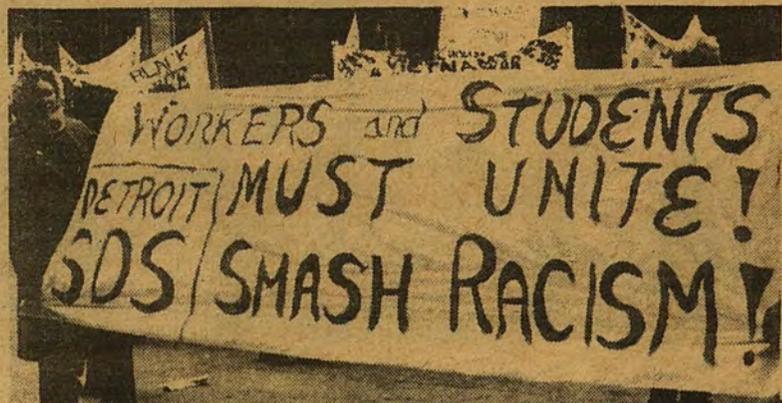


International **new** **sds left notes** April 1, 1973 

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SDS CONFERENCE ON RACISM AND MAY DAY MARCH

"ASSEMBLE 4:00 P.M. 72ND AND BROADWAY

APRIL 28-29 SAT. & SUN. N.Y. CITY COLLEGE FINLEY STUDENT CTR.

SPEAKERS

*Findley Campbell - Afro-American Inst., U. of Wisc.
East Coast Sec. of SDS
NWRO rep., & more*

WORKSHOPS

*Realities of genocide
Racism and welfare
Racism and police terror
Plus 18 More*

Dear Friends,

This issue of NLN is devoted to the struggles against racism that are raging in this country and around the world. We are releasing it as a forum for resolutions and position papers prepared by SDS chapters for the SDS Anti-Racism Conference planned for April 28-29 in NYC.

The conference can be a big step forward in a growing movement to dump racism once and for all. I think that this movement against Racism is critical at this time in view of the increasing attacks being launched against workers and students by big business and their government pals.

When you look around and see exactly what is happening in this country: things like massive unemployment (especially among minority workers), huge budget cuts (especially in programs aimed at "helping" minorities), sky-rocketing tuitions and slashes in scholarships and grants at most universities (forcing more minority students out of school and into the unemployment office), and the deluge of racist textbooks being shoved onto the campuses—the fight against racism can be seen only as a fight for life. Racism is a direct attack on blacks and other non-white people, but it should be seen as something that is dangerous to all workers and students. For example, the cuts in the Welfare rolls are justified by racist explanations and descriptions of cheaters, loafers

and other undesirables (according to the government racists, "mostly black") who should be forced to work. What happens if we fall for this line? The government comes down on all welfare recipients (most of whom are white) and forces thousands of people into starvation or slave labor. At school it is the same thing. Tuition hikes and cuts in aid hurt minority people most since usually they are the least likely to afford them. They're also hard on white workingclass kids (I myself found it nearly impossible to handle the ten dollar fee increase handed down each quarter by the Ohio State U. administration.)

As these attacks increase the ones perpetrating them find it more and more important to find new ways to justify them. This is where racists like E. Banfield, A. Jensen and D. Moynihan come in with their filthy 2 cents worth. This is also where SDS and all students and faculty become more and more directly involved in the fight against such liars. The government, seeing the need to tighten the screws on urban minorities, drags Ed Banfield out of the cellar and pushes him and his book The Unheavenly City onto every major campus in the country. What the book does is try to build racist ideas among students by "scientifically proving" that black people are for the most part disgustingly sub-human. After this is done he offers a series of policy recommendations (taken quite seriously by the Government since Banfield is a top

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SDS ORGANIZING IN THE COMMUNITY

This article is an attempt to analyze the work that SDS has been doing in the past few months in Newark with respect to Kawaida Towers. As we shall see, the movement in Newark has nationwide significance, especially in expanding our anti-racism drive to the communities we live in.

HOUSING IN NEWARK

Newark is one of the most dilapidated and oppressive cities in the country. Mayor Gibson was quoted as saying: "Wherever the nation's cities are going, Newark is getting there first." Medical care is probably the worst in the nation, and drugs, crime, unemployment, and schools are all terrible. But the most pressing problem of all is housing, and Newark has a number one rating in slum housing.

