

DEMANDS AND EXPLANATIONS

1. That all Black Studies courses being taught through various other departments be immediately part of the Black Studies Department and that all the instructors in this department receive fulltime pay.

Explanation: At the present time the so called Black Studies courses are being taught from the established departments which also control the function of courses. In order for a brother or sister to teacher a Black Studies course he or she has to go before the assigned department head to receive permission to teach, which clearly shows that the power lies with the departments and the racist administrators, not the Black Studies department chairman, faculty and staff.

At the end of the summer before the Fall of 69, the racist administration announced that 47 full-time teaching positions were unfilled. The Black Studies Department only receives 1.2 teaching positions out of the total number of 47. The Black Studies Department instuctors should receive full-time pay like the various other departments on the San Francisco State College campus.

2. That Dr. Hare, chairman of the Black Studies Department, receive a full-professorship and a comparable salary according to his qualifications.

Explanation: Dr. Hare is one of the best sociologists in the country and one of the most sought after, yet he makes less money than any---Department chairman and all newly appointed deans and administrations.

3. That there be a Department of Black Studies which will grant a Bachelor's degree in Black Studies; that the Black Studies Department, chairman, faculty and staff have the sole power to hire faculty and control and determine the destiny of its department.

Explanation: That the Black Studies Department have the power to grant Bachelor degrees; and that the Black Studies Department Chairman, faculty and staff have the sole power to hire and fire without the interference of the racist administration and the Chancellor.

4. That all unused slots for Black students from Fall 1968 under the Special Admissions program be filled in Spring 1969.

Explanation: That the 128 slots that were not filled by so-called "special admittees", be filled by any Third World students who wishes to attend SFSC in the Spring of 1969.

5. That all Black students wishing so, be admitted in Fall 1969.

Explanation: In San Francisco 70% of all Primary, Jr. High School students are Third World, but at SFSC only 4% of the entire student body are Third World students. In other words the racist pig power structure does not want an abundance of "niggers" in their so-called "institutions of higher learning".

6. That twenty (20) full time teaching positions be allocated to the Department of Black Studies.

Explanation: At the beginning of the Fall semester 1.2% of a teaching position was allocated to the so-called Black Studies Department function off of such a small number of teaching positions.

7. That Dr. Helen Bedesom be replaced from the position of Financial Aid officer and that a Black person be hired to direct it, that Third World people have the power to determine how it will be administered.

8. That no disciplinary action will be administered in any way to any student workers, teachers, or administrators during and after the strike a consequence of their participation in the strike.

Explanation: That the racist administrators do not threaten the security and well-being of people who support and participate in the strike.

9. That the California State College Trustees will ~~NOT~~ be allowed to dissolve any Black programs on or off San Francisco State College campus.

Explanation: On November 22-24 the California State Trustees will meet on the request of Pig Dumke to dissolve the Associated Students on all State College campuses throughout the state. This means that we cannot create and maintain programs on campus and off campus. Everything we do will be controlled by the pig Dumke. All Programs such as the Associated Students, C.S.I., E.C., etc., will have to have pig Dumke's O.K. If the trustees dissolve on creativity on campus and off campus, we will use our creativity in a prolonged and protracted war against them.

10. That George Murray maintain his teaching position on campus for 1968-1969 academic year.

Explanation: George Murray is one of the best English instructors on the campus. He was fired not because of this teaching activity but because of his political philosophy. This is insane and absurd and he must be reinstated; to continue to educate and enlighten the Third World students in his classes.

By Univ. Col. SDS (Boulder) Prior to Hayakawa
SAN FRANCISCO STATE DEMANDS
speech 3/3/69

DEMAND #1

All Black Studies courses being taught through various departments be immediately part of the Black Studies department and that all the instructors in this department receive full time pay.

At the present time, the so-called black studies courses are being taught from the established departments which also control the function of the courses. We, the Black Students at San Francisco State College, feel that it is detrimental to us as Black human beings to be controlled by racists, who have absolute power over determining what we should learn.

