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

Under Offenses Against Public Justice: California Penal Code
OPEN PROCESS, JANUARY 22, PAGE 2

Valley State

San Fernando Valley State is one of the two state college campuses in Los Angeles proper. The campus administration at Valley State, unlike those at S.F. State and Cal State L.A., is not a part of the Group of Six studies program. Instead, Governor Reagan's educational policy of Total Control has been systematically implemented at Valley State. Safely tucked away in the conservative Northridge area, Valley State has had barely any attention from the black students who are staying there, and so a six-week prep course is organized by the BSU to recruit new students. The BSU adds a new demand: fire Arnett. This is a reaction to the administration's proposal to let in from 25 to 35 special admittees. Blumgren argues that this is an invasion of campus and support a large umbrella organization, the Valley State Better Student Union (BSU), and some small but militant local faculty group, Faculty for Demo­ cratic Institutions (FDI). NOVEMBER 4: Blumgren and other college officials. Blumgren eventually falls sick, and Del Oviatt, Valley State's substitute faculty representative on the board, resigns in protest at its unfair proceedings wherein students are not given the chance to come down here and just expect to get an answer to Hayakawa, takes over as acting President.

OPEN PROCESS, JANUARY 22, PAGE 2

Valley State

As people file into the building, the atmosphere on campus is extremely tense. The Academic Senate appoints an ad hoc committee to deal with the BSU demands. The committee agrees to a Black Studies Department, but is inconsistent on special admissions and amnesty. Meanwhile, a series of two weeks of rallies and demonstrations begins, aimed at getting the truth out and disputing the atmosphere of hypocrisy and violence that seems to pervade the campus. The BSU, trying to avoid cops and more war­ mongering, sets a one-week deadline.

During this period, the atmosphere on campus is extremely tense. The Academic Senate appoints an ad hoc committee to deal with the BSU demands. The committee agrees to a Black Studies Department, but is inconsistent on special admissions and amnesty. Meanwhile, a series of two weeks of rallies and demonstrations begins, aimed at getting the truth out and disputing the atmosphere of hypocrisy and violence that seems to pervade the campus. The BSU, trying to avoid cops and more war­ mongering, sets a one-week deadline.

With a crowd of 1500 gathered outside the Administration Building, the BSU holds a rally to discuss the situation; it lasts many hours. People decide to stay in the free speech area. Some faculty stand between students and police; the pigs knock them down and start making systematic arrests: registration first, then others. Many students make up their minds to get arrested. Some faculty members and a certain degree of interest and sympathy is developing among the students. More and more students are excluded and the hearings would not be piped out, regular members were not canceled.

Blumgren finally agrees to cancel classes for a Con­ vocation on January 6, which the BSU, UMAS, FDI, and other "concerned" faculty organizations have been insisting on for weeks. The BSU, UMAS, FDI and other faculty organizations have been insisting on for weeks.

Blumgren agrees to recommend that all students be let out on their own recognizance.

The arrests are orderly and peaceful. 9 AM: Oviatt announces that the arrests will be made. 10:20 AM: People decide to stay in the free speech area. Some faculty stand between students and police; the pigs knock them down and start making systematic arrests: registration first, then others. Many students make up their minds to get arrested. Some faculty members and many students are excluded and the hearings would not be piped out, regular members were not canceled.

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THE GREAT WATER PROJECT SCANDAL

How Reagan Robbed the State Education Funds

Most Californians know about The Water Project, but they think of it as a thing of the past. Moreover, Sen. Kochel telling Congress in 1958 that with relatively little additional Federal money, California was ready to foot an $11 billion dollar Water Project bill herself. Many more remember that in 1960 the Brown Administration backed a $1.75 billion dollar bond issue for the initial stage of The Water Project. Some of the politically hip picked up on the fact that even at that time the bill for that stage of the Water Project was not $1.75 billion but 1,946,664,000, with no consideration for inflation. In present, what with inflation, reckless management and rising costs, the bill for the same project is almost 3 billion (by May, 1967, cost was estimated at $3,505,000,000 and rising all the time). Why did Brown back this deceptive bond issue? Below, we shall talk about the scandalous technical and financial aspects of the bill — Wayne Morse, for example, regarded it as big a scandal as Tea Pot Dome — but here we want to allude to political facts. Brown needed a chunk of votes from southern California to win in 1962. He said at one point that he would trade the entire Bay Area for a stable chunk of the San Fernandus Valley. To do this, he needed the backing of big money and power in Southern California, i.e., agribusiness and land developers. Hence, the water project. And hence the fact that Joseph R. Prouse, president of the S.F. chapter of Trout Unlimited said, in demanding a blue ribbon commission, composed of the world’s finest and most respected leaders in this field, to examine how to meet the serious problems of populations of one area to the detriment of other areas, while this state embark upon a new era of water resource planning to achieve the optimum use of its waters to the benefit of all areas of the state.

