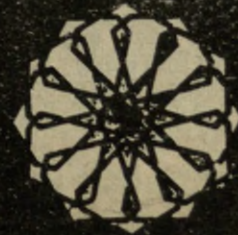




photo by Steve Howe

# open process





## Caution: Eating white bread may be hazardous to your health

"Nutrition is considered open to ridicule because of the antics of cultists and faddists who have been willing to promise the public immunity from all defects and all illnesses if only they will nourish themselves perfectly--that is, according to the special rules of the particular cult." This goes all the way from Zen diets to Madison Avenue wonder foods and non-foods. For that reason, many people dismiss any work on nutrition as the product of a medieval crank.

The problem seems to have several sources. The public is highly miseducated about food. Concerned members of the public try to develop theories about food from their experience and turn it into dogma or ritual. All based on "common sense" which doesn't exist.

The public's dilemma is further complicated by the AMA maintaining that Americans are well fed and nothing more is needed. Besides, there is more money to be made in curing people than there is in preventing disease; hence, the subconscious position of the AMA.

Last time, I listed several dietary supplements that can be helpful. I listed these because I wanted to raise questions about the hollowness of the food you eat. "Foods that subtly sabotage your personality and physiology as they fill your belly and starve your body." OK, let's get into these foods you shouldn't be eating so much of.

I was going to discuss foods you should eat, but I feel you might continue to eat the same "plastics" you now eat if I didn't point a finger. Your diet could probably improve if you simply exclude some things you now eat. Your head will be mellowed, not to mention your health.

Carbohydrates (starches) must be reduced to a minimum even if you're not interested in losing a few pounds. Starting with white bread and with sugar. That means donuts, candy and coke drinks especially. They should be labeled "poison". They have NO food value and can do you much harm. Also, cut down your intake of potatoes, spaghetti, white rice and such. Replace these with meats, vegetables, cheese, fruit and milk until you don't walk away from a meal hungry.

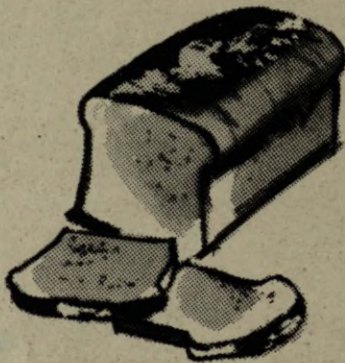
For snacks and desserts use nuts, yogurt, fruit or some of the wild varieties of imported meats and cheeses. Being a "health food nut" doesn't have to be tasteless and reserved. Avocados are the sexiest dessert vegetable I know. I reach a climax every time I fondle a naked avocado for dessert. Use your imagination and make your meal fun and probably less expensive.

I know the processed carbohydrates are cheaper, but you are not eating to fill your belly. Besides, you end up spending more on the bulk carbohydrates because you have to buy and eat so much of them to get the food value that you could get out of an equal amount of food with a higher protein content.

by Paul Kangas



Part II of a series



Before we dig any further in the all American death diet you should ask yourself why you eat:

"A diet should be judged by the answers to three basic questions.

"1. Will it support reproduction?

"2. Will it support growth?

"3. Will it support maintenance of the adult organism and a normal life span?

"All three questions must be answered, for it is entirely possible that a selection of food will meet two of these requirements and fail to satisfy the third.

"When these criteria are applied to the ordinary American diet today, we are in trouble immediately, for the American diet does not support efficient reproduction." Efficient being a key word. This word covers problems from mentally defective through stunted and dead babies.

And the problem is not only the women's poor eating habits before pregnancy. Half of that defective baby's problems belong to the fathers hollow eating habits.

A man's sperm cell is produced by his body. His body makes that sperm out of what he eats. Contrary to popular mythology, the body does not make important body fluids, enzymes or sperm out of blue sky and tin air or thru "transmutation of elements", as a macrobiotic friend of mine believes. If you don't supply the body with the vitamins and elements to make a lusty robust sperm cell your body will only do the best it can. And it will end up shooting out a half-sterile blob to do your seeding with, unless you eat better.

NOW about your diet BEFORE pregnancy. Meaning six months before pregnancy, not the day after. In his book FOOD FACTS AND FALLACIES, Fredricks talks about the mandatory use of vitamin-mineral concentrates. For those of you who consider this more "plastic", remember these supplements are natural drugs. In effect, use of these natural drugs could be considered another form of purification if you're on that trip. Not unlike the use of "fasting." Only this would be a way of making sure your body gets all the things it needs to produce

It would be going the other way. That is, supplying your body with an excess of nutrients to fight off food contaminants.

I have wandered around the subject of foods, non-foods and food supplements for two issues. And some of you still want more substantial material and specific direction. Keep reading. Next week I'll dig through women's special problems, cancer and whatever else I feel for. But until then, I recommend you pick up a current book on nutrition. Many fine new books are out and you are doing yourself and your academic career ill by not becoming aware of the importance food has over your body and mind.

## Genocide in the Classroom

Seymour Hersh, a leading student of America's burgeoning chemical and biological warfare (CBW) preparations, will be speaking in the Gallery Lounge at noon next Tuesday, October 15, under the sponsorship of The Resistance.

Hersh is a freelance journalist who once covered the Pentagon for the Associated Press. His articles on CBW have appeared in such journals as the NEW REPUBLIC and the NEW YORK REVIEW OF BOOKS, and he has just published a book entitled CHEMICAL AND BIOLOGICAL WARFARE: AMERICA'S HIDDEN ARSENAL (Bobbs-Merrill, 1968).

Since completing the book, Hersh has acquired new and explosive information on the March, 1968 incident near the Dugway Proving Grounds in Utah which killed 6,000 sheep. The Army initially denied any responsibility for the death of the sheep, and then reluctantly admitted that, due to an error in calculation, a cloud of nerve gas had been carried beyond the boundaries of the Proving Grounds. But Hersh charged in a recent speech to the National Student Association convention in Manhattan, Kansas, that the Army had released a sufficient quantity of nerve gas to annihilate thousands, perhaps millions, of people, and that the gas was travelling in the direction of Salt Lake City until rain drove it into the ground. Had it not rained, Hersh said, we might have suffered our first major disaster from CBW research and testing programs.

In his speeches on "Chemical and Biological Warfare," Hersh will focus sharply on the role of universities in CBW research. His book reveals that in fiscal 1966 fifty-seven U.S. universities and

their affiliated non-profit research arms were listed among the top 500 defense research contractors. Heading the list were MIT's Lincoln Laboratories, which held \$89 million in Defense Department contracts in 1965, and Johns Hopkins University, with more than \$50 million in CBW research programs alone.

But the Bay Area is also well represented. The Berkeley campus of the University of California has had longstanding ties with the Oakland-based Naval Biological Laboratories, which did much of the original research into plague during World War II. The Pentagon has held dozens of contracts with the Stanford Research Institute, and the Defense Department currently holds a \$30,000 contract for research on herbicides and defoliants with the University of California at Davis.

Hersh comments that "in a May, 1967, magazine article, I cited fifty-two colleges and universities as current recipients of CBW contracts. The article carefully noted that the campus CBW list was supplied by the Pentagon, but ... almost without exception the universities -- once queried -- denied they were conducting such research." In fact, notes Hersh, "I received about six calls from university deans who were sincerely anxious to find out if I knew more than they did about who was doing what on their campus."

In his discussions with students in the Bay Area, Hersh is expected to lay heavy emphasis on the importance of exposing the nature of CBW research programs on university campuses and on the need to take effective action to end the university's participation in CBW and other forms of military research.



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Editor: Betty Levitin  
Managing Editor: Peter Shapiro  
Advertising Editor: Kevin Greenwood  
Production Editor: Steve Howe

Staff:  
Paul Kangas, Bill Barlow, Ken Friedman, Chuck Crank, Caron Stowe, Bonnie Breech, Debbie Muller, Jeff Chop, Phil Kay  
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# ПОМОГИ

## High on The Hog

by Phil Kay

On a damp San Francisco night, with the fog just hanging over the rooftops and a cold breeze coming off the hills, a medical intern was in the midst of bandaging and sewing up heads and faces of young men and women on the second floor of a small medical clinic in the Haight.

He took a short break and glanced out the window as several squads of blue coats made their final 'sweep' of the street and began gathering at each corner. From time to time he glanced to watch them practice swinging with their three foot clubs.

For a while all seemed quiet, the doctor reflecting on the hope that the brutality and harassment of citizens was over for the night. Not just because he knew the clinic was running out of supplies but because he was running out of patience. He was just starting to sip a cup of coffee when the stillness of the late evening was broken by a scratchy sound. He jumped up and very discretely peeked out the window, so as not to be seen by anyone outside, and became a witness to sight and sound which he could almost not believe; his days of being naive were over.

From an old phonograph recording the 'Star Spangled Banner' was being played while thirty or so blue uniforms were lined up at attention with their helmets across their hearts, blood stained clubs at their sides. And for some strange reason the doctor could not really hear the tune of "Oh say can you see . . ." "Deutschland, deutschland über alles . . ." was all that flashed through his mind. . .

"Oh shit was I sick, so sick I could have gone down and

tore the damn flag some cop was holding and chewed it to bits. Now I understood why some flags do get hit. And besides, what those dirty punks did in the name of any flag was obscene and certainly had nothing to do with patriotism."

The events of that night and other nights would be later testified to an almost mute and deaf police commission in San Francisco's Hall of Injustice. The testimony before several commission meetings is a story in itself and just another demonstration of the police state we have all been a part and party of for a long time. After the initial meeting, off duty police, birchers, klan, and other "good citizens" packed the meeting against any adverse police testimony.

But after several weeks of hearing those who did testify, there was clearly little doubt that police brutality does exist (even to white people, since black people have been living with it almost forever) and that Chief Cahill's Tactical Squad was practicing that and almost only that on and even off duty. Yet the police commission, by a two to one vote, decided to retain the status quo in spite of the fact that one member of the commission who voted with the cops did not even attend or hear all the testimony, testimony which directly concerned the lives and safety of every citizen of San Francisco.

