

If there is no struggle, there is no progress. Those who profess to favor freedom, yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightening. They want the ocean without the awful roar of its many waters. Power concedes nothing without demand.

—Frederick Douglass

## About This Issue...

This special issue of EL GAUCHO is meant to present an analysis of the year 1969-1970 at UCSB, of years to come at the University and in American society, and of students' role in the continuing struggle for a humanistic society. The views presented here, of course, do not exhaust the whole range of possible opinions on these issues. But they are views that the public normally does not have access to—expressions of dissent from dissenters themselves. Some of the views may provoke anger or shock; all, we hope, will provoke thought and discussion. (One suggestion: the silent majority has been mute for too long; help wake them up—take this issue of EL GAUCHO home to Mom and Dad.)

BECCA WILSON, Editor

## ST. MARK'S CENTER

JUNE 5:

FRIDAY: Kevin Moran Memorial Fund Drive — Leave your donation at the UGen or at St. Mark's.

SATURDAY: Help Assemble Isla Vista Park Benches, St. Mark's parking lot — 11:00 A.M.

SATURDAY: Revised Edition in Concert at 9:00 P.M. Admission: FREE

SUNDAY: Pancake Breakfast at St. Michael's, 9:00-3:00 \$1.00 per person — ALL YOU CAN EAT — SUPPORT OUR OPERATION KIDS

Pave IV Over with Trees.

Meet at Perfect Park at 9:00 A.M. Saturday

### HAPPY VACATION TO YOU ALL!

PHONE 968 6800

# EL GAUCHO

1969-1970

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**DOUG KERSHAW**  
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10 — 12 SAT.  
12 — 9 SUN.

# EL GAUCHO

Vol. 50 - No. 137

Friday, June 5, 1970

University of California, Santa Barbara

## 17 ARE INDICTED-- B. OF A. BURNING

### 'Political harassment escalated'

(Editor's note: Following is a statement released anonymously to EG by several of those indicted.)

"The Grand Jury indictments issued in connection with the burning of the bank must be viewed as a further escalation of political harassment by Santa Barbara law enforcement officers.

"The arson charge, a felony, alone carries a sentence of 2-20 years. On the night of the Bank burning, several of us were either on campus or out of Isla Vista. Witnesses who were with these persons will verify their whereabouts.

"As a group, we are planning to turn ourselves in this

morning (Friday) to show that we have nothing to hide or run from. We have waited until today so as to organize our defense and bail as well as possible.

"The D.A. has publicly admitted that he waited until now to issue the indictments, claiming possible witness intimidation as a reason. It appears more likely that the timing was done so as to coincide with UCSB students leaving campus for the summer to quell any effective protest or bail collection. There is absolutely no evidence to justify indictments against several of those listed.

"The only reason we can think of is to cause expense and hardship to those involved in political activities, only to drop the charges later as they did in Bill Allen's malicious mischief trial. Apparently the charges are also timed to prejudice the jury in the "Santa Barbara 20" trial scheduled for Monday. (Five of those indicted are facing those charges.)

"We hope that all students will consider these facts so as to view these indictments in the proper perspective."

### Hayden here Sat.

By ANN HENRY

Chicago Seven Conspiracy defendant Tom Hayden is scheduled to appear on campus tomorrow at a rally on the UCen lawn.

Although there is some question as to what time Hayden will arrive, present plans are for an appearance at 1 p.m.

Sponsored by the A.S. Lectures Committee, Hayden's speech is expected to deal with the recent Santa Barbara Grand Jury indictments of several UCSB students in connection with the burning of the Bank of America. Other topics will include repression in America and the court system.

Hayden was one of the

founders of the Students for a Democratic Society (SDS), and attended the University of Michigan where he edited the student newspaper.

Among Hayden's other activities were community organization in Newark, N.J. and work in the southern states with the Student Non-violent Co-ordinating Committee (SNCC).

Hayden is the author of several publications including an account of his trip to Hanoi to meet South Vietnamese leaders and a discussion of crisis in Newark.

Presently Hayden is making public appearances across the nation to gain support for the Chicago Seven and other militant causes.

### BSU reacts to indictments

(Editor's note: the Black Students' Union issued this statement late yesterday.)

"The indictments yesterday of seventeen members of the Isla Vista community again displayed the callous and blatant methods used by the members of the police force to render this community and its inhabitants totally ineffective. Isla Vista, like the Black ghettos across the country, has now achieved the full status of a ghetto; yet we who are colonized will not be intimidated or coerced by these pressure tactics.

"Of course, the police strategy is somewhat obvious: by launching its attack at the end of the academic year, when students are preoccupied with final examinations and preparing to return to their homes, it hopes to win a total victory by isolating so-called 'radicals', incarcerating them, and "cleaning up" the community before the forthcoming year.

"However, we are committed to revolutionary change and shall not be deceived by this ploy. Since war indeed has been declared against our community, we shall actively resist our oppressors even if this means remaining in Isla Vista throughout the summer months to protect our community.

"It would be advisable for our oppressors to recognize that neither their intimidation nor physical force, their threats nor illegal arrests will force us to capitulate. We have totally committed ourselves to the creation of a "Free Isla Vista", and we are prepared to take any efforts to translate this commitment into concrete action.

Let the police be warned: ISLA VISTA AS A DECOLONIZED COMMUNITY WILL SURVIVE!"

### IVCC discusses indictments

The Isla Vista Community Council met in executive session to discuss the grand jury indictments. As the chairman, Greg Knell, was

absent on other business, Dan Kennedy took the chair. The council passed no motions, but discussed the movie "Z" in detail.

