

“149. Assaults, etc., by officers, under color of authority. Every public officer who, under color of authority, without lawful necessity, assaults or beats any person, is punishable by fine not exceeding five thousand dollars, or by imprisonment in the state prison not exceeding five years, or in a county jail not exceeding one year, or by both such fine and imprisonment.”

Under Offenses Against Public Justice: California Penal Code

open process





San Fernando Valley State is one of the two state college campuses where campus police carry guns all the time. The college administration at Valley State, unlike those at S.F. State and Cal State L.A., has not even conceded to the idea of some kind of Black Studies program. Indeed, Governor Reagan's educational policy of Total Control has perhaps received its fullest expression at Valley State. Safely tucked away in the conservative North Ridge area, watched over by the inflamed racist eyes of a local homeowners' association, Valley State must have seemed ideal for Reagan, Unruh, et al to experiment with Total Control in its most naked and oppressive forms. At this college of 18,000 close to the black and brown ghetto areas of Pacoima and South Central L.A., there were no more than 70 blacks and about as many chicanos on campus during the last academic year.

With such a perfect setting, it was perhaps inevitable that the four-fold manifestations of Total Control -- freezing the curriculum, skimping on funds, shafting troublesome personnel and eliminating troublesome on-campus organizations -- would all flourish at Valley State. Fortunately for all of us, the experiment failed utterly; Reagan's "Creative Society" failed to take into account the unflinching militancy of the Black Students Union at Valley State and its leader, Archie Chatman; what now amounts to several thousand white students who are fed up with campus racism and support a large umbrella organization, the November 4th Committee, organized to fight it; SDS; and a small but militant local faculty group, Faculty for Democratic Institutions (FDI). November 4, when the BSU occupied the fifth floor of the Administration Building and SDS occupied the second floor, marked the beginning of the end for Reagan's Creative Society on the educational front.

The results of the Valley State affair, as is the case here, remain inconclusive. Latest reports say a five-day marathon negotiation session between representatives of BDU, FDI, the community and the campus administration have broken down. We can expect militant demonstrations to resume shortly.



What follows is a rough chronology of events leading up to and resulting from the November 4 incident:

LAST SPRING: The EOP program gets off the ground. The administration wants to let in from 25 to 35 special admissions; the BSU holds fast at a series of student faculty meetings and succeeds in getting 250, whom they will recruit.

SUMMER: A six-week prep course is organized by the BSU through the EOP program for the special admittees. The program involves about 225 students. Continued tension and some fights between the newly-recruited black students on the one hand and the jocks and frat boys on the other. Fights break out when black students try to attend a frat-sponsored dance; others occur at North Ridge Hall, where the black students are staying.

EARLY FALL: BSU and the United Mexican-American Students (UMAS) make contact with new faculty group, Faculty for Democratic Institutions (about 20 members). These three groups work out a detailed curriculum for a Black Studies program, modeled after a similar program in East St. Louis. The BSU formulates a demand for 50% control of the program, to be shared with college administration.

NOVEMBER 1 - 4: Countless meetings throughout spring, summer and fall have brought about no progress towards implementation of BSU demands. When a black athlete and BSU member goes to the aid of a friend in a fight on the athletic field, he is attacked by one Coach Arnett, who knees and shoves him. Arnett is not officially on the college payroll. The BSU adds a new demand: fire Arnett. This incident triggers off the November 4 demonstration.

NOVEMBER 4: The morning papers headline false report that radical faculty plan to boycott classes the next day. At 11:30 AM about 70 BSU members confront Coach Arnett, who, after some heated discussion, is escorted up to the fifth floor of the Administration Building. For this act the BSU members will later be charged with kidnapping in the first degree ("moving someone from one place to another under threat of violence"). Maximum penalty: 20 years or life imprisonment.

With a crowd of 1500 gathered outside the Administration Building, the BSU meets all day with Acting President Blumgren and other college officials. Blumgren eventually accedes to some of the demands: a Black Studies program, a Brown Studies program, and 500 special admissions every semester until the number of black and brown students is proportionate to the black and brown population in the surrounding community.

During the meeting at least 300 police are on tactical alert, including the Tactical Squad, regular city police, and a special community relations detail. The administration asks to bring police onto the campus immediately, but the community relations detail vetoes the request. SDS, together with a number of other white students, occupies the second floor of the building.

NOVEMBER 5: Blumgren calls an emergency meeting with an expanded Executive Committee of the Academic Senate, announces his intention of reneging on the agreement, and succeeds in getting approval of the committee, nearly half of which, in its expanded condition, is made up of administrators. Blumgren argues that he was coerced into granting the demands and that there was a planned and organized conspiracy to coerce him. Actually the BSU move was anything but organized; it was triggered spontaneously by the Arnett incident and the result of

many months of frustration. It is worth noting that while a few people were roughed up during the incident, no one was hurt.

Interest in the situation has heightened greatly; 1000-2000 people attend daily rallies for the rest of the week.

NOVEMBER 6: The student strike at S.F. State begins.

NOVEMBER 7: It is learned that there are 70 John Doe warrants out for people who participated in the demonstration. A total of 17 misdemeanor warrants are served on white demonstrators. Charges: Trespass, disturbing the peace.

At the same time, felony warrants are being served on black students. Most of them are charged with conspiracy to commit a felony, which presupposed some form of organized planning, as well as specific felonies. All in all, 46 felony charges are brought against the 25 students. Like the "kidnapping" charge vis-a-vis Arnett, all charges are hopelessly contrived. One black student who happened to pick up a letter opener inside the Administration Building is charged with felonious assault. Others are charged with burglary, conspiracy, etc., etc.

When the students are arraigned, very high bail is set. But while \$500 to \$750 bail for white students is reduced to \$250, bail for black students averages \$7,500 per man. The process of arresting people on outstanding warrants takes about ten days. By the time it is over, it has claimed nearly all the membership of SDS.

To make all of this worse, President Blumgren presents a series of his own witnesses and gets an overwhelming anti-BSU vote from the faculty. Faculty feeling is such that when Prof. Abcarian makes a plea for bail money he is booed down, and faculty president Vern Bulloch can safely tell dissident faculty who don't like the way he is railroading the meeting, "If you don't like it, leave."

Standoff at



Prof. Charnofsky, who had been in charge of the EOP program at Valley State, contradicts much of the testimony of Blumgren and his witnesses, but it makes no difference.

NOVEMBER 8: The President's office is gutted by a fire on the fifth floor of the Administration Building.

A series of two weeks of rallies and demonstrations begin, aimed at getting the truth out and dispelling the atmosphere of hysteria. Cops become a permanent fixture on campus. The BSU, trying to avoid cops and more warrants, stays out of sight.

NOVEMBER 11: A faculty-student judicial board begins to hear cases of suspended students. They prepare to hear the cases at a rate of one per twenty minutes. The board is composed of one administrator, two faculty appointed by the Academic Senate, and two students appointed by the Associated Students. Prof. William Graves, substitute faculty representative on the board, resigns in protest at its unfair proceedings wherein students are forced to testify against themselves. Enough of a hassle is created over the proceedings that Blumgren eventually drops the suspensions.

During this period, the atmosphere on campus is extremely tense. The Academic Senate appoints an ad hoc committee to deal with the BSU demands. The committee agrees to a Black Studies Department, but is intransigent on special admissions and amnesty. Meanwhile, a certain degree of interest and sympathy is developing among the liberal faculty. They call for a Convocation on Friday, December 20. The plan is rejected by BSU, UMAS, FDI, SDS and November 4th on the grounds that such a convocation would take place exclusively between faculty and minority students; others would be excluded and the hearings would not be piped out. Moreover, regular classes were not cancelled.



Blumgren finally agrees to cancel classes for a Convocation on January 6, which the BSU-UMAS etc. announce they will boycott. The Convocation on the 6th becomes a general rap session, and a full session -- involving three student speakers, one faculty, one community representative, and Rev. Harget -- is planned for the 8th. Workshops planned for the afternoon; all proceedings to be piped out. As these plans are being drawn up the campus, under constant surveillance, swarms with plainclothesmen.

CHRISTMAS HOLIDAYS: Pressure from racist faculty succeeds in getting the two-day convocation cancelled until next semester. Virtually every black organization in Pacoima comes out in support of BSU. When, at a negotiating session between the administration and community people, Archie Chatman shows up uninvited, the community people give him the head of the table.

Blumgren falls sick, and Del Oviatt, Valley State's answer to Hayakawa, takes over as acting President.

JANUARY 6: No classes.

JANUARY 7: A large group of community leaders, white as well as black, holds a caucus on campus at 7 AM and

then asks to see Blumgren. They are told Oviatt is new acting President; though Oviatt agrees to meet with them, during discussions he alternates between evasiveness and a hard-line attitude. "Don't you think it's presumptuous of you to come down here and just expect to get an appointment with the President?" he says. Asked his position on Black Studies, amnesty, special admissions and financing for same (EOP, etc.) he simply says, "I have no position."

The BSU holds a rally to discuss the situation; it lasts several hours, after which 1000 people march to the Administration and demand to see Oviatt. Oviatt refuses to meet with anyone under such circumstances, but is willing to meet in Pacoima.



Cops break up the rally. People disperse passively.

JANUARY 8: The BSU holds another rally; about 1500 attend. Speakers stress that a person must be "with us or against us," that failure to meet the demands will result in "another S.F. State." Plainclothesmen everywhere; fifty uniformed cops on the first floor of the Administration Building and about 300 on tactical alert nearby. After the rally Rev. Harget leads the crowd in a march to the Ad. Building and demands that Oviatt come out. Oviatt refuses but agrees to meet privately with six community leaders. While the committee of six goes up to meet with Oviatt, Rev. Harget prepares to lead the crowd into the Ad. Building for what was supposed to be an orderly, peaceful sit-in on the first floor. As people file into the building, however, they are arrested, Rev. Harget included. Someone throws a potted ask tray through a window. The police captain says, "Let's clear 'em out." Pigs

Valley State

charge out waving their nightsticks, rush some 50 feet past the white students, and single out several black students, whom they proceed to beat unmercifully. One of the black students loses his sight in one eye.

A general meeting is held that night in Pacoima: about 500 people, from SDS and the community. Plainclothesmen are obvious in the crowd. A peaceful rally, with community support, is set for 8 o'clock the next morning. The FDI decides to interpose itself between students and police; Oviatt tells one faculty member that the only police used will be plainclothesmen.

A boycott of classes is called for Thursday.

THURSDAY, JANUARY 9: Paddy wagons and police are everywhere in evidence. Oviatt justifies them with a reference to a police intelligence report describing plans for a march up to the campus by 2,500 people from Pacoima and South Central L.A., with "boots, helmets, heavy clothing and concealed weapons."

The rally begins at 8 AM; 1500 present.

9 AM: Oviatt declares a state of emergency. Anything short of "informal congregations of people" and the presence of anyone other than faculty, staff, students and people on official business is banned.

10:20 AM: People decide to stay in the free speech area. Some faculty stand between students and police; the pigs knock them down and start making systematic arrests: leadership first, then others. Many students make up their minds to get arrested. Save for a few of the usual incidents of police brutality (one black girl is choked), the arrests are orderly and peaceful.

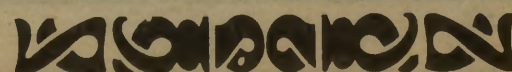
11 AM: Oviatt appears, announces that the arrests will continue until there is no longer a threat of violence.

11:20 AM: Arrests are completed, about 320 in all. Police make a final sweep of the central campus area, make more arrests, disperse what is left of the crowd. Bail for "unlawful assembly" is set at \$625 apiece; total bail comes to \$210,000. Under community pressure, Oviatt agrees to recommend that all students be let out on their own recognizance.

11 PM - 4 AM: Inconclusive meeting between administration and SDS, BSU, UMAS, FDI and other "concerned" faculty. No agreement on demands. State of emergency is lifted and in return BSU, UMAS, FDI and community people promise that all activities will be peaceful.

FRIDAY, JANUARY 10: No violence or arrests. At least 2000 march to the Ad. Building after a long rally. Negotiations begin in the afternoon; the BSU sets a one-week deadline.

WEEK OF JANUARY 13: Negotiations break down. The administration acts in bad faith, poisoning the political atmosphere against the people they are negotiating with. Oviatt quotes from a false and inflammatory police report at a press conference (there are plans to sue him for libel); the entire report is read at a meeting by a Mr. Hill of the Alumni Association, raising questions as to how it got into his hands.



THE GREAT WATER PROJECT SCANDAL

How Reagan Robbed the State Education Funds

by Francis Arashiro and Anatole Antol

Most Californians know about The Water Project, but they think of it as a thing of the past. Many remember Sen. Kuchel telling Congress in 1958 that with relatively little additional Federal money, California was ready to foot an \$11 billion dollar Water Project bill herself. Many more remember that in 1960 the Brown Administration backed a \$1.75 billion dollar bond issue for the initial stage of The Water Project. Some of the politically hip picked up on the fact that even at that time the bill for that stage of the Water Project was not \$1.75 billion but 1,946,664,000, with no consideration for inflation. At present, what with inflation, reckless management and rising costs, the bill for the same project is almost 3 billion (by May, 1967, cost was estimated at \$2,825,000,000) and rising all the time.

Why did Brown back this deceptive bond issue? Below, we shall talk about the scandalous technical and financial aspects of the bill -- Wayne Morse, for example, regarded it as big a scandal as Tea Pot Dome-- but here we want to allude to political facts. Brown needed a chunk of votes from southern California to win in 1962. He said at one point that he would trade the entire Bay Area for a sizeable chunk of the San Fernando Valley. To do this, he needed the backing of big money and power in Southern California, i.e., agribusiness and land developers. Hence, the water project. And hence the fact that in 1962, to everyone's amazement, not least our President, Tricky Dick, Brown got far more support from the growers than Nixon, and, by golly, Brown won in 1962.

All of this may seem like past history. Certainly, we would think, it has nothing in particular to do with Gov. Reagan or the present. But that is not true. The Crab Boat Owners Association realizes it, Trout Unlimited realizes it, Contra Costa County realizes it, but so far, the academic community of California seems blissfully ignorant of what is going on and how the Water Project affects them. And yet, financing the water project has hurt and will continue to hurt the state college and university system in California more than it has hurt anybody else.

A brief history of how the California Water Project hurts others will put into bold relief the damage done to higher education.

1) The essence of a suit in California Superior Court filed by the Contra Costa Water Agency against the gigantic California Water Project is: "Shall this state continue to practice inadequate water resource planning, planning dictated by the wealth and density of populations of one area to the detriment of other areas, or shall this state embark upon a new era of water resource planning to achieve the optimum use of its waters to the benefit of all areas of the state?"

2) Joseph Paul, president of the S.F. chapter of Trout Unlimited said, in demanding a blue ribbon commission to check up on plans of the California Water Project (C.W.P.) that: "There should be created by the Legislature an independent, new Water Survey Commission, composed of the world's finest and most respected leaders in this field, to examine how to meet the present and future needs of California without destroying the ecology, natural resources, and the geography that makes California the wonderful environment it is today for people, agriculture, industry and recreation."

"Before California embarks further in water projects which may be piecemeal, out-dated, uneconomic and destructive there should be a study of fresh water processes which will be practical in a relatively short time."

Paul added that the Legislature should act "before California appropriates any more tax funds to transform our last remaining free-flowing river system into the largest reservoirs the world has ever known, and to wheel this water hundreds of miles through canals, tunnels, and ditches which may have to be abandoned as outmoded and useless before their completion."

"Above all, the Legislature needs an independent and comprehensive report on what modern technology in the field of desalting of sea water promises to accomplish within the next 20 years before another tax dollar is invested in the California Water Project."

