

# indicator

**Munsinger, Jensen,  
and 'Them'**

## Racism by Rote

Thursday, October 9, Professor Munsinger lectured in Psychology 10 on the genetic basis of the 'intellectual inferiority' of Negroes. His lecture was based on the theory of Arthur R. Jensen of U.C. Berkeley which says that black people are on the average less intelligent than white people by heredity. That this differential in the IQ scores of blacks and whites is due to heredity rather than environment is shown, he proposes, by the fact that American Indians, who live in worse conditions than most Negroes and are therefore more 'culturally deprived' score higher on his IQ tests. Negroes learn by rote, Jensen says, but they cannot conceptualize. They do, however, do well in motor skills - they learn to walk and play 'pat-a-cake' faster than whites. This can be compensated for he says by different types of education and by changing job requirements, if possible, so more 'disadvantaged' can get jobs. (Apparently black oppression is due to this lower IQ and this is why these changes are necessary--but he never accounts for his own example of the American Indians).

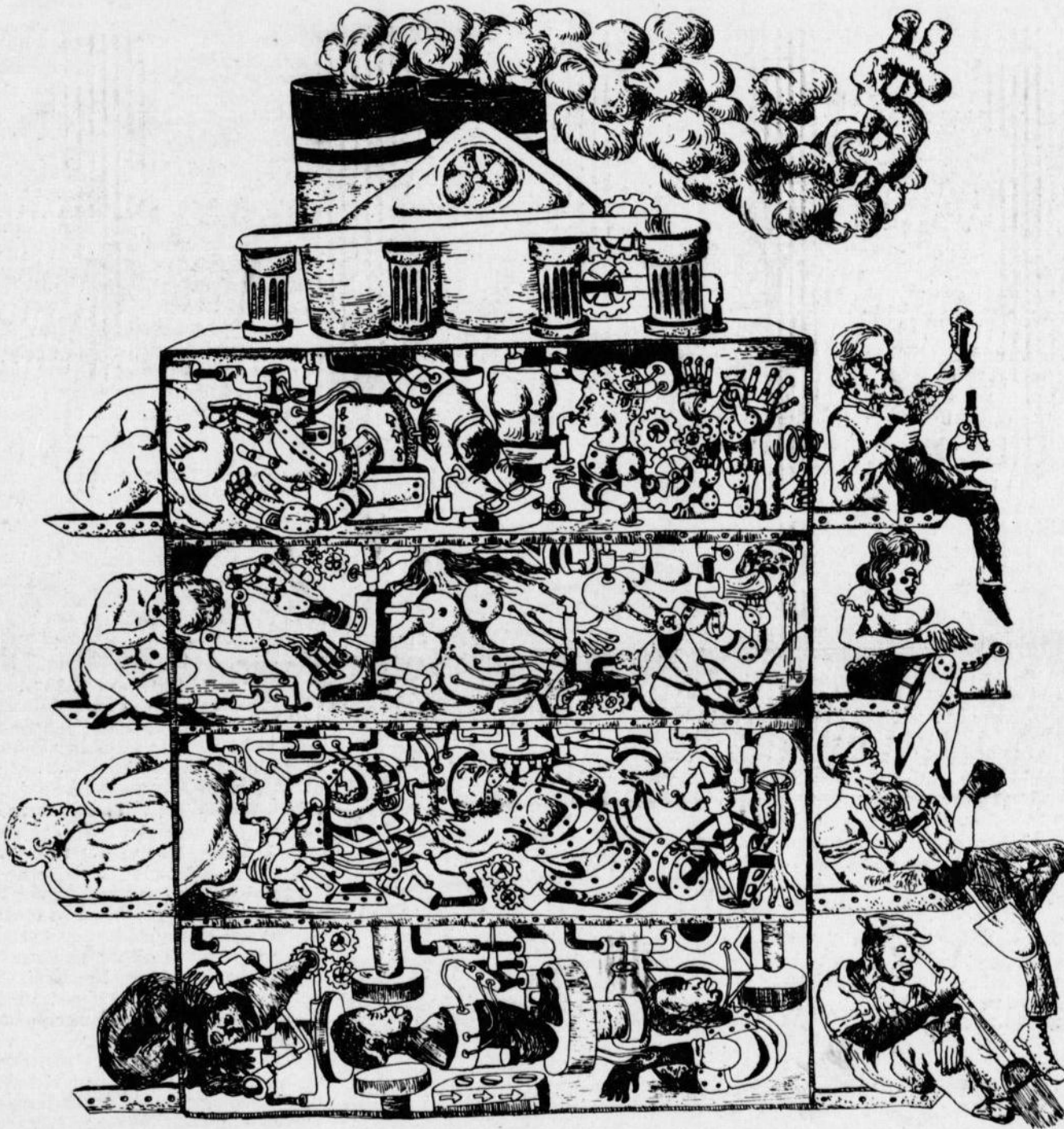
This theory which sounds just like the racist myths people have supposedly rejected was presented without any qualification regarding its racist implications or uses to the Psychology 10 class. The next Tuesday, the class was attended by members of BSC, MECHA, SDS and others who were disturbed at the teaching of this theory. However, all attempts to discuss racism and this theory were stifled by Prof. Munsinger. He did this:

- 1) by declaring that the question was simply an unsolved scientific problem of the relationship between genetics and environment in the determination of intelligence
- 2) by refusing to even formulate what 'intellectual capability' or 'cultural disadvantage' might mean
- 3) by assuming that value judgments don't enter scientific inquiry, thus attempting to rule out any bias in the Jensen paper
- 4) by asserting that the class nature of American society and the uses of racism were irrelevant and an oversimplification
- 5) by using his authority as a teacher to declare that an extra hour of discussion was enough for Jensen and racism.

He also used racism directly by treating black and white students differently. When a white student brought up the economic position of black workers, he was interrupted and told that economics did not belong in a psychology class and when a black student brought up the same point he was listened to and then told that his analysis was an oversimplification.

The reaction of the students shows how pervasive racist ideology is. Even if we aren't overtly racist we tend to not recognize clearly what racism is and the need to fight it or to exhibit a kind of 'reverse

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## the Bookstore-- where does our money go?

Frank Gormlie

The following quote is from the January 24, 1969 Bookstore Report:

"The bookstore on any university of college campus is an important to the university community as any other educational facility on campus. The bookstore's contribution must help insure that best possible climate for learning is achieved."

This article will try to help the reader pierce the sometimes nebulous operation of the UCSD bookstore, an enterprise that has a gross income of over half a million dollars, an enterprise that is solely governed by the administration, but whose main monetary source is from the pockets of students. This article will

attempt to explain the store's basic procedures, and it will offer numerous criticisms and suggestions for the bookstore's improvement. Being a student, exploited like the rest of you, and also able to discern the great student dissatisfaction with the store, I have done some research into its operations.

Initially being outraged by the fact that we, as students, must pay the jacket or list price on books that we are required to buy and by the high prices of other items (such as records, etc.) in a store that has such a monopoly, I attempted to become better acquainted with the "how's" and "why's" of its procedures. Because of my interest in the bookstore,

I was appointed by the A.S. President last quarter to be the undergraduate representative to the Bookstore Advisory Committee. We met once last quarter in April at which time I expressed to the committee the general student dissatisfaction with the store. Nothing has happened since then until earlier this quarter when I asked that another meeting be called so that I could give more specific criticisms and suggestions. A meeting was called by the committee's chairman, Dr. Rotenberg for Wednesday, October 23. I was the only one to show up.

The UCSD bookstore is a "non-profit" organization under control of Auxiliary En-

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# The University at War

SDS

### INTRODUCTION

In the last two articles in this series we have attempted to present information and analysis concerning "university complicity" with the policies and goals of the United States government. We have briefly considered the nature of "think tanks", the Department of Defense, the class nature of society, the inevitability of imperialism, the myth of pure research and the lie of the ivory tower. We have listed the budget of the University, contracts and the funding agencies of the government. We have seen that the only institutions in this society capable of performing basic research for the military and the ruling class are the universities. In this article we shall look at the Scripps Institution of Oceanography and its connections with the policies and goals of the U.S. government.

### SCRIPPS AND WWII

Prior to WWII Scripps was an oceanographic research institute that received very little money from the federal government. Sponsored mainly by the State of California and private sources, Scripps' research, though of high quality, was somewhat limited in scope. However, the World War was to change all this. The military realized that they needed oceanographers, so they went looking for them. "The need for trained oceanographers became apparent early in the Second World War.... The armed forces would have found it impossible to meet the overwhelming need for knowledge of oceanic conditions created by the war had it not been for the existing oceanographic institutions and their willingness to cooperate." (1) And so Scripps went to war.

In 1941 the National Defense Research Council set up a research project under the direction of the University of California. This research in "subsurface warfare" soon developed into the University of California Division of War Research (UCDWR) and was headquartered at the Radio and Sound Laboratory of the Navy at Point Loma. The research at the Navy facilities drew upon many fields of oceanographic research, marine biology, and geophysics. Even today the research in marine biology and other so-called "neutral" fields of endeavor are of great consequence to the military. Scripps "helped ascertain that another puzzling phenomenon, the 'deep scattering layer' which reflected the sonar 'ping' and led to 'false bottoms' or inaccurate echo surroundings, had a biological cause. Physicists who had thought they could depend on sound traveling a given distance in a given length of time were surprised to find themselves contending with the whims of microorganism and fishes." (2)

The myth of pure research was never promulgated by the staff at Scripps during WWII. On the contrary, the staff members realized the nature of research, especially during the war. "The basic research which had been carried out at Scripps Institution since its inception proved valuable in many ways to the work of UCDWR and the entire war effort. It was impossible to predict which finds might someday have applications, and a limited amount of research not directly related to national defense was carried on at the Scripps Institution during the war." (3)

In 1946 the Point Loma facilities became the Naval Electronics Laboratory (NEL), and after the war the bulk of the staff of UCDWR continued their research under the auspices of NEL. However, the Navy, realizing the necessity of maintaining its ties with Scripps, proposed research of a more fundamental nature to be carried on under conditions which prevail only in universities. These conditions were to be created at NEL.