Seventeen people from the campus community are being indicted by the Santa Barbara County Grand Jury on charges including arson, burglary, rioting and various misdemeanors, it was learned at Wednesday night's Legislative Council meeting.

The report, emanating from unknown sources, has not been denied by the district attorney's office.

All seventeen will reportedly be charged with burning the bank. One person arrested yesterday has already been charged with arson. Bail for most of those indicted is expected to range from \$5000 to \$100,000. Bail for Lefty Bryant is expected to be \$120,000. Many of the defendants are also expected to be charged with burglary and rioting.

Although seventeen people are expected to be indicted, the names of only fourteen are presently known.

They are: Jeff Woodstock, Greg Knell, Bob Langfelder, Mark Rubald, Emily DeFalla, Rich Fisk, Walt Chesnavich, Craig Hedley, Greg Wilkinson, Bob Jorgensen, Chris Sherman, Norm Roberts, Lefty Bryant, Bill Hoiland and Sam Broyles. Two "John Doe" indictments have also been made.

Norm Roberts was in police custody at the time of the indictments. Two others, Rubald and Sherman, were arrested Wednesday night and their bail was set at \$5000 each.

Jorgensen turned himself in yesterday morning and is presently free on \$5000 bail.

### Tradition and innovation in senior graduation ceremony

Tradition and some innovation are being mixed together to form this year's graduation ceremony.

Greeks, independents, Gaucho Christians and Radical Union members all took part in the design of this year's ceremony. Nobody is perfectly pleased, yet nobody has been neglected.

Graduation is scheduled to take place on the Campus Field at 2 p.m. on June 14. There is no limit to the number of guests a graduating senior may invite.

Though the exact specifications of the program are still being worked out, the tentative agenda follows.

(Note: Caps and gowns may or may not be worn by the participants at the graduation ceremony.)

The ceremony will begin with the traditional invocation followed by a benediction, but this time a student will deliver the messages. Next a Statement by the Senior Class will be read

by various seniors which mentions the changing attitudes and values of this year's class. The topics include Vietnam, racism and ecology.

The Chancellor will then follow with a short statement after which he will proclaim the seniors and graduate students as having graduated according to the college to which they are members, e.g; the College of Letters and Science or College of Engineering.

At this time flowers will be passed out in lieu of diplomas which will not be ready by this time.

The ceremony then becomes enlarged to include the audience. A Statement of Commitment will then be recited by all those who wish to participate calling for a need for change.

The graduation ceremony is then scheduled to end with all singing together "The Age of Aquarius."

Arraignment for the three will take place at 8:30 this morning. They are charged with burglary, arson and rioting. The district attorney's office refused to go into greater detail concerning the charges.

Others who have been indicted reportedly went into hiding throughout yesterday in order to work on defense proceedings and raise bail funds. Many of them are expected to turn themselves in this morning.

Greg Knell, charging a frame-up in a taped interview over KCSB, called the indictments another step in the repression of political activism in the UC system.

"I wonder," he asked, "whether this has anything to do with my involvement in the recall Grant petition drive." Knell stated he had been unable to enter I.V. because of roadblocks, and was actually with friends outside I.V. when the burning occurred.

At least five of those indicted, by attorney's estimates, have air-tight alibis concerning their whereabouts during the burning of the bank. Greg Wilkinson, for example, was in jail at the time and was not released until 5 p.m. the day after the bank was burned.

Jeff Woodstock, City Editor of EL GAUCHO, was in the newspaper office during the entire night, except for a few minutes when he was in I.V.

Two of those indicted, Broyles and Wilkinson, are now out of the country. Both fled over a month ago from jail sentences on counts stemming, respectively, from the anti-Reagan demonstration and the first night of disturbances in I.V.

D.A. David Minier was unavailable for comment, but according to the Santa Barbara News Press, he is "quite angry" about the leak of the indictments. A spokesman for the Sheriff's office said that the leak prevented officers from arresting all of the suspects.

### Regents here?

Four regents of the University of California are scheduled to meet here this morning, although as of yesterday, campus administrators were uncertain as to whether or not the regents would show up.

This meeting is one of the yearly visits to each campus by regents, to observe the activity and classes on the campus. The four regents, Mrs. Randolph Hearst, Robert Reynolds, Mrs. Edward Heller and William Farrer, will be here from 10 a.m.-4 p.m. if the meeting occurs as it is scheduled.

Stephen Goodspeed, Vice Chancellor of Student Affairs, was asked whether the regents are specifically concerned about investigating the newly-instigated National Crisis courses. Goodspeed replied, "I'm sure that the question of the National Crisis courses will come up at the meeting."



### RALLY TODAY



There will be a rally today at noon in the free speech area behind the UCen to protest the indictments handed down by the County Grand Jury.

As we go to press today, for our last issue of the year, we have learned that 17 persons—including our city editor Jeff Woodstock—have been indicted by the county Grand Jury for charges relating to the burning of the Bank of America last February.

Political repression has never been more real than it is today. The phrase usually rings of rhetoric, but today, it carries a meaning more ominous and outrageous than ever before, for those of us who know that Jeff and others weren't even in I.V. or on campus that night.

It's no coincidence that 5 of those indicted are also members of the Santa Barbara 19—political activists who have openly expressed their opposition to governmental and University policies...this because the purpose of the indictments is not to preserve law and order, but to smash dissent and political activity. Even before going to trial, those indicted will have to raise exorbitant bail funds, will face indefinite periods in jail if they cannot raise them, and once they come to trial they will face 2 to 20 year sentences.

