

# COLLEGE voice



**For Free  
Tuition and  
Open  
Admissions!**

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## WELCOME BACK Y'ALL!



CSI President Marlene Springer and VP for Academic Affairs Mirella Affron were at the forefront of the effort to expel 1,500 students



Mayor Rudolph Giuliani has set his sights on ending Open Admissions at CUNY.

**1,500  
STUDENTS  
TO BE KICKED  
OUT OF CSI?**

**GIULIANI  
LOWERS THE  
AX ON  
OPEN  
ADMISSIONS**

See stories on page 2&3



# FACULTY VOTES TO DISMISS 1,500 STUDENTS

BY WILLIAM WHARTON

In this time of great crisis for the City University of New York (CUNY), the College of Staten Island (CSI) is certainly not devoid of its own internal crisis. During a recent "CUNY in Crisis" seminar held by the Student Government, guest speaker Prof. Frances Fox Piven responded to student questioning about the generally apathetic response of faculty by telling students that "they could not depend on faculty to organize a resistance movement against the Board of Trustees (BOT)." Piven's words became even more prophetic during the November 25th General Faculty Meeting. A meeting whose aftershocks could lead to the dismissal of over 1,500 students at CSI.

## What Was Done?

The Academic Dismissal proposal that was under consideration at the General Faculty meeting, cut to the heart of the crisis that students face at CUNY. The meeting began with a re-consideration of the Academic Dismissal policy at CSI. This policy, which was described by Dean of Academic Affairs Mirella Affron as "the most generous in CUNY", is a scaled system with a GPA requirement which changes according to the amount of credits a student has achieved. According to the current system, students with 30 - 40 credits are required to maintain a 1.15 GPA, 40-50 credits a 1.25 GPA, 50-60 credits a 1.40 GPA, 60-70 credits a 1.60 GPA, 70-80+ credits requires a 1.80 and 80+ credits a GPA of 1.99. In addition all students must achieve at least a 2.00 GPA to apply for graduation. During her presentation, Affron went on to say that she had an "integral sense that it is something we need to look at." She based this assumption on the fact that the CUNY BOT had begun analyzing individual campuses based on "performance indicators" including graduation, retention and remediation rates. Affron went on to state that these numbers would then be quantified using something she called "comparative value", from which "conclusions will be reached on what appears to be the mission and direction of the University."

As Affron's presentation continued, the atmosphere of fear and disempowerment that would dominate the proceedings resonated from the podium. She discussed a phenomena she termed "external pressure", which was being applied to the University system via the media and local politicians. This factor combined with the "internal pressure" emanating from the BOT, served to fuel Affron's almost casual tone of inevitability.

Faculty Senate Chair Sandi Cooper proved to be no better than Affron, as she affirmed Affron's analysis as being "absolutely on target." Cooper stated that during the previous days BOT meeting it was made perfectly clear that there would be a "real alteration of Open Admissions." In order to successfully achieve this plan,

the Board was demanding that no credit be given for remedial courses and Cooper stated that "any official that argues with these policies days are numbered." After indicating that the BOT was using the media, i.e. The Daily News, as its political launching pad, Cooper called the attacks on CUNY "a coordinated campaign to reconfigure the public higher education system."

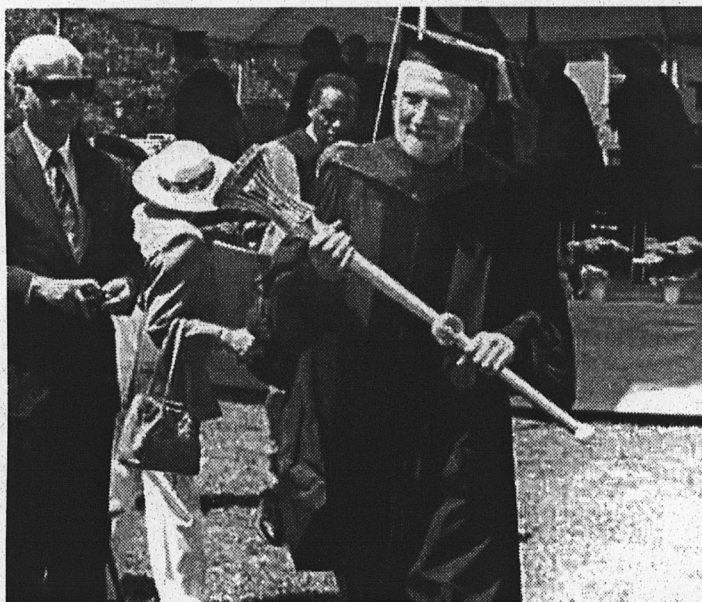
Following Coopers less than inspirational presentation, Administrator Laruelia Stevens made a presentation which described the current academic dismissal policy and also indicated the BOT approved model. This model requires students with 0-12 credits to maintain a 1.50 GPA, 13-24 credits a 1.75 GPA and 25+ a GPA of 2.00. Following this, discussions centered around the fact that students who were dismissed should be kept out of school for one whole semester. This eliminates the possibilities of a student being dismissed in June and applying for re-admission in August, a practice the faculty felt was quite commonplace. Economics Department Chair Robin Carey agreed with new BOT and stated during the meeting that the current policy simply "prolongs the agony, when the real problem is immaturity." No data was available as exactly how many students will put at risk and one participant at the meeting interjected that "it was something like 1,500."

Following further discussion College Council and History Department Chair Michael Greenburg made a motion to accept the new BOT guidelines for Academic Dismissal. The motion passed by an incredible margin of 45-4-0. Following this vote, College Voice researchers working with data provided by the CUNY Office of Institutional Research and Analysis discovered that 15.5% of CSI students currently hold GPA's below the level of 1.99. Assuming a student population of 12,000 that equates to approximately 1,860 students that face the prospects of dismissal. Some statistical leeway must be given to freshmen and those students less than 25 credits, so the 1,500 hundred student "guesstimate" that the faculty was working with is probably accurate.

## Why the Change Now?

The timing of this vote of the General Faculty has a direct relationship to the

edict passed down during a recent BOT meeting which tied the faculty hiring rates to the graduation rates of each individual campus in CUNY. According to the new allocation of faculty positions, 270 slots will be divided among the seventeen campuses in the CUNY system. Those CUNY campuses with the lowest percentage of graduates over a six year period will receive the fewest new faculty positions, while those with the highest rates the most. According to recent figures, CSI has a graduation rate of 9.1%. Kingsborough College leads CUNY schools with a rate of 28.1% while Medgar Evers comes in on the low end of the rat-



COLLEGE COUNCIL CHAIRPERSON MIKE GREENBURG MADE THE MOTION TO COMPLY WITH THE BOARD.

ing scale with a 2.9% rate. The change in the faculty hiring procedure goes along with a change in the manner in which the graduation rate is formulated. The previous procedure tracked students over the course of an eight year period due to the fact that a large portion of the CUNY student population attend classes on a part time basis due to their work obligations. These economic hardships have had a major influence and resulted in the fact that 65% of part time students work 21+ hours a week and 12.5% of full time students work 35+ each week while attending classes.

The Anti-Corporate magazine Leftward Ho! recently commented on this change in the faculty hiring in an article entitled "Bass-Ackwards." Leftward Ho! felt that the seemingly porous graduation rates were "inevitable for a University which refuses to provide sufficient faculty, class sections and financial necessary to educate CUNY's 200,000+ students." The Editorial Board of the New York Post disagreed with these assertions and claimed that the policy change was "a step in the RIGHT direction." (emphasis added for greater clarity) The paper feared that this measure would antagonize a situation of grade inflation within the university, which they stated was "already rampant

throughout CUNY."

The new faculty allocation formulas are expected to set off an almost feverish race among the various universities in the CUNY system to improve their six year graduation rates. The first wave of this movement appears to be the mass dismissal of students from the universities with low percentages like CSI. Eliminating 1,500 students that are faced with academic difficulty is a surefire method to improve the overall percentage of students that complete their degrees in the allotted time. This policy is also more cost efficient than actually providing this segment of the population with the proper tutoring or remedial work necessary to improve their academic standing. The next step will be either complete elimination or massive downsizing of all remedial classes because remedial students generally take a longer amount of time to complete their degrees. Indeed, a motion passed later in the General Faculty meeting served to eliminate the partial credit that students receive for taking developmental classes out of the English Department. Developmental classes serve as a bridge between remedial and college level courses by providing students with partial credit, 2 credits for a 4 credit class for example, while they continue developing their skills in reading and writing.

During the conversation regarding this motion, some members of the English department defended the current creditation of developmental classes vehemently. One professor argued that helping students develop their skills should continue to be the focal point of the remediation program not just teaching them how to pass the CUNY Writing Assessment Test. This professor stated that "teaching for the test is not the same as teaching students how to read and write." Professor Frank Battaglia went farther as he attempted to unravel the myth of remediation that had been cultivated through "internal" and "external" pressures. Battaglia indicated that the books he assigned to developmental students were quite similar to those given to students attending classes for full credit. The main difference was that the first book he assigned would generally be one at lower level than the others so that students could feel the accomplishment of finishing an entire book, an experience which would greatly boost the intellectual self confidence of these students. Following this, Professor Ira Shor cut to the heart of the matter when he stated that the current attack on the CUNY student body was driven by the fact that, as opposed to students at Harvard, they are "not the correct color and do not come from the correct socio-economic background." Despite these arguments, the motion to keep the developmental classes credit bearing failed by a count of 12-20-4. Both the

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# Giuliani Lowers the AX on Open Admissions

by William Wharton

The concerns and fears of City University of New York (CUNY) insiders, students faculty and administration, were validated by Mayor Rudolph Giuliani during his "State of the City" address delivered Wednesday January 15th. In that speech Giuliani called for the immediate end of Open Admissions at CUNY through the installation of an entrance exam. By making public a position that many of us new existed beneath the surface, the mayor has served to open up dialogue concerning this important societal policy. With the light of public opinion shining, some CUNY subversives like Board of Trustees (BOT) Chairperson Anne Paolucci scattered while other reactionaries, like Staten Island Borough President Guy Molinari, reveled in the spotlight. Using their official status to access major media sources, people such as Paolucci, Molinari and BOT Deputy Chair Herman Badillo are now forced to withstand the public backlash as a result of their unrelenting attack on CUNY. As radical students prepare a response, Giuliani defends his plans for massively reducing societal access to higher education.

## What Was Said?

While the Mayor's speech on January 15th was revealing, the address he delivered on radio station WINS on Sunday January 18th was even more telling. He described standards at CUNY as being "a disaster." He quantified this analysis by stating that only "32% of incoming freshmen at CUNY senior colleges pass the basic skills tests in math, writing and reading." Giuliani went on to lament the fact that the graduation rate at Community colleges over a two year period is only 1% and the 9% at Senior colleges over a four year period. Following this he stated that "We have to start by setting standards—and that means doing away with open enrollment." Giuliani felt that the lack of standards at CUNY was setting "cruel and

**Giuliani felt that the lack of standards at CUNY was setting "cruel and unrealistic expectations for our young people." He stated that "It is clear that a revolutionary change is necessary."**

unrealistic expectations for our young people." He stated that "It is clear that a revolutionary change is necessary." As with his "State of the City" address, the mayor provided very little in the way of a profile of the typical CUNY student and was silent about the issue of austeri-

ty programs that have rocked the university over the last decade.

## The Response

The response to Giuliani's address displayed the seriousness of its tone and the



possible societal ramifi-



the beam-and (is)

**The Bad Guys: (l. to r.) BOT Chair Anne Paolucci, SI Borough President Guy Molinari, BOT member Alfred Curtis, and BOT Vice Chair Herman Badillo**

cations of an action such as the end of Open Admissions. BOT Chair Anne

Paolucci who had been in the business of playing hardball with the student body of CUNY suddenly softened in an almost comical good cop-bad cop act with Deputy Chair Herman Badillo. In a New York Times article She stated that "If students need more help, it is not a reason to get rid of open admissions." Despite this seemingly moderate statement, Paolucci has been at the forefront of the CUNY downsizing project that Giuliani has now put into high gear. Bad cop Herman Badillo and lower level politico's like Guy Molinari took the direct route by backing the mayors statements. Badillo stated that "we need a more dramatic revolution than the kind of very limited steps that have been taken." In an article entitled CSI Looking at Standards as CUNY Comes Under Fire Molinari told the Staten Island Advance that "I think he(the mayor) is right on target.....he spelled out the stats and they jump out at you." Not to be outdone by his mentor, BOT mem-

she was prepared to change what the Advance referred to as the "problematic academic dismissal policy." (see page 2 for further info) Bragging about sending 1,500 students to the gallows was apparently the best that Springer could muster in defense of Open Admissions.

Opinions in the mainstream corporate owned media were divided on the issue of ending Open Admissions. Continuing in their tradition of bashing CUNY, the editorial Board of the Daily News praised the mayor who "showed he is getting back on the bedrock policies of first term." They claimed that anything less than the imposition of an entrance exam and the elimination of Open Admissions "is a fraud." They closed by imploring the BOT to comply with the mayor stating "Hallelujah! Now if only

(NYPIRG), tuition charges in New York state are the 11th highest in the nation at \$3,714 a year well above the national average of \$2,848 a year. Combined with a \$5,000 drop in the median household income in New York State, the state and city policies of slashing funding have served to eliminate a large number of students for the CUNY system. Those of us that remain are left to deal with the cuts in the operating budget of CUNY, which according to numbers supplied by the University Faculty Senate have reduced State contributions to CUNY Senior Colleges from a level of 629.5 million in 1989-90 to 439.5 million in 1996-97. Community Colleges have been hit even harder, with reductions from the level of 122.0 million in 1989-90 to 75.7 million in 1996-97. These cuts have served to severely damage the quality of the education that CUNY students receive while, at the same time forcing them to work more hours to pay for rising tuition costs. The percentage of adjuncts, low priced over-worked professors, teaching classes at universities like CSI has reached dangerous proportions. In the Applied Sciences and Modern Language departments at

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the CUNY trustees would stop their ivory-tower dithering long enough to get on board." The New York Times provided the kind of tepid "liberal" support they have come to master pointing out that "New York City's open admissions policy is the norm, not just around the state but throughout the country." They then stated that "the majority of those who drop out do so for financial reasons." After agreeing with Giuliani's critique of CUNY remediation as "needing re-working", the Times Editorial closed by encouraging the mayor to "get the message and beat a hasty retreat."

## In Search of Missing Facts

Giuliani, his cronies (Paolucci, Badillo, Curtis and Springer) and the liberal white knights at the New York Times failed to supply some crucial information. What they conveniently forgot to mention was the damage that has been done to CUNY by decade long cuts to the operating budget of CUNY in conjunction with tuition increases. According to a study on public higher education conducted by the New York Public Interest Resource Group

CSI, for instance, 70% of the faculty is made up of adjuncts.

CUNY students must unite and create an organization with the capability of harnessing the collective anger of the entire student body. Organizers and radicals throughout CUNY must be prepared to make the sacrifices that are necessary to keep the doors of CUNY open to all members of city regardless of their race, economic standing or gender. We must learn from the Black and Latino students at City College in 1969, who struggled and sacrificed so that we could have access to higher education. Using tactics of direct action and pushing forward a platform of revolutionary demands they occupied the campus and were ultimately victorious in their struggle for Open Admissions. So to can we take control of our university and our future. We must be on the offensive, not on the defensive as we present our vision of what the future should look like. The majority of CUNY students should therefore agree with Giuliani when he stated that, "a revolutionary change is necessary", for we must be the ones to carry out such a revolution. ■



# Is Vallone the Solution?

## CUNY Students and Socialism

by William Wharton

Another in the, long line of saviors of the City University has emerged from the ranks of the Democratic Party. This version of the message of the "left wing" of the Democratic Party is being presented by City Council Chair Peter Vallone. Vallone enters the scene promising financially beleaguered CUNY students a package which will cut their tuition in half. To qualify for the governmental bailout, students must maintain an average of at least a B throughout their final two years of high school and their first two years at CUNY. After years of savage cuts, in theory this package would appear to provide some form of relief to students. The catch to this plan is translating rhetorical theory into a social reality, an operation which becomes particularly tenuous given the current political whirlpool surrounding CUNY. Just in time for the election push, Vallone has chosen to present himself as the advocate of the working class in opposition to the candidate of the bosses, incumbent Governor George Pataki.

