

Saltman Exposes Student Government

All noon classes were cancelled on Tuesday by Provost Saltman so that students could listen to proposed plans for a Revelle College government.

The meeting with Revelle students and faculty was held in USB 2722 and closed circuit television was used to send the proceedings to students and faculty in HL Auditorium and USB 2622.

The first speaker on the program was Provost Saltman, member of AFTRA and hence an experienced television personality. Saltman began by outlining the College System as planned for this university. Such a system, he said, was designed to avoid the "multiversity vertical structure" which characterizes UC Berkeley. In this way, the students, faculty, and administration would work together to develop a good educational approach.

The rest of his initial talk was to try to justify his and COSA's actions in forming a college government. According to the Provost, last year's A. S. suggested that colleges form their own governments. During the last two quarters, COSA has been trying to formulate such a government. What they came up with was the document distributed at the beginning of the meeting. Saltman went on to emphasize that what was presented was only a tentative outline of ideas and concepts, and was not the constitution for any government. Such a constitution is to be drawn up by the next COSA.

The second speaker was President Shepard. Shepard said essentially the same thing about the college system being the salvation of the university, pointing out that in 1990 the A.S. would have to relate itself to twelve colleges.

Right now, said Shepard, there are few enough students that you can protest unfair grades without first consulting a computer. But, "by 1990 students will not enjoy the freedom we have now -- whatever kind of freedom that is."

Shepard also anticipated criticism of the

proposed plans. He answered those who feared that a college government would not give enough expression to student power by suggesting that students have much more power when they talk to faculty members as human beings, and not as members of some ruling class. "Our only power," he said, "is in the integrated system."

Bob Boyd, a concerned student, came next before the cameras. He took the traditional negative attitude that there was no way under the present system to influence our lives at the university. "As long as the Provost is final legislator, the students will be impotent."

Boyd listed two ways in which students could get the Provost to do what they want: 1. Coercion 2. Respectability.

Sure, he said, the students could invade the Chancellor's office every time they wanted something. But holding the Chancellor hostage would probably only create hostility, and "this kind of thing doesn't help to make scholars."

By pursuing the path of respectability, students, through COSA, will help make all the decisions, from curriculum to finances, to hiring faculty.

The last speaker was Walter Kohn. He, too, enumerated a number of advantages the college system has over the traditional multiversity. He said he thought of the colleges as a way to get away from impersonal relationships, and develop a community where people could trust each other.

Dr. Kohn paid particular attention to the problem of graduate students and expressed the feeling that if graduates were not involved in the new government, it would surely fail.

Provost Saltman concluded by relating that when he came to his office this morning he found the ashes of a copy of the proposals for a government in an envelope taped to his door. "I think it's time to build and not to burn," he ended.



THEATRE INVADES REVELLE PLAZA - see story page 8

TNC Tackles Ed. Board

Yesterday, the San Diego City Board of Education was again challenged by the citizens of San Diego concerning the problem of racial imbalance in the city schools. This was the third largest group to face the board in a series that forced the board into an unprecedented recess last week.

This Tuesday a group of 325 people composed of members of the citizen's committee which initiated the action two weeks ago, the Tuesday the Ninth Committee, and various members of the Black and brown communities confronted the board. After a 2:30 rally in which the tactics to be used and the demands to be presented - that the board develop and initiate a plan and timetable for school integration - were outlined, the group moved into the auditorium to face the board.

The first order of business was the scheduled hearings. The first speaker was a white high school student calling for student dialogues similar to the city council dialogues on the racial situation. His emphasis was that this was a way to show students that they could work through the system. The council moved to consider enacting his plan without discussion.

The next speaker was Vernon Fontant, president of the Black Students' Council at San Diego State. Fontant said, in direct response to the previous speaker, that you can only work through the system if you are white. His emphasis was Black

control of Black communities. "We want control of our schools because you've done a lousy job," he said. He demanded more Black teachers and principals, and new emphasis on America's racism in all American history courses. Although he

was frequently interrupted by applause from the audience, his requests were completely ignored by the board. He requested that he be permitted to give up part of his time to a Mexican-American spokesman who began speaking before the board could respond. "We are demanding that the board enforce equal education opportunities," he said. He blamed the fact that the Mexican-Americans have such a high dropout rate on the attitudes of the educators. He, like Fontant, was met with applause from the audience and silence from the Board of Education.

Rev. Ed Hansen then presented the limited demands of the citizens' committee--a plan and a timetable and recognition of the fact that de facto segregation exists as a problem.

In an unofficial response Dr. French, president of the board, cited some examples of the plans the board had already initiated. Among those mentioned were the open transfer system, extra money to Southeast San Diego schools, and intensified recruitment of minority group teachers to teach in "predominantly caucasian" schools.

