Administration.

The presidential task forces on college governance and structure are a case in point. The committees were not elected, but rather hand-picked by Dean James and assigned specific tasks which engage faculty in busy-work. Once all the reports are submitted, it is the Administration that will assemble them into a final document. And lest anyone think that the final script has not already been written, James gave the Administration's game away when, with characteristic arrogance, he announced that the task force reports would be submitted to the Board of Higher Education "as the president sees fit."

The president does what is in his own interest, which is what best serves those who appointed him. When the president enforces restrictive tenure policies, appoints department chairmen, and totally dominates faculty meetings, it becomes clear that the faculty is not a privileged class that has a harmony of interest with the Administration. In the face of economic recession and increasing academic repression, faculty must pay for whatever privileges they get by becoming the Administration's yes-men.

Only when the faculty becomes aware of its collective strength and begins to define its own interests, will it be in a position to act, rather than be acted upon.

## TASK FORCES OR TASK FARCES?

Last spring, as directed by the Board of Higher Education, Dean James established task forces of administrators, faculty, and students to propose new directions for the structure and governance of Manhattan Community College. At first many committee members expected to be able to do some real work toward improving the college. Subsequently, many of them especially those on the more crucial committees, have become disillusioned—for good reason: most of the task force committees are a farce.

The Administration is guilty of:

- Continuing attempts to keep important task force committees under its control. (All members were appointed by the Administration to begin with; a number of volunteers were refused.)
- Rendering the work of the committees ineffective if committee conclusions do not coincide with what the Administration wants.
- Discouraging student participation on the committees. (Many student members have graduated. No new students have been chosen to replace them.)
- Attempting to use the committees to rubber stamp policies handed down from

above, and disregarding the work of the committees if they refuse to do so.

The Administration has turned most of the task force committees into purposeless bull sessions, full of sound and fury, signifying nothing. It is trying to siphon off faculty discontent into ineffectual busy work.



### Task Force on Academic Governance

There is only one lecturer on this task force committee and no instructors. The one lecturer was appointed only after members of the faculty protested the lack of junior faculty.

The Administration in order to keep tighter control has been shaping and reforming the committee at will. At its most recent meeting two more deans and two more department chairmen appeared for the first time. They had just been appointed by Dean James in an apparent attempt to stack the committee in the administration's favor.

Proposals presented by faculty members of the committee have not been given any serious consideration. Instead, the committee chairman insists time after time on debating the question of "a bicameral vs. a unicameral legislative body," as a diversionary tactic to keep the committee from its real business.

There is only one student on the committee.

Meetings are infrequent, occasionally cancelled without notice, and dominated by the chairman, Prof. Targum. At the last meeting he tried to get the Task Force on Governance to immediately approve a proposal that an Academic Review Committee be appointed by the College-wide P. and B. Committee. An Academic Review Committee is a body to which faculty members can appeal unfavorable decisions of the College-wide P. and B., relating to appointment, re-appointment, and tenure. The Board of Higher Education has mandated an Academic Review Committee; however, the Board does not stipulate that the members be appointed by the College-wide P. and B. Such an arrangement would make a farce of any autonomy the Review Committee might have.

A majority of the people on this task force refused to rubber stamp Prof. Targum's proposal.

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# THE STORY OF THE CHILDREN'S CENTER

One student demand which emerged from the Spring 1970 strike at Manhattan Community College was for a child care center. A year later, after a prolonged struggle, the center was born. It is open this semester at 1595 Broadway (on the second floor) and provides free child care for the children of M.C.C.'s day students.

The center is an example of the positive accomplishments that result from people getting together and staying together to fight for services essential to them. During the strike a Child Care Committee was formed, made up of representatives from the M.C.C. Women's Liberation Club and the Third World Coalition, along with parents and a few faculty men and women. They put in months of hard work and endured many fruitless meetings with administrators before the center became a reality.

When the administration at long last acquiesced to the idea of a children's center, under pressure from the committee, a few of them started talking a good line. At one meeting President Draper said: "The administration is here to service you. Just tell us what you want us to do." The Child Care Committee responded immediately with requests they had presented in vain for weeks—lists of items to be requisitioned, a request for contracts for the co-directors, and requirements for space. Many more weeks were wasted, however, because despite what the President said, Dean Weinberger dragged his heels. He was unavailable for days on end, made appointments he failed to keep, and was rude and discouraging to members of the committee. The center could not open in February of '71 as planned. It was not operating on a full scale until Summer Session. Some of the requisitions ordered last winter have only

just come in. What has been at last accomplished has happened because of the perseverance and determination of the Child Care Committee, not through any benevolence on the part of male administrators.

### Progress and Problems

The free Children's Center is a start toward ending discrimination against women who wish to attend Manhattan Community College, in particular working-class Black, Puerto Rican, and white women who cannot afford costly day care facilities or baby sitters.

In an interview Dorothy Randall and Susan Cammer, the co-directors, said that mothers called up all week before this fall's registration. If it wasn't for the Center they said, they would not be able to go to college. "All the time the mothers thank god the Children's Center is here." Thirty children are using the center now, 90% of them Black and Puerto Rican.

But this is just the beginning. The directors were asked what problems still existed and presented a long list. No work-study students were assigned until the Center had been opened for two weeks; for two weeks Dorothy and Susan had to manage by themselves, without even being able to take an hour off for lunch. They are worried that the budget for the forthcoming year will not be adequate. They are waiting for the results of the BMCC Association meeting to find out how much it will be. The Children's Center handled eighty children during Summer Session. In September part of that space was taken away. Until more space is provided and more work-study students are assigned, there can be no program for the children of evening students. To have a proper program for evening students' children, they also need an-

other full-time trained person. The male administrators the Children's Center has to deal with are either pleasant but ineffectual or downright unco-operative as is the case with Dean Weinberger, who told the directors that he personally held up the requisitions all summer because he didn't have time to make one phone call.

### What the Center Needs

The directors need a copy machine, preferably a mimeograph machine. If anyone has one, please get in touch with Dorothy Randall or Susan Cammer.

They would like more parent involvement in the Children's Center. If any mothers or fathers are interested, please speak to Dorothy or Susan.

The Center is in great need of hot water, which only the college can provide. So far it has refused to.

The Directors would like to get an estimate of how many parents might use the Center next semester. If you are interested, please fill out the following, and take it to 1595 Broadway and 48th, second floor—or mail it to the Center. (The Center can take only toilet-trained children.)

I would like to use the Children's Center next semester (Spring, 1971).