Paul might have added that there ought to be similar studies of reprocessing (re-cycling) waste water and seeding clouds for rain. He also might have added that Key West, Florida, St. Thomas Island and many other communities rely right now on desalted ocean



water with no problem. And not only that: the Metropolitan Water District of Southern California (L.A., San Diego area) which has already contracted for nearly half of the total water delivered from northern California by the C.W.P. (2,011,000 acre feet annually) -- has also, together with the Atomic Energy Commission, the Office of Saline Water in the Department of Commerce, L.A. Department of Water and Power, Southern California Edison and San Diego Gas and Electric Co., contracted for a desalinization plant big enough to serve a city the size of San Francisco. The bill was signed in May 1967. It gave \$772 million in Federal money towards an estimated total of \$444 million.

3) Even the Crab Boat Owners Association, hardly a radical group, passed a resolution against the C.W.P. Their resolution stated: "The formerly bountiful supply of sportfish and crabs in San Francisco Bay and ocean water, has so diminished that we, the commercial fishermen are being forced to abandon our livelihood." According to reporter J. Frank Beamon, "the resolution urged Congress to restore the San Joaquin River to its natural channels and that demand be made upon the state for immediate release of "four million acre feet of Sacramento River water into the Delta and into San Francisco

And so it goes. One could list literally hundreds of organizations that oppose C.W.P. but one would search in vain for the U.C. or State College System. And yet a desert is being made of higher education in California in order to make the deserts of southern California-- owned by a very few large landholders--bloom.

Roughly speaking, here is what water has to do with education. Back in 1958, Governor Brown estimated that

over a 25 year period, \$11 billion dollars would be needed for the entire state financed Water Project. As we mentioned, the state legislature proposed an initial \$1.75 billion which passed by a narrow margin when it was put to a statewide vote. In 1967, it was first made public that \$1.75 billion was insufficient to complete all the various sub-projects which had been attempted. The Feather River portion was still incomplete and, according to the State Legislature, \$300 million would be needed in the near future and ultimately \$600 million would be needed for completion. The initial cost had grown from \$1.75 billion to at least \$2.8 billion.

Put into power by big interests in southern California, Reagan had his work cut out for him. Indeed, he was in all likelihood hired by just these interests to play "MR. Average Taxpayer Goes to Sacramento" in order to do just this job. Reagan's water director William R. Gianelli, favored relatively minor cutbacks and delays for a few years in the C.W.P. ISSUES. Together with these minor cutbacks, Reagan went on record favoring stop-gap financing for the water project, which would be given first priority during the 1968 regular session.

The governor's office said that "the proposed solution would not require additional appropriations during the next two fiscal years (1968-9, 1969-70) but would make the \$64 million available for construction over the next five years by passage of two bills.

One measure, a technical device eliminating State matching requirements for the \$11 million income from Tideland oil and gas revenues would free \$22 million over the next two years for construction.

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of Agricultural Sciences, which "includes the agriculture experiment stations around the state, the Agricultural Extension Service, and the departments of agriculture science of the various campuses (biggest at Davis, Berkeley and Riverside), including the Giannini Foundation of Agricultural Economics at Berkeley and various lesser-known foundations which interpenetrate the other teaching and research facilities." Symbolically, perhaps, the Giannini Foundation is named after the founder and first president of the Bank of America, which presently controls more than 50% of California agribusiness. (The whole disgusting story of the connections between the U.C. system and agribusiness is traced in a useful

It's hard to think of a reason why the tax shift should be less today. And even at that, no one has even tried to estimate the additional shift from property taxes to tenants in the form of increased rent. Also, you can bet that agribusiness' share of the total business and industry tax is very small. Yet, as we shall show, the contribution to agribusiness profits from the university is as nothing when compared to the contribution from C.W.P. via the state.

One would expect that since the State College system contributes very little to agribusiness, it would feel budget cuts even more severely. This expectation is confirmed by B.F. Biaggini in "Trends", Vol. 20, no.

beginning in the 1970-71 fiscal year from \$11 million to \$25 million annually.

What does this mean with respect to the University of California and the California State College System? It's simply this. Last year \$14 million of oil and gas revenues which was earmarked for higher education's capital outlay (i.e. new classroom buildings) was taken and put into the state's water project by an act of the state legislature!

It would be a gross error to regard this shift as merely an isolated example. In fact, the shifting of funds from education, medicare to water is the beginning of a great over-all trend. Indeed, Prof. Paul S. Taylor made this very point in a commentary on KPFA last June:

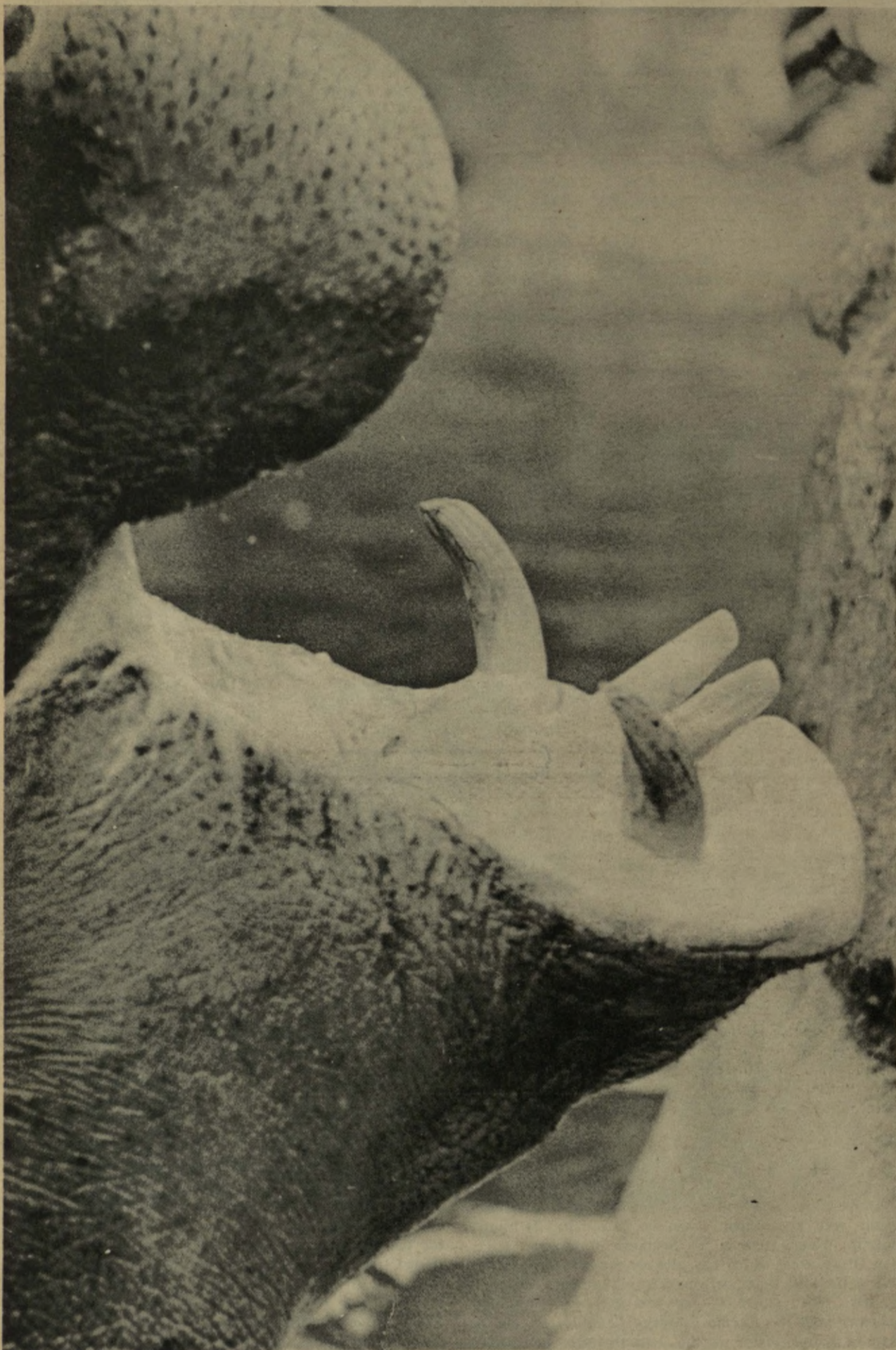
... the 1952 prediction by Clair Engle is coming true today: the outlines of the conflict, STATE Water Project VERSUS Schools are now visible. The 1944 plan attributed to "big landowners of Fresno County" comes crashing down upon education within the State. Lifting the Feather River Project from the Federal Central Valley Project and loading it onto California taxpayers is having its predicted effect. Governor Reagan raised the annual budget of the State Water Project by \$100 million in 1967-68 above Governor Brown's already high recommendation. At the same time he lowered the Regent's budget for the University of California--all items considered--by \$46 million. Under pressure the Regents adopted student tuition fees that will rise to \$100 per quarter, perhaps only an augury of more to come. For 1968-69 the Governor seeks to cut the University operating budget by \$31 million, and the capital outlay budget by \$34.8 million, a total cut of nearly \$66 million.

There is another way in which the C.W.P. affects higher education, if not all of education, in California. According to legislative analyst, A. Alan Post, C.W.P. is "increasingly monopolizing the state's bonding capacity", which is to say that future bond sales "may increasingly intrude on the sale of other general obligation bonds of the state. To the extent that this occurs... the effect will be either higher interest rates for all state bonds, whether water bonds or school bonds, greater financing of other (than water) programs from increased taxes, or the curtailment of expenditures in either the water program or other programs." Post made his statement in 1966. What we have today is both an increase in taxes and curtailment of expenditures, not in the State Water Program, but in "other programs" such as education, mental health, medical care, etc. Moreover, Post's ominous predictions concerning the rising interest rate on bonds are, to all indications, coming true. So far, \$950 million dollars in bonds of the original \$1.75 billion issue have been sold. Bids were recently opened on another \$100 million. The interest rate on the first bonds sold averaged about 3.5%, but the last issue, \$150 millions, went at an interest rate of 5.2%, and there is no telling how much interest the tax payers will pay out on the latest issue of bonds. To make a bad situation worse, Gianelli hinted in a speech at the huge Oroville dam on May 3 that California voters may no longer be given a say as to whether they want to continue selling bonds at more than 5% interest. "You will recall", said Gianelli, "that our contracts with three utility companies for their purchase of the power output of the Oroville Thermolator complex assures the Department an annual income of \$16,150,000 and provides the backing for a revenue bond issue we have been planning for years to pay the cost of the power facilities and supplement project financing." But, and here's the rub, Gianelli added that the department would use the proceeds from the \$150 million bond issue of last April "to pay current and future costs of the power facilities, to reimburse the Project construction fund for previously paid power facility costs and for reserves."

It must be obvious that with ever increasing costs, with loss to the taxpayer through destruction of valuable industry, inland navigations and with over-strained state finances, a more rational scheme of water development ought to be worked out. Such a scheme would involve, first and foremost, federal financing, and then, also, balanced resource planning for northern as well as southern California, and also balanced planning for Arizona, Colorado, and Mexico as well as southern California. Such a rational approach could make use of the fact that, for example, sparsely populated Humboldt, unlike Los Angeles, has fully ample rainfall, the rapid waters of the Humboldt River and a natural harbor which is easily the equal of Los Angeles harbor. Why not build up Humboldt rather than have Los Angeles spread like a bacterial mold, feeding on Humboldt water, through the deserts of the state?

The answer to the question of Federal funds and rational planning lies in the very definition of the water project. It can be best explained by briefly tracing the history that led to the conception of the Water Project in the first place. Particularly in the west, industrial development, free enterprise ideology notwithstanding, always went hand in hand with Federal subsidies to production. This was true for railroads and it was equally true for huge dams, canals, etc. By 1902, it was common knowledge that Federal subsidies would be essential to further development in California. Small farmers were still a force in those days, however, and when subsidies for water development came, they came in a form acceptable to the small farmer. A 160 acre Reclamations Law was passed to insure that federally developed water be limited in use to no more than 160 acres per owner and 320 acres per man and wife. The

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pamphlet by Hal and Ann Draper, "The Dirt on California"). At any rate, when Reagan's budgeting cutback on organized research in other divisions of the U.C. system from 18% to 25% (the Institute of Industrial Relations), the Division of Agricultural Sciences was cut back 4%. This contrasts with the fact that 60% of all research in the UC system is in agriculture. The simple point is that the tax payer subsidizes research in the agricultural field, research which is exclusively to the advantage of the industry. The Drapers, for example, found the following sort of research projects to be typical:

- On developing equipment for twining hops
- On the market for pine lumber
- A project "facilitating the marketing of seed---"
- On an analysis of the demand for selected fruits and vegetables

If you happen to think that agribusiness pays in taxes what it receives in research, check out the following facts. In 1968-69, business and industry paid about 20% of total taxes. The rest fell regressively on household units. Note that these figures do not take into account the shift of the tax burden onto the consumer. Or, for that matter, onto the wage earner. In 1963, this shift by itself amounted to about 10% of all taxes.

9. Talking about recent budget cuts to the State College system, he says:

These cuts probe deeply into the value systems of our society. The question of student tuition, for example, brings out sharp differences over the role of higher education. On the one hand are those who favor encouraging universal higher education and so object to abandoning the California tradition of tuition-free higher education. On the other hand is a view expressed by the President of the Southern Pacific Company to the Bay Area Council: "In any event, it's high time we did something to knock the absurd notion that every young American who is worth his salt must get at least a four year college degree. As a result of this kind of thinking our colleges are being over-crowded with many people who are not college material and some of our finest vocational opportunities are going begging."

In case you never learned this at college, Southern Pacific Company is one of the very largest landowners in southern California. You will, of course, have noticed that Ronnie Water Project used his State of the State address to describe his plans for tuitions in the State Colleges.

The second bill would increase the appropriation to the water fund from the Tideland oil and gas revenues

Engineering Education in California by Frederick E. Terman, assisted by Robert Hind and L.F. McGhie. Prepared for the Coordinating Council for Higher Education March, 1968

This book will not be read by very many people. This is unfortunate, not because it is a very good book -- it isn't -- but, rather, because it is amazingly pertinent to the issues of the S. F. State strike; beyond that, it will have a direct effect on the lives of many S. F. State students. As a result of it, the Engineering Department at S. F. State will cease to exist as of July 1971.

The report was prepared for the Coordinating Council for Higher Education (CCHE) by one Frederick E. Terman, Provost Emeritus and former Dean of the Stanford School of Engineering. The charge of the CCHE, which was created in 1960 as an extension of the Master Plan For Higher Education, is to advise the Trustees, the Regents, the Governor and the State Legislature on matters pertaining to the "orderly growth of public higher education in California." Though the CCHE's powers are theoretically advisory, in actual practice its "recommendations" are seldom if ever overruled. The Terman report sought to examine the plight of engineering education in California, analyze it, and make recommendations to the CCHE as to its future. One of those recommendations was that the engineering program at S.F. State be eliminated. The report is not an exhaustive one. Its conclusions do not follow from the empirical data it presents. The limited outlook of its analytical and interpretive sections is actually frightening. But there it is, in black and white, and there doesn't appear to be a great deal we can do about it.

MAKING THE GRADE

The first few chapters of the report are devoted to a statistical breakdown of engineering education in California as compared to the nation as a whole. These figures deal primarily with the distribution of engineering students; they have little or nothing to say about the quality or content of the education they receive, and the reader is inclined to expect a little more from Terman before he plunges into his interpretive material. Such is not the case, however; we quickly learn that Terman is interested primarily in cost analysis, which turns out to be his sole criterion for evaluating engineering programs at the various colleges. He introduces to us the concept of the "instructional cost index"; here is his most invaluable analytical tool. The "instructional cost index" of a given program is arrived at by dividing the program's total teaching payroll by the product of its total student enrollment and the total number of units for which they are enrolled.

A number of factors tend to inflate the "instructional cost index." Among them are small class sizes, diversified or nonspecialized curriculum, and a general emphasis on teaching rather than research (or comparable activities where the professor is spared from having to deal with students).