Even with no hard evidence to convict them, police officers (pigs) will lie on the stand, as they did in Chicago, as they did in Bill Allen's disciplinary hearing, as they will in the trial of Bobby Seale, as they always will in times when the government cannot tolerate dissent. And the jury, of course, composed of middle-aged, middle-class persons ("peers") concerned about law and order and frightened by radicalism, is always more likely to believe officers of the law than it is long-haired students.

But the large-scale and long-run effects of this repression are probably more frightening than is the fate of the 15 persons indicted. How can a political movement for social change survive if its leaders are in jail? Sure, more leaders will come to be, but what do they face for being open in their dissent? All radicals who are up front about their political views—even at previously sleepy Santa Barbara—now face the day-to-day reality of being framed.

If the Movement is to survive, therefore, it will have to go "underground." This means that radicals will have to—whether they like it or not—meet and organize secretly. And they will have to be constantly prepared to defend their lives.

The implications are obvious—by framing radical leaders, and forcing them to go underground, the power structure is completely isolating them from the rest of society, even from their own culture.

It is at this point that radicals become revolutionaries. Their very life depends on overthrowing a system which does not allow them to survive out in the open. Their very life depends on dismantling a system which is willing to kill and jail those who threaten the status-quo.

Blacks have known this kind of repression for a long time. The Panthers know it better than anyone else in Amerika. But now, after Chicago, the police state has extended from the black ghetto to the white middle-class community of political dissent.

It has now extended to UCSB's white middle-class radical students. Santa Barbara's power structure (whether or not they do receive direct instructions from federal agencies) has shown that it, too, is part of national coordinated attempts to destroy political dissent.

No coincidence that many of those indicted are members of the Radical Union. No coincidence that one is a writer for a politically radical newspaper. No accident that one has been an effective and outspoken student leader

on campus. No accident that two are members of the IVCC—a new effective political voice for the I.V. community.

No coincidence, either, that the indictments are handed down during Dead Week, when student energies are likely to be directed solely towards cramming for finals.

Because of this very obvious political repression, peaceful dissent effectively becomes just as dangerous as violent dissent. Just speaking out loudly against the system is enough to put one's life in jeopardy.



The real question, then, is whether the Movement will be silenced and isolated, as those in power wish it to be, or whether it will now grow to larger numbers than ever before.

If social change is to take place in Amerika, it cannot without a radical political Movement. But more importantly, social change will not take place if this Movement remains a movement of the few.

Most students, it is well known by now, support the goals of radicals, but often disagree

with their tactics. This attitude became quite clear this year at UCSB during the strike, when endless bickering over whether to have a "hard" or "soft" strike resulted in a rather weak show of support for the nationwide strike.

But how long can this disagreement over tactics last, before all radicals are either in jail, in hiding, or dead? If the Movement is to have an effect, it must grow. Moderate students, therefore, must start showing their solidarity with radicals who are being intimidated and silenced. A Movement can be squashed if it is small enough, if it involves only a minority of those who seek social change, and if the majority remains silent and timid and "cautious."

But if large numbers of students—who are part of the middle-class mainstream—start raising their voices, start showing that they do genuinely support their more radical brothers and sisters, then the Movement—and the nation—might be saved.

Fascism is for most Americans an alien concept. It could happen in Germany and Greece, maybe, but not here...But for some Americans—notably those who are considered un-American—fascism is not a concept, it is a reality, today, right now, right here in America, right here in Santa Barbara.

It's hard to relate to what it must be like to know you face 2 to 20 years in jail for nothing more than for outspoken opposition to the Amerikan way of life and outspoken exposure of the contradictions between Amerika's words and deeds.

But all of us must begin to profoundly relate to that state of reality. Because it could happen to all of us. And it WILL happen to all of us if we don't start being truly brothers and sisters to each other. We may have our differences, but we must always stand up for each other, if we are indeed committed to the same goals.

For a long time, revolutionaries across the world have said "you can jail a revolutionary, but you can't jail the Revolution." That's true, but only if the Revolution is being waged in deed by those who support it in word.

