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## Sedition, January 31, 1972

Graphic Offensive

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# SO YOU REALLY THINK YOUR DE- GREE IS WORTH SOMETHING?

# Sedition

FREE!

January 31, 1972

## SPECIAL DIS- ORIENTATION ISSUE

Volume 1, Number 6

English majors are pumping gas. Women with M.A.'s are working as typists and file clerks. Engineering hopefuls are working on assembly lines. Prospective social workers are on welfare.

These are the realities facing people that graduate from San Jose State this year and in the near future. Although you may argue that things will improve after the nation recovers from the present economic crisis, the Commission on Human Resources and Advanced Education has stated, "Even in periods of continued economic growth, more than a fourth of the college graduates would be available to upgrade the educational level of occupation." What this means in English is that 25% of all college graduates will be working at jobs for which a degree isn't needed, if they can find work at all, even in the best of times.

Between March 1960 and March 1971, job bids for male B.A.'s dropped 61%, and were down a staggering 78% for Ph.D.'s. Of course, female M.A.'s have always been lucky to make as much as a man with only a high school education. Women with B.A.'s are getting a break if they can become secretaries to their graduating male classmates.

A poll of the 944 men who graduated from the letters and sciences division of the University of Wisconsin last year showed that only 174 were working full time, and that only half of those held any kind of job they wanted.

When you stand in registration lines for six hours in the cold and rain to sign up for the classes you need, and find that only half are available (and that those are at 7:30 in the morning with lousy teachers), you begin to have doubts about whether it's really worth it. And then when you consider that the average rate of time for SJS students to complete their degree requirements is 6½ years...that fees rise every year and that \$250 tuition a semester will be a

reality in the near future...and that then more than likely you'll be working at a job that didn't need a college degree to begin with...you really start to wonder what it's all about.

Think about who would fill all those awful \$1.80 an hour jobs at Howard Johnson's and the Burger Chef if there weren't students working their way through college. (People out of high schools working in canneries make twice as much as that...and over 2/3 of San Jose State students have to work to support themselves). Think about how well the discipline, punctuality and specialized job training you've learned in school fits in with the needs of corporate employers to increase productivity (what if they had to spend all that money to train you themselves?). Think about how much money having universities saves the big corporations since universities do 20% of all the research and development that the corporations benefit from. But let's leave the economic analysis for later and look at the actual chances of you getting a job in your field.

### Humanities and Liberal Arts

Students with B.A.'s in Humanities, constituting 75% of the present-day graduating classes, are probably the worst off. Companies that are hiring are interested in specialists, not generalists. As the Vice-Chancellor for Student Affairs at the University of Kansas acknowledged, "We'll find some of them behind lunch counters, digging ditches, or learning a trade."

### Education

Teaching openings are falling off at an alarming rate. San Jose State places 30% of their graduates a year. This means 70% don't get hired. Those that do probably have to move to Iowa. School districts get hundreds of applications a week for the few positions a year they replace. University teachers of languages, English, history, math and science are

particularly hard hit. For a recent math and science opening at a high school in Dayton, Texas, there were 15 Ph.D.'s among the many other applicants.

### Business and Engineering

Large manufacturers have cut back to one-half or one-fifth the number of college recruiters they sent out a few years ago. In many cases, the recruiters themselves have lost their jobs. Accounting firms, insurance companies, public utilities and oil have been least affected. Electronics, chemicals, drugs, aerospace and ecology are doing almost no hiring.

### Medicine

Although HEW estimates that the country needs 50,000 more doctors, 150,000 medical technicians, and 200,000 more nurses, last year showed a record number of medical school rejections. There were only 11,800 openings for more than 26,000 applicants--and at least half of those rejected were qualified to enter.

### Industrial Studies

Even the head of the I.A. department will tell you that San Jose State isn't the right place to go for a job in industrial arts (even City College is better). This dilemma is best described by telling a story about a friend of ours who went through the I.A. department a year ago. He sent out resumes to over a hundred printing firms--all were rejected. On his way home from his last interview, he stopped to get gas. The attendant revealed that he too was a printer with an I.A. degree. Our friend is now collecting unemployment.

### Government

This year the Civil Service Exam, for postal clerks, mailmen, narcotics agents, etc., was given to 112,000 students, or about 65% more than last year.

### Graduate School

Applications for law school doubled last year, the roughest year ever for students to get into law school. Applications for all graduate schools in general were up, despite the fact that "We have created a graduate-education and research establishment in American universities that is about 30% to 50% larger than we shall effectively use in the 1970s and early 1980" (Chancellor of N.Y. University). In 1957, there were 9,000 Ph.D.'s awarded. Last year there were 30,000. In 1980, 60,000 will be produced if the machinery doesn't stop, this despite the fact that job bids for Ph.D.'s were down 78% last year from the year before.

Since 80% of the jobs available in the U.S. require only a high school diploma, going to college to get a better job is a pretty chancy idea. And yet more and more students are pouring into colleges every year. We are constantly conditioned in not so subtle ways to go to college, yet it obviously isn't serving our own needs. So it must be serving somebody else's. This disparity is explored in some of the other articles in this issue.

And if you're not here for a job, but just an education, then why go to school at all? This is probably the worst environment for learning. Why spend all that money to stand in these silly lines, and have heart attacks if your GPA goes down or your term paper isn't done on time or you have to take some incompletes? Why not just make an education of your daily life?

The Trustees of the California State Colleges  
on recommendation of the faculty of

San Jose State College

have conferred upon

the degree of  
**Bourgeois Status**

with all the rights and privileges pertaining thereto.

Given by the Trustees of the California State Colleges at San Jose, this  
month of June, nineteen hundred and seventy-one.

*Daniel H. Ridder*

Chairman Board of Trustees

*Ronnie Raygun*

Governor of California

*Glenn "Ass" Drunke*

Chancellor of the California State Colleges

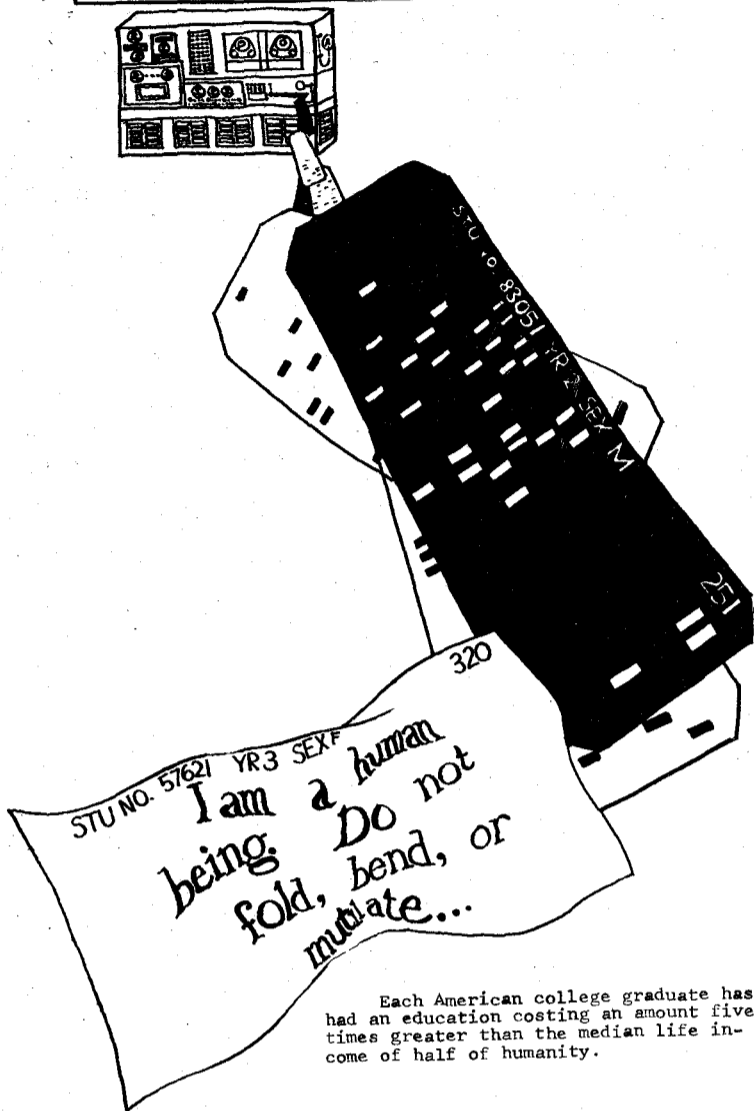
*S.I. Bunzel*

President of the College

Cut this out and save yourself four years



They asked me to write down the question I would ask of entering students. I gave them three questions: Have you ever had a good orgasm? Have you ever been really hurt, physically or emotionally? Are you willing to carry a gun for what you believe? You aren't really ready to learn without these things.  
 --Felipe Luciano, Young Lords Party



Each American college graduate has had an education costing an amount five times greater than the median life income of half of humanity.

I came to this school not thinking I could even keep up with the work. I was wrong. I can keep up. I can even come out on top. My daily schedule's rough. I get up at 6:30...After dinner I work until midnight or 12:30. In the beginning, the first few weeks or so, I'm fine. Then I begin to wonder just what this is all about: am I educating myself? I have that one answered...I'm educating myself the way they want. So I convince myself the real reason I'm doing all this is to prepare myself; meantime I'm wasting those years of preparation. I'm not learning what I want to learn...I don't care about the feudal system. I want to know about life. I want to think and read. When?...My life is a whirlpool. I'm caught up in it, but I'm not conscious of it. I'm what you call living, but somehow I can't find life...So maybe I got an A...But when I get it back I find that A means nothing. It's a letter you use to keep me going... I wonder what I'm doing here. I feel phony; I don't belong...You wonder about juveniledelinquents. If I ever become one, I'll tell why it will be so. I feel cramped. I feel like I'm in a coffin and can't move or breathe...My life is worth nothing. It's enclosed in a few buildings on one campus; it goes no further. I've got to bust.

# THE MASTER PLAN INSTITUTIONALIZED INEQUITY

Mass public education in California became what it is today with the adoption of the Master Plan for Higher Education in 1960. The plan's significance can be measured by the number of states, including New York, which rushed to imitate it. The Master Plan, approved by Democratic Gov. Pat Brown, was the first systematic attempt to define the relationship between the state colleges and universities and the needs of private industry. It took on the job of keeping the college-educated labor supply close to the demands of industry, of regulating the flow of high school graduates into the job market, of providing the right number of students for each level of the employment pyramid, and of weeding out inefficient talent through the strainer of junior college, state college, and university. Even the SF State Catalogue talks about serving the "technical and professional manpower requirements of the state." Thus private corporations gave their job training costs to the taxpayers, and the state colleges and universities, in their manipulation of the lives and futures of hundreds of thousands of young people, became even stronger agents of social control and social stability.

