

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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Down on the Farm

Friday morning approximately 100 students and faculty members blocked the path of Marine recruiter, Capt. Stout, accompanied by Dean Murphy, to prevent him from carrying out his recruiting function at this university (see news article, front page and transcript of confrontation). Dean Murphy subsequently issued a statement condemning the action saying (1) that "15 or 20 students" and one faculty member were responsible for the action. (2) that the action violated the university's tradition of "academic freedom", and (3) that disciplinary action would be taken against those involved (see letter, p. 1).

OK. We know that the first statement was a distortion, and the second was a lie. The hundred students and faculty there were protesting exactly the fact that the university's tradition of academic freedom is only a cover-up for an institution which provides the sophisticated labor necessary for the operation of our racist and imperialist society. From the disproportionately white universities, the Marines get the officers they need to rule over the disproportionate numbers of blacks, browns, reds, and yellows that are enlisted men. This is done so that the United States government can send those enlisted men to places like Vietnam to die oppressing other yellow people so that United States corporations can continue to make the profits necessary to maintain capitalism. OK, so that's been discussed before. The question now is, given this above, what kind of defense do those attacked by the administration prepare?

Some have argued that the best approach to take would be to attack Dean Murphy's role in the affair and to stress the fact that those protesting took a non-violent posture. That is, to point out (1) that when the Marine recruiter arrived, Dean Murphy took him aside alone, for twenty minutes. The Marine recruiter emerged resolved to test the will of the assembled students and faculty. The Navy recruiter, who had arrived earlier and with whom Murphy didn't get a chance to talk alone, quietly left when made aware of the large number of people who opposed his presence, (2) that violence only occurred in the two or three isolated instances when one of the few opposed to the demonstrators decided to push or shove someone, and (3) that the distorted statement that Dean Murphy issued afterwards was designed to isolate a few of the students and faculty members present from the others. Why? It was and is obvious that from the above actions that Dean Murphy is out to get a number of students and faculty who have led a struggle to expose the administration all year.

Now, the above position is fine as far as it goes. The duplicity of Dean Murphy should be pointed out. However, for the students and faculty who participated in that action to put their defense on such a basis would be to negate the action itself. That action was a beautiful thing. Not only did students stand up to Dean Murphy and the rest of the administration and tell them that they weren't afraid but also the Marine and Navy recruiters did not get to recruit! We should not try to cloud the real issue--military recruitment and, indeed, all recruitment--by concentrating on personal attacks, deserved though they may be. The point is that this university must cease to support racism and imperialism if it must cease. The action last Friday was only symbolic (the Marine recruiter at most had one person to interview), but for the first time in the history of UCSD, students and faculty were standing up and saying, "no! You're not going to use the cover of 'academic freedom' to support the oppression of people all over the world. This so-called 'ivory tower' which serves the vested interests of the United States' most powerful corporations must serve all the people." That increasing numbers of people should come to see this stand as theirs is what Dean Murphy and the rest of the administration fear. The administration will act to politically repress this point of view now, before it spreads. They have not yet learned the historical fact that it is not "agitators" but objective conditions which determine what people do.

The Indicator supports Friday's action, and also urges all students and faculty to immediately throw their support behind that action. This university will be reformulated in the interests of all the people, or we will again say NO to the functioning of the university. To paraphrase Dylan, we ain't gonna say on Murphy's farm no more.

Letters on McGill over Marcuse

McGill's Press Release

February 17, 1969

The University of California, San Diego today announced its intention to reappoint Dr. Herbert Marcuse as Professor of Philosophy for the academic year 1969-1970.

A very careful review of the academic merit of Dr. Marcuse's reappointment was concluded on February 10 after five-months of investigation. The substance of the review dealt with the Professor's recent writings, his standing among scholars, his teaching, and his service to the University. The investigation was carried by a secret Ad Hoc committee of five senior members of the UCSD faculty. Eminent scholars were contacted at universities in the United States and Western Europe. Written opinions were obtained from 24 such individuals. Universities contacted included Harvard, Columbia, Princeton, Stanford, Toronto, McGill University, London School of Economics and Political Science, University of Essex and others. In the course of five months a sizeable file of documentation was built up. This was digested by the faculty Ad Hoc committee and analyzed.