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Name of child (children): \_\_\_\_\_

Age(s): \_\_\_\_\_

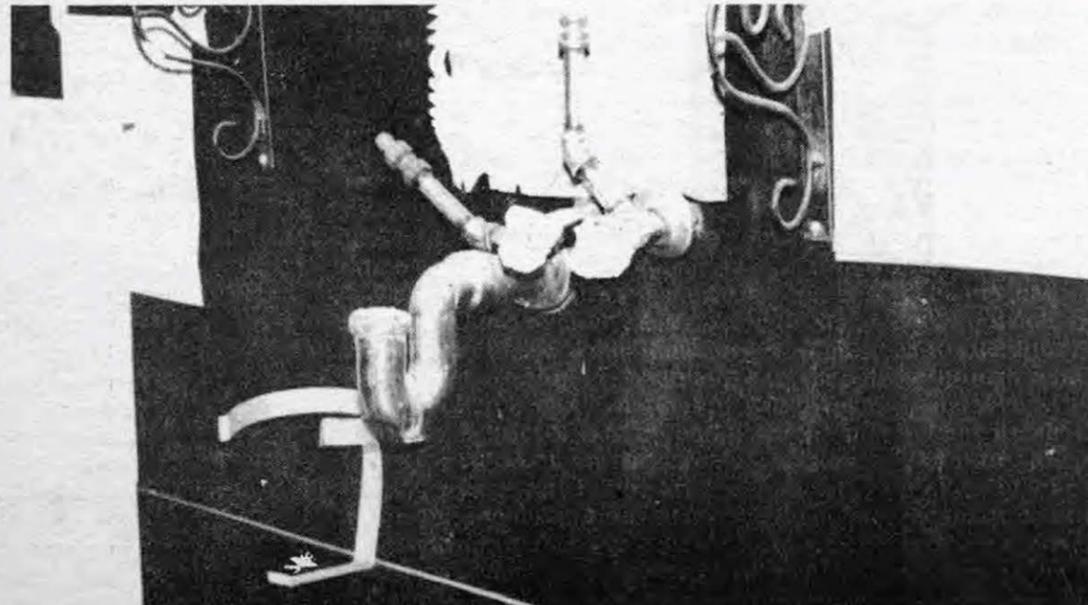
Day \_\_\_\_\_ ; Evening \_\_\_\_\_

### THE CHILDREN'S CENTER HAS NO HOT WATER

*Mr. Gorelick in Dean Weinberger's office told the directors that the school is required to give the center heat but the school is not required to provide hot water for the Children's Center. The health of the children is in jeopardy. Hot water is necessary for sanitation and health.*



The Center used to be a beauty parlor. These left over pipes must be fixed.



## The Secretaries: M.C.C.'S INVISIBLE PEOPLE

Without them, BMCC absolutely could not function. They're as necessary to the daily activities of the school as are students and faculty, and a lot more important to us (and a lot harder working) than most administrators.

All the same, they are low-paid and low-rated, forced to punch time clocks, compelled to work on school holidays, restricted from all social functions from Christmas parties to Presidential inaugurations. And though they are indispensable members of the college community, MCC staff members—custodians, secretaries, clerks—have no voice at all in college affairs, not even on issues which directly affect them, such as child care.

Consider for a moment just a few of the frustrations and humiliations endured by college secretaries:

\* In some departments, one or two secretaries do all the work for as many as fifty or sixty faculty members.

\* Transfers of secretaries from one department or building to another are at the whim of administrators, and though grievance machinery does exist, past examples of retaliation make people afraid to use it.

\* In the B, D, L and M buildings, there is not so much as a corner where secretaries can relax during lunch or breaks.

\* A secretary punches the time clock in the morning, out at lunch, in again after lunch and out again at night.

\* Most secretaries address all faculty and administrators as "Doctor" or "Sir" or "Professor," while most of them address her by her first name, even if they're twenty years younger than she is. Once, when a union official called the school and asked for Mrs. Smith, the man for whom she had worked for two years said there was no one there by that name. His secretary was Jane, and he didn't even know her last name. (We are of course not recommending formality of address, but equality of address.)

### Salary Squeeze

All of these indignities help to break workers' spirits, keep them from understanding the immense importance of the work they do, and from feeling good about themselves as people. Above all, they help keep the secretary in her place when new contract time rolls around.



Secretary Rose Frederick

Wage control is odious for all workers, but the wage squeeze is especially hard on secretaries whose new contract will be negotiated this June under the pressure of Nixon's starve-a-worker-today policy.

There are two ways in which secretaries' salaries are limited: first, the low scale itself; then, the complex ways of preventing promotion. These are CUNY secretaries' salaries negotiated during the last contract three years ago:

#### College Secretary A

after July 1, 1969

minimum: \$5,800  
maximum: 7,860

after July 1, 1970

minimum: 6,100  
maximum: 8,460

after July 1, 1971

minimum: 6,600  
maximum: 9,060

### No Test, No Raise

Regardless of past experience, each secretary is hired as a College Secretary A at the minimum salary. Each secretary is raised to the next *minimum* salary plus about \$200. Someone who has worked for Manhattan since 1969 is now earning about \$400 more than a newly hired person. Try to raise one or two kids in New York City—no less make it yourself—on that salary! Furthermore, we have no cafeteria here in our mid-town locations where anyone can get reasonably-priced lunches. There is not so much as a refrigerator where a secretary can keep yogurt. It should be noted that on May 29, 1970, the faculty voted to supplement workers' demands for abolishing the time clock, vacation days with pay on school holidays, time off for staff meetings, and the establishment of a non-profit cafeteria. (But the faculty clearly has no more power than the staff in this school, and we are all still waiting for implementation of what was agreed upon.)

To be promoted from an "A" to a "B" is no promotion at all, since "A"s are already doing as much work and have as much responsibility as any human being could handle—but it's the only way you can get a real raise.



Secretary Helen Vorensky

To be promoted from "A" to "B" requires that you pass a Civil Service test. Tests are very infrequent. The last one (which has yet to be graded) was given last June; the one before that was three years ago. The union contract says that 45% of the secretaries in each school must be at the "B" level. But if you can't get to "B" without passing a test, and the test isn't given, the percentage of "A"s grows larger and larger and the City saves the difference on salaries.

### Failure Built In

When the test was finally given last June, it was rigged to produce an exceedingly high failure rate. Before the test the union offered a course for which each secretary paid \$20. The union, reasonably enough, used past tests and information concerning the nature and requirements of the job to train women for ten weeks prior to the exam. 1,349 women took the text. Approximately 80% failed. (The exact figures *still* are not out.) How come? Would the City argue that secretaries just aren't too bright, on the whole, and just couldn't make it, even after a ten-week course?

The truth is that the City didn't even try to devise a test so difficult that 80% of the women would fail. In fact, it devised no test at all for secretaries—but gave them precisely the same exam given to office supervisory personnel, that is, to people whose jobs are entirely different from those of college secretaries.



The Time Clock

Was it really precisely the same test? The answers were published in THE CHIEF, the Civil Employees Weekly, on June 2, 1971. Every one of the hundred questions asked of the secretaries was the same as those asked of supervisory personnel.

The tests will have to be regraded on a curve to achieve the 45% required by contract (we hope). But this leaves even those who finally pass feeling inadequate and underserving. Many feel that they're not *really* entitled to the raise because they didn't *really* pass the test—even though they *know* in their heads that the test was supremely unfair. And promotions (raises) based only on such absurd criteria cannot help but create low morale among workers.

