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IN HIS OWN WORDS: NIGERIAN SCHOLAR ONWUCHEKWA JEMIE RESPONDS TO PRESIDENT MARLENE SPRINGER

The following is a letter penned by Professor Onwuchekwa Jemie to the English faculty at CSI. This is a continuation of the College Voice's exclusive coverage of the denial of tenure to Nigerian Scholar Onwuchekwa Jemie. In the last edition of the Voice, Devon Blint's article "...or does it explode" (CV March 1998) in addition to an article by a concerned member of the faculty entitled "Silence of the Lambs" introduced the college community to the circumstances surrounding Prof. Jemie's tenure dismissal by President Marlene Springer. This denial continues a pattern of refusing tenure to black intellectuals as was indicated in the re-printed College Voice interview with former CSI professor Quincy Troupe and continues to enforce a logic which has resulted in a faculty group that is 88% white (77% white, 11% Italian-American aka white). However, the merits of Prof. Jemie's tenure proposal do not rest on his skin color, they are located in his scholarly work both inside and outside of the classroom. From a student perspective this work has served to both challenge and enlighten our notions of what we could expect from both ourselves and our college. At a time when our university is being thrashed about in the media over the notion of "standards" it is enraging that President Springer has chosen to disregard the judgement of qualified scholars and instead relied on her base instincts to pass judgement. (College Voice Collective)

To: The English Department Faculty
From: Onwuchekwa Jemie
Dear Colleagues,

A follow-up to my memo of April 20, and I intend this to be the last time I will trouble you on this subject.

When you so graciously consented to hear me make my case at the departmental meeting of December 4, 1997, and then took a resolution urging President Springer to reconsider and grant me tenure, she had not yet spelled out to me the reasons for her decision. Now that she has, I think it is only proper that I should let you know what those reasons are, and what I think of them.

First, let me say that her decision is most bizarre. It is

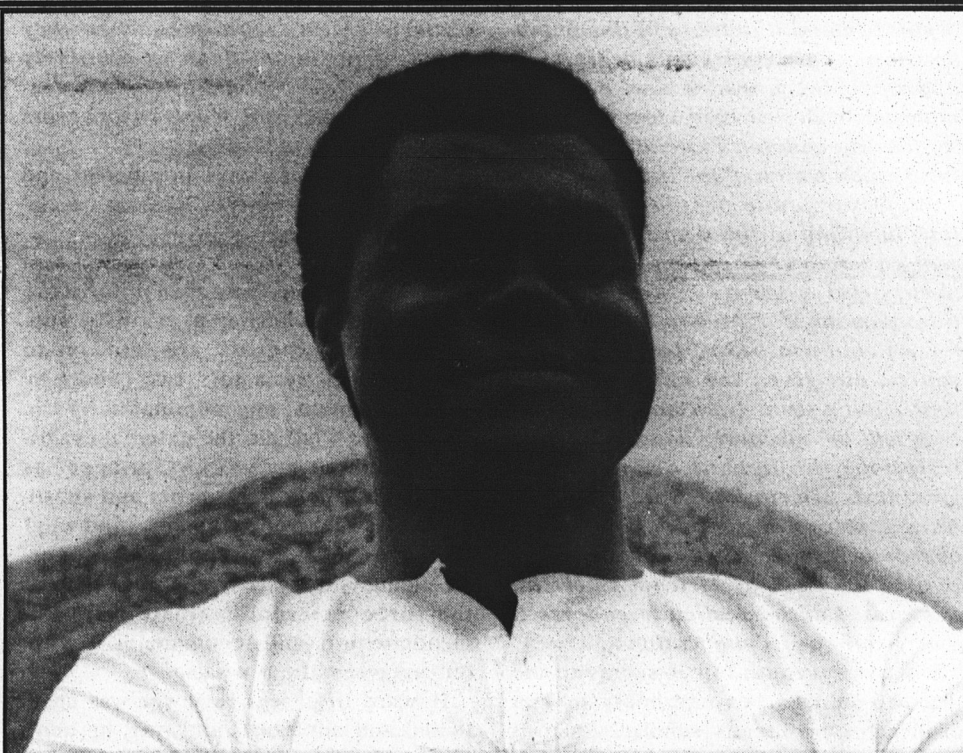
bizarre not least because she pooh-poohed the departmental Chair's evaluation, disregarded the recommendation of the department's P & B Committee which had queried me closely in person, and instead adopted the recommendation of the college-wide P & B Committee, a distant body consisting of departmental chairpersons who did not know me and who were not obliged to hear what I had to say in my own defense. In so doing, she overruled the college-wide Appeals Committee consisting of nine full professors and associate professors, including the Vice President for Academic Affairs and Provost, the Dean of Humanities and Social Sciences, and two other Deans, who grilled me thoroughly and weighed all the evidence before reaching their decision to uphold my appeal and recommend tenure.

President Springer substituted her wisdom for that of these others; but her wisdom appears more like an exhibition of the arrogance of power, driven by some as yet unexplained personal animus, certainly anchored on considerations quite other than those proffered. And what are the considerations she proffers?

1. SCHOLARSHIP & PROFESSIONAL GROWTH:

(a) President Springer's Evaluation:

In her letter to me dated January 6, 1998 President Springer accurately lists my scholarly publications before I came to CSI, and then points out that neither my book manuscript nor the conference papers I presented since



Professor and noted Langston Hughes scholar Onwuchekwa Jemie

then have "achieved publication or even acceptance for publication." She goes on further to describe the book manuscript *Death Row: New Versions of African American Urban Folklore* as:

in my judgment, a manuscript lacking the critical and explanatory apparatus expected of works intended to reach the "scholars and teachers of folklore, linguistics, literature, sociology, anthropology and related disciplines" you indicate (along with college students and the general public) as your proposed audience. In my review of the manuscript, I find neither footnotes nor bibliography. Your Introduction...does not address in the same detail all the genres you include....[T]he peer reviewer, too, observes that "[i]ntroductions will have to be completed for all chapters..." and "reference [is lacking] to the work of others in the field...."

This neat and simple summation is an uncharitable, not to say a narrow and mechanistic reading of the facts. It is mean-spirited hair splitting. No one who knows my published work could I imagine that I was unaware that the manuscript was not fully finished, that the introductions to the various sections were not all in, that footnotes and bibliography were still to be supplied. This is

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elementary stuff. The point is that the work was sufficiently finished for a publisher to offer it a contract; and Howard University Press was on the point of doing so when their trustees intervened and censored the manuscript because of the vulgar language of its texts. It was too late to get another publisher before I came up for tenure. These facts were relayed to everyone involved in the process, along with Howard UP's explanatory letter and their peer reviewer's report.

To understand the sort of sleight of hand which Springer employs, consider what she does with the peer reviewer's report. She quotes those parts of the report which support her view, namely that "introductions will have to be completed for all chapters" and that "reference to the work of others in the field [is lacking]." But she carefully bypasses the peer reviewer's fullsome and unstinting praise of the manuscript which says variously:

Death Row is an anthology of a range of African American folklore, including toasts, dozens, rapping, signifying, boasts, threats, preacher tales, jokes, children's rhymes, claps, games, and game songs. I don't know of any other original collection of new versions of African American folklore that even begins to equal it in terms of its comprehension....[any that even] begin[s] to approach the breadth and depth of materials collected here....Jemie's eleven sections on children's lore alone...would justify publication of the collection.

Professor Jemie provides excellent introductions to the overall collection and to several chapters. They are thoughtful, meaty, provocative. Introductions will have to be completed for all chapters before publication, of course, but given the nature of those that I have seen, I am confident that they will be effectively done....The transcriptions throughout are well done great texts....Death Row is an extraordinary folklore collection, one that I believe will make a valuable contribution to the field of African American folklore....I enthusiastically endorse it and encourage its publication.

I may be wrong, but it seems to me that it requires an extraordinary amount of ill will for a literary scholar, which is what Springer is, to disregard such a resounding endorsement of a fellow literary scholar and his work, given by another literary scholar who is in a position to know, and instead to cavil at the absence of footnotes and bibliography and use it as an excuse to dismiss the work and to deny tenure.

Howard UP's letter was as positive as their reviewer's: "The comments of the reviewer make it clear that your manuscript is important and, with suggested material to be included, would be an invaluable addition to the folklore canon." And to show you that Howard UP and their reviewer were no fools, on January 27, 1998, three weeks after Springer's litany of "reasons," Temple University Press offered me a contract for the self-same manuscript, as is, with the understanding that all missing matters will come in due course. After the usual haggling over copyright, royalty rates and republication rights, the contract was signed.

(b) The Three External Evaluators:

The Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York, which Springer quotes at length in her letter, has this to say regarding the assessment of scholarship and professional growth for the granting of tenure:

Evidence of new and creative work shall be sought in the candidate's published research or in his instructional

First, let me say that her decision is most bizarre. It is bizarre not least because she pooh-pooed the departmental Chair's evaluation, disregarded the recommendation of the department's P & B Committee which had queried me closely in person, and instead adopted the recommendation of the college-wide P & B Committee, a distant body consisting of departmental chairpersons who did not know me and who were not obliged to hear what I had to say in my own defense.

materials and techniques when they incorporate new ideas or scholarly research. Works should be evaluated as well as listed, and work in progress should be assessed.

Death Row was a work in progress, and look how jaundiced was Springer's evaluation of it.

It is probably to forestall such a lopsided one-person show that materials to be assessed, whether previously published or in progress, are sent out to three external evaluators, two chosen by the department, one nominated by the candidate. What did the external evaluators say about my work? Springer has suppressed their assessments and substituted hers as the one and only. And why? Because their assessments are overwhelmingly in my favor; because each of the three external evaluators recommends tenure, and recommends it without any reservations whatsoever.

Howard UP's peer reviewer was unsolicited and unofficial; however, by quoting her Springer legitimizes her. And her assessment is overwhelmingly in my favor. In addition to the superlatives she lavished on my book manuscript, this reviewer also said:

Professor Jemie is an established scholar, one who has made significant contributions to the field of African American literature. His Langston Hughes: An Introduction to the Poetry remains one of the best studies of Hughes' poetry.

The English Department chose two external evaluators whom I did not know, so those evaluators couldn't have been out to do me any favors. The third evaluator, whom I nominated, was one that, David Falk told me, the department was intending to use in any case. It's a small point; what's important is that all three external evaluators brought in an overwhelmingly favorable verdict.

These three scholars were sent my two books, *Langston Hughes: An Introduction to the Poetry* and *Toward the Decolonization of African*

Literature, which were published before I came to CSI, plus the book manuscript *Death Row*. Although the BHE Statement singles out "new work," it is quite clear that earlier work is not to be excluded from consideration, which is the reason earlier work is sent out for external assessment along with new work. In other words, the assessment of a scholar's worthiness for tenure is to be inclu-

*I've been aware for many years of his work on the landmark *Toward the Decolonization of African Literature*, as well as the famous fallout from that work, the controversy over the evaluation of Soyinka's poetry in that volume....What Prof. Jemie did was participate directly and passionately in a central debate in postcolonial literature, the debate concerning the relationship between two anglophone literatures—that of the former colonial power, and that produced by those educated under that power and now residing in independent countries.*

Prof. Jemie's non-academic interlude while he was editing and writing for two major Lagos newspapers must further enrich his teaching and writing. His involvement in pressing issues, signaled already in his academic work, honed his mind and his pen in ways from which his renewed academic career will benefit. His published poems show yet another aspect of his range as a writer.

Finally, the value of Prof. Jemie's work in African American literature has already been proven by the republication of chapters from his book on Langston Hughes. That [Harold] Bloom in 1989 and [Henry Louis] Gates and [K. A.] Appiah in 1993 chose to include substantial sections in major anthologies of criticism of Hughes demonstrates that in these days of evanescent scholarship and criticism, Jemie's work has lasted.

