

Editorial on the College Center - P. 3

THE OADFLY

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AGAIN: THE COMPENSATION QUESTION

The union has won a partial victory on the compensation issue. But, before euphoria sets in, we might be well-advised to scrutinize the President's position more closely. His offer to those owed more than one month is a firm one. It is not conditioned with the word, "possible" as was his original statement to a union negotiating team. A reduction in credit load or a two-month vacation by way of academic advisement represents an important concession. We advise those involved to accept it. And, may we add, had it not been for union pressure, the administration might well have extended an abundance of goodwill, but precious little compensation.

Those due a month or less have not fared as well. In effect, the President did not offer this large group compensation. He argued that under the semester system we will enjoy longer vacations. He neglected to mention, however, that we also work longer hours; additional vacations merely balance this out. The President also argued on what has become a variation of an old theme. He told us that when the faculty voted to changeover to the semester calendar, not a voice was raised in protest about the lost vacation time. True enough. Unfortunately, we were not informed until May 19th that the transition would cut into our vacation. The memo issued by the Dean of Faculty on that date promised "adjustments." Now, six months after the

fact and then only in response to union agitation, the administration has moved to compensate the faculty.

The irony of all this is that the President could have settled this whole matter back in September. At that time he could have announced his proposal to compensate those owed more than a month and, in turn, by a simple expedient, satisfied all those due four weeks or less. Under the quarter system we normally would have been due back by September 26. Classes under the new calendar began on September 19. Had the President freed all those due a month or less from college duties before Monday, the nineteenth, we doubt that anyone would have quibbled about the loss of a single week. In most cases, however, we were called back to perform the most perfunctory duties. As many as four people, for example, proctored a placement examination for thirty students. The administration cynically or thoughtlessly abused faculty time. In the face of this, the President informed us at the first faculty meeting that relatively few instructors and counsellors returned to the college before September 19th.

We cannot easily dismiss the loss of a month of vacation time. The administration pressures us to complete dissertations and pursue research.

(continued)

It then turns around and passes lightly over the loss of four weeks of vacation. The consistency of these positions eludes us.

The union has acted in good faith. When an intermediary suggested that the President had expressed a willingness to expand on his original proposal and that the union had possibly misconstrued the substance of his position, we were willing to grant the benefit of the doubt. We immediately dispatched a memorandum asking him for a clarification and, in the interim, as a token of good faith, promised to delay further action until he replied. Nine days later we received a curt communication from his office.

We will now act upon the chapter's commission of November 2 and direct the union's lawyer to petition the Board of Higher Education on behalf of chapter members owed a month or less. For your enlightenment, we print below our exchange with the President. In deference to the confidence and good faith of the intermediary, his (her) name is deleted for the notes.

MEMO FROM WILLIAM FRIEDHEIM, PRESIDENT,
BMCC CHAPTER, UFCT, TO PRESIDENT BLOCK.

November 21, 1966

Last Wednesday, Professor X . . . spoke to me about the issue of compensation due faculty as a result of the transition to the semester system. X told me that (s)he had informed you of (the) intention to talk to me. X pointed out that (s)he was under the impression that you had stated your willingness at a P and B meeting to let departmental chairmen resolve the issue by working out an equitable solution for all those to whom vacation time was due. One option would be a reduction in class-load. I asked if it was X's understanding that your statement applied to all those due compensation, including those owed a month or less. When (s)he replied "yes," I asked if I could use X's name and paraphrase the conversation with me in a letter to you. Again the reply was affirmative and on my part, I promised to show X a copy of the letter before I forwarded it to you. This way, I will not misrepresent what was said to me.

If you are willing to affirm what Professor X reported to me, it will represent a much more substantive offer than the one you proposed at our meeting of October 19. While you did outline the "possible" option of a reduced classload for those owed more than a month, you ruled it out for those owed a month or less. If you are willing to reduce the classload of all those involved, we would consider it a major concession. Of course we would expect the administration to establish a specific guideline to govern the assignment of teaching schedules. For example, we feel that the reduction of three credits for those owed a month and six for those due two months or more would be equitable. We assume that the administration would base the reduction upon the average classload of each department. However, all of this is academic until you affirm or correct Professor X's reading of your position.