The immediate cause of the rebellion here in 1967 was housing. Thousands of units of decayed homes in Newark's Central Ward ghetto had been destroyed by the government, and instead of new housing, a medical school was to be built. Newark's blacks were up in arms against this travesty, and protest meetings swarmed with people. This event was by no means isolated. Housing had been destroyed throughout the city, and vacant lots and fields were a tribute to urban renewal. Construction of high-rise office buildings and luxury apartments continued, leaving working people in Newark out in the cold.

As a result of the struggle for decent housing, several public housing projects were constructed. These buildings, some relatively new, are now high-rise death-traps. Because of lack of maintenance, children have been killed in elevators, garbage fills the halls and stairways, and rats and roaches are everywhere. Because of death-dealing cops, dope and crime flourish. Militant rent strikes have been going on at these projects for a long time. (one of them, at Stella Wright homes, is now the longest in the country.) The tenants of the three largest projects recently overwhelmingly withdrew from the Newark Tenants Council after the NTC negotiated a sellout agreement with the Newark Housing Authority. Housing project tenants are not going to be satisfied until decent housing is available for all.

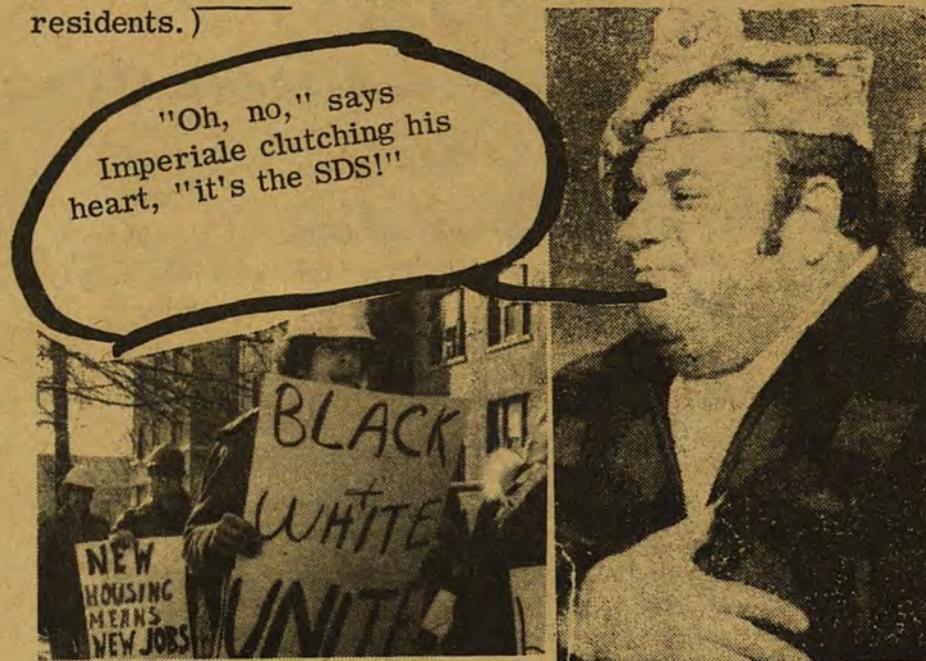
THE REASON: RACISM

The forms of oppression in Newark mentioned above do not exist in a vacuum: they are encompassed by the overwhelming presence of racism. In Newark, which is 70% black and latin, minorities occupy all the slum housing and are the most oppressed people over all. This oppression is directly linked to qualitatively similar (though slightly less) oppression of

white working people. Racism is the reason why, on the one hand, murderous conditions exist for minority working people, while on the other hand, rents in the so-called "nice" areas (mainly white) are skyrocketing and conditions are worsening greatly.

The racism myth tells white working people that their oppression is due to blacks: Blacks are taking their jobs, blacks on welfare are draining their tax dollars, blacks cause crime and ruin their communities. In reality, black working people suffer from these problems worse than whites, and the cause lies in the pockets of the big bankers and businessmen who run Newark. This racism is pushed in schools, on the job, in the media, and in the community by those who really profit from it, the corporate owners of Newark (centralized in the Prudential Insurance Company). But these guys do not like to be too conspicuous, so they use their front men, one of whom is Anthony Imperiale.

Imperiale first gained nationwide notoriety during the 1967 rebellion, when he organized a vigilante squad in the (predominantly white) North Ward with arms, squad cars, a tank, and other items. He spread the racist illusion (the press helped him) that Newark's blacks were attacking whites, and that they were spreading to white areas and suburbs. Ironically, the issues which led to the rebellion were also the needs of the white working people whom Imperiale attracted. But that is exactly why he needed to attract them. (Think of what a united rebellion could have meant for Newark's residents.)