Take for example the School of Behavioral and Social Sciences controlling the social welfare classes. The School of Humanities control over the English classes. In our social welfare classes our first downfall is that our instructors are completely ignorant of the ethnic backgrounds of black people. They are in some cases people who have never been married and have no children. They tell us, or try to tell us, the best way to raise our children when they have never in their lives raised one. As a matter of fact our mothers raised most of theirs. In our English classes we are taught to dig on writers such as Chaucer and Arthur Miller. These writers do not deal in any realistic manner with Black people. Black people should be aware of our own writers such as Dr. Hare, LeRoi, Baldwin, Williams, Wright, etc. We are taught in our English classes to speak differently, so that when we return to our communities we are not able to communicate with our people. Therefore a diversity among the race results. If there was a real black studies department there would only be qualified instructors who would receive full-time pay since they would be full-time instructors.

DEMAND #2

That Dr. Hare, Chairman of the Black Studies Department, receive a full professorship and a comparable salary according to his qualifications.

Dr. Hare is the only black administrator at SF State who was selected and hired by the black students. And his loyalty is to the blacks on campus and not to the white racist administration.

His salary bears witness to that well-known governmental fact that a black person with a Ph.D. earns, on the average, the same as a white person with a high school diploma.

He is a noted Ph.D. who has been published in the leading black magazines, sociological journals, as well as the so-called "slick" magazines, and has authored a book about the black middle class, "Black Anglo-Saxons."

Because he is a revolutionary and not an Uncle Tom, the administration has thrown him a few crumbs, in spite of the fact that he is responsible for coordinating and administering the department, which has 33 courses scattered throughout various "sympathetic" schools and departments on campus.

Therefore it is immediately incumbent to pay Dr. Hare for his work and his qualifications.

DEMAND #3

That there be a Department of Black Studies which will grant a Bachelor's degree in Black Studies; that the Black Studies Department, chairman, faculty and staff have the sole power to hire faculty and control and determine the destiny of its department.

The Black Studies Department should have the power to grant a Bachelor degree to anyone who wishes to major in the field, and that Black Studies Department, chairman, faculty and staff have the sole power to hire and fire without the interference of the administration and the chancellor. Past experiences with the racist dogs have taught blacks to "do their own thing."

The present Black Studies consist of thirty-three scattered courses throughout different school departments. It is most important that a credited department for the works of Black People be formed on this college campus, to feed the needs of its Black Student Body. The now Black Studies program does not allow a strong department of studies. The Blacks recognize the urgent need for Black Studies that would tell the true nature of this decadent American society.

The Black Students of SFSC have long struggled for three years to obtain a Black Studies Program with little or no support from the faculty and administration. If our demands are not soon met, we will have to use force.

DEMAND #4

That all unused slots for Black Students from Fall 1968 under the Special Admissions program be filled in Spring 1969.

Many Black Students are unable to be accepted in a college because of low grade points received by taking the A.C.T. or S.A.T. test, for middle-class suburban honkies. But through the demands, hard work and study of the BSU, Black Students are in this college.

There were more than enough Black Students to be accepted into SFSC under the Black Studies Institute, OMFE, STEP, Upward Bound and College Commitment Program (which is the so-called "Educational Opportunity Program"). But because of the hassle with the administration (that is, the administrators told many Black Students that their transcripts were late and the students who were receiving Grants or Loans were told that they hadn't come in) many of these students were accepted in other colleges where they were given their Grants and Loans—so that left 128 unused slots open.

We have demanded and demonstrated to get the unused 128 slots filled by Black Students and Third World Students who wish to be admitted in SFSC in the Spring 1969.

DEMAND #5

That all Black Students wishing so be admitted in Fall 1969.

By admitting all black students who apply, the state can make up for years of neglecting Black people trying to get a college education. The current racist quota system must be abolished—not ten years from now, but by September 1969. Entrances based on high school grades are also unjust to Third World students; these grades were originally based on knowledge of a white culture that denied the existence of any relevant Third World cultures. We have hassled too long with racist administrators and their systematic exclusion of Third World Students; we must change this now.

DEMAND #6

That 20 full-time teaching positions be allocated to the Department of Black Studies.

No department on any college campus can function unless it has instructors. A department such as Black Studies, which offers 33 courses, needs 20 faculty members to adequately teach these and more courses. The positions are there and all the administration needs to do is allocate them to the Black Studies Department.

At the end of the summer of 1968, there were 47 open teaching positions. Donald Garrity, the racist top-pig on the campus, declared that these positions would go into other areas where he felt they were needed. He felt the money should go to other administrators' pockets rather than into the Black Studies Department.

