

San Francisco State College
BSU/TWLF Student Strike 1968-1969

Student flyers & organizing materials ~ NOVEMBER 1968

This is a partial collection of leaflets and materials that were distributed on campus during the month of November 1968. To the degree possible they are arranged in chronological order though in some cases that's largely guesswork and in others dating was not possible.

STRIKE NOV 6

November 4, 1968

11/4

The trustees and the administration are preparing to destroy us.

All Black student and Third World student programs and achievements face extermination on this campus:

The Black Studies Department does not exist in reality. It is only on paper as a department. The racists in the administration have been and are destroying the whole concept of Black Studies;

the Trustees are preparing to dissolve the Associated Students, now that Black and Third World students have developed working programs and brought the college to the community and the community to the college. Tutoring, Special Admission won't have money to survive on, once the Trustees seize AS funds.

So we must prepare ourselves for a strike. And organize ourselves to take further action.

THE BLACK STUDENT UNION AND THE BLACK FACULTY UNION TAKE RESPONSIBILITY FOR THE WELFARE OF ALL BLACK PEOPLE ON THE CAMPUS (WORKERS, STUDENTS, ADMINISTRATORS, FACULTY).

THEREFORE WE DEMAND THE FOLLOWING:

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 full time pay.
2. That Dr. Hare, Chairman of the Black Studies Department, receive a full professorship and a comparable salary according to his qualifications.
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.
4. That all unused slots for Black students from Fall 1968 under the Special Admissions program be filled in Spring 1969.
5. That all Black students wishing so, be admitted in Fall 1969.
6. That twenty (20) full time teaching positions be allocated to the Department of Black Studies.
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 students, workers, teachers, or administrators during and after the strike as a consequence of their participation in the strike.
9. That the California State College Trustees not be allowed to dissolve any Black programs on or off San Francisco State College campus.
10. That George Murray maintain his teaching position on campus for 1968-1969 academic year.

STRIKE DEMANDS

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THIRD WORLD LIBERATION FRONT

1. 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 study.
2. That 50 faculty positions be appropriated to the School of Ethnic Studies, 20 of which would be for the Black Studies program.
3. That, in the Spring semester, the College fulfill its commitment to the non-white students in admitting those that apply.
4. That, in fall 1969, all applications of non-white students be accepted.
5. That George Murray and any other faculty person chosen by non-white people as their teacher be retained in their position.

STRIKE

DAILY

VOLUME ONE / NUMBER ONE / NOVEMBER 6, 1968 / JAMERSON PRINTING

MASS STRIKE CALLED

10 THIRD WORLD DEMANDS

- 1 THE BLACK STUDIES DEPARTMENT MUST BE GRANTED FULL DEPARTMENTAL STATUS IMMEDIATELY, WITH ALL BLACK STUDIES COURSES PLACED UNDER ITS JURISDICTION.
- 2 THE BLACK STUDIES DEPARTMENT WILL GRANT A B.A. IN BLACK STUDIES.

DR. NATHAN HARE, CHAIRMAN OF THE BLACK STUDIES DEPARTMENT, MUST BE GIVEN A SALARY SUITED TO HIS QUALIFICATIONS.
- 3 UNUSED SPECIAL ADMISSION SLOTS FROM THIS SEMESTER MUST BE FILLED NEXT SEMESTER BY THIRD WORLD STUDENTS.
- 4 ALL THIRD WORLD STUDENTS APPLYING TO SF STATE IN THE FALL, 1969, MUST BE ADMITTED.
- 5 TWENTY FULL TIME TEACHING POSITIONS MUST BE PROVIDED TO THE BLACK STUDIES DEPARTMENT.
- 6 HELEN BEDESEM MUST BE REPLACED AS FINANCIAL AIDS ADMINISTRATOR BY A THIRD WORLD PERSON WHO CAN MEET THE SPECIAL NEEDS OF THIRD WORLD STUDENTS.
- 7 NO DISCIPLINARY ACTION WILL BE TAKEN AGAINST STUDENTS, FACULTY, STAFF OR ADMINISTRATORS FOR THEIR PARTICIPATION IN THIS STRIKE.
- 8 THE CHANCELLOR'S OFFICE PROPOSAL TO RESTRICT STUDENT SELF GOVERNMENT AND AUTHORIZE THE ADMINISTRATION TO DISSOLVE STUDENT PROGRAMS WILL NOT BE IMPLEMENTED.
- 9
- 10 GEORGE MURRAY MUST RETAIN HIS TEACHING POSITION.

STUDENTS ASKED TO WALK OUT

If you support the ten demands; if you object to being an instrument in the latest attack on George Murray of the Black Panther Party by the people who run this state; if you are appalled by the latest repressive measures of the Chancellor's office and the Board of Trustees; if you think you are entitled to some say over your own education and your own life; if you feel that Black people are entitled to the same things and have been forced to put up with a vicious system of institutionalized

racism for too long; if you support the student programs or feel you have a right to demonstrate on campus; if you feel any sympathy at all for the attempt by Black people to liberate themselves from the rule of a racist power structure...then you support this strike. We call upon all students to boycott their classes, to participate as actively in the strike as they can, to stand together and make themselves heard. We need everybody.

THIS IS THE FIRST ISSUE OF WHAT WE HOPE WILL BE A CONTINUING DAILY NEWSPAPER. ANYONE AND EVERYONE WHO SUPPORTS THE STRIKE AND WANTS TO RAP ABOUT IT IS WELCOME TO CONTRIBUTE--POSITIONS,

ARGUMENTS, POEMS, HUMOR, SATIRE, ANYTHING. WE'LL PRINT AS MUCH OF IT AS WE CAN. BRING YOUR STUFF TO THE OPEN PROCESS OFFICE IN HUT C OR CALL 469-1441.

4/7 ?

Join Fight Against Racism

At a mass meeting held in the Gallery Lounge yesterday, over 200 students voted to support: 1) the strike called by the Black Students' Union (BSU) on Wednesday, and 2) to support implementation of the ten demands of the BSU which attack the racism that the college administration and Board of Trustees uses to divide white students from the black. We feel the fight against racism and the ten BSU demands are in the interest of all students on this campus who are opposed to the corporate power structure that runs this society and uses racism to increase its profits by dividing white people from black people.

Come to the mass meeting today at 11:00 in the Gallery Lounge to discuss specific action around white students fighting racism and what action we will take to fight for these ten BSU demands.

MASS MEETING
11:00 TODAY
GALLERY LOUNGE

By Bill Barlow and Peter Shapiro
Reprinted from OPEN PROCESS

The order from the Chancellor's office that George Murray be suspended may have been "unprecedented," to use President Smith's term, but it did not take place in a vacuum. Across the United States, the educational system is slowly being torn apart by its own internal contradictions. For years the schools have sought to perform a variety of functions: production of trained manpower, reinforcement of social stratification, technological research and development, ideological manipulation, and inculcation of young people with "acceptable" or "manageable" social values, prejudices, lifestyles, and ways of looking at the world. In certain areas--specifically, the ghetto schools--they have even sought to be institutions of incarceration, keeping kids "off the streets." At the same time, they have tried to maintain the pretense of real education, occasionally redefining the concept of "education" to minimize the conflict between it and the social functions mentioned above. In any case, the ruse has failed miserably. A last ditch attempt to slavage the New York public school system with a Ford Foundation-inspired decentralization plan has resulted in a brutal and vicious teachers' strike which has thrown the city's schools into a state of chaos. San Francisco's high schools are also threatening to close, wracked with violence, racial turmoil, and disaffection, conflicts which show no sign of being resolved. Administrators threaten to "get tough"; teachers threaten to walk out; students, lacking the power of either teachers or administrators search vainly for ways to articulate their grievances. Reagan and Rafferty talk of "taking over" the University of California, which is going through a series of abortive upheavals. And the Trustees of the California State Colleges, taking their cue from the politicians, have begun in earnest their systematic clampdown on any and all forms of student activism--whether it be the anti-war agitation of SDS, the educational innovation and community organizing of the BSU and the student programs, or the simple and seemingly innocuous attempt by students to plan a human-oriented and badly needed college union in the midst of a stultifying campus environment.

In New York, perhaps, the conflicts have come closest to crystallizing. For some time it has been clear that the schools in urban ghettos like Harlem are in a hopeless situation. Thousands of black and brown kids have been forcibly removed, for six hours a day, from their daily lives and placed under the jurisdiction of petty functionaries who could not even begin to meet their needs, even if they wanted to. They wake up in the morning with rats and roaches crawling under the bed, dress and go to schools where they are told to accept a series of facts which are both totally alien and totally useless in terms of their daily experience. Failing to "learn," they suffer the consequences. Attempting to rebel, to make their needs known, they are met with repression. Driven further down, they respond with resentment, deliberate "stupidity," perhaps even minor acts of vandalism and violence. The institution tightens its grip; they must be "controlled" at all costs. The situation is self-perpetuating.

The rebellion against the schools became political. Parents recognized that their children were slowly being destroyed. Marches and boycotts were organized. The tactics became more extreme. A kind of small-scale civil war was imminent. Something had to be done.

The response of the Ford Foundation was a tentative plan for "decentralization," giving the community--rather than the huge, unwieldy bureaucracy of the school district--a measure of control over the schools. But this threatened the security of both the bureaucrats and the teachers. They fought decentralization tooth and nail and when it was instituted, struck. They put themselves at loggerheads with the community. They charged anti-semitism (the teacher's union is predominantly Jewish). The community charged white racism. The Ford Foundation sat back and watched while two groups that have traditionally been exploited by the school system began to tear each other to pieces.

In San Francisco a similar situation seems to be developing. But the powers-that-be are considerably less enlightened or sophisticated than the Ford Foundation. The SFPD's notorious Tactical

Squad patrols the hallways of Balboa High School. At Lincoln High, the cops are plain-clothesmen, actually teachers imported from other schools. Isolated students perform isolated acts of violence, generally against teachers or fellow-students; lately, however targets have been selected a bit more carefully and deliberately. Poly students, meanwhile, tried to organize and did succeed in staging a peaceful and impressive march on City Hall. The reaction from Superintendent of Schools Robert Jenkins was apoplectic. "Student marches and demonstrations will not be tolerated," he said. "Police action will be requested whenever necessary and those responsible will be subject to prompt disciplinary action including permanent expulsion. We welcome suggestions, but students are in no position to make demands." Jenkins went on to blame "outside agitators" for the unrest in the schools, and concluded, "Unauthorized persons will not be permitted in school buildings and those who incite students or threaten teachers will be turned over to the police to be prosecuted."

(Incidentally, it is worth noting here that a group of Mexican-American students in Los Angeles who organized a successful student strike protesting the decimation of their cultural heritage by the school system were not merely expelled, but indicted for conspiracy).

BRINGING IT ALL BACK HOME

The school system comes down hard on everybody, but it comes down especially hard on black people and brown people. While all students are victimized by alienation, manipulation, coercion and exploitation minority students must suffer the additional indignity of being expected to permit their own social and cultural identities to be rejected or wiped out completely while they accept as their own the white-middle-class standards of their oppressors. They are at the bottom of the heap in American society, and the schools are one more means of insuring that they will stay there. In New York most white students attend private schools, a luxury few black or Puerto Rican parents can afford. Thus, the inferiorities of the public education system act most directly upon the minorities. In San Francisco, too, non-white students comprise over half the population of the public schools. Yet the colleges remain lily-white; even at SFSC, the ratio of non-white students is barely more than ten percent. This is not merely due to lack of tuition money. Minority kids come out of the ghetto schools totally unequipped to meet the necessary standards of college education. Most of them have been channeled into vocational training or courses for "slow learners" anyway. And it is not uncommon for black high school students to be unable to read simple English.

It was to this situation that the Special Admissions program, a concession won from the Administration during last May's sit-in, sought to address itself. The program would have created vacancies for 427 Third World students to enter the college with normal entrance requirements waived. Implementation of the program has been abortive, to say the least. 128 of the vacancies have remained unfilled, and the Administration is threatening to do away with the program entirely at the end of the semester, claiming it "lacks the funds" to extend it. The Administration did loosen its purse strings, however, to provide the Athletics program with a generous sum of money, taken from the slush fund of the Frederick Burke Foundation, to make up for its loss of an Associated Students subsidy. The AS Legislature had decided it had better things to do with its money than subsidize the PE Department. The administration obviously has a different set of priorities.

Another program with similar purposes, the Black Studies Institute, is likewise being crippled by administrative chicanery. The rationale for Black Studies is essentially that there is no point in black or brown students coming to the college if the education they get there is basically an extension of the irrelevant tripe they got in high school. With the help of sympathetic professors, and in spite of intransigent and reactionary department heads like Ray Kelch, the BSU succeeded in setting up individual courses in various departments geared to the educational needs of black students. But these courses are not coordinated under any kind of formal program that is recognized by the Administration. At the beginning of the semester the Department of Black Studies was "legitimized"--in name only--by President Smith, but it had no faculty, no curriculum, no power to grant degrees. And in an old fashioned display of Jim Crow, its coordinator, Nathan Hare, was given a salary which was only two-thirds the size of that of the lowest paid white faculty

members with comparable jobs. Efforts to get the program operating on a de facto basis have been met as-ever with chronic stalling.

