

EMERGENCY YES ON 14 MEETING

EXTRA! EXTRA!

UCSD Student Center Tuesday October 19 6p.m. East Conference Room

Urgent---Come and Bring a Friend!

ATTENTION STUDENT ORGANIZATIONS

Student Center Board meeting to decide criteria for allocation of Student Center space to student groups

5 p.m. at Student Center (check 452-INFO for the room location)

October 1976 vol.2 no. E1

THE new indicator

PARTICIPATORY DEMOCRACY

ORGANIZING DRIVE IS ON

STUDENT COOPERATIVE UNION TO CHOOSE COORDINATORS

The UCSD Student Cooperative Union will be deciding upon Coordinators for most of its Support Groups (which are the central student body organizing and coordinating committees for all initiatives toward self-government) at its weekly general assembly, Monday October 18, at 6:30 p.m. All students are urged to attend and participate in the decision making because the Support Groups are the backbone of the Coop. The Coop is also looking for more students to join each of the Support Groups.

Appointments & Evaluations Support Group

On Tuesday, Oct. 12, at noon, the UCSD Student Cooperative Union held a press conference at which the nominees for coordinatorship of the Coop Support Groups were introduced. As Ray Bergevin, of the Coop Steering Committee and moderator at the press conference, emphasized, any student coming to the next Coop meeting on Monday, Oct. 18, at 6:30 p.m. will be able to vote for the nominees of his/her choice. All students are urged to come to that meeting which is going to be held in the North Conference Room of the Student Center.

Mark Fingerman

Mark Fingerman opened the candidates self-characterizations by pointing to his two years of work with the Appointments and Evaluations Group (A&E) and to the expertise he could develop when he became coordinator in his second year. He insisted that only someone who had an extensive knowledge of the campuswide committee system could be effective in placing qualified students on most of the committees important to the governance of the university. To the question of how he was going to take care that, once he left, there would be someone else experienced enough to assume the coordinatorship, Fingerman admitted that this was indeed a sticky problem, but that in the coming year he would try to help others on the

A&E gather sufficient experience. When asked how he would insure student committee member's accountability to the Coop, he pointed to the new rules he had introduced which made it mandatory from now on for committee members to a) submit weekly written summations of their committee work; b) attend regularly at general Monday night Coop meetings (at least, over 50% of them); and c) attend the newly instituted monthly or twice -quarterly meetings of the representatives serving on functionally related commi-

tees. To guarantee that the students on the committees be qualified, their appointment will be subject to their passing an interview and to their attending a bureaucracy conference, i.e. a kind of crash course in how the university bureaucracy works.

Fingerman promised also that A&E members would be sent to university committee meetings to make sure that the student committees members would represent the Coop's views.

To this reporter's concern that nothing had been said so far about the political issues and the candidate's stand on them, that for instance, the question of prioritizing the committees, the question of political criteria for such prioritizing, and finally, the question of what was meant by "representation" had not been

FIRST, THERE WAS EXAMINATION APPEALS, THEN COURSE EVALUATION... AFTER THAT, STUDENTS WERE SITTING ON TENURE COMMITTEES NOW, THEY WANT TO RUN THEIR OWN STUDENT UNION... I THINK I'M GOING TO VOMIT!



Job Security and Benefits Threatened

UCSD Personnel Problems

American Roulette

In an effort to force University workers to pay more of the cost of running the UC system, UC officials have made a number of proposals directly attacking job security and benefits.

The most open attempt was the proposed Ritchie Amendment to the Education Code, which would have based layoffs on relative competency rather than seniority. Supervisors would not only be able to block the advancement of employees (as under the present system), but also lay off employees who they claim don't work enough. Although this amendment failed to pass, a provision for further study layoffs "should the need arise" was passed.

Apparently the UC felt that there was such a need since the "Blue Ribbon" (Star Chamber) Personnel Manager Task Force Group began working out the details of a new layoff policy. The proposed policy would have established fixed term contracts with no guarantees of automatic renewal. This would have limited vacation time accrual, retirement benefits, and salary increases and abolished what seniority rights and job security now exist.

When confronted by AFSCME, University-wide Personnel denied any plans to implement the proposal. The denial seems to have been of little value since recent moves on this campus indicate that the "Star Chamber" proposals are not yet a dead issue. The responsibility for the implementation of similar proposals lies with our own departments.

The original proposals for laying off Student Affairs employees during the Summer months included a "Ten Month Contract" very similar to the Star Chamber proposals. In the face of strong opposition, the worst aspects of these proposals have been dropped but the basic concept of hiring people for only these months

the UC administration considers them to be useful remains. Unless there is really strong opposition from all workers, other departments will soon begin experimenting with Summer layoffs.

Always busy, Personnel has also proposed several rules changes. Procedures for handling job application will be changed to require a new application for each job opening the applicant wishes to apply for. This would seriously increase the amount of time required to get hired or transferred, and add desperation to the University's hiring criteria. Another proposed change would tighten up the rules for leave without pay and medical leave. The new rules do clarify an employees right for a leave but would limit medical leave to two weeks per year of service and cause the employee to be immediately terminated if she or he could not return on the day following the leave's expiration.

Despite Personnel's questionable history in handling personal grievances, Chancellor McElroy has recently entrusted them with the responsibility for arbitrating problems in an "unbiased" and "equitable" manner. Personnel has always had this responsibility. AFSCME's experience has been that they have seldom carried out without outside pressure. Left to their own devices they have tended to support the department rather than the grievant. We cannot believe that the Chancellor's memo will change that.

AFSCME is opposed to these attempts to downgrade the rights of employees and has fought abuses on a case by case basis. But this is not enough. Employees should be protected from layoffs and attacks by the University. Employees should have the right to evaluate their supervisors and department heads. Only a strong union of active members can win a contract that will ensure the basic rights of employees.

If things go on like this cockroaches will inherit the earth. They are actually just waiting upsidedown in hidden corners for us to fuck up even worse. And when we do they'll just throw off their disgusting disguises and come right out in the open larger than life and march down the boulevards like live tanks spraying stored-up DDT which was sprayed at them for years and which they've saved up for just such an occasion as the end of our world when the Jupiter Effect for instance in 1982

triggers California earthquakes far worse than 1906 which naturally cause every nuclear plant West of the Rockies to crack their reactor cores and leak live white death over all which really shouldn't bother anybody at all for after all we were assured it wouldn't happen by the San Francisco Chronicle and Allied Chemical and Bankamerica Corporation and Atlantic Richfield and Dupont Nemours and Kaiser Industries and General Motors and Exxon and PG&E and Standard Oil and U.S. Steel and Westinghouse and Bechtel and General Electric and Ford and dozens of other national and multinational corporations who contributed a total of at least three million dollars to defeat the California anti-nuclear proposition and hide from us the facts that there is still no known and approved method of storing atomic wastes and that pure Plutonium really isn't dangerous at all and that live reactors can't really leak at all especially on the San Andreas Fault. And anyway the fault lies in our stars and not in our selves at all

---Lawrence Ferlinghetti

SDG&E: CAN THE RETIREMENT OF ONE MAN COST 300 THEIR JOBS?

The layoff of 300 workers at SD G&E last November and December may well have been made in order to finance the retirement of the utility's president, Walter A. Zittan.

According to figures released by the PUC and reported in the SD Tribune Sept. 15, the gas and electric monopoly saved \$335,000 through the layoffs, while spending \$341,675 on a retirement annuity for Zittan. The impression given at the time of

the layoffs suggested that the state approved monopoly was on the brink of bankruptcy, while in fact they were underestimating their profits for the period by almost 150%. Instead of their estimated 39 to 44 cents, the stock brought the record 97 cents per share. Is it any wonder that many of us who won't get \$341,675 upon retirement have become convinced that we can no longer afford the benefits of Capitalism?

BOOK REVIEW



How to Read Donald Duck

Dorfman and Mattlehart, \$3.25

Like the bad breath commercial where a best friend has to tell you what's wrong, often the most insightful political analysis of the American condition comes from outside our sphere of consciousness. Two Chilean writer/critics have done just this; they have produced a book that tackles the difficult subject of cultural imperialism with considerable wit and skill. Donald Duck exposes the ideological content of the comics, and with little prodding from the authors the "innocent" comics reveal their sexist, racist, capitalist values. Although at times the analysis is a bit strained, the book is well-documented and

rich with examples. Donald Duck was written in Chile during the literary revolution that accompanied Allende's regime; since the coup it has been banned there as well as in the U.S. (ostensibly to protect Walt Disney's copyright laws). With that sort of welcome in the "free world," it must say something right.

Also available from Groundwork Books-New Periodicals! **Off Our Backs**, a women's news journal **Jump Cut**, a review of contemporary cinema from a radical viewpoint

Schorr Maintains Secrecy Of Source

from the Guardian

After six months of intense legal battles, Daniel Schorr appeared Sept. 15 before the House Committee on Standards of Official Conduct, the Ethics committee, and formally refused to disclose his source of the Pike committee report on the CIA.

Although the refusal by Schorr and three other journalists could result in a contempt of Congress charge, it is highly unlikely. Half of the panel's 12 members said after the three-and-one-half-hour public hearing that they would refuse to support a contempt citation.

The controversy began last February when the Village Voice published large portions of the final report of the House Select Committee on Intelligence headed by Rep. Otis Pike (D-NY). The report contained an

extensive study of the operations of the CIA and other federal intelligence bodies. The Pike committee voted in January to make the report public but the House overruled it, saying that House leaders had an agreement with President Ford to keep the information secret for reasons of national security.

Shortly after the report was published Schorr publicly admitted he provided the "Voice" and its sister publication New York magazine with the document. In April the House voted to have the Ethics committee investigate the disclosure. Although a dozen former FBI agents spent more than \$150,000 and questioned more than 500 people, the committee still does not know Schorr's source.

The Bee Four And After

from the Guardian

Four Fresno, Calif. newsmen were released from jail on Sept. 17 after serving 15 days of an indefinite contempt of court sentence.

The four, staff members of the Fresno Bee, were sentenced last year to an indefinite jail term for refusing to identify a source for a series of articles published in the paper in Jan. 1975. They began serving the sentence Sept. 3.

In Jan. 1975 the Bee ran a series of articles about corrupt practices in the city government. The articles were based on sealed grand jury testimony about illegal dealings between a member of the Fresno City Council, a local land developer and a city planner.

After the articles appeared, Superior Court Judge Denver Peckinpaugh called everyone on the Bee staff, except the typewriter, who had any connection with the story. Peckinpaugh demanded they reveal the source of the grand jury transcript. Reporters William Patterson and Joe

Rosato, Bee ombudsman James Bort, Jr. and managing editor George Gruner were ordered to appear before the court. When they refused, they were found in contempt of court and given open-ended sentences in jail until they talked. Jack Nelson, Washington bureau chief of the Los Angeles Times, and Jack Anderson testified that protecting news sources is an ethical standard in reporting.

Both Anderson and Nelson referred to press disclosures about Watergate as examples of important matters that would not have been exposed without the practice of source confidentiality.

In a statement before the court Gruner declared: "As I read the history of the Constitution and the First Amendment, I believe the authors intended the press to serve in the role we have intended in this case—as the watchdog. It is our function to look at the private sector, the public sector, the courts, if you please, and if we see something there to be told to the public, we must tell the public."

touched, Mark Fingerman replied that committees were prioritized by their importance for the student body, that the Budget Program Priorities Committee therefore ranked among the top five committees. "Representation" he defined by the committee representative's constituency—the Coop.

John Couture

When John Couture showed up towards the end of the press conference, he identified what would be his main purpose as A&E coordinator as that of unifying the efforts by all the other Coop support groups. As principle reason for electing him he offered the fact that he had not been involved in A&E work before, that he therefore would be able to approach his work with entirely new ideas. When pressed about the fact that what he had stated as main purpose for A&E was really the task of the Coop Steering Committee and general meetings, he backed off. And when asked what made him so sure that he would have any ideas, let alone new ones, later, if he could not present any now, Couture answered that, if he were to be elected coordinator, he would still be able to draw on the experience of the other members of the A&E Support Group who had been there before, like Mark Fingerman.

External Affairs Support Group Ron Bee Andy Schneider

The two candidates for the External Affairs Support Group both emphasized as most important task for them the fight for quality education for the undergraduates. Ron Bee, who could point to his experience as one of the founders of the Coop and as one of the authors of the original Coop constitution, referred to the slipping TA/student ratio as one of the most ominous indicators of the Regent's neglect for undergraduates. Aspects of education important to us, such as attention to personal development, the training towards critical thought, the development of social awareness were no longer taken into account by the Regents, whose main concerns were business concerns, over which they had completely lost sight of the originally intended public nature and accessibility of UC undergraduate education. Andy Schneider, the other nominee, said that on the basis of his intensive work with the External Affairs Support Group over the summer he felt his work would concentrate on the four tasks: 1. the promotion of openness 2. communication of the philosophy of the Coop Union; 3. defense of the Third College and its programs, such as especially the Communications Program; 4. improvement of undergraduate education. With regard to the latter he stressed that it was not only a matter of more funding, but that he felt he himself could individually help individual students and student groups in their efforts to improve their departments' offerings, staffing, etc. Along those lines he'd go to the administration to support students fighting for student input in tenure decisions, for instance. Also he expressed the hope that, being very accessible to students, he would be able to mobilize students against the administration's indifference and to bring them from their isolated experiences of dissatisfaction into the cooperative effort of the Coop. To the question of how they viewed their role with regard to local and state-wide issues, Ron Bee answered by listing his commitment to ecological concerns, especially as they related to the North County, whereas Andy Schneider said that he hoped to lend active support to statewide unionization efforts of faculty, and that locally he might be interested in the fight by the community against the DNA-lab.

Mass Media

For the Mass Media Support Group involved with Coop relations. One established off- and on-campus media there was only one nomination. The nominee, Leslie Lambert was lower or absent

Academic Affairs Rob Norberg

Rob Norberg, one of two nominees for the Academic Affairs Support Group prefaced his presentation with a statement regretting that there was still this competition for the coordinatorships and emphasizing that he would devote his energies to Academic Affairs regardless of whether he'd become coordinator, since in either case he saw his role as one of standing with other students. A coordinator, in that sense, should work for more student power over hiring, major requirements, curricula, scheduling, etc., mainly by communicating these matters to the student body. As specific student concerns, he identified a) the need for classes to be scheduled in such a way that they do not conflict with the Coop meeting time (that way students would be able to participate in their Union); b) the right to get full credit on grades for 198/199s; and c) the right of students to have input into the tenure process. More

generally, Rob Norberg plans to use his coordinatorship to develop and make available an analysis of how the university operates, of who does what why.

Asked how the new 198/199 regulation could have been slipped by the Academic Affairs last year, in the first place, and how he would try to get the student support for his efforts this year, Rob pointed to the fact that Academic Affairs had not been accountable to the Coop last year and that, furthermore, an onslaught of other issues had somewhat distracted student attention and energy from this area.

Steve Stollenwerk

Steve Stollenwerk, director of the Psychological Research Information Counseling (a student organization) listed as the four most important areas to which he would apply himself were he to become the coordinator: 1) information access, by which he meant the providing of course critiques (similar to Cape's) as well as of syllabus information; 2) regular appointment hours; 3) the immediate creation of pressure on the administration in regards to the 198/199 grade issue; and 4) the necessity of informational input for students at academic committees.

Student Activity Fees

Schneider & Susan Karpinski

Both nominees for the Student Activity Fees Support Group emphasized as central focus of their view of the tasks of the coordinator the absolute need to "make the activity-fee non-referrable to the administration" (Pete Schneider) or, respectively, "to promote fiscal autonomy of the Student Cooperative Union from the administration." (Susan Karpinski) Susan Karpinski pointed to the extensive budgetary knowledge she had acquired working on the pamphlet "on student fees" published by the student organization called Delta, whereas Pete Schneider referred to his summer experience of working on External Affairs. Susan Karpinski emphasized also that it was important to have a woman coordinator to avoid a so-called progressive student government being totally male dominated. Against this Pete insisted that as a freshperson he would bring new blood and new members into the Coop. To the question as to what specifically, they would do to counter Murphy's continued freeze of the Activity Fee funds, Pete responded with the plan to submit new guidelines for evaluating student organization budget requests. But Susan Karpinski pointed out that the issue of guidelines was a false one, as Murphy had frozen the funds although guidelines had been made available to him, had been adhered to all along, and had in fact been the basis of the allotments last year which Murphy himself had approved. Therefore she proposed to do informational dormitory work and to contact established student organizations to mobilize a broad coalition against the freeze.

Student/Staff Relations

The Student/Staff Relations Support Group nominee, Montgomery Reed, said that his experience of the administration as employer, as management, had convinced him of the need for a close and symbiotic relationship of the Coop with the American Federation of State, County, and Municipal Employees (AFSCME, an AFL-CIO union), presently the only strong and effective union on this campus. His interest in working towards building such relations stemmed from his past observation of the American Federation of Teachers (AFT) efforts of organizing faculty, his close association with the Graduate Student Union (GSU), and his membership, while employed on campus last year, in AFSCME. Immediate points of cooperation between the Coop and AFSCME Reed located in the work for collective bargaining, and the struggle for equal benefits, pay-scales, etc. for all campus employees. As he clarified, student employees are often paid less than non-student workers at UCSD for the performance of identical jobs. Also they are restricted to one hour less per week than the 20 hours necessary to qualify for sick-leave and other benefits.

Recruitment

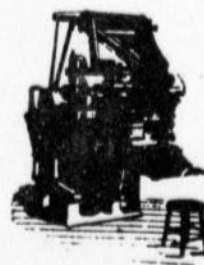
Eric Wilde, the nominee for the Recruitment Support Group, who pointed to his experience in Page 1, a Muir student organization, last year and in the Coop Steering Committee during the summer, said that he wanted to reach as many people as possible as directly as possible. For this purpose he planned to have the Recruitment Support Group give brief presentations at every dorm house and distribute pamphlets at key campus locations for non-dorm students. These presentations or pamphlets would inform about the work of the Coop. Eric expressed the hope that as a result of gathering information from the other Coop Support Groups the pamphlets could be expanded into a weekly Coop newsletter. The Recruitment Group itself, like all the support groups, would be a collective of interested students.



The new indicator is officially recognized as a campus organization by the Student Communications Board of UCSD. The recent official recognition is reported from the Board of the Chronicle of the Register.

The new indicator, distributed by Leonard Nelson Service (LNS) and is a member of the Alternative Press Syndicate (APS) please type letters on 60 space lines and send to:

new indicator collective
STUDENT ORGANIZATIONS CENTER UCSD
LA JOLLA CALIFORNIA 92093





Orlando Letelier being arrested during the Chilean Coup.

Ex-Chilean Ambassador to U.S. Murdered in Washington, D.C.

A leader of the Chilean Popular Unity government in exile was assassinated in Washington, D.C., Sept. 21 when a bomb exploded his car. A U.S. citizen also died in the blast and another was seriously injured.

The assassination of Orlando Letelier, former defense minister and ambassador to the U.S. for the administration of the late Salvador Allende, is widely thought to be the work of DINA, the Chilean junta's secret police.

Investigators theorize that the bomb was detonated by remote control. The deaths occurred within moments after Letelier's auto had driven past the Chilean Junta's ambassador's residence.

At the time of his death, Letelier was active in organizing an international boycott of the Chilean junta. He was also director of Trans-National Institute--an anti-imperialist research organization affiliated with the Institute for Policy Studies (IPS) in Washington.

Dutch government recently to block that government's underwriting a \$63 million private investment in Chile. The week before his assassination, the Pinochet regime cancelled Letelier's Chilean citizenship because he had "interfered with Chile's financial support."

Columbian Jack Anderson reported Oct. 7 that Letelier had met with exiled Christian Democrat leaders and was in the process of forming a broad coalition against the junta.

It is clear that Letelier's murder was the junta's way of retaliating against his effective work in challenging them. DINA, sponsored by the CIA, has become infamous for its assassination activities, including the 1974 car-bombing that killed Gen. Carlos Prats and his wife in exile in Argentina.

This latest move here in the U.S. by the junta is likely to backfire. Kennedy has called for an investigation against those terrorists responsible and will strengthen the campaign to cut aid to the junta.