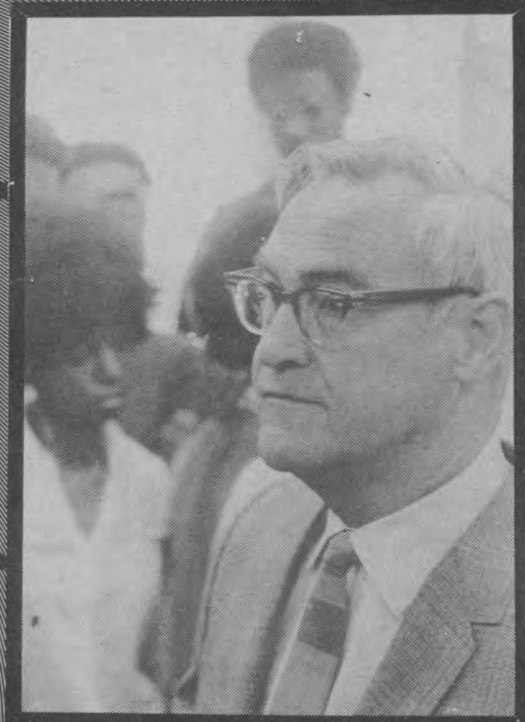
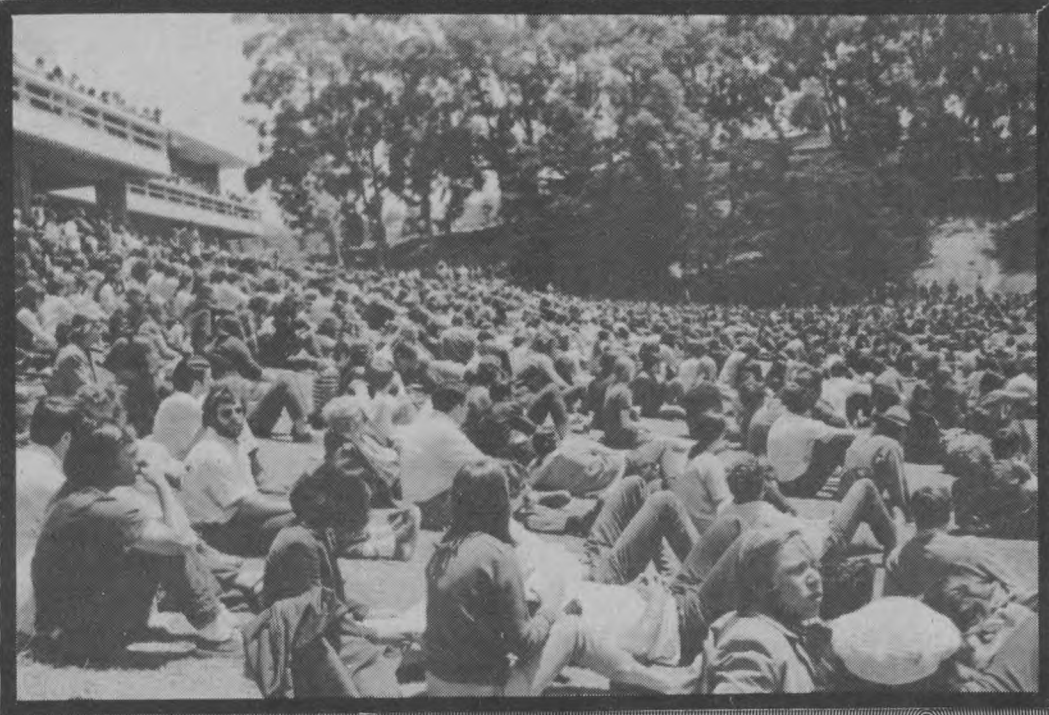
This doesn't mean that all of us have to go out and burn more banks in order to be revolutionaries. Some of us will, because some of us feel it can't wait any longer. Some of us won't, but all of us must start to decide where we fit in to that Revolution.

Some of us will be in the media. Some of us will be Movement doctors and lawyers. Some of us will start to build new revolutionary institutions. Some of us will spend our time spreading the word. All of us, hopefully, will have a revolution in our own lives—we will become human beings again—we will love each other, stay together, share our troubles and our joys. We will be a community.

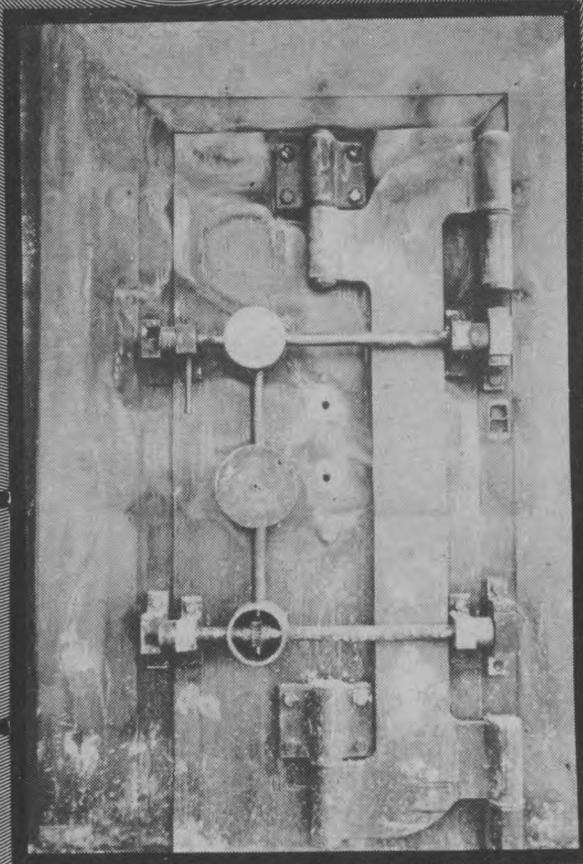
It's already begun, in I.V. The common fear and oppression we felt when our town was occupied for four straight nights by those who do the power structure's dirty work made us into a community. We built gardens, we formed our own government, we came together in the park.

There are fearful times ahead, but there is also joy. In brotherhood and sisterhood, we will discover our humanity and put it into practice. In struggle, many of us will die. But we will not be martyrs...because when one of us is killed or jailed, all of us are spiritually killed and jailed.

Sounds like rhetoric? Sure, it does. That's because we still have a long way to go before we become revolutionaries—before we become human beings again, that is. But we must start now, before it's too late. Power to Humanity!



oh mama,  
can this really  
be the end?



photos:  
joe melchione  
john franklin



# Nota Bene

## PERU DISASTER APPEAL

The recent earthquake and flood in Peru have left thousands of people homeless and injured in the severe winter weather.

In order to organize a drive to collect blankets, clothing and food to be sent to Peru, a meeting will be held tonight at 7:30 at Saint Mark's.

People who wish to contribute items for the drive will be able to leave them at collection posts to be set up on campus and in I.V. The exact sites of the collection posts will be announced today over KCSB.

The Peruvian Embassy in Los Angeles will be sending the collected articles by airplane to Peru.

For further information concerning the drive, contact Jorge Chateau at 968-5432.

