"Student as Nigger" Reaps Replies

December 21, 1971

The editor
The Fixer

Sir (or Madam—as the case may be):

The Fixer has published some good stuff lately, but the article by Jerry Farber ("Student as Nigger") is the best yet. I don't agree with most of what he says, but I applaud his main point: that large numbers of American students, for whatever reasons, do not learn to think for themselves; and that something ought to be done about it.

I wish Dr. Farber had given as much attention to his prescriptions as to his diagnosis, for it's the cure that counts. He listed five things students might do:

1. "They could, theoretically, insist on participating in their own education."
2. "They could make academic freedom bilateral."
3. "They could, theoretically, insist on participating in their own education."
4. "They could make academic freedom bilateral."
5. "They could make academic freedom bilateral."

I assume he means not only by choosing their own courses but also what they study in their courses. The trend in most colleges is to give the students more freedom of choice, but that won't enable them to get a better education unless they know what they want and also what other will do them the most good—both immediately and in the long run; and unless they have the guts to make the choices that are right for them. Participate they must (nobody is: "Given" an education)—but let's not go all the way to communism on campus.

3. "They could make academic freedom bilateral."

I wonder what he means here. "Academic freedom," when the words still had a specific meaning, referred to the freedom of a professor to teach the truth as he saw it, freedom from any threat or coercion to teach what someone in authority might want him to teach as propaganda for a political, social, economic, religious, or ethical doctrine. What, then, can "academic freedom" mean, since it is bilateral to begin with? If, on the other hand, it means that the student has the freedom to decide for himself what (Cont. on page 4)

A Change of Plans for Exam Week (Cont. II)

GUIDE TO DRUG ABUSE: PART II

Whole Earth Catalogue

SPEED KILLS: It's true. People have been taking speed ever since it was developed before World War II. How many people have you ever met who have been taking Speed for as much as 10 years? 6 years? A few 3 and 4 year veterans are around but not in very good shape.

Even smack addicts have a longer life span!

Speed kills. The reason most kids don't notice it is because they have young, healthy bodies that can take a lot of stress and strain before they finally give in. Speed activates the entire body, and forces it to race at high rates of speed for long periods of time. The larger the dose, the greater the strain. The smaller the dose, the smaller the strain. This is why Speed can legitimately be prescribed in minute doses (in diet pills, pep pills, etc.), for several months without apparent harm. A lot of speed puts a great strain on the entire circulatory system and often causes aneurysms (ballooning) in the arteries or vessels.

Appetite is non-existent. Food is a big drag and it's almost impossible to eat solids. Sleep is also very difficult, if not also impossible, during the run. Both lack of appetite and the inability to sleep are side effects of speed; the body becomes very wasted when no nourishment or chance for sleep-rejuvenation takes place.

The liver and kidneys, which filter impurities from the system, are forced to over-work. This creates a situation which like operating a complex water pump and filter without water, it just burns up.

Because of the massive stimulation of the nervous system by Amphetamines an eventual state of endotoxic psychosis often occurs. This is usually characterized by hallucinations, (Cont. on page 2)
drug abuse (continued)

tremendous panic or fear reactions, with added waves of dependency and despair. During this period, it is extremely tempting to avoid the hard comedown by shooting up again or dropping more speed. By the third or fourth day of continuous use, the chemical starts taking over, and everything seems unimportant.

Speed actually enables years of ageing and deterioration to be squeezed into a few weeks or months.

In addition, Speed freaks often suffer acute state of "armain.

Friends who have used Speed imagined that people were staring at them through windows and whenever they weren't looking. The anxiety associated with this comes from the feeling of being watched by others. The most common disease associated with Speed is hepatitis, which will be discussed in Part V of this series. Peyer's hours, Speed comes from Speed is intensified by fear of getting caught or busted.

Fads who are on Speed make a mistake that is common to this and other hard drug users. The more Speed they take, the more their heads get messed up anyway, and take more Speed to alleviate the anxiety caused by intense confusion. Of course, the end result is only increased confusion, anxiety, and decreased mental capacities. Another proven effect of Speed is eventual damage to brain functions; people who once had full control of the English language find themselves unable to remember proper words, and even have difficulty in speaking. Not all hard drugs will do this—but Speed will.

IN CASE OF SPEED OVERDOSE

Hospitalization is almost never necessary. The person will be very weird at first, eventually leveling off after several hours. Speed may be very dangerous for those with heart defects.