KAWAIDA TOWERS

Last year, plans were developed for a high-rise, low and middle income apartment building with several hundred units in the North Ward, to be equipped with modern facilities. Although the North Ward is mainly white, the building site is in a predominantly black and Puerto Rican neighborhood. This building and many more are desperately needed, as we have seen, and although some people dislike high-rises, obviously the primary consideration is the need for new housing. Kawaida Towers, as it was named, is being sponsored by Imamu Baraka (LeRoi Jones), a black nationalist leader.

Baraka also rose to prominence as a result of the Newark rebellion, where he gained fame by urging people to stay home and by initiating a hotline with none other than Imperiale(!) With Kawaida, Baraka felt he could manipulate the real need for housing in Newark to his own advantage. He has never supported a united

movement for decent housing or anything else, and only sponsors Kawaida opportunistically, as part of his religious, nationalist philosophy.

However, the key problem, as we see it, is not Baraka, but the need for decent housing. Kawaida Towers should be built, no matter who the landlord is, be it Baraka or Prudential or somebody else. The number one question is whether or not we are going to fight racism. By staying on the sidelines and attacking Baraka, we are merely serving the racist movement now being led by Imperiale, while we become blind to the real needs of the people. That is not to say we should ignore Baraka, he has attacked us many times (because we expose his opportunism) and his differences with us are clear to most people. But he is not the issue, for without Imperiale's racism, he could not exist.

Imperiale and his backers have built a racist movement against Kawaida Towers. They say that blacks cause slums, crime, rotten schools, etc. Many of us in SDS live in the North Ward and we see rents go up while maintenance decreases. Imperiale's racism enables this trend to continue by diverting white resident's anger away from the landlords and towards blacks.

SDS AND THE FIGHT FOR KAWAIDA

We in SDS saw the immediate need to support the building of Kawaida and fight Imperiale's racism. Those of us who live in Newark, especially the North Ward, saw the intensity of the suicidal racism. Along with several other groups, we demonstrated at the site, (where construction is at a standstill) on December 2 and January 2, with close to one hundred people at each time. We really made use of press releases and got in touch with the media, and this led to much publicity, especially after the second demonstration. The actions also led to increasing attacks by Imperiale, who is obviously not happy about us. (He declined to accept the Nazi of the year award we presented to him on January 2!)

We want to continue to enlarge this struggle by involving more groups and people, for we are the only organized group who are waging an anti-racist fight for the project at this time. Several court cases on Kawaida are pending (one to halt construction, one to halt Imperiale's pickets) and the rent strikes in the housing projects continue. We hope to involve ourselves and others in these struggles and to expand the movement for Kawaida Construction.

THE NATIONWIDE SIGNIFICANCE OF KAWAIDA

The struggle in Newark has national importance in several ways. First of all, similar projects are planned or will be soon in many cities across the country. (Forest Hills, N.Y.; Gage Park, Chicago, etc.) Another racist movement defeated building construction in Queens, N.Y. Other similar events are happening nationwide, as well as in other communities surrounding Newark. We should become immersed in these struggles and defeat all the Imperiale's of the country.

The significance of our experience in Newark shows in another, even more important way: what should be the role of SDS in community organizing? We are a student organization, with our friends and most activities taking place on campus. Should we confine ourselves to our campuses?

Since schools in the Newark area are mainly commuting, most of us and our friends live in communities in Newark and the surrounding area. We are all directly affected by rotten housing, high rents, and the use of racism to maintain them. Some of us are in tenants groups in our buildings. All of us are affected by crime and drugs, and we should organize against them too. If there were more community groups for decent housing and against crime, (not like cops are "against crime") Imperiale would not have the foothold he does.

We in SDS should be involved in the communities we live in. Probably the best way to begin this is to focus on similar issues on campus. Racist movements like those at Kawaida can be argued in forums and debates on campus, and especially in our classrooms. There is a general trend to arm campus police, the rationale being increased crime, but this should be

seen clearly as a racist move (who do they point to as criminals?) There must be many more ways to tie in our lives on campus with our lives in our communities, and these should be discussed at greater length.

----Newark SDS



JENSEN AND I.Q. MORE RACIST GARBAGE

When you investigate Arthur Jensen, you have to be aware of Jensen's method of drawing conclusions. Instead of conducting scientific investigations that determine the result of a cause, Arthur Jensen starts with the results and then proceeds to give the results causes! Jensen has turned the investigative process around by justifying government racism with the same pseudo-scientific reasoning that fits his purposes as best he can. It's easy to analyze his justifications however, (and see that he has become desperate) resulting in a poor argument that essentially says intelligence is carried in the genes and that it is handed on from generation to generation. He says some races carry more intelligence genes than others. Guess who he says carries more genes?