### WHITE PARADOX

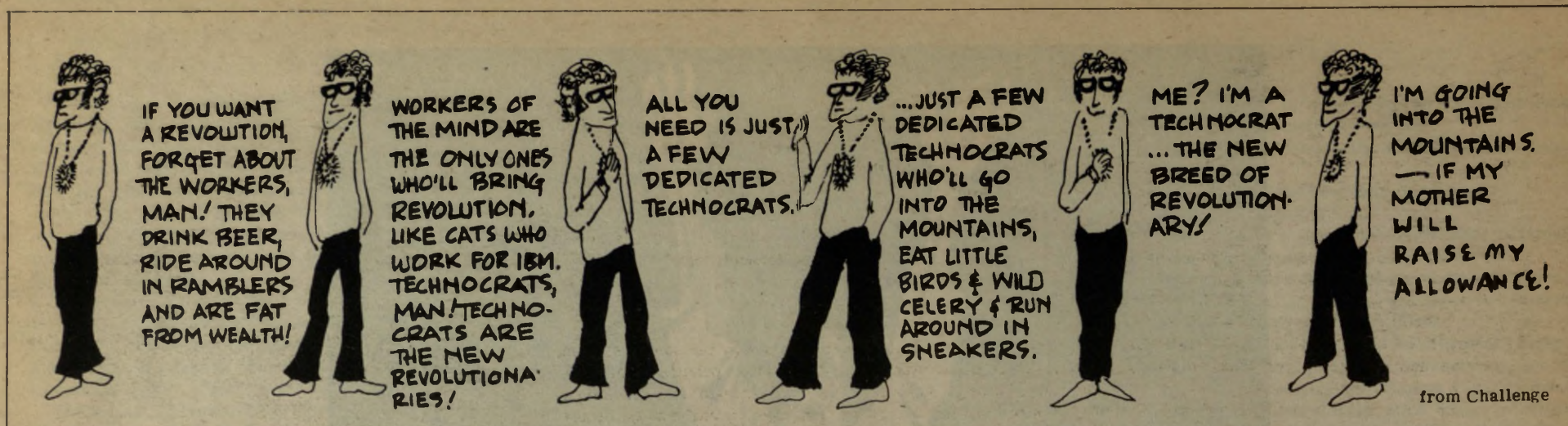
The paradox was that most of the testimony was from whites, and mainly straight whites. A minister, for in-

stance, who got in the way of two cops of the Tac squad who went marching through apartments blindly smashing anybody and anything in their path (for those who do read, the Constitution does say something about obtaining a warrant and other such "liberal drive!", to quote one police sergeant). An uptight accountant who attempted to look from his window down onto Masonic only to later be knocked flat on his living room floor, kicked in the stomach and witness his apartment being sacked. Then the young mother who found herself in a doorway trapped between two opposing street sweeps of Tac cops. With her in the doorway were several other victims along with her crying baby clutched in her arms. But within seconds there was no safety as she was being kicked in the butt up the street with her friends while her baby lay crying on the sidewalk. The mother's pleas were only answered with cold swats of a club and a now and then cuss from some ex-Marine nearly twice her size. What is memorable, though, is the comment from the "upstanding" middle-age citizen, white, who listened intently to her testimony and concluded that "she needs a bath and should have been arrested for child neglect, the girl knew better than to be out at that time of night anyway." The time, by-the-way, was around 8 p.m. as the young lady recalls.

The "rioting squad" (as attorney Terrance Hallinan so aptly called it) made many such classical sweeps, usually tossing tear gas and then beating stunned victims found.

continued on page 14





## "Moloch whose name is the Mind..."

by Peter Shapiro

Is there a cure for formal education? Paul Goodman tells us that if we had been taught to speak the way we were taught to read, many of us would have failed and most of us would stutter. This observation is not based on idle speculation, nor is it an attempt to define an educational dilemma in terms of a dramatic metaphor. Goodman is dead serious. Learning to speak, he says, is a "stupendous intellectual achievement" which almost all children succeed in spontaneously, without formal guidance; that is to say, it is completely self-motivated. Children learn to speak because they are constantly exposed to speech in the course of everyday experience; because they therefore come into contact with it in ways that are relevant to their own activities, "related to interesting behavior in which (they) often share"; because the people they hear speaking are generally people who are important to them, who talk to them or about them; because they are able to experiment with words and imitate sounds without fear of interference in the form of correction, interruption, or approbation; finally, because they are eventually able to consolidate what they have learned on their own initiative and their own terms, and the speech patterns each child develops are distinctly individual and useful according to his personal needs and desires.

Were "learning to speak" to be taught in school the way reading is, however, several things would happen. According to Goodman:

(1) Speaking would be a curricular subject abstracted from the web of activity and reserved for social hours punctuated by bells.

(2) It would be a tool subject rather than a way of being in the world.

(3) It would not spring from his needs in immediate situations, but taught according to the teachers' idea of his future advantage... since there is a predetermined range of what can be spoken and how it must be spoken, everybody's speech would be pedantic and standard, without truth to the child's own experience or feeling.

Because the subject matter would be thus cut off from life outside of the school itself, thus "abstracted" and divorced from the students' own experience, students would find themselves placed in a classroom situation for reasons incomprehensible to them. They would have to be "motivated" to learn what would ordinarily come naturally. And, as with any group of people incarcerated for reasons beyond their understanding, measures would have to be taken to keep them "manageable." If the teacher was reasonably liberal, he would attempt to entice them by devising elaborate classroom games, perhaps by attempting, with imaginative techniques and "humanized" textbooks (like the ones where Dick and Jane have a Negro playmate), to reconstruct the reality obliterated by the classroom situation. Failing in that, he would abandon more "progressive" techniques and rely instead on physical and psychological punishments. His ultimate coercive mechanism would be the grade, which operates on so many levels that it is difficult to discuss in less than a couple of paragraphs; in any case, the standard of evaluation would be based on a uniform conception of what "should" be learned, how it would be arranged, and so forth, programmed to simultaneously meet the needs of two dozen students. More and more, the teacher would become preoccupied with questions of "maintaining order," of effectively enforcing a set of standards which is fundamentally irrational and, therefore, in the last analysis unenforceable. Confronted, for the first time in their lives, with Institutionalized Authority, the students would respond in kind: "Being continually called on, corrected, tested, and evaluated to meet a standard in a group, some children would become stutterers; others would devise a phony system of apparently speaking in order to get by, although the speech meant nothing; others would balk at being processed and purposely become 'stupid.'"

What could possibly be the point of such a system? Well, has anybody figured out a "rational explanation" for the war in Vietnam? Or for racism? We make a mistake

every time we think of this society as rational, and yet within this framework of irrationality it has its own INTERNAL consistency. The most ludicrous, most apparently anti-educational features of the American educational system are all by and large grounded in certain political realities about the nature of American society. Take the notion of grades, on its simplest level. Fundamentally, what they tend to do is discourage the idea of scholarship for its own sake. If a student has difficulty relating to the material he is supposed to be learning, grades are a way of obliging him to "learn" it without actually bringing about a change in his attitude. Being obliged to learn under threat of coercion, his attitude is actually reinforced. Nonetheless, the majority of students manage to adjust to it and to what it represents: the idea of a totally irrelevant motive for study, induced from without by some external authority. Students of economics will notice a parallel phenomenon operating in the American complex of values, commonly referred to as the profit system. Once again, the idea here is that people would not work if they were not given a set of irrelevant "incentives" to work, since they have no sense of community responsibility, no real pride in their work, and most of the work they do is meaningless anyway. So, as Marxists say, they "sell their labor." And since their primary objective for working is unrelated to the work itself, they make no real connection between their professional activity and its ultimate personal or social consequences, or between their "professional identity" and their real one. The student, operating under a strictly-enforced grading system, is in a comparable situation. In the classroom, he is a stranger in a strange land, "selling his labor" in return for an externally-supplied "reward." While he may be able to find ways of functioning within the system, his doing so will further isolate him from his actual "education," which is sacrificed for the purpose of acclimatizing him to a fundamental principal of the American Capitalist Ethic.

I am not suggesting that this process is necessarily deliberate. But the connection is nonetheless there, and the consequences are tragic just from an educational standpoint. They also do peculiar things to your sense of reality. Let us return for a moment to the question of learning to read (speak): in isolating what should be a natural experience from the realm of direct experience, the school system makes it irrelevant -- despite the fact that in its own right it is a very relevant activity. Hip college students are often heard to complain about the absence of relevance of the classroom experience to their "real lives," but in doing so they often fail to realize that this is not necessarily due to the content of classroom education, but to the form it takes and the context within which it is presented. I would suggest that if the Physical Science Department were to offer a course in "Elementary Breathing" and that course were to be incorporated into the GE requirements, large numbers of students would find themselves regarding breathing as irrelevant activity. So much the better for the functioning of the educational system, however; unable to relate to breathing on our own terms, we would be obliged to accept it on the college's as something of no intrinsic value, to be taken for four units of credit and to be passed with a grade of "B" or better if you want to go to work for IBM upon graduation.

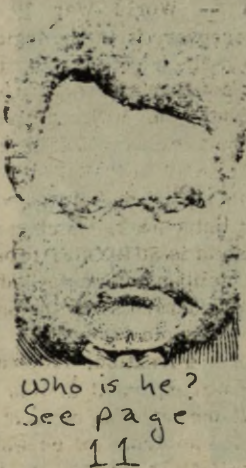
"Alienation" is a concept which has been vulgarized by American social scientists, for whom it is an impressive-sounding way of describing anyone who is vaguely disenchanting and makes his disenchantment visible. The JD's in the '50's were alienated. Black people are alienated. Rioting students are very alienated. As the term was defined for me in high school, Marlon Brando, James Dean and Bob Dylan were "symbols of alienation," whose plight was summed up by the phrase, "Rebel without a cause." Implication: alienation is created in a vacuum; it is a mutation, a "social deviance," and if it has any cause at all it is some vague existential notion of life-rejection. But in the classic sense alienation means much more: people are alienated not from "society," but from their work, from their life styles, from their human potential; a contradiction exists between their socially-prescribed roles and their humanity. This concept approaches society critically rather than apologetically, and it defines a condition that is far more prevalent among straight people than "social deviants"; it is, in fact, one of the dominant facts of American life. If youngsters become acquainted with the phenomenon of alienation the day they start kindergarten, they

also become acquainted with something that invariably accompanies alienation: authoritarianism. The teacher who cannot teach -- for whatever reason -- finds that he is nevertheless expected to control a large group of people who see no productive result coming out of their being under his jurisdiction. The teacher ceases to become a teacher, becomes a despot. He is already obliged, by the set of dynamics governing the educational process as he is made to understand it, to educate his students in an essentially self-defeating way, by isolating them from their own personal experience, by teaching them on his terms rather than theirs. And half the battle of teaching becomes getting them to accept things on his terms, since he is one and they are many. To reassure himself, he devises the concept of "in loco parentis," which makes his authority seem natural, psychologically and biologically derived. Unfortunately this takes a rather limited view of parenthood, and few students are able to accept teacher as a father -- or mother figure, at least not in a family of twenty-six kids. The implications of social institutions setting themselves up as familial figures are, of course, enormous. Most of us are acquainted with at least some of them, so there is no need to discuss them here. It should suffice to recall, briefly, the old line, "Big Brother is watching you."