Much of the delays on both the Black Studies and the Special Admissions programs have been due to arguments over who should control them--the students or the Administration. But the sacking of the Special Admissions program has its own unique significance. The program was adopted not in the usual manner, on the administration's terms, but because a group of militant students sat down in the Administration Building and "disrupted the normal functions of the university." Another concession won by the student demonstrators was that Professor Juan Martinez be rehired by the College: Martinez was given a salary all right--but he has not been permitted to teach any courses. The College is presently dropping \$14,000 of the taxpayers' money down a manhole essentially to prove a point: that there is nothing to be gained by the exercise of "student Power" that is, disruptive tactics do succeed in getting concessions from the powers that be, that success is only momentary because the administration reserves the right to undo it all once the demonstrations have abated. And if it doesn't kill a program, it reserves the right to dictate its scope and direction by assuming full control of it. President Smith is engaging in a kind of agit-prop theater, one which attempts to instruct its audience in the True Nature of Power.

Smith's attitude has nothing to do with any intrinsic merits or demerits of the Special Admissions program. But its consequences are still deadly. One of the things George Murray said in his speech in the Commons last Monday that the sensationalized newspaper accounts of it did not mention was that the white power structure continues to determine which black students may go to school, how high a level of education they may attain, what form their education will take, and what cultural/political/social bias it will attempt to promulgate. If this doesn't meet the needs of black people, too bad. It does meet the needs of the white power structure, whose principal aim is to see to it that the existing power relationships in our society will remain unchallenged. As it happens, under "the existing power relationships," black people don't seem to have any power. As it happens, neither do students.

CHANCELLORS AND TRUSTEES

A few weeks ago, Chancellor Dumke was extensively interviewed by "U.S. News and World Report". The overriding theme of the interview was (you guessed it) law and order, and how it should apply to American campuses. Dumke predicted that a new day was about to dawn in the California State College System. Protestors and agitators would be expelled. Violations of college law would not be tolerated. Moreover, the Trustees and the Chancellor intended to assume direct control over student activities in order to insure that the State College campuses not be taken over by a tiny minority of "communists, anarchists and nihilists" whose credo was disruption for its own sake. It was a typically American rationale for repression, yet the events of the past few weeks tend to demonstrate that Dumke had others in mind in addition to the small "anti-social" minority. For he and the Trustees now seem intent on coming down on students in general, and specifically on those student activities which assume some amount of cultural and political autonomy.

The initial indication of this was the Trustees handling of the proposed SFS College Union. After students had voted to finance the Union from their own pockets, after they had hired a world renowned architect (Moshe Safdie) and sunk \$100,000 into the groundwork for his proposed structure; after all this, the Trustees voted to throw the whole thing out because it wasn't "compatible with the present architecture at SF State." Dudley Swim, who led the fight to have Safdie's plan rejected, went so far as to say that students at State "didn't deserve" a new college union...even if they were willing to pay for it themselves. Swim, a recent Reagan appointee to the Board, has also set himself up as high censor of student publications, in order to insure that they don't abuse "college policy". He has already attempted to suppress the Long Beach State publication that ran an article about growing pot; and it is certain that much more will be heard from Mr. Swim in the near future.

With the College Union disposed of, the Chancellor and the Trustees are already moving on another front. Undaunted by the defeat of the Harmer Bill in the State Legislature, the Chancellor's office has drafted an even more sweeping proposal. Where the Harmer Bill would have subjected the administration of student body funds to

outside control, the Chancellor's proposal attemptsto bring not only student funds, but also most student activities, under the jurisdiction of the Trustees and/or the Chancellor. Every budgetary item, every student activity or organization would have to be approved by them; and nothing could be approved if the Chancellor or the Trustees felt it to be contrary to "college policy." If implemented, the Chancellor's proposal could virtually wipe out the Experimental College, the Black Students Union, the Community Involvement Program, TWLF, MAX, the Community Services Institute and the Tutorial Program. Moreover, it would end student control of the Bookstore and Commons, and it would seriously cripple all student publications.

In addition, the Chancellor's office has also prepared a revision of Title 5, section 41301 of the Administrative Code, regarding student discipline. The proposed revision spells out seven conditions for the suspension or expulsion of students, most of which are directly related to political demonstrations. These include "disruption of the normal functions of the college", "unauthorized entry into college property", "damage to property...under the control of the Board of Trustees", and "failure or refusal to comply with the directions of college personnel". Yet even with these new reprisals due to be passed on by the Trustees this month, the Chancellor has found it politically expedient to suspend George Murray in such a manner that the true nature of his ambitions and his use of authority become clear. The question relevant to the Murray suspension, besides its legality, is not who has the authority to suspend; but rather why the suspension took place when it did?

THE MURRAY CASE

On the surface, George Murray was suspended because of the content of a speech he made in the Commons last week. Those who heard the speech, and who are familiar with the rhetorical style that Murray and other Black revolutionaries have been using for the past year, know that it was essentially a demand that the administration end its subtle strangulation of the Black Studies program. Readers of the Chronicle and Examiner, however, heard no such thing; they were told only that Murray had advocated an armed attack on college officials in conjunction with the Black Student's strike on November 6th. On the basis of this "information," Dumke issued orders to can Murray, various law enforcement agencies began "criminal investigations which came to nothing, Mayor Alioto made a series of inflammatory statements, and President Smith "defied" Dumke for a total of twenty-four hours.

Of course, Murray's "crimes against the state of California" are many. He is the Minister of Education for the Black Panther Party; he advocates that Black people should carry guns for self-defense; he took a trip to Cuba this summer; and he maintains that the men who control the institutions of this state are racists in need of being "offed" by whatever means necessary. It is basically for these "crimes" that Murray is being prosecuted. Not for unlawful activities or "unprofessional conduct," but because he maintains a political perspective and is identified with a political party both of which are anathema to the prevailing ideology of this country. If nothing else, the controversy over Eldridge Cleaver at U.C. Berkeley should have indicated that the moment Murray opened his mouth, he would become the welcome target of those same politicians who demanded that Cleaver be denied access to U.C. Berkeley. On the basis of the Cleaver affair, establishment politico ranging from "reactionaries" like Reagan and Rafferty to "liberals" like Cranston and Alioto (and even our own Urban Whitaker) have been demanding that Black Panthers be barred from our college campuses. The outcry against Murray and Cleaver is symptomatic of a hysteria which is being generated strictly as a means of persecuting the Black Panthers.

The argument over Murray was never whether or not he should be suspended. On the local level, President Smith maintained that he and the faculty should have the authority to fire Murray. His rationale was that by "following the proscribed procedure" of "due process", Murray's expulsion could be made in an atmosphere of "normality." Due process was the method by which the charges of "unprofessional conduct" could best be launched against Murray, who then would have to face a trial by faculty. Academic professionalism is, of course, a concept which is deliberately left so vague that it can easily be defined to meet the given needs of a

political situation. Like the charge of "un-American activities," the charge of "unprofessional conduct" is impossible to prove, and equally impossible to disprove. In a crisis situation where the accused has little support among the faculty (such as the Gerassi case last year), "due process" becomes nothing more than a handy vehicle through which the administration can dole out the necessary reprisals. Had Smith gotten his own way, Murray would have been dispensed with while at least the facade of justice could have been maintained.

However, the political situation proved to be too urgent for the time lag involved in "due process." The elections were about to take place, and the California Republicans desired the reappearance of one of their favorite issues...campus chaos and subversion. Murray was the perfect target, and if a confrontation followed over his suspension, so much the better. The Democrats, on the other hand, while having little love for Murray, still felt he should not be canned until after the election. But they failed because the Chancellor was in no mood for stalling. As the hatchetman, Dumke was hardly a neutral educator; with an inside track on being appointed as Secretary of Health, Education and Welfare in the Nixon cabinet, he had a direct stake in the success of the Republican strategy. What is important here, of course, is not whether Dumke's ploy succeeded--the objective conditions on campus which have produced the present crisis would remain the same regardless of the outcome of the elections--but simply that it gives us some idea of the way in which this college is used as a political instrument. It also shows how totally falsified the issues of the Murray case, as the official line would have us understand them, really are. For one thing, Murray has been using the same kind of rhetoric freely for at least a year, and not until very recently has there been any serious objection to it. For another thing, if the sentiments behind the uproar over "guns on campus" were really sincere, we would have gotten rid of Air Force ROTC long ago. Clearly the real question that is bothering the Establishment politicians--very few of whom are pacifists--is not whether or not there are guns but rather who has the guns. Even while they hysterically attack Murray (largely on the basis of a statement he never actually made), they continue to maintain that their own guns are inviolable. And so, for all the official efforts to confuse the issues of the case, certain larger issues have, as a result of those efforts, become unmistakably clear.

CONCLUSION

Under normal circumstances the power relationships within the educational system are so murky, so complex, so seemingly self-contradictory that they bewilder even those most inextricably caught up in them. Though the faculty wields life-or-death power over the students, it is all but powerless with respect to its own needs. The administration rules arbitrarily, seldom if even accountable to students or faculty; dealing with it means either getting ensnared in endless negotiation, manipulation, red tape and "legal channels," or else throwing the campus into a state of chaos with disruptive demonstrations. Effectiveness is highly uncertain in either case. But the administration, too, responds to events without really being able to control them. The President's office performs a treacherous balancing act between the campus and the "outside world," the college community and the corporate/political elite. Above and beyond it all are the Chancellor, assorted politicians, and the Trustees--remote, unreachable, abysmally ignorant of the processes governing the day to day functioning of the educational machine. They relate to the campus through newspaper headlines--those they read and those they would like to make. But in a crisis situation, the power relationships crystallize, the buffers and go-betweens disappear. There is them and there is us. They watch our every move; they try to exercise strict control over our every act.

The American educational system is rapidly approaching a permanent crisis situation. The college has never been "neutral," as most of us are by now aware; it plays certain specific roles in perpetuating certain given conditions of American life. But when it is functioning properly, the college is invisible. The educational manipulation of the young is carried on in silence, the research and development in relative secrecy. The college must be invisible, if it is to be manageable; made visible, it is too unpredictable, its innate power too strong.

But if there is any uniform law governing human history, it is that people can only be expected to take so much shit. Beyond a certain point, they will balk at being processed, resent the discrepancies between what they are told and what they are able to perceive for themselves, rebel at their own energies being used against them, and demand an end to the contradiction between their basic needs and the basic realities of their lives. Christopher Lasch observed recently that "changes in the social function of higher education have made the University itself a source of social conflict." But when it becomes a source of social conflict, the University loses its invisibility. The price the power structure must pay for its services becomes too great to pay, and yet economic realities of technological society make it less and less able to do without those services. No longer able to afford granting its subject even the most nominal kinds of power, the power structure becomes increasingly intolerable. The Trustees begin swinging their Big Stick.

This campus has experienced upheavals before; they have occurred with growing frequency over the last eighteen months. But never have the issues been so sweeping or clear-cut, and never have the stakes been so high. If the Trustees' power play succeeds, the college will continue to reinforce institutionalized racism, exploitation, manipulation and thought control, but we will lose whatever powers we might have had to counteract it within the context of our own education. If we challenge it successfully, we challenge the whole economic and political fabric of the state of California, and we open the way for similar challenges elsewhere.

Several weeks ago Eldridge Cleaver was on campus. Speaking to a large and enthusiastic crowd of students, Cleaver tried, thoughtfully to link the problems of black people with the problems of students, the common problems of the disenfranchised and disenfranchised. "We need history books," he said "that all people can relate to." In twenty-one days Eldridge Cleaver is scheduled to return to prison; in twenty days, barring effective action on our part, the Trustees will drive the final nail into the coffin of decent, meaningful, human-oriented education in the California State Colleges.

The crisis is upon us.

U/S?

YESTERDAY, TODAY AND TOMORROW AT SAN FRANCISCO STATE COLLEGE

Yesterday was the first day of a student strike called by the BSU and supported by the Third World Liberation Front, several white student groups (including the Organization of Student Employees and the Library workers) and a large number of unaffiliated white students. The strike was called to support a list of ten BSU demands. Included in those demands was the rescinding of the suspension of George Murray, graduate student, teacher and Minister of Education for the Black Panther Party.

During yesterday's strike Black and white students went into classrooms, urging white students to join in the boycott of classes. When students did not observe the strike, some classes were disrupted and eventually dismissed. Physical confrontations between non-striking students and strikers occurred and some property was damaged. A number of white students contend that Black students were forcefully intimidating them by perpetrating unprovoked acts of violence. Let's check it out.

Yesterday's action cannot be examined in a vacuum. The BSU struck in response to violence enacted against them by the college administration. They struck to defend themselves. Our country has historically oppressed Black people and that historical oppression cannot be divorced from the issues we now face. When the administration denies funds for the implementation of the Black Studies program, they continue that oppression. When the administration disrupted Black students' classes by suspending their instructor, George Murray, they continued that oppression. The BSU responded to these ~~unmistakably racist actions~~ by calling a strike and asking white students to support this struggle for self-determination. When we, the white students, fail to support this strike we are agreeing to the administration's attack against Black students.

Whatever violence occurred yesterday there can be no question about its historical validity and its source. It was the administration and the trustees who agreed to fire Murray, a man engaged in a battle for the survival of his people. It was the administration, responding to pressures put on it by the Board of Trustees, that decided to keep the black studies program from becoming a reality. The cops that patrol the ghettos -- the cops that killed George Jackson -- came to this campus last Spring and yesterday at the request of the administration. It is the administration, the Board of Trustees and the interests they represent that continue to perpetuate hundreds of years of racial oppression.

We have an objective interest in uniting with the Black students because their demand for relevant education -- for education that makes possible their survival -- is our demand as well. Our education is not only equally irrelevant, it is also geared to our destruction. White students are trained to be teachers who cannot teach, but must be disciplinarians. White students are trained to be social workers that do not help people, but regulate them. White students are trained to be city planners who tear down ghettos, dislocate the residents and build upper class housing on the rubble of people's lives. The administration is attempting to use our frustration over the failure of our education as a tool to divide us from our Black fellow-students. We must thwart this attempt to blind us from the basic reality that our interests lie with the Black students.