### CONTRIBUTORS FOR THIS ISSUE:

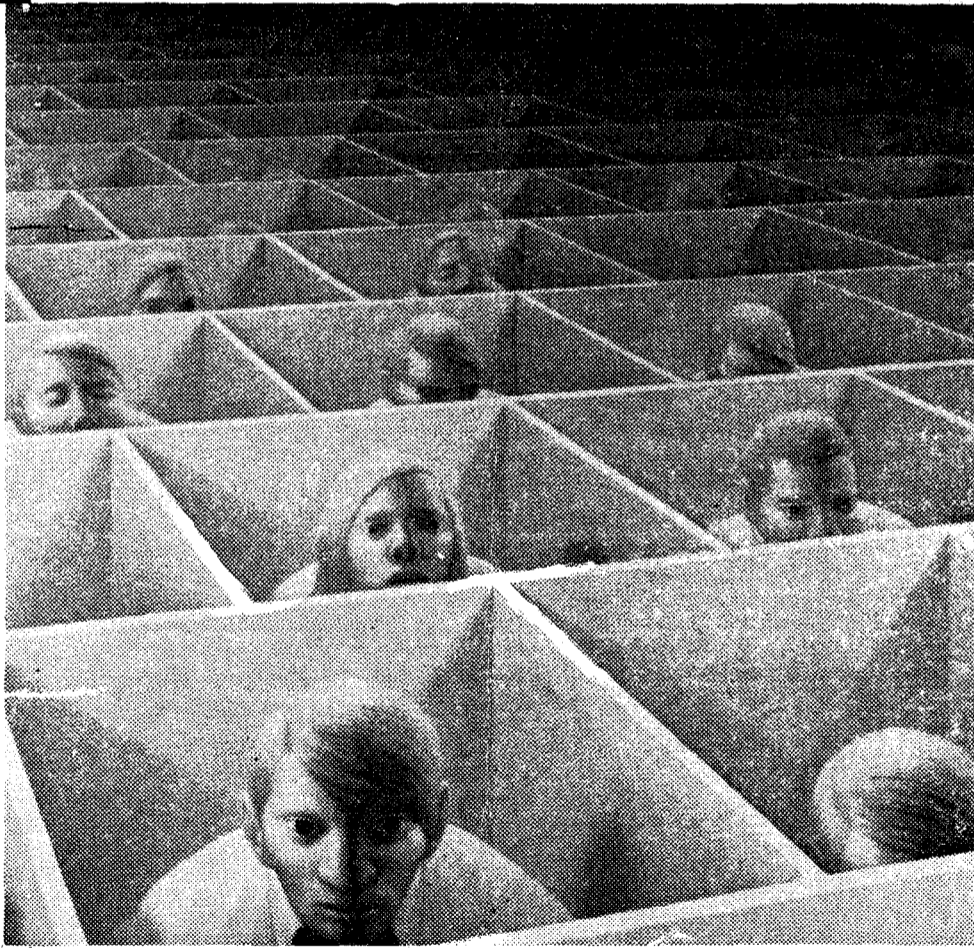
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One of the major effects of the plan was to establish the tracking system in elementary and high schools throughout the state. The two standard tracks are for students who are "college material" and those who are "not academically inclined." Those on the college track are constantly being groomed for college entrance. Those on the vocational track are taught different materials, by teachers who assume they are not smart enough for college. And so the children learn living up to their teachers expectations, come to believe they are not college material. Once on the track, they rarely get off. This works out well for the economy, since there are only a limited number of well-paying jobs and many poorly-paying jobs which over-educated people wouldn't want to take. Add to this the fact that the extra education would be "wasted," since there would be no way for the employer to capitalize on it. Since the tracks are often based on the results of culture-bound IQ tests, in the elementary grades, poor black and white children, and Chicanos and Asians that speak a language other than English, are effectively channeled for life into second-rate education. Added to this is the fact of blatant inequality in faculty, staff, facilities, supplies, and curriculum in different schools, and in different tracks in the same school.

With the Master Plan, admission requirements to the state colleges and universities were made more exacting, transfer procedures from junior colleges to four-year schools were tightened, retention standards at junior colleges were made more rigid and use of probation intensified. This insured that students ill-prepared for college work by their inadequate high schools would find it harder to get into college and be flunked out at a more vigorous rate, if they tried to go there; that discipline (useful on the job or in the army) would be more deeply ingrained; and that the skilled workers turned out by the junior colleges would be kept in their place and find it hard to obtain any further education.

Before the Master Plan, anyone in the top 33% of their high school class could get into the university, and anyone in the top 70% could get into the state colleges. Now only the top 12½% can go to the university, and only the top 33% to the state colleges. Even so, in poorer neighborhoods, only about the top five percent of seniors go on to a four year college, compared to an average rate of 50% for higher income schools. And the requiring of college board tests with their racial and class bias, further eliminate the chances for black, brown, and working class kids.



More than ten years ago, it became evident that something additional had to be done to permit and encourage development of young scientists and trained people in all fields. A million and a half registrants are now deferred as students... Many young men would not have pursued a higher education if there had not been a program of student deferment. Many young scientists, engineers, tool and die makers, and other possessors of scarce skills would not remain in their jobs in the defense effort if it were not for a program of occupational deferment. Even though the salary of a teacher has historically been meager, many young men remain in that job seeking the reward of deferment. The process of channeling manpower by deferment is entitled to much credit for the large amount of graduate students in technical fields and for the fact that there is not a greater shortage of teachers, engineers, and other scientists working in activities which are essential to the national interest.  
 --"Channeling" by the Selective Service System

# how Reagan's budget cuts affected your registration

## Budget Cut

70-70: \$27,949,607 71-72: \$27,021,104  
cut: \$928,503

Only four other State Colleges had their budgets cut back from previous levels. The total cuts proposed for the five State Colleges combined was \$2,897,301, with San Jose State absorbing 32% of the total cut.

## Number of Full-Time Students (an average)

70-71: 19,040 71-72: 19,980  
increase: 940

This increase in enrollment should have generated 57 new faculty positions. Not only didn't Reagan's budget provide funds for the necessary new positions, it cut out 68 additional facul-

ty positions.

## Faculty

70-71: 1,136.9 71-72: 1,069.2  
cut: 67.7

Cutting back when increased faculty was clearly called for, insured fewer and more overcrowded classes for students at San Jose State this year. Additionally, since the colleges are required to set aside a certain portion of their faculty budget to return to the General Fund as "salary saving" (enough for nearly 25 positions), the faculty level is even lower than stated. At any rate, it means at least 500 less classes available this semester--and all of them essential.

"A reform of the educational system involves a reform of the educators as well, and this is a political task, which immediately ricochets back to the question of transforming consciousness and ideology throughout society."

--Quintin Hoare

**Some of us are prisoners  
Some of us are guards**

## A TEACHERS' PERSPECTIVE

It's very hard to write an article dealing with the alienation, frustrations, and general unhappiness that some/many/most faculty feel these days. Hard because to write it you have to talk about your own hang-ups along with talking about how the educational system in general and SJS in particular are screwed up. But, believe it, there are a lot of faculty who are unhappy with the way things are going.

What is it that makes some/many/most teachers unhappy about the job they're doing in the classroom? Expressions of this discouragement come in many forms. You hear talk about the "deteriorating quality of education", "we should have stiffer admission standards" (This sometimes takes on racist overtones when talking about Black and Brown students and EOP.); "The students are different than they were five or ten years ago." "The velocity of social consciousness of students is increasing each year, while the velocity of the same thing for the faculty is just above zero. Therefore, the gap widens each year." "The students won't think."

The best teachers and maybe even most teachers want to give students tools with which to think and be able to identify and solve problems. And we have some of them. We also want to turn students on to our fields; most of us are in our fields because we really think the subject is neat and we have fun doing our thing. A lot of us believe the stuff about "Know the truth and the truth shall make you free", and in the dispassionate search for truth and knowledge, the kind of stuff given out in every speech of our president.

The teacher is finding it increasingly difficult to do all these things in class. It's a bummer, and he/she knows it, and he/she doesn't really know what to do about it. A lot of us search our souls and worry about what's wrong with us; more of us place the blame directly on the student and go back to IBM-scored tests; others blame the high schools and the products they turn out.

The role of education from grade school on up is to bend your mind so that you will fit into American society as it now exists. What you're taught, while relevant, is not as important as how you're being taught. (Implicit in this is that learning is something that's done to you; you're being taught, you aren't learning.) A boss wants somebody who has some basic skills, but these aren't really critical because the company can always teach things on the job. This is what the educational system is for. Grade school and high school teach you basic subordination and some rudimentary skills. You go to work and make cars or bombs or school books or vaginal spray. You make them well or badly--in many cases it isn't up to you--but you don't question whether you should be making bombs or books.

We can also carry Dylan's thought out--both students and teachers are prisoners, but the students are in the lock-up; the teachers are the trustees.

Being a trustee does things to your head too. We've been model prisoners for a long time, have gone along with the program, and have been given some measure of freedom, and a fair amount of power over you. The position gets pretty comfortable if we don't look at the bars too often. But if we think about it, we're still on the inside.

Primary is the power that we have over you--grades. Grades equal jobs equal promotions equal success. You don't usually ask, "What did I learn?", but you ask "What did I get?" Grading time is a painful time for most professors, no matter how radical or conservative. How can you quantify an individual with a B/C/D? Especially knowing that it may get the student drafted (although Nixon is taking care of this), keep him/her from a job or from graduate school? How can a teacher get to know the 50/100/200 students in a GE course in order to give any meaningful evaluation? But the rules are that we have to give grades. If we give too many A's, we either get called on the carpet, or get known as an easy instructor.

And then, take General Education courses. You have to take them. It's in the catalogue and in the state law and you can't get

your piece of paper which says you sat through four or five years of school without taking two from column A and four from column B. So you're there because you have to take something, and you hope that this course will be easiest, or because you registered last, and were lucky to get into any course.

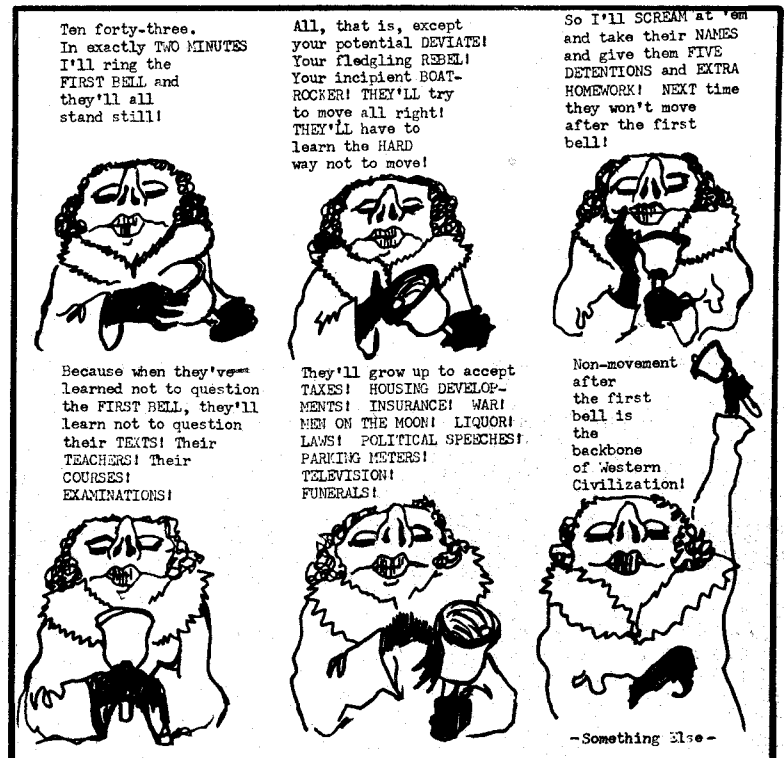
There is a possible way out, at least in GE courses. If the department chairman approves, he can let the instructor give pass/fail grades in a course--if all the students are graded on pass/fail. The Undergraduate Dean's office says that it's not up to the students whether or not the grading is pass/fail. We think that that is a debatable point, if the students want to debate it.

