

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

Highschool-related flyers & organizing materials ~ Undated

Partial collection of highschool-related strike leaflets and materials that were distributed on campus. 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.

It's our fight too —

## Support the State Student Strike

There are good reasons for the students of high schools in the city to strike in support of the State College strike. First we believe that the strikers at State College are vigorously defending the dignity and rights of students everywhere. They are fighting for student democracy, for the control by students over the process and institutions of education. In this battle for democracy waged against the heavy-handed, racist and reactionary Trustees and Administration; they deserve our support.

Second, their fight is ours. Many of us become students at State College after leaving high school. We have an interest in the success of the strike at State College. By fighting for educational democracy, the strikers at State are, in effect, defending our future. We have a responsibility to ourselves to support the strike and to learn from it. And the lessons of the strike cannot be ignored if we are to work for democracy and student control on this campus.

Finally, we must support the strike because it is an attack on racism, specifically of the racist administration and structure of San Francisco State College. When the administration implies that white students will suffer if black demands are met, they are trying to destroy the strength of the movement with the tactic called DIVIDE and CONQUER. They are trying to play black demands off against white fears, when in fact the resources exist to fill the needs of the blacks and others of the Third World, as well as the needs of the white community. That the resources for this exist can be seen in the \$37,000 spent daily on police repression at State College in the last month; in the \$90 billion cost of the Vietnam war; and in countless other examples. This money must be redirected, and we must support the State College strikers in their efforts to do this.

We ask you to join the strike. This coming Monday is Community Support Day at State College. Come and support the strike. Talk with your friends about it. Ask your teachers to call off his/her classes in support of the strike. We can learn from the State strike, how to solve the problems in our own schools.

If you have any doubts or questions about the strike, please bring them up so that we can explain ourselves further. We do not have all the answers, and we need your help.

If you disagree with us, we hope that you not ignore the problems we face, but will try to find answers that we have not found. If you are not part of the solution, you are part of the problem.

HIGH SCHOOL STUDENTS WHO SUPPORT THE STATE STRIKE

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C 12/2 (common)

Distributed by: Ad-Hoc Committee for  
a Relevant School of Education

## END RACISM IN THE PUBLIC SCHOOLS

STUDENTS AT SAN FRANCISCO STATE COLLEGE ARE ON STRIKE TO END RACISM IN THE PUBLIC SCHOOL SYSTEM. THEY ARE DEMANDING A COLLEGE THAT SERVES THE NEEDS OF THE COMMUNITY.

Does this sound familiar to you? Have you been trying to do this in your school? Do your students find their education irrelevant?

The fifteen demands of the Black Students' Union and the Third World Liberation Front are an expression of needs. They represent a program to fight racism at San Francisco State College and to provide relevant education. But the implementation of these demands will affect the whole public school system. This strike is aimed at the SF schools which mis-educated most of the Third World Students at State.

For this reason the Strike has extended far beyond campus boundaries. Black, Brown, Yellow, and White parents who are organizing to improve their own neighborhood schools have come to campus to march and speak in support of the strike. Leaders in the Black and Third World Communities have spoken out in support. Outside support committees of working people have called for support demonstrations at the Hall of Justice and the Labor Temple. These people know the strike is for them as well as for students.

### THE CYCLE OF RACISM

There is a cycle of racism in the educational system which operates against minority students. Much of the educational experience of elementary and secondary schools is irrelevant to black, brown, yellow, or any other working-class student. It does not deal realistically with city life and the problems of oppression and frustration facing their parents on the job, at the offices of city agencies and in finding decent, low-rent housing. It does not dare deal with the struggle going on in the community for liberation.

The system of tracking is another means of repressing Black and Third World students. Many administrators say that tracking provides for individual differences in achievement, but most Black and Third World students are placed in lower tracks as a result of cultural differences as opposed to individual differences. This is another way in which the predominant white culture imposes its own middle class standards upon Black and Third World students.