Jensen major proof is the I.Q. test. The results of these tests show that whites score higher than blacks on the national average. The problem here is that I.Q. tests are also racist. The people who designed them were white and the tests are biased culturally. An example of a typical question is "what would you do if your mother sent you out to buy a loaf of bread and the grocer said that he didn't have anymore?" The "correct" answer is that one would go to another store. What isn't considered here is that the child may have

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grown up in a rural area where there is no other store for miles. What is even more possible, however, is that a child grew up in the ghetto where the streets are dangerous and the child has strict instructions to go to only the store that is close by. In both cases, the child would be correct in coming home without the bread.

Looking further, other problems arise for Jensen -- his examining procedure for one. Pasananick and Knobloch, two psychologists, found that when black children were examined by white examiners, their scores were considerably lower.

Another psychologist, Dr. Palmer, gave mental tests to middle and lower class children, a group that generally has a significant difference in scores. Palmer however, instead of throwing the children into the tests cold, as is usually done, gave each child individual instructions on the nature and purpose of the examination. He talked to the children until he felt that each child understood what the situation was. The scores showed no significant difference between groups.

One other major tool used by Jensen in arriving at his conclusions is studies of identical twins. Twins in one group were raised in the same family and other twin group was raised in completely separate social environments. These two groups were given I.Q. tests and in each case Jensen cited there was no significant difference between any of the identical twins. It is naturally assumed by Jensen that environment has little or nothing to do with learning ability and it is determined by race. Typical of Jensen though is that he overlooked tests that had significantly different results than his and did not fit into his theory.

Similar tests were given by Dr. Gattesman, a behavioral geneticist, with 38 pairs of white identical twins. Some were raised together and some were raised separately. When examined by I.Q. tests the scores averaged a 14 point difference between individuals (one quarter had over 16 points difference). This is a larger difference than the average black and white differential. There are of course, many other aspects of Jensen and his theories which fall short of sanity and they should all continue to be investigated until the racist is stopped. Activism with a knowledge of the activity is essential. We all should continue to expose this racist garbage on all levels.

----Bob Muens-U.Conn.SDS----

N. U. FIGHTING RACISM IN THE CLASSROOM

Why did we choose to fight racism at Northeastern --as opposed to some other issue -- like ROTC, the school of Criminal (In)Justice, or "imperialism."

The university's major function at this time -- as we see it -- is to build racism. Academic racists, like Banfield, Herrnstein, etc., supply the racist justification for the present attacks on us. Welfare cuts, high unemployment, the wage freeze, educational cuts, hospital cuts, etc., are attacks on all people, black and white. To fight these attacks, we must fight the ideological justification, which is racism.

The situation for fighting racism at Northeastern is potentially very good. The little we've done here

to attack Banfield's The Unheavenly City has already produced encouraging results. As the result of agitation, mainly by SDS, the question of the book's use is now a mass issue on campus. People are discussing the book over lunch in the cafeteria. There have been several articles in the school paper, SDS leaflets, and some classroom agitation. (For example, some SDSers who took a course which taught Banfield, used to challenge the professor regularly, which encouraged other students to speak up.) Also, there was a University Action Group (UAG) teach-in against racism in January -- 150 people came; a UAG critique of the book; and a meeting of SDS, UAG and the head of the Afro-American Institute to discuss fighting against the book in a combined effort. In the last week of this past quarter, we got out a petition demanding that the book be dropped as required reading; 50 students signed the petition within a few hours. At the SDS table, we had two signs up. One said, "Sign the Petition Against The Unheavenly City." The other, "Nazi Ideology is Being Taught at N.U." People stopped and said, "What do you mean by that? How can you say that?" We got into a lot of good discussions. There is also now a letter being circulated by faculty condemning the book. Probably because of us, one professor (Madieros), who has consistently used Banfield, has dropped the book from his reading list for next quarter. The other, Frank Lee, a sociology professor, is getting increasingly isolated from members of his department. His two teaching assistants helped to write the Banfield critique, "The Unheavenly System."