So what would happen if, on the first day of class, the students caucus, decide whether they want the course on pass/fail or not, tell the instructor their decision, and if necessary send a delegation with him/her to the department chairman to get his approval? We would guess that this would work most easily in GE courses. Departments and many students are up-tight about grades in their major field for getting into graduate school.

Another bummer is the authority trip that students put on us and that many of us accept or encourage. Even if he/she wants to give you that impression, the professor doesn't have all of the answers. More often than not, he/she doesn't even have all of the questions. The better instructors, even in elementary courses, would like to explore anew the basics of the subject. Together with the students, with real discussion with and among the class, with conversations and not lectures. It takes more work both for students and for the instructor in a class like this, but maybe you could get some education, and not mind-molding. Besides, it gets very lonely up there talking at a sea of often blank faces. Both students and teachers have swallowed the belief that we are two separate categories of people--students and teachers. We thus relate category to category, following the appropriate conventions and etiquette, not as person to person.

You may say that the function of the school system should rightly be to fit students in as cogs of the society. It depends on what you think of the society. We basically disagree with what this society is and what it does to people. If the correct function of the school system is to fit people in, then let's call it what it is--mind-molding, or something. Let's not call it education.

Education should help us to define problems--we have plenty--should help us to decide what we need for their solutions, and help us find the things we need for the solutions. True education in this country would be inherently revolutionary.



Think about the kind of world you want to live and work in. What do you need to know to build that world? Demand your teachers teach you that.

--Kropotkin

# THE 'LIBERAL'?

Who is John H. Bunzel? Few of the students on the SJS campus know that he is their "liberal" college president.

Why? Because Dr. John H. Bunzel has set up an administrative hierarchy at SJS much like the one Dwight Eisenhower set up when he was president of the US--authority for decision making is delegated to lesser men.

For example, Dr. Burton Brazil, executive vice-president, is in charge of dealing with demonstrations (this includes calling the police on campus) and disciplining students. This delegation of power is very convenient for Dr. Bunzel, as others generally take the blame publicly for what he has stated in private will be policy. What better way for a college president to remain free from notorious publicity? In addition, it frees Dr. Bunzel for "more important" matters.

According to a spokesman, Dr. Bunzel spends seven to nine days a month out of town, Mondays are devoted to Academic Council, and every morning is spent in staff meetings (Spartan Daily, 12/3/71). The result is that most students on campus haven't any idea who Dr. Bunzel is, and even fewer have ever seen him in person. Small wonder that most students feel alienated from schools and their red tape.

The one area where Dr. Bunzel has been unable to avoid direct contact with a problem has been in the area of faculty grievance proceedings. Although he is currently on a panel of state college presidents studying Chancellor Glenn A. Dumke's new grievance and disciplinary procedures, Dr. Bunzel has not been slow to wield the power they give him.

Under the procedures, a state college president is allowed to ignore the recommendations of a department, school, or college grievance panel only for "rare and compelling" reasons. In several grievance cases which have appeared before Dr. Bunzel while he has been at SJS, the recommendations on tenure and grievances by these panels have been ignored, and Dr. Bunzel has denied tenure or terminated a professor who might otherwise have stayed at SJS. Most state college presidents hardly ever find such "rare and compelling" reasons for ignoring grievance panels. Dr. Bunzel seems to be able to find them when the professor under question seems to be radical, this in spite of his professed "liberalism" and concern for academic fairness.

Last semester, despite his "liberalism," Dr. Bunzel okayed the use of guns by campus security. Although there is the ever present danger that our far from competent security force could shoot and kill someone with their new guns, Dr. Bunzel justified it by saying:

"The concern behind this argument is understandable and it is one I share. I do not accept it, however, as a persuasive reason for not equipping our campus peace officers with protective weapons" (Spartan Daily, 11/2/71). In other words, the possibility of dead people doesn't count as long as security can protect itself.

Dr. Bunzel's "liberalism" also showed itself while he was head of the Political Science Department at San Francisco State during the 1969 strike there. He took "issue with the demand of Negro militants that the proposed Black Studies Department at SFS be staffed solely by Blacks, and open only to Black students" (Spartan Daily, 11/3/71). He also believed the head of the Black Studies program was a "Black racist" and the Black Studies Department would therefore be racist (An End to Silence, p.142).

The Black students on campus believed that Dr. Bunzel was attempting to steal some of their proposed programs for his own department. They also felt that he didn't trust Blacks with the running of their own affairs (An End to Silence, p.141).

As a result of this mutual dislike,



Dr. Bunzel's home was burglarized and smeared with paint, a defective bomb was placed outside his office, and his classes were so filled with heckling students that he couldn't teach them. At least once he ordered armed riot police into his classroom to put down dissent.

Dr. Bunzel considers himself "the liberal who was not going to go along with the radicals," and the one who "didn't like the attacks by those intent upon the destruction of the college" (Spartan Daily, 11/3/71).

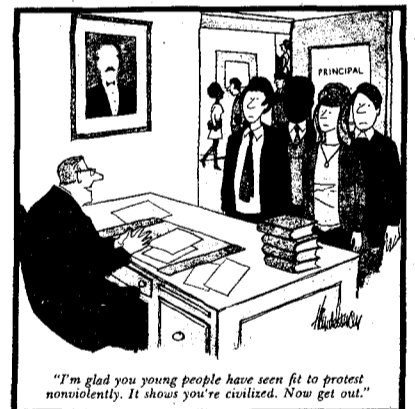
Yet like a true liberal, Bunzel is not above making token gestures to minorities. For example, he donated the \$500 which would have been spent in sending Christmas cards to the faculty and staff to the EOP programs because they "suffered the most drastic financial deprivation this year." (Spartan Daily, 12/14/71)

Dr. Bunzel's attitudes to student radicals can be found in the title of Chapter Three of his book, Anti-Politics in America: "Politics, Power, and Ideology: The DISTORTED Perspectives of the American Left Wing." Perhaps the chief thrust of this book is against any theory, particularly that of the Left, which is not encompassed in American politics through the Democratic or Republican parties.

Dr. Bunzel is quite devoted to "liberal" Democratic politics. He is a staunch admirer of the Kennedy's and was a delegate to the 1968 Democratic Convention in Chicago. It is widely believed that Dr. Bunzel is using his presidency at SJS as a stepping stone for political office. He denies it, however, saying:

"If I were serious about political office, I wouldn't be supporting (?) students and higher education" (Spartan Daily, 11/3/71).

He cites with pride his blast last June at Gov. Reagan for the financial crisis facing higher education. It must be remembered, however, that Gov. Reagan is a Republican, and thus fair game for that "liberal" Democrat, John H. Bunzel.



## WOMEN IN EDUCATION

Many of us have become aware of the ways in which women are influenced throughout their lives by society, their families, the media, and their primary and secondary schooling to ignore academic careers and become housewives and secretaries. Fewer people are aware of the ways in which women are subjected to these same indignities and levels of discrimination even when she has reached that pinnacle of academic life: the university. How many women have ever heard comments like this before--from their professors:

"It's a waste of time to train women PhD's, after all, they'll only get married."

"I hear I'm supposed to stop looking at you as a sex object."

"But of course you'll stop working when you have children."

"The admissions committee didn't do their job. There's not one good looking girl in the entering class."

"I know you're competent and your thesis advisor knows you're competent. The question in our minds is are you really serious about what you're doing?"

"Any woman who has gotten this far has got to be a kook."

We know that women employed in the same jobs as men make less money. It is assumed that with increased education these differences will disappear. In fact, surveys have shown that women chemists with PhD's make less than men with only BA's. After graduation from law school, the average man earns 20% more than his female classmate, and ten years later he earns 200% more. In many professions, a woman with an M.A. is lucky if she

earns as much as a man with only a high school diploma. And frequently a woman with a BA finds her only opportunity is to become a secretary to a man with a BA in the same profession.

In the universities themselves, discrimination is not better but worse. In 1960, at the ten top-endowment universities in the country (usually the pace-setters for the rest of the nation) women comprised 2.6% of the full professors, 7.5% of the associate professors, and 9.8% of the total instructors. Preliminary figures for 1970-71 indicate that the overall percentages for women have either remained constant or declined. Women comprise about 22% of the faculty in all institutions of higher education. But in all these colleges, women are clustered in the lower ranks, in part-time or untenured positions, or in schools or programs considered to be low-prestige. Even when job status is standardized, women in universities earn less than men with the same qualifications. Women with BA's frequently work as secretaries in universities, although it is declared that only a high school diploma and typing skills are required (this is usually the excuse to give low salaries). Often times, men with BA's are hired as directors of admissions, while women with BA's are hired as assistants to the director of admissions, doing the same job at lower salary. Only 1% of presidents of colleges and universities are lay women and even that number is declining.

Here at San Jose State, out of 1143 faculty positions, 298 belong to women. That's 20.8% or just a little over one-fifth. Of these positions, 143 are tenured, compared to 712 tenured men. 107 women faculty have PhD's, 57 are probationary, 40.5 are temporary, and 50-60 work part time. HEW brings suits against schools for job discrimination such as this. I wonder if we should tell them?

# a flying start by barrett anthony tesar

It may have been pure egotism on my part, but when I was in high school the one supreme spiritual law that governed not only my every action, but my very existence as well, stated that under any and all circumstances, I must remain cool.

But if I learned any one thing in my four years of high school, it was this--it isn't easy to be cool if you're the only one who knows you're cool. "High school coolness" is not a state of mind, it is a state of recognition; unless others recognize your coolness, you're not cool.

This posed a real problem. You see, I didn't drive the coolest car, I didn't have the coolest girlfriend, nor was I the coolest athlete; in fact, about the only cool thing I ever did was to get D minuses in all my classes one semester. It would have been nice if I could have just walked up to people and have said, "Hey, look at me--I'm cool!"; but I knew that to have to tell people you were cool meant you weren't really cool after all. No matter how much coolness you've got, people just won't believe it unless you let them find out on their own.

Now to get to my story. In my high school there was an unwritten code that stated only 'kissies' were allowed to turn in their term papers ahead of time. Thus in keeping with my self-image, I always waited until the night before a paper was due to even begin mine.

This night was one of those nights. I'd waited until my family had gotten into bed--around midnight--and then gotten out my trusty typewriter to begin work on my civic's report. I had gotten no farther than picking a title, when I discovered that I was out of typing paper. Now a person blessed with less cool than myself might have panicked, but I am cool and cool people aren't allowed to panic. Therefore, in a calm, rational manner, I analyzed my predicament: I have a report due in the morning, if it isn't typed it won't be accepted, if it isn't accepted I won't graduate, if I don't graduate I'll never go to college, if I don't go to college I'll never get a good job, if I don't get a good job I'll die a broken man. I have no typing paper, it is 12:30 a.m. and all the stores are closed.