Of the students who are not driven out of the school system and do manage to graduate in this city, over half are from the Third World. Yet, less than 10% of the enrollment at State is from these groups. A much smaller percentage of these students makes it through the credential program and back into the school system. A Black or Third World student realizes that the School of Education will not prepare him to fight for the particular needs of his own community.

The demand for Black and Ethnic studies is accompanied by demands for control of both the departments and curriculum by the students and professors involved in the program, preferential admission of Third World students, and a fairly administered financial aid program. This attacks the cycle of racism at the college level and is part of an attack on all levels.

This cycle of racism oppresses whites as well, and the white students at State have united with the BSU and Third World Liberation Front to win the demands. Racism is one of the major tools used to divide whites from Third World people who have the same interests and needs on the job, at school and in the community. As future teachers, we know that our only hope for survival and for making change in the public schools lies in uniting with students, their parents, and other teachers to get smaller classes, improved facilities, and more control over our curriculum. The Board of Education has proposed bussing as a stopgap measure to meet these needs. Only united parents, teachers, and students can demand a real solution.

### CONTROL BY THE TRUSTEES

This strike has exposed those who control State College.

Dudley Swim is one of the trustees and also is director of Delmonte Corporation. As a businessman, he makes large profits because he can force third-world labor to work at \$1.25 an hour picking fruit. As an "educator" he opposes the Black and Third World Studies. Other Trustees sit on the Boards of Transamerica Corp., General American Transportation Corp. and other large money-making corporations. The Black and Ethnic Studies Program is a tremendous threat to them because it will teach workers to organize and fight for their needs.

This threat is so real to those in power that they have called 600 tactical squad members to campus. The Trustees and College administrators latest tactic to break the strike is to intimidate by the very presence of massive police forces and by beating students.

Who controls the San Francisco School system that you work in? In whose interest is that system run? What tactics do they use to oppose change?

The professors at SF State have shown support for the 15 demands but are now faced with threats of losing their jobs. The most active professors have been denied tenure. The Campus AFT has responded to this, to the militaristic occupation of Campus, and to the lack of power which they feel by voting to strike. They have received sanction from the National AFT and are presently seeking it from the Central Labor Council.

This strike needs your support either organizationally or individually. If you belong either to the AFT or the CTA join with the other Unions who are supporting us. We need money for bail, telegrams and resolutions of support.

For more information or a speaker call 863-2691 or 647-2171

#### T H E   D E M A N D S   O F   T H E   S T R I K E R S

- \*\*\* An accredited Black Studies Department and a Department for Third World Ethnic Studies, under the control of the Black and Third World students, faculty and staff.
- \*\*\* Special admissions for all Black and Third world applicants to the college.
- \*\*\* Amnesty for the strikers.
- \*\*\* An end to the Trustees' power to halt Black and Third World programs on campus or in the community,
- \*\*\* The introduction of a fairly administered financial aid program.
- \*\*\* Reinstatement of George Murray, Black Panther Minister of Education, to his former teaching position.

*Support the Strike  
to win the Demands*

Labor donated

STOP! CHILDREN, WHATS THAT SOUND EVERYBODY LOOK WHATS GOING DOWN

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# STRIKE NEWS

REAGAN TOLD THE PRESS ON Wednesday that we must keep the campus open for the majority of the students going to State who still attend classes.

His main premise is false. The majority of the students support the strike! The AFT union survey revealed that only 16% of the students are attending classes.

The strike is 84% effective. The campus is virtually empty, it seems that it will remain so until the TWLF and BSU demands are met.

The original student strike has turned into a community strike with wide support.

Teachers too have joined in bettering the educational system in this state.

The AFT walked out last Monday and formed pickets at all campus entrances and in front of all buildings.

Students, community leaders and teachers now walk in one huge picket line, over 1,000 people strong, supporting the strike demands and protesting racism.

