



manhattan community college

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"THIS PLACE IS JUST ONE BIG OBSTACLE COURSE"



WHY DO MOST students come to MCC?

The answers are similar. "To upgrade myself;" "A college degree means more money;" "Can't get anywhere without a diploma;" "I need certain courses to get a promotion on the job;" "To learn and advance myself."

Students at MCC want an education and the opportunity to move ahead. The College promises both. But there's a catch: there are simply too many students competing for (1) the few good jobs that are available, and (2) the limited number of places that open up at the four year colleges.

As the country goes deeper into economic crisis, unemployment increases, job opportunities dwindle and colleges and universities face massive cutbacks.

Lacking sufficient funds, the City University now faces a serious problem: how does it finance open admissions and stay within its limited budget? Clearly, it cannot do both.

There is no middle ground. The people who run CUNY must make a choice. They can wage a real fight to save open admissions, thereby signing themselves with students and the communities that they represent, or they can accept the priorities of those who drew up a budget designed to kill open admissions.

The Board of Higher Education and high CUNY administrators have already made their decision. They are cutting costs by putting the squeeze on students. The upshot of all this is a high drop-out rate that makes open admissions a farce.

We see the effects of such a policy at MCC. Some students, particularly entering non-matrices, never get beyond registration. They are so hassled by bureaucratic runarounds, that after hours of standing

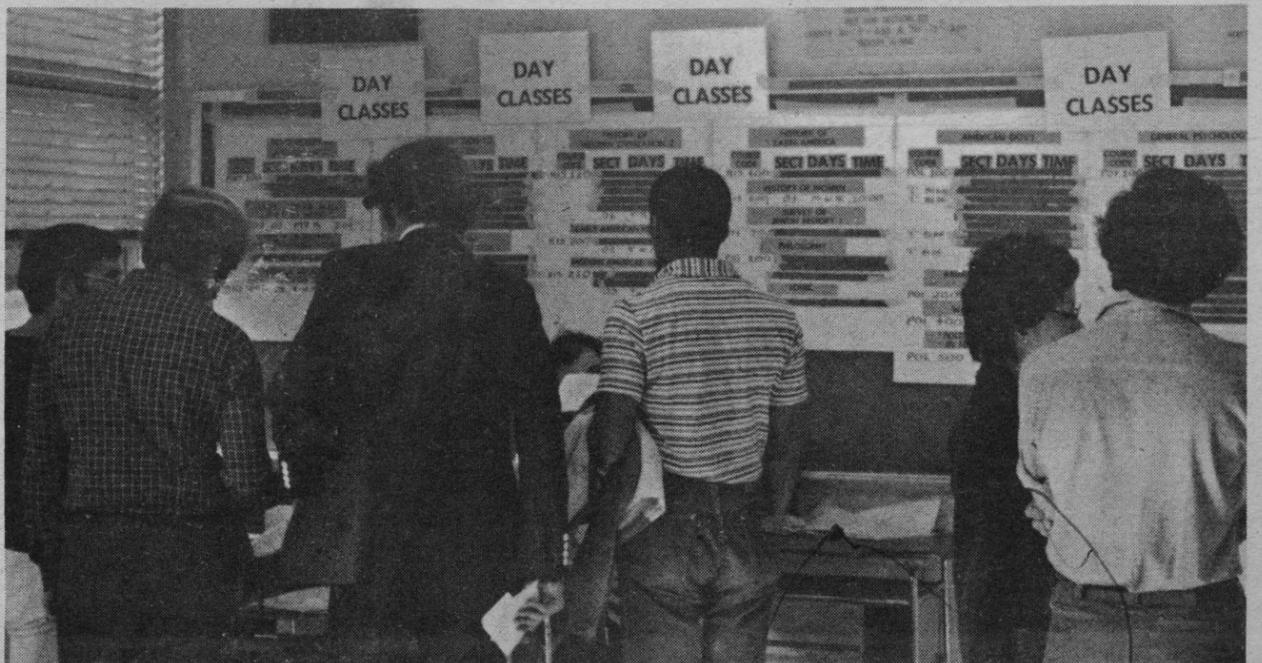
on line, they quit in frustration before even paying their fees. Of those who survive, 41% (yes, 41%) eventually drop out; the 59% who remain usually take three years or more to meet the requirements for a two year degree. One student summed it up by saying, "this place is just one big obstacle course."

What are some of the obstacles?

1. REGISTRATION: An understaffed Registrar's Office, which receives little support from the administration, worked hard to improve registration. It was definitely better, but still bad--very bad. Students stood for hours on long lines, it was next to impossible to get counseling let alone general information, and, to add to the confusion, test scores (for basic skills) of several hundred entering freshmen had been lost, which meant that they had to take the test a second time before they could sign up for classes.

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"I stood in line for seven hours and then they told me I signed up for the wrong courses. I had to come back the next day. I thought: I'll never come back here. I don't know why I did. First one guy said I didn't have enough credits. Then the other one said I had too many; I had to drop some. I never found out either of their names. They put us all in this room and there was nobody there to tell us anything. Then they put us in this other room and this guy came and he was more confused than we were. Then he got scared and left. Nobody told us what courses we could take. At the end I had the wrong ones. I had to go all over again to the add-drop."