Poisonous Politics in Northern Italy

Officials of the towns in northern Italy, contaminated by a cloud of poison, accused officials at the regional level of making decisions without consulting them. About four pounds of tetrachloro-dibenzoparadioxin were released into the air by an explosion on July 10 at the Icmesa chemical factory in Meda, about 12 miles north of Milan.

a deformed child or to submit to the violence of abortion." The Italian left claims that the Swiss chemical company has been producing the highly poisonous chemical for a distributor who was selling it to NATO.

US Student Abducted in Argentina

Buenos Aires Sept. 16 The nineteen year-old daughter of a Mennonite missionary was abducted from her home by several armed men, according to the New York Times.

In the last two months more than 300 people have been abducted by groups of armed men who have been widely rumored to be agents of the Secret Police.



Police observe strikers and supporting students at the University of Puerto Rico.

Students and Workers Unite in Puerto Rico

by Susan Duncan "THE GUARDIAN"

San Juan, P.R. The University of Puerto Rico campus in Rio Piedras (San Juan) has been closed indefinitely as a result of a strike by more than 2000 office and maintenance workers who have won the backing of students.

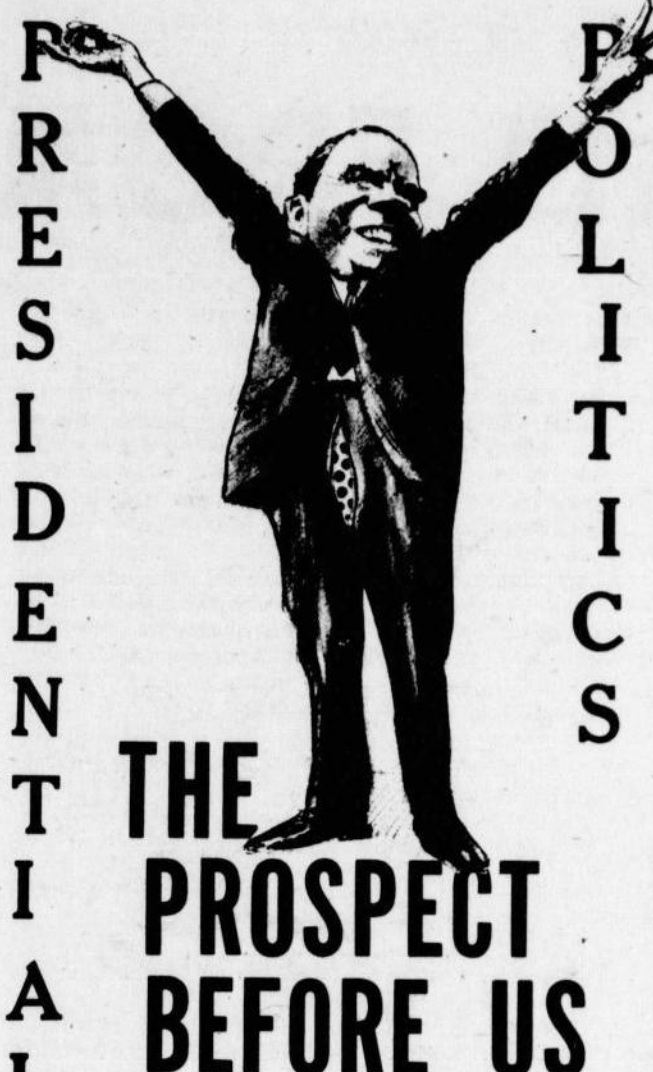
The university workers have been on strike since Sept. 7 after they rejected the university's pay raise offer. Although the strike affects all seven University of Puerto Rico campuses, it has been most successful at the Rio Piedras branch where the majority of the union members work.

Three student organizations immediately called for a classroom boycott in support of the strikers. These are the Federation of University Students Pro-Independence

(FUPI), affiliated with the Puerto Rican Socialist Party; the Pro-Independence University Youth, affiliated with the Puerto Rican Independence Party; and the Union of Socialist Youth, affiliated with the Puerto Rican Socialist Movement.

The administration announced Sept. 14 an indefinite suspension of classes at the Rio Piedras campus and suspended 19 more students. Riot-equipped police patrolled the campus and only administrators and professors were allowed on the campus the rest of the week.

On Sept. 17, the Council on Higher Education, the ruling board of the entire university system, stated the Rio Piedras campus would remain closed until legal action is taken to bar activist students from entering the campus.



THE PROSPECT BEFORE US

by Ron Delaney

In his preliminary remarks to the first Ford-Carter debate, Walter Cronkite observed that the Ford people had insisted the candidates remain standing so as to maintain the incumbent's three inch height advantage.

Amusing as the above anecdote may be, the serious ramifications of having a clown in the White House cannot be ignored (especially if an attempt is made to identify the ringmasters who are directing the circus).

recovered from years of decimation at the hands of the U.S. military.

The predictable vacuity of the 76 campaign has been showcased in the great debates, those tedious exercises in which each candidate tries to strike just the right posture to convince the voting public of his "presidential" caliber.

In the first debate, Ford struck the pose of a "decisive" leader, his strength of will being evidenced by vetoing a record number of bills from an inflation-crazed Congress.

In the second extravaganza, Ford became so confused he forgot his lines, or forgot what country he was in, with his infamous Eastern Europe gaffe.

Carter's call for a return to morality in foreign policy (belied by his positions on Panama and the Mayaguez) played on a nostalgia for those pre-Indochinese genocide days when U.S. adventures in the world arena could be justified or masked by a pretension that our forces were acting in the name of the struggle of democracy and human progress against the Communist Menace.

In sum, the debate on foreign policy confirmed that we can expect more of the same regardless of the result in November.

The one encouraging action by Carter was his laying of the blame for the brutal Chilean counterrevolution at the feet of Kissinger and the U.S. government.

But what of domestic policy? In the liberal euphoria of the Democratic Convention and its immediate aftermath, that old saw about the need for a Democratic administration to rescue the economy, to forestall the rightist trend in the courts, etc., has been advanced.

appointments to the bench. Whether the trend could be reversed by Carter, however, is problematic and probably dependent finally on the economic situation as a whole.

Typically, the campaign has degenerated into issue-obscuring mudslinging--Carter's sexual fantasies, revelations of such open secrets as a cabinet member's racism or the President's indebtedness to corporate interests, etc.

But what is Mondale's track record, and how serious can liberals be in their hopes that a Democratic administration will be able to substantially lower unemployment rates and carry out such necessary programs as tax reform, health insurance, et al.?

The Village Voice (July 26, 1976) reports that despite his liberal posturing, Mondale, a longtime protege of Hubert Humphrey, has worked behind the scenes in Congress to stultify progressive legislation and advance corporate interests.

cont on page 12



SAN QUENTIN 6 - THE LONGEST TRIAL

The trial of the San Quentin Six set several records for the judicial system of the State of California. It was the longest trial in the history of the State lasting more than 18 months.

During the first week the boycott had limited success. Many professors voiced support for workers' demands but felt classes should continue.

The result of this trial can only be described as ambiguous and political, in the worst sense of those words: three convictions and three acquittals.

It was a verdict that settled nothing--neither the State's contention that George Jackson, a Field Marshall of the Black Panther Party, smuggled a bulky automatic pistol under an Afro wig into his cell block in San Quentin's Adjustment Center,

As the only defendant to cross-examine guards who had accused him of slitting their throats, he emerged in the words of several jurors as the most eloquent and moving figure in the trial.

Acquitted was Willie Tate, 30, the only one of the Six released on bail during the trial. Represented by attorney John Hill, his defense centered around the assertion of mistaken identity, as well as the fact that he was still locked in his Adjustment Center cell at the time he was said to have escorted, bound, and gagged several hostage guards.

Also acquitted was Fleeta Drumgo, 28, who was represented by attorney Michel Dufficy. The former Soledad brother was accused of kicking a guard who was killed during the incident, in spite of the fact that a photograph of his cell taken later showed that his shoes were still there.

But there were three convictions as well. Hugo Pinell, 31, the only one of the Six to defend himself, had maintained that his life had been threatened continuously by Department of Corrections personnel since 1968, and that his actions on August 21, 1971 were taken in self defense.

to a stunned courtroom that his last completed assignment for the LAPD was "the assassination of George Jackson", and named 18 federal, state and local police officials involved in the plot to murder George Jackson.

David Johnson, 29, represented by public defender Frank Cox, maintained, as had Willie Tate, that he had been in his cell during the violence. Not presenting a defense during the course of the trial, he had relied on Cox's closing arguments to establish his innocence.

But Johnnie Spain's conviction was by far the most serious. 26 years old, and the only Black Panther Party member on trial, he had been represented by attorney Charles R. Garry. His defense had been one of "impaired consciousness" a psychological state similar to shell-shock, were persons under extreme stress black out for short periods of time.

It was during Spain's defense that Garry called to the witness stand Louis Tackwood, a former agent provocateur for the Los Angeles Police Department operating in the San Francisco (!) area. He testified



UCSD DIDN'T FALL FROM

BY DELTA

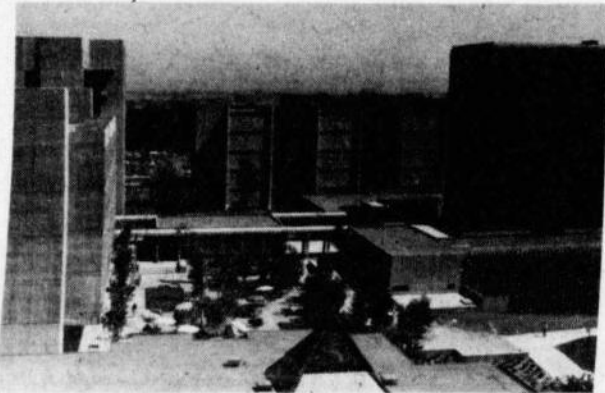
New Indicator note: We are printing this pamphlet to increase its availability to the community. We are open to other such efforts from individuals and groups in the community.

Here is the Delta Collective's statement:

"This is one of a series of pamphlets created and distributed by the Delta Collective. We are a group of students whose work is dedicated towards promoting student and worker control in the decisions that affect our lives as members of the University Community. We are Marxists.

"Our primary purpose for publishing these pamphlets is to educate, through analysis, criticism and discussion, ourselves and other members of the University Community as to the social contradictions so proudly practiced by this institution. We feel that this process will help us to arrive at the correct actions necessary for the acquisition of control over our own future."

"This is the first time in the history of American universities that a school was started from the graduate level, with time to build research strength before admitting students. Its whole approach is new and the entire educational world is watching. UCSD



is officially only four years old and already it ranks among the top ten universities in the country in federal and private research grants and contracts—twelve million this year."¹

The uniqueness of a University such as UCSD can be explained only by a critical analysis of its history. By a critical analysis, we mean one that enables you to question the motives of the founders of this "Institute of higher education"—in whose interests was UCSD really built?

In this pamphlet you will find: a brief history of the history of the University of California as a whole; the origin of Scripps Institute of Oceanography and its growth into a major scientific marine station; information about Roger Revelle (one of the founders of UCSD); the process utilized obtaining land and faculty for UCSD; information about the selection of the first Chancellor and a brief biographical sketch; a follow up on succeeding Chancellors; and the development of all four colleges. From the beginning...

UC HISTORY

Once upon a time a young man by the name of Henry Durant from Yale University founded an academy that was the first evolutionary antecedent to the University of California. Then called Contra Costa Academy, the institution began operations in Oakland in 1853.



Durant served as its first principal, bringing with him much of his Yalean traditions and attitudes toward higher education. That academy eventually became the College of California, and in time--The University of California, Durant subsequently attaining the position of becoming the first president of the University. In 1873, Daniel Cort Gilman (another Yale alumnus) assumed the presidency.² A fairly liberal University for its time, The University of California began admitting women in 1870, two years after the University's establishment.³ In 1879, The University of California was written into the Constitution of the State of California as one of three major branches of government. The Constitution remains that way to this day.

SCRIPPS INSTITUTE

In 1892, a young professor in the Department of Zoology on the University of Berkeley campus started investigating the California coastline in search of a suitable location for the formation of a marine station that would serve universities on the Pacific Coast. The professor was William E. Ritter, member of the class of 1888 at Berkeley. In 1903, Ritter and his associates moved to San Diego and set a laboratory near the Hotel del Coronado.

It was Edward Willis Scripps who, in 1907, donated a 170 acre site to Ritter et al to set up a Marine Biological Station at San Diego. Around this time Ellen Scripps (Ed's sister) donated ten thousand dollars to construct a roadway through the land (now known as La Jolla Shores Drive). A quote taken from an early 1960's UCSD historical catalogue elaborated on the wealth, power, status, and influence that Edward Willis Scripps attained in his lifetime:

"Born in 1854 on a Rushville, Illinois farm Mr. Scripps created one of the great news enterprises of the world. At his death, he left to his only living son the controlling interest in daily newspapers in fifteen states--The United Press Association, Acme Newsphotos, and United Features Syndicate. Among the newspapers were the Cleveland Press, the Cincinnati Post, the Toledo NewsBee, the Columbus Citizen, the Pittsburgh Press, and the San Francisco News."

In 1912, Scripps offered his institute to the Regents of the University of California. To no one's surprise they accepted unanimously. At this time they decided to change the name to Scripps Institute for Biological Research. The scope and character of the research program ultimately embraced all aspects of the study of the sea. This fact was formally recognized on October 13, 1925, when the name was again changed by the Regents to the Scripps Institute of Oceanography.

In 1951, Roger Revelle attained the directorship of Scripps. Besides the fact that he married the niece of Ellen Scripps in 1925, Revelle had numerous qualifications that were conducive toward his receiving his directorship. To list a few: Revelle was named the scientific counselor to the Peace Corps.; Revelle served as chief advisor for a Congressional Committee considering greater financial support for oceanography.; The Eisenhower administration frequently used Revelle as a top level advisor and a United States delegate to international conferences.; Revelle served as the president of the First World Oceanographic Congress in the early sixties.; Known as the "traveling salesman for science" Revelle worked with the Kennedy administration to better scientific cooperation with South America.

THE REGENTS & THEIR LAND

In 1952 the Regents approved the establishment of the Institute of Marine Resources. The objective of this university-wide institute which had its administrative and main research center at La Jolla, was to foster research and education as a public service by the university in the development of fisheries and other resources of the sea for the benefit of the people of California.

Three years later, the California State Legislature requested that the Board of Regents investigate the desirability of establishing a branch of the University in San Diego. The original site selection surveys yielded twenty-three potential sites in San Diego. A few of the sites looked at with heavy consideration by the Regents were in the Balboa Park area, the Lake Murray area, and the existing UCSD site.

In August, 1956, Revelle was granted expansion of the Scripps facilities by the Regents to provide a graduate program in all fields of science and technology. This immensely broadened the scope of Scripps into a complete science center, no longer only limited to fields relating to oceanography. The Regents agreed with the San Diego Campus proposal over strong opposition from UCLA leaders who felt their campus should be the hub of all higher learning in Southern California with only small, satellite campuses around it.

Most of the politico-economic trips that were going down with UCSD during the 1950's stemmed from two major industries: 1) the military/aerospace/research industry and 2) the Land Developing/Land Owning industry. The idea, creation, and construction of UCSD

has always been carried out with the knowledge that the University would respond economically to these two major industries, both of which were seeking vast new markets in the 1950's in San Diego. Some examples of the corporations that were politically/economically involved with the formation of UCSD are: In military/aerospace/research--General Dynamics, Rohr Corporation, Solar, Gulf Atomic, Cal Biochem. In Land Developing/Land Owning--Pardee Homes, Boise Cascade, Westex Corporation, Penasquitos Corporation, Land Resources Corporation, Ernest Hahn Developing Corporation.

These corporations weren't the only bodies enthusiastic about having a major institution in San Diego. Then UC President Sproul favored the idea of expansion. In an August 24, 1956 meeting that Sproul had with the Regents, he expressed this view: "already, on the basis of newspaper reports and preliminary discussions concerning the possible expansion, interest in joining the La Jolla staff has been shown by distinguished scientists from Europe and other parts of the United States."⁴ The San Diego community, in fall of 1956, voted to transfer approximately fifty-nine acres of "mesa land near the Scripps Institution of Oceanography to the University as a site for the new school."⁵

In July 1958, the Regents laid down four conditions that had to be met before they would agree to locate a campus in Northern La Jolla. These conditions were 1) that adequate, well-located acreage, including pueblo land and Camp Matthews could be secured by gift with satisfactory title, 2) a change in the Miramar flight pattern be enacted, 3) the rerouting of roads in the area, 4) that a master plan of land use be created so that the area could give assurance of necessary housing and community development for the service and convenience of a large university campus.

The first of these conditions was met in November, 1958, when the citizens of San Diego voted to transfer 450 acres of the La Jolla mesa site to the University. In appreciation of this gift, Revelle commented: "in financial terms alone, this is one of the most princely single gifts ever offered to the University. The land is relatively level and is situated on a beautiful mesa overlooking the ocean-prime subdivision land. No exact value can be set on it, but at present it is probably worth between three and five million dollars and its value can be expected to increase."⁶

MORE REGENTS, MORE LAND EVEN A CHANCELLOR...

In March 1960, the Regents decided to accept the land so graciously donated by the people of San Diego. At



this time they began making plans for the new School of Science and Engineering (eventually to become Revelle College). In May of the same year Revelle began accepting graduate students to the School of Science and Technology. That summer the Regents were sufficiently satisfied with the completion of their four conditions, that they accepted the second parcel of land--450 acres adjacent to the first parcel, bringing the grand total to somewhere around 1000 acres of "prime" land that the city of San Diego had simply given to the Regents. Later in that year they officially named the new campus, "The University of California, San Diego."

The man the Regents picked to serve as the first Chancellor of UCSD was Herbert York, a thirty-nine year old physicist. York graduated from the University of Rochester in 1942. He was on leave for national service as Director of Defense Research and Engineering in Washington in 1960, when he received the Chancellorship. Besides becoming a member of the University faculty in 1951, York served as director of the Lawrence Radiation Laboratory at Livermore from 1954-1960.

York's appointment over Roger Revelle as first Chancellor of UCSD was most likely due to personality conflicts that had arisen between Revelle and a few regents during the conceptual days of UCSD. The first Chancellor of UCSD was a crucial position because it was this person who had the duty to act as a project manager responsible for seeing that deadlines are met. Construction, academic planning and faculty recruiting were York's

cont to page 7

THE SKY

main tasks. In 1961, the year that York was selected, the firm of Robert E. Alexander, FAIA and Associates were appointed to prepare the Long Range Development Plan for the general campus. The academic plan for the school had been created in 1962 by existing faculty, mostly consisting of biologists, physicists, engineers, and chemists.

The Long Range Plan is generally the road map for schools such as UCSD built on a specific time line. Since UCSD had until 1990 to grow to its speculated size (at the time twelve separate colleges were planned for UCSD) work had to begin immediately, plans had to be set early, and academic decisions all had to be left to the few administrators and faculty who were around in the early 1960's. Of these people, York was by far the most influential.

The summer of 1963 saw the School of Science and Engineering move up to the mesa area, where a seven-story graduate laboratory and office were built to house what is now known as Revelle College. By October, three other major buildings were built and the complex was officially designated as the First Campus of the projected general campus.⁸

MORE CHANCELLORS, MORE COLLEGES

At the end of 1963, York was victimized by a heart condition. John S. Galbraith was imported from the UCLA History Department in July of 1964 in order to relieve some of York's responsibilities as Chancellor, and in November he agreed to accept the appointment as Chancellor. Galbraith, who received his A.B. degree at Miami University in Ohio in 1938, was born in Glasgow, Scotland on November 10, 1916. He earned his MA and PhD degrees at the University of Iowa, joining the UCLA faculty in 1948.

In 1964, Galbraith saw the initial planning of the second college in this institution. Now referred to as Muir College, this second campus placed emphasis upon a liberalized attitude toward academia, with a fairly flexible curriculum. First College accepted its first undergraduates, 181 freshpeople, in September. The following January the name of the college was changed to Revelle (Roger was still pissed about York, so they named a college after him).