Now a person with less cool than myself would have--NO DOUBT--thrown in the towel and started constructing an alibi, but not I. I must have racked my brain for all of two seconds, but I was finally rewarded with, if I say so myself, a very cool solution.

In order for a report to be deemed 'acceptable' by high school standards, there is a rigid set of prescribed procedures that must be followed: there must be a blank page, followed by a title page, followed by a blank page, followed by a table of contents, followed by a blank page, followed by an introduction, followed by a blank page, followed by the body of the report, followed by a blank page, followed by a bibliography, followed by a blank page, which means that for something like every two pages that is typed on, there is an additional blank page to give the report style. With this in mind, I simply rummaged through my closet until I came up with a few of my old reports, removed the blank pages, and I instantly had all the typing paper I needed.

So I was knocking the report out at a pretty good clip when I got bored and decided to turn on the television set for a little company. I settled upon The Great John L. starring Greg McGlour (all the other stations had test patterns so I really had no choice in the matter). I'd only been watching a few minutes or so when I heard one big-mouthed actor blab that John L. Sullivan was with such incredible reflexes that he could "catch flies right out of the air bare-handed."

I tried to keep on typing--I really did--but the whole time this voice in the back of my mind kept asking over and over "Could you do that? Are you man enough to catch a fly bare-handed?" Finally I just couldn't concentrate anymore; either way, I had to know the truth.

I turned off the television and looked around my room for

a fly. There were none to be found. But I was cool, I simply walked over to my window, removed the screen and waited... Fifty-three minutes later my wait was rewarded with a large, snarling horsefly. I immediately slammed the window shut behind it to cut off it's only avenue of escape; now it was just me and that fly, all alone, a struggle to the end. I sized up my adversary. It was a tough looking beast, allright, with typhoid visibly dripping off his legs, but I was sure I could handle it.

What followed would have to go down as one of the greatest, most spectacular nighttime aerial battles in the entire history of aviatational warfare.

Because I believe in fighting fairly I didn't attack the fly right off, but allowed it to buzz the room a few times in order to get it's bearings straight in the strange surroundings. Just when I figured I'd given it enough warm-up time though, and I was about ready to make my move--the fly landed itself down on the wall to rest.

Looking back, I see that it was here that I made my mistake. What I did was to take my forefinger and very gently flick the fly back into flight. What I should have done was remove my shoe, sneak up on it, and when it was least expecting it, smash it into a piece of dirt.

But I didn't. So now the fly is circling around the room and I'm tracking after it, still confident of victory; to paraphrase Joe Louis' old adage, "They can fly, but they can't hide." Every so often it would come into range; but before I could complete my grab, it would dart away again, leaving me clutching at the air and falling over furniture. After about an hour of stumbling around like this, it became apparent I wasn't about to catch that fly so I reluctantly returned to my typewriter.

My forefingers were no sooner peckin' and pokin' their way across the keyboard again when I was distracted by a loud BUZZING overhead. I looked up. There staring me square in the eye--laughing--was that fly. I gave him my hardest look (spit and polished by my years of watching television wrestling), but the BUZZING persisted--even louder than before. I continued with my typing, hoping the fly would get tired and go away, but I knew it wouldn't. Finally I couldn't concentrate anymore. I quit typing, but I didn't dare look up. No use allowing it the satisfaction of knowing I was being gotten to, I thought. After awhile, even this was too much to take, and before I knew what was happening I was off my chair screaming, "All right sissy, you asked for it. Since we can't get along, we're just going to have to get it on." The whole time I was screaming this my hands were uncontrollably smacking together, as if to let the fly know what I had in mind for its future.

Distainful of my dare, the fly continued it's flight, but like I said before--I'm cool. I know that fly can't stay up there forever. It's got to come down and rest sometime--it's the law of gravity--and when it does I'm going to be ready. Wadded up newspaper in both hands, one eye fixed on the clock, the other on the fly, I waited...

Now I didn't know the name of that fly, I didn't even know if it had one, but I do know it deserved one, so I gave it one--"Pesty" plague, the perpetual flying machine. From 2:30 a.m. 'til somewhere in the neighborhood of 5:30 a.m. (at which time I lost consciousness) that fly flew around my room non-stop. Three continuous hours of air time for a fly has got to be an endurance record of some sort.

When I came to it was 7:30 a.m. Pesty was nowhere in sight, and I had no report to hand in. But I was cool, I merely walked over to my closet, picked up one of last semester's reports, walked over to the typewriter, retyped the title page, put the report back together (complete with extra blank pages for emphasis), handed it in, passed the course, graduated, went to college, got a good job, got married, raised a family and lived happily ever after.

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## BRUCE FRANKLIN

Maoist activist Bruce Franklin, a tenured professor who had taught at Stanford for eleven years, was fired last month by the Stanford administration, the first such case in over 70 years. Although acquitted of charges of disrupting Henry Cabot Lodge's speech at Stanford last January, he was convicted of inciting people to occupy the \$5 million Computation Center during an anti-war rally. The computer was being used at the time to run through a plan called Gamut H for an amphibious invasion of North Vietnam. Stanford was also responsible for much of the basic research for the highly sophisticated weaponry that was used in the recent bombings.

The disciplinary board refused to consider the subject of Franklin's teach-

ing ability or what his students thought of him (his average course enrollment was 10 times that of any other course in the English Department.)

Franklin, whose membership in the revolutionary Palo Alto group Venceremos had been a source of pain to the administration for a long time, was assessed by the disciplinary board in this way:

"We are highly dubious whether rehabilitation is a useful concept in this case. Professor Franklin's announced convictions about the guilt of the university appear deeply held and his opposition to the institution in its present form seems implacable. We believe him when he expresses his regret that his role in converting the university to "serve the people" is restricted by practical reasons to advocacy rather than action.

"His presence systematically threatens the university as an institution."

This blatantly political firing, if not overturned by the courts, should pave the way for disposal of any professor whose political views do not agree with the wealthy bureaucrats that run our colleges.



# THE "FREE MARKETPLACE OF IDEAS"—WHO

Public education in the United States has always existed to serve the needs of American capitalism. Public schools came into being during the early days of cities and industrialization to give children of the lower classes the basic skills (reading and calculat-

ing) required of laborers and artisans. As society changed from laissez-faire capitalism to large-scale corporate capitalism, schools were needed to teach not only technical skills, but also the new social values of the corporate order.

## High Schools: Their Historical Role

During the nineteenth century, the small percentage of skilled workers were trained on the job. But as large-scale manufacturing developed and skills became more diverse, the investment required to train workers on the job became more and more painful for industrialists to bear. So the responsibility for job selection and job training was given to the schools, to be financed by tax payers.

The early guidance counselors attempted to serve as human engineers to fit the peg (the student) into the right slot in the labor force. Training in particular occupations was encouraged or discouraged according to the current needs of the labor market. The student was often seen simply as raw material for the industrial corporation. Typically, school officials stressed that classroom activities make good industrial workers: respect for authority, discipline, order, cleanliness and punctuality. Going to school was better preparation for becoming a "good" worker than work itself!

But specialization in the schools threatened the goal of socialization. A specialized course of study directly threatened the goal of training a self-sacrificing and cooperative individual. Educating an individual to do his part for society required both forms of education. The ideal was a high school that balanced the two. (Thus an explanation for why trade schools were never adopted at the high school level.) Generally the specialized programs were kept on and socialization was accomplished through the institution of extra-curricular activities. Since unity and team spirit was not inherent, they had to be imposed.

The clubs, assemblies, sports, and school newspapers instituted in the American high schools closely parallel the clubs, assemblies, and magazines used by industrial firms to create a corporate spirit. Students had to learn "common ideas, common ideals, and common modes of thought, feeling, and action that made for cooperation, social cohesion, and social solidarity," if they were to function effectively in a factory and as a citizen of industrial society (from the Cardinal Principles of Secondary Education NEA, 1918). This task was given over to the schools, particularly the high schools, when social instincts begin forming.

The shaping of the schools to meet the needs of the corporate state did not go unnoticed by radicals. As Harry Kelley, chairman of an alternate school in 1915 said: "We saw then and we see now, that the public school system is a powerful instrument for the perpetuation of the present social order...The child...is trained to submit to authority, to do the will of others as a matter of course, with the result that habits of mind are formed which in adult life are all to the advantage of the ruling class."

Schools also equipped their students to be defenders and believers of American society's myths, albeit at a crude level. America's foreign policy was typically described as the world's savior; mistakes, greed, exploitation and imperialism were never admitted; the contributions of women, Blacks, Chicanos, Indians, were ignored. Graduates swallowed the myth wholeheartedly, and were ready to defend it, for nowhere were they exposed to the truth.

## Universities: Serving the Empire

Before the Civil War, colleges were small, humble finishing schools and theological seminaries for the gentlemanly well-to-do. As the century matured, however, the robber barons of the new industrial age began getting into the act, and, with contributions of tens of millions of dollars, expanded universities to serve the real world, namely their interests. From Stephen Van Rensselaer to Peter Cooper, from Charles Pratt (Standard Oil) to Andrew Carnegie, industrialists flocked to finance technical institutes which would honor and preserve their names, and promote technical development that would keep the money rolling in. Business schools, technical institutes, medical, and other professional schools made their appearance.

Around 1900, an animal that was to radically change the course of higher education came on the scene: the Foundations. The Rockefeller and Carnegie Foundations had twice as much as the Federal Government to spend on educational and social services. During this period, the Carnegie and Rockefeller Foundations spent funds amounting to a fifth of total income of all colleges and universities. And all this money was earmarked for innovative programs, within prescribed limits, while regular income of the university was tied down to ongoing commitments. With this fact, and the school's knowledge of the grants, the advisability of cultivating the foundations' goodwill for future grants, the foundations could establish just about whatever they wanted. By 1931-32, it's estimated that the foundations directly stimulated the giving of \$660 million, or two-thirds of the total endowment of all American institutions of higher learning.

Andrew Carnegie alone is responsible for many of the general standards now set by American universities. Seeking to provide free pensions for all college teachers, he discovered that there were no general standards defining a college or university, and besides, he didn't have enough money for them all. So the Carnegie Foundation set about defining its own standards. Colleges had to have at least a \$200,000 endowment, strict entrance requirements, and eight distinct departments, each headed by a PhD, (the beginning of the enthronement of that credential--Many students probably know at least one competent professor in their respective fields of study that was not retained or given tenure for lack of a PhD. Also, xenophobia has set in when it comes to professors with degrees from foreign universities--somehow American universities are superior and many professors with PhDs from foreign universities cannot get tenure here).

No institution that wanted quality teachers could afford to resist Carnegie's offer; so these became the standards of the day, further damaging secondary school curriculum, and resulting in many institutions giving up their religious denominations (another stipulation of the grant). And if they would give up these affiliations for money, how much struggle would they put up for any other aspect of their organization or teaching? As Harold Laski, formerly of Harvard, put it, "A university principal who wants his institution to expand, has no alternative except to see it expand in the directions of which one or other of the foundations happens to approve. There may be doubt, or even dissent among the teachers in the institution, but what possible chance has doubt or dissent against a possible gift of say, a hundred thousand dollars?" Even if the Foundations can't afford to give grants to all the colleges and universities in the U.S., they can ensure that by promoting certain innovations and programs in those select universities at the pinnacle of the academic pyramid, that all the others will follow suit.