FINANCIAL AID CUTBACKS THREATEN OPEN ADMISSIONS

OPEN ADMISSIONS was forced on CUNY in 1969 by the struggles of Black and Latin students at City College, with the support of high school students and the people in their communities.

Ever since, the State and the Board of Higher Education and the CUNY administrators have been trying to pretend that the whole thing was their idea, while at the same time trying every possible means to sabotage Open Admissions. One of the best ways to do that is by cutting financial aid.

It looks terrific! Anyone who wants to, they tell students, can go to college. If you don't go, they tell students, it's your own damn fault. If you don't make it through, it's because you're too lazy or too dumb.

What they don't tell students is how poor people can make it through college with no jobs and smaller and smaller amounts of financial aid during this period of ever-rising prices. Manhattan Community College provides a very good example of how "Open" Admissions is turning into "revolving door" admissions.

There are more than 12,000 full and part-time students at MCC. If last year's figures hold, about 88% of them come from families earning less than \$7,500 a year.

This year, by October, nearly 5,000 students will have applied for financial aid. About 2,000 of them (including 700 College Discovery students) will receive some federal funds. Of the students receiving financial aid, the average family income is around \$4,500. 42% are from families with incomes of \$0-\$3,000.

And year after year, the federal government allocates less and less money. Here is the comparative story for last year and this year:

'72-'73	'73-'74	Difference
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Work-Study Funds:		
\$674,000	\$438,000	-\$136,000

(Unlike past years, there will be no work-study increases over the year. If you use up your grant, that's it.)

Supplemental Educational Opportunity Grant:		
\$458,000	\$437,000	-\$21,000

Nursing Loans:		
\$ 89,000	\$ 51,000	-\$38,000

Nursing Scholarships:		
\$ 61,000	\$ 26,000	-\$35,000

Basic Opportunity Grant (for first-time freshmen only): Applied for through federal government, not the school. The maximum grant is \$452,

but it was funded at a 75% cut over original budget, and is mainly aimed at middle-income students in high tuition schools.

National Defense Student Loans: About 400 students will receive these. There is actually an increase from an average grant of \$500 to \$650, because the school is permitted to reloan money paid back by previous MCC students owing money on this loan.

As the financial aid office puts it, we're not helping "needy students," just the absolutely neediest students.

If the City, State or Federal government announced the end of Open Admissions tomorrow, we would all be out in the streets protesting. We must not allow them to eat away quietly at Open Admissions by preventing Third World and white working class people from going to school.

We must not allow ourselves to be fooled by the "lack of money" trick: in Vietnam we have spent as much as \$7 million in one day for artillery, mortars, machine gun and rifle bullets alone, while the entire financial aid budget for MCC this year is \$1.2 million. We must first understand why financial aid is being cut, then join in the organizations and demonstrations against these cutbacks.

Open Admissions was won through struggle. To keep it we must continue to struggle. Getting enough financial aid is one important first step.



PUERTO RICAN DEMO AT U.N.

MCC students were among the more than 1000 people who marched to the United Nations on September 24. The marchers demanded that the UN General Assembly consider Puerto Rico a colony of the U.S.--with the same rights to decolonization as other possessions of imperialist countries. In spite of the rain, spirits were high during the march through the lower East Side. Speakers at the rally stressed the fact that the struggle of the Puerto Rican people is reaching a new level--with the plan for a superport on the island, the growing resistance of the people, and their world wide support.

PUERTO RICO HAS THE RIGHT TO BE FREE

DAY CLASSES			DAY CLASSES		
TIME	COURSE CODE	SECT DAYS	TIME	COURSE CODE	SECT
	GENERAL PSYCHOLOGY PSY 100			SOCIAL PSYCHOLOGY PSY 200	
3:00				PSYCHOLOGY OF PERSONALITY PSY	7 th Bldg
4:00				PSYCHOLOGY OF WOMEN PSY 345 01 MWF	2:00
12:00	7 th Bldg			DEVELOPMENTAL PSYCHOLOGY PSY 400	
10:00	7 th Bldg				

MEETS M T W T F S S
ROOM A-366

INTRODUCTION TO SOCIOLOGY
SOC 100

Nursing Students Only
Carr. in Room 419a

REGISTRATION

STUDENTS SPEAK OUT

Frustration. Entering freshmen and non-matrices find that all Social Science courses except one are closed.



Registration would have been less of a hassle for working mothers if the College was really committed to serving students, and had provided child care in the "B" Building.

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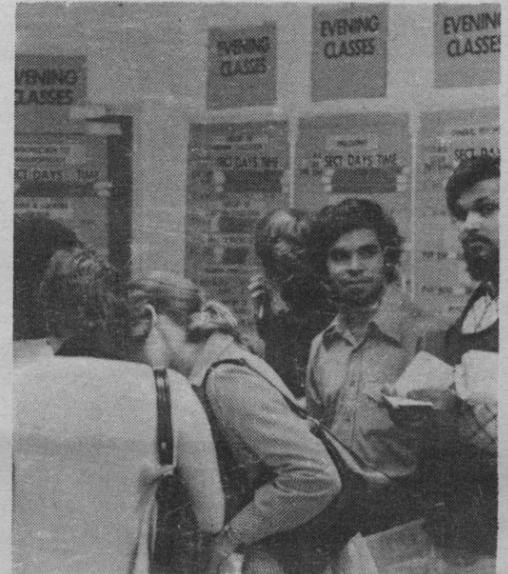
"Then I went to this class and had four different teachers in the first week. Then they told me to come on different days. So now I have classes for six hours straight with no break. They say it's too late to change it now. I don't know what to do."