Look at most anti-educational aspects of the educational system -- the fragmentation of the learning experience into class levels, into distinctly classifiable, isolated "topics," into periods punctuated by bells; the predetermined, generally inflexible curriculum; the devices intended to make the class "manageable" -- and you find that they are almost exclusively enforced for purposes of administrative convenience. This is especially true at the college level; most college campuses are dominated by huge, unwieldy administrative bureaucracies that seek to make the conduct of the colleges palatable to the businessmen/political/trustees, land the big research grants or get bigger budget appropriations, maintain the college's "image," and keep the educational process functioning as smoothly and unobtrusively as possible. This last may be done through a kind of controlled permissiveness, as has been the case at S.F. State (at least in the past), or it may be strict and inflexible; in any case, it is always totally arbitrary. The college president is subservient in the face of pressures from without, but he is a true leader of men with respect to his own faculty and students. He may grant them prerogatives or he may call in the cops to beat them on the head; but in any case he is responsible for them and not to them. If administrators are less in evidence in the lower levels of the educational system, administrative convenience is the order of the day, and the relative invisibility of formal administrators is due to the fact that teachers themselves play a basically administrative role.

In the face of all this, what happens to the student? Quickly imbued with academia's own peculiar variant of the profit motive, he learns the joys of competition. He is judged not in terms of his own potential, from which he is increasingly isolated, but in terms of a uniform standard which is set by the school system and applies equally to a large group of his fellow-students -- who are obliged, therefore, to compete against each other in a game whose rules they had no part in making. He learns the importance of playing the game successfully; he is required by law to play the game until the age of sixteen and obliged, owing to an absence of socially-acceptable alternatives, to continue playing long past it. It is, as Paul Goodman has pointed out, unlikely that any single social institution could meet the needs of every individual between the age of five and sixteen, but even older students find that dropping out of school means unemployment or the draft.

Something should be said here about the draft. Much has been said about its manipulative, totalitarian effects on the lives of American youth; many of us have read that infamous Selective Service document on Channeling, which seeks frankly to steer kids into areas of activity which are "in the national interest." Once we have discarded our lofty notions about the nobility of public education, it becomes clear that it attempts to substantively the same thing. The broadest, most all-encompassing of curricula could not really succeed in meeting the students' needs unless the students themselves had a decisive role in formulating it; in fact, for younger students, there is, to quote Goodman again, "no merit in the standard curriculum. For a small





child everything in the environment is educative if he attends to it with guidance." Unfortunately that is precisely what the school system makes nearly impossible.

What is really significant about the predetermined curriculum lies in the whole idea of meaningless, predetermined "choices" which is so much a part of the American Way of Life. Democracy, as we conceive it, means the "free choice" -- the right to choose between Coke and Pepsi, between Langdenorf and Wonder Bread, between Johnson and Goldwater, or between Nixon and Humphrey and Wallace. There is no discernable difference between Coke and Pepsi; both Langdenorf and Wonder Bread have the vitamins processed out of them; Johnson denounced Goldwater's foreign policy and then adhered to it strictly after the election; there is no need to elaborate on the subject of Nixon, Humphrey and Wallace. The point is, there isn't much sense in "choosing" if all the plausible choices emanate from the same sources, and only brand names or party labels or advertising slogans distinguish them from one another.

Though less obviously, the same principal is in force in the idea of curriculum. Courses may differ, but their formulation, overall orientation, the assumptions that go into course work are basically the same. An individual teacher may try to "stretch the boundaries" of a course and give himself and the students a little breathing room. But he can only go so far without being accused of failing in his professional responsibilities and, conceivably, losing his job. The whole complex system of academic ethics, with its fraudulent notions of objectivity (mainstream liberals do not consider Mainstream Liberalism an ideology, so they do not consider it a violation of the canons of objectivity if they give a course a slant commensurate with their view of the world), with its insistence on competitive evaluation of students (which, according to Marshall Windmiller, "preserve(s) the integrity of the institution"), with its formalized, polite attitude that the teacher-student relationship is a master-slave relationship -- all of it reinforces the academy's prevailing bias, all of it is invoked when those biases are challenged. A number of S.F. State professors have dismissed the bulk of the Experimental College courses as "frivolous" (while pointing to the EC as evidence of State's "incredible freedom" at the same time). Such charges take an incredible amount of gall; the education these men have given us has been nothing if not frivolous.

In no small part, the ideology of the American educational system is based on the old Jeffersonian ideal of the educated man, able to distinguish truth from falsehood, guard against government tyranny, make meaningful decisions and be a true self-governing citizen rather than a manipulable social component. By now it should be obvious that the Jeffersonian ideal is as much a myth as the old Horatio Alger line about the honest rags-to-riches capitalist. But there is another assumption built into this ideology, that of education as an instrument of social mobility. As anyone who rides the Muni busses knows, this assumption is very much alive today: "Education is for the birds who want to get ahead. To get a job, get a good education, etc." Universal public education was, in fact one of the first major demands of the American labor

movement, the idea being apparently that if working class kids got educated they could get out of the factories. A dispassionate examination shows, however, that far from providing social mobility, the educational system tends to reinforce existing social stratification. The ghetto schools are falling apart. The "underachievers" or "slow learners" are invariably minority kids. Even tuition-free colleges tend to have an underbalance of non-white students. This is not due to conscious discrimination, rather, it is a built-in consequence of the way the school system is structured. Standardized education penalizes the creative student as well as the non-white-middle-class one. It promulgates a uniform language, a uniform set of associations, a uniform cultural bias. If a kid's background doesn't conform to it, he'll have a hard time doing his classwork or even taking it seriously. So he is put in a "remedial course," as early as the first or second grade, and is likely to stay there for the rest of his academic career, which concludes with him being given vocational training and becoming a janitor or a welfare recipient. If he breaks out of this pattern, it is because he was able to reject his own background and become, effectively, an imperfect approximation of the all-American honky, or perhaps a "professional token Negro."

Edgar Friedenberg has given us an interesting analysis of the way this works with respect to the so-called "objective tests." In a sense these tests, whether IQ or College Boards, recognize the imperfections of the grading system. Since grades are to a large degree a punitive mechanism, used rather arbitrarily by teachers, and since grading standards vary from region to region, from school to school, even from teacher to teacher, objective tests are supposed to eliminate inequities by imposing a uniform national standard. But while objective tests are so internally consistent and un-arbitrary that they can be graded by computers, they are more inflexible than the most uptight teacher. And, as Friedenberg says, "they require a cognitive style which is essentially bourgeois." That is, if you are asked to complete the question, "Policemen are . . .," you are penalized for putting "Down on kids" instead of "glad to help us when we need them" -- even if for you the former answer is perfectly correct. Like "objective scholarship," "Objective testing" is rife with

value judgments, just as our "objective mass media" is. Now, because students who do not "relate well" to the school system are becoming serious social problems, we have a barrage of "compensatory education" programs, "special admissions" programs, programs for the "educationally deprived." All of them operate under the assumption that in order to function in the educational system, the student -- not the system -- must redefine himself. But this is an outgrowth of the fundamental characteristic of American education: its refusal to let the student -- ANY student -- take his own experience seriously, and relate to his education in terms of it. Everything harkens back to this: the alienation of students from their true potential, the meaningless competition and meaningless choices, the authoritarianism in the classroom, and, yes, the germ warfare research in the great Knowledge Factories.

19th Century Marxists told us that a man's relationship to society could be determined by examining his

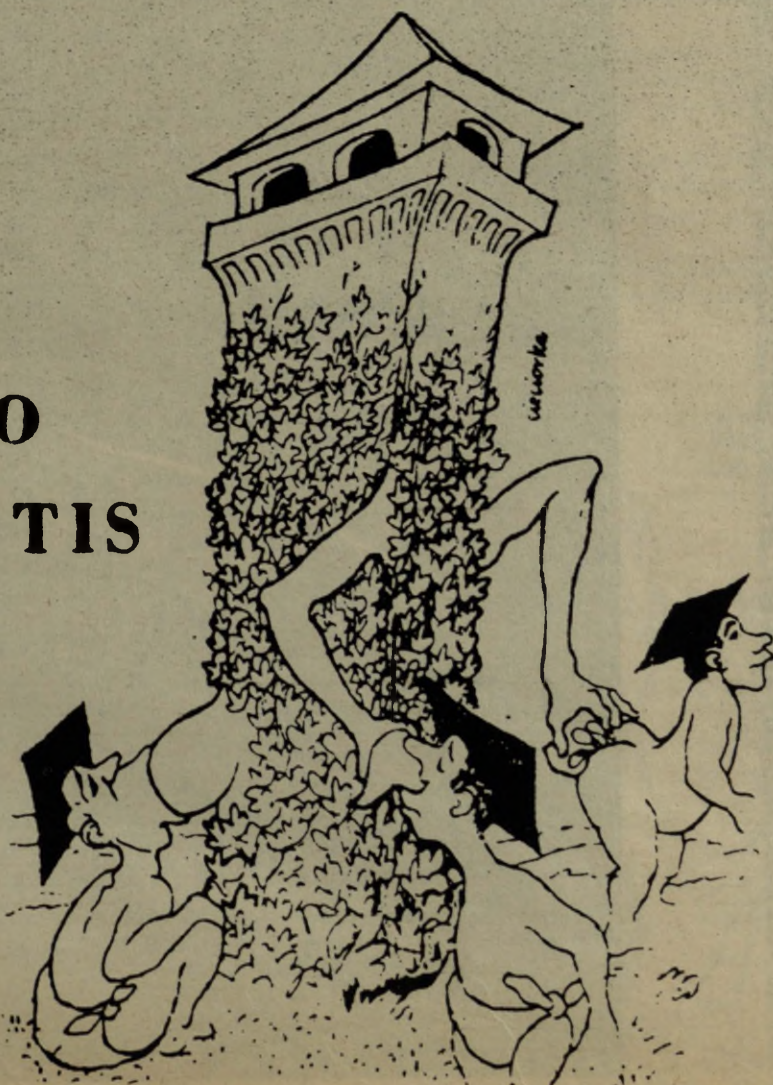


relationship to the means of production; that is to say, "You are what you produce." In 20th century advanced capitalist society, you are what you consume, your social status is measured in terms of the surplus you are able to absorb. That is the logic of advertising, which seeks to create artificial demands for unneeded products, and of "planned obsolescence," which makes it necessary to buy two or three times as many unneeded products as you should have to. That, too, is the logic of the government "paying people not to work"; the logic behind the defense industry, which turned the biggest "unneeded product" of all -- World War III -- into a saleable commodity; moreover, it is the logic of the educational system, with its self-defeating infrastructures and its incredible bureaucracy and its all but deliberate waste of human talent. Fritz Malchup, one of Clark Kerr's favorite sources, speaks in his book, *THE PRODUCTION AND DISTRIBUTION OF KNOWLEDGE IN THE UNITED STATES*, of the astonishing wastefulness of the educational system. For all his astuteness, Malchup misses the point: the educational system is SUPPOSED to be wasteful. And while the economy of deliberate waste indicates that class relationships have changed since the days of the 19th century Marxists, all the old symptoms of the capitalist malaise are there: alienation, authoritarianism, exploitation of human resources, manipulation of human lives, conformity, a self-perpetuating class structure, institutionalized racism . . . And those of us who have seen the dehumanization manifesting itself -- in Vietnam, in the black ghetto, the financial district, the shopping centers and suburbs and barbecue pits, real and symbolic -- those of us who came through the school system and perceived the horror and social disintegration and reacted with revulsion, seem least able to cope with it where it applies most directly to us.