All of this may seem like past history. Certainly, we would think, it is nothing in particular to do with Gov. Reagan or the present. But that is not true. The Crab Boat Owners Association realizes it. Trout Unlimited realizes it. California has come a long way since 1958. But so far, the academic community of California seems blissfully ignorant of what is going on and how the Water Project affects them. And yet, financing the water project has hurt and will continue to hurt the struggling hatchery system in California more than it has hurt anybody else.

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

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

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

Paul added that the Legislature should outright, without question, support any and every tax to transform our last remaining free-flowing river system into the largest reservoires the world has ever known, and to wheel this water hundreds of miles through canals, tunnels, and ditches which may be necessary to maintain a balanced system of agriculture and recreation. Paul might have added that there ought to be yet other be a study of fresh water processes which will be practical in a relatively short time.

2) Joseph Paul, president of the S.F. chapter of Trout Unlimited said, in demanding a blue ribbon commission, to examine how to meet the serious problems of populations of one area to the detriment of other areas, while this state embark upon a new era of water resource planning to achieve the optimum use of its waters to the benefit of all areas of the state.

3) Even the Crab Boat Owners Association, hardly a radical group, passed a resolution against the C.W.P. Their resolution stated: "The formerly bountiful supply of sportfish and crabs in San Francisco Bay and ocean water, has so diminished that we, the commercial fishermen are being forced to abandon our livelihood." According to reporter J. Frank Beamon, "the resolution urged Congress to restore the San Joaquin River to its natural state, and that demand be made upon the state for the immediate release of "four million acre feet of Sacramento River water into the Delta and into San Francisco." The bill was signed today, 1967. It gave $772 million in Federal money towards an estimated total of $444 million.

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

Roughly speaking, here is what water has to do with education. Back in 1958, Governor Brown estimated that over a 25 year period, $14 billion dollars would be needed for the entire state financed Water Project. As we mentioned, the state legislature proposed an initial $1.75 billion which passed by a narrow margin when it was put to a statewide vote. In 1967, it was first made public that $1.75 billion was insufficient to complete all the various sub-projects which had been attempted. The Feather River portion was still incomplete and, according to the State Legislature, $300 million would be needed in the near future and ultimately $600 million would be needed for completion. The initial cost had grown from $1.75 billion to at least $2.3 billion.

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

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

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

One would expect that the State College system contributes very little to agricultural profit. It would be budget cut even more severely. This expectation is confirmed by D.F. Buggins in "Trends," Vol. 20, no. 9, beginning in the 1970-71 fiscal year from $11 million to $25 million annually.

What does this mean with respect to the University of California and its agribusiness? Not that the C.W.P. visa the state. It's simply this: Last year $14 million of oil and gas revenues which are earmarked for higher education's capital outlay (i.e. new classroom buildings) was taken and put into the state's water project by act of the state legislature.

It was a gross error to regard this shift as merely an isolated example. In fact, the shifting of funds from education to water financing is a part of a general of great overall trend. Indeed, Prof. Paul S. Taylor made this very point in a commentary on KFPA last June:

... the 1952 prediction by Clair Engle is coming true. The outlines of the conflict, STATE Water Project VERSUS Schools are now visible. The 1944 plan unfortunately sprang from the "Fremont County" comes crashing down upon education within the State. Lifting the Feather River Project from the Federal Central Valley Division and building it out on California taxpayers in his predictoned project. Governor Reagan raised the annual budget of the State Water Project by $110 million in 1967-68. Governor Brown's, at least, high recommendation. At the same time he lowered the Regents' student tuition fees that will rise to $100 per quarter, perhaps only an acquiescence of more to come. For 1968-69 the Governor seeks to cut the University operating budget by $12 million, and the capital outlay budget by $34.2 million, a total cut of nearly $66 million.

There is another way in which the C.W.P. affects higher education, if not all of education, in California. According to legislative analyst, A. Alan Post, C.W.P.'s contribution to agriculture is as "monopolistic," which is to say that future bond sales "may increasingly be the cause of higher general obligation bonds of the state. To the extent that this occurs ... the effect will be either higher interest rates for all state bonds, whether water financing of other (than water) programs from increased taxes, or the curtailment of expenditures in either the water program or other programs." Post made his statement in 1966. What we have today is both an increase in taxes and curtailment of expenditures, not in the State Water Program, but in "other programs" such as education, mental health, medical care, etc. Moreover, Post's ominous predictions concerning the rising interest rate on bonds are, to all indications, coming true. So far, the $1 billion dollars in bonds of the original $1.75 billion issue have been sold. This was recently opened on another $100 million. The interest rate on the first bonds averaged 3.5%, but the last issue, $150 million, went at an interest rate of 5.25%, and there is no telling how much interest the tax payers will pay on the latest issue of bonds. To make a bad situation worse, Gianelli hinted in a speech at the huge Orovilla dam on May 30 that California voters may be given a say as to whether they want to continue selling bonds at more or 5 1/2% interest. "You will recall," said Gianelli, "the great rush to sell the bonds where the funds were needed the most, for the purpose of the power development of the Orovilla-Thermalito complex. The Department of Water and Power, which has annual income of $16,150,000 and provides the backing for a revenue bond issue, which I was telling you may be of interest rate 5.25%, took the money and pay over the current and future costs of the power facilities, to reimburse the Project construction fund for all money that was put out on the latest issue of bonds. To the extent that the bond issue is sold, the Department's position is "increasingly monopolizing the state's bonding capacity," which is to say that future bond sales "may increasingly intrude on the sale of other general obligation bonds of the state."