There are many serious weaknesses in our work here and we certainly have a way to go before the book will be dropped as required reading. Here are some of the weaknesses:

1. Until we formed a study group, most of us had not even read the book!
2. This last quarter, we made no attempt to enroll in the class or win our friends to do the same. Half way through the quarter we met students who were fighting Lee in the class (mainly around his grading policies) but if we'd been inside the classroom, instead of passing out leaflets at the door, we'd be a lot more effective.
3. In our literature, we haven't talked enough about how racism is bad and how the book is very unscientific. A lot of people agree now that the book is rotten, but wonder, how it affects them. There's been serious work-study cuts at N.U., but we haven't tried to link the cuts to Banfield, for example. This goes along with not making the point that Banfield, and a whole slew of academic racists are part of a government racist offensive.
4. We are still pretty much isolated from students. One of us, for example, attacked Banfield in a philosophy class, but then when a few people agreed with us, we said, "Well, that's nice." We don't have the approach of building friendships (personal and political) with other anti-racist students.
5. Ties with black students are very weak. White and black students in SDS have got to make a serious effort to involve more minority students, who are most affected by Banfield's racism. It means the difference between winning and losing for everyone.

STRIKE SUPPORT BUILDS WORKER STUDENT ALLIANCE

This position paper grows out of experience of many strikes, including two campus strikes at Temple University in the past few years.

The first part of this paper, deals with the strategy of the administration or company bosses and the strategy of SDS to support workers.

KEY TO THE STRUGGLE: FIGHT RACISM

The International Brotherhood of University Employees (I.B.U.E.), the predominantly black, unskilled, custodial union at Temple U., struck against the administration in October, 1971. The fight was over higher wages primarily. Temple responded by drawing out the strike over two weeks time with court injunctions and outside Philly police brought in. By forcing this black union out and dragging the strike on, the administration played on the racism of white students, especially in the dormitories. In Temple Reports, strike newsletters published every day during the strike, the administration wrote lie after lie about the issues involved. Many white students believed at least some of their slander. However, because of a strong strike support organized mainly by SDS, white students did not openly attack the union. The movement of neutrality resulted, comprised mainly of white dorm students who demanded that the strike be settled immediately not necessarily in the union's favor.

It became clear that to organize students to support the union, the attack of the administration against I.B.U.E. had to be shown as being racist. SDS did not point this out sharply enough. The chapter failed to ram home the point that the administration was using the white dorm students to break the strike of the black union. In such a case, racism, the attempt to destroy a black union, nailed white people as well.



By not exposing U. racism, the strike support was, on one hand, mainly white students, and, on the other, black students. There was very little, if any, communication let alone functioning organizational ties of the two groups. The strike dragged on and was finally won when both white and black students together attempted to stop scab trucks from breaking picket lines. (The scab trucks were filled with food for the dormitories. Again, the U. pursued its strategy of playing on the racism of white students to break the strike.)

Lessons: The key political point in organizing students on the campus to support workers must be the fight against racism. A second point, is showing that both workers and students have a common enemy -- the administration increases student tuition and also pays low wages to its employees. A third point is that workers have the power to bring about changes.

To organize students to ally with workers, SDS must present concrete action as well as political facts. Organizing students to be on the picket lines is most important to actually win the strike and for the building of understanding and personal friendship between strikers and supporters.

It is important that SDS members be the first to be on the lines to establish a respectability among the workers. The workers are leading this struggle; students have to be able to work closely with the union in all its activities as the administration tries to divide workers and students.

Massive leafletting is also important but hardly enough. Along with leaflets explaining the issues of the strike, the most effective thing to do is ask as many profs as possible to give a few minutes of class time so that SDS or a strike supporter can explain to the class what the strike is about, why they should support it and what they can do.

It is necessary to tell students right there in class, your own classes especially, where they can go to pick up picket signs, sign students up in the room who would picket or do other things, etc. It is necessary therefore for SDS to establish a strike support center or headquarters on the campus if the union hasn't already done so. While talking in class, this is a good opportunity to collect money and/or foodstuffs for the strikers.

Students in support of a particular union should approach the other campus unions, community organizations, groups that are working with us (e.g., United Farmworkers Union, Welfare Rights Organization, Workers' Action Movement, etc.) about supporting the strike in word and deed.

SDS should approach all campus student organizations like the Student Senate, Dorm Council, History Grad Clubs, and so on to pass resolutions in support of the strike.