*I have not commented on Prof. Jemie's most recent work, his engaging manuscript anthology *Death Row*, because it concerns a field in which I have no expertise. He has updated his introduction, which is written with energy and authority, and his tabular comparison of this anthology with its competitors suggests its superior scope.*

In a separate note this scholar added: *It seemed to me that if [the University of] Minnesota [where he was a tenured associate professor, 1973-77] thought Prof. Jemie worthy of tenure, CUNY might accept that as evidence of worth. It's sad that the horrible state of affairs in Nigeria makes a person of his stature start all over at a time of life when he ought to be chairing the department of a major Nigerian university, or continuing his journalistic work at the apex of the profession.*

(iii) Third Scholar: *Although I have never met Professor Jemie, I am familiar with him through his work on Langston Hughes, a must read for the student of one of the foremost writers of the 20th century. His work reflects the probity one would expect from a senior scholar in the field of African American and African Studies.*

*He is the author of three books, a collection of poetry and scholarly articles and newspaper articles. Two of his books have exerted wide influence in African American and African Studies, namely *Langston Hughes: An Introduction to the Poetry* (1976) and the co-authored *Toward the Decolonization of African Literature* (1983). He and his co-authors are completing volume two entitled "The Pan-African Anthology of Literature"....He and his co-authors helped define a field. *Decolonization*, along with *The West and**

continued on pg. 12

sive, embracing the work he did in past years as well as recent works or works in progress. I stress this point because in my case the official focus has been exclusively, and wrongfully so, on work I have done (or not done) since I came to CSI.

Here in part is what the three external evaluators had to say:

(i) First Scholar (my nominee):

I write about Professor Jemie with enthusiasm. I know nothing about his teaching record, or his place as a colleague in your department. Nevertheless, I remain enthusiastic about him and the appropriateness of tenure for him, based mainly on my knowledge of his excellent book on the poetry of Langston Hughes, in whose work I have had a great deal of interest.

Professor Jemie years ago wrote the best book to that date on Hughes' poetry, and I think I can say with confidence that it remains the best book on Langston Hughes' poetry. It showed intelligence, a fine sense of values and order, the ability to write clear, concise critical English, and a farsightedness about the worth of a poet who was then, and remains to some extent still, widely under-appreciated.

The manuscript you sent me is most interesting. The material is of a piece with the general world of Langston Hughes in that it reflects some of the realities of black culture in the urban world. It may not be my cup of tea, and may seem indecorous or worse to some colleagues in the profession, but it speaks vividly to the gritty, sometimes sordid social interplay that has produced the dynamic creativity of blues culture and, more recently, rap. Professor Jemie's introduction is brief but informative. I don't know what his prospects are for publication but I do believe that the manuscript will be taken by a publisher soon.

(ii) Second Scholar:

[Jemie's] curriculum vitae shows that he is amply qualified for tenure, and has been for more than two decades.

the Rest of Us by Chinweizu, one of his co-authors, was the precursor for recentering Africa that we see in diverse works such as *The Empire Writes Back*, *Black Athena*, *The Afrocentric Idea*, and *The Black Atlantic*. Foucault termed it the "insurrection of subjugated voices." Jemie's critical oeuvre would easily qualify him for tenure at most

Level One Research Institutions...

Having said this, some may look askance at his last major publication (1983); however, he has not rested on his laurels. He returned home to Nigeria and lent his immense talents to institution building. He served as Editorial Page Editor and Columnist with *Guardian Newspapers in Lagos*. He truly brings a Pan-African view to your community of scholars and metropolitan New York. You are truly fortunate to have an intellectual of his caliber in your midst in one of the most diverse cities in the world.

This scholar then offers a detailed critique of the book manuscript, *Death Row*. He praises the introduction but regrets that the work wasn't published when it was first collected in the 1970s when "it would have been on the cutting edge and taken its rightful place alongside the [major] works of [African American folklore]. The "elegant language, brilliant wit, startling imagery and raucous good humor" which I touted in my Preface have, he says, been appropriated by "rap music with its accompanying videos." He then proceeds to list some of the work that needs to be done on the manuscript—basically the same items listed by Howard UP's peer reviewer which Springer made such a deal of. Then this scholar concludes:

[Jemie] needs to link his anthology to the cultural roots of late 20th century

"He truly brings a Pan-African view to your community of scholars and metropolitan New York. You are truly fortunate to have an intellectual of his caliber in your midst in one of the most diverse cities in the world."

rap with its language, aesthetics, and heroes, that has infiltrated Western culture—in popular music of all genres, in film, fashion, and advertising, and in the politics of censorship and race. The telos of *Death Row* should be making these connections; hence, making it very attractive to publishers and audience alike. Let me be clear. I endorse the idea behind Jemie's book, but he must update it.

He then sums up:

Given the repressive political climate in Nigeria, I urge the Promotion and Tenure Committee to take a humane approach in its review of Professor Jemie's dossier and consider the totality of his critical oeuvre in all of its diversity. His work is the equal of, and perhaps exceeds that of some full professors at our Level One Research Institutions.

Let me say that I have no problem at all with this scholar's critique. Scholarship thrives on such critiques. The question is: is his list of what the manuscript possibly lacks, or of ways to improve it, a reason to deny tenure?

I submit that a just and fairminded reading of the assessments by these three external scholars, including the criticism of my manuscript, could not possibly lead one to the conclusion that the candidate in question does not merit tenure. Quite the contrary! And that is precisely why President Springer suppressed these assessments, making no reference to them at all in her list of "reasons." If these assessments had been negative she would have cited them to shore up her case.

If President Springer had been fairminded, or neutral, she would have given appropriate weight to the assessment of my work by these scholars whose opinions had, after all, been solicited, and one of whom is Woodrow Wilson Professor of Literature at Princeton.

2. TEACHING EFFECTIVENESS:

On the assessment of teaching effectiveness for the granting of tenure, the BHE Statement says:

Tenure appointments shall be made only when there is clear evidence of the individual's ability and diligence as a teacher.

All those who recommended tenure, i.e., the department's P & B Committee, the department's Chairperson, and the college-wide Appeals Committee, did so because they found "clear evidence of [my] ability and diligence as a teacher." Once again, only President Springer (and presumably the college-wide P & B Committee) dissents.

In his annual evaluation for 1996-97 the English Department Chairperson states:

Professor Jemie's teaching continues to be satisfactorily rated by peer observers and to receive scores within the normal range for the college and department on student evaluations.

Springer challenges this assessment of my peer observations and student evaluations, on the basis that

[one] observer rated your teaching "satisfactory but with some reservations"; [and] with the exception of one course...your ratings[on student evaluations] were consistently below the mean in all comparative categories...in the combined average for responses to questions one through nine and question ten (Overall).

Let us consider the student evaluations and peer observations more closely.

(a) Student Evaluations:

Springer's observation seems accurate enough with regard to the numerical scores: typically, my scores are 3.44 versus 3.52 for the college and 3.54 for English; or 3.45 versus 3.46 and 3.58. But does this invalidate David Falk's statement? Is it impossible to be "consistently below the mean in all comparative categories" and yet "receive scores within the normal range for the college and department on student evaluations"? Does being "consistently below the mean" on



CSI President Marlene Springer and Vice President for Academic Affairs Mirella Affron relax at 1995 Retrenchment Committee Meeting.

student evaluations automatically mean lack of "ability and diligence as a teacher"? Are student evaluations, or, specifically, their numerical scores (the written comments are not factored in), a dependable yardstick for deciding a teacher's "ability and diligence"?

Let's approach these questions with an Olympic analogy. A college (and a department) filled with highly qualified teachers either recently recruited through grueling competition with hundreds of applicants, or else loaded with years of experience, may be likened to an Olympic field of world-class athletes. In any given event, the 100-meter sprint, for example, only the first, second and third will win a prize. The others, from fourth to last, will clock a slower time and earn a lower score; nevertheless, they are and remain, one and all, world-class runners! In student evaluations, I submit that a score of 3.4 out of a maximum score of 4 is a good score, even if some others have scored higher!

When the matter came up at the Appeals Committee, David Falk confirmed that some students have called me "stern" or "demanding"; however, he did not regard it as necessarily bad for a teacher to be so called. I explained that these terms may well reflect residual demeanors from my British boarding school background. I do, in any case, insist, for instance, that students do at least part of the day's assigned reading before coming to class. (As will be seen from the written comments quoted below, at least one student praises me for "discipline"; another recommends that I be "more strict"). Many students are shaken by my first test or first written assignments. In response, some of them buckle up and get to work; some others don't, but instead employ the student evaluation to punish the "stern" and "demanding" teacher. All it takes is a few students handing out 1's and 2's to counter the many 3's and straight 4's and reduce the score to 3.0, 3.2 or 3.4. Does any of this render me lacking in "ability and diligence as a teacher" and therefore undeserving of tenure?

In any case, statistics and figures, as we know, rarely ever tell the entire story; as often as not, they conceal or distort the truth. And mine is a case in point.

Consider the written comments which are not factored into these numerical scores. The student evaluation form provides space for written comments (under three headings), but many students never take advantage of that space—they are content to assign numerical scores and let it go at that. However, a significant number of students do indeed include written comments; and in my case the written comments are so numerous and so powerfully in my favor that if factored in would catapult my scores way above the college and departmental averages. These raw-score student evaluations, together with the written comments, are a matter of public record and can be examined by anyone who cares to. Let me quote a few samples:

These student expressions of satisfaction with my teaching were quite typical. Students often spoke to me glowingly of their experience in my classes. One student took the trouble to write me a formal letter. This, in part, is what he said:

I enjoyed your teaching a great deal and found your choice and treatment of the subject matter wonderfully enlightening. It opened areas of knowledge and introduced "ways of seeing" which I hope to bring forward into my future education and activism.

Over the summer, I had the good fortune of taking [an] American history 1607-1865 class which went in some depth into the history of American slavery. Throughout the course, I found myself revisiting many of your lectures, particularly those in which you discussed African-American mechanisms of resistance and community preservation. Such a framework provided a level of depth and human meaning to material which otherwise would have been informative, yet not nearly as profound.

(b) Peer Observations:

A scrupulous examination of my peer observations will once again give Springer's game away. She is not merely off-center, she blatantly gerrymanders the evidence.

First of all, there were eight observations, one per semester for the four years I had spent at CSI up to that point. The rating, by regulation, is either "satisfactory" or "unsatisfactory." Seven of these

eight observations rated my teaching "satisfactory"; one rated it "satisfactory but with some reservations." In straining to find a plausible-seeming peg to hang her decision upon, Springer latched onto this one half-negative verdict and disregarded the seven positive ones. If she were not President of the College she might be called intellectually dishonest.

Here, in part, is what some of the peer observers had to say:

(i) *Instructor's manner with students was warm and supportive and there was a sense of mutual respect in the room and a seriousness of intent. Students seemed comfortable with instructor and open in their responses to his questions and comments.*

(ii) *Students were presenting oral reports on outside background readings involving African influences on American culture.*

The session was largely given over to the students, with the instructor occasionally offering footnotes to the students' remarks.

The atmosphere in the class was attentive and friendly, and the student presentations were solid. These are indirect reflections of the teacher's expectations for the class, I would imagine.

(iii) *The best part of this class session was the professor's discussion of the two poems....During the time that I was there, the class was hesitant in its participation. This may be a result of our students' reluctance to discuss poetry, or their fear of it, especially when the meaning of the poem may be difficult to comprehend.*

Having the students read the poem

silently to themselves and then asking a student to read the poem aloud effectively brought the poem into the spotlight....

This professor is very knowledgeable and demonstrates good, inductive techniques in most instances....This professor is very good.

(iv) *The class I attended was an easy, civilized, informative ramble through words and their connotations. The class appears to be mature; they were certainly attentive, which suggests their respect for the instructor, who was obviously prepared and clearly serious about the nuances between similar words that*

"I enjoyed your teaching a great deal and found your choice and treatment of the subject matter wonderfully enlightening. It opened areas of knowledge and introduced "ways of seeing" which I hope to bring forward into my future education and activism."

need to be recognized.

(v) *Prof. Jemie ran the class in an exemplary manner. Throughout the class, students were attentive and discussion of topics moved ahead without distractions and with focus. He sat on the front desk and spoke easily to the class and they responded willingly to his questions and offered comments of their own....I found it both informative and stimulating.*

I thought Prof. Jemie's performance to

be highly effective in communicating the literary merit of [Marita Golden's novel Long Distance Life] as well as its place in Afro-American fiction. Splendid performance.

Taken together, the students' comments and the peer observations serve to underscore and confirm my own sense of myself as a teacher—a sense which in any case has never faltered, least of all under Springer's pusillanimous assault. They also confirm the reputation I have garnered over three decades of college teaching on two continents—here in the United States (at Purdue University, the Borough of Manhattan Community

two college newspapers over the preceding four years. I was faculty adviser to the College Voice in 1993-94.

In the spring of 1994 a splinter group set up the Banner. For the year 1994-95 I served as faculty adviser to both newspapers. During that year the Voice evolved from a bi-weekly to a monthly. With the beginning of the 1995-96 academic year the Banner was officially declared the college newspaper, and I notified the Voice that I would have to limit my service to the official newspaper but would be happy to assist them unofficially whenever needed, at least until they found an adviser. I then served as adviser to the Banner for the next two years, 1995-97.