A report and recommendations was then forwarded to the UCSD administration. The report delineates and documents Professor Marcuse's eminence as a scholar. He is clearly one of the leading philosophers in the world today and a teacher of remarkable ability.

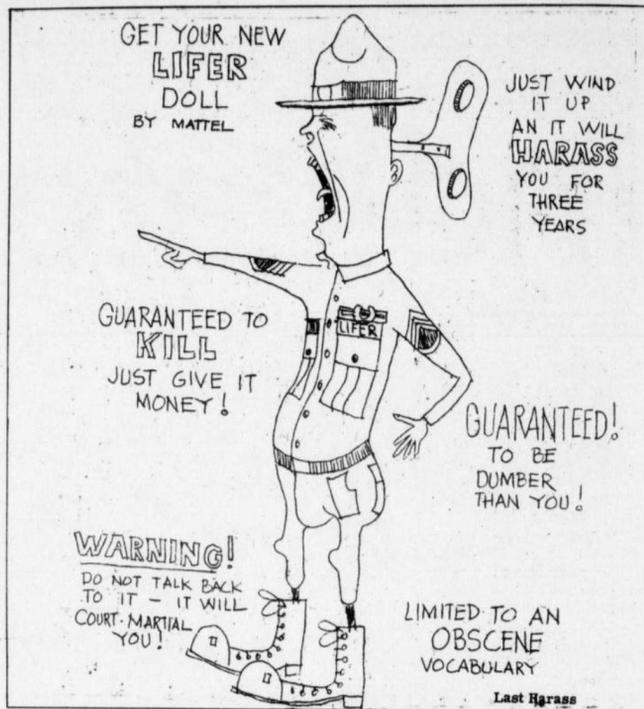
Professor Marcuse's reappointment extends for one year.

Dear Chairman Higgs,

As a public official representing Supervisorial District One in which the University of California is located and as a genuinely concerned citizen of this community, I feel compelled to direct these remarks to you publicly.

Higher education is a major segment of our economy and an integral part of our technically-oriented industrial base. Many of our present 75,000 students in San Diego are enrolled in the engineering and scientific fields so important to the research and development firms clustering here.

More importantly, however, is my concern for our campus, community and our state will suffer irretrievable loss if the political and inflammatory attacks on



Professor Marcuse lead the Board of Regents into a hasty and unwise reaction against Chancellor McGill's considered decision to renew his contract for one year. The local attacks on Marcuse have transformed an administrative decision, using established screening processes based on academic merits, into a frontal attack on academic freedom.

The precious privilege of academic freedom, nurtured on the nation's founding principles of tolerance and freedom has flowered in California to make our universities and colleges world respected. A hasty decision by the Board of Regents would not only be unjust for Marcuse, who has broken no laws though perhaps some ideological icons, but would insult the integrity of Chancellor McGill, the vice chancellors and the professors who make up the screening committees on academic appointments, and shatter the concept of academic freedom so precious and necessary for a university worthy of the reputation we have earned.

The University of California at San Diego, under the courageous leadership of its Chancellor has escaped the turmoil of major student demonstrations and disruptions. Our young and our students question the validity and acceptance of many ethical standards we profess to follow. I sincerely plead that the Regent's decision will not lend credence to their suspicions.

Many men who disagree with Professor Marcuse's philosophical beliefs are dying to protect his right to express them. But also let us not forget that many who agree with Marcuse are dying for the rights of those who disagree with him.

Sincerely,
Jack Walsh

Supervisor, First District

Dear Chancellor McGill,

I write to express my deep regret about the manner in which you have chosen to resolve the problem of the Marcuse reappointment. It is, it seems to me, exactly the sort of mistaken, unjust solution devised by the Regents to the Cleaver affair, when in the face of a particular crisis they invented a general law. I fear that results will be equally harmful in the present circumstances.

I will not speak of the loss our students will suffer. I can say something about the incalculable intellectual value which contact with great scholars of historic experience has meant to the rest of us. Now all that is to abruptly severed.

It is, no doubt, irrelevant to remind you of the distinction which this particular branch of the University has been able to achieve in part with the help, the presence, and the recruiting attraction, of its so-called over-age faculty members; in any case ethical considerations have no place in such matters. It would seem, however, that the obligatory yearly review and reappointment mechanism provided for adequate safeguards. The attempt to spare effort by devising blanket regulations rather than dealing with cases on their individual merits is a deplorable bureaucratic procedure.