JOIN THE STRIKE

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WHY STRIKE?

Over the past few years, each of us in the Third World Liberation Front have had confrontations with the Administration over various issues. Up to this time the concessions granted by the Administration have been tokens to pacify the peoples' struggle.

- * The proposal for the Black Studies Department was accepted by Dean Knight with the stipulation that it be mandatory, that three of the six members of the implementing committee be white, thus insuring their control over the committee, and that there be no student members.
- * The Chicanos asked for an assistant to the President with decision-making powers. The University gave them, as a result of long negotiations and of the arrest of eleven Chicanos, an assistant to the President whose contract stipulates that he can do no more than suggest.
- * The Asians have tried to set up courses through the Board of Educational Development. One course on Asian Studies was accepted for credit by the Chancellor; another course on Asian Student Movements was rejected.

Typical of the response we've received is the recent statement issued by Chancellor Heyns to the university community dated January 21, 1969: "The administration has no intention of imposing anything, but it does have the responsibility for formulating proposals which it believes will meet the requirements of the situation." He clouds the real issues by claiming that the University has met all of the demands of the Third World groups.

The fundamental issue of this strike is the right of Third World people to determine the structure and content of the Third World programs on this campus. Although the Administration has granted some of the demands, it has insisted on maintaining control over Third World programs. Third World people have been allowed to play only an advisory role in the decision-making process. Thus, if the Administration disagrees with the type of program that is proposed (e.g., if it is too radical), it will reject that program. We of the Third World feel that we have the right to be able to decide for ourselves what courses and faculty are relevant to our lives. We don't need to be told what to think or how to do it; we are capable of determining on our own what kind of education we want and need. We must have the right to determine our own destiny!

The Third World Liberation Front has decided to strike. Time and time again, the Administration has proven that its interests are not the same as ours and that it cannot be trusted to implement the kind of programs that are relevant to us. We decided that we had made a mistake in relying on the Administrators to grant us the power of self-determination. We recognize that the racist power structure does not give up power willingly. Rights are not given; they must be won. We of the Third World now stand together in the fight for educational freedom in this racist society.

America is allegedly committed to democratic principles by which the people rule, or at least influence, the decision-making process. However, it has become painfully clear that these principles are not operative and that the American system is founded on hypocrisy. Therefore, it is necessary for the people to act to change that system. Students have the responsibility to form the vanguard. We urge all students and faculty to strike in support of our demands. Our struggle is everyone's struggle against the hypocrisy and contradictions of American society.

STRIKE NOW!
¡HUELGA!

11/9?

San Francisco State College

STRIKE

DAILY

The strike continues today and will continue every day until the 10 demands are met. The objective of the white students on strike is to educate the rest of the white students on this campus to strike in support of the 10 demands. In order to implement this objective these activities are planned today:

7:30 - people participating in the strike are to meet in front of respective buildings to organize themselves into a collective and cohesive body.

10 minutes before the hour until 10 minutes after the hour - organized mass picket lines in front of respective buildings.

10 minutes after the hour until 10 minutes till the hour -
a) classroom education.
b) two people to set up discussion sessions in front of buildings to engage interested people.

NOON - "hopefully" entertainment on campus, and rally.

YESTERDAY, TODAY, AND TOMORROW AT SAN FRANCISCO STATE

Today, the third day of a student strike called by the BSU and supported by the Third World Liberation Front, several white student groups (including the Organization of Student Employees and the Library workers) and a large number of unaffiliated white students. The strike was called to support a list of ten BSU demands. Included in those demands was the rescinding of the suspension of George Murray, graduate student, teacher, and Minister of Education for the Black Panther Party.

On Wednesday and Thursday Black and white students went into classrooms urging white students to join in the boycott of classes. When students did not observe the strike, some classes were disrupted and eventually dismissed. Physical confrontations between non-striking students and strikers occurred and some property was damaged. A number of white students contend that Black students were forcefully intimidating them by perpetrating unprovoked acts of violence. Let's check it out.

This week's action cannot be examined in a vacuum. The BSU struck in response to violence enacted against them by the college administration. They struck to defend themselves. Our country has historically oppressed Black people and that historical oppression cannot be divorced from the issues we now face. When the administration denied funds for the implementation of the Black Studies program, they continue that oppression. When the administration disrupted Black students' classes by suspending their instructor, George Murray, they continued that oppression. The BSU responded to these unmistakably racist actions by calling a strike and asking white students to support this struggle for self-determination. When we, the white students, fail to support this strike we are agreeing to the administration's attack against Black students.

Whatever violence occurs in this strike there can be no question about its historical validity and its source. It was the administration and the trustees who agreed to fire Murray, a man engaged in a battle for the survival of his people. It was the administration, responding to pressures put on it by the Board of Trustees, that decided to keep the Black Studies program from becoming a reality. The cops that patrol the ghettos -- the cops that killed George Jackson -- came to this campus last Spring and Wednesday at the request of the administration. It is the administration, the Board of Trustees and the interests they represent that continue to perpetrate hundreds of years of racial oppression.

We have an objective interest in uniting with the Black students because their demand for relevant education -- for education that makes possible their survival -- is our demand as well. Our education is not only equally irrelevant, it is also geared to our destruction. White students are trained to be teachers who cannot teach, but must be disciplinarians. White students are trained to be social workers that do not help people, but regulate them. White students are trained to be city planners who tear down ghettos, dislocate the residents and build upper class housing on the rubble of the people's lives. The administration is attempting to use our frustration over the failure of our education as a tool to divide us from our Black fellow-students. We must thwart this attempt to blind us from the basic reality that our interests lie with the Black students.

STRIKE SUPPORT

Thousands of SF State students are ON STRIKE to show their opposition to the Establishment that controls the State College system and uses it to train and regiment, not educate, people. Third world and white students are joining forces to fight against the oppressors which control this College in the interests of California's Corporate Elite.

The Trustees and Politicos are destroying those people and programs which challenge the legitimacy of their rule. Many students have decided that now is the time to stand up to those forces.

The Black Students Union has ten demands designed to aid in giving third world students self-determination and justice on this campus. The BSU is demanding instructors, administrators and programs which answer their needs. All students can STRIKE to help win those demands.

PRESS STATEMENT: S.F.S.C. STUDENT PROGRAMS

The student programs represented here today were initiated because students on this campus felt that the educational system as presently constituted was neither responsive to their needs nor relevant to their social concerns. For the past five years, we have attempted to create alternative forms of education and, by implication, alternative ways of life. These programs have given San Francisco State College a national reputation. They have also emerged as a viable political force, the very nature of which threatens the vested interests of the powerful few who ultimately control this campus, the state college system, ^{and} the educational system. For this reason, the Chancellor's office and the Board of Trustees have initiated measures bent on destroying these programs, measures which would strip students of the right to administer their own funds, bring all student activities under the direct control of the Chancellor's office, make student participation in political demonstrations grounds for expulsion from the college, and eliminate even the slightest pretense of student self-government.

We see the present attack upon the black students of this college by the administration, the Chancellor and the Trustees as being inextricably linked with the attack upon the white student programs. We believe that the inherent racism of this attack is further indication that the educational system is less concerned with freeing people than with perpetuating a given social system, of which institutionalized racism is a functioning part. We therefore lend our unequivocal support to the ten demands of the Black Students Union. We are striking because we feel that, given the nature of power relationships on this campus, it is the only meaningful avenue for redress of grievances at our disposal.

The present state of disruption that exists on this campus was initiated by the actions and attitudes of the Chancellor, the Trustees, and the college administration. If they are serious in their abhorrence of violence and disorder, they can do two things: they can recognize the legitimacy of the Black and Third World demands, and they can recognize the illegitimacy of their own arbitrary power. By so doing, they will aid us in our efforts to establish a college free of racism, exploitation, and manipulation of human lives.

Issued By:

EXPERIMENTAL COLLEGE
MAX
COMMUNITY INVOLVEMENT PROGRAM

COMMUNITY SERVICES INSTITUTE
OPEN PROCESS

SHUT THE PLANT DOWN! 11/11

The strike is growing. In the face of the constant harassment of the Tactical Squad, threats of expulsion from the Administration, and the continual distortions and misrepresentations of the news media, we're still here---only now we've been joined by 65 faculty members who are putting their jobs on the line. The strike is in its fifth day, and the administration is worried enough to set up an absurdly-concocted "arbitration" plan, worried enough to hire people through the Placement Center at \$2.00 an hour to pass out its literature, worried enough to put President Smith on closed-circuit TV in an attempt to discredit the strike.

Take notice, too, of what the faculty is doing today. They're "disrupting the normal functions of the university." No classes are being held, because the faculty is holding an all-day meeting to "discuss the strike." That's their thing. Students boycott classes, set up picket lines, go into classrooms and rap to each other. Faculty---most of them, anyway---lock themselves up in a big room, bar students and press, haggle over Roberts' Rules and pass endless resolutions. They've already passed one calling for Chancellor Dumke's resignation. While they talk, the Tactical squad will be deployed in the boiler room of the building they're meeting in and in a Parkmerced garage. The faculty meeting bears a peculiar resemblance to the Democratic National Convention. But it wouldn't be held at all if it weren't for the fact that there's a strike on, and that strike is proving effective.

Why shut down the campus? Because it's the only means at our disposal of insuring that the ten BSU-TWLF demands will be dealt with seriously. Because until we shut it down, the educational system will continue to perpetuate the conditions which have kept black and Third World people in this country down for too long. Because unless we shut it down, we don't stand much chance of making education at S.F. State a truly human and liberating process. With their planned revisions of Title 5 of the State Administrative Code, the Trustees have declared that they aren't going to permit us to try and create any alternatives to their system of "education" within the context of that system. No Black Studies. No Experimental College. No Special Admissions or Community Involvement Program.

As long as they refuse to recognize the legitimacy of our own ideas about what the "educational process" means, we can't afford to recognize the legitimacy of theirs. When we shut down their college, we'll be forcing them to come to terms with ours. And when we succeed in shutting it down on more than a day-to-day basis, we'll set up a Liberation College in which we can REALLY "get an education" and not just "get a degree." At the same time, we'll show them that we have something better to offer. And we'll demand that they recognize the fact.

STRIKESTRIKESTRIKESTRIKESTRIKESTRIKE-----

MAX/ Experimental College/CIP/ Open Process
/Community Services Institute

COME TO A BLACK

W/M

STUDENT-WORKER

COMMUNITY RALLY

- It is past time that we, as oppressed people, expressed our solidarity in a unified struggle against the oppressor.

The student struggle is only a reflection of black and other Third World struggles in the communities and the world.

Monday November 11 (Veterans' Day)

HAMILTON PARK 2 P.M.

CORNER OF GEARY + STEINER

- SPEAKERS:

Bobby Seale, Chairman B.P.P.

George Murray, Minister of Ed. B.P.P.

INELO Andry, Chairman Hayes Valley Schools

Benny Stewart Chairman B.S.U. State

BLACK STUDENTS UNION

WHO RULES SF STATE

On rare occasions, we humble students get a chance to observe, very clearly, where the power lies on this campus. That's when the Chancellor and the Trustees, who usually don't pay much attention to what goes on around here, suddenly decide it's time to put their foot down. And once they've made up their minds to do that, nobody argues with them. Their power is absolute.

The sudden suspension of George Murray represents one such occasion. But there are going to be a lot more of them in the future. For the Trustees and the Chancellor have decided that this campus has to be "cleaned up," once and for all. They've realized that if it's going to do the things they want it to do--namely, perpetuate their power and the interests they represent--we're going to have to be brought into line. One aspect of "being brought into line" is no more Black Panthers on any college campus: not U.C. Berkeley, not here.

When the Chancellor and the Trustees put their foot down, something else becomes clear: the position of our college president. When the Trustees originally requested that George Murray be fired, President Smith, realizing that such an action was bound to stir up trouble on campus, merely told them he was "investigating" the matter. In fact, no such investigation was taking place. But when Chancellor Dumke turned that "request" into an order, Buffalo Bob changed his tune. Give me time, he pleaded, and I'll see to it that Murray is suspended--but according to the prescribed procedure of "due process." Murray will be charged with "unprofessional conduct," or some similar charge that is so vague that it's impossible to defend yourself against. The same thing happened last year to John Gerrasi, Richard Fitzgerald and Juan Martinez, three other professors whose dismissal was demanded by political climate of the moment. Making a pretense of legality when you're screwing someone looks less messy than an arbitrary order from on high. But it works the same way. When the heat is on, the college president--regardless of his conduct under normal circumstances--always sides with the Chancellor and the Trustees. If he didn't, they wouldn't have hired him.

Murray's suspension, and the racism implicit in it, must be understood in its political context. Education at the State College level--and all other levels, for that matter--systematically prevents black people from getting the kind of education that is relevant to their needs. If black students set up a Black Studies Department, their efforts are subverted by administrators whose orders ultimately come from above. Institutionalized racism is imbedded in the status quo of American society; to challenge it with that in mind is to challenge the very foundations of society. George Murray was suspended not because he is black, but because as a member of the Black Panther Party he has challenged the institutions which have always enslaved black people--including the educational system. And it is inevitable that white students who have also tried to challenge those institutions must be dealt with as well.