## X100 EVALUATION

STUDENTS IN X100 CLASSES: Course evaluations will be distributed in your

sections next week. If you do not receive a course evaluation form, please pick one up at the University Extension office, Building 427, Room 213, after Monday, June 8. Please fill them out as quickly as possible and return them to the Extension Office.

## IVCC SEEKS AID

There are several commissions for Isla Vista that have been incorporated in the by-laws of the IVCC. Three heads of commission have already been nominated by the Council at last Monday night's meeting.

The IVCC needs volunteers and chairman to offer their services who are willing to serve on any of the remaining commissions. These include a Police Review Board, Ecology, Planning, Parks, Architectural Review Board, Elections, Transportation, Streets and Lighting.

It is in addition possible at any time to add new

commissions to the Council's by-laws by a two-thirds vote for an amendment. We need qualified experienced and dedicated people to put their concern to use through working on one of these commissions.

Funds have and are being appropriated for use in these fields. We only have until the end of this quarter to establish these informal committees and we need your help in order to serve you as a community.

If interested or have any questions please contact Geoff Wallace at the El Gaucho office or Debi Graff at 968-0624 or stop in at 6560 Pardall (Ken Van Leer's office).

## PLANTERS NEEDED

Volunteers from the Isla Vista community will be needed tomorrow to plant 150 trees in I.V.

Entitled PIVOT (Pave Isla Vista Over with Trees) the project is sponsored by the Joint Isla Vista Effort (JIVE), the Isla Vista Community Council and the Santa Barbara County Park Department.

Residents wishing to help should meet at 9 a.m. in Perfect Park. The trees have

been donated by the Park Department, while the University and the Isla Vista Sanitary District are providing the necessary equipment.

PIVOT spokesmen term this project "the last opportunity this school year to show community solidarity."

## FESTIVAL OF LIFE

A "Festival of Life" will be held on Saturday, June 6, 11 a.m.-6 p.m. at the Dwight Murphey Field behind Mar Monte Hotel. The Crayon Band will appear.

## GSA ELECTIONS

GSA officers elected at a meeting Wednesday night were:

- Brad Smith (Sociology) - President
- Mark Hamilton (History) - Academic Vice-President
- Toby Snitkin (English) - Non-Academic Vice-President
- Terry Erdt (English) - Secretary
- Bill Healy (Anthropology) - Treasurer

## SUMMER SESSION

San Nicolas residence hall will be open for men and

women students attending Summer Session. Although single rooms are available, the majority of rooms are doubles. The cost for room and board for the six-weeks session is \$243 for double occupancy and \$266 for single occupancy.

This rate includes three meals daily, except on Sundays and academic holidays when two meals are served. Contracts are available also for room only, and the cost is \$123 for double occupancy and \$144 for single occupancy; meals may be purchased on a cash basis.

Privately-owned off-campus apartment lists are available in the Housing Office; room and roommate locator files are also available for your convenience. One-bedroom apartments rent for \$120-\$150 for the six-weeks session; two-bedroom units rent for \$150-\$225 for the six-weeks session.

The Housing Office is open Monday through Friday from 8:00 a.m. to 5:00 p.m. to assist you.

## HEALTH

In accordance with a request (Continued from p. 7, col. 1)

## 1970 LA CUMBRE

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- Room 1053 Storke Publ. Bldg.

It would be appreciated if the remaining 400 purchasers of the La Cumbre would pick up their books within the next few days.

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Free postcard forms are available at tables at the Library and the UCEN Today, and daily next week, 10-2

(21 on or before November 3?)

Register here and now--  
vote in November)

# ★★ N.B. ★★

(Continued from p. 6)

from the Student Health Service Advisory Committee, the University Health Service will be available for a 12 month period if desired. In summary, the approved recommendation is as follows:

1. The customary fee of \$6 will be continued for all regular UCSB students desiring SHS services for only the six additional weeks of the normal Summer Session.

2. All Summer Session students who are returning to UCSB in the following fall may have the alternative of electing to pay a \$10 fee for extended services which would be available from the end of the Spring Quarter through Summer Session, to the beginning of the Fall Quarter.

3. Any regular continuing student at UCSB, although not officially enrolled for Summer Session, may also pay the \$10 fee entitling him to the same privileges and service as the Summer Session student in point number two above.

Those wishing to obtain this additional service are required to pay the special health fee no later than the deadline set for the payment of Summer Session fees, June 27, 1970, at the Cashiers' Office.

## SCUBA DUBA

The UCSB Recreation Department will be offering a course in Scuba Diving this summer beginning June 22. The course will continue for four weeks meeting at the UCSB pool, Monday and Wednesday night, 6:30 p.m. to

10:30 p.m. Two week-end diving sessions are included.

Students will receive a NAUI certification from instructor Dennis Divens upon the completion of the course. Scuba equipment will be provided for the course. Students will provide mask, fins and snorkel and text after the first pool session. Activities include movies, lectures and discussion.

Water skills will be practiced and tested in the pool and on two ocean dives. Students must also supply proof of recent medical examination. The course is open to UCSB students, faculty and staff and is limited to 16 people. Cost of instructions is \$40.00. For further information contact

the Recreation Department Office 968-3738.

## MANPOWER DRIVE

Movement for a New Congress is a national organization based at Princeton University. Students are urged to fill out forms which are now being distributed throughout I.V. and through classes. Forms and additional information are available in UCen 2292, or call 961-3951, or 3867.

## OPERATION CONTACT

Operation Contact, initiating its summer program, is sponsoring a student-community TRASH-IN on Saturday morning, June 13.

