

# indicator

*Dare to struggle, dare to win*

Mao



## Marine Takes Day Off

The following statement was issued by Dean George Murphy on the afternoon of Friday, Nov. 21, 1969.

This morning a group of some 15-20 students and one faculty member effectively denied access to the Office of Career Educational Planning and Placement of Captain David Stout, a Marine Corps officer who had come to the campus to talk to interested students about the Corps. They did so by blocking the door to that office and refusing to move despite repeated requests from other students, members of the faculty and me. Their actions constituted, in my judgment, a serious violation of University policy and campus regulations and a fundamental attack on those principles of academic freedom which we, as a community, value so highly.

I am currently soliciting and receiving formal complaints from members of the UCSD community who share my concern. Based on these complaints, I will refer each and every student case to the Student-Faculty Committee on Student Conduct for appropriate disciplinary action. And I will relay to the Faculty Committee on Privilege and Tenure the matter of the single faculty member who joined in the morning's activities.

UCSD will be governed by reason and intellectual honesty, not by intimidation and threat.

-George Murphy

## Regents Pass Expulsion Resolution

Berkeley, Friday February 21, 1969.

As an outgrowth of the violence of the TWLF strike at Berkeley, the Regents passed a resolution introduced by John Canaday (Lockheed Aircraft) which provides for immediate suspension of alleged trouble-makers during "periods of campus emergency." The major sections of the resolution are:

"The Regents of the University of California hereby authorize and instruct the University administration to place into effect on the Berkeley campus, forthwith, such emergency measures as may be required to restore order, protect all members of the University community from violence and physical harm, to safeguard University property, to restore and preserve orderly educational processes and to enable the Berkeley campus to function effectively.

This declaration by the Regents contemplates that interim suspension shall be imposed immediately in all cases in which there is reasonable cause to believe that, during a campus disturbance, a student has violated University or campus regulations by acts such as physi-

cal violence or threats thereof, willful destruction of University property, wrongful blocking of access to University facilities, or other disruptive activities. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within not more than one week of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the Chancellor or his designated representative, enter any campus of the University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for dismissal.

"The Regents regard such offenses committed during periods of campus emergency as of the utmost gravity, and students found to have committed such violations shall be subject to University sanctions ranging from a minimum of suspension for one quarter through dismissal or expulsion. Violation of the terms of any sanction shall be grounds for dismissal or expulsion."

The most dangerous directive of this

order is that a student may be punished by suspension for up to one week for a crime which it is only "reasonably" believed that he is guilty of. Only the Chancellor's office can waive the suspension. So a major part of the student's academic life is curtailed for up to a week, if he can't gain the sympathy of the Chancellor, because an administrator has "reasonable cause" to think that he has violated University regulations.

But, you may say, this is only during periods of campus emergency and does not apply most of the time. Yet both the working of the resolution and the ability of the Chancellor and especially the Governor to declare a state of emergency almost at will makes the possibility of living under academic martial law much more real than it would at first seem. For example, "...interim suspension shall be imposed immediately in all cases in which there is reasonable cause to believe that during a campus disturbance a student has violated University or campus regulations." Nothing in this paragraph mentions a state

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In view of the serious situation which this statement creates we feel it necessary to report in detail some of the events of Friday morning. We urge all members of the UCSD community to examine how the so-called confrontation between the students and the Marine recruiter came about. Of particular interest is the role played by Dean Murphy, the recruiter, students and faculty members during the pre-confrontation rapping. We also want to point out that the faculty member mentioned in Dean Murphy's indictment is "Faculty 2" in our report.

All direct quotations and transcriptions from tapes made by the KSDT radio station--we have omitted the names of students and faculty members since Dean Murphy has not mentioned the "evildoer" by name.

On Friday between 10 a.m. and 3 p.m. representatives from the Naval Aviation Corps and the officers training program of the U.S. Marine Corps were scheduled to carry on recruitment in the Placement Office of UCSD. Long before 10 a.m. several students were assembled on the steps of the Placement Office to bar the recruiters from entering. Their position was that they would try to prevent the recruiters but not any student

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# Rappaport on Education and Third College

This is an interview with Provost Rappaport of the Third College. It was intended to bring the attention of the students to what is being done on the third and most radical college in this cluster.

**Rappaport:** The problem that confronts me, I think, can best be expressed by saying I feel that something ought to be done to satisfy the needs and the requirements of minority groups in terms of providing a curriculum which is not only relevant to their experience, but suitable for their future. That is to say, things, subjects, disciplines, and trainings that they can use in the future when they grow up. I've heard some minority students say they want to be more active in social affairs in their communities, perhaps as physicians and lawyers but also as social workers and other such kinds of things, and they're not so much interested in an A.B. or a Ph.D. in chemistry or physics or biology, let's say, or optical science as a theoretical discipline (they might like to enter politics). So really what I'm saying is that it seems to me that first they'd like to have a curriculum which will train them in certain kinds of practical affairs. That's kind of an overstatement; it goes without saying that they want more general kinds of education too.