Acting President Hayakawa, as directed by the trustees, some off campus political troublemakers, kept the 84% empty campus full of police so the few scab students in classes would not feel alone and to intimidate, beat and arrest strikers.

The injustices have pushed AFT membership over 400 and scabs grow fewer by the day.

The people are not scared into silence by brutality.

The strike has become more than just an ethnic studies program, it is an important confrontation over the purpose of a college and who should control it. -Gutry

## ITS HIT THE FAN LOOK AROUND

WHILE MY BROTHERS AND SISTERS, BOTH BLACK AND WHITE, ARE laying their minds and bodies on the line for academic freedom and power for the people to control their own lives I find myself caught in an atmosphere very similar to that of SF State before the strike.

#1. This high school typifies SF public schools in that there is no real student government and no unified student voice. We have no say in our own education.

#2. The students at this school, having been trained well for 12 years, are frightened of adults and of the students from other schools, as well as students of any minority group or different income bracket.

Seeing these two points, as well as others not mentioned, the fact is impressed upon me that the necessity for student organization, both politically and socially, is enormous! I can only plead with other students and faculty to look about you and see how dehumanized, how powerless we are being made.

IN AN EDUCATIONAL COMMUNITY

every facet of the community is of equal importance. It is generally agreed that there can be no education without teachers, students, and (possibly) administrators.

But, look around and judge for yourself, who has all of the control and who has no control in the school.

Teachers have control only over the words they use to teach each lesson. They are not allowed to decide basic curriculum, book lists, teaching methods, community projects, speakers, or films for their classes.

Students cannot even decide not to actively participate in class without being punished. Students have no power over class period scheduling, teacher hiring or firing. The Board of Ed and Jenkins know nothing of us.

THERE ONCE WAS  
A UNION MAID  
WHO NEVER WAS AFRAID  
OF GOONS OR GINKS  
OR COMPANY FINKS  
OR POLICE FROM THE STATION  
WHO MADE THE RAIDS.

-Joe Hill 1907

-continued over-

Cont'd. from over

firing, teaching methods or disciplinary methods.

Students have no say at all in their own education!

The main reason for our lack of power is disunity. If we could get together, all students, from all schools, we could have something to say about the two thirds of our lives we spend in school or doing school related work.

We can't get together because of the competition forced upon us by those with the power; the grades that keep us from trusting and helping each other, the ugly threat of college requirements & flunking out keeps us apart.

The rivalry between schools at football games keeps us fighting with and hating our brother students at other schools.

Unity is a very strong force, and we must begin to think about the many forms our education takes to keep us divided.

We Must Get Together.

Then We Must Act.

-Mad Dog, Ed.

Look to your minds generals  
push pins thru the map  
shuffle paper  
and puff the corpses of your men  
and sell their lives for land  
Look to your minds businessmen  
toysellers and speculators  
watch the market rise  
on magot feasts  
(How many caskets to a bigger car)  
and oh  
your wife gives charity teas

Look to your minds scabs  
your souls, your lives  
you overstuffed chairmen  
of the middle way  
you dead center silent rights  
majority  
go eat your white bread  
feed the dog  
and tacitly you kill them  
and tacitly you die

-imi

GIVE THIS PAPER TO A FRIEND  
FORGET WHO GAVE IT TO YOU  
PROTECT YOUR BROTHERS  
bye

### OUR SONG

PARANOIA STRIKES DEEP  
INTO EACH LIFE  
IT MUST CREEP  
IT STARTS  
WHEN YOU'RE ALWAYS  
AFRAID  
STEP OUTA LINE  
THE MAN COMES  
AND  
TAKES YOU AWAY.

Nesbit crutchfield, a Black striker, was taken away last Tuesday by the man for using a bullhorn in the strike. The paddy wagon took 1 1/2 hours to get downtown. Crutch was beaten badly during the trip while handcuffed in the wagon. Crutch stepped out of line for all students.