In Fall of 1967, Muir College accepted its first students, housing them in temporary facilities on the part of the campus that had once been Camp Matthews Marine Base. One year later Galbraith resigned. "Galbraith resigned his post--effective September, 1968--in order to accept the prestigious Smuts visiting Fellowship at Cambridge University for the year 1968-69." William McGill was given the honors this time, only to give up the Chancellorship to--Surprise!--Herb York. This was to be temporary, though while the Regents searched for another feet Chancellor.

In fall of 1970, the Third College admitted its first students. Third College was designed especially to meet the educational and cultural needs of Third World students. Today, however, approximately seventy per cent of all Third College students are white. In 1972, William David McElroy was appointed Chancellor of UCSD. Born on January 22, 1917, in Rogers, Texas,

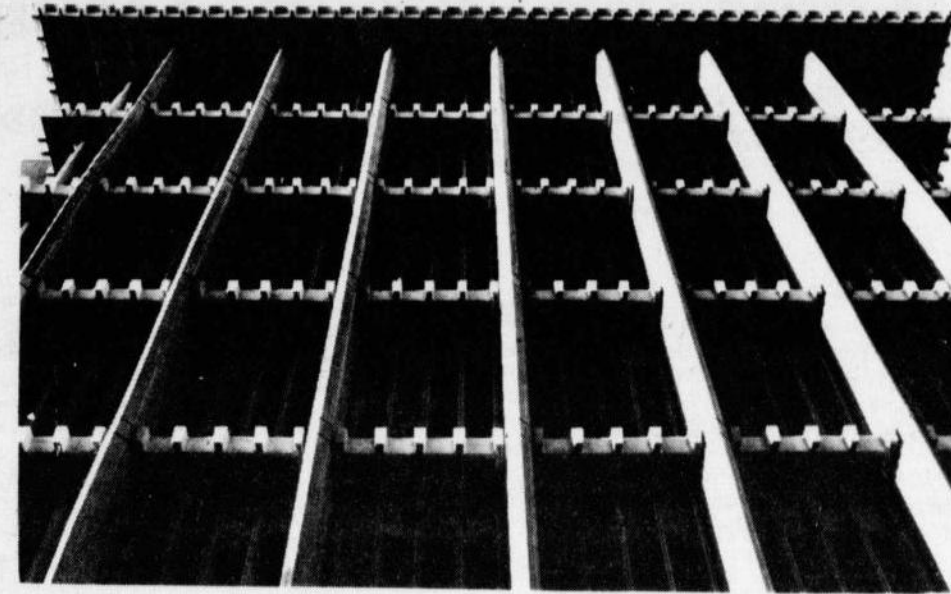
ANALYSIS

Major local corporations have found it in their interest to support the building of a University in San Diego. The aerospace and military industrial facilities in downtown San Diego needed a constant output of technicians, engineers, and researchers in order to respond to the corporate needs arising from the cold war era with the Soviets. The land developers, real estate agents, and soil barons needed a new inducement to growth in northern San Diego. National industries as well as the United States government have also found it in their interest to fund a high caliber research institution.

The phenomenal amount of money that is poured into UCSD each year by entities such as the National Science Foundation, the National Institute of Health, and other governmental agencies clearly demonstrates government/corporate eagerness to see the University prosper. It is interesting to note that UCSD currently ranks third in the nation in the amount of Federal Grants and Funds it receives. THIRD!

It's no surprise, then, to find representatives from such businesses as Metropolitan Life Insurance Company, Solar Corporation, Rohr Corporation, General Dynamics, and Copley Press sitting on Bill McElroy's Board of Overseers. The Board of Overseers allows the Chancellor and the University to interact with major corporate representatives in order to "guide the pat. of UCSD. Sure, there's one token student on the Board Overseers, along with forty-four businesspeople and UCSD support staff.

McElroy attended the Pasadena Junior College on a football scholarship. He used the same tactic to get into Stanford University and received his B.A. there. On to Reed College in Oregon--pick up an MA. His PhD in Biochemistry came from Princeton. (There's a whole other pamphlet in this series that deals with McElroy exclusively).



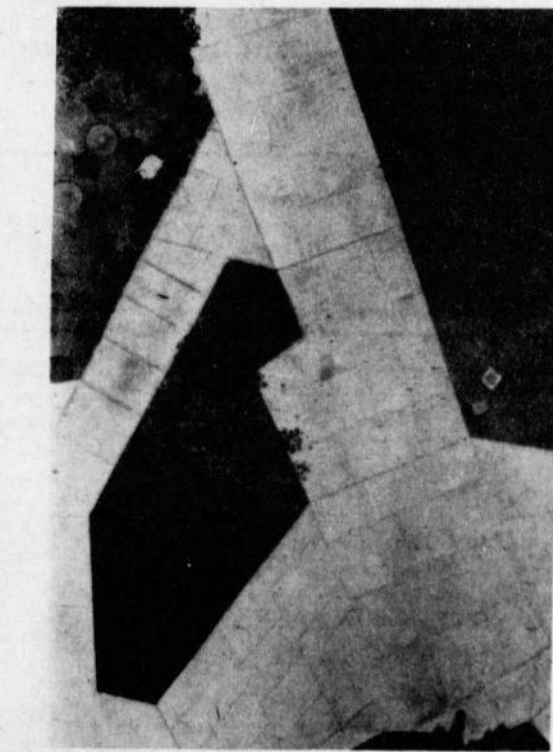
Fourth College opened its gates in fall of 1974, with a curriculum aimed at Career Planning. Currently they're housed in the Matthews Campus facilities.

UCSD began as an institution that was purely into scientific research. For half a century that was its only function. It did not start admitting students until 1960. Not just any students though; they only took grads. As brought out in the first quote of this pamphlet, UCSD is unique in its backward approach to the development of higher education.

The undergraduate student is the lowest priority for most professors and administrators at UCSD. The graduate students rank only one step higher. This situation is evident when one considers the student/TA ratio on this campus as compared to Berkeley and UCLA. While each of those campuses enjoy a 40:1 student/TA ratio, UCSD maintains a 51:1 student/TA ratio. This situation is not fair to the graduate students, nor to undergraduates. We pay \$212 per quarter and should rank above research on the University's priority list, especially when one takes into consideration that UCSD is a relatively small school of 9,000 combined undergraduate and graduate population.

In essence, undergraduates were let into a University (in 1964) that was already molded into a RESEARCH oriented institution. Research came first then, it still does, and probably will continue to do so, unless some body of people (i.e. the community of UCSD-WE) initiate some radical change in, not only UCSD itself, but also the entire UC process.

Delta feels the first step in this struggle is for students to educate themselves as to the fundamental contradictions that exist between the educational experience that was promised us, and what the University has to offer us as it presently exists. It is necessary that these contradictions be revealed and attacked in this manner, time spent at UCSD can be spent in a valuable way, creating a tolerable existence for the present and future students of UCSD. Delta publishes this pamphlet toward this end.



FOOTNOTES

1. San Diego Magazine, 1964.
2. Stadtman, Verne A., The University of California 1868-1968, McGraw-Hill, 1970, 1-2.
3. Ibid., 2.
4. University Bulletin, Sept. 10, 1956, 30.
5. Stadtman, 408.
6. University Bulletin, Nov. 17, 1958, 71.
7. Ibid., April 25, 1960, 173-174.

'Marxist Caucus' Formed In Coop Union At UCSD

by Susan Stanfield

New Indicator Note: Susan Stanfield, a member of the new Caucus, announced its formation at this year's first Student Cooperative Union meeting Monday, Sept 27. The Caucus has launched a petition drive against the planned Registration Fee increases for next year.

The New Indicator Collective encourages student and worker organizations at UCSD to assign a member of their group to report organizational news. Our Regional/UCSD Committee welcomes contributed articles.

The Marxist Caucus held their first meeting on Sept. 23, 1976. Delta decided to call this Marxist Caucus together and collectively the participants (Delta and non-Delta people) agreed upon the functions of a Marxist Caucus. First, a Marxist Caucus attempts to (1) collectivize Marxists (2) offers ideological leadership to the Cooperative Union as a mass organization. Second, the group decided upon a definition that described what a Marxist should be in relation to the Caucus. A Marxist: (1) employs dialectical materialism, (2) employs class analysis, (3) stands for the abolition of private property and the dictatorship of the proletariat (or worker control over the means of production), (4) employs political praxis, (5) employs self-criticism and discipline.

The Marxist Caucus is a sub-set of the Cooperative Union. The group decided that the Caucus should provide unified stands which reflect a Marxist perspective of cooperative actions to provide proposals for action within the Cooperative Union, and to offer ideological leadership to the Cooperative Union. The Caucus then discussed the responsibility of the membership in the Marxist Caucus. First of all, each member is to attend Cooperative Union meetings on a regular basis, the members of the Caucus will support each other at Cooperative meetings, and each member will define Marxist Caucus meetings as a priority to Cooperative meetings.

The Caucus is an action oriented group that will deal with campus issues such as Day Care, fee increases, etc... The Caucus is an open group, meaning that it does not close its meetings to non-Marxists. The Caucus holds weekly meetings on Sundays at 5:30 p.m. in the Student Organization Conference Room.

a short history of critical journalism at ucscd

A DECADE OF APPLYING PRESSURE WITH THE PRESS

by Ret Marut

The New Indicator is not the result of spontaneous generation. It must be seen as the present expression of a firm tradition on this campus of a paper which, in contrast to the Triton Times, has never hidden its philosophical and political premises under the guise of pluralistic objectivity, and whose bias has always been in favor of student and worker control over the conditions of their own learning and working.

The first such paper, the Indicator, dates back to 1966. As our name suggests, we do perceive ourselves as legitimate heirs to that first campus paper's role. But the "New" in our name also implies that much has happened since 1966, that this is not a repeat performance, that we want to learn from the history in between, what there is to learn will hopefully be made clearer after the following quick historical rundown.

The original "Indicator" grew out of a dissatisfaction with the high school style of the then official UCSD newspaper, the "Sandscript." Early in 1966 an alternative publication, the "Revelle Times," was started to provide a more relevant paper. By the end of '65-66 the "Revelle Times" and the "Sandscript" had merged into the "Sandscript Times." Over the summer the name was changed to the "Indicator" and it was published under that banner Sept. 30, 1966. Having started with a liberal-left slant in that era of growing political awareness, the staff, which included members of SIL (Students of the Independent Left) and other independent liberals, moved toward more radical journalism.

In 1966 the Indicator was the only paper on this campus. It became the house organ of the local SDS (Students for a Democratic Society) chapter.

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.



And the War Goes On

The SDS was at that time the clearest and strongest organizational expression of student demand for truly democratic participation of the disenfranchised, especially in terms of economic power, majority of workers students and minorities, in the control of all sectors of life, including the educational one. Being the paper for the SDS eventually (spring 1970) involved the Indicator in building large anti war demonstrations, some of which led to building takeovers on campus, as the effective opposition to the war soon meant that the students had to fight for more control over their own institution. The takeovers, in turn, uncovered information. Files from APIS and from the Contracts Office yielded striking details about UCSD complicity in the US-imperialist venture in Viet Nam. The Indicator maintained its unrivaled position for only two years. At that point a liberal-right coalition of individual students began to build the Triton Times. It soon found the administration's and the La Jolla business community's relative favor over the Indicator. Eventually (after years) it was made the official UCSD paper. In contrast to the Indicator, it had not directly challenged the administration's right to run the university in support of the war and against overwhelming student opposition. And when it came to the issue of the Lumumba-Zapata College demands it was again the Indicator which certainly did not gain administration favor when it supported this model for Third College which would guarantee democratic self-management for student and faculty, and staff.

The Indicator and the local SDS did not survive the famous SDS split of the summer of '69 by more than one year. Until late in the spring of 1971 there was no alternative paper at UCSD. Then a group from the counter cultural tendency of the former SDS and friends from the Third World Newspaper founded the Crazy Times and managed to still come out with three issues that year.

Although the Crazy Times lacked the perspective and practical support that the political activity of a strong organization like the SDS can supply, it continued to mobilize around the issue of UCSD involvement in the

Vietnam War. In 1971 it published, on its first page, an article on the UCSD Naval Electronics Lab under the headline "Shut it down". When 2000 demonstrators actually showed up at NEL on Point Loma in support of that demand, the newspaper got suspended by the then acting Chancellor Saltman on the charge of having incited a riot.

The important aspect of this suspension is the fact that the administration could not single out individuals on the paper staff, but had to move more visibly against the whole paper. The paper's strategy to not have a published editorial staff thus brought out that the administration wanted to suppress critical journalism, period, by not allowing the administration to reduce the issue to one of the journalistic excesses of a few individuals. In other words, had the administration been able to move against individual editors, it could have effectively imposed censorship without, however, having to stop the publication of the paper. The repression in that case, would have been much less evident, less public, and hence, less political in its effect. Needless to say that the New Indicator still adheres to that policy of refusing to publish an editorial staff box.

In response to the persistent absence of a strong student organization the paper's focus shifted increasingly to issues outside the university. In the fall of '72, this shift resulted in the name change to North Star. The staff had decided that the paper should become the North County's sibling paper of the OB-Rag, an ocean beach community newspaper. From then on pursued such community issues as ecological conservation, Del Mar City Council meetings, and printed articles on counter cultural concerns, ranging from health foods to head shops. While it thus attracted support and advertising from small counter-cultural businesses, the North Star was gradually neglecting and losing its student constituency. The way in which the North Star handled administrative repression demonstrates the problems arising from that neglect. After the paper had published a series of pro-Palestinian articles analyzing the Middle East situation the administration responded to pressure from the Jewish community and suspended the North Star. Faced with this clear repression once more over the pretended issue of the paper having to publish editorial names. The paper did not turn to the campus community to mobilize student support around the issue of freedom of speech, instead it only pursued the non-public, legal channel of contacting the National Lawyer's Guild. This, although the paper was not alone in its struggle with the administration. Raza de Bronze, a chicano campus paper, had joined the North Star in going to the Lawyer's Guild, and, once the discovery of a confidential letter to the administration from a physics professor had made it obvious that the administration was responding to outside-pro-Zionist pressure and that the editorial names issue was merely a front issue, all the student members of the Communications Board also turned against the administration. In fact the students on the Board were so upset that they demanded that from now on the Board should be all-student (which, since then, has actually been the



composition of the Board.) Previously the Board had student, faculty and administration representatives.

Of all of this the North Star did not print anything, for fear of alienating its North County constituency with these university issues. When, under pressure from the Lawyer's Guild the administration lifted the suspension, that victory, therefore went totally unnoticed.

Which is why the administration, through the Communications Board could continue to attack the paper. This time through a budget plan which threatened the North Star with a budget cut from \$6,000 to \$3,000. This time the North Star did go to the campus community for support, and the cut, proposed for the following year, was averted. "Coincidence" would have it, though, that in the summer of '73, i.e. immediately after the paper had published its strong opposition to marine recruiting on Muir Campus, the Muir Dean Beckly kicked the North Star out of its centrally located Muir office. The new location between Matthews Campus and the Medical School put the paper effec-



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A LOOK AT NORTH COUNTY FREE SCHOOLS

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tively outside regular student traffic. Staff recruitment became more difficult.

OUR HISTORY

Still the paper continued as strong voice on campus throughout the following year, mobilizing student opposition to U.S. ceasefire violations like, especially the aerial bombings of Cambodia and Laos. Its pushing of the Coastal Initiative attracted some student concern also. But throughout the whole year the paper and the whole student community suffered from the lack of a strong organization.

In the fall of '74 a skeleton staff of the paper therefore decided to put out a paper only to hold the funds and to thus keep the alternative paper option alive, by making the name and the facilities available to our allies from El Chimborazo, a chicano organization. The North Star made it through the year.

In the fall of '75 a merger of the North Star and the Sometimes (a weekly leaflet put out by radical activist members of the Student Coop throughout the spring quarter of '75) breathed new life into the paper, life which was badly needed in view of a boycott by a lot of political groups on campus against the Triton Times. That boycott had been decided by a broad coalition of groups because of the TT's history of arrogant neglect or outright misrepresentation of the concerns of minorities, of women, of the Coop and its action groups, of students in student housing, of graduate students etc...

After almost a whole quarter of working in relative isolation produced the mistakes of a typical in-group what with the paper giving itself the exotic, but, for most, incomprehensible name Natty Dread, the strong presence of a new organization, the Anti-CIA Coalition, forced a clearer focus on the paper. It also resulted in the participation of a lot of new people, people recruited for the paper through the participation in the Anti-CIA Coalition. Especially the experience of the distortion perpetrated by the official media—from the LA Times to the Triton Times—in the wake of the Coalition's demonstration against UC-complicity with the

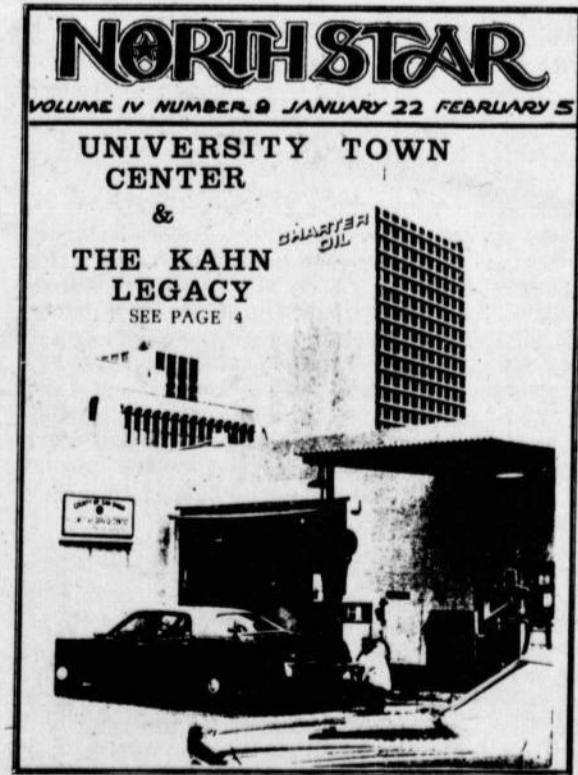
CIA minority recruitment drive, convinced many of the need to revitalize the paper. Against the lies about what had occurred at the demonstration by a broad coalition of groups against Saxon's cynical disregard for their concerns, the Anti-CIA Coalition published a detailed account of what had happened and also an analysis of how the media and the administration were totally hypocritical in their outrage at the demonstration.

The paper's effectiveness as an oppositional voice on campus grew from here on. Feeling we had to build a true community by truly communicating, the paper moved away from its in-group jargon, a move reflected in the adoption of the new name. In fact, the New Indicator was so effective that the administration resorted to its old heavy-handed and hackneyed tactic of cutting the paper's funds, once more, on the grounds of the paper refusing to publish a staff box. This time, we did not merely go to the Lawyer's Guild, but we also came out with an issue and with leaflets, alerting the campus community to the administration's repressive tactics. As a result the administration backed down. Furthermore, the New Indicator's analysis of the prejudicial coverage the Triton Times was giving the hearings against the students who had been singled out by the administration for their participation in the anti-CIA protest to Saxon, caused the Triton Times to reverse its position and to come out against the hearings.

Other campus-wide issues, like the strong demonstration of solidarity by all major campus organizations when the accreditation team was here, like the undergraduates' drive to "save the Humanities" like the inequitable and arbitrary way in which the administration allocated space to the student groups in the student center, like the harassment of workers joining AFSCME (American Federation of State County and Municipal Employees), like the administration's complete callousness towards the need for adequate day-care facilities, received full coverage only in the New Indicator. As far as electoral politics were concerned, the paper refused to "buy" any sham choices among candidates as they were all really only stand-ins for corporate interests, but did support the nuclear proposition. Several comprehensive analyses, the text of the proposition itself, and rebuttals of the main arguments favoring nuclear development were printed over several issues and in a special supplement.

But the main focus of the paper remained directed at what was going on on campus. A last leaflet was therefore issued during graduation ceremonies, when it had become obvious that the administration was going to exploit our absence during the summer and had in fact already started to implement its plans in all the areas in which strong student opposition and alternatives to those plans had been presented.

That collectivity must, in contrast to the past, include students and workers. For while it is true that the paper was always strongest itself when one organization had established itself as clearly representing a large minority, if not a majority of students in its actions and analyses, it is also true that our history shows that students with their high turnover cannot provide the



"It was always when we had succeeded in rallying support for a movement that the administration reacted with its overtly repressive moves"

continuity required for a longer lasting organization. That continuity can only come from the workers on this campus organizing along with students. It is such organizational coherence and strength which threatens the administration most. It was always when we had succeeded in rallying support for a movement that the administration reacted with its overtly repressive moves.