We feel that those due a month or a little less are due at least a reduction in classload. We cannot easily dismiss the loss of a month; it bulks large to those who are working under pressure to finish dissertations. A classload scaled down two or three credits would free those affected a few hours a week to devote to research.

The Executive Board of the Chapter is not happy over the prospect of petitioning the Board of Higher Education. I told Professor X that we would delay action until I received a reply to this inquiry. If I have stated your position correctly, as explained to me by X, the Executive Board will strongly recommend that the chapter accept your offer.

I would appreciate a reply at your earliest possible convenience.

Respectfully submitted,

William Friedheim

(continued over)

MEMORANDUM FROM PRESIDENT BLOCK TO
WILLIAM FRIEDHEIM

November 28, 1966

I have before me three memoranda from the Executive Committee of the BMCC Chapter of the United Federation of College Teachers. This response is being sent to you as Chairman of this group.

The first memorandum received was undated and was in the form of "an open letter." The last memorandum, dated November 21, 1966, was on the same topic, namely the matter of faculty vacation time. In response to these two memoranda, I would like to inform you that I intend to talk regarding this matter at the faculty meeting scheduled for November 30. I would like also to remind you that, at our last meeting on this topic, I stated that we had already had several procedures under consideration for resolving the question of vacation time. These will be presented to the faculty at the meeting.

The second memorandum I received was dated November 14, 1966 and was concerned with "hours for non-instructional faculty." Here too, I wish to remind you that I had already stated that this matter was under advisement by the Administrative Council to see whether a plan could be devised for all of the Colleges in the City University. You will certainly be informed of progress along these lines. Incidentally, I wish to point to what was reported to me as an error in the first paragraph of your November 14th memo. Dean Cohen informs me that the members of our counselling staff are generally here on a 35-hour week and not a 40-hour week as stated by you.

Murray H Block
President

NOTE

For the record, counsellors work a "nine to five" day. This, of course, includes an hour for lunch. We leave it to the individual members to decide whether this is to be defined as a 40-hour or 35-hour week.

ISSUES

THE COLLEGE CENTER

The present facilities at the College Center on Sixty-ninth Street are woefully inadequate. The quarters are close and faculty members as a result enjoy few of the amenities normally associated with an academic setting. For the time being, one large room with relatively few desks serves as an office for the entire faculty. We hope that this is merely a passing inconvenience which a larger building, ready for occupancy in February, will correct.

In one sense, the limitation of space works to the benefit of the faculty. It makes for a relaxed atmosphere. Because the school is small and relatively intimate, bureaucracy has not formalized the lines of communication. Faculty members of different disciplines, sharing a common office, are on informal terms with one another. To the outsider, it is obvious that there is an esprit de corps among the instructors. We suspect that in turn the Center's students have been infected by the contagious enthusiasm and energy of their faculty.

Dr Weinberger's administration of the Center, from what we understand, has been efficient and judicious. The faculty exercises autonomy both in and outside the classroom. Of course, this is as it should be.

There are, however, some disquieting aspects about the Center. Both students and faculty are suspended in limbo. The Board of Higher Education has not reached a firm decision about the future of either group. The Board initially established the Center to absorb the overflow of students qualifying for the four-year colleges

of the City University. However, by the time the Center finally opened its doors, many of the students originally admitted had understandably decided to go elsewhere. The Board was left with a half-vacant facility and then sought out students who, in many cases, had not even qualified for the Community Colleges. Where will these students matriculate next year? Will the Board shuttle them into the senior or community colleges? And what of the faculty?

Out of fairness to the students, the Board should formulate without delay a policy regulating their transfer to other units of the City system. Meanwhile, President Block and the BMCC administration should move to guarantee the Center faculty some measure of job security. It is grossly unjust to hire someone on a temporary basis and then toy with their future by holding out a vague promise of more permanent employment. BMCC will expand in the coming year. Out of necessity the school will be required to hire additional faculty. Some departmental chairmen have informally assured members of the Center faculty that, pending review of their credentials, they will have first claim to positions that open up as a result of expansion. The policy, however, is not binding on all departments.