### Learn To Be a Zombie

The test questions themselves (designed, of course, for supervisors and not for secretaries) are revealing. They give us much insight into the authoritarian nature of work relationships. They show us how, on every count, thinking, initiative, in fact any constructive effort on the part of the person being supervised (typist, stenographer, clerk) is discouraged by a system of rote answers which supervisors are supposed to memorize and spit back at their "subordinates." Here is just one example (though the test provides dozens):

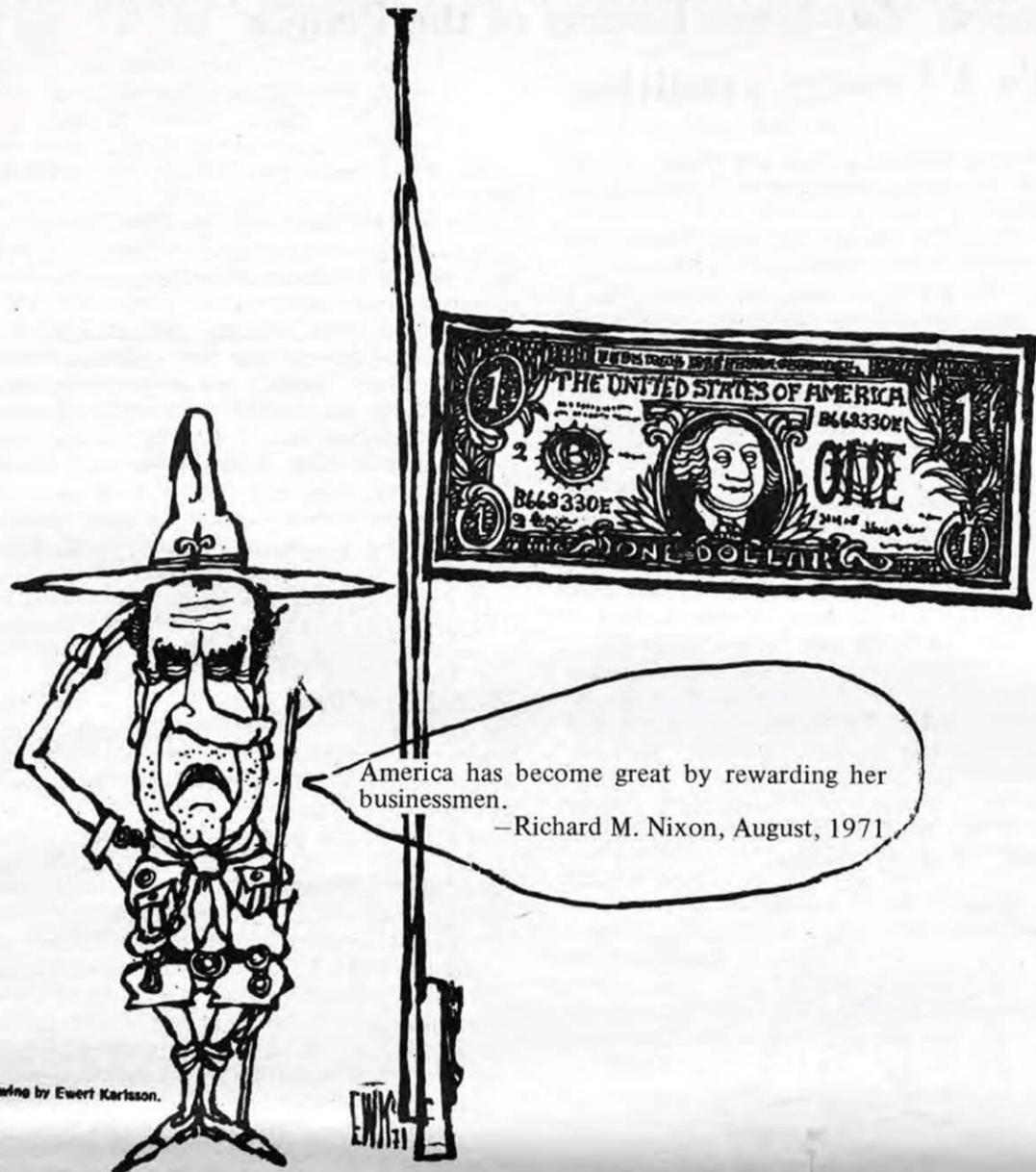
An employee's performance has fallen below established standards of quantity and quality. The threat of monetary or other disciplinary action as a device for improving this employee's performance would probably be acceptable and most effective:

- (A) only if applied as soon as the performance fell below standard.
- (B) only after more constructive techniques have failed
- (C) at any time provided the employee understands the punishment will be carried out
- (D) at no time

One secretary, who understood her position as an adult human being (as well as an adult covered by a union contract), answered (D). She was marked wrong; (B) was the "correct" answer.

Students are coming to understand that they too will be workers when they graduate. Faculty members, as workers, are beginning to see that the same administrations (school, City and State) which seek to demoralize and immobilize secretaries have the power to stuff their classrooms and raise their teaching loads. Staff members are increasingly aware of how they are manipulated into accepting low self-esteem and similarly low salaries. Students, faculty and staff are coming to know that they must support one another individually and en masse if any of them is to survive.

# THE WAGE PRICE FREEZE: A Cold Shoulder for the Poor and the Middle Class



Drawing by Ewert Karlsson.

Bit by bit, the truth comes out. What we might have guessed *would* happen *is* happening: When the country gets into an economic crisis, it's ordinary people who feel it worst, and when the government comes up with a solution to the crisis, it's ordinary people who are expected to make the sacrifices. The rich are solicitously cared for. They suffer least and profit most.

Last spring, when the government was running short what happened?

- Welfare cuts
- Education cuts
- Health care cuts
- Employment cuts

Right here at Manhattan:

- Landlords got over a million dollars in rent from the college
- The President got his \$40,000 a year *plus* \$50,000 to buy him a home and pay for maids and a chauffeur

But at the same time:

- Work-study was virtually eliminated
- Loans were cut
- Child-care funds were cut
- Staff who worked over the summer on orientation were denied their pay

Now, of course, there is a national plan for dealing with the crisis—a wage and price freeze.

So far, the results are fascinating:

- Layoffs of government employees
- Abandonment of welfare reform
- Higher prices for imported goods
- Overcrowded classes and heavier workloads for teachers
- Reduced aid for students
- Reduction in school lunch programs

But at the same time:

- No limits on corporate profits, on stock dividends, on interest charged by the banks.
- Tax bonuses for corporations
- Loopholes that permit price increases (e.g., Aluminum)
- No effective limits on the incomes of executives

And it turns out that the oil companies were tipped off to the freeze in advance so that they had time to raise gasoline prices before it took effect (WINS, 9/20/71, quoting Congressional testimony). Clearly not the sufferings of ordinary people, but the needs of giant corporations prompted government action. How else would you explain that the freeze follows right on the heels of the dis-

covery by the auto industry that it has on its hands the largest number of unsold cars in its history?

Well, so what? Won't we benefit in the long run? Won't prices stay down? And won't currency changes and import quotas and tax incentives for business create more jobs?

First, productivity—what a person can produce in an hour of work—is always going up. If your wages are frozen, who gets the benefit of the increase in your productivity? Not you. Not the consumer either. Prices are frozen as well as wages. The businessman gets it all. In other words, without wage increases and price reductions, massive amounts of income are taken from ordinary citizens and given to the wealthy.

Second, tax concessions to business have the same result. A larger share of public expenses has to be carried by ordinary people.

Third, import quotas and surcharges make foreign goods more expensive and permit domestic producers to maintain current high prices.

Fourth, currency changes that make American goods cheaper for foreigners to buy seem likely to lead to retaliation by foreign governments.

But isn't it true that if the rich get enough favors, if they make greater profits, they then invest more, produce more, and hence create jobs? If the rich get richer won't something trickle down through their fingers to you and me?