Student radicals sense, perhaps instinctively, that something has been wrong with their education; intellectually and morally, they grasp the agony of Vietnam; they sense a relationship, but the only way they can make the connection is to rage against "campus complicity," the ROTC, the recruiter from Dow Chemical -- as if the worst you could say about the college campuses is that they lent their facilities, once in a while, to innocuous little men with innocuous little roles in the military-industrial complex, as if putting an end to "campus complicity" would both stop the war and turn the academic whorehouse into a human-oriented institution instead of a think-tank and an intellectual ghetto. "Complicity" makes some sense at places like Columbia, where every third administrator is either a banker or a CIA man and every fourth faculty member does defense research. But it is misleading at S.F. State, where the true genocide is committed in the classroom. Even at Columbia, it has now been said, the one real mistake the strike leaders made was leaving the issue of "student power" to the liberals, who promptly defined it in terms of putting one student representative on every "tripartite committee," while accepting Ford Foundation grants.

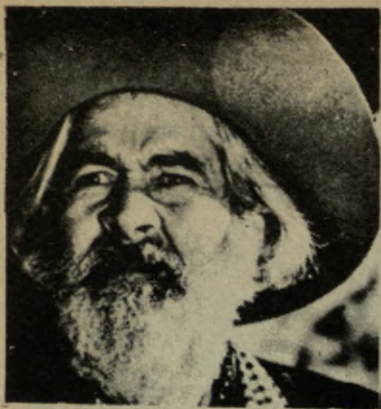
Sometimes this sort of thing can be helpful, as the Experimental College attests. But it does not fundamentally challenge the old university. EC people try to counteract fifteen years of servility and brainwashing and one-dimensional rhetoric with encounter groups and unstructured classes. Teachers look for subtle ways to sabotage the grading system, and there are even rumors that it may be abolished next year on this campus. But given these marginal freedoms, we are not even able to respond to them. Genuinely human relationships between teacher

## IN LOCO PARENTIS



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## M T BAGADONUTS

ELECTRIC MUD / Muddy Waters \* (Cadet LPS 314)

Muddy's latest album appears to be an attempt by the company (Chess-Cuecker-Cadet) to re-establish the image of one of the all time great "old blues" singers to that of a pop-rock-blues singer.

The album, which features several Muddy Waters' standards - "Hoochie Coochie Man", "I'm A Man", "Same Thing", and "Make Love To You" - plus four other numbers, utilizes Muddy only on vocals. The music behind Muddy is provided by Chess studio musicians.

The band behind Muddy was good for that type of music; the lead player was excellent. But after hearing Muddy "The Real Folk Blues", "More Real Folk Blues", and "Muddy Waters At Newport", I'd be more inclined to recommend these latter albums as opposed to the new release. The new album just isn't the real On-Stage Muddy.

A NEW TIME-A NEW DAY / The Chambers Bros. (CS 9671)

The new Chambers Brothers album has that fine sound that is The Chambers Brothers, but also the same overall sounds and melodies that have filled their other albums.

The excitement which used to be part of CB albums is somewhere lost. The new cuts seem to either be A-Capella/Gospel, or driving-train rhythm like all their past material. Further, the title cut, "A New Time-A New Day" is little more than a weak repetition of "Time Has Come".

LOOKIN' THRU YOU / The Herd \* (SRF 69579)

The Herd, on Fontana (Mercury) has been a very successful group in the British Isles and on the continent, but have yet to get much, if any, airplay in the United States.

The sound of The Herd is built on vocal harmony outfront with soft, well arranged folk-rock back-up music. Best cuts on the album are "Sweet William", "On My Way Home", and "Our Fairy Tale".

At present it doesn't seem that even the FM underground stations are going to give the group the time on the air it deserves, so my only suggestion is go out and buy the album; then get on your local DJ to play it.

ALBUMS - but not time to review:

Streams of Light (three North Indian Ragas) LS 86056;  
Willie's Blues (W. Dixon & Memphis Slim) Prestige/  
Bluesville 1003; Yonder's Wall (Arthur Crudup)  
DS 614; H. P. Lovecraft II, PHS 600-279; Magic Bus  
(The Who) DL 75064; Pete Seeger Now, CS 9717; The  
Light In The Wilderness (Dave Brubeck) DXSA 7202;  
The Forum Quorum, DL 75030; The Original Hit Performances/  
All Time C & W Vol. 9, DL 75025; My Kind of Blues  
(B.B. King) US 7724; The Transformed Man (William  
Shantner) DL 75043; Outsideinside (Blue Cheer) PHS 600-278;  
Funky But (The Young-Holt Unlimited) BL 754141.

ON SOME LOCAL GROUPS - Cold Blood has reportedly signed with Atlantic; CTA is near recording; The Main Attraction (with Stone J. Lantz III) who was forever being talked of by Herb Caen is supposed to be "coming out" soon with a totally rearranged style built on Stone's out of sight lead work, the singing of Paul the rhythm player and a new harp player (used to be with Jr. Foxx); Wonder Bred who has been going great guns is looking around for some original material. Everyone who has seen what they've been doing expects very big things for them; Blue Trane and Saloom Sinclair (the later with an album upcoming on Chess) are expected to be playing Avalon in the near future; and Steve from Portals to Music in Stonestown is apparently about ready to cut for Rasputin Productions (Bud Hayden & Tom Wilson); three albums by the legendary Elmore James available from England through New Sound in L.A. - Order through Doughty's Records - 5031 Geary Blvd.

THIS WEEKEND at Avalon - Grateful Dead and Lee Michaels; Hendrix and The Buddy Miles Express at Winterland; and "Mr. Country and Western," Buck Owens at Fillmore. Bola Sete at the Trident; Miles Davis at The Both/And; Pete Seeger in Berkeley Oct. 11; and the Jean-Luc Godard film festival at The Surf.

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Muddy Waters

## WORTHIES

With this issue Open Process inaugurates a new feature called Worthies. A Worthie is any printed advertisement that is so incredible that you just can't believe it. This is not to be confused with the Realist's soft core pornography or the Guardian's brave revelations about insidious middle class exploitation advertising. Worthies will be presented without comment for your enjoyment. If you spot any anyplace, we would appreciate it if you'd leave them in our box in Hut C.

### The Safety Napkin: no matter where you are.

Only new Modess gives you the extra protection of folded fluff filling. An outside cover that stays drier longer. And a blue polyethylene shield that moisture-proofs both sides and bottom.

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The Safety Napkin: Regular, Super, VEE-FORM and TEEN-AGE.





In view of the scheduled beginning of the Olympic Games on Saturday, and in tribute to the Mexican Students, we present the following material. All of this material appeared in the Mexican press prior to the street fighting which has claimed the lives of an unknown number of people.

The newspaper headlines are from daily reactionary papers. The article appeared in the September 11 edition of SIEMPRE, a liberal weekly, and is by Guillermo Ramirez. The cartoons by Vadillo and Rius are also from SIEMPRE.

## POINTS OF VIEW ON THE MOVEMENT

### Corruption in Mexico

Mexican students have fought within the constitutional regime to conquer the street, and they won it. They fought against various myths in our society, and they are destroying them. However, their forces have not been sufficient against the corruption. And their fight can be absorbed by the conflict of corrupt and repressive forces in the system.

Since 1940 Mexican youth has been the victim of a permanent campaign of depoliticalization. Time and time again they have been told that their function is one of preparing themselves; one of acquiring a series of techniques, during which acquisition there is no room for criticizing the present system in Mexico. Time and time again youth has tried to interrupt forcefully this system to demonstrate that their interest in politics has been developing at the same time that their professional lives have been developing. Again they have been told to shut up and study.

Approximately a year ago the president of the National Federation of Technical Students (FNET) declared: "We are youth. We are the same as youth of other countries. We are rebels, but we are not violent. We are forceful, but we are not undisciplined. We are impetuous, but we are not destructive."

One year later, the technical studenta, along with the university students and those studying for a teaching career and others, repudiated the FNET and the leader who made the above statement calling him a "jilguero." (Jilguero: one who does not seek to define himself, but seeks to position himself).

Political and military aggression provoked the students and they became violent; the cooperation of student leaders with the authorities left them undisciplined and, with myths reigning, they became destructive. They demonstrated to affirm their belief that to be a student meant not only punctual attendance to classes, but also that studying out of textbook carried the obligation to find functional ways of carrying out the hopes and aspirations of the people of one's country.

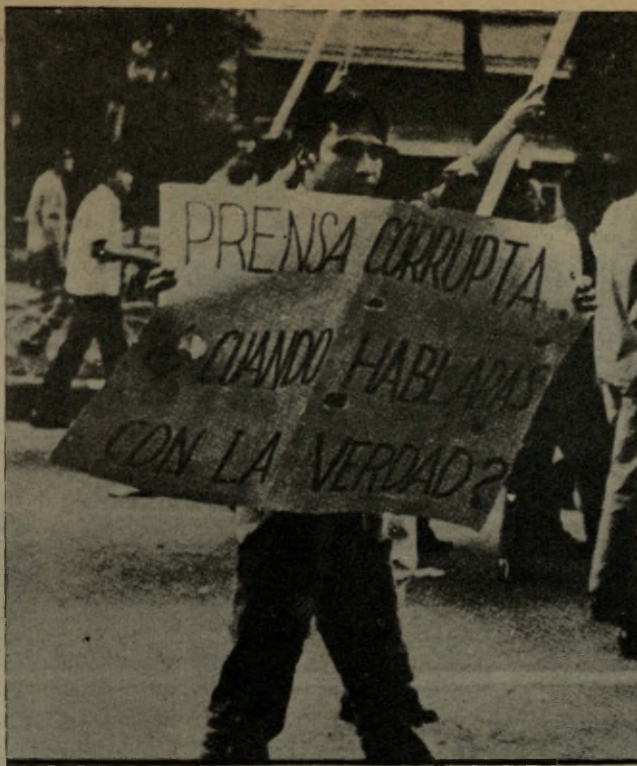
The student movement clearly demonstrated that, in reality, what goes on in a country does not correspond to the theoretical machine set up by a constitution. An overview of the constitution gives very little of the picture of those forces in power and the forces that determine it. Therefore, the violations to the constitution are effected precisely by those authorities who have decided to safeguard and guard those constitutional precepts. Such lack of coordination between the ideal world that youth understands as its right and the real world that the government imposes upon us provokes a disequilibrium which has, as a result, violence.

