

# Students live in slavery . . . . . . is Mister Charlie to blame?

**'Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school.'**

By JERRY FARBER

Students are niggers, When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hangups. From there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, look at the role students play in what we like to call education. At Cal State where I teach, the students have separate and unequal dining facilities. If I bring a student into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a "nigger-lover". In at least one building there are even rest rooms which students may not use. Also

there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections—their average age is 26—but they have no voice in the decisions which affect their academic lives. The students are, it is

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true, allowed to have a toy government of their own. It is a government run, for the most part, by Uncle Toms, concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to

choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concession, or manoeuvred expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always lying and every student knows it. Tell The Man what he wants to hear or he'll fail you.

When a teacher says "jump" students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God. Another, at exam time, provides answer cards to be filled out — each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall.

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During the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, "This class is not dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner, and I want to cry and kiss them and caress their poor, tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your finger, your stomach, your heart. Inside class, things are true by

reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight

lines. And that's where it's been ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddam school. I mean there was no way out. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic for a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

What school amounts to, then, for white and black kids alike, is a 12 year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality; obliging and ingratiating on the surface but hostile and resistant underneath. Like black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others—including most of the "good students" — have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in general education requirements. They're like those old grey-headed houseniggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State are expert con artists who know perfectly well what's happening. They want a degree and spend their years in the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values

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## background

*The following article is one of the most popular and controversial that has been printed by Canadian university papers this year. Written by a college teacher in California, it has been run in the UBC Ubyssy, the Sir George Williams Georgian, the University of Toronto Varsity, the Windsor University Lance, and the University of Saskatchewan at Saskatoon Sheaf.*

*Considerable controversy was stirred up on all these campuses; especially Windsor, where the article precipitated the forced resignation of the Lance's co-editors. The issue was the age-old one of conforming to the standards of the community.*

*It is not hard to see why. The author's language was not calculated to appease Victorian grandmothers.*

*The article, entitled "Student as Nigger" by the other papers, has been edited by The Gateway so as not to run afoul of obscenity morals. The thesis, however, is unchanged.*

*Much use of the word 'nigger' remains, however. Do not let anyone tell you this means we are racists. It is, instead, an allusion to the condition Negroes in the United States suffered during slavery. Some maintain they still are subjected to the same conditions. The metaphor is very powerful and, we believe, valid.*

*So read on my friends, and if any of you want to read the original unabridged version, come up to 282 in SUB.*

—The Editor

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Then there's the infamous "code of dress". In some high schools, if your skirt looks too short, you have to kneel before the principal. If the hem doesn't reach the floor, you go home to change. Boys in high school can't be too sloppy and they

that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor. They go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group their most striking characteristic is timidity. Just look at their working



**THE ENSLAVED STUDENT**  
... covers before authority