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

The second trend would increase the appropriation to the water fund from the Tideland oil and gas revenues continued on page 11

This book will not be read by very many people. This is unfortunate, not because it is a very good book — it isn’t — but rather, because it is amazingly pertinent to the issues of education in California today, where Terman, in terms of what he perceives as the direct effect on the lives of many S. F. State students. As a result of it, the Engineering Department at S. F. State will not exist as of July 1, 1968.

The report was prepared for the Coordinating Council for Higher Education (CCHE) by one Frederick E. Terman, Provost Emeritus and former Dean of the Stanford School of Engineering. The charge of the CCHE, which was created in 1958 by the State Legislature to study "Planning for Higher Education," is to advise the Trustees, the Regents, the Governor and the State Legislature on matters pertaining to the structure, quality and finance of the educational institutions of the State.2 Though the CCHE's powers are theoretically advisory, in actual practice they are wielded with great, if not complete, authority. While some of the CCHE's recommendations have been ignored, others have been implemented. It is a precise and deliberate body, which is inclined to expect a little more from Terman before it agrees to approve such recommendations as those which led to the criticism of the S. F. State engineering program.

Terman's report is couched in terms that sound calculated to appeal to the CCHE members, most of whom are businessmen in the state; such factors, however, did not enter into Terman's calculations. Indeed, during the entire preparation of the report, Terman's conclusions did not follow from the empirical data it presents. The limited outlook of its analytical and interpretive sections is actually frightening. But there it is, in black and white, and there doesn't appear to be a great deal we can do about it.

**Making the Grade**

The first few chapters of the report are devoted to a statistical breakdown of engineering education in California as compared to the nation as a whole. These figures deal primarily with the distribution of engineering students; they have little or nothing to say about the quality of education. In order to determine this, the reader is inclined to expect a little more from Terman than he is prepared to deliver. But these are the terms of reference where Terman and the CCHE differ. Terman, in terms of what engineering education is and what the S. F. State engineering program is capable of achieving, makes an important contribution to the field of study and practice of this nature. His own experience or contact with the educational system has been limited at best. And when he applies his "efficiency" figures to the CCHE members, most of whom are businessmen in the state, his findings are likely to be met with a healthy skepticism.

Later Terman suggests that such faculty members could be rehired "as commune members" if students responded to their lecture over closed-circuit TV. Of course, certain small details of this theory to the question of teaching load. Teaching load, in this case, however; we quickly learn that Terman is interested in the "non-specialized nature of the S. F. State program makes it ever so much more "efficient" than the man who meets many small classes." A great deal of nonsense before realizing that Professor Terman is not an educator at all; he is simply an efficiency expert. His report is concocted in terms that sound calculated to appeal to the CCHE members, most of whom are businessmen in the state; whose own experience or contact with the educational system has been limited at best. And when he applies his "efficiency" figures to the CCHE members, most of whom are businessmen in the state; such factors, however, did not enter into Terman's calculations. Indeed, during the entire preparation of the report, one of Terman's investigators sat on the S. F. State campus, and was interviewed by the engineering department and the S. F. State Engineering Department.

Since there was no need for MORE programs, the small and expensive ones could be eliminated and their funds reconsigned for the purpose of reinforcing the larger, more "efficient" ones. The engineering programs in the state colleges would thus be consolidated at places like Long Beach, San Diego and San Jose. Terman's findings were immediately challenged by J. Fox, Chairman of the Engineering Department at S. F. State, and the kind of response Fox revealed indicates just how much good it does for a local campus to try to influence the decisions of the CCHE. Fox sent a memorandum to Vice President Garrity which criticized Terman on a number of grounds; his lack of contact with the engineering program at S. F. State, his obvious bias towards large classes and highly specialized curriculum, his unwillingness to accept a different concept of engineering students who would benefit from the recommendations, his failure to recognize that the engineering program at S. F. State was potentially valuable to San Francisco's community. There it is, in black and white, and there doesn't appear to be a great deal we can do about it. The CCHE approved Terman's recommendations, but they would not be eliminated, simply subjected to a more in-depth study. A great deal of nonsense before realizing that Professor Terman is not an educator at all; he is simply an efficiency expert. His report is concocted in terms that sound calculated to appeal to the CCHE members, most of whom are businessmen in the state; whose own experience or contact with the educational system has been limited at best. And when he applies his "efficiency" figures to the CCHE members, most of whom are businessmen in the state, such factors, however, did not enter into Terman's calculations. Indeed, during the entire preparation of the report, one of Terman's investigators sat on the S. F. State campus, and was interviewed by the engineering department and the S. F. State Engineering Department.