The Sixty-ninth Street faculty should receive the same consideration as that at BMCC. The administration employed the Center's faculty only after passing on their qualifications. At present, senior members of the BMCC faculty are observing Center classes. The instructional staff of the College Center will be a known quantity when it comes time for the administration to renew contracts and hire additional staff for the academic year 1967-1968. Instead of leaving them to wait in suspense until the very last moment, the administration should notify members of the Center faculty of termination or renewal of contract at the earliest possible date.

The UFCT will schedule a meeting at the College Center within the next ten days to discuss questions of interest to the faculty there. Bill Friedheim who is chairman of the BMCC Chapter and Dr Israel Kugler, President of the New York Local, will represent the union. If there is sufficient interest, the union will intervene on behalf of the College Center faculty at both the Chapter and Local levels.

A LESSON FROM CHICAGO

Instructors and Professors at the City of Chicago's nine Community Colleges went on strike last Wednesday, November 30th, when the Junior College Board sought to impose seventeen obstructive "preconditions" for collective bargaining. The Cook County Local of the UFCT was certified as collective bargaining agent for the college instructors last October. The strike was about 90% effective through last week and only about 25% of the students at the colleges crossed their professors' picket lines. Of 682 instructors in the system, 465 are UFCT members; they were joined in the strike by many non-members.

The events in Chicago have a lesson for the faculty at BMCC. While we and our colleagues throughout the City University find ourselves stymied by administration's grab-bag of "preconditions," "contingencies," "possibilities," "if's," and "maybe's," because we do not claim as members a majority of the City University faculty, our Chicago colleagues are able to back up their requests with strength. The UFCT will be unable to wrest more than minor concessions from the administration as long as this minority status persists.

We are near the 50% mark at BMCC at this time and could probably win a certification election at BMCC at the present time. Unfortunately, not every unit of the City University has such a vital chapter and it will be necessary to win a majority City-wide. One last push at BMCC can win us majority standing and set an example for other colleges. We appeal to non-members once again to avoid a St John's travesty at BMCC by filling out a check-off card and submitting it to one of the Chapter's

officers. You may, if you wish, belong to the UFCT without having your dues checked off your salary but this practice gives a false official impression of our membership and weakens us in this preliminary period when we are not certified.

IS MIDDLE STATES ACCREDITED???

BMCC is being visited this week by an accrediting team from the Middle States Association of Colleges and Secondary Schools. The Association will, after "examining" the college, rule on whether or not BMCC is to be an accredited institution of higher learning. This, it should be noted, is the selfsame Middle States Association which last week bestowed that honor on St John's University. The Association's Report on St John's included what the New York Times called a "severe reproof" in that it directed the University to set its house in order. It would seem that if that house is "out of order," its accreditation should be removed.

The past year's events at St John's have been widely publicized and should need no elaborate recounting. Some thirty teachers were prefuntorily dismissed on December 15, 1965 for their active roles in demanding a voice for the faculty in the college's policy-making. Twenty-one of those dismissed were members of the UFCT; Father Peter O'Reilly of the "University in Exile" is presently the New York Local's Vice-President for Four Year Colleges.

The administration at St John's views the University as a fief to be disposed of as the administration pleases. Their flat refusal to deal with the activist faculty was high-handed and arrogant. The dismissal of some of the University's best teachers was a shameful disgrace. The American Association of University Professors' "severest censure in its history" was met by the administration's response that the accrediting agency was the one "we have to worry about . . . and we have assurances from Middle States that they do not think this warrants any investigation on their part."

This was said last February! Was President Cahill telling the truth? Did Middle States assure him that he had nothing to worry about? If so, why December 1st before their report was released? Were they pouring over platitudes and euphemisms of last week's report which are supposed to convince us that their "reproof" was "severe?"

It doesn't really matter. The point is that Middle States HAS renewed their accreditation of an institution which fired thirty professors without giving a reason, denied them "even the most rudimentary elements of academic due process" (AAUP statement), and showed clearly what it thought of "education" when it staffed the struck classes for a time with secretarial personnell and then issued its credit for the courses.