Besides long-term dangers of Speed itself, there are several dangers associated with using needles for the injection of the drug. The most common of these associated diseases is hepatitis, which will be discussed in Part VII of this series.

With exams upon us, we urge you to be very wary of using uppers to cram for them. They will only build you up, drag you out, then let you down, and you probably will have a better trade on the exam. GOOD LUCK! and keep your head together.

There is more to life that increasing speed.

G-1D7
ended to destroy the economies of several small countries who depend on others to buy their products. It is important to Nixon to maintain these neo-colonial economic security by insisting that the others raise the value of their money by 10-15% while the U.S. stayed put so that American exporters could compete better in Europe and Japan. The European financiers refused and demanded that the U.S. achieve the same effect by devaluation, usually a politically embarrassing move. (Devaluation is achieved by raising the price of gold. Since gold has an imaginary fixed value, if an ounce of gold costs more, then a dollar buys less gold, and is worth less.) The U.S. didn't want to raise the price of gold but would be like giving money to Russia and South Africa, the two countries that produce the most gold.

Another reason for the U.S. to try and push up the values of Japanese and European currencies rather than devalue her own is that any devaluation increases the cost of labour in third world countries (since a devaluation counts against their currencies) and so neo-colonial investment is hurt.

France, who yields a lot of power in the common market, didn't want to lower the price of gold because a lot of Frenchmen hoard gold as a form of saving and as a form of foreign investment that acts like money to Russia and South Africa, the two countries that produce the most gold.

As a Philadelphia liquor company executive sees it, "It's an excellent move, completely practical and realistic. It's a damn good compromise with the rest of the world..." On the other hand, as Brown Boverie, Switzerland's largest machine maker's son, "the only ones who will gain are the Americans."

For the most part though, the Europeans and Japanese are very just to have the exchange rates settle down again. They figure they're better off with a bad deal than they were with the uncertainty of the floating rates of the last 4 months. One Japanese sound equipment importer said... "We'll benefit by the devaluation. The floating yen and the sur-tax together are adding 13-24% to his costs. If they can narrow it down, it's to our advantage."

And some importers aren't even hurting at all. Said the J2 of Hitachi's, the spice company, "We assume we'll be able to pass the price increase on, just as we did with the import surcharge. After all, there's no substitute for pepper."
the fixer

The truth is, then at least three interpretations are possible:

a. The freedom every man has when he exercises his right to think for himself. We used to call this "freedom of conscience." Why call it "academic," since it applies to everyone in all circumstances? (In all circumstances but one: it doesn't apply when a man is trying to defend before others the soundness of his view of the truth.)

b. The freedom to disagree openly with a teacher, and to question his conclusions on the basis of logical argument and verified facts. That is a right every student has—even in totalitarian societies. If only students would enter into reasoned debates with their instructors, most teachers would rejoicingly concede: "I can't do that—he'll flunk me!"

Maybe there are such professors; I find it hard to believe but there are! Still, fear of flunking a course is pretty weak excuse when other students are risking arrest in protest demonstrations. If students feel cowed and coerced, it's because they've made themselves slaves to the grading system.

c. The freedom to disregard what the professor says, without open challenge and public debate, and to insist on keeping your mind insulated, undefiled, and blank. Anyone has a perfect right to assert this freedom, provided he admits that he has completed his education does not try to pose as a student.

3. "They could teach their teachers to thrive on love and admiration, rather than fear and respect." What self-respecting teacher wants to be slobbered over by slaves?

4. "They could turn the classroom into...a 'field of action.'" That's where it's at—the classroom! Student government, parietal regulations, even academic regulations are side-issues. Education happens when a student begins to wonder about something not covered in the textbook, something that has no simple answer; and then, by asking the question—maybe to himself, maybe to a book (probably not a textbook), maybe to a friend, and (yes!) even to a professor—

he begins to get a glimmer of an answer. Since most college students don't ask these deep and serious questions of themselves, or the books they read ("What books, except textbooks?" nor certainly of their friends ("What are you some kind of a nut or something?") the question—if it gets out at all—will usually pop out in class. In that sense (if you're talking about the process of education), the classroom has to be "the field of action." (Also in the sense of 2. b., above.)

5. "They could study eagerly and learn prodigiously." They can, indeed! Some do—even now. (How do you explain that?)