Rev. Hansen again asked for their plans

for the future and emphasized the fact that in spite of these measures the racial imbalance was rapidly increasing. French replied to this by saying that the board had adopted a policy statement against racial segregation in the schools. Hansen pointed out, however, that the statement was followed by this disclaimer: "Adoption of this statement does not establish any new programs nor does it commit the District to any specific new course of action."

As the board attempted to resume the agenda, a "Black sister" rose and attempted to speak. The board finally moved to recognize her for three minutes rather than risk the disturbances of the last meeting. She spoke of her five children and the need for an education to "pass tests" and thus to get a job. She said that Negroes drop out of schools before high school and cannot get jobs because "the teachers give them C's or lower and tell them that's all they can get." "All we want is a fair shake even if it means closing every elementary school in the district." She received a standing ovation and French called for a 15-minute recess as a minister called for silent prayer. As the audience stood in prayer, Dr. French quickly recessed the meeting and confused the audience by saying "Amen".

In the resulting confusion Dr. Shaner read the Lindsley Report of the racial imbalance in San Diego. Herman Rumper, speaking for the Tuesday the Ninth Com-

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Students Meet
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Arnold

Interview

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Black Student
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Arnold Cont

reasoning is very powerful. We are always playing back and forth between details and the overall picture.

Indicator: Of those professors teaching undergraduate sciences, how high a priority do they place on teaching the undergraduates?

Arnold: Among those names that I conjure up as you said that, I would say that they all place a high priority. It certainly has taken a large part of my time.

Indicator: You said that you have done some work on the atomic bomb. What exactly did you do?

Arnold: Well, I graduated in 1943 and somewhat to my surprise the professor wanted to hang onto me, and some thirty others were in the same boat and we found ourselves doing this research rather than off in the boot camp someplace in basic

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training. My own work on this was of course a very small cog, something that involved 10,000 people, which was my very first experience with research...

Indicator: What were your initial feelings when you first started doing this research? Were you excited about the opportunities?

Arnold: Yes, very much excited. When we first figured out what they were up to, they didn't tell us what we were up to but we could hardly help from finding out, the main reaction was excitement.

The other was that we were a tiny minority of our generation, not being in the armed forces, that all our friends were out in the Pacific or somewhere or another and 20 or 30 of my classmates had been killed in the war - all this sort of thing.

Indicator: As you look at it now do you place yourself in a tension between the infinite possibilities in creativity in human society over against the ultimate destruction that a bomb can offer?

Arnold: Yes, it's a continuing thing. On the one hand I feel very strongly that without a rapid advance in all these things we just aren't going to be able to solve the problems of the world.

show to my satisfaction, if not yours, that without the things technology has done for us we would be in a terrible trouble. On the other hand if you do this or make rockets to go to the moon or you do things in biological research such as the synthesis of DNA - that is the most explosive part of all;

Indicator: You also mentioned in a lecture the importance of applying basic research to the benefit of human society. Could you give some examples?

Arnold: My favorite example is genetics. The ideas of Mendel you remember were ignored for a long time. And almost immediately when it was revised various people started applying it to the improvement of crops.

Indicator: Is this sort of thing going on at UCSD? Arnold: I think some of it is being done at UCSD. In the Ames department for example, Penner's people are concerned about chemical synthesis using a rocket as a reactor.

Indicator: Who emphasizes applied research the most, industry or university?

Arnold: It depends on what you mean. Industry in general, except that overwhelmingly the industry is trying to sell products to people who have money - that's a rational idea. But if you look at what

industry is doing for the underdeveloped countries examples are hard to find. There are some, the fertilizer industry for example, working very hard to get fertilizer plants in to the countries.

Indicator: There is a sort of debate going on that is exemplified for me by a comment made by Richard Shaull where on one hand, Shaull feels that social organization is the way to help an underdeveloped country, while on the other hand the atomic scientist feels that a power plant should first be constructed and from there social change will come.

Arnold: In the middle probably. I spent some time in India. It is the one underdeveloped country I know at all well. There you can see what I think is the right position; namely, you have to have both. Without educated people you can't use your own technology -- and I mean educated in a humanist sense, not just in a technical sense.

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Erikson Discusses Youth As Leaders of the Twenty-first Century



Erik Erikson is nearing 70, but seems to be one of the few persons in the past generation who even begins to have a comprehension of what is going on with youth. In the essay printed below, The Committee for the Year 2000 puts several questions to Erikson about contemporary youth.

things that are obviously impressive about him: first, he has been able to integrate psychoanalysis with history and anthropology, drawing subtle lines of connection between the social-historical context and individual life histories. He also works the theme the other way around, showing how an extraordinary individual, in solving his own identity problems, can solve them for his whole society.

