



Kris Pollock

open process



ACADEMIC WHOREHOUSE BANKRUPT,

by Anatole Anton

As our strike moves through its sixth week, it becomes increasingly urgent to try to get a grasp of the total situation that we are in. We need to know who we are fighting and what the tactics of our adversaries are likely to be; finally we need some idea of the degree of flexibility and "give" that our adversaries can use in their political maneuvers. The appointment of Hayakawa and the intransigence of Theodore Meriam, Chairman of the Board of Trustees, in dealing with the AFT, suggests that Reagan and the Trustees see the present fight as a duel to the death. Their more liberal critics seem to argue that this is not a showdown, that there is sufficient room within established political conventions to solve the problems to everyone's satisfaction and to head off even more serious crises in education in the future.

I want to argue two main propositions:

1) Whether or not our fight has to be a showdown fight for Reagan, Alioto, the Trustees, etc., it DOES have to be a showdown fight for us.

2) Liberals are unaware of the extent to which this fight over mass public education, the right of political dissent, and student self-determination is basically an irreconcilable conflict. If we win, or even begin to win, we will be creating a new future for ourselves, entirely different from the one dictated by the maxim, "business as usual." Also, as James O'Connor has pointed out, the public sector of the state of California has been so "pauperized" that there is really very little money available, given the present tax structure, & system of business incentives, to implement the kind of reforms we are demanding. Nor can the burden be shifted to the private colleges in any simple way. A recent report by Helen B. Schaffer, prepared for EDITORIAL RESEARCH REPORTS, argues "A financial bind in the private sector of higher education in the United States threatens to narrow traditional distinctions between private and public colleges and universities, and perhaps to eliminate entirely many of the privately-supported independent institutions." In California, this situation is aggravated by the fact that we have relatively few private colleges and universities anyway. And it is further aggravated by the fact that the State Colleges -- which now have a total enrollment of over 205,000 -- cannot attract federal funds, which are the main hope for resolving the situation. Finally, the situation is aggravated still further -- if that is possible -- by the fact that parents of students in the State Colleges simply couldn't afford to send them through private schools or even pay tuition in public ones.

A simple comparative chart of the State Colleges and the University of California will illustrate the point. It will also illustrate the point that very few of the sons and daughters of the poor get into the State College system:

UNIVERSITY OF CALIFORNIA		
INCOME GROUP	STATE COLLEGES	CALIFORNIA
0 - \$1,999	.7 %	2.9%
2,000 - 3,999	3.3	2.0
4,000 - 5,999	10.0	7.4
6,000 - 7,999	16.6	11.0
8,000 - 9,999	16.8	12.9
10,000 - 11,999	19.5	13.1
12,000 - 13,999	10.5	11.2
14,000 - 19,999	12.7	20.0
20,000 - 24,999	3.2	6.5
25,000 and over	4.4	11.6

In other words, about one half of the students in the State Colleges come from income backgrounds of less than \$10,000 a year, and about one half of the students in the University of California come from income backgrounds of over \$12,000 a year. At S. F. State, where a very large percentage of the students live with their parents and the average age is 25, the income figures would probably provide an even more dramatic contrast.

At any rate, for Reagan, the Trustees, and company, these considerations together add up to the fact that mass public higher education in California must be whittled down to size. This is no special surprise, since for Reagan's boys mass public higher education is something of a political liability in any case. These very general points were picked up, not by radicals, but by very moderate liberals like Prof. Axen in the Education Department.



Reagan's Fiscal Policies: A Crisis

Nevertheless, it behooves radicals to take them very seriously, for they suggest that the powers-that-be in California, whatever their general attitude toward social reform, will not give us minority self-determination or student self-determination without a fight. So the powers that be have to be fought tooth and nail.

One reason that moderates were quicker to pick up on these points than radicals is that for moderates, Reagan is the chief enemy and his moves are therefore carefully watched and analyzed. Nevertheless, it can be argued that Reagan is not the basic enemy at all. Indeed, he is only the political expression of a state government in serious trouble. For the symptoms, within the higher education system, of the state's troubles were in evidence long before Reagan reared his ugly head. One can look at Reagan's fiscal policies with respect to education as having been inherited, more or less, from the previous administration. The main difference in Reagan's approach is that he attempts to take the dilemma by its horns and open up an attack on the whole idea of mass public education. To make a long story short, we shall quote from a recent letter of Professor Rudolph Weingartner, former Chairman of the Philosophy Department at SFSC, to the New York Review of Books. Professor Weingartner left the college at the end of last semester, partially as a result of the situation he describes in his letter:

Public education in California bears a heavy burden; only a small proportion of its educational needs are fulfilled by private institutions. Just about every year for a decade a new campus of the University of California or a new State College was created, not to mention the expansion of institutions that already existed. This costs a lot of money, but for some years -- long before Reagan's election made manifest to the world what California was all about -- the state has shown an increasing reluctance to foot the bill (in 1965, California spent \$10.79 per \$1000 of personal income on institutions of higher education, whereas the 25 western states exclusive of Cal-