Have letters written in the school newspaper; go onto the school radio; call for the city media to come to the campus during demonstrations, whatever, in support of the strike. Get as much publicity about the strike as possible. SDS should be the group doing all this, in fact and name. If other campus "left" groups join in, usually an "Ad Hoc Committee" to support the strikers is formed. SDS should join or help create such a coalition of forces. However, SDS cannot afford to essentially dissolve itself during the period of the strike. SDS should continue to function as an organization - hold SDS meetings, write SDS articles and leaflets putting forward strongly the political strategy necessary to win discussed before. SDS should take actions besides that of the support committee, for example, plan a public debate between strikers and supporters and the administration (bosses). **EXPOSE THE BOSSES.** If they do not show up, convene the debate in their offices.

After and even during a strike, SDS should organize a worker-student alliance committee to work closely with the union in planning actions.

A worker-student newsletter should be published by all chapters. This newsletter can be the form of SDS leaflets distributed with much more comprehensiveness and detailed analysis and information about the strike.

Even without a high level of class struggle as a strike, SDS should publish such a newsletter. There is no better way of talking to campus workers for a long and valuable discussion than interviewing them with a tape recorder for the newsletter. Find out union grievances and publicize them with the union's sanction. Publicize among the workers what SDS is doing about the racist lies taught on campus which are certainly played upon by the administration in time of strike.

Hold parties and dinners, beer gatherings, inviting students, white and non-white, to meet with campus workers. Non-white students are impressed with SDS and the fight against racism if they meet with anti-racist white workers we know.

It is important to continue having or begin having events and activities with campus workers. Involve the unions in all demonstrations that are held on campus. Link issues to the plight of the workers. The workers know this better than students, more often than not.

Temple S.D.S.

STOP RACISM IN EDUCATION COURSES

At Lehman College, the book Educational Psychology in the Classroom, by Henry Clay Lindgren is being used in Education 208 class, a course required by law in New York City for certification to teach in public schools. This book presents several racist ideas in order to win future teachers to seeing poor working class children and particularly black and latin children as mentally inferior to middle class children.

In his chapter on "Problems of the Socially Disadvantaged Learner", Lindgren states that:

"The key to advancement in our society is education." (p. 544)

He then goes on to say:

"However, socially disadvantaged children often seem unable to respond to classroom instruction as effectively as the children of middle-class families. Growing up poor, many of them seem unable to learn the skills and attitudes that they must have, in order, to escape from the poverty of their parents, and thus find themselves doomed to lives of frustration and apathy." (p. 544)

What Lindgren is saying is that "socially disadvantaged children" (who he defines as poor, from slums and substantially black, latin and native american) cannot learn and that this is why they stay poor.

"Culturally disadvantaged children are less able to learn from being told than are middle-class children." (p. 548)

Lindgren's proof that these children cannot learn includes the following observations by teachers:

"A policeman visited the school and talked to the children about the need to be careful about crossing

the street. The next day when the teacher showed the children a picture of a policeman helping a child across the street, they insisted he was taking the child to jail. Although the teacher persisted in questioning the children, they were still unable to tell her that he was helping the child across the street." (p. 548)

This "observation" fails to take into account that one's view of policemen depends heavily upon one's past experience with them. It is "normal" procedure for police in ghettos to be arresting rather than helping people.

"When one child was shown a picture of an apple and was asked what he saw that was round and good to eat, he said "Chicken"." (p. 548)

"A child was unable to select "the large piece of paper" while working on an art project even though the teacher had shown the difference between paper sizes."

These examples, as isolated instances (which is how they are presented in the book) don't show anything at all. What is shown however, is Lindgren's contempt for black, latin and working class white children. He is so determined to make these children appear stupid that he constantly over-generalizes and draws fantastic conclusions from the flimsiest evidence.

Lindgren's next "contribution" to the field of educational psychology is his depiction of these same "socially disadvantaged children" (and their parents) as "undisciplined" animals whose "very being" creates slums and bad schools.

In analyzing the "slum environment" Lindgren quotes from Samuel Tenenbaum's description of the slum which Lindgren characterizes as a vivid description. Lindgren then adds that "this particular slum was created almost overnight, when the New York City government took over an old hotel and filled it with indigent families."

Tenenbaum uses all of the following words to describe the children in this slum: hoardes, milling cattle, packs, herd, locusts, stampeding cattle. He continually tries to equate the behavior of these children with animal behavior. Referring to slum schools he says:

"...I could see how wrong, how incongruous and meaningless this school was for lower-class children; how their very being was an irritant to it..." (p. 547)

The effect of all this is to make students believe that the rotten conditions faced by people in ghettos are the inevitable result of the nature of the people who live there. If teachers in the schools are won over to this super racist line then they will never ally with the super-exploited people in the schools who need to fight back against a system that created poverty through it's need to gobble up as much profits as it can by impoverishing large sections of the population, notably black and latin people. Racist sentiment among whites (for example, the recent attempts in Forest Hills, New York and Newark, New Jersey to keep blacks out of white neighborhoods for fear that this would lead to deterioration of the area), can only be built by Lindgren's lies about indigent families creating slums overnight, and the animal-like behavior of ghetto children.

