

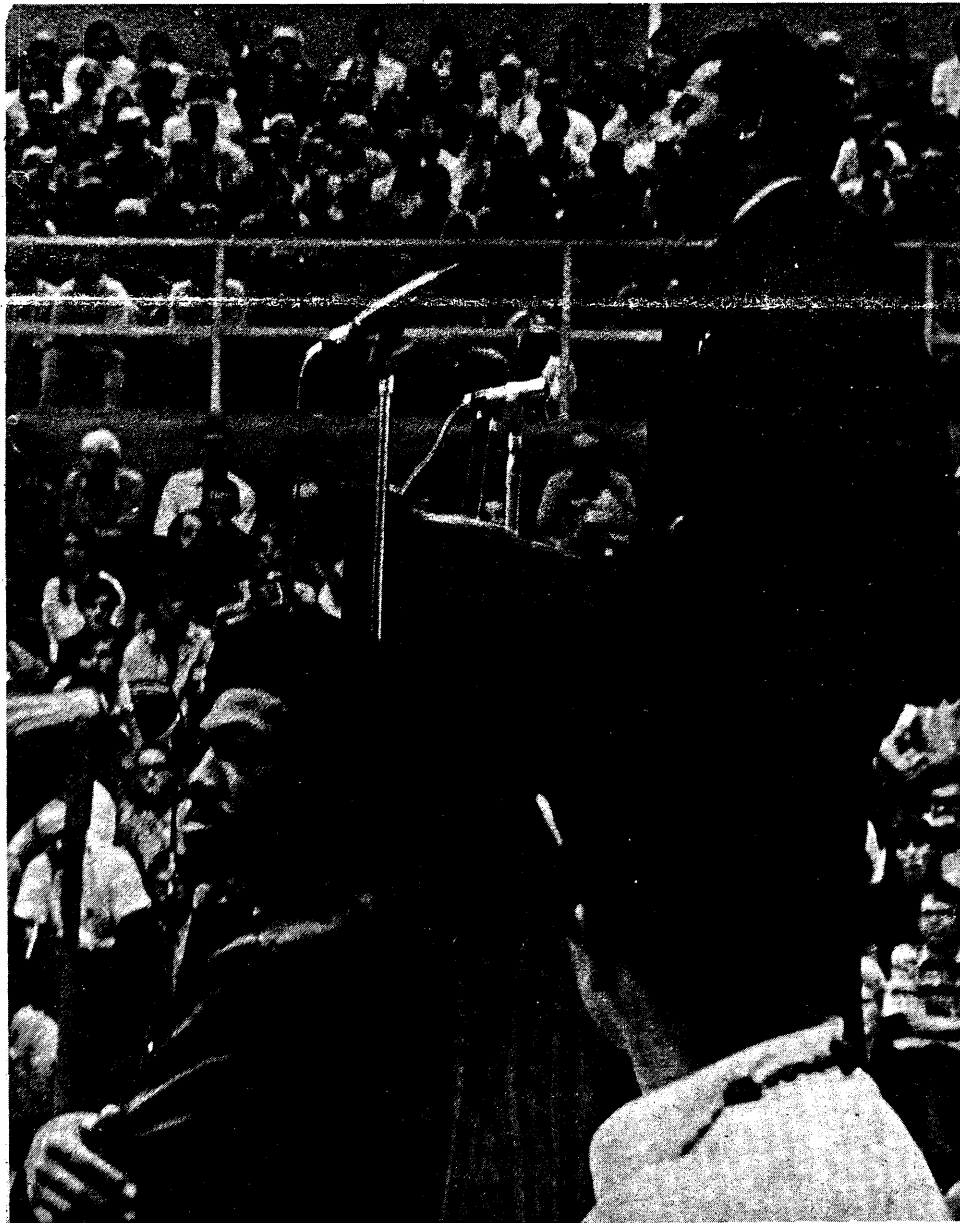
indicator

*While there is a lower class I am in it;
while there is a criminal element I am of it;
while there is a soul in prison I am not free.*

Eugene V. Debs

Letter from Chicago: Gordon on Chicago Conditions	3
Humanities Report: Faculty and T.As evaluated	4
Bonpane: Towards a humanistic foreign policy	5
Liberal University: Death to Student Demands	6

Cleaver: "no more neutrality"



Black Panther Eldridge Cleaver spoke Friday night to about 4500 people on the UCSD campus and to many more by live radio coverage broadcast from University radio stations on the Santa Barbara, Davis, and Riverside campuses by arrangement with KSDT on this campus. Most of those who heard Cleaver speak were doubtless surprised by the absence of the racism which his detractors had led them to believe would be the entire content of his message. In an appearance on local television, UCSD's own Chancellor McGill took the opportunity to further relations with the populace by denouncing Cleaver as a racist but announcing that he would be permitted to speak on campus anyway.

Because of the danger to Cleaver's safety, internal security was handled neither by the campus police nor by the San Diego police. People entering the gym were checked by TNC monitors, and both TNC people and Panthers were clearly in evidence throughout the gym. Campus police guarded the back entrance and SDPD plainclothesmen lurked about in their usual inconspicuous manner. Also on patrol was a contingent of so-called Young Americans for Freedom, a group which backs Rafeerty and others of that stripe.

Cleaver's free use of what Max Rafeerty describes as "unspeakable obscenities" emphasized the non-academic nature of Cleaver's relationship to the problems of society—a realism not generally associated with discussion in the halls of Academe. His speech was a mixture of freely-flung polemic and a more serious critique of the American historical tradition and its projection into the present and into the future. "We have to close the book on every page of American history up until this moment because it is all written in blood, in corruption, in inhumanity, and there are no guidelines to guide us to the future. Not the way these pigs have written those books, that is. The incidents are there, the history is there, but it's not the history of the people. It's the history of the pigs, for the pigs, by the pigs. And it's not going to serve us as a guide...it's part of the blindness of the past."

"History developed cultural conflicts, ethnocentrism, xenophobia. All of these categories, born in the Dark Ages of Human history, have got to be done away with. They're not functional for us anymore. We need new definitions."

"The crying need for America today," said Cleaver, "is for Karl Marx to be taken out of mothballs and looked at, and read. You don't have to be afraid of Karl Marx--he was a smart, smart cat."

"We're going to have to start talking about a Yankee Doodle Dandy brand of socialism for America....We are talking

cont. on p. 8

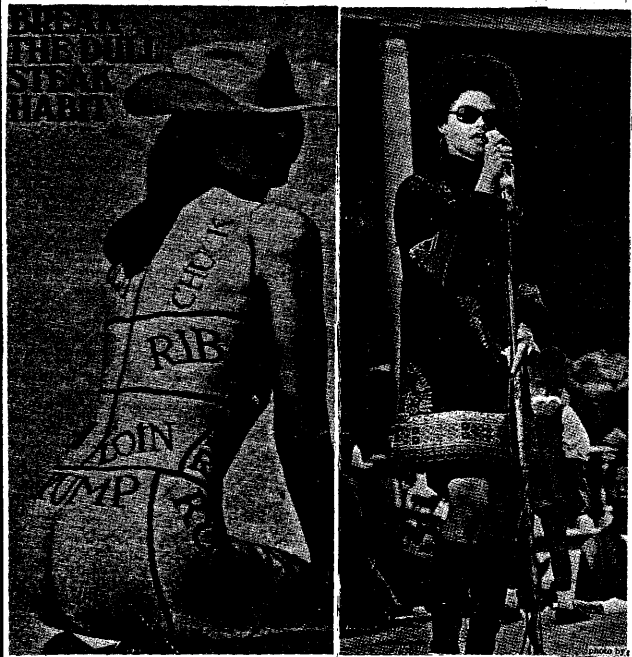
Comments on the "New Crop"

With the emergence of a second college at this campus and the surfacing of a new freshman class for both colleges, one thing is apparent: there are more girls here now than ever before. The most frightening aspect of this is not their existence, but their presence here, on a campus in a University in a man's world. This University is preparing women for professions that have not yet felt the freedom and flexibility of a woman's mind and sensitivities. Professions which only accept woman who either have become emasculated to the point where these sensitivities are masked and the woman is hard, or where woman are relegated to roles where they must employ feminine wiles to get their point across rather than the direct route of honesty. And those women who refuse to accept either role are given a taste of the wonders of the intellectual world at UCSD, and are sent home to have babies.

The problem of women is not unlike that of any other suppressed group within this society. It is a problem of definition. Women should be seeking to define themselves, instead they are defined in terms of their men. It is a hierarchical relationship with man as provider and master, woman as producer and slave. But woman's liberation should not be approached solely as an opposition to the better role of men, or at men, but against the foundations of that society which defines people according to the needs of an economy of domination.