As a rule of thumb, the larger a program is, the lower its instructional cost index. An efficient program, according to Terman, should therefore turn out no fewer than 125 baccalaureates and 100 master's degrees a year.

Terman gets some interesting results when he applies this theory to the question of teaching load. Teaching load, he maintains, is not a proper standard for determining the amount of work a faculty member does. Rather, he should be evaluated in terms of teaching PRODUCTIVITY. To wit: "A faculty member who lectures 6 hours a week to forty students has twice the productivity of an associate who lectures 12 hours a week to ten students . . . if the institution fills the first position with a superior teacher at a salary 50% higher than that received by the man who carries the heavy teaching load, the teaching of the superior instructor is still less expensive to the institution than the man who meets many small classes." Later Terman suggests that such faculty members could be even more "productive" if students received their lectures over closed-circuit TV. Of course, certain small details like the ability of students to ask questions of the lecturer, the give and take of discussion, the opportunity for students to participate in or take any responsibility for their own education, the concept of education as something dynamic and flexible, rather than pre-packaged and rigidified -- would all be eliminated by such an approach. But still, you can't deny that it's as efficient as hell.

ODD MAN OUT

One does not have to read more than a few pages of this nonsense before realizing that Professor Terman is not an educator at all; he is simply an efficiency expert. His report is couched in terms that sound calculated to appeal to the CCHE members, most of whom are businessmen whose own experience or contact with the educational process has been limited at best. And when he applies his criteria to the various California campuses, it stands to reason that S.F. State doesn't stand a chance. The engineering program here falls far short of the minimum yearly number of baccalaureates. The orientation of its curriculum is to give students a broad background in science and engineering, rather than pushing them into a specialized field of emphasis. Partly because it is a relatively new program, its instructional costs are somewhat high.

Put all this together and you get the highest instructional costs index in the state college system. The small, non-specialized nature of the S.F. State program makes it somewhat unique among the engineering programs in the state; such factors, however, did not enter into Terman's calculations. Indeed, during the entire preparation of the

report, not one of Terman's investigators set foot on the S.F. State campus. No one in the department was interviewed; no in-depth study was made of the department's curriculum or the rationale behind it; there was not even a cursory examination of the department's facilities. The sole contact between Terman and the S.F. State Engineering Department took the form of a single questionnaire, related to cost-analysis: number of students enrolled, number of degrees awarded, total instructional costs. On the basis of that questionnaire, Terman made the decision to recommend that the engineering program at S.F. State, as well as those at Chico and Humboldt State, be eliminated by 1969.

Terman's recommendation was rationalized on the following grounds: his supply and demand figures revealed that, while graduate engineering education was booming, there was no shortage of baccalaureates. At the same time, his "efficiency" figures led him to the conclusion that the resources of the engineering programs in the various state college system were too dispersed, and therefore not functioning as economically as they should.



Stanford Hack Kills S.F. State Engineering Dept.

Since there was no need for MORE programs, the small and expensive ones could be eliminated and their funds reappropriated for the purpose of reinforcing the larger, more "efficient" ones. The engineering programs in the state colleges would thus be consolidated at places like Long Beach, San Diego and San Jose.

Terman's findings were immediately challenged by J. L. Fox, Chairman of the Engineering Department at S.F. State, and the kind of response Fox received indicates just about how much good it does for a local campus to try to influence the decisions of the CCHE. Fox sent a memorandum to Vice President Garrity which criticized Terman on a number of grounds: his lack of contact with the engineering program at S.F. State, his obvious bias towards large classes and highly specialized curriculum, his unwillingness to accept a different concept of engineering students who would be affected by his recommendations, his failure to recognize that the engineering program at S.F. State was potentially valuable to San Francisco's communities.

Garrity passed Fox's objections on to the Chancellor's office, and a meeting was arranged to take place between representatives of the Engineering Department, Garrity and the Chancellor. The meeting was to be held two weeks before the CCHE was scheduled to act upon Terman's recommendations. It never took place, however; Garrity informed Fox that it would not be necessary after all, since the Chancellor and the CCHE had worked out a compromise resolution whereby the S.F. State program would not be eliminated, simply subjected to a more intensive study. When the compromise resolution was put before the CCHE, however, an extra phrase had been added: the program would be studied "AND PHASED OUT by July, 1971." Neither the Chancellor's representative nor these of the Board of Trustees raised any objection to this added phrase; in fact, they had nothing to say about the matter whatsoever, so the resolution passed intact. Instead of amnesty, the Department had been stuck with a two-year stay of execution.

THE MAN BEHIND THE CASH REGISTER

How could such shoddy document possibly serve as the basis for such a sweeping decision? Read a few pages of

Terman's cost analysis view of education and it becomes more and more difficult to even take him seriously. But the CCHE takes him very seriously, so they must know something we don't. To understand what is behind the Terman report, we have to assume that there is a method to his madness, that there is an underlying perspective behind his view of what engineering education is and what function it should serve. One brief passage in the report, where Terman momentarily drops the facade of the objective investigator, offers a clue.

. . . In the prewar period California economy was based largely upon natural resources, such as agriculture, oil, minerals, water power, etc. . . plus an attractive climate . . . However, the last quarter of a century has seen a vigorous, highly profitable, rapidly expanding industrial development which has brought untold wealth to the state and provided

attractive jobs for an expanding population. . .

The new industrial character . . . is strongly oriented toward science and advanced technology. It involves sophisticated and highly intellectual aspects of aeronautics and space, scientific instrumentation, computers, solid-state electronics, microwave tubes, systems analysis . . . These are so-called "growth industries" in which growth is achieved through innovation . . . (their) success depends upon intellectual input rather than natural resources, cheap labor, or proximity to markets. Those companies which have the best brainpower will excel in the creation of new products and will therefore grow faster and be more profitable than their competitors.

Graduate work, particularly in engineering, makes an important contribution to such a situation. It is no coincidence that in the last twenty years California: 1) has experienced a phenomenal growth in these technological industries; 2) has three of the top five engineering schools in the country; 3) has become the largest producer of master's and doctor's degrees in engineering . . . graduate education in engineering is, in short, vitally important to the continued growth and prosperity of California's industry. In the kind of competition that exists, it is academic excellence rather than quantity of bodies that counts, and California will get nowhere if it scatters its resources over so many new graduate programs that

(See page 12)

Human Rights - Not Political Privileges



Interview TWLF-BSU

A DISCUSSION WITH ROGER ALVARADO, LATIN AMERICAN STUDENTS ORGANIZATION; BENNY STEWART, BLACK STUDENTS UNION; JESUS CONTRERAS, MEXICAN AMERICAN STUDENT CONFEDERATION; ED ILAMIN, PHILIPPINE AMERICAN COLLEGIATE ENDEAVOR; TONY MIRANDA, LATIN AMERICAN STUDENT ORGANIZATION; MASON WONG, INTERCOLLEGIATE CHINESE FOR SOCIAL ACTION.

OPEN PROCESS: The first thing that we'd like is some background on the Third World Liberation Front.

ALVARADO: Initially the TWLF was organized to serve as a political coalition for people on the campus of SFSC. Its specific function was to provide a unified arm for Third World people through which we could exercise activities based upon what we felt were our educational needs. It began last spring and was initiated by Mexican-American, Black, and Asian-American student discussions. It was formalized in the early part of the spring semester. It later involved the Latin American Student Organization (LASO). TWLF initiated its first act in May, 1968, concerning the fact that SFSC has an incredibly low percentage of Third World people attending the college. The city of San Francisco is populated by over 60% Third World people. This population is not reflected in Third World attendance at SFSC because Third World students are systematically excluded from colleges throughout California and the United States. We put together several demands, stating clearly that the school would have to admit 400 Third World special admission students in the fall of 1968, retain Juan Martinez, a Mexican American professor and give any necessary financial assistance to insure that the students who came to the school under the special admissions program would not have to leave the school because of their financial needs. That essentially was the program, and these demands were put forth by the TWLF. After a week of demonstrations on the campus we forced the administration to concede to the admission of the 400 students plus the retention of Juan Martinez and the setting up of a financial aid program for Third World students. Since that time, the Japanese Students Organization and the Philippine-American students also have become involved in the TWLF. . . . Also, Chinese student and the Latin American student groups joined with the front. All this took place over the summer and up until the strike began on Nov. 6. Since the strike, all of these Third World student organizations have been drawn closely and irreversibly together into a strong functional organization. Struggling together tends to do this. At the present time the TWLF is made up of the Black Student Union, the Asian-American Political Alliance, the Intercollegiate Chinese for Social Action (ICSA), the Mexican-American Student Confederation, The Philippine-American Collegiate Endeavor, and the Latin American Student Organization.

OPEN PROCESS: What was the basis for this coalition? Did the groups see each other as natural allies?

BENNY STEWART: Yes. What we find is that throughout the world the people of color from Asia, Africa and Latin America are being oppressed. We as students are a part of those various communities and the basic coalition that is emerging among these communities is based on several factors. . . . Initially we are all affected by racism. It is our common enemy. Then there is imperialism which exploits all Third World people and there is another common enemy which we must destroy. These have been the essential things that have brought us together to fight our common oppressors - those who are inflicting racism and imperialism upon us and our people. We see ourselves as moving towards a realm of a revolutionary student perspective. This is because our attitudes are changing from the old traditional Third World student attitudes. Before, we were educated, by the oppressor or exploiter of Third World people, to become Uncle Toms, lackeys and enemies of our people. We were taught to have the alien attitudes of a slave-master toward our communities. We have joined together to change this kind of attitude and to begin to get down to the nitty-gritty of trying to meet more of the desires and needs of our people because no longer are we ashamed of what we are. As a matter of fact, we are very, very proud and we are going one step further as to become politically hip to be able to meet the desires and needs of Third World people.

OPEN PROCESS: How do you see racism functioning at SFSC?

STEWART: To be very short and blatant, we see it everywhere. You might also calculate the degree of racism by the strong self-determination of Third World people moving to seize power over their own lives. This is a reaction to the amount of racism prevalent at schools like SF State. . . . We are determined to crush this racism by meeting the needs of our communities. This struggle of ours has already resulted in the longest student strike in American history and we are even more and more determined that we will accomplish our victory.

OPEN PROCESS: Why do you feel that the power structure of the state college system in the state of California resists the granting of your demands?

STEWART: Basically the theory is that the slave-master never wants the slave to have any power. . . . We have transcended color. Before we were in a cultural nationalist stage where we asked for a yellow this, a black that or a brown this which was really nothing, nothing at all except lackeys and Uncle Toms of the slave master -- house niggers, as you might put it. Our enemies, Ronald Reagan, Nixon, and all the other racists realized that Third World people are waking up. . . . Our goal is a seizure of power. This is really the crux of the matter because they don't want Third World people to have any real power.

OPEN PROCESS: What is behind the principle of self-determination?

ALVARADO: The principle of self-determination is based upon the fact that we can no longer afford to allow the white man to control our lives in terms of the kind of education we get here at SFSC. . . . We wish to take responsibility for all aspects of our lives. Because of this, it is essentially a power struggle. We demand and will achieve full control over what we ultimately do with that education. . . . The white establishment the white Board of Trustees, fears this. It threatens the financial interests which they represent. They don't want to see this come about. The whole political structure is based upon people like Swim and Meriam and their financial interests.

YOU SAID IT, SISTER.



They see clearly that once Third World people begin to get any kind of self-determination in any aspect of their lives it will ultimately mean for them a removal of their financial, political and social control. It is people like this who politically manipulate masses of Third World people, keeping them unemployed and confined to a ghetto environment.

CONTRERAS: I also want to add that these fifteen demands are minimal demands because we could have written up fifty, sixty or ninety demands and negotiated down to fifteen. But we didn't do that, because we're not playing their game. We formulated these fifteen demands on the basis of the needs of our people, not on the basis of what we could get by negotiating with the power structure. We refuse to use their frame or reference any longer. Because of this, we cannot compromise any of these demands.

STEWART: Also, I'd like to say in general terms that we see our struggle as one against the racist power establishment. We don't negotiate with racists because it's dehumanizing. . . . This is a struggle of profit against the human values of Third World people.

OPEN PROCESS: You mean that the profit motive is the basis on which the white power structure rules?

ALVARADO: The whole function of the state educational system is to produce human resources for the industries and businesses that the Board of Trustees represent. In terms of our own education, we do not want to become tools of the capitalist society and we don't see how the present form of education is going to change the racist structure that exists within the society -- as well as the economic position of deprivation in which the society has placed our people.

STEWART: Another thing is that the Governor says higher education is a privilege, not a right. We say that all human beings have a right to live, therefore they must have a right to work, and it has become a reality that if one is going to work one must have an education. That is one strong contradiction between our thinking and that of the power structure. Also, the Board of Trustees, whose total assets come to \$4 or \$5 billion, think they can buy and sell people, especially Third World people. Their interests and their attitudes are not those of the masses of people, because sticking their boots on our backs and our throats and making money off of our sweat and toll is all they're interested in.

ALVARADO: This is something a guy like Swim, who has financial investments in Venezuela and Peru and in Central America, does. His relationship to Third World people around the Third World itself is that of an imperialist to a colony. Our people live in this country in colonized ghettos. In Venezuela, Peru and Central America our people exist as a colony for the imperialist interests of men like Swim. It's not that he only represents those interests, he is part of those interests. And this mother-fucker is going to tell us in the state of California that he is going to continue that kind of control, that kind of manipulation of our people just as he has done in Latin America.

CONTRERAS: A good example of how our educational system presently relates to Third World people is that there are now more Mexican Americans in prison than in higher education in California. This is just one example of many.

OPEN PROCESS: What role or relationship do you see yourself playing vis-a-vis your respective communities?

STEWART: We see ourselves being basically servants of the community. That is to say, we go to a college campus and we learn academic skills and we see ourselves as returning back to that community to enhance the progress of that community rather than to exploit or misuse it as the traditional Third World lackey, Uncle Tom bootlicker students have done in the past. Also another thing: we see ourselves as educating our communities to the fact that education is not going to make them free. You notice that when the racist dog pig comes down into our community he's coming out with shotguns, AR-15's, kicking and stomping babies, knocking children out of the way like mad savages, like Michael O'Brian who killed a black man and got away free. And then pigs coming out here to S.F. State just using clubs. What we understand is that there is a strong contradiction between our communities and SF State. . . . What's happening is that basically they don't want to heighten those contradictions because they know we will return to our community and they want us to perpetuate that same old bullshit lie that if you get an education somehow you will become a human being and you will become free from police brutality. . . . We will return to our communities and by our struggle we will achieve liberation for all our people.

ILAMIN: The crux of this struggle is human values; that is, human values that pose a fundamental contradiction to the present system. This system functions to turn out people who serve as slaves of the present social institutions. These institutions perpetuate the racist and manipulative values that presently prevail in the society. This struggle for new human values takes on a very deep and wide scope. This goes right to the heart of the School for Ethnic Studies which is set up to develop a set of human values that is defined by our own cultures, not by white culture. . . . So this is basically what the struggle is about.

OPEN PROCESS: Do you feel that the present white educational structure robs you of your cultures?

ILAMIN: Definitely. We see it down in the high schools perpetuated by the racist Board of Education whom we've had dealings with. These schools do not want to see Philippine brothers relating to black brothers. The kids are educated to the fact that there is no enemy except perhaps each other. This is done despite the fact that they are suffering from economic deprivations. . . .

STEWART: I'll go a little bit further than that. The educational system not only robs us of our identity and culture, but it also tells us to love motherfucking racist dogs like Abraham Lincoln and George Washington above courageous brothers like Nat Turner, Denmark Bessey,

Iranian Students Begin Fight

همگی خود را برای شرکت در یک
مبارزه دفاعی وسیع آماده کنیم

Anti-Imperialism Gains Momentum

by Hamid Kowsari

The silence of the American news media concerning the Shah's dictatorship continued as seventeen Iranian student leaders appeared before a secret military tribunal on December 30, 1968.