### Do CUNY Students Need A Tuition Break?



Politics CUNY style: Students take direct action in 1995 against yet another tuition hike.

Considering the ten year financial assault that CUNY students have been subjected to, a sharp reduction in tuition payments is certainly in order. Indeed, over the past five years CUNY tuition has surged over 153%, among the largest increases in the nation and far ahead of the national inflation rate. Tuition has jumped exponentially from a level of \$800 in the late Eighties to its current state of over \$1,600 a semester. While a tuition rate of \$1,600 may appear to be quite small in comparison to other private universities, we must keep in mind the fact that the demographics of CUNY are radically different than any other system in

the country. According to study released in 1995 by the CUNY Office of Institutional Research and Analysis (OIRA), 56% of all CUNY students come from households with incomes less than \$25,000 a year. The fact that 11.5% of students in CUNY come from households with incomes between \$5,000 and \$9,999 a year, further illustrates the precarious financial condition of the student population. Each tuition increase, be it a \$200 or \$600 hike will inflict major economic hardship on CUNY students and their households. For the 20% of the CUNY student body receiving public assistance, the combination of tuition increases and state pressure to enroll in the Work Experience Program (WEP) thereby ending their college careers, provides an almost inescapable vice of economic and psychological pressure. In a survey taken by the OIRA, 83% of students polled strongly agreed with the statement that "college is a financial strain."

This economic profile of CUNY students serves to demonstrate the economic need of the community, while also revealing the philosophical mission of the University system as a whole. CUNY was created and is maintained to allow the

poor and working class of New York City access to quality public higher education. By filtering out economic positioning as a determinate for eligibility to higher education, CUNY seeks to tap into the vast reservoir of intellectual working class talent that exists in New York. As a direct result of this mission, CUNY is also left to deal with the massive systematically inflicted problems that exist within the poor and working class households of New York. Simply stated, CUNY students are not poor because of chance, they are poor because they and their parents have spent their lives selling their labor for paltry wages. This wage slavery is

then re-enforced through the use of social tactics such as racism to create a social darwinistic environment among workers and the oppressed. With an unemployment rate of close to 10%, the New York City economy does not offer glowing prospects to citizens entering the work force. This is the point at which the maintenance of public higher education becomes essential for the working class and dangerous for the ruling class. Diminishing expectations and an educated working class are conditions that have the potential to converge and facilitate major progressive societal changes, creating a society that values humanity over profit.

### Re-Creating Self - Vallone Has a Plan

The tactics that are employed by the Democratic Party to re-establish itself as the party of the workers have become amazingly simplistic. They have turned into a ritualistic type of ceremony that begins a few months prior to every election. While the head of the party, President Bill Clinton, shows not even the slightest remorse as he signs the oppressive new Welfare Bill into law, lower level politicians stick out their fingers to gauge the election winds and offer up crumbs to beleaguered workers. Vallone's plan for tuition re-imbursement, offers certain CUNY students nominal relief without alienating the true agenda of the Democratic Party. By making the tuition cut conditional based on an incen-

**Vallone's proposal ... is a cheap way to court workers votes without taking a firm ideological stand.**

tive clause, he has chosen to follow a path that has been cleared by the Conservatives. By raising the issue of declining standards at CUNY, reactionary politicians like Board Of Trustees Deputy Chairperson Herman Badillo have moved quickly to implement a program that will drastically reduce access to the university system via the end of Open Admissions. Instead of providing principled opposition to this notion, by demanding an across the board 50% tuition reduction to all students in the CUNY system, Vallone validates the analysis of people like Badillo, by providing relief to the enlightened few instead of the needy many. The lack of political independence of the Democratic Party is function of their status as the second party of capital in America. When Vallone speaks of addressing the financial needs of CUNY students, he is examining the dynamic of tuition hikes which was set in motion by the supposed leader of the most "liberal" wing of the Democratic Party. Then Governor Mario Cuomo proposed and implemented the largest tuition hike in the history of the CUNY system in 1990.

By delivering a politically safe version of "lip service" to a serious issue of the working class, Vallone seeks a place on worker's agenda without alienating the big money interests that dominate the party. CUNY students must view the



Politics bureaucratic style with Peter Vallone at the helm.

Vallone proposal for what it truly is, a cheap way to court workers votes without taking a firm ideological stand.

Actions such as this further demonstrate the glaring need for a political party that truly addresses the needs of the working class. A party that achieves complete independence of the

Democratic/Republican cycle of repression. This party should be one that reflects the movement of society from the principles of capitalism, which emphasis' profits regardless of social consequences to one of socialism. This push towards a socialist future, will be fueled through the collective actions of workers, students and other sectors of the oppressed. It will reflect our needs and aspirations as CUNY students which is representative of the reality of the working class. Socialism will provide us with an open and free university system, quality high schools through responsible social investment and the creation of quality jobs at a guaranteed living wage. Following this transition the possibilities for the enhancement of humanity will be virtually immeasurable. However, until we begin to collectively lay the groundwork that will make this project a reality through the cultivation of principled opposition, all sectors of the poor and working class in New York will be left to be steered by the opportunistic offers of Democratic politicians such as Peter Vallone. ■



# CSI PHONY CATERER: CUNY LINGOES

BY HERE ACLITUS

I was awakened from my very physical slumber by a friend who said that an article for this issue would help appease his unquenchable thirst for knowledge—which he vigorously distinguished from certainty. Since the only job I had was to set CSI's clocks on my daily stroll, I decided to oblige.

My friend David and I met regularly during the winter break. We both enjoyed an evening chat at the Country Donut on Richmond Terrace. Some people got very much used to seeing us together, David always having coffee and Boston Cream donut. And to the surprise of an old lady who was always there, Dave once shouted: "constant conjunction!" And, ever since that incident, she remained suspicious of the both of us.

By now you most certainly understand that this article is going to be somewhat farfetched, especially to the load of freshmen and women. Other than my strange style to which I hope some of you will get quickly accustomed, nothing more than a reasonable dose of patience will be necessary if, as you ought to, you want to know why is CSI has become renown for its phony catering business.

You see, CSI is a special institution which functions like a catering business, it caters ideas and beliefs and delivers them to students. A bit farfetched? Outlandish? Hold your horses! A college like CSI is not exactly what one would call an "elite" institution. However, for an ever-increasing price, people can buy a college degree which allows them to find a job in the real world. Because, of course, CSI does not belong to the real world...ask any business teacher or student and they'll tell you that the real world is something other—and far more serious—than college. Now this may shock the naive student who is thinking of college as a

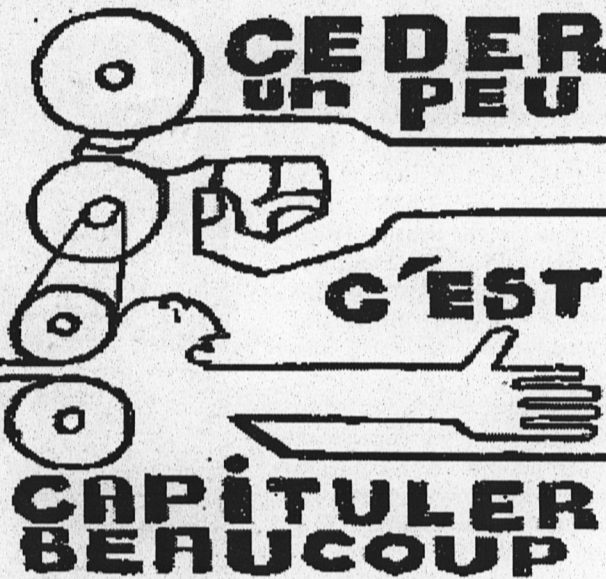
place where learning and life are not totally distinct. Well, I have never seen such a student at CSI. Learning and Life have nothing to do with each other! says the great Management professor whose name starts with S. You get an education to get a job which in turn will allow you to afford the Lifestyle of your choice. "Wait a minute," said our friend Immanuel, "no one can possibly apprehend what life is really, only different kinds of lives can be known. That's how," he added, "our minds work." "The Mind works?", maliciously asked I. Immanuel nodded his head then m u m b l e d something I couldn't perceive.

What the hell is this guy t a l k i n g about? He's going in circles talking about nonsense. Who cares if life and lifestyle are different since they are in fact different words altogether. Hey, let's not fool ourselves, college education has a lot to do with both. CSI, like other colleges, offers a variety of degrees some of which are vocational and lead to clear job opportunities—teaching, nursing, computing, counting other people's money, etc. Other programs are more or less useless.

So, back to our phony catering business, CSI advertises itself as being a senior-col-

lege that offers 'opportunities' and 'marketability.' Does it really? To whom? This question is answered in the myriad prospectuses used by our PR people. "CSI Best Caterer on Staten Island!" or the always puzzling "CSI: Our Products Are Guaranteed Pure Pork!" CSI departments follow the leadership—rather picked their leaders—in catering only the best quali-

t y / p r i c e products: late s t Management 13th Edition Textbooks, the ultimate in Computer Science—really?—Internet for Dummies, and the most wonderfullest Psychology for the Psychopath, Sociology for t h e Bureaucrat, and the 11th Edition of Visual Arts for Nurses.



TO YIELD A LITTLE IS TO CAPITULATE ALOT

Who'd'think it?

One could have tried to ascertain the influence of CSI-delivered junk food on student, but before that one should remember that CSI faculty and staff have ingested more than anyone else, and that they have become Hooked on Phonics. This is why many a student has reported faculty and staff avidly rushing to the Faculty-and-Staff Eatery in 1-C, completely oblivious to their surroundings. Students have also reported that these phony caterers tend to move in packs or

herds. Students insisted that a few individuals constituted herds in and of themselves. Permission was given to students to address these specimen in the plural form, as in "How are you feeding today?" or "Stop! You're hurting me!"

What satisfaction do these get in running a catering business which targets students like us? It is reported that a member of the faculty usually brags about his condo-by-the-beach or his-friend-millionaire-tennis-player. But, what about you idiot? asked a student. What about these members of the middle-class who deliver opportunities and knowledge with a total lack of class? This is the problem. After a whole life spent in the pursuit of happiness in the form of promotions, condos, and other raising children in decent neighborhoods, our caterers look like sad dogs whose lives have become routinized to an indecent manner. Routinized, bureaucratically constructed lives, that we, as students, are buying at a high price. How can we continue to study marketing techniques that teach us how to fool others—consumers—while remaining forgetful that we ourselves are consumers of this 'education' catering business? We are learning to find pleasurable the same things these phony caterers enjoy: a memo, a coupon, a parking spot, a shrimp buffet, the idea of an affair after 20 years of marriage...

So, at the end of this piece, I would like to WELCOME the fresh contingent that has landed on our campus. You are invited to participate in the healthy sport of poking anything at the managerial caste that runs the phony catering business that is CSI.

For those who really need help, I'll say that whereas phony caterer and fornicator are but one, CUNY Lingoos and cunnilingus are two, of course. Warf! Warf! from I. ■

## 1,500 STUDENTS.....

continued from pg.2

action to remove creditation for the remedial classes and to expel 1,500 students will now have to go before the College Council for a vote of the body. This apartheid like structure allows elected student representatives only 8 votes despite the fact that they represent 12,000 students.

### What Is to Be Done?

The Faculty endorsement of these two harshly anti-student measures should be a call to arms for all students at CSI. The message that was sent by the Faculty capitulation to the wishes of the CSI Administration and the BOT, is a signal that the majority of our professors care little for the future of the student body and are far more concerned with their

own self interests. These interests will be advanced through a rise in indicators such as those mentioned by Affron in her presentation (graduation, retention and remediation). Improvement in these indicators will improve the standing of the university within the intellectual community thereby improving the perception of any research they may produce. Similar to the professors who lined up against radicalized students that had taken over college campus's throughout America in the late 1960's, CSI professors suffer from an extreme lack of historical reference compounded by opportunistism that has been re-enforced by the Administration. Professors, some of whom laughingly refer to themselves as Progressives or even Marxists, have chosen compliance over resistance, thereby selling out the

student body and the adjuncts who toil under oppressive conditions.

For students and adjuncts the road forward is one in which the future of public higher education will hang in the balance. The attacks that have been inflicted on the students of CUNY by the BOT, the CSI Administration and now the upper tier of the CSI Faculty must be addressed swiftly and sharply. This response should not be one of a defensive nature, as so many of the recent student responses have been. We, the students of CUNY, must unite and formulate a program of radical demands for an Open Admissions policy that works. One that fully funds the university, abolishes tuition for all the students in CUNY and creates a Curriculum which is socially relevant. This program is one that will turn the tide

in the battle for the future of CUNY by demonstrating the power that can be derived from the collective action of over 200,000+ students. At CSI we have 12,000 opportunities to participate in this struggle against the intellectually stifling atmosphere that is being fostered by this disastrous conservative program of downsizing. For the Upper Tier Professors the vote that is coming up at the next College Council Meeting concerning the two actions taken at the General Faculty meeting will play a decisive role in their ability to maintain some semblance of intellectual independence and integrity. In effect compliance with a Board and Administration that has become so wildly reactionary is political, moral and intellectual suicide. ■



# A CALL FOR FREEDOM

BY WILLIAM WHARTON

Over the last month the pages of New York City newspapers have been splashed with stories about senseless anti-US political violence. Terrorists seemingly pick random American targets and are driven by some type of blind, incoherent lust for vengeance. The New York Times recently dedicated a significant portion of newsprint to sympathize with the Central Intelligence Agency (CIA) after the conviction of Pakistani rebel Mir Amal Kansi. Mr. Kansi was sentenced to face the death penalty for the assassination of four members of the CIA who were working in Pakistan. This case was truly tried more in the court of public opinion, a court which is increasingly marked by xenophobic attitudes reinforced by petty nationalism. Operating with an absolute disregard for either national boundaries or human rights, groups like the CIA pave the road for supposed "democratic" reforms like multinational penetration by carrying out their "ends justify the means" strategies of political violence and manipulation. Thankfully, some voices, voices of people that have suffered fantastically as a result of American intervention, have emerged above the deafening silence of the mainstream media's news filters. One of those voices comes from Honduras, the poorest country per capita in South America, and her name is Elvia Alvarado. On Wednesday November 12th the students of the College of Staten Island were able to hear her message of oppression and resistance in person.

Alvarado's message was one that was rooted in the hopes, fears and demands of the masses of disenfranchised peasants in Honduras. She opened her presentation by stating that she came to bring "the message of the Honduran people to the American people, my interest is to talk to you, not your president." Alvarado is one of the founding members of the Farmers Union Syndicate, an organization of peas-

**"The government does not allow any worker organizing therefore wages are extremely low, and working conditions are extremely dangerous as the women are packed into enclosed areas"**

ant women that is dedicated to dealing with the problems members face along with everyday difficulties faced by their families. These problems are "social, systematic problems" that manifest themselves mainly as "land problems." According to the speaker the majority of this land is not owned by Hondurans but has become the property of foreign investors mainly American companies. These companies have particularly focused on the acquisition of land in the

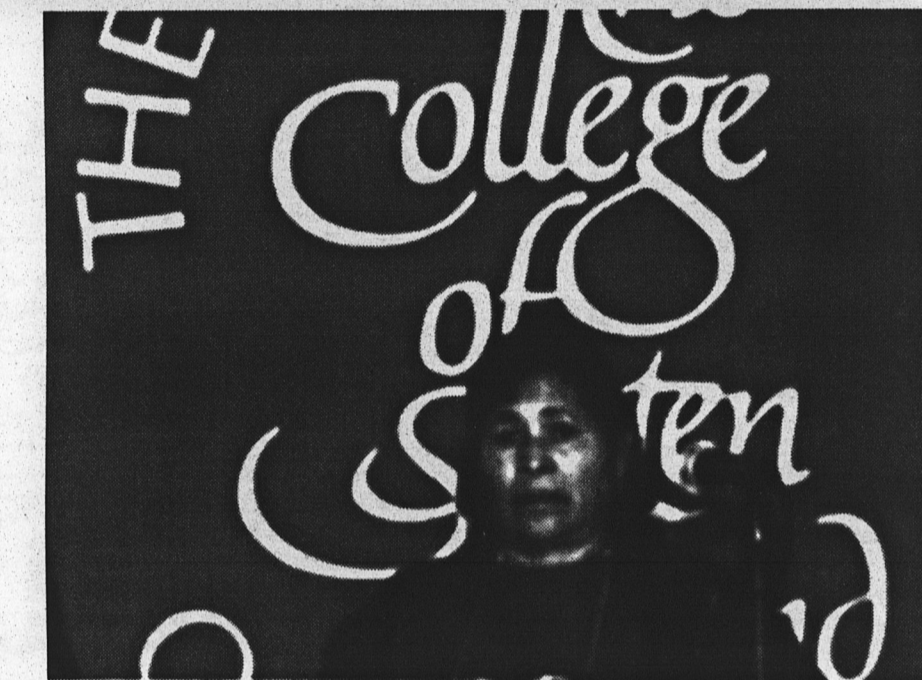
**"ELVIA ALVARADO IS ONE OF THE FOUNDING MEMBERS OF THE FARMERS UNION SYNDICATE, AN ORGANIZATION OF PEASANT WOMEN THAT IS DEDICATED TO DEALING WITH THE PROBLEMS MEMBERS FACE..."**

Northern coast. This strategy allows them access to a port for trade but has left the Honduran people stripped of the richest farm land in the country.