The way women are told by all the media to act and dress is an indication of the ultimate role which our economy plays as oppressor. Swinging body-revealing clothing is fun, and pretty, and expensive; but it is our society's way of making the women express themselves and receive attention through things rather than because they are people. And the ones who reap the benefits of this structured denial of self is the fashion industry. And women's submissiveness to this dictation of life style perpetuates the oppressive situation of women's dependence on the approval of men. The role of women as both producer and consumer has become a passive one. Women are not allowed to take control of their direction, but must constantly return to men and to the media which dictates what men want, for assurance that they are behaving correctly. Women need to develop the "masterful" and decisive attitude which is inherent in the male's position in society -- that of projecting one's self on the world to change it -- and this does not mean assuming the role of man, but merely the liberating attitude of men which would allow women to project those sensitivities and feelings which make them beautiful.

Women's power is the power to destroy a destructive system by refusing to play the part assigned to women by it -- by actively subverting institutions which create and enforce the definition of women.



Are you a commodity to seduce,
or an individual to be reckoned with?

correspondence (on the Special Opportunities Report)

I would like to comment on the statement in your last issue concerning the Special Summer Opportunities Program. I was a teaching assistant in the program and also a resident advisor in one of the dormitories. I worked with many of the students and came to know most quite well.

My own feeling about the students in the program is different from that of the author of the statement. I have taught freshmen in Subject A here at UCSD, and I would say that the summer students compare favorably. This is not to say that the summer students had no problems. The transformation from a high school senior to a college is difficult for many students--regardless of race or cultural background. And the response of the summer students to the problems they faced was not different from that of other freshmen.

I do not wish to present a false picture of the summer students. I would be great-

ly surprised if more than a few of them achieve academic distinction, but I am sure that all of them have the capacity to do the work required here at UCSD. It will take hard work and dedication for them to meet the academic challenges set before them, but again, this is true for the great majority of students. But in facing the challenges involved in the process of education, I am sure that these summer students will benefit from their stay at UCSD. And I am also certain that UCSD will benefit from their presence here.

Sincerely yours,
David F. Hand
Teaching Assistant
Department of Literature

The Special Opportunities Program Report (Indicator Sept. 25) only makes clear the internal contradiction that this and similar federally-sponsored programs to

"add" minority groups carry within themselves, even if it does so in a particularly blatant way (and therein lies its value). We know beforehand that these programs, inspired by a liberal politics, form part of a strategy of co-optation, designed as they are to transform a potentially revolutionary minority into participants in and defenders of the social order responsible for their "cultural-ly deprived" status in the first place. They are a reflex of the recently acquired knowledge of neo-capitalist society that a merely economic colonization of its minority groups is insufficient to its aims, and must be partially abandoned for an extension to this sector of the ideological colonization (called education) which has worked so well where the white majority is concerned.

So we recognize in the Report the constellation of assumptions--and the value judgements they breed--characteristic of the ideology of Organization and Production. What is unusual is the clarity with which the fundamentally aggressive, punitive inspiration of this ideology is revealed. The statement is on the whole a string of constant oppositions built upon the paradigm of an antithetical and repugnant relationship posited between an intensely valorized Order and an absolutely de-valorized Disorder. The students are condemned for being "sociable" rather than "reasoning" people. Their "talkativeness" is a "vaporizing" inimical to "organized" i.e., "actual" work. They substitute "pathos" for "production". A thought discordant with the writer's is not simply erroneous or mistaken, but "slovenly" (and we note the suggestion of physical disgust). Let us mention also the appeal to such notions as the "legitimacy" of the students, to "scientific exactness" (unfortunately not attainable here), and to the students' nevertheless somehow "measurably" inferior intelligence. And finally, the quasi-political

solution proposed--so familiar to our ears in this election year--to what is apparently understood as a problem of student license: "organization must be more firm;" "students be dropped quickly;" "we become more selective."

But this repeated "casting out" of whatever aligns itself with the spontaneous order (for it is not, except for the author's dogmatic idealism, a disorder), seems to have its source in something even more fundamental. The Report really rests upon a general refusal to admit of any special condition in its students, despite the fact that the Program's existence presupposes that recognition. They are judged according to an implicit standard, abstract and universal, of the (Good) Student. Accordingly, the merely phenomenal aspects of their behavior, the appearances they present--which may well be those of "hostility" and "laziness"--are reified into essential traits of character. Their hostility is denied as a function of their intuition that the program's aims may not be so benevolent, and affirmed as a fact about them. Reduced to sums of simple entities, they simply are hostile, are lazy, are " temperamentally unsuited for college work," are not "intelligent."

Such an interpretation has the subjective value of course of giving the writer -- as it has always given teachers caught up in the contradictions of bourgeois education (myself included) -- a Good Conscience. Potential indexes of failure are disposed of as "unteachables." Witness the irony -- wholly unintentional -- of this report, which soberly presents itself as a critique "of the Program" and proceeds on that basis to deliver a prolonged and unrelieved complaint over the poor quality of the students.

But it is more important to see this approach as an objective necessity of

cont. on p. 7

indicator

Editorial Board

Paula Cate
Byron King
Cathy Rose
G.R.R. Rowl

Technical Staff:

Lorraine Kasmar
Shirley Powell
Rich Becker
Jim Cherry

Writing Staff:

Tom Baer
John Burke
John Simpson
Maggie Popkin

Photographers: Bruce Baron Jeff Chan Conrad Young

Ad Manager: John Mortimer

All MONETARY GRANTS, offers of servitude, confidential government or administrative documents, title to office space, alcoholic or other benevolent supplies, used offset presses, door-bars, vaults, or similar barriers, short-wave radio frequency-ranging devices, shotguns, or LETTER TO THE INDICATOR will be welcomed.

Send to: Indicator
P.O. Box 2106
La Jolla, California
92038

Paula Cate
P.O. Box 4882 (UCSD)
La Jolla, California
92038

Chicago Letter

The following is a letter written to the Indicator from Fred Gordon, last year's editor. Mr. Gordon is now Internal Education Secretary for the Students for a Democratic Society, and in his new position he will be spending this year at the SDS national office in Chicago. The article Mr. Gordon refers to concerning the draft was published in the orientation issue of the Indicator.

It would be difficult to explain exactly what Pat and my experience has been like. It is difficult--we have done three all-night stints this week, the last being a three-day stretch. It is confused--there is still rampant irresponsibility by people who are supposed leaders of the movement. (These are the people who have attained the strategic velocity to escape the middle class, but who have not really organized their energies as genuine political people.) It is dangerous--two of our people have been beaten up in the community and I have had two split-hair escapes.

Our relations with the Black community have become somewhat tense. We have gotten phone threats from Black capitalist groups to get out of the community and there have been guys on the street paying neighborhood kids to attack the office. Major Daley claims that there are neither ghettos nor slums in Chicago. Evidently he has not driven around the city for the past 40-50 years. The Chicago ghettos were established during the 'teens and '20's when the Chicago meat-packing plants and transportation companies brought cheap Black labor up from the South to break strikes. Often, box cars of rural Blacks were loaded up in the South and unloaded behind picket lines in the packing houses (the trains were driven inside). This established an attitude of hatred among white workers for Blacks who were the unwitting victims of the capitalists' strategy. The whites reacted by beginning to refuse to rent to Blacks and so two huge ghettos were created, one on the west side (where we are) and one on the south side. It is often said that the capitalists created racism in their own interests--to divide the working class. I never understood what this meant before Chicago. Now the mechanism becomes clear. The strength of a labor movement is in the solidarity of the working class. The Black people were kept in economic desperation so that they would be a "reserve army" to destroy this solidarity. After Black people were brought in to break strikes and the strikes were settled, one way or another, the black workers soon found themselves out of a job--in economic desperation once more, and so the cycle repeated itself. The racism which was created among the white working class proved to be an asset to capitalist politicians. Economic desperation bred violence and crime which further separated the white workers from ghetto Blacks. Politicians were able to play on white fears of Black violence (as well as resentment for Blacks as strike breakers) and so avoid facing

the issues that concerned the working class. Wallace is just the latest instance of "law and order" politics that plays on white workers' fears while acting in the interests of capitalists.

One understands here just how real the fear of the Black man and of the ghetto is. The ghetto is a violent place. The violence is contained in the status quo. It has been created by capitalism. This violence is turned inward: hard drugs are pushed on the street corners and the kids in the neighborhood sniff glue (which destroys brain cells). To maintain a habit, it is necessary to steal, and so violence is turned against Black people as well as white. Much of the violence is created by the police. A Black man can't move in the ghetto without being humiliated. For the first time, the police have become an oppressive reality. Every night I see blue and white cars with blue lights blinking. To have any dignity in the ghetto, one must come to hate the police.