.....

"They told me I had to take this six-hour course for no credit at all. Six hours! I said, 'nothing doing honey, I ain't coming here at all.' So this teacher went and checked my score on the placement test. She came back and said, 'I only had to do three hours.'"

.....

"I stood in that line hour after hour. The room got packed full and people started getting angry and swearing and such. I didn't know what would happen."



Endless lines and closed courses.

.....

"They tell you you can't be nothing if you don't go to school. Just sweep the streets or something. Then you get here and they treat you like dirt. I got so mad I threw my books down on the floor and cried for twenty minutes. And I'm not a cry baby. I was just do damn mad. People were mad and swearing like. This teacher said, 'don't swear at me.' But I was mad."

obstacles..

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2. REQUIRED COURSES: As a rule, these courses close early in registration. Hence many students find that in order to meet the requirements for graduation, they must enroll in courses during the summer, or go to MCC an extra semester or two, or take these subjects at times that conflict with their jobs.

3. FINANCIAL AID: Most MCC students need financial help. But there is little money available and it's an incredible hassle to get some (see accompanying article).

4. REMEDIAL PROGRAMS: Some of the programs are staffed by dedicated people who are teaching students necessary basic skills. But in general, the remedial curriculum has

been handicapped by inadequate facilities, improperly trained personnel, foul-ups in room and course assignments and, in the case of the math lab, no credit for the work students put in.

5. CAREER PROGRAMS: Because jobs are so scarce, the career programs at MCC are in trouble. For example, in response to budget cuts, the city hospitals have reduced their nursing staffs. In turn, MCC has now tailored its nursing program to fit the shrinking job market. The result is that there is a long waiting list to get into the program. To stay on the list, a student must enroll at MCC. Sometimes this means two years of liberal arts courses tacked on to two years of nursing--that is four years to complete a two year degree.

6. FINANCIAL PENALTIES: Many students find it impossible to complete their degree requirements within the usual(?) two years and with-

out at least one curriculum change. Why, then, does the college assess stiff financial penalties to students who (1) take more than four credits beyond the number necessary for graduation, and (2) change curriculum more than once.

7. PHYSICAL FACILITIES: The physical setting of a school creates a very definite atmosphere. The slum conditions at MCC state a clear message - the college does not really care about its students.

The difficulties confronting students at MCC seem overwhelming. Yet some surmount the obstacles, stick it out to graduation and actually succeed in getting a good education. But they must fight for everything that they get.

Until we change the system and the misplaced priorities that created these conditions, MCC will continue to be just one big obstacle course.

WHO



ARE

Tiger Paper

Tiger Paper is published whenever possible by an editorial collective of Manhattan Community College faculty and staff.

Tenured members of the collective: Kathy Chamberlain, Bill Friedheim, Mary Kellogg, Naomi Woronov.

Untenured members: anonymous to protect them against administrative harassment.

TIGER PAPER first started publishing in Fall, 1971, when the MCC administration prevented Third World Coalition (the student government at the time) from putting out the student newspaper. Somebody, we felt, had to be a watchdog on the administration which was - and still is - ignoring the needs and rights of the students, faculty and staff. A fresh coat of paint on the walls of the B, D and L buildings can't cover up the administration's disregard for most of the people in our school.

We had two other reasons for creating TIGER PAPER. We wanted to print news of important events and struggles outside MCC which connect with the situation here. And we wanted to be able to discuss the broader political, social and economic questions that lie behind the problems at MCC.

When Prometheus (TWC student newspaper) was able to publish again, we saw ourselves as working in alliance with it, in the immediate and long-run interests of the students, as well as of the faculty and staff.

Now we are going it alone again as a newspaper that takes MCC problems seriously. At least that's the impression we got from the first issue of BMCC Press. In contrast to BMCC Press, we will not be printing any articles on big commercial rip-offs like the Watkins Glen rock festival (how many MCC students actually went to it?? or relate to it at all?), and we will not publish any photos of women in bikini bathing suits. Unlike the Press, when we write about financial aid, we are going to focus on the aid cutbacks, where they're coming from, and how they undermine open admissions.

In other words, we don't exist to feed people soothing syrup. The MCC administration and the Board of Higher Education do enough of that on their own.

TIGER PAPER has a definite political viewpoint (every newspaper does). Our articles directly or indirectly reflect our understanding of the present U.S. system as an imperialist system, based on exploitation and white supremacy both at home and abroad. Our country has some of the forms and appearances of democracy, but the main reality is division into unequal classes. Government policies are designed to serve the interests of the small group at the top.

People don't learn that in the schools, because education, too, is organized to maintain the system.

PSC FIGHTS

POLLACK'S PLAN

When Dean Pollack's now famous memo of Sept. 18, 1973 ("I am happy to announce a new divisional structure for the College's departments, effective immediately.") came down, there was a general outcry of pain from the faculty at this autocratic display. The decision had been made without making even a pretense of consulting the faculty. (The fact is that the City University by-laws clearly state that such a decision can be made only by the faculty.)