Erikson now teaches at Harvard. His books include "Childhood and Society", "Insight and Responsibility", "Young Man Luther", and "Youth and Crisis". He has also edited a book that appeared this year called "Youth: Change and Challenge."

Ed. Board Cont.

mittee, warned the group on the meaning of integration--that they wanted to integrate Black people into a racist society but that the Black people wanted self-determination.

French then reconvened the meeting which now continued with the scheduled agenda. The discussion now went to the eligibility standards of high school athletics. After two hours of scheduled business they came to "unscheduled hearings."

Hansen again appealed to the board, and after much discussion a resolution was passed which called for a review of the total community position, an administratively proposed plan, and the study of the feasibility of a timetable.

Barry Shapiro, speaking for the Tuesday the Ninth Committee, requested Black teachers in administrative positions, and the immediate development of a Black-studies course in the schools.

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in responding to the inquiry of the Commission on the Year 2000, I will take the liberty of quoting the statements put to me in order to reflect on some of the stereotyped thinking about youth that has become representative of us, the older generation.

"I would assume that adolescents today and tomorrow are struggling to define new modes of conduct which are relevant to their lives."

"Yet, this is within the context of two culture factors which seem to be extraordinary in the history of moral temper. One is the scepticism of all authority, the refusal to define natural authority (perhaps even that of paternal authority) and a cost of mind which is essentially anti-institutional and even antinomian."

We feel that Erikson is more right about contemporary youth than anyone else. We invite comments and criticism.

Mr. Steele, a board member, responded that they stood for law and order and must act within the law. The only legal excuse from school is illness.

As the board left to go into executive session Mrs. Robert Kolkey yelled from the floor that regardless of the board's statement she had heard Dr. French speak at the "Andrew Jackson Klu Klux Klan meeting" (a PTA meeting) where he called for letter in opposition to parts of the Lindsley Report.

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we know better and who are apt to know our writings) seem to me to plead with existing institutions for permission to rebel--just as in private they often seem to plead with their parents to love them doubly for rejecting them. And are they not remarkably eager for old and new uniforms (a kind of uniformity of non-conformity), for public rituals, and for a collective style of individual isolation?

Again, the word hedonism illustrates the way in which we use outdated terms for entirely new phenomena. Although many young people entertain a greater variety of sensual and sexual experiences than their parents did, I see in their pleasure seeking relatively little relaxed joy and often compulsive and addictive search for relevant experience.

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As for the desecralization of life by the young, it must be obvious that our generation desecralized their lives by (to mention only the intellectual side) naive scientism, thoughtless scepticism, dilettante political opposition, and irresponsible technical expansion.

Here, much depends on what one means by the word imposes. As I have already indicated, in much of youth new hierarchies and organizations are accepted and welcome.

As to the essentially anti-institutional cast of mind, one must ask what alternative is here rejected. It appears that the majority of young people are, in fact, all too needy for, trusting in, and conforming to present institutions, organizations, parties, industrial complexes, super-machineries--and this because true personal authority is waning. Even the anti-institutional minority (whom

"At the same time society imposes new forms of specialization, of extended training, of new hierarchies and organizations. Thus, one finds an unprecedented divorce between the culture and the society. And, from all indications, such a separation will increase."

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Student Leftists Unite In TJ

Sunday, April 27th, a group of students from the San Diego area met in Tijuana with their Latin brothers for a conference on contemporary social issues called "La Lucha por la Paz" (The Struggle for Peace). The conference was definitely leftist in its orientation and analyses, and concentration on the issues of Vietnam, "American imperialism in Latin America", and "forms of struggle" (tactics and projects).

The conference was significant in that it brought together American and Mexican student radicals for the first time. Hopes were expressed throughout the conference that this would be the beginning of a long-range program of united efforts.

The American groups involved in the conference were Students for a Democratic Society (SDS), University Christian movement (UCM), and the Peace and Freedom Labor Committee. (The students were from UCSD, San Diego State, and Cal Western). Mexican students represented the State Student Federation of Baja California (FEEB), the Mexican Communist Youth (JCM), and the Tijuana Superior School of Economics.

The Mexican students delivered hard-line Marxist attacks on the United States. The paper presented by the Tijuana Superior School of Economics argued that capitalist countries derived economic advantages from war by extracting excess profits not only out of the workers whose

wages are held down during wartime, but from soldiers as well who are forced to work for slave wages. This attack was aimed not just at the United States, but at Mexico as well, where it is necessary for workers to serve in the army in order to get many kinds of jobs.