We listen to Black leaders say that the Black man must fight for his liberation and even die for it, for to go on living the way they have is worse than dying for freedom. White audiences listen and, while they are stimulated by the bravado, they do not understand what is meant. They read their own alienation and hatred of "the system" into the Black man's words. For the first time, it becomes clear just what the Black man is talking about. The violence of the battle for liberation is no greater than the violence that now exists in the ghetto. The difference is that the violence that now exists is self-destructive and the violence of a political struggle is affirmative and creative.

There are very deep lessons for us in the situation of the Blacks. The ghettos were created by capitalists, deliberately and self-consciously. Should we ever fall into thinking after talking with someone like McGill that it couldn't happen in America, that the ruling class is basically beneficent in its intentions, but that the problems are merely complex "technical" ones, we should point to the ghettos with the left hand and keep the right one a clenched fist.

We have only begun to address ourselves to the problem of racism in a real way. The Wallace candidacy and success indicates the inability of capitalism to maintain imperialism abroad and prosperity at home. The real wages of workers are falling: according to the Wall St. Journal (March 11, 1968), average weekly wages have fallen from \$78.53 in 1965 to \$78.23 in 1967 (as expressed in 1957-59 prices). Rather than the steady gains that we hear about, the working class has been losing ground. These are wages before taxes, and do not take into consideration the rising tax rate. An illusion of prosperity has been created by the expansion of credit which rose 1000% between 1946 and 1967. Workers "have" more, but own less and so their economic insecurity has begun to reach serious proportions.

Hubert and Nixon are not talking to the workers' problems. Wallace is, but in a way which will cheat them in the

On the Academic Senate Resolution

Editorial Board

While the resolution passed by the UCSD Academic Senate has received much publicity, not enough attention has been given to the following amendment, which effectively expresses the feeling of many students. Not only was the amendment overwhelmingly defeated, but there was apparent unanimity on the part of professors to strike one sentence ("They have effectively thwarted a particular attempt by the faculty to respond to the need for student participation in the planning and direction of their education.") which approached directly the problem inherent in this issue. It is relevant to note that those professors who might have protested were silenced by the same kind of parliamentary tactics that characterized the Chicago convention, and their own timidity.

The Amendment:

Strike the number four included in the passed resolution and insert in its place:

4. Whether the Cleaver resolution is in violation of the Standing Orders of the Regents or not, a dangerous precedent has been set for intervention by the Regent's on political grounds into the form and content of duly-authorized university courses. Especially in the context of the resolution recommending censorship of

end. He is speaking to their fears and to their powerlessness. It is a trick, and Dick Nixon is trying to learn that trick too. "Law and order" will only perpetuate a desperate Black lumpen proletariat and thus break the power of labor to reverse its downward slide. Our opportunity is to talk to workers about this, to show them who Wallace is and to provide an alternative on the Left. Perhaps it is too late, but we are beginning to move in that direction.

All of this has, of course, bearing on students. I have talked to lawyers at the Lawyer's Guild in New York and elsewhere about my thesis on the new draft laws which I wrote in the Indicator last year and rewrote for New Left Notes, and that thesis seems to be true. It appears that the draft calls have been kept low until the elections for political reasons, but that after November, the graduate schools will be raped. Even the white academic establishment is not beyond the most oppressive measures when the natives get out of hand and when need demands it.

Perhaps this letter sounds a little shrill and perhaps it also fails as a message of friendly greetings (I still have very friendly feelings to UCSD--the students, not the university). But the sense of emergency is not, I think, a false one. The middle class judges reality by whether objective reality requires "extreme" action. If reality seems to be violent and dangerous, then, they say, one's view must be wrong; for reality, by definition, is moderate, like them. Anything which is not "moderate" and does not require "moderate" action must be false. There may have been times in history when reality asked only for moderate action, but that time is certainly not now. The boxes coming home from Viet Nam, the counter-insurgency work on campuses are not "moderate" realities. Maybe we can really see that now.

dramatic productions, the Regent's actions constitute a direct threat to the intellectual and political freedom of faculty and students which is more serious than any conceivable budget cut. These resolutions have seriously set back honest and sincere efforts at imperative educational reform. They have effectively thwarted a particular attempt by the faculty to respond to the need for student participation in the planning and direction of their education. Moreover, it is clear that the Regent's actions do, in effect, yield to reactionary and racist elements who rightly view Mr. Cleaver as a threat to the continued and institutionalized suppression of black people within the university and American society as a whole.

What we know of the actions of the UCSD Academic Senate regarding these issues is a clear example of the faculty's consistent refusal to recognize the crisis in education; which is one more symptom of the crisis in American society. The general atmosphere of moral cowardice which surrounded the faculty's futile retreat into one more ivory tower -- fortified by self-indulgent haggling over parliamentary procedure -- exemplifies their essential stake in the status quo of ideas and general indifference to what's happening in the world outside the University.

Why was it that the faculty met to make a policy statement on the most overt repressive actions against the University and ideas in many years, and adjourned many hours later having arrived at little more than a reinterpretation of their view of academic freedom -- and then they decided that what little they had to say was not for the students or the community at large to hear? We feel that this resolution effectively breaks down whatever trust still remains between students and faculty. The UCSD Academic Senate has proved that it no longer wishes to take meaningful stands on relevant moral and political issues and has relinquished its leadership of the academic community to the governor, his politicians, powerful administrators and certain elements of the press.

We deplore the impotency of the UCSD Academic Senate, and support the actions of the Berkeley student body and Academic Senate in opposition to Regent's ruling.

BLUES CLUB

THE
WHITE WHALE
TAVERN

5544 LA JOLLA BLVD.
LA JOLLA, CALIF.

Untouched by
Scandal

THE BLUE GUITAR 223-1624 Phone
3233 Midway Dr. D.D.
dealers in: fretted instruments, accessories - lessons, construction - repairs

SPORTS CAR ACCESSORIES
THE MOTORING SHOP
PHONE 454-7701
621 PEARL ST.

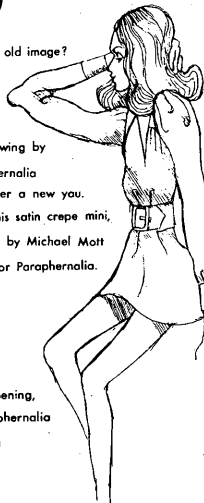


PARAPHERNALIA



Tired of the old image?

Why not swing by Paraphernalia and discover a new you. Maybe it's this satin crepe mini, new for Fall by Michael Moss exclusively for Paraphernalia.



If it's happening, it's at Paraphernalia now!

7764 Girard Avenue La Jolla

Humanities Program: The Measures Half-taken

Paula Cate, et al...

We introduce this guide with an eye to establishing it as an institution at UCSD. It should benefit not only the student, but also the humanities sequence in general by holding up a mirror to those responsible for the program: professors, administrators, and teaching assistants. (At some later date, the guide could cover curricula outside of the humanities; comprehensive faculty evaluations have had great success at UCLA and UCB, for example.

This first effort has several shortcomings--any of which can be easily overcome in the future, given a certain number of people to work on the project and a certain amount of interest on the part of those who contribute evaluations. In the first place, the project launched at short notice and in the face of an "official" survey conducted by the administration. (The latter survey's questions limited accurate responses and, in any case, the particular results won't be available to students.) For this or some other reason, we received in most cases less replies than make for a truly reliable poll. We have therefore included for each entry the number of ratings that we received; you should pay attention to this number as a guide to the reliability of that entry.

In addition, we have tried to note each case where the reactions were mixed, since this indicates a different set of circumstances from that where the consensus is generally that a professor is "just average".

Finally, the questions about paper topics resulted in a great deal of confusion since it is sometimes the professor and sometimes the T.A. who provides them. We omitted these ratings.

We hope that in the future more students will make a point of turning in the questionnaires, and that more written comments will be made. The comments add immeasurably to the accuracy of the evaluations and make up in some degree for the failings of the set questions. We also welcome suggestions as to what questions should be asked; the present group, we realize, isn't entirely satisfactory.

Finally, it would be a good idea to turn in as well any general remarks that you have about the humanities. We hope that in these various ways students will be able to enforce and reinforce commitment and creativity within the program.

The numbers following the T.A.'s and professor's names are in response to the following questions - the evaluations are a summary of the independent comments on each.

CODE: 4 - exceptionally so; 3 - above average; 2 - average; 1 - below average; 0 - no socially redeeming value.