There is hardly a campus newspaper anywhere in the United States that is not embroiled in controversy once or twice in every academic year. Nothing remarkable about that. What is remarkable is that certain members of faculty and administration all across the nation, and certain segments of the general public, labor under the illusion that there is something the faculty adviser can do to squelch controversy or to kill a story which students are determined to publish in their newspaper. Those colleges and those faculty advisers who tried too hard have earned themselves a rebuke or a sanction or worse in the law courts. Student journalists know the First Amendment by heart; and they might welcome advice but they will not gladly suffer what they are quick to denounce as "meddling," "intervention," or "censorship."

On all counts, throughout the four years, CSI was true to type. Our two newspapers enjoyed their full quota of controversy; and certain members of faculty and administration thought to hold the faculty adviser responsible for

College/CUNY, Swarthmore College, Columbia University, and the University of Minnesota), and abroad in Nigeria. I participated in the Graduate School's fund raising telephone campaign (phonathon). I serve as a resource person for the African American Studies Program. And I have been an active member of the First World Faculty Group.

But perhaps my most notable service to the institution is my supervision of the

Some student responses on teacher evaluations of Professor Jemie.

Instructor's greatest strengths are:	Instructor could improve course by:	Additional comments:	Instructor's greatest strengths are:	Instructor could improve course by:	Additional comments:
Eng 111 Composition			ENH 221 African American Literature		
His excellent teaching and instructing. Teaching to write better. Communication of the subject matter. His teaching. Sense of humor. His knowledge of course material, ability to stimulate student interest.	Maybe letting us choose what to write. I think he is a fair man and the class is good. Less writing / more reading Not changing a thing. Teaching a little more grammar. Class trips (at least in NYC)	He is an excellent professor who cares about each student.	Excellent lecture skills His understanding, interpretation & production of material. Very well prepared, excellent individual, strong speaker Discipline, fun—humor Knowledge of course material Knows material, encourages participation He makes the work interesting want His openness and receptivity for themes & student comments.	I have enrolled for his class Needs no improvement, perfect It's TOPS Class trips to black cultural sites Bringing cookies to class	A good sense of humor next semester A terrific professor He is best teacher More input from teacher Great class I hope he passes me, or I to change my evaluation The course was enlightening
ENH 204 American Literature			ENL 392 Modern Black Writers		
A great communicator Overwhelming knowledge on the subject, which makes me admire him. He is very well educated. Fairness. Knowing subject very well. He is good with the students and is always helping us. His lectures.	Course is perfect the way it is. Recruiting students that are interested in the class. His knowledge is wasted on uninterested students. "Don't fix it if it isn't broken" Taking attendance later. Course is good just the way it is. Being more strict.	A good man with great talent. I enjoy his class & him & enjoy listening to his knowledge & pleasant manner. A very enjoyable class & stimulated my interest. I would recommend this class to anyone. He is a good teacher.	Willing to listen to students' opinions & be corrected. Knowledge of material. Honesty. Historical knowledge. The books he chose were excellent and helped me see writing in a whole new art form. His knowledge of his material. His interesting stories of his homeland. His knowledge of subject material.	Not interpreting the material for us. Have more frequent quizzes to help us determine our progress. Fewer books	Allowed productive class participation & conversation. I would highly recommend him to all students.

unseemly or disagreeable matter published in the papers. Truth is, I wrestled long and hard with the students in both newspapers over many stories that in my judgment ought not to be published. Sometimes I won, sometimes I lost. But always, the only power I had was the power of persuasion. Sometimes, when they had their hearts set and they didn't want a fight, they arranged things so I never got to see the copy in advance; and next day, boom!—it was all over the place. That is the cat and mouse of campus newspaper advising.

Efforts to hold workshops in journalistic ethics and editorial judgment were hampered partly by the unstable numbers and irregular working hours of many of the student journalists, coupled with the usual youthful resistance to shepherding. But we did manage to hold two workshops.

It was partly in the effort to solve the problem of training for the student journalists that a meeting was held on April 8, 1996 by a number of concerned faculty and administrators:

Vice President Mirella Affron, Vice President Carol Jackson, Dean Joan Hartman, Professor David Falk, Greg Adamo, and myself. We needed to find a way to revive the journalism program in the English Department, to link it with the program in the Communications Department, and to forge a link between the joint program and the campus media

so that student journalists can earn course credit while getting the training they need. It was agreed that a line should be found to enable the English Department employ a formally trained journalist for these tasks, and that while I would teach one of the hitherto dormant courses, modifying it as needed to suit the students then working in the two newspapers and other campus media.

Accordingly, a line was found; I served on the search committee, and a journalist was employed to undertake these tasks. Meanwhile, I was scheduled to teach ENL 480/COM 480: Studies in Advanced Journalism in the spring semester, 1997. Unfortunately, the enrollment was too low and the course was cancelled. However, the

Chair and I arranged for the interested students to enroll in an independent study project under my direction. Five

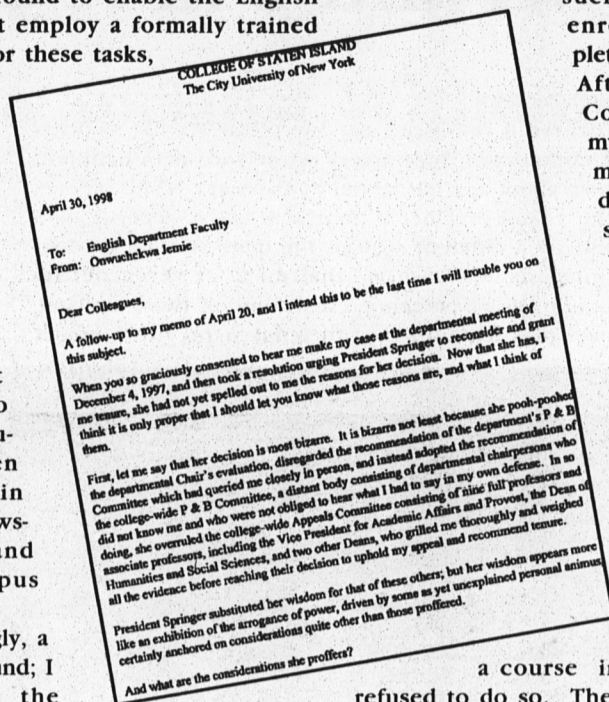
such students enrolled, and completed their projects. After the Appeals Committee heard my case and recommended tenure, a delegation of senior faculty went to Springer and urged her to accept that recommendation. She vigorously countered their arguments with arguments of her own. She said, among other things, that I was asked to teach

a course in journalism but refused to do so. The delegates didn't have the facts, and were nonplussed. But after I told them the facts, the very next morning they delivered to Springer a letter together with documentary evidence showing that the accusation was false. Nevertheless, later that same day, November 26, 1997, Springer wrote me her letter denying tenure.

Springer's counter-arguments were later incorporated in her January 6 letter of "reasons." However, one prominent counter-argument, namely, the statement that I refused to teach a course in journalism, was conspicuously absent from that letter. Evidently she had seen the light; but determined as she was to choose the worse rather than the better interpretation, she avoided any mention of my service to the college altogether, lest it raise the specter of this false accusation.

The accusation that I refused to teach a course in journalism was a bald-faced lie. Who knows what other such lies were told to Springer about me—lies told in an underhanded, cowardly fashion, violating all due process by giving me no opportunity to counter them. Such lies may finally have more to say about Springer's decision than the case she tried so desperately to build on "scholarship and professional growth" and "teaching effectiveness."

Let me say, in conclusion, that President Springer's decision to deny me tenure is arbitrary, capricious, and unjust.



It is clear-ly not based on my

Onwuchekwa Jemie

Pan African Student's Movement

-presents-

Spring Fashion Show

Monday May 18th

Williamson Theater (1P) 7pm-11pm

Free Food & Free Admission

(Formally known as the Fashion Club.)

My name is Tara M. and I'm A Student Activist

TARA L. MARTIN

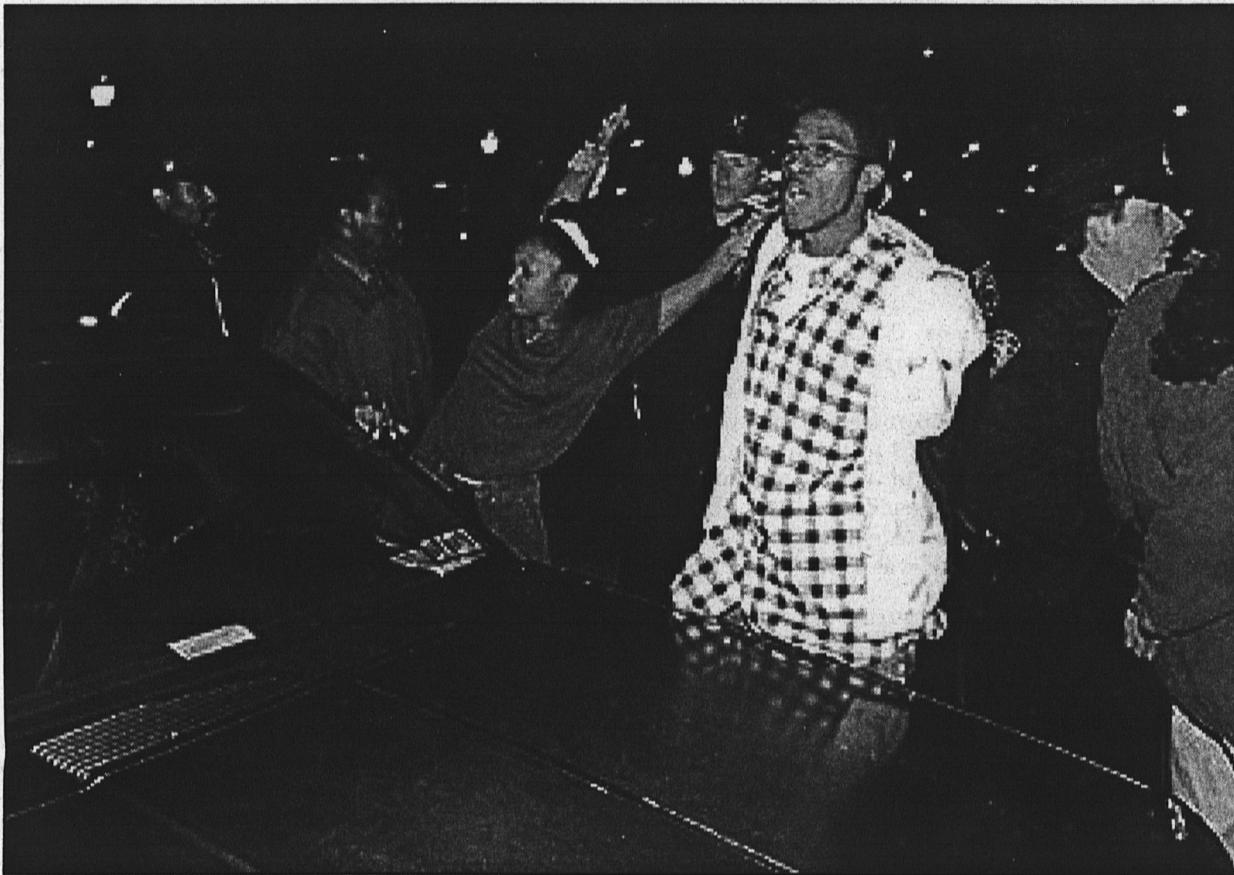
Let the truth be told. Life is different for different people, all around the world. As a native Staten Islander and transfer student, having briefly attending college in Louisiana, I can compare and contrast the economic, social and political climate of these different regions of the country. For the life of me, I never imagined that there would be more racial and ethnic tensions in New York City than in Natchitoches, Louisiana. This stressed socio-political climate has actually given birth to a political activist. The consistent atmosphere of activism that I have placed myself around since I have arrived at CSI has taught me a lot. I have learned that an activist isn't born... they're made. They're made through adversity of the human spirit, through the continuance of individual and collective struggle and through the constant onslaught of unfair practices that occur throughout the city, state, nation and the world. New York City, the proverbial "Capital Of The World"... the epicenter of the world's economic, social, and cultural background... the "melting pot"... when and where did it become so bad that even the maniacal and racists ideas of the "Old South" can become mirrored by Marlene Springer and Carol Jackson?