Other socio-economic problems beset a black student, such as being told and shown that even if he takes an interest in education he will not be able to get a job worth getting.

The cost of spending time studying rather than working is also very important in a lower income family. All in all this society has placed blacks in a position where they get an inferior education.

Then, even if they still want to go on, they are told that with their grades they would have to score 110% on a college entrance exam (SAT, etc.)

So, in order to slow in some way the inequities of the educational system as it now stands blacks, if they are interested in learning, should be allowed to attend SF State.

But how can the college accomodate all of them? For one thing, after 12 years of irrelevant schools there aren't a million at the doors pounding.

Secondly, and most important, just because students are accepted to State, it doesn't mean they have to sit in a classroom. This demand could possible extend the college campus over the entire city. Students in English could be in the community writing for community newspapers, working on advertisements for dances or meetings, or writing plays for chancel drama or theater groups.

The possibilities are endless, and the step forward in education immense. Students could actually get useful and meaningful experience, not just facts to memorize. This demand could lead to the dropping of All entrance requirements by showing that none need be excluded from the educational experience. -Krutch

### DEMAND EXPLANATION #1

There has been a lot of talk about the SF State strike, but few people really understand the 15 demands that started the strike.

The following is probably the most controversial and misunderstood demand:

Black Student Union Demand Number 5. That all Black students wishing so, be admitted in Fall 1969.

Sound ridiculous? Read on. First of all we must realize that there are very few black students at State while there are a lot of blacks in the elementary and high schools.

Putting aside the arument of the conservatives that the Black person is inherently stupid and unable to compete as a WWII argument, we must realize that blacks are not going to college because their education through high school has been inferior due to the peculiar spending and school placement of the Board of Ed.

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S.F. STATE

and

HIGH SCHOOL

one struggle 1/16

# HIGH SCHOOL

with

WORKSHOPS  
REFRESHMENTS

S.F. STATE AGIT PROP  
THEATER

# FORUM

Sunday Jan. 19

2 PM

at the  
Old Fillmore

SPEAKERS  
FROM

• MEX.-AMER. STUDENT CONFEDERATION

• ASIAN AMER POLITICAL

ALLIANCE

• BAY AREA HIGH SCHOOLS

• INTER. COLLEG. CHINESE for SOCIAL ACTION

• BSU

• LATIN - AMER. STUDENT ORGANIZATION

• WHITE STRIKE COMM.

PHIL-AMER. POLITICAL ALLIANCE

# S.F. STATE & THE HIGH SCHOOLS ONE STRUGGLE

The fifteen demands directly challenge the racist nature of San Francisco State by providing an opportunity for Third World students to determine their own educational destinies, rather than having a white middle-class education imposed upon them. The strike at State revolves around these demands, which seek to establish an education that relates to the needs and desires of Third World students and their community.

Because the newspapers and TV have done their best to distort the meaning of the 15 demands, the demands and explanations are attached, and we have taken this opportunity to explain further the three most misunderstood demands.

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

EXPLANATION: It is impossible for a white administrator to understand the problems of people of color or of ghetto people. For this reason, any department of ethnic studies should have sole determination of its curriculum and its employees.

TWLF Demand #4: That in the fall of 1969, all applications of non-white students be accepted.

EXPLANATION: This demand seeks to open up the special admissions program to all Third World people who wish to participate. Under this program, people who do not ordinarily qualify for entry are admitted. 70% of all primary and high school students are Third World, but at SFSC only 4% of the entire student body are Third World people. This program will not prevent any regular applicants from being accepted. Clearly, this program is the only way to end the racist exclusion of minority groups.

TWLF Demand #5: That George Murray and any other faculty person chosen by non-white people as their teacher be retained in their position.

EXPLANATION: George Murray's students feel that he is one of the best English teachers on campus. Murray was fired, not because of his teaching activities, but because of his political philosophy. He insisted that students should defend themselves. He must be reinstated to continue to educate and enlighten the students in his classes.