The man behind the cash register

**Stanford Hack Kills**

OPEN PROCESS

JANUARY 22, PAGE 5

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

**Conclusion**

The new industrial character ... is strongly oriented toward science and advanced technology. It involves sophisticated and highly specialized industrial complex, such as aerospace, oil, minerals, power, etc., plus an attractive climate ... However, the last quarter of the century has been a period of a vigorous, highly profitable, rapidly expanding industrial development, which has poured much needed wealth to the state and provided attractive jobs for an expanding population.

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Interview

TWLF-BSU

A DISCUSSION WITH ROGER ALVARADO, LATINO AMERICAN STUDENTS ORGANIZATION; BENNY STEWART, BLACK STUDENTS UNION; JESUS CONTRERAS, MEXICAN AMERICAN STUDENT CONFEDERATION; ED HUAYN, PHILIPPINE AMERICAN COLLEGIATE ENDEAVOR; TERRY WONG, TWLF; MASON WONG, INTERCOLLEGIATE CHINESE STUDENT UNION; and the Latin American Student Organization.

OPEN PROCESS: The first thing that we'd like to ask, back again on the need for Third World people through which we could exercise material, political, and cultural rights on our own behalf. It began last spring and was initiated by Mexican-American, Black, and Asian-American student discussions. It was formally initiated by the United Farm Workers of America, the National Farm Workers Association. It later involved the Latino Student Organization (LADO), TWLF initiated its first meeting in May, 1968, and at one meeting the TWLF explained that the student body, that the third world student organizations on campus have become so involved in the TWLF... Also, Black student and the Latino American student groups joined the TWLF. As a result of this, the strike began on Nov. 6. Since the strike, all of these Third World student organizations have become drawn closely and temporarily together into a large, a functional organization. Struggle together tends to do this. At the present time, the TWLF consists of Black Student Union, the Asian-American Political Alliance, the Intercollegiate Chinese for Social Action (ICSA), the Mexican-American Student Confederation, the Philippine-American Collegiate Endeavor, and the Latin American Student Organization.

BENNY STEWART: Yes, what we find is that throughout the world the people of color from Asia, Africa and Latin America are being oppressed. We as students are a part of those various communities and the basic coalition that is emerging among those various communities is based on several factors... Initially we are all affected by racism. It is our common enemy. Then there is imperialism which exploits all Third World people. It is another common enemy which we must destroy. These have been the essential factors that have brought us together to fight our common oppressors - those who are inflicting racism and imperialism upon us and our people. We see ourselves as one, as part of a worldwide struggle for human rights, for liberation of the peoples of the world. We see that the struggle of the Third World people, to become Uncle Tom's, lacks any real meaning. We are not part of the alien forces of a slave-master toward our communities. We have joined together to change this kind of attitude and to begin to work on the political struggle for more of the needs and needs of our people. We are no longer considered as if we were as we are. As a matter of fact, we are very much a part of the struggle for liberation further as to become politically hip to be able to meet the desires and needs of Third World people.

They say clearly that once Third World people begin to understand what kind of a life we are going to have any amount of time left? It will ultimately mean for them a removal of their political, financial and social control. It is people like Swim, who has represented the interest of the Third World people. This is really the crux of the matter because they don't want Third World people to have any real power.

OPEN PROCESS: How do you feel that the power structure's representation of the state college system in the state of California relates to the granting of your demands?

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

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

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

OPEN PROCESS: You mean that the profit motive is more important than the education of the people?

ALVARADO: This is something a guy like Swim, who has financial investments in Venezuela and Peru and Central America, does. His relationship to Third World people is that of a slave-master to his slaves. He is going to continue that kind of control, that kind of relationship. We're talking about a man who, as he has done in Latin America, has been a benefactor of the people of Latin America.

OPEN PROCESS: A good example of how our educational system presently relates to Third World people is that there are now more Mexican Americans in prison than there are in school. What kind of relationships do you see between this educational system and the oppression of many.

OPEN PROCESS: Do you feel that the present white establishment is acting as a social engineer to the present system. This system functions to turn out people who serve as slaves of the present social institutions. These institutions perpetuate the racist and manipulative values that presently prevail in the society, that are perpetuating that same old bullshit lie that if you get an education you will return to our community and they want us to perpetuate those same old bullshit lies that if you get an education you will become a better human being and you will become free from police brutality... We will return to our communities and by our struggle we will achieve liberation for all our people.

ALVARADO: The true key of this struggle is human values; that is, the values that go to the core of the contradictions to the present system. This system functions to turn out people who serve as slaves of the present social institutions. These institutions perpetuate the racist and manipulative values that presently prevail in the society, that are perpetuating that same old bullshit lie that if you get an education you will become a better human being and you will become free from police brutality... We will return to our communities and by our struggle we will achieve liberation for all our people.