It is said that Middle States is a farce because it is comprised of administrators who scratch one another's back. When the New York Post suggested to Father O'Reilly that Middle States might accredit St John's for the simple reason that they "may be a little reluctant to have their own campuses examined too closely on the question of academic freedom," Father O'Reilly conceded, "That could be a factor."

James Wechsler wrote on the eve of the accreditation of St John's: "It is hard to see how any university can take the association's standards seriously if St John's can obtain a whitewash." It is hoped that the faculty at BMCC does not. As individuals, the visitors from Middle States are entitled the same courtesy extended to any individual guest at the college. But, as representatives of the Association, they cannot command much esteem. The inevitable accreditation, when it comes through, is hardly anything to celebrate. In view of the company which BMCC will join, it seems more like an insult.

JRC RBD
WPF AP

FORUM: (For communications of general interest open to faculty, students, non-instructional staff, clerical staff, and administration.)

THE TIME CLOCK AND THE TIME CLOCK MENTALITY: The introduction of the time clock at the Borough of Manhattan Community College represented an advance for the petty accounting mentality that has shown its hand here time and time again. However, notices of tardiness that have gone out to clerical and stenographic personnel show how persuasive is this spirit of pettiness. Minutes here and there are always counted and the Administration in order to make a show of saving tid bits demoralizes its own working staff. Perhaps when a faculty trained in broad humanistic background have effective voice in Administration the hegemony of the time clock mentality will fail.
(name with-held on request)

". . . and just before he left, Nancy, he tucked these under my pillow.
You could tell right off why I'd wait practically forever for him."

"The Villanelle was a sort of shepherd's song and ever since its origin has been used almost entirely for pastoral subjects or idyllic effects. . . . It is written in five three-line stanzas and ends with a stanza of four lines, the refrain forming eight of the nineteen lines. This repetition is an alternating double refrain, being taken from the first and third lines of the first stanza; the two lines forming alternately the last lines of all the stanzas except the final one. In the last, both lines appear together, concluding the couplet. Only two rhymes are permitted throughout the verse."

MOTOR SCOOTER VILLANELLE

There's something I just gotta know.
I'm tired of life in this cell.
I've just gotta stay on the go.
I'm tired of feeling so low.
Won't anything ever go well?
There's something I just gotta know.
I haven't got any dough.
And I haven't a thing left to sell.
I've just gotta stay on the go.
Things keep on moving so slow.
Even the juice kinda fell.
There's something I just gotta know.
I haven't the time to think, though.
My clothes are beginning to smell.
I've just gotta stay on the go.
Sometime the truth's got to show.
But when it will be is the hell.
There's something I just gotta know.
I've just gotta stay on the go.

"The Triolet . . . is a single stanza of eight lines with only two rhymes--the first line being repeated in its entirety as the fourth, and the first and second lines being repeated in their entirety as the seventh and eighth lines. . . . It can be seen that the triolet is not adapted for any profound emotion; its point lies in its grace and skillful turn of phrase."

TRISE TRIOLET

I shouldda been a baby boy
So's I couldda been hirsute.
A pen just ain't as good a toy,
I shouldda been a baby boy
So's then I could enjoy
The scratching at the root.
I shouldda been a baby boy
So's I couldda been hirsute.

"The Pantoum . . . is not, strictly speaking, a French form at all. It is of Maylay origin and was first popularized by Victor Hugo in his Orientales. It is written in four-line stanzas, and each verse repeats intact two of the lines in the preceding verse. To be precise, the second and fourth line of each stanza become the first and third of each succeeding one throughout the poem until the end. There is no fixed rule concerning the number of verses which may ensue, but, at the close, the second and fourth line of the last stanza are the same as the first and third line of the first stanza --usually reversed, so that the first and last line of the poems are identical."

PANTOUN DE DEUX FILLES - being a conversation overheard at Chicago's Gate of Horn during a Ginsberg-Corso entertainment

"Another Pernod on the rocks, please."
"My God, aren't they simply divine!"
"I do think I'm going to sneeze."
"I'm feeling so awfully sublime."
"My God, aren't they simply divine!"
"Where the hell is that girl with my drink?"
"I'm feeling so awfully sublime."
"Frankly, I think they stink."
Where the hell is that girl with my drink?"
"Your taste is just not up-to-date."
"Frankly, I think they stink."
"Dear, only the best play the Gate."