Activities will begin at 9:00 A.M. on East Beach in Santa Barbara, in an effort to clear

the beach area of bottles, cans, papers, and other material able to be re-cycled. Later in the morning, a free pancake breakfast will be available to all those involved in the pick-up.

The TRASH-IN is the first of many action-oriented programs planned for the summer months. As in the canvassing and dialogue efforts, these activities share the common goal of drawing the student and Santa Barbara communities together, toward greater understanding and cooperation.

All those students, and faculty, who will be in Santa Barbara this summer, as well as those able to take part in the TRASH-IN, are asked to call 961-2391 and leave their name and phone number.

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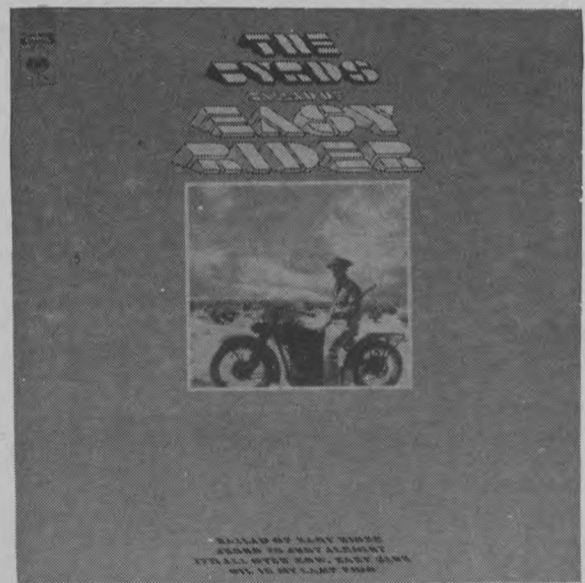
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# 'You can't do this!' 'Fuck you.'

By DOUG CRAWFORD

I would like to relate to you — the reader, whomever and wherever you are, one isolated incident from the myriad of such incidents that transpired over the days of Feb. 25th and 26th in Isla Vista. Acts of unprecedented brutality and unwarranted destructiveness were the keynotes of these two hideous days — man's inhumanity to man was in full bloom: physical pain, mental anguish and worst of all, the desire to inflict both to a maximum degree were the ends and the means employed on both sides of the battle lines.

I live at 6504 Seville St., Apartment 1 with my brother. My name is Doug Crawford, my brother's, Steve. At eight o'clock on the night of 26th we were sitting in our living room with a friend, Dave Van Horn. Dave is in his first year of graduate study as an Art History major at UCSB, I graduated in December as a zoologist, and Steve is in his second year of undergraduate study. We were talking at the time of many things — school,

weekend plans and the pleasant day we had spent far from the insanity of Isla Vista, the screaming police, the burning buildings and the rock-throwing, obscenity-hurling omnipresent crowds of our agemates. We talked very little of these last things — the curtains were drawn and music was being played.

Conversation was constantly being interrupted by screams, helicopter engines, and the whump! of tear gas launchers. I think, at this later date, that all of these things annoyed us; dismayed us, perhaps. At any rate, we had, without saying so, chosen to ignore the entire proceeding, dismissing it perfunctorily as a subject of idle curiosity. An occasional glance through the windows drew only a smug grin and a shake of the head.

The entire scenario unfolded as a comedy of errors at that point — hundreds of policemen with shiny helmets look, at several hundred yards, like so much caviar. Young men and women with their heads swathed in wet T-shirts and



rags ran aimlessly about, mumbling courageous sayings and fearful oaths, glancing about to make sure someone heard them or did not hear them, depending upon the person. Surely, we thought, this is insanity at its height — unreal people doing unreal things.

At a time shortly thereafter we heard a blood-curdling scream that could only be made by the throats of many men. It was a sub-human noise; perhaps our ancestors vocalized in much the same way when the game was exhausted and cornered after many hours of pursuit, or the enemy had been routed after too much gore and bloodshed.

It was at this point that we made nearly a fatal mistake that changed my entire way of thinking about these two ill-fated days. We went outdoors to look at the source

of this hideous noise, and were joined momentarily by a friend from the apartment above, Cliff Brabant. We watched from in front of the window of our first-story apartment in time to see around two dozen policemen breaking through the low fence bordering the bicycle path on campus. We went indoors again as soon as possible, running and stumbling for the most part. They presented a terrifying spectacle; the lights from the parking lots beyond revealed gold helmets with a broad band of olive drab, faces covered with a plastic shield, blue coats, and hands

clutching upraised black clubs. They screamed obscenities and unintelligible oaths as they ran.

Up and down the street doors slammed, curtains flew closed and lights went out as other curious people changed into frightened people. The sound of running feet could be heard down the block as the rock-hurlers ran to the center of town to regroup, count coup and imbibe the heady adrenalin-infused atmosphere surrounding them.

Karen Cooper, who had told us she and her roommate were (Continued on p. 9, col. 1)

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(Continued from p. 8) coming to stay with us as soon as an opportunity presented itself, was at this time rounding our apartment. She saw the policemen too late and ran to our door, flying in white-faced moments after we did. The door shut and she leaned against it shaking. A knock on the door seconds later could only be her roommate. I opened the door immediately to admit her.