Two months ago the Confederation of Iranian Students declared that seventeen student leaders were to be tried in secret and that the prosecutor had demanded the death penalty for eight and life imprisonment for the rest.

Initially, Iranian authorities denied that there had been any arrests at all. However, massive demonstrations were held throughout Europe and the United States demanding that the students be tried in public by a jury and that foreign observers be allowed to participate in the trials. The government yielded to the international protest and was forced to admit to the arrests. It was then discovered that these students had been subjected to inhuman tortures in the Shah's prisons for more than a year.

These students, guilty of breaking the silence imposed on the people of Iran, are now very probably facing death sentences at the same criminal hands of those who are guilty of inflicting many crimes against the people of Iran.

Due to the failure of the reformist program of the so-called "White Revolution", or the bloodless revolution from the top, a wave of severe suppression has prevailed in Iran to counter the new upsurge in the struggle of the Iranian people. The superficial reformist program which came to be known as the "White Revolution" was implemented by the Shah's government under direction from Washington after the severe economic depression of 1960-63 which had forced the government to declare itself bankrupt.

The "White Revolution" only served to increase the already strong economic and political influence of the United States imperialism in Iran. Immediately following the "White Revolution", foreign capital and especially that of the United States, started pouring into Iran at an increasing rate. Laws were passed to facilitate the import of capital. These include measures such as the absence of any limitation on the percentage share of foreign investment in any firm. There is also no limit to the amount of profits gained by foreign investors or to the transfer of profits out of Iran. Therefore, the most rapidly growing form of investment has been in the form of mixed investment--a combination of foreign and private domestic capital. At the present, for example, all of the banks operating in Iran, with the exception of one, are controlled by foreign capital. Yet the influence of the foreign capital has not been confined to the industrial sector. To the intense exploitation of peasant masses by the landlords is now added a new form of exploitation, that is, the exploitation of the agricultural workers in the capitalist agricultural farms which are developing as the U.S. capital is expanding its domain from the cities to the rural areas.

The eight hundred million dollars annual revenue of the oil which Iran receives as its share from the international oil cartels led by U.S. oil companies on a fifty-fifty basis, is entirely absorbed by the military expenses. In addition to the army of two hundred thousand men, the suppression of the people of Iran is carried on by the fifty thousand man police force and a secret police (SAVAK) numbering over sixty thousand. The main function of this vast collection of armed men and secret police is the protection of American and British oil interests in Iran.

An examination of the Iranian budget reveals that the military expenditures of the government are twelve times as much as that spent on health while only less than one-twentieth of the sum is allocated to all of the universities of Iran.

The per capita income of more than eighty five percent of the population is less than \$90 a year. Many of the Iranian workers receive less than fifty cents for a ten hour day and while the Shah himself owns 3.7 million acres of land, the majority of the peasant masses are still landless sharecroppers. More than eighty percent of the population is illiterate. The life expectancy of Iranians is under forty and the death rate is approximately fifty

percent of all children born.

Thus the lot of the Iranian people has remained the same while the "White Revolution" paved the way for an ever increasing import of U.S. capital into Iran and, accompanying it, an ever more intensified political oppression of the people of Iran.

However, this is only one aspect of the contradiction. The imperialists headed by the U.S. ruling class have been confronted with an ever stronger revolutionary movement throughout the world. The contradictions within the imperialist system have been sharpening. Even within the imperialist countries the student movements, triggered by the heroic struggle of the Vietnamese people, have grown into a considerable force. The massive struggle of the French students and workers, coupled with the successive student struggles in Italy, Germany, England, Mexico, Japan, and the United States has shown the significant force of these movements.

In the past three months, through the student strike of San Francisco State College, we have witnessed a transition in the student movement in the United States to a new plane. This student movement is no longer exclusively limited to syndicalist demands; it is no longer addressing itself to the question of "campus autonomy" or illusory "student power," but is now touching the basic political issues such as the right of self-determination of the black people. Due to this qualitative change in the struggle, the student movement in the United States has taken a path which is ultimately bound to question the whole economic and ideological structure of U.S. imperialism. It has begun to merge with the liberation struggle of the black people against racism and imperialist oppression and it has thus begun to become an integral part of the world-wide struggle of oppressed people against imperialism.

In Iran, too, the deteriorating economic conditions along with severe and intensifying political suppression has been confronted with the struggle of the masses of Iran. In this movement the Iranian students have had their share of the struggle. The history of the Iranian student movement testifies to the prolonged struggle and sacrifice of students in their fight against the imperialism. Iranian students played a significant role in the Constitutional Revolution of 1906-1911. During the twenty years of Reza Shah's dictatorship (1921-1941), students studying abroad continued their struggle against imperialist rule.

In the course of World War II, due to the sharpening of the contradictions within the imperialist camp, the domination of British imperialism over Iran was weakened. Taking advantage of the new situation, Iranian students significantly expanded their activities, forming many anti-imperialist organizations. Their struggle found a solid base as it merged with the struggle of the Iranian workers. This movement reached its zenith during the oil nationalization struggle waged against British imperialism and internal reaction. With the coup d'etat of August, 1953, which was plotted by the collaboration of the American and British imperialists, and Iranian reactionaries, the nationalist government of Premier Mohammad Mossadegh came to an end. With this event the student movement in Iran entered a new era.

که اشاره ای کرده باشد
مانند اینکه اطلاع
در حقوق بشر
از همه
من دانش
با شرکت شخص
این

مرجع امریکائی تشکیل
الآخره کنفرانس از
میزبان با تشکیل کنفرانس
کمینه دفاع از زندانیان سیاسی
وجود دارد ضمن اعلامیه ای
بسیار رسیده اعتراض خودشان را ابراز
نمایندگان دولتهای امضا کننده اعلامیه
و اگر خواسته اند نشان دهند که
خوشنسخه اند اگر خواسته اند که
برده (انتخاب تهران برای این
شتر مشهور نیست. حکومت ایران
است آزادی بیان - آزادی عقیده
آزادی بیان که قانون اساسی
مردم شناخته است.
برای تأمین آزادی های
شده و از به شرف
ت. سخن از تأمین آزادی
انها وطن دوستان را
رسلوهای مشترک
بان را تها میبازند...
آشنی عقیده سیاسی
سیر هستند شاه و
نود سر پوش میگردانند.
حدری از طرف
ن دانشجو و سایر
از تذکران صرف نظر میکنم.
واتی حاوی مدارک مربوط به تعقیبهای
ن قبل از حرکتشان ارسال -
سازمان مرکزی وانجمن شمال کالیفرنیا
بندگان شرکت کننده شدیداً باین عمل متروانه -
ضمن ارسال
دولت ایران بوده است.

Within weeks after the August coup the role of the American imperialists and their CIA in the coup was revealed. Iranian students from high schools and universities mobilized once more to fight against American intervention in Iran. When it was announced that Vice-President Richard Nixon was to be awarded an honorary doctorate at the University of Teheran, demonstrations became more vociferous. The reactionary government of Iran fearing the growth of this movement sent the Royal Military Guard to attack and suppress the students of Teheran University. Three students were murdered and hundreds of students and professors were injured. Nixon received his degree the next day.

The attack by the Royal Guardsmen upon the Iranian students, however, only served to strengthen and unify the students. (The day of the attack, December 7, 1953, was declared by the Iranian students as Student Day and is recognized as the Day of Solidarity with Iranian Students by the International Union of Students.)

On May 2, 1961, troops attacked four thousand teachers on strike for higher wages and killed one of them. Six months later paratroopers invaded Teheran University and brutally attacked the students once more, injuring six hundred and killing a second person. The crime of the students was a request that high school students expelled for open criticism of the state should be readmitted. The chancellor of the University of Teheran sent the following message to the Prime Minister:

Pursuant to our conversation, at 11:00 AM, soldiers and paratroopers have occupied Teheran University. There was no reason or excuse for the violation of the rights or regulations of the University.

Soldiers and paratroopers after entry attacked boys and girls indiscriminately... many of the students were beaten to the point of death. I have never seen or heard of so much cruelty, sadism, atrocity and vandalism on the part of Government forces. Some of the girls were criminally attacked in the classrooms by the soldiers.

When we inspected the University buildings, we were faced with a situation as if an army of barbarians had invaded an enemy territory. Books were torn, shelves were broken, typewriters smashed, laboratory equipment stolen or destroyed, desks, chairs, doors, windows and walls were vandalized by the troops fighting unarmed students without interference from their officers.

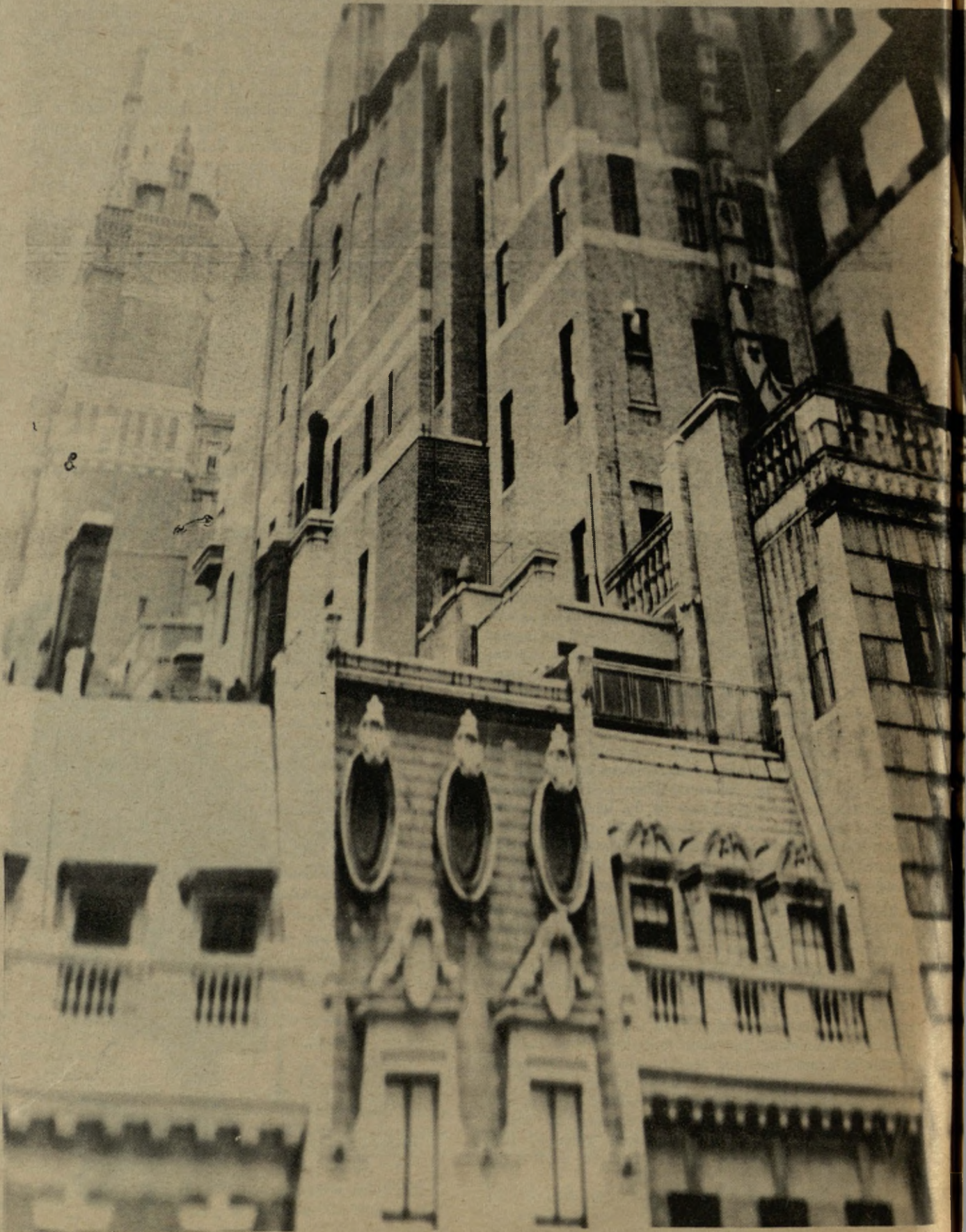
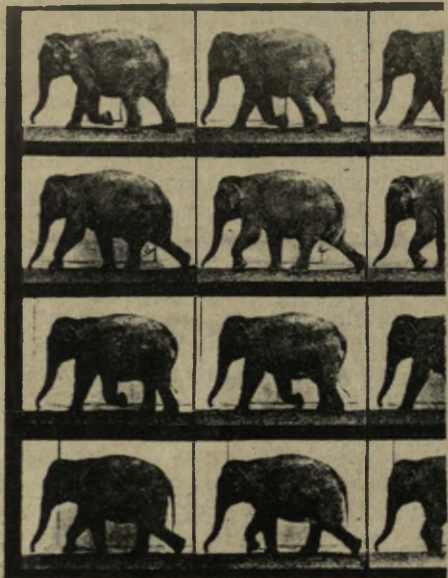
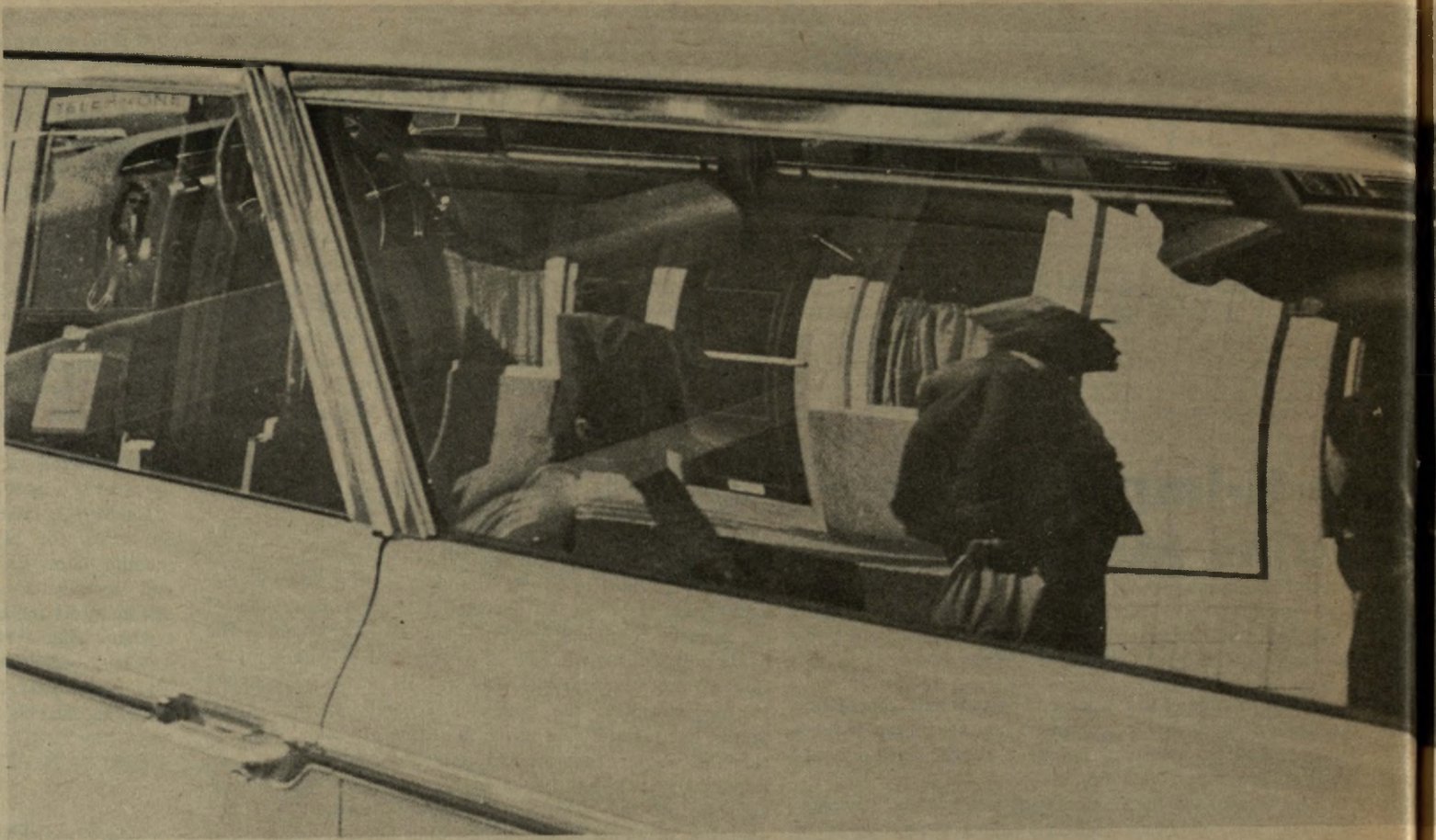
Even the University hospital had not been immune from the soldiers. Many of the nurses and patients were either beaten or wounded. The same pattern was followed in the faculty club and the foreign students' dormitory. At present, a great number of students are severely injured and are patients at the University hospital. As the Chancellor of the University, also as the representative of the faculty and the student body, I take this opportunity to protest against this atrocious and criminal action. As long as the responsible individuals are not punished for their beastly action, all the deans of the colleges and I submit our resignations.