The above quotes are from
Louis Untermeyer's The
Forms of Poetry (New York:
Harcourt, Brace, and Co.,
1926).

Your taste is just not up-to-date."
"I could sure use a small breath of air."
"Dear, only the best play the Gate."
"Can you reach that window up there?"
"I could sure use a small breath of air."
"Really, you're awfully crude."
"Can you reach that window up there?"
"Why I think that you're just goddamn rude!"
Really, you're awfully crude."
"I do think I'm going to sneeze."
"Why I think that you're just goddamn rude!"
"Another pernod on the rocks, please."

TO A LEARNED AUTHOR OF WHOM THIS PERSON IS MERELY TIRED OF HEARING
REFERENCE

Old Thomas Stearns he lived in a church;
he bore no malice, enjoyed no mirth,
but day after day, with feline aid,
he prayed, wrote poetry, and then he prayed.

He alone on wisdom's shelf,
He alone, (he said so himself),
was (he said it with no misgiving),
the only man of the "living" living;

each other man was in living, dead;
'twas found in the gospel that Thomas Stearns read
aloud to his circle of Practical Person (sic.)
who published his words with so little exertion.

He wrote his Words to the organ's sound;
He wrote for the Lord, he wrote for the Pound.
He emphatically wished for man sufficient
the laws of the epicene omniscient.

But you, Thomas Stearns, alone in your pew
are undoubtedly getting what's coming to you:

For you, sir, one year in purgatory
for each and every allegory.

COMMENTS

by Lawrence Sher

Physics and Politics

Analogy is one of the most important aids in allowing us to understand a strange situation. By comparing the situation about which we are ignorant with a familiar one, we may often cast light on previously dark areas.

The obscure dark area to which I am specifically referring is the Congress of the United States. The Analogy is between Congressional Politics and Classical Physics. Of course, the laws of inertia bring the Senate immediately to mind but there is an even stronger analogy between the transfer of power in Congress and the transfer of energy in physics. Naturally, the energy analagous to politics is heat.

Heat is transferred by three methods: conduction, convection, and radiation. Heat is conducted by a single medium. The flow of energy is from high to low temperature. Heat travels through different media by convection, through movement of the media. The only method of heat transfer through a vacuum is radiation. In this method heat is emitted in waves in proportion to the fourth power of the absolute temperature of the emitter.

Thanks to the physicist's theory of heat transfer we can now understand the transfer of seat in Washington. Since much legislation is frozen in committee every year, many people think Congress should be overhauled. Congress claims that it is the gravity of their work that forces down their output. However, most people feel that Congress' potential could be increased by placing the most energetic Congressmen on the proper committees. In other words, it is a matter of seat transfer.

There are three methods by which the transfer of a seat may take place; they are concoction, conviction, and gradation. Several members of the same party may get together and concoct a rearrangement of seat for other members of their party. By this method the seats are given from high to low in party loyalty.

Seats are transferred between men of different parties by conviction. Inter-party blocs of men with the same ideas on various subjects can arrange the transfer of a seat, far in height, to men of their belief. Too much conviction on the part of a congressman, however, will often result in his transfer from a high to a low committee seat.

The method of seat transfer that works without regard to party or belief --one might say that it works in a vacuum-- is the method of gradation. An administrator of Congress grades all members in order of their seniority. The congressmen are then able to select posts from high to low according to their rankings. The ability to set these gradations makes the administrator a very important man. In fact, he is often considered the fourth most powerful man in Washington.

Thus, seats may be transferred within the party by concoction, between different parties by conviction, and through a vacuum according to the law of the fourth in absolute power by gradation. Which of these methods to employ, however, and how to apply it toward increasing the quality of legislation remains, unfortunately, a matter of heated debate.

THE LIFEBOAT PROBLEM

One of the frustrations of teaching comes from the assignment of research to students. Naturally the teacher believes that the result of research should be shared with the class. Invariably, however, students' reports make dull classes.