Alvarado was almost bashful as she described the fact that she had received very little formalized education, only advancing to the 2nd grade level. Her parents were poor farmers, like many other people, and they could barely read and write. Increasingly the peasant farmers have been funneled into the cultivation of the main export product of the country, bananas. In addition to the banana industry, cattle herding has played an increasingly important role in this export led economy, which has led to the further dilution of the self sufficiency of the Honduran people. According to Alvarado, the situation grew worse in the 80's as "the Contra's took large portions of land during the war in Nicaragua." She then stated that "even more land was appropriated for use by "the American military to build airports." These large land grabs forced peasant farmers off the most fertile soil and into the "arid, mountainous regions...without the tools to farm there." This has resulted in stark malnutrition among children and the creation of a society of dispossession with no food, no education, no healthcare and no land. Lacking facilities and funding for schools, peasant children receive their education in the fields, with children as young as 7 working full time. Spurred on by this situation, Alvarado has dedicated her life to organizing the people of her country and educating them as to why they are so

poor despite the richness of their lands.

Following her presentation, Alvarado gladly accepted questions from the students, these questions, while exposing the general naivete of the student body in relation to the geopolitical activities of the United States, allowed the speaker the opportunity to explore the reasons for her peoples' hardships. Responding to the strong and urgent tone of her presentation students asked what citizens in the U.S. could do to help. Alvarado responded by



Elvia Alvarado, A Feminist Honduran Peasant leader.

stating that "the American people have the opportunity to work and study the social structure of Honduras." She encouraged students to study the American program of "neo-liberalism" and find out how damaging it is to foreign countries.

She then described the difficulties she faced as she attempted to educate and organize the people under the auspices of an authoritarian regime like the one that exists in Honduras. Alvarado stated that she had been jailed many times and once "spent 25 days in jail without food..." During this particular confrontation with the authorities she was arrested and accused of being a Communist guerrilla. She was unable to contact her family after being arrested and a crowd gathered outside the jail led by her son who told the police "if you kill my mother we will burn this place down!" Despite this intervention, Alvarado was held captive for 25 days, received constant physical torture and was chained by her hands, feet and wrists. This cruel punishment was dished out because she refused to comply with the government's assertion that she was a front person for Communist guerrillas. They asked her "why are you organizing the people?" She responded over and over by stating "I am organizing them because they are starving and they have no land to work on." Finally in a state of semi consciousness she stated "if you think that by asking for all these things, land, food and education, that I am a Communist, then so be it, I am one! I was born one day and I will die one day!"

After being questioned about the U.S.

involvement in these activities she stated that "I feel the U.S. plays a guilty role in most of the wars started all over the world." She stated that, "she doesn't know any professor who teaches this, but education often reflects the social interests of the government." The speaker then informed the students that Honduras had been used by the CIA and the American military as a major staging ground during the Nicaraguan and El Salvadoran civil wars. Before these wars none of the villagers had ever seen American military personnel. As a result of the interactions between the Americans and Hondurans, Alvarado felt that these soldiers caused a large outbreak of the AIDS virus in Honduras. When asked the reasons why the Honduran military would accept American abuse of the peasant community, she stated that the decision was made at the top. Deals were made at the highest levels of government between the Hondurans and the Americans and these negotiations were consummated by pay-offs, many times masked in the form of humanitarian aid.

For Alvarado, American intervention, overt and covert, has played a central role in the oppression of her people. She plainly stated that "if the U.S. leaves, I believe things will get better." The definition of what the U.S. means in the so called "Third World" context was essential, it includes not only direct military intervention but the multinational exploitation of Honduran natural resources and labor power. The speaker was then questioned about the conditions in factories of American based corpora-

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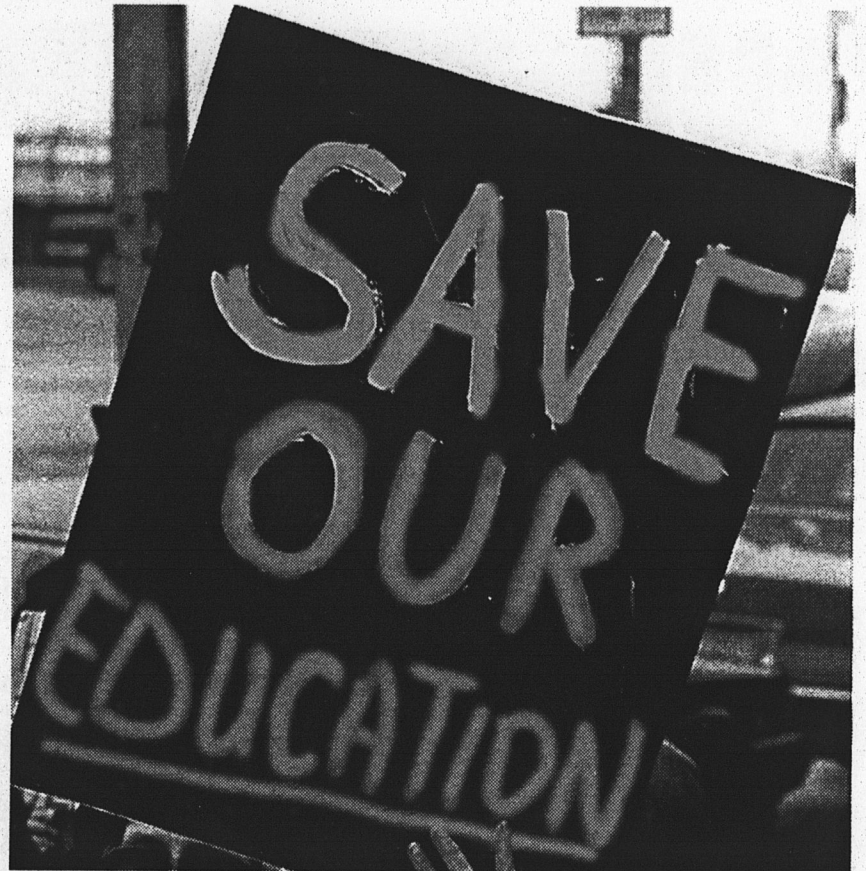


# THE FUTURE OF CHILD CARE

BY WILLIAM WHARTON

Is affordable, safe and educational child care a fundamental right of every student that attends the College of Staten Island? This is the question that the student body of CSI is currently faced with. Since the move to our spacious new Willowbrook campus the Day care center has been providing students with quality child care but recent funding problems have placed this vital service in doubt. For students with children, further cutbacks will most likely sig-

made up on the backs of students, by increases in per hour fees for services, a reduction in hours and contributions by the Student Government. The Center currently runs at a yearly deficit between \$80,000 to \$100,000, and further cuts to service are imminent if long term solutions are not found. The Center currently provides over 200 children with care on a flex time basis, a number which has increased from the 53 children that were served at its inception in 1990.



**"OVER THE PAST TEN YEARS, CHILDCARE FUNDING HAS BEEN CAUGHT IN A CRUSHING VICE OF DECREASED STATE AND FEDERAL FUNDING AND SHARPLY RISING EXPENSES."**

nal the end of their college education. As with other social programs that were developed in the 60's and 70's to address vital societal needs, childcare currently faces the harsh scrutiny of the budget cuts of the 90's.

Over the past ten years, childcare has been trapped in a crushing vice of decreased state and federal funding and sharply rising expenses. While expenses have risen from \$192,388 in 1990 to \$598,890 in 1997, state funding has remained flat at \$149,000 a year and federal funding has increased by a mere \$40,000 since 1993. Despite annual attempts by parents to increase funding for childcare services, legislators in Albany do not consider this issue a high priority. The deficit in Childcare has been

Beyond its conventional use as a daycare center, the Children's Center is an integral part of the entire college community. Many early childhood education and psychology students use the Center to do their field work. In addition to this, using the term daycare is really a misnomer when it comes to the Children's Center. The Center is not a stop and drop station and this is a major part of the reason for the rising costs of the service. Only trained, certified professionals work with the children and they are committed to making the experience an educational one not just a way to expend excess time while the parents take classes. The environment in the Center is also one that will hopefully foster a much brighter future for society in terms of race relations.

Children from many different races and ethnicities are in attendance and are encouraged to share their distinctly different cultural heritages with each other. On a recent trip to the Center, I was pleased to see that the children had been able to express the various ways in which they celebrated the holiday season, from Kwanzaa to Chanukkah. With bridges like this being built at such an early age, it gives us a ray of hope for the future.

This is precisely the reason why we must begin to formulate some long term solutions to the problems that the Children's Center faces. Ultimately, it is essential that students and administrators understand that the responsibility should fall directly on the State and Federal governments. In order to attempt to address this issue, parents at the Center will be going to Albany to lobby in late January. Beyond this, there has been talk about

sponsoring a referendum to increase the student activity fee by \$10.00 and return the Center to 1995 levels of services and per hour costs. Last years referendum failed because of student resistance to the many groups that attempted to use the daycare issue to increase their funding. Faced with multiple problems and far less solutions, the student body has been left in a quandary. Lobbying usually falls on deaf ears and a student activity fee increase is tantamount to a self imposed tuition hike, so what can we do? Just as our cries to Albany have fallen on deaf ears, so to has our Administration turned a similar ear to problems with child care. As students, we can only solve some of the problems CSI faces, therefore we need to unite and make daycare an issue around which all segments of the University are working at developing solutions. As you can certainly see our future depends on it.

## "WHO GAVE THE HIGHER FORCES AT CSI THE RIGHT TO MANIPULATE HOW THE PARENT-STUDENTS GO TO COLLEGE?"

As the school year winds down, CSI students have a lot on their minds. Spring registration started, the holiday season is beginning, finals are coming and parent-students who are students hope to get that right time slot at the Childcare Center. Why has such a non-academic worry spread among our parent-students? Why it's the College of Staten Island's own lottery system. A gamble on time. Parents gather right before the semester begins and their names are literally put in a hat to be

picked out for the limited time slots available; now isn't that nice? And if you do not win this lottery? What will happen to the parent-student's education? Nothing productive, but here at CSI the hierarchical bureaucrats wish you the best of luck in finding affordable daycare/after school services. Oh, let's not forget the gracious invitation to the parents that miss out on going to school for the semester, you're all invited to come back the following semester and try for the golden ring one more time. "See y'all then."

**Oh, please!!!!**

Who gave these higher forces the right to manipulate how the parent-students go to college? Especially those at the College of Staten Island. All the cutbacks that have been made at the Childcare Center does not only affect parents but all students who take any child psychology class that is required to do research or case studies, all those who are studying Early Childhood Education. Also internships from the education department are done at this very center. Understand, the

**COMMENTARY  
BY NATINA BERRIOS**

Children Center is a major component in CSI because it allows the students use their facilities for interactive education. A method that is more effective than sitting in a classroom listening to a lecture.

Before I continue, I would like to share my reasoning of my frustration with you by listing the cutbacks that the Children's Center has faced thus far:

*Continued on page 14*



# NAMES LEFT OUT OF OUR TEXT BOOKS

BY VICTOR MILLER AND  
WILLIAM WHARTON

## CSI Exhibits African-American Inventors

**A**ny analysis that attempts to deconstruct the white superiority tendencies that have shaped American history must necessarily focus on the marginalization of black inventors. The struggle against this historical manipulation was brought to CSI Thursday December 4th by the program entitled *The Black Inventions Exhibit* which was held in the Rotunda of the Campus Center. The program focused on raising awareness about the scientific contributions of black inventors. Many of the students that attended the event were surprised to learn that many of the products that they use on a daily basis were a result of black inventors. Early black inventors, mainly slaves, suffered from a particularly sinister form of discrimination in that patents were only issued to their masters not them.

Some of the highlights of the exhibit included the story of one black inventor named Garrett Morgan. Mr. Morgan was the inventor of the gas mask and the traffic light. In order for him to sell the gas mask in a society which was overtly racist, America around the turn of the century, he had to dress up like a Native American chief. When it was discovered that Garrett was actually black, corporations canceled their orders for his products. In Cleveland, Ohio in 1916 there was a mine shaft cave in, and everyone was afraid to enter the mine because of its instability. Garrett put on the gas mask that he had created and ran into the mine shaft and saved the miners that were trapped inside. Afterwards, fire department officials decided that the mask was a phenomenal breakthrough and Garrett finally received credit for the invention he had worked so hard to develop. As a

result of his brave effort, Morgan also received a gold medal for national safety. Shortly after getting into a terrible car accident, Morgan came to the conclusion that automobile travel had become very dangerous. As a result of this idea he developed the traffic light in an attempt to bring traffic under control. This story and the stories of over a hundred more black inventors were told in the exhibit.

The program was hosted by Mr. Jaime Ince, the traveling exhibits curator. Mr.

from the student body that attended the event. Kwan Burton, a member of High Society, stated that "I find this exhibit to be very motivational, because it shows that if you put your mind to something you can do it no matter what struggles you have to overcome. Finally blacks are getting credit for what they have accomplished in American history." Greg Glover, also of High Society, felt that "this exhibit teaches African-Americans about their heritage and how the system was

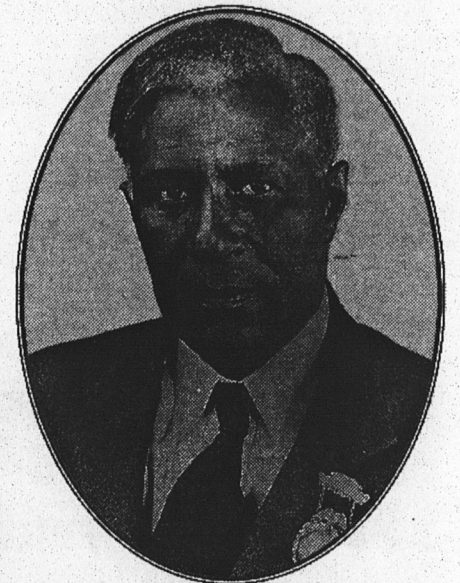
**"THIS EXHIBIT TEACHES AFRICAN-AMERICANS ABOUT THEIR HERITAGE AND HOW THE SYSTEM WAS BUILT FOR WHITE LANDOWNERS."** -Greg Glover, member of High Society at CSI

Ince has been interested in Black inventions for the past seven years and has done extensive research for three years prior to launching this project which has been touring for the past year. The first exhibition was held in Springfield, Massachusetts and has made its way down the east coast with stops in states such as New Hampshire, Rhode Island and Virginia. The program was brought to campus by the part time director of Pluralism and Diversity, Kathleen Layne, who felt it was important to expose the student body to this work of black genius. Layne told *the Voice* that she had first discovered the project through an ad that had been sent to her E-mail account. Layne considered the day to be a success and stated that "the students have been very open and responsive."