On the other hand, and this is a kind of dilemma, having been trained traditionally, I can't help but incline myself toward the traditional disciplines and take a certain pride in training people or helping to train people for, so to speak, the theoretical aspects of academic and intellectual life—pure research, the search without particular relevance to the particular problem which arises at this particular moment. Long-range basic research that scientists do without particular relevance to a particular problem, and what historians do. The kind of research that isn't immediately applicable to a problem that is current. So that's the problem that confronts me at the level between these two poles.

And then the other kind of dilemma is, you know, that there aren't enough people in the minority groups who are qualified to enter the University of California according to the usual standards. I know that more should be admitted yet you don't know how to accept and incorporate those who would normally not be admitted into the academic curriculum where they're really not prepared to cope with the kinds of courses and subjects which are given in such a university.

Somebody once said that maybe the top universities in the country should not take those kinds of kids in. The top universities should not offer those kinds of courses which are particularly and immediately relevant. I saw this recently in an article somewhere, that the top dozen or so: Harvard, Yale, Princeton, Chicago, California....should not do that; that maybe the next level which, so to speak, is not so difficult ought to be doing that kind of thing. That immediately divides second class and first class citizens. It's definitely detrimental to both.

**Indicator:** If you have the problem of admitting minority students it requires any combination of a number of solutions, including helping them to become prepared to meet the ordinary requirements while they're still in high school. It requires working out some way that the classical academic standards, which you would have a tendency to cling to, can be readjusted to the needs of the people you are trying to serve.

**Rappaport:** Let me ask you what you think would happen to the non-minority student who is perfectly trained from a first class high school. What would happen to him? Would we have a two-track curri-

culum in effect?

**Indicator:** Well, no. I'm not convinced that the traditional criteria of academic excellence are applicable any more to a white student than they are to a black student, to a white well-trained student, to anyone. It's a question of are those criteria applicable to anyone? Are they necessary?

**Rappaport:** You don't think they are?

**Indicator:** To anyone perhaps who wants to become a traditional scholar. They are because that's what a traditional scholar is by definition.

**Rappaport:** What we'll have is a two-track curriculum for those who want to go into a scholarly discipline....but of course we have that now, really.

**Indicator:** It may be that Third College may have to say "we are simply not an institution which is inclined to turn out scholars in a traditional sense."

**Rappaport:** Don't You think that the absence of that kind of an undergraduate would have a detrimental effect upon the college student body? That is, to have no students in the college who are going in for what we call the traditional role? Would you like to be in such a college that would not have a sizable number of people who were vitally interested in academic and intellectual excellence?

**Indicator:** Oh no. There's a difference between academic and intellectual excellence and the traditional standards of excellence.

**Rappaport:** Could you give me some examples? This is interesting.

**Indicator:** Now you're interviewing me.

**Rappaport:** Really, I'm not doing this for the paper as much as to get ideas. I'm desperate for ideas. I asked Watson and Blanco to come up with something. I'm a good administrator, I can carry out things but I'm not so good at fertile imagination. If somebody can tell me how this comes about. I think the two could be side by side for example--we're having a very good major in chemistry, say, and in history let's say, which will prepare kids for Ph.D.'s if they want to go to graduate school. On the other hand we want to have a social issues major and eventually I suspect strongly an Afro-American major. Now those majors could be taken by students who want to go into areas for their future occupations which are relevant to immediate problems. I could see a social issues major preparing a kid for, say probation work; I could see it prepare him for civil service work, I could see him preparing to be a playground director in underprivileged areas, I could see him preparing for pre-medicine or pre-law for that matter. So you could have both side by side.

**Indicator:** But I think you have to decide: are you establishing your college to serve the people who will be attending it? And if you have a commitment to serving large numbers of minority students, and if it happens to be the case, through no fault of their own that they aren't prepared for this kind of standardized academic treatment then you may have to adjust the whole format of the college away from what you personal attitudes are.

**Rappaport:** Then of course, it may be that I wouldn't be equipped to be provost of such a college. Because such a college would need a provost who is not more sympathetic, because I'm as sympathetic as anyone could be, but whose back-

ground is more naturally attuned to that kind of approach and who won't be hesitant about sacrificing a middle-class so to speak traditional kind of curriculum. I just say right here I'd be the first one to resign my job is I thought I was impeding Third College's progress toward such an objective.