In response to this outcry, the Executive Board of the PSC has been calling meetings, writing letters, and otherwise struggling against the administration's self-proclaimed right to make such a unilateral de-

cision. The administration claims that the issue is "not clear" (a familiar tactic), that this is an "administrative matter" rather than an academic one, and therefore does not have to go to the faculty. But any discussion of the proposed reorganization with the administration immediately discloses that the purpose is purely one of "instructional development" or "curriculum planning". It is so clear that these issues are academic in nature, that the faculty has the support not only of the central office of the PSC, but also of the Board of Higher Education.

The PSC has made a good beginning in this struggle. We hope that the union will continue to fight back.

Letter to the editor

Open Letter to Head of Financial Aid Office

...Early in October I had an appointment with the Financial Aid office regarding my Basic Education Opportunity Grant. When I had called, one of your employes told me the office is open from 9:30 to 12. On the day of my appointment I arrived at 10. The lady at the front desk told me, "We're not taking anyone else." I told her I had an appointment; she just said, "Come back tomorrow," and walked away.

That incident might be unimportant to you; but I think she could at least have waited to hear if I had something else to say. She wasn't busy either.

That had been my fifth visit to the office. Your staff doesn't take into consideration that the students are having financial problems, or else they wouldn't act as they do towards the students. The members of your staff are just inconsiderate.

I thought I would bring this incident to your attention, because it is humiliating the way your staff operates. I hope you'll be able to get some changes made in the near future.

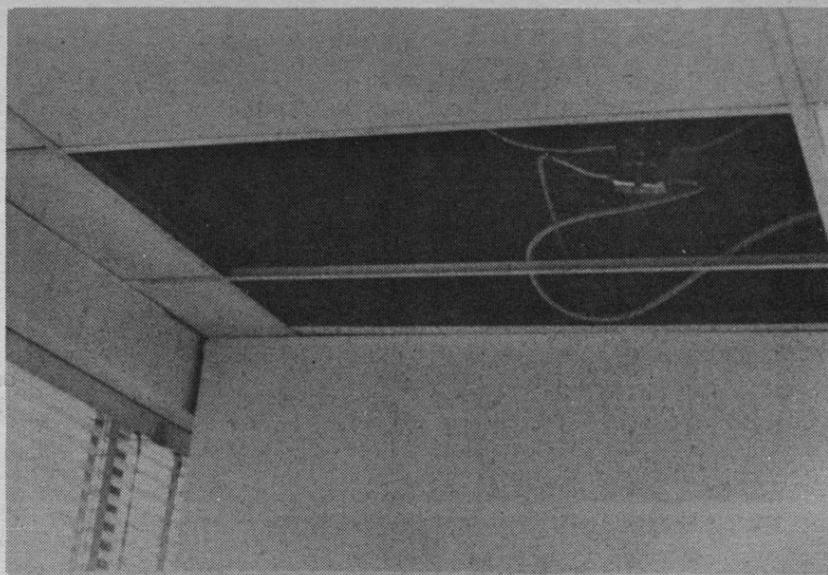
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NOTE: FILING FOR MATRICULATION

Non-metrics who will have completed 12 or more credits by the end of this term can file now for matriculation for the Spring Term. Deadline for turning in application and High School (or Equivalency) records is December 1, 1973.

SLUM SCHOOL?

1 A gaping hole and exposed wiring in the ceiling of an "L" Building classroom.



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2 Who says that there isn't a seat for every MCC student?

3 In the "A" Lounge there is plenty of floor to sit on.

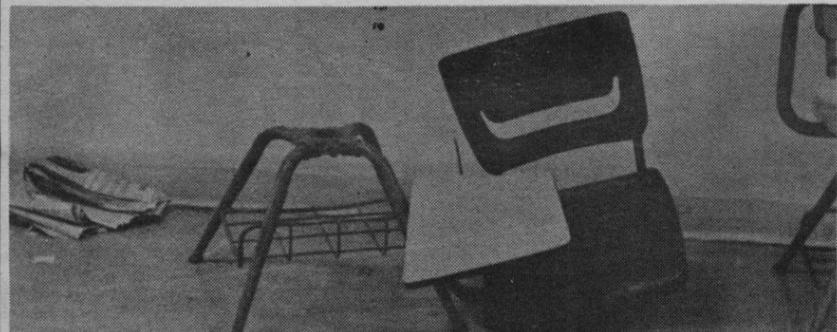
4 Some call it the MCC campus. Others call it the Porno district.

5 Administrative and faculty offices are housed in the Uris Building, a luxurious new skyscraper...

6...While students go to classes in antiquated facilities like this. No, it's not a medieval castle--it's the "M" Building. In winter the boiler periodically breaks down, and at press time, none of the bathrooms worked.

7 Entrance to the "D" Building.

8 Sardine time. Over a thousand students go in and out of the "B" Building every hour. Yet there are only two elevators for this 7-story building.