The most important messages came

built for white landowners." Natalie Cesaire said that she, "liked the exhibit very much, I had no idea that blacks have had so many inventions in American history." Olusoji Oluwole, told *the Voice* "I learned about these creations from my education in church not from in the traditional classroom environment."

For years mainstream education, which was supposed to be based on principles of democracy, have excluded the efforts of black inventors, historical figures and other contributors to the American project. Although this exhibit was an excellent first step in addressing these issues, a broad based social movement will be necessary to transform the institutionalized racism that still exists to this day. While historical figures like Crispus Attucks have been able to slip through the racial filter of American history, Louis Latimer



Mr. Garrett Morgan was the inventor of the gas mask and the traffic light.

still awaits his credit. While Thomas Edison is a household name for his fantastic discoveries, Latimer, the creator of the electric lamp/bulb, has been written off into history. Although the exhibit highlighted some of the major scientific discoveries made by blacks, one would be recalcitrant in his historical duty if credit was not also given to those African Americans that will not be part of an exhibit such as this. America was built on the backs of black laborers who were forced to relinquish their labor either for free or at rates that were significantly lower than their white counterparts. Recognizing these efforts along with those of the black inventors featured in this display, would create a much more comprehensive analysis of the black contribution to the American project. ■

## SAPPHO..... continued from pg.18

from Marx that "only people with their actions can define what is utopian and unfeasible."

EKTROPIA has done equally well in pinpointing one of the all-too-familiar mottos of bureaucracy:

SYSTEMATICALLY AVOID ANY REFERENCE TO THE REAL CAUSES of the problems; and if such reference is made it is only to be retracted the next moment, so that a PATCHWORK TYPE solution can be advanced while the root of the problem remains untouched.

Patchwork is bureaucracy's forte and the right tactic in this age of public relations double-talk and attention to cosmetic surfaces. But universities, if they are anything at all, are not about surfaces but about "the root of problems." Though we have nothing at CSI to match the scope and sophistication of University of the

Aegean's Department of Environmental Studies, we have a cosmetic, insular, and virtually irrelevant graduate program in Environmental Science. It was conceived and implemented within the narrowest possible scientific parameters (as its title also betrays); with no inkling about the reality of the "social dimension"; and obviously no willingness to learn about it from sister disciplines in the liberal arts, which were being at the same time decimated by way of starvation and neglect. Observing faithfully the bureaucratic motto of "systematically avoiding any reference to real problems," a succession of administrations left this program "untouched" in this fraudulent state, while publicly boasting about their international sensibilities and interdisciplinary concerns. To paraphrase EKTROPIA's scornful description of hypocritical "sci-

entists of the environment," educational bureaucrats shed crocodile tears over society's, or Albany's, heartless neglect of education, all the while inflicting deep and irreversible wounds in areas where money is not the issue.

A question about leadership (or lack of it) ultimately arises if (as EKTROPIA correctly observes) the "problem of the environment" is not about cosmetic "patchwork" but "plainly (about) a social and political issue." Who will provide leadership? Who will ensure that "problem(s) do not remain shielded from real criticism"? Who will "open the agenda to real critical issues"? These questions suggest the function of leadership in contrast to hollow authoritarianism. I don't know what President Springer's theme of celebration (and self-congratulation on leadership) has been this Fall, but I distinctly remember last year her unfortunate invo-

cation from the animal kingdom - geese flying in formation (a very short step from goose-stepping on the lawn!). In the process of trying to instill her values about leadership, loyalty, and obedience on our academic community, she managed remarkably well to reveal her own authoritarian personality. She was then correctly lampooned by the VOICE for her gross misplacement of values in an educational institution. Real leadership is earned by staking one's reputation (and job) on indispensable educational values and principles - for example, telling the faculty "bosses" sponsoring the Environmental Science Program "Scrap it, and start from scratch," even at the risk of losing their support in the Faculty Council or at the Board of Trustees, rather than indulging in silly goose-metaphors. Loyalty and solidarity naturally follow qualities of real leadership. ■



# DAILY NEWS: DAILY LIARS! DAILY RACISTS!

**D**emonstrating an acute awareness of the imminent danger that CUNY students face as a whole, the students at Hostos Community College have embarked on a program of political education for its student body. Two recent events shed light on both the power of the Hostos student body and the enormity of the problems that the entire system (CUNY) currently faces. The first was a protest at the Daily News building, in response to the recent onslaught of editorial attacks against CUNY by the editorial board of the Daily News. The second event was a teach-in that was held at Hostos for the purpose of educating students about the history and importance of Open Admissions. These events represent the cutting edge of the emerging student response to the ideologically motivated onslaught of the CUNY Board of Trustees, the white political leadership in Albany and Gracie Mansion, and the capitalist controlled New York City media. Together these forces have placed the future of the over 200,000 students in CUNY, in jeopardy through a series of politically motivated policy changes, decade long tuition increases and operating budget cuts, and an almost daily attempt to manipulate public opinion.

It should certainly come as no surprise to the readership of the College Voice that the students of Hostos have become the leading element in the battle to save CUNY. Over the summer these same students were the recipients of the first of many anti-student measures handed down by the BOT. Just days prior to graduation, the Board passed a resolution that established the CUNY Writing Assessment Test (CWAT) as an exit requirement for graduation. Following this, the media led by the Daily News, launched a vicious attack at the entire University system using the Hostos students as figureheads. News editorials painted CUNY as a "second chance high school" and a particularly sinister cartoon run by the News portrayed CUNY students as Beavis and Butthead. As recently as November 23rd, the attack shifted from the use of subtle right wing terminology to a full blown exposition of their racist positions. Russ Buettner, the author of an article entitled CCNY's Fall From Grace, introduced the new CUNY interim Chancellor and encouraged him to "launch a Rambo-style attack on the City University." The author sought to deride the benefits that students gained as a result of the Open Admissions struggle by claiming that the "new programs, many in ethnic studies, were created in a flurry of racial politics" and then quoted former CCNY professor Leonard Kriegel who stated that "the study of literature isn't supposed to make you proud of your heritage it is supposed to bring you into the world." Despite their claims, the world of Buettner and Kriegel is one that is thor-

**"THE STUDY OF LITERATURE ISN'T SUPPOSED TO MAKE YOU PROUD OF YOUR HERITAGE IT IS SUPPOSED TO BRING YOU INTO THE WORLD."**

**-Former CCNY professor Leonard Kriegel printed in DAILY NEWS**

**"APPARENTLY THE NEW WAVE OF NON-WHITE IMMIGRANTS DO NOT SHARE IN THE PROTESTANT WORK ETHIC OF THEIR PALE FACED COUNTERPARTS."**

**-BY WILLIAM WHARTON**



Hostos student sends her message to Daily News right in front of their building.

oughly dominated by racial politics which are solidified by a slavish adherence to the principles of eurocentricity. Buettner goes further when he states that "City students of old were mostly the white sons of hardworking immigrants." Apparently the new wave of non-white immigrants do not share in the Protestant work ethic of their pale faced counterparts. What Buettner dismisses is the fact that 2/3 of all CUNY students (some 133,332 students), the sons and daughters of many new immigrants, work at least part time and 1/3 of all students (66,666 students) hold full time jobs and attend school.

Faced with this full blown racist attack some 100 Hostos students marched down to the Daily News offices on October 23rd and confronted the enemy head on. What the students were protesting was the manner in which the News was attempting to mold public opinion. A recent poll of New Yorkers showed that the majority of those polled supported the CUNY system. The strategy of the News editorial board has been to chip away at this public support through a consistent campaign of misinformation and negativity. Carrying signs that clearly spelled out the names of their oppressors, i.e. the Daily News edi-

torial board led by Chairman Mortimer B. Zuckerman, students delivered speeches to the midday lunch crowd that had congregated outside of the building. Hostos students impressed upon the crowd that they truly valued their education, they valued it so much that they would take their battle to the streets. Lawyer of the people, Ron McGuire stated that "the students that stand before you today are representative of the future leaders of this country." Students were vocal throughout the hour long rally and responded to chants of "Daily News - Reactionary," and "CUNY United Will Never be Defeated." Speakers were careful not to blame the workers for the damage their bosses had inflicted on CUNY, but implored the workers to file complaints about the false information that was being disseminated. Students discussed a boycott of the Daily News on all CUNY campuses, an idea that should certainly be entertained in light of the November 23rd attack that was launched by a Daily News staff writer.

Two weeks after the successful Daily News protest, the newly formed Committee to Save Open Admissions that had been formed at Hostos, sponsored an all day long teach-in on Open Admissions. Some 25 CSI students, including myself, made the trip to Hostos and found an extremely responsive student body receiving a radical political education. An entirely different feeling existed at Hostos than at many other campuses in CUNY. Clearly, they understand the danger that lies ahead and instead of cowering from it, they have chosen to draw on the great community support system that surrounds the college for inspiration. Indeed, speakers from all parts of the Hostos Community came out for the event and spoke about the history of struggle that is rooted in the Latino community. Former student leaders for the late 80's and early 90's spoke providing the students with lessons about a time when Hostos was at the forefront of student resistance to tuition hikes and budget cuts. This resistance translated into a series of building takeovers by students throughout the CUNY system, a tactic that students at the event would not rule out in the not so distant future.

Hostos, currently the epicenter of struggle in CUNY, can provide students throughout CUNY with many valuable lessons. Despite the differences that exist within their student body, they have been able to form a united front that is organized around specific issues, issues that will have direct ramifications on every student at Hostos. Instead of struggling with ideological battles about who has the correct line, while the Board of Trustees comes slamming down on our collective heads, the students of Hostos build unity through collective struggle and provide activists throughout CUNY with a guide to follow for the future. Together, over 200,000 strong we can unite and create a collective fist that will pose a direct challenge to the conservative right and their

*Continued on page 12*



# ACCESSing your future...

BY WILLIAM WHARTON

The development of political awareness is an ongoing process which can span an entire lifetime. This process is oftentimes linked to a radical transformation which propels a person from an inattentive observer into an active participant in society. Higher education should be a vehicle that allows citizens to cultivate the necessary critical faculties to achieve a higher level of both political education and activism. Armed with these ideas, the CSI Student Union led Student Government created a project entitled Academic Curricular Consortium Educational Speakers Series (ACCESS). This project was fully funded and set its sights on bringing the most enlightening speakers, either through academic accomplishments or through actions, to campus to interact with the student body.

Part of the reason that this project was developed was to address the issues of "standards" that have been raised by the conservative Board of Trustees and delivered in the pages of the Daily News. These attacks are intended to use the red herring of declining "standards" to launch a massive project aimed at downsizing the City University of New York (CUNY). Massive downsizing means that thousands of students will be denied access to higher education and effectively be locked into whatever low paying, part time employment our new post modern economy offers. This situation means that the students are left to defend their own futures along with the future of their university. As a group that considers itself to be progressive, the Student Union was then put into a position in which it had to develop strategies that would effectively address this attack.

**"Higher education should be a vehicle that allows citizens to cultivate the necessary critical faculties to achieve a higher level of both political education and activism. Armed with these ideas, the CSI Student Union led SG created a project entitled ACCESS."**

The great criticism of progressive organizations is that they blindly focus on one set of tactics to tackle problems. Insurrectionists, those that wish to directly confront the state, and constitutionalists, those that choose to work within the system to invoke gradual change, constantly volley criticisms at each other for various violations of orthodoxy. ACCESS is a synthesis of these positions. The budget cuts that have rocked CUNY over the past 10 years have resulted in a severe degeneration in the hiring practices of faculty which has resulted in the hiring of a

large number of adjuncts. Adjuncts are part time instructors, that receive low pay, in comparison to full time professors, and are not paid for office hours, which results in the creation of a great void inside and outside of the classroom. A decision was made by the Student Union that this problem should be addressed in several different ways. Traditional means such as rallies, protests and speak outs would be explored but the most glaring need was to extend intellectual dialogue beyond the walls of the classroom. Hence, ACCESS was created to demonstrate that students at CSI are indeed interested in both receiving a political education and connecting academic issues to their everyday lives.

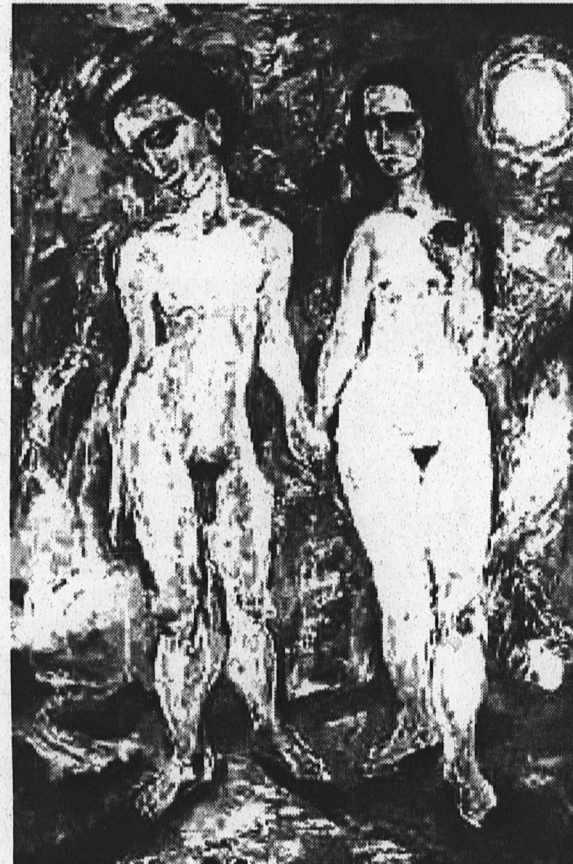
## A Rocky Beginning

The ACCESS committee, which is currently composed of Mark Gray, Kathi McHugh and Colleen McGraham began the year by presenting the most controversial conference first. Prof. Leonard Jeffries, one of the most persecuted members of the CUNY community, along with Ron McGuire, student activist attorney and participant in the 1969 Open Admissions strike, were invited to campus to speak about the future of Open Admissions at CUNY. In response to this first attempt to enlighten students, the administration put their bureaucratic machinations into motion and shut down the event by voting down a Student Government decision to provide honorariums to the speakers. Using rationales rooted in the illogic of 90's free marketism and student dis-empowerment, the CSI Association voted down the allocation of a \$2,500 speakers fee which had been negotiated between ACCESS and Mr. McGuire. This decision gave the CSI

Administration the ability to sidestep the issue of bringing Prof. Jeffries to campus, thereby continuing the larger CUNY wide freeze-out campaign that has been in effect since his forced dismissal from City College of New York (CCNY) and the dissolution of the Black Studies Department. While the freeze-out has been one of racist intellectual marginalization for Prof. Jeffries, it has translated into intellectual and economic marginalization for Mr. McGuire who has carried out a series of successful legal endeavors against the CUNY Administration in defense of students' rights. Thus, the Administration

provided an almost predictable road block to the beginning of a major student initiative.

The second, or first event, of the semester dealt with one of the hottest issues in the nation, the Teamster-UPS strike. The



strike had been on the lips of almost everyone in America and sparked heated debates in the offices of both the College Voice and the Student Government. Student Union members had also gone out to the local picket site and volunteered time to help the Staten Island Teamsters. To gain a better perspective of the struggle, Sean Sweeney, a representative of the Labor Party, Tim Schermehorn, from New Directions, a rank and file organizing opposition in the transit union and David Pratt, a representative from Teamsters for a Democratic Union were invited to campus. Despite the immediacy of the issue, the student turnout for the event was fairly small, amounting to 25 students. Regardless of the turnout, the speakers were highly informative and provided students with fresh perspectives on American union activities. The three speakers emphasized the urgency of the degenerative living conditions for thousands of American workers along with a need to address the problems of those Americans who do not even have the chance to enter the work force. Tactically the focus of the new labor movement will be to address the needs and demands of the rank and file workers while attempting to steer clear of the stifling bureaucratic and organized crime tendencies which had manifested themselves over the past two decades. Slightly unnerved by the low turnout, yet buoyed by the high quality of the event the ACCESS planning committee engaged in a period of self criticism and strategy development.