At the same time that they are trying to get rid of George Murray, the Trustees have proposed certain sweeping changes in Title 5 of the State Administrative Code which would bring all students and all student activities under their direct control. This is aimed partly at the black students on campus, whose programs get a big chunk of AS money. But it would also wipe out the Experimental College, the Community Involvement Program, the Foundation's bail fund, and all the other student programs which have attempted to create alternatives to the nightmare world of modern America. It would give the Trustees control of the Commons and the Bookstore. And just in case you decided to do something about it, it would make participation in campus demonstrations grounds for expulsion from the college.

When we join the strike, we aren't just "supporting the black students." We're fighting for our own survival. We're joining forces with the black students against a common enemy, a very powerful one and one which reinforces a system which has no place for any of us--unless it's one of total subservience.

WE HAVE TO FIGHT IT!

Experimental College. MAX
OPEN PROCESS C.I.P.
Community Services Institute

November 13, 1968

11/13

AN OPEN LETTER TO THE FACULTY OF SAN FRANCISCO STATE COLLEGE

FROM: EXPERIMENTAL COLLEGE
MAX
COMMUNITY INVOLVEMENT PROGRAM

COMMUNITY SERVICES INSTITUTE
OPEN PROCESS

The student programs were initiated because students on this campus felt that the educational system as presently constituted was neither responsive to their needs nor relevant to their social concerns. For the past five years, we have attempted to create alternative forms of education and, by implication alternative ways of life. These programs have given San Francisco State College a national reputation. They have also emerged as a viable political force, the very nature of which threatens the vested interests of the powerful few who ultimately control this campus, the state college system, and the educational system. For this reason, the Chancellor's office and the Board of Trustees have initiated measures bent on destroying these programs, measures which would strip students of the right to administer their own funds, bring all student activities under the direct control of the Chancellor's office, make student participation in political demonstrations grounds for expulsion from the college, and eliminate even the slightest pretense of student self-government.

We see the present attack upon the black students of this college by the administration, the Chancellor and the Trustees as being inextricably linked with the attack upon the white student programs. We believe that the inherent racism of this attack is further indication that the educational system is less concerned with freeing people than with perpetuating a given social system, of which institutionalized racism is a functioning part. We therefore lend our unequivocal support to the ten demands of the Black Students Union. We are striking because we feel that, given the nature of power relationships on this campus, it is the only meaningful avenue for redress of grievances at our disposal.

The present state of disruption that exists on this campus was initiated by the actions and attitudes of the Chancellor, the Trustees, and the college administration. If they are serious in their abhorrence of violence and disorder, they can do two things; they can recognize the legitimacy of the Black and Third World demands, and they can recognize the illegitimacy of their own arbitrary power. By so doing, they will aid us in our efforts to establish a college free of racism, exploitation, and manipulation of human lives.

STRIKE AT SF STATE

11/14

Wednesday, November 13, the San Francisco Tactical Squad came on SF State College campus for the fourth time in seven days. One squad massed in front of the Black Students Union hut and then proceeded to break rank surging through the crowd of students beating and arresting them. Cops drew their guns and threatened to kill students. Why did the cops come on SF State campus, why were students threatened by gun waving cops?

The cops invaded the campus in response to the administration's call. President Robert Smith saw that a student strike, called by the Black Students Union on Nov. 6 and supported by masses of white students was growing and winning. The strike was called to protest the firing of George Murray, a teacher and a member of the Black Panther Party. Murray was suspended because he spoke loud and heavy to the need of black people to fight against oppression. Murray said that the slumlord bankers, the fruit growers getting rich by exploiting non-white labor, the big land developers who drive black people from their homes, all must be dealt with for what they are---oppressors.

It just so happens that the oppressors Murray talks about sit on the Board of Trustees (Swim, Luckman Hart, etc.). These men define both the role of the university and the end that it serves. George Murray threatenens the Trustees and their interests, thus they had him suspended. White students at State said that oppressed people of all races have a right and a need to resist and overthrow that oppression, so they struck in support. White students said that a university must not serve the interests of the corporate elite by training technicians and managers whose role in society is to keep oppressed people down. White students said the university must serve the community at large---the black, brown and white working people.

The strike grew. Students saw how through the media and other means the administration tried to divide students by playing on racists fears, threatening strikers with suspension, and toning down the success of the strike. It didn't work! The people, black brown and white students, grew stronger; the strike gained momentum---this scared the administration. So, by using "any means necessary" to break the strike, the administration called on the cops, just as factory owners strong-arm striking workers, attempting to physically break the strike.

This intimidation won't work. White students are beginning to realize the nature of the corporate elite who control our universities, and feed us the ideology of racism to keep white and black from uniting against them. White students realize that the university is being used as a training ground to mold students into a society that will maintain the intolerable conditions of oppression. We students at SF State know that by organizing and strengthening our committment to fight racism and the corporate power structure that perpetuates it, nothing, not even the Tactical Squad can break it up.

We are saying that if the college does not function for all the people it has no right to function at all. We have closed San Francisco State College. We are continuing to build a powerful movement it gains its strength from its people, a mass movement which will not let State reopen until the demands of the BSU and the Third World are met and the college begins to serve all the people.

OVER

We are telling our story to other campuses, especially State college campuses. Our struggle is not being waged in a vacuum. Other colleges face similar problems, and are run by similar men with similar interests. Students must fight in a similar way. We feel that our struggle is your struggle, and that yours is ours. Only through mass bodies of organized people can we all win. We are calling for a general strike of all State college campuses; a strike putting forward the demand: we, as white students, support the right of black and Third World people to liberate themselves from their oppression. We, as white students, have no interest in maintaining the oppression of other peoples. The racist ideology pumped into us through the college system does not serve our interest; it is detrimental to the building of a decent society. We, as white students, must fight corrupt racist ideology. We will strike to win.

San Francisco State Strike Committee----for more information call 387-4935

PRESIDENT SMITH DEFILES STUDENT AND FACULTY POSITIONS

11/20

Against recognition of the BSU and the TWLF demands, against the desires of the majority of the students, against the recommendations of the majority of the departments; the college administration, from President Smith to the Academic Senate is attempting to reopen the school under police surveillance and control.

Beginning with the demands of the BSU and the TWLF, and the development of the strike, the college administration decided to bring police onto the campus rather than recognize and negotiate the implementation of the demands. The tension created by the strike and the police on campus resulted in the Tactical Squad's violent assault on students and faculty on Wednesday, November 13.

The faculty decided that day not to resume classes until the issues which generated the strike were resolved. Following the closing of the school the Academic Senate decided to send a delegation of students and faculty to the Board of Trustees meeting in Los Angeles. They were ignored by the trustees and told that the school should be reopened immediately.

The faculty and students met Tuesday, November 19, to hear President Smith address the college community as to the reopening of school with whatever force necessary.

Following Smith's opening statement, the faculty voted to hold a convocation which would allow the college community to hear the position of BSU and TWLF in dialogue with administrators, faculty, and other students.

After these decisions were made, Smith and the Deans of the schools instructed all faculty and students to attend and conduct classes starting today at 8:00 A.M.

The demands have been considered by the faculty of S.F.S.C. The administration of the college, the Chancellor's office, and the Board of Trustees have ignored all of the 15 demands.

Neither the TWLF nor the BSU have been contacted, consulted, or related to in any way since the closing of the school on Wednesday, Nov. 13.

All attempts by faculty and students to deal with the demands of the TWLF and the BSU have been ignored by the college administration. At no time has the administration recognized the right of the faculty and students to relate to the validity and subsequent implementation of the TWLF and BSU demands.

It is the position of the TWLF and the BSU that for the first time in the history of higher education in the country that faculty and students are recognizing the need to deal not with the effects of anarisis, but with the causes of it.

The convocation provides students and faculty with the opportunity to deal directly with the causes of the strike rather than with its manifestation.

-----NO CLASSES----- are to be held until students and faculty have discusses, considered, and determined equitable solutions to the issues.

MAIN AUDITORIUM 10AM.

11/20

It seems as if we all, students, faculty and administrators, will talk ourselves to death before we will actually do anything. There really aren't many more kinds of analyses, cross-analyses or ways in which the same thing can be stated. There is little need for people to continue to analyze the specific BSU and TWLF demands or the position of the college administration or the position of the trustees, etc. Students and faculty have for too long used the tool of analysis to delay their act of commitment to their different groups of peoples. Students becoming "professionals" and "professionals" teaching in the college may continue to analyze everything happening in the context of the availability of resources, educational qualifications of students and ridiculous "standards of professionalism," but it must be clear to both students and faculty holding on to the old professional ways that their position is intolerable to not only black, brown, yellow and red peoples, but also to white peoples.

The position of white peoples in the community services institute is that we understand the oppression of our poor white brothers and how that oppression is directly controlled by the 5% rich people of the state. Those 5% control the banks, savings and loans companies and all the large business interests of the state. These 5% also sit on the Board of Trustees and control our educational lives in order to protect their own political and monetary interests.

We have many needs for new education as well as control over that education. Our position in supporting blacks and other third world students in their struggles to gain and maintain control over

their educational lives is clearly in our own interests. It is necessary now for the professionals and all of the peoples of this college to make the Black Studies and School of Ethnic Studies happen in the terms third world people have said are necessary. It is obvious that this is just the beginning. All groups of peoples must have the freedom to determine educational content, process and control over their educational lives. It comes down to the fact that your actions support the strike and the struggles of different groups of peoples in their efforts to gain freedom or your actions oppose the peoples struggles for freedom. Our mouths make everything sound interesting, but unless the demands and unfulfilled needs of the different groups of peoples at S.F. State College are recognized and dealt with on the terms that the different peoples decide are necessary, this school will cease to function.

DEMANDS AND EXPLANATIONS

FOR THE COMMUNITY: These are the demands and explanations of the Black Students Union at San Francisco State College.

1. That 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.

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 teach 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 received 1.2 teaching positions out of the total number of 47. The Black Studies Department instructors should receive full-time pay like the various other department instructors on the S.F.S.C. campus.

2. That Dr. Nathan Hare, Chairman of the Black Studies Department, receive 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 administrators.

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 and fire faculty and control and determine the destiny of its department.

Explanation: That the Black Studies Department have the power to grant Bachelor degrees in Black Studies; 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 student who wishes to attend S.F.S.C. in the Spring of 1969.

On November 21, 1968 the total student membership of
the Film Department passed the following resolution:

THE STUDENTS OF THE FILM DEPARTMENT AT SAN
FRANCISCO STATE ARE ON STRIKE--IN SUPPORT
OF THE BLACK STUDENT UNION AND THE THIRD
WORLD LIBERATION FRONT IN THEIR STRIKE.

U/H

11/22

NOTE: The following is approximately the resolution passed on Nov 22, 1967 at the psychology meeting as called by President Smith.

I. I move that we, the students and faculty at this psychology meeting officially called called by the president of the college, Support the strike as called by the BSU and TWLF and we support the convocation given these three conditions:

- 1) There be no classes on or off campus.
- 2) The arrangements for the convocation are acceptable to the BSU and TWLF.
- 3) There are NO police on campus.

II. I move that we establish a Psychology Department committee of faculty and students for the following purposes:

- 1) To set up an information table representing all views in the Psychology building.
- 2) To formulate and carry through ways of implementing the above resolution (i.e. the strike and convocation)

SAN FRANCISCO STATE COLLEGE CONVOCATION

11/25

November 25 to November 27

PURPOSE: Classes have been suspended at San Francisco State College in order that students, staff, faculty and administration can convene in a three-day CONVOCATION. The Convocation will focus upon the fifteen demands of the BLACK STUDENT'S UNION (BSU) and the THIRD WORLD LIBERATION FRONT (TWLF) stemming from American racism. This three-day session is probably a "first" in American higher education, in which every other academic concern is set aside to give primary attention to the urgent needs of ethnic groups.

The CONVOCATION panel, composed of 8 representatives from the BSU and TWLF and 8 representatives from the administration will convene daily in the Main Auditorium of the Creative Arts Building.

It is important that the general student body use the Convocation as an opportunity to ask questions. The Convocation has been structured to allow as much discussion and audience participation as possible.

Procedure for asking questions from the floor: Questions will be written. There will be runners to bring questions from other buildings to the Main Auditorium. People appointed by the Steering Committee for the Convocation will be at two microphones in the Main Auditorium. They will screen the questions, to avoid duplicates, and address the questions to the panel. Questions from off campus can be phoned to 585-7174 or 585-7175.

- LOCATIONS
- LIVE - Main Auditorium
- TELEVISED:
- SCIENCE BUILDING
- 101
 - 201
 - 210
 - 211
- BUSINESS AND SOCIAL SCIENCE
- 104
 - 106
 - 109
- CREATIVE ARTS
- Little Theater
 - Knuth Hall
 - 119
 - 201
 - 221
 - 40
 - 355
- MENS' GYM
- EDUCATION
- 24
 - 117
 - 128
 - 134
 - 226
 - 229
 - 241
 - 341

GENERAL PRESENTATION AND PROCEDURE: DEMANDS WILL BE PRESENTED ONE AT A TIME AND WILL BE DISCUSSED IN THE FOLLOWING MANNER:

1. The moderator will read a demand.
2. Panel members will discuss the demand, to insure that the audience understands the demand before they propose questions.
3. Questions from the audience will be answered by student panel members. This period is limited to ten minutes.
4. Response will be given by Administrative representatives on the panel.
5. Questions from the audience will be addressed to the administration. Again, the period is limited to 10 minutes.
6. Dialogue between student and administrative panel members. This discussion period is strictly limited to the panel.

\$ MONEY \$
CONTRIBUTIONS

Phone Pledges 469-1727 Sun.-Wed 9:00A.M.-9:00P.M.