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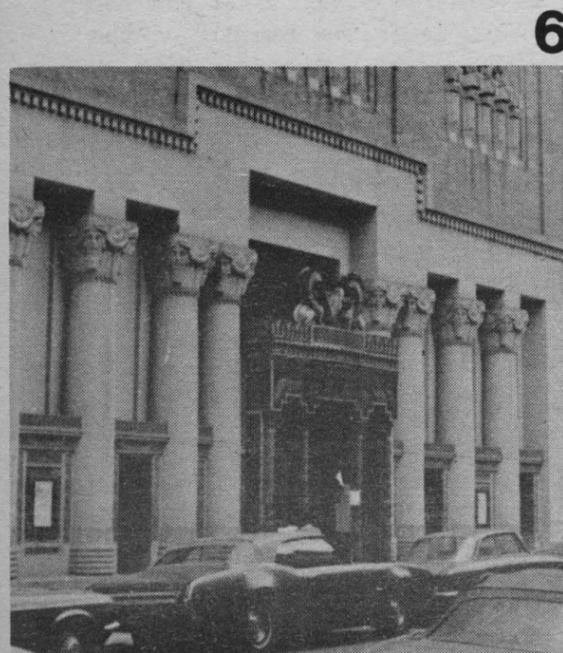
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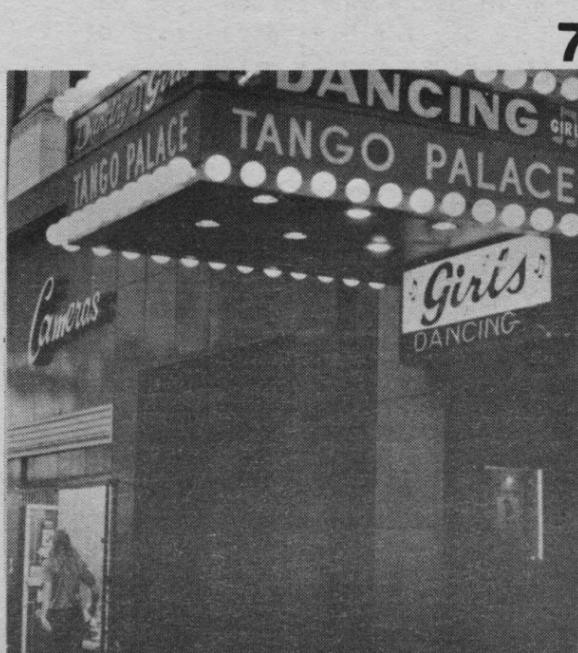
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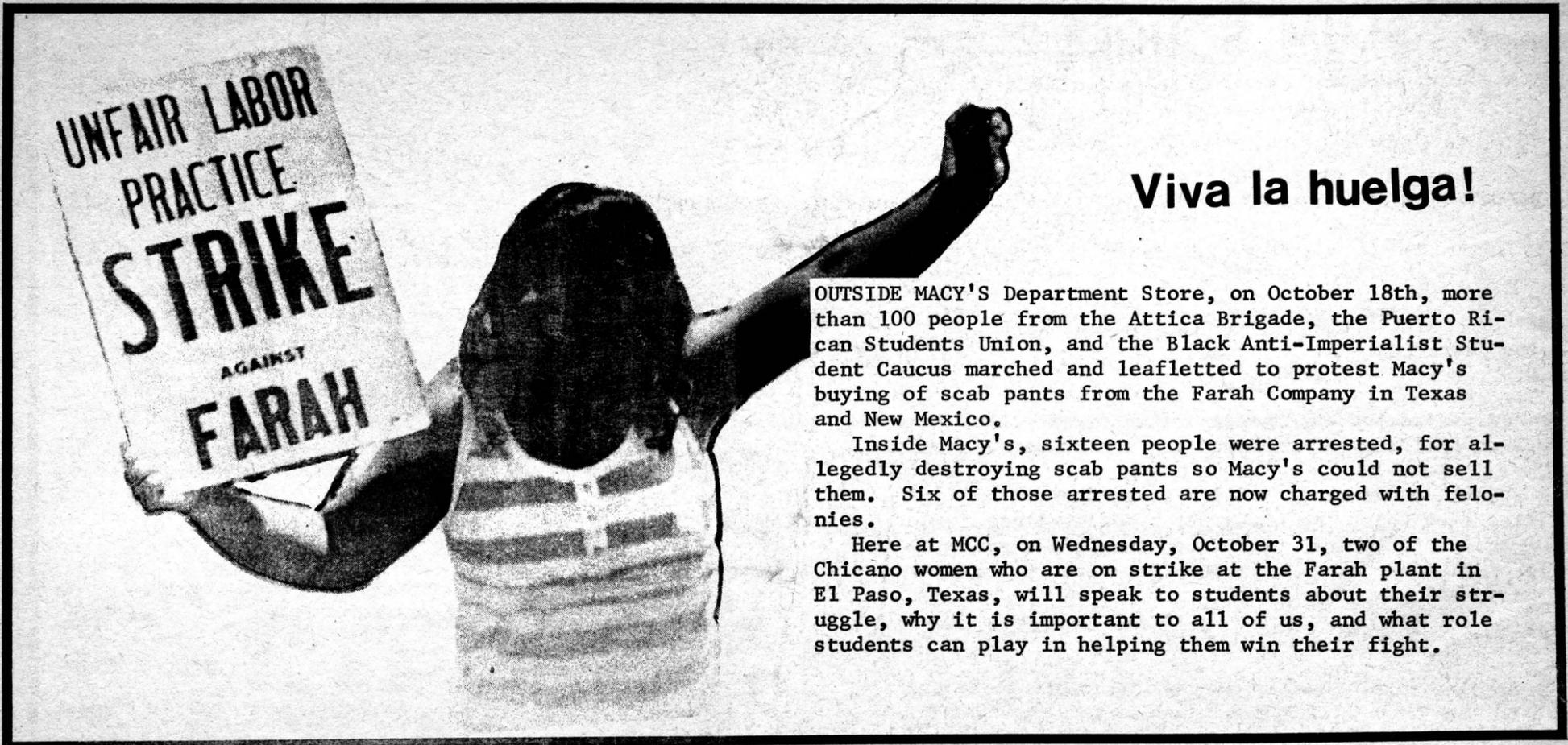
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Viva la huelga!

