Special Strike Issue

Strike Talks Stall Again

SGA Calls for Tuition Boycott

Mediator Post Causes Conflicts

By Ann Karen McLean

A four and a half hour meeting between state negotiator Frank Mason and the AFT leadership on Monday resulted in a seemingly unsolvable paradox, according to Jeffery Tener, acting director of the Public Employment Relations Commission.

Tener said that while both sides have agreed to the need of a mediator to settle the dispute, the state and the union leadership have yet to agree on the conditions under which mediation may take place.

Mason explained that the state is willing to allow mediation to take place on the condition that the strike end first. However, he continued, "we will not be ready to talk money until some time in January," and, he admitted, the "items of substance" do involve money.

"The state is somewhat inconsistent in its position," concluded Tener.

Union leader Marcoantonio Lacatena has implied that the state cannot be trusted in that it has "reneged on its agreements before." Should some agreement occur as to the conditions for mediation, both sides agreed to appoint Thomas Colosi, deputy director of the National Center for Dispute Settlement in Washington DC.

According to Dr. Robert R. Beckwith, history professor at MSC, "our only strength is in striking...it is our only pressure." Beckwith concluded that the state is "stalling...to see how long we can hold out."

When asked about the adverse affects that this "power play" might have on state college students, Lacatena initially expressed his concern for students, but when pressed on the issue, the union leader retorted: "Goddammit, why should I be the one to give a damn all the time? Why doesn't somebody else give a damn?"

When asked about the adverse affects that this "power play" might have on state college students, Lacatena initially expressed his concern for students, but when pressed on the issue, the union leader retorted: "Goddammit, why should I be the one to give a damn all the time? Why doesn't somebody else give a damn?"

When asked about the adverse affects that this "power play" might have on state college students, Lacatena initially expressed his concern for students, but when pressed on the issue, the union leader retorted: "Goddammit, why should I be the one to give a damn all the time? Why doesn't somebody else give a damn?"

When asked about the adverse affects that this "power play" might have on state college students, Lacatena initially expressed his concern for students, but when pressed on the issue, the union leader retorted: "Goddammit, why should I be the one to give a damn all the time? Why doesn't somebody else give a damn?"

When asked about the adverse affects that this "power play" might have on state college students, Lacatena initially expressed his concern for students, but when pressed on the issue, the union leader retorted: "Goddammit, why should I be the one to give a damn all the time? Why doesn't somebody else give a damn?"

When asked about the adverse affects that this "power play" might have on state college students, Lacatena initially expressed his concern for students, but when pressed on the issue, the union leader retorted: "Goddammit, why should I be the one to give a damn all the time? Why doesn't somebody else give a damn?"

When asked about the adverse affects that this "power play" might have on state college students, Lacatena initially expressed his concern for students, but when pressed on the issue, the union leader retorted: "Goddammit, why should I be the one to give a damn all the time? Why doesn't somebody else give a damn?"

When asked about the adverse affects that this "power play" might have on state college students, Lacatena initially expressed his concern for students, but when pressed on the issue, the union leader retorted: "Goddammit, why should I be the one to give a damn all the time? Why doesn't somebody else give a damn?"
Tuition Boycott Urged

Students at the state colleges must feel like the rope in the tug-of-war as both the state and faculty vie for student sentiments.

The faculty would have the students believe that the strike will benefit them because, should the faculty win their points, they say the quality of education will increase.

Higher salaries for teachers will draw more qualified professors, they claim, who would otherwise go to private schools. However, figures show that the average salary for faculty members at state colleges in New Jersey are higher than those at private colleges.

When they say they are arguing for smaller class size what they actually are talking about is a reduced workload for themselves.

The state, on the other hand, will do anything they can to pit the students against the faculty and on their side, the purpose being to make the strike seem ineffective with students going to their classes as usual. The theory of divide and conquer here could work wonders, they hope.

The state will say the faculty don’t really care about students but the state does not seem to be caring much either about the students, or they would have served an extended semesters could cause great inconvenience with students, but the state does not seem to be caring much concerned that the possibilities of credit mixups and more than a couple of students.

Students also are being lulled into not caring, or so it seems. Once again, we urge students not to let themselves get taken in. Go to your classes that are being held and call professors, they claim, who would otherwise go to private than those at private colleges.