Vice Admiral E.L. Cochran, Chief of the Bureau of Ships, proposed this pro-

# Victory at Sea

gram to the President of UC, Robert G. Sproul. "The wider intellectual interests involved in academic positions would attract more capable personnel to this work and would also militate against the possible stagnation of the program..... It appears that such a program should be of intrinsic interest to the University." (4)

On May 15, 1946 the Marine Physical Laboratory (MPL) was set up as a research division of the University. At the same time as MPL's founding, Scripps was cementing ties with the Navy that would last through the wars in Korea and Viet Nam. The bulk of Navy money, but not all of it, comes through the Office of Naval Research. (See chart #1 for the relationships between SIO, MPL and ONR). Finally in 1948, in order to simplify administrative and financial procedures, MPL was made a division of Scripps. Two other divisions of Scripps have their facilities at Point Loma, they being the Visibility Laboratory (VL) and the applied oceanography group. Also, the Scripps oceanographic fleet makes its harbor at Point Loma.

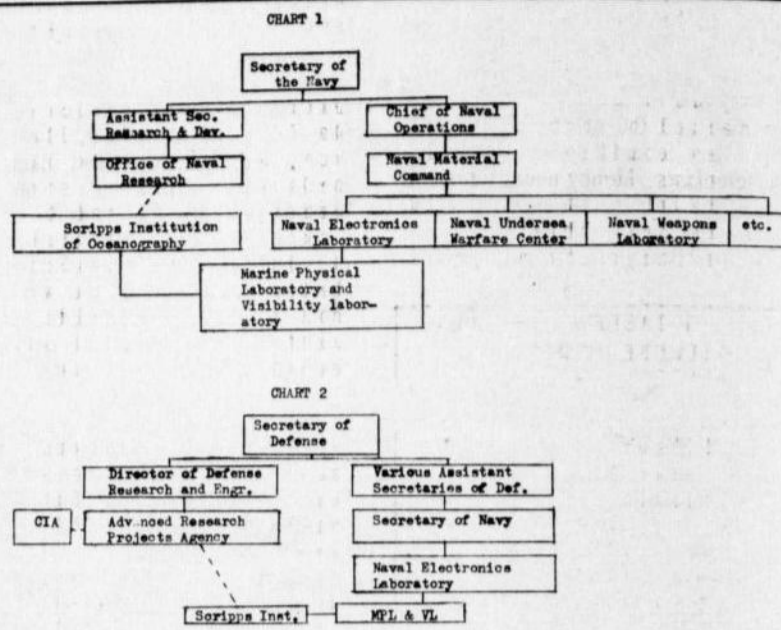
In table 4 some of the classified contracts and their principal investigators who find their employment at MPL or VL are listed. It is evident that much of the research at MPL and VL is of direct consequence for the military, especially the Navy and the CIA. Overall the research at MPL is mainly in the areas of geophysics, magnetic nonlinear measurements and sonar. According to Dr. Nierenberg, director of Scripps, the research is done for the Navy and is war-oriented. Sonar research is done for the Navy and is aided by the Floating Instrument Platform (FLIP). At the Visibility Lab the main thrust of the military research is image restoration--both oceanographic and atmospheric. This has direct application in aerial reconnaissance for the military and the CIA - especially in Viet Nam where it is used daily.

In Table 1 the money received by Scripps is broken down. More than ten million dollars comes from the Navy. The total amount of money expended at MPL and VL in 1967-68 was almost four million dollars. Most, but not all, of this comes from the Navy. In Table 1 there

Agency	SIO Department	SIO
NSF	57,818	10,666,541
AEC	--	255,108
AIR FORCE	--	473,784
NAVY	41,258	10,665,455
ARMY	--	33,893
NASA	--	231,772
DHEW	562	27,550
PHS	37,457	666,964
OTHER US	4,356	751,313
TOTAL	141,451	23,772,380

Source: Memo to Department Chairman from Dr. S.S. Penner, January, 1969

is a source of money called "other US". This source is a hard one to track down, but not altogether impossible. Several confidential sources at Scripps who have worked at MPL and VL have indicated that some of the \$751,000 comes from the Central Intelligence Agency. This money, we are told, is channelled through the Advanced Research Projects Agency (ARPA) and the work performed is done under the auspices of the CIA. Periodic checks and reports are made by the personnel of the CIA when they visit MPL/VL every month. Data and results are then related to the war effort and to the intelligence work of the CIA. Considering the nature of this research at MPL/VL and considering the nature of the CIA, this relationship is not too hard to understand (See chart #2).