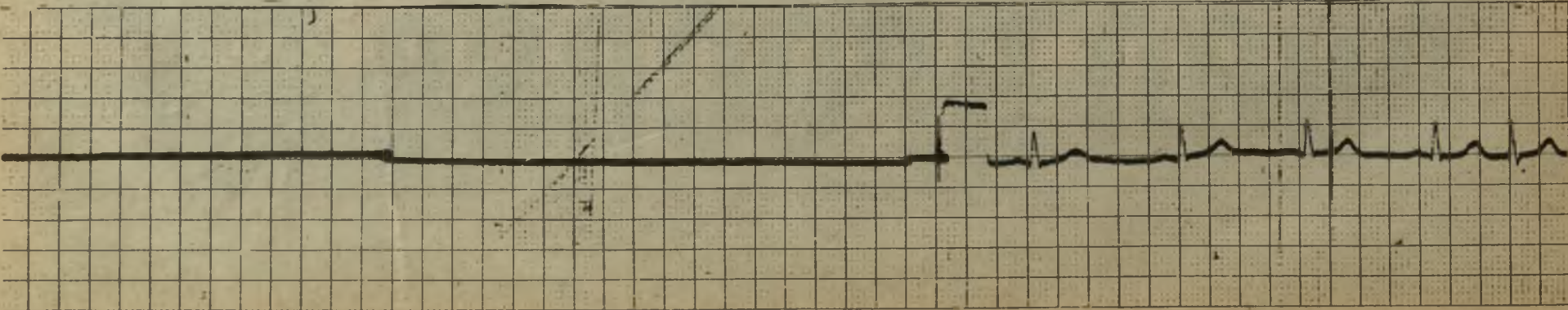
ifornia -- where there are also relatively few private institutions -- spent \$17.89). The state colleges are particularly hard hit by this: the skimpiness with which they are financed in the first place (as compared with the University of California, for example) is made worse by unbelievably inflexible methods of budgeting and by a stifling control exercised by the pre-, and during the post-auditing habits of the State Department of Finance.

Much more remains to be said about the matter -- we'll deal with it at another time -- but the above quotation puts the central point quite concisely: the decline of S.F. State began not with the advent of Reagan, but in 1959-60 with the institution of the Master Plan for Higher Education. Reagan's fiscal policies toward education are simply an extension of the policies of the Brown administration.

The fact that two ostensible "opposite political philosophies" have resulted in the same overall economic situation requires as economic, not a political, analysis. The explanation must show that both political parties must respond to very considerable pressures and constraints which are basically beyond their control. Such an explanation is available. It suggests that the overall needs of California have increased since World War II, that this increase has accelerated since 1960 or so, and that the state money available for meeting these needs is not growing at a proportionate rate, if indeed it is growing at all we'll document each of these points later; for now, it is sufficient to try to locate the source of the difficulty.

Taking a cue from James O'Connor, we should look at the California tax structure. Let us assume -- again, for the time being, without argument -- that business and industry tries to get as much as it can from the state, and that it succeeds in getting pretty much all it can. Operating on this assumption, the crucial question becomes, "What do business and industry give for that they get?" or, "Do business and industry milk the state dry?" Our answer to the former question is, "Very little," and to the latter question, "Yes!"

Here's why: according to estimates made for the year



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1963, about 70% of the tax burden of the state fell in household units, and there is every reason to believe that the situation is even more dramatic. The following table gives us a breakdown (for 1963) of the percentage contributions to total state revenues by household units for each of the various tax sources:

Sales and use tax	30.5%
Personal income	13.0
Alcoholic beverages	2.7
Horse racing	1.7
Cigarettes	2.6
Highway user	15.0
Vehicle in lieu taxes	4.4
Percent of total State Revenue	69.9%

This table does not take into account the way in which "certain lines of business and industrial activity can shift taxes forward to consumers in the short run." One expert, Rostvold, in his study of the distribution of tax burdens in California (again, for 1963), argues that when account is taken of the tax shift into the consumer, "it is not unreasonable to assume for public policy purposes that household units in California bear at least 80 per cent of the tax burden."

It is obvious, then, that the major burden of the state-local tax system in California falls on the consumption spending of householders. Indeed, it turns out that over 40% of all GENERAL FUND REVENUES -- even without tax shift adjustments -- come from the 3% state sales and use tax. These taxes are, of course, classic examples of a "regressive tax" that hits the poor hardest.

The situation with property taxes is not much better. At least 60% of the initial impact of the property tax rests on household units. "Initial impact" is used advisedly. It is notorious that property taxes are shifted onto tenants in the form of increased rents. So far as I know, no numerical estimates are available to measure the extent of property tax shift, but it is unquestionably no small part of overall property taxes. We know, from our experiences in San Francisco, that property tax shift exists and that it hurts like hell. But curiously enough, people who rage against unfair distribution of benefits -- for example, educational benefits -- infrequently stop to reflect that secondary education comes out of property taxes in this state, so the poor are not only getting screwed in the inadequate education that their children get, but they are also SUBSIDIZING the quality education of the rich! That is, almost to a man, the 25% of the state's population who are black (about 8%) and chicano (about 17%) sub-

sidize the schools that prepare OTHERS to go to college and make their way in the world.