Not really. There already exists 27% more plant and machinery than the corporations can profitably use. It now lies idle. Why should they invest in more?

And anyway, government layoffs and decreased budgets will cancel any benefits that might arise from new investments. If you create more jobs in one sector of the economy only to eliminate them in others, you're back where you started. Third World people are likely to be in the worst shape since most of the cuts will occur in those areas which most directly affect them: health, welfare, education and government employment.

As for those measures designed to reduce foreign competition, remember two can play that game. Other countries will not take restrictions against the sale of their goods lying down. We will end up selling even less abroad than we do right now. And there will be fewer jobs in those industries that depend significantly on overseas sales.

The whole thing is a pathetic and improvised hoax. But Nixon's New Economic Policy has deadly implications.

First, it robs the poor and the middle class without holding out any hope of easing their problems. It does nothing to resolve the underlying contradiction in American life; the exploitation of the many in the interest of a few.

Second, the NEP is a big step—along with welfare payments to Penn Central and Lockheed—on the road to state capitalism. We are moving rapidly toward a government controlled but privately owned economy in which control operates essentially if not exclusively for the rich. NEP is a step toward precisely that economic system that prevailed in Fascist Italy and Nazi Germany in the thirties and forties. It will mean more, not less, militarism more, not less exploitation of the Third World.



# REMEMBER ATTICA!

## Rockefeller: Racist, Murderer, Enemy of the People It's A Family Tradition

The Attica prison rebellion, according to Nelson Rockefeller, is "another symptom of the deep-seated illness of our society." His prescription for sick America is standard among our rich physicians: apply rhetoric liberally to affected areas; patch with white band-aids; isolate stubborn cases; purge with bullets during severe outbreaks.

If that treatment sounds dangerous to you, it's no wonder. For when the disease pretends to be the doctor, the patient is surely going to be killed instead of cured.



The governor's consultants in this deadly charade, the "impartial" state and federal investigating committees, won't come much closer than Rockefeller himself to naming the real sickness. They'll admit the justice of the 28 demands accepted by Commissioner Oswald before Rockefeller ordered the attack on the prison; acknowledge the existence of racism inside and outside the penal system; recommend, for the thousandth, the millionth time, "real social and economic change." A couple of the committees may actually go so far as to condemn Rockefeller for using "excessive" or "unnecessary" force. And then the bundle of papers produced as epitaph for 43 dead men will be quietly filed away under the heading Tragic Mistakes.

But Rockefeller's assault on Attica was not a mistake. It was, first of all, the logical outcome of legalized, institutional racism in the U.S. No amount of whitewash can cover up the blood-link between the massacre at Attica, the murders of George Jackson and Fred Hampton, the shootings at Orangeburg, Jackson State, and Augusta, the killings and brutalities by police in the black and Puerto Rican ghettos of the North. The fact that at Attica white hostages were also slain by State bullets doesn't blunt the charge of racism; it simply exposes a sometimes-hidden feature of racist policy—the willingness to spill white blood, too, if suppression of Black and Third World militancy requires it.

Yet, unmistakably racist as it was, Rockefeller's attack on Attica has to be seen in another context as well. The rebellion represented a new level of threat to the system that legitimizes Rockefeller's wealth and authority. Unlike ghetto risings, it was highly organized. Unlike protest demonstrations, it not only spoke the language of people's power, it translated that language into action. And unlike many of the militant people's movements outside the prisons, it was a multi-racial movement, uniting oppressed blacks and browns and whites so closely in their common interest that they were willing to risk death together.

When people are angry, "angry from too much suffering," as one Attica inmate put it; when they overcome the efforts of all our institutions to confuse and divide them; when they stop petitioning and start organizing; when their organization and solidarity challenges the whole system of law-and-order that jails the poor and crowns the rich; when the struggle for justice and the right to live sparks to such a point, who's more frightened, more vicious, more bloody-minded than a man like

Rockefeller, whose wealth and power rest on the poverty and powerlessness of millions, at home and abroad?

We should be outraged by what Rockefeller did, yes, but we should not have been surprised. For a look at American history shows that in unleashing violence at Attica Rockefeller was acting true to form for a member both of his family and his class. His grandfather John D. Sr. (founder of the family's Standard Oil empire) and fellow robber barons like banker J. P. Morgan and steelman Henry C. Frick and railroad magnate Jay Gould habitually used violence to crush people's efforts to secure even a minimally human existence and to organize in their own interests. "I can hire one half the working class to kill the other half," Gould boasted in 1886, and six years later, when Henry Frick waged a war of arms and starvation against working people in the famous Homestead, Pa., steel strike, Rockefeller Sr. applauded Frick's campaign against "anarchy." He himself allowed no bargaining with workers in his companies; thinking of himself as a "good master," he insisted that his employees behave like "obedient servants."



From the 1870's to the 1930's, on the railroads and in the mines and factories and sweatshops, American workers had literally to pay with blood to win a living wage, protection against wage cuts, an eight-hour day, safe working conditions. Against the concerted power of big business, they sought to form unions, recognizing solidarity and the power to strike as their chief resources against the Rockefellers, Morgans, Fricks and Goulds who overworked and underpaid them and tried to keep them ignorant and at war with each other instead of with their exploiters.

The Rockefellers not only used their own private armies of company gunmen to put down strikes, but also drew on federal, state and local troops, lent them by government to preserve "law and order." From 1880 to 1904 in Colorado alone, where the Rockefeller family owned huge mining interests, troops were ordered out against strikers on ten separate occasions, at a cost of over a million dollars to state taxpayers, and despite the existence of state laws which guaranteed workers the

rights which the owners refused to concede them.

The Rockefellers and the other company owners fought the strikes furiously for long-term as well as short-term reasons; more than anything else, they wanted to prevent wide-scale organization among working people. Even when the courage and endurance of strikers forced owners to grant more pay, shorter hours, and better working conditions, the owners resisted to the bitter end the recognition of the unions themselves (and they still do, as is clear from the struggles of Cesar Chavez and the California farmworkers in the 1960's and numerous cases in the relatively ununionized South today).

In the early part of this century Nelson Rockefeller's father, John D. Jr., was among those who tried to destroy the unions wholesale, and, failing that, tried to preserve the so-called open shop, where the employers had the option of hiring non-union labor. Combined with intimidation and blacklisting of union members and activists, the "open shop" was intended to keep the workers divided and thus maintain the power of the owners. John D. Jr. never spoke publicly in these terms; Gould-style candor was no longer possible, for working people had made gains in spite of the owners' all-out war against them. Rather, as during the 1913-14 strikes in the coalfields of southern Colorado (owned largely by Rockefeller interests), John D. Jr. claimed that the owners favored the open shop in order to protect the right of "American workmen... under the Constitution, to work for whom they please. That is the great principle at stake. It is a national issue."

In April 1914, in the name of this great principle—which amounted to the workers' "right" to be exploited as the owners pleased—the famous Ludlow Massacre occurred. State militia and company guards machine-gunned the tent camp where the striking Ludlow, Colo., miners and their families were living, and set the oil-drenched tents on fire. More than 30 people, including 13 children, were killed and over a hundred were burned and wounded in this one incident alone.