Questions relevant the professors:

- 1) Do the required works seem relevant/useful to you:
 - a. in your academic work?
 - b. as a human being?
- 2) Does the professor seem interested in the material he presents?
- 3) Are the lectures well-organized?
- 4) Is the professor an effective lecturer: i.e. does he hold the attention of the class?
- 5) Were the paper topics good? (fair, relevant, clear, etc.)
- 6) Were the exams fair?

Questions relevant to the T.A.s.

- 1) Is the T.A. interested in:
 - a. the students?
 - b. the material?
- 2) Were the section meetings helpful?
 - a. in your academic work?
 - b. as a human being?
- 3) Was the T.A. well prepared for section meetings?
- 4) Were the paper topics good (fair, relevant, interesting)?
- 5) Were the papers graded fairly?

Ariotti: 2/0.5 - 2 - 1 - 0 - 2 - 0 (2 ratings).

Students noted an undue amount of work. His grading system -- i.e. his "point system" -- leaves something to be desired. He seems to feel that it makes objective what is nevertheless, still of necessity subjective: the grading of humanities papers.

Behar: 2.89/3.25 - 3.25 - 2.02 - 2.33 - 2.05 - 3.06 (16 ratings).

He got mixed reactions. He tends to be most repetitious and rambles. The overall effect is one of involvement and interest, however, but with frequent and rather self-indulgent paragninations.

Berman: 1.33 / 1 - 2.67 - 3 - 1 - 1.6 (3 ratings).

His lecture materials tend to be pedantic -- that is, many bibliographical references and much esoteric terminology. But are delivered in a superficial and therefore (unfortunately) entertaining fashion. Some students feel that Berman sees humanities course as a burden and students as strict inferiors.

Cohen: 2.73/3.66 - 3.63 - 1.82 - 1.89 - 3.1 - 3.12 (27 ratings)

Professor Cohen has a pronounced French accent and thus there was some difficulty in understanding him, but what one could get was worth having. While not himself a "superb lecturer", he manages to generate a great deal of excitement, partly by using interesting guest lecturers, discussions etc., thereby enlivening the class. And with all this the course maintained a sense of continuity.

Lavender: 2.5/3 - .5 - 2.5 - 2 - 3 - 2.75 (8 ratings).
Should stick to teaching literature.

McCarthy: 2.96/2.89 - 2.46 - 2.32 - 1.43 - 2.71 - 2.79 (14 ratings).
Puts himself into the course but lack of lecturing ability is a real liability. His background, it should be noted is mathematics and logic (in so far as this last is a criticism, it should perhaps be leveled at the criteria used for selection of humanities professors).

Makkreeel: 3.06/3.06 - 2.25 - 2.13 - 1.31 - 1.63 - 2.63 (9 ratings)
Tends to paraphrase the works read rather than lecture about them. Monotonous delivery. Paper topics were made up by committee and were therefore unmanageable by both student's and T.A.'s.

Malinovich: 2.6/2.98 - 3.1 - 2.5 - 2.67 - 2.25 - 2.33 (12 ratings).

Professor's strong point is making philosophical problems clear. History in general and literature are left virtually untreated. The lecture is usually handled like a large discussion section which is often interesting, if inefficient.

Marlay: 2.5/2.5 - 2.5 - 1.5 - 3 - 4 (2 ratings).

His lectures tend to involve a lot of discussion -- Assigns additional one-page papers (ungraded) in order to gauge student response and understanding -- this is typical of his concern that he relate to the student.

Moore: 2.98/3.1 - 3.1 - 2.89 - 2.98 - 3 (11 ratings).

A good professor. His paper topics are very demanding, but worthwhile -- they allow the interested student to make effective use of secondary material. Unfortunately his lectures are sometimes over the student's head.

Monroe: 2.7/2.7 - 2.59 - 2.4 - 1.3 - 2.5 - 2.11 (27 ratings).

Knowledgeable and well organized, but lectures are so packed that they can be difficult to follow -- as though designed to be read rather than listened to.

Nauen: 3/2 - 3 - 2.98 - 2 - 2.98 - 2.67 (6 ratings).

Packs tremendous amount of information into lectures -- however is difficult for some to follow.

Peters: 3.3/3.2 - 3.6 - 3.47 - 3.47 - 3.2 - 3.71 (32 ratings).

Peters was an extremely popular professor. His course was a well-balanced treatment of philosophy literature and history. He was interested in the students; he encouraged questions in class and was available to students outside of the classroom. Two of the responses noted superficiality, but those remarks seemed more applicable to the humanities sequence than

to Professor Peters in particular. Since Professor Peters was one of our most highly regared professors it is a shame he has left UCSD.

Popkin: 2.78/2.5 - 3.05 - 2.6 - 2 - 2.3 - 2.8 (10 ratings).

He knows the material and the course provides a sense of continuity, but Popkin has trouble reaching the students. (And for one reason or another he seems to be generally unavailable to them outside of class.)

Saunders: 2.71/2.5 - 3.13 - 3 - 1.69 - 2.81 - 3.38 (8 ratings)

His course was well received because it was one of the few that was clearly structured, emphasizing themes and making some sort of sense out of a historical period. He has some shortcomings as a lecturer however, often getting lost in his syntax (he tends to construct his sentences in mid-air; sometimes they remain there).

Szanto: 2.67/2.75 - 2.75 - 2 - 1.56 - 2.22 - 2.33 (9 ratings).

Is an innovator (unorthodox lecture materials, panel discussions, etc.) Which approach adds much needed life to the Humanities sequence. But such innovation requires much self discipline; students complained that lectures fell drastically behind the reading list, and topics and concepts were introduced on exams which had not been sufficiently covered in class. He tends to emphasize the literary rather than philosophical aspects of the humanities.

Wierschen: 2.33/2.44 - 3.55 - 2.33 - 1.55 - 2 - 2.22 (9 ratings).

He tends to read rather than deliver his lectures, which in turn are sometimes taken verbatim from other works (e.g. Will Durant). He deals more or less strictly with the history of the period, rather than with that history as it relates to the works read in the course (according to Wierschen, it is entirely the students responsibility, rather than the professors, to study and understand the works read.)

Reactions were somewhat mixed: many found the historical approach limited and uninteresting. Most found him accessible to and interested in students. He used slides and tape recording effectively -- this sort of thing opens up and adds interest to the course and should be encouraged.

Wilson: 2.5/2.08 - 2.58 - 1.67 - 0.83 - 2.09 - 2.64 (12 ratings).

"Poor lecturer. But interesting to talk to outside of class."

Wright: 3.33/3.2 - 3.8 - 3.2 - 2.89 - 2.77 - 3.1 (5 ratings).

A good professor, he lectures well and is interested in the student (holds his own open -- and voluntary -- discussion gatherings for interested students). Gives weekly quizzes which are relatively harmless, would probably do best lecturing in tandem with a professor better versed in technical philosophy. His reading list is sensibly light.

cont. on p. 8

PACIFIC YAMANA
COMPLETE SALES & SERVICE
PARTS-ACCESSORIES-INSURANCE
1556 GARNET, PACIFIC BEACH 274-6343

CONTROVERSIAL BOOKSTORE
3021 UNIVERSITY AVE.
NORTH PARK
296-1560
You Are Welcome to Browse...

PACIFIC CAMERA STORE
Photographic Equipment and Supplies
930 PROSPECT STREET, LA JOLLA
TELEPHONE 459-3444
PHILIP C. ACKER, OWNER

SAGA LA JOLLA
1237 PROSPECT STREET



GEORGE'S Surf Shoppe
4651 Mission Blvd.
PH 488-0647

US "para progresista": for/against Latin America?

Wednesday, September 25 th, Father Blase Bonpane spoke to a crowd of some 600 people in the UCSD gymnasium. Father Bonpane was expelled from Guatemala late last year for his attempts to organize a Peasant's League - a union of small farmers. Since then, Father Bonpane has lectured across the nations in favor of the guerrilla movements in Latin America. Next year he will become a full-time lecturer at Cal State Los Angeles.

This was Father Bonpane's first speaking engagement since his return from Cuba. What follows is a condensed transcription of his speech, which deals with U.S. foreign policy in Latin America, and Bonpane's impressions of Cuba.