Sir (or Madam), I hope your readers will ponder these points, and take issue with my observations (if they're willing to allow a rebuttal). The aim of education is the development of mind—not brainpower—r-r-r, just a moderate (but more or less sustained) level of mental activity. The acquisition of knowledge is secondary. (One man's opinion!) But, sir (or Madam), you seem to have been thinking of some other end when you asked students to ponder the sinister implications of segregated (students-faculty) restrooms in Harrison. If separate faculty restrooms are depriving students of dignity and self respect and keeping them holding their heads up high and taking a walk in the sun..., then, my children, there is no hope.

With love and admiration,

Robert Lisle

(Professor of Languages, Madison)

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"Boy, I just can't understand you darkies. Why do ya make all that fuss over havin' to sit in the back of da busses, it don't matter..." OR DOES IT? Isn't this (along with segregated facilities) an outward visible sign of a feeling of superiority within those who initiate, approve of and continue these unequal practices?

Jay Rainey

It's Phase 2 dinner leftovers!
**Course Evaluation**

In just a few days, most (and I hope all) of your teachers will pass to you a course evaluation sheet. It used to be that I thought little of these and so wrote little or nothing on them, and handed them back like a good little boy. Well, if you stop and think, these sheets might have some value. To a really concerned teacher, I think there are a few, these sheets can be the J. P. C. O. F. R. H. etc. he receives on the course. To one who doesn't care, maybe his department head is interested in your comments.

To those of you who haven't had the pleasure of filling out one of these evaluation sheets, they are really your opportunity to express your honest opinion of the course, be it good, bad, ugly, or indifferent. Usually you are taken by surprise when these are passed out and you neither have time to think or write what you really feel. What I suggest you do is request that the teacher pass these out before the last class period so that you can have time to think about it, talk to your classmates about it, and then write down your comments and suggestions at your leisure. If your teacher refuses to do this, maybe he is afraid of what you'll write down. Should there be a refusal, go to his department head and start spreading nasty rumors about him and write his name and phone number in all of Harrisonburg's public restrooms and phone booths.

In thinking about your evaluation there are many aspects of the course to consider: was the material presented well and in an interesting manner; was the text used good, was the course worth the time spent on it; were the tests too hard, (too easy); were there too few (too many) tests; did the teacher put you to sleep; did you put the teacher to sleep; was a term paper out of place or too long; did the teacher tend to think that was the only course you had; was the course taught on your level; were your questions answered to your satisfaction; would the teacher admit that he didn't know or would he give you an evasive answer to cover up his ignorance; did you really learn anything; did your teacher really "give-a-damn"?

This list is admittedly short and does not encompass all aspects of course much less the problems we

(continued, page 6)

**Student as NOT Nigger?**

I don't at all agree with what Jerry Farber of UCLA had to say in the last issue of The Fixer. Especially not here at Madison. There may be small minority of professors that teach students as though the students were "nigger", but unless my experiences here are unusual, I have found all except one of my professors very warm and receptive to comments and even democratic in running the class. Considering that I have experienced 15 different professors, I don't think that his assumption generalizations that all college professors treat all students if they are inferior is very valid.

His argument was considerably weakened by the fact that he committed the unpardonable sin of judging students on the way in which they read poetry. If something like this is so terribly bad, why does he continue to do it?

Joe Schultz

(Jerry Farber teaches at Cal State, not UCLA)

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**The Student is Nigger at Madison**

Some people don't seem to think that students at Madison are treated as second class citizens. Instead of dwelling on segregated restrooms, lockers, and phone booths, look at some other of the facets of Madison life, and then decide for yourself,

1) Changing or dropping a course is not your decision. It must be signed and approved by advisors and heads of the department. Why can't it be your decision when it is your education?

2) Even more horrible is trying to change your major. This requires more approvals and even comments.

3) Why are we kept here 2 weeks for exams when we could be done in a week and have a vacation? Other colleges seem to give vacations, Madison had other concerns.

4) Dorms. Social life at the school is rigidly controlled. When we are graciously "permitted" to have open dorms there is a sing-in, monitors, and doors open. Do they have the right to guard our morals?

5) The President's ball there was one dance for students and one for the faculty and guests (separate but equal).