For an example of how this servicing of the empire works out in fact, take the case of Stanford University. All but one of the Stanford trustees are directors of corporations. Two of them, William Hewlett and David Packard, are directors of the billion-dollar military-

Most of these corporations are "spin-off" firms, resulting directly from research in Stanford's chemistry, electrical engineering, and physics laboratories. Stanford supplies the corporations not only with raw material (the students) but provides refining factories (job training) as well. After visiting the SRI complex, James Ridgeway summed it up in these words: "Professors once sneered at businessmen and the profit motive, but since they have been so successful in taking up the game themselves, the profit motive is now approvingly referred to as the 'reward structure.'"

Or look for example at the foundation funding that is made available to studies by "pluralists," a group of liberal behaviorists who contend that America is an effective democracy in which no social group or economic class wields predominate political power in its own behalf. In a nation where six per cent of the population owns 50% of the wealth, and the 2% in the upper class hold majority positions in every important institution of national power, this is obviously good propaganda to publicize. So the foundations have poured millions into their efforts, enabling even the most insignificant and incompetent books to be published and widely circulated, while ignoring completely even the brilliant scholars who seek to investigate the ties between money and power. After C. Wright Mills' exposure of The Power Elite, he was ostracized by the academic establishment and unable to receive any foundation funding for further projects. Significantly, none of the studies of the upper class which Mills cites in his research were written by academician. Academicians have been so well bought off by foundation money, or the hope of some day getting some, that people doing research on several of the most significant institutions of power in the U.S. have found not one book on their subjects in the University of California library, or a reference in a single academic journal for a period of over 25 years.

In fact, this collusion is so great that following the student seizure of Harvard's University Hall last Spring, Dean Franklin L. Ford "emphasized that continued rifling of University files could have compromised virtually the entire faculty" (Time Magazine)!

The modern university has been converted into an Office of External Research for the State Department, the Pentagon, and the international corporations. The newest device is "area studies"--the research into international policy. These new disciplines: Latin American Studies, Vietnam Studies, Chinese Studies, are occupied not with the study of ancient history and literature, but with the latest development in government hierarchies, the sociology of the people, the study of the land, the mastery of its languages and inviolate traditions--in short, total illumination of a particular geographical area for the sake of imperialist penetration.

These new departments are provided with an avalanche of facilities: buildings, libraries, computer technology, and almost complete funding from the Rockefeller, Ford, or Carnegie Foundations, the Agency for International Development (AID), or the Federal government. These developments were largely opposed by faculty and universities alike. As the U.S. Office of Education's report on Language and Area Centers states: "most universities would have no center had they not been subsidized. Our individual inventories indicate clearly the lack of enthusiasm as well as of cash on the part of most college administrations for such programs." But, as always, money got its way.

The connections with imperialism are not subtle. In 1960, Columbia's School of International Affairs published a pamphlet entitled Employment Opportunities for Students Trained in International

# REALLY PROFITS?

"Educate, and save ourselves and our families and our money from mobs."  
 --Henry Lee Higginson, Benefactor of Harvard, in a fund-raising letter, March 1886

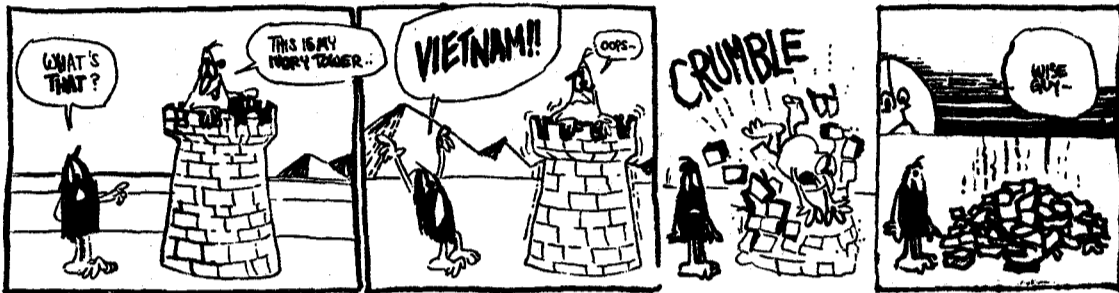
**Affairs.** The opportunities described were, in order, the Central Intelligence Agency, the State Department, AID, the U.S. Information Agency, the National Security Agency, the Bank of America, the Chase Manhattan Bank, Standard Oil, etc.

One of the first of these area study centers was Columbia's Russian Institute, financed in 1945 with over a million dollars from the Rockefeller Foundation. They also contributed scholarships for the institute, and even waived the PhD requirement so former members of government agencies could get in. The East Asian Institute was created in 1947 with Rockefeller money. And, as the American empire expanded, centers on the Middle East, Africa, Latin America and South-east Asia were created, all beyond any regular academic authority. Staff members also serve as consultants to classified projects in the following agencies: The Army, Navy, Air Force, RAND corporation, Research and Development Board, Department of State, and the CIA.

MIT's Russian Center was set up directly with CIA funds, and its first director was a former CIA assistant director. In 1940, there were probably only six people in the U.S. that knew very much at all about Indochina. Now there are Vietnam Centers in universities all over the country. Michigan State University's CIA cover operation in Vietnam--writing Diem's constitution, training his police

and top advisers, supplying him with arms--is now notorious. They are presently working on an AID contract to plan a comprehensive education program for Thailand. Former MSU president John Hanna rose to Assistant Secretary of Defense and is now head of AID. And AID-financed contracts for educational reform in underdeveloped countries after U.S. inspired coups abound--even in colleges without International Studies Centers, like San Jose State.

But perhaps the biggest and most blatant of these examples is Contemporary China Studies--the clearest case yet in which the foundations and the State Department founded, funded, nurtured, and directed an entire academic field. This \$100 million academic field--completely created within the last twelve years--exists precisely to answer those questions that will be of particular interest to President Nixon as he is briefed for his China visit this March: "Who will succeed Chairman Mao? Whatever happened to Lin Piao, China's formerly esteemed Minister of Defense, who has been missing for almost a year? To what extent is China prepared to use force to spread its ideology? What progress are Chinese rocket experts making with their long range missile systems? (see *Ramparts*, February 1972, or the CCAS supplement *Modern China Studies: How the Foundations Bought a Field*).



"Moving on in their 'analysis' they see our universities as having been taken over by the business and military establishments lock, stock and barrel...they say our universities are devoted to 'the present and future domination of the people of the world--both in Vietnam and in our urban ghettos.' Obviously they live in a world of fantasy."  
 --Nathan M. Pusey, Harvard President

## College as a Capitalist Factory



Many of us who stand in registration lines for hours to sign up for classes probably get the feeling at one time or another that we are getting processed as cattle. Or that we are like a commodity produced on an assembly line. Although we get branded and numbered like cattle we are molded throughout our college careers into marketable commodities, i.e., specialized labor power at the disposal of a profit-seeking capitalist order.

Higher education produces a social product that must fill the needs of the capitalist ruling class in order to be labeled "socially useful." As explained above, schools under capitalism serve the main purpose of supplying the capitalist with well trained and disciplined workers. Likewise, due to the historic changes in the mode of capitalist production in the U.S. from the sweatshops of the early 1900's to its present advanced technological and corporate forms--the need arose for a new working class sector, highly "educated," skilled, and of course obedient.

Mass public higher education thus provides capitalist corporations with new training centers, financed mostly by the working class through taxation. Additionally, a great part of corporate research and development (more than 20%) is subsidized by the public within the universities. Also, like the military, higher education helps out the private sector of the economy by absorbing a surplus labor supply. This increases the productivity of the labor force in the short run but obviously creates the problem of surplus disposal in the future.

According to Clark Kerr in *The Uses of the University*, the "knowledge industry" is expanding at twice the rate of any other sector of the economy. He also claims that federal spending on higher education has increased a hundred fold between 1940 and 1960. This clearly shows the increasing economic role the political ruling class, the U.S. government, plays under corporate capitalism. However, by having control over the government, the capitalist class is really the political ruling class and again uses worker's resources in the form of taxes to manipulate the so-called public sector in the interest of their own class. Not only is taxpayers' money used to set up research centers and to train a new working class of technocrats and middle managers for corporate capitalism and its imperialist network, but it is also used to superficially lessen some of the contradictions of capitalist economics, namely unemployment.

Basically the U.S. system of higher education can be broken down into three different types of college factories:

1. Private Ivy League College--Traditionally reserved for the children of the ruling class only. As the needs of capitalism changed however, more students from the "old middle class" have entered Ivy League schools. The primary function of these schools is to shape the sons

and daughters of these social sectors into the new ruling and bureaucratic elites of the corporate capitalist state.

2. Public Universities and State Colleges--The older state colleges were originally training centers for school teachers. Presently they've assumed the function of developing children from the petty bourgeoisie and the traditional working class into the middle managers, technocrats, and professionals of the new working class sector.

3. Junior or Community Colleges--These relatively new and growing colleges are the training and skill centers for the children of the working class. Although a substantial number of junior and/or community students transfer to four-year state colleges, the majority assume "blue collar" jobs (if they're available) as skilled technicians and service personnel in the capitalist hierarchy upon graduation.

Like other factories, colleges are involved in a production process whereby raw material is turned into a commodity for sale on the market--the demand of which is determined by capitalists (the buyers of labor power). Also, within the college factory, definite lines of authority can be drawn between management and workers.

What is the raw material? Who are the managers and workers in what Clark Kerr has called the "Knowledge Industry"?

--Incoming students can be seen as the raw material at the beginning of the production line. Usually the longer they stay on the assembly line the more specialized they become as a "finished" product. However, their demand as a useful social product is determined in a monopolistic way by a few capitalists. Becoming a commodity as labor power, like the rest of the working class, the student as a graduated product must be bought in order to exist as what he/she really is, a human being. More over, our productive capacities are measured under capitalism not by how much and well we serve the people of a society around common needs, but rather by how well we uphold and perpetuate the irrational order of capitalism through alienating labor, exploitation, and imperialist wars. Clearly as Paul Baran defines in *The Political Economy of Growth*, this type of labor is unproductive "as is all labor resulting in the output of goods and services the demand for which is attributable to the specific relations of the capitalist system, and which would be absent in a rationally ordered society."

In the college factory, the faculty can be subdivided into managers and workers. The term faculty has several meanings, two of which especially apply to the college as a factory: authorization by authority, i.e., conferred power, and any body of teachers as distinguished from their students (most common def.) Clark Kerr makes the distinction be-

»-cont.-»



# College as a Factory-cont.

tween three functional groups of faculty: (1) Top Level Faculty--These are the heads of departments, intellectual administrators, research promoters, and paid consultants--petty bourgeois-types whose interests are tied up with the ruling class. (2) Traditional Academics--The professionals of the "middleclass" e.g., career men/women, and (3) Lower Echelon Faculty--These are the mass-production-line teachers. They compromise by far the largest faculty group on campus and can be defined as members of the new working class sector.

The college president and the first group of faculty are the factory's management. They receive their conferred power from outside the factory, from mostly big corporate capitalists who sometimes go by the name of regents or trustees. As top level faculty bureaucrats they make sure that the products keep moving, and are well known as "quality" control men who remove the bad products (i.e., labeled too revolutionary) from the assembly line. Many times they fire or fail to promote workers (usually lower echelon faculty) who overtly disagree with management and sometimes lash out against the corporate capitalist hierarchy as a whole.