Furthermore, Lindgren is apologizing for the failures of the system when he says that "the key to advancement in our society is education". Education cannot improve the conditions of these children as a group

6. We don't do work in the dorms, at all.
7. We need to attack the university as well as the professors and the course that uses Banfield's fascist lies. An SDS newsletter, which was supposed to attack the university, never "came off". People need to know who runs the university, who pushes this racism.
8. For the most part, we've been taking things day by day. We haven't been thinking strategically. What's our overall plan for the year? How are we going to develop this fight?
9. Lack of ties with campus workers.
10. Broadening the attack to include all the professors who use this racist text.
11. As yet, we've sold just about zero tickets to May Day and the SDS Conference.
12. We haven't built SDS, or talked to our friends who like what we're doing about the need for an on-going campus organization.

During this vacation week, we are holding a meeting to discuss our strategy for the next quarter. First, we need to build greater consciousness around this issue. We have begun to circulate the petition; we need to do it more. We're also planning a forum on Banfield, and a newsletter to attack the university's role in spreading racism.

Secondly, we must build SDS. We have to build more political and personal friendships with people, involve more people in the study group, the newsletter, and in the fight in general.

Thirdly, we have to involve more minority students in SDS. Fourth, we must build concrete struggles to put these racists on the run. We're challenging Lee and Madieros (in an open letter to them in the school newspaper) to come to our forum and defend their use of the book. Fifth, some of us are taking these courses to shoot down these racist lies at the source. On Mon., we will confront racist William Buckley, who is coming to Northeastern as a "distinguished speaker". If we do our job right, we can drown these racists in their own slime!!!! ----Paul Rauck-N.U. SDS----

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since the system thrives on keeping large numbers of workers in the most menial jobs at starvation wages. No amount of education in the schools that this system has set up can change this fact. While it may be true that on the average a college graduate earns more than a high school dropout, such gains will be wiped out when and if higher education becomes widespread. This has already happened for the much honored high school diploma. ----Lehman College SDS----

CLASSROOM INSURGENCY AT U. PITT.

In Pittsburg, a group of SDS members and friends are meeting together to build a struggle against racism in the class. The idea of fighting these ideas and their dissemination in the classroom is of vital significance in regard to building a nationwide movement against racist theories and practice.

A vital weakness of our work before learning this important lesson was underestimating the seriousness of fighting these ideas from where they disseminate, i. e., the classroom. Because in the classroom, the activities that are involved make up the essential nature of the educational system.

We are generally attempting to show people how to organize in their classroom and also equip people with a thorough understanding of all the different forms that these racist ideas are presented in. We call the group the SDS classroom insurgency group, because what we are attempting to do is to turn the classroom into a large arena of struggle where large segments of the class can get involved in struggling against these racist ideas, being taught every day.

At a meeting of the classroom insurgency group members involved closely examined the article called "Crucible of Identity - A Negro Lower Class Family," by Lee Rainwater. This article is included in a collection of sociological essays called *Sociological Perspective*, edited by Scott G. McNull, used by the sociology department for many sociology courses (such as Soc. A - Introductory Sociology) as either a recommended or required reading. Lee Rainwater is co-author with Moynihan of the infamous Moynihan reports, which have greatly affected U. S. domestic policy.

In the classroom insurgency group we generally agreed that this article should be included in the long list of works by noted scientists which attempt to blame minority and working class people for the rotten conditions which they are victimized by.

The major thrust of this article is as follows:

(1) "white cupidity creates structural conditions highly inimicable to basic social adaptations (2) "Negroes adapt to these by social and personal responses which serve to sustain the individual in his punishing world, but also generate aggression toward himself and others" (3) which results in suffering directly inflicted by Negroes on themselves and others. (p.146) In short, whites, by their greater power create situations where blacks do the dirty work of caste victimization for that period.

Our critique point by point: (1) It is true that racism has had a huge effect on Black people in terms of physical and mental suffering. But let us look at some of the basic "adaptations" that Black people have made - at Attica, the rebellion of '68, the postal strike and at Southern University this past fall. Black workers and students have always said, We're not adapting to these conditions, we're going to fight for better ones. If more white people had adapted this way maybe we'd all be a lot better off all around.