6) The red tape involved in getting an organization recognized is rediculous. Organizations have to be reviewed each year.

a Madison Nigger
THE FOOD WE EAT PART X

FOOD FOR PREGNANCY & FOOD FOR BABIES

If you decide you want to be pregnant, you should get your body in shape. One study showed that no babies were stillborn when women had good diets, but 3% of the babies born to women with poor diets were dead, and many more were in bad health. Especially pay attention to diet if it’s your second or third or on-up child because pregnancies get harder if the diet’s no good. Protein consumption per day should go up to about 85 grams, or more, instead of the usual 60 to 70, with the sources being non-fat eating high protein foods; lean meats, fish, eggs, soybeans, brewers yeast, non-instant skim milk (most nutritious milk), yogurt, moderate amounts of fruit and a lot of vegetables. Avoid hydrogenated fats, processed foods, foods with chemicals in them and sprayed foods and cigarettes. (Studies show cigarettes make for more stillbirths and miscarriages.)

Apparent mother’s milk has anti-bodies cow’s milk doesn’t. So breast-feeding is a good way of fighting infections. There are side benefits for the mother. A woman’s uterus will contract much more quickly when a baby is breast-fed for the first few days after birth. There are no bottles or formulas. It’s important to put back the vitamins and minerals the baby is taking from your body through milk. The walls need 100 grams of protein a day. One problem with breast milk is that, like most every food in America, it’s contaminated; studies show DDT traces and other things. A woman should weigh the benefits of breast-feeding against the fact that the baby will be more dependent on her.

You can blend anything you eat, diluting strong flavored stuff with baby cereal, brown rice, yogurt, or milk, mild fruits and vegetables and other food. Custards, junkets, hard egg yolk, cottage cheese and other soft foods are naturals. Start with food that is as clean as you can get: ORGANIC meat, eggs, fruits and vegetables. Festicides like DDT accumulate in the body; they don’t get washed out, and testing hasn’t shown what.

WORKING TO REFORM THE MARIJUANA LAWS

At last there is an organization that is trying to do something about America’s marijuana laws. The National Organization For Reform Of Marijuana Laws (NORML) is a non-profit organization dedicated to achieving legislative reforms of the current marijuana laws. NORML does not advocate the use of pot. But they feel that there are no medical, legal or moral justification that they know of, for sending those to jail who do use it. They feel that the current marijuana laws cause more harm to society than the substance they seek to prohibit.

Along with the fixer this week you should be given more information about NORML and what you can do to help change the current pot laws. I will not be able to organize this area chapter of NORML till after the Xmas vacation. But after that, as new voters there are many arms we can start to tip to bring about reform in marijuana laws. Till after the vacation talk to your parents about helping change the laws. For more information write to Thomas R. Earl, Box 1066 campus mail.

THOMAS R. EARL

MEDITATION

On Feb. 8, there will be another introductory lecture on Transcendental Meditation. This will be the beginning of one of three courses we hope to offer next semester. A Madison chapter of the American International Meditation Society has been formed and is currently applying for recognition by the bureaucracy. Our organization is open to anyone here at Madison—students, faculty or staff—and we do not discriminate against anyone for any reason. To join, one must simply become a meditator. How does one become a meditator? We invite you to our lecture on Feb. 8, in the Campus Ballroom for an answer.

We would also like to dispell a few thoughts about us that are going around that are untrue and completely unfounded. Our meditation is not the work of the devil and one’s religious beliefs have no bearing on and play no part in meditating. We do not smoke dope or take any drugs for our meditation. TM is a complete, natural, pure process that drugs hamper rather than help. TM is not pseudo-intellectual, whatever the person being by that. If you have any weird concepts about us or our meditation, please come to our lecture and talk to our teachers and your fellow students that meditate. There is an old saying that is apropro here, i.e. "Don’t knock it if you haven’t tried it."
 happens to a life that is poisoned at the start. It doesn’t make sense to sterilize and then feed a child DBP, salt sugar, starch and chemical additives.