**Indicator:** Had you given any thought to what sort of a number of non-white students you would have?

**Rappaport:** No. We've talked about that. People have raised several kinds of possibilities as far as percentages. Some have said 40%, some have said we should have no percentage, we'd just take them in as we could get them. See only four per cent can be taken in by state law of those who don't fulfill the requirements. So really you can't do much....What we really should do, it seems to me if I were to stay provost and pursue this course of action I would bend more of my efforts toward beginning in the ninth grade and providing some kind of help for students who would not normally come in on the regular level but form the ninth grade on to prepare them in terms of their taking the proper courses in high school and making the proper grades for them to come in on the regular requirement

basis.

Third College had hoped last year that it would be the spearhead of a drive to take students after their ninth, tenth, eleventh, and twelfth years and put them through summer sessions here so that by the time they're ready to apply to UCSD or the UC system they'd have the proper courses and the proper grades. And then we felt we'd take in as many as were qualified from that group which would be a relatively large number--we'd have 150 each summer. I had a very bold plan which was greatly abetted by Dan Lindsley who is a professor of biology who is deeply concerned about minority education. In fact, I appointed Dan Lindsley a year and a half ago to a committee called the recruiting committee, whose job it was to recruit minority students for Third College by whatever device they saw best. We were then planning to start this summer of '69 and this year we should have recruited ninth grade students so that we could put them into the program next summer. Pursue those ninth grade students in their next year when they're tenth grade students in their high school, watch them, make sure they take the right things, tutor them if necessary, bring them back after the tenth grade, watch them in their eleventh grade, bring them back after their eleventh, watch them in their twelfth. By that time they'd be

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## We Have It!



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# The Economics of Overpopulation

The following review was written in conjunction with the SDS Critical University Project.

The **Population Bomb**, a book by Stanford biologist Paul Ehrlich, is a text for Biology 11 on this campus. It is a short, well enough written book about the alarming present rate of population increase and the corollary problems of pollution, depletion of irreplaceable natural resources and pesticide contamination; a bias as befits a member of the Sierra Club. The book was apparently aimed at stimulating Americans to a recognition of the problem of overpopulation and so deals with these corollaries as the most important to the American public because of their direct impact. The approach is similar to that of the bumper sticker that says "Trouble Parking?--Support Planned Parenthood."

Ehrlich has learned to have no special love for American corporations or the government that serves them. He mentions the rumor that Reagan is planning "the construction of a giant vinyl redwood tree that can be trucked around the State of California for all to see (permitting all the other 'useless' redwoods to be mowed down by our progressive lumber industry)." He reminds us that while pesticide contamination tolerances are set by the Food and Drug Administration, "when it proves to be impossible to keep tolerances within limits, pressures are brought on the government, and the tolerances are conveniently revised. The original FDA tolerances for DDT in milk fed to babies was zero. But now that virtually all milk is DDT contaminated, the FDA is going to set new tolerances." Elsewhere he says, "the idea of an ever-expanding economy fueled by population growth seems tightly entrenched in the minds of businessmen....Up goes the population and up goes that magical figure the Gross National Product (GNP). And as anyone who takes a close look at the glut, waste, pollution, and ugliness of America today can testify, it is well named--as gross a product as one could wish for."

After describing the loss of the fishing industry in Lake Erie and the Mississippi River, Ehrlich quotes a "giant of industry" as saying "the ability of a river to absorb sewage is one of our great national resources and should be utilized to the utmost." He then insists that "legal steps must be taken, and taken fast, to see to it that polluters pay through the nose for their destructive acts. The old idea that industry could create the mess and than the taxpayers must clean it up has to go." The use of minimum security prisoners to clean up the Santa Barbara oil slick comes to mind as a recent example of government's lack of interest in taking such legal action, and Ehrlich is, throughout the book, very

pessimistic about government's willingness ever to take adequate action. His only offer of hope is better writing and the organization of groups of citizens powerful enough to force action. Technology and resolute will on the part of the society can help solve these problems created by the industrial society, but population control has to be achieved if the battle is ever to be won. Ehrlich thus proposes negative tax sanctions to limit family size within methods of contraception available.