The irony about all this is, of course, that the enemies of the University will not thank you for the concession, so that this voluntary self-mutilation will have been performed for nothing.

Sincerely,
F.R. Jameson

indicator

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Marine Recruiter Barred cont.

from entering the office. Dean Murphy, on his part, stated that since UCSD adheres to an open recruitment policy, students blocking access to the Placement Office would be in violation of campus regulations. Student response to this was that the recruitment policy is in fact not open--as clearly proved by the pamphlets (Divided into sections: Military, business, industry, Federal Intelligence) on display at the Placement Office. That in fact this so-called open policy was a guise for the university to serve the interests of the military-industrial complex. Therefore they wanted to prevent the recruitments on Friday.

By 10 a.m. there were over 80 students and faculty members who were gathered around the Placement Office building (MC 250) to protest the recruitment. Soon the Naval Aviation Corps recruiters arrives and were persuaded by some students and faculty members not to provoke a confrontation with the picketers and these recruiters left without any incident. Dean Murphy had suggested to them that he would escort them to the steps of the Placement Office so that the students blocking the entrance may be challenged.

When Capt. Stout, the Marine Corps recruiter, arrived he was ushered into the campus police station for a private conference with Dean Murphy. Those students who wanted to be present during this conversation were warned that if they insisted they would be violating campus regulations regarding normal function of the university. After their conference Dean Murphy and Capt. Stout proceeded toward the Placement Office. However, before they could reach the building, like the Naval Aviation recruiters, Capt. Stout was asked, primarily by faculty members, to leave the campus.

Faculty 1' We would consider it a personal courtesy if you would not recruit today. The situation is extremely tense today and we don't think a confrontation between you and the students is a very wise thing. We'd like to suggest that in view of what's going on at Berkeley, in view of what's going on with one of our own professors, in view of the general war we are having with Gov. Reagan, that today is a very bad day to be on this campus and that it would be much

wiser on your part to come back another time. We are asking as a personal favor to us to avoid the confrontation which is going to take place the moment you step-down to that building.

Capt. Stout: I am not here to recruit but to pass out information.

Faculty 1: Unfortunately you represent something. Wearing that uniform you are a symbol of something and that's the problem isn't it? This has nothing to do with you personally at all--but with what you're actually going to do--what you represent. We're suggesting that today is a bad day to represent that on the University of California.

Capt. Stout: Is there a good day on this campus?

Faculty 1' On this campus there are many good days. You don't know what's going on on this campus--you don't know how tension has risen over incidents.

Capt. Stout: It's hard to determine in advance which days will be good and which will be bad.

Faculty 1: All right, but when you discover you're going to have trouble-- you perhaps I should come back another day. This is a personal courtesy that we would like to ask of you.

Capt. Stout: There are already funds committed. I'm here on temporary additional duty. Orders have been out. There's a financial thing with the Marine Corps because I'm travelling from LA. There's nothing else I can do today.

Faculty 1: Surely there's something in the Marines called tactical withdrawal. They don't worry about money in cases like that.

Capt. Stout: You want me to retreat? Faculty 1: No, I said a tactical withdrawal not a strategic retreat!

Capt. Stout: I'm not anxious to confront anybody and I'm not here to enjoin students to come and join the Marines. I don't have a thing to do with enlisted recruitment. I'm here to hand out information on officer candidate training. It's something which some of your students may be interested in. It's something I do on a tight schedule. I visit 50 schools and I don't have time to reschedule time to when it will be most convenient on each campus. We try to determine this by working with your administrators and try to find this out a month or two in advance. This is really why I can't come back another day--or another time.

Faculty 2: Couldn't we compromise and make this a general discussion and go over to Blake Hall, all of us, and discuss and take that as a basis. That would be a satisfactory way to give information out and act as a compromise.

Dean Murphy: May I suggest yet another alternative. If indeed Capt. Stout is ready to carry on a discussion with interested students that we arrange for him to do so sometime during the day. I gather he has a combination of functions he is prepared to engage in, which involves talking to some individual students already signed up to see him and later in the day talking with those who want to question him about..... (General confusion)

Faculty 3: (to Stout) I am not saying this confrontation is your intent but what

you are doing is putting a large number of students in a position to be suspended. All I can say is that it is not necessary, or is it doing anybody any good.