BUSCADO

wanted

M<sup>r</sup>N. ROCKEFELLER

ALIAS "KEROSENE"

CULPABLE DE ROBO  
ASESINATO  
ESTAFAS  
CORRUPCION  
FRUSTRACION  
Y EXPLOTACION DEL  
PUEBLO DE LATINOAMERICA

(This is some of the history we are never taught in school. If you want to know more about the "other America," read Boyer and Morais' *Labor's Untold Story*, Josephson's *The Robber Barons*, and Haywood's *The Autobiography of Big Bill Haywood* for a start.)

Like grandfather, like father, like son. Nelson's Massacre at Attica, it would seem, follows an old family and class tradition. Although the social forces now contesting

# ESSAY ON BLACK CULTURE

From the Foreword  
Of a Forthcoming Book  
by Michele Russell

To be published  
by Black Star Press

Rockefeller law-and-order are different from those John D. Sr. and Jr. tried to check, Nelson's reasons for suppressing those forces are just as urgent to him. His decision to commit mass murder at Attica was well-nigh inevitable; as one of the men who own and control America and who intend to keep owning and controlling it by any means necessary, did he really have any other choice? From his point of view, the demands of the inmates were not the real issue; the crux of the struggle was power. A fully successful rebellion at Attica—demands achieved, without casualties, on the inmates' own terms—would have provided a model, an image, of organized people's power for prisons and cities and schools throughout the country. That could not be allowed, the revolt had to be crushed, especially in a period when economic conditions are worsening for the majority of people (most disastrously for those at the bottom, as always), and a mood of generalized discontent is building.

## FROM GEORGE JACKSON'S LETTERS

*These prisons have always borne a certain resemblance to Dachau and Buchenwald, places for the bad niggers, Mexicans, and poor whites. But the last ten years have brought an increase in the percentage of blacks for crimes that can clearly be traced to political-economic causes. There are still some blacks here who consider themselves criminals—but not many. Believe me, my friend, with the time and incentive that these brothers have to read, study, and think, you will find no class or category more aware, more embittered, desperate, or dedicated to the ultimate remedy—revolution. The most dedicated, the best of our kind—you'll find them in the Folsoms, San Quentins, and Soledads. They live like there was no tomorrow. And for most of them there isn't. Somewhere along the line they sensed this. Life on the installment plan, three years of prison, three months on parole; then back to start all over again, sometimes in the same cell. Parole officers have sent brothers back to the joint for selling newspapers (the Black Panther paper). Their official reason is "Failure to Maintain Gainful Employment," etc.*

*We're something like 40 to 42 percent of the prison population. Perhaps more, since I'm relying on material published by the media. The leadership of the black prison population now definitely identifies with Huey, Bobby, Angela, Eldridge, and antifascism. The savage repression of blacks, which can be estimated by reading the obituary columns of the nation's dailies, Fred Hampton, etc., has not failed to register on the black inmates. The holds are fast being broken. Men who read Lenin, Fanon, and Che don't riot, "they mass," "they rage," they dig graves.*

If the economic crisis deepens, and if the American people refuse to accept Nixon's solutions favoring the corporations at the expenses of the public, we may see a resurgence of social struggle on many fronts and possibly the creation of alliances between white and Black/Third World groups. To prevent this, the Rockefellers will haul out every familiar weapon in their arsenal—some piecemeal reforms . . . the pitting of whites against blacks and of men against women for jobs and services . . . charges of communism, anarchy, revolution . . . court injunctions . . . arrest of militant leaders . . . State violence. More and more of us will find we have something in common with the Attica inmates.

Nelson Rockefeller's benevolent mask is slipping. Our would-be healer, scion of Standard Oil and Chase Manhattan, adviser to presidents, supporter of the Vietnam War, specialist on how to keep the nations of Latin America under the heel of U.S. corporations—he and the other rulers of America are the real source of the "deep-seated illness of our society." They, and the institutions that serve them, are the disease of which we need to be cured . . . cured by ourselves, through our own consciousness, our own solidarity, our own organization, our own action.

Remember Attica!

During most of the time we have put in as Afro-Americans, that's exactly what it's been: putting in time. And the institutions we have been trapped in—slave plantations, tenant farms, migrant work camps, factories, jails, churches, schools—have all been designed to correct our natural propensities as a people. They were to "rehabilitate" us from the wild state we were first rescued from by slavery and which Westerners believed we would try to regain at every available opportunity. (That "wild state" is also known as freedom.) The purpose of these institutions has been to define our living space and to make us the prisoners of the political, economic, and cultural interests they serve—locking us in their reality.

We were human beings, they made us chattel. We were landowners, they made us serfs. We lived communal, integrated lives; they dispersed and segregated us. We had highly developed social traditions and complex moral systems; they judged us to be primitive and deviant. Our metaphysics spoke of the harmony of the universe; they gave us a divided, Manichean world in which we, black, were evil and in hell while they, white, were in heaven and pure. We had a diversity of tongues articulating our cultures, they forced us to use one, echoing theirs.

Whenever we showed that our past survived and lived in us, the heavy hand of the oppressor came down: outlawing dancing, drums, and singing except as entertainment, forbidding us to congregate in groups or our families to remain together, lashing us for exchanging words while working in the fields. No wonder so many slave narratives like Henry Bibb's emphasize that "The only weapon of self-defense I could use successfully was that of deception."

We could only be allowed to live while we appeared passive to our oppression, desirous of letting our masters mold us to their will—sometimes even in their own image, as rulers like to do. The pendulum we have been hung on swings between extermination and imitation. To break this rhythm of domination is the meaning of decolonization. For four hundred years we have been trying to break it. Our culture is the record of the ways we have succeeded and the areas where we have failed.

But we should not agree too easily that we have a culture which has advanced our liberation or that we can choose one which will. It is at least a controversial matter and it goes to the heart of what nation-building means. On the one hand, spokesmen like Maulana Ron Karenga say "to go back to our African traditions is the first step forward." On the other, Huey P. Newton says "... returning to the old African culture is unnecessary and not advantageous in many respects. We believe that culture itself will not liberate us. We're going to need some stronger stuff."

Waging the controversy in these terms, however, obscures the real issue. The question is not whether to celebrate those particular aspects of our people's experience that are geographically determined or that are judged valid because they are ancient. Disputes over geography and appeals to tradition are two of the ways we have been kept enslaved so long as it is. Nor does it help to accept the colonizer's view that "culture" is somehow a separable entity from "stronger stuff." Frantz Fanon has written that a people's culture is "the whole body of efforts made by a people to describe, justify, and praise the action through which that people has created itself and keeps itself in existence." Our ceaseless fight to survive in America has given rise to a culture, to concrete and many-faceted expressions of our collective identity. That history cannot be erased. The problem is how to use that experience self-consciously, how to evaluate it politically, and finally, how to strengthen it by isolating and rejecting all those static, superstitious, and fratricidal ideas and practices which reinforce our colonial

status, which displace our aggression, and which defuse our natural impulse to do violence directly to the capitalist system which keeps the colonizer in power.

In the present period, many of us have responded to this challenge simply by glorifying everything black folk be and do. We are now self-conscious enough to dig our positive uniqueness as a people, developed antagonistically to the oppressive values and structures of Euro-American society. But then we have been content to label our orientation "spiritual," "soul," "blood." We have simultaneously enshrined and levelled all our survival activity in the U.S. We have focussed on the metaphysical consciousness that has helped us survive as if the radical nature of our blackness was a "state of being" transcending history. We have talked as if we were "pure," "good," and capable of regeneration to the extent that we are *untouched* by the West.