In charts 1 & 2 a dotted line indicates transfer of funds, a solid line indicates control.

### WHO ARE THE PIPERS?

Commander-in-Chief of the Scripps complex is Dr. William A. Nierenberg, a Vice-Chancellor of UCSD. Dr. Nierenberg has had a long career with the government beginning with World War II. From 1940 until 1945 he was a section leader at Los Alamos in the famous Manhattan Project that produced the first atomic bomb. After the war he returned briefly to the academic world, and in 1950 he joined the physics department staff at UC Berkeley. Using Berkeley as a base of operations, Dr. Nierenberg began his climb into high places. In 1953-54 he was director of Columbia University's Hudson Labs (at which a great deal of military research goes on). From 1960 until 1962 he was Assistant Secretary General of NATO for scientific affairs, a rather important post. Since 1957 Nierenberg has been a special consultant to the Executive Office of the President. Since 1964 he has served with UNESCO; since 1966 he has been on the Government Science Advisory Committee's Naval Warfare Panel, and he is a member of the President's Task Force on Oceanography. And, of course, since 1965 he has been director of Scripps Institution of Oceanography.

Dr. Nierenberg is well suited for the job of director of SIO. With such a huge budget and the demands it must meet for the Navy and the CIA, the director must be able to handle everything. Dr. Nierenberg once made the claim that if there was a Department of Defense panel or advisory group, he's been on it. With all these connections in Washington, in the Institute for Defense Analysis, of which he is a member, and in other defense groups, Nierenberg is able to channel money and talent to Scripps. According to University records the budget of Scripps has doubled since the arrival of Dr. Nierenberg. An-

other reason is, of course, the war in Viet Nam which demands a lot of research.

Only when pressed will Dr. Nierenberg give the real reason behind his involvement with the military. "I'll do anything to make my country strong." When he's not pressed, Dr. Nierenberg slips into sentimentality. When asked about Scripps research and the ocean, he responded: "To oceanographers the sea is an enormous and restless antagonist. The work is nowhere near as glamorous as it's supposed to be--it's tough, rough, and very difficult. But, for the average man, there is the ocean--empty, beautiful, available and infinitely appealing." (5)

### THE REST OF THE TRIBE

Dr. Nierenberg is not the only man at Scripps who sees the necessity of doing research for the military and the ruling class. A hierarchy of mandarins has been established at Scripps. Tables 2 and 3 list those people who in 1966 were on the staff of MPL and VL. Several of these people are worthy of note. The director of VL since 1952 is Dr. Selbert Q. Duntley. He is one of the world's experts in image restoration--something the CIA has use for. Since 1940 he has been an active consultant to industry and government, including the Board of Directors of the San Diego Industry--Education Council (1961-63). His special research topics are optics, spectrophotometry, environmental optics and visibility.

Dr. Fred Noel Spiess, director of MPL since 1958, is another expert in the Scripps hierarchy. Originally a nuclear engineer at General Electric Company, Spiess came to Scripps in 1952 and moved quickly through the ranks. His research specialties include ways in which acoustic energy travels

\*At a talk last fall in Revelle Cafeteria.

through the sea; development of techniques for underwater detection, exploration and communication. Dr. Spiess was also co-developer of the manned oceanographic research buoy. The associate director of MPL is Dr. Victor C. Anderson. He is considered to be the world's expert in sonar and, by looking at Table 4, one can see that he produces a great deal for the Navy and the CIA.

These men and the others on the staff of Scripps are considered to be distinguished scientists. Money usually follows talent, and the only people who have the money are the people who need the research--the military and the ruling class.

TABLE 2  
STAFF OF MARINE PHYSICAL LABORATORY (1966)

Victor C. Anderson (Associate Director)  
Frederick H. Fisher  
Leonard N. Liebermann  
Carl D. Lowenstein  
John Mudie  
John Northrop  
Benton B. Owen  
Arthur Raff  
Russell W. Raitt  
Robert A. Rasmussen  
Philip Rudnick  
George Shor, Jr.  
Fred Noel Spiess (Director)  
Victor Vacquier

TABLE 3  
STAFF OF VISIBILITY LABORATORY (1966)

Roswell Austin  
Almerian Bolieu  
Selbert Duntley (Director)  
James Harris  
Rudolf Preisendorfer  
Raymond Smith  
John H. Taylor  
John E. Tyler

### KICKBACK

Scripps performs services for the business community as well as for the admirals. Scripps has long-standing ties with the fishing industries dating back to World War II. "The California sardine industry, which for a number of years had been a \$65,000,000 enterprise, had suffered a severe loss in 1946. The yearly catch of sardines off the California coast, which had been as high as 800,000, soon fell as low as 150,000 tons, and the little research which had been conducted in this field was wholly inadequate to explain the sudden disappearance of the fish. . . . In 1947 the State legislature passed a measure to provide \$300,000 for the support of a greatly expanded research program, and increased the appropriation to \$400,000 in 1948. In addition a tax . . . was levied on the sardine catch, and the revenue thus derived. . . was to help finance this intensive program of research into the causes of the diminishing supply of sardines and other studies of value to the fisheries industry."