At any rate, property taxes are very important in California, especially at the local level. At least 45% of the local revenues and 88% of locally levied taxes are produced by the property tax. Not only this. Not only that local property tax is highly regressive. But also, in the words of one scholar, "local property tax in California actually places a higher absolute dollar value on certain lower segments of family income." And, curiously enough, this same scholar remarks that "state-local tax policies have tended to ignore the relevance of personal and business income as the logical base against which to correlate state and local tax burdens." Scholarly cautions notwithstanding, the class of people with family incomes of less than \$10,000 a year shoulder the largest part of the tax burden in general. This is, of course, even more true of the class of people with family incomes of less than \$12,000 a year. But, as we pointed out, most of the children of these families go to the state colleges and get a lousy education, while their parents subsidize the University of California, most of whose students come from families with incomes of greater than \$12,000 a year. "Ain't it all a bleeding shame?"

Some middle-class bigots will argue that the poor man's tax money comes from welfare payments. This can be answered quite directly. A recent study shows state unemployment to be at an all time low. Moreover, as a class, the poor workingman -- employed and unemployed still shoulders a relatively, perhaps absolutely, greater share of the tax burden than does the middle class. Or, as another scholar puts it, "It's the rich wha' gets the gravy. It's the poor 'a' gets the blame."

Under these conditions, it would be a miracle if the state of California were not pauperized. Moreover, if the point about pauperization is correct, it ought to show up in general educational policy making. Indeed it does. The official title of the way pauperization shows up in California higher education is the Coordinating Council for Higher Education (C.C.H.E.). Instead of running just one system, the C.C.H.E. is designed to coordinate all the college systems. For our purposes, we shall read the word "coordinate" as "make cheaper and more efficient" or "get the same output for less of an outlay."

C.C.H.E. was created by the Donohue Higher Education Act of 1960. It flowed from the same process which gave birth to the Master Plan (for the state system) a year earlier. It consists of eighteen members; three apiece

from the University of California, the California State Colleges, the public junior colleges, and the private colleges and universities, and six representatives of the "general public" appointed by the Governor. Since the Governor has control over all the public institutions involved, it is easy to see that as the members' four-year terms expire, he can capture control of the C.C.H.E. Reagan already has.

The three principal functions of the C.C.H.E. are all advisory to the governing boards of the colleges and universities, the Governor, and the State Legislature. These are:

- 1) recommendations about annual budgets and capital outlay requests
- 2) advise as to the different functions of higher education and counsel as to the programs appropriate to each segment.
- 3) Develop plans for the orderly growth of public higher education.

The third function listed is crucial to our argument. We have it on the authority of Professor Axen that the drift of C.C.H.E. deliberations -- partly as a result of new Reagan appointees from the "general public" -- is to shift the burden of education increasingly into the private schools. The C.C.H.E. is also responsible for the recently-publicized proposal to amalgamate the U.C. and State College systems. The importance of such a proposal for them is that they will not over-produce human capital at unnecessary expense. The importance of such proposals for us is that they will seriously damage mass public higher education; that is, fewer people will be educated.

S.F. State has already felt the oppressive weight of the C.C.H.E. As a result of a study by Stanford's Professor Terman, one of the minds behind the Stanford Industrial Park, the Stanford Research Institute, and other manifestations of academic entrepreneurship, the C.C.H.E. has recommended phasing out the engineering program at S.F. State altogether. This recommendation may, of course, be unrelated to the fact that Terman comes from the Stanford School of Engineering, which is private and highly endowed, but then again, it is conceivable that Terman's recommendations might have something to do with the situation in Stanford's Engineering Departments. One guess is that Stanford wants educational subsidies from the state. Another is that it would, for one reason or another, prefer to see fewer engineers around California.

In general, it isn't hard to show that the large corporations wield a great deal of influence over the C.C.H.E. Indeed, all of Reagan's appointees from the "general public" are directly connected to the corporations in very obvious ways. But it is a mistake to make too much of this point in itself. For it does not explain why the corporations want a bumper crop of highly educated inputs to pick and choose from. With keener competition for skilled jobs, performance would be better and salaries lower. To explain the contraction of mass public higher education, we also have to look to the pauperized State of California, which foots the educational (job-training) bill, and the concept of social control. Highly educated populations may, after all, turn out to be very unruly. At least one would imagine so in the thinking of our own Charles Luckman, the present representative of the Board of Trustees on the C.C.H.E. What else could one expect from the man who designed the strategic Air Force and Naval bases in Spain, Cape Canaveral, and Patrick Air Force Base in Florida, Bunker Hill Redevelopment Project in Los Angeles, Disneyland Hotel, C.B.S.-T.V. City, Marineland, Convair-Astronautics Missile and Space Facility, the General Atomic Nuclear Research Center, etc., etc. ad nauseum? In his June 12, 1964 graduation address at San Diego State College, Luckman made his position quite clear:

"The eighteen California State Colleges are participating in . . . soul-searching scrutiny, for we are determined to carve our name in the marble tablet of time. We align ourselves with Joseph Addison, the 18th Century essayist,