We are talking here about U.S. foreign policy in Latin America. This sounds like a very vague observation, a vague thing, but the matter of foreign policy in Latin America is urgent to the future of your lives and the future of the life of the world, because there is not a Latin American policy. There is one policy of the United States and it is the same everywhere. And it is that we believe that we can contain the powers wherever they may be. Now those of us who are over 30 are perhaps too far gone to understand the destructive nature of this relationship with other lands. I'm sure that young people like you are the ones who are going to change it. The foreign policy in Latin America is notable through something called the Alliance for Progress. It is an alliance started under President John F. Kennedy and it began with a certain spirit, a certain enthusiasm, was greeted by Latin Americans with a certain enthusiasm. All of us who have been to Latin America recently are sure that whatever the goals were when it started it certainly died with the death of John F. Kennedy. It is called by the Latins, 'Alianza para progresista'. The alliance stops progress. The word para is very well translated as 'for' and is also translated as 'stops'. I think we should have used different words. We're not going to look at Latin American foreign policy through the eyes of the Anglo-Saxon North American (I almost said imperialist). We're going to look at Latin American foreign policy through the eyes of Latin American intellectuals, and I assure you that there are many such intellectuals. They do not come to this country as a rule because they are entirely too far to what we would call the left to teach or to work in this country.

First of all, the Alliance for Progress. First, a teacher, a professor of economics or of sociology, a Latin American, would look at the alliance and make the following observation. The alliance says and makes it very sure that 85% of any funds given by the alliance will be spent in the United States of America to buy goods in the United States of America. So 85% of the funds are tied directly to United States products. Second point: Much of what is called 'aid' through the Alliance for Pro-

gress is through bank loans. Loans that are to be paid with interest." Now when your bank gives you a loan it is not doing so because it loves you, it's doing so because it wants to make some money on you. As a result the Latin American intellectual doing his arithmetic and his homework says, "What is the result of the alliance? The result of the alliance is the balance of payments every year in terms of Latin America is in favor of the United States of America." The point is, we are not helping the countries of Latin America with this alliance. It is an extractive relationship -- we take their minerals and we do not trade on an equal basis with them.

For example, they would rather trade with us than have aid from us. They would like, say, to sell shoes to the United States. They make shoes, but we have very restrictive trade barriers. So we feel that by creating an aid program that it will balance things out or at least make it look good. What does the aid program say to the Latin American? It says to the Latin Americans that we North Americans know what is good for Latin America. I don't know of anyone in the United States at all who knows anything that is good for Latin America. There is only one group who knows what is good for Latin America, and that's the Latin Americans. And that is true in Guatemala. There is no one at all in the state department who knows what is good for Guatemala, no one. There is no one there. This is why I want us to have a change of heart. See, the old, liberal view is that we, the enlightened, really honest-to-god know what is good for you poor slob. And they really don't.

Well, this began, this type of relationship began with a thing called the Monroe Doctrine, it goes back that far. The Alliance for Progress is somewhat related, it's a more sophisticated relationship to the Monroe Doctrine, which was designed to put Europe on notice, to say "Europe, Latin America is no longer a place for colonization from countries from Europe. It is closed off to any further colonization from countries from Europe. It is closed off to any further colonization from European nations. We, however in the United States will consider it as our colony and relate to it as a colony until the end of time." And since the Monroe Doctrine we have related to all Latin American countries, without exception, as to colonies.

Now the days of political colonies are over. These countries, the countries of Latin America, are economic colonies of the United States. If Peru decides it's going to buy some arms from France we slap Peru's hand, and we say -- no, don't buy any arms from France. If you do, we will stop all your aid money. So you don't buy anything from France unless we say you buy it from France. You are our colony and if you obey as a colony, fine. So we have an Organization of American States. This organization, I hope, for the future will be an organization of Latin American states from which the United States will be excluded, because Latin America has its own culture and can work out its own destiny. But the AID program continues in Latin America and thousands and thousands of North Americans are down there receiving salaries in the largest skyscrapers in the various capital cities of Latin America receiving large salaries so it is a U.S. aid program to U.S. citizens living in the capitals of Latin America and really doing very little.

U.S. relation to Latin America is in terms of a CIA presence. I'm not saying this in some sort of dream or as some sort of accusation - I'm saying this as a cold reality. The military organization of Central America where I work is directed by the Central Intelligence Agency. This is through the Central American Defense Command, which is an extension of United States Military Forces. We've seen the power of the Central American Defense

Command when, for example, in 1954 we didn't like the president of Guatemala - So we invaded Guatemala through this program, put in a puppet by the name of Castillo Armas, and ever since that time in Guatemala it has been impossible to organize the peasants to defend themselves from the violence of daily life in that country.

The CIA presence is real, it is a direct intervention. Some people wonder why two U.S. military attaches were shot in Guatemala City last January. Why should they wonder? What were they doing there? They were teaching peasants to go out and kill suspected communists. And they were paying peasants to do this. So the guerrilla forces who have been fighting in Guatemala for 8 years since the 13th of November 1960, had a session and said: gentlemen, we cannot tolerate this any longer. These ignorant yankees, military officers, stupid people in our country who don't know a damn thing about Guatemala are telling and paying our peasants to go out and kill suspected communists and there is not one peasant who could define the word - there isn't one of them who knows what the word means. So someone goes out and bags a couple of peasants and drags them in and says these are two suspected communists and gets his money. We can't tolerate this, we're sorry but we're going to kill the two military attaches from the United States. And they did.

Last week, a couple of weeks ago; the same ambassador that ordered me out of the country, John Gordon Mine, was killed. Why did they kill him? What happened? One of their subdirectors was captured by the national police. The national police in Guatemala are trained in the United States, are armed with U.S. weapons, are paid with U.S. money. They are experts in torture. The students I worked with, once captured, were usually found beaten unmercifully and left in shreds by the side of the road. One of the most sensitive and brilliant guerrilla leaders was captured. They said "we've got to get this man back while he is still alive. He's

our most valuable asset in Guatemala. We can't let him go. If we just make an ordinary kidnapping, say of some Guatemalan millionaire, it won't work. He has got to be somebody important. Let's kidnap the U.S. ambassador." Why? Because the United States ambassador is the most powerful man in Guatemala or in any other Latin American country. The second most powerful group is the army, the third most powerful group will be the president of the republic. In that order. So they captured, or they attempted to capture the ambassador. You remember from the AP UP releases John Gordon Mine was not shot in his automobile, he was shot while he was running down the street trying to escape. He shouldn't have tried to escape; they wanted to swap him for their second in command. I assure you that the guerrillas have much more right in Guatemala 'han anyone from the United States. That's their home, they live there, it's their country, it's their soil, it's their history, it's their future.

There is one country in Latin America where there is no U.S. presence. I want to talk to you a little about that country this evening, because I just left there. I just left Havana Sunday morning. It's kind of tough to get home. I had to go to Lisbon, to Madrid, to New York, I went about 12,000 miles to cross that 90 mile patch of water. There is no Alliance for Progress in Cuba. There is no U.S. aid in Cuba. There is no CIA in Cuba. There are no U.S. military attaches in Cuba. There is no U.S. ambassador in Cuba. There are no U.S. grants to Cuba. Cuba used to import from 82-88% of its consumer goods from the United States, and that too has been stopped. As a result of this complete separation from the United States what do we have taking place on this fascinating little island today? I want to assure you that I went to every part of the island.

(Father Bonpane then went on to detail his impressions of Cuba).

"Cuba has the highest literacy rate in Latin America with no exception (96.35)...
cont. on p. 7

LA JOLLA DIVER'S SUPPLY & SKI CHALET



SKI

LESSONS

RENTAL

REPAIR

Latest in fashions, equipment & accessories

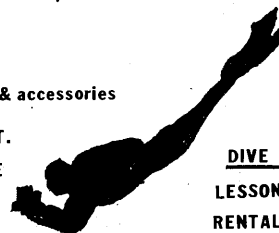
WEEKLY TRIPS TO MAMMOTH MT.

CHARTER TRIPS ALSO AVAILABLE

7522 LA JOLLA BLVD.

459-2691

Serious Skiers and Divers Appreciate
The Professional Atmosphere in the
La Jolla Shop. Staffed by Trained
Personnel With a Real Understanding
of the Sports.



DIVE

LESSONS

RENTALS

AIR

REPAIR

"Liberalism" Ineffective Against University Reality

John Burke

"The observers seem to believe, and I believe myself, that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions."
--McGeorge Bundy, president, Ford Foundation, in *The Alumnus* (Brandeis University), May, 1968.

There was a time when the American public could determine the start of the school year and also tell what colleges existed in the land by the autumnal reports about the collegiate football. The beginning of school is marked rather differently this year. There are shivers and creaks as the university system - which some time ago forsook the academy for the blessings available to a bureaucratic business - shows it cannot respond to student demands for the humane and educational use of its resources. The sounds of obsolescence can be heard from Columbia to UCSD and put the lie to McGeorge Bundy's Panglossian fusion.