Tests show that babies will choose what is good for them over a period of time, if given a choice and if kept away from other sweetened and chemicalized stuff. So it isn’t necessary in most cases to force feed or worry when a baby is being offered a variety of good food. If you use formula, watch out for the prepared kind. Sometimes they claim to have everything, but don’t have E and K vitamins, unsaturated fatty acids, the more expensive B vitamins and other things. Some have a lot of sugar and babies get flabby from that, not healthy. A good formula can be made from yogurt beaten and put into a nursing bottle with enlarged holders. If babies are allergic to cows milk or yogurt, they can drink goats milk or soy milk. You can slip 50 milligrams of vitamin C into each bottle and SLOWLY introduce blackstrap molasses (one drop at first because it’s a laxative) and nutritional yeast (one tap to a bottle to start because it will make gas.) These are very good and cheap iron and B vita min supplements, which can be increased gradually. Start solid foods somewhere between three and eight months, letting the baby decide when. If a baby plays with a spoon and cup, the new equipment won’t be so scary when it comes into use. Home-made baby food is better and cheaper than store-bought. Gerber’s meat dinners and their toddler meals have more water of broth than anything else, thickened with cornstarch. You pay a good price for bottled water. (Read labels, ingredient appear in order of quantity inside the jar.) Factory baby foods use a lot of sugar and salt because the tactic appeals to adults, the way the label “lasagne” does. But these ingredients aren’t good for kids, and it’s likely that these early large doses build up addictions. In 1969, Gerber was told at government hearings that mono-sodium glutamate probably hurt babies according to a lot of testing. Instead of accepting that and changing its ways, and making baby food, Gerber balked and insisted on final proof. Unfortunately final proof is in brain damage or cancer many years later. It’s not always a good idea to leave a baby in hands like those.
Don't think that a teacher is God up for your rights as a student. and you are the water to be walked on, speak your mind and stand up for your rights as a student. At registration we could boycott all of his classes. If a teacher does not hand out an evaluation sheet, write your own and turn it in to him. Don't feel like you'll get the shaft for your comments; either don't sign it or type it if you think your feelings would be considered when grades are turned in. To you teachers who would do this, there are a few I'm sure, you are a very poor representation of your profession and you ought to flush your diploma, hang up your mortar-board and retire to your room to suck your toes and pick your nose for the rest of your days.

Teachers might have us over the proverbial barrel, but if they aren't living up to certain standards, then let's put them in the barrel. Enough bad evaluations from us and a teacher might not be retired. At registration we could boycott all of his classes. Don't think that a teacher is God and you are the water to be walked on, speak your mind and stand up for your rights as a student.

Dennis G. Headams

A BUNCH OF WINNERS


FREE DRAFT COUNSELING

Jimmies Barber Shop
67: West Market St.
Razor Cuts Hair Styling
Open Thurs & Fri till 8 Mon, Tues, Wed > 8-5:30
Sat

For Your NAME & Phone No. in Box #255 Compos Mail I will get in touch with you

Jim F.T.A.
Members of the Faculty and Administration,

The Fixer is in great need of $100. We have the opportunity to purchase a used ABDick mimeograph machine for the above amount. This machine will allow us to print multi-color graphics and would greatly reduce the time required to run off 1,000 copies of the paper. Student contributions now enable us to appear regularly, but we have no excess funds.

We hope you have received the last seven issues of The Fixer and were interested in its contents. Now we ask you for a contribution. Your contribution will not necessarily signal approval of the articles we print, but will facilitate the continued improvement of The Fixer.

Peace and Justice,

The Fixer staff collective

(For those of you who thought our selection of appropriate opinion was too limited in our last communication with the faculty...how about this:

Please mark one or more of the statements below and return, with or without your financial aid to Campus Mail, Box 4255.

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I will contribute and approve of the contents of the paper.

I will not contribute but do approve of the contents of the paper.

I will contribute but I disapprove of the paper's contents.

I will not contribute and disapprove of the paper's contents.

I will contribute but only approve of some articles printed.

I will not contribute and I disapprove of some articles printed.

I will contribute.

I will not contribute.

I will contribute later.

I will not contribute later.

I will contribute when Nixon is defeated.

I will not contribute if Nixon is defeated.

I will contribute because I believe ABDick mimeos are worth $100.

I will not contribute because I believe ABDick mimeos are not worth $100.

I will contribute because ________________________________.

I will not contribute because ________________________________.

I will contribute when Madison spends $250,000 on an intercollegiate football program.

I will not contribute if Madison spends $250,000 on an intercollegiate football program.)

We would greatly appreciate your comments regarding the paper, regardless of whether you feel you can contribute at this time or not.

REMEMBER DR. MARTIN LUTHER KING, JR. WHO WOULD HAVE BEEN 43 TODAY IF HE WERE NOT ASSASSINATED IN MEMPHIS THREE YEARS AGO!