The youth recognize that there is a fight between two antagonistic interests around the Constitution. The fight is between necessities of the people and those of the minority. In this fight the abstract principles and ideals, which the Constitution recognizes toward the majorities in a democracy, are ignored and violated in favor of the group in power. The concessions made to the people are made only in such a way that will not create problems for the dominant class. When the working class, with its low political awareness, engages in organized action which has a possibility of realization the class interests force the state to implement time-proven methods to stomp the possibilities of triumph, or at least deviate the movement from its original demands. There are two arms that the state has at its control to use on the working class: repression and corruption.

### REPRESSION

Repression utilized in its diverse forms and with its multitude of instruments is most frequent. However, repression brings with it the danger of creating an equally violent response that can create a spiraling vortex of violence that the group in power does not desire because it creates revolutionary conditions. Also, repression, as all violence, causes indignation amongst people of good faith and creates, more importantly, a unified conscience amongst the repressed. It forces them underground and creates a unity around one organization to protect themselves and later to strike back.

Repression was the first weapon used against student groups. This forced great sectors of the city (Mexico City) to cry out against it. The parade of armored cars in the streets of the city at first caused surprise, then fear. The occupation of an entire zone of the city by



the Army caused great worry. And above all the occupation of school buildings at the point of bayonets made people very indignant. It was no longer possible for the government to continue justifying repression. So the state used another instrument; a more subtle instrument; a safer instrument, even though it was a bit slower. They used corruption.

### CORRUPTION

Corruption in Mexico is institutional. It is part of the essence of each citizen. It is part of the form of Mexican government. Corruption takes on many forms. For instance: relationships between individuals and official institutions, "la mordida" or "the bite", or the "gratitude" that it is necessary to show a government employee in order to get something done in a reasonable amount of time. Between individuals the keeping of two sets of books to cheat not only the tax officers, but also one's partners. However, the various types of corruption have evolved beyond the basic types. They have become more technical, more occult. They cannot be condemned unless you do it explicitly and positively, and even then they are favored.

The instruments of corruption go from rewarding ignorance to demagoguery; from the adulation of vituperation, to the egocentricity of leaders; from nepotism, to jail, assassination; from the giving of political prizes, to the giving of false witness.

### A MINOR CATALOGUE OF UNION CORRUPTION

Corruption in the labor movement is traditional. And it has as an antecedent the participation of "red battalions" in the Revolution. These were battalions that went against their own class in the hope of obtaining better positions when peace came. A few of the forms of corruption most visible in the labor movement are:

- The buying of labor leaders by the bosses thus forcing the workers to accept bad contracts.
- The corrupt position of the leaders in relationship to the state, in which the state forces the leaders to discipline the workers in return for favorable positions in the government administration.
- Electoral fraud; the rotation of various labor leaders in the same positions.
- The application of an exclusion clause against all those workers who refuse to be corrupted.
- Turning workers into union gunmen to deal with hard political elements.
- The protection of the union leaders by the government by ruling on the legality of strikes; as an instrument of the state this forces the workers to obey government edicts.
- The use of professional strikebreakers.
- The lack of compliance by the bosses with minimum

salary, even though it is below the most meager standard of living.

i) The buying of inspectors who should look after work conditions, and who only favor the owners of various plants and factories.

### POLITICAL CORRUPTION

Corruption in the political process is an element that on many occasions has been considered unavoidable. It is so natural that many who believe in the Mexican political system cannot exist in it without corruption.

Political corruption presents itself in various forms:

- The buying and selling of votes.
- The partiality to one side of those who are qualified to either vote or stand as candidates.
- The ostracism of persons who refuse to join the party in power.
- The handing out of positions in the administration to those who belong to the party in power or the party of the revolution.
- The unconditional approval of executive branch decisions by the legislature. Proving that the senators and representatives act without any feeling for the public.
- The designation of governors and mayors without consulting the people.
- The fiction of free local government while allowing chieftans or "caciques" to exist.

### CORRUPTION AMONGST YOUTH

The youth of the country are not free from corruption. To substantiate this it is only necessary to see how many public functionaries who were in their time student leaders and who participated in popular movements which caused various problems to the state. The method of assimilation of leaders is an institutional method and it deals with corruption. This corruption changes its face every six years, the six years signifying the six years of the Presidential government. The principal forms of corruption of student leaders are:

- Money which is used in various student campaigns.
- Scholarships
- Grants
- Help in obtaining good grades.
- The security of being part of the public administration when it is necessary
- Introduction to the party in power where they have the opportunity to realize all of their ambitions.
- Psychologically in that they are led to believe in the durability of the Mexican Republic and the impossibility of a revolution. And thus if the revolution is impossible their idealistic goals are thwarted.
- They are also led to believe that intellectuals are traditional victims of backslapping and are always bought. However, in the last few years it has been possible that an independent group, disavowing all of the above has existed.

### FROM CORRUPTION TO RESISTANCE

In the beginning of the present student problem the most well known instrument of student corruption was used; the FNET. The FNET receives large grants from the Federal government. The FNET tried, without success, to politically corrupt the students and tried to treat the protest as an innocuous event. In response to this the students spontaneously, and rather ironically, made plans for the demonstration in the Zocalo. The state then saw need for a new kind of repression and it did so in a very savage form. But the students, after many years of running, stopped and fought. The state responded with greater forms of repression culminating with the introduction of the maximum element: The Army. The students responded with the general mobilization of student masses. The situation forced professors to take sides.

### MEDIATION AS A FORM OF CORRUPTION

The intent of the government to deviate attention from a solution to the most important demands to the lesser demands of the high schools is a form of an attempt to destroy the credibility of an entire movement. The Director of the University expresses great sorrow, but at the same time proposes that all the protests take place inside the University sanctuary. He declares that the university comes first, and decrees the suspension of classes. The speech and activity of the Director were an attempt to divide the movement and an attempt to make the University appear as the only institution which had been harmed. By

(Continued on page 11)







**Ajua!**

LA DEFINICION  
DEL PODER

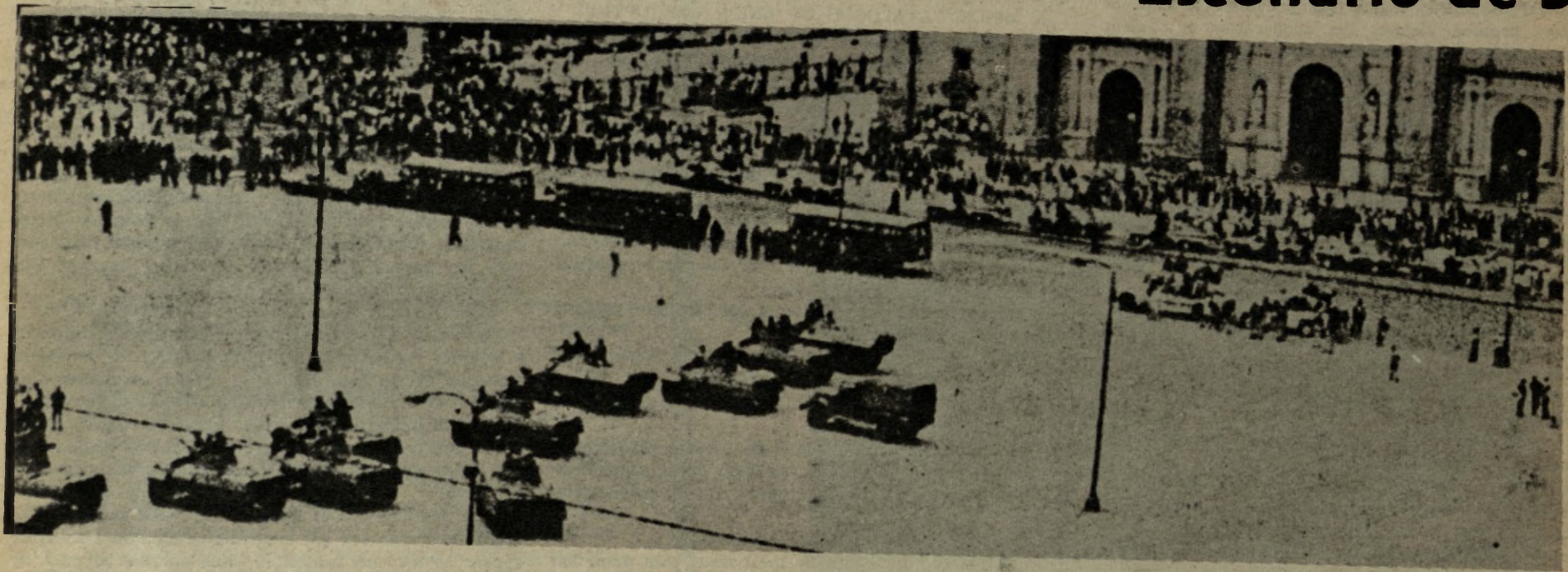


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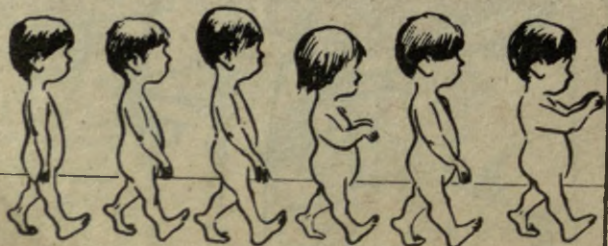
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El Zócalo y las  
Escenario de San



EL PUEBLO 'PERFECTO'





# Travio a la Bandera

(Información en la 5a. Columna)

# OTINES Y LACERAS

alles Adyacentes /  
ientos Disturbios



"VOLVERÉ Y SERÉ MILLONES."  
(ESPARTACO)

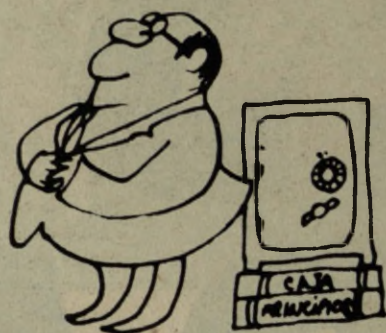




# 12 PREGUNTAS INOCENTES E INGENUAS

\* @ \* @ \* @ \* @ \* @ \* @ \* @ \* @ \* @ \* @ \* @ \* @ \*

1 ¿HAY ALGUIEN DE DERECHA EN LA CÁRCEL?



2 ¿POR QUIÉN VOTARÁ AHORA LA CLASE MEDIA?



3 ¿LOS JÓVENES VOTARÁN POR QUIENES LOS MACANEARON?