At Columbia University a mini-skirted student readies for school by drawing up the day's S.D.S. events calendar on her hands and knees in a brick courtyard of school. At the University of Illinois, the Black Students' Association meet in a Student Union lounge to discuss the broken promises of another liberal university, only to be cleared out by cops in riot gear--local, state, university. At U.C. Berkeley, student radicals and the "street people" of the Berkeley Commune continue to seek to liberate their community, Telegraph Avenue. And at U.C. San Diego the rumble of bitter resentment grows among students who have witnessed the rejection of their teacher, Eldridge Cleaver, by their own "liberal" faculty, as expressed in the disgusting UCSD Academic Senate statement on the Cleaver issue.

Before classes even began at Columbia, students for a Democratic Society had drawn hundreds of students to general meetings. Students marched Sept. 12 on a faculty meeting busily trying to decide on new rules to "regulate" rallies, picketing, and other demonstrations. Spokesmen for the students were denied entry. The faculty meeting was also called to decide whether to grant amnesty to the more than 1,000 students arrested for occupying university buildings in the April-May student uprising. The vote was against amnesty, 240 to 160, with over 400 abstentions! This intransigence on the part of the faculty together with the administration's new repressive measures against political activity are viewed by the students as promoting increased militancy this semester. "Project 500" was a plan for which the BSA at the University of Illinois received a firm commitment from the administration. It provided for five hundred black students to come to the U of I from

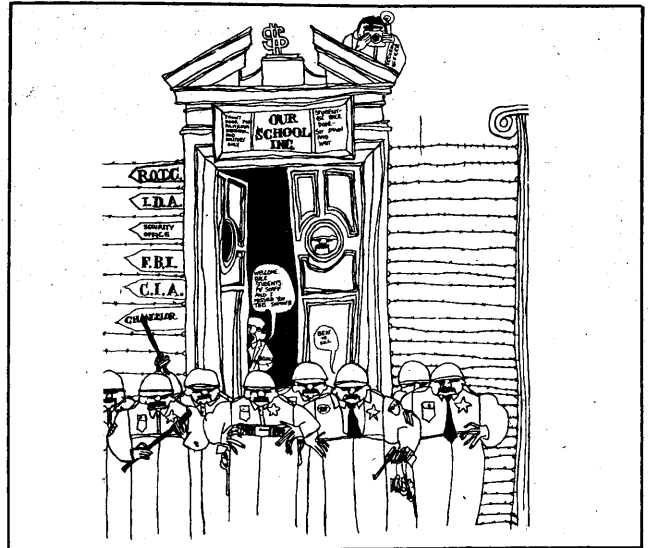
ghetto high schools. Financial aid was to be granted for which they did not have to work in exchange; they were not to have been made to sign for the loans over \$470; they would receive adequate housing; and one-third of the five hundred were to come from Champaign's North End ghetto. Promises made-----Promises broken. Students arrived on campus to find that only forty instead of the prescribed hundred and eighty students were from the North End, some students were being asked to sign for loans of up to \$800, some would have to work in exchange for aid in addition to carrying a heavy load of classes and special tutoring. And according to the president of BSA, a senior law student, "Dormitory laundry rooms and sewing rooms had been allocated for black students."

The Chancellor refused to meet with students to discuss the broken commitments of the University. When the black students were ousted from the Union lounge, they were at the end of two days' effort to straighten out the administration's betrayal. The Chancellor called in the cops who arrested over 300 students, hauling them from the campus in trucks.

The liberal University raised its ugly head again during the Sept. 27 meeting of the UCSD Academic Senate concerning the Regents; exclusion of Eldridge Cleaver from the Berkeley campus course in which he was to have been a teacher. Our own faculty continued that reckless flight from mind and will--reason and courage--which has come to characterize the liberal. And to show that their corporate soul is indeed in the right place, they then judged that their resolutions were not to be made public.

Behind the picket fence of academic freedom these "men" hid from the issues of student involvement in curricula decisions, the suppression of the free flow of ideas, both into and out of the University, and in submitting to the political and racist domination of the University by the governor, the Regents, and press, and public opinion, the UCSD faculty hid from the rape of their very own "academic freedom." Any amendments designed to directly confront the concrete issues were hurriedly defeated.

The main point to see in these not untypical examples of university failure is that the operating principles of a liberal bureaucracy are irrelevant to, and thus impotent in the face of people's needs--the demonstrated emptiness of a liberal program of accommodation. Why is this so? Basically because from the Regents and administrators on down to maintenance men and secretaries, the University is a business. For the Regents, the university is one component among their own



private interests: banking, oil, agriculture, transportation, newspapers, state governing. For administrators, secretaries, fanitors, etc. the university is plainly the mere source of their job. Who will insure that the university remains an educator? Some say the faculty.

Yet what all of these examples show about the faculty is rather more striking. Just as European faculties continue to preserve their feudal and authoritarian privileges, the faculty in American universities shields itself behind the tenure system and the principle of academic freedom. Tenure, once conceived as the ultimate guarantee of academic freedom, may have become now the enemy of academic freedom.

It does this first by offering refuge to the academic sloth, what H.S. Mencken once called the "university ignoramus," whose intellectual atrophy commenced the moment tenure was bestowed on him. Under the protective coating of tenure the lazy and incompetent fraud can disregard administrators, students, even Regents.

Second, and worse, tenure can destroy academic freedom to the extent that the tenured faculty comes to identify its needs and values with those dictated by the liberal corporate structure of the university. American industry, business and government have long used the educational system as a source of trained manpower for their own needs. Through the vehicle of administrations, university faculties have joined with the government and industrialists. Faculty members become, as a consequence, mental workers employed by the power structure. Tenure thus comes to mean a secure niche in the status quo. Academic freedom comes to be a fragment, and thus a mockery of freedom--that kind of freedom which is not supposed to challenge or change the power structure.

What the Regents' ruling on Eldridge Cleaver shows is the submission of the University to now educational and repressive influences (i.e. Reagan, the legislature, the California public), while the UCSD Academic Senate statement reveals the obsequiousness of the faculty in the face of such pressure and their virtual cooperation with the existing power structure.

What the events at Columbia, Illinois, and the University of California show is the disintegration (the loss of integrity) of the liberal bureaucratic university structure in the face of new social needs. But this was not completely unknown. What was not so well known before was the extent to which the faculties, erstwhile colleagues of the students, had joined ranks against the students. Insofar as the tenure system and "academic freedom" (as interpreted by the faculty) have brought this about, have brought about the demise of academic freedom and relevant education, they should be challenged and changed. We do so challenge them. These men too now join the ranks of those (regents, administrators, politicians) who are not our teachers.



562 PEARL STREET 459-7176

FOLK ARTS
BOOK & DISK EMPORIUM
WE HAVE CRAFTS WEIRD RECORDS AND TRACTS FOR THE POLITICAL & CULTURAL ACTIVIST. DROP IN.
CORNER OF INDIA + TON
291-1786

FREE OLD TIME MOVIES
AT THE **PARLAY ROOM**
225 15th ST. DEL MAR
WEDS NIGHT - LADIES NIGHT
THURS NIGHT - KEG NIGHT
FRI - SAT - SUNDAY FREE OLD TIME MOVIES
HAPPY HOUR DAILY
ASK ABOUT OUR LOW - LOW PRICES ON BEER
POOL - BOWLING AND OTHER GAMES -
All At The PARLAY ROOM
225 15th ST. DEL MAR 755-9865

STUDENT DISCOUNT !
10% off with Student Body Card at
RINCON ANDINO IMPORTS
featuring, From South America:
Alpaca hats & ponchos !
Sensuous fur rugs!
Ancient Andean idols!
Sympathetic K'wala bears!
8080 El Paseo Grande
La Jolla Shores 459-2026
(Just a half-mile south of Scripps Institution)

Anell's
has YOUR look!
Come in to our young **WORLD OF FASHION** for everything that's YOU!
GROSSMONT MISSION VALLEY

Bonpane Cont.

I did not see one undernourished child in Cuba...Half the people in Guatemala are undernourished...There is no unemployment in Cuba...All the prostitution is gone. All the gambling is gone...

(The peasant is) working to clear all of the virgin land to plant vegetables, fruit trees, and bring in millions of head of cattle. There are 8 million head of cattle on Cuba right now. They are going to keep their people fed. The rationing is tough. These years are going to be tough years, but what they have they are dividing among themselves. It is a country at war. It is a country at war against nature--it is a country at war to make the land produce. It is a country in which everyone is supposed to work 8 hours a day and then volunteer a heck of a lot of time after that. The volunteer labor is something very interesting to watch, because people work 16-18 hours a day frequently, depending on how they feel. It's their business. There is no coercion except the spirit of the revolution.