I have derived one method of treating certain student reports from a method of hiring which is attributed to Admiral Hyman Rickover. During job interviews Admiral Rickover asked applicants if they were resourceful. Of course the answer was "yes." He then asked, "If you were lost at sea in a lifeboat with four other men, could you be resourceful?" The reply would still be "yes." "If there were food for only one person on board, could you convince the others to go overboard?" The applicant would again say, "yes," for how could anyone dispute the answer? At this point Admiral Rickover would push a buzzer and four sullen men would enter the room. The Admiral would order, "Convince them!"

I repeat this story to classes to whom I've assigned research on the life and works of notable mathematicians. I then choose five students and ask them to consider the mathematician on whom **they** have done research as being in the lifeboat with the other four mathematicians chosen. Each student must convince the others that his mathematician should stay in the boat.

The following features, which have made this method of preservation successful, may serve others as guidelines for the creation of other methods of presentation of student research:

Competition: The competition between students causes the rest of the class to listen. The whole class may be involved by allowing the researchers to be questioned from the audience. The survivor may be determined by class vote. This again permits each member of the class to become involved.

Application: Students are caused to think in order to apply the work of their mathematicians to the lifeboat situation. "Who is better equipped to stay in the boat than Archimedes? He discovered the laws of floating bodies." "But, Bernoulli carried the study of fluids far beyond the scope of Archimedes."

Humanization: Students think of mathematicians as human beings. "Euler had thirteen children. If you send him off the boat you will make orphans of them all."

Inspiration: This debate procedure allows students a freedom of expression not usual in the classroom. In one of my classes a student spent five minutes telling us that Fermat should remain in the lifeboat because he provided a foundation for the mathematicians who came after him. She was surprised by: "Do you think that contribution is important enough to save this Floormat!"

MEET YARDLEY AVON

Introduced by William Friedheim

With this issue The Gadfly introduced a new feature, "Queries and Answers" by Yardley Avon. Dr Avon has been hired by the United Federation of College Teachers as a full-time theoretician in residence. The Union feels that in this progressive and complex age an action is only as good as the theory behind it. In the past, union activity has been severely weakened by woefully inadequate theoretical and philosophical underpinnings. Dr Avon now steps in to fill our theoretical void. The UFCT will draw upon Dr Avon's expertise as it embarks upon the ambitious but necessary task of building a philosophical system which will cover all categories of faculty-administration relations. A UFCT Weltanschauung will add a new dimension to our negotiations with the administration. The administration's position, based upon the shaky and certainly outdated assumptions of Peter Abelard and the twelfth century scholastics, will collapse in the face of the union's superior metaphysic.

Dr Avon brings impressive credentials to his new job. He studied Marxism, capitalism, and Renaissance commercial systems at the London School of Economics; existentialism at the Sorbonne; and German Idealism at the University of Berlin. In 1961 he was O'Doherty Tutor of Thomistic Philosophy at St John's University in Brooklyn and in 1964 a fellow in the Department of Economics at Bob Jones University in North Carolina. He is a serious student of world religion and has previously served as theoretical consultant to the Prövos of Amsterdam (Netherlands) and Local 1370 of the Chicago Meatpackers.

Our Chapter will help the UFCT defray the cost of Dr Avon's salary by paying \$25 a month consultant's fee for his column, "Queries and Answers." In his column Dr Avon will answer members' questions about union philosophy from ontology to cosmology."

Welcome aboard, Yardley Avon!

Q U E R I E S

A

by yardley avon, lld., phd.

N

"good theory is good action"

D

A N S W E R S

QUERY: Sociologically speaking, how many variables should a good working theory of labor have to be viable?

CWM, Social Sciences

DR AVON'S ANSWER: It shouldn't have any. You should not weight down any theory with too many variables for they are quite unwieldy. However, tactic-wise it is advisable to include as many contingencies as possible. A good labour negotiatour (and remember, a good negotiatour is by definition a good theoretician) should always have contingencies to fall back upon.

QUERY: Is there such a thing as theoretical action? A friend of mine in the English Department claims that "theory and action are bad bedfellows." I don't know exactly what he means but I thought he was wrong. Could you clear this up?