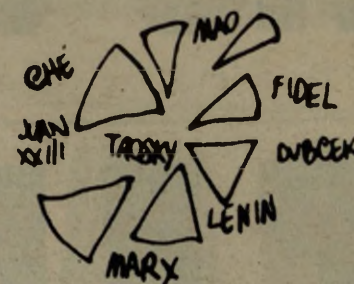
4 ¿HAY ALGUIEN DESCONTENTO CON EL PAN?



5 ¿HAY ALGUIEN CONTENTO CON LA CORRUPCIÓN ADMINISTRATIVA?



6 ¿ESTÁ ORGANIZADA LA IZQUIERDA COMO PARA CAPITALIZAR LA SITUACIÓN?



7 ¿ALGUIEN SE CREYÓ LO DE LA CONJURA COMUNISTA?



8 ¿HAY QUIEN CREA QUE LA SALVACIÓN DEL PAÍS ESTÁ AL LADO DERECHO..?



9 ¿DEROGANDO EL ART. 145 SE ACABA EL DESCONTENTO?



10 ¿SE IRA ALGÚN PRESIDENCIALLE COMO EMBAJADOR A ANDORRA DEL NORTE?



11 ¿CAMBIARÁN LAS COSAS AL ACABAR LOS JUEGOS OLÍMPICOS..?



12 ¿LES SUBIRÁN EL SUELDO A LOS H. GRANADEROS..?



\* SI CONTESTO USTED A TODAS CLARAMENTE ES USTED UN GENIO. JOVENAZO !

... )

## 12 Innocent and Ingenuous Questions

- #1 Are there any members of the Right Wing in jail?
- #2 Who will the middle class vote for now?
- #3 Will the young people vote for those who beat them up?
- #4 Is there anyone in the PAN (rightist Catholic party) who is unhappy?
- #5 Is there anyone who is happy with administrative corruption?
- #6 Is the Left organized enough to capitalize on the situation?

- #7 Did anyone believe the tale about the communist conspiracy?
  - #8 Does anyone really believe that the country's salvation is on the Right?
  - #9 Will annulling article 145 (social dissolution) end the discontent?
  - #10 Is there a possible presidential candidate who will become ambassador to Northern Andorra?
  - #11 Will the trouble end with the Olympic Games?
  - #12 Will the granaderos (riot police) get a pay raise?
- \* If you answer all of these questions clearly, you are a genius.



(from page 7)

pointing out the University City as the sight of protests he tried to separate the students from the people. The suspension of classes had, as an object, the dispersal of students. The Rector made suggestions of mediation to which the students replied with collective demands. Teachers were set up given by voluntary instructors. A petition to leave the University sanctuary forced the Rector to lead an official University demonstration which provoked a sector of the University community into a demonstration that outdoes the official one.

**CORRUPTION AS A THREAT AND A BRIBE**

The state has been conducting a campaign of prestige. They have attempted to force the students into a situation where they would lose prestige. The press, with its usual lies, misrepresentations, and insults, tries to separate youth from public opinion. The press attempts to create a mass hypnosis by repeating the same thing over and over again to corrupt public opinion. The pages that have been bought to manifest support for the government are innumerable. Articles by those most corrupt are everywhere in defence of law and order. Radio and television distort the news.

Students are bribed by their parents; pointing him out as a bad son because he forces his father to worry, as a bad student because he abandons the classroom, a bad Mexican because he does not approve of the situation in the country. However, the students have responded with the organization of political brigades that have as their object the spreading of the truth about the conflict. On the other hand, the National Polytechnic Institute has organized a demonstration which the FNET is trying to take over. The purpose of the demonstration is to create a free arena for the discussion of propositions. Out of the demonstration will come concrete ideas on converting



the movement from a student problem to a movement aimed at solving popular demands and demands in respect to the constitution.

Up until now the National Strike Council has been able to overcome all attempts to corrupt it on the part of the state. This has happened as a consequence of its own vital interests and the ability to translate its past experiences into future strategies. These are dominating present activities. Teachers are those hardest to convince since they are the ones most affected by government corruption. With these ideas in mind, two organizations have distinguished themselves as having membership of the most conscientious professors: The Coalition of High School Teachers and The Coalition of the Teachers of Democratic Liberties. An attempt to divide the movement is the proposition of the Regent (mayor) of the Federal District (Mexico City). He has formed a mixed commission accepted only by the FNET and the leadership of the National Polytechnic Institute which, in the final analysis, are the same thing. The National Strike Council has answered this proposition with a general strike. Meanwhile, there are those who tend to consider the coalition important and tend to support lukewarm positions.

**PRESSURE AS CORRUPTION**

Work on public opinion continues. Various ghost organizations have attempted to make trouble with the movement and they support the status quo. Paternal lawyers "council" youth. The students, on their part, initiate and extend the strike, receiving support from various organizations. The loss of a school year is utilized as a threat against the students. To this threat sympathetic professors respond by agreeing to hold exams whenever necessary and to continue classes during vacations.

by Tom Gabel

Radical white students are fast losing their importance and place, if they ever had any, in the struggle of the peoples of this country. Until now, the main involvement of students has been in agitation (demonstrations, sit-ins, etc.) against the established power institutions. The need for agitation may not be entirely unnecessary as yet, but the need for any agitation has certainly been far surpassed by the need for planning, development of FUNCTIONAL THEORY and work programs which would directly affect the unmet needs of all the peoples. Involvement of students in agitational activities have given white students the personal experiences (chaos, confusion, beatings) which

have made them feel that they are directly involved in expressing their own struggle. It is obvious that the majority of students in this country are being fucked over. But it is not very clear what being fucked over means for those students. For example, when students become more involved in the organization of work and programs they find themselves at a loss as to what to do. First of all, this is due to the utter disconnection between what they say and what they are able to do. In other words, they have no practical functional theory to describe their own needs and experiences. Students do have one highly developed skill; a fantastic verbal ability which is expressed in a disconnected rhetoric. This seems very understandable, although not very tolerable. All of us have been forced to go through this nightmare Disneyland called educational en-

lightenment. All of us have been thoroughly trained never to ask ourselves why we are doing what we are doing. All of us have been completely hustled into believing that it is selfish and infantile to ask that our needs and interests be recognized and fulfilled. Also, the position of questioning yourself about anything in this mythical culture is a particularly lonely and difficult one. Still, there is no excuse for continuing to keep our minds asleep if we are actually serious about being involved in any change in this society in more than a peripheral manner. It seems that a good many students are at the point where they are refusing the bourgeois professionalism laid out for them. It's time to make clear student needs and interests and develop closely connected work-educational programs.

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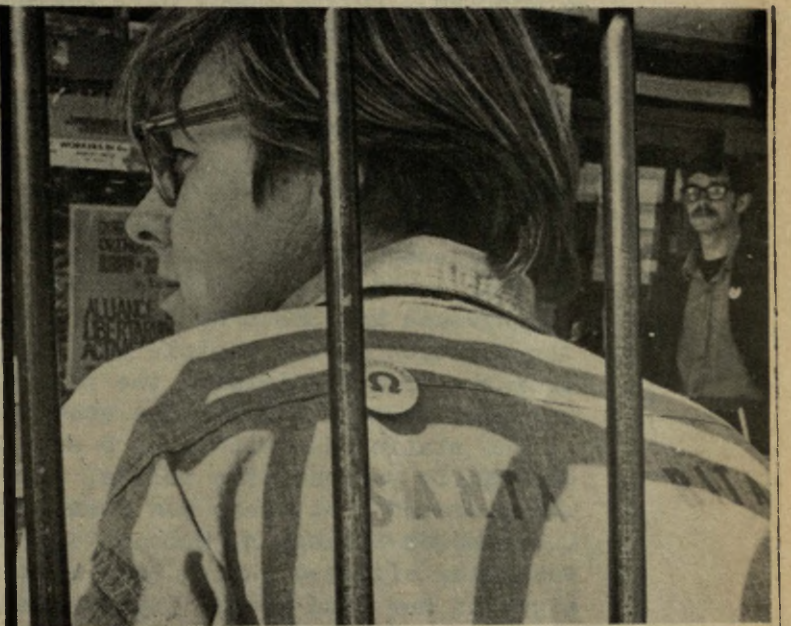
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Today's clue:  
Bigger than a bread box,  
Upon the peaks of twin.  
Who knows what evil lurks,  
In the hearts of mortal men.  
Next time: Clue Two



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IN MANY STYLES & COLORS

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The police report reproduced below is the official San Francisco Police Department version of the slaying of George Baskett by Officer Michael O'Brien, Radio Code "904 Code 2" means "meet an officer, urgent, respond immediately." But Code 2 is not an emergency according to the SFPD Radio Code, it is a call which requires neither siren nor lights. This report is presented in the public interest.

528719  
DEPARTMENT NO.

<input checked="" type="checkbox"/> INITIAL REPORT <input type="checkbox"/> SUPPLEMENTARY	<input checked="" type="checkbox"/> ARRESTED <input type="checkbox"/> CITED	DIST. FOR DET. REPORTING SOUTHERN		ASSIGNED TO KEY TO: <b>HOMICIDE</b>	
TYPE OF REPORT Homicide/Justifiable (defending self)				DAY, DATE & TIME 9/29/68 8:30 PM	
ADDRESS/LOCATION (THIS REPORT) 17 Brush St.		DIST. B	PLOT 18	DAY, DATE & TIME (THIS REPORTED INCIDENT) 9/29/68 Sunday 8:30 PM	
REPORTER (LAST NAME FIRST) GARRIOT, WILLIS	RACE, SEX, D.O.B. WMA SFPD CO C	ADDRESS		RES. PHONE	BUS. PHONE
VICTIM (PERSON/FIRM) O'BRIEN, MICHAEL	RACE, SEX, D.O.B. WMA SFPD Co G	ADDRESS		RES. PHONE	BUS. PHONE
TYPE OF PREMISES OR LOCATION OF VICTIM Public St.		POINT OF ENTRY OR HOW ATTACKED feet, shot at, clubbed		OBJECT OF ATTACK bodily injury	
METHOD, TOOL OR WEAPON USED gun,		TRADEMARK			
VEHICLE INVOLVED FORD	LICENSE NO. TMB T1P 219	STATE Calif.	V.L.N.	YEAR	MAKE
VEHICLE TYPE Sed.	COLOR Blue/Blk	WAIVER SIGNED <input type="checkbox"/> YES <input type="checkbox"/> NO	VEHICLE <input type="checkbox"/> LOCKED <input type="checkbox"/> UNLOCKED <input type="checkbox"/> IMPOUNDED HOLD FOR:		
VEHICLE CONDITION WHEN RECOVERED (A)		VEHICLE PLATES MISSING <input type="checkbox"/> ONE <input type="checkbox"/> BOTH <input type="checkbox"/> NONE (B)			
VEHICLE OR PROPERTY RECOVERED BY C) towed to police garage.		NOTIFICATION MADE <input type="checkbox"/> PARENT <input type="checkbox"/> COMPLAINANT		DATE & TIME NOTIFIED	
SERVICE NO. B-52	UNIT SENT B-10/Tact.1/	RADIO CODE 904 Code 2	SENT TO: (ADDRESS) 17 Brush		DATE & TIME DISPATCHED 9/29/68 8:30 PM

At approx. 8:40 PM Sept. 29, 1968, Lt. Creedon, accompanied by reporting sergeant, responded to 17 Brush St. As we arrived at the scene we observed three (3) subjects against a wall, the deceased lying on the ground, two subjects (later identified as off-duty policemen Garriot & O'Brien), Patrol Spec. Off. Adkins, Tactical Unit 1A. & several persons from the press. The scene was one of emotionally charged bedlam, e.g., numerous persons were running about screaming & shouting obscenities. Because of this highly volatile situation it was felt that the situation should be quickly handled and witnesses, suspects, and etc. be brought to the station where the investigation & interviews could be taken care of without the disturbing influences at the scene. A call was placed in for the crime lab, a photographic unit, and a unit from the homicide bur. There was a need to photographically record the appearance of the scene & process same for physical evidence, also the possibility, which became a reality, that the wounded subject might expire, required the presence of a homicide unit. Hq advised that nothing could be sent unless a 901 was made to Rm. 100, which was not possible at the time. ABC Newsman Mr. STEVE HUSS was requested to take photographic evidence of the scene to record the position of the vehicle and objects. All witnesses & suspects were hurriedly removed from the area to minimize the possibility of a violent eruption, after the positions were recorded photographically as stated above.