Now what I saw on this little island was society through signs, through slogans, through radio, in every way saying we need every hand, we need every arm, we need every foot, we need everybody, we can't spare one of you, we have work to do. Please help us, please become a part of this. We can't force you, there's no way to make people work in the fields if they don't want to. Those who have tried it under the barrel of a gun have realized it's a failure. People who don't have the spirit of the revolution aren't going to produce. That's all there is to it.

We couldn't whip Cuba if we wanted to, every Cuban is armed--every man, woman, and child there is armed, and if they were so against the revolution, why didn't they kill Castro in the past ten years? He goes around wherever he damn pleases. They are all armed to the teeth, and they invite another Bay of Pigs. You know what happened--people who came in and invaded them got the hell kicked out of them. I saw the Bay of Pigs, I was there. That island is going to defend that island. It's going to take care of its own destiny, nobody's going to touch it, nobody.

What then can we say? We can say that the old-fashioned capitalism has had its heyday in Asia, America, Latin America, and Africa, and that this heyday is over, and that these people in these countries no longer believe that some Anglo-Saxon

breakthrough
with the
best in
camera
equipment



Bob Dav Camera Shop
7717 FAY AVE. La Jolla, Calif.

with white skin knows what's good for their country. So we have to realize that the process of socialization, the desire for socialization is taking place all around the world, and this process puts faith in man and is profoundly humanistic, so it's a process that no one should be afraid of, it is a process that is directed by people who believe that they have a right to defend themselves from hunger, starvation, sickness and ignorance--and from people who don't sit around and talk in pious terms. People who believe in the armed struggle, that means that they fight, they fight to defend their people, and they have a right to self-defense. And this is what they are doing, they get together to fight against the violence, the violence of 30¢ a day wage, the violence of no medical care, the violence of hunger, the violence of ignorance, they are going to fight against it. And they are not going to have any double talk. They'll fight against it until that phase is over.

What can we do in the United States to help correct this policy. We have a monster within this beloved land, and the monster is called the military-industrial complex. This monster is now absorbing 68% of your tax money. To make this monster work you have to feed warm bodies into a death machine that turns out human hamburger. Now this is what the machine does. It's a monster, and it takes people and turns them into hamburger, and this monster is becoming the rapist of the world. And this monster has to be stopped! And it can be stopped by stopping feeding the warm bodies into it--and if the warm bodies don't go into it, it can't operate. So I think that we have to say that it is the system--like the enforced system of slavery which is affectionately called the draft--has to be opposed on all levels; it must be stopped because it is not serving anything except the intervention into other lands, the rights that other people have and these rights are being violated by this monster.

The only problem in the United States at the present time is that we don't have any socialization process for the poor nor a sense of community, so we hope to do away with this individualism and selfishness and begin to develop a spirit of community. So we don't need slight changes, we don't need Humphrey, we don't need Nixon, we need something deeper than this. We need deep radical changes--changes in attitude. What is good for the people of the Third World is good for the United States. We must take our place among the family of nations as one of the great nations of the world that we are; say that we have gone through our phase of imperialism as Rome did and many other countries did, but we were intelligent enough because of the spirit of our people, spirit of our youth to have a change of heart and in good old pious fashion I want to say--to have a conversion, to repent and to change our attitude to create a better world instead of staying the waste-bin of the universe.

correspondence cont.

such programs, as yet another reflex of their fundamental contradiction. A teaching which sought the student where he was, which recognized his concrete particularity as a basis -- an already elaborated "work" so to speak -- upon which to build and as something to be preserved even though gone beyond, rather than as interference to be swept away in the unyielding confrontation of the student with the thesis of his abstract identity with his college-age peers--this would be a teaching frankly inimical to the ideological function involved in teaching Good English, which, to the degree that it embraces dogmatically such notions as the univocal meaning of the word (Correct Diction), the primacy of analytical thought and its modes of organization, is always more or less implicated in the institution of the thought-patterns of white Western culture as Universal Reason. So long as the aim of the program remains the processing of minority students--teaching them to write "college-level" English so they can get college-level jobs--the teaching must be dogmatic and reductionist, interpreting its students' particularity for them as a kind of privation, as a departure from an ideal norm, the potential cause of their "failure."

This being the case, is there any excuse for the program at all? Is an internal criticism, a proposal for reform,

even relevant? Or is the teaching of this special mode of expression condemned irrevocably to hypocrisy? The lesson of Malcolm X's study of the dictionary while in prison says maybe not. It seems, as Malcolm showed, and as Eldridge Cleaver has, that the instrument of formal English, despite its ideological commitments, is nevertheless justifiable, even necessary, as an instrument of power. The Program has a possible justification then, but just insofar as it can avoid the dogmatic imposition upon its students of the conceptual categories behind the idea of "good writing" as uniquely true, and can avoid as well the systematic denial of the special conditions which brought them to the program in the first place.

It is obvious, however, that the author of the report, and those of the staff in sympathy with him, are little likely to be disposed to make or even understand the necessity of this transformation. Neither would their replacement by personnel simply less frank and more adept at public-relations jargon be of any benefit. It has been suggested that the program be staffed by those who have the credentials of activism and therefore a demonstrable concern for its real aims. This is a difficult criterion to apply, and one which is likely enough to result in a loss of whatever degree of special competence is gained by the current practice of hiring only graduate students in English (though I will not argue that it is a great deal). Nevertheless, a solution in this direction seems the only way of avoiding the positive wrong of the Program's approach to date. Unless, perhaps, its prospective students could be somehow given beforehand the understanding and purpose of those Guatemalan guerrillas who go to Ft. Benning for their training.

Dean Altizer
Teaching Assistant
Literature Department

Students in Revolt

MEXICO CITY -- (Currently)
Students and adults armed with rocks and molotov cocktails, battled police in response to the military occupation of the National University. Over one hundred students have been killed thus far.

LA JOLLA KARATE SCHOOL

FRED KENYON 488-5374
5623 LA JOLLA BLVD. 459-7242

KENYON'S SURF SHOP

488-5374 FRED KENYON
459-7242 5623 LA JOLLA BLVD.

GENUINE MEXICAN FOOD SERVED TO GO



459-9821

"CASA LA GUITARRA"

TARREGA SCHOOL OF THE CLASSICAL GUITAR
ROBERTO TORRES INSTRUCTOR

IMPORTED AND DOMESTIC
GUITARS-
REPAIR AND ACCESORIES

635 PEARL ST. LA JOLLA, CALIF. 454-5278

The Candellabra

"Candles and Gifts for All Occasions"

1237 Prospect, Suite M 459-2106

Also Visit Our Other Location:

CANDLES OF LA JOLLA

12 Arcade Bldg, 7908 Girard Ave 454-5142

BEFORE THE CHRISTMAS CRUSH
.....VISIT

SPEARS games and crafts
REUGE music boxes
FURGA dolls and clothing
BAUFIX construction toys
BRIO toys and games
DOLL houses
ROCKING horses



FREE

TO ENROLLED
SEWING STUDENTS,
SEWING TOTE KITS
WITH RULER, NEEDLES, ETC.
-ALSO STUDENT
DISCOUNT CARD.
ESCONDIDO VILLAGE 746-8040
MISSION VALLEY CENTER, 297-3826
PACIFIC BEACH 274-6854
CLAREMONT QUAD 276-2779

TOTE
KIT

DISCOUNT
CARD



GOLDEN STATE FABRICS

Humanities Cont.

Crowne: 2/2.34 - 1.77 - 1.67 - 0.54 - 2.77 - 2.77 (12 ratings).
The value of what Dr. Crowne has to say is lost in his lack of lecturing ability.

DeLaix: 2.33/2.25 - 2.67 - 2.8 - 2.75 - 2 - 2.2 (8 ratings).
There were very few written comments on Prof. DeLaix; "He had a could-care-less attitude" and a long reading list. Greek history is his field, however, the course would be better balanced if DeLaix taught in tandem with a philosophy or literature professor. All in all the relationship with the T.A.s seemed to be of more importance in the minds of the students in this course.

Dolin: 2.45/2.2 - 2.33 - 2 - 1.96 - 2.33 - 2.2 (9 ratings).
Classical Literature is his field; he's weak in philosophy. Some students felt "He should have related the course more to us a human beings"; perhaps symptomatically his tests stressed memorization rather than independent thought on the part of the students.

Kirkby: 2.73/3.98 - 3.98 - 3.67 - 3.87 - 2.89 - 3.35 (19 ratings).
Most consistently praise professor. Has strong opinions but rather than indoctrinating students he stresses the necessity of supporting opinions. The lectures force the student to involve himself in the material.

Teaching Assistants

Bob Acker: 2.85/3.67 - 2.67/2.5 - 3.2 - 2.85 - 2.5 (6 ratings).

Dean Altizer: 3/3.5 - 3/4 - 3 - 3 - 3.5 (2 ratings).