Don’t support the state. Don’t support the faculty. Support yourself.
Pickets Down, Classes Up at MSC

By Louis Beilerle and Art Sharon

As the faculty strike entered its second week, more than 50% of classes scheduled at MSC were being held. While the number of classes held remained stable, the number of pickets at the entrances and exits to the campus decreased as the temperature dropped. According to Mary McKnight, director of public information, the percentage of classes held on last Monday, the first day of the strike was close to 50.

This figure increased slightly this Monday, as 58% of scheduled classes were held.

The number of picketers on Tuesday totaled about 28, mostly teachers. This was a marked decrease from last week when more than 50 picketers were on the lines.

While 98% of the classes were held this Monday, a slight drop occurred on Tuesday when only 52.3% of scheduled classes were held.

Figures were obtained from Anthony Kuolt, administrative associate to the vice-president for academic affairs.

Kuolt explained that of the 375 scheduled classes for Monday morning, 219 were held.

Faculty members must sign in with their departments when they come on campus. The SGA has been compiling lists of faculty who are holding class, and the phone service will also provide general strike information.

Dungan: Faculty Not Concerned With Students

By Joan Miketzuk

The Chancellor of Higher Education revealed that striking faculty members are not acting in the interests of higher education or the students when he stated that the union's reopening demands did not include a reference to the interests of students or the quality of education.

In a press conference held Monday in his offices in Trenton, Ralph A. Dungan remarked, "The faculty working to get support for higher education has "not been mentioned in negotiations" thusfar.

Waving the 21-page document of faculty demands on the wage reopening of negotiations, he asserted, "This is a strong faculty benefits document."

A spokesman for the Beacon, the newspaper at William Paterson College, reported an additional incident of arrests of picketing strikers disrupting traffic on the campus on Monday. A student, Paul R. Rico and a faculty member, Cary Goodman of the sociology department, were arrested and charged with disorderly conduct when they continually pounded on the glass and the car belonging to student Vincent Mitchell.

As the faculty strike enters its second week, the newspaper at William Paterson College, reported an additional incident of arrests of picketing strikers disrupting traffic on the campus on Monday. A student, Paul R. Rico and a faculty member, Cary Goodman of the sociology department, were arrested and charged with disorderly conduct when they continually pounded on the glass and the car belonging to student Vincent Mitchell.

Dungan said, "That's an option the state Department of Higher Education revealed that striking faculty members are not acting in the interests of higher education or the students when he stated that the union's reopening demands did not include a reference to the interests of students or the quality of education.

In a press conference held Monday in his offices in Trenton, Ralph A. Dungan remarked, "The faculty working to get support for higher education has "not been mentioned in negotiations" thusfar.

Waving the 21-page document of faculty demands on the wage reopening of negotiations, he asserted, "This is a strong faculty benefits document."

A spokesman for the Beacon, the newspaper at William Paterson College, reported an additional incident of arrests of picketing strikers disrupting traffic on the campus on Monday. A student, Paul R. Rico and a faculty member, Cary Goodman of the sociology department, were arrested and charged with disorderly conduct when they continually pounded on the glass and the car belonging to student Vincent Mitchell.

As the faculty strike enters its second week, the newspaper at William Paterson College, reported an additional incident of arrests of picketing strikers disrupting traffic on the campus on Monday. A student, Paul R. Rico and a faculty member, Cary Goodman of the sociology department, were arrested and charged with disorderly conduct when they continually pounded on the glass and the car belonging to student Vincent Mitchell.
Walk-Out Strikes Note of Paradox

By Robert J. Braun
Reprint from
Sunday Star Ledger, Nov. 24

The walkout by faculty members at New Jersey's eight state colleges has produced a number of contradictions and paradoxes which have even the most analytic minds in the higher education community confused.

Why, for example, should a substantial number of students join the strike with the rationale that the walkout will help prevent tuitions from increasing — when it's not likely that a large wage settlement with the faculty will do anything but ensure higher tuitions?

Why should union negotiators denounce the Public Employment Relations Commission as "meaningless" — when the public employ unions of the state fought so hard to strengthen PERC?

Why do faculty members who make upwards of $20,000 join a strike when the primary issue is wages?

Why has State Higher Education Chancellor Ralph A. Dungan, by position and sentiment the strongest advocate of state colleges, taken the position that perhaps it's time to look towards higher education to other needs of the state?

Finally, why should the union have struck last week — when the bargaining deadline is Feb. 1, 1978?

The answers aren't easy and, in the final analysis, some of the contradictions are the products of misinformation, emotionality or posturing.