Name and Department Withheld
upon Request

DR AVON'S ANSWER: The term theoretical action is a redundancy. Good theory is good action and good action is good theory. Your friend in the English Department is a little too glib for his own good. Facile generalizations are no substitute for hard-core knowledge.

QUERY: Who in your opinion is the most seminal of modern day labor theorists?

BB, Advertising

DR AVON'S ANSWER: My vote would have to go to Talcott Weens of Harvard. He has worked out a brilliant labour dialectic. At the risk of oversimplification, let me briefly summarize the dialectic as he conceives it. The thesis is the nineteenth century, an age of class conflict (Marx). The early twentieth century, the anti-thesis, is a period of Harmony (Labor-Management Cooperation, e.g. Samuel Gompers). And, of course, the 1960s, the decade of Harmony-Conflict, is the synthesis. (Billie Ziller of the Congressional Conference best represents the new breed of labor statesman: tough front but behind the scenes cooperates with management). Professor Weens believes in Harmony-Conflict and a classless society ruled by a status-elite. I develop a similar theory in my latest book, Labor Epistemology (Praeger).

QUERY: Is it good labor theory to mix mysticism and naturalism?

ZBT, Assistant Registrar

DR AVON'S ANSWER: Metaphorically, no, but if you want to tie down the loose ends of naturalist philosophy to mystical moorings, it might be a wise idea.

QUERY: What, if anything, can German Romanticism, Oriental mysticism, French Impressionism, and English Dilletantism add to the American labor movement?

PP, Art

DR AVON'S ANSWER: Ethnic balance.

QUERY: What is the difference between labor theory and labor philosophy?

DR AVON'S ANSWER: Ideology can transform philosophy into theory and vice versa if conditions are idealistic. The differences are problematical and profound but the most serious students of the subject agree that at present we lack sufficient data to define either theory or philosophy. The subject is terribly complex but I predict there will be a semantic breakthrough by the year 2000. By then we should have the necessary information to feed our computers. Of course at that point the whole question will be academic as necrology will replace both philosophy and theory.

QUERY: How does a labor theoretician best employ concepts?

DR AVON'S ANSWER: By putting them to work.

QUERY: Do you believe that it is best to approach negotiations as a Marxist or a Capitalist?

DR AVON'S ANSWER: I believe that a Marxist-Capitalist approach is best. This is not a contradiction in terms. Frighten management with Marxist rhetoric but, at the same time, convince them that you believe profit is the motor force of the economy. Management is always impressed by motor force.

QUERY: Does philosophical idealism make for good labor theory?

IK, Modern Languages
(German)

DR AVON'S ANSWER: Phenomenologically, no, but as a tactic-factor idealism can play a useful role in labour negotiation. Philosophical idealism is a priori divorced from bread and butter issues. Wage and Fringe benefits, however, are empirically perceived, i.e., with the senses. Administrators are congenital empiricists. They believe only in perceived know-

the GADFLY

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Joe Conlin, Editor

CONTRIBUTORS

Roger Dooley is a member of the English Department and theatre-cinema columnist for the Buffalo, NY Catholic diocesan newspaper; William Friedheim is a member of the Social Sciences Department and Chairman of the BMCC Chapter; Lawrence Sher is Assistant Professor of Mathematics; Naomi Woronov teachers in the English Department.

Opinions expressed in signed articles are the writers' own and not necessarily those of the Chapter or THE GADFLY.

ledge. Hence a union official well-versed in idealism could throw the administration off-balance by introducing a "thing in itself" or a "realm of spirit" into, say, a collective bargaining session. It works every time and confuses the hell out of 'em.

QUERY: If you were negotiating with an inflexible administrator, whom would you employ to sway him to your position: Adam Smith, Friedrich Engels, Fester Sore, or Vito Battista?
QX, Phys Ed

DR AVON'S ANSWER: I wouldn't employ any of them. I would phone Cosa Nostra and have them send up a couple of goons.

QUERY: I believe that men and nations are alike in that the experience of the past significantly influences the actions of both. Memory is to man as history is to a nation. I fear that the problem today with the Social Sciences, particularly Sociology and Political Science, is that their theoretical approach is ahistorical. There is a dangerous tendency to abstract problems by wresting them out of their historical context. This blurs rather than clarifies issues. As a respected labor theorist, would you agree?