This project developed into the Marine Life Research Program at Scripps, which has a fairly large budget--about \$1.5 million. Scripps also has ties with the Inter-American Tropical Tuna Commission, which has offices in the Bureau of Commercial Fisheries which adjoins Scripps. In the Bureau of Commercial Fisheries, Scripps operates the Scripps Tuna Oceanography Research Group (STOL). STOL and the Tuna Commission work closely together on problems of direct import for the tuna industry.

Further connections with industry are revealed in a recent issue of San Diego Magazine. Foodmaker Corporation Executives, Mr. Peterson and Mr. Silberman, have, along with other corporations, tried to "bring culture" to San Diego. Hopefully this will attract "brighter" people to San Diego, and also to Foodmaker. These people believe in making strong ties with the local academic community

### MEETING ON CLINIC

General meeting on gynecology clinic--all members of campus community, men and women workers and students, wives and husbands--Wednesday, October 29 7:30 H-L Aud.

through the time-tested method of philanthropy.

"More eager to accept such a form of supplementary assistance are UCSD and its marine arm, Scripps Institution of Oceanography. Peterson and Silberman have established personal foundations which quietly solve problems beyond the scope of University tax funds. The Scripps' multimillion-dollar research vessel, Alpha Helix, had no lounge, library, music room, nor "any civilized place to have meals and meetings." Peterson and Silberman provided the funds to redecorate a space which previously had all the warmth of a dentist's office. When Scripps needed the services of one of the world's foremost solid-state physicists, a German scientist, for a two-month period, it was learned that he would come only if his wife accompanied him. The University would not pay for her trip, but a Peterson-Silberman foundation did. When special extra equipment is needed to keep a particularly brilliant student in the University, it can rely on Peterson or Silberman to provide it. They also will guarantee the \$2,500 sought for travel and six months' rest for the chief of the Weather Bureau's Extended Weather Forecasting Center during a special research project at Scripps."

Another aspect of Scripps' research that leads to ties with big business is the Deep Sea Drilling Project which is a multi-institutional research project. Business interest concern themselves with the oil aspects of the research. This project has led to the "discovery of oil and gas in association with the Sigsbee Knolls in the Gulf of Mexico. This is the first demonstration of formation and accumulation of hydrocarbons in deep-sea condition; it will have a profound impact on geological thinking and technical development for exploration and exploitation of deep-sea petroleum resources." (8)

### CONCLUSION

The claim is often made that research at universities is good in itself and pure. However, as we have seen in this article and in the previous two articles, the ruling class determines what research is to be done. They pay for it and they benefit from it. At Scripps this is brought out very clearly. The Marine Physical

# Munsinger continued

racism' that says black people must be treated differently than whites. In the case described above the students reacted as Munsinger did. They shouted down the white student, but sat quietly while the black student spoke. They responded to neither and listened to the black student not because of what he was saying but because he was black. A lack of consciousness of what racism is and that it must always be fought was evident in the other responses of the students. Many felt that the question was unimportant and wanted to go on to the next lecture. Some said that what Jensen wrote was irrelevant because nobody believes in IQ tests anyway. Others said people were just reacting 'emotionally' and without reason, for it was clearly an unsolved scientific question.

But black inferiority is not an 'open' question in a society where articles such as Jensen's will be used--as historically they have been--to justify the oppression of black people. Although the question of different types of intelligence and different ways of teaching based on them may be good in the abstract, a study on this subject concerning black people is not since we live in a society where black people are superexploited and where an ideology that says blacks are stupid and lazy is pushed to justify this oppression.

What is important in understanding the implication of Jensen's theory is that racism is just not a psychological attitude but has a material base and that it benefits certain people in American society. Black workers earn on the average \$3000

Laboratory grew out of the needs of the military in World War II. The Marine Life Research group grew out of the needs of the fishing industry. The budgets of the MPL and VL and MLR group total more than \$5,000,000 in 1967-68. This was approximately 25% of the Scripps budget for that year.