The problem in underdeveloped countries is different--that of feeding the population as it doubles every 20 years or so in these countries. This is a tremendous task in countries that are now very inefficient in agriculture and have no accumulated capital. The whole agricultural output must then be used to feed the domestic population, and no surplus is available to purchase capital for technological advance leading to reliance on foreign investment. To the extent that these foreign companies remove profits without re-investing them, to that extent are the companies exploiting the resources of that country and ensuring that more people starve. The amount of foreign aid a country can accept is limited by the inflation such aid causes and the consequent destructive effects on the economy, and, under present financial arrangements, the amount of financial aid a country can give is limited by the deficit in the balance of payments the country feels that it can tolerate. Such an analysis however is not a part of **Population Bomb**. Ehrlich places the emphasis on the limited amount of increase in food production that can foreseeably be dreived from earthenland and sea resources, in comparison with the projected population growth. From the two billion people now improperly fed, he projects widespread famine by the early 1970's, or certainly by the 1980's. The only way, therefore, to deal with the situation is to severely limit the birth rate immediately in the Third World, a problem which seems to Ehrlich to be much more difficult than any of the domestic problems. His emphasis on the resource limitation on "multiplying break" makes his argument scientific and avoids any of the political arguments outlined above. Ehrlich admits that his estimates of the possibilities for increasing the production of foodstuffs and for decreasing the birth rate are pessimistic, but insists on casting the argument in this way. Drawn to such (perhaps justifiable) extremes, his argument is undeniable, but the avoidance of political arguments within the attendant possibilities of alleviating part of the aggregate misery is an important failure. This represents a reluctance to criticize the role of the United States in suppressing the socialist



governments necessary for efficient economic development in the Third World. Either Ehrlich is ignorant in this respect or he is trying not to alienate sensitive Americans.

In any case, the argument is well filled in by Robert Heilbroner in his book **The Great Ascent** and, more forcefully and concisely, in "Counter-revolutionary America," an article published in *Commentary* in 1967, included in *A Dissenter's Guide to Foreign Policy*, edited by Irving Howe. Heilbroner shares Ehrlich's belief that the situation is critical. Heilbroner is much more eloquent however. His examples are tersely illuminating--The Aswan High Dam in Egypt will bring estimated 45% increase in agricultural production in Egypt, but the population of Egypt is estimated to increase 45% during the 10 years required to complete the dam. The result is no increase in the short term standard of living, though the hydroelectric power will be of benefit in the long run. (Ehrlich argues that dams like this one cause the deposition of silt on the bottom of lakes; thus the delta lands are not renewed and become progressively less fertile.) Heilbroner says that "to provide shelter for the three billion human beings who will arrive on earth in the next four years will require as many dwellings as have been constructed since recorded history began." His argument is tersely stated in the *Commentary* article, and begins with the assertion that modernization is essentially a social change, a change requisite to economic development. "I do not merely speak of lagging rates of growth. I refer to the fact that illiteracy in the non-Communist countries of Asia and Central America is increasing (by some 200 million in the last decade because it has been 'impossible' to mount an educational effort that will keep pace with population growth. I refer to the absence of substantial land reform in Latin America, despite how many years of promises. I refer to the indifference or incompetence or corruption of ruling elites: the vague, well-meaning leaders of India, unable to break the caste system, kill the cows, control the birth rate, reach the villages, house or employ the labor rotting on the streets; the cynical governments of South America, not one of which according to Lleras Camargo, former president of Columbia, has ever prosecuted a single politician or industrialist for evasion of taxes. And not least, I

refer to the fact that every movement that arises to correct these conditions is instantly identified as "Communist" and put down with every means at hand, while the United States clucks or nods approval." Communist regimes are the only ones that have shown the desire and ability to bring change in the social basis. The Red Guards, whatever their ultimate value, "now revile their elders, an unthinkable defiance of age-old Chinese custom....testimony of how deeply change has penetrated into the texture of Chinese life."

Ehrlich never even mentions the role of the CIA in Guatemala, the Marines in the Dominican Republic or the whole military establishment in Vietnam. Rather, his discussion is limited to the merits of an international organization for the dispensing of foreign aid and the necessity for a "triage system" of food grants first propounded in a book called **Famine--1975!** The triage system divides nations into three groups--those that will "make it" without help, those that can make it only with our help, and those that have not the strength of will or the capacity to make it under any circumstances. Examples given are Libya, West Pakistan and India, respectively. In order not to waste resources and to do the most good, aid should be given only to nations in the second group. Such a system is only realistic, he says, but the prime impediment is that it seems so callous. Does he really believe that the American people are not prepared to be callous? The war in Vietnam, the CIA part in toppling Sukarno in Indonesia and the following purge of all Red-tainted influences, the starving in India, etc., etc., are indications enough that we are perfectly willing to be callous. A local amateur diplomat on this campus has suggested arming both sides in any civil wars which break out in the Third World. No, callousness is not the question.