It is easy to see where this idea comes from. The major historical events of the nineteenth and twentieth centuries (like the rise of industrialism and the imperial expansion of the West) which have signified "progress," "advancement," and "change," have been secured at the price of black and other Third World peoples being erased, debased, encased, and exploited. For us, modernization has meant brutalization, savagery, and death. As a result, we have resorted to looking "outside" that history for our positive identity, for the tools to rage against our extinction. But just because our suppression has determined the context of our lives, just because we have for so long been written out of the history books, we must not forget that we have participated in and been affected by what has happened in the world over the past four hundred years. Our labor has built and sustained the structures which kill us. We are colonized peoples: a living contradiction, prevented from initiating, selecting, or controlling the aspects of the industrial development that would benefit us as free peoples, but forced to participate in reproducing the economic, social, and political mechanisms which perpetuate our slavery.



The soul of black folk we talk about in the abstract becomes a dynamic political concept only as it interacts with our historical situation. It becomes a positive part of the decolonization process only as it helps lead us out of powerless participation in our own oppression. More precisely, black spirituality *in itself* is only a part of the culture of resistance we have been building since our captivity in this land began: the defensive part. Black spirituality aims to establish the validity of black people's existence by reversing the equation of black with evil and white with good. Its assumptions overturn the West's "divine right" to rule the world. Its elaboration marks the first stage of decolonization. It readies us ethically to battle for self-reliance and eventual liberation. It gives us room to pursue material victories over our oppression and exploitation. The next pages will be a discussion of the substance of black spirituality in the U.S. and the activity it has produced.

To Be Continued in the Next Issue

# Notes on Madhatter Community College

by Alice

- Who has any more words left to express what a disaster registration was? You would have thought it was a crazy plot against students dreamed up by madmen and idiots. We're still suffering the consequences of overcrowded classes and impossible programs.
- Dean Weinberger has more office space than a department of over sixty people.
- What brought on the moving mania this August while everyone was on vacation? Teachers, nurses, statisticians, and secretaries returned to find their belongings flung hither and yon, some of them lost for ever. Meanwhile the Deans and the President on the second floor have more space than ever. Take a look sometime.



- Two full-time Assistant Professors were brought in on English department lines this fall without so much as a telephone consultation with the department's P. and B. Committee.
- Whatever happened to plans for the Black Studies Department and the Puerto Rican Studies Department voted for by the faculty in 1969?
- Students and teachers have to travel from the downtown buildings to the L. and M. Buildings and back. It costs money and is more than a nuisance—people just can't get to their classes in time. The college should provide transportation or at least reimburse the students.

## TEACHER EVALUATION FORM

Several departments are now using observation and evaluation forms devised by the central administration of the City University to assess the performance of their teachers.

The forms represent an attempt by the college to quantitatively measure the effectiveness of teachers, rating them from unsatisfactory to superior according to several dozen criteria, all of which are supposedly given equal weight. Conceivably, a teacher could compensate for his total ignorance of a subject by superior scores for "punctuality," "student discipline," "use of visual aids" and "speaking ability."

The proposed evaluation form ranks the instructional staff in areas such as "personal appearance," "manners," "adaptability," "willingness to accept direction" and "relationship with administrators," among others.

It is rumored that to date only two superior ratings have been given, one to a blackboard in the "M" building and the other to a computer in the "A" building.

## How To Bust Unions On An Austerity Budget

The Legislative Conference (one of the two unions representing faculty) has informed us that the Board of Higher Education has paid \$65,000 in legal fees since last Spring for arbitration and court appeals to fight grievances filed by the Conference and the United Federation of College Teachers. The figures do not include the cost of arbitration which the Board must share with the unions.

Since we do not have ready access to the financial records of the Board, we cannot vouch for the complete accuracy of the figures. What we do know, however, is that the Board, by hiring outside lawyers instead of using its own legal staff or that of the Corporation Counsel of the City of New York, is spending a small fortune to combat the unions.

The University has much more money to draw upon than the unions to pay for the costs of court and arbitration procedures. And the Board seems bent on taking as many cases as possible to arbitration, and when things do not go their way, to the courts. It does not seem terribly concerned about losing these cases, as it frequently does, or spending the taxpayer's money. Rather, its policy appears calculated to bust the unions by forcing them to spend their relatively limited funds on legal costs.

If there is a moral to this story, it is that the University pleads poverty as a matter of convenience. While it has no money to give its employees and students, it has plenty to keep them in line.

## A Run Down on Legislative Conference Grievances Pending

1. *The Edith Robbins-David Cahn Case.* These two M.C.C. teachers were unanimously recommended for tenure by their departmental P. and B. Committees and by the school-wide P. and B. Committee last year, but were fired by President Draper. Their case is now at arbitration.

2. *Salary Inequities Resulting from Promotion.* 10 Assistant Professors appointed in 1969 (Siegel, Picard, Bria, Garnett, Miller, Spector, Allison, Christodoulou, Friedheim, Kasper) suffered a loss of pay because of their promotions. The L.C. hopes to win it back for them.

3. *Pay for Summer Session '71.* The L.C. is asking that Professors Matt Lanna and Bob DiRivera receive for their work during summer session the salary promised them by the Dean of students. In addition to these, The Legislative Conference is involved in a series of individual grievances concerning—among other issues—faculty facilities, secret files, and class size.

*The following is an interview, taped on Friday, Oct. 22, with Howie Jones, the BMCC basketball coach.*

**Tiger Paper:** Do you think that there is any truth to the old axiom that sports builds character?

**Howie:** Yes, I believe so. I can't think of anything else where a youngster gets involved in a situation playing a basketball game, or a football game—no matter what the sport is—where he is involved with other youngsters and they have to come into a unit and agree on one thing together, although there may be conflicting personalities. They have to agree on one type of offense, on one type of defense, and work together. And it helps them to mold one another because they have their differences. And it's not only the coach trying to do this. They themselves as individuals must understand each other and get along with each other. And I think that one of the things also in molding character through sports is that youngsters have to learn how to fail sometimes, meaning they have to accept what it is to lose. It is more or less a trial and error situation and it helps to mold them as men. If they want to win all of the time, if they're used to winning, then when they lose it becomes a traumatic thing. So it helps to build character. It helps to build personality if they learn how to lose sometimes, because that's the only way you're going to be a winner, if you know what it is to lose.

**Tiger:** Would you say that on balance then, the kind of competition that comes out of sports is healthy? Do you see any destructive aspects to it?

**Howie:** It could be destructive. It depends upon the person who is handling the situation. If the coach or the administrators put all the emphasis on winning, making it a big money deal for winning football games and basketball games, it can become destructive. If people's jobs are on the line because the only particular basis for them being in this position is to win, then, it is destructive. It's destructive if you have youngsters on the team and you don't emphasize the scholastic aspects and if the only thing you emphasize is the athletic aspect. It's destructive when a youngster leaves the gymnasium or the football field and you don't have any socializing activities with the young man. If you don't talk to him other than on the football field or basketball court, then it can be destructive. I think that in the long run, many of us in the field of coaching have forgotten this. I think that the emphasis has been put too much on winning. And it is unhealthy and so it can be destructive. However, I think the majority of it can be a very constructive thing in terms of learning to understand one another, learning to do things together and learning to do things under pressure. I can't think of any field other than sports where a youngster is called upon to do something within a few seconds or a minute or so and he might have to do it as an individual as well as part of a group and a decision has to be made. This is part of living; this is part of the world we live in. He has to make decisions on his own sometimes and in sports you learn to do this.