Students from the Mexican Communist Party presented a paper which argued the classical Marxist thesis that war is necessary for a capitalist economy to keep up its rate of profits. Profit is supplied partly by war production which supplements flagging demand (the seven-fold increase of U.S. industrial earnings during the Second World War was cited as evidence of this), and partly by the exploitation of conquered lands. The United States, it was argued, was able to exploit new lands without war up to the turn of the century because of the vast land area still unsettled within the U.S. itself. Since that time, however, it has been necessary for the U.S. to play more and more of a militarist role.

The JCM paper went on to say that imperialism tries to disguise its true nature by arguing that its mission is one of "civilizing", or "carrying the torch of culture" or of bringing economic betterment to the countries that it exploits. These arguments were condemned by the JCM as "bourgeois propaganda", and their report pointed to the growing impoverishment, illiteracy, and horrid medical facilities in the exploited

nations of Latin America. One has only to look at the American-owned assembly plants in Tijuana, it was said, to see workers who are enjoying less than subsistence wages from the institutions of U.S. beneficence.

The JCM saw two forces blocking the way of capitalism's imperialist expansion. One was growing antagonism among capitalist countries themselves, and the other is the strength of nationalism in the undeveloped world. JCM saw the Vietnamese struggle as a war of nationalism against foreign invasion and concluded: "We take as our stand that of the Vietnamese people."

The paper of the State Student Federation of Baja California was mostly about plans to build greater solidarity among youth all over the world who oppose imperialism and work for human rights. They talked about a conference to be held in Sophia, Bulgaria in late July sponsored by the World Federation of Democratic Youth which will seek, in the words of the FEEB spokesman, "to raise spiritual and material aid for the Vietnamese people."

In workshops after the speeches, various programs were suggested for cooperation between American and Mexican students on the left. These are now being worked over and will soon be presented at a future conference. Anyone who is interested in programs of this sort should contact the UCSD students involved in the conference through the Indicator.

More Erickson

scientific progress may well experience technology and its new modes of thought as the link between a new culture and new forms of society.

"In this respect, assuming this hypothesis is true, the greatest strains will be on the youth. This particular generation, like its predecessors, may come back to some form of accommodation with the society as it grows older and accepts positions within the society. But the experiences also leave a "cultural deposit" which is cumulative consciousness and -- to this extent I am a Hegelian -- is irreversible, and the next generation therefore starts from a more advanced position of alienation and detachment."

Does it make sense that a generation involved in such unprecedented change should "come back to some form of accommodation with the society"? This was the fate of certain rebels and romantics in the past; but there may soon be no predictable society to "come back to," even if coming back were a viable term or image in the minds of youth. Rather, I would expect the majority to be only too willing to overaccommodate to the exploiters of change, and the minority we speak of to feel cast off until their function becomes clearer -- with whatever help we can give.

Theatre Group Creates Scene

For a couple of years now, rumor about a grand Drama department has been drifting through UCSD. Big names, big stage and big money are going to make another spectacular at Muir College. With this new feat we'll see real repertory theatre in action. Different plays, faultless acting, imaginative direction, splendid sets and all that. While the university has been living with this over-ripe fantasy there's been no legitimate theatre on campus. In fact the culture-makers of the Arts and Lectures Committee have gradually eliminated "theatre" from their scriptures.

So what? We have performed two plays in two weeks without the power of the big theatre but with all the advantages of a small group. Our "plays" are about ten minutes a piece. We create the plays through common effort. We can be ready to perform at a short notice. We don't use too many props and can turn almost anything into a stage. We run a workshop. And we operate without cash. Romantics call our kind of theatre "guerrilla". But since we respect words like that we are satisfied to call the campus Improvisational Theatre Group. Yes, we are legal.

What we have done so far had not been great theatre. But we see all the possibilities for good theatre in the sort of things we are doing. And we'll improve. Our first play "Learn to Kill: from Little-League to Pro-Football" was about UCSD's football future. The absurdity of spending money to make big college-football and perhaps to give athletic scholarships in face of obvious vacuum like the want of a Black studies program. In our second play titled "Paranoid Power and the Red Tape Menace", we wanted to show how beautiful the administration thinks we students are, and therefore, how simple settlements are enriched by bureaucracy.

These issues are, of course, limited to events at UCSD. Soon we are going to add to our repertoire things which will encompass more than campus contradictions. Everyone is welcome to join our workshop on Sundays at noon in the Coffee-hut. Our statement for the enthusiastic is that we are striving, slowly and painfully, toward good theatre. We are not engaged in clean fun. We want to start scene-studies and cope with one-act plays as well. We shall pick issues, attack targets and perform our ceremonies whenever and wherever we can. For the present, watch for us at the Revelle College Plaza around noon. We'll be there again next week.


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