Tough-minded Ehrlich is right, however, in that if the death rate is not to be the solution to overpopulation, the birth rate must be. Birth control pills and loops are his main hopes; abortion is not, for some reason, as desirable in his view, though he is willing to allow it if a doctor recommends it. There is no good evidence that abortion cannot be a sole method of birth control without ill effects, and not to support it equally in a program of population control is to make the job much more difficult. Again there seems to be a disinclination to criticize too harshly existing conditions and potentialities.

Who is going to stop one quarter of the world population of cows from eating India's crops while millions starve? Who is going to cut off the food supply to the Vatican? Who is going to inhibit the capacity of the United States to repress regimes at least willing to reach and rally the great anonymous mass of population and try to get a commitment to the social goal of feeding everyone that is brought into the world and limiting that number in order to achieve it? Ehrlich may well be right when he says we must depend on people who do not now hold political power in non-Communist nations.

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## Rappaport cont.

ready to be admitted. In the summer between the twelfth grade and their coming here we would have seen if they had any other deficiencies and corrected them.

That program was taken out of my hands. And I wouldn't mind this getting into the paper because I was really upset by it--it was taken out of my hands and made campus-wide.... I thought that if Third College along had this program they'd (the other colleges) get some, but Third College might then become the focal point. People would say, "There's a place that does it".

Dean Murphy has it now, it's part of a major program--they plan to take over one of the black high schools in San Diego, Lincoln, and try to run it with a separate program for Mexican-Americans and a separate program for Indian-Americans.

I thought that our idea was a better one. I was really very excited about it and I thought that if it were restricted to one college in terms of pursuing the objective it might have greater momentum than if it were dispersed over the campus. I didn't fight it when it was taken campus-wide because I felt that maybe I was being to privy to the whole thing although I still think it would have worked better. I had some very excited and exciting fellows on my faculty doing it: Dan Lindsley, Mel Simon, a young biologist; Schulman, who's another biologist. We would have started right away--it would have really been something. In a sense, I lost a lot of my own momentum when that was taken out of my hands. We would have taken ninth and tenth graders so that the tenth graders would be ready in 1970 to come in.

I've really lost contact with that program now, but some very good people are in it, particularly Mrs. Langdon who herself is an Indian-American. She drew up a very large prospectus which they are going to use as a basis to get money from the Federal Government to run it with. But I have nothing more to do with it.

Indicator: Do you think you will be able to get a significant number of minority students to get your college started?

Rappaport: I don't know. Under the old program I would have funnelled in my own people from my own system. It's like a farm that a baseball team has. They know where they're getting their people. If the farm were league-wide, they might not know where they were getting them. I was sanguine, I was certain that from that program I could have gotten 150 blacks, Mexican-Americans and Indians out of that 300. It might have worked as much as 50%, a posteriori. Now I don't know where I'm going to get them and who is going to funnel them to me and what the machinery is for my getting them.

Indicator: Isn't it, as far as your plans for the college are concerned, imperative

that you get a very large number of non-whites?

Rappaport: Well, it wouldn't be imperative. I don't know what you mean by imperative. It depends on what the Joe Watson-Blanco program comes up with. Right now, with our curriculum as it is now, which is standard and normal, although more flexible than Muir or Revelle with fewer lower division requirements for example, and several majors which lend themselves to that kind of student, I'd like to get a sizeable number in but you say imperative.... I haven't yet found from Dean Murphy and Mrs. Langdon what the machinery will be for having them ready at that time.

Indicator: If Third College is to be a college more oriented toward the less traditional aspects of higher education are you willing to sacrifice traditional scholarly excellence in the hiring of faculty?

Rappaport: That's something we haven't really decided upon and in fact the blacks I've talked with haven't really grappled with this problem. You're asking a question I put in a different way to several black people. I said assuming that we can't get a black man to teach a certain course here, who would pass the normal scrutiny of the Budget Committee, for hiring professors, would you be willing to take somebody less good who would not normally pass the rigorous scrutiny of the Budget Committee? And it's a question which nobody has really answered yet to my satisfaction. But say there were three levels: those whom we would normally take, those whom we wouldn't, and those whom we never would. But if there were somebody in the second group who was very respectable and responsible and reliable, I'd be willing to dip down. I don't think I'd be willing to dip all they way down to the third level.

Indicator: Would you be willing to sacrifice the kind of excellence of publications and agreeableness with a tradition-minded department head (as in the case of Steve Shapiro at Irvine) in order to get someone who is a good teacher.