Take the student position, for example. At William Paterson College in Wayne, more students manned the picket lines than did faculty members. They were more militant than the instructors — and more likely to give their fellow students a "hearse" when the latter tried to cross the picket lines.

"Don't you understand if you go in there," one student picket shouted into the ear of a sophomore, "you're guaranteeing higher tuition for all of us.

A leaflet passed out by students at William Paterson linked the faculty strike with the student opposition to increased tuition and insisted that classes be boycotted to insure higher salaries and low fees.

While the student opposition to increased tuition has no rational economic relation to increased faculty salaries, some students see a political connection. One student at Montclair State put it this way:

"The way we figure it, the state will be asking for a tuition increase soon. The students will oppose it — and we won't be able to allow them. We'll need the faculty. If we help the faculty now, they will help us oppose tuition.

One student, flyer passed out during the strike insisted that the only way to ensure faculty support for lower tuition is "to unite students and teachers throughout the strike in order to provide effective support for our (student) demands." This particular view is based on a very tenuous assumption — namely that the faculty will strike in support of lower tuitions, should that issue ever come to a head. Nowhere in the United States — at no time in the brief history of collective bargaining among American colleges and universities — has a union struck to lower tuitions.

Indeed, if tuitions are tied to costs, it would be against the best economic interests of faculty members to strike — and lose pay — in order to guarantee that the fund from which subsequent pay raises are drawn would be kept at a minimal level. Economic interests among persons with families has been known to be paramount to political considerations concerning deals with students.

But romanticism is not yet dead on college campuses. If the students believe they can join with the faculty to bring down, as one flyer put it, the "imperialist" Byrne Administration, they should have the right to maintain that belief.

The question of union opposition to PERC intervention is a more difficult phenomenon to penetrate. During the spring, public employ unions fought vigorously in the Legislature for a strengthening of PERC. The commission was praised to the highest — it was to be the salvation of public employment bargaining.

The commission, of course, has played a role in the state-faculty dispute. Its professional staff, headed by Acting Executive Director Jeff Tener, has probably done more to bring the walkout to an end than any state agency.

Yet union negotiators condemned its procedures as "meaningless" and charged PERC could not play a mediating role because, since it was a state agency, it would be biased in favor of the public employ unions.

Furthermore, neither side called for PERC intervention during the negotiations before the strike was called. The commission has regulations by which, if an impasse is reached, PERC can be called in to mediate or provide fact-finding. The union's position was that the state would not bargain in good faith — therefore an impasse has been reached and a mediator could be called in. Yet the union would not call in PERC. Why not?

Marcoantonio Lacatena, president of the striking Council of New Jersey State College Locals, first charged that the state refused to permit PERC's intervention. Tener denied this — and he has absolutely no interest in equivocating. Then Robert Bates, the negotiator from the council's parent American Federation of Teachers, AFL-CIO, said he believed PERC intervention was meaningless when the state refused to negotiate.

This assumes, of course, that the state refused to negotiate that, even if it did, it would continue to refuse despite PERC mediation and finally, that the very agency the public employ unions fought so hard to create was viewed by those same unions as meaningless for the very purposes it was created to serve.

Those are difficult assumptions to swallow, especially the last. It is easier to understand that the union's overall strategy was to keep PERC out, for whatever tactical advantage the union could make of it. That, of course, raises serious questions about just how meaningful were all those glowing statements about PERC during the legislative battle over its strengthening last spring.

If PERC is to be used simply as a pawn in the negotiations game, why was it elevated to a position paramount to that of the commission in reaching educational disputes by the recent PERC legislative amendments? Now, the question of salaries. By most standards, faculty salaries are not intolerable. A full professor, working 18 contract hours per week and six hours per week in the summer, can, after eight years, make more than $30,000 a year.

A good state college faculty member, and most are, no doubt, good teachers, works hard for his money. But it is by no means physically taxing — like construction work — or dangerous — like service work. Faculty work — or dangerous — like service work. The environment is pleasant, unlike the environment faced by many social service workers and teachers, and the persons serviced — students — provide few emotional headaches. The work is not routine, as is the work faced by many, say, toll collectors, and it is certainly paid in with considerable job security once tenure is attained.

But there is much unreality and tension on campus. Feelings expressed by some faculty members reflect a fear that the future is grim. Indeed, it may be. Within the next few years, enrollments can be expected to take a tail spin. Higher education, like public education itself, no longer will subsist simply on population growth.