It was not her. A Deputy Sheriff, I could make out the Santa Barbara County Sheriffs Department insignia on his helmet all too clearly now, slammed through the door throwing Karen into the wall behind. Five or six sheriffs, I cannot be sure of the number now, burst in with clubs flailing and screaming, "You bastards!" "You sonofabitches won't throw any more rocks tonight!" Dave was thrown across the room into a corner desk by two of them. A third grabbed him by the lapels of his coat, raised a club to strike him, but apparently couldn't. He was small by Dave's

account, of about his height (ie. 5'7-8") and a Mexican-American. Dave had yelled, "For God's sake don't hit me!" He said he caught the sheriff's eye momentarily; I guess it's difficult for some people to look into the eye of an unarmed man and beat him mercilessly. Dave's assailant was the only one with such qualms. I was held by several sheriffs and clubbed into unconsciousness. Steve was beaten twice on his head until floored, and then kicked into oblivion. Steve and I had managed to throw Karen into the kitchen, where another sheriff kicked her repeatedly. I can only remember saying one thing, in retrospect a ridiculously futile thing, but, I think, a valid one. I say, "You can't do this!" My attacker's retort was, "Fuck you."

That was all I remember. I awoke minutes later in a puddle of blood. They had apparently entered and left in period of not much more than thirty seconds. My forehead was gashed in two places, with an egg-shaped lump beneath

one cut that very easily accounted for my loss of consciousness. Steve had taken his shirt off to survey his wounds — along with lumps on his head (none of these were bleeding, fortunately), his ribs and back revealed large welts.

The stereo was still playing and the room looked exactly as it had before, except for the black scuff marks on the floor from the sheriffs' impeccably shined shoes. A glance at the clock revealed the time to be 8:30. They had gone, leaving us to tend to our wounds, as quickly as they had come. Cliff had run upstairs to his apartment, chased by three other sheriffs. They threw him on the couch and hit him in the ribs with their clubs, leaving him as bewildered and astonished as ourselves. Cliff's father, a member of the California Highway Patrol, was

incensed when phoned later and told of these occurrences. We hope to talk to him in an attempt to redress our grievances.

I cannot at this point continue to speak for my friends as well as myself. I can only relate to you how this event has changed my way of thinking. My friends are undoubtedly trying at the time of this writing to puzzle this macabre occurrence out for themselves — I hope they will tell you of their feelings in due time.

The small scuff marks on the floor of my own living room make the entire apartment look different. My home in Isla Vista is no longer my own. It can apparently be entered at any time by anyone with a badge and a club. It seems also, that these same men have license to accuse, try and convict me with one fell swoop of those clubs. With men such as these, and I use the term "men" loosely, I cannot foresee the possibility of a truly peaceful reconciliation between the vested interests of the people of the state of California as a whole and any faction that threatens those interests, be they rioters, those accused of crime or angry minority groups. Reader, I pose this question to you: Can the very men sworn to defend you, your property and your family members be relied upon in time of grave emergency such as this, or are these same

(Continued on p. 24, col. 4)

**PRESIDENT'S FAREWELL**

I WISH TO EXPRESS MY GRATITUDE AND APPRECIATION TO MANY STUDENTS FACULTY AND STAFF MEMBERS WHO HAVE ASSISTED ME IN INNUMERABLE WAYS DURING THE PAST YEAR.

IT HAS BEEN A TREMENDOUS EXPERIENCE AND HONOR FOR ME TO REPRESENT UCSB AT SO MANY GATHERINGS. I HOPE 1970-71 WILL BRING A BETTER COMMUNICATION BETWEEN THE COMMUNITY AND THE CAMPUS POPULACE.

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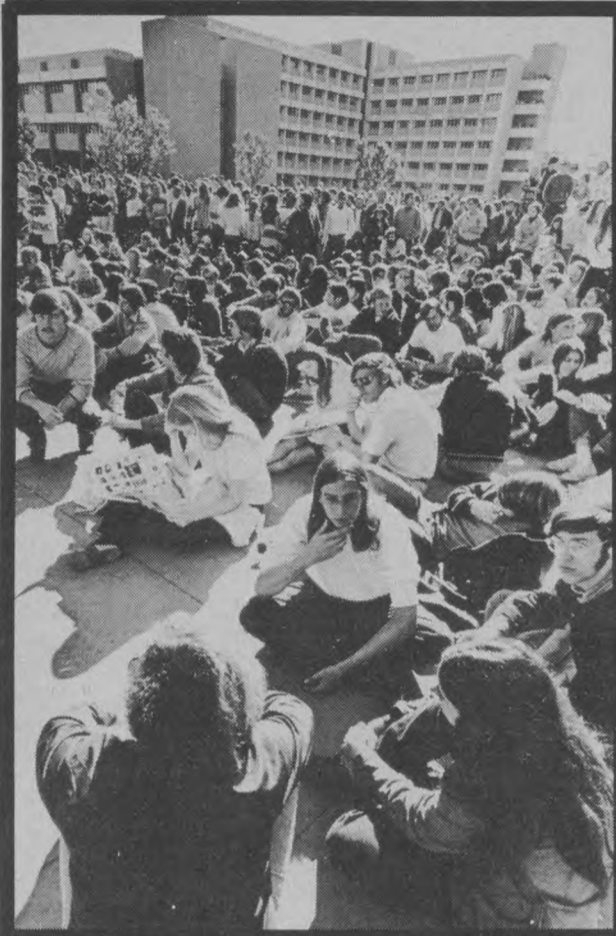
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I have been asked to write about the function of the university in modern society generally, and specifically in our exactly contemporary society, sinking ever deeper into the final crisis of Western Civilization. What function? The Actual? The theoretical? The ideal?

Historically the primary function of a university from the temple schools of Egypt to the colleges of Oxbridge and the Sorbonne and the great German universities has been to produce bureaucrats — scribes — as the Egyptian poem and the Bible called them,

clergy, clerisy, clerks, as they have been called in the West—the specially privileged literate technicians without which the military, landowning and merchant castes could not take care of their affairs.