The Scripps Institution of Oceanography since its inception has provided valuable information to the military and the ruling class. Whether these services are provided to the Naval Electronics Laboratory (which recruits here at UCSD on Nov. 4) or the Central Intelligence Agency (which recruits here on Nov. 7) or to the Foodmaker Corporation (which recruited here on Oct. 22) or to the Navy (which recruits here on Nov. 17, 18) or to the Atomic Energy Commission (which recruits here on Nov. 14) or to the rest of the military (which recruits here on Nov. 17-20) Scripps serves the interests of the ruling class of the United States. The University, through the research it does, the recruiting it allows, and the ideology it teaches is not and cannot be an impar-

TABLE 4

The following research reports were listed in the Technical Abstract Bulletin (1965-69) as being classified by the Department of Defense. The various classifications are confidential, secret and top secret. The majority of these contracts were performed by Scripps personnel at the Marine Physical Lab and the Visibility Lab. These research contracts were performed under the auspices of the Department of the Navy and the Central Intelligence Agency. The majority of these contracts had as their principal investigators Dr. V.C. Anderson, Dr. S.Q. Duntley and Dr. F.N. Spiess. The research here is in sonar techniques, reconnaissance and their applications, and in nuclear blast effects.

- 1. Indirect Water Waves from Large-Yield Bursts
- 2. Background Radioactivity and Oceanographic Conditions
- 3. Convergent Aone Bearing Accuracy Measurements
- 4. Measurement of Secondary Effects, Water Waves

- 5. Multiple Channel Magnetic Drum Time Delay
- 6. Transient Signal Processing
- 7. Surface Sound Channel Bearing Accuracy
- 8. Visual Factors Relating to Optically-Controlled Indirect Fire Point Target Weapons
- 9. Location and Enumeration of Underwater Explosions in the Pacific
- 10. Apparatus for the Measurement of an Effect of Atmospheric Boil (The Shimmer Meter)
- 11. Observations of Transients in Background Noise from FLIP
- 12. Command and Control of Deep Submergence Vehicles
- 13. Passive Sonar Signal Processing
- 14. Atmospheric Optical Measurements in Central Colorado in Connection with Long Range Oblique Photography
- 15. The Limiting Capabilities of Unaided Human Vision in Aerial Reconnaissance
- 16. Resolving Power, Correlations and Uncertainty
- 17. Stereoscopic Representation of Bathymetric and Magnetic Profiles
- 19. Report of Triple EOS Operation of July 9, 1966

dominate today were non-existent. The first black people were brought over as indentured servants--just as were many of the white people in the colonies. They worked for a master for a certain period--usually 4-7 years--and then they were free. Some of these first black colonists later owned land, servants and slaves. Only in the 1650's did 'slave' become a legal category. Slave labor had proved cheaper than free labor in the Tidewater area (in New England slavery never flourished.) Here where tobacco (and farther south, rice and sugar) was grown on plantations, a system of forced labor was needed. It was an area of open resources, so free laborers became their own bosses. They too could just go off and begin planting. Slavery replaced the system of indentured servants because it was cheaper--you got a worker for life rather than for seven years at a similar price--and black people were made slaves for additional economic reasons. It was more difficult for a black slave to lose himself among the colonists than a white servant if he escaped, black women could be used as field hands where white women were usually exempt, and black people could be captured and enslaved due to tribal rivalries in Africa more easily than white people could. During this period there was no artificial gulf between black and white servants. Black and white servants mixed socially and sexually with frequent inter marriage between black slaves and white servants. This, however, disturbed the

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# Bookstore cont.

terprises and the administration. All the employees are university employees. Its income is from the sale of books, supplies, and other items, plus it receives large interest-free loans from the Regents. All of its expenses go to the costs of the items sold, employees' salaries, and other overhead costs. Any money left over goes to pay back the Regents and to expand the inventory. (This will be explained in detail later.) See.....no one makes a profit. Thus this is the basic set-up. Vice-Chancellor Johnson, head of Business and Finance, has said that "our" bookstore has become a "model" for other college and university bookstores. Wow!.....we're really fortunate to have such a well-operating and functional bookstore.....But then--what about all this student dissatisfaction?

Well, in order to articulate some of this student unrest with the bookstore, the Students of Sociology Association put out a questionnaire last spring. It received 200 responses from an extremely good cross-section of students. The results were:

1. That many students questioned felt the bookstore carried too many extraneous items, such as records, beer mugs, sweat-shirts, etc. Many of these students don't buy these items because they are so highly priced in comparison to outside store prices.

2. 79% of the students interviewed reported that they would like to see the bookstore student owned and/or run.

3. 67% of the students said that they borrow assigned books from other students, but 65% said they would buy more of their books if the prices were lowered. 74% replied that they bought assigned books elsewhere, but again, if the prices were lowered, these same students said they would not go off campus.

4. 96% of the students questioned replied that they desired used texts to be sold at the bookstore.

To answer some obvious questions--like why are the books and other items priced as high as they are;.....all books are sold at the publisher's suggested list price. The bookstore makes a 20% to 40% margin on each book. With its volume, this margin averages out to about 25% on texts and tradebooks. The supplies, sundries, etc. make a higher margin but their volume is not as great.