Faculty 1: He knows what he represents. Faculty 3: That place is for recruiting.

Dean Murphy: There are two things that are involved here. One is his recruiting activities on this campus which he is prepared to pursue. The other is discussion with those students who want to talk about his position in the Marine Corps and some of the moral obligations, as they see it, of that position. In saying that we can combine those two functions at the moment there is probably more to be gained if you (to the faculty members) talk to the students who are at the door to permit him to pursue function 1 so that we can get on later in the day to function 2.

Faculty 1: But then we come back to the issue of forcing a confrontation which you are actually doing. This man could choose to do something else. He could choose to meet with the general group and talk to them without going through that door. We are not stopping him--but asking him to voluntarily leave--in the same way as the Navy recruiter choose to leave.

Dean Murphy: Captain, the request has been put. Will you voluntarily leave the campus at this point?

Faculty 4: I think you should explain to him the Marcuse issue.

Dean Murphy: That issue has been explained to him in considerable detail. This meeting with individual students has been scheduled. And there are two of them now waiting in the office for his arrival.

Faculty 2: My I explain something. The students have met twice. They have heard several opinions and decided on a course. Therefore, it will be extremely difficult to change this. May I also explain to you why the students are extremely upset. Yesterday we got news that students arrested on the Berkeley campus were dragged down to a basement by the special police and beaten up there--severely beaten up. People are very upset--and it is a better time to talk than to try to force a confrontation.

Capt. Stout: There is an important thing from my point of view. In my job right now--I am required to do the kinds of things that I do on campus to talk to students who are interested. My job requires that because there are people that want to talk to me on this campus that I make every effort to do so. If I don't do that, then I am remiss in my own duty.

Faculty 4: If you want to have a general discussion first I'll loan you my office for talking to individual students afterwards. How does that suit you?

Capt. Stout: How about the fellows that may have classes later in the day--and are in the recruiting office now?

Faculty 4: I'm going to make available to you my office which is a regular

faculty office. You can talk to them in that office as long as you want.

Another Faculty: (to Faculty 4) You are going to be in big trouble with the faculty if you allow your office to be used for Marine recruitment!

Dean Murphy: Let me handle that--to the extent that the man's function on this campus is recruitment, it is properly done at my office not yours. The request has been put to the captain, and it seems to me that he probably has enough information now on which to make his decision. I am prepared to proceed as we all must be, to make the decision. Do you now wish voluntarily to leave or do you wish to seek access to the Placement Office?

Many voices: Those are not the only choices. Someone: Why don't we talk to the two students?

Dean Murphy: I am trying to state the question which has been put to him already.

Faculty 4: Would he consider changing the order of business.....(lost in din) (Crowd moves to another spot)

Dean Murphy: The options it seems to me that the captain now has and which I now have are two only. Number 1 is to seek to do the recruiting and information dissemination which he came on this campus to do. And the other option he has is to leave the campus without having tried to do so. I am not prepared, and nor is Captain Stout, to seek the dissemination of the information and accomplish the recruiting which he came on this campus to accomplish with the introduction of violence. Capt. Stout is of the same mind. I would suggest accordingly that I now seek to escort him to the Placement Office to conduct his activities.

Voice: Why doesn't he meet with the students of this campus?

Dean Murphy: As I have indicated that whatever arrangement Capt. Stout wishes to make with the students off the campus is a matter properly of concern to Capt. Stout and those students.

Student: As one of the students signed up to see Capt. Stout can I make a personal request to you, Capt. Stout? Please leave the campus to avoid confrontation which you are definitely pushing. You are aggravating the situation by being on this campus. As a personal courtesy to me then--as I am one of the students you are supposed to see.

Capt. Stout: First of all let me say that your chances for getting into the Officer Training program are pretty small.

Student: That is irrelevant. Can you respond to my request?

Capt. Stout: I have a job to do here and unfortunately.....

Student: Your job is to interview me as one of the students signed up. And I have made the request that because of the confrontation which is definitely being pushed here--please leave. Because the

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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 political 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 your 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 cont. on page 6

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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 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 then 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 books, 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 derived from earthbound land 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 fourth 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 campuswide....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 interjecting 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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