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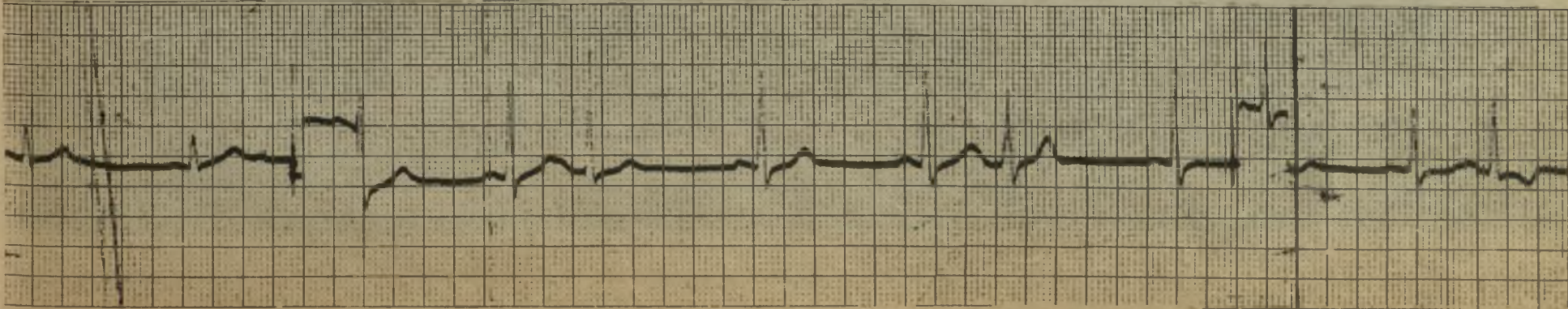




photo by Phil Kay

evil's fears have
place only in the
minds of the dogs
and those like them
following the trail
of decayed scraps.
leave us to our own
flowering people
and feed off the
dying decaying
jackels of your own
minds
now.

love brought out
of the harsh times
of our lives is
needed to feed our
own peoples.
let no jackels
lacking in their
own lives
feed off the blood
of our delicate
life's
loves.

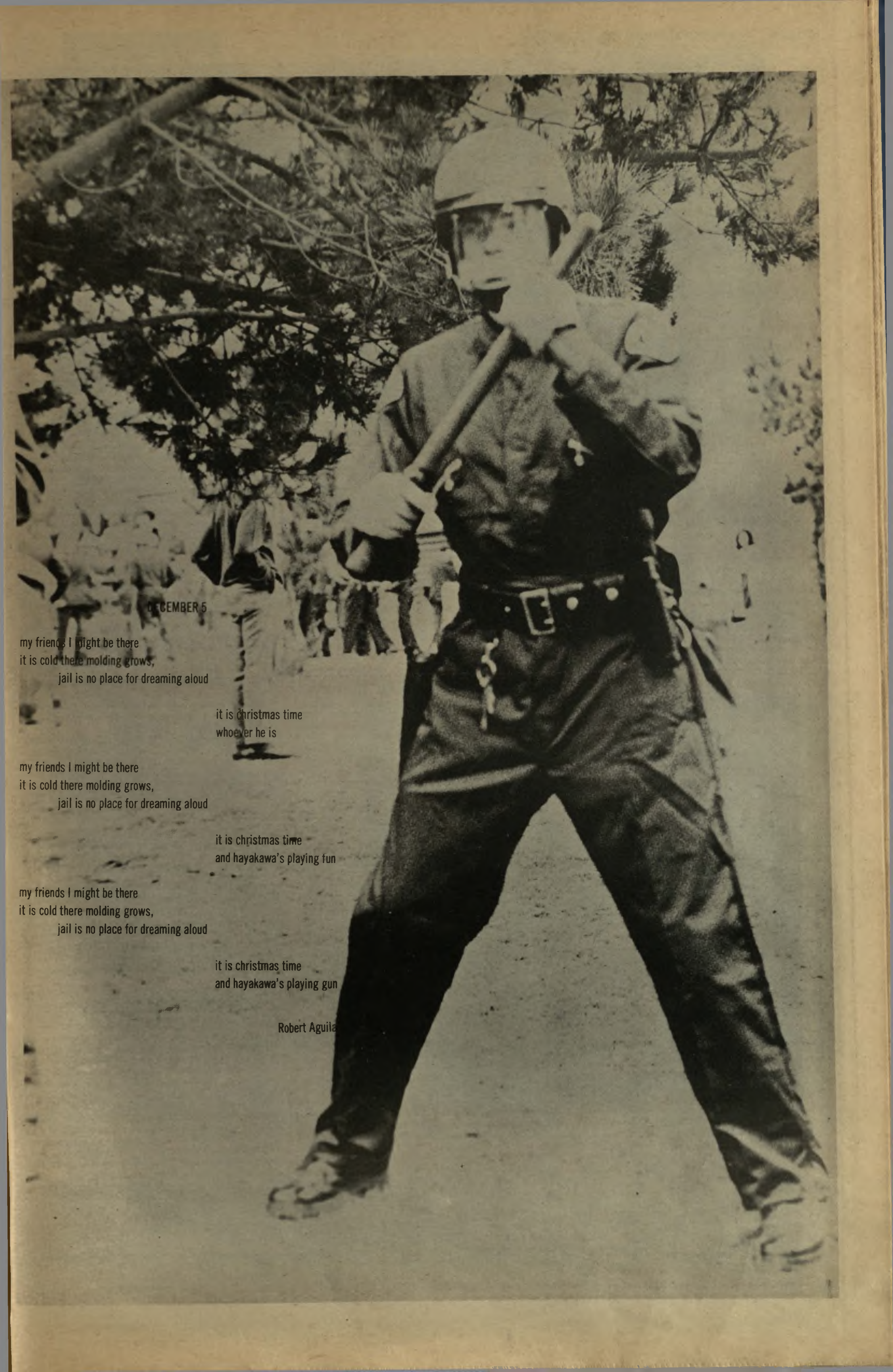
beware! keep those
foul fingers of
hatred and suspicion
from our minds.
if not
then feel the full
wrath of our love
for our peoples
upon you and
your scrawny children
begot in hatred
raised in suspicion.