I can call out names and humiliate numerous anti-student empowerment members of the current Student Government. However, for me to do so, would be in poor taste and require unlady-like qualities that I don't possess. I can sit here and quote numerous occasions where I have witnessed, first hand, the blatant racists and unethical acts that this CSI Administration has perpetrated on both the minority population of this campus and the pro-minority empowerment Student Government.

I can tell you how your Vice President of Finance and Administration, John Hudacs, under the strict observation of President Springer and Vice President Jackson, unintelligibly restricted Dr. Leonard Jeffries, a tenured CUNY professor from City College, from venturing upon our fair campus on the evening of April 2nd, on the basis of not

enough security.

I believe if you asked any one of the six CSI students and community supporters who were man-handled, thrown about and mistreated by the many NYPD officers of the 122nd Precinct if there was ample security, you would get a different answer, I'm quite sure they would be in agreement with me that there were a generous amount of peace officers present. Instead those Gestapo-trained pigs hand-selected their black prey throughout



the crowd, that fate-filled evening, Why didn't they just calmly and quietly escort Dr. Jeffries and his associates toward the Campus Center, where he was graciously awaited by twenty students within The College Voice? Why not? Because that simple action couldn't be construed by OUR CSI Administration! That would take way too much effort on their behalf. I mean after all, they didn't even make an attempt to venture toward the front entrance of the campus, once they found out that students were arrested.

O.K., we are all aware of the fact that our administra-

tion is nothing but a pack of worthless vultures, feasting on our minority population, like an obese person on a pot of jambalaya... now what? What can we, as students, do? What power do we have? What purpose can we serve against these academic sociopaths and their foot soldiers, the incorrigible puppets that they have tainted, that sit atop the mighty perch of Student Government and the ill-mannered, uninformed, members of the New York "Militia" Department?

Well, I'll tell you where your power lies. Your power is found inside knowledge. What you see isn't always exactly what you get. Challenge the authority that makes the rules. Let them know that rules only exist within a civilized society and this society is far from civilized; socially, ethically, and economically. Make them play by your rules! Make them aware that progress comes from all struggle and that perseverance is the underlining factor that promotes change.

Tap into your energy, CSI!!! Protest with clubs and organizations around campus to fight against the oppression. Organize minority-owned busi-

nesses and organizations throughout the private sector to act on behalf of the students at CSI. Join politically active groups that advocate student empowerment and racial justice for all! Learn and share with others the works of Malcolm X, Mumia Abu-Jamal, Howard Zinn, Frederick Douglas, and W.E.B. DuBois... find out what real activism is all about!

Protest... Organize... Join... Learn... Share... the ingredients of a true activist. Just stir up enough pressure and make it hot for the administration, you'll come up with a means to an end... justice!

Response to Jeffries

continued from page 11

cultural deprivation of others.

These social facts are too glaring to escape the attention of politically and economically weak groups. This is especially true if the latter are forced (under the threat of being branded anti-Semitic) to relinquish a truly relevant discourse about group power and fall back into legal and constitutional quibbling about freedom and equality before the law. The explosive potential of the Jeffries phenomenon lies precisely in questioning of the prevailing mode of framing basic questions: his shift to the power-and-group mode of the Black-Jewish issue at the expense of its individual rights mode. Though his language is often confusing and offensive to white audiences, his intent to throw the switch back to the power-and-group mode is abundantly clear - that is if one takes the pain to go beyond media headlines and read his speeches and listen to his radio programs. His intent is totally legitimate, if it is coupled with a reference to the individual rights mode - if only to show how flawed it is. For example, immediately following his first encounter on the campus there was a flurry of mass media refer-

ences to Jeffries' anti-Catholic and anti-Italian, as well as anti-Semitic positions. In an obvious PR attempt aimed only at the dumb, groups of uneven power were lumped together in total disregard of the fact that Jews hold power - and by the same token a potentiality to oppress - far out of proportion to their numbers. (This PR feat is reminiscent of an equally stupid effort by CSI administration to lump together variously empowered affirmative action groups last year.) If, as I believe, Jeffries' basic premise is power of groups and their relative capacity to oppress others, this seriatim listing of white groups suggesting parity in their power to oppress people of color, is another gross attempt to conceal the real issue.

The Jeffries affair did more in one week to highlight the need for action than all the learned journalism in the VOICE during the last three years. Mere journalism, especially when limited to the VOICE, has reached diminishing returns for the simple reason that faculty and administration dinosaur's skins have become impenetrable to the intellectual jabs of campus journalism. Thus discussion in depth on vital issues has been barred through

mere silence and, only when things get rough, through branding opposition as "divisive," "inflammatory," "bigoted," "defamatory," or outright "anti-Semitic." I am not denying altogether the role of intelligent journalism in contributing to consciousness-raising, which usually represents an irreversible gain. But what percentage of the student body falls into this category given the pathetic state of liberal arts in the campus? It remains to be seen how much Jeffries' attempted visit helped in generating such a qualitative leap in student consciousness-raising and, if so, whether the new plateau can be sustained. The elections of SG next month may give us an indication of that. In the meantime, please feel free to use the contents of this letter in any format you see fit provided it retains its integrity.

I greet you all warmly as usual and send you my hearty congratulations for a job well done.

Professor George Rozos

Race, Ego and Open Admissions:

How to be a Socialist Without Even Trying.

WILLIAM WHEARTON

As we enter into the vaunted time period of Student Government elections, students from each side of the political spectrum, both progressive and regressive, attempt to package themselves as the choice of the people. After years of uncontested elections, last years political showdown and this years inter-office hijinks have served to make these elections even more important. This years elections center around three main issues race, ego and Open Admissions.

The issue of race relations on campus has become one of the primary topics of debate throughout the campus thanks to the appearance of City College Professor Leonard Jeffries. The assertions of his anti-Semitic, anti-catholic,

anti-everybody speeches served to cause a frenzy of positioning on campus. Political opportunists such as U.S. slate leaders Joanne Gallo and Morgan Healy were given plenty of anti-hate cloud cover in which they could hide their usually overtly racist positions. Just over a month ago Healy publicly described the fear he felt when he was faced with the task of asking a room full of black students to lower the radio. As he uttered these words a chill set over the entire Student Government office; a feeling that the comment was just not right. Weeks later as the invitation was extended for Jeffries to speak Gallo and Healy emerge from the depths as staunch fighters against racism. This should be seen as nothing less than the political opportunism that it is, comfy and cozy just prior to election time.

To deal with the issue of race on campus honestly is to recognize that the fact Leonard Jeffries spoke at CSI is irrelevant. The problems that exist revolving around race, the real concrete issues, continue to fester. Orlando Patterson can speak on campus or the administration can raise Martin Luther King from the dead and that will not even begin to address the fact that 88% of the faculty of CSI is white. As minority students are terrorized by right wing racist professors such as Larry Nachman, an African scholar the likes of Onwuchekwa Jemie is purged from the English Department by CSI President Marlene Springer. Where are anti-hate defenders know? Where is the supposed "socialist" Morgan Healy, as a professor who is an expert in the works of a certified scholar, Langston Hughes, is sent packing? It is easy to be an anti-racist Socialist from behind a desk but it is a monumental task when you have to back up your words with actions.

While issues of race dominate the conversations, they are fueled by the ego's those engaged in the pursuit of power. Do I have an ego? Of course I do and I submit to you that any person that strives to obtain positions of leadership must necessarily have some degree of egotism in order to make the tough decisions. However, I refuse to allow the job to define me. This is a key perspective and one that must be examined as students formulate opinions about the upcoming elections. I did not run for Student

Being a socialist student means to be in revolt against the status quo whether it is defended by an on campus bureaucrat with a powerful title and free house, a power monger at the Board of Trustees wearing a three piece suit or a pig with a blue uniform and a silver badge.

Government this year, despite being pushed by many of my friends, because I cannot rap my self identity up in the bureaucratic office of student government president.

I warn those preparing to vote and run for student government to measure the candidates by this same yardstick. Due to the ideological left/right split in student government this year, student issues somehow became less about principles and more about power and influence. This tendency must be purged from the next student government and I encourage students to harshly scrutinize former members of Student Government, especially those running on the right wing slate about their motives and intentions. The pursuit of political power can be the most alluring, intoxicating drug ever crafted. The second you here that someone is willing to blame one person, probably me, for the problems of student government you will know that they have been blinded by their own quest for self identity.

Another question that this election should focus on is that of Open Admissions at CUNY. While opportunists hide behind the Jeffries issue, the bureaucrats they are in cohorts with are tearing up our university. The administration led by Marlene Springer and Carol Jackson would be tickled pink to see a student government led by Gallo and Healy, a nice rational couple who will fall in line when power demands that they do so. However, what power has been increasingly demanding is that CUNY eat its own young. While students that have

gained admission to CUNY desperately attempt to pad their resumes, thousands of high school and elementary students are threatened with being locked out of the university system via the end of open admissions.

Across CUNY, student government candidates rise and fall on who has the most effective vision to defend the university for future generations. At CSI the question is as simple as determining which students actually understand open admissions. Students like those that were

arrested protesting in front of the college a few weeks ago have a deep understanding of open admissions although it is not a conventional one. While I understand the history behind the struggle for open admissions, they understood, almost instinctually, that CSI should be a free and

open campus and they were willing to make a great sacrifice to see that it stayed that way. This connects to open admissions. If Marlene Springer is willing to stop a CUNY professor at the gate with

Although we can never go back to 1969 the program for CUNY must be modeled after that of the students in 69. We must take the message of CUNY back into our communities and build the critical mass that can carry out a social program that emphasizes not only education but liberation.

In closing it is essential that greater clarity is given to terms such as "socialist" and "activist". Both are defined by the ability of person during pressure situations to be able to speak truth to the powers that be. Being a socialist student means to be in revolt against the status quo whether it is defended by an on campus bureaucrat with a powerful title and free house, a power monger at the Board of Trustees wearing a three piece suit or a pig with a blue uniform and a silver badge. Deeper than this, an activist is one who is responsive to the demands and interests of the masses of poor and working people. That struggle doesn't just exist on campus, it exists with the 900 hospital workers who will be fired at Harlem Hospital, it exists with thousands of students being forced out of the university and into the Work Experience Program and it exists within the hearts and minds of thousands of young people who know something is wrong with soci-



CSI President Marlene Springer looks through her handiwork in the latest edition of the Staten Island Advance

out hesitating then imagine how little hesitation she and the Board of Trustees will have as they deny thousands of young people access to the university system. Therefore, any solution for saving Open Admissions must be rooted in a firm sense of trust of love of "the people." Who are "the people", are they just some mythical leftist slogan? No the people are the poor and working class of New York City who have been served by CUNY since 1969.

ety but don't know what to do about it. So when you go to the polls or more importantly when you examine how the world works, as hundreds of thousands of students do around the world each day, look for the visionaries, the students brave enough speak the truth regardless of the consequences, the students bold enough to dream of something different.

The College Voice Endorsement: Vote For The Progressive Student Alliance

After a year in which the CSI Student Government was manned by a deformed version of the CSI Student Union, the time for student elections has come. The deformation of the Union was produced as a result of the egotistical bureaucratic tendencies that centered around SG Senator Joanne Gallo. The split forged by Gallo was consummated by the covert activities of former Union members such as Morgan Healy and Kevin Spillane. It resulted in a great deal of confusion which led to the virtual paralysis of many of the activities of the government. Despite this, a small group of Union members managed to continue to carry out the programmatic goals of the organization. Students such as Neil Schuldiner, William Wharton and Colleen McGraham managed to create the political space in which a limited radical program was carried out. Far from being a perfect project, this radical section of the Union was forced to fight off attacks from right wing students, entrenched bureaucrats and non-confrontational tenured professors.

Despite this, the Student Government managed to bring radical intellectuals such as Manning Marable, Howard Zinn and Michael Parenti to campus. This accomplishment in itself surpasses the positive activity of the entire Canale led government that was deposed by the

Student Union. Add to this the establishment of the High School internship program, the Homeless Empowerment Project and the \$30,000 donation to the Library to increase the pathetic Ethnic and Gender Studies holdings and we have the beginnings of an activist student government.