Rappaport: I couldn't talk about that theoretically or 'in vacuo'. I'd have to be confronted with a specific case in my own department because these things must be weighed very carefully and although I couldn't say to you now categorically I would not have retained Shapiro or I would have retained Shapiro, I will say that in all the Budget Subcommittees I sat on through all my years at Berkeley in assessing promotions, retentions and all that, I have in my own mind before the committee weighed each one of the factors equitably as far as I could see. There's not only teaching and scholarship, but University service too, and I've always tried to weigh each of the three and never given one particularly more weight than the others. I think each of the three is indispensable.

Indicator: Well do you think with Third College perhaps an emphasis on the first

and third, teaching and University service, might have to outweigh his scholarly work.

Rappaport: I don't know about that. I couldn't say that yet. To me the scholarly aspect of a professor, his scholarly work, his production is awfully important because it always seemed to me that a man who is not doing research of his own and writing of his own lacks a certain intellectual excitement which is conveyed to students. In my own experience, and I only say my own experience, I have not seen a very exciting teacher who has not been at the same time a producing scholar. I'm not saying wildly producing or tremendously prolifically producing, but I mean just working on some research topic where he himself is investigating a new problem. Now this problem need not be a problem that you do in the library, it may be a problem that you do in the field, but it's not just a transmission of somebody else's knowledge. Then you become very much like an automaton however good you are, a transmission belt unless you're intersecting something of your own, something of yourself, of your own research. That's my own experience--you might have different experience.

Indicator: In order to inject something of his own, does that require that he's publishing? It may be simply that he's injecting his own life.

Rappaport: That's true, that's true, that's true. Something original, that's what I'm really saying, something original.

Indicator: But publication is really no indicator of that and if you're saying that this scholarship is necessary for teaching, then I think that when you examine a professor it would necessarily come out under the category of teaching, and not as an autonomous factor.

Rappaport: How would you know that?

So far one of the yardsticks for knowing this original contribution is what he writes down. How else could you get at it? Suppose I went to class and wrote nothing. What would be evidence of my originality, of my imagination, of my reinterpretation. What would be the evidence, tell me?

Indicator: Well I think that what we were trying to get at was not the evidence of his own creative work but of his teaching and you were trying to show that it would be reflected in his teaching.

Rappaport: How would I do that?

Indicator: You would try to examine the impact of what he was teaching. It's subjective, it can't be measured in pages.

Rappaport: How would I do it--you see writing, I can go to the book and read it. What would be the source of my knowledge of his originality and his creativity.

Indicator: It might be that you'd have to ask his students (giggle)....

Rappaport: Don't laugh, that's a very good yardstick except that it's so vague and so, so subjective unless you picked out a group of first-rate students, say A students, on the assumption that C students would not be aware of the creativity or the originality. But that a very bright student would because he himself would want to see something new. I've heard students at Berkeley, for example, say that Professor X is just repeating everything I can get in books and I know where the books are and I know the books he's getting it from. There's not anything of himself put into it. That's one thing. But to assess the positive rather than the negative, the amount of originality, seems to me very difficult. (Exit to a meeting).

All deletions requested by Prof. Rappaport

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## Regents cont.

of emergency, in fact the third paragraph could be interpreted as an addendum to apply a general rule during periods of emergency. Thus with little imagination this ruling could be used in

any case of campus disturbance (such as the action taken against the Marines last Friday). But no imagination at all may be necessary because the Governor appears to be willing to call a state of emergency any time the political climate favors it--which in regard to himself and the University is almost always.

But, as we may have to live under it for some time, we should examine its other provisions. As a first point, the terms of the resolution apply in a number of specific cases but they also apply to "other disruptive activities"--a phrase so general that it could apply to almost anything during an emergency.

This is where the martial-law flavor of the ruling is strongest. For this catch-all phrase could be used as a coercive tool to prevent free speech and assembly and stop all student protest, and support for that protest, just when, in the face of police and political manipulation of the University, it is most necessary.

"Violation of any conditions of interim suspension shall be grounds for dismissal." This point is also an extremely important one because, if the reasonableness of an administrator is slightly off, a student may be on the verge of being kicked out of school for doing practically nothing. Also, if he has a hearing it would be possible that, at least at this school, the board giving the hearing would have as a member the administrator, or a subordinate thereof, who effected the interim suspension. Thus the student's right to an impartial hearing could be severely impaired.

Much of the criticism surrounding this resolution is based upon the vague term "reasonable cause" which to students and Regent Canaday may be two different things. After the many unreasonable and irrational actions the Regents have taken lately, one can only wonder how local campus administrators will react to enforcing this almost unanimously passed resolution (18-3). For too stringent enforcement will only lead to student protest, but too lenient enforcement could bring a Regental spell of doom on one's job and career.

Reasonableness is without doubt an acceptable, if not the only, criterion for judgment--but reasonableness under pressure from unreasonable forces becomes only the facade of its former self.