Obviously the machinery of the college factory is sophisticated since college factories produce well over 1600 specialized products for capitalist class consumption (labeled as academic degrees). The

apparatus responsible for this form of production include: curriculum and scheduling requirements, exams, assigned reading material, "in loco parentis" regulations, grades, scientific resources and equipment, grants and endowments, disciplinary measures and physical police repression for the "bad" products, and the employment of psychological methods that instill fear upon everyone involved in the productive process.

Only when students cease to be mere raw material for capitalist class consumption and take on more human forms, when lower echelon faculty give up their bourgeois values and look upon students not as unfinished products to be shaped but rather as fellow workers that will shape the world, can change occur in the college factory. Like workers in other factories and corporations in a decadent capitalist society, we must fight the dehumanization and alienation of capitalist production by seizing control over the machinery that is turning us all into meaningless commodities.

They hurt you at home and they hit you at school  
They hate you if you're clever and they despise a fool  
Til you're so fucking crazy you can't follow their rules  
A working class hero is something to be  
a working class hero is something to be  
--John Lennon

## MEET

# THE TRUSTEES

"Altogether the evidence of major university-business connections at high levels seems overwhelming. The numerous high positions of power in industry, commerce, and finance held by at least two-thirds of the governing boards of the 30 leading universities would appear to give a decisive majority more than ample grounds for identifying their personal interests with those of business."

The California State Colleges spend \$16 per student per unit of credit in the humanities, and \$48 (nearly three times that) per student per unit of credit in engineering.

The State College Board of Trustees sets policy for each of the 19 California State Colleges. But it doesn't in any way represent the students or faculty of those colleges. Thirteen of the board members were appointed to their positions only after establishing themselves amongst the business elite of America. (Only seven have had previous administrative educational experience.) Four are involved with major corporations (one president of a firm which built SAC bases in Spain and Thailand), three with financial capital, three with agriculture, two with airlines, and others with railroads, trucking, law, and major publishing empires. Several attended upper-class schools and are members of elitist clubs throughout the nation. Not one is under forty (one is 79), with the majority in their 60's.

The nine-man conservative bloc, lead by Dudley Swim, an ardent supporter of Gov. Reagan, has introduced motions that would have effectively barred radicals from all the campuses, would have fired all teachers holding outside jobs or displaying "the wrong views," would have required a list of all campus speakers receiving \$100 or more, and would have had teachers swear they had attended every class session to receive their paychecks. The conservative bloc (Swim, Hornby, Benedetti, Hart, Weissich, Wente, Ridder, Warren, and Lancaster) recently successfully passed a motion to send their legal advisor to assist a Connecticut college in a Supreme Court case resulting from their order barring an SDS chapter from their campus.

### WILLIAM A. NORRIS, 45

Appointed: Gov. Brown, term expires in 1973, not expected to be reappointed.

Background: Attorney. Currently a partner of Tuttle and Taylor, which specializes in representing food processors and realtors. Active in liberal Democratic politics in California, e.g., in campaign to re-elect Gov. Brown in 1962, attended 1964 and 1968 Democratic Conventions, vice-chairman of Bobby Kennedy's California Presidential campaign in 1968, member of executive committee of the Tom Bradley for Mayor campaign (lost to Yorty) in Los Angeles.

Politics: Most active liberal on the Board. Consistently fights all measures curtailing academic freedom. Constantly under attack by the Board's conservative bloc, Norris has more than once expressed disgust over actions the Board has taken.

### MRS. PHILIP CONLEY, 79

Appointed: Gov. Brown, term expires 1972, not expected to be reappointed.

Background: Received BA from Vassar, 1916. First marriage to a member of the McClatchy Publishing empire (Sacramento, Modesto, and Fresno Bees). McClatchy was a powerful anti-Chinese lobby during the first part of the 19th century. She is now married to a Los Angeles businessman. Participates in many charity organizations.



### ALEC L. CORY, 57, Board vice-chairman

Appointed: Gov. Brown, term expires 1973, not expected to be reappointed.

Background: Attorney, former deputy city attorney for San Diego (1941-42). Served as rationing attorney for the War Price Administration. Currently member of the law firm Procopio, Cory, Hargreaves and Savitch in San Diego.

### DUDLEY SWIM, 67

Appointed: Gov. Reagan, term expires in 1976.

Background: Graduated from Stanford. His business affiliations are: past senior vice-president of the National Investors Corp., director of Diversified Service, director of MD-Pacific Railroad and the PereMarquette Railway Policy Board, past Director of the Rock Island Railroad, former director-member of the finance committee for Providence, Wash., Insurance Group and the Del Monte Corp., former chairman-director of the Baker Raulg Co., and a former member of the California State Coordinating Council on Higher Education.

Currently chairman of the board of National Air Lines Inc. (listed as 28th largest transport in the nation with a sales range of \$280 million), and president of Twin Falls Mortgage Loan. He also owns a ranch in Carmel.

He also is president of the Carmel Valley Association, member of the founding committee of the Stanford Research Institute (\$50-60 million sales range), member of the Scripps Clinic and Research Foundation, trustee of the Cordell Hull Foundation, and a member-advisor of the Hoover Institute on War, Revolution, and Peace.

He belongs to the Bohemian, and Commonwealth Clubs in San Francisco.

Politics: The leader of the board's conservative bloc, he has continually proposed resolutions that would eliminate all politics on campus and seek the firing of professors who display "the wrong values." He has yet to miss a board meeting and is firmly committed to Gov. Reagan.

### ROBERT A. HORNBY, 72

Appointed: Gov. Reagan, term expires 1978.

Background: Corporation executive. Director of Pacific Lighting Corp., listed as the 35th largest utility for 1970 with a sales range of \$600-700 million a year. President and member of the board of directors of the Pacific Lighting Service and Supply Co., Los Angeles, president and chairman of the board for United California Bank and Barclay's Bank of California.

Trustee of USC and a member of the Advisory Council of its Graduate School of Business. Member and past pres. of the California Chamber of Commerce and director of the San Francisco Chamber of Commerce. Director of the American Gas Association, the Institute of Gas Technology (also past trustee), and of the Pacific Coast Gas Association (also a past president).

A member of several social clubs in California.

Politics: Republican. Recent conservative appointee who is a racist as well as conservative.

### GEORGE D. HART, 64

Appointed: Gov. Brown, and reappointed by Gov. Reagan, term expires 1975.

Background: The businessman's businessman. Currently president of George D. Hart Inc., Farnsworth and Ruggles Inc., and the Inglewood Realty Co. Chairman of the Associated Investors of N. California. Director of the Boston Manufacturers Mutual Insurance Co., Bank of San Rafael, and the Mutual Boiler Insurance Co.

**GENE M. BENEDETTI, 51**

Appointed: Gov. Reagan, term expires 1979.  
Background: Currently manager of the Petaluma Cooperative Creamery, formerly was an assistant football coach at Santa Rosa Jr. College. One of the founders and president of Friends of Sonoma State College.  
Politics: Democrat. A recent Reagan appointee, he votes with the conservative bloc. LA Times reports the Friends organization to be "a right-wing organization whose chief targets were liberal faculty members and radical students." (4/15/71)

**W.O. WEISSICH,**

Appointed: Gov. Reagan, term expires in 1977.  
Background: Active in Republican politics.  
Politics: Republican. A right-wing reactionary who supported Max Rafferty, Gov. Reagan, and Joseph Snell, who opposed Nixon for Californis's 1962 gubernatorial nomination. He accused Nixon of being too liberal in 1962 (Fresno Bee, 2/28/69).

**KARL L. WENTE,**

Appointed: Gov. Reagan. Term expires 1976.  
Background: Graduate of Stanford. A director of the American Automobile Association, president of Wente Bros. Winery in Livermore, and president of Wente Farms and the Wente Land and Cattle Co.

**DANIEL H. RIDDER, 50**

Appointed: Gov. Brown, term expires in 1975.  
Background: Member of the Ridder publishing empire. Graduated faom Princeton. At one time or another he has been vice-president and director of Northwest Publications Inc., treasurer-director of Northwest Radio-TV, treasurer-director of Northwest Radio-TV Inc. and the Mid-Continent Radio-TV Inc., secretary of the Aberdeen News Co., assistant treasurer-director of Ridder Publications Inc., director vice-president of Twin Coast News paper Inc., and treasurer-director of the Grand Forks Herald.

Belongs to the Virginia Country Club, El Dorado Country Club, and Los Angeles Country Club.

Politics: Staunch conservative, as a reading of one of his papers, the San Jose Mercury-News, shows. However, he is not really a member of the boards conservative bloc.

**MRS. WINFIELD H. LANCASTER,**

Appointed: Gov. Reagan, term expires in 1977.  
Background: Influential civic leader and educator in Santa Barbara. Currently member of the Board of Governors of the California Community Colleges. Former president of the American Association of University Women.

Politics: Republican. A recent appointee, Mrs. Lancaster is an important money raiser for the Republican Party in her vicinity.

**E. GUY WARREN, 71, Board Chairman**

Appointed: Gov. Brown, term expires in 1973.  
Background: Graduated from Berkeley. Owns Waren Transportation Co. in Hayward, member of the board of directors of the Alameda-Contra Costa Transit District, past president of the California Trucking Association, and the Western Highway Institute. He is also a trustee of the Hayward Union High School District.

**CHARLES LUCKMAN, 63**

Appointed: Gov. Brown, term expires 1974.  
Background: Started career with Colgate-Palmolive and rose to divisonal manager, then transferred to Lever Bros. to become vice-president and general manager, later became executive vice-

president and finally president in 1944. Then went on to become president and partner of Pereria Luckman and from there to president and director of Charles Luckman Associates, architects who, among other things, designed Cape Canaveral and SAC bases in Spain and Thailand. Also president of Ogden Development Corp., a very diversified firm listed by Fortune as the 104th largest in the nation with sales ranges per year over \$1 billion. Also chairman of the executive committee and director of Flying Tiger Line Inc., listed as the 36th largest transportation corporation in the nation with a sales range of \$90-100 million and also has contracts for flying war material to Vietnam. Also involved in many philanthropic organizations and is a trustee for Pepperdine and Loyala, in addition to being a director for the California Institute of Technology.

Politics: Democrat. Active Board member. Although not in complete agreement with Gov. Reagan and the gang, is nevertheless one of Yorty's strongest financial supporters in his bid for the 1972 Democratic presidential nomination.

**EDWARD LEE, 41**

Appointed: Gov. Brown, term expires 1974.  
Background: Only Black member of the Board. Teacher who was a candidate for the Oakland City Council in 1959 and who was a delegate from California to the 1968 Democratic Convention. Currently co-ordinator of the East Bay Skills Center for minorities. Also vice-president of Educational Resources Inc. and was previously a director of the Human Resources Institute. Member of the American Federation of Teachers and the Central Labor Council of Alameda County.