## Striking a Cord

After being unable to deliver on the first CUNY in Crisis seminar, A.C.C.E.S.S. extended an invitation to three prominent figures in CUNY. Sandi Cooper, chair of the Faculty Senate, Joseph Murphy, former CUNY Chancellor, and

Francis Fox Piven, CUNY professor and expert on the Welfare system. The speakers all gave their outlook on the condition of the City University. Matching the general sentiment of all the members of the college community the speakers outlined the difficulties that the system has faced over the last 10 years and the problems that lie ahead. Francis Fox Piven was particularly enlightening as she described the economic implications of the Work Experience Program (WEP). Piven felt that WEP was simply a political tool that was being used to create space to slash the wages of workers. By creating an artificial work pool, welfare recipients, that receive depressed wages, as low as \$2.00 an hour, a space was created between the lowest paid workers and the majority of the work force. Increasingly, jobs that were once held by fairly compensated unionized workers are

given to WEP workers. Left without unions, WEP workers face not only low wages, but dangerous working conditions, a lack of safety equipment and clothing and no representative organizations with whom to file grievances. Piven predicted that the program has the potential to reduce wages for workers in New York by as much as 13% over the next 5 years as the new Welfare laws are fully implemented.

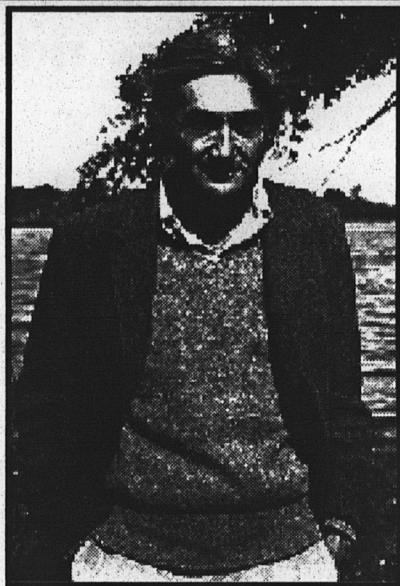
Joseph Murphy was able to relate to us just what state of affairs existed in the 1970's. The fermentation of dissatisfaction brewed over at Brooklyn College and due to his experience as a former Peace Corps officer in Africa, Joseph Murphy was thrust into the situation as a calming influence. At this point Brooklyn College and many other CUNY campus' were virtually ungovernable. Students had taken control of these institutions and rejected any form of authority that the administration looked to impose from above. In his early thirties, with Socialist-Democratic leanings Murphy was seen as the only chance to calm student unrest at Brooklyn by the administration. Following his work in the early 70's, Murphy ascended to the post of Chancellor of CUNY. After several years in this position, he was removed from his position for allegedly endorsing the notion of building takeovers by students. When questioned about a recent building takeover in the late 80's Murphy was purported to have told the media that he felt, "building

continued on pg.12  
Winter 1998



## The CSI Student Government A.C.C.E.S.S.

P R E S E N T S



### Howard Zinn

Professor of History, Spellman College 1956-1963  
Professor of Political Science, Boston University 1964-1988

An historian and playwright who has written over 14 books including *A People's History of the United States*. Zinn's method of writing history from a bottom up perspective has many times brought him into direct conflict with traditional interpretations of American history. He rejects the notion that history is dominated by great people and counterposes it with the idea that history develops through great movements, through the collective efforts of the masses.

**Thurs. February 19,  
1998  
from 1:30pm -  
3:30pm  
in the Williamson  
Theatre**

## A.C.C.E.S.S. Calendar Spring Semester 1998

### February 26th

Williamson Theatre 1:30 pm  
Young Black Writers - The Best and the Brightest in a Celebration of Black History month

### March 5th

Williamson Theatre 1:30 pm  
CUNY in Crisis: The Struggle for Open Admissions  
CUNY Student Legal Defense Lawyer Ron McGuire and Ethnic Studies Professor Leonard Jefferies  
"The 1969 student strike and Open Admissions"

### March 12th

Recital Hall 1P 6:00 pm  
"Follow Me Home"  
Film and discussion with Director Peter Bratt

### March 19th

Green Dolphin Lounge 1:30 pm  
Malcolm X Grassroots Movement  
"The Liberation Struggle of American Political Prisoners"

### March 25th

Williamson Theatre 2:30 pm  
Michael Parenti - Sociologist and Social Critic  
"Plutocracy and Democracy in America"

### March 27th

Jericho 98' - Washington D.C.  
National March on Washington to free all Political Prisoners

### April 9th

Center for the Arts 1:30pm  
Louise Tilly - Chair New School Department of History & President of the American Historical Association  
"Women and Socialism, Between the Wars"

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ANOTHER EXCITING  
SEMESTER!!!  
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FOR FURTHER INFORMATION**



# ...ACCESS

...Continued from page 10

takeovers were a right of passage for students." Fully cognizant of the oncoming financial onslaught on CUNY that was already in motion, the power mongers in Albany led by supposed liberal Governor Mario Cuomo immediately saw Murphy as a liability and had him removed from office. Today with the university reeling from the decade long attack that Cuomo and Pataki have launched, Murphy looks to a revitalization of a student movement as the only way to directly address the problems that confront the university system.

This seminar can be considered a success for a number of reasons including the large turnout and the message that was delivered to students. Approximately 50 students attended the event, which was held on a Tuesday evening at 6:00 pm. This is generally a transition time for the college as the day population is exchanged for the part time evening crowd. The former group is generally more focused on the dinner table rather than a seminar regardless of its importance. The night time population is one that faces various amounts of stress including class, family and work. While they represent one of the many groups that have benefited from Open Admissions, they also represent the group with the least amount of time to spend on activities that stretch beyond the classroom. Despite these inhibiting factors, students, with the help of a few enlightened members of faculty, who understand the importance of Open Admissions, came out to hear this very important message. The message delivered was one of empowerment, a message that provided students with answers to some of their questions about Open Admissions and at the same time providing them with the impetus to become active in the social struggles that will reshape our society. The ACCESS program had apparently found a niche around which it could begin to launch the major thrust of its programming.

## Seizing the Moment

Following the CUNY in Crisis seminar, ACCESS moved into overdrive with its biggest "name" speakers. Indeed, the month of November was virtually jam packed with both highly engaging speakers and students wishing to attend these events. Suffice to say that the events that featured Dr. Manning Marable and Elvia Alvarado were both well attended and highly stimulating. Marable's examination of the interplay between Democracy and race in American society provided students with the intellectual space to begin examining the American Democratic project from a critical perspective. Demonstrating the depth of his analysis, Marable also explored the class based inequality that the capitalist system breeds and the correlation between class and racial deprivation. Marable felt that social change "was made on the fringes" and encouraged students to "organize where they are" be it at school, in the workplace or in the community. Elvia

## "ADDRESSING THE LONG TERM TRENDS THAT THREATEN CUNY, THE ADJUNCTIFICATION OF THE UNIVERSITY AND THE GENERAL DEFUNDING OF PUBLIC HIGHER EDUCATION, IS THE ONLY WAY TO HONESTLY ADDRESS THE ISSUE OF "STANDARDS" AT CUNY."

Alvarado used her life experience to take the analysis of the American system in a different direction. As a citizen of a country whose populace has been historically oppressed by America's neo-corporate brand of modern imperialism, Alvarado gave CSI students a perspective of the manner in which American consumerism leads to the exportation of inequity to many Third World nations. Alvarado's speech underscored both the strength of her convictions and the sacrifices she has made to further her cause, a cause that looks to bring a sense of humanity to a people whose life expectations have been heavily marginalized.

In a one week period over 300 students attended these events, the majority of which were extremely pleased to engage in this type of dialogue outside of the classroom. In between these programs, ACCESS attempted to address some of the problems that students face on a daily basis by inviting representatives from the Welfare Rights Initiative (WRI) onto campus. This event provided students that receive public assistance with a forum in which they could educate themselves in regards to the new welfare laws that are being implemented in New York State. In addition to the seminar students were able to receive one on one assistance from the speakers and follow ups were arranged. Since this event took place several students have been in contact with WRI, demonstrating that the value

of the event stretches far beyond the boundaries of the campus and has had a direct effect on the everyday lives of students.

## Looking Forward

Enlightened by both the accomplishments and difficulties of the first semester of the ACCESS program, the Spring semester promises to be one marked by major accomplishments. The acceptance of the program by a large number of students has translated into a true motivational tool for the organizers of these programs. Student response at the events themselves has been a clear demonstration of the type of education that CUNY students as a whole desire. Working class education. This means that the issues that are discussed have a direct correlation to the everyday proceedings of their lives and encourage the use of critical

faculties. If the Board of Trustees has a true desire to improve the educational experience of CUNY students they can look to the ACCESS program as a model. Students have a urgent need to actively engage in the learning experience and will seek out these opportunities well beyond the walls of the classroom. Addressing the long term trends that threaten CUNY, the adjunctification of the university and the general defunding of public higher education, is the only way to honestly address the issue of "standards" at CUNY. Anything less, and the BOT's plans represent far less, is merely a ideologically charged program aimed at creating a group of disempowered citizens easily molded into a cheap labor pool. If we would even like to kid ourselves about liv-

ing in a democracy, we must begin the process of organizing resistance to these attempts to slam the doors of the university system shut on thousands of New Yorkers. While ACCESS cannot fully carry out this task, it does represent the direct rejection of the pedagogy of oppression that the BOT and their junior bureaucrats at the University would shove down the throats of CSI students. ■

## ...DAILY RACISTS!

...continued from page 9

political lackeys on the Board of Trustees. The Daily News has once again demonstrated the manner in which one class has absolute control over the media and will use this control as a weapon to carry out their political agenda. The spark that has been lit by the students at Hostos must be transferred to every CUNY campus and should act as a unifying agent so that CUNY students can begin to aggressively defend their class. A defense that will be carried out through a campaign of mass militant action which builds on the example the Hostos students have put forward. CUNY's strength lies in its racial diversity, its historical connection to the struggle of minorities and the class struggle, and our willingness to employ whatever strategies that are necessary to accomplish our goals. We must draw on these factors and begin to build a unified front to defend our university. ■

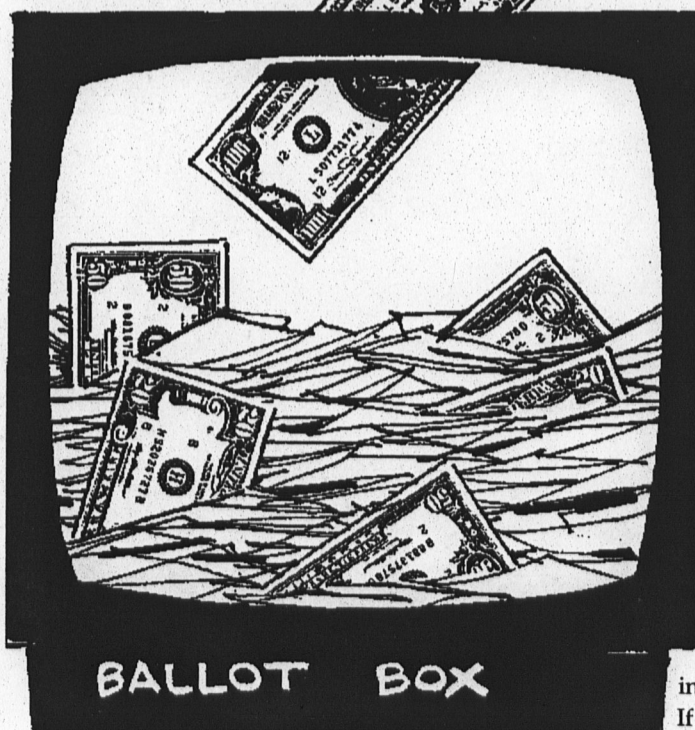
## Childcare.....

takes money to raise money. Another option can be to increase the level of the Student Activity Fees by \$10.00. That will bring the center back up to 95-96 levels.

## Wake Up!!!!!!

There are more parent-student, more students as Education majors, Psych. majors and sociology majors. The Children's Center is inclusive in it's service why are the higher forces not inclusive in their allocation of funds. You can also contact the Board of Directors in Albany and tell them, what the hell is going on and what needs to be done. Childcare is a need for all students no matter their race or gender.

My point being that it takes alot to teach and care for children. More and more parents are coming back to school and it is pretty messed up if Childcare is the main factor that is stopping people from improving their life possibilities. Having a child should an provide inspiration for those students that want to further their education not a roadblock. ■





# Article From the Island of Sappho

BY GEORGE ROZOS

The island of Sappho is Lesbos in the northeastern part of the Aegean Sea, thus Sappho is the mother of all lesbians and one of the greatest poets of all times. But Lesbos is also the seat of the University of the Aegean, a member of the national network of Greek universities. What attracted me to this campus, besides the location and beauty of the island, is its emphasis on the co-existence of scientific environmental studies and liberal arty social anthropology. The founders of the university had the correct vision of the two disciplines check-and-balancing each other and preventing a fundamentally holistic study of the environmental from degenerating into mere science. But the social dynamics of modernization, as reinforced by the Common Market and the progressive McDonaldisation of Greek society, ordained otherwise for the University of the Aegean. Operating under pressures and economic inducements (grants and other lollipops to the scientific component of the study of the environment, strategic appointments of obedient administrators and faculty with weak backbones) the Department of Environmental Studies became more "scientific," richer, and stronger, while the liberal arty Department of Social Anthropology feebler and ineffectual. In case this true story reminds you of something in our own backyard you are absolutely right.

In my last visit to Lesbos, during a colloquium in which I participated, there

was a fiery confrontation, not between the two departments (which cannot interact anymore) but within the Department of Environmental Studies between a faction of students calling themselves EKTROPIA (Deviance) and its faculty, headed by the Dean, who happens to be a friend of mine. You can guess which side I found myself on.

What follows is a document which was circulated during the colloquium summarizing the position of EKTROPIA (my translation; all capitalization and boldfacing in the original).

## Environment, Society, and the University

The following is the outcome of a persisting problematic within the Department of Environmental Studies at the University (of the Aegean) and the discussion generated as a result of it by EKTROPIA. Our observations are only a fragment of our position about the environment and its relation to society - a relationship that the Department is supposed to study. We believe it is especially important that this relationship be under constant scrutiny because at present this problem remains shielded from real criticism.

We have made repeated efforts to initiate a multi-level exploration of the environmental issue with an emphasis on its social dimension, but have been handicapped by the absence of a wide-open agenda which rendered our position mainly descriptive and critical only to a limited extent. We wish to raise our troubled voice about what is happening very near to us, something that determines our studies, our future jobs (if there are any to be had, to be a little cynical) and the state of the environment and the people who live in it. Hopefully, these issues will become clearer as we proceed.

### We begin: THE 'PROBLEM OF THE ENVIRONMENT' IS PLAINLY A SOCIAL AND POLITICAL ISSUE!

An irrational, destructive system which aims at "incessant growth," an economy claiming autonomy from society and operating with maximization of profit for big capital as its goal; a world sharply divided between rich and poor; a society which is hostage to consumerism, cannot but be a permanent threat to the environment as well as to whoever (and whatever) comes forth with a truth, a new perspective, about what is

**"...A WORLD SHARPLY DIVIDED BETWEEN RICH AND POOR; A SOCIETY WHICH IS HOSTAGE TO CONSUMERISM, CANNOT BUT BE A PERMANENT THREAT TO THE ENVIRONMENT AS WELL AS TO WHOEVER ...COMES FORTH WITH A TRUTH, A NEW PERSPECTIVE, ABOUT WHAT IS BEAUTIFUL AND CREATIVE."**

beautiful and creative. The "affluent" Western world - of which Greece is now part - plunders the resources of the so-called Third World for its own "needs," destroys the environment in a large scale, and then proceeds to shed crocodile tears for the ozone depletion, the pollution, and the acid rain... All these are mentioned as general guidelines (we shall return to them elsewhere for an in-depth discussion) and they are only a prologue to help us clear up the role and "tactics" of the Department, which can be summed up as follows:

SYSTEMATICALLY AVOID ANY REFERENCE TO THE REAL CAUSES of the problems; and if such reference is made it is only to be retracted the next moment, so that a PATCHWORK TYPE solution can be advanced while the root of the problem remains untouched. Naturally, here as elsewhere, all sorts of verbal diversions are being used: "Brother, things never change," or "Let's be realistic." The answer to these petty (folksy?) ideologies of everyday life is that only people with their actions can define what is utopian and unfeasible. The "scientists of the environment" are no more than supporters, crutches of this irrational and dangerous system we have just outlined. They confirm this by always being ready to give the system an alibi for its destructive options, PROVIDED THEY GET PAID. At this point it is worth underscoring a sign of our times, a strong current which has fully permeated even a large segment of the student population.