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(2) Specifically Rainwater states, "Black men... he suffers as an exploited student and employee, drug user, as loser in competitive game of his peer group, society - he inflicts suffering as disloyal spouse, thief, gun wielder, petty con-man" (p. 147) "Black women... marriage confers a kind of permanent respectability status on a woman, which she can use to deny any subsequent accusations of promiscuity or immorality" (p. 151) These statements present a false image of the Black community, a very racist false image, and conform to many of the racist stereotypes that have been used to justify the oppression of Black people for hundreds of years. The fact is that the vast majority of Black people lead normal lives as student, worker or housewife, and you have to doubt the objectivity of Rainwater's article when it attempts to imply otherwise. William Ryan has pointed out in his book, Blaming the Victim, that the "fact that the majority of Negro families are intact, that these presumably deviant forms of behavior occur with relative infrequency within the Negro community; argues persuasively that they do not reflect the Negro culture." From what we have just read the article can be seen to be obviously one based on racist research and racist analysis, basically a general distortion about the lives of minority people.

(3) The closeness of Rainwater's views to those of Edward Banfield (The Unheavenly City) make one wonder if these two hadn't teamed up to co-author each other's works. Both have gotten grants from the National Institute of Mental Health which is the government organization for funding racist research. Their similar views on minority women and minority men along with all the institutions in the Black community tend to identify them as partners in this racist research. The idea that areas where most of the Black population lives are nothing more than a jungle where "Negroes inflict suffering on themselves and others" is one of Banfield's fundamental ideas. It is here that Rainwater very obviously shifts the blame from racism and racist institutions to minority people themselves. Why did he spend the entire book on "sexual activities" of a few families rather than attacking racism and exposing it as an ideology perpetrated by a class interest? Why does he keep constantly urging for more "progressive" legislation in order to facilitate change in the minority person? It is not minority people who are the cause but in fact the institutions which oppress them. From rotten housing to sub-standard medical care these practices are aimed at attacking minority people and insuring the 22 billion dollar extra profit for big business from racism (this extra profit is because black people earn an average of a thousand dollars less in wages than white people.)

The conclusion that "Negroes do the dirty work of caste victimization for them (white people)" is a vicious slander against every Black worker and student that has fought back against racism as well as an attempt to blame white people specifically for their racist ideas rather than the system that planted these ideas into them. The real peo-

ple that do the so-called dirty work are not most Black people but in fact a form of rodent that is found in inner-city areas which come mostly in the form of racist cops, politicians and administrators who carry out the line of the rich by pressing and committing genocide against minority people in the U. S. These are the ones who do the dirty work for the wealthy and not Black working people and students. Also, it is not white working people who benefit from racism and racist oppression (in fact they lose out), but it is the system which is a small group of corporate giants that profit greatly from this.

In summary you would have to conclude that Lee Rainwater should join his friends in the cesspool of racist theorists; i. e., Banfield, Shockley, Moynihan, Herrstein, etc. We call upon all students everywhere to build a movement in the classroom to fight this racist filth before it spreads like the plague against all of this.

- Pittsburg SDS

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urban affairs advisor to Nixon) that amount to nothing short of Genocide against black and latin people in the U. S. In case we are not convinced by this pig, there is always A. Jensen telling us that black people are genetically inferior to whites. He maintains that since black people regularly score lower than white people on the IQ test (which is white-culture oriented), that they must be dumber, and that this dumbness is carried by bad genes.

SDS sees all of these types of racism as a dangerous wave of the future that must be fought on every level. Unless we unite in a movement to smash racism it will very likely smash us and thousands more.

In building this movement, I see this conference as a crucially important event that can lay the foundation for the type of movement that we want to build. The conference can be the type of thing that results in the understanding of the enemy, Racism, that is needed to build the militant mass struggles that are needed to defeat it.

I think that this is the key to winning the fight against racism, militant mass struggle. We have seen where liberal legislation takes us. Students have to be prepared to fight like hell against racism in the class room, racist cuts in the university budget, and all forms of racist oppression. The ruling class will not give in without a long hard fight. They need racism to survive just as we need to bury it to survive.

Discuss these resolutions and papers with students at your school. There is a contact list on the back of this issue that tells how to get in touch with the SDS chapter in your area. Call them and come to the conference and the May Day Demonstration. FIGHT RACISM - JOIN SDS

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