**DR. WILLIAM F. McCALL, 42**

Appointed: Gov. Reagan, term expires 1979.  
Background: Graduated from Stanford and was a pro-football player with the Chicago Bears for seven years. Currently member of the staff of the Queen of Valley Hospital in West Covina, the West Covina Intercommunity Hospital, and the Covina Los Amigos Hospital. President of the State Board of Health. Was named one of the ten Most Outstanding Young Men in the United States by the Junior Chamber of Commerce in 1965.

**WENDELL W. WITTER, 62**

Appointed: Gov. Reagan, term expires in 1979.  
Background: Investment banker. Graduated from Berkely. Rose from salesman at Dean Witter and Co. to the executive committee. Member of the board of governors of the Associated Stock Exchange Firm, governor from 1958-1962 and president in 1962. Also a member and past governor and president of the Investment Bankers Association of America. Currently on the board of governors of the Sarah Dix Hamlin School and a member of the Coordinating Council for Higher Education. Previously served a member of the UC Board of Regents.

Belongs to the Bond (president in 1956-57), Golf, Pacific Union and Bohemian Clubs in San Francisco.



"Politics and education cannot be mixed without politics eroding the integrity of education. Unfortunately, emotion, propoganda, and greed characterize politics, while truth is the heart of education."

--Dudley Swim

# The Man Behind the Lectern with the Red Star on His Lapel

During the Columbia rebellion in the spring of 1968--while 500 students occupied campus buildings draped with red and black flags--one very agitated faculty member ran up to Low Library and shouted: "I teach Marxism! I teach Marxism!" He was pulled inside through a window. His advice was: the time is not ripe.

In the fall of 1967, the San Jose PD Riot Squad attacked 1000 students protesting Dow Chemical recruiting at SJS. The ensuing riot involved several thousand people and covered the campus with tear gas. Later that day, SDSer's met with left-liberal faculty. As the meeting broke up, the radical students turned to San Jose State's nationally-prominent radical theorist (and professor) and commented: "We can't work with these (liberal faculty) people." The radical prof exploded: "Well, I can't work with you! You want to destroy the university; I want to work within it!" He declared that his research and training of graduate students was more important than an anti-war movement which went beyond protest to resistance.

During the protests following the invasion of Cambodia, the radical faculty

at SJS--rather than organizing action among the more than 1000 teachers at the school--instead joined with student government "cool-it" squads to "contain" student protest actions. Similarly, in 1968-69, the self-proclaimed "radical-revolutionary" faction of the teachers' union worked throughout the student-faculty strike to halt the disruptive marches of 1000 and more students and teachers through campus buildings, and to encourage a speedy return to business-as-usual. (At that time, business-as-usual meant fewer than 80 Black students at San Jose State.)

Why liberal faculty members feel threatened by the student movement has been extensively analyzed. (See especially Michael Miles; brilliant THE RADICAL PROBE: THE LOGIC OF STUDENT REBELLION, Atheneum, 1971) If, however, the revolutionary rhetoric increasingly fashionable among professors has misled you: remember, a 'red' prof has it made just as much as a reactionary one--no, more so: 'cause he's probably less uptight, uses better drugs, and gets more respect (and sex) from his students.

Think about it: even Professor Angela Davis and Professor Bruce Franklin were fired for things they said (not did) outside "their" classrooms. If what goes on inside the most "revolutionary" classrooms in California fails to offend the UC Regents and the Stanford Trustees (the Hewletts & Packards, the Reagans & Dudley Swims)--how revolutionary is it??

A look at SJS's New College clarifies

things: A large cluster of radical profs and radical students--nicely tucked away from the mass-production mindfucking of the mainstream--a place (even better than the economics department) where everyone does their radical thing (usually a missionary effort, bringing the torch of struggle to benighted GIs, prisoners, East-siders, or what-have-you; a movement into "the community" and away from the campus, away from the multiversity: "Nobody here but us chickens; nothing HERE for a radical to fight")...

And never a ripple of trouble for the ongoing business of the main campus. New College sucks up potential hellraisers like a vacuum cleaner. One year, New College gave a semester's credit to a student for going to Cuba. Wow! Far out! Just so's she doesn't go to Bunzel's office--or, worse yet, challenges a red prof's power to control "his own" teaching, his own research, his own classroom. "Academic Freedom"=Professor Power.

Most "revolutionary" teachers aren't even radical in their academic work--and they should be exposed as the posers they are. The handful who do work from a radical intellectual perspective, can be valuable teachers--if you can function within the prof/student power relationship. But, when it comes to actions which threaten to disrupt the on-campus status-quo, don't count on their bodies, and especially, don't follow their advice. Clothed in the hippest, most far-out, overpoweringly marian rhetoric, it'll work out to be: The time is not ripe.

## Food Conspiracies

If we lived in a society where food was distributed equally according to need, we wouldn't need a food conspiracy. But we don't. So we have to learn and develop new ways of providing services for ourselves.

Buying collectively works. The food conspiracy in San Jose started in September, 1970, and has grown from 2 to 75 families. At first, we only bought fruits and vegetables. Now we've added chickens, eggs, and cheese. From time to time, we get seeds, nuts, dried fruits, and grains. Conspiracies are popping up all over to meet peoples' needs. Some are organic--some aren't. In some you can order specifically and in some you get a random assortment. The number of families varies from 10 to 75. Some are stable (i.e., the same families every week) and some, different people order every week.

The form isn't important. The idea of people working together to provide needs for themselves is. Our society is set up to divide and alienate people. Families live apart; each family provides for itself. There is so much waste and duplication. If there are 10 houses on the block, there are 10 washing machines, 10 lawnmowers, 10 cars, and 10 women staying home to watch one or two kids. It doesn't have to be that way. The experience of the food conspiracy has brought neighborhoods together. People learn to share. And by sharing, the services and foods are better, cheaper, and the whole process is more human and less alienating.

ALL POWER TO THE PEOPLE'S FOOD CONSPIRACIES

### Fruit and Vegetable Conspiracy--18th Street

Pay \$1.50 at 212 South 18th Street, Wednesday night between 6-8. Pick up \$3-\$4 worth of fruits and vegetables Thursday afternoon between 4-6 at 214/216 South 18th Street.

### Food for Thought

Food for Thought purchases and distributes fruits and vegetables to residents between Williams and San Carlos every Monday. For more information call Lorraine 293-8677 or Bridget, 287-0999.

### South-of-Williams St. Conspiracy

Bring \$1.50 for produce and money for cheese to 650 So. 8th St, Apt. 2 on Tuesdays between 5 and 10 PM. Call Bob or Linda at 289-1287 for more information.

### Neighborhood Food Conspiracy

For those who live north of San Fernando St. in the 5th to 13th St., area. Pick up fruits and vegetables every Thursday night from 7:30 to 10 at 75 S. 7th Street, and cheese the first Thursday of the month. Bring \$1.50 to 76 S. 11th St., Apt. 4 (upstairs around the back) any Monday or Tuesday night, or call Shirley, 286-9634.

### 12th Street Food Conspiracy

Leave \$1.50 for fruits and vegetables at 241 So. 12th St., Wednesday nights be-

tween 6-9. Pick up Thursday afternoons between 4-6 at the same address. For more information call Ric at 297-3520.

### San Jose Cheese Conspiracy

They buy cheese on the first Thursday of every month. You must order at least a pound of cheese (examples: Monterey Jack-75¢, Cheddar-82¢, Swiss-88¢) which you can pick up at 225 S. 12th St that afternoon from 3-7 p.m. Bring your money from 5-9 p.m. on the preceding Wednesday, and call Pauline at 294-8557 or 287-6129 for further information.

### Organic Eggs and Chickens

Place your orders on Wednesdays to Ignacio at 295-8557 from 1-6 p.m. to Patty at 297-9641 from 6-8 p.m. or to Ric at 297-3520 from 4-9 p.m. Pick up Thursday of every other week from the 18th St. conspiracy between 4-6 p.m. or the 12th St. Conspiracy from 3-7 p.m. For example Jan. 11, Jan. 27, Feb. 10, etc. Prices fluctuate according to the market.

## Community Services

Here are some other services you might need to know about:

Food stamps are accepted at The Tamale Factory, The Hungry Spartan, and Christ-ananda Natural Food Store and Restaurant. Other cheap and good places to eat include Tico's Tacos, at 4th and St. James, Paula's Breakfast Nook at 17 So. 4th St., the Cachito del Terre, at 478 E. Santa Clara, Peanuts, 275 E. San Fernando, Togo's on 336 E. William, and the many Chinese and Japanese restaurants around 4th and Jackson. Some people like Phil's Eat and Run, 460 E. William which serves beer and has pool tables.

Planned Parenthood costs about \$20 for an examination, \$1.50 a month for pills. Family Planning is free.

The Mechanics Co-op is equipped to tune up, lubricate, change oil, adjust brakes, pack wheel bearings, repair brakes, starter, generators, and solve other electrical problems. Call Tim at 293-2771 for American cars and trucks; Bob at 297-8598 for VW's, Volvo, Datsun and Land Rover; Mark for motorcycles and American; Craig at 293-8390 for MGA, MGB and Austin Healey. People we have talked to who have used this service (including ourselves) have been uniformly delighted with the competence, vibrations and price rage of these mechanics. As they say in Berkeley, dare to struggle, dare to fix!

There is a ride board in the first floor of the College Union. If you need a ride or riders, fill out one of the little cards.

Local Dope Analysis can be read about in every issue of the Red Eye, available on the streets and in head shops for 15¢, or by sending it in envelopes available in the A.S. Offices of the College Union to Analysis Anonymous. Feel safe.

San Jose's Women's Center will be opening on Susan B. Anothony Day, which is Tuesday, February 15th. There will be an open house that day in the basement of Building Z on Ninth and San Carlos. The Women's Center will be open Monday-Friday from 10-2 and from 6-8, and on weekends from 1-6. It will offer child care, self-defense classes small group coordination and as many other things as women are interested in organizing. The next Women's Center meeting will be Tuesday, February 8, at 7:30. Call the Women's Center at 294-7265 or call 295-4387 for more information.

The Peoples Law School offers free classes such as Women and the Law, Thursdays at 8 PM beginning February 17 at the Women's Center; Tenant/Landlord Law, Mondays at 7:30 PM at the Mayfair Neighborhood Center starting Feb. 28; Welfare Law, Tuesday, 7:30 PM at Lee Mathson School, beginning February 22; as well as classes in Consumer Law, Street Survival and Criminal Proceedings, Legal Research, etc. For more information call the National Lawyers' Guild, 261 E. William. at 292-0174.

For more services which are generally self-explanatory, see the phone list. If you know of anything helpful which we haven't mentioned, call us at 275-0390 and we'll put it in our next issue.