ON SUNDAY, JANUARY 19, AT 2 PM THERE WILL BE A FORUM AT OLD FILLMORE TO DISCUSS THE STRIKE AT SFSC AND ITS RELEVANCE TO HIGH SCHOOL STUDENTS. THERE WILL BE SPEAKERS FROM THE TWLF, THE WHITE STRIKE COMMITTEE AND THE SAN FRANCISCO HIGH SCHOOLS. FOLLOWING WILL BE DISCUSSION AND WORK SHOPS.

Jennifer Ward 564-6490 Lowell  
Laura Dertz 661-4651 Poly

PHIL-AMER POLITICAL ALLIANCE  
WHITE STRIKE COMMITTEE

## MISSION HIGH DEMANDS

1. DEVELOPMENT OF A PROGRAM OF STUDIES IN BLACK AND CHICANO HISTORY, MUSIC, ART, LITERATURE COURSES WOULD BE OFFERED AFTER HISTORY COURSES HAVE BEEN IMPLEMENTED. THE ENGLISH DEPARTMENT SHOULD BE CHANGED TO INCLUDE AN ETHNIC STUDIES PROGRAM, AND HELP FOR LOW POTENTIAL READERS FROM CHICANO AND BLACK BACKGROUND.
2. THERE MUST BE MORE BLACK AND LATIN TEACHERS AND COUNSELORS. THERE MUST BE BLACK AND CHICANO ACADEMIC TUTORS. ALSO, BLACK AND CHICANO YOUTH COUNSELORS FROM OUR OWN COMMUNITY SHOULD BE WORKING IN THE SCHOOLS. THESE YOUTH COUNSELORS DO NOT NECESSARILY NEED HIGH SCHOOL DIPLOMAS.
3. ESTABLISHMENT OF ORIENTATION CLASS TO ACQUAINT STUDENTS WITH ALL COURSES OF STUDY OPEN TO STUDENTS AT MISSION HIGH--NOT JUST VOCATIONAL CLASSES WHICH WOULD BE OPEN TO ALL STUDENTS.
4. ESTABLISHMENT OF A CLASS SPECIFICALLY RELATED TO IMMIGRANTS OF THE UNITED STATES, EXPLAINING RIGHTS OF THE UNITED STATES CITIZENS AND LAWS PERTAINING TO IMMIGRANTS.
5. REMOVAL OF PRESENT HALL MONITORS, AND REPLACE THEM WITH YOUTH TEACHERS' AIDES FROM OUR OWN COMMUNITY PICKED BY STUDENTS.
6. CLEANING AND REMODELING OF SCHOOL CAFETERIA. THE CAFETERIA MUST ALSO OFFER ETHNIC FOODS AND GENERALLY A BETTER QUALITY OF FOOD.
7. WE MUST HAVE BETTER SANITARY FACILITIES IN GYM SHOWERS AND LAVATORIES. THEY SHOULD BE CLEANED, PAINTED, REPAIRED, AND MAINTAINED.
8. STUDENTS MUST HAVE MORE VOICE IN GOVERNMENT OF THE SCHOOL. THREE BLACK STUDENT UNION MEMBERS MUST BE INSTATED IN THE STUDENT SENATE. IN ADDITION A DISCIPLINARY COURT MUST BE SET UP, MADE UP OF ELECTED STUDENTS AND FACULTY MEMBERS.
9. DO AWAY WITH I.D. CARDS, BECAUSE MISSION HIGH SCHOOL STUDENTS MUST BE ABLE TO FREELY ATTEND OUR SCHOOL WITHOUT THE NEED FOR IDENTIFICATION.
10. REMOVAL OF POLICE AROUND CAMPUS.
11. QUALIFIED BLACK AND CHICANO FACULTY MEMBERS SHOULD BE INSTATED INTO THE ADMINISTRATION, MORE SPECIFICALLY A THIRD WORLD VICE-PRINCIPAL WHO WILL RELATE TO THE STUDENTS.
12. THERE MUST BE AN END TO THE DISCRIMINATING RACIST POLICIES OF THE ADMINISTRATION.
13. ELIMINATE IQ TESTS OR DEVELOP SOME TESTS THAT ARE IN OUR OWN LANGUAGE AND OUR OWN CULTURE. THE PRESENT TESTS DO NOT REFLECT OUR INTELLIGENCE BECAUSE THE TESTS ARE NOT RELEVANT TO US.
14. ELIMINATE ADJUSTMENT COURSES THAT ONLY CONTRIBUTE TO OUR NEGATIVE SELF-CONCEPT AND CAUSE US TO SEE OURSELVES AS FAILURES.
15. BLACK AND BROWN HISTORY COURSES MUST BE REQUIRED COURSES.
16. ALL REQUIRED COURSES FOR GRADUATION FOR BROWN STUDENTS MUST BE BI-LINGUAL. ADDITIONALLY, THIS BILINGUAL CURRICULUM SHOULD BE OPEN, ON A VOLUNTARY BASIS, TO THE REST OF THE STUDENT BODY.
17. WE WANT ALL DISCIPLINARY ACTION SUSPENDED AND ALL TRUANCY RECORDS REMOVED.