However with a split in the organization many of the students that had shown a potential for activism were either trapped in the personality crisis or driven out of student politics altogether. Deeper than this, the antics of the newly formed right wing cadre of students greatly empowered a previously destabilized Administration. As the stranglehold of the bureaucracy spread from the loving arms of CSI president, Marlene Springer via her Administrative conduits Jackson, Hudacs and Affron, the activists in student government became tied up in both on campus battles and off campus litigation. All of these battles could and should have been fought by the burgeoning student movement that had developed around the campaign to win the student government elections. Militant empowerment of the student body would have created the critical mass which would ensure progressive change on campus. Instead, bureaucratic mudslinging ruled the day and a Robert's Rules of Order guerrilla war ensued. While this war represented a different form of student radicalism, ultimately it

sacrificed the building process of an independent student movement on this campus.

As the 1998 elections begin we are again faced with the task of selecting between two slates and the choice is almost as obvious as last year. The United Students slate features the most rotten elements of the Student Union, Gallo, Healy..et all, along with a rag tag group of right leaning students. The Progressive Student Alliance (PSA) features a mix of progressive Student Union members, like Neil Schuldiner and George Springer, and newly politicized students. In sum, the PSA slate probably represents the most students of color candidates that have ever run for office at CSI and this is reflective of a positive political awakening on campus. Their program contains many positive aspects and young organizers from the High Society club such as Tara Martin, Kwan Burton and Dafina Lovelace who have the potential to produce many semesters of progressive leadership on this campus. With the defense of Open Admissions listed as their most important issue, these students will have to learn from the example of the Student Union what they should and should not do. So the PSA is essentially the same organization as the Student Union?

The differences between the two groups are both programmatic and tactical. While the Student Union rushed to fill

up all of the open positions on every student representative body, the PSA is only running twelve candidates for 20 Student Government positions. This may seem to be a trouble spot, however these twelve students have all worked together and are becoming familiar with each other quickly. Programatically the PSA platform does not have the radical basis of the Union game plan and leads one to question the possibilities for the construction of a genuine student movement on campus.

The College Voice therefore recommends that students vote for the Progressive Students Alliance in the Spring 1998 elections. This vote is one based on the potential for radical growth that exists within this organization. The only possibility the U.S. slate offers is a year full of bureaucratic administrative pandering and a new era of resume building (Gallo, the NYU School of Social Work is calling!). *The College Voice* will continue to work in coalition with the PSA on issues such as Open Admissions, the use of Adjunct faculty and race relations on campus. We call for the students of CSI to not only Vote for the PSA but to begin to organize for the coming struggle to keep the university open to all communities of this City.

SEE PAGE 9 FOR THE PLATFORM STATEMENTS OF THE PROGRESSIVE STUDENT ALLIANCE

Vote Progressive Student Alliance

Vote for ALL of the following PSA Members:

Student Government Positions

Freshman - Tamioka Spence
Junior - George Springer
Senior - Dafina Lovelace

At Large Lower

Victor Miller
Natina Berrios
Tara Martin (Write-In-Vote)
Regan McCoy (Write-In-Vote)

At Large Upper

Alycia Parker
Jeff McGraham
Brenda Lovelace
Neneh Sesay
Neil Schuldiner

The Association

At Large Upper

Olusoji O. Oluwole
Kathi McHugh

At Large Lower

Kwan "Rally" Burton
John Yacobellis
Shannon Monroe

Auxiliary Services

Kwan "Rally" Burton
Robert Lauro
Brenda Lovelace
Neil Schuldiner

Kwan "Rally" Burton
Dafina Lovelace
Tara Martin
Shannon Monroe
Alycia Parker
Neil Schuldiner



Progressive Student Alliance

Platform Statements

DAFINA LOVELACE - Student Government Senior Seat

Hello my name is Dafina A. Lovelace as a member of student government for the past semester I have been a witness to the bureaucratic policies of the administration to keep the student body docile. Therefore I fully recognize the need for silent student voices to be represented on campus. When you vote I will fight for you. I will pressure the administration and the board of trustees to serve students needs. I hope to make students aware of how the administration has chosen to run CSI, without fair student representation. When you vote for me, you are voting for someone who will fight against tuition hikes and budget cuts. Personally I feel it is appalling for the governor to raise tuition with such lackadaisical instructors we have here at CSI. I will fight to make sure minorities are equally represented amongst full-time faculty and also have positions of authority within, all departments. I think that if we unify as a student body, we can assure that every student has a place at CSI, regardless of race, creed, gender, or religion.

GEORGE SPRINGER- Junior Seat - Student Government

I am a student who is running for a position on the CSI Student Government. This position concerns me because, I am concerned about how the student activity fee is administered. Along with other activities on campus, this body determines the funding for CSI Clubs, Publications, Speakers, and other campus projects. If elected, I will try to be the best advocate for students to see that there money is spent responsibly and wisely.

Tamieka Spence - Student Government Freshman Seat

I am a freshman student who is interested in the rights of students and getting more involved in campus life. when I am elected to student government I will work for increased parking, lower cafeteria prices and smaller classes for students. I will fight for students, together we can make a difference.

Neneh Sesay - At Large Upper Student Government

I am a Social Work Major and the treasurer of the Social Work club. I, like many of my fellow students, am frustrated with the bureaucracy and nepotism of this college. When you vote for me you are voting for progress and positive change in our college. This is a dynamic time of change in our college, lets work together to ensure our college future.

JEFF MCGRAHAM - Student Gov't At Large Upper

First of all, I would like to say that to reduce someone's political platform to a hundred words or less is completely inadequate. That is why we, The Progressive Student Alliance, believe that all candidates should participate in a mandatory debate. This would allow the student body a chance to hear the candidates for themselves.

I am running for student government with the Progressive Student Alliance because I believe that we have the best program for dealing with such issues as racism on campus, open admissions, cops on campus, administrative control of the university, etc. We believe that direct student action is the most effective way to deal with these problems.

ALICIA PARKER. At Large Upper Student Government

I am a Junior who has been involved college politics for my entire academic life. We the Progressive Student Alliance are here to foster student empowerment. I will persistently fight for increased parking spaces, the hiring of tutors in all subject areas, even on weekends, and a shuttle bus to and from the ferry. If I am elected I will be inclusive and reflective of the rights of the student body. A vote for me is a vote for a more enjoyable and pleasant college experience.

NEIL SCHULDINER - SG At Large Upper

Fuck Administration!!! Power to the Students!!! As a student who is sick of paying too much in the Cafeteria, circling the parking lot to find a parking spot, and being kicked out of the Library and Computer Labs, I am seeking a position on Student Government. I am sick and tired of Administrators making lame excuses as to why students are being shortchanged. As the President of the History Club, I am appalled at the lack of club space and bureaucratic hurdles my club has to endure. Because of these grievances I have joined the Progressive Student Alliance to fight these attacks on students. I pledge to lower Cafeteria prices, foster a better environment for Clubs, fight for 24 hour access to the Library and Computer Labs, and generally make Administration's lives a living HELL!

**PROGRESSIVE STUDENT ALLIANCE
WRITE-IN CANDIDATES:**

SG LOWER - TARA MARTIN

SG LOWER - REGAN McCOY

VICTOR MILLER - At Large Lower Student Government

As a member of the College Voice and the Progressive Student Alliance I have become politically aware of the need for a program of student liberation on campus. Far from being an institution dedicated to freedom, we, as students, are consistently constricted on both academic and political fronts. Deeper than this, we are not being trained to be societal leaders but simple cogs in the machine. Now is the time for action and the Progressive Student Alliance is a group dedicated to action.

NATINA BERRIOS - At Large Lower Student Government

As a progressive Latino student I am dedicated to seeing more culturally diverse programs and events here at our college, I will also fight to ensure that students receive increased library and computer lab hours, plus increase the funding for daycare. I am dedicated to making sure the college experience here at CSI is an enjoyable one both academically and socially. Vote for me, I'm your candidate for bringing out the best in CSI.

KATHLEEN MCHUGH - CSI Association - Upper Division Seat

I am currently a member of Student Government and I am running for a position on the Association. I am a math/secondary education major and have been a member of the Mathematical Society for two years. I believe that my mathematical background along with work experience and my college activism qualify me for the position.

KWAN BURTON - C.S.I. Association

I would be an asset to the College Association. The reason I think that the Association would benefit by my being on this council is because I am a fair and open minded person. The decisions made by the Association effects every student on campus. There should be a diverse group of individuals that can see a wide range of options, so all students can benefit from their decisions. I am willing to contribute my time, and ideas to the association, for our campus to be a better place.

JOHN YACOBELLIS - CSI Association Lower Division

The CSI Association has proven to be one of the largest roadblocks to the full implementation of student power on campus. Thanks to the appointment of students unable to speak truth to power, the Association has been a wasteland for the creative power of students. As a member of the Association I will work to place issues of student power on the forefront of the Association's agenda.

EDITORIAL

How Could This Happen??

On April 2nd six people were arrested outside of the gate of the College of Staten Island. Four were charged with disorderly conduct and two were charged with resisting arrest. The charges emanated from their participation in a spontaneous protest over the banning of City College professor Leonard Jeffries from campus. On the scene for the CSI Administration were Vice President for Finance and Administration John Hudacs, Director of Security Gene Martinez, 20-30 CUNY "Piece" officers and 60-70 cops from the 122nd precinct. These officers had been called onto campus in a "non-emergency" situation by the Administration. CUNY protocol for bringing the police onto a campus clearly states that the Student Government President must be consulted prior to the date. The protocol was violated because SG President William Wharton was never contacted regarding this issue. (see more in the next edition of the College Voice) The student demonstration amounted to a total of 25-30 students and supportive community members. The resulting arrests were filmed and reported on by local media sources such as the Staten Island Advance, The New York Times and the NY 1 television station.

For students that were not directly involved in the demonstration getting the facts of exactly what happened has been a frustrating quest. Media coverage, especially that of the New York Times, attempted to depict the demonstration as violent in nature. Ever the apologists for state sponsored terror, the Times ran a caption under that appears on page 6 of the College Voice which stated that students were arrested after a demonstration "turned violent." The College Voice is purposely running this picture because it is exhibit A in the battle to discover the truth. The police claimed that the students were arrested because they had been blocking traffic. A quick look at the picture will show that one of the students being arrested, Stacy Bishop, was directly in front of Leonard Jeffries car. Dr. Jeffries car was positioned directly in front of the security office in the divide between the lanes for incoming and outgoing traffic. It was therefore impossible for Bishop to be blocking traffic. Her only crime was being black and standing up for her rights.

Far from violent, the protest was a peaceful demonstration. Students formed a pick-

et line and were marching across the front gate demanding that Jeffries be let onto campus. As an invited guest of students and as a faculty member of the City University of New York system, Jeffries should have been given direct access to the campus. Instead John Hudacs acting on the orders of CSI President Marlene Springer denied Jeffries access based on "a lack of security to guarantee Dr. Jeffries safety." This is when the violence ensued as the cops were unleashed into the protest and selected black students for arrest. Indeed, one white student reported that he was pushed aside and told "excuse me" by NYPD officers who had interrupted his protest. Officers then violently attacked the protesters with up to four of them dragging students to the floor.

Finally we have gotten to the root of the violence. It is violent to perpetrate racism as the cops from the 122nd did on April 2nd. It is violent and racist to present a violent fabrication of reality, as the NY Times did on April 3rd. Finally and most importantly, it is violent for the CSI Administration to risk the safety and violate the rights of the students of this campus in the reckless manner that they have. The only equitable solution to this problem is for the Administration to issue a public apology to the entire college community for their actions. This apology should be surrounded by the development of a program which gets serious about issues of race on campus. Minority faculty hiring, the representation of ethnic culture and history in the curriculum and the empowerment of minority students on campus are just some of the goals for such a project.

The students of CSI must come out in support of the students and community members who were arrested on April 2nd. They were arrested for defending their rights and those of every student on this campus. To do this pressure must be placed directly on the Administration. Vice President of Student Affairs Carol Jackson's phone number is 982-2335. Call her and let the Administration know that you support the arrested students and that you demand an apology.

THE VOICE



FOR FREE TUITION AND OPEN ADMISSIONS

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THE COLLEGE VOICE WHO WE ARE

The College Voice (CV) is a publication committed to the interests of working people. The working class is composed of all those people who own nothing but their ability to perform manual or mental labor and are forced to sell it for a wage. As students at CUNY, we recognize that we are a part of the multi-racial, multi-national working class of New York City. The severe attacks that CUNY has undergone are mirrored by the endless assaults on jobs, wages and living standards of working people, as well as by the attacks on trade union, democratic and civil rights.

We oppose the poisonous divisions fostered on the basis of race by the bosses, who make Black and white workers fight each other for the crumbs off their table...even though it is the workers who produce all the wealth.