EVERYONE IS CONCERNED ABOUT HIS WALLET AND SOME ONLY FOR THAT, BUT FOR SOMEONE TO BE 20 YEARS OLD AND THINK EXCLUSIVELY ABOUT THAT IS DISAPPOINTING, EVEN DEPRESSING.

In the value-system they (the Department) promote the possession of

those brown, blue, and red pieces of paper (colorful Greek paper currency) has preeminence and goes hand-in-hand with an individualistic logic of "personal satisfaction," where "satisfaction" means a bland routine of maximizing one's means for making a living. The University does not encourage critical thinking, but instead cultivates the continuation of an unacceptable educational philosophy, wherein the examination system has transformed the meaning of knowledge into memorization. We shall not go further into this now because we need more space to elaborate on what kind of knowledge we have in mind. But we shall return.

The preponderate educational value is developmentalism which, lacking a strong critical component, transforms itself into a mindless acceptance of any technological advance. This is TECHNOCRATIC LOGIC, or TECHNO-LOGIC, which turns against the social dimension of the study of the environment. Combined with the christening of environmental scientists as super-specialists on matters concerning "nature," technologic has resulted in a situation wherein no one else can speak with authority on the environment. Characteristically, ecologists are being trashed as the dregs of society. This provides an excuse to muzzle opposed views.

Some conclusions (about environmental studies at the University) follow from the above:

Total lack of contact with nature, which is being approached as a mere object, a source of wealth, as a factory whose operation must be regulated to our advantage.

Disengagement of the University from its immediate, as well as its wider socio-cultural context.





## Anti Fascist Rally on Staten Island

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about jailing the right wing terrorists. No one got jailed as a result of the Iran-Contra Scandal. So that our society rewards them, so the far right has respectability. The Christian Coalition for example. We are harboring many Neo-fascists. So no, I don't think the government will do anything about fascism.

**CV:** Do you feel there is a new kind of imperialism? Instead of invading a country, there is Americanization of a country? Such as McDonalds and Coca-Cola and many other corporations in a country.

**DS:** Oh yes of course. Now there is no balance without the Soviet Union around. What we have instead is U.S. imperialism having complete hegemony, culturally, economically, and politically. It is no longer necessary to invade. You can have a battleship off shore. you can coerce, co-opt leaders. we dominate Puerto Rico, we dominate countries in every continents, with threats, and these countries go along with this. We even know that in the name of accumulating more capital, even China wouldn't even abstain in a recent vote in the U.N. for more genocide against Iraq. Washington feels it has carte blanche, and it uses at all kinds de-stabilization and a low intensity of warfare. I like to tell your readers that some look at Saddam Hussein and isn't he bad. He isn't the model political leader to say the least, but you have to understand that the 1991 Gulf War was over oil and to protect the interests of our conglomerates. And you saw the aftermath with the mess in Kuwait,

where the Bethell Transnational Corporation of which George Shultz is the CEO, going there on a multi-billion dollar contract to clean things up. So we are there to make things safe for our corporations, Particularly in this case Boeing, Lockheed and so on. ■

## VIETNAM FOR SALE

CONT. FROM PG. 19

Lady Borton, has turned more to a "democratic" type. Elections are now held in Vietnam and most citizens are allowed to vote. The economy is now basically a capitalist free-market economy. Many private businesses have opened and many American corporations have moved in.

Lady presented a picture of the free market very *wonderfully* by painting campuses where selling food is not monopolized, like it is here. She told of how students can walk right out to the front gate and find numerous people selling food and other commodities in abundance just out of their baskets. She went on to explain how during the Vietnam War period a majority of citizens had never seen a phone or a fax machine and today people are seeing these fruits of capitalism all over the place. However, the reality of the matter is that unemployment is tremendously high; the per capita income, is about \$650 per month; and health insurance, which was insured by the Communist regime is not available for majority of its citizens. The wonderful picture of the campus that she painted didn't include whether education is available to everyone. According to Lady

Americanization, Coca-Cola bottles, Jeans, sneakers to M+M signs line the streets; sure signs of democratization!!! Attracting tourists, especially those with American currency, is a major concern of the Vietnamese Government. Many Americans have responded and Vietnam is now a popular tourist attraction. Still, isn't it ironic that a country who fought so hard for independence and for communism now has American companies pouring money into it? Hey if you can't take it by force buy it, this seems to be the American motto. ■

## Childcare...Powers that be

- The hours were decreased from 10:00 PM (1995-96) closing time to 8:30 PM (1997-96) closing time. (How many classes end at 8:30).

- The infant-toddler room closes at 5:30. (To bad for those who are single parents and do not have night baby-sitters).

- The After-school program is cut by 5 children. (5 more children in the wonderful world of "LATCHKEY" and television).

- One classroom closed for June summer school. (Oh, well less money for CSI).

- \* if your child is not 3 years old and toilet trained, she/he will not be allowed services after 6:30 PM.

With the demands of raising children it is just as costly to teach and care for them. To run an effective institution for children it is necessary to have licensed people who are appreciative of children's needs and be able to utilize the proper up to date facilities. All this comes back to funding. In 1990 the center opened up here at Willowbrook with 53 children in

the fall semester and expenses that were under \$200,000. The center seemed promising right? In 95-96 reports show that there were 185 children in the center the expense obviously were going to rise; but the Student Activities fee contribution dropped (tuition hikes knocked many students out of school), state funding stayed the same for 91' and the parents fee rose. This was the last time that the Children's Center was fully functional. Now in 1997-98 semester the amount of children has risen by 20% and the Students Activity Fees contribution is at it's lowest, State funding has been lowered by an effective 1%, Federal funding has been lowered by a good 40% yet parent-student's fees are the same.

Oh, silly ole' me how could I forget that our "wonderful" former Student Government good-naturedly donated \$55,000. Thanks for showing the CSI "mundo" that you have adapted the "Giuliani" agenda. Mr. Mayor feels that making high-risk neighborhoods safer by putting large gates around the projects buildings, pre-made, afro-turf parks, cameras on every corner and electronic keys; can you say "New World Order!?. Oppression comes in many forms. And the new student government is feeling it. Our administration does not feel that this particular Children Center crusade to bring it back to fully-functioning levels is not an important issue. If this is not an What has to be done to show those people in 1A and Albany that our Children's Center is a major component of the college life here at CSI.

Some proposals have been made to satisfy some financial problems. Fundraising is an effective way but it

continued on pg. 12

# ...FOR FREEDOM

...continued from page 2

tions operating in Honduras. Although some 62% of the Honduran population is employed in agriculture, the manufacturing sector of the labor force has been growing and currently employs 10% of the work force. This growth has been focused around the hiring of young women. Women as young as 12 and 13 years of age are prime candidates for employment as a result of the forced urbanization of the population via the land removals mentioned earlier. This specific age group is targeted because they don't constitute a so-called threat to the production process by becoming pregnant. Alvarado described the conditions for the female workers as horrendous. The government does not allow any worker organizing therefore wages are extremely low, and working conditions are extremely dangerous as the women are packed into enclosed areas. By the age of 20 most workers are burned out, having been exposed to noxious fumes and left with severe cases of asthma. Adding to the workers misery is the fact that according to official statistics there are 0.32 doctors per 1,000 people and little to no access to medical facilities for the poor.

After outlining the problems that the masses faced, the speaker began the search for solutions. One student suggested that the United Nations could play a role in helping the Honduran people. Alvarado scoffed at this idea and described the UN as a "bourgeois apparatus controlled by the United States." She stated that the UN "doesn't do anything for the people and merely maintains the system in order to secure more gains for the U.S..." The Cuban alternative was also explored by the speaker and she stated that although they had received no direct aid from Cuba they had contact with the Cubans. She stated that she "respected the Cubans for rejecting U.S. intervention" and felt that "Cuba is free" for having done so.

Alvarado closed by challenging the patriarchal model that has dominated Latin American affairs, from the top of society to the bottom, for decades. She felt that

"power had always been in the mans hands we woman have always been set aside." Following this she emphasized that "woman are important in a man's life and society and we both have the right to live and have freedom." She observed that "machismo" was a major roadblock in societal change and felt that if this concept was challenged effectively significant changes could be achieved.

The lessons that Elvia Alvarado provided for the students of the College of Staten Island specifically and the American people generally are invaluable. The stark misery she described left many students with a feeling of utter disgust, disgusted with the fact that their government would be an agent in the creation of such distress. While the mainstream media sings the praises of the Central Intelligence Agency and creates images like that of Saddam Hussien as the next great threat to U.S. security, millions of people suffer under the yoke of American capitalism and its feverish search for exploitable labor forces and market penetration. The first lesson for Americans is not to blindly believe what is fed to us on the television and in newsprint. This information is often compromised and selected with a larger plan in mind, be it to instill feelings of nationalism in citizens by creating international demons or vilifying the poor both domestically and internationally. Elvia Alvarado's hardship is the story of a people suppressed and exploited so that Americans can have cheap bananas and even cheaper clothing. As a human, with membership in community much larger than our national borders, we are left to make the conscious decision as to whether we can accept our society as it is currently constructed under the capitalist system, the dictatorship of the bosses. If we reject this model then we must pursue the path that brave people like Elvia Alvarado have already taken, a journey which refuses to accept human suffering without resistance and works towards a society in which fundamental human rights, to food, land and education, are both defended and guaranteed. ■





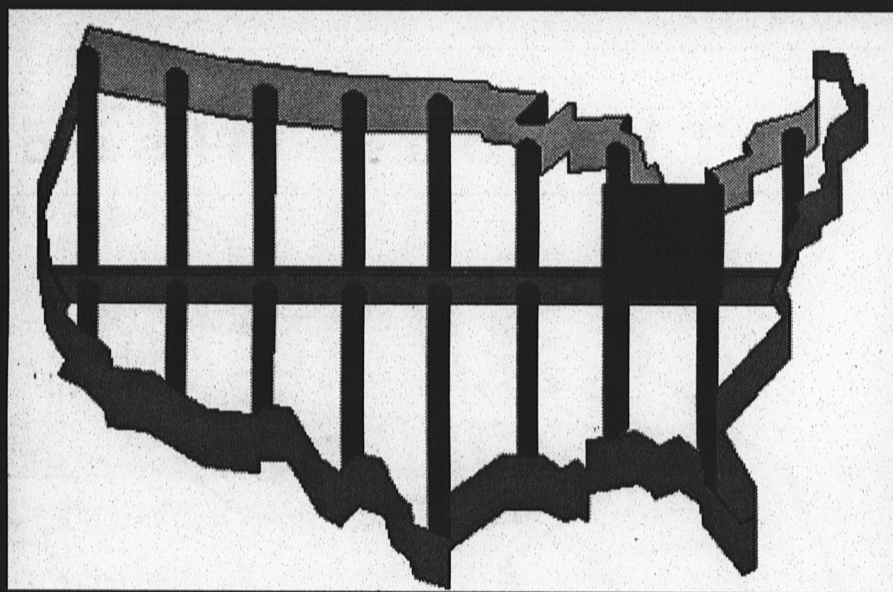
# JERICHO '98

## MARCH 27, 1998:

### RALLY IN WASHINGTON D.C.

# FREE ALL POLITICAL PRISONERS!!!

**SINCE SHAKA'S POLITICIZATION HE HAS ESTABLISHED HIMSELF AS A TEACHER, STUDENT, BUILDER AND ORGANIZER. AN ENEMY OF OPPRESSION AND A WARRIOR FOR HUMANITY.**



**S**haka Shakur is a 30 year old new Afrikan Political Prisoner and Freedom Fighter. Born and raised in the ghetto-colony of Gary, Indiana Shaka attended West Side High School. He was sent to prison at the age of 16 on an erroneous charge of attempted robbery and given a 30 year sentence. He will have served 15 years of that sentence this year.

Once a ranking member and street combatant of the Black Gangster Disciple street organization, Shaka embarked upon a journey of self-education and politicization in 1985. He became a member and worker within the New African Independence Movement (N.A.I.M.) in 1987. The movement struggled for the freedom, National Liberation and Self-Determination of New Afrikan (Black) people. The movement opposed to U.S. domestic neokolonialism and imperialism.

Shaka is a revolutionary nationalist who recognizes that all people have a right to freedom and the right to determine their own destiny and based upon such a belief he joined the Spear and Shield Collective in 1991, a revolutionary

organization within the N.A.I.M. The collective believes in the Re-Building, Organizing and Political Empowerment of the Afrikan community.

While held behind the iron curtain of imprisonment, Shaka has acquired his G.E.D., has taken vocational electronics, business management and accounting and several liberal arts college courses. He has been responsible for the organizing of many study groups that helped to politicize and organize many of the young New Afrikan men who often fall prey to a lack of guidance and knowledge. He has been instrumental in decreasing much of the gang violence throughout the state and instead has moved younger brothers to become unified and focused. He has helped Our youth to transfer their criminal mentality and reclaim their sense of humanity, to seize control over their lives in hopes of returning to Our communities as builders, contributors and freedom fighters.

Shaka is also a writer and has had many of his poems, booklets and essays published. He has been published in many journals and alternative press pub-

lications. He is presently working on a book about "youth imprisonment."

Shaka is also the father of a teenage son whom he has not had the privilege of spending one day on the streets with, but he has still managed to build a close relationship with him. His son, Jela Shakur, was born just six days before Shaka was sent to prison with the equivalent of a life sentence.

Since Shaka's politicization he has established himself as a teacher, student, builder and organizer. An enemy of oppression and a warrior for humanity.

For these positive attributes he has been severely persecuted by the Department of Corrections. In prison it is a crime to be a strong Black man and it is even more dangerous to be a revolutionary man. To believe in Freedom, Justice & Equality is a threat to the present social order/status quo. To be perceived as a threat in prison is to be persecuted, to be kept isolated from other whom you might influence. It means to be kept in solitary confinement, to be continuously moved from prison to prison, to have your mail stolen or "disappear", all because one promotes the ideals of freedom. The idea that all

humankind should be free from oppression, from police brutality, free from slum lords, disease and poverty. Free from the CIA drug pushers and high powered weapons that saturate our communities with drugs and violence.

Shaka has served 15 years of his sentence, 13 of which have been under some form of isolation or solitary confinement. Shaka was scheduled to be released in December of 1997 but the Department of Corrections has moved to illegally keep him three and a half more years as a result of stolen good time.

Shaka is petitioning the court for time served and demanding to be released back to his community, to be returned to the people. There is a growing campaign to free Shaka that has developed over the last couple of years. We are thankful that you have read this and please feel free to write Shaka, with your thoughts comments and questions. **For Freedom!!!**

**You can write to Shaka Shakur at the address below:**

**# 28443 P.O. Box 557  
Westville, In 46391**



# EDITORIALS

## THE COLLEGE VOICE WHO WE ARE

**T**he 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 the 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 unbecoming our species 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.