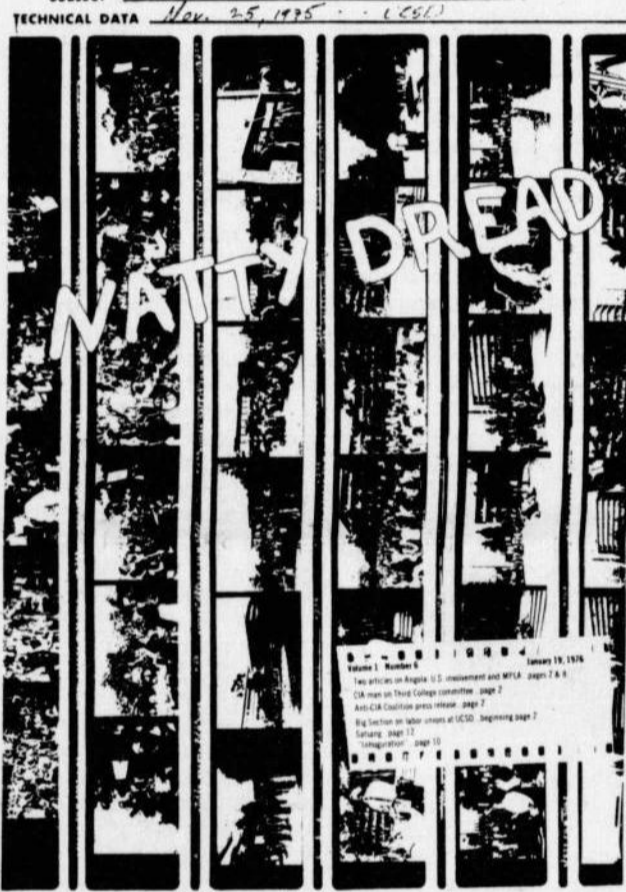
From this we can learn, secondly, that we must concentrate most of our coverage on what students and workers are doing or having done to them right here on this campus. This paper is pledged to support all efforts by workers and students to take more control over the conditions of their work, their study, and their social lives. Particularly, it hopes to assist the staff's struggle, first to get unionized in AFSCME, and then to fight for more job security, for safety on the job, for better pay, for more benefits or, in the case of part-time workers, benefits. Student struggles for financial independence of their student government i.e. for student control over student raised money,

As much as it would have been a pleasure to end with a reference to past victories we can ill afford such nostalgia. In the light of the administration's most recent attacks on all media except the Triton Times it would amount to sheer complacency. For the administration, in this case Vice Chancellor Murphy, once again used the summer to completely negate the will of the students as it had been expressed by the student government's budget committee (Budget Resource Group), or the Communications Board.

One the one hand, instead of releasing the Student Activity Fee Funds according to the Coop's allotment plan (BRG is a Support Group of the Coop), Murphy chose to freeze all funds to student organizations on the grounds that the criteria by which the Coop had arrived at its allotment decisions had not been made available to him. This is an outright lie, as they had been made available to him, before the summer and as furthermore they had been the basis of such allotments all of last year which he, Murphy, had at that time approved. On the other hand, Murphy has not yet acted on the Communication Board recommendation to purchase production equipment for all the major campus media.

This recommendation came as a result of a student initiative (TLC resolution, a survey of the opinions of more than 2000 students) which indicated that all major campus publications should have the status of "official" media. According to that recommendation, all media should be entitled, as previously only had been the Triton Times, to share of the whole pot of the student generated monies. This whole pot, i.e. Student Activity Fee money and Reg. Fee money, was to be allocated by the Communications Board. Murphy not acting on this recommendation will in the winter quarter, when our temporary allotted funds will have dried up, amount to a virtual imposition of censorship of all campus media, as even the Triton Times, though able to fall back on \$15,000 Reg. fee money held in reserve just for it, will have to offset higher production costs with more advertisement and less copy, since the cheaper production equipment on campus will not be set up.

The other media, not even having such reserve funds made available to them, would not be able to print or broadcast, period. Murphy's initial excuse that the Comm Board had not satisfied his request for a comprehensive outline of criteria by which money was to be allotted to the different media has, in the meantime, been exposed as sheer pretext. For, the Comm. Board submitted not just those criteria but a comprehensive constitution explaining in great detail all the ramifications of granting official status to all major media. In this constitution which was submitted two weeks before the beginning of Fall Quarter special attention was given to the responsibilities and the channels of accountability for the media. When at a Comm. Board meeting held at that time Murphy still voiced misgivings about the sufficiency of these guidelines, the Comm. Board asked him to submit a list of specific complaints he might still have. No such list has been presented and yet Murphy still has not acted towards implementing the student's clearly expressed will. How much longer can we tolerate such arrogant repression?



for more financial aid, against fee and tuition hikes, against rising dorm and University Housing rents, for more minority, women, and working class enrollment, for adequate day-care, and against cut backs are also top priorities for the paper's support work. With the help of contributions from participants in those struggles—articles, first person narratives, minutes of Coop and AFSCME-related meetings, etc... we want to implement these lessons in our newspaper praxis.

A third lesson for all of us concerns the focus of our political work in general. Clearly, the fight against the objective role of the university as one of the important columns of imperialism has been the most successful one in drawing mass support, first in the anti-war movement and last year against the CIA. However, history also tells us that, unless the moral outrage against what the US is perpetrating abroad is linked to what is experienced by us as oppressive here, in our own every-day lives, such movements last only as long as their most immediate external occasion, if that long. Moral outrage itself translates into lasting political activity only, if it is also directed at the frustration of one's own aspirations, one's own hope for a truly collective and satisfying work and study environment, if in other words, it is practical in the sense of motivating the struggle for changes in our own practice of living.

Finally, the small example of victories achieved by us over an administration that tried to shut us up, should once again convince all of us that, despite all the power and influence the administration wields, we can be stronger, if we are united, if we do not let ourselves be divided. Collectivity makes us stronger objectively—a collective newspaper organization prevented the underhanded censorship, period—as well as subjectively our own lives seem less fragmented, as we become involved in the human work of determining, with others, and through what objective changes, we can lead satisfying lives, lives shaped by human needs and values, rather than, as is presently the case by corporate needs and money.

THE new indicator



On The Inside...

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- Classics Task Force Report p. 4
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- Working in North County p. 7
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Summer of 1976 at UCSD

--- notes of a research assistant

Most students never get a chance to see what UCSD is like after the mass exodus during June at the end of finals. This is too bad, since summer quarter provides some unusual perspectives into the nature of the institution. With the majority of the student body gone, the "secondary" purposes of the University become more evident.

When the quarter system was initiated at UC in 1965-66 part of the rationale for the switch was that dividing the year into four quarters would allow a more balanced, year-round operation of UC facilities. True, there is a summer session here at UCSD but it is hardly noticeable compared to the influx of vacationing UC alumni, high school cheerleaders, S.D. Chargers in training, and a myriad of conference-goers ranging from electrical engineers to touchy-feely therapy groups.

These 10,000 paying visitors change the character of the campus somewhat (besides returning a nice profit for the UC enterprises). The food services improve markedly; craft and recreation centers are set up near the dorms for the children of alumni, to create a festive atmosphere in the quads.

In addition (according to the UC San Diego Weekly) the summer "Camp of Champs" program for cheerleaders serves in recruiting them as regular students at UCSD. However, there do not appear to be any summer programs aimed at recruiting inner-city kids to bolster UCSD's flagging minority enrollments, unless one considers the supplementary writing program as an aid in retaining those already coming to UCSD.

For the faculty and administration summer is a welcome respite from the strains of student affairs and pedagogy. Lacking any vocal opposition the UC administration hierarchy now has a free hand to act on matters that directly affect many students -- particularly budget matters (see other articles in this issue). In fact a principal objective of the UCSD administration

has been to try to hold out until summer before resolving controversial issues by fiat. The absence of students in the summer thus becomes important for the administrative cycle.

Summer is also a good time for radical investigators trying to answer basic questions about UCSD's origins and relationship to the surrounding technical and financial community, for as a pamphlet (created by the Delta collective) puts it, "UCSD Did Not Fall from the Sky". UCSD was conceived as a Science and Engineering Institute adjunct of Scripps Institution of Oceanography. It was built from the top down, first admitting a few grad students while academic planning of the undergraduate curriculum was done by the core faculty. In 1962 these were mainly biologists, physicists, engineers and chemists. The preponderant faculty composition is still detectable in the disproportionate numbers of tenured professors in some of the physical sciences.

Why is this place such a hard-science, mind-crushing school? For one reason it's because UCSD is the third-ranking recipient of Federal research grants in the sciences and medicine among all US academic institutions (total over \$76 million). Also, don't forget that UC itself is heavily subsidized by the Federal government to operate the three main AEC, excuse me, ERDA labs--Lawrence Radiation Lab, Lawrence Livermore Lab, and Los Alamos (New Mexico)--in developing peaceful and non-peaceful (i.e. offensive) uses of atomic energy. The current UC president (Saxon) is himself a physicist; his predecessor (Charles J. Hitch) was head of the RAND Corporation Economics Division from 1948-60 and later Assistant Secretary of Defense (and author of "The Economics of Defense in the Nuclear Age," Atheneum, NY, 1965, available in the S & E library).

UCSD's "output" of highly-trained technicians is vital to perpetuating the academic-military-industrial complex. This has specific and concrete meaning for

The Forces Really At Play Become All Too Evident

UCSD students now applying for technical jobs. Many of these job-openings (advertised by UCSD's Career Planning and Placement Service) come from the host of electronics, data processing, consulting and engineering firms that have grown up alongside UCSD. For example, Job #5063: "Junior Scientist/Physicist Aide--2 openings for permanent positions with Systems, Science, and Software (Carmel Mt. Rd.) working with senior staff scientists. Project assignments in the areas of applied physics and engineering analysis involving fluid mechanics and high

Data Systems, Via Computer, Hydro Products, Logicon, Linkabit, etc. More than a few were founded by or employ past and present UCSD faculty members. As a case in point consider Linkabit, founded by Dr. I.M. Jacobs, formerly of the APIS Dept. Linkabit makes sophisticated electronic coding equipment, primarily for satellite communications. It has had contracts with the Naval Electronics Lab, Air Force Avionics Lab, US Army Electronics Command, and others. According to a statement of Dec., 1973, (titled "Experience, Capabilities, and Per-

UCSD's 'output' of highly-trained technicians is vital to perpetuating the academic-military-industrial complex.

temperature gas dynamics as related to a variety of Dept. of Defense programs. Requirements: strong academic background in physics, math and engineering. Salary: to be discussed."

This could be an opportunity for a student in UCSD's Institute for Pure and Applied Physical Sciences, described in the 1975 Research Centers Directory (available at Central Library ref. desk) as an "integral unit of UCSD, formed in Dec. 1967 by merger of the then existing Institute for the Study of Matter and Institute for Radiation Physics and Aerodynamics. Supported by extramurally funded research contracts and grants (1973 total \$1.26 million). Staffed by 27 research professionals, 17 supporting professionals, 42 student assistants, 4 technicians, 16 others. Principal fields of research: atomic and molecular physics, plasma dynamics, fluid mechanics, . . . quantum mechanics and many-body systems . . ."

The director of the Institute, Dr. B. T. Matthias, was awarded one grant by AFOSR (the Air Force Office of Scientific Research) of \$790,000, for "material studies"; look under "UCSD" in the "Roster of US Government Research and Development Contracts," compiled by Frost and Sullivan, Inc., NY, and published by Bowker Associates, Washington, DC in 1965, (available in S & E, also useful for seeing what local firms have gotten defense contracts--e.g. Cubic, Logicon, General Dynamics, Control Data, Solar-L.H.). The Advanced Research Projects Agency of the Dept. of Defense also funded a summer conference on materials research here in July, 1973. The Science and Engineering library collection in materials science is heavily used, both by on-campus people and non-local think-tanks.

Among other UCSD research institutes

Many dropouts of UCSD grad programs help to fill the ranks of middle-level technical writers, system analysts, programmers, etc., . . .

whose work has obvious defense applications one finds the Visibility Laboratory at Scripps, specializing in "computerized image processing, . . . optical properties of terrains and man-made objects, . . . optical oceanography, . . . environmental optics and visibility, . . . fundamental operation of physical detectors, particularly photoelectric devices of all kinds . . . ; combines information obtained through its research to predict limiting conditions when objects can be seen and televised under virtually all circumstances," including selection of targets, photo-reconnaissance, ASW, etc.

The majority of defense contracting, though, is done by the aforementioned plethora of private firms (see chart on Federal grant awards to UCSD). Many of these small research and development centers are located in or around University Industrial Park in Sorrento Valley. They are "clean" industries, with names like Datum, Digital Scientific, Micromation, Spin Physics, Physical Dynamics, S.H.E., General Atomic, Diatak, Ivac, Integrated Software Systems, Science Applications, Intersea Research Corp., Institute for Policy Analysis (CIA), Ocean

sonnel", "The location in University Industrial Park was selected because of the availability of a large technical labor base and proximity to the University of California, San Diego (La Jolla). These factors enable Linkabit to rapidly expand its professional staff and to obtain highly qualified engineering, programming, and non-professional personnel on an as-required basis." Included in its staff are senior scientist D. Becker from UCSD in 1973, R. Gibson from UCSD's Center for Human Information Processing (Dept. of Psychology), 4 engineers and programmers from UCSD, and many others from M.I.T. One noteworthy employee is Col. D. E. Honadle, U.S.A.F. retired (after 26 years), an expert in logistics and business management previously employed by McDonnell Douglas. Dr. Jacobs, incidentally, has also been a consultant to many aerospace and defense-oriented firms. On a small scale, then, Linkabit is a good representative of the academic-military-industrial complex.

It should be emphasized that the students who join such firms are not necessarily the cream of the academic crop. Many dropouts of UCSD grad programs help to fill the ranks of middle-level technical writers, systems analysts, programmers, etc., although UCSD does not like to acknowledge the manner in which its attrition rate serves the interests of private industry.

The members of the Board of Overseers (B.O.O.), though, are probably well aware of the connection. B.O.O. includes Adm. U. S. Grant Sharp and Robt. Jackson of Teledyne-Ryan; Cecil Green of Texas Instruments; M. Morimoto of Sony Corp.; M. Sievert of Solar Division, L.H.; and various figures in real estate and media. They represent some of the same interests served by their archetype, the UC Board of Regents. The Regents sit on an average of 3

it's what you choose to make of it?

the ucsd experience--

by Kris Hauser

Most of us are returning to UCSD. Some of us are coming here for the first time. All of us wonder about the coming year-- and worry.

Our anticipation of wonder, the sense of adventure, of new freedom, of learning as a venture into new realms, all of these promises of a fuller life do not convince us entirely. Our feelings upon arriving here are mixed-- and for good reasons. We have, after all, left something behind. At least, for the time being: our family, the old circle of friends, the comradeship of high school, or even the familiarity which our last summer jobs had finally assumed. We are free, then, primarily in the sense of being disconnected. Starting out very much alone and unknown, we must establish ourselves--in the eyes of others and, because so much of our self-esteem depends on the others, even in our own eyes. It is because of the doubtful outcome of this process of proving ourselves that we could not quite quell a nagging fear even during that apparently so carefree orientation week.

"MILLION DOES NOT QUELL BARBARA'S FEAR SHE'LL FAIL" (national observer)

For the other to whom we must prove ourselves is first and foremost an authority who sits in judgement over us. And that judgement is ultimately what decides to which employment we will be assigned. All of us who cannot expect large inheritances and do not own enough capital (the majority of us, in other words, and that includes even people like Barbara Walters who ostensibly has got it made) still have only our ability to work to sell. And we must sell it in order to "make a living".

The free labourer, on the other hand, sells his very self, and that by fractions. He auctions off eight, ten, twelve, fifteen hours of his life, one day like the next, to the highest bidder, to the owner of

Our TA's and professors fulfill, in this sense, a function for our future employers. Through their immediate quantitative judgement--"A", "B", or "C", "Pass" or "Fail"-- they enable the administration to make the final decision as to who can be barred from the medical school, e.g. that is, they make it possible for the social engineers to implement the artificial selection process for that number of slots in medicine or sociology or ecological research which is so arbitrarily limited by the choice of the controllers of our society to not invest in these areas in a manner half-way proportional to the human needs they could satisfy. As the fact that only a few percent of all UCSD undergraduates aspiring to enter medical school are actually admitted demonstrates most drastically, most of us are going to be eliminated by that selection process from what we actually want to do. Most of us, in other words, have been condemned to "fail" before we have even started reading our first book, written our first paper.

"THERE'S NO SUCCESS LIKE FAILURE... & FAILURE'S NO SUCCESS AT ALL" (b dylan)

And yet we enter the fray and drive ourselves to a state of frenzy, and, when "we don't make the cut", i.e. when someone in the administration totally unknown to us cuts us from one possibility or another, we end up feeling useless or at least, inferior, and we resign-- as though our "failure" had been our fault as though it hadn't been built into this university in all its aspects, as though it hadn't been planned and socially engineered from the start, indeed from before the start (for we are already a "select" group, in other words, a group from which too many have been eliminated).

But we are not to think about the university in these "impersonal" terms. Though the university treats us as impersonally as so many figures in a statistic we are to conceive of our relation to it in purely personal terms, are to think that we, each individually, will be smarter than our ten co-students and succeed. In this way we let ourselves be turned on by each successfully taken test, although we must too often

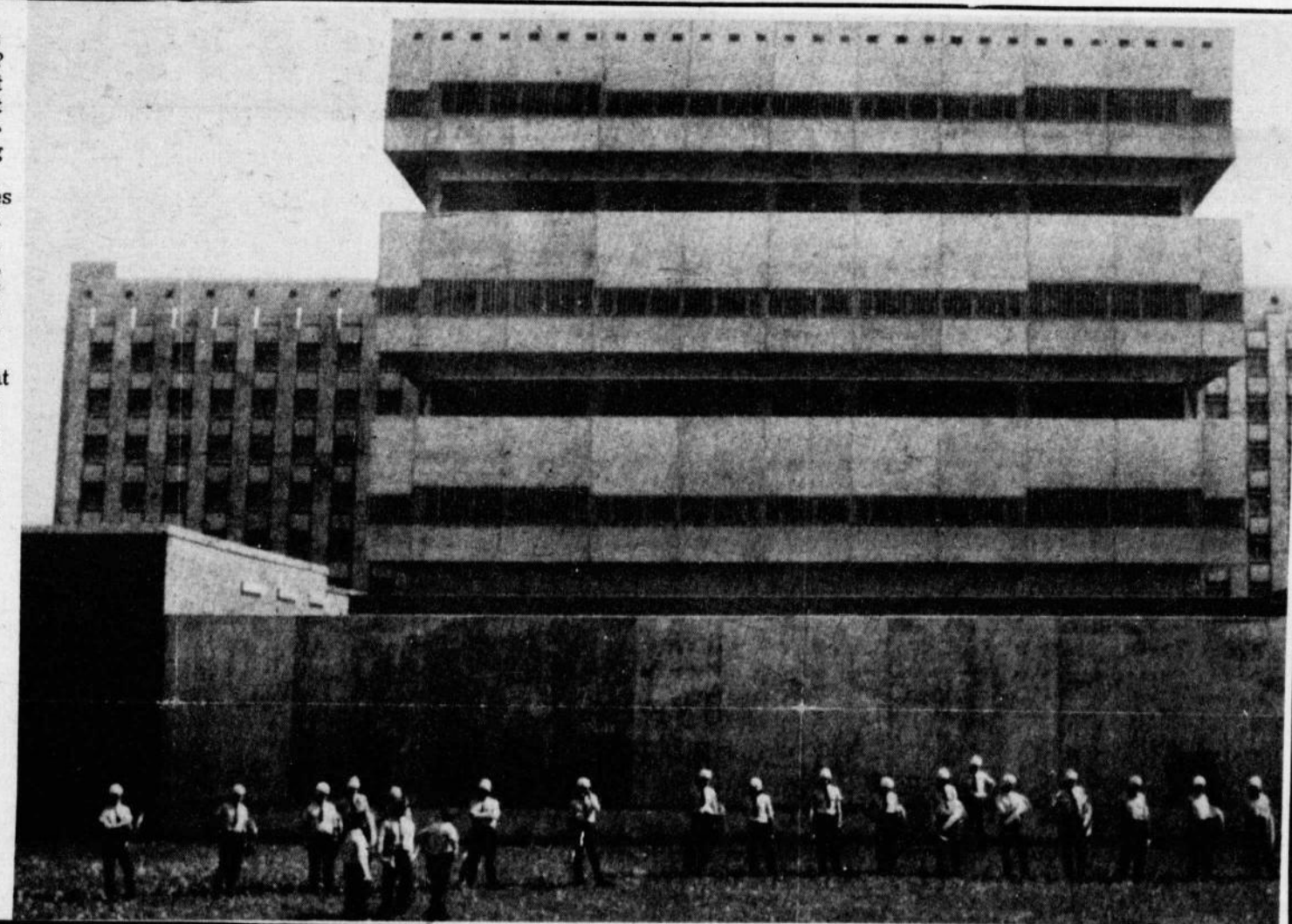
How then does a sum of commodities of exchange values, become capital?