no time for you
to change
only time for you
to die
and wither away
in fiery winds
of our loves
of our
lives.

tom gabel



photo by Gary Hill



DECEMBER 5

my friends I might be there
it is cold there molding grows,
jail is no place for dreaming aloud

it is christmas time
whoever he is

my friends I might be there
it is cold there molding grows,
jail is no place for dreaming aloud

it is christmas time
and hayakawa's playing fun

my friends I might be there
it is cold there molding grows,
jail is no place for dreaming aloud

it is christmas time
and hayakawa's playing gun

Robert Aguila



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who said, 'What sculpture is to a block of marble, education is to the soul.' We are determined to use this power of knowledge, and its effect on the soul, to fight our greatest enemy, Communism."

One would not expect substantially different thinking from some of Reagan's recent selections for C.C.H.E. as representatives of the general public. For purposes of illustration, consider three of these Common Men: Lorenzo Hoops, Vice-President and Director of Safeway Stores; Robert Hornby, President and Chief Executive Officer of Pacific Lighting Corporation; Mr. Kenneth Rearwin, Vice-President of Merrill, Lynch, Pierce, Fenner and Smith. One of these gentlemen lacks any college degree whatsoever, though he took some courses in his later years at the Harvard School of Business Administration. The other two have B.A.'s and no more. This raises certain questions about their interest in higher education. Rearwin and Hoops are tied together by the overlapping Boards of Directors of Safeway and Merrill, Lynch, Pierce, Fenner and Smith. Pacific Lighting Corporation is owned by a holding company which is interlocked with and overlaps a great many other California firms. We could spin these details out indefinitely; the central point is obvious and well-known: the men who manage California business and industry manage California education.

The business managers' plan to rationalize public education and to try to shift some of the state's burden onto the private sector is in trouble on two separate counts. One, which we have discussed, is that the increasing pauperization of state government must be set against the fact that there is a limit, far from being reached, but still there, to the amount of budgeting away that can be done in California. The other, which we have not yet discussed, is that private colleges can hardly be expected to stand on their own feet anymore, much less shoulder part of the state's burden. For example, a recent report prepared for the U. S. Department of Health, Education and Welfare stated, "Unless the costs of production of services by private colleges and universities change drastically, their resources will fall short of projected requirements by one-half billion dollars in the next two years and by a full billion dollars by 1972-73." This conclusion is supported by Fortune Magazine's study of twenty of the richest private colleges and universities. Fortune found that despite enormously successful fund raising activities, these colleges would face an aggregate deficit of about \$3 million before the end of the Spring 1968 term. But Fortune went on to argue -- and this underlines the crucial point -- that "by 1973 they will be running an annual deficit of \$45 million and probably will have exhausted their reserves, not to say the generosity of their donors. By 1978 their total annual deficit will have risen to close to \$110 million, 17% of their operating budgets. The 20 have no idea where the money needed to cover deficits this size will come from."

Remember Fortune is here talking about the very strongest of private colleges and universities. For smaller, weaker schools, the situation is far worse. Inflation has

reduced the purchasing power of endowment income. And tuition and fees have been raised almost higher than the traffic will bear. Nor will Federal money solve the problem. For one thing, it has already increased five-fold in the last decade. For another thing, it always comes earmarked for special purposes -- research contracts, construction of special facilities, fellowship, stipends (mainly for science), etc. -- not for the needs of the mass of people who want higher education.

Thus, the student strike can be regarded as an eloquent argument to the effect that WE must -- and can -- take a stand on this issue, here and now. To meet our demands, THEY -- the business and education managers -- will have to qualitatively change the overall pattern of business-government-education relationships. Before they do that, they will try to crush us. We, for our part, cannot afford to lose the dream of mass public higher education, especially now. For now, as a result of modern technology, education does not need to be defined in terms of the requirements of the labor force, administrative functions, and the military machine. That is, in a nation where the sales effort has been a way of life, where moral and political decisions become disguised as administrative and technological, where automation enslaves rather than liberates, it is fitting and proper for all of us to fight for a new definition of education, aimed at making us better, more critical, more responsible people. It is to that end that the student struggles have been directed since 1960. And it is precisely to that end that the BSU-TWLF strike is directed as well: "Self-determination where you are at." The other alternative is to be permanently consigned to the fatalism and apathy of the fifties, to be forced to live in a world where every voice of opposition and protest is stifled, to blindly serve ourselves up as grist -- cultural, scientific, or otherwise -- for the corporate mill.