The racist Garrity gave away positions that could have been filled by qualified, nationally known Black men and women such as Harold Cruse, Sarah Fabio and Alvin Poussant. The administration had the positions and refused to give them to us, and we are again demanding that the Black Studies Department be given 20 positions.

DEMAND #7

That Dr. Helen Bedesom be replaced from the position of Financial Aid Officer and that a Black person be hired to direct it; that Third World people have the power to determine how it will be administered.

Dr. Helen Bedesom has consistently ignored the needs of Third World students, particularly black students. Money which has been given to the college for Black students has been sent back by this power-mad woman with the explanation that she could not accept earmarked money or the outright lie that no qualified students applied. Yet this slavemistress has allowed similarly "earmarked" funds to be used by Chinese students.

Dr. Bedesom, who it is rumored achieved her position not by the normal process of appointment, but by successfully staging a vicious power play when the position was vacated, has brought young black sisters to tears with her verbal attacks on their personal lives. She has told black students that there was no money available just prior to her sending back of funds allocated to poor students by the federal government.

DEMAND #8

That no disciplinary action will be administered in any way to any student workers, teachers, or administrators during and after the strike as a consequence of their participation in the strike.

We are striking because it is a necessity, a necessity for our education, for black people, and especially black youth and black children, throughout the Bay Area, this state, and all over the country.

Already eleven students, black and white, have suffered disciplinary measures; because of their devotion to this necessity. One white teacher has been fired because of his radical position.

If the school chooses to use this as one of their methods of retaliation, we have no choice but to further escalate our struggle.

The more students suspended and teachers fired, the more committed our efforts become, and the deeper our struggle.

If any discipline is needed, run it on Pig Ronnie and Fuehrer Dumke.

DEMAND #9

That the California State College Trustees not be allowed to dissolve any Black programs on or off San Francisco State College campus.

The Tutorial Program, and Black Students Union, the Third World Liberation Front, the Bookstore, the Commons; all these and anything else which the students now control are due to be co-opted and controlled by Reagan and his lackeys—the Trustees.

Title five if revised would eliminate student self-government, would give the Trustees total authority to decide what activities are allowable and which ones aren't, and the Chancellor would have to approve in writing any and all activities before they are implemented.

They plan to control all the auxiliary organizations which are defined as (1) associated student organizations, (2) any organization using the name of the state or that state college, (3) any organization which represents an official relationship with the college, (4) any organization in which college officials participate as directors as part of their official position, (5) any organization which provides services to the campus.

Black people and other Third World students who need financial aid will be directly at the mercy of the Trustees and the President. In short, the need that Black people feel to determine their own destiny would be completely and utterly wiped out.

Specifically, the Trustees would have the power to:

1. Eliminate the Experimental College and activities they don't like, such as the Tutorial Program;
2. Censor any student paper, play, or film they wish;
3. Raise the price of books and food without consultation and use the profits any way they desire;
4. Use student money to finance any college program—whether it relates to students or not;
5. Prevent students from working in the community.

DEMAND #10

That George Murray maintain his teaching position on campus for the 1968-69 academic year.

George Murray, who is a graduate of S.F. State, is a well-qualified English instructor. He is able to relate to the needs of his Black students, while most white instructors ignore the unique problems of Black students on a white campus such as S.F. State. Black students on this campus need an instructor like George who teaches students about Black authors and their works, for these Black authors talk to the student about his own experiences in the Black community.

George Murray's presence on this campus should not be determined by white people and their standards. Black people on this campus need to defend themselves against a power structure of which S.F. State is a part, because Black brothers and sisters are killed every day, whether in Viet Nam or in San Francisco, by racist policemen who lay siege to our community. George's statement about students defending themselves is not grounds for dismissal as an instructor. White administrators know little about the needs of Black people and therefore should have no power to fire a man such as George Murray, who speaks truthfully about our needs as Black people in a white America.

DEMANDS #11-15

11. That a School of Ethnic Studies for the ethnic groups involved in the Third World be set up with the students in each particular ethnic organization having the authority and control of the hiring and retention of any faculty member, director, or administrator, as well as the curriculum in a specific area of study.

12. That 50 faculty positions be appropriated to the School of Ethnic Studies, 20 of which would be for the Black Studies program.

13. That, in the Spring semester, the College fulfill its commitment to the non-white students in admitting those that apply.

14. That, in fall 1969, all applications of non-white students be accepted.

15. That George Murray and any other faculty person chosen by non-white people as their teacher be retained in their position.