At the station the witnesses & suspects were separated & the off-duty policemen, who had originally summoned the police, were interrogated, W. Garriot & M. O'Brien in Rm. 405. They related that there had been a minor traffic accident as they and two companions, Miss. L. Reynolds & Miss. M. McLean, were in front of 17 Brush St. An exchange of driver's licenses was being affected when a Mrs. Hawkins became abusive and disappeared only to reappear with a gun in her hand & same was discharged in the direction of the off-duty policemen. Several shots were fired & a Yellow Cab radio was used to summon the police by Pat. Spec. Adkins who was hailed by Garriot who had ran around the corner to summon assistance & upon returning with the special off. (Adkins) held several persons at bay who had assaulted Off. O'Brien. One was disarmed & gun taken from him by Pat. Spec. Adkins, and the two other, identified by Off. Garriot as assailants, were asked to stand against the wall, which they did. Mr. George Baskett, however attacked off-duty Off. O'Brien

DATE & TIME REPORTED TO BUREAU 9/29/68 9:15	NAME Sullivan	STAR 451	DATE & TIME RECEIVED na	CAPTAIN Capt. Scott
INVESTIGATING OFFICER Sgt. Kenneth Foss	2	597	FILE # KF #597	O'Brien, Kennedy, Co C
Lt. Dermott Creedon	1	418	FILED Daniel Mahoney	Co G, Tact. Unit.
			PATROL Lt.	113

INCIDENT REPORT FORM

RECORD ROOM

SAN FRANCISCO POLICE DEPARTMENT





SAN FRANCISCO POLICE DEPARTMENT—CONTINUATION FORM

HOMICIDE

BUR. DIST. DET. REPORTING

SOUTHERN

ARREST MADE

☒ YES ☐ NO

CITED

☐

NAME OF COMPLAINANT/DEFENDANT

GARRIOT, WILLIS

RESIDENCE ADD./LOCATION OF ARREST

SFPD CO C

LOCATION OF OCCURRENCE

17 Brush

CONTINUATION TO:

☒ OFFENSE RPT. ☐ SERVICE RPT. ☐ FOLLOW-UP RPT. ☐ MISSING PERSON

KEY TO REPORT NO.

with a stick, see below measurements, striking him in the face, & at this time the revolver was discharged, striking the assailant in the chest. Off. O'Brien then collapsed. The wounded GEO BASKETT was taken to the hosp. by the ambulance summoned by the Tactical Unit. Several persons were taken to the Hall of Justice & some interviewed at the Southern by Offs. FRANK HARRIS, CLARENCE WILLIAMS, & SHIPEY of Co A. & thence to rm 405 with the witnesses where the substance of the interviews was related to the Inspectors, Manley & Rejewsky. Also responding were CAPTAINS SCOTT, KENNEDY, O'BRIEN & NELSON.

Offs. Hurley & Burns interviewed several persons at the scene & the substance seemed to corroborate the story as related by the victims with regard to off-duty Off. O'Brien being clubbed with a stick, measured by Off. Hurley (Mark Hurley) as 23 inches by 1 & 5/8th by 1 & 5/8ths, just prior to the discharge of the weapon. Off. O'Brien was subsequently admitted to ward 85 for poss. post concussion, Dr. Blackman attending, SF Gen Hosp.

The weapon taken from suspect OTIS BASKETT, revolver, together with bullets, by Pat. Spec. Adkins was marked prop. for , same having been fired, & together with two pieces of what appeared to be broken off pieces of the grip, were given to Insp. Kirkendall of the Crime lab, he also took possession of the clothing of the deceased, & the stick used to club the victim O'Brien.

The wounded GEO BASKETT was located 23' from the vehicle, as measured by Off. Mark Hurley.

Driver's Lic., which was found by itself on the street, was found by Off. Richard Yoell #1831, indicating that the driver Mr. Hawkins was about to exchange licenses which is a procedure involved in vehicle accidents, although Mrs. Hawkins stated there had been no actual accident.

The three (3) subjects identified by Off. Garriot as participating in the assault on Off. O'Brien, two for use of feet & one for the use of a gun, were booked for the below charges. Mrs. Hawkins was identified by Off. O'Brien as having shot at them.

2. #1 HAWKINS, ELIZABETH NFA 4-2-24 23 Brush Booked: No Wt 245 & 217 PC.  
#2 HAWKINS, CARL NMA 5-18-19 23 Brush St. Booked 245 PC & 182 PC (No Wts.)  
#3 BASKETT, OTIS NMA 1-9-36 17 Brush St. Booked 245PC, 217PC, 182 PC (No Wts)  
#4 DICKERSON, RICHARD G. NMA(1-8-40) 168 Santa Barbara, Daly City 245PC, 182PC (No Wts)

3.-6. NA

One eveelope with inventory of clothing sent to pBureau attached to report.

OFFICER(S) MAKING THIS REPORT

1. Kenneth A. Foss 57  
Dermott Creedon 1 418

STAR

RECEIVED BY

Daniel Mahoney  
Lt. 138

STAR

EXTRA COPIES FOR

CAPTS. NELSON, SCOTT,  
O'BRIEN, KENNEDY, CO C  
CO G., TACT. UNIT,





Behold the palaces in ruins,  
The wrath of rulers disappeared in air,  
No trace of pomp and glory remains,  
But poets live in letters through the ages.

continued from page 3

wandering and dazed in the streets, with literally no place to go. For good measure (possibly their real motive) they would have a vague excuse to bust in some favorite hangout to give the place a thorough smashing. What the Tac squad accomplished was to "make the streets safe", as one spokesman in the police department said.

In the summer of 1968 the Haight got it too often even for the insane, in fact it became somewhat of the symbol of the San Francisco's intolerance. The city that really 'knows how' was symbolically using its crudest tools to say how much it hated any person or anything that was different and against their morality.

#### A FULL CIRCLE

So by the end of the summer the city had arrived fully as a police state, not merely in the unconsciousness of whites but really lived out, as has been always the case with their black brothers. But at the same time, with the aid of deaf ears, a doublethink city government had their Tac squad awarded even more official status. It seems to be no accident that the initial brutalizing by the Tac squad was done on the same night the mayor celebrated his inauguration.

But as little boys must play, some fools do go astray, and when not putting notches in their night sticks two Tac men found the necessity to further look to be provoked. Being big and brawny, they necessarily picked on persons close to their match, some teenagers in the Outer Mission area of San Francisco. Well-fortified with spirits, they managed to, in one testimony, terrorize the whole neighborhood with a "mad night of beatings" which further stunned the young men who attempted to seek help from on duty station police only witness those cops covering up for their errant off-duty buddies. To those young men the old sissy stories of the police as protector were quickly and forever erased.

The police association lawyer defending the two Tac men claims all the testimony is some sort of a "plot". The association is well known for its borderline racist attitudes and the fact that it very often refuses cases of some of its members, such as Sargent Sunshine and some black officers.

Almost covered up was the other off-duty case of note, a drinking officer who creases the skull of a neighbor woman while he attempts to discharge his revolver at a noisy cat. Certain laws pertaining to the discharge of firearms in the city and all that did not seem to apply to a policeman, who it seems in all eyes 'can do no wrong.'

#### WHERE ITS ALWAYS BEEN

But all this is 'old hat' to the black community, who have all their lives and generations past been the brutal example of abuse by police. And, from the initial brutal encounter of the Tac squad until the end of September there has been a lot of anxiety over the day when the first flank of blue coats with their yard long clubs drawn, plastic shields over their faces, badges off, and metal caps in their jocks, would start marching to clear out a group of beautiful black citizens. There were a couple of incidents in Hunters Point when some fuzz did show their automatics when they shoved some brothers up against a wall during a shakedown. The greatest fear is in weighing the vast difference in the brutality between the black and white community. That is, the main fear is that the black community would therefore get machine-gunned.

In fact, one black leader surmised that the Tac squad was bought by downtown mostly to keep the lid on the black community through the summer. The only hangup has been that blacks 'played it cool' so the "trigger happy Tac squad had to go elsewhere to get their kicks."

Then it finally happened.

In an ally-street within screaming distance of the Hall of Injustice, two "pigs" tripped with the black community in what has become a 'last straw' situation.

One officer, who just recently had a run-in with black youth on Potrero Hill in San Francisco because he was wearing a "gas Huey" button on his official uniform -- for which the almost innocuous Police Community Relations chief, an Ivory tower lieutenant, claimed was being investigated -- shot and killed a black man. "Murder" according to one neighborhood lawyer. Testimony also claimed the cop's gun "clicked three times" while he cussed his racist statements at the gentlemen, then he checked his gun and on the next trigger got off a fatal shot. And all this was in front of many stunned witnesses, all black. Therefore, as sort of topping for such an incident the, so it seems, usual method was employed to quell and destroy the validity and integrity of anyone present, other than the two white men. The Tac squad was called in to beat heads and thereafter most of the other black citizens were charged with the usual felony "assaulting an officer" charges -- since dropped. Also, one black officer who came on to the scene was sent away by his fellow employees.

And what was the doublethink reaction from the official and chief tool for 'white-right' society? Chief Cahill almost too immediately exonerated his officer and an initial report claimed "justifiable homicide" even though a coroner's report would NORMALLY be days in coming. This "official" police report was quite different from what

many witnesses would testify . . . but what was believed was the doublethink testimony of the white officers and the basic and almost official policy of all establishments in every city in the United States which disdains anything a black man says and second only to white racist policy. A historical fact.