The power of this action taken by the Regents is great enough to effectively silence through intimidation all overt student political activity at the call of the Governor. There can be no doubt that he strongly supports this resolution.



## Marine: Second Thoughts

confrontation is being pushed by you and not by the students.

Capt. Stout: Oh, it's not? Student: Because you're saying that you are following your duty. Your duty is to the people signed up.

Capt. Stout: No, no, you don't understand my duty. My duty is not to you.

(At this point a student in the crowd suggested that as a reciprocal gesture students should be allowed on Marine bases to talk and leaflet.)

Capt. Stout: Marines on a base do not have a draft obligation. The reasons I come on college campuses in that because there are draft obligations - there are such things as draft obligations. And because of this students are interested in what alternatives they have to the draft. I come on campuses because the Marine Corps needs officers and I come as a part of my duty to seek officers for the Marine Corps. Now let me tell you that it is a duty in which I have to be very selective as to the students who actually come into the program. You see, those who want to become Marine officers have to have a very stable per-

sonality--especially if they have to face a situation like this. We have an alternative to getting drafted. As I understand it, there are 3 alternatives to getting drafted: one to burn your draft card and go to Canada. One is to burn your draft card and go to jail, and the other is to get smart and get in an officer's training program. You see we are not used to giving up in the Marine Corps.

Dean Murphy: Let me suggest to those of you who are here that those of you whose interest is in barring the Captain's access to the Placement Office now might be a good time to station yourselves. I am about to escort him to the Placement Office. If his access is barred I'll ask him then to leave.

Student: I asked the Captain for a personal answer--and he didn't answer.

Dean Murphy: I'm sorry. Do you wish... Student: I asked you, as one of the two people who signed up to see you, will you please leave now? That is a personal courtesy request.

Capt. Stout: I'll respond to that. With all due acknowledgement to your request,

I'm sorry I can't respond favorable.

Student: Why?

Capt. Stout: Because my job encompasses a larger thing than whether or not I talk to you or your own desires.

Dean Murphy: Captain, come with me. I want to escort you to the Placement Office if you don't mind.

(Dean Murphy then escorted Capt. Stout toward the Placement Office. Several students had gathered on the steps leading to the door. Many were gathered around the steps, around the dean and the Captain and behind them.)

Dean Murphy: It is my wish now to escort the Marine Corps Captain to the Placement Office for the purpose of conducting his activity. Will you please let me pass with him?

Response: No!

cont. on page 8

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# Marines Off Cont.

Dean Murphy: OK. I'll ask individually those of you who are immediately between me and that door to do so.

Response: We're all there.

Dean Murphy: I'm sorry. I am aware of that, but I am more concerned right now with..... (Confusion)

Response: Move back and we will get in front of you.

Dean Murphy: (Quickly) Is it presently the sense of the group here that you will not permit the Captain access to the Placement Office?

Response: Ye-es!

(Dean Murphy then asked Capt. Stout to leave. We print next an interview with Capt. Stout on his way out and Dean Murphy's response to the day's events.

KSDT: Dean Murphy, what are your views of what happened today in the confrontation with the military officers who came on campus?

Dean Murphy: I should think it is a pretty unhappy day for UCSD. What happened this morning has a number of elements of tragedy to it. First, a small group of students was, for the moment anyhow, successful in unilaterally changing the policy with respect to recruitment--from the open recruiting policy which has been endorsed by the Academic Senate, by the A.S. Senate--a policy which has been developed on this campus over some time with every opportunity for students to participate in the process. The position is one which makes sense, I think, on a number of grounds. It is a position which has since been supported by AAUP and ACLU as you know. It is not the only position which a university can take. But it seems to me pretty critical that changes in this policy as well as in any policy accomplished by a rational, intelligent approach to options available to us--not by arbitrary action on the part of anyone. I am initially, I guess, as critical of those students and the single faculty member who this morning were guilty of the same kind of arbitrary action that they would hang me for were I to attempt it. The second part of what happened this morning that distresses me was that students, and I don't know the number, who wanted to talk to NAC and

USMC were effectively prohibited from doing so. And it seems to me that the campus has an obligation to protect their interest as it has an obligation to protect the rights of others to protest, who disagree. The whole notion of recruitment.....(Noise) initiative which was this morning denied to a number of our students. A third element of the process which concerns me is that for the first time since I have been on this campus an element of actual force was utilized by one group to achieve its wishes at the expense of others. Not reasoned debate, not the intellectual scrutiny that this kind of a community prides itself on--but raw force. And I am unwilling to see campus policy decided by a vote of a fraction of the student body whose interests may or may not be representative of their colleagues. There are some other things about the last couple of hours that bother me, but maybe that's not for now.