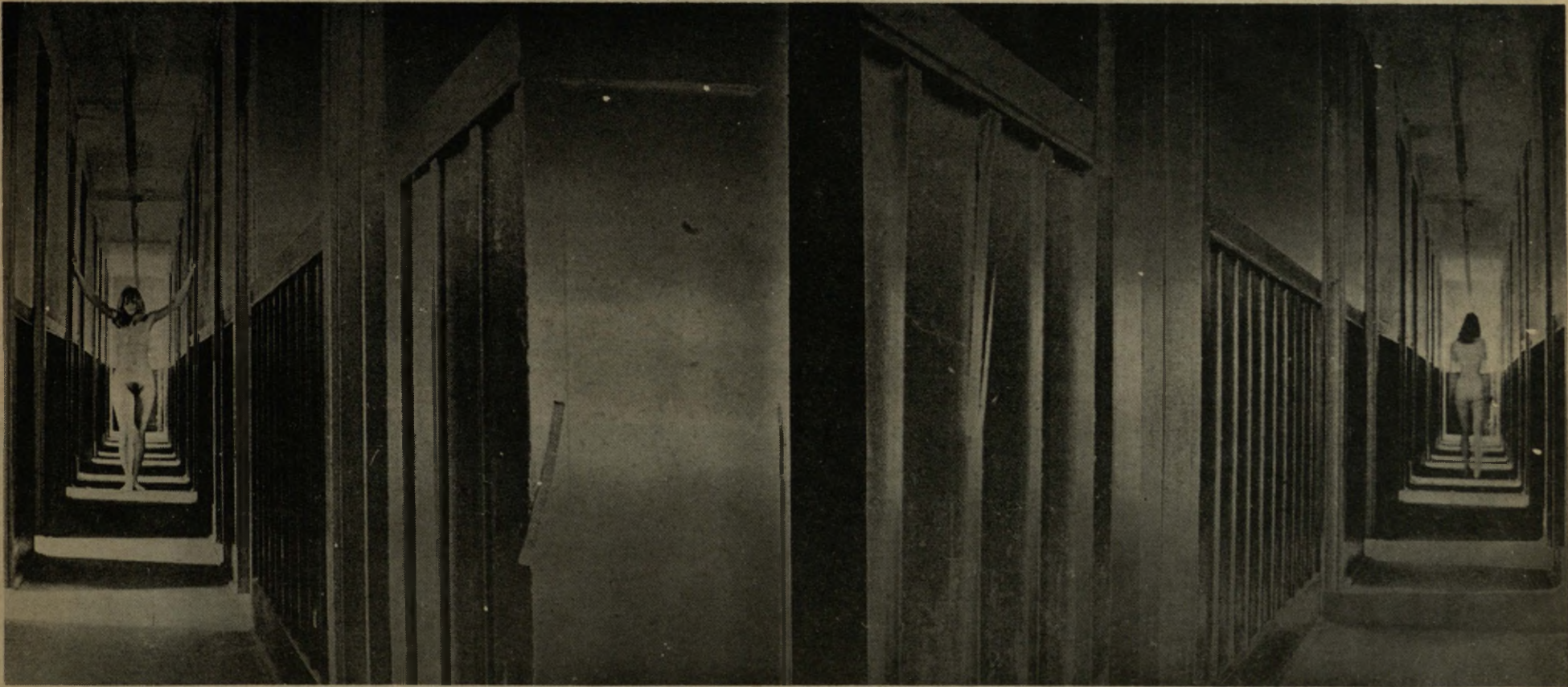
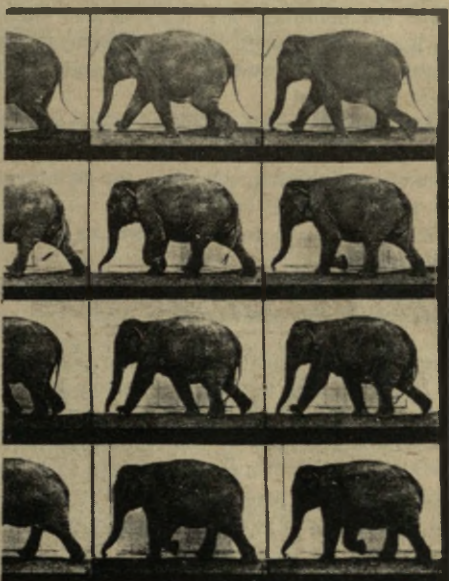
(Dr. A. Farhad, Chancellor, Teheran University)

On June 5, 1963, the general uprising of the workers in Teheran was brutally suppressed by the troops of the Shah's puppet government. Six thousand people were massacred in one day and many thousands were injured and imprisoned. The June 5th massacre can be regarded as a turning point in the dominant form of the struggle of the Iranian people. The masses of people, through their own experiences, found mass street demonstrations no longer effective. Armed struggle soon became the cry and open political organizations soon gave way to underground movements.

In 1964 the heroic people of the Ghashghai tribe in the province of Fars took up arms against the dictatorial regime. Thousands were killed and many villages were destroyed by American donated napalm and guns. The uprising in Fars sparked a new armed struggle in the western province of Kurdistan. This new movement is still in progress.

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From Page 6

or even some of the contemporary brothers like Che Guevara, and Pancho Villa. Another thing is this: the educational system robs us of learning the correct political line for our contemporary roles in bringing about change and liberation for our people . . . Because what they want to teach us in political science classes is the beauty and the good side of capitalism, that our poor, poverty-stricken communities just represent accidents or miscalculations. But we're not going for that, because we're dealing strictly with reality.

TONY MIRANDA: See, the educational system is no accident . . . It's not simply a matter of not including what our culture is about, what our history is about, what our economics are about, what our politics are about. It's a process of mis-education. It has a purpose . . . One is to teach us not how to change our community, or even how to live in it, but how to escape it by denying that we are a part of it . . . This is exemplified in this particular struggle when Reagan comes out and says we don't represent our communities and then the people that he relates to as being representatives of our communities say that we're just a bunch of Maoists and troublemakers from some foreign land. Also, the educational system not only attempts to isolate us, but also to isolate our communities from us by trying to show some sort of differentiation between being educated and not being educated, implying that someone who does not receive a college education is stupid, that a college diploma somehow makes you a better person than someone who doesn't have one.

ALVARADO: When you talk about institutionalized racism you have to take into consideration the type of isolation that Third World students have experienced in the educational process. You get the fact that even before the strike began we conducted programs in our communities for two or three years and without any provocation at all the Board of Trustees attempted to move on these programs in an attempt to cut off our relationship with out communities. They are presently attempting to pass laws that would make it legally impossible for us to maintain our programs in our own communities. These controls would be not only financial, but they also want to control the content of the programs and the kind of activities we carry out in our communities. It's a lot of shit when a Chancellor or a Board of Trustees has final approval over the kind of relationship that students can establish with their communities.

OPEN PROCESS: What is the content of some of the programs you carry on in your community?

ILAMIN: Counseling, tutoring, guidance for immigrant students, things of this nature.

OPEN PROCESS: And these sorts of programs directly threatened the Trustees?

ILAMIN: Definitely. They threatened to cut our budget, so how can we operate in the community?

MIRANDA: See, there's more than simply financial control. One of the laws that they're trying to pass that relates to this control is called Title 5 which would be included into the educational code of California. And what some of the provisions in Title 5 apply themselves to is not just financial control of our programs but the programmatic control in terms of the content of the program so that the course content, or the books that are used in the tutoring center have to be approved by the Chancellor, before they can be used. Before a student can participate in any kind of activity off campus he would have to have permission from the Chancellor's office also. So it goes beyond financial control, it goes right into the content and the principle.

MASON WONG: What we are trying to do is to expose the contradictions of this society to our communities. In terms of the Chinese community, what we're trying to do is separate fact from fiction. The fiction is that the Chinese have never suffered as much as, say, the black or brown communities in this country, while in point of fact, we are the only race that has been excluded by federal law from coming into this country. We've been lynched like the blacks have, and for one hundred years there has been legislation passed against the Chinese to suppress them, such as lottery taxes, and a whole series of taxes that have been initiated against Chinese in this country to stop them from gaining any kind of economic foothold. It is a

fallacy that the Chinese community should be used as any example for other Third World communities to follow. Rather, the Chinese community has the same basic problems as all other non-white communities. The only thing different that it has is some neon lights and a few tourist restaurants, which is all that white people want to know about our community. Yet these restaurants are staffed by illiterate Chinese who work 14 hours a day six days a week for starvation wages. The only way to survive in our community is to exploit each other, hence, the myth of the successful Chinese businessman. This exploitation is perpetuated at the expense of Chinese immigrants who can only find work in the sweat shops, laundries, and restaurants of Chinatown. Another fallacy is the myth that Orientals are the best educated minority in the United States. The truth is that, say like in Chinatown, the formal educational grade level of Chinese people under 25 years old is 1.7. Not even a second grade level. This compares to the white community in San Francisco where the average level is 12 years. Unfortunately, many of our people still believe in these fallacies, which serves to perpetuate the miserable conditions that exist in our communities. What we're trying to do is to let our people know what the real situation, the real facts are in order that they may begin to deal with their exploitation in an organized fashion. In terms of the educational system, the curriculum that the white community forces on us is such that our own community can't even relate to it. At no time do our youth have a chance to even learn about Chinese history. At this point there is only one school in Chinatown that has a course in Asian history. And the teachers do not come from our community either. They have no understanding of it and hence they are an obstacle to Chinese youth. They turn kids off and school becomes irrelevant. These are specific examples of how the white establishment uses Third World people, dividing us from each other and denying us our own cultural and historical identity. Hayakawa is a key to this whole situation, because here is a man of Third World origin being made President of SF State, not to deal constructively with the aspirations of Third World people, but rather to publicly maintain that our needs are non-existent. He is being used as a tool by the white establishment to confuse Third World people, and turn us against each other. It's an old trick, but the people are finally getting hip to it. Third World people are finally getting together because we realize we have common needs, goals and desires . . . We all face the same kind of racism and exploitation.

OPEN PROCESS: So the racism in the society affects all non-white people, not just black people?

WONG: Yes, we all have this common enemy.

OPEN PROCESS: How do you perceive the role of white radicals in the struggle for Third World liberation?

STEWART: One of the things we understand is that many of the radical whites are in actuality the sons and daughters of the racist oppressor, but at the same time, some of them are searching within themselves as to what is for real in terms of what they have been taught about this so-called American democracy. Huey P. Newton has said that their struggle in a lot of ways is abstract in the sense that they are not really being exploited by racism, like Third World people. In this sense the struggle of white radicals is abstract while ours is real. However, during this strike we have formed a coalition with white radicals that functions on two levels. One, although we have been depicted as a people with bodies but no minds, this strike has shown that we do indeed have minds and that we can lead our own struggle. So therefore, we don't need any people telling us how we can help ourselves and this including white radicals. The second thing is that we operate and function from a principle . . . We see ourselves developing along the lines of revolutionary nationalism in conjunction with principles that will aid us in liberating our people. And what we say is that if anyone wants to join us in that struggle based on Third World people having self-determination then we welcome them and see them as an ally. Anyone else who does not align with us on these principles we see as enemies. So where radical whites are struggling with us under our leadership and the operating principles put forth, a struggle against the racist dog power structure, where they struggle with us in this manner, we see them as allies.

OPEN PROCESS: Do you see the model you have constructed here at SF State -- that of Third World students coming together as natural allies -- do you see this as one that will spread throughout the State and the Country?

ALVARADO: I think that that's true, but I would qualify it on the basis of effectiveness and function. Where I can see it as being an effective and functional model, is here it is based upon Third World students' relationship to their communities . . . because that is essentially to us the key that has brought us to where we are now. Being able to refer to our communities and being actively involved in the different aspects of those communities has developed for us some attitudes and perspectives which has taken us away from the bourgeois context of higher education. From that perspective what is going on here at SF State does reflect a model or at least some sort of vanguard direction for other Third World people to look towards. But again, just for us here, we are dealing with a certain set of conditions and circumstances which in relationship to our experiences demonstrate the necessity of a general principle of self-determination.

OPEN PROCESS: Then at a general level you see it as not only a model for Third World students, but also for Third World communities?

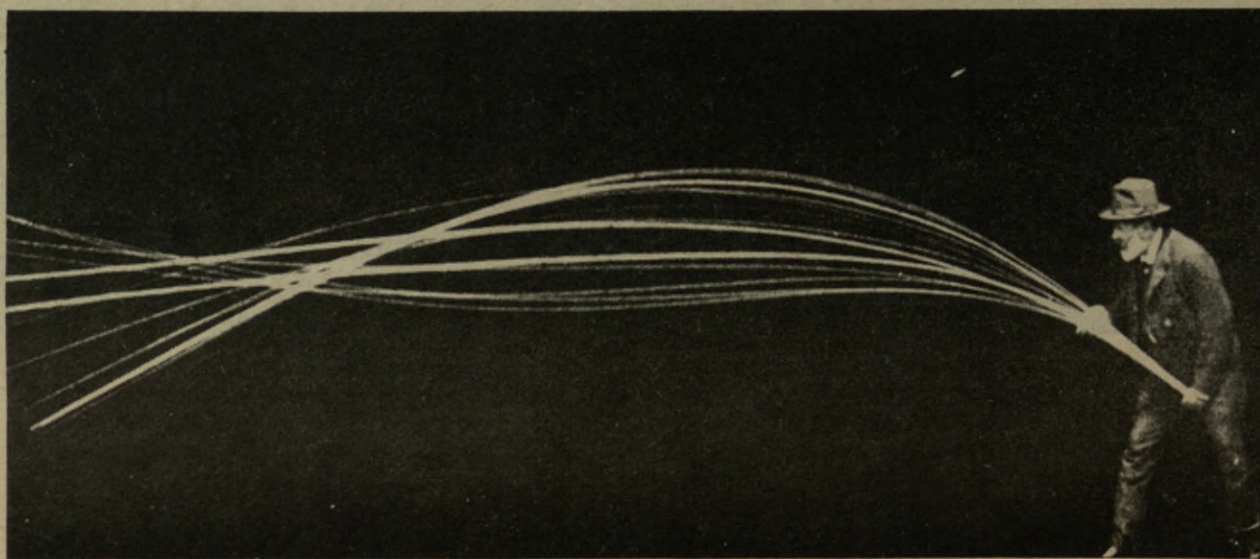
ALVARADO: I think that's true, not only on the basis of theory, but also on the basis of need. This is because Third World people exist in this country in colonized ghettos and have a colonial relationship to the established political, economic and social structures which rule this country. So it is a basic necessity that our people come together and form a unified front in order to effectively struggle against this racist system that engulfs us all . . . It is only in this manner that Third World people will be able to achieve liberation.