OUTSIDE MACY'S Department Store, on October 18th, more than 100 people from the Attica Brigade, the Puerto Rican Students Union, and the Black Anti-Imperialist Student Caucus marched and leafletted to protest Macy's buying of scab pants from the Farah Company in Texas and New Mexico.

Inside Macy's, sixteen people were arrested, for allegedly destroying scab pants so Macy's could not sell them. Six of those arrested are now charged with felonies.

Here at MCC, on Wednesday, October 31, two of the Chicano women who are on strike at the Farah plant in El Paso, Texas, will speak to students about their struggle, why it is important to all of us, and what role students can play in helping them win their fight.

BOYCOTT SCAB PRODUCTS!

WHAT DOES BOONE'S FARM or Ripple Wine have in common with iceberg lettuce and Farah men's pants?

It's not a riddle but a lesson in exploitation under U.S. imperialism. Every time you buy one of those items, you're helping a profit-hungry boss and hurting a working man or woman.

The workers that pick the wine grapes and the lettuce and make the Farah pants are mostly Chicano (Mexican-American) and Filipino; 85% of the Farah employees are women. They are on strike against low pay and intolerable working conditions, and for recognition of their unions. But the owners refuse to meet the workers' demands. Non-white people and women have traditionally been a cheap labor supply for big business, and big business wants to keep it that way.

How cheap is cheap?

Willie Farah pays \$1.70 an hour to start; in 20 years you might pull a fat \$2.20 an hour. If you fall behind the breakneck production rate, though, you'll be fired. Medical benefits? \$14 a day--after 5 years on the job. No maternity benefits, and back to starting salary when you return to the job, no matter how many years you worked before your pregnancy.

4000 Farah workers have been on strike for 18 months to win their right to a union that can fight these conditions.

How cheap is cheap for the farm workers? \$1.85 an hour. Until 1970, they didn't even come close to that, and had no benefits or job security at all. But a 5-year campaign of strikes and boycotts forced the growers to recognize the United Farm Workers Union and won \$2 an hour pay, benefits, and better working conditions.

The growers didn't give up, however. Looking for a way to bust the UFWU, they began making deals with the Teamsters Union leadership behind the backs of the workers. Last April when the hard-won UFWU contracts expired, the growers began

to sign up with the Teamsters. The UFWU resumed their strike and boycott campaign, this time to win back all that the Teamster deals took away.

The California growers and Willie Farah in Texas and New Mexico have used everything from court orders to goon squads, armed guards, cops, and attack dogs to destroy the strikes and the union movement. In August two striking farmworkers were shot to death by sheriffs working in the interests of the growers. Many hundreds of Farah and farm workers have been beaten and/or jailed on high bail for picketing and demonstrating.

The terror tactics and the use of scab labor have not broken the strikes.

Farah's sales are way down, and he's desperately trying to make up his losses through a big advertising campaign--at taxpayer expense. (Part of a government grant to the National Cotton Industry was turned over to Farah to pay for his sponsorship of the King-Riggs tennis match and the Mets-Oakland playoffs.)

The owners are hurting. But they have to be hurt more, right in their pocketbooks, the only place they feel anything.

What can we here in New York do? A lot. The struggle of the workers themselves is their most powerful weapon. But consumer boycotts can make it stronger. Nationwide don't-buy campaigns are under way against Farah pants and against non-union wine, grapes and lettuce.

**SUPPORT THE FARAH WORKERS--
DON'T BUY FARAH PANTS.**

--Check for the following labels, all made by Farah: Farah, Supar, Exence, Dare, Ambassador.
--Don't shop at stores that sell

Farah pants--for example, Macy's, A & S, Gertz. Urge store owners and managers to stop dealing with Farah completely until the company recognizes the union (Amalgamated Clothing Workers).

SUPPORT THE UNITED FARM WORKERS UNION.

--Don't buy iceberg lettuce.
--Don't buy table grapes.
--Don't shop at Safeway or A&P, which keep dealing with anti-UFWU growers. Tell the managers you won't shop in their stores as long as they buy non-union produce.
--Don't buy wines made from non-UFWU grapes: Boone's Farm, Ripple, and Thunderbird (and all other Gallo labels); White River Farms (sold under about 25 different names, including Cresta, Blanca and Roma; check labels carefully); Weibel, Beringer, Wente, Sebastiani, Martini, Charles Krug, Mondavi.

The more effective the boycotts, the faster the owners will get the message to meet the demands of the farmworkers and the women at Farah!



TWC PROGRAM:



TIGER PAPER is opening its pages to anti-imperialist student organizations at MCC. We urge such organizations to submit material to us, c/o Bill Friedheim, Social Science Dept., "H" Building. The following article was written by Third World Coalition.