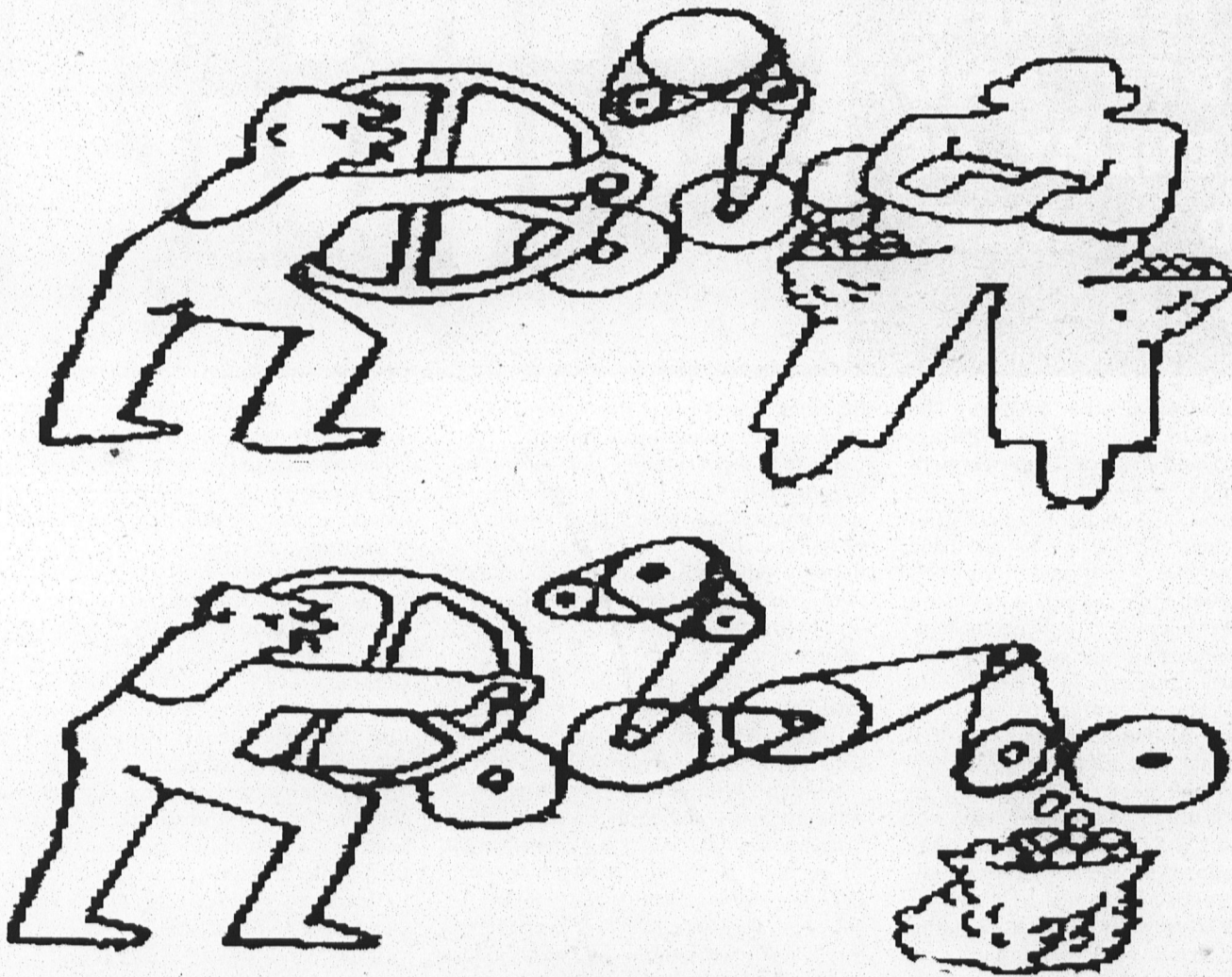
The CV recognizes that this contradiction, far from being some "natural" condition, is one maintained by the armed power of the capitalist state (army, cops and courts) and ideological apparatus (media, church and schools) of the capitalist class that insures the domination of the few over the many; 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 struggle politics, that will organize internationally against world capitalism and its multi-national 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.

### The Boss Needs You!



### You Don't Need the Boss!

We welcome readers' views and criticisms.

Please send them to The Editors, College Voice, 2800  
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**COLLEGE  
voice** 



# A PROPAGANDA MODEL

BY NOAM CHOMSKY AND EDWARD HERMAN

The College Voice is running this article to help students understand and expose the so-called "objectivity" in the media. This article also helps to explain why the College Voice is a political journal which is often accused of not being "objective" in manner similar to the NY Times, or the Post or Daily News. We, however, happily and openly say that we don't model ourselves after the mainstream media. Why? Because we want to discuss the "subjectivity" of those issues that are not openly discussed; the "ordinary" people who will never appear in our "mainstream" media.

Edward S. Herman is professor of finance at the Wharton School of the University of Pennsylvania. Noam Chomsky is Institute Professor in the Department of Linguistics and Philosophy at the Massachusetts Institute of Technology. Reprinted by permission of Pantheon Books. Copyright 1988 by Edward S. Herman and Noam Chomsky.

The materials excerpted here are from Chapter One, "A Propaganda Model," taken from *Manufacturing Consent - The Political Economy of the Mass Media*, Pantheon Books, NY, 1988, and represent some of the clearest thinking about propaganda and the media that Propaganda Review has seen to date.

Normally, we don't print previously published material, but, we think that this is required reading for propaganda analysts and wish it as wide a distribution as possible.

In countries where the levers of power are in the hands of a state bureaucracy, the monopolistic control over the media, often supplemented by official censorship, makes it clear the media serve the ends of a dominant elite. It is much more difficult to see a propaganda system at work where the media are private and formal censorship is absent. This is especially true where the media actively compete, periodically attack and expose corporate and governmental malfeasance, and aggressively portray themselves as spokesmen for free speech and the general community interest. What is not evident (and remains undiscussed in the media) is the limited nature of such critiques, as well as the huge inequality in command of resources, and its effect both on access to a private media system and on its behavior and performance.

A propaganda model focuses on this inequality of wealth and power and its multilevel effects on mass-media interests and choices. It traces the routes by which money and power are able to filter out the news fit to print, marginalize dissent, and allow the government and dominant private interests to get their messages across to the public. The essential ingredients of our propaganda model, or set of news "filters," fall under the following headings:

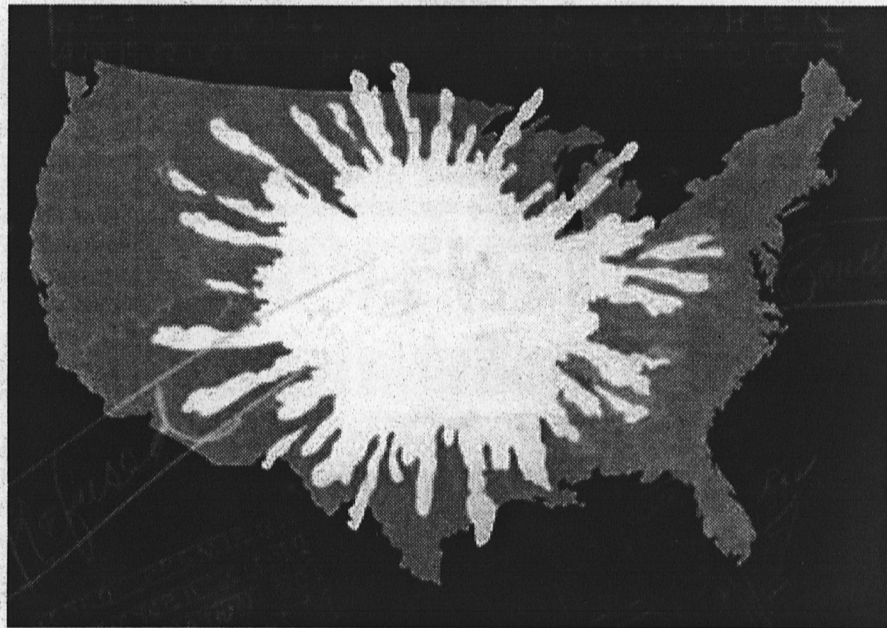
1. the size, concentrated ownership ship, owner wealth, and profit orientation of the dominant mass-media firms;
2. advertising as the primary income source of the mass media;
3. the reliance of the media on information provided by government, business, and "experts" funded and approved by these primary sources and agents of

power;

4. "flak" as a means of disciplining the media; and

5. "anti-communism" as a national religion and control mechanism.

These elements interact with and reinforce one another. The raw material of news must pass through successive fil-



**IN COUNTRIES WHERE THE LEVERS OF POWER ARE IN THE HANDS OF A STATE BUREAUCRACY, THE MONOPOLISTIC CONTROL OVER THE MEDIA, OFTEN SUPPLEMENTED BY OFFICIAL CENSORSHIP, MAKES IT CLEAR THE MEDIA SERVE THE ENDS OF A DOMINANT ELITE.**

ters, leaving only the cleansed residue fit to print. They fix the premises of discourse and interpretation, and the definition of what is newsworthy in the first place, and they explain the basis and operations of what amount to propaganda campaigns.

In their analysis of the evolution of the media in Great Britain, James Curran and Jean Seaton describe how, in the first half of the nineteenth century, a radical press emerged that reached a national working-class audience. This alternative press was effective in reinforcing class consciousness: it unified the workers because it fostered an alternative value system and framework for looking at the world, and

because it "promoted a greater collective confidence by repeatedly emphasizing the potential power of working people to effect social change through the force of 'combination' and organized action." This was deemed a major threat by the ruling elites. One MP asserted that the working-class newspapers "inflame passions and awaken their selfishness, contrasting their current condition with what they contend to be their future condition - a condition incompatible with human nature, and those immutable laws which Providence has established for the regulation of civil society." The result was an attempt to squelch the working-class media by libel laws and prosecutions, by requiring an expensive security bond as a condition for publication, and by imposing various taxes designed to drive out radical media

Party developed out of the working-class movement in the first decade of the twentieth century, it did not obtain the exclusive backing of a single national daily or Sunday paper.

One important reason for this was the rise in scale of newspaper enterprise and the associated increase in capital costs from the mid-nineteenth century onward, which was based on technological improvements along with the owners' increased stress on reaching large audiences.

Thus the first filter - the limitation on ownership of media with any substantial outreach by the requisite large size of investment - was applicable a century or more ago, and it has become increasingly effective over time.

In arguing for the benefits of the free market as a means of controlling dissent opinion in the mid-nineteenth century, the Liberal chancellor of the British exchequer, Sir George Lewis, noted that the market would promote those papers "enjoying the preference of the advertising public." Advertising did, in fact, serve as a powerful mechanism weakening the working-class press. Curran and Seaton give the growth of advertising a status comparable with the increase in capital costs as a factor allowing the market to accomplish what state taxes and harassment failed to do, noting that these "advertisers thus acquired a de facto licensing authority since, without their support, newspapers ceased to be economically viable."

Before advertising became prominent, the price of a newspaper had to cover the costs of doing business. With the growth of advertising, papers that attracted ads could afford a copy price well below production costs. This put papers lacking in advertising at a serious disadvantage: their prices would tend to be higher, curtailing sales, and they would have less surplus to invest in improving the salability of the paper (features, attractive format, promotion, etc.). For this reason, an advertising-based system will tend to drive out of existence or into marginality the media companies and types that depend on revenue from sales alone. With advertising, the free market does not yield a neutral system in which final buyer choice decides. The advertisers' choices influence media prosperity and survival.

The mass media are drawn into a symbiotic relationship with powerful sources of information by economic necessity and reciprocity of interest. The media need a steady, reliable flow of the raw material of news. Economics dictates that they concentrate their resources where significant news often occurs, where important rumors and leaks abound, and where regular press conferences are held. The White House, the Pentagon, and the State Department, in Washington, D.C., are central nodes of such news activity. On a local basis, city hall and the police department are the subject of regular news "beats" for reporters. Business corpora-

*Continued on next page*



# A PROPAGANDA MODEL.....

CONTINUED FROM pg.17

tions and trade groups are also regular and credible purveyors of stories deemed newsworthy. These bureaucracies turn out a large volume of material that meets the demands of news organizations for reliable, scheduled flows. Mark Fishman calls this "the principle of bureaucratic affinity: only other bureaucracies can satisfy the input needs of a news bureaucracy."

Government and corporate sources also have the great merit of being recognizable and credible by their status and prestige. This is important to the mass media. As Fishman notes,

Newsworkers are predisposed to treat bureaucratic accounts as factual because news personnel participate in upholding a normative order of authorized knowers in the society. Reporters operate with the attitude that of officials ought to know what it is their job to know.... In particular, a newsworker will recognize an official claim to knowledge not merely as a claim, but as a credible, competent piece of knowledge. This amounts to a moral division of labor: of officials have and give the facts; reporters merely get them.

Another reason for the heavy weight given to official sources is that the mass media claim to be "objective" dispensers of the news. Partly to maintain the image of objectivity, but also to protect themselves from criticisms of bias and the threat of libel suits, they need material that can be portrayed as presumptively accurate. This is also partly a matter of cost: taking information from sources that may be presumed credible reduces investigative expense, whereas material from sources that are not *prima facie* credible, or that will elicit criticism and threats, requires careful checking and costly research.

"Flak" refers to negative responses to a media statement or program. It may take

the form of letters, telegrams, phone calls, petitions, lawsuits, speeches and bills before Congress, and other modes of complaint, threat, and punitive action. It may be organized centrally or locally, or it may consist of the entirely independent actions of individuals.

If flak is produced on a large scale, or by individuals or groups with substantial resources, it can be both uncomfortable and costly to the media. Positions have to be defended within the organization and without, sometimes before legislatures and possibly even in courts. Advertisers may withdraw patronage. If certain kinds of fact, position, or program are thought likely to elicit flak, this prospect can be a deterrent.

Freedom House, an example of a well-funded flak organization which dates back to the early 1940s, has had interlocks with AIM (Accuracy in Media), the World Anti-Communist League, Resistance International, and U.S. government bodies

such as Radio Free Europe and the CIA, and has long served as a virtual propaganda arm of the government and international right wing. It has expended substantial resources in criticizing the media for insufficient sympathy with US foreign-policy ventures and excessively harsh criticism of US client states. Its most notable publication of this genre was Peter Braestrup's Big Story, which contended

that the media's negative portrayal of the Tet offensive helped lose the war. The work is a travesty of scholarship, but more interesting is its premise: that the mass media not only should support any national venture abroad, but should do so with enthusiasm, such enterprises being by definition noble.

A final filter is the ideology of anti communism. Communism as the ultimate evil has always been the specter haunting property owners, as it threatens the very root of their class position and superior status. The Soviet, Chinese, and Cuban revolutions were traumas to Western elites, and the ongoing conflicts and the

well-publicized abuses of Communist states have contributed to elevating opposition to communism to a first principle of Western ideology and politics. This ideology helps mobilize the populace against an enemy, and because the concept is fuzzy it can be used against anybody advocating policies that threaten property interests or support accommodation with Communist states and radicalism. It therefore helps fragment the left and labor movements and serves as a political-control mechanism. If the triumph of communism is the worst imaginable result, the support of fascism abroad is justified as a lesser evil. Opposition to social democrats who are too soft on Communists and "play into their hands" is rationalized in similar terms.

Liberals at home, often accused of being pro-Communist or insufficiently anti-Communist, are kept continuously on the defensive in a cultural milieu in which anti communism is the dominant religion. If they allow communism, or something that can be labeled communism, to triumph in the provinces while they are in office, the political costs are heavy. Most of them have fully internalized the religion anyway, but they are all under great pressure to demonstrate their anti-Communist credentials.

The five filters narrow the range of news that passes through the gates, and even more sharply limit what can become "big news," subject to sustained news campaigns. By definition, news from primary establishment sources meets one major filter requirement and is readily accommodated by the mass media. Messages from and about dissidents and weak, unorganized individuals and groups, domestic and foreign, are at an initial disadvantage in sourcing costs and credibility, and they often do not comport with the ideology or interests of the gatekeepers and other powerful parties that influence the filtering process.



ATTENTION THE RADIO LIES!

## SAPPHO..... continued from pg.13

The struggles and anxieties revolving around the right to work and the quality of work are legitimate, but the prevailing view that university study is merely a preparation for a better job is, to put it mildly, unacceptable.