AUDIO:
COMMONS
CENTRAL CAMPUS - bull horns
DORMS

MONDAY'S TIME SCHEDULE

- 9:30-10:00 General Summary of events and progress up to date.
- 10:00-12:00 CONVOCATION
- 12:00-1:00 Recess
- 1:30-4:00 CONVOCATION
- 4:00-7:30 Recess
- 7:30-9:30 CONVOCATION

Normal campus food and health service will be available.

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.

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 teaching positions were allocated to the so-called Black Studies Department, which cannot function off such a small number of teaching positions.

7. That Dr. Helen Bedesem 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 right to determine how it will be administered.

Explanation: Helen Bedesem represents the old antebellum plantation mistress, who decided what the fieldniggers needed and didn't need. We want her replaced with a Third World person who is absolutely responsible to Third World and poor students.

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.

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 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 Chairman 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 Chairman 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 1968-69 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.

STRIKE TO WIN!

The student strike for the 15 demands of the BSU and TWLF is mushrooming. Whole departments (Art, Psychology, Speech) have gone out. Militant mass actions by the strikers, under the leadership of Third World students, have shut down the school three times. Faced with the united strength of Third World and white students, the Administration is running scared in desperate attempts to smash, split, or co-opt this student struggle.

In trying to stop the strike from winning, the Administration has relied so far on three main tactics: racism and red-baiting, liberalism and co-option (convocation), and the violent force of the state (cops).

1) Racism and Red-Baiting - In Smith's "state of the campus" speech last Wednesday and his subsequent statements he has carefully avoided confronting the issue of the 15 demands and his refusal to grant those demands, and has talked repeatedly about "patterns of criminal behavior", "criminal elements on campus", and "forces contending to control the college, including extreme left groups and minority students". Smith's speeches are a classic example of an age old tactic of the ruling class. Whenever the people begin to organize and fight to better the conditions under which this racist system of exploitation (imperialism) forces them to live, the ruling class, through its mass media and its flunky-politicians like Smith, tries to weed out and turn the people against the more radical elements in the people's organizations.

This racist, red-baiting attack by Smith is mainly aimed at the militancy and direct action of the BSU and TWLF in an attempt to curb militant action and channel the strike into academic talk sessions. It is secondarily aimed at isolating the more radical elements of the white students, such as SDS and PL, leaving the leadership to the liberals and thus making it easier for the Administration to inflame racism, and, particularly around the question of violence, cut off white student support for the strike.

2) The Pigs and the Convocation - The main ace-in-the-hole of the Administration during the whole strike has been the cops. They and the press have tried to build up the Tac Squad as an almost mythical, invincible force. The Administration has tried to convince us that the Tac Squad are Super-Pigs. Smith knows that if students catch on to the fact that underneath the bluecoats is just a plain pig, we'll defend ourselves and our fellow students against them as we did against the three plainclothes pigs who pulled their clubs, mace, and guns up in the Humanities building last Thursday. Realizing that students are standing their ground and in many cases chasing plainclothes pigs off campus, Smith, acting on a blueprint from Alioto, proposed a "peace" plan to "restore order". The Alioto-Smith plan calls for a three-day talk session to "study the bitter issues confronting our society today". Classes will meet, but "only for the purpose of discussing the issues," says Smith. A few hours of education on the demands by the TWLF-BSU could be a positive step if it leads toward building the strike to win the demands. But Smith, Alioto, as well as the faculty, who took the Smith-Alioto proposal and changed the wording to try and make it more acceptable to the Third World groups, intend not for the convocation to build the strike but in fact to co-opt and end it! This is clearly

stated in the Alioto-Smith proposal which the faculty passed: the convocation is aimed at killing time until the Thanksgiving vacation and on Dec. 2nd classes are to resume as normal whether the demands are met or not! (This is reminiscent of last year's War Crisis Convocation when the Administration tried to divert and co-opt a militant campus anti-war movement into week-long convocation. This convocation ended in 27 resolutions on the war, and no action against the recruiters.) The maneuvering of the faculty in helping to sell the Alioto-Smith plan to the striking students is typical of the role they've played during the whole strike. A leader of the liberal wing of the faculty said it best: "We're a DMZ, a buffer between students and the Administration, trying to help stabilize the campus".

Why is the Smith Administration, Alioto, and every ruling class politician in California trying to desperately to break this strike and keep from granting the demands? The reason is that the 15 demands of the BSU-TWLF hit at the heart of the class nature of the university. The university is not neutral or autonomous. It serves the ruling imperialist class of this country (such as the corporate financiers who sit on the Board of Trustees) in two main ways: 1) by developing and perpetuating ruling class ideology, the foundation of which is racism, and 2) by training managers, technicians and teachers to take this ideology back to the factories and communities and keep this imperialist system running smoothly. The BSU-TWLF demands say basically that the University should serve Black and Brown working people and students. That rather than being excluded from college so that they'll be a cheap source of labor and super-profits for Del Monte's Dudley Swim and his like, that the University should be opened up to all Third World students who apply. That people such as George Murray, who spoke out for the need of Black and Brown people to arm themselves, should be allowed to teach black studies classes. There is a basic class conflict between BSU-TWLF demands and the Board of Trustees and the rest of the ruling class.

We can win these demands if we stay alert to the tactics of the Administration and go into the community and build an alliance with working people. But before the university will really serve Black & Brown people, working people and students will have to unite to wage a protracted revolutionary armed struggle to totally overthrow the imperialist class and its state, and replace it with a revolutionary socialist state run by the armed Black, Brown, and white working class.

Progressive Labor Party

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LATE NOV

THERE COMES A TIME IN THE HISTORY OF A PEOPLE, WHEN OPPRESSED, THAT THE SPIRIT OF RESISTANCE TO THAT OPPRESSION BECOMES GREATER THAN THE WILL TO CONTINUE TO LIVE UNDER IT... OFTEN GREATER THAN THE WILL TO LIVE ITSELF. THESE ARE THE TIMES WHEN NO DESIGN OF A TYRANT, NO MATTER HOW SUPPRESSIVE, IS CAPABLE OF WITHSTANDING THE DESIRE AND FORCE OF A PEOPLE TO PROTECT ITS INTEREST--TO SEEK A NEW WORLD, A WORLD WHERE HUMANITY IS AGAIN WORTHY OF THE HIGHEST POST IN THE GENERAL ORDER OF LIVING THINGS.

It has been said that with every new born child there is also born a new sun, moon, earth, in short, a new universe with everything in perfect order except Man and his tragic relationships. Black and other Third World (Red, Yellow, and Brown groups) students are now involved in changing some of those present relationships, that is, building a world that will not deny the very worth and existence of the still unborn Third World as the society we were born into sought to deny us.

Presently, Black and Third World students have gone on strike at San Francisco State College, firmly resolved to win a list of some 15 demands. All of these demands are designed to make "higher education" meaningful to ourselves and our Third World communities at large. THIS MEANS YOU.

The "higher mis-education" at San Francisco State College (and all other colleges and universities, for that matter) is a community problem. We need the support of our communities. THIS MEANS YOU.

We believe that it is first necessary to have community understanding of the strike and the strike issues. The news media has always looked out for the interest of the ruling classes---the very classes that create our problems, so we, the people, whose interest they don't represent cannot look to them for accurate and honest news coverage of our struggles. But, once we have made our struggle clear to the community, we believe that community support will automatically follow.

Although our struggle is small when compared to the great struggle that awaits and will involve us all, the least you can do as mothers, fathers, sons and daughters of the Black and Third World communities is come to one of the following MASS COMMUNITY MEETINGS.

SAN FRANCISCO

SUNDAY, December 1, at 6:00 pm
FILLMORE AUDITORIUM
GEARY AND FILLMORE STREETS

EAST BAY

SUNDAY, December 1, at 6:00 pm
DOWNS MEM. UNITED METHODIST CHURCH
61 & IDAHO STREETS, OAKLAND

SCHEDULED SPEAKERS

INEZ ANDRE
WILLIE BROWN
LEROY GOODWIN
BENNY STUART

DR. NATHAN HARE

SCHEDULED SPEAKERS

RON DELLUMS
GEORGE MURRAY
CLARENCE THOMAS
RUTH HAGWOOD ("mother of the Pan-thers")

CECIL WILLIAMS

"...so do not send to ask for whom the bells toll, it tolls for thee..."

Fight Racism Support George Murray

"President Robert R. Smith decided more than a week ago that steps had to be taken to remove Black Panther George Mason Murray from the San Francisco State College campus, the Chronicle learned yesterday. And that is why it is so ironic that Smith found himself, on Thursday, looking as though he were defying an order from Chancellor Glenn S. Dumke for Murray's suspension.

When Smith announced on Halloween afternoon that he would not immediately suspend Murray, he was merely buying time.

It seems tragic,' concluded one despondent official, 'that the first college campus in the United States faced with the problem of removing a Black Panther from its faculty wasn't allowed to handle it in its own way.' " (S.F. Chronicle, Sat. Nov. 2, Pg.2)

The Chronicle reporter called Smith's actions ironic. The facts prove quite the contrary. It was no quirk that Smith acted the way he did. It was quite predictable. Men or groups of men who have the same political and financial interests may disagree as to the best tactics to use to protect their interests but their goals remain the same. The trustees represent the corporate wealth in this state, which makes super-profits off the labor of white and black workers in this state, this country, and third world peoples abroad. Here the police are sent in to break strikes of workers or campus "disturbances" and abroad or in the ghetto the military is sent in to crush liberation movements and to maintain economic and political oppression.

"Our colleges and universities must be regarded as bastions of our defense as essential to the preservation of our country and our way of life as supersonic bombers, nuclear-powered submarines and intercontinental ballistic missiles."

(John Hannah, president of Michigan State University)

The trustees run the colleges for the sole function of training students to become technocrats, scientists and apologists to fill the necessary slots in a system that oppresses the majority of people in the world, white and non-white alike. The position occupied by Smith, that of a president of a state college in our college system, is that of a local representative of the financial wealth running our colleges. Chancellor Dumke is the statewide representative of these very same interests. Therefore there was no basic conflict between Smith's and Dumke's interests. As the newspaper article clearly states, they both agreed that Murray had to be removed. Their only disagreement was a tactical one --which was the best way to do the job. Dumke's way was to issue an executive order and Smith's way was to rush it through administrative channels.

Faculty member Leo McClatchey states that the issue of George Murray is one around which students, faculty and administration can unite. The Chronicle shows that this is clearly an illusion and one that we cannot afford to maintain. The article definitively shows that Smith is acting in the interests of the trustees, and not in the interests of either students or faculty, the latter being particularly in need of being protected against racist and political attack by the trustees and the administration.

Having spoken of the corporate nature of the university, and its use in the interests of the structure which profits tremendously from oppression in U.S. ghettos, Vietnam, Guatemala, Bolivia, etc., it is quite easy to see that when George Murray tells black people to resist their oppression and fight their oppressors, he directly threatens the position of these very corporate interests. In response to this threat by the black liberation movement, these same corporate interests which support and thereby control the mass media, constantly inundate us with propaganda which attempts to cause us to fear the black liberation movement and black people generally. By attempting to draw white people away from black liberation support by constant distortions and lies about the movement, they intend to maintain the isolation of the black liberation movement and thereby to continue the oppression of black people. White faculty and students must not allow themselves to be so easily used. Sadly, one of the responses of some white students to the suspension of George Murray has been variations of "Oh no, I wonder what "they" are going to do now; the "they" obviously referring to the black students on this campus. Such an attitude clearly plays into the hands of the interests that run our college and serves to isolate the black liberation movement and alienate it from potential public support. It is these very same interests that exploit white people and use the Vietnam war for their own economic gains, killing thousands of whites, blacks, and Mexicans in the process. By inundating us with a fear of black people, this system attempts to use us within that very structure to maintain the racist oppression which men like George Murray are struggling against. It is therefore in all of our interests, both black and white, to say NO!!! to such blatant manipulation for racist and oppressive uses.

One of the ways that we can all support such a struggle is to support George Murray and the BSU in their defense against racist attack and in their struggle to maintain the Black Studies program. We therefore call on all white students and faculty to support the BSU strike on Wednesday for the nine demands and rescinding of Murray's suspension.

Come to the rally at noon today at the Speaker's Platform and the Strike organizing meeting in the Gallery Lounge at 2:00 p.m.

Fight Racism

Support the Strike

SDS

Labor donated

There is only one issue on campus this week: the Black Students Strike. No student has the right to participate, in any sense, as a responsible member of the educational system. No one, who is a student, can define his educational needs. Black Students have been singled out as special targets because they are now conscious of the necessity for defining the needs of their lives. The Board of Trustees will now, alone, define educational needs.

There are three steps to this castration. First is the trustee attack (Oct. 11) on any auxiliary organization of the college. (Auxiliary organizations are corporations such as Frederick Burke, the Associated Students...). The Trustees have destroyed any autonomy these organizations have had by taking a total veto power over their budgets and their policies. No student activity will have the right to develop any activities to meet its own self-interest without close supervision of the Trustees. This control has especially affected BSU who is on Reagan's hate list along with the Experimental College, (and SDS, and other community involvement programs). BSU has in effect been stripped of its right to define the needs of Black People. These rights have been given to the Board of Trustees.

The second step to educational castration by the Trustees was its final dissolution of any shred of student civil liberties by making it a suspendable offense to refuse to obey the orders of an administrator of the College. You must be suspended if you don't in the administrator's definition, obey his dictates.

The final step to totalitarian supremacy by the Trustees is the case of George Murray. Murray is a Graduate student at SFSC. He is also a member of the Black Panthers. For this last position alone, Murray was suspended by the trustees from the school and he was fired from his teaching position.