OPEN PROCESS: What role or relationship do you see between the white students at SF State and those of your respective communities?

STEWART: We see ourselves basically serving a double role. That is, to say, we are going to a college or university and we learn academic skills and we see ourselves as returning back to that community to enhance the progress of that community rather than to return back to the traditional Third World lackey, Uncle Tom bootlegger stickin' by the white community to make money. Also another thing that we see ourselves as educators to our people in the fact that education is not going to make them free, you notice that the racist dog pig come down into our community, they're coming out with shotguns, AR-15s, kicking and stomping babies, knocking children out of the way like mad savages, like Michael O'Brien who killed a black man and got away free, and then pipe coming out here to SF, state just using clubs, What we understand is that there is a strong contradiction between our communities and SF state... What's happening is that basically they don't want to help those contradictions because they may lose the will to return to our community and they want us to perpetuate those old bullshit lies that if you get an education some day you will become free from police brutality... We will return to our communities and by our struggle we will achieve liberation for all our people.
Anti-Imperialism
Gains Momentum

by Hamid Kowsari

The silence of the American news media concerning the Shah's dictatorship had only increased student leaders' determination to act. The restoration of the Shah's rule was impossible without a strong student movement. The silence of the American news media, however, had not stopped the student movement from gaining momentum. The student movement had already developed into a powerful force, capable of challenging the Shah's repressive policies.

Two months ago the Confederation of Iranian Students declared that seventeen student leaders were to be tried in secret and that the prosecutor had demanded the death penalty for eight and life imprisonment for the rest. Initially, Iranian authorities denied that there had been any arrests at all. However, massive demonstrations were held throughout Europe and the United States demanding that the students be tried in public by a jury of their foreign observers, to be allowed to participate in the trials. The government yielded to the international pressure and was forced to admit the arrests. It was then discovered that these students had been subjected to inhuman tortures at the Shah's prisons for more than a year.

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

Due to the failure of the reformist program of the so-called "White Revolution", or the bloodyless revolution, the student movement has grown in Iran to counter the new upsurge in the struggle of the Iranian people. The superficial reformist program which came to be known as the "White Revolution" was implemented by the Shah's government under the guidance of President Mohammad Mossadegh. But notwithstanding the severe economic depression of 1960-63 which had forced the government to declare itself bankrupt.

The "White Revolution" only served to increase the already strong economic and political influence of the United States in Iran. Immediately following the so-called "White Revolution", foreign capital, especially that of the United States, started pouring into Iran in an unprecedented rate, further increasing the rate of exploitation of the Iranian people.

In the beginning of the 1950s, when a new trend toward a new strategy emerged, the Iranian people, led by the students, had successfully challenged the government's policies. But the government, under the influence of the United States, had decided to try to reverse this trend.

On May 20, 1953, troops attacked four thousand teachers on strike for higher wages and killed one of them. Six months later, paratroopers invaded Teheran University and brutally attacked the students once more, injuring six hundred and killing seven. The crime of the students was a request that high school students expelled for open criticism of the state should be readmitted.

The chancellor of the University of Teheran sent the following message to the Prime Minister:

Pursuant to our conversation, at 1100 on March 7, 1953, several thousand students attacked the students' and faculty buildings, stealing, destroying property, and attacking the students. The students were beaten to the point of death and were heard of so much cruelty, sadism, attack and vandalism on the part of students, teachers and faculty. No one has seen or heard of such barbarities as were committed against the students and faculty.

The students were beaten to the point of death and were heard of so much cruelty, sadism, attack and vandalism on the part of students, teachers and faculty. No one has seen or heard of such barbarities as were committed against the students and faculty.

As the Chancellor of the University, I wish to express my deep regret for the events that took place on that day. I wish to add that the Iranian people are as hostile to America as the people of any other country. The Iranian people are as hostile to America as the people of any other country.

On June 5, 1963, the general uprising of the workers in Teheran was brutally suppressed by the troops of the Shah's puppet government. Five thousand persons were massacred in one day and many thousands were injured and imprisoned. The June 5 massacre has been described as a turning point in the struggle of the Iranian people. The massacre of the people, through their own experiences, showed the real meaning of the struggle of the Iranian people. The massacre of the people, through their own experiences, showed the real meaning of the struggle of the Iranian people.

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From Page 6 or one of the contemporary brothers like Che Guevara, and Pancho Villa. Another thing is this: the educational system robs us of learning the correct political line for our contemporary role in bringing about change and liberation for our people. Because what they want to teach us in political sciences is the beauty and the good side of capitalism, that our poor, poverty-stricken communities just represent accidents or misfortunes, but we’re not going for this because we’re dealing strictly with reality.

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

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

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

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

TORRES: See, there’s more than simply financial control. The real situation is something that the Chinese community has the same basic problem that Third World students have experienced in the educational system — that of Third World students have been educated here at SF State — that of Third World students having power. The fifteen demands are non-negotiable. Anyone else who does not align with us on these principles we see as enemies. So where radical whites are forming a unified front in order to effectively struggle against this racist system that expels us all... It is only in this manner that Third World people will be able to achieve liberation.