STEWART: That may be so that we are the vanguard throughout the nation, and if we are the vanguard then our job is to become a model and set political examples for all Third World people. Our people learn very quickly from digging on examples. There are several ways to learn: one can learn through observation, one can learn from reading, and one can learn from doing. And our people learn from doing. I think that it will become a fact, that, like you say, Third World people are natural allies, and that not only in this country but throughout the world this will spread in a natural way because as we see it now Third World people are coming together . . . We are people who want to be human beings, and this means that we don't like to be kicked around, exploited, oppressed, or subjugated to the whims of the racists. Third World people are seeking new directions in their struggle against the common enemy and this coming together will be a natural thing that will happen as soon as our people understand the correct way of struggling against their oppressor. This is what the courageous brothers are doing now in Vietnam.

OPEN PROCESS: That about covers what I had in mind. Is there anything that you would like to say in summation?

STEWART: I'd just like to lay down these three principles on which our struggle is based. The first is our fight against racism. The second is our right to seize power in order to control our own destinies. This means not only talking about this principle but inflicting political consequences when that principle is disregarded. And the other thing is very revolutionary and probably anti-American, because American means no power to the people, only power to the few. That is, that the fifteen demands are non-negotiable, which means that we want them all . . . No piecemeal programs, no compromises -- we want all of them. We have noticed that labor unions and some other people are also talking their demands be non-negotiable. This is very, very important because the people ultimately have the power. We say that the spirit of the people is greater than the Man's technology, and once the people have a sense of this and they break that old slave-master relationship by not merely asking what the slave-master is willing to give us, then the day of the slave-master is over. This is a revolutionary example that we are setting. We're going to struggle and we want all those demands.

CONTRERAS: All power to the people.



REAGAN ROBS STATE continued from page 4

purpose, of course, was to hold down the amount of Federal subsidy any individual could receive. When hydro-electric power became a real factor, Congress also added a clause to protect consumers from excessive rates. (For essentially this reason, PG&E has historically opposed federal, as contrasted with state, water development.) In 1933, Californians, in approving a \$170 million dollar water bond issue, once again asked for federal aid. But by 1944, things had changed the other way. "Business Week" of May 13, 1944 talked about, "A proposal, said to have originated among the big land-owners of Fresno County . . . for the State of California to take over the Central Valley Project, paying the entire bill . . . This . . . would side-step the 100 acre limitation." Upon consideration, it turned out that the state was not capable of assuming the financial burden. "Thereupon", as Professor Paul Taylor notes (Bay Guardian, 8/10/67), "after more 'careful planning', the large land-owners came up with a compromise tactic in the early 1950's. The tactic: to impose upon the state as much, but preferably not more, financial burden than might be necessary to free most of the big landowners from the Reclamation Law. . . . The name of the 'compromise tactic': the State Water Project".

Many of you may think all of this talk about big land owners is a myth. To convince yourself that this is not so, consider the following facts, which illustrate certain aspects of the land situation in California.

1) The average U.S. farm is some 350 acres and valued at \$50,000; the California average is nearly 460 acres and \$216,000.

2) A partial listing of the tie-ups between agriculture and centers of economic and political power in California should be sufficient to make the point that the agricultural situation is radically changed when farms are no longer

operated by farmers but by the same people who operate the utilities, railroads, banks, canneries and retail chains. These people have been the traditional enemies of the family-type farm, of the farm worker and organized labor.

A) THE DIGIORGIO FRUIT CORP. has four directors in common with the Bank of America! It also has directors which sit on the boards of the PG&E Co., the Pacific Telephone and Telegraph Co., Bank of California, Union Oil Co., and the Emporium-Capwell Co. The company owns Treesweet and S&W Foods and recently purchased a chain of wholesale outlets.

B) THE KERN COUNTY LAND CO. has directorships in common with PG&E, PT&T, Bank of California, and the Wells Fargo Bank. Recent presidents of the company have come from PG&E, Safeway Stores, American Trust Company and Castle and Cooke, one of the "big five" of Hawaii.

C) The 80,000 acre TEJON RANCH, the value of which will also be increase manyfold by the State Water Project which has conduits and pumps on the property, is owned chiefly by the Chandler family, which also owns the L.A. Times.

D) THE CALIFORNIA PACKING CORP., which sells over half billion dollars worth of its Del Monte products annually, owns large fruit and vegetable acreages in the Sacramento and San Joaquin valleys. It operates canning and packing plants in at least 12 states, including Alaska and Hawaii. It has interlocking directors with PG&E, PT&T, Bank of California, Crocker-Anglo National Bank and the Wells Fargo Bank.

E) HUNT FOODS AND INDUSTRIES, with headquarters in Fullerton and plants throughout the state, is the nation's largest packer of tomatoes and second largest of peaches. It also owns Wesson Oil, Snowdrift Co.,

United Can and Glass Co., the W.B. Fuller Paint Co. and the Ohio Match Co., the nation's largest match producer. It is the largest stockholder of the Wheeling Steel Corp. and owns 35% of McCall and Redbook magazine.

F) ANDERSON, CLAYTON AND CO. of Houston, Texas, one of the world's largest growers of cotton and producer of cottonseed products, operates 52,000 acres in California's Westlands Water District, which has been authorized a federal water subsidy of around \$1000 an acre. To get this subsidized water the law requires that Anderson, Clayton and Co. sell its land in the district in excess of 160 acres. Nevertheless, the company has recently acquired 1000 acres of additional land. The company has extensive holdings in Mexico and Latin America and is an important factor in the world cotton market. The Washington Post recently linked the company with the M.D. Anderson Foundation of Houston which served as a front for channeling secret CIA funds to organizations which allegedly try to influence policy in foreign countries.

3) This listing does not include such large land-holders as Southern Pacific Railroad that got vast tracts of land free about 90 years ago for building a railroad --part of which was never completed.

Finally, if you are still not convinced that business interests in California have organized themselves as a group to push for the most narrow, anti-social interests, consider "United for California". According to R.F. Ingold, president of the L.A. Investment Co. and trustee of U for C, the group's aim is to "finance what we think are conservative candidates." Formed in 1938, the group became active in 1959, the year Brown pushed through a 200 million-dollar program of new state taxes. Since that time, the watchword for U for C, which by 1963 had helped elect 20 members of the legislature, has been "no increase in taxes". But Ingold insisted at the same time that United for California's opposition to tax increase is not absolute, mentioning that his group did not oppose the state water bond issue in 1960!

The participating firms, in general, are those in such groups as Southern California's Merchants and Manufacturers Association, the California Manufacturers Association and the Associated Farmers.

POCKET LAWYER OF LEGAL FIRST AID

from THE BLACK PANTHER

1. If you are stopped and/or arrested by the police, you may remain silent; you do not have to answer any questions about alleged crimes, you should provide your name and address only if requested (although it is not absolutely clear that you must do so.) But then do so, and at all time remember the fifth amendment.

2. If a police officer is not in uniform, ask him to show his identification. He has no authority over you unless he properly identifies himself. Beware of persons posing as police officers. Always get his badge number and his name.

3. Police have no right to search your car or your home unless they have a search warrant, probable cause or your consent. They may conduct no exploratory search, that is, one for evidence of crime generally or for evidence of a crime unconnected with the one you are being questioned about. (Thus, a stop for an auto violation does not give the right to search the auto.) You are not required to consent to a search; therefore, you should not consent and should state clearly and unequivocally that you do not consent, in front of witnesses if possible. If you do not consent, the police will have the burden in court of showing probable cause. Arrest may be corrected later.

4. You may not resist arrest forcibly or by going limp, even if you are innocent. To do so is a separate crime of which you can be convicted even if you are acquitted of the original charge. Do not resist arrest under any circumstances.

5. If you are stopped and/or arrested, the police may search you by patting you on the outside of your clothing. You can be stripped of your personal possessions. Do not carry anything that includes the name of your employer or friends.

7. Do not engage in "friendly" conversation with officers on the way to or at the station. Once you are arrested, there is little likelihood that anything you say will get you released.

8. As soon as you have been booked, you have the right to complete at least two phone calls — one to a relative, friend or attorney, the other to a bail bondsman. If you can, call the Black Panther Party, 845-0103 (845-0104), and the Party will post bail if possible.

9. You must be allowed to hire and see an attorney immediately.

10. You do not have to give any statement to the police, nor do you have to sign any statement you might give them, and therefore you should not sign anything. Take the Fifth and Fourteenth Amendments, because you cannot be forced to testify against yourself.

11. You must be allowed to post bail in most cases, but you must be able to pay the bail bondsmen's fee. If you cannot pay the fee, you may ask the judge to release you from custody without bail or to lower your bail, but he does not have to do so.

12. The police must bring you into court or release you within 48 hours after your arrest (unless the time ends on a week-end or a holiday, and they must bring you before a judge the first day court is in session.)

13. If you do not have the money to hire an attorney, immediately ask the police to get you an attorney without charge.

14. If you have the money to hire a private attorney, but do not know of one, call the National Lawyers' Guild or the Alameda County Bar Association (or the Bar Association of your county) and furnish you with the name of an attorney who practices criminal law.

IRANIAN STUDENTS BEGIN FIGHT

continued from page 7

The change in the form of the struggle of the people has been reflected in the Iranian student movement. This was inevitable if the Iranian student movement was not to lose its progressive character and was not to lag behind the masses. Numerous Iranian students have gone to and have actively participated in organizing the masses of peasants and workers for armed struggle against imperialism. Many of these devoted students have lost their lives in the process.

Fearing the growth of the movement of students and its ultimate alliance with peasants and workers, the state has intensified its reign of terror upon and oppression of Iranian students. In 1965 Nikkiah and 13 other former student leaders, six of whom were graduates from the University of Manchester, were arrested and tried in a military court for conspiracy to overthrow the government. Because of worldwide protest led by the Confederation of Iranian Students, the death sentences of the military courts were reduced to life imprisonment. At the present all of these 14 students are in Borazjan prison, a prison known for its intolerable climatic conditions.

After the partial success of Iranian students in 1965 in connection with the trials of the fourteen Iranian students, the government of the Shah has done all in her power to shatter the democratic opposition and has thus resorted to her time-honored practice of mass arrests, secret trials, and immediate executions.

In conclusion, we would like to draw everyone's attention to the fact that it was only after international public opinion had brought pressure upon the Iranian government that the very first information concerning the trial of seventeen Iranian student leaders was released to a foreign press correspondent. This case is but one; thousands of others the public may never even hear about, and numerous are the cases of the last few years in which Iranian government has announced the arrests of patriots once the executions had taken place.

The demands of the Confederation of Iranian Students are:

1. That the court be open and freedom of access for foreign observers be guaranteed.

2. That foreign correspondents be allowed to attend the trial and transmit news freely.

3. That the result of the appeal of the accused to the Ministry of Justice against their confessions as made under torture be made public.

4. That the trial be held in a civil court with a jury as provided for under Iranian law concerning political prisoners.

5. That the Prosecutions' case be made fully public and proofs of all allegations provided, with witnesses to substantiate these.

6. That an impartial medical observer have access to the prisoners to report on their physical condition following rumors of torture.

7. That particulars of political prisoners held in Teheran and provincial centers be released together with the charges against them.

From Page 5

each is too small to be effective and too weak to be attractive. The leading position California has achieved during the past 20 years, which is the envy of the nation, has been achieved primarily the efforts of only three institutions. . .

This passage might be termed a minor elegy to Terman's own career. In it we find not only the nation of consolidating educational resources, which appears elsewhere in the report, but also the concept of a marriage of education and industry -- most specifically, the defense industries -- which, conceived originally by Terman some twenty years ago, now may well become the wave of the future in California education. When Terman became Dean of the Stanford School of Engineering in 1946 Stanford was generally considered to be an "underprivileged," even second-rate school. It is now one of the most powerful and prestigious academic institutions in the country, and its rise has been concurrent with the rise of the Palo Alto defense industries. Indeed the Palo Alto-Stanford area has become the second-largest research center for the military - industrial complex in the country. And if we are to believe David Packard, multi-millionaire Palo Alto electronics magnate recently appointed Nixon's Undersecretary of Defense, Terman is, "more than any other single individual, responsible for this amazing development. It was his vision that the academic community and the business community of an adjacent area could and should work together for the benefit of both."

MENAGE-A-TROIS

Packard's own relationship to Terman is a good example of the way this system works. A former student of Terman's, he now sits on the Stanford Board of Trustees, while Terman sits on the Board of Directors of Packard's corporation. There is, however, a third party in this relationship as well: It was Defense Department contracts that built Hewlett-Packard Co. into a multi-million dollar industry, and Defense Department grants that built up the Stanford research and development complex; moreover, it was the Cold War which was responsible for the entire Palo Alto electronics boom in the first place. Terman's own affiliations more than bear this out. As Vice-President of the Stanford Research Institute, he helps run one of America's leading chemical-biological warfare research centers. The SRI was responsible for developing the counter-insurgency theory, which served as the original basis for our government's Vietnam policies, its present activities include working on a similar program for Thailand. Terman also serves as a Trustee for the Institute for Defense Analysis (IDA), a consortium of twelve major

universities which, according to NEWSWEEK, "conducts most of the U.S. weapons systems studies under government contract." A number of Universities, Stanford included, dissolved their formal ties with IDA after it became a major issue in the Columbia student strike last spring, but individual professors like Terman chose to stay on.

Terman's real claim to distinction lies with his pioneering efforts on behalf of the Stanford Industrial Park, a unique plan whereby the University leases its land and lends its research facilities and personnel to literally scores of local industries in a major cooperative effort. The SIP has, according to Terman, "sparked a second California gold rush, serving as a focal point for over 206 scientific and technological companies doing over \$1 billion in business annually." So successful has it become that Terman is now making similar plans for the Dallas-Fort Worth area, centered around Southern Methodist University; what is more, he intends to establish a totally new private graduate university in New Jersey wholly supported and sponsored by a group of corporations. Unfortunately, it is not possible for the impoverished California state colleges to replenish their own resources by jumping on the industrial park bandwagon, since such alliances between private industry and public educational institutions are prohibited by law.

It seems a little incongruous that such entrepreneurial activities could be associated with an educational philosophy, but Terman has one; he calls it "steeples of excellence." The theory behind "steeples of excellence" can best be understood by recalling the passage quoted above, where Terman observes that the California elec-

tronics boom has been the result of only three major institutions: Cal Tech, Berkeley, and Stanford. To quote Terman again, it was "academic excellence, rather than quantity of bodies," which made the critical difference. As a general rule, Terman prefers highly-specialized "quality" education for a few to more general, comprehensive education for everybody. For him, the mark of distinction of an academic institution is the extent to which its "products" are in demand from private industry, and the efficiency with which it is able to turn those products out. Terman has no use for broadly-based undergraduate education of the type featured at S.F. State. His ideal engineer is the highly-trained specialist, so much in demand from the "growth" industries, who excels in one particular area; his ideal professor is the man who excels in research and is "creditable" (?) the classroom of five hundred kids. Nor has Terman any use for San Francisco. His dim view of the future of engineering education in the City that Knows How is based upon his conviction, expressed as early as 1961, that land values in San Francisco are too high to be congenial to the rise of "growth" industries there. As Professor Fox observed, he is impervious to the fact that the S.F. State campus, even if it was of limited value to private industry, could pay a crucial role in making educational opportunities available to thousands of minority students in the Fillmore, Hunter's Point, the Mission District, and Chinatown.