KSDT: Could you perhaps tell me why, in an institution like UCSD where freedom of expression and freedom of speech are so much prized by the faculty and students, it is denied to those who do not specifically agree or do not comply with the beliefs of the faculty and students, and why are the beliefs that are heard on this campus controlled by a small minority who feel justified in believing that their ideas are those which are good for everyone else on this campus.

Dean Murphy: I'm not willing to buy the assumption that this group has been successful. I think the record is pretty clear that the campus has enjoyed the point of view from a variety of speakers representing a pretty broad spectrum of political and social beliefs. The point of your question as it relates to this group of students, as being unwilling to extend the option of free speech to those with whom they disagree, is an element which very much bothers me. The reason for it is essentially that their conviction is that points of view in opposition to theirs are not merely wrong but are evil. That one is obliged to give no quarter to evil. And as a result that silence in the face of evil is viewed by them as consent. It is a point of view with which I cannot agree, obviously. With you I share the notion that free speech is sometimes relegated on this campus to the notion: "I shall defend to death your right to agree with me." And that it stops there. I think it's a view held by rela-

tively few members in any intellectual community worthy of the name. KSDT what are the consequences for those faculty and students who did forcibly block Capt. Stout from entering the Placement Office?

Dean Murphy: Their activities constitute, I believe, a pretty clear violation of campus regulations, involving the substantial disruption of normal and legitimate university activity. That is, the function, in part, of my office. My suspicion is that there are a number of students and faculty of this community who share that conclusion. And I would expect to receive in the next several days complaints from them dramatizing their concern--underscoring their concern. Based on these complaints and the information which I myself observe, I would plan to present to the Committee on Student Conduct in the case of the students, to the Committee on Privilege and Tenure of the division in the case of the faculty member, the evidence of their activities, for the advice of both committees on appropriate disciplinary action. It seems to me that the university is well able under these circumstances to address the problem in its own terms and I'm quite willing to rely on the good judgment of those two agencies which represent the legitimate interests of this community.

Captain Stout: What happened today is a problem which seems to be generated by students who have a strong opinion about something. Now, it seems true that these same students would feel that if they have strong opinions it should be heard. Well, I have strong opinions that what I offer in terms of officers training programs is a tremendous opportunity to some students. Certainly not many. Certainly not more than very few on each campus. But one which fairly, I think, should at least be discovered. I feel that each college student is an intelligent enough person to discover alternatives, to talk about opportunities and to decide for himself what he wants to do. Students that barred me from entering the Placement Office today don't seem to think much of your student body. They don't think that your student body has enough intelligence to determine for themselves what is good for them.

Now, the other reason, perhaps, why they don't want a Marine to be recruiting on campus--they don't want the Marine to be allowed to have anything to do with UCSD. And this is going to become a problem. If your administration can't ever bring Federal representatives on this campus--believe me you'll have trouble from the government. Now, I'm not going to go into all this in detail--but you might ask your dean what the implications of not having Federal representatives ever allowed on this campus--In terms of money for the school. This is something the students may not fully understand--the taxpayers feel pretty strongly about this. I had a couple of students who were interested in the information--one of them has either to change his mind as a result of the crowd opinion, or whether this was more or less a tactic by the people who were in the Placement Office doing this anyway. He seemed to be a sincere fellow. I think he may have been a little coerced, though. It wasn't that he wasn't good material but under the circumstances probably would jeopardize my opinion of him--as a possible officers training candidate. KSDT: Why? Because he took an alternate stand?

Capt. Stout: Essentially I was making a funny comment. Just about everything I have to say was for my own personal enjoyment of the situation. I don't feel everybody else should have all the fun today, and I have a sense of humor too. In fact some of those people could use a little bit more sense of humor.

Your administrators go so far in allowing freedom of activity by this kind of group--and it is this group--not the administrator--that is doing all the barring these days.

KSDT: If we quiet down these groups we have to quiet down everybody.

Capt. Stout: What I'm doing is not coming to address a social issue--it is not my purpose on a campus. My purpose is to get out information about officer training programs and hopefully get a chance to interview some interested people for those programs. Now, if my service to the campus is one of passing out information and it is not utilized--fine. But at least I'm given a chance to give it out. But if I'm not even allowed to do that I think it is a disservice to some of your students. Because it is certainly, obviously easier for somebody to walk into an office, pick up a pamphlet and have a chance to talk to the guy--the man, I'm the man--for officers recruitment in Southern California--and talk to me in person, just between classes, and do it informally, than have to drive to LA to my office and discuss it there.

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