We oppose the systematic attempts to reduce women to a defined "feminine" status, that serves to legitimize the special oppression they face as women and the additional exploitation they undergo as workers.

We oppose the vicious attacks on immigrant workers, who are the most vulnerable victims of the bosses job market, and who are thus used to drive all workers wages down.

We oppose every form of bigotry, on principle, as unbefitting humanity and recognize that the fight for human liberation will be achieved only in the course of combatting these divisions.

We oppose the use of the environment as a source of short-term profit and plunder by the ruling rich regardless of the consequences for the majority of the world's population.

The CV recognizes that it is the capitalist system, based upon the private ownership of the means of producing the wealth, that is fundamentally responsible for the fantastic hardship and misery that the vast majority of our species undergoes across the globe...in the midst of plenty.

The CV recognizes that this contradiction, far from being some "natural" condition, is one maintained by the armed power of the capitalist state (army, cops and courts) and ideological apparatus (media, church, and schools) of the capitalist class that insures the domination of the few over the many; of the bosses, who produce nothing and appropriate everything over the workers, who produce everything but appropriate nothing.

The CV recognizes the possibility and the burning necessity for creating a society in which the productive forces are democratically organized through the cooperative association of workers and production is based on human needs instead of private profits in harmony with the environment.

The CV recognizes the necessity for creating a revolutionary party of the working class, based upon a program of militant mass action and class politics, that will organize internationally against world capitalism and its multi- and transnational corporations and fight for a socialist revolution against them.

The CV seeks to engage all those who are committed to fighting exploitation and oppression in common action against the common enemy...capitalism.

Letters

ON THE ISSUE OF LEONARD JEFFRIES AT CSI

What happened with the Jeffries affair is symptomatic of the relationship between the state of liberal education and the flouting of the freedom of speech at CSI - between George's and Bill's pieces. At the same time that she was locking Jeffries out, Springer was projecting herself in the *TIMES* (4/3/98) as an upholder of liberal education and a defender of the First Amendment. There are elements of truth in what he (Jeffries) says, but they are very distorted - I hope students will learn in college to tell these things apart, whether they are in speech, a news paper, or somewhere else."

Liberal arts, not social work, teaches people in college how to how "to tell things apart" beyond the cliches of media and everyday life. But one cannot "tell things apart" in this case unless Jeffries is allowed through the gate. Has Springer, or any of the other luminaries of the faculty, really tried "to tell things apart" before that hastily called conference on race only hours before Jeffries was scheduled to speak? As another writer of the CV astutely pointed out, the "top" black Professor, who was to moderate the Jeffries event, got his "education" on how "to tell things apart" from *BANNER* headlines and acted immediately upon such headline education by opting out of the event. This was duly reported by the mass media as evidence of his intellectual and moral integrity. Is it too shocking to conclude that students have a better chance of learning how "to tell things apart" through a confrontation with Jeffries than by taking classes with a professor whose education depends on slogans, headlines, and soundbites from mass media?

The level of discourse at a university must be different from that of the street and the mass media. Otherwise the university is equated to Hollywood or Madison Avenue and loses its reason for independent existence. Even Springer seems to admit such difference - on paper that is in the *ADVANCE* and the *TIMES* - where she expressed the hope that in a free environment "students will learn in college to tell these things apart, whether they are in speech, a news paper, or somewhere else." If liberal arts had been truly available at CSI (especially in sociology) students might have rid themselves of those in the faculty who are tired of thinking and can do no better than parrot the printed and electronic media in their classrooms. Springer might also have less reason to be haunted by ethnic and racial "divisiveness," which is in no small degree a function of the prevailing vocationalist spirit at CSI. Bigotry and divisiveness cannot be overcome when liberal education is defective and when we allow headlines and soundbites to dominate the thinking and shape the responses of those in charge.

Sensitive, even potentially explosive issues, such as the underlying Black-Jewish question, can be dealt with seriously in their social and historical context once removed from the electrified field of headlines and soundbites and placed in the intellectual space of the university. For example, the key term "divisiveness" might have a negative connotation in the delicately balanced multicultural setting of our society at large. On the other hand, it is not simply a positive word but literally the cornerstone of intellectual life of the universities, which depends on tension opposition for its sustenance. The same is true about "stereotyping" - abstracting away from distinctive personal differences in order to treat culturally (ethnically, religiously) similar individuals as groups. Stereotyping is anathema for popular and media discourses of ethnically diverse mass cultures, unless of course it is complimentary to the group involved, or refers to distant past or physically distant present. Yet it is an essential part of methodological thinking in many disciplines, whether scientific, histor-

ical, or traditional sociological. Terms like "ideal types," ethnic profiles, historical generalizations ("Spartans were brave," "Corinthians were hedonist"), or cultural abstractions (the "Gothic style is spiritual," the "modernist temperament is elitist") involve inescapable stereotypical thinking if one is not to be bogged down into interminable detail. This does NOT mean that judgments about individuals are permanently brushed aside, but only that they are logically incomplete without the corresponding universal (stereotypical) judgments.



City College Professor Leonard Jeffries looks through the latest racially slanted version of CSI's Official Newspaper

When it comes to manipulation by powerful groups, even the present is not immune from techno-bureaucratic applications of stereotypical thinking in the service of money and power, except that such thinking is now masked under scientifically (ostensibly value-free, NOT value-laden socially stereotypical) generalizations. Political and market research - the backbones of mass manipulation - rest squarely on group judgments of this sort based on statistical fictions with the blessing of science. All this self-serving use of stereotypical thinking by the powerful has to be concealed from the masses, which labor under the illusions of freedom and individuality. A familiar example of such stereotypical thinking (with the blessing of science) is cited by George from our own backyard: Affron's (and her former associates) disreputable racist plan of merging sociology and social work based on "solid statistical evidence" from past experience to the effect that vocational training is the area in which minorities excel and the one from which they can most benefit.

In other words, whenever strong groups find it advantageous to exploit the weak they do not hesitate one bit to use stereotypical thinking in order to manipulate them. When, on the other hand, they wish to prevent empowerment through group cohesion, the strong conveniently remind the weak of constitutional guarantees of individuality and liberty. Thus the weak are endowed with the

illusion of inalienable rights, individual dignity, and the capacity to accomplish anything if one works hard enough. When it comes to matters of power manipulation ruling classes and groups throw the switch to the group (stereotype) mode, but when the going gets rough and they see the need to sooth, cajole, or squash the opposition, they revert to the mode of individual (non-stereotypical) of individual rights and legal responsibilities. This is a time-tested power recipe that the bourgeoisie has perfected over the centuries. If Bill had refreshed his memory from his history classes (maybe I am assuming too much about these classes) he might have relied less on the individual rights component of the equation. Let me be more explicit on that in order to illustrate my point about the distinction between the political sphere (power, group, stereotyping) and the legal sphere (individual rights, constitutional guarantees, moral values).

Their historical experience and culture (especially religion) handicapped Jews with certain behavioral patterns of great survival value, which are relevant to the issue at hand. In the absence of a geographically defined home embodying the physical manifestations of their culture, they have developed a strong sense of cultural memory and historical destiny. These traits have been and deeply engraved in Jewish consciousness. Deprived of a permanent home for most of their historical existence and reduced to itinerancy and the status of unwelcome guests of others, they relied on these cultural traits as a means for survival. Related to these traits is an equally strong self-perception as a group that naturally affects the ways in which others perceive them. Not paradoxically, these very behavioral traits which saved them in the long run from cultural and biological extinction and contributed to their success, have also made them targets for persecution and suffering in the hands of host nations which perceived them as a threat to their cultural cohesion.

By the same logic of survival and success, African-Americans, having also been forcefully deprived of their original home, are demanding the cultural and material recognition to which they feel entitled in this land built in great part by their own blood, sweat and toil. They literally demand the right to exist, inasmuch as the fate of their African brothers and American Indians is serves as a constant reminder that cultural and biological deaths are two sides of the same coin. But here the really touchy issue emerges: Jews are a powerful group, yielding economic and social power that is far out of proportion to their numbers. Since there are great inequalities among cultural groups, this limits the ability of some to fill these limited cultural spaces with their own cultural contributions: educational and media offerings, religious

By the same logic of survival and success, African-Americans, having also been forcefully deprived of their original home, are demanding the cultural and material recognition to which they feel entitled in this land built in great part by their own

symbols, display of ethnic roots, memories engraved in museums and monuments, etc. In a society ruled by free enterprise cultural space goes to the highest bidder following the same

inexorable economic laws of scarcity as other (vulgar) resources in relation to consumer demand. Hence, the saturation of cultural space by the values privileged groups commanding more political and economic resources involves the

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The Death of Pol Pot

PETER SYMONDS
& MARTIN MCLAUGHLIN

FROM THE
WORLD
SOCIALIST WEBSITE
APRIL 18, 1998

The death of former Khmer Rouge leader Pol Pot on April 15 in the Thai-Cambodian border area brings to an end one of the most chilling and bloody chapters of the twentieth century. During Pol Pot's three and a half years of rule over Cambodia, from 1975 to 1978, the Khmer Rouge killed as many as two million people through mass executions, starvation and slave labor.

The genocide in Cambodia was the outcome of a complex historical development in which the pernicious ideological influence of Stalinism came together with the military bloodbath carried out by American imperialism against the people of Indochina. Little of this history can be gleaned from the commentaries in the corporate-controlled media, which used the occasion to rehash old anti-communist myths and whitewash the US role in the Cambodian tragedy.

The political activity of Pol Pot (Saloth Sar) began in post-World War II France, which ruled Cambodia as part of its Indochina colony. The son of a relatively well-off peasant family, he received a government scholarship in 1949 to study in Paris, where he gravitated with a number of his friends to the Stalinist circles around the French Communist Party.

He returned to Phnom Penh in 1953, worked as a teacher and was involved in the establishment of the embryonic Communist Party in Cambodia. Faced with police repression under the government of Prince Norodom Sihanouk, the country's first post-colonial ruler, the party leaders fled the capital in 1963, seeking sanctuary in the remote rural areas of the country.

It was here that Pol Pot, heavily influenced by the Chinese Stalinists, devised the political perspective of what was to become the Khmer Rouge—an extreme form of Mao Zedong's eclectic mixture of Stalinism, nationalism and peasant radicalism. It is characteristic of the ideological falsification produced by Stalinism that the label of Marxism has been placed upon social and political phenomena which have nothing whatsoever to do with the ideas of Marx, Engels or Lenin.

Classical Marxism envisioned a new society, democratically controlled by the working class, which would take as its point of departure the highest level of the productive forces developed under capitalism. This presupposed the widest possible scope for the development of industry, science and technique, all of them bound up with the growth of cities, the urban proletariat and the cultural life of the population as a whole.

No more grotesque distortion can be imagined than to categorize as "Marxist" the ideas of Pol Pot and his

cohorts. As early as the 1950s Khieu Samphan, Pol Pot's closest aide, had outlined a perspective of creating a primitive peasant-based society in which money, culture and all other facets of urban life would be abolished.

Like the Maoists, the Khmer Rouge appealed not to the working class but to the peasantry, and especially to the most backward and impoverished layers of the peasantry, who became the backbone of its guerrilla army units. In its parochialism and nationalism, its anti-intellectual-



An elderly Pol Pot in exile, weeks prior to his death.

ism, and its hostility to urban life, the Khmer Rouge reflected the outlook of this social stratum.

The American Role

The responsibility for the rising popularity of the Khmer Rouge rested with the successive US administrations which prosecuted a protracted and brutal imperialist war throughout Indochina in the 1960s and 1970s, destroying millions of lives and devastating industry and agriculture.

Prince Sihanouk had sought to maintain his country's distance from the war in Vietnam through a policy of neutralism. He refused to act against Vietnamese supply lines along the Ho Chi Minh trail, which ran through eastern Cambodia. At the same time he kept silent about US military actions against Vietnamese forces operating on Cambodian soil.

The Nixon administration finally broke with Sihanouk in April 1970, backing a CIA-directed military coup that installed General Lon Nol and sent Sihanouk into exile in Beijing. One month later Nixon announced the inva-

sion of Cambodia by 20,000 US and Vietnamese troops.

Cambodia was transformed into a battlefield with Lon Nol's troops fighting the Khmer Rouge and American and Saigon troops in combat with NLF and regular North Vietnamese forces. The country's population experienced the most intensive saturation bombing in world history. During nearly five years of bombing raids, from 1969 to 1973, some 532,000 tons of bombs were dropped on Cambodia, more than three times the tonnage dropped on Japan in all of World War II.