The Black Students are striking this Wednesday. They are refusing to participate in an Institution which has denied them any right of self-determination. The Institution has also denied all white students any right to state their needs. We are clay in the hands of the Board of Trustees. They can now do what

There is only one issue on campus this week: the Black

they will with us. We now have no space to act in. It is impos-
sible to be educated, to be free in an oppressin Institution. We,
the white students must support the Black Students Strike by re-
fusing to go to classes and by asking the Bookstore employees,
the library workers, the Commons workers to refuse to work.

The ten demands of the Black Student's Union must be
satisfied before anyone can be "educated" on this campus. It is
time that the "education" which the Board of Trustees would compel
us to stomach, be changed to the education that we need. This
campus has no right to be operating until the Black demands are
met, and then, that can be only a beginning.

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On Strike! Shut it Down!

Students are active and striking state-wide in support of the 10 strike demands of the BSU and the TWLF. A group of Sacramento State Students have confronted the State College Chancellor at his office in support of George Murray. San Jose State is now issuing a daily strike bulletin because no student can go on uninformed of the issues that have made a strike mandatory here, issues so important and so relevant to all students, their education and their future. In L.A., students went to the trustee's meeting to present the real picture of the racism perpetrated within the state college system. They were denied a voice. The importance of the issue of racism here is so great that support of the strike has spread state-wide and extended to the high schools as evidenced by the 200 striking students at Mt. Tamalpais High, and a number of Oakland high school confrontations.

Yesterday, various departments voted not to continue "Business as usual" until the issue of institutionalized racism is dealt with.

The basis of the growing strength of the strike is that masses of white students have come to the realization that the attack on the black and other minority students is an attack on all of us. Thus students have formed a united front to declare their solidarity with the BSU and the TWLF to fight the attempt by the administration and the trustees to dictate their racist policy to the campus. We call this policy racist because of the systematic exclusion from the college of minority people. The few that do have the opportunity to go to college are not allowed to exercise any control over their own education.

The power of the students has openly challenged the power of the trustees. The trustees, through their representative on campus, Robert Smith, will try to defeat the strike by attempting to divide the students.

The Administration will tell us that the strike only hurts ourselves and not Reagan and the Trustees. But the fact is that Reagan has demanded that the campus be opened even if it means police occupation.

The Administration will claim that the strike will alienate our liberal supporters in the legislature and aid the reactionaries. But the fact is that the chief liberal, Jesse Unruh, has already demanded that the National Guard be used if necessary to keep the campus operating. The reason for Unruh's harsh attack is not that he has been alienated by the strike, but that he and his liberal friends have never supported black liberation or student control.

The Administration will try to intimidate the strikers with threats of loss of credit, invalidation of degrees, obstacles to employment after graduation, etc... If students stay united the Administration will be unable to carry out these threats.

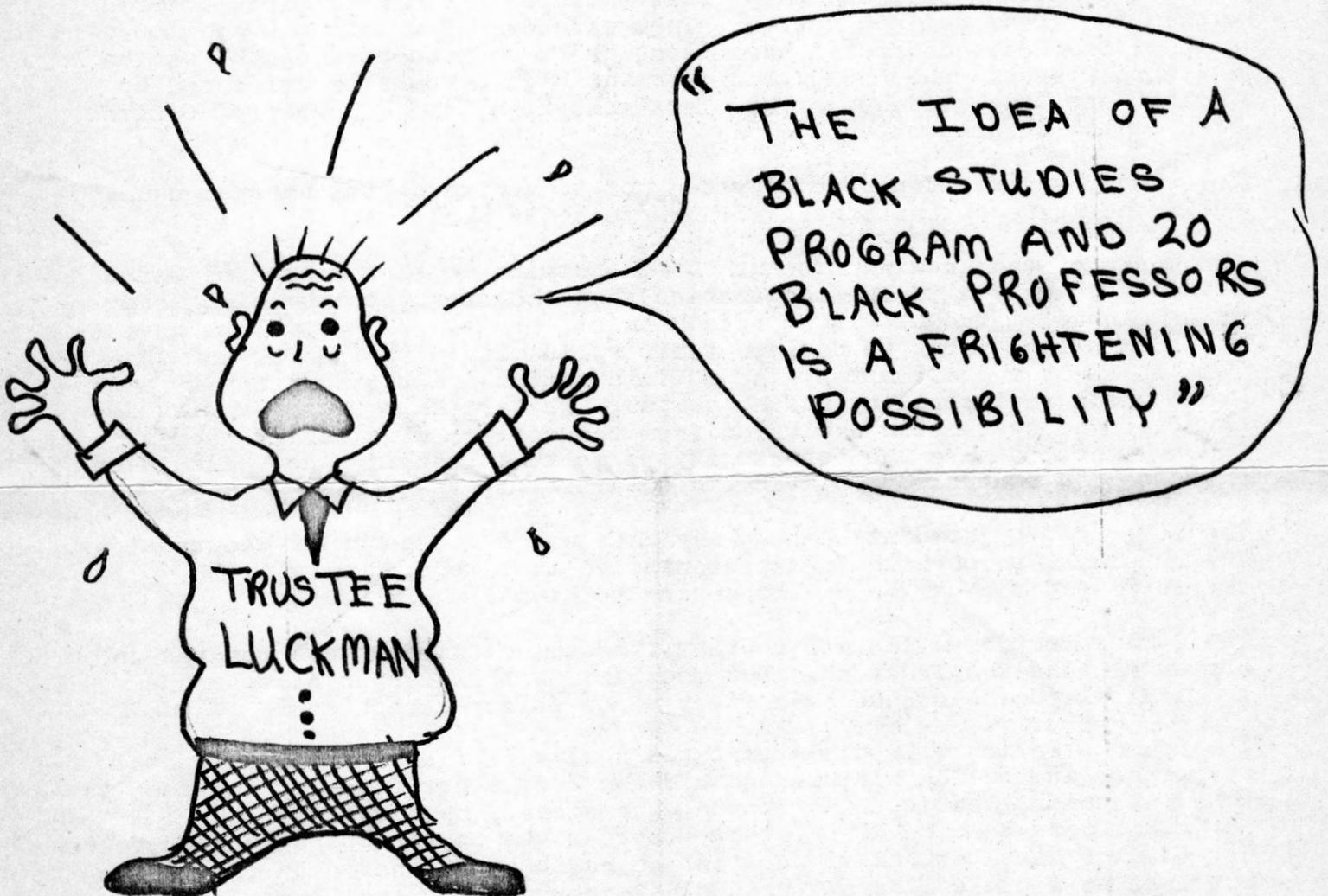
Another tactic that the Administration will use to try to break the strike will be offers to solve grievances through "normal channels." So called "normal channels" are merely another way of saying "No action on the 10 Demands." This situation demonstrates that the Administration has been pressured by the strike and that this power alone has caused them to even propose negotiations or to offer minor concessions.

The only way to win the 10 Demands and to establish the basis for meaning-

ful change is for the students to continue unified mass action in the form of this strike. It is the power of the students that caused steps to be taken to meet the demands and it is only the continued, unified struggle of the students that will achieve the 10 Demands.

STRIKE!!

Mass meeting, Tuesday in the Gallery Lounge 12 o'clock
and 5 o'clock
(discuss strike tactics for Wednesday)



STRIKE COMMITTEE

NO ONE IS FREE UNLESS EVERYONE IS FREE EVERYBODY OUT!

The black students ehave been treated like animals, so they're fighting back. Don't scab on them.

That's factory talk. All right, San Francisco State is a factory, organized in departments to keep us separate from each other and from ourselves. We are not educated here: we are trained. We are trained to separate thought (clean) from emotion (unclean). We are trained to suck pre-packaged knowledge from experts like milk from Mommy's breast. We are trained to let them grade us the way they want to grade us the rest of our lives -- like sides of beef. We are trained not to question the assumptions underneath the classroom babble, because to challenge and tear down those assumptions would be to make ourselves free. The men who run and finance San Francisco State hire our brains and kill our spirits because they have an Empire to administer and we are the tools. So here come the black students telling the Administration, "No, you can't run us!" They say, "You can't fire our Brother George Murray, you can't treat Black Studies like a minor subject." They say, "Yes, can't reapportion the money that's been willed to us, you have to replace the Financial Aid Officer." And they say, "As long as the Administration doesn't meet our just demands, this school can't go on functioning."

Now this is where the Administration gets us tight: their janitors are on strike! The administration has no case against the BSU demands, they have only their power. And they keep their power over our limp bodies and dead souls. They try to divide the students, white against black and brown and yellow. They try to convince us that they're on our side, so we should be on theirs. They try to make us forget that the Trustees also want to take away all student control over student funds. They try to make us believe that we're free when our brother and sister students are victur^m victims. Everybody free or nobody! DON'T SCAB.

STRIKE ACTION TODAY

The strike will continue today and until the Third World student demands are met.

At a mass meeting last night white students decided to concentrate on going to classes and gaining maximum participation on the strike today.

At the request of the Third World students, we will try to avoid any confrontations with police which would result in arrests at this time.

Tentative Schedule:

- 7:30 - mass picketing of buildings
- 8:10 - assemble a Strike Headquarters (in front of the Commons) to go to buildings for classroom education activities.
- 11:00 - reassemble at Strike Headquarters to assess the success of the classroom activities and organize for whatever further actions may be necessary to close all classes
- 12:00 - rally at speakers platform
- 12:30 - make our presence felt outside the Administration building.
- 1:00 assemble at Strike Headquarters for further classroom activities.

If the Administration and the pigs close the campus again, and we can not use the Gallery Lounge meet one hour after they do so at 55 Colton Street, unless otherwise announced.



BEHOLD THEM SEATED IN THEIR GL
THE KINGS OF MINE + RAIL + SOIL
WHAT HAVE YOU READ IN ALL THEIRS
BUT HOW THEY PLUNDERED TO
FRUITS OF THE PEOPLES WORK ARE BUR
IN THE STRONG COFFERS OF A FEW
THE INTERNATIONAL

DUDLEY SWIM - WHO ARE YOU?

AN ECONOMIC DESCRIPTION AND POLITICAL ANALYSIS OF THE TRUSTEES AND REGENTS

The Trustees suspended George Murray. Murray is a spokesman for Black Liberation. He teaches that Black and Third World people must resist their oppressors by any means necessary. The Trustees and the Regents who came down on Eldridge Cleaver's head see these two men as a threat to the universities. Why? Because it is the Trustees & Regents who define what the role of a university should be, how it should be run and what interest it should serve. George Murray and Eldridge Cleaver are indeed a threat to their horded wealth, So too, a threat, are the Vietnamese, Latin American, and African people who have taken up the gun in the name of Liberation.

Just who are these men, what are the interests they have and why is the cry of Liberation of oppressed peoples a threat to them? On the Board of Regents and Trustees sit 6 bankers, 4 of which represent banks with total assets of \$38 billion and profit (from banking ventures alone) of \$224 million. One bank, the Bank of America has investment holdings all over the world, including South Africa. In this country the big banks function as tyrannical slum lords who are constantly driving people from their homes.

Also sitting as a policymaker of our colleges is Catherine Hearst, wife of Randolph Hearst, president of the Hearst Publishing Co. It is Hearst who publishes the Los Angeles Examiner, a paper whose employees went out on strike last year. The constant cry of violence was of no concern to the Trustees and Regents when the Examiner brought in scabs to break the strike or when they called the cops to beat and gas the strikers. This was simply a case of "protecting their interests" from law breakers.

There is a Mr. McLaughlin of the Board of Regents who operates South American copper mines, getting rich off the torturous toil of the people of Chile and Argentina.

Sitting in judgment on the Board of Trustees is Earle Jorgenson, a director of the Transamerica Corporation. Transamerica has assets of \$2,928,000,000. Last year it made \$68,212,000 in profits. Some of those profits came at the expense of the Bay Area Theatre Janitors who have been on strike against United Artists (which is owned by Transamerica) for the past 6 months. The janitors are striking for a decent wage, one that can at least keep pace with the rising cost of living.

Then, of course, there is Dudley Swim. Not only is he a Trustee but he sits on the Board of Directors of Delmonte Corp. the 168th largest industry in the US. Del Monte did pretty good last year in the profit department clearing \$27,250,000. This wouldn't have been possible hadn't there been Third World people forced to pick their lousy fruit down in the valley at \$1.25 an hour. We say forced because they don't have the educational background to get better jobs. It's only "good business" that Swim makes educational policies that exclude any appreciable number of Third World people from getting into college.

Also making profit and policy is Trustee George Hart. He is director of Babco-Wilcox, the 141st largest US industry, General American Transportation Corp, which made \$26,700,000 in profits last year, Liberty Mutual (Swim is also a director), Bank of San Rafael, Association of Investors of Northern California, and Boston Manufactures Mutual Insurance Co. When George Murray says Black people must arm themselves and resist their oppressors, George Hart cringes.

William Roth is a Regent and among others things is a director of Crown Zellerbach (\$914,000,000 in assets, \$46,727,000 in profits for 1967) largest paper producer in the US. This company adds to its coffers and to the stability of apartheid South Africa by investing much capital there.

Samuel Mosher, a Regent, is the oil tycoon of the bunch. He is chairman of Signal Oil which rapes the ground of Venezuela for its oil. The Venezuelans though they break their backs in the oil fields see little of the fruits of their labor. Mosher also is the vice-president of American Independent Oil Co. which steals oil from Saudi Arabia. To give the reader an indication how oil operates, the big oil producer in that area, Aramco, keeps 85% of the total profits, King Feisal keeps 15% and the 6,000,000 people of Saudi Arabia keep NOTHING.