Terman may be shrewder than all of us, however, for the fact is that the whole notion of community-directed, publicly supported mass education is on its deathbed in California, crippled by the irrationality of the state's tax structure and the concentration of wealth in the hands of the very people who are exempt from equitable taxation -- the corporate elite. Mass public higher education was

useful to private industry so long as it provided a trained work-force at the taxpayer's expense. Now that the taxpayers are no longer able to afford it, however, it has become too unwieldy and inefficient. Nor are the private colleges in much better shape; recent studies show that

there is scarcely a private college in the country that is not in some kind of financial trouble. The only way for higher education to survive -- barring, of course, a drastic redistribution of wealth in this country -- is for the colleges to bind themselves, totally and inextricably, to the biggest and most dynamic new industries, eliminate all of their functions which do not pertain directly to the needs to meet the educational needs of either the individual student or the community as a whole. Terman's Stanford is a monument to this new kind of education, and it goes without saying that a ghetto black has about one chance in a thousand of getting by its impossible admissions standards and raising the bread for tuition -- which is roughly equivalent to buying a new car every year.

If you are involved in or see
police brutality or harassment...
call

Citizens Alert
776-9669
24 hour assistance

- | | |
|---|---|
| 1. Never resist the police or talk back. | IF ARRESTED |
| 2. Get the policeman's badge number. | 4. Keep demanding a phone call until granted. |
| 3. You must tell the police your name and address ONLY! | 5. Phone for assistance as soon as permitted. |

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330 ELLIS STREET
SAN FRANCISCO

BOOK REVIEW

Died With His Boots On by: *DIGGER O'DELL*

Sammy Younge, Jr.: the first black college student to die in the black liberation movement. By James Foreman, Grove Press, Inc. New York.

Sammy Young, Jr., served the United States well in the Navy.

He worked hard on a battleship blockading the Cuban coast, an act designed to protect white America.

He came home to Tuskegee, where George Wallace was the governor of Alabama.

He went with hundreds of other black students to the State Capitol in Montgomery to petition for the right to vote and to end police brutality in Selma and other parts of Alabama.

He worked in Macon County trying to register people to vote.

He went to the lily-white churches of Tuskegee and said: Open your doors, you hypocrites.

He picketed the banks and said: You have the power to change conditions.

He was known as a student leader, a nigger agitator.

A man who operated a Standard Oil gas station, an Alabama son of white America, killed him in cold black blood.* - (*taken from p.282)

IF OPENING WORDS had come to me regarding the book, I would have saved the above excerpt to end my review with, and yet by using it as an opening summary I am free to take my time on reflecting what I feel after reading the book.

This book, contrary to what the title seems to imply, is not the story of someone in the "Black Power" movement which newspapers exploit and exaggerate as a means of selling papers today. Rather, the story dates back to the non-violent days of "civil rights" (1964) and up to January 3, 1966, the day Sammy was killed - a day the author seems to think marked the end of non-violence, or more precisely:

"Sammy's murder marked the end of any hope that the federal government would intervene and protect the rights of black people in this country. This murder was one too many. There are few, if any militant blacks today who expect this government to do much for us."

You don't have to be black or a radical white to understand the meaning of this book. Quite simply, Sammy Younge

was "doing his thing" trying to get his laughs where he could, trying to help black people where he could - yes, he was black, but his position was such that he could have lived the comfortable middle-class life of the south in the dignified, orderly, educated black community of Tuskegee, Alabama.

The friends, relatives and fellow SNCC workers tell about Sammy in this book. It isn't a documentary, but rather a cross-section of feelings and remembrances interspersed with facts about what happened and when.

The first reason I think that this book is important is that it is the story of a hundred and a thousand Sammy Younges - almost Sammy Younges. It is the radical of the 1960's, working on work that will never be done, meeting failure because others don't care, either because they're too busy to, or don't know enough to care; the story of rebellion against a frustrated, unreal society that rejects

violence in our streets while we kill thousands in the streets of Viet Nam; the story of the young radicals who fight a thousand different battles in the United States everyday - with ONE difference - today's radicals are being tolerated for a while - SAMMY YOUNGE IS DEAD.

The second reason that this book is important is that it brings to light "blind justice". The way that the demonstrators were treated, the way a man - Marvin Segrest - who admitted killing Younge was let off by a white jury, and so many little things - These are important things in our search for "proper values", yet things many will not realize exist in America until they see it in print here.

The book was not exciting - it was too cold, too real. The story was not imaginative - it was down to earth. I never went to tears - but the book, the story, the death of Sammy Younge, they are truths - and they hurt. - A reflection of OUR society - it hurts.



Sammy's body. At his side is the golf club with which he had tried to defend himself.

SONGS FOR SAN FRANCISCO STATE

Todd Gitlin

1. Chant for the Scabbing Student

Stand by stand by stand
There are no innocent
stand by stand
no innocent bystanders
What did you earn in school today?
I earned innocence
Stand by
I am studying hard because
they tell me I am a student
Who told you that?
There are no
And if I study hard I will grow
up side up
side the head
no innocent
To be or not to be
that is the exam question
no cheating
by the by stand bystanders
Did they teach you that two and two
and fifty make a million and that
two things are in short
supply: dollars
and innocence?



2.

"General Semanticist,
General Public,
Private Horror reporting"
"Your orders are to execute
your orders to the best of your
docility"

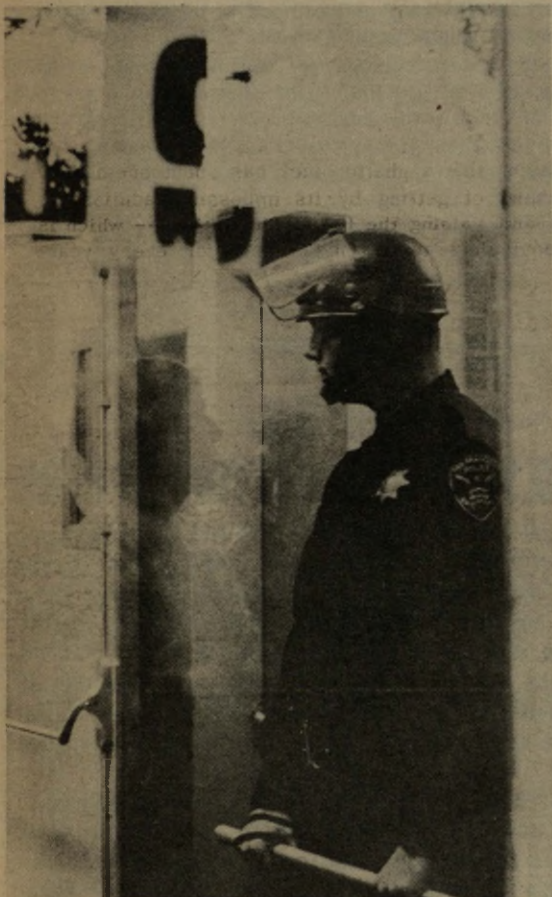
3.

They have told George they will kill him
George is our troubador
There has never been a revolution without
songs
We must make absolutely sure they don't
kill him

4.

One of us will soon be killed
Everyone will be very sorry Dr. Hayakawa
will buy thousands of flowers. The funeral
will take the streets and the ashes will
float in the gutters and the gravediggers
will mourn until they notice the grave
is empty and they are falling.

DURING THE LIBERATION



An insane man
crazed
more than far out
beyond return
screaming
at me-you-us
FREEZE!
a blast
a shot
deep, dull, thudding vibrations
disturb the air
we are in.
FREEZE!
Two times
he pulled the trigger
splitting everyone,
a panic of people
spewing through a crazy invisible maze
in the small courtyard between
Humanities, Languages and Literature
and
Business and Social Sciences.
FREEZE!
I'M A POLICEMAN
I'LL KILL YOU!
FREEZE!

Peter Milbury

KNOW YOUR FACULTY

Since the beginning of the strike
in November Dr. Ling has warned
her psychology students that she
flunks strikers. At precisely the
start of class hour she locks the
door to the lecture room and takes
roll.

On occasion she has had praise
for attendants as "brave" and has
further instructed students who do
attend not to share notes with the
strikers.

Since the faculty strike she has
maintained that her own and other
"reputable" professor's position
is such that even the thought of
such activity (union) is "degrad-
ing".

The Good Soldier

— for S.I. Hayakawa

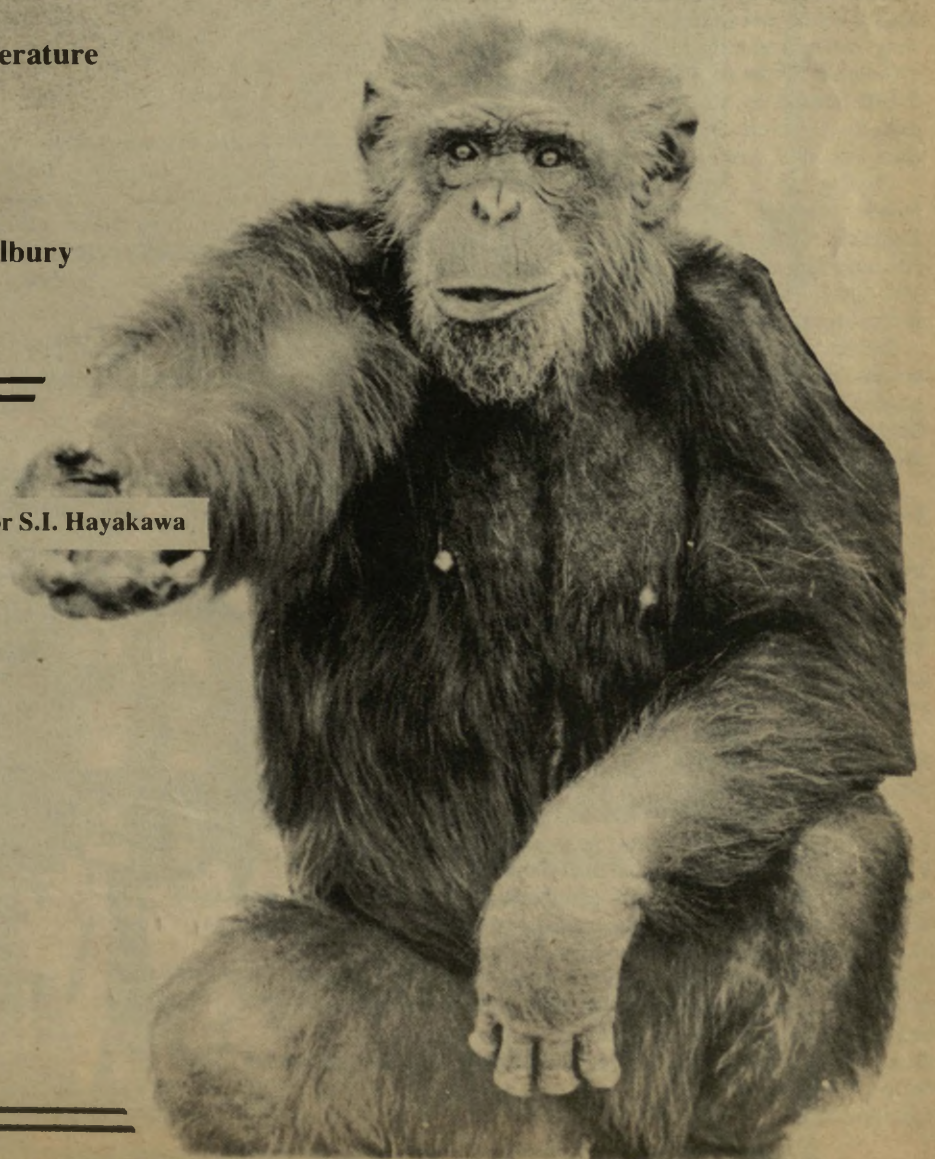
The excitement in her skull cracks
the eyes tear
an arm riven

"like riding a roller coaster"

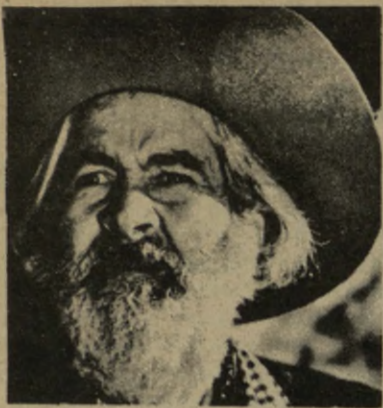
Openings,
from which he protrudes
to walk through a field of beaten flesh
like a stroll amid daisies

His heart,
"the journey must lead through the idiot's eye"
he winks, but cannot wince
or holler

M.G. Stephens



M. T. BAGADONUTS



LAST WEEK:

Last week I finally got around to making a daylight trip over to Fillmore West to talk with "The Man" himself, Bill Graham.

A lot has been said about Bill Graham, some good, some not so good - the latter generally from those who know only what they hear. In interviewing performers at Fillmore, I myself generally view Bill from the sidelines (and have never heard a performer unhappy with the arrangements).

Sleeves rolled-up, hair pushed into place by fingers, and apparently unshaven that day, Bill could have perhaps passed for a tired Abe Lincoln. Jan set at a side desk painting signs for the up-coming bill and all the while we were "interviewing", the phones rang.

What kind of things do you ask Bill Graham? - I as usual went M.T. - the only questions I had were stupid, spur of the moment ones that I made up as I went along - What's going on here? New York? Who's coming? Best draws? and blah, blah, blah, all the while hoping that the phone would ring so that the conversation would either give me a story or a tip as to what to ask.

One problem immediately noted was that I'd come on Thursday, a working day, like the other six in Bill's week - no chance to relax and talk about the weather - Anyway, Bill is presently sort of connected with the MILLARD (Fillmore) AGENCY which is booking various local groups. Also Bill is planning to record groups. These recordings will then be distributed by major labels (like Capitol distributes Apple). As Bill put it: "For example, say we record a group that's most R&B. We'd take it around to the various companies that work with rhythm and blues groups. Maybe Atlantic would offer us the best deal; so when it came out on record, under Atlantic would be - 'distributed for the Tic-Tac-Toe label' - We might have five or six labels that different companies will distribute ... this way we can better control the quality of the recording AND see that it gets the best possible promotion."

As to some of those stupid questions I posed - this coming weekend Fillmore presents FLEETWOOD MAC (the greatest white blues band around), ALBERT COLLINS (a fine guitarist who will be backed by Francis Clay and Albert Quintano, former drummer and pianist of the ole James Cotton Blues Band), and CREEDENCE CLEARWATER REVIVAL.

The following weekend, blues-harpist/showman and MGM-Verve recording artist JAMES COTTON makes his long awaited return to the Bay Area. Also on that bill is (Whoopie) IRON BUTTERFLY. The next weekend will see a bill headed by Mr. Rock 'n' Roll - CHUCK BERRY - an equally talented composer, guitarist and showman; and then Feb. 6-9, MIKE BLOOMFIELD and friends.

Coming up a little later are Feb. 20-23, Mr. Blues Power himself, ALBERT KING and THE MOVE from England; TEN YEARS AFTER, March 6th weekend; the recently fantastic BUTTERFIELD BAND, April 3-6; JANIS JOPLIN & Co., March 20-23; and March 27-30, the man who is the blues, B.B.KING.

On the one side of a phone conversation that I got it seems that SOL HUOK (S. Huok Presents:) wants to co-produce some shows with Bill in 1969; taking one of Graham's musical acts, one of Huoks acts and a light show they will offer a full spectrum of entertainment.

It's really hard to relay what went on in that office - so many phone calls -- Bill answers one: "Look, I've got a reporter here ... (to me) He says to tell you Winterland, that's F-I-L-L-M-O-R-E, two I's ..." and the guy wanted to borrow (not rent) the PA for somebody. Graham wasn't about to be shang-hied (How ya doin' Tom Hammer) into lettin' some freeloader who could well afford rental to "borrow" his Winterland PA. It was just really funny how the other party pursued (and failed).