# The Hungry Spartan

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# The Hungry Spartan

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Artists' Switchboard.....246-9818  
Asians for /247-6012  
Community Action.....286-8005  
Birth Control Institute...287-3487  
Committee for Open Media..298-1983  
Committee to End Tax 292-0188  
Loopholes/Peace&Freedom./294-5133  
Community Alert Patrol...251-9109  
Consumer Affairs.....299-2105  
Co-op Nursery.....377-8155  
Draft Counseling.....294-6414  
ext 2707  
Draft Resistance.....298-7611

Drug Abuse Treatment.....286-5442  
ext 354  
Drug Communications Inc...275-9560  
Ecology Switchboard.....293-8500  
Entertainment  
Bodega.....374-4000  
Chateau Liberte.....353-1600  
Fox Theater (50¢ movies).293-7007  
Garlic Factory.....292-9316  
Jose Theater.....297-0253  
Ricardo's.....294-4009  
San Jose Box Office.....246-1160  
Studio Theater.....292-6778  
Town and Country Lodge...336-9983  
Underground Cinema.....297-3060  
Warehouse.....297-9654  
Family Planning.....292-1826  
Food Stamps.....299-3482  
Free School.....227-9797  
Free Youth Clinic.....297-8161  
Humanist Society.....294-5017  
Indian Center.....292-5441

Iranian Students 286-0880  
Association...../297-8346  
KOME.....275-6600  
KSAN.....986-6244  
KSJO.....246-6060  
KTAO.....354-6622  
La Raza Unida.....259-8651  
Legal Aid  
ACLU.....293-2584  
Legal Aid Society.....298-1315  
National Lawyers' Guild/  
People's Law School.....292-0174  
People's Legal Defense...289-9546  
S.C.I.P. Legal Aid.....287-2390  
Musicians' Switchboard...861-8889  
NACLA.....849-1414  
New Life Vocations.....294-6414  
ext 2861  
NOW.....241-2457  
Operation Share.....294-3344  
Pacific Studies Center...322-4664  
Peace Center.....297-2299

Planned Parenthood.....294-2442  
/294-6584  
Pregnancy Test.....297-1636  
Problem Pregnancy.....851-3918  
Psychological Counseling..294-6414  
Recycling Centers.....287-9803  
/294-6414 ext 2093  
Red Eye Media.....295-9509  
San Jose State College...294-6414  
SJS College Union.....287-3572  
San Jose Switchboard.....293-0224  
Sedition.....275-0390  
Socialist Revolution.....621-7046  
Solidarity Office.....275-9535  
Suicide and 287-2424  
Crisis Service...../286-5442  
United Farm Workers.....292-4651  
United Prisoners' Union...275-9535  
VD Clinic.....297-1636  
ext 276  
Venceremos Brigade.....845-6326  
Welfare Rights.....299-1121  
Women's Liberation.....295-4387

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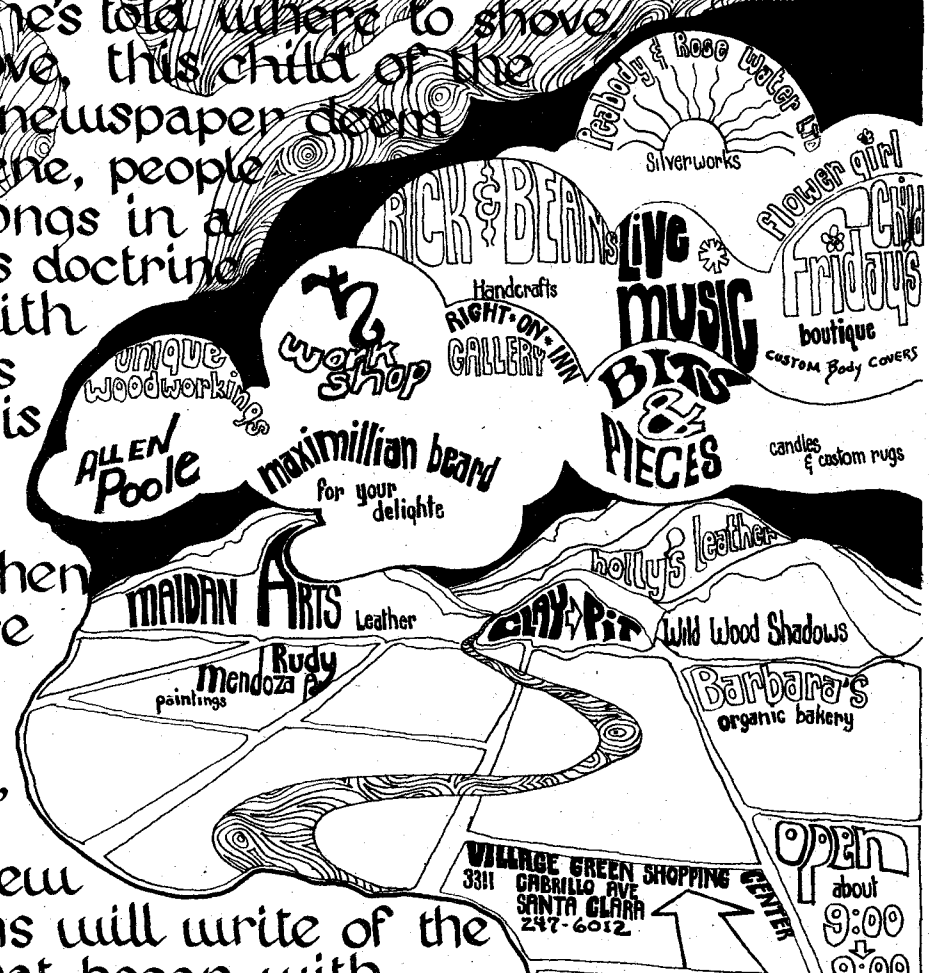
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his image obscene, people  
sneer he belongs in a  
cage, yet his doctrine  
is spliced with  
the teachings  
of Christ, this  
child of the  
new stone  
age. but when  
thoughts are  
exchanged  
and ideas  
rearranged,  
then culture  
will start a new  
page, historians will write of the  
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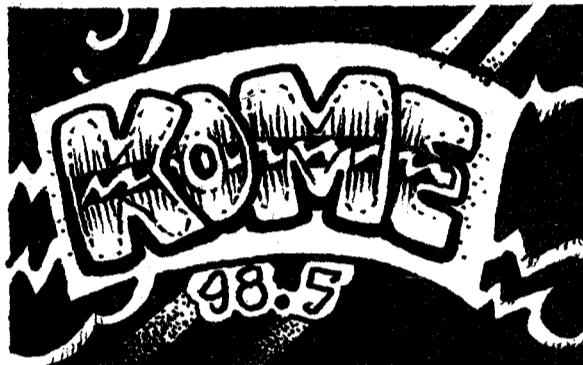
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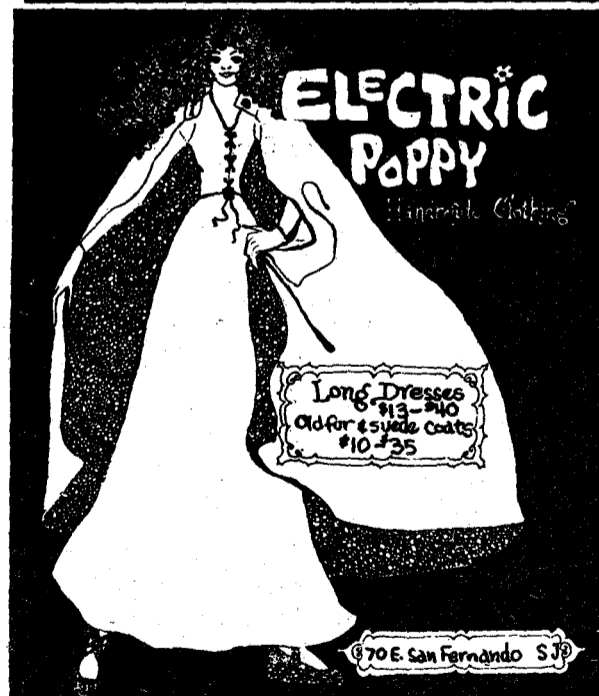


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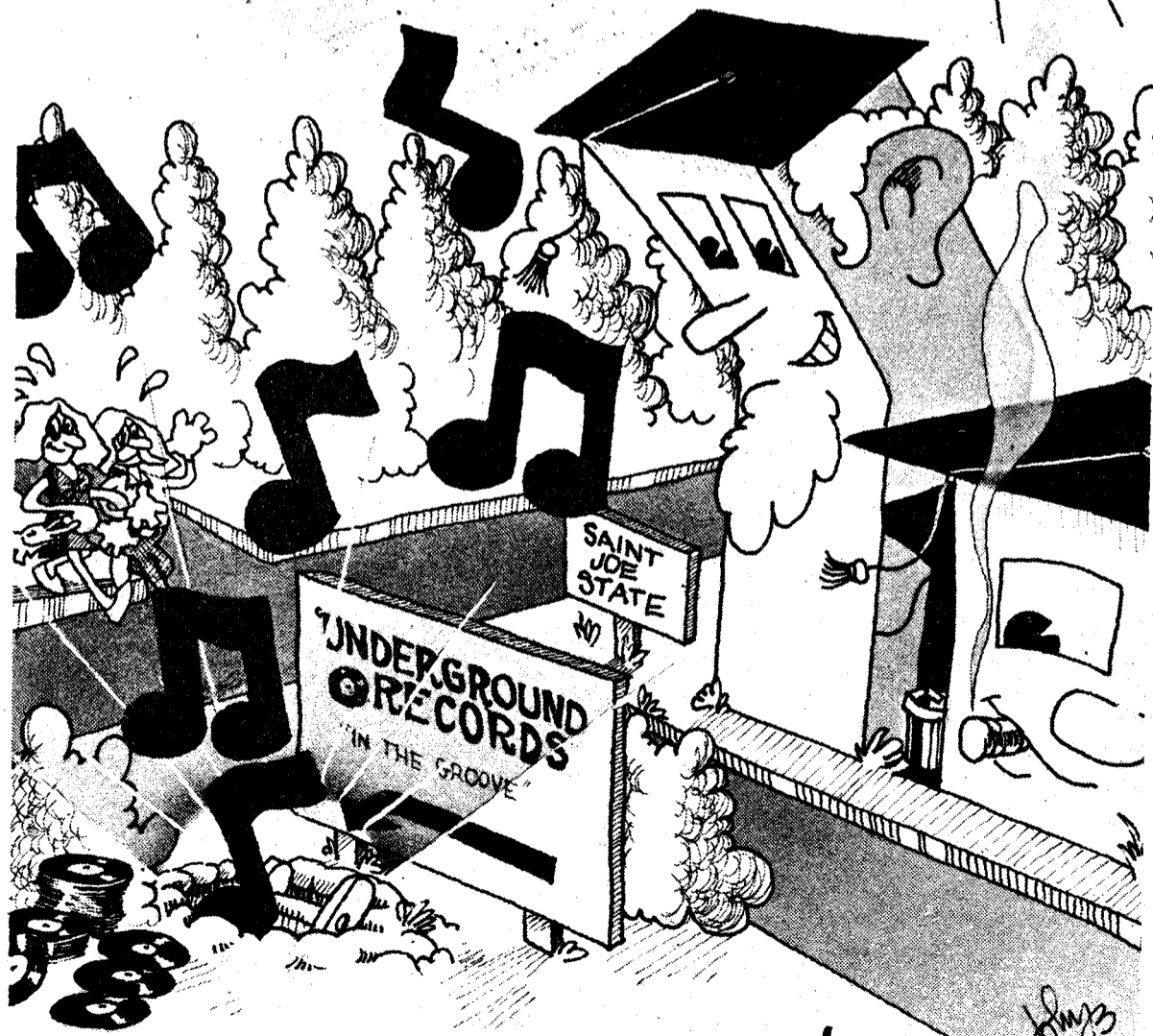
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