Thereby, that as an independent social power, i.e., as the power of a part of society, it preserves itself and multiplies by exchange with direct, living labour-power.

The existence of a class which possesses nothing but the ability to work is a necessary presupposition of capital. It is only the dominion of past, accumulated, materialized labour over immediate living labour that stamps the accumulated labour with the character of capital.

Capital does not consist in the fact that accumulated labour serves living labour as a means for new production. It consists in the fact that living labour serves accumulated labour as the means of preserving and multiplying its exchange value.

--Karl Marx



A BUILDING AT MUIR ?

NO, BUT ALSO LABOUR ACCUMULATED BY CAPITAL: THE FEDERAL PRISON IN FRANKFURT-PREUNGESHEIM (WEST-GERMANY)

raw materials, tools, and means of life, i.e., to the capitalist. The labourer belongs neither to an owner nor to the soil, but eight, ten, twelve, fifteen hours of his daily life belong to whomever buys them. The worker leaves the capitalist, to whom he has sold himself, as often as he chooses, and the capitalist discharges him as often as he sees fit, as soon as he no longer gets any use, or not the required use, out of him. But the worker, whose only source of income is the sale of his labour-power, cannot leave the whole class of buyers, i.e., the capitalist class, unless he gives up his own existence. He does not belong to this or to that capitalist, but to the capitalist class; and it is for him to find his man, i.e., to find a buyer in this capitalist class.

--Karl Marx, Wage-Labour and Capital

turn off our social contacts, neglect our friends, and treat our human relationships callously. Thus do we learn to suppress our desire for a whole and fulfilled existence and accept being driven by fear from test to test, from day to day, week to week, and, eventually, be prepared to live this way year-in, year-out. But is the momentary joy of having passed a test, is this instant of relief, this short removal of fear, really all we had hoped for when we came here? At any rate, is it all we can hope for? Do we really only function on account of those petty rewards? Must we forever "function" in somebody else's equation? And if we must now, why? What are the conditions which force us to? How, if we want to, can we change those?

APPROACH WITH RIGOR

To answer these questions, let us approach the university and our role in it with the same scientific rigor that this university prides itself on teaching in the so-called "hard sciences".

The first acknowledgement we must make, if we want to be truly scientific, is that the laws of empirical science are statistical approximations. The eccentric movement of one individual atom, for instance, does not enter into the determination of the objective laws of motion, as elaborated by Newtonian physics.

Of course, and by contrast to the atom, human beings move by their individuality. Their eccentricity matters. But the way that individuality is promoted in our society, it is primarily a fiction, a fiction by which we are kept divided and easily manipulated. For, to the society as it presently functions the individual objectively has no value except the value of his/her employment. The individual as an integrated whole is not taken into account. A person's desire to pursue a certain program of training does not objectively interest this society--no matter how valuable from a point of view of human needs that person's contribution, let's say in the field of ecological research, might be. Instead, what happens objectively is that this society makes available only a limited number of openings, whether generally in the form of jobs, or, more particularly, in the form of study slots. Both, the number and the areas of opportunities are determined by capital investment priorities. Choices are ultimately made on the basis, not of human needs, but of profit prospects. Including the choices made at the university.

Although the university's administration always attempts to hide its basic role of subservience to and dependence on the interests of capital, a close reading of even the most euphemistic and generalist-characterization we can expect to find--the UCSD Catalog 1976/77-- corroborates our analysis fully. Two sentences which sound like innocuous platitudes at first, assume, on second thought, a quite ominous significance. On the first page, where the university is sold to us as prospective buyers, we read, "If you feel confused about the future bear in mind that: a third or more of all high school students graduating this year will eventually find occupations in fields that haven't been invented yet."

--the average American worker changes occupation five times during a working career. UC San Diego welcomes explorers."

And on page 22, where the Revelle program is sold to our parents, "the major task" of college education is stated as that of "training students so that they can adapt quickly and effectively to the rapidly changing world."

What this says in appropriately blunter words is, that whether we want it or not, the world is not just going to change but is going to change rapidly, and just as it is taken for granted that we are not going to influence the speed of change, so are we not going to have a say about its direction. Thus we are buried by the grammar of a capitalism, which is so sure of its power to cast the material world in its image, that it no longer needs to make its role as a subjective force behind the changes explicit, but can posit the world as objectively "changing". When capital as a historic subject is thus collapsed into the objectivity of an adjective, we are prevented from asking who changes the world. The world itself becomes a subject, it is changing; history appears like nature, beyond human control. Therefore, we lose the possibility of thinking that we could be for whom, the world changes. We lose the possibility of the world being adapted to our needs rather than us being adapted to it, as it is changed by capital.

ucsd experience ...

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THE COLLECTIVE APPROACH

For that possibility to take effect, though, we must not just analyze and criticize the university's objective functioning but must develop the commitment to collectivity. For only collective opposition to the systematic pitting one of us against the other for what are often unnecessarily scarce and just as often just plain necessary or even destructive employment positing, will get us out of the dominant syndrome of fear which results from our individual powerlessness before the vast machinery of accumulated capital to which we must presently sell ourselves to make a living. However, to some of us the university might still appear as a haven in which we can each pursue our true interests in total protection from the rough breaks of real life outside. Indeed, our humanities professors have probably opened their first lecture this year with the same pitch of how the humanities would offer us models and philosophies for our personal choice and benefitting our individual growth as they did in previous years. And, of course, the university does offer a measure of protection and, of course, it does provide some time and some space for learning beneficial to one's character development as a human being.

But as even the university's own self-advertisement let on, the need to satisfy the demands of capital for a willing and able work force informs the first basis of the training the university intends to give. To train us "To adapt quickly and effectively to a rapidly changing world" i.e. to prepare us to change "occupation five times during a working career" is the primary function. It informs everything else, including the euphemism with which that purpose of our training is concealed. We must learn to see through appearances. In that sense we must recognize that UC does not welcome "explorers". It wants suckers. It as agent of capital, is not interested in the "adventure" of our personal development but must develop an army of able and willing workers, workers willing--despite their high level of training--to be shifted from job to job, workers grateful for being able to

ALIENATION

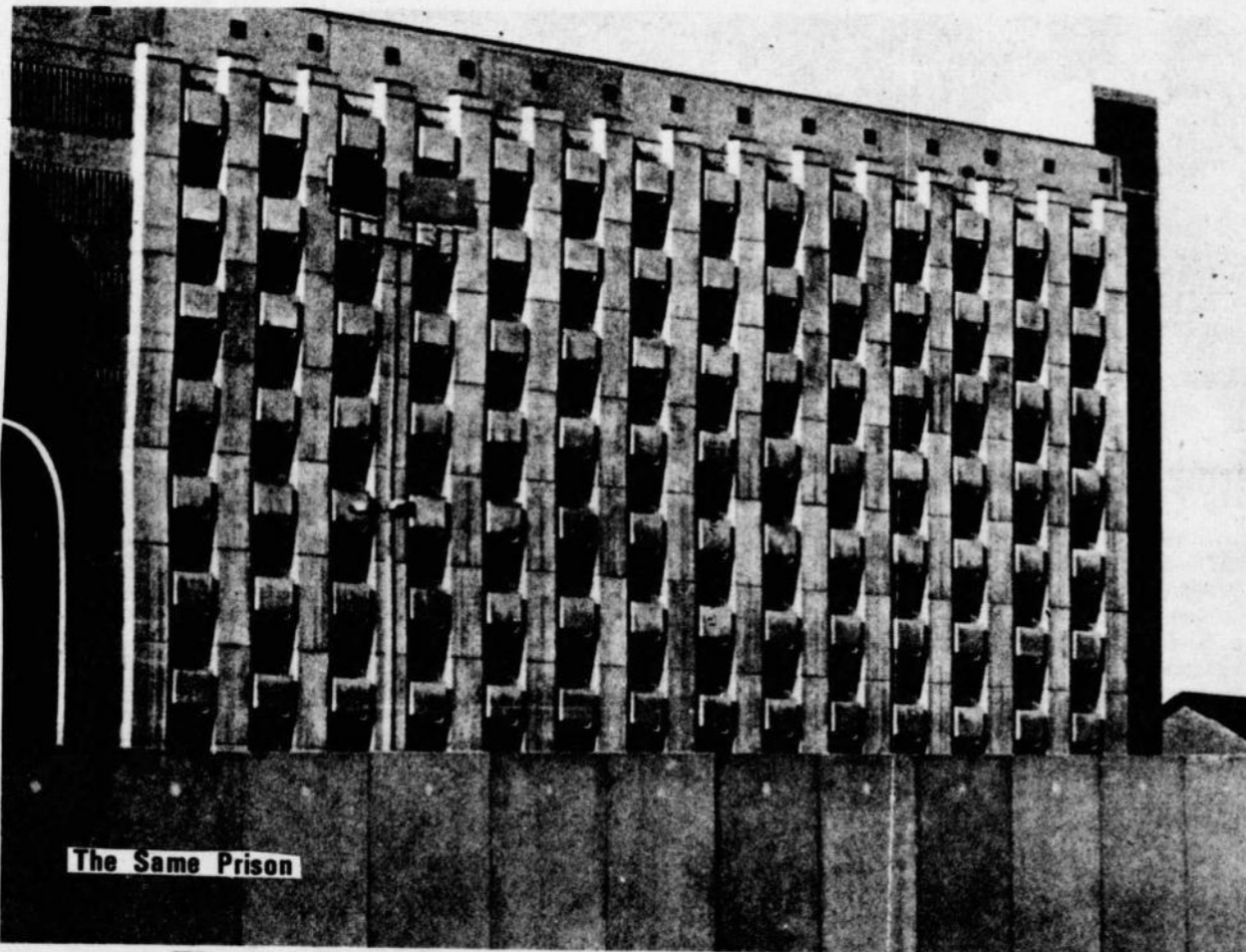
1. Alienation from the work process
Alienation from work activities results from the worker's entrance into no social relations with fellow workers through which the organization of production could be determined and through which the resulting pattern of work activities could develop over time in response to the introduction of new technologies. As a result of this form of alienation, personal and interpersonal benefits of work play no part in the determination of actual modes of production and the diffusion of new modes of production.
2. Alienation from the product
Under capitalism the worker is alienated from his product in the sense that he enters into no social relations as a community-member in terms of which production goals are defined--what is to be produced, for what use, and for whom.
(Herbert Gintis, "Repressive Schooling as Productive Schooling," Problems in Political Economy: An Urban Perspective)

sell their labour power to the owners or controllers of the means of production, i.e. of the places of employment. The talk of us as "explorers" and of our education as "adventure;" is only a measure of their need to lie. Rather than buy those idealisms, we must learn from the realism between their lines: We are really apprentice "workers", and our adventures will in fact consist of being pushed in and out of jobs at the brutal whim of capital investment seeking highest profits.

Only after we recognize that as our reality, can we start changing it. For the only way in which we can begin to have some control over the circumstances of our lives, of our own education, of our own work, is by acting, not in isolation--as individualistic explorers--but in broadest solidarity, as and with workers.

Almost everything at the university speaks against practicing such solidarity. In our society, where the economic sphere is totally undemocratic and marked by inequality and repression, where an ever smaller group of people control and own the product of the labor of the ever vaster majority, where the appropriation and accumulation of the product, in other words, remains private, though its production and even its financing (think of Lockheed e.g.) are socialized, in our society the educational system is designed to re-produce and to legitimize alienation (see definition in frame) in the very process of training and stratifying the work force.

How does this occur? The heart of the process is to be found not in the content of the educational encounter--or the process of information transfer--but in the form: the social relations of the educational encounter. These correspond closely



The Same Prison

--Full Employment: The heralded Humphrey-Hawkins bill, which gave promise of putting people to work, was a joke, only a pose at best. Liberals insist on wage-price controls to support the bill, but organized labor opposes wage controls--rightly so, since wages have yet to catch up with prices and prices are seldom really controlled by such measures.

Those who still hope for economic improvement from a Carter-Mondale administration should take note that most economists now maintain that unemployment rates will remain at quasi-depression levels indefinitely. A recent survey by U.S. News and World Report showed that the U.S. would have to provide an average of more than 72,000 new jobs every week between now and 1985 to cope with new entries into the labor force and to lower unemployment to 4 percent. Such a rate of job creation would be nearly double that of previous decades.

On top of the above, many of the industries that led the postwar boom are now on the decline. Most prominently afflicted are the auto industry, education, health and construction. Moreover, the U.S. is losing labor-intensive manufacturing jobs (more workers-fewer machines) to other countries--both because large corporations are locating abroad for cheaper labor, and because the U.S. is losing ground to other capitalist nations. Because of the cutback in expenditures in the "public sector," jobs will continue to be eroded in government and social services, as corporate and government policy makers divert more capital into a beefing up of the "private sector" (large, multinational corporations).

Any true reform in the area of tax reform or health insurance or full employment would entail an actual change in the system. Liberal Democrats, like Conservative

to the social relations of dominance, subordination, and motivation in the economic sphere. Through the educational encounter, individuals are induced to accept the degree of powerlessness with which they will be faced as mature workers...To reproduce the labor force the schools are destined to legitimate inequality, limit personal development to forms compatible with submission to arbitrary authority, and aid in the process whereby youth are resigned to their fate. (Samuel Bowles, Herbert Gintis, Schooling in Capitalist America, pp.265-266)

We all know what the means of this process of gradual intimidation are. But we need to communicate our as yet isolated and individual perceptions to each other in order to gain the sense of community which could give us the confidence to move jointly. The New Indicator offers its pages for such communication. We invite members of this as yet only potential community--workers as well as students--to submit first-person accounts of their every day life experiences. Besides participating towards collectivity by imparting our personal perception of life on the job, in the dorms, in class, etc., we should, however, counter the effects of years of socialization towards self-centered individualism with actual involvement in collective political work. The Student Cooperative Union ("Coop"), the American Federation of State, County and Municipal Employees (AFSCME) provide a first organizational framework enabling us to assume control of the conditions of our lives through democratic cooperation. We should participate in building them further, both in quantitative and in qualitative terms. It is up to us. Or down from them.

Democrats or Republicans, are charged with the task of preserving the system as it is. So it is highly unlikely, despite Carter-Mondale's New Deal posturing, that we will see any significant change.

One Democratic Representative to Congress, John Conyers of Detroit, has taken a relatively realistic look at the situation. As quoted by the Village Voice, in July, Conyers expects a severe struggle with the Democratic administration.

"The question becomes," Conyers said, "what is to be the purpose of the federal government and who is to influence the decisions that it makes about the vast tax wealth of this country?... If we don't deal with the problem of the corporate, entrenched enterprise which now forms that part of government sitting invisibly alongside all of us in the public government, making all the major decisions domestically and in terms of foreign policy, then we will have ultimately failed...." Rep. Conyers hit the proverbial nail on the head. And in the struggle ahead, we can expect the corporate interests, regardless of who is elected president, to use their assistants in government to fight relentlessly against any attempts at true systemic change.

The tenor and conclusions of this article may seem unduly pessimistic and negative. My aim, however, has been to take a realistic look at the prospects for change emanating from the present electoral circus. And while we can expect political (and economic) decision-makers to do little to upgrade the quality of life in the U.S., there remains a lot of room and many resources for people in opposition to the dominant system to work with. Hopefully, this newspaper will serve as one place where such alternative actions and movements can be enumerated and exposed to a broader public view.

NEW NATIONAL TREND...

continued from page 1

standing of human civilization and history--has been all but abandoned and carries only a secondary importance today. For many, college has become more a matter of employment than of enlightenment.

During the mid-1800's, a number of the leading industrial and finance capitalists foresaw the need for intensive research and development (R&D) in productive technology and the 'social engineering' of marketing and labor management. It was seen as necessary to preserve and extend the competitive edge of their corporations and to avoid being driven out of business by stronger foreign or domestic competitors.

Consequently, a number of foundations and trusts were established to support higher education, bearing names like Carnegie, Ford, and Rockefeller. By controlling which schools received this financial assistance, the big capitalists were able to reshape the entire college education system into one with an emphasis upon meeting the skilled labor and R&D needs of Big Business. In due time, and with the advent of devices such as the "progressive" income tax in the early 1900's, and the loop-holes that made it a regressive tax burden upon the majority of working people and small entrepreneurs and independent professionals, Big Business was able to get the government to channel public dollars into the support of both private and public higher education.

By thus "socializing" the finance of the college system, the bite into capitalist profits was reduced relative to the extent to which the other classes were made to pay for the continuous production of the college educated labor and technical development required by the elite capitalist class. Big Business control of higher education was little affected since the capitalists have usually been able to finance and publicize their favored candidates into office.



However, public funding has led to public pressure for universal access to higher education. But this demand poses an insurmountable contradiction insofar as the college system is structured to emphasize providing highly specialized training rather than a general enlightenment. Thus, universal access to the present system implies a huge overproduction of specialized skilled labor. Now someone trained for years, nay, decades, to become say, a biochemical theoretician or technician, is often utterly unskilled in most other fields. Since there are only a limited number of jobs for biochemists and also only a limited number of unskilled labor positions, universal access to today's college system would mean massive underemployment or unemployment of overspecialized labor. It would mean a drop in the buying power of the general population and hence of sales, and therefore a contraction of the market and a depression spiral of cutbacks in production, layoffs, further contraction of the market (sound familiar?) and in short, massive disruption of the economy.

PESO . . .

cont from page 1

with the bourgeoisie involved in production for the domestic market, will face an increase in production costs: for the same volume of purchases they will have to pay more. If these increases are transferred over to the consumer without the level of demand being affected these sectors will not be mobilized to avoid the monetary crisis. If it is possible to transfer the increase in costs to the prices consumers pay, they will have to firmly oppose the current economic crisis.

The fall of the peso has produced fantastic profits to speculative capital and to the industrial, commercial and tourist monopolies. The monopolist structures will absorb the "benefits" and a new devaluation will be necessary.

The devaluation on the other hand signifies an increase in the production of most of the products. In the first instance imported goods or products have

been given a fixed price rise of 58%, the equivalent of the devaluation. The products that are sold domestically, but that also are exported have had a similar rise in cost. The working class has thus suffered a strong decrease in its real wages and as a consequence in its standard of living. Both the official and independent labor unions had posed as a fundamental demand a 68% wage increase due to their objective loss of buying power.

Working class pressure within the labor unions resulted in a declaration of a general strike which was announced September 17, and was to begin Tuesday the 21st of September. On Sept. 20 a loan by seven private U.S. banks was made to Mexico. The loan was somewhere

between 200 million and 1.6 billion dollars. In this way the Mexican Government attempted to solve its political pressures and the problems of the moment. The government administration offered the working class a 23% wage increase (which could not re-establish the buying power of the exploited and was accepted by the official bureaucratic state controlled unions, the "charros"). The independent union sector emphatically rejected the 23% increase demanding a 65% increase

So we begin to grasp that it is crucial to stability of the capitalist economy that the size of the student population, of the college-educated labor pool, be regulated to assure an adequately abundant supply of this labor to keep wage costs low and yet to prevent a drastic overproduction. Of course, this is true for any category of labor and is also related to the callous manipulation of the officially acceptable level of unemployment.