I remember Bill's Mona Lisa type smile as he delivered his parting words - "Send me a copy of what you print so I can yell at you."

Why did I write about Graham? Not to fill space, because if I have nothing which I believe valid, I don't write. I put down some jotting about Bill because San Francisco owes Bill a lot. He's certainly prospering in his business, but in return, his bringing numerous British groups to town has helped our music consciousness; his bills helped promote and make many S.F. groups, and the S.F. rock scene in general; the popularity which non-Top 40 acts gained helped make underground radio a reality; and because of these combined reasons, the record industry is focusing their attentions and growth in San Francisco. So thanks, Bill Graham.

After all that, what went on at Fillmore last weekend? Well, the bill was LEAD ZEPHLIN, TAJ MAJAL and COUNTRY JOE and THE FISH.

Lead Zephlin is JIMMY PAGE'S (former lead guitar of the Yardbirds) group from England. They're very good, and Jimmy played some nice, though not exceptional or exciting lead; his best was probably on the imitation Otis Rush version of "I Can't Quit You Babe." The band is a four man singer-lead-bass-drums ensemble and showed good tightness with a consistent sound.

Country Joe was basically the same ragtime outfit as always. The only major difference was JACK (Jefferson Airplane CASSADY on bass. He's a great bassist, but his volume was to a point where it detracted from the overall quality of the Fish. Vocals were often weak. The band was a bit stale - nothing really off the ground like the old days, but the audience seemed to enjoy it and I needed some sleep anyway.

I can't say Taj Majal stole the show, because he didn't. He was just the most interesting bit of what otherwise might have been a drab night. Taj is deeply rooted in the blues, and somehow when he played, the audiences really didn't get what he was saying as he first played some bottleneck on his resonator guitar by himself and then blew harp with his electric band.

The thing the audience didn't get was the feeling of Taj. I sat in the dressing room and later his hotel room and just listened as he played his resonator and sang some real old country blues - stuff like Robert Johnson, Blind Blake, Blind Willie McTell and Fred McDowell put down.

When kids are used to seeing feeling in music displayed through loudness, jumping around and smashing guitars, I guess they might miss a quiet performer who sings with soul - well Taj sings with real soul and whether you missed him cause you missed Fillmore, or missed him because he wasn't loud enough, you missed an ARTIST who puts real soul into country blues like B.B. King puts into urban blues - But who looked to see the feeling?

X-STRAWS: Opening Thursday, the 16th at BIMBO'S 365 is THE MOB, a fantastic 7 piece show band. If they're one half as good as advance word has it, they'll be the hottest thing in town in a long time - Don't miss THE MOB ... at the JULIAN THEATRE (953 DeHaro at 17th St.), ENDS AND MEANS, a mixed-media play - "the savage story of a young organizer's education" ... at WINTERLAND the 17th and 18th, your friend and mine, our DOG, FAMILY (of clever, Family Dog) presents the very heavy sounds of Mercury Record's SIR DOUGLAS QUINTET plus 2 (big band rock), PACIFIC GAS & ELECTRIC (who stole all the reviews the last time at Fillmore,) and last and most - the unbelievable MOTHERS OF INVENTION, With their latest MGM/Verve album - "Cruising With Ruben and the Jets", they about wiped out underground radio, taking music back to 1955. Some may not appreciate their bob-shu-bob antics as opposed to their freak out routines, but these MOTHERS are the best musicians to ever play old R 'n' R or freak out material ... No details yet, but JOHNNY "Who's Makin' Love" TAYLOR will soon have his new Stax album released. To advance order ask for STS 2005 ... Will try to have reviews of the new SUPER SESSION and TAJ MAJAL albums next time around - both on COLUMBIA and so outa sight. ... YELLOW SUBMARINE at CENTO CEDAR CINEMA ... ZORBA by the Broadway cast, on Capitol ...

Two more new albums - first, "THE STAPLE SINGERS* SOUL FOLK IN ACTION". A lot of good cuts done by the best hip-gospel group around. Well produced and recorded. The other album is music from "UPTIGHT", scored and performed by BOOKER T. & THE MG's. As ever from Booker, it's great - excellent listening.

NEXT WEEK:

SIXTY MINUTE MAN - Billy Ward & The Dominoes

RETURN



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THIS WEEK:

THE MOB, a soul-oriented, white showband here from Chicago opened last Thursday at BIMBO'S 365 and were a knockout - except to all the wrinkles who were there (John Wasserman included). The seven man show featured Big Al outfront singing most of the time, while the rest of the band harmonized or handled horns behind him. Really a great bunch of showmen and musicians - hope the over-60 set stays away - THE MOB.

Coming up at WINTERLAND this weekend, THE FAMILY DOG presents TIM HARDIN, THE OTHER HALF, MOBY GRAPE and IT'S A BEAUTIFUL DAY. Shows are Friday and Saturday only. Good to see the Dog' is back. At FILLMORE this weekend, Bill Graham will have THE JAMES COTTON BLUES BAND, A.B. SKHY, and IRON BUTTERFLY.

Speaking of Fillmore, this past weekend saw a bill there featuring CREEDENCE CLEARWATER, FLEETWOOD MAC and ALBERT COLLINS. Creedence was tight in what they did, but sounded overly commercial ... better than when I saw them in August, but they still don't really make it.

ALBERT COLLINS was good, but not as exciting as was hoped for. After hearing the likes of Albert, B.B., and Freddy King, Albert's style was not as great as was expected. First night out the band just really didn't fit. Fortunately after the first night FRANCIS CLAY replaced JOHN CHAMBERS on drums and things picked up. Albert is a good musician and stage personality, but with the tenny-bopper audience there for Creedence, he really didn't have a chance; his schuffles and rumba beats were good, but his slow blues was trite and the talking that goes well in night clubs fell to deaf ears.

FLEETWOOD MAC - if I referred to them as great, it would be an understatement. Thursday JANIS JOPLIN joined them on stage, Friday they did a strip routine, and Saturday they just blew the audience's head with the songs they did.

MICK FLEETWOOD, the drummer, performs like he's completely insane - a combination of talent, energy and showmanship. JEREMY SPENCER played fantastic slide guitar and did some good singing - especially his nasal interpretation of John Mayall. JOHN McVIE is an excellent bass player - very few flaws in style and his tone and volume give the group a perfect sound for what they do. DANNY KERWIN sang and comped on rhythm - again a very talented performer.

The only band member not discussed then is lead guitarist, PETER GREEN. Peter showed why he is rated as one of, if not the best pop guitarist - certainly far ahead of Jeff Beck, Jimmy Page, and Jimi Hendrix and on a par (or better than) Clapton, Bloomfield, and Alvin Lee (even if Alvin does know jazz, right Ralph J.?) A great guitarist with the best white blues band and probably the best British group this side of THE BEATLES.

-NOTICE- WITNESSES AND PHOTOGRAPHERS

The Legal Defense Committee, which has been organizing defense for people busted during the S.F. State strike, urgently needs to hear from all witnesses and photographers who either observed and/or photographed any State busts. The Defense Committee plans to stage a mass showing of all films and photographs at which those busted will have an opportunity to spot themselves and make arrangements for use of the evidence. The date of this showing will be announced in the near future.

Photographers are urged to realize the possible importance of filmed material to the defense of many of those busted. In many cases, it could quite likely mean the difference between a conviction and an acquittal. So don't sit on your stuff. Either contact the Legal Defense Committee at 863-8441/863-8442 or stop by their headquarters at 546 Fillmore (at Fell).

Open Process is published bi-weekly by the Board of Publications of the Associated Students of San Francisco State College as a supplement to the Daily Gater.

Whatever happened to surf music? Are people really afraid of water these days? It's not true, the "CONSPIRACY" dictates that we must take drugs now. It is he who controls the music, that controls the universe.

Yes, it was the power that made us accept surfing as a way of life. Now dirty rotten filthy dope fills the mind with visions of farout colors and weird looking things. I was once a normal healthy jock until one day, a pill fell into my mouth, it was a vitamin pill from Miles. My Mother gave it to me. Little did I know she was part of the "CONSPIRACY" then. Well, it was just down hill from then on. In my middle youth, I drank wine and beer. I really did.

Then one day, somebody stuffed a thing called a cigarette in my mouth. It made me vomit. I decided to clean up my life. I moved to the suburbs. Boy, was it really clean. Wife swapping, stealing cars, slumber parties, sneaking into chicks bedrooms at night, drive-ins, backseats; it was all really clean. We took baths before we went out.

Now I smoke dope. Boy am I clean. I live in a \$250 dollar a month pad, drive a late model sports car, and I change my underwear every day.

People ask me, "Why are you so clean?" Well, it's because I listen to music. It has cleaned my lungs and blood vessels.

Now I have the energy to do all those "clean" things I did in the suburbs. Now I don't get caught because I can run so fast. Well, truthfully, it's not only the music.

People really flip out and ask in astonishment, "What else could it be?"

"Dope."

"Gosh."

"Yeah, I do a lot of turning on these days. It's GREAT. Everyday I just stay zonked. It's GREAT. Wow, I'm hoping you're reading this, because I have a lot to say. Tell your friends about this. Keep reading. Follow the words with your eyes and mind. Savor the vowels, and delight in the consonants. Yes, read on.

David Clayton - Thomas has a square head. But then again, you need "broad" experience to play with Blood, Sweat, and Tears. They are definitely one of the best groups recording today. David Clayton - Thomas had to be big to fill Al Kooper's void. (Al's void is pretty big.)

In this album, B, S, AND T, plays everything from Eric Satie to Latin Music. Through out this album, they show outstanding and really farout musicianship. They sound really free, yet they are so together that they are always right on it. They are more successful in this respect than the late Electric Flag; this was a group that was super heavy when they were on, but this did not occur consistently like B, S, and T.

One of the most interesting points about this group is that they have somehow eliminated or diminished the prominence of the electric guitar in rock music. Steve Katz, lead guitarist, is only heard on about three cuts. Taking the guitar's place is the horn section. Yet this isn't altogether correct, because it is the togetherness of the group which makes it so distinct. Everybody in the group seems to know exactly what to play and at the right time.

This album is highly recommended to anyone with any taste in music.

* * *

Some of the worst music played to an audience is found in post office working areas and department stores. They play everything from dog waste to people waste, in other words, they play pure shit. The cats that record this crap should be shot. To anyone who's never heard this "musak"

THE SOUNDING BOARD



by Jeff Chop

it is because your body has the sanity to tune the noise out. The noise is definitely a reflection on the management. It shows exactly how much taste they have. So if you are fedup with the crap they feed you, tell them to shove it.

What will become of music when man lands on the moon? Will Jimi Hendrix really live under water? What would Marta do if she saw this? If Groona and Sky Blue found a pad in Marin, would that stop the earthquake? What if three men jump on a unicycle?

Flash Gordon said once, "Let's get out of here!"

Al Kooper says, "I stand alone."

Ralph Gleason talks a lot like the Rolling Stone. The Rolling Stone talks about nothing. Nevertheless, they have good pictures sometimes.

Jim Morrison was never a neon light.

Wilson Pickett, once had his teeth pulled. So did Gordon Lightfoot. Frank Sinatra, once had two teeth busted by a fist.

Al Silverman named Steppenwolf. Steppenwolf are now big stars. But the biggest stars are found in the sky, beyond Pluto.

Country Joe almost had a guitar jammed down his throat Thursday night. Led Zeppelin stunk. Taj Mahal has one of the best guitar players around.

John Francis Gunning does some groovy drumming. David Lieberman writes farout songs. Marc Pessar is a heavy bass player. Vic Smith can really play the guitar. Mike Lafferty is a fantastic Organist. The five cats above made up the Second Coming, the heaviest group to evolve out of Berkeley. On a mellow afternoon, you can still hear them coming in off the soft breezes from out of the bay.

Sneak in to see "Weekend."

Liberate Sugar Bowl from the plastic people.

Fly Translove Airlines, and end up doing smack in the Haight.

Flowers grow in the rain, but not under the reign of Hayakawa.

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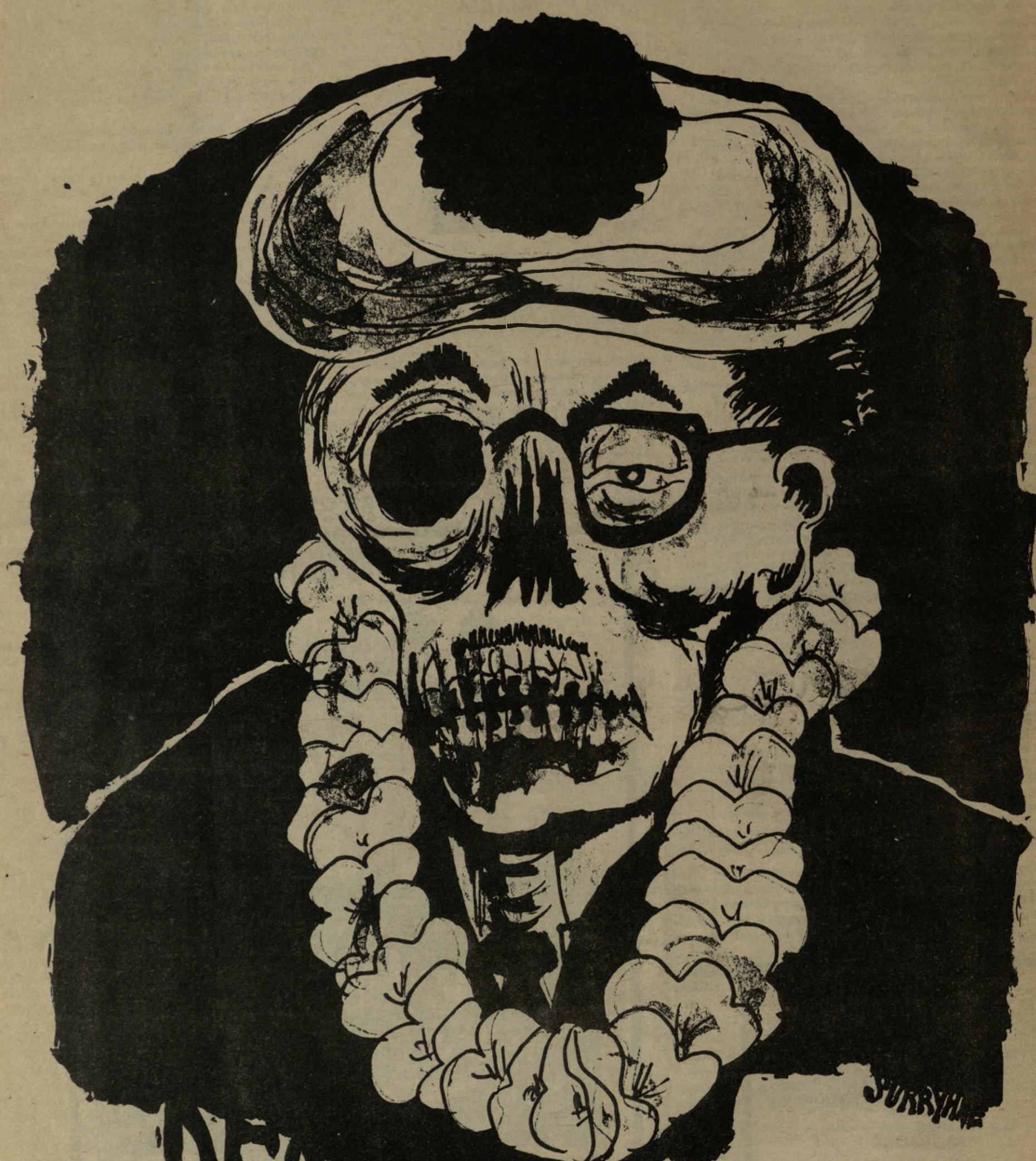
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DEAD WEEK