HGW, History

DR AVON'S ANSWER: History is bunk.

QUERY: I know that this has little to do with the union but nonetheless I was wondering if as a theorist you could tell me what theories lies behind the dress regulation?

RHvonJ III, Student Life

DR AVON'S ANSWER: I would be happy to field the question. There are two theories behind the dress regulation: 1) neat appearance and 2) good impression.

QUERY: Could you suggest some general books for a beginning student of labor theory?
SS, Social Science

DR AVON'S ANSWER: I'd be delighted to. Talcott Weens, Dictionary of Conceptual Frameworks is a standard reference work which is essential to any labor theorist's library. Weens' Overlapping Patterns of Harmony-Conflict is a classic in its field. H Stanislaw Finch's Applied Labor Pedagogy strikes a nice balance between socialism and demonology while my own highly-praised Finks, Finance, and Freud (the companion volume to Marx, Metaphysics and Mysticism) is particularly valuable for its unexcelled appendix on anal personality scales.

CINEMA

by Roger B Dooley

BRITISH FILMS

Time was --and not so long ago-- when discriminating American filmgoers could look to England for a steady supply of products as unvarying in quality as Harris tweed and as unmistakable in flavor as Guinness stout. There were the solidly authentic re-creations of the British past with the knighted and damed royalty of the London stage playing the royalty of history, from Henry VIII to Victoria. There were the underplayed thrillers, all the more spine-chilling for their genteel setting amid vicars and barristers, retired colonels, and crochety spinsters. There were the domestic dramas, all British restraint, in which Jennifer with stiff upper lip would murmur to Hilary, "Don't let's be beastly to poor Derek. He's been such a perfect brick through the whole ghastly mess." And, of course, there were the delightful comedies, often about oddball criminals played by Alec Guinness. The one common

denominator was that the accents were all strictly Oxbridge and every one, if not born in the Establishment, was at least close enough to put it within reach. The lower orders, when seen at all, were bobbies or nannies, pub-keepers or charwomen, full of perky cockney humor and ever so grateful for a kindly word from their betters.

To say the very least, all this has changed. Within the past ten years, first the novel and then the stage fell to the furious assaults of the "angry young men" from the red-brick universities, determined to expose all the seamier sides of England's welfare state. Frequently adapting material from the other two media, British films for the first time turned either devastatingly satiric of national mores (as in I'm All Right Jack or Darling) or so grimly realistic as to make American slum

plays of the 1930s look like charming fantasies. Room at the Top, Saturday Night and Sunday Morning, This Sporting Life, Billy Liar, A Kind of Loving -- the list could be indefinitely extended, each one creating one or more new stars, speaking with the Midland or Manchester of Liverpool accents of the working class.

But even that phase is passing now that "London swings like a pendulum do" --the London of Carnaby Street and mod fashions, of long-haired boys and lavish gambling clubs. The staid British capital, where scarcely ten years ago Tea and Sympathy could not be publically staged, now applauds and honors plays that shock New York critics into sputtering indignation (e.g., Entertaining Mr Sloane, The Killing of Sister George). It is this revolution of taste that has given us such off-beat comedy dramas as Morgan, Alfie, and, most recently, Georgy Girl.

Like A Taste of Honey, Georgy Girl deals with the most sordid possibly material without itself being sordid at all. What shines through most clearly is that the heart of the overweight heroine, marvelously played by Lynn Redgrave, remains firmly in the right place. Never sentimental or mealy-mouthed, Georgy simply radiates a womanly warmth heightened by contrast with the slashing viciousness of her room-mate and false friend (Charlotte Rampling), another Darling type, who bitterly resents every phase of unwanted motherhood. Though Georgy falls in love with the baby's irresponsible father (Alan Bates), she ends by doing what is best for the child whose mother she has become in all but physical fact. In his best role in years, James Mason plays the employer of Georgy's father, mature enough to appreciate the girl's true qualities. The ending is satisfying rather than happy in this truly adult film.

 * Members who wish to contribute *
 * items to the January number of *
 * THE GADFLY should submit their *
 * copy no later than January 5. *