At this point we must cease the recounting of negative features lest we are understood as being interested in sheer bombardment. Our text was advisedly kept short so as to provide easy reading inasmuch as our goal was to present this other side, the side of the "crazies" of this defunct society — those restless characters who search for, and wrestle with, UTOPIAS which go counter to the statistics and probabilities of "rational" individuals. EKTROPIA will continue its effort as it is described at the opening of this text. UTOPIA ENABLES YOU TO MOVE FORWARD!! BREAK THE BONDS OF THOSE WHO OPPRESS US (Signed) EKTROPIA

There is a remarkable similarity between the problems besetting this university on the idyllic island of Sappho and

our institution which sits upon a festering pile of trash on another island half way around the world. Scientists - those "rational" individuals" and paragons of "techno-logic" - will assure us that this is one more indication that the problems of the environment are universal; and universal problems demand universal solutions based on "truths" established by scientific method. But, as EKTROPIA correctly points out, the scientific approach to the problem misses the important "social dimension" of the environment because it is blunted by "super-specialism." Scientists' "super-specialism" blinds them to the fact that the environmental problems they are trying to solve are the results of "developmentalism" which they have themselves helped generate in the first place. The problems of the environment are indeed universal, and need attention on a global scale, but not in the narrow-minded sense conceived by scientism. They are universal not in the objective sense of being handed down to us as universal by nature (e.g., universal con-

stants of nature, universal laws about the behavior of gases, etc.). Rather, they are universal in the sense that their universality is of our (not nature's) doing. We - as human beings operating through groups and institutions - have made them universal. Powerful (human-made) institutions, such as states, international agencies, and multi-nationals, operate in universal ways (techno-economic and bureaucratic efficiency) to attain universally adopted goals (maximization of profit, "incessant growth," "consumerism," and a whole array of matching human and political rights).

Scientism's standard answer to these charges is that science is neutral, literally dumb, when it comes to determining how it is being put to use by society. Actually those who are dumb are the scientists who still believe in this myth about the neutrality of science, even though it has been exploded a long time ago by philosophy and sociology of knowledge. Far from being an obedient servant who implements the values of society in the

most efficient way, science shapes society and dictates its own values to parts of society where they do not belong. The society that supposedly sets the ends which science neutrally and obediently serves has already been unalterably changed by the operations of science and technology in the first place. EKTROPIA's position concerning "the social dimension of the environmental problem" rests squarely on this dialectical insight of two centuries ago. Only a simpleton can expect that the victims of developmentalism will suddenly wake up from their consumerist slumber and set up high goals for neutral science. It is not possible to lift oneself up by one's shoestrings, though it is sometimes good to believe that it is possible. EKTROPIA correctly reflects this position in its pessimistic assessment of careerism and consumerism among the student body. But it also combines this pessimistic view with the more activist position borrowed

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Winter 1998



# Lady Americanization visits CSI *Tourists wanted in Vietnam!*

BY VICTOR MILLER

On Thursday, November 13 at 6:00pm in the Park Cafe, a woman by the name of Lady Borton visited the college. She was here to speak about her time spent in Vietnam. Lady Borton has received many awards for her work on both sides during the Vietnam War. She is the author of two books "Sensing the Enemy" and "After Sorrow". After the Vietnam War she was a health administrator for Pulau Bidong, Malaysia's largest camp for Vietnamese Boat People fleeing the new communist regime. Borton worked there from 1969 to 1971. Her administration was responsible for making artificial limbs for soldiers. Borton has written many columns in *The New York Times* and the *Akron Beacon Journal*. Since the war she has played a major role in the production of documentaries depicting the Vietnam War.

In a very eloquent manner she described her experiences to about 50 people who attended the forum. She started the forum by calling attention to her appearance. She apologized for the way she was dressed by commenting she is usually found in jeans and a simple t-shirt. The image one probably pictured immediately was the 70's hippie style. Her soft manner of speaking and relying the horrors of the "American War", from the perspective of the Vietnamese, led one to believe that she was against the war however, her conclusions were quite confusing. She described the horrors that took place and concluded with inviting students to tour Vietnam.

Borton spoke about Vietnamese women who were spies working for the Vietcong. The way they got their information for the resistance, was when they delivered mail to American GI's. Mrs. Borton took notice that these mail deliverers used to constantly look around the room and listen carefully to conversations that were going on. Before the women left the military base, American soldiers checked the women's baskets for any contraband. Many of these women, in order to get information, used to dress up as teachers, or seamstresses and change their accents. Often those women who had 'good' looks, Mrs. Borton explained were even taken to the South Vietnamese Health Minister's office, who was an American, and were able to obtain information. Under their disguise of "beauty" these women were able to pass information to the Vietcong without being caught. Isn't it ironic how *hard* America fought the Vietcong, that they would let information out so easily, because of beautiful women?

She also described a particular food called Nuoc mam, which is a fine cuisine for Vietnam citizens. Nuoc mam is made by taking rotten fish, dipping it into salt, and then cooking it. Mrs. Borton said at first she couldn't stand the smell, but now she loves it. According many American soldiers Nuoc mam was one of worst smelling foods around and they couldn't stand the smell of it. This was a tactic used by the Vietnamese in order to smuggle weapons. They used to put Nuoc mam over the boxes of weapons, due to the smell the boxes passed the American inspections.

She also discussed many of the weapons that were used on the Vietcong by the Americans. Something called a "people sniffer bomb" was designed in order to follow and track where the revolutionaries were. It followed the scent of urea, which is created either by sweat or by excretions. To elude being tracked by these bombs, many Vietcong soldiers would leave buckets with urine hanging off of tree branches. The bomb would then search out this sent and blow up the bucket leaving the Vietcong freedom fighter unharmed. Another weapon that was used was called a "Baby Bomb". It was designed to maim civilians, so that they wouldn't be able to help the resistance. The bomb was often referred to as "Anti-personnel bombs". When dropped, these bombs, released hundreds of small arrows. These bombs were also used in the Gulf War. The Vietnamese, however, created a defense against these "Baby Bombs". They would take leftover straw from rice that had been previously harvested then they would twist the straw around itself. The twisted straw was then given out as either helmets or shields. All teachers were required to make them in their classes and hand them out to students. If an attack was ever made, the students would crouch down behind the shields with the helmets over their heads for protection. It's quite amazing how people can take by-products of a crop and make it into such useful items.

Many speculations and predictions were made during the Nixon administration, that the North Vietnamese would soon surrender. But according to Lady Borton the Vietnamese were never going to give up. After thousands of years of trying to get the Chinese tyrannical rule out of Vietnam, and in 1954 getting rid of the France's harsh rule, the people of Vietnam weren't ready to give that up to the American government's ideology of the "domino effect". The "domino effect" was the belief that communism must be contained or it shall spread all over the world. Like many, Lady Borton believed that there was no way America was

going to win that war. Many Vietnamese women and soldiers lived in tunnels that were located right under American bases. Many Vietnamese women had to give up their children in order to join the revolution. Sometimes the children were never told who their real parents were until they were in their teens. This was done because these mothers and fathers wanted their children to grow up in a better environment than they themselves did. The Vietnamese thought in the long term and fought for gains that would come slowly, instead of their counterparts the Americans, who thought of the immediate benefits, explained Lady Borton. Another reason for not letting their children know of their work, was because of the fear that the children might release their identity to the wrong persons and suffer harsh consequences. Many people who were discovered of being part of the revolution were executed in front of family members as an example to others. If family member were caught crying or releasing any emotions of such sort that conveyed any link to the fighters it would be automatically assumed that they were also part of the revolution. As their punishment, guillotines would even be brought in to behead revolutionaries.

Another matter that Mrs. Borton brought up was how Vietnam vets were treated after the war, and how they are doing now. After WW1 and WW2 American soldiers were greeted upon their return home through parades and parties in their honor. While after Vietnam, American soldiers were greeted home by getting hit with stones and eggs, along with comments on how they are "baby killers" by many protesters of the war. This has done much psychological damage to many vets, along with the horrors they saw in the country of Vietnam. Many vets couldn't hold a job, or even a relationship. Many who just couldn't function in society anymore became homeless. More Vietnam vets have committed suicide after the war than actually died in the war. The American government has done very little to acknowledge these problems faced by vets after returning to their lives. Recently many vets got together and discussed their different experiences in combat. This



The Above picture shows American GI's brutalizing a Vietnamese youth suspected of defending his country during the first wave of Americanization in Vietnam.

has greatly helped some of the lives of these vets. One can only begin to imagine the psychological damage that was done to Vietnamese freedom fighters and civilians as a result of the brutal horrors of this war.

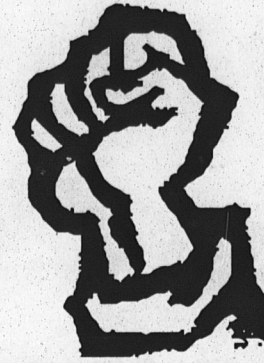
The United States forces pulled out in 1975. Afterwards Vietnam was attacked by Laos, Cambodian, and Chinese forces. Mrs. Borton stated that the Vietnamese people thought of this time from 1975 to 1981 as the hardest in terms of food. Vietnam became fully Communist in 1981. The US refused to have relations with Vietnam until the 1990's. The US government pushed to try to keep Vietnam out of the U.N. It also tried to destabilize the Vietnamese government. In the 1980's, Borton stated that the Vietnamese government was very repressive to it's citizens. The government would tax the citizens to death, literally. Many citizens who didn't pay their taxes were put to death by being thrown from bridges. In fact, there is a bridge called "The Forever Silent Bridge" because so many have died there. The economy was very unproductive and most of the Vietnamese people were impoverished.

In the 1990's the Vietnamese government and its economy has seen a drastic change. The government, according to

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# COLLEGE voice



**NO PEACE  
FOR  
RACISTS!!!**

## Anti-Fascist Rally on Staten Island

On Saturday November 15th an organization called New York Workers Against Fascism (NWAFA) carried out an anti-fascist rally on the steps of Borough Hall in Staten Island. Along with NWAFA, this rally was sponsored by groups such as the Black Panther Collective, The Bolshevik Tendency, Refuse and Resist along with many others. The participants, including several CSI students, gathered for the purpose of raising awareness of the White supremacist organizing that has been going on throughout Staten Island. This mobilization of ultra-right forces has led to racist attacks at the African-American Historical Society in Sandy Ground and the defamation of gravestones in the Jewish Cemetery, B'Nai Israel. David Smith of the NWAFA was the first speaker and he emphasized the need to immediately address the issue of hate crimes no matter how small the groups carrying out the violence may be. Cynthia Griggs, of Refuse and Resist, used her time at the mike to inform the crowd about the latest initiative surrounding political prisoner Mumia Abu-Jamal. On December 6th in Philadelphia there will be an International Tribunal on Mumia's case at which his case will be tried publicly with recently released prisoner of war Geronimo Pratt presiding as the judge in the case. In addition to these speakers, CSI Student Government President William Wharton spoke briefly and informed the crowd that racist violence extends beyond direct physical altercations and exists in the financial cuts to CUNY, the creation of the WEP program and the destruction of the public hospital system. The event closed with a rap performance by Professor Louie which tied in the role of corporations with racism and was highly critical of the Giuliani administration for its strong arm tactics.

During the rally College Voice writer Victor Miller was able to interview one of the speakers, a man named David Singer. Singer had spoken out about the dire need to build political organizations which reflect the true needs and desires of the working class in addition to creating united front organizations which address issues such as racism and the rising fascist tendencies in our society. Singer, a veteran of World War II considers himself to be a political analyst and historian who uses a materialist analysis to interpret historical events.

**CV:** Where do you see Communism going in America Today?

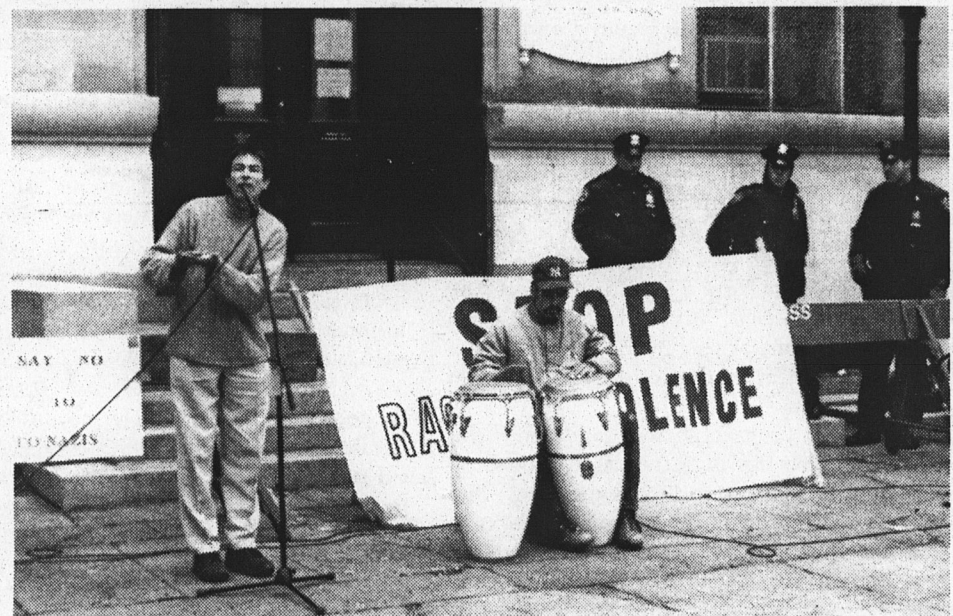
**DS:** Well, I don't think it's on the front part of the agenda right now. I think it's a question of looking at the experience of what happened, with the demise of the Soviet Union and the Eastern Bloc. And do try to draw some lessons from that. I think it's two volumes, one is internal which is probably more difficult, which means we have to see how this stratum came about in the Soviet Union, and how the deformation of Marxists principals came to be. And also the other volume which has been going on since 1917 by the CIA is imperialism, generally. I think we have to organize on the basis of an independent political movements, and get a political fist that unites all of the issues of socialism, and when we can work out the details as we come closer to that time.

**CV:** Do you feel that after the collapse of the Soviet Union in 1991 now there is an excuse to say that Communism doesn't work?

**DS:** They will of course use that opportunity, and might I add it is not limited to the CIA or the ruling class, I think you have intellectuals and people that regard themselves as liberals and part of think tanks, that because of their anti-communism they are using this. It nothing whatsoever to do with the validity of Marxism.

**CV:** Do you think that Neo-Nazism and Fascism is growing on Staten Island? Do you feel we need to crush it immediately?

**DS:** Of course it should be crushed. But the same requirements that are true anyplace where fascism is shows it's head obtains here. As I had indicated in my speech it takes real organization, a certain unity, and a coalition on a principled basis to know what we are fighting and not for partisan advancements of your own group, to the extent we can develop a united front. I think we certainly can beat these monsters back before they can get a foothold.



Professor Louie, a poet/rapper/social critic, delivers his anti-fascist message in the freezing cold as the 120th precinct pigs look on..

**"...WITH THE U.S. GOVERNMENT AND U.S. IMPERIALISM THERE IS ALWAYS A PUSH, AN ATTRACTION TOWARDS THE FASCIST RIGHT. AND ALL WE HAVE TO DO IS LOOK AT THE CIA ..."**

**-David Singer**

**CV:** What if a neo-nazi group used it's right to free speech and assembly and had a rally much like this one for there own cause? Should this be allowed?

**DS:** No they should not. This the on going debate in politika which I had, for instance, with the head of the New York Civil Liberties Union who basically has a Bourgeois concept of liberty, which is built in stone. That it is an absolute. My concept of freedom is a Marxist one which I maintain that humankind has gone through a consensus through blood over the centuries that we cannot allow certain things. And that is why, for instance the Nuremberg trials said the Nazi party cannot exist in Germany. We even have a law here in the U.S., saying that we cannot have a Monarchy. I am totally against the right of Nazis, for instance to march in Skolky, Illinois, or hold any rally. Because they are a threat a pinge by the very nature, existence and their activities to other people. So they are outside of the parameters of any dialogue.

**CV:** Should the American Government do more to crush fascism in the U.S.? Do you think they will do more?

**DS:** You see with the U.S. government and U.S. imperialism there is always a push, an attraction towards the Fascist right. And all we have to do is look at the CIA with Oliver North, with the seacorps, the anti-Communist league and so on, this was almost a rump government that can do what it wants. So that it is not going to do anything

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