Using the figures from the Bookstore Report for the year 1967-68; 76.5% of the \$346,000 gross income from texts and tradebook sales while the supplies and sundries totaled 17.2%. A total of \$253,000 or 73.4% of this gross income was spent on the costs of the items sold, \$58,400 or 16.9% was spent on overhead (salaries, maintenance, etc.) thus 9.7% or \$33,400 remained.

Breakdown of \$312,000 gross expense for 1967-68 in rough figures:

\$150,800 or 50.5% is spent on the costs of texts sold;

\$55,600 or 17.8% is spent on the costs of tradebooks sold;

\$38,800 or 12.4% is spent on the costs of supplies sold;

\$8,600 or 2.8% is spent on the costs of sundries sold;

\$58,400 or 18.7% is spent on salaries, benefits, maintenance, etc.

In order to determine the amount of margin that the bookstore receives from the sale of each category of items, the costs of those items sold is subtracted from the gross income that they bring to the bookstore. Of the \$69,900 total margin received:

\$40,800 or 58.3% is received from the sale of textbooks;

\$18,300 or 26.2% is received from the sale of tradebooks;

\$10,700 or 15.3% is received from the sale of supplies; and

\$100 or .14% is received from the sale of sundries.

Now--what happened to that \$33,400 net income in 1967-68? Remember that the Regents have been lending capital to the bookstore since its birth in 1962.

FISCAL YEAR	ADVANCE BY REGENTS
1962-63	\$25,000
1965-66	10,000
1966-67	47,000
1967-68	30,000
1969-70	45,000

The year that the bookstore makes its big move to the student cluster, ('71 or '72) the Regents will advance another \$900,000. Thus the bookstore has to pay back these loans (4% annually without interest). In 1967-68 the bookstore paid \$3,300. Take that from the net income of \$33,000 and you have what's called "net income for inventory expansion." Add this to the \$30,000 advanced and you have about \$60,000 for inventory expansion for this sample year 1967-68.

So after paying off the overhead, salaries, etc., the money made from sales either is kept for inventory expansion or goes to help pay off the Regents' loans. The first advance made in 1962-63 will be, if all goes well, completely paid off by June 30, 1988. And if no new advances have to be made after the year of the Great Move to the Cluster, the Regents Indebtedness will be paid off by June 30, 1996. This annual payment is of paramount importance to the administration. As for the inventory on hand, which includes books, records, nylons, etc., it grew from \$3,400 in 1963-64 to \$132,000 in 1967-68.

This is why you pay the list price on books. If the prices were lowered, so says the bookstore administration--management complex, the store couldn't expand the inventory at the same rate of the student expansion. Thus by selling at these prices, the bookstore is able to perpetuate itself from year to year with its thousands of dollars of inventory. Another important aspect to be kept in mind is that after books are ordered from a publisher, the bookstore must pay for them within a certain time limit, and in order to do this the bookstore must have a ready supply of capital on hand.

How does the UCSD bookstore compare with other college bookstores? Ours is the only UC bookstore that is governed solely by the administration. The Berkeley campus store has a Student Union Board; UCLA has an A.S. Board of student, faculty and administration members; Davis has a bookstore board of three students, three faculty and three administrators; the Palomar junior college store has students represented on its Board of Governors. Thus in our own monopoly bookstore, students do not have any voice in its policies and operation, yet in 1969-70 \$500,000 will be spent there, primarily by students.

It is true that most college bookstores sell at the jacket or list price given to them by the publishers and that they sell non-book items on a 40% margin. But the non-profit Aztec Bookstore at San Diego State, the profit Cal-Western store with 2500 students, and the Palomar bookstore on a campus of 5400 students, all sell used hardbound and paperback books. They usually pay 50% to 55% of the list price for used books and resell them at 75%. Why doesn't UCSD have used books? The reason given by Paul Mares, its manager, is that there isn't enough room. But perhaps if those high-priced, unpopular items were removed from the shelves, there would be space enough for the badly needed used book collection.

Although the State and Palomar bookstores don't give discounts, they do turn any money left over into the student body fund. Palomar, after paying for the items it sells, has about 21% of its gross in-

# Racism cont.

planters because it challenged their system of cheap labor. If blacks and whites mixed it would be hard to maintain the division between them that made black slave labor cheap--there would not be one segment to pit against the other. So to maintain these divisions the first laws against miscegenation and open association of black slaves and white servants were passed in the colonial legislatures.

It was not until later that the concept of 'race' was developed. When slaves were first imported, they were sold as slaves--nothing else. Negroes were simply the capital investment of the plantations. Their color was essentially incidental, although it was useful in keeping them separate from poor whites. The idea of race--that there were separate biological groupings to which white men and black men belonged--and the moral and racial justification of slavery (that Negroes were inferior) were innovations of the 1820's and 1830's. As the interests of Northern industrialists and southern plantation owners began to diverge, attacks on slavery started coming from the North. Now slavery became not just an economic system, but the natural state of the Negro. Religion, philosophy, and science gave justifications for this form of black oppression. Neurology, ethnology and anthropology went into full swing with measurements of skull size, nervous structure, etc. to justify slavery by proving the inferiority of the Negro.