SPUTNIK

The most recent massive increase in the higher education system in the U.S. followed the launching of the first orbital satellite, Sputnik, by the U.S.S.R. in 1958. The U.S. government and U.S.-based global corporations feared the loss of their technological superiority and of the economic, political, and military dominance they had enjoyed since World War II. Corporate and federal funding of higher education soared, as did enrollments. Many new campuses, like UCSD, sprang up overnight. But the arms race, and the special interests of the "top 500" global corporations was the motive force--not better education for the American people.

In the early sixties few people could foresee that a decade later 50% of all high school graduates would attend some institution of higher education. A college education has become much less the elite upper class and middle class privilege it once was. Large numbers of young people from traditional working class backgrounds are receiving college educations. Some colleges, of course, remain more expensive and exclusive than others. But even at a relatively elite institution such as UCSD, a third of the white students work during the regular school term, and the figures are much higher for the different minority groups. Since work-time reduces the time left free for studying and can threaten a student's academic standing, one must conclude that the majority of working students are compelled by the necessity to support themselves or to supplement inadequate family assistance. (One might also conclude that the school's financial aid system which is subsidized by student fees, but completely controlled by the administration, is grossly insufficient and ought to be a major political issue.)

A GROWING MIDDLE CLASS?

Does this expansion of access to college education mean there is greater upward social mobility and a growing middle class? Most pro-capitalist social scientists agree with this formulation.

Some Marxist and radical social scientists also agree. They point out that Marx and Engels analyzed university students, teachers, and most intellectuals as being part of the "petit bourgeois" middle classes and insist that this is still the case today. Others argue that two of the projections of capitalist development which Marx and Engels made have very largely come to pass: (1) the increasing concentration of the wealth as spoils in the hands of an ever-decreasing number of victorious capitalist competitors to the point where monopolism brings the disappearance of most competition, and (2) the corollary that as monopolization of capital becomes advanced, the numbers of people in the independent middle classes--those who provide "professional" services, and the small merchants, farmers, manufacturers, and mechanics--would shrink as the independent enterprises became absorbed by the monopolies and the practitioners of these enterprises became "proletarianized" into the class of wage-workers.

If we observe the numbers of lawyers, accountants, scientists, doctors, and even artists and writers who have today lost their independent professional practices and are now drawing paychecks from major corporate or government employers--as employees with "professional" skills--then we begin to see what is meant by the "proletarianization of intellectual labor." In general, the categories of occupations that are working-class are increasing and the categories that are

and a sliding salary scale. The crisis has made it possible that large sectors of the working class in Mexico are expressing themselves more militantly because the crisis can no longer be hidden. The independent labor union movement suffered repression throughout the summer. Since then the Electrical Workers Union (with 300,000 members) has published in the media a series of self-criticisms, dealing with their strategical errors in their political interventions nationally.

A national meeting of representatives of independent labor unions has been called and announced nationally. The meeting will take place in Mexico City from Oct. 9-11. The participation of the majority of the independent union locals formed a National Front of Popular Action FNAP in May. FNAP is headed by the Electrical Workers Union, the federation of independent unions, workers and teachers of the entire university system,

(800,000 members). The agenda has been proposed on the basis of the urgent need for a workers movement and a democratic movement in Mexico. The first point of discussion will be an analysis of the internal economic situation, as a consequence of the devaluation. The second point of discussion will address the re-

middle-class are decreasing. With the changes in people's objective socio-economic class relationships, there are developing changes in our subjective perceptions of our society and our positions within it.

CHANGES IN CLASS CONSCIOUSNESS

Newly proletarianized or proletarianizing sectors of the population are beginning to act the way the traditional sectors of the working class have historically acted. They are organizing unions and strikes to defend and advance their collective economic, social, and political needs and interests. One prominent example is teachers' unions.

Another example that is much more interesting for the purposes of this article is the strike by students at over 40 universities in France during the Spring of 1976. The strike was in response to a government decree aimed at increasing usefulness of the universities for the special corporate interests. The students demanded not only a repeal of the decree, but also a sharp decrease in corporate domination of education and they demanded the government establish a new form of unemployment insurance for the relief support, for up to one year, of people unable to find work after completing their college degrees. The universities were still closed down at the end of the Spring term and the outcome remains to be seen.



COHERENT ORGANIZATION

The outcome is, however, not so important as the type of class consciousness the students are exhibiting. They seem to see themselves living their lives as members of the working class which constitutes the overwhelming majority of the population. They seem to be seeing it as in their inherent interests to eventually replace the lopsided, irrational control over society exercised by the elite minority of capitalists with a true majority rule and common ownership and control of society's wealth: socialism. It appears to be only a matter of time before the old middle-class consciousness of students gives way to a new working class consciousness, throughout all of the developed capitalist countries. The new objective reality and the new class consciousness demand new forms of organization for students. Strong student unions, including national student unions, have been in existence in other developed capitalist societies like France for many years. However, in the U.S. there has not yet emerged any coherent national organization of a similar sort.

Even during the height of the most recent wave of the student movement in the late sixties and early seventies, the forms of organization at the national level were too issue-specific to be durable. The Student Mobilization Committee (To End the War in Vietnam) was once strong enough to organize three, one-day general strikes (called "National Moratoriums") during the Fall of 1969. Students, workers, and even public officials participated; millions of people, with hundreds of thousands demonstrating in the major cities. This organization was not successfully redirected when the war ended, although some elements made the attempt and many people are still

cont on page 14

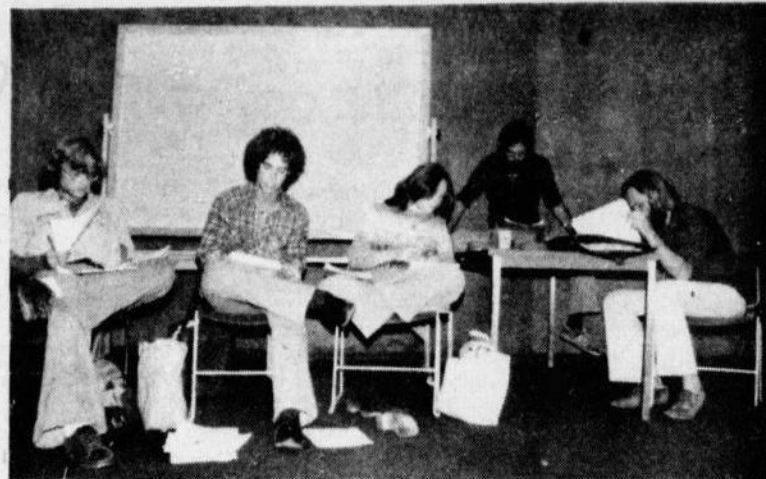
organization of the union movement and the democratic movement of the country, in order to pose short and long term prospects. It is evident that for the Mexican revolutionary movement a great role is reserved in the arena of the class struggle.

It is evident that this analysis has omitted in its content, complex phenomena and problems, that in one form or the other are discouraging the formation of centers of opposition in the city and the country. At the judiciary level, there are attempts to suppress the Federation of University Union. Politically this problem

is of grave importance in relation to the possible abolition of University Labor Unions within the system of law in Mexico. It is this problem that we will try to analyze in the next issue of the newspaper. It is impossible now due to our limits of space for articles. In a general manner we will attempt to touch on other problematical issues such as the student movement the peasant movement and the specific situation of the Mexican Left after the presidential elections this past July. Also we would like to observe the social, economic and political tendencies of the next governmental administration.



The photos on pages 14 and 15 are a complete sweep of the circle of people attending the Coop general assembly of 10/18/76. The 48 members present decided on Coordinators for several of the Support Groups (organizing and coordinating committees).



The Case of UCSD

cont. from p. 1

CHANCELLORIAL SUBVERSION

The Chancellor, however, refused to accept the referendum insisting that a 50% turn-out was required. The Board of Regents gives the UC President and Chancellors this sort of authority. The State of California Constitution, Article IX, Section 9 allows the Board of Regents to do this. The rights of U.S. citizens taking classes at this university, to free elections concerning our own affairs are violated by the Constitution of this state.

Since Spring 1975, the Chancellor has been undermining the Cooperative, insisting it is only the "unofficial student government" and maintaining it would have to go through another, "more conclusive" referendum. He has encouraged what he calls "disillusionment with the Cooperative" by blocking allocation of budgets to student organizations by the Coop on several occasions, and by thwarting Coop-sponsored reforms such as the idea of a Student Center controlled solely by students.

The Chancellor's Task Force on Student Governance, conveniently convened and funded with over \$5000 of student registration fees last summer, when most students were absent, has created three toy government models with which to challenge the Cooperative. None of the models addresses the reality that students cannot honestly be said to have a "government" as long as an administrator can veto any decision he chooses. This situation reduces the central student organization, regardless of its form or name, to the role of 'lobbying the lord of the realm.' Since 'His Lordship, the Chancellor' (ever wonder why they use this medieval term with connotations of the old nobility?) is not an elected official, the situation parallels that of labor unions in relation to the equally non-elected corporate hierarchies.

New National Trend

cont from page 13

working to create a grassroots movement. But the momentum was not applied to founding a strong permanent national student organization with a full spectrum of class interests addressed.

Students for a Democratic Society (SDS) and its companion organizations, Citizens for a Democratic Society and Teachers for a Democratic Society (TDS) came much closer. SDS pursued a thorough criticism and organizing struggle against the totality of the capitalist system. Racism, the war machine, community organizing, and student control over their own educations were major issues for SDS, but the organization did not restrict itself to these questions.

Still, although over a million militants belonged to SDS during its brief lifespan, it was only a national political caucus of sorts, not a real union of students on all campuses nationwide. The national student rebellions (strike is not an adequate description) of the Springs of 1970 and 1972 were mass actions transcending all involved organizations and threw the entire country into turmoil. These proved beyond any doubt the power of students in the U.S. to affect the course of the country's history: Nixon's invasion of Cambodia was stopped and his mining of Halphong harbor and other Vietnamese ports was also halted. Vietnamese analysts have maintained, as have far too few Americans, that the political crisis, demonstrations, sit-ins, riots, and street fighting in the U.S. had a great deal to do with the abruptness with which these escalations of the war were discontinued. Military factors alone weren't an adequate reason.

The question today then is when will students reorganize and when will students build an organization nationally that is designed for long range struggle to advance the particular interests of students and to share in the advancing of the total interests of the working class?

The Task Force was set up as the result of one of last year's Coop Coordinators, Fred Speck, asking the Chancellor to give him the money to pay himself and to hire student researchers. The Chancellor quietly waited until the Spring term was over. Speck never mentioned his plans to his peers in the Cooperative until after the fact, even though he had been re-elected at a general meeting last June. The Coop voted recently on the recommendations of its Appointments and Evaluations Support Group which are based on the recall hearing conducted against Speck on Friday, October 1.

THE REFERENDUM

Normally, according to the old administration-written student conduct manual, referenda are conducted as the result of 10% of the students (minimum) petitioning for one. The new manual does not say anything about this at all. However, an Elections Code saying basically the same thing was approved by the Chancellor last year. So why the Chancellor is now calling a referendum 'from the top down' is intriguing.

He required a vote of 50% of the students for the results of the last referendum to be considered "official." Now he is saying 25% or 30% will be an "acceptable" referendum turnout. Although McElroy claims he is merely interested in seeing the status of the Coop (or some replacement) "normalized," why he doesn't simply change his own obstructive arbitrary decision of Spring 1975, why he doesn't accept the will of whatever number of students are concerned enough to vote--like normal elections that are held in this country--or else wait at least for the students to initiate their own referendum through the traditional petition process, are all very serious questions. A referendum is not a game and if we conduct one it will certainly divert our energies and attention away from the real issues confronting us this year.

The timing of the Chancellor's call for a referendum is therefore worthy of examination. The majority of activists in the Cooperative have learned during the last two years that it is not enough for a general assembly to exist, even though open to all students, if the objective is to gain more student control over our own living and working conditions. Without mass support amongst the 8000 members of the Cooperative, the majority of which never attend meetings, decisions reached carry little clout in comparison to the resources available to the administration. To sustain the maximum mass support for struggles the Coop takes on to advance student interests (most often against the administration itself), there must be a way developed to take the general assembly discussions out to the members who are unable to, or uninterested in attending meetings. This requires a coherent network of organizing committees. This is the heart of the Student cooperative Union Amendment to the Coop Constitution, which was accepted by the general assembly only last June. By forcing a referendum this Fall, the Chancellor leaves very little time for the Coop's new network of organizing committees, called Support Groups, to be activated and to sink their roots amongst the students. The Coop is scrambling to recruit the required 20 or 30 new Support Group members. A final point about the timing of the referendum is that if it is held the week before the last week of classes, as



The new Coordinators are: Student Activity Fees--Susan Karpinski; Appointments and Evaluations--Mark Fingerman; Student/Staff Relations--Montgomery Reed; Recruitment--Eric Wilde; Third College Programs Defense/Offense--Jose Armas;

McElroy desires, many students will be under too much academic pressure to keep up with the last minute developments in the campaign. Perhaps the Chancellor is afraid of the potential of the Cooperative Union.

THE REAL ISSUES

The effect of his referendum would be the generation and sharpening of hostilities between students. It can already be seen and it could be months or years after the balloting before the wounds can be healed. Meanwhile, the students--divided and conquered--will continue to be ineffective in combating McElroy's administrative atrocities: the absence of real affirmative action for women and minorities, cutbacks in financial aid, increases in registration fees, cutbacks or continuing willful negligence in the support of the most critical academic departments and programs (e.g., literature and the very popular, student-initiated Communications Program), abolition of grades for the independent studies courses (which students had won as one of the results of the Free Speech Movement that started in Berkeley in 1964) but of course not abolition of the grind of the grading system itself, higher dorm rents, higher student/instructor ratios than the campus has ever seen before, financial censorship of the student media (KSDT has been denied student funds and Ujima, The New Indicator, and Vox Fronteriza are being prevented from receiving Registration Fee dollars to supplement their shoestring Student Activity Fee allocations), denial of student control over the completely student-funded Student Center--and this listing is but a sampler.

Last Spring the Coop committed itself to becoming a student union and to developing effective means of combatting such atrocities. Is this the real reason underlying the Chancellor's Task Force and referendum?

At any rate, the last time the Chancellor ignored his own student conduct regulations was when the administration conducted kangaroo court disciplinary hearings against 10 students handpicked from the more than 300 involved in the peaceful and lawful anti-CIA demonstration last November. The District Attorney, no radical certainly, refused to prosecute 3 non-students who were also singled out. McElroy denied the defendants the right to exercise their option of a hearing before a Committee on Student Conduct or a College Judicial Committee. Instead he imposed his own hearing officer. All 10 of these students had worked on this newspaper (then called Natty Dread) and most of them were well-known activists in the Coop. The transparency and crudeness of this repression so angered people that one of the hearing-sessions was disrupted and taken over by several hundred people (UC President Saxon had been scheduled to testify).

The Cooperative last year called upon the UC administration to disclose all ties between UC and the CIA and to sever all such ties. The Academic Senate, after initially coming out in favor of the same resolution in a straw vote, later voted the same resolution down in a mail ballot. Quite a few researchers here seem to be afraid of exposure. We may still learn why though, because some of the defendants and others initiated a Freedom of Information Act suit, to force disclosure of the 'UCIA' connection.

The furor started last Fall when it was discovered that UCSD, UCLA, and UC Berkeley were going to start "Affirmative Action" recruitment for the CIA, meaning recruitment of women and minority students. Saxon and McElroy defended CIA involvement with the universities and the new nationwide CIA college recruitment program. Keep in mind that they have failed to imple-



For External Affairs there was no consensus between the choice of Ron Bee or Andy Schneider. The Coop has yet to decide on External Affairs and nominations are still open for Financial Aids, Housing, Campus Food Services, and the powerful Mass Media Support Group (press relations).

Student Funds Frozen by Vice-Chancellor

Report on the Summer Work of the Coop Steering Committee

ment affirmative action in all other aspects of the university. They cried "academic freedom." They ignored the volumes of U.S. Senate findings that the CIA has, since it was established, been involved in the brutal and calculated suppression of democratic freedoms on a global scale.

Perhaps the Chancellor consciously aims to disrupt, no, "to socially engineer," the student political process now, in order to divert the student organizations and media away from mounting a serious campaign against the policies of his administration and of the Board of Regents.

ORGANIZING

Open hearings on the 3 toy government models will be held in the coming weeks. All the students except the 9 who were on the Task Force are supposed to be able to criticize the 3 models at these hearings. Of course, the Chancellor isn't going to pay us for our services. Students should go to the hearings and denounce them as a mockery of student input, or perhaps use the hearings to draft a few dozen more "models." Denounce the Chancellor's intrigues!

Petitions could be circulated demanding a new Chancellor be elected by the students, faculty, and staff. Petitions demanding complete student control over how all the fees we pay are used and at the same time the general abolition of most fees and a return to the concept of free public education, could be added. Perhaps there should be a statewide drive promoted in order to change the California Constitution so that students will no longer be second-class citizens, denied the right to form and fund their organizations, associations, or corporations as students at the university and thereby denied the right to utilize these tax-funded facilities autonomously, i.e. free from the interventions of the Regents or their officers. This would probably require an initiative campaign. Likewise for establishing a Board of Regents elected by the California voters, rather than one appointed by the Governor (not such a wild notion when you realize that U.S. Senators used to be appointed by the state legislatures).

None of these ideas represent anything more than progressive reforms and they leave untouched the fundamental problem of inequality of wealth and power in our society. Elimination of this problem will require developing a form of organization and unity of the vast majority of the people: of the working class. Without such unity, the vast majority will remain powerless compared to the billionaire capitalist elite.

For students at UCSD, the best way to begin contributing to the long-range building of working class unity, is to organize ourselves. Join one of the Student Cooperative Union Support Groups (Recruitment, Financial Aids, Housing, Campus Food Services, Third College Defense/Offense, Mass Media, Academic Affairs, Appointments and Evaluations, or External Affairs). Progressive student organizations should encourage their members to help staff the Coop's new organizing committees and should send a liaison to represent the organization on the Coop's Steering Committee.

The Coop's general business meetings are every Monday evening at 6:30 in the Student Center North Conference Room. Special Sessions are held on the first Saturday of each regular term month (October through June) to discuss in detail long-range plans and analysis. Locations for these longer and larger meetings will be announced. Steering Committee meetings are Fridays at 11 a.m. in the Student Organizations Center Conference Room. ●



Academic Affairs--Rob Norberg and Steve Stollenwerk will co-coordinate with Norberg in charge of the group's budget. Any student attending Coop meetings can vote in the 'town meeting' style decisionmaking.



Nevertheless, the budgets have not been released by Murphy. Although the majority of members of the Advisory Committee have conceded that there are no grounds for withholding the budgets on the basis of the Coop's guidelines, or adherence to these, a steady stream of "new questions" have been raised--faster than the Coop's Student Activity Fees Coordinator could address the preceding "questions". No sooner than one question has been cleared up, does two or three more appear. These are all questions which the Advisory Committee could have raised during the Coop's presentation of the budget package to the committee in June. "Did a quorum of the Budget/Resources Group act on the budget proposal?"--The answer was yes. "Did the student organizations all receive adequate notification and instructions concerning the budget process last Spring?"--The traditional mail-out to all 160 or so organizations was completed by the Coop Secretary, Sandra Sterling. It contained a complete explanation of the process and what the groups should expect. "Why were the traditionally large budgets for Black Consciousness Week, Cinco de Mayo, and the U.C. Student Lobby omitted?"--Last year's Co-Coordinator for the Coop's Statewide External Affairs, the very same Fred Speck responsible for the creation of the Chancellor's Task Force on Student Governance, "forgot" to submit a Student Lobby budget. In all recent years excepting the last one, the other two large budgets have come out of the Campus Program Board's share of student funds (this year over \$35,000). This was altered last year due to protests from Black and Chicano students that the Board failed to respect the students' right to control the planning for these special programs. The Coop therefore opted for direct funding through MEChA and the Black Students' Union.