Let's face it! The notion that the black man can do no right and is guilty no matter what is proven has long been a millstone around every citizen of the black ghetto. He and he alone has had to bare the crux of such stigma. As a result statistics show today how the majority of arrests are in the ghetto community -- in spite of the fact that 8 out of 10 of them are releases -- versus a white community where such arrests are handled differently, often too quietly, by comparison, and such extreme discretion, on the part of some police and DA's.

#### A MARKED MAN

As one result, by the time a black young man is 21 he is burdened with an arrest record he doesn't deserve, almost impossible to shake. Recently, for instance, the governor of the white middle-class racists in California, one Ronnie Baby, vetoed two bills which would have assisted in sealing such records.

Another case of white police state inhumanity is the continued official and rotten treatment of black women. Example: the political arrests of black women as "street walkers" while their supposed white customer goes free, yet at the same time never touched are the 'high class' white prostitutes of the Nob Hill set. Again society is led to believe that all crime and morals in the black community is bad and wrong versus the advertised piety of the white community. They are always bitching about protecting their little white women who spew such sick racism from their bleached minds its all too pathetic.

Official doublethink does exist. If in Oakland, where two cops shot up a Black Panther office, had circumstances been a little bit different . . . That is, if anybody had been in the Panther office when the "pigs" had let lose their slugs and that person had been shot or killed the two "pigs" would be heroes and not heels. Yes, you better believe it, they could have gotten away with killing someone as a provocation that they were being shot at . . . unfortunately their timing was poor. But not so in the past, as with the case of Bobby Hutton who was murdered. Or in Detroit at the Algiers Motel where more black men were murdered, or the other thousands throughout the South and elsewhere who have been victims of officially sanctioned (mostly after the fact) crimes of the state, a police state which whites are only beginning to wake up,

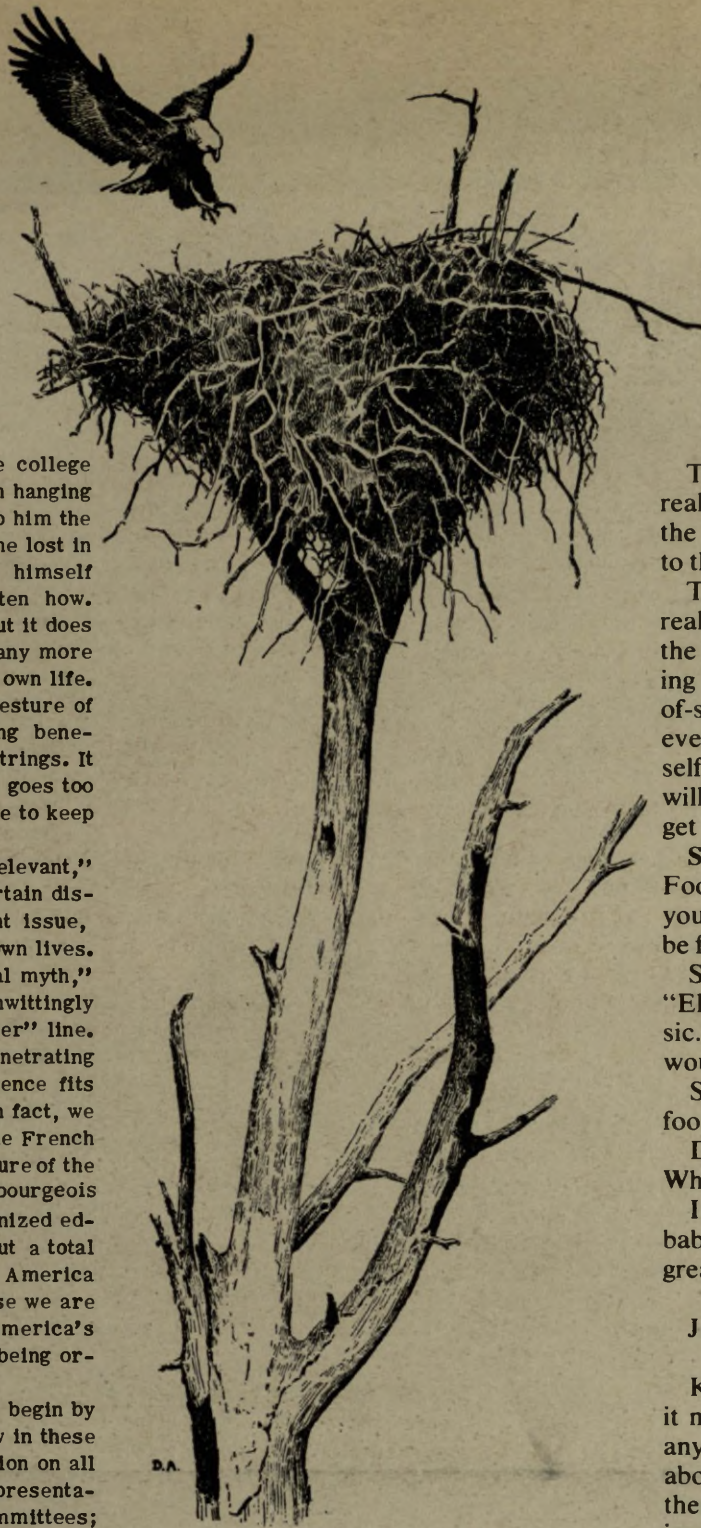


(from page 5)

and student are rare. Abolishing grades' at the college level may remove one more coercive mechanism hanging over the student's head, but it does not restore to him the passion for scholarship for its own sake which he lost in grammar school. It does not make him take himself seriously, not when he has long since forgotten how. It makes his day-to-day plight a little easier, but it does not keep him from being irrelevant, or give him any more significant voice in his own education or his own life. It is like an increased welfare handout, a gesture of magnanimity from a concerned and patronizing benefactor who nonetheless continues to pull all the strings. It is not real citizenship or real maturity. And if it goes too far, of course, the Trustees will always be there to keep things honest.

We all sense that our education has been "irrelevant," of course, but in doing so we fail to make a certain distinction: that irrelevance in itself is a relevant issue, perhaps the most relevant of all in terms of our own lives. While rejecting every other aspect of the "liberal myth," sometimes not bothering to look for reasons, we unwittingly accept one key part of it: the old "ivory tower" line. Our delusion prevents us from making a really penetrating analysis of the way our own educational experience fits into the overall pattern of Imperial America; in fact, we behave as if we were trying to forget about it. The French students are smarter. They perceived the true nature of the relationship between the bourgeois university and bourgeois society, and out of their demands for a humanized education they came very close to bringing about a total social revolution. Maybe the "working class" in America can be organized; maybe it can't. But in any case we are a part of it, we are the captives of one of America's biggest industries. We are not only capable of being organized; we need to be, desperately.

For a beginning, on this campus, we could begin by reiterating the demands suggested by Bill Barlow in these pages last February: equal student representation on all curriculum planning committees; equal student representation on all hiring, retention, and tenure committees; institutionalization of pass/no pass grading; desegregation of all college facilities; incorporation of the Experimental College, Work-Study Program, and Black Studies Institute into the college as legitimate academic departments. Beyond that, however, what we would demand would be a genuinely free, self-governing, independent academic community, run by faculty and students for the benefit of faculty and students.



## THE SOUNDING BOARD

by Jeff Chop

There is absolutely no truth to any rumor that the Beatles are really Booker T. and the M.G.'s. Never-the-less, Booker T. and the M.G.'s sure are groovy, but then again, nobody comes close to the Beatles; so therefore they must be related somehow.

Trying to make a comparison of the Beatles to the M.G.'s is really insane. So the only real difference between the two is that the Beatles sing and the M.G.'s don't. If the M.G.'s aren't singing like everybody else what must they be doing that is so out-of-sight? They play soul music. Soul music is Memphis and everywhere else where people are people. So if you can let yourself go, stop being up tight, Booker T. and the Memphis Group will really sock it to you. If you never had it, then go out and get it.

Soul Limbo, their latest release begins with "Be Young, Be Foolish, Be Happy." The key word is BE. Dig? Then maybe you know. The album ends with "Foxy Lady." Can the M.G.'s be far out? Listen and see.

Steve Cropper, the guitarist in the group, plays so good. On "Eleanor Rigby" he introduces the wah-wah pedal to soul music. If Cropper quit playing guitar to become a surfer, well, it would be outrageous.

Super tasteful drummer Al Jackson also has a taste for good food. Don't ever try to treat him to a chili dog.

Donald "Duck" Dunn is the greatest bass player east of Tracy. What more can be said?

If Booker T. Jones decided to become a dentist, he would probably have a whole lot of patients, even then he would have a great deal of chops.

James Brown projects unavoidable excitement.

King number 1022 may not mean much if you don't know what it means, but if you do, then you know. Also, there wouldn't be any use going on. But if you're curious to know what this is all about, then grab your mind and deposit it in the nearest speaker, then hang loose. James Brown's "Live at the Apollo Volume II" is what's happening.

Soul Brother Number One (According to the latest poll on soul by an independent survey on American trends in excitement) tells you where you are at, where you should be, and where you want to stay. He don't mess around.

When James says, "Baby, don't worry about the motion of the Ocean, but baby, just be here when I get the notion," then you know what he is talking about. Well, at least listen to the album.

What emotions are to a human body is what James Brown is to music. It's all got to move sometime.

James Brown is so much above the hypes played on plastic top 40 stations that you seldom hear all his sides, unless you are already into soul.

The truth is that James Brown doesn't have pimples. If you don't have pimples, then the sponsors get upset. If they're upset, then no commercial. No commercial no show.

The Beatles were almost live on the Smothers Brothers Show Sunday. They were incredible.

Remember Grootna.



## "KNOW YOUR FACULTY"

Arthur Mejia, Jr.  
Assistant Professor History  
San Francisco State College  
1600 Holloway Avenue  
San Francisco, California 94132

Dear Professor Mejia:

Please accept my thanks for your encouraging letter of May 25, 1968, regarding our actions at San Francisco State College.

I am taking the liberty of publishing your letter in our official bulletin, Special Orders, for distribution to the entire Department so that all our members are apprised of this fine support.

Sincerely yours,

Thomas J. Cahill  
Chief of Police



lighting fires  
in the air from  
burings in swift  
smilings

seeing cities  
heat shimmering  
in iridescent  
beings

caressing breezes  
gone to other  
streets of lost  
livings

touching creamy  
cheeks left wet  
from rain laced  
breathings

seeing breath  
frosted in blue  
rime for slowly  
cryings

walking not  
quickly nowhere  
to be in these  
placings

coming near  
the fire for  
light in warm  
touchings

turning to the  
touches of our  
people to go to  
our lost  
timelessnesses

tom gabel