James Thacher is a Trustee. He is also a lawyer. He use to work for the Sullivan & Cromwell law firm. So. So Sullivan & Cromwell was John Foster Dulles' outfit. This law firm handles accounts for big corporations. During the 1930's it was instrumental in placing American capital in the service of German industrialists financing and rearming Hitler through the firm of J. Henry and Schroeder & Co.

Charles Luckman, a Trustee, is a multi-million dollar architect-developer-constructor. He has designed and built strategic military bases in Spain and Thailand, Disneyland Hotel, CBS-TV City, Convair Astronautics missile and space facility. Perhaps his greatest achievement was designing and building Bunker Hill Redevelopment Project in LA which pushed many Black people from their homes.

Though our research is far from complete, we could go on. We know that of just more than half the Regents and Trustees researched, they control or represent firms with aggregate assets of \$46,500,000,000 and profits (1967) of \$930,832,000. Among the wealth that sits on those boards are representatives of at least 6 banks, 3 newspaper chains, 2 oil companies, 3 aircraft manufactures, 2 shipping lines, 3 airlines, a half dozen real estate and insurance companies, half the food packing industry (Hunt and Delmonte), several chain stores (Broadway Hale and Nieman Marcus) and 2 giant utilities.

The monopoly capitalists and their firms which control our universities have but one thing uppermost in their minds--that is to maintain their economic and political position. They do this in the US by exploiting Black, Third World and white laborers and abroad by exploiting Third World people in Asia, Latin America and Africa. Their profits are maximized and their positions secured by instilling racial hatred among white and Black workers, white and Black students. This keeps the oppressed peoples of all colors fighting each other rather than uniting against their common enemy--the monopolists. It is good business to keep these people in their place and it is good business to run the universities to train students willingly or unwilling to serve their interests. It is when George Murray stands up and says Black people must fight the oppressors that their profits are threatened. The Trustees will use "any means necessary" to put an end to those fighting for Liberation on the campus just as the companies they represent will use "any means necessary" to break strikes and to stop Liberation Movements in places like Venezuela and Watts.—TO BELIEVE IN THE LIBERATION OF OPPRESSED POEPLS IS TO OPPOSE THEIR OPPRESSORS. THE TRUSTEES AND REGENTS ARE THE OPPRESSORS HAVING A VESTED INTEREST IN MAINTAINING THAT ROLE. BUT STUDENTS HAVE NO VESTED INTEREST IN OPPOSING LIBERATION. IN FACT, WE ARE HURT BY SUBMITTING TO UNIVERSITY TRAINING WHICH FILLS US WITH RACIST IDEOLOGY DESIGNED TO KEEP BLACK PEOPLE DOWN. WE CAN NEVER BUILD A MOVEMENT WHICH STRIVES TO ACHIEVE LIBERATION OF ALL OPPRESSED PEOPLE, WHITE AND BLACK, IF WE DON'T FIGHT THE RACISM OF THE OPPRESSOR WHICH IS BUILT INTO THE SCHOOL SYSTEM. WE MUST TAKE THE STAND WITH THE BLACK STUDENTS IN SUPPORTING THE RIGHT TO SELF DETERMINATION BY STRIKING.

DATA COMPILED FROM FORTUNE MAGAZINE CALIFORNIA STATE COLLEGE REVIEW, MOODY'S INDEX, HAL DRABER, THE NEW STUDENT REVOLT. THE INFORMATION IS NOT ENTIRELY UPDATED. THE SEAT OF POWER MAY CHANGES FACES BUT ITS ECONOMIC AND

THE STRIKE AND THE MEDIA

In an editorial entitled "The problems of Dr. Smith", the Chronicle reduced the crisis at State to the issue of Glen Dumke preempting Smith's decision to fire George Murray. In an effort to isolate Murray's support and to imply that Black students stand alone, the editorial continued: "Few will argue that (Murray's) suspension was not required." Not only did the editorial deny Murray's right and duty to attack an institution he understood as racist, it also demanded that his obligation was primary to the institution itself and secondarily, if at all, to his people. "Dr. Smith", the editorial read, "had routine and orderly disciplinary procedures under way to remove a man from the faculty who has advocated destruction of the institution he was employed to serve." The Chronicle made no bones about placing service to the institution above service to the people.

The Thursday press decided to create issues of its own by emphasizing and distorting features that were calculated to produce a mood of terror and fear. The article established its own heroes: Robert Smith, the beleaguered president of the campus, savior of the institution, valiantly trying to quell the forces of terrorism and repression; and the "common student" attempting against all odds to gain his rightful education and his piece of the great American pie. It also established its own villains: black terrorists who were out to rape a virgin white campus, and the white militants whose job it was to egg them on. The article defined its own standards by broadcasting in headlines "STRIKE FAILED" just in case the reader, whose intelligence they respect very little, couldn't follow the red herrings clumsily thrown throughout. "TERROR TACTICS FORCE SAN FRANCISCO STATE TO SHUT CAMPUS", the headlines blared, "COPS CALLED TO HANDLE TERROR". The first paragraph began: "Roving bands of non-white militants terrorized classes at San Francisco State College yesterday, turning an unsuccessful student strike into chaos that forced the complete shutdown of the campus". Ignored were the issues; the fact that the students, both black and white, are engaged in a struggle against an oppressive institution which by its very nature utilizes tactics of intimidation to keep students "in line", to make sure the institution services the corporate elite.

The press found it possible, and even necessary, to display more outrage and horror over a broken typewriter and a shattered window than it deemed appropriate for the brutal slaying of George Baskett by a drunken, off-duty cop.

The issue was to be polarized on their terms. According to the press, Smith acted "to protect the safety of the majority of students and faculty members who are concerned with education" by calling the tactical squad. The implication is that the mass of students supporting the strike, who are striking out against institutional racism and an oppressive system, are not concerned with education. The press would have been more nearly correct if they substituted the word "training" for education. The question would then be reduced to "training for what and for whom"? The truth is that Smith called the pigs to protect the safety of the corporate elite.

We at Atate shall continue to feel the pressures imposed on us by the mass media. As the struggle intensifies the media will resort to even more brutal tactics. The question we must constantly keep uppermost in our minds is: "In whose interest does it serve?"

OVER

The role of the mass media as a defender and tool of the administration is becoming more and more clear as the course of the struggle, building the student strike over the BSU demands, continues. Monopoly newspapers in big cities (such as the Examiner in San Francisco) have wiped out all important competitors and are now free to serve the exclusive interests of the corporate elite. Though they still rely on the old shuck of proclaiming that they serve the interests of the people by "objective reporting", their true nature as moulders of opinion instead of dispersers of information is continuously being exposed to people engaged in struggle who are forced to witness their case distorted, maligned, and betrayed to their brothers. In the face of crisis the mass media can only resort to cheap tricks to save their benefactors from being exposed as the true enemies of justice. "Objective reporting" takes the forms of distortions, important omissions and outright lies. Their "truth" depends upon their ability to evoke the base emotions of fear and terror among their readership. In an attempt to crush the student movement they would play Black students against their white counterparts. In an attempt to quash the momentum of a growing strike they would proclaim it a failure out of hand. In an attempt to isolate students who support the strike and stay home they would blatantly distort the effects of the strike and the struggle on the campus.

AN INDEPENDENT OPINION

SAN FRANCISCO STATE AND THE PRESS

This picket line is made up of people who are striking at SF State ~~College~~ College. We are here because the press, radio and TV have distorted our strike by misrepresenting the demands of the Black Students Union.

On Wednesday, Nov. 6 many students at SF State went on strike in an attack on racism in the university and in support of 10 demands which would strengthen the Black Studies Department and put it under the control of black students, faculty and staff on the campus. Hundreds of white students and Third World students voted to support the strike. We would like to explain what we mean by racism and how it affects our lives in a detrimental way.

George Murray, Minister of Education of the Black Panther Party, is a graduate student and instructor in English at SF State. On Friday, Nov 1, Murray was suspended as a student and a faculty member.

We see this as a racist firing. The Black Panther program, which Murray represents calls for full employment, decent housing, education that teaches the true history of black people, an end to police brutality and murder and the right of black people to defend themselves against racist attacks. This is a program that has organized thousands of people in the black communities, because, at this point it is the clearest political program for changing the present system of economic exploitation and racist oppression of black people in this country. The Black Panther Party grew out of the need for organized self-defense against continual police brutality, the latest example being the murder of truck driver George Baskett by Michael O'Brien. O'Brien is a member of the same police force that is used to break strikes by the bosses.

The Panthers have been subject to increasing attacks by the cops, by every government official from Johnson to Reagan down to college administrators like Dumke and Smith. This is because the Panther program threatens the economic interests of the small powerful minority which runs this country and controls the cops and government. In his work on campus, George Murray, talks about and organizes around this program. It is his connection with the Black Panthers and his statement about the right of black people to armed self-defense that Smith and Sumke give as an excuse for firing him.

The press and mass media have distorted the strike and the demands of the Black and Third World people who are engaged in a struggle to end racism and exploitation. This attack on their struggle we consider to be racist and motivated to build up racism in the schools and white community. This racism is the same tool used by the administration and trustees on campus. This is understandable since the same trustees who fired Murray own controlling interests in many newspapers.

Katherine Hearst whose husband owns the Examiner-Chronicle as well as hundreds of other papers is on the Board of Regents. This is the same Hearst who broke the SF strike of newspaper printers last year. The press never has served the interests of the people but serves the interests of the corporate power structure.

For more information call: 626-4872.

FIGHT Racism in the schools and the shops

On Wednesday, Nov. 6, many students at San Francisco State College went on strike in an attack on racism in the university and in support of 10 demands which would strengthen the Black Studies Department and put it under the control of black students, faculty and staff on the campus. The strike was initially called by the Black Students Union and then joined by the Third World Liberation Front (a group composed of Mexican, Philipino, Latin, and Oriental organizations). Hundreds of white students also met and voted to support the strike. We would like to explain what we mean by racism and how we think it effects all our lives in a detrimental way.

WHAT IS THE ISSUE OF THE STRIKE?

George Murray, Minister of Education of the Black Panther Party, is a graduate student and instructor of English at SF State. On Friday, Nov. 1, President Robert Smith and Chancellor Glenn Dumke suspended Murray as a student and as a faculty member.

We see this as a racist firing. The Black Panther program, which Murray represents, calls for full employment, decent housing, education that teaches the true history of black people in the U.S., an end to police brutality and murder and the right of black people to defend themselves against racist attacks. This is a program that has organized thousands of people in the black communities because, at this point, it is the clearest political program for changing the present system of economic exploitation and racist oppression of black people in this country. The Black Panther Party grew out of the need for organized self-defense against continual police brutality, the latest example of this being the murder of truckdriver George Baskett by Michael O'Brien. O'Brien is a member of the same police force which is used to break strikes by the bosses.

The Panthers have been subject to increasing attacks by the cops and by every government official from Johnson and Reagan down to college administrators like Dumke and Smith. This is because the Panther program threatens the economic interest of the small but powerful minority which runs this country and controls the cops and government. In his work on campus George Murray talks about and organizes around this program. It is his connection with the Black Panthers and his statements about the right of black people to armed self-defense that Smith and Dumke give as excuses for firing him.

WHY IS THE UNIVERSITY RACIST?

The members of the Board of Trustees are the people who directly control the university. They are appointed by the governor and represent the same big business interests that he represents. An example is Trustee Dudley Swim who is a member of the Board of Directors of the giant Del Monte Corp. This corporation makes huge profits by paying black and Mexican-American farmworkers 1.50 an hour, subjects them to inhuman living conditions, and forcibly fights their attempts to unionize. When George Murray says that black and brown people would organize to fight this exploitation he is a direct threat to the profits of these Trustees and their corporations. Those interests include keeping black and brown people uneducated so they

will be a source of cheap labor. The university also trains the students to become managers, public relations men and women, and efficiency experts, jobs which keep them separated from the majority of working people black and white. Above all, the university tries to keep black students and white students fighting each other so they do not get together and fight the real enemy--the Board of Trustees and the big corporate interests.

Like the Trustees, the corporation bosses use racism as a divisive tactic. When workers go on strike, bosses often use the threat of hiring unemployed black people for lower wages to misdirect and undermine the militancy of the strike. This happened in the recent telephone workers strike when the State Department of Employment hired scabs for the telephone company. In strikes where black and white workers unite the bosses always try to split by race in order to destroy the strike.

The bosses know that strikes are a dangerous threat to their interests, and they use everything possible including court injunctions and the cops to protect themselves, crying "national interest" and "law and order". When we allow ourselves to be split on the basis of race or student vs. worker we are playing right into their hands. An example of this strength workers have when they fight against being divided by race is a recent strike by garment workers in New York City. Eight hundred Latin, black and white workers united against both the company and their corrupt union leadership, stood up against the cops, scabs, and injunctions, and won every demand. This strike shows that when we unite we can and will win.

Murray has been condemned by many people for advocating that black people have the right to armed self-defense and to win their liberation "by any means necessary". We support this right for all oppressed people and see that it is the initial violence by this society toward black people which has made armed defense a necessity and not a choice. It is a fact that this system uses any means necessary (including violence) to prevent black and working people from changing the conditions of their lives. When black people begin to change their lives they are not a threat to the white student or working man, but only to the business interests who control the wealth of the country. When we refuse to support black people fighting for their rights out of fear or confusion, we are actually strengthening the position and power of the corporations over us all.

We must begin to take these lessons beyond our own schools and shops to realize that in order to make basic changes in the profit making nature of this society, black and white students and workers will have to unite and organize a mass, independent movement against racism and exploitation.