These conclusions are diametrically opposed to conclusions which follow from another way of looking at the situation. Let us call that other way of looking at the situation the Public Opinion Syndrome. The fallacy behind the Public Opinion Syndrome lies in the failure to recognize that, as James N. Roseman has shown, by and large public opinion is created, not discovered. Or, as another cynical political scientist-ideologist, Gabriel Almond, puts it, "He who mobilizes the elite mobilizes the public." Public opinion, as a brute, unanalyzable phenomenon, no more exists in the world of political facts than does consumer sovereignty in the world of economic facts. Opinions can be made and fixed almost as easily as prices. Public opinion is a follow, not a lead, factor -- or so shall we argue for the situation at State.

For Robert Smith, the locus of our problems was precisely hostile public opinion. Underfinanced, restrictive institutions led to student demonstrations like the FSM or the BSU-TWLF strike. These bring about a voters' backlash (like the defeat of Proposition 3), which led to further student demonstrations which aggravated the situation. For Smith, the problem was to end this vicious circle by winning back public opinion.

For Reagan the Trustees, and Hayakawa, despite the conspicuous absence of any public opinion polls, much less good ones, public opinion is the basis for their actions. If we were to believe them, it is the public, not the corporations, which require rationalizing the educational system. But it ought to be obvious from our experience here

at State that, far from merely responding to public opinion, Reagan, Unruh, et al. manipulate it. They started off the school year, all of them, with the announcement that they were gunning for Cleaver at U.C. Berkeley and Murray at S.F. State. From this, one might plausibly conclude that they wanted to channel existing racist, reactionary feelings against the colleges. The effect of this would be to help defeat Proposition 3, to justify a heightened degree of repression, and, perhaps most important, to provide a smokescreen for the mounting attack on mass public higher education.

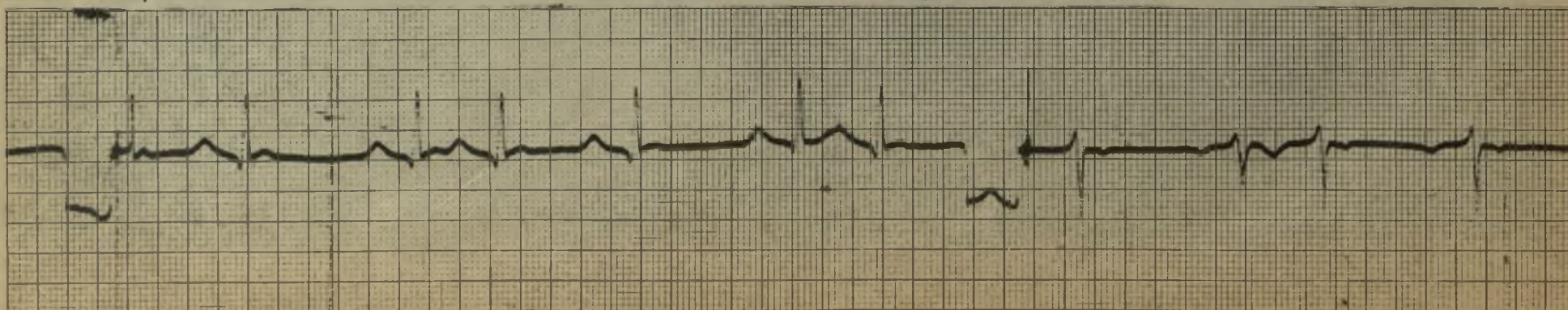
In other words, the issue of George Murray and the Black Studies program are one. By attacking Murray, they were at the same time attacking Black Studies and everything it implies in terms of a new concept of education. Only they wouldn't say so openly.

The story of how the media shape opinion is well-known. If "intelligent," energetic and sympathetic observers, people who watch KQED and listen to KPFA -- i.e., people with soft jobs -- have trouble understanding the S.F. State situation, how could the average Chronicle reader or CBS watcher acquire anything more than an unanalyzed set of biases? What can possibly convince him that our experience is not just a dress rehearsal for revolution by a hundred or so determined "militants," hopped up on drugs?

So the Smith outlook is wrong on two counts. We can't change people's attitudes merely by a judicious combination of talk, good behavior, and public relations. What's more, we can't change the minds of the elite who shape public opinion and are moving against us, simply because they are rational. In terms of the productive labor force, in terms of social control, in terms of sales and in terms of the military machine, i.e. in terms of their definition of education, self-determination for us, including real academic freedom, is a waste. In terms of our definition of education, i.e. in terms of the kind of world we would like to bring into existence, much of what they define as education is a waste.

Judging from past experience, the elites and the opinion-makers come to realize a group's needs -- whether it be the blacks, labor, or the poor -- when they have to, when they see great trouble in store for them if they don't. "Poverty," for example, was discovered in this country in the late fifties, even though good New Deal studies of the subject had been around for twenty years or more, and poverty itself has been with us since our beginning as a nation.