## POLY HIGH DEMANDS

1. WE DEMAND THAT THE PERCENTAGE OF BLACK AND THIRD WORLD TEACHERS EQUAL THE PERCENTAGE OF BLACK AND THIRD WORLD STUDENTS.
2. WE DEMAND EDUCATION THAT TEACHES US OUR TRUE HISTORY AND OUR TRUE ROLE IN THIS PRESENT SOCIETY.
3. WE DEMAND THAT NO STUDENT-TEACHERS BE SENT TO POLY FOR THE PURPOSE OF EXPERIMENTING (48 OUT OF THE 50 S.F. STATE STUDENT-TEACHERS ARE WHITE).
4. WE DEMAND THAT ALL SHOPS BE PROPERLY REPAIRED AND THAT THE PHOTO LAB BE REOPENED WITH PROPER INSTRUCTORS (THESE SHOPS HAVE NOT BEEN WORKING SINCE THE BEGINNING OF SCHOOL. MOST MEN STUDENTS TAKE THEIR MAJOR IN ONE OF THEM)
5. WE DEMAND A BLACK EDUCATION DEPARTMENT BE SET UP AND RUN BY BLACK PEOPLE.
6. WE DEMAND BOOKS ABOUT BLACK AND THIRD WORLD PEOPLE PICKED BY BLACK AND THIRD WORLD STUDENTS.
7. WE DEMAND A SCREENING BOARD TO SCREEN OLD AND NEW TEACHERS AND ADMINISTRATORS AT POLY. THE BOARD WILL CONSIST OF THE PRINCIPAL, STUDENTS, PARENTS, AND A BLACK PSYCHOLOGIST AND PSYCHIATRIST. THIS BOARD WILL HAVE THE POWER TO DETERMINE WHETHER TEACHERS QUALIFY TO TEACH AT POLY.
8. WE DEMAND A COUNSELING SYSTEM GEARED TO THE NEEDS OF BLACK AND THIRD WORLD STUDENTS.
9. WE DEMAND AN END TO POLITICAL EXPULSIONS, SUSPENSIONS, AND INTIMIDATIONS. WE DEMAND A REVIEW BOARD TO DETERMINE THE NATURE OF POLITICAL SUSPENSIONS AND EXPULSIONS. POLITICAL EXPULSIONS AND SUSPENSIONS MUST BE ABOLISHED AND STUDENTS REINSTATED.
10. WE DEMAND THE RIGHT TO DETERMINE OUR OWN EDUCATIONAL DESTINY.