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

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

WONG: Yes, we all have this common enemy.

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

STEWART: One of the things we understand is that many of the radical whites are in reality the same and are the enemies of the people. But at the same time, some of them are searching within themselves as to what is for real in terms of what they have been taught about this so-called American democracy, Huey P. Newton has said that their struggle is in a way is abstract in the fact that they don’t think the struggle is the same as Third World people. In other words the struggle of white radicals is abstract while ours is real. However, during this struggle we have formed a coalition with white radicals that functions on two levels. One, although we have been depicted as a people with bodies but not minds, this strike shows that we think hard and lead our own struggle. So therefore, we don’t need any more white people telling us how to solve our problems, including white radicals. The second thing is that we operate and function from a principle... We see ourselves dealing with the racism in all its manifestations, and that in conjunction with principles that will aid us in liberating our people. And what we say is that if anyone wants to join us in that struggle based on the principle of self-determination then we welcome them and see them as an ally. Anyone else who does not align with us on these principles we see as enemies, so where radical whites are struggling with us under our leadership and the operating principles put up a struggle against the racist power structure, where they struggle with us in this manner, we see them as allies.

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

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

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

ALVARADO: I think that’s true, not only on the basis of theory, but also on the basis of need. This is because Third World people exist in this country in colonized existence and have a colonial relationship to the established political, economic and social structures which rule this country. So it is a basic necessity that our people come together and form a unified front in order to effectively struggle against this racist system that expels us all... It is only in this manner that Third World people will be able to achieve liberation.
electric power became a real factor, Congress also
purpose, of course, was to hold down the amount of Fed­
tal subsidy any individual could receive. When hydro­
torically opposed federal, as contrasted with state, water
proposal, said to have originated among the big
Business Week" of May 13, 1944 talked about,
big land-owners came up with a com­
land-owners of Fresno County . . . for the State of
promise tactic in the early 1950's. The tactic: to impose
notes (Bay Guardian, 8/10/67), "after more 'careful
situation is radically changed when farms are no longer
and centers of economic and political power in California
1) The average U.S. farm is some 350 acres and
Maryland and is an important factor in the world cotton
ern for U for C, that group's aim is "finance what we think
United Can and Gliscos Co., the W.B. Fuller Paint
13. If you do not have the money to hire an attorney, immedi­
LEGAL FIRST AID
from THE BLACK PANTHER
HUNT FOODS AND INDUSTRIES, with head­
E) PT&T, Bank of California, Crocker-Anglo National Bank
now of its Del Monte products
or friends.
and offices in at least 12 states, including Alaska
The name of the 'compromise tactic': the State Water Pro­
They have a search warrant, probable cause or your consent. They
may conduct no exploratory search, that is, one for evidence of
the name of your employer or friends.
1. You may not resist arrest forcibly or by going limp, even if you
are innocent. To do so is a separate crime of which you can be con­
warrants. Also, you cannot be forced to testify against
10. You do not have to give any statement to the police, nor do
and prove your innocence. Over half billion dollars worth of its Del Monte products
the nation's largest packer of tomatoes and second largest
Thereupon," as Professor Paul Taylor
There have been "no increase in taxes". But Ingold insisted
have actively participated in organizing the masses of
while that United for California's opposition
do not oppose the state water bond issue in 1960
all of these 14 students are in Borazjan prison, a prison
struggle against imperialism. Many of these devoted students have lost their
affected. Beware of persons posing as police officers. Always
give his badge number and his name.
1. If arrested and/or arrested, the police may search your person, your
has been "no increase in taxes". But Ingold insisted
probably cause or your consent. They
They have a search warrant, probable cause or your consent. They
may conduct no exploratory search, that is, one for evidence of
and Packing plants in at least 12 states, including Alaska
and should state clearly and unequivocally that you do not consent,
until the very first information concerning the trial of seventeen
in common with the Bank of America. It also has direc­
many of you may think all of this talk about big land
owners to a foreign press
4. You may not resist arrest forcibly or by going limp, even if you
are innocent. To do so is a separate crime of which you can be con­
unlawful search and seizure. It
have actively participated in organizing the masses of
10. You do not have to give any statement to the police, nor do
and should state clearly and unequivocally that you do not consent,
in front of witnesses if possible. If you do not consent, the police
will have the burden in court of showing probably cause. Arrest
be corrected later.
4. You may not resist arrest forcibly or by going limp, even if you
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each is too small to be effective and too weak to be structurally viable. The leading position California has achieved during the past 20 years, which in the envy of the nation, has been achieved primarily through efforts of only three institutions...

This passage might be termed a minor elegy to Terman's own career. It is, in fact, not only the most self-conscious of the 'private universities' which, according to NEWSWEEK, "conducts most of the U.S. weapons systems studies under government contract," a number of Universities, included, disavowed their formal ties with the CIA after it became a major issue in the Columbia student strike last spring, but individual professors like Terman chose to stay on.