In general, the BSU and TWLF are more aware of these points than we are. They remember that civil rights legislation, sit-ins, etc., brought them far less in terms of recognition of needs than one ghetto uprising. Of course, the human cost was much greater too, but it seems to me that this is our choice: either now, when it is possible for the first time, we make America live up to her promise of good education for all, a promise first made in Jacksonian times for the sons and daughters of American working people, or we take full stock of the huge fraud perpetrated upon working people by middle-class reformers, upper class reformers, and the right wing of the labor movement and laugh ourselves to death crying, "America promised us an education, as a bridge across class barriers." Let's see if she really does in fact, want to abolish class lines now that she can afford to. If she does not, why not resolve to do it for her?





M T BAGADONUTS

This past weekend, possibly FAMILY DOG'S last at the Avalon, patrons saw a heavy bill featuring KALEIDOSCOPE, WINTER and MAGIC SAM.

KALEIDOSCOPE was certainly the most versatile of the three groups. Their performances featured everything from Buster Brown's "FANNY MAE" to country-western original, Middle Eastern, and Flamenco music.

WINTER is a trio featuring lead guitarist JOHNNY WINTER from Austin, Texas. Winter was a bit loud, but Johnny left no doubt in any listener's mind that he could both play the blues and drive them to his audience. I found his incredible version of "Schoolgirl" still ringing in my ears the next day, nor could I forget the tone of the Les Paul-Alvin Lee type runs from the impromptu schuffle he threw together. Beyond this, Johnny played some unbelievable slide guitar riffs. So watch for the next time "Blues Driver" Winter plays; he's too much.

MAGIC SAM had neither the wide variety of Kaleidoscope nor the heavy drive of Winter, but somehow through his playing and showmanship he managed to make the bill a real show Saturday and Sunday nights.

Sam and his band - Mack Thompson, bass; Bob, drums; and Dave, piano - did all the songs the audience called for -- "Hideaway", "Sweet Home Chicago", "Feel So Good", "Stormy Monday", "I Need You So Bad", "Just Pickin'", "Lookin' Good" -- and a few the audience didn't know Sam did.

Backstage between sets, Sam spoke about his first album, "West Side Soul" and the album he just cut for Delmark Records (Chicago), featuring rhythm guitarist MIGHTY JOE YOUNG and blues pianist, LAFAYETTE LEAKE. In talking of his own playing, Sam noted that in his early playing days he'd learned arrangements of other artists so that when they might sit-in with him or he with them (Little Walter, Wof, Sonny Boy, etc.), his playing would fit the style of the artist. It is this dedication to "the right sound" that has apparently helped to make Sam one of the smoothest blues guitarists and singers.

Word has it that ELVIN BISHOP, former lead player of The Butterfield Blues Band will open at the SQUEEZE

INN LOUNGE on Mission St. tonight with a new band comprised of himself, bass player ED WILSON, Chicago harpist APPLEJACK, and a drummer formerly with JAMES COTTON, MUDDY WATERS, and STONE LANTZ'S MAIN ATTRACTION, FRANCIS CLAY.

A couple of happy notes out of STAX RECORDS -- JOHNNY TAYLOR'S "Who's Makin' Love" has sold over a million copies; BOOKER T. and the MG's are doing the soundtrack for the upcoming Jules (Never On Sunday) Dassin film, "UPTIGHT"; and THE STAPLE SINGERS should be releasing an album soon.

On albums -- First, THE BEATLES double album on APPLE RECORDS -- You must have heard at least parts of it unless you've been dead for two years (in which case I'll explain) -- It's a coalition of sounds and thoughts. Some of it is beautiful, some mellow, some great and some outright junk (something like Frank Zappa might throw-up after a night of drinking turpentine wine). No matter what you may think of any particular cut, the album offers such a variety that it is an unsurpassable buy. It's too much - it's more like a piece of life than a record.

EDDIE FLOYD's latest album, "I've Never Found A Girl" is a stone soul smash (to be very trite). Produced by Steve Cropper (of BT & the MG's) and engineered by Ron Capone, it includes "Bring It On Home", "Slip Away", and "I've Never Found A Girl". Every cut on the album provides really mellow listening. A tribute to the talents of Eddie Floyd as well as those of the producer and engineer. It's a soul-full disc all the way through.

Two VANGUARD albums I'd like to throw together -- "This Is Buddy Guy", featuring BUDDY GUY and "Cut You Loose" by JAMES COTTON. Both albums have been getting underground push.

Buddy's album has two really fine cuts -- "The Things I Used To Do" and "Fever" (the WILLIE JOHN classic) - The rest of the album is mediocre at best. This live performance is typically Buddy Guy - guitar steals of B. B. KING runs and Jimi Hendrix's style - but to top this, Buddy now attempts all too obviously the vocal style of RAY CHARLES (at least he shows good taste). Buddy



does use five out-of-sight horns on the album; and two good cuts out of eight isn't too bad.

On "Cut You Loose", James Cotton, the greatest living blues harpist, is featured out front of WAYNE TALBERT's group, THE MELTING POT. The album is a good production job with well arranged, instrumented and executed songs. "Honest I Do", the old JIMMY REED tune, and "Ain't Nobody's Business" are super fine cuts. The entire album is good smooth listening missing only the jump tunes like "Don't Start Me Talkin'", "The Creeper", and "Off The Wall" that are so much a part of the in-person James Cotton. Watch for the upcoming Cotton album on MGM/VERVE with James and his regular band as well as an upcoming Melting Pot album.