The Black, Chicano, and White student representatives on the Budget/Resources Group last Spring, with the support of student members of the Advisory Committee, agreed to fund the Campus Program Board only if reforms in the relationship between the Board and student organizations, respecting the self-determination of student groups which sought Board sponsorship for their programs, were implemented. This would permit restoration of Board support for Cinco de Mayo and Black Consciousness Week, or so the Coop's budget people thought. But Murphy summarily overruled these reforms, along with similar stipulations attached to funds for the Communications Board, by claiming the Coop did not have jurisdiction over either Board. Of course it is also true that he, Murphy, does have such jurisdiction and could implement these reforms if he saw fit to do so.

The process is continuing this way as The New Indicator goes to press. Murphy has set up a "conference committee" of representatives from his staff, and student members of the Advisory Committee and the Coop's Support Group. Its charge is to re-do the Coop Constitutional section on the budget process. It is unclear whether Murphy thinks the Coop should have anything to do with ratifying this amendment to its Constitution. What is clear is that the budgets are not going to be released by Murphy, so he says, until these amendments have been completed. This despite the statements made by himself and the students on his Advisory Committee that the new provisions will not be enforced ex post facto! It is unclear whether Murphy is waiting as a way of saving face by being able to point to the superiority of the new provisions over the old ones--thereby justifying his original position taken during Advisory Committee proceedings last June. He has denied in the Triton Times that his blockage of the budgets has anything to do with undermining the credibility of the Coop in the face of the Chancellor's own call for a referendum. The student members of the Advisory Committee seem to believe him.

In other actions last summer, the Coop's Steering Committee has defended radio KSDT's right to a share of student funds. Murphy disagrees. The station now needs donations to avoid running into a deficit and being closed down by Murphy. A press release to local San Diego media from some Steering Committee members last summer pointed out that due process was violated in cutting off KSDT's funding. The Communications Board had not yet submitted its annual budget proposal for the support of the student media organizations. Murphy has gone so far as to threaten to evict the radio group from their office in the Student Center in the event KSDT is "proved" to be fiscally "non-viable" through advertising and donated revenue. More information on summer work of the Steering Committee can be obtained by contacting one of the Coop's Chairpersons, Kelly Cundall and Steve Lopez, at 452-4450.

THE CORRECT LINE

EMERGENCY	
University Police	452-4357
City Police	236-5911
Calif. Hwy. Patrol	283-6331
Ambulance	236-5911
—from on campus	452-4357
Fire	238-1212
—from on campus	452-4357
S.D. Co. Sheriff	236-3113
—in North Co.	753-5591
INFORMATION	
Student Info Center	452-4636
UCSD Public Info	452-3120
City Info	236-5555
State Univ. Switchboard	286-5200
Weather	289-1212
DRUG & MEDICAL AID	
Student Health Center	452-3300
Scripps Hospital	453-3400
University Hospital	294-6222
County Health	236-2237
Community Mental Health	236-3555
Beach Area Community Clinic	488-0644
Beach Area Women's Clinic	488-8325
DEFY (Drug Education)	236-3339
S.D. Poison Information	294-6000
BIRTH CONTROL & ABORTION INFO	
Health Center Birth Control Clinic	452-2669
Woman Care	488-7591
Planned Parenthood	231-1282
LEGAL HELP	
Legal Aid	232-2214
Women's Legal Center	239-3954
Welfare Rights Org.	264-3434
Women's Credit Alert	223-2328
THEATRES	
UCSD Box Office	452-4559
La Paloma	753-3955
Unicorn	459-4341
Roxy	264-1337
Ken	283-5909
Fine Arts	274-4000
NEWSPAPERS	
New Indicator	452-2016
Triton Times	452-3466



BOYCOTT Scab Wines

(Brands)

GALLO	FAMIGLIA CRIBARI
ANDRE	GARRET
BOONE'S FARM	GUILD BLUE RIBBON
CARLO ROSSI	J. PIERROT
EDEN ROC	LA BOHEME
PAISANO	LA MESA
RED MOUNTAIN	LODI
RIPPLE	MENDOCINO
SPANADA	
THUNDERBIRD	
TYROLIA	
FRANZIA	OLD SAN FRANCISCO
LOUIS THE FIFTH	PARROT V.S.
LONG'S DRUG	ROMA
SAFEWAY & LUCKY PRIVATE LABELS	ROMA RESERVE
MADRIA MADRIA SANGRIA	SARATOGA
WOLFE & SON	ST. MARK
GIUMARRA WINE	TAVOLA
GUILD	TRES GRAND
ALTA	VERSALLES
CITATION	VIRGINIA DARE
CEREMONY	VIN GLOGG (PARROT & CO.)
COOK'S IMPERIAL	WINE MASTERS
CRESTA BLANCA	
CRIBARI RESERVE	(All wines from Modesto and Rippon, Calif. are scab.)
C.V.C.	

LABELS THAT HAVE RECOGNIZED UFWA

ITALIAN SWISS COLONY	PETRI
ANNIE GREEN SPRINGS	SANGROLE
BALI HAI	SANTA FE
BETSY ROSS	VAI BROS.
CELLA	ZAPPLE
GAMBOLA	PAUL MASSON
GREYSTONE	ALMADEN
INGLENOOK	LE DOMAINE
JACQUES BONET	NOVIATE
LEJON	CHRISTIAN BROS.
MARGO	MONT LA SALLE
MISSION BELL	VIE DEL (No labels; only bulk, wholesale)
PARMA	



SPECIAL REFERENDUM BULLETIN

PRODUCED BY:

Mass Media Support Group Student Co-operative Union

SPECIAL THANKS TO THE PUBLISHERS:

THE new indicator

26 January 1976

AN OPEN LETTER TO CHANCELLOR McELROY

We of the NEW INDICATOR in conjunction with the below listed student organizations urge you, because of your recent interview with the TRITON TIMES, to meet in an open panel interview with the other UCSD media. We want this interview with you as an open mass meeting of the Student Cooperative Union membership. This must be a discussion of the general membership, preceded by the panel interview. We also want an open mike in a large room, such as the North Conference Room, Revelle Cafeteria, Muir Cafeteria; so any student can question you directly.

Our reasons for this request are:

(1) In light of the questions which were raised but not pursued by the TT, and in light of the charges being lodged with the Communications Board against the TT, we believe it is your responsibility as the Chancellor of this campus to agree to an interview with the other officially recognized media, the Communications Student Union, and the Student Cooperative Union's Mass Media Support Group.

(2) The history of the referendum process itself, in light of your claims of neutrality in the funding of the Task Force on Student Governments, being directly contradicted by your remarks concerning the Cooperative Union in the TT, demands fuller explanation to the student body about the guidelines and reasons surrounding this and other referenda.

(3) Because of the suppression of the independent Comprehensive Referendum Petition signed by 370 members of the Student Cooperative Union in only two days, we feel this raises the important question of the Elections Boards' function and authority in relation to you.

(4) Because of your role in the dissolution of the Third College General Assembly form of government during your first year here, we insist on a full account of your reasoning of your policies.

(5) Because of the so-called "fair hearing" on charges filed by the University against ten students last year, in relation to the anti-CIA demonstration of November 25, 1975, during President Saxon's visit, and the University's insistence upon appointing its own hearing officer instead of using a faculty-student judicial committee, we feel your credibility is presently in total question.

We strongly recommend that you comply with our present request. The general sense of the campus demands answers to these and other questions.

(After publication in the NEW INDICATOR, this letter was delivered to the Chancellor. A representative of the SCU and New Indicator arrived with the following endorsements, on February 28, 1977.)

VOZ FRONTERIZA
NEW INDICATOR
KSDT-UCSD Radio
Students Active Towards Community Health (SATCH)
Students for Solar Energy
Student Cooperative Union (with the stipulation that the Chancellor appear before the referendum.)
MEChA
Women's Center
Young Socialist Alliance
Rape Task Force

SCHEDULE OF EVENTS
FOR INTERNATIONAL WOMEN'S DAY ON MARCH 8, 1977

- 11:15---mobilization of women at three points on campus to march to Revelle Plaza 1) Third College snack-bar 2) Matthews cafeteria, 3)Tioga nad Tenaya Halls
- 11:30---Revelle Plaza. Women's Concert by Connie, Laura, and Priscilla.
- 12:00---Endorsements by various organizations.
- 12:30---Speaker from CALPIRG on forced sterilization.
- 12:45---Speaker from Manzo defence.
- 6:00---Speaker on the status of working women. Discussion led by ex-political prisoner.
- 7:00---Film "Double Day"

STUDENT ACTIVITY FEES SUPPORT GROUP - STUDENT COOPERATIVE UNION

ALLOCATIONS TO STUDENT ORGANIZATIONS
Submitted by SAFSG on November 22, 1976 (based on the allocations approved by the BRG in Spring of 1976.)
Approved by the Student Cooperative Union's General Assembly on December 15, 1976.

Organization:	Operating:		Program:	
	Request	Allocation	Request	Allocation
Abbey of Leng Action Committee for Oppressed Jewry	161.50	79.50	33.00	-
Alpha Omega Alliance	250.00	85.00		
ACLU	107.00	10.00	111.00	100.00
Amnesty International	100.00	80.00		
AASA	160.00	110.00		
Bahai	12.50	12.50	150.00	150.00
BSU	-	-	20.00	4460.00
Bridge Club	70.00	30.00		
Bun Runner	275.00	-		1500.00
Chess Club	325.00	50.00		
Children's Players	84.00	56.00		
Chile Democratic Chinese Christian Fellowship	70.00	70.00	255.00	214.00
Chinese Student Association	900.00	185.00	100.00	-
Communications Board	18696.00	33964.00		
Crawl Out	1690.00	-		
Free Triton	410.00	-		
Helico n	626.00	-		
KSDT	6147.00	1841.00		
L'Chayim	60.00	-		
NewIndicator	3584.00	841.00		
Ujima	52.00	-		
PolitiJournal	1009.00	441.00		
VozFronteriza	5118.00	841.00		
Communications Student Union	865.00	135.00		
Epsilon Alpha Beta	400.00	115.00		
Grilla Theatre	63.50	28.00		
Independent Students for Democracy	800.00	40.00		
Intercollegiate Tennis Organization	1000.00	-		
International Black Cultural Organization	485.00	90.00		
Jung Club	130.00	60.00		
KDP	210.00	135.00	725.00	190.00
LDS	154.31	35.20		
Left Bank	1050.00	130.00	1400.00	-
Marxist Caucus	750.00	245.00		
MEChA	-	-	3050.00	750.00
MEChA (Cinco de Mayo)	-	-	-	1500.00
MEChA - Chicano Steering	55.00	55.00	360.00	130.00
Monday Night Films	284.92	284.92	236.50	236.50
NASA	-	-	1355.00	260.00
Optometry Club	70.00	50.00		
Outing Club	2581.00	-		
Pre-Dental Club	160.00	60.00		
Recreational Earth-Works	160.00	75.00		
Print Co-op	800.00	-		
Seaduecers	6500.00	553.00		
Ski Club	740.00	70.00		
Soaring Club	500.00	-		
Student Cooperative Union	4472.58	2789.08	7500.00	1100.00
Students for the Preservation of Osteopathy	50.00	50.00		
Surf Club	50.00	30.00	100.00	-
Teacher's Coop	462.00	180.00	520.00	130.00
Trident Christian Fellowship	213.00	150.00	30.00	-
Ubiquity and Side Door	1331.00	-		
Women's Center	435.00	125.00	485.00	100.00
YSA	140.00	75.00		
Zazen Club	120.00	-		

A few notes of explanation are in order. First, the SAFSG is not the only source of funds for student organizations; they also make requests to the Reg Fees Committee and Campus Program Board. Also, the figures shown here do not show Winter and Spring allocations, the organizations' reserves, nor their expenditures; therefore these figures only indicate the procedure of requests and allocations of the SAFSG. The need for the publication of this list was demonstrated by a TRITON TIMES Personal Classified, which read in part, "The Coop...pissed away \$300,000." That is slander; but, if the TRITON TIMES reported accurately and consistently the work of the Student Cooperative Union, that kind of misunderstanding would be avoided. Our hope in publication of this information is that students will not be fooled by slanderous accusations of this kind. The referendum campaign will continue to misrepresent issues, especially along the lines that the TRITON TIMES has pushed since September. (Actually the TT has been anti-Coop since the beginning.)

Comprehensive Referendum

REPORT: THE CABINET/ASSEMBLY MODEL

Is it democratic, or is it the AS in disguise???

This report compares the model constitution of the proposed Cabinet/Assembly to the Student Cooperative Union. Even though the form of comparison is lengthy, there is no room for ambiguity or accusations of false representation. It is hoped that this report will help you understand the difference between the Student Cooperative Union and the proposed Cabinet/Assembly model.

C/A: Article I. Name and Membership

Section A. The name of this Government shall be "The Undergraduate Student Government of the University of California San Diego."

Section B. Membership: Any persons currently registered as undergraduates at UCSD shall be a voting member in this government, and shall be eligible to hold office, except as otherwise provided in this Constitution.

The Unionism Amendment - I. Titles A.)

The name of the Student Cooperative is hereby changed to the Student Cooperative Union, to more accurately reflect its relationship to the administration/management and to the students. - The need to identify student perspectives and advocate them is great. The structure and work of the Cooperative Union tries to meet these needs. The exclusion of graduate students from consensus building is artificial, and is to the detriment of all students concerned.

C/A: A2. Section 13. Membership

The Cabinet shall consist of two officers from each college, one of whom shall be elected by that College and the other to be an officer of the College's governing board, and one officer to be elected by and from the Student Community Assembly.

The Cabinet, with its centralized power, has an elitist structure. As will be demonstrated, nine persons are to replace the General Assembly of the SCU. The General Assembly is the meeting ground for the Union. The Union's members come as individuals, Support Group workers, and Action Center members and liaisons. The Action Center give the Union a primary focus. Unionism Amendment: II Form of Organization A.) All registered student organizations shall have the option of being defined as Action Centers of the Student Cooperative Union. All Action Centers may, at their discretion, delegate an Action Center Liaison to (1) coordinate through the Coop all activities, projects, or programs with other Action Centers and Support Groups, (2) attend meetings of the Steering Committee of the Coop, and (3) attend general meetings and special sessions of the Coop in behalf of the Action Center. While Action Centers are largely independent in their functions and decisions from the Student Cooperative Union, the reverse cannot be true.

C/A: Article 2. The Cabinet

Section A. Purpose: All executive and final administrative authority of the government shall be vested in and exercised by the Cabinet whose officers shall be held responsible for the coordination of the activities of the various departments; and for the development of such policies that will promote the welfare and interests of the Undergraduate Students of the University of California San Diego, subject to the limitations imposed by this Constitution.

The Union is opposed to this kind of centralization and power. Open forms, such as Action Centers, Support Groups, and Coordinators, as legitimate methods for getting things done. These terms will become more familiar in time. However, it suffices to say that the highest authority, executive or administrative or otherwise, are the students. For this reason, open general assemblies have been built up around the consensus idea; and these open general assemblies replace the executive councils, like "cabinets".

C/A: A2. Section C. The officers of the Cabinet shall serve on the Cabinet for one year or until removed by a judicial determination of malfeasance or dereliction of duty by the judiciary.

Fundamental differences between the Union and the model can be seen in terms of the conception of authority. In the Union, authority rests upon the weekly process of building consensus in open meetings; there can be no term of office for the student community. As facilitators of student committees and groups, the chairpersons and coordinators of the Union are elected for a year; their actions and policy decisions are subject to weekly affirmation or criticism in the open assemblies. These reasons lead to disassociating a coordinator's or chairperson's evaluation from their term of office.

C/A: A2. Section D. The Cabinet sitting in toto shall decide

which departments its officers shall chair for the duration of their term, with the exception of the officer elected by and from the Student Community Assembly who shall serve as the Chair of the Cabinet. The remaining officers shall chair the following departments receiving their appointments with the consent of the majority of the Cabinet and the Chair of the Cabinet.

First, what happens when the Chair disagrees with the Cabinet? This leads to the major argument. Centralize authority and information into a "Cabinet" so-called, what do we get? These persons become elites. Why do we need to subject the persons in the Cabinet to the problems of that status? Why do we need to subject the student community to the problems of an aristocratic group? The Student Cooperative Union has "departments", without the said problems. Support Groups and Coordinators fill the needs in a democratic and accessible manner. Coordinators are carefully chosen in General Assemblies; Support Group workers can be anyone.

C/A: A2. Section E. Departments:

1. Student Fee Programs 2. Campus Activity Fee Programs 3. Student Center 4. Academic Policy 5. State-wide Policy 6. Appointments and Evaluations 7. Student Community Assembly Chair 8. Activity Programming

What is the effect of designation the open assembly a department (through assigning a department chair), of instituting the Activity Programming department, and of an immediate axing of eleven Support Groups? To further impede and restrict students who wish to organize themselves! The identification will show this: Support Groups of the Student Cooperative Union: 1. Appointments and Evaluations 2. Student Activity Fees 3. Student Center Fees and Operation 4. External Affairs *5. Mass Media 6. Academic Affairs *7. Student Housing *8. Campus Food Services *9. Financial Aid *10. Student Caucuses of the College Councils *11. Student Communications Board *12. Student Caucus of Reg. Fee Committees *13. Student/Staff Relations *14. Third College Programs Defense/Offense *15. Organizing Support Group *16. Women's Support Group

CABINET/ASSEMBLY COMES OUT OF THE CLOSET

C/A: A3. Section F. The Cabinet upon receiving a resolution from the Student Community Assembly and with the Cabinet's assent by two-thirds vote, shall institute a new department and provide for the selection of a new Cabinet officer to Chair that department.

The ties between the Cabinet and the Departments through the offices of Chairs, provides a good comparison to the Union. Since Support Groups are meant to cope with the range of student community needs, whether persistent or temporary (and since Coordinators are not "Cabinet officers"), the problem addressed by this section in the C/A model does not exist in the Union. The needs we address are wider in scope: Unionism Amendment II. C.) Support Groups and Action Centers should form Joint Committees to deal with subjects of mutual concern. Joint Committees could evolve into proposals for new Support Groups or Action Centers, or disband after dispensing with short-term work.

C/A: A2. Section G. The Chair of the Cabinet shall preside over the Cabinet, vote on all matters, be responsible for the minutes of the Cabinet and their dissemination, serve as the spokesperson of the Government, as an advocate for student interests in the Administration, supervise the staff with the consent of two-thirds of the Cabinet, and shall be held responsible for the coordination of Government departments, the development of Government policies, and the functioning of the Government. There shall be a secretary hired, a Student, to take the minutes of the Cabinet.

How is the person going to do all that, and still be a student? Why should all that responsibility be delegated to one person? The problems and power of the Chair of an executive council does not compare favorably with those of Chairpersons for a community congress such as the Union's General Assembly. The SCU Constitution states: It will be the responsibility of the Chairperson to Chair Co-op meetings and to give minimal coordination and direction to the Coordinators. It will be the Chairpersons' responsibility to redirect all inquiries to the proper Coordinator or Action Center to be dealt with. Insofar as possible, Chairpersons will not speak for the students as a whole, but will leave the prerogative to the Co-op.

C/A: A2. Section H. The non voting ex-officio officers of the Cabinet shall be: 1. The representative of the Graduate Student Council 2. The representative of the Chancellor 3. The Chair of the Communications Board

What is the logic behind these specific ex-officio members? The Student Cooperative Union has no need for them. Since the General Assembly is open to all students, no students are ex-officio (even though the SCU does not claim to represent the graduate students, they can participate in all but budgetary matters.) The University's administration/management has ample representation in all facets of University matters, even to the extent of student liaisons to support groups; the Union sees no need to further enhance their input.

C/A: A3. Section I. Meetings shall be called by the Chair of the Cabinet or by a majority of the voting officers of the Cabinet. A quorum shall consist of two-thirds of the voting officers of the Cabinet.

The C/A model becomes transparent in Section I. For this model to have Constitutional power, there is a meeting of six persons, at a time unspecified and unpublicized; then the executive council can pass motions by a vote of four. Compare this to the Union's Constitution: As the Student Cooperative is to be an advocacy group for the student perspective, it is important for the Co-op to reach a consensus on all decisions... Since a total consensus is sometimes impossible, a vote of two-thirds for or against an issue shall be considered a reasonable consensus... A quorum shall consist of thirty voting members... (Voting requirements were amended on 5/19/75 and in the nearly two years of use, they have proven workable. The amendment removed attendance requirements for voting rights, except for budgetary matters.)