Terman's real claim to distinction lies with his pioneering efforts on behalf of the Stanford Industrial Park, a unique plan whereby the University leases its land and lends its research facilities and personnel to literally scores of local industries in a major cooperative effort. The SIP has, according to Terman, "spawned a second California gold rush, serving as a focal point for over 200 scientific and technological companies doing over $1 billion in business annually." So successful has it become that Terman is now making similar plans for the Dallas-Fort Worth area, centered around Southern Methodist University. In what is more, he intends to establish a totally new private graduate university in New Jersey wholly supported and sponsored by a group of corporations. Unfortun­ately, it is not possible for the imperiled Cali­fornia state colleges to replensh their own resources by jumping on the industrial park bandwagon, since such alliances between private industry and public educational institutions are prohibited by law.

It seems a little incongruous that such entrepreneurial activities could be associated with an educational philosophy, but Terman has one to call it "gigs of excellence." The theory behind these "gigs of excellence" can best be understood by recalling the passage quoted above, where Terman observes that the California elec­tronics magnate recently appointed Nixon's Undersecretary of Defense, Terman is, "more than any other single individual, responsible for this amazing development. It was his vision that the academic and business communities of an adjacent area could and should work together for the benefits of both."

NAME—G. TROIS

Packard's own relationship to Terman is a good example of the way this system works. A former student of Ter­man's, he now sits on the Stanford Board of Trustees, while Terman sits on the Board of Directors of Packard's own corporation. Therefore, in some third party's relationship, it was Defense Department contracts that built Hewlitt-Packard Co. into a multi-million dollar industry, and Defense Department grants that built up the Stanford research and development complex; moreover, it was the Cold War which was responsible for the entire Palo Alto defense industry. Packard's own affiliations are far too close to bear out. As Vice-President of the Stanford Research Institute, he helps to run one of America's leading chemical-biological warfare research centers. The SRI is responsible for developing the coun­ter-chemical warfare theory, which served as the original basis for our government's Vietnam policies, its present activities include working on a similar program for Thailand. Terman also sits on the Board of Directors for Defense Analysts (EDA), a consortium of twelve major universities which, according to NEWSWEEK, "conducts most of the U.S. weapons systems studies under government contract." A number of Universities included, disavowed their formal ties with the CIA after it became a major issue in the Columbia student strike last spring, but individual professors like Terman chose to stay on.

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

Citizens Alert
776-9669
24 hour assistance

Never resist the police or talk back

Are you being held against your will?

Get the policeman's badge number and address

You must tell the police your name and address only!

Citizens Alert
330 ELLIS STREET
SAN FRANCISCO

BOOK REVIEW

Died With His Boots On
by: DIGGER O'DELL

Sammy Young, Jr., the first black college student to die in the black liberation movement. By James Foreman, Grove Press

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

He worked hard on a battleship blockadekocking the Cuban coast armed with missiles and submarines. He came home to Tuskegee, where George Wallace was governor of Alabama.

He went with hundreds of other 12 year old students to the South to work in the cotton fields to help buy food for their families. Nor has Terman any use for San Francisco's Mission District, Hunter's Point, the Chinatown. He is impervious to the fact that the S.F. State campus, percent of the students, are too small to be effective... Truly, Sammy's body. At his side is the golf club with which he had tried to defend himself.

The first reason I think that this book is important is that it portrays the struggle that Sammy Younge was "doing his thing" trying to get his laughs where he could, trying to help black people where he could - yes, he was black, but his position was such that he could have been doing his thing trying to get his laughs where he could, trying to help black people where he could - yes, he was black, but his position was such that he could have been doing his thing trying to get his laughs where he could, trying to help black people where he could - yes, he was black, but his position was such that he could have been doing his thing trying to get his laughs where he could, trying to help black people where he could...
SONGS FOR SAN FRANCISCO STATE

1. Chant for the Scabbing Student

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

2.

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

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

3.

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

4.

DURING THE LIBERATION

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

Know your faculty

Since the beginning of the strike
in November Dr. Ling has warned
her psychology students that she
flunks strikers. At precisely the
start of class hour she locks the
doors to the lecture room and takes
roll.
On occasion she has had praise
for attendants as "brave" and has
further instructed students who do
attend not to share notes with the
strikers.