Jan Altizer: 2.07/2.14 - 1.64/1.64 - 2.29 - 2 - 2.43 (7 ratings).

Lance Beizer: 3.8/3.1 - 2.98/3 - 2.97 - 2.97 - 3.21 (11 ratings).

Theresa Bidwell: 1.88/2.22 - 1.75/1 - 2.13 - 2.06 - 2.38 (8 ratings).
Students feel that she doesn't like teaching humanities.

Don Brennan: 3.5/2.75 - 2.75/3.0 - 3 - 3 - 3.25 (4 ratings)

Pamela Bugen (Farenkopf): 2.5/2.9 - 3/2.9 - 3.2 - 2.5 - 3.2 (5 ratings)

Sandra Dijkstra: 3.31/3.81 - 2.63/3.02 - 3.11 - 2.87 - 2.87 (17 ratings)

Larry Dorman: 1.33/0.89 - 0.78/0.79 - 0.78 - 1.56 - 2.22 (9 ratings)
One of the few T.A.s widely accused of not being prepared for class. Not only does he find it difficult to inspire discussion but at times even stifles it. He grades liberally, but his comments are generally not very helpful.

Mary Fisk: 3/3 - 3.5/3 - 3.5 - 4 - 4 (2 ratings)

Janice Heinzman: 2.25/2 - 1/0.63 - 1.75 - 1.38 - 1.71 (8 ratings)
Perhaps due to a lack of confidence she does not seem to be able to handle the material. Students complain that papers are graded more on the basis of trivia (grammar, dates, etc.) than on intellectual content.

Eric Johnson: 3.4/3/2 - 3.2/2.78 - 3.5 - 3.16 - 3.2 (6 ratings)

Phyllis Kain: 2.36/2.72 - 2.36/2.30 - 3.0 - 2.90 - 2.8 (11 ratings)

Mr. Kim: 2.09/2.36 - 1.27/1.18 - 1.64 - 2.27 - 2.36 (11 ratings)

Michael Kreisberg: 3.4/3.67 - 3/2.67 - 3.45 - 3.12 - 3.25 (8 ratings)

Mrs. Lai: 2/2.12 - 1.5/1.25 - 2 - 1.78 - 2.78 (4 ratings)

Mr. Lai: 1.25/2 - 1.50/1.25 - 2 - 2.75 - 2.50 (4 ratings)
His rigid point of view cripples the discussion--he won't consider views other than his own.

Don Lee: 2.5/2.75 - 1.50/1.75 - 2.5 - 2.75 - 2.25 (4 ratings)

Joan Metzger: 3.55/3.5 - 3/3.09 - 3.64 - 3.45 - 3 (11 ratings)

Ron Mitra: 4/3.87 - 3.25/3.50 - 3.75 - 3.87 - 4 (8 ratings)
Most comments rated him highly for both interest and competence. Of partial relevance is his ability to explain ideas in physical and mathematical terms. Probably the best T.A. at making discussion sections work, unequivocally recommended.

Arlene Ockorlund: 2.67/3.24 - 2.5/2.12 - 3 - 2.87 - 2.87 (8 ratings)

Susan Orlosfsky: 4/3.67 - 3.2/4 - 3.67 - 3.80 - 3.7 (6 ratings)
She seems to have generated tremendous enthusiasm: "Wow!", "She's a happening!", "I have never had a T.A. as interested in a class as Orlosfsky", "she allowed enough freedom to the class to make it worthwhile". Note: Miss Orlosfsky will not be back in the fall quarter and since she had trouble getting a leave of absence from the Dept. of Lit. we may not see her again.

Clever speaks on campus, cont.

about taking the problems confronting this country and this century and towards the future, and seeing what applicability the universal principles of socialism might have to specific situations."

"No pig can come along and say, 'Well, I had a miraculous birth. Although all you common people came here naked from your mother's womb, I came here with a fist full of Blue Chip stock and an armful of trust deeds that gave me perpetual right to own the resources of the Earth. So you have to work for me, punch my timeclock, if you want to live, if you want clothing, if you want food, if you want shelter.' I question these miraculous births. I say that they came here just like everybody else---in various ways."

"These pigs take the whole of human heritage, information and technology that has developed down thousands and thousands of years and claim it as their private property; and they can send it to Washington D.C. and get a patent on it. They can get a patent on human heritage and they can tell you that you don't have access to it."

As was to be expected, Cleaver concentrated a good deal of his attention on the police. He described them as the

mercenary tool of the capitalists and the politicians. He suggested that gun control begin with the police, who most notoriously use their guns lawlessly--and held an impromptu vote which unanimously supported banning all guns from campus. Cleaver decried the present state of affairs where police were so alienated from the people they were supposed to serve that citizens are afraid of their own public servants. In the middle of his speech, Cleaver was handed a note informing him that there were a number of San Diego Police congregating behind the gymnasium. He took the opportunity to warn, "The people have no need to stand in fear and trembling of public servants. That's bullshit. You can kill us, but you'll have to sneak up on us because if you shoot at us, we are going to shoot back...the next battlefield after Viet Nam is right here in Babylon! We didn't plan it; it just happened that way. There's a history that brought it about and we don't charge the white people in this audience with being guilty of the deeds of their forefathers unless they persist in those deeds." He said, "There is no more neutrality in the world. You either have to be a part of the solution, or you're going to be part of the problem. There ain't no middle ground."

"The next four years are going to be a shit storm in Babylon because the people of the world are rising up and saying, 'No more!' And we here in Babylon have got to rise up and let the people of the world know that there are still some human beings trapped within the entrails of this decadent system."

"We say, 'All power to the people!' Black Power to Black people, Brown Power to Brown people, Red Power to Red people, Yellow Power to Yellow people, White Power to White People."

"We say that every ethnic group, no matter where it's found, has the absolute right to be in control of its own destiny and not to be manipulated by another people, period. And that goes for everybody."

"The basic principle that we move on is that every man, woman, and child on the face of the planet Earth deserves the very highest and best standard of living that human knowledge and technology is capable of providing, period."

"The knowledge and the technology is here that we can shift the contradictions from among people outside people and there will be just the contradiction between people and their struggle to cope with the environment. That's the only valid contradiction. Beyond that, it should all be co-operation."

Valerie Percock: 3.22/4 - 2.3/1.78 - 3.5 - 1.5 - 2.5 (4 ratings)

Richard Pray: 2.83/2.58 - 1.80/1.90 - 2.63 - 2.46 - 2.75 (12 ratings)

Jerry Press: 3.86/3.57 - 3.43/3.71 - 3.57 - 3.83 - 3.70 (7 ratings)

Press is a good teacher who is able to create a mood where learning is easy. He is a demanding but constructive grader: the student benefits from comprehensive criticism of thought and presentation of material.

Jonathan Price: 2.67/3.33 - 3.67/3.0 - 3.67 - 3.67 - 3.0 (3 ratings)

Roberta Sarfatt: 3.75/3.0 - 2.75/2.75 - 4 - 3.25 - 3 (4 ratings)

Michael Shaffer: 3/2 - 2/3 - 4 - 3 - 2 (2 ratings)

Jim Smith: 2.4/2.4 - 1.4/2.6 - 1.8 - 2.2 - 2.8 (5 ratings)

Donna Wanamaker: 2.6/3.1 - 2.4/1.9 - 3.2 - 2.7 - 2.3 (10 ratings)

Mrs. Webb: 2.2/2.5 - 1.77/1.44 - 2.6 - 2.05 - 2.44 (9 ratings)

Marcia Webster: 3.4/3.8 - 3.0/2.7 - 1.98 - 2.4 (10 ratings)


SYNTHETIC TRIPS
Posters
Strobe Lights
Leather goods
Black Lights and Black Light Supplies
4734 University Bus. 282-1445
Student Discount

Lance 755-3111
Del Mar Books
NOON TO NINE
leather • stoneware
posters • buttons
folk music thursday
nights • things
even • books
Coffee every night

HANDMADE CLOTHES CUSTOM LEATHER GOODS & JEWELRY ALSO MEN'S SHIRTS

GYPSY WOMAN
7457 LA JOLLA BOULEVARD
PHONE: 454-0511

 **firebird**
sports and foreign car sales and service
718 Silverado la jolla 454-1920

FREDERICK'S SKI SHOP
7730 FAY AVENUE LA JOLLA, CALIFORNIA
454-1410 SNOW REPORTS 454-2351

DRY LAND SKI LESSONS
EVENINGS -6:30 to 8:30
4 lessons - \$12⁰⁰
SPECIAL GROUP LESSONS
CALL FOR RATES
ALL NEW EQUIPMENT ARRIVING DAILY