**Tiger:** Do you think that there's a danger that sports is becoming too much of a business, that the important thing is not participating, but turning a profit? Packaging a product for consumption by millions of spectators, such as in professional athletics and some of the college sports?

**Howie:** I could say yes or no, but that wouldn't mean anything. My only answer is that it depends upon who's handling the situation. In some cases, in big colleges today, the emphasis has been placed on making money. However, the positive aspect of this is that, if you have winning football teams, winning basketball teams which bring in large sums of money, it helps pay the salaries of teachers and faculty. It also opens up new buildings for new students to come in. It's a wide open field as a result of putting emphasis on winning and trying to get some money out of this thing. Gymnasiums are built, libraries are built. I'm thinking of the University of Notre Dame right now, which decided after two or three years to go into Bowl football game competition. Originally they were opposed to this. It meant they had to play an extra ballgame. But as a result of this they have pulled in a huge amount of money, and that money

is being used to bring underprivileged youngsters into their university, and to build more buildings. It can be educationally sound if it is projected in the right direction. Of course there are people who abuse this. I admit there are many schools, many administrators who put too much emphasis on making money, and not enough emphasis on the academic aspects. And what happens to the young man when he leaves the school?

**Tiger:** Do you think that since athletes are bringing money into some of the bigger universities that have high-powered athletic programs, they should be paid a salary; that the business aspects of this should be more above board; that there should be less hypocrisy about it?

**Howie:** Well, the best way I can answer that is, I think that every student attending school, from elementary school on up, should be paid a salary for going to school. Then we wouldn't have so many dropouts. If an athlete is performing in school, and he's given a scholarship which entails his room and board and his books, and tuition, then that's an adequate amount of pay as it is. But I'm thinking beyond the athlete. I'm thinking that everyone who goes to school should be given some type of financial aid. Unfortunately it's only limited to colleges. I'm thinking about thousands of young people who drop out of school within New York City alone who are not given money. Whether you want to subsidize an athlete because he's bringing the school money, I don't know. That depends on what you mean by subsidizing. Extra money in his pocket? I think his first ambition should be going to school. If he's going to play sports and he has a scholarship, his ambition—just because he's playing sports—might be to become a professional, hoping that he'll find a large contract. I think the

position as a teacher at a university. It's through sports that I got my teaching experience in New York City. It's through sports that I'm here, right now. So as far as I'm concerned, sports have helped me a great deal.

**Tiger:** How did you get into coaching?

**Howie:** Well, strange as it may seem, I was a major in history while I was in college. In fact, my degree is in history. During my senior year in college, I was approached by a principal of a high school in the area of Richmond, Virginia, who asked me to consider a coaching position. I didn't hesitate to say that I would, but it was on the condition that he wanted me to major in physical education for my Master's. I consented that I would go ahead and work on my Master's in the field of physical education. While in the process of starting my Master's in the field of physical education at NYU, I found out that I didn't have a job. But since I started the Master's program, I did not stop. As a result, the college from which I graduated gave me a head coaching job. That's how I got started in coaching.

**Tiger:** What do you think is the difference between high school coaching and college coaching? You've done both.

**Howie:** Well, the difference would be that, one, on the high school level, which I consider the most complicated level of coaching, you take a young man in his embryonic stage. A better description would be that you are putting the polish on the shoe in high school and in college you're taking the rag and shining the shoe. In other words the product is there. All you have to do is perfect the product in college. High school is a little more complicated because you are dealing with youngsters who are raw. They have a very limited amount of basketball knowledge. They may have basketball ability, but they

## AN INTERVIEW WITH COACH HOWIE JONES

schools can be obligated to this young man only by seeing that he has taken the proper amount of course credits, and that he has not dropped back because he is playing the sport. Many coaches and many colleges will take a young man and say, "Okay, you only have 15 credits, you need 18 credits per semester to graduate on time. But we don't want you to take 18 credits." I think this is something that is detrimental in the field of sports. But to pay a youngster other than his scholarship I'm opposed to, regardless of whether he's bringing money into the school or not.

**Tiger:** How would you say sports have affected your life?

**Howie:** Well, I don't think my life is any different than that of any other youngster coming out of a poverty-stricken area. I was brought up in the Bedford-Stuyvesant area, and I could have gone one or the other way. The "other way" is that I could have become a juvenile delinquent. During my day we had gangs—street gangs—and either you got associated with the street gang, or you got involved with your peers who were participating in sports. I think it motivated me to go to school, and I can't kid myself one bit. If I had not made one of the school teams—it so happened I made the track team and the basketball team—I don't think I would have had the motivation to go to school. It was not strictly a scholastic or academic motivation for me. I realized I had to maintain my scholastic averages to play sports. But I was motivated through sports to go to school. It's through sports that I received a scholarship to go to college. Other than that my parents could not have afforded to send me to college. It's through sports that I was given special consideration in the army and I didn't have to go to war. It's through sports that I got my first

lack the knowledge of the game. So it's a challenge. Basically, you are teaching. I think that a lot of people don't understand that when you say coaching—on a high school level—you are actually teaching youngsters. Some youngsters don't know how to shoot properly. Some youngsters don't know how to run correctly. A lot of things that people take for granted that a youngster can do in high school, he can't. On the college level you know what you want. Eighty percent of success in college is how you go about recruiting your talent. You can recruit the talent. You see what you want. You see them in action. You say that this particular young man can fit into my system. I think that it is not as difficult to coach. The only thing is that it depends upon the philosophy of the university at that time. If they desire that you have to win, then college coaching becomes very complicated.

**Tiger:** How would you describe the function of a coach? For example, is he a teacher, a motivator, a recruiter or what?

**Howie:** A coach is all of those categories. He is even a father and a mother sometimes. I think that the philosophy of a coach should be first that he's always teaching. I think that I mentioned before that many coaches fail, and we have the conflict in the situation with black athletes, because coaching does not begin and end in the gymnasium. Many coaches feel that all they have to do is tell a kid to do a certain amount of sit-ups, run around the gym and shoot the ball in the basket, and if you do that, well, it is accepted. But it is more than that. You have to be concerned about his scholastic work; you have to be concerned about whether he is happy in the school, and if you are not concerned about that, it will reflect in his play. So be-

sides basketball, besides the sport itself, the coach has to take a definite interest in his social affairs. What is a young man thinking about when he is leaving the gymnasium? Is he happy? Is he dissatisfied? Is he hungry? Does he have any problems in the neighborhood? These are things that coaches have to take into consideration. It will always be that a youngster has a problem. He is human like everybody else. And a coach must find this out or else he is not going to be able to compete as well as he should compete. So he's a teacher, he's a motivator, he's a father, he's a mother. He falls into every one of those categories and sometimes he wears a mask.