A band I mentioned briefly the last time around, THE INSECT TRUST, has their album out on CAPITOL. I guess I'd classify the group as folk-rock/underground (but don't quote me). The song styles and instrumentations are clearly varied but show a consistent fine execution/sound quality; vocals are excellent. With the right push the group could be gigantic because they certainly possess the creative ability necessary for greatness. So fine.

MERCURY has two hot albums going - The BUDDY MILES Express and MOTHER EARTH. Both are already selling very well in the Bay Area, though I can't say either really impress me. Most of the material on the Miles' album has the same general sound as does most of the stuff on Mother Earth's album. Still, if you happen to really dig either of the groups, you'll find both albums well recorded and very representative of the groups. One point of interest is Mother Earth's cover - you'll have to see it for yourself - really nice job.

BOBBY DARIN's new album has a crossed hip/country style to it. In general the lyrics were so hip that they said nothing while Darin's vocals were closer to country than ever before. Running out of time to review, but a very fine album "Memories" on Vanguard by RICHARD AND MIMI FARINA. A beautiful album, representative of the people involved - Joan Baez, Mimi and the late Richard Farina.

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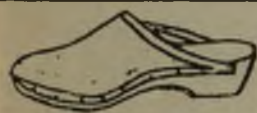
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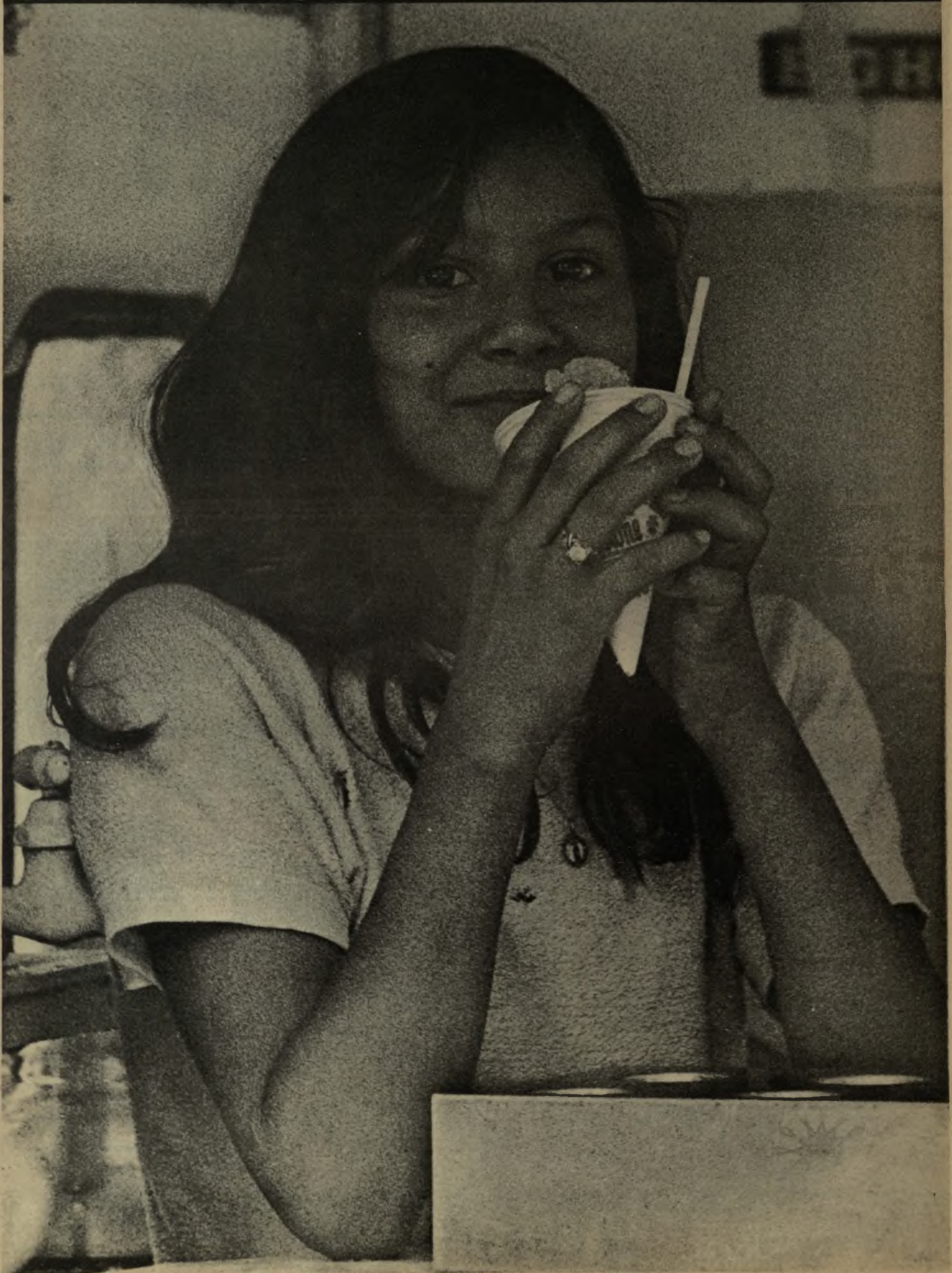


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