Labor donated

NO NEGOTIATIONS/ SMITH UNMASKED ^{11/20?}

After 15 days of the Third World strike, the last 7 of which the campus was shut down, President Smith addressed the college community with his solutions to the problems. They were: 1. a repudiation of violence and the emerging "patterns of criminal behavior", 2. a cooling off period of 90 days of all sides involved, 3. a reopening of the campus, 4. relying on members of the community, the cops, to insure the campus remains open, 5. calling for a "united front" around him.

Did he talk about the 10 demands? Did he indicate steps were being taken to meet them? No!! His bosses the Trustees, declared quite emphatically that there would be no negotiations---George Murray would not be rehired; the thought of 20 black professors is frightening. In other words, they belched a big fat NO to the demands and then sent their marionette, Smith, to disguise that belch to make it acceptable to the campus community.

How did this State of the Campus address attempt to carry out the Trustees directive? The main thrust of his speech was that the strike must be broken.

BUT, when puppet Smith's "front" failed to unite around the decision of the Trustees he quickly abandoned the idea and ordered the reopening of classes by any means necessary---the use of cops.

The calling of the convocation by the faculty possesses both positive and negative aspects. For the first time the faculty as a body has openly defied the administration and Trustees. Further, the faculty saw that classes could not resume with absolutely no resolution of the issues. On the negative side however, clarification through discussion of the Third World demands will not bring about a meeting of the demands. Regardless of the amount of communication and discussion between faculty, students and administration, it must be recognized that only through the collective action of students and faculty united and striking for the 10 demands will the Trustees yield.

We must be clear that the interests of the administration and the Board of Trustees does not lie in meeting the 10 demands and rehiring George Murray. Smith and the Trustees have had 3 years to meet most of the demands, and Smith and the Trustees have neglected a Third World admissions program that students fought for and won last year. They are not interested in meeting the needs of the Third World community. They are only interested in using the university to serve their own interests. Students and faculty who support the 10 demands must unite behind the demands and continue to strike!!

The faculty has taken a first step. However, in order for George Murray to teach on campus and in order to establish an Ethnic Studies department the faculty must unite with the students around the 10 demands.

FIGHT THE RACISM OF THE TRUSTEES AND ADMINISTRATION!!!

STRIKE!!

Strike Committee---labor
donated

11/21

STRIKE CONTINUES / SOLIDARITY GROWING

The Academic Senate late Wednesday night again "requested" President Robert Smith to suspend classes for the duration of the convocation, which is supposed to go on until all the problems are solved. The Senate also asked the faculty to close down the college if Smith agrees to suspend classes and is subsequently fired.

Smith yesterday betrayed the faculty and leveled an attack on the Third World students' strike by reopening classes, as ordered by the Trustees. Tuesday night, meeting with the Academic Senate, he had agreed to allow 8 and 9 a.m. classes, but none during the Convocation. The Third World students had agreed to participate in the discussions on the understanding that the classes would stay suspended, making the strike total.

Two weeks ago a broad coalition of white students went on strike in support of the BSU and TWLF demands, recognizing that white students must also fight this same racist power structure. The administration, headed by Smith, in an open attempt to intimidate the rapidly growing strike, called the Tactical Squad onto campus several times -- culminating in the actions last Wednesday when they openly attacked students gathered on their own campus.

That same Wednesday afternoon the faculty voted to close the college and Smith was forced to agree. Monday the Trustees ordered him to open the college, making clear that they meant "by any means necessary." Tuesday Smith delivered his very droll and lifeless speech, which dealt with very little concrete, specifically ignoring the demands (the issues behind the entire strike !!), and Smith only said that classes would resume as "usual" and that police would be stationed on campus as previously. This same afternoon the faculty voted to defy both the Trustees and Smith by voting unanimously to not hold their regular classes and instead to convene a Convocation, to continue until all the issues had been resolved. It seems, however, that the faculty is unable to enforce this vote on at least some of their colleageaues, who held classes yesterday in spite of the faculty support of the Convocation. Because of this the faculty, through the Academic Senate, has requested that Smith "help" them, by suspending classes for the duration of the Convocation.

It seems unlikely that Smith will be any more willing to defy the Trustees by suspending classes today than he was on Wednesday. It is therefore critical that those faculty and students who do support the strike, which comprises the majority on this campus, redouble their efforts to build an even stronger solidarity in this struggle. It must be remembered that neither Smith nor the faculty will move except under this kind of solid and unrelenting pressure.

The Black and Brown Liberation Movements will not stop for Convocations, 90-day "cooling-off" periods, united fronts headed by racist administrators, or any other delaying and defusing tactics that Smith might propose. When the BSU said that they did not come to the Convocation to engage in a "bull" session, they meant that the discussion was not an end in itself. An understanding of the issues is an important first step, but the implementation of the demands requires unified action on the basis of this understanding. Power comes from the solidarity of people unified in a struggle and acting on the basis of that solidarity.

CONTINUE TO STRUGGLE -- STRIKE!!

Strike Committee
---labor donated

9:15 -- Mass Meeting, Gallery Lounge
10:00 - Convocation, Main Auditorium

11/22

COPS, CONVOCATIONS, & CAPT. SMITH

The Third World students participated in the Convocation with the understanding that, in accordance with the overwhelming sentiment of students and faculty, classes would be suspended. They viewed it as an opportunity to educate people, especially those who had not supported the strike, to the nature of the demands---their politics, history, relevance, and justice. They succeeded in reaching those who had been apathetic or "neutral," and the numbers of people supporting the strike grew. But all classes had not been suspended, and those who needed to be reached the most were going to class. Therefore, the Convocation as it was set up was not really meeting the needs of the Third World students. They felt that it was useless to continue participating if the entire campus community was not being made to face the issues of the strike.

The initial reaction of President Smith to the Convocation was to oppose the whole idea. When he found he couldn't override the entire faculty and the overwhelming sentiment of the students, his tactics changed; he tried to use it for his own ends. Consistent with his official capacity as errand boy for the Trustees, he tried, with incredible cynicism, to turn what started out as a sincere effort to come to grips with the issues into a clumsy attempt to break the strike. He reasoned that while the BSU and TWLF spokesmen were talking themselves dry in the Main Auditorium, others would be quietly returning to class unchallenged. If enough of them drifted back, the Convocation would become irrelevant, the strike which brought it about would quietly disappear, and the 15 demands would continue to go unmet.

Smith succeeded in killing the Convocation, but he didn't succeed in killing the strike. Characteristically, his attempt to carry out the Trustees' orders moved from the realm of "dialogue" to the realm of force. The campus is flooded with secret police agent in plainclothes. Yesterday the Tac Squad returned. And it is becoming increasingly clear that cops on campus do not "keep the peace." They do not protect students. They don't even keep the campus open. Their real function is to attempt to break the momentum of the strike. To do this, they will fire their pistols and they will bust heads. It has become so important to the power structure of this state to crush the strike that Smith has at his disposal 1000 cops and two Army helicopters.

Historically, those in positions of power and wealth are able to maintain themselves by the exploitation and manipulation of others. When oppressed people fight back, the powers attempt to crush them. Black people in the ghetto go "on strike" against the intolerable conditions under which they are forced to live; the power structure tries to buy them off with welfare and poverty programs. Failing in that, they send in the National Guard. Workers at the L.A. Examiner (owned by Dorothy Chandler of the U.C. Board of Regents) go on strike; Chandler and Co. attempt to manipulate them through "cooling off periods" (sound familiar?). Failing in that, as it did earlier this year, the cops are sent in to break the strike. The same thing is happening here at SFSC. We're surrounded by cops. They're here to crush our strike. And they've been sent here by the same people who send them against Black people in the ghetto or against the workers at the LA Examiner. We must collectively struggle against this sort of repression. White students at State must realize that change comes when we unite with black and Third World people---and progressive elements in the white community---and struggle against the vested interests that have been keeping them all down. If we unite and keep struggling, the strike at S.F. State will win.

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WHO'S BEING VIOLENT?

A lot of people are talking about "violence and disruption" today. "TERRORISM CLOSES SF STATE," says the Chronicle. "Frightening acts of disruption," says President Smith. You'd think our campus was a blissful Garden of Eden into which a slimy serpent had just crawled.

Violence is the big red herring of our time. It used to be "communism." People's minds would stop at the mere mention of the word. If you wanted to discredit someone but didn't have the guts to address yourself to him as a person or try to understand what he was saying, you just called him a communist.

That's not so popular any more. Now the scare word is violence. Everybody's against violence, but damn few people know what it is or what it means or why it happens.

The fact is, there are certain kinds of violence we live with every day. We're so accustomed to them that we think of them as normal, inevitable. That's the violence of subtle manipulation and exploitation, of isolation, of indifference to human suffering, our own included. It's the violence that channels us through school, makes us grub for grades, write theses, get our B. A. and our job with IBM and our two-car garage; that makes us lead a boring, useless, meaningless life and keeps us from realizing that there could be any alternatives, that any other kind of world could possibly exist. The only reason all this isn't imposed through physical force is because it isn't necessary. They don't need to butcher us; we're so full of self-hate that we'll do the job ourselves.

Black people have reached the point where they've abandoned that self-hate. It's partly because they aren't shielded from reality the way we are; they feel violence and coercion that is overt, vicious, openly brutal. They see an educational system bent on destroying their culture, denying their identity, keeping them in their place, depriving them of a REAL education, relevant to their needs. They grow up in abominable ghetto schools where the only things taught are hate and fear and subservience; they come to college those that are permitted to--and are lectured on the importance of becoming white. Black Studies? There "isn't enough money." (Dick Gregory used to say, "When the economy's going to tighten its belt, who do you think gets the first notch?") George Murray? He said a four-letter word, "guns." Do you have a grievance? Don't make waves the college power structure is very delicate and musn't be upset.

So black students realized that their survival was at stake. They realized that this college had to come to a grinding halt if they weren't to be slowly destroyed. And they couldn't count on white students who weren't as hip to the situation as they were to close it down for them. They are only a minority. And yet they had to protect themselves from extinction.

So they engaged in a little disruption. Not much, mind you-- the kind of "disruption" that took place yesterday looks pretty innocuous in the face of the advent of the Tactical Squad, fondling their tear gas cannisters and nightsticks. The real disruption of the education process (what little there is) came from Chancellor Dumke and the Trustees, bent on crushing the black and white student programs like Tutorial, CIP, Experimental College, Special Admissions, Max, the student anti-war movement, that have tried to show that alternatives to the Trustee's world of racism, fear and repression do exist. They engaged in a little disruption, and with a minimum of violence, without serious confrontation with the police, without a lot of people getting arrested or hurt, they succeeded in shutting the place down. They put the heat back on the people who are responsible for all this the people on top.

Eldridge Cleaver told us, "If you're not part of the solution, you're part of the problem." White students must not let themselves be made tools of the Chancellor's office...not just because they are being used as instruments against black people, but because they are being used as instruments against themselves. If the Trustees get their way, this campus will become as unliveable for white people as it has always been for blacks. GET IT TOGETHER.

CSI
MAX
CIP

EXPERIMENTAL COLLEGE
OPEN PROCESS

11/25?

RELY ON THE PEOPLE- BUILD THE STRIKE!

A "crisis" convocation is being held based on the proposal put forward by President Robert Smith. The faculty passed a proposal to have a three day convocation beginning today, ending Wednesday, with classes called to resume on December 2. The focus of the discussion will revolve around the question of the fifteen demands put foreward by the BSU-TWLF.

The convocation has positive and negative aspects. The positive aspect is that the issues will become clarified. In fact, the issues became so clear during the last convocation that when Smith was confronted with the first demand he hemmed and hawed for 20 minutes and never replied directly. Thousands of students saw that Smith avoided the issues and avoided the 15 demands, exposing himself through these actions as a puppet of the Board of Trustees and the corporate interests they represent.

Although the convocation has a positive aspect, the negative aspects should not be overlooked. The convocation, while it may be a good discussion will never by itself win the 15 demands. The Third World students on campus have continually pointed out that it is only through protracted struggle against the administration and the Board of Trustees that the demands will be won. The administration sees this convocation as a week long cooling off period. They make this obvious by calling for classes to begin next week whether the demands are met or not.

The faculty has played a dual role in this strike. On one hand, many faculty members took a positive step by going out on strike and trying to win other faculty members to join them. But, on the other hand, the faculty has seen itself as a buffer zone between the administration, its cops and striking students. We see this as an untenable position. In this strike one must clearly take either the administration's side or the side of black and Third World liberation. When professors stopped students from fighting the cops, although their intentions may have been good, they are objectively taking the side against the strike and for the administration. And, by supporting Smith's plan to resume classes on December 2 whether or not the demands are met the faculty are taking a strike-breaking position. There is also the question of leadership in the struggle;

Certain segments of the faculty have tried to impress on students that they (the faculty) will resolve the issues of the strike. This says that 1. the faculty has the power to resolve the conflict and 2. they see themselves in the leadership position. Both of these hypothesis are wrong.

Students should realize that their power flows from the strength of the people involved in the struggle. It is this attitude, relying on ourselves, that will win. Winning will not come from relying on the faculty or administration. The faculty must be won to the idea that they must unite with white students supporting the Third World demands.

Also, the idea that some faculty members believe they are in a position to lead students in this fight must be defeated. The BSU-TWLF are in the leadership of this struggle. The position for the faculty and other white students is to support the demands. They, along with white students, must take the offensive in fighting racism among other white faculty, white students and in the white community.

COME TO THE MASS MEETING IN GALLERY LOUNGE IMMEDIATELY AFTER CONVOCATION

strike committee

STRIKE TO WIN

labor donated