Under the impact of the bombing and widening warfare, Cambodian society disintegrated. By 1974, 95 percent of Cambodia's national income came from US aid, much of it siphoned off into the pockets of corrupt military officers. Two million out of the seven million people were homeless. Annual rice production had plunged from 3.8 million tons to only 655,000 tons. Much of Cambodia's farmland remains even today unutilized because of bomb craters and unexploded ordnance.

The major responsibility for this social catastrophe lay with Nixon and his principal foreign policy aide, National Security Adviser Henry Kissinger. The bombing of Cambodia was carried out as a secret and illegal operation—secret, at

troops had been withdrawn from Vietnam and the war had been all but lost.

The Khmer Rouge in power

It was only after the American intervention in Cambodia that Pol Pot and the Khmer Rouge began to win wider support. From a badly organized and poorly equipped force of less than 5,000 men in 1970, it grew to be an army of around 70,000 when, in April 1975, the Lon Nol dictatorship finally collapsed.

The shattering, not only of urban economic life but even of traditional peasant agriculture, led the Khmer Rouge to rely more heavily on the most culturally and socially primitive layers of the peasantry, those living an essentially tribal existence, with little or no connection to the money economy and urban life. In this they resemble such contemporary groups as the Sendero Luminoso in Peru and the JVP in Sri Lanka, originating as movements led by radicalized middle class intellectuals, which have evolved in the direction of fascism.

Certainly once it came to power at the head of a peasant-based army, the Khmer Rouge leaders carried out policies of a profoundly anti-working-class character, which had far more in common with fascism than socialism. Faced with an economy in shambles, unable and unwilling to organize the feeding of the



Bones of Cambodians killed by the Khmer Rouge. Symonds and McGlaughlin relate this killing to the U.S. government, and deformed Revolutionary theories such as Maoism and Stalinism.

least, from the American people, if not from the victims in Cambodia, or the thousands of American military personnel who participated in the attacks, or the American reporters in Vietnam who knew of the bombing raids but kept silent.

There was no constitutional authority for the Nixon administration to wage war against a peaceful and neutral country. The White House did not even notify Congress of the bombing until April 1973, after the last American ground

cities, they ordered the evacuation of Phnom Penh and other towns. The entire urban population—workers, intellectuals, civil servants, small shopkeepers and others—were driven into the countryside to labor under very harsh conditions on irrigation schemes and other grandiose projects aimed at elevating agricultural production to unattainable levels.

Hundreds of thousands died of overwork, hunger and disease. Many

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Indonesian Students Protest Capitalist Dictatorship

WILLIAM WHARTON

In response to the heightening economic crisis that has swept across Asia, Indonesian students have been engaged in an almost four month long campaign of protest against Dictator/President Suharto. After beginning as demonstrations restricted to university campuses, students are now looking to form links with labour groups, women's groups and other commu-

and police squared off for over six hours, with students torching a police motorcycle and hurling rocks at the troops. The security forces had been detached by Suharto in an attempt to keep the demonstrations on campus grounds and prevent the students from building popular support. Following the showdown, university authorities announced that the school would be closed until May 7th.

The student protests follow reports of widespread food riots in response to soaring inflation and unemployment. Economic conditions have been in a downturn since last July when currency traders devalued the Indonesian rupiah by more than 70%. After the devaluation, the International Monetary Fund (IMF) intervened and offered the Indonesian government a fiscal bailout with various free market strings attached. After initial resistance to the changes the IMF sought to impose, Suharto was forced to accept the deal.

Far from helping the people of Indonesia, the IMF bailout has led to the rampant unemployment and merely serves to open foreign markets to direct investment and exploitation by multi-national corporations. As capitalism has been rapidly globalized

Suharto in Indonesia, Mobutu in Zaire and Idi Amin in Uganda. With the end of the Cold War, the ideology of the free market has become the dominant force in international politics and these outright dictatorships have become expendable.

American relations with the Suharto government have produced a long line of bloodshed. In 1966, U.S. support provided

that, "We will continue the struggle, whatever the Government does, even if that means we die!" The Indonesian students should, however, reflect on the historical dynamics that are unfolding. While the globalized version of the capitalist system may be less socially oppressive than the Suharto dictatorship, the class discrimination that this system enforces, severely lim-



Suharto with the military firepower to defeat political opponent Sukarno and execute thousands of communists and communist sympathizers. American military logistical support and weapons also funded Suharto's invasion of coastal island East Timor which resulted in the death of thousands of indigenous peoples and the practical elimination of their culture.

Indonesian students, sensing the weakness of the Suharto government are now demanding a greater voice in the direction of their country. Committed to the movement for greater freedom, student organizers such as Pandu Gunawan have declared

its the possibilities for real forms of societal freedom. Together, workers and students have the opportunity to challenge not only the logic of the Suharto dictatorship, but that of the global capitalist dictatorship which is enforced by the IMF and backed by the U.S. military.

nity based organizations.

Some of the most militant clashes between protesters and police have come from the University of North Sumatra in Medan, Indonesia. On April 29th international news sources reported that students

over the last twenty years, so too has it created international bodies such as the IMF and the World Bank to enforce its logic.

Part of the early segment of this globalization was for the American government to back "useful" capitalist dictators such as

Death of Pol Pot

Continued from page 15

more were executed in the course of the pogroms launched against all forms of culture and intellectual life. Others died in the vicious factional disputes that erupted within the Khmer Rouge as its economic plans fell to pieces, and its grip on political power became more tenuous.

The nationalist xenophobia of the Cambodian leadership led to a series of clashes with Vietnam, as Khmer Rouge forces staged bloody attacks on ethnic Vietnamese living along the Cambodia-Vietnam border. After nearly a year of such raids, the Hanoi government ordered a full-scale Vietnamese invasion in December 1978, which rapidly overwhelmed the Khmer Rouge forces and led to the installation of the current ruler in Pnomh Penh, Prime Minister Hun Sen.

A mass murderer under US protection

If the Khmer Rouge did not disintegrate completely after this debacle, it was largely because it had the support of powerful backers. China launched a military assault on Vietnam in retaliation for its invasion of Cambodia, with the tacit backing of the Carter administration in the United States.

Deng Xiaoping visited Washington in January 1979, in the midst of the Vietnamese offensive in Cambodia,

which both China and the US condemned. Less than two months later, nearly a million Chinese troops carried out attacks along Vietnam's northern border, where they suffered a bloody repulse.

The most critical role was played by the United States government, which saw Pol Pot as a useful Cold War ally, since he was at war with Vietnam, which was allied to the Soviet Union. With US backing, China supplied the Khmer Rouge with military equipment and the right-wing military regime in Thailand, a US client state, allowed free flow of supplies to Pol Pot's guerrillas in their base camps along the Thai-Cambodian border.

As Zbigniew Brzezinski, Carter's national security adviser, later admitted, "I encouraged the Chinese to support Pol Pot. The question was how to help the Cambodian people. Pol Pot was an abomination. We could never support him, but China could."

Equally important was the diplomatic support from the United States and other imperialist powers, which recognized the Khmer Rouge as the legitimate government of Cambodia and backed the seating of Pol Pot's representative as the Cambodian delegate to the United Nations for more than a decade. Throughout the 1980s the Reagan administration blocked international efforts to characterize the events of 1975-78 in Cambodia as genocide or to hold the Khmer Rouge leadership responsible for mass murder, since it would undercut the American alliance with Pol Pot.

The final collapse of the Khmer Rouge and its disintegration into rival factions was bound up with the imposi-

tion of a new imperialist settlement on Cambodia under the UN's auspices in 1993. The aim of this UN intervention was to open up the country as a source of cheap labor for international investors. Since then, key Khmer Rouge groupings have formally surrendered and been integrated into the army and official political life in Cambodia. The remnants are fighting a rearguard action on the Thai-Cambodian border. Only last year, after an internal split in the remnants of the Khmer Rouge led to Pol Pot's arrest, did the United States withdraw its objections to his trial as a war criminal. But there was no mistaking the sigh of relief in Washington after the Khmer Rouge leader died, apparently of natural causes.

As one Cambodia scholar, Stephen Heder, a lecturer at London's School of oriental and African Studies, told the New York Times: "There's certainly a major American responsibility for this whole situation. A war-crimes trial could have posed a problem for the US because it could have raised questions about US bombing from 1969 through 1973."

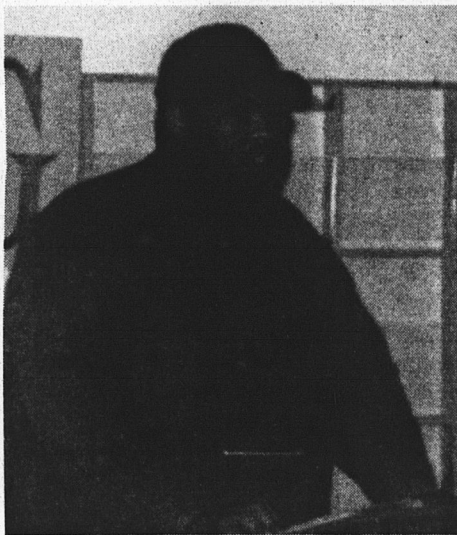
With its typical indifference to history, the American media carried interviews with Henry Kissinger after the death of Pol Pot in which there was no mention of the US contribution to the tragedy of Cambodia. The principal architect of Nixon's Cambodia policy pontificated about Pol Pot's bloody crimes and discussed the prospects of a war crimes trial for the surviving Khmer Rouge leaders. If the truth be told, Kissinger would deserve his own place in the dock at any such tribunal.

Raven Pecks Woods

SIR RAVEN DARKHOLME

Greetings and salutations from the Raven, once again I find myself with the unpleasant task of revealing the ignorance hidden in the minds and words of men. Recently a new propaganda device for the administration, "the Millennium". The project is led by the college's chief mud slinging student propagandists: Joanne Gallo, Timothy Jenkins, Morgan Healy and Andre Woods who refers to himself as "the Greek editor". After reading the propagandizing words of this publication, in all fairness to my fellow students, I am bound to debunk the error of reasoning of some of the writings in this brainchild of John LaMantia who I respect as a peer. Sadly, Mr. LaMantia's brainchild is in danger of being degraded by its staff, specifically its "Greek editor."

This "Greek" wrote that "we need to show administration the side of us which they crave to see ... we must show them that we can be as good as they expect us to be" this statement stinks of compromise and cowardice towards the powers that be. Before the student government was taken over in a landslide victory, before even the real Student Union was formed, students did attempt to show administration "the side of them which they crave to see". Due to this fact, the College of Staten Island developed a reputation for student apathy and the administration was able to implement any draconian policy they choose too on the back of the students with no resistance. The results of this submissive, meek attitude were: drastic reduction of library and computer room hours, a 300% increase in tuition, rip off cafeteria prices, a parking space/ticket scam, a war on remedial classes,



all with the intent of squeezing every hard earned penny out of the hands of students, while giving them nothing back. Due to this high level extortion, several students who were sick and tired of being abused came together and formed the "Student Union."

This union of students grew by leaps and bounds. After reaching a formidable size and formulating strategies to force administration to give back what really belonged to the students, these students leapt into action. Through the use of a series of high pressure tactics, such as sit-ins, protest and flyers, administration was forced to increase the library hours, create more parking spots and allocate more funds for day care. This was done through vigorous political activism, and by waging a battle of intellectualism combined with militant action, all of this was done and achieved against the wishes of administration. We did not wait for what was rightfully ours, we took it. That is how the gains which the students have now were won. Administration did not want to give them to us, they are not the benevolent bureaucrats they would like you to believe. Their cry was always "we can't

afford it... students do not need these luxuries". The benefits we achieved and which the students now have were not gained by being "good" they were made by taking back what was rightfully ours against the protest of administration.