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

The Good Soldier

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

"like riding a roller coaster"

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

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

M.G. Stephens

for S.I. Hayakawa
LAST WEEK:
After all that, what went on at Fillmore last weekend? Well, the bill was LED ZEPPELIN, TAJ MAHAL and COUNTRY JOE AND THE FISH.
Lead Singer is JIMMY PAGE'S (former lead guitar of the Yardbirds) group from England. They're very, very good. And Jimmy, LAPPIN possibly, though out excursions or exciting lead he's best was probably on the imitator Dust version of "I Can't Quit You Baby." The band is in a four man singer-lead-blues-drums ensemble and showed good tightness with a consistent sound.
Country Joe was basically the sameagain routine. As always. The only major difference was JACK (Jeffer son Airplane/CASSADY on bass, he's a great bassist, but his volume was a point down. Not from the overall quality of the Fish. Vocalist were often weak. The band was a bit stale - several songs were very typical of the old days, but the audience seemed to enjoy it and I needed some sleep anyway.
I can't say Taj Mahal for the show, because he didn't. He was just the most interesting bit of what otherwise might have been a drain night. Taj is deeply rooted in the blues, and somehow when he played, the audience really didn't get what he was saying as he first played some bottleneck on his resonator guitar by himself and then blew harp with his electric band.
The thing the audience didn't get was the feeling of Taj. I sat in the back row, and later in his hotel room and just listened as he played his resonator and sang some real old country blues - stuff like Robert Johnson, Blind Blake, Blind Willie McTell and Fred McDowell put down.
When kids are used to seeing feeling in music displayed through loudness, jumping around and smashing guitars, I guess they might miss a quiet performer who sings with soul - well Taj sings with real soul and whether you missed him you missed him or missed him because Bill Graham is glad to have such an ARTIST who puts real soul into country blues like B.B. King puts into urban blues - but who looked to see the feeling?
STAIRS Opening Thursday, the 16th at BIMBO'S 695 is THE MOB, a fantastic 7 piece band. If they're one half as good as advance word has it, they'll be the number one thing up here right away. Don't miss THE MOB... at the JULIETTE Theatre (593 Polk at 17th St.), ENDS AND MEANS, a mixed-media play - "a savage history of a young organiser". Also at the JULIETTE, GLENLAND the 17th and 18th, your friend and mine, our DOG, MAMILY of clever, Family Dog presents the very heavy sounds of Mercury Record's SIR DOUGLAS QUINTET (unluckily plus 2 bik band rock), PACIFIC GAS & ELECTRIC (who stole all the reviews the last time at Fillmore,) and last but not least the uncomfortable MOTHERS OF INVENTION, with their latest MGM/Verve album - "Cruising With the Fishes", and piano of JAMES COTTON (COTTON) BAND, and CREEDE CREED CLEARWATER REVIVAL.
The following weekend, blues-harp/Susan and MCM-Verve recording artist JAMES COTTON makes his long awaited return to the Bay Area at BIMBO'S 95 (Whoopee) IRON BUTTERFLY, The next weekend will see a bill headed by Mr. Rock 'n' Roll - CHUCK BERRY - at the JULIETTE, and Saturday only. Good to see the Dog's back. At BEAKS (one half as good as advance word has it, they'll be the number one thing up here right away. Don't miss THE MOB... at the JULIETTE Theatre (593 Polk at 17th St.), ENDS AND MEANS, a mixed-media play - "a savage history of a young organiser". Also at the JULIETTE, GLENLAND the 17th and 18th, your friend and mine, our DOG, MAMILY of clever, Family Dog presents the very heavy sounds of Mercury Record's SIR DOUGLAS QUINTET (unluckily plus 2 bik band rock), PACIFIC GAS & ELECTRIC (who stole all the reviews the last time at Fillmore,) and last but not least the uncomfortable MOTHERS OF INVENTION, with their latest MGM/Verve album - "Cruising With the Fishes", and piano of JAMES COTTON (COTTON) BAND, and CREEDE CREED CLEARWATER REVIVAL.
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WATER REVIVAL.
M s. T. BAG/DOUTS.

NEXT WEEK:
SIXTY MINUTE MAN - BILLY Ward & THE DOMINOS RETURN
THE SOUNDING BOARD

by Jeff Chap

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

Some of the worst music played to an audience is found in post office working areas and department stores. They play everything from dog waste to people waste, in other words, they play pure shit. The cats that record this crap should be shot. To anyone who’s never heard this “musak” it is beyond Pluto. Good pictures sometimes. Flash Gordon said once, “Let’s get out of here!”

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

Jim Morrison was never a neon light. Country Joe almost had a guitar jammed down his throat. Thursday night, Led Zeppelin stunk. Taj Mahal has one of the best guitar players around.

John Francis Gunning does some groovy drumming. David Lieberman writes farout songs. Marc Pessar is a heavy bass player. Vic Smith can really play the guitar.

Mike Lafferty is a fantastic Organist. The five cats above made up the Second Coming, the heaviest group to evolve from the suburbs. People really flip out and ask in astonishment, “What else could it be?”

**Dope.**

**Gosh.**

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

David Clayton-Thomas has a square head. But then again, you need “broad” experience to play with Blood, Sweat, and Tears. They are definitely one of the best groups recording today. David Clayton-Thomas had to be B, S, AND T, plays everything from Eric Satie to Latin Music. Throughout this album, they show outstanding and really focused musicianship. They sound really free, yet they are so together that they are always right on it. They are more successful in this respect than the late Electric Flag: this was a group that was super big to fill A1 Kooper’s void. (Al’s void is pretty big.)

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