After the Civil War and Reconstruction, blacks (who now had the franchise) played an important part in political life. For a while they were courted by both political parties. This period--1870 to the turn of the century--also saw the beginnings of unionization and of the fight for the 8 hr. day. Many unionists were making attempts to bring Blacks into unions--for example Eugene Debs and the American Railway Union, William Sylvis, etc. At the turn of the century blacks and poor whites worked together in the Populist movement which threatened to challenge the power structure of the South. It was at this time that the propaganda of Negro 'inferiority' again began to appear in the popular press and that segregation was instituted. Anthropologists, sociologists and psychologists began publishing books such as 'The Negro, a Beast; or 'In the Image of God', 'The Negro, a Menace to American Civilization.' Simultaneously throughout the North and South, Negroes were being trucked in to break strikes which they were never told about (for example, the steel strike of 1919, a mining strike in Braidwood, Ill.) creating a material base

come left. 18% goes toward its operating expenses and the remaining 3% becomes the backbone of the A.S. fund. The manager buys its inventory from semester to semester, thus it has no large inventory expansion.

In concluding--that since the bookstore is running on the "non-profit" it makes from the students, students should have some voice in its operation and direction. The bookstore is not here to make money for its own sake but exists to serve the academic community. The present bookstore must lose the image it now has, which is, as one faculty member described it, "an administration bookstore." The bookstore should be more responsive to the people that it is to serve. Thus it is very highly recommended that:

1. A student, faculty, and administrator board be set up to review more thoroughly the bookstore's policies and operations, and to examine such problems as (a) can and should book prices be lowered, (b) the closing or lowering of the inventory, (c) who decides what brands of items to be sold, etc.;

2. The removal of certain unpopular expensive items from the shelves to be replaced by a used book operation.

for these ideas to work on.

This use of racist ideology to justify black oppression and to divide black and white workers who have fought together is why Jensen's ideas must be fought. Different rationalizations have been used over the past three centuries to justify black superexploitation. But today changes in this ideology need no longer take the word of mouth route; now we can actually see how the media are used to develop ideologies in people rather quickly. A few years ago the liberal demand was for integration. Now the press talks about 'separatism.' Jensen's view does not seem so archaic in the light of Nixon's much publicized non-desegregation plan for Southern schools and the push for 'black capitalism'. Black people have been grouping together to fight their oppression. Their actions can be stopped only by full-scale repression or, if possible, by channelling their fight into safe avenues that do not challenge the profits made off racism. Thus the government has been financing Ron Karenga and the US organization, which is cultural nationalist, demands separatism, and works with the police; it has been arresting members of the Black Panther Party which does not demand separatism but has advocated armed defense against the police. In other instances racism has been fought and black and white have stood together. Black and white workers have been fighting together to end their oppression on the job. In Newport News, Va. (a town in a military area much like San Diego) a general strike of 14,000 workers (out of 15,000) of the Newport News Shipbuilding and Dry Dock Co. followed the walkout of 239 workers (most of whom were black) over the suspension of 2 black workers who had protested unfair job classification. In Cicero, Ill., last Oct., white workers did not cross the picket lines of black workers protesting the racist firing of a black worker and racist harassment on the job. Some white workers joined the lines. This summer one of the demands of the San Diego City Employees strike was an end to harassment of minority workers and an end to classifying of minority workers in lower categories than the job called for. At the same time black and white soldiers have been rebelling and black and white students have been fighting together against racism and the war--for example, the San Francisco State strike of last year, the fight against the gym at Columbia, so it is no accident that Jensen's theory has been published in magazines such as the 'Harvard Educational Review', 'U.S. News and World Report' and the 'New York Times.' Racism has been used to 'divide and conquer' and it is hoped that it will work again.

Students must fight racism as it appears in the university for it is used against them. Most students will become workers--50% drop out or flunk out and will take factory type jobs and half of the remaining 50% become teachers or social workers who suffer from the same bad pay and lousy working conditions that all workers do. The wage differential between black and white workers that is at the base of racism lowers the wages for them as for all other workers. Racism is used to divide workers and defeat their struggles to alleviate these conditions. Racism is also used to hurt students as students--to divide them in their struggles. For example Hayakawa said during the SF State strike that the black students were being used as 'cannon fodder' by the white students. At Cornell, the administration said that black students were using white students. Racism clearly must be fought and Jensen's theory must be attacked where it appears for it is racist in its implication and use.

## SDS REGIONAL CONFERENCE

November 1 and 2, 10 am  
UCLA Student Union, 3rd floor Women's Lounge  
Topics include: racism, campus-worker student alliance, junior college organizing, women's liberation, the anti-war movement, anti-imperialist programs, research  
All interested people are invited to attend. Contact Bruce Coston, ex. 2049.