C/A: A2. Section J. All legislation passed by the Student Community Assembly and sent to the Cabinet that is not vetoed by two-thirds vote of the Cabinet must be signed by the Chair of the Cabinet to become law.

False consciousness goes hand-in-hand with this elitist structure. A handful of students passing motions do not make "laws". The structure and purpose of the Union is stated more realistically and honestly; therefore, the Union directs and helps people rather than mislead them. Final decisions are never made by fewer than twenty persons in an open forum. Further, these decisions are considered a consensus on the student perspective to be advocated; they are not construed as laws.

C/A: A2. Section K. Budget bills passed by the Student Community Assembly and sent to the Cabinet and not vetoed by a two-thirds vote of the Cabinet becomes the budget and must be signed by the Chair of the Cabinet.

Reverse the Cabinet and Assembly relationship in terms of authority and you will have the basis for participatory democracy and the Student Cooperative Union. From the Constitution and SAFSG Amendment of 11/12/76: V Interface Between SCU and SAFSG: Decisions and recommendations made by the SAFSG may become agenda items for the next Coop weekly general assembly in exception to prior meeting requirement, if urgently necessary. The Co-op must approve all decisions before they become effective. The Co-op shall have no blue-pencil power and therefore individual budgets will remain unamended. The initial presentation of annual operating budgets shall be treated as a single budget. All other budgets may be submitted individually or in budget packages at the discretion of SAFSG. Members of the Co-op wishing to appeal or challenge a budget before the general membership of the Co-op, if a motion to particular allocation or set of allocations must do so first hear the issue is approved by the Co-op membership. The Co-op can then direct the SAFSG to hold a special open hearing and re-evaluate the budget in question.

C/A: A2. Section L. Disability, Resignation, or Resignation: In the event that a Cabinet officer shall be either temporarily absent, or disabled...

This is an opportune time to understand bureaucratic growth within the Union system. As a forum of education, in terms of criticism and self-criticism of the group, the Union adopts Amendments in response to demonstrated structural need. The C/A model's section on replacement of officers can be seen by the Union as a suggestion. The suggestion would concern replacement of Support Group Coordinators, during mid-year. Specific provisions for interim Coordinator drawn from the Support Group, to be one of the nominations gathered in an open process (as done in the initial election), would be a formalization of current practice. When the Amendment process begins, discussion and consensus-building begins. Consensus building is one of the best strengths of the Union's democratic practice.

C/A: A2. Section M. Robert's Rules of Order

The Union does not need nor use Robert's Rules of Order. We use three main instructions to facilitate debate, fully recognizing that when an issue is divisive, the Chair can only admonish the group to maintain self-discipline and peer-group pressure for respect of opposing points of view. The Chair's three alternatives are: calling a speaker 'out-of-order'; asking for a 'sense-of-the-body' as to the need for further debate; receiving from the floor 'points of order,' 'points of information,' or 'points of clarification'.

C/A: A2. Section N. The Cabinet shall be elected in Spring Quarter and shall meet with its ongoing Cabinet. The newly elected Cabinet shall serve through the summer quarter.

The need for coordination and planning through the Summer has been recognized, since the Union's beginnings. The proposal, which became the SCU Constitution, resulted from a nation-wide, summer-time survey and task force on governance for students. In the summer of 1975, the Cooperative's Coordinators met, in order to keep an information flow and in the Spring of 1976, through the Unionism Amendment. The Steering Committee worked through the summer. It is important to understand the difference between the Union's Steering Committee and a Cabinet of Department Chairs. The Steering Committee gathers and distributes information, but has no power to institute change. The Cabinet has that power, and could have a state starting programs in the summer - when everyone else is gone.

C/A: Article 3. Section A. Administrative authority of the Government shall be vested in and exercised by the Student Community Assembly (SCA) for the promotion of the welfare and interests of the Student and by the Students of the University of California San Diego.

This is misleading because all Student Assembly decisions are subject to the veto of the Cabinet, except for appointments to committees made by the SCA. The contradiction between Community Assemblies with their charge to advocate and the powerlessness of the group, is an important issue. The Union refuses to legitimize this contradiction. We are committed to participatory democracy, made meaningful by a commitment to consensus building, and backed by the authority to implement decisions.

C/A: A3 Section B. The SCA shall have no authority over the Students currently registered at the University of California San Diego.

Explained earlier was the Union's desire and need for input from students - undergraduate and graduate alike. The implication of this Section goes beyond a question of a student's status. It brings up the question of the University's role in the larger community. The Student Cooperative Union's open assemblies allow and invite speakers from the non-academic community. On several occasions non-students have addressed the General Assembly on important matters. The implication of the passage, that could be used, is to deny the students and a community lead the right to a dialogue in the assembly forum. This is unjustifiable.

C/A: A3. Section C. The Chair shall be an officer of the Cabinet and shall preside over the SCA, prepare the agenda, rule on Parliamentary procedure, count the vote, sign passed legislation, set all matters, keep records, submit passed legislation to the Cabinet, and ensure the dissemination of the agenda passed legislation to the campus at large. The records of the Cabinet shall also take the minutes of the SCA.

Why should the Chair of the Community Assembly be an officer of the executive council, the Cabinet? It does symbolize the relationship of authority; but, to presume the competence and commitment to advocate the Assembly's sentiment is not good. The proper relationship between the Chair and Assembly is demonstrated by the Student Cooperative Union. Imposed authority figures do not constitute leadership. Leadership is identified by the group's collective experience. For a year, the Cooperative had a Chairperson's Pool of Five. The five was reduced to a pool of co-chairpersons (a woman and a man) and an alternate chair. The change occurred in April of 1976. The amendment responded to the practical difficulty of coordinating the actions and information flow of five persons. The response of co-chairpersons reaffirmed the opposition to authority figures. The chairpersons have been elected by consensus, based on their history with the Union. Their responsibilities and authority is subservient to the General Assemblies. The GA gives the Chair permission to speak publicly on matters in the Name of the Union. Furthermore, the chairpersons and alternate chair facilitate Support Group Coordinators. The chairpersons have never faulted on their responsibilities, probably because they have demonstrated their competence and commitment before their nomination and election.

C/A: A3. Section D. Meetings shall be held once a week during the academic year at a time and place specified by the Chair. The Chair may call an emergency meeting. No meeting of the SCA shall be deemed official without the presence of the Chair. In the event of the disability or temporary absence of the Chair, the Chair of the Cabinet shall temporarily preside. There shall be no set quorum for the SCA.

The Union has recognized the need for weekly, open meetings, as well as the contingency of emergency meetings. The differences between the Union and the C/A model can be seen in the quorum rules. The SCA of the model has no quorum. Since it is powerless, the lack of a quorum makes some sense. The Union, on the other hand, places the General Assembly as the central governance power. This is reflected in the quorum rule of thirty persons. With its authority, supported by the commitment to debate and consensus-building, no official positions are taken without the agreement of at least twenty persons. The Union's structure is that of a democracy, in the model the assembly is a powerless advisory committee.

C/A: A3. Section E. Any currently registered Undergraduate student may vote on any matter with the exception of budget, appointments, and the removal of officers elected by the SCA, these requiring a signed presence at the meeting prior. Any currently registered Undergraduate Student may sponsor legislation.

The Union has operated for two years without any restrictions on voting privileges, except as related to budgetary matters. The acceptance of both the benefits and problems of such accessibility has gone hand in hand with debate of the issue. This debate continues. Attendance requirements for voting privileges as to budgetary matters helps draw a distinction: the decisions of budgets must not be subject to political jammings by uninformed persons, the consequences may not be easily reversed and the stake are all students' activity fees; non-budget matters can be reversed without undue hardship upon uninterested students, therefore restrictions on voting rights can be seen as restrictions upon the students' desires to mobilize themselves.

C/A: A3. Section F. The SCA formulates all legislation passing all bills, resolutions, etc., with a majority vote of those students attending who meet the voting requirements stated in this Constitution.

Majority rule in an advisory committee indicates the ambiguity of the Assembly's purpose. Without a commitment to consensus, without a quorum requirement, without the ability to carry out its own decisions, the Assembly's subservience to the Cabinet becomes crystal clear. Why would anyone debate in such an environment? I submit that attrition to a bunch of yes-men and chronic-accusers would occur.

C/A: A3. Section G. The SCA may veto budgets prepared by the Department of Campus Activity Fee Programs (CAF) and by the department of the Student Center (DSC) with a majority vote and return the budgets to either the CAF or the DSC with recommendations. The SCA may veto a non revised budget only once. If a non revised budget is returned to the SCA after an SCA veto, the budget is considered passed and goes on to the Cabinet with the signature of the presiding officer of the SCA.

Why this model bothers to include an Assembly is obscure. Perhaps the author wanted it to look like the Union. His model is not democratic even in the central concern of budget allocations. The SCA can veto a non revised budget only once. If it is returned with the message to the Assembly: Recommendations Ignored, then the SCA is helpless. The authority figure signs the budget and sends it to the Cabinet. The budget procedures of the Union and its SAFSG are carefully written, to guard against every possible abuse of power and to bring open, accessible, and fair budget hearings to the whole student community. The Cabinet Assembly model completely disregards the problems which the Union has successfully faced.

C/A: A3. Section H. The SCA at any time may require the presence of an officer of the Government to give testimony on any piece of legislation by so stating in the minutes of the meeting prior.

(This is a good Section, as far as it goes. It might be a good idea if the Student Cooperative Union passed a similar provision, extending it to all administrators, including the Chancellor. Put accountability where it counts.)

C/A: A3. Section I. The SCA may act upon recommendations of appointment or removal of SCA elected officers by the department of Appointments and Evaluations (DAE). Such actions are not subject to Cabinet approval.

Article 6. Sub Article 6. Department of Appointments and Evaluations. Section A. The Department of Appointments and Evaluations (DAE) shall screen all applicants applying for SCA elected offices and recommend those for appointment to the SCA; shall periodically review all officers elected to the SCA; shall recommend to the SCA removal of officers elected by the SCA, with the exception of officers elected to the Cabinet or to the DSEP; and shall coordinate publicity and recruitment for all Campus wide appointments.

For a model that professes to be a compromise between the AS and the Union; it is curious that the essential features of the Union's policies and procedures have been consistently ignored. The results are gutless facsimiles of Union ideas and disguised A/S operations. These Sections on Appointments and Evaluations provide another case in point. As demonstrated, the SCA is a powerless advisory committee. The recall authority over its own appointments is, therefore, unimpressive. Cabinet officers being outside the jurisdiction of A&E underscores the imposed limitations. Further, the disregard of the current A&E guidelines is worsened by the Sections' vagueness. Why start from scratch, in terms of the Constitutional provisions? Please contrast the vagueness in this model with the Student Cooperative Union Constitutional Amendments for A&E: February, 1975; May 3, 1976; Conflict of Interest Amendment of October 25, 1976.

C/A: A3. Section J. Robert's Rules of Order.

The current procedures for meetings has been outlined earlier. Here it is necessary to question the need for this constitutional provision in the model. "No rules of procedure may be suspended." The only reason for this would be to silence debate, or to prevent an immediate and necessary response to a situation. In the first instance, a heated debate may be uncomfortable for some persons, but that is less important than the consequences of silencing debate or of nullifying the legitimacy of a consensus because of arbitrary rules. Second, recognition of the group's ability to judge the need for special considerations must be allowed; the passage does not allow it. The last claim in defense of the passage would be that it is needed to prevent chaos; first, chaos is temporary and never absolute, second, chaos happens precisely because people were unable to prevent it. Therefore, the rule is at best useless and at worst restrictive.

C/A: Article 4. Section A. The College Councils shall be separate governing bodies with duties and responsibilities as defined by their charters and this Constitution. The Councils shall be deemed official without the presence of the Chair. In the event of the disability or temporary absence of the Chair, the Chair of the Cabinet shall temporarily preside. There shall be no set quorum for the SCA.

The responsibilities delegated to College Councils is real. In addition, the attractiveness of positions of authority being filled electorally through the Councils is understandable. The Cooperative Union's policy of allowing voluntary College Council representation in all Union business has failed to bring the participation. Further, the mandated participation of the Colleges in the SAFSG, representatives are called to be elected during Spring elections, has occurred only through belated appointments made by the Councils. The need to strengthen the Union's ties with the Colleges and their Councils is obvious. Therefore, two suggestions to the Union are in order: (1) College Councils declare themselves as Constitutional Action Centers, in addition to the Steering Committee liaisons should be voting members of SAFSG and Appointments and Evaluations. (2) The Unionism Amendment's Support Group of Student Caucuses to the College Councils be filled by elections, with a minimum of ten members (two elected from each College and two elected at-large). The Support Group's task would be to maintain communications and account ability between the Union and the Colleges and their Councils.

C/A: Article 5. Section A. The Judiciary shall: 1. Serve as an elections commission on all elections, referendum, initiative, and amendment that effect the Government of this Constitution. 2. Serve as a Judge of Peers on all matters relating to the Student Code of Conduct.

Specific provisions for an Elections Board do not exist in the Union's Constitution and Amendments, they could. A Judge of Peers on matters about the Student Code of Conduct does not fit the Union's purpose or structure. However, the need for student advocates in judicial hearings, that are not covered by legal aid, is the subject of an intern study. A co-chairperson of the Union is involved in the study.

C/A: A5. Section A. 3. Serve as a Judge of Cabinet officers and of the Undergraduate officers of the department of Student Fee Programs account of malfeasance or dereliction of duty and in the event of a verdict of guilty, that officer shall be barred for two years from any office, appointive or elective, at UCSD.

This provision is harsh, punitive, and abuseable. First, persons are put into positions which tend to either burn-out the officer or invite the officer to showpower. The penalty, if the political circumstances force a slowdown, leave a person effectively disenfranchised for two years. Attempting punishment to be dished out against a despised minority faction's leader. I would like you to compare this so-called "justice" with the harshest provision in the Union's Constitution: scu's Officers Conflict of Interest Amendment of 10/25/76: No officer (e.g., coordinator, chairperson, etc.) shall act in Cooperative Union related matters as an individual denying their status in and accountability to the Coop Union; such activity constitutes a serious conflict of interest. If an officer of the Coop Union is found to be in a conflict of interest, then that person shall be removed from his/her position(s) of leadership within the Cooperative Union. The person may be reinstated to full status at least one month "off time" by a two-thirds vote of the Coop. The reader should be reminded that specific Appointments and Evaluations guidelines cover the needs, in terms of grievance hearings of any sort. Appointments and Evaluations cover the rest of the provisions concerning the model's Judiciary, as well.

C/A: Article 6. Section A. The Departments shall be held responsible for the coordination of activities under their jurisdiction and the development and management of such programs as the Cabinet and the SCA shall refer to them.

The Departments can be viewed as either corrupted versions of the Union's Support Groups or as a blatant attempt to deny students organizing and coordinating teams that are out from under the watchful eyes and constraining input of the administration/management. As was said earlier, there is no lack of input on the part of the administration/management. There is a real need for students to initiate action without prior influence of administrators. The Departments take this away. Any claims that the particular departments are constituted to be more "efficient" than support groups are unsubstantiated; further, there is no reason why specific and comprehensive guidelines cannot be drawn up for each Support Group (such as those of A&E and SAFSG). That kind of effort is needed and welcome in the Student Cooperative Union.

The problems of students, in terms of representing ourselves and our interests to the University and the community, are not easily dealt with. We must study, we must work, and our resources are limited. The question of student "governance" is a question of central student organization. The question is: How will we organize and represent ourselves. How can we maximize our ability to work together and appreciate the different problems of students in the University and the Community? Our choice is between the Associated Students and the Student Cooperative Union. The analyses presented has shown that the so-called compromise of the Cabinet/Assembly model is a sham. It will do the same kind of damage as an Associated Students. It takes away the students to ability to freely and openly gather, speak, and organize with the resources to implement policies arrived at democratically. Can we afford to lose this ability. If we do lose the Student Cooperative Union, we will have lost our ability to build student community opinion and consensus. When we no longer can build consensus openly, we have been effectively driven underground. This is the bottom line.

Political Demands

TO: CHANCELLOR McELROY
ELECTIONS BOARD
COLLEGE & GRADUATE STUDENT COUNCILS
UCSD COMMUNITY

FR: UCSD STUDENT COOPERATIVE UNION

RE: UPCOMING CAMPUS-WIDE REFERENDUM

WHEREAS the Spring '75 Referendum was invalidated by the Chancellor based on a 50% minimum voter turn-out requirement, which disenfranchised the 35% of the student body who did ~~h~~ vote;

WHEREAS it is apparent that there is no mass interest amongst students in the upcoming Referendum, as evidenced by:

- (1) the campaign events sponsored by the SCU and the Muir & Revelle College Councils, which have each failed to turnout more than thirty people despite campus-wide publicity;
- (2) the fact that neither the SCU nor UCSD Administration have received any public petitions of grievance against the SCU structure or its guiding policies;
- (3) the fact that this Referendum was not motivated by a petition drive amongst the Student Body, but was the result of:
 - a. a handful of students desiring to bring about an ~~x~~ end to the SCU who,
 - b. initiated the Chancellor's Task Force on Student Governance during the Summer 1976 and also,
 - c. convinced the Chancellor to commit \$5,000 of Registration Fees to pay salaries for Task Force members;
 - d. the Chancellor's letter to the TRITON TIMES calling for a referendum in early Fall '76 which was,
 - e. rejected by the Elections Board on the basis that only a student petition process or the votes of three of the five governing bodies (the SCU and College Councils) can initiate a Referendum, which,
 - f. led this handful of students to lobby in the College Councils and through the TRITON TIMES for such a referendum, which,
 - g. led the SCU to lobby the College Councils to drop the single-issue referendum on Governance in favor of a Comprehensive student opinion poll; the Councils agreed,
- (4) the six hundred students who signed the Comprehensive Referendum Petition were willing to support freedom of choice on the ballot, consistent with those who petitioned for governance models. However, in signing the SCU's petition they also identified themselves as SCU members. (A half-dozen petitioners took four days to gather 600 signatures from no more than 800 people. This is consistent with the 60% that affirmed the Cooperative in the Spring '75 Referendum.) This seems to show a certain mass support for the SCU, yet even these 600 people are absent from the campaign activities to date;

AND WHEREAS the Elections Board has:

- (1) passed its responsibility to organize and finance public debate onto the College Councils and the SCU;
- (2) failed in its responsibility to distribute the Voter's Information Booklet by not:
 - a. leaving the Booklets for the stuffing of on-campus mailboxes as provided FREE by the US Postal Service and;
 - b. conducting a mass mailing to the remaining students as promised by the Board.

BE IT THEREFORE RESOLVED, that: (vote: 44-0-14)

- (1) We insist the Chancellor's Elections Board mail the VOTER INFORMATION BOOKLET to all Graduate and Undergraduate students.
- (2) We insist that the Elections Board allow at least one weeks time following mailing of the BOOKLET before holding the first day of polling in order that students may receive and read it.
- (3) The Elections Board should bear in mind that even with the information in hand, one week is NOT enough time to facilitate public debate.

BE IT FURTHER RESOLVED, that: (34-12-5)

We insist the Chancellor and ~~h~~ the Elections Board agree to eliminate the 25% minimum voter turnout requirement. ALL parties to the election MUST accept the decision of voters to participate or abstain. We fully expect that the resulting central student organization will be held accountable to the students' mandates.

AMMENDMENT FROM THE FLOOR OF THE COOP
Be It Further Resolved, that:

In the event that the Chancellor refuses to fund the VOTER'S INFORMATION BOOKLET mailing, the SCU will aid the Election's Board with SAFSG Money for the off-campus mailing, given the Chancellor's public statement that there is no conflict of interest.

We ask that SAFSG re-allocate the Co-op yearly operating budget to pay for the mailing.
(passed: 40 - 3 - 2)

MOTION FROM THE FLOOR OF THE COOP

The Student Cooperative Union General Assembly requests of the SAFSG an allocation of \$50 to each governance model so that they will be able to campaign in the upcoming referendum.
(passed: 24 - 6 - 1)