**Tiger:** What are the most common personal problems that intrude upon the athletic scene?

**Howie:** . . . My problems as far as coaching is concerned would be minimized if I had a dormitory where I could make sure that the youngsters were eating properly, getting the proper rest, and studying properly. My experience at Boy's High and my experience here is that the youngsters have problems financially. They have home problems. They have social problems. And these all come back to me as a coach. An example is a youngster not having enough food at home because he comes from conditions that are deplorable. Without exaggeration, they are deplorable. Many of them are problems that even an adult couldn't handle. These are some of the problems that we encounter.

**Tiger:** To what extent do you think that racism is a problem in organized sports?

**Howie:** It becomes a problem when one is not treated as an equal. If for example, I am competing for a position and there is a quota system—that is only a certain number of blacks and Puerto Ricans can be accepted—then this is racism and we are not being treated as equals. If you look around and you ask yourself why in professional baseball out of all of the black stars who have come up in the last fifteen years—Ernie Banks, Willie Mays, Roberto Clemente and Hank Aaron—we still don't have a black manager; if you ask yourself out of all the quarterbacks in the professional leagues, why we don't have a black quarterback; if you ask of all the quarterbacks in the college ranks, why you don't have a black quarterback, you must conclude that there is racism. They can play. They can perform. Yet the requirement for their performance is that it must be above the average. It has to be above just being good. It has to be superior. In every sense of the word, they have proven this, but they are not good enough to lead, only follow. This is a form of racism. I see it within the coaching ranks. Within the college ranks, how many black coaches are there? And yet you find predominantly black athletes on all of the teams. The majority of the teams are made up of black athletes. In New York City, in 1960, when I first became a high school coach, I was the first black high school coach in the city. And this is in the sixties! All these years they didn't have a black high school coach. I can't understand this. It only leads me to believe that this is part of racism.

**Tiger:** To what extent are drugs a problem in organized sports?

**Howie:** First of all one has to definitely accept that drugs are a part of sports. It is happening. Athletes are taking drugs. Athletes are involved with it. A perfect example is the article in the *New York Times* as recently as Sunday [Oct. 17 in the magazine section] stating that our best Olympic runners and performers have used some form of narcotic as a stimulant to perform. It's here. The question is how do we handle it. But most important of all, do we face it. Do we accept the fact that it is here. I think that many people do not want to recognize this. People try to shove it under the rug and say that it presents a very poor image of sports. We are not saying that all athletes are addicted to drugs. We are saying a certain number of athletes are involved with drugs. The thing is, how do we stop it? This problem comes about because drugs are very much a part of our society. And this is what is happening in the field of sports. It is hurting us. It's hurting the youngsters. It's hurting the coaches and I think it is hurting the environment, in itself, and it has to be dealt with.

**Tiger:** How do you handle the drug problem

with the teams that you coach?

**Howie:** First of all, to be honest with you, I was as naive as many people who feel that it couldn't exist among athletes. I was naive about the fact that a youngster could not take drugs and perform to the maximum so I never looked for it. And then when I was made aware of it with certain experiences at Boy's High and possibly my first experience with it here at Manhattan Community College, I made great strides in trying to alleviate the problem, by first having these youngsters checked out not by just an ordinary doctor, but by a doctor who has been exposed to this type of thing, who knows what to look for—and many doctors don't know what to look for, they don't see it everyday. . . . The second move was to bring in people to speak to them—former athletes who were addicted at one time, who came up through the Synanon program; and also to bring in a law enforcement narcotic agent, who would tell them what are the pitfalls of being caught with things like this, or being a part of things like this. I think that I have to first—and I have—accept that it could happen here, it could happen anywhere and so before it happens I want to deal with it. And the one way to deal with it is to let the youngsters know that I am aware of certain things and that I am going to do everything humanly possible to see that it doesn't happen.

**Tiger:** To what extent do you think that players on a team should make vital decisions affecting it? For example, do you approve of



the policy of the high school football coach in California who every week allows his team to elect the starting lineup?

**Howie:** They tell me that a healthy mind is a mind that can make decisions. I am in full accordance with youngsters sitting down with the coach and helping to decide what kind of defense, what kind of offense and what we should look for and what we shouldn't look for, because this is what I call team effort. I am totally against the coach being a dictator, totally against a coach living in the days of the eighteenth and nineteenth century; that I am God almighty and that whatever I say you do. I am strictly against anything of the sort where the youngster does not have the chance to use his own mind and his own intellectual capacity. He must be able to think and to create. He must be able to accept his decisions whether he passes or fails. This is teaching. This is where character is being molded—when they sit down and think together just how they are going to go into an athletic contest. They themselves make the decisions. If there is any correction, the coach can act as an arbitrator or mediator. But let the youngsters make these decisions. It's fun. Keep the game as fun, not as a war.

**Tiger:** Do you think that most coaches share this philosophy?

**Howie:** Right now, I don't think so, judging by what I have read and some of the experiences that I have encountered. Many coaches are more or less obsessed with their own egotism. They want to prove that they can be the creator and God almighty. They don't leave any room for criticism. I think that this is also true of teachers. I think this is true of police-

men. I think that this is true of our whole society—that no one can criticize the other person. This is where we are sick. But I think that coaches in the long run will find out that if they open themselves and listen to the youngsters that they are coaching, they will learn more than when they do all the talking.

**Tiger:** What do you consider to be the purest kind of basketball—playground basketball, street basketball, high school basketball, college basketball or professional basketball? What kind of basketball do you like to watch?

**Howie:** First of all, I don't like to watch it in that I don't watch it in the sense that a true spectator watches it. I am too critical. I like to watch football, baseball, hockey and other sports. Basketball is at its purest when it's played in fun. I think of little league basketball and football and I see a lot of adults handling these things and it can be very detrimental. I don't want this thing to stop. I think that youngsters ought to be able to learn how to play and to get along with one another. But when it becomes so highly competitive so that it's no longer fun, that's when it is no longer positive. It should always be fun. I think that the adults in charge—the administrators and the coaches—should fix it so that these youngsters enjoy playing. When they don't enjoy playing, then it is no longer positive.

**Tiger:** What kind of offense do you like to use—run 'n shoot or an offense with set plays?

**Howie:** I am totally opposed to any kind of computerized basketball. In other words, I

don't want my youngsters to feel as though they are robots, that they are mechanical men and that they have to move like mechanical men. This is not teaching them anything. I like to run and shoot, because these youngsters can run and shoot. Set plays—only when they are necessary. I don't like to make basketball complicated. This is the fault of many coaches—that we make it a little too complicated. There is no fun when you are a computerized basketball player.

**Tiger:** How important do you think defense is in today's college game?

**Howie:** It will vary. But as far as I am concerned, I go along with the old school that your defense is your offense. Example—when you are on defense, if you can create a fumble, create a bad pass, create an offensive mistake, it automatically turns the ball over to you. There is no doubt that the whole objective of basketball is to score. But any basketball player is capable of scoring. The whole idea is can you keep them down to a minimum. So I believe defense is your offense. I put a lot of emphasis on that.

**Tiger:** What are the prospects for the team this year?

**Howie:** Building character! I don't think that we can repeat the distance that we covered last year to go all the way to the nationals. We have some young fellows. We have four seniors back. Of the twelve players, eight of them are freshmen. The tallest player we have is six foot six and from that point on I think that everybody is under six feet. So I always say that when this happens that I am going to build character. Forget about winning this year. We'll teach them how to lose.