BECAUSE OF THE SITUATION we find ourselves in at MCC, namely a college where more than 70 percent of the student population is Black, Latin and Asian, and where survival depends heavily on financial aid, open admissions, child care and remedial programs, it becomes necessary that the Third World students unite under common principles to struggle around common goals.

We know through experience that when we confront a common enemy together, that is, in great numbers, we get better results than when we make the attempt as individuals. This is the truth behind the saying "In unity, there is strength."

It must be made clear that our common enemy here at MCC is the administration. The administration does not represent the interests of the students, but rather of those who appointed it. It is the representative of "big money" here at MCC. If it really represented the interests of students, MCC would not be the big hassle it is.

If the students are to get anything, the administration must give up something, and we all know they will not give up anything easily. For example, in 1972, President Draper spent \$10,000 of the students' money for his inauguration. That

money could have been spent for students' needs, such as a new cafeteria downtown, library facilities, new nursing-program equipment, etc. Only unity among students can push ahead our struggle for real democratic rights. There must be a certain kind of machinery built up to put this unity into practice: a coalition made up of clubs, student organizations and interested individuals.

Such a vehicle of unity is TWC--Third World Coalition--a coalition formed three years ago of Third World clubs united around certain principles. TWC accomplished many things, including a child care center, a raise in work-study salary, book scholarships, foreign student loans, trips abroad to Africa and Latin America, the reinstatement of several progressive Black and Puerto Rican teachers who had been fired by the racist college-wide Personnel and Budget Committee.

We have also made mistakes--something which happens to any organization. But we can learn from these mistakes so that they will not be made again. For example, TWC recognizes that it didn't involve enough students in the struggles for a student-controlled bookstore and for an adequate child care center; as a result, the administration started leasing the bookstore to a profit-making corporation again, and also never gave the child care center the space and resources it needed. We must make sure that from now on the majority of students are involved in all the actions of TWC.

TWC is now striving to involve all student clubs and individual students for the purpose of struggling around certain points of unity. They are:

1. We support the national liberation struggles of Asia, Africa and Latin America for the right of self-determination.

2. We are against all forms of racism. We have seen from practice that when Black, Latin and Asian fight together against our common enemy we are a lot stronger than when we fight separately, or against each other.

3. We demand autonomous Black, Puerto Rican and Asian Studies Departments with 50/50 student-faculty control.

4. We are anti-sexist. We see that once sisters leave MCC they are forced to take the lowest-paying jobs. We see men and women as being equal. "Women hold up half the sky" (Mao).

5. We support the right of Third World people to enter and finish college. No cutbacks in financial aid (C.D., SEEK, work-study), hands off Open Admissions. "They say cutback, we say FIGHTBACK."

6. We support and will fight alongside of the struggles around better housing, health care, education and employment. We support the struggles of the working class for better working conditions.

We have recorded a brief summary and analysis of TWC which is available upon request. For more information, contact TWC through the Puerto Rican Studies office, D208.

900-HOUR RIP-OFF

LAST SUMMER Freddie Gilmore supervised the pilot project for the new Remedial Mathematics Program at MCC. She kept all the records and supervised all the tutors who were working with the students. She was responsible for assigning the tutors, and for instructing them in the techniques used in the program. But she was not hired in any title which described or rewarded the work she was doing.

She performed this invaluable service to the College as a "900 Hour" College Assistant--the lowest paying, most insecure job position at the school. As soon as anyone in this position has worked 875 hours, he or she is automatically fired, to prevent possible protection by any union contract.

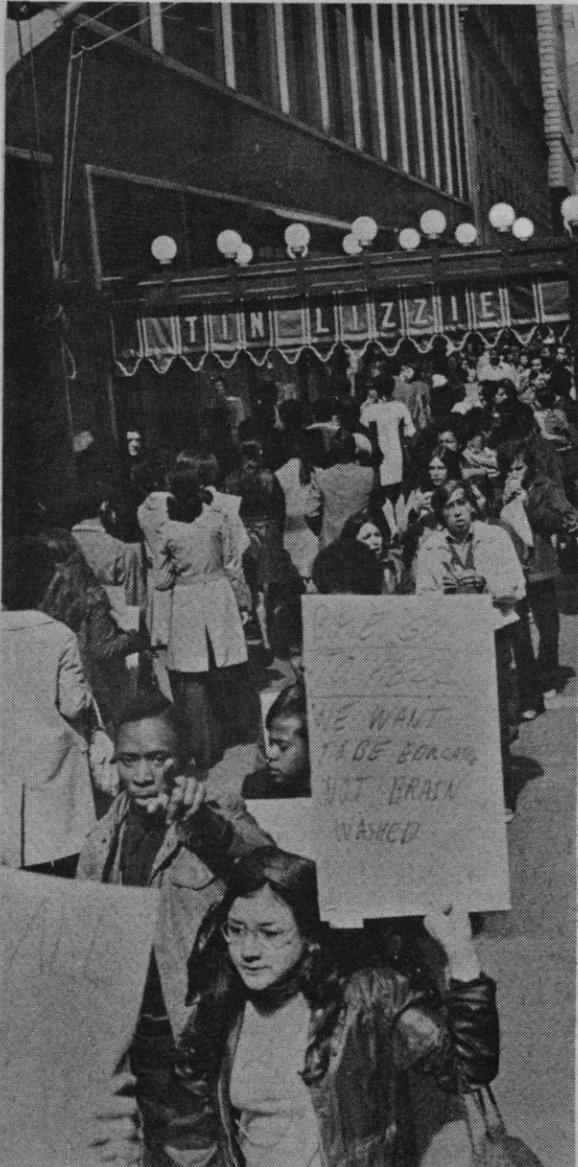
Freddie took this risk because

she had been told twice last Spring that she would continue to supervise the Math Lab this year, in the position of College Laboratory Technician--a regular full-time job covered by the PSC (teacher's union) contract.