The "Greek" editor reminds me of Malcolm X's definition of a "house Negro". To fully explain my reference to Malcolm X, I shall quote a speech titled "Message to the Grass Roots" given by Malcolm. Let me begin "To understand this, you have to go back to what the young brother here referred to as the house Negro and the field Negro. There were two kinds of slaves, the house Negro and the field Negro. The house Negroes-they lived in the house with master, they dressed pretty good, they ate good because they ate his food-what he left...they would give their life to save the masters house-quicker than the master would. If the master said, 'we got a good house here,' the house Negro would say, 'yeah, we got a good house here.' Whenever the master said 'we,' he said 'we.' That's how you can tell a house Negro. If the masters house caught on fire, the house Negro would fight harder

to put the blaze out than the master would. If the master got sick, the house Negro would say, 'what's the matter boss, we sick' we sick! He identified

himself with his master, more than his master did with himself, AND IF YOU CAME TO THE HOUSE NEGRO AND SAID 'LET'S RUN AWAY, let's separate' the house Negro would look at you and say, 'Man, you crazy. What you mean, separate? Where is there a better house than this? Where can I wear better clothes than this?' That was the house Negro in those days he was called a 'house nigger.' And that's what we call them today, because we've still got some house niggers running around here today. This modern house Negro loves his master...the field Negro was beaten from morning to night; he lived in a shack, in a hut; he wore old, castoff clothes. He hated his master. He was intelligent. That house Negro loved his master, but that field Negro-remember, they were in the majority, and they hated the master. When the house caught fire he didn't try to put it out; that field Negro prayed for a wind, for a breeze. When the master got sick, the field Negro prayed that he'd would die. If someone came to the field Negro and said, 'let's separate, let's run,' he didn't say 'where we going?' he'd say, 'any place is better than here.' You've got field Negroes in

America today. I'm a field Negro. The masses are field Negroes."

The "Greek" editor also sits on the Auxiliary Services board of the college, he is the only black student to sit on this board, of course, and to quote Malcolm X again, Woods believes "I'm the only Negro out here." "I'm the only one on my job." "I'm the only one in this school." You're nothing but a house Negro. Even his language shows how easily he fits into



this stereotype. As I said earlier, Woods is a minority student, the only one on the Auxiliary Services board of the college. During the last meeting held by Auxiliary Services, many students and Student Government senators made impassioned pleas to the members of this board to provide the daycare facility with \$70,000 to provide better service and facilities for students who have no other choice but to use this facility. During a tearful plea by fellow student Diane Isaac, Mr. Woods sat there with a look of disdain and indifference towards Miss Isaac's. Some time later, Mr. Woods revealed his identification with "The Man." In his statement "we cannot afford this", you do not have to be an Einstein to see the connection between Wood's use of the word "we" at this time and Malcolm X's analysis of the "house nigger".

Mr. Woods would never even attend a rally on Open Admissions to benefit students, but he is seen fighting harder than the administrators are, to deprive students of their rights. Once at a retreat sponsored by the former student government, Mr. Woods is quoted as saying "I am against open admissions, minorities entering into college need to pull themselves up by their own bootstraps". Well, the anti-minority "Greek editor" needs to read some of Martin Luther King's speeches, especially the one he wrote while he was in prison that stated "I would love to pull myself up by my own bootstraps, if only I had boots". Mr. Woods do you not realize that you have cast yourself in the role of a "Sambo" here at this college? In black historical documentation, the Sambo has always been described as docile, but irresponsible, loyal but lazy, humble but

chronically given to lying and stealing; his behavior was full of infantile silliness and childish exaggeration. Of course this type of mentality which our "Greek" editor who seems to be intellectually castrated demonstrates, most likely developed due to the perception of what he views as administration's ultimate power within the closed system of CSI. Thereby, he seems to have developed a helpless dependency and identification with the oppressors of the student body; he seems to believe he can only survive by becoming administration's Samba. Indeed my "Greek" peer is threading an ominously thin line, his fawning childishness and childlike attachment is the key to his bureaucratic survival.

However, he must be careful because the merest hint of independent thinking or "manhood" could fill the bureaucratic bosoms with scorn. Edward A. Pollard, author of "Black Diamonds Gathered in the Darkey Homes of the South" wrote, "I love the simple and unadulterated slave with his geniality, his mirth, his swagger, and his nonsense. I love to look upon his countenance shining with content and grease; I love to

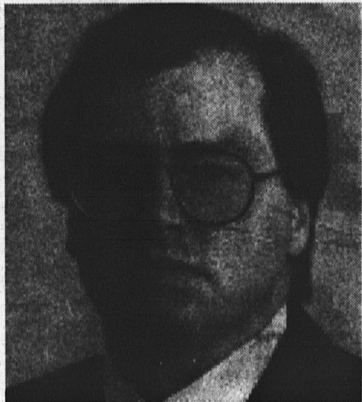
study his affectionate heart; I love to mark that peculiarity in him, which beneath all his buffoonery exhibits him as a creature of the Tenderest sensibilities, mingling his joys and his sorrows with those of his masters home." Beware THE "love" given by administration on the above terms is surely no inconsequential reward. You will be a "boy" no matter how old you become, dependent on the administrators for guidance and direction-without foresight, without faculty of contrivance of any kind.

Mr. Woods, in your statement, that we must show administration "the side of us which they crave to see" reeks of the shades of being an "Uncle Tom" and accommodation. Of course accommodation involves the renunciation of protester aggression against undesirable conditions of life and the organization of the character so that protest does not appear, but acceptance does. It may even come to be in the end that the unwelcome force is idealized, that one identifies with it and takes it into the personality; it sometimes even happens that what is at first resented and feared is finally loved. Woods, you are contemptuous, my sold out Negro friend.

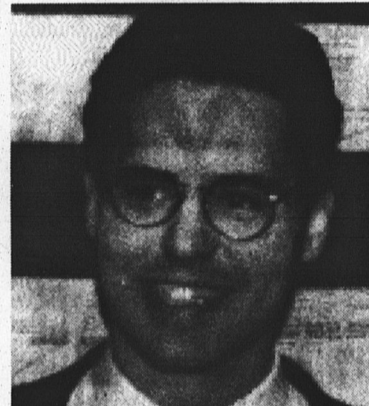
Woods, you claimed that you studied "Robert's Rules of Order" for most of your lifetime, which means you have a reasonable idea, how to deal with bureaucracy. You need to study how to be a gracious human being, not a sniveling, bureaucratic, sold out, piece of scum, whose only ambition is to kiss the highest lily-white bureaucratic ass you can find. How can you stand yourself, when now all of the students know the type of person you are, I know they cannot. Quoth the Raven "Nevermore"!!

Know the Enemy:

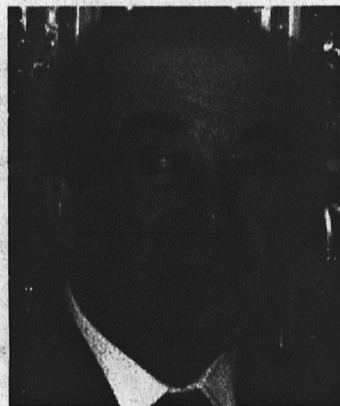
The CUNY Board of Trustees



Change-NY officer Tom Carroll: "Loony Professors shouldn't be able to force grievance courses- like those based on racism and feminism- on students."



Board member John Calandra: "Our students aren't doing so well. If we don't do something we won't continue to be a superpower."



Board member Herman Badillo felt CUNY students were: "taking high school level classes over and over and being passed whether they're working or not because the professors feel sorry for them."

The CUNY Board of Trustees are political appointees of Mayor Rudolph Giuliani and Governor George Pataki. Over the past year they have waged a vicious attack on the City University for the purpose of massively downsizing the university via ending Open Admissions. Far from working alone, the Board has been backed by well financed right wing think tanks such as Change NY and the Manhattan Institute. For the Board and their political backers, the end of Open Admissions can be measured in terms of dollars and cents and political power. For CUNY students and the communities we come from it can only be measured in terms of freedom - intellectual, cultural and economic freedom. The time has come to tell the Board to take their hands off Open Admissions and that the people of New York will protect their University - the University of the poor and working class. In order to accomplish this we must know the enemy!

Save Open Admissions at CUNY - Speak the Truth!

Call - (718) 982-3091 or (718) 982-3082 for more information

Organize - Speak - Protest - Write

THE COLLEGE VOICE

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Progressive Student Alliance Plan of Action

***Celebrate & Defend Open Admissions**

Open Admissions is a policy which guarantees that everyone who holds a high school diploma or its equivalent, is given access to the City University of New York. Thanks to this policy, over 450,000 students have attained a college degree. Open Admissions was fought for and won by students from the Black and Puerto Rican Community who took part in the occupation of City College from April 22nd to May 5th 1969. Far from being an exclusionary policy, Open Admissions has served the poor and working class of New York City regardless of race. Black, Latino, Asian and poor white students have all taken advantage of this vital social policy. We should defend and celebrate Open Admissions and the PSA will do so through a program of organizing, speaking, direct action and community outreach. Open Admissions is a Civil Right not a social privilege!

***More Full Time Faculty**

Over the past 20 years CUNY has lost over 6,000 full time faculty members. These professors have been replaced by underpaid, overworked faculty known as adjuncts. At CSI, the use of adjuncts has reached frighteningly high levels. 80% of remedial math and 60% of English classes are currently taught by adjuncts who are not compensated for their office hours. That means that the students that require the most one-on-one attention are taught by professors that can provide them with the least amount of instruction outside of the classroom. The PSA will work to make the hiring of full time faculty and the compensation of adjuncts a serious issue for the University

***Cafeteria & Bookstore Prices**

While the CSI Cafeteria and Bookstore are supposed to provide students with reasonable food prices and reasonably priced books, the CSI Administration has earned huge profits on the backs of students due to their exorbitant prices. The prices charged at the Cafeteria and Bookstore are ridiculously high when compared to outside sources. The PSA guarantees students that when we are elected, we will fight to the bitter end to have edible food at affordable prices and to promote the NYPIRG Book Exchange which provides students with reasonably priced textbooks, thereby benefiting students academically and financially.

***Parking Spaces For All Students**

Administration annually collects more than \$145,000 due

to parking tickets which students received because of Administration's issuing of an unequal amount of parking decals, compared to the actual amount of parking spaces. Due to this wilful oversight by admin, students have been repeatedly ripped off. As your elected officials, we will work to have Administration re-invest the moneys from parking fines into paving the graveled parking areas and providing more parking spaces for students, sufficient lighting in the parking areas so that we can have a safer cam-



pus and an end to the ticket blitz scam that has been perpetrated onto students.

***Club Issues - Club Space**

Over the past year, CSI Clubs have suffered the most out of any group on campus. After winning space for clubs, the Club Commissioner failed to utilize these rooms, instead the rooms were never offered to the clubs, thereby leaving clubs on this campus at a serious disadvantage. The PSA will immediately open this room and struggle to make it fully functional with phones, fax machines and computers for students. In addition to this, the PSA will explore a policy of progressive club funding, based on a sliding scale, where the most active clubs receiving the most funding and less active clubs will begin to organize more events. The PSA will fight against the bureaucratic restrictions that have been placed on clubs by the CSI Administration. CSI Clubs will spend less time filling out forms and more time organizing their clubs.

***A Committee on Race Relations**

As seen through the recent invitation of Professor Leonard Jeffries and Ron McGuire, Esq. to our campus, we have a serious need for a committee on race relations on this campus. The Ad-Hoc Committee on Race and Ethnicity,

has not held up its end of the bargain of promoting cultural and ethnic diversity within the CSI community. This scenario can best be seen through the eyes of the minority students and faculty who, day in and day out, congregate on this campus. As students let us formulate a committee that consists of students and faculty to create an open dialogue on race relations on this campus. This committee will work closely with The Club Council and minority clubs and organizations on this campus to construct a program which promotes diversity, multiculturalism and racial justice to make our campus a better place for all students.

***CSI Day-Care for All Students**

CSI Children Center provides quality daycare to more than two-hundred children on a flex time basis. The U.S. Government only provides limited funding to child care, so the Student Government requested \$70,000 funding from Auxiliary Services for the Children's Center since \$500,000 is held, in reserve, by them. Enrollment at the Children's Center was lower this year because of the increase in

parent fees instituted in 1996-97 which forced parents to change their status from full-time schedules to part-time schedules. Once elected, PSA will push to provide ample funding for the Children's Center. We will push for longer hours for the infant toddler room and other programs, increase the after school enrollment program, and open one of the June summer school classrooms to benefit all students.

***A Shuttle Bus to & from the Ferry**

Students need a regularly running shuttle bus to and from the ferry terminal on an hourly basis from 8AM till 9pm. The College of Staten Island is a commuter college, a free shuttle bus to and from the college would allow students to have more money to spend on things directly related to their academic life.

***More Services For Part-Time And Evening Students**

Part-time students have been neglected and deprived of the full benefits of a college education. Benefits such as more weekend academic advisors, more extra-curricular activities and more availability of classes all geared towards fulfilling the academic needs of this neglected and deprived section of our college community.