This fall, Freddie was told that the College Lab Technician title was impossible. But she has been working all fall in the Math Lab, and is the only one with the experience and over-all view necessary to keep the program going.

When the Math department discovered how Freddie was being treated, a struggle began to get her the title and pay which should be hers. The request for the College Lab Technician line will soon go to the administration. We hope this injustice will be rectified quickly.

THIRD WORLD STUDIES UNDER ATTACK



Nationally

A WAVE OF militant strikes in 1969-70, led by Black students with the support of all students, demanded that the universities create Black and Puerto Rican Studies programs, and Third World centers. In most cases university administrations were forced to give in to these demands, but have since then spent their time trying to counter the threat of these programs' effectiveness. Wherever students and faculty have won concessions, these gains have been followed by racist and repressive attacks.

Denying autonomy to Black and Puerto Rican Studies departments, firing part-time instructors, shutting down Third World centers, and cutting back programs which enable Third World and working class students to attend college--are examples of a nation-wide, racist attack on the right of Third World students to a decent education, responsive to their needs.

At Antioch College in Ohio the New Directions Program, won in the late '60s which gave financial aid to Third World and working class students at Antioch, has just been cut back and taken away, despite strong student and faculty resistance.

At the University of Wisconsin-Madison over 5000 students supported the fight to prevent the administration from shutting down the Third World centers, won as a result of a militant student strike in 1969.

At the University of Illinois the administration has just seized all records of newly admitted Puerto Rican students, in an attempt to take control away from the Puerto Rican community group which had been trying to get more Latin students admitted into the university.

At City College (CUNY) the Black Studies program has been severely cut back. As of January, all part-time instructors will be fired--without replacements-- thus eliminating half the courses offered.

At both Illinois and at City College, students are taking strong action against the college administrations.

These attacks are not isolated, unconnected issues, but are clearly visible results of a policy which is attempting to divide students and faculty along racial lines, setting them up for further attacks--such as tuition hikes and more cuts in financial aid.

But both Third World and white students and faculty are becoming more aware of how programs won in the '60s are being sabotaged, and of the nature and implications of these attacks. Resistance has already been shown around the country, and is growing, bringing in still more students and faculty.

At MCC

WHY HAS ENROLLMENT in Black and Puerto Rican Studies dropped by about 250 students this term? Some of the reasons are clear from the following facts:

Every year students and faculty

have raised demands for independent Black and Puerto Rican Studies Departments. The administration has consistently resisted this. Instead, it has placed control of the Black Studies program in the hands of an Oxford scholar with (as one student put it) "a European understanding of Black people". Instructors with a real understanding of the conditions of Black people in this country are hired only part-time, and then fired. Classes taught by Sonia Sanchez and John Glenn were jammed--often with over 40 students wanting to enroll, yet these instructors are no longer here.

Black and Puerto Rican Studies has been reorganized by Dean Pollack into the "humanities division" at MCC. This division includes the English Department--over which Pollack is systematically taking control--thus giving even less weight to Black and Puerto Rican Studies.

Black and Puerto Rican Studies courses have been used to satisfy requirements in English (English III), Social Science, Art, Music, and elective credits. But Black and Puerto Rican Studies courses cannot be taken in most curricula. Students in A.A.S. programs, like Secretarial Science, Health Technology, and Data Processing cannot even take English III (for which Black Literature can be substituted). And this term, Puerto Rican Literature can no longer be used to fulfill the English III requirement.

Liberal Arts is the only program with enough electives to enable students to take Black and Puerto Rican Studies courses. And this term, for the first time since Open Admissions, less than half the entering freshmen have been admitted into Liberal Arts--reflecting an effort to track more students into 2-year, and often dead-end programs.

Finally, Black and Puerto Rican Studies have not been publicized or explained. A new student would have to read the footnotes in the catalog to know how the courses can be used.

All of the above represent more subtle tactics than have been used on some other campuses (see accompanying article), which have attempted to drop Black and Puerto Rican Studies altogether. This is partly due to MCC's history of militancy in the face of direct attacks.

In the Spring of 1969 students joined to form the Third World Coalition, for the immediate purpose of dealing with racism at the College. The "B" Building was seized in order to press demands for more Third World staff, and a separate Third World Department. Many students and faculty realized that racism was neither right nor in their own interest, and supported the struggle.

Since 1969, more students and faculty have fought for independent Black and Puerto Rican Studies Departments, for the reinstatement of José Irizarry (a progressive Puerto Rican Studies instructor, fired for political reasons), for the replacement of the Chairman of Black Studies, and against racist attacks on Open Admissions.

The administration's new "subtle" attempts to phase out Black and Puerto Rican Studies can be resisted in the same militant manner.