In England especially, in the nineteenth century the Public Schools and the university colleges were supposed to produce gentlemen, a cultivated elite who could come up with a Latin or Greek quotation for any emergency. Throughout the nineteenth century universities were forced against their will to take over the training of the technical intelligentsia as well as the professional.

Humane education came more from personal and group association than from lectures and classes. In America the Greek letter fraternity or the dining club or certain very exclusive extracurricular activities, an annual musical comedy, or a paper like the Harvard Advocate, served the same purpose as colleges like Bailliol or St. John, or Heidelberg dueling and drinking clubs. You certainly did not get a job as a customers' man for Merrill Lynch because you got straight A's in business administration or economics.

The important education in late adolescence and early adulthood had always been, to talk jargon, peer group education. The most influential faculty have always been people like Wittgenstein in England or Copeland at Harvard who played the role of inspirers of the small, intimate, intensely interpersonal community. Over against this the university as an institution of scholars devoted to turning out other scholars, one Herr Doktor Wissenschaft begetting other Herr Doktor Wissenschafts, year in, year out, has always lived in a world of its own, convinced that it was all the university there was.

Again, over against both of these, stood the university as a technical and professional training school, only a little more ethereal or complicated than any other trade school. Under the influence of the latter, the polytechnical education, the spurious "value neuter" philosophy of the vulgar scientists and technicians has penetrated and challenged the actual practice, and if not always victoriously, the philosophy, of education and the university system generally.

Further, all over the world universities have become immense structures, gigantosauruses that look exactly like neat factories devoted to turning out clean products untainted by smoke and steel. Today we are educating millions of people who a hundred years ago, coming from comparable social castes, would be unlikely to be able to read and write. Even in America they would have been functionally illiterate, able to read "Stop" and "Go," but not books.

This has necessitated the development of a factory-like infrastructure, physically antagonistic to the fostering of humane life and an ever proliferating overpopulation which only the most skilled teachers can humanize at all.

Meanwhile something else has been going on. Western Civilization, at least as we know it, has been breaking down and breaking up. Traditionally the source of life values has been the family, and the sorter of life values has been the church. Both these institutions have ceased to play this role. It's true now the Beatles do have more influence on the young than does the church, or the Tonight Show than do Mama and Papa munching popcorn and drinking beer in the darkened room alongside the enraptured kiddies.

Today the university is asked to replace the home and the church as the generator and organizer of values, yet it grew up in a time when the student was supposed to be a civilized human being by simple birthright. Until the twentieth century Oxford and Cambridge did not teach English Literature as such.

The 18 year old son of a gentleman was supposed to have read Donne, Milton and Tennyson in his family's library. And the idea of teaching "The Contemporary Novel" still throws cultivated Englishmen into gales of laughter. They still do not believe that it is possible to get a Ph.D in The Early Works of Elizabeth Goodge. (An actual case.)

Today the American university strives subtly to impart table manners, sexual techniques and correct taste in moving pictures and the Off Broadway theater—although it is still quite possible to get a doctor's degree in biology or engineering and not have the faintest idea of how to make love to a woman or repair a car. All the traditional functions of a university and still more the modern industrialized

## a vision: grassy symposiums and wasp remedial education

by  
kenneth rexroth

infrastructure work against the university taking over the role of the family or the church.

Meanwhile again, more important than anything else, the industrial and financial structure of the capitalism described by Karl Marx is totally outmoded, whether the state capitalism on one side of the iron curtain, or the free enterprise on the other. Raw labor power is no longer, as it was for Ricardo or Marx, the primary source of economic value.

So vast sections of the population become redundant and are put into cold storage—off the labor market—Harlem housing projects full of mothers on Aid to Dependent Children, a million young men in the army, gerry-built condominiums in the desert full of senior citizens, and universities full of students, all in deep freeze because the new technological civilization does not need their labor power.

The profound contradictions between the technology and the antiquated social forms of the contemporary world are causing the civilization to collapse. Population, ecology, war, all these crises are due to the inability of the human race to even understand, much less realize, its potentials. These are the reasons for the mass psychosis that is sweeping the world, the inverted Oedipus complex, the pathological hatred of the old for the young. So today the university is like a leaky life raft caught in a flood of angry waters tumbling over murderous rocks, and it was a vessel built for puddling about in the quietest of ponds.

What can be done about it? Unless the war economy and the polarization of society can be stopped, nothing. Given the best conditions possible

in the next ten years, quite a bit. The general principles of a relevant, truly contemporary education have been well understood for about a century. The main emphasis must be on education for life. This is what is demanded of the university today and what Herr Doktor Wissenschaft refuses to give.

We need pedagogues and the self appointed scholars have nothing but contempt for the word, which they habitually confuse with pederast. People have to be taught how to live, alas, in the modern world. The university is asked to function as a "finishing school."

The numbers must be cut down drastically. No education is taking place in an undergraduate class of a thousand people. The technical and professional colleges probably need the existing plant and the concentration. The humanities should be diffused into the community. Their colleges should be scattered about the neighborhoods, as common as grammar schools. Down at the corner there should be a gracious building with lovely walks through gardens where people can come and listen to the wise discourse on beauty and truth and where dialogue on the meaning of life and the way to live it are carried on in freedom.

In other words the population ratio and the person to person relationships should be about that of the Platonic Academy to the free population of Athens. On the other hand no one should be allowed in the technical and professional schools until he is thoroughly "humanized" and the technical education should be only a specialization within the context of the continuing humanistic one. This is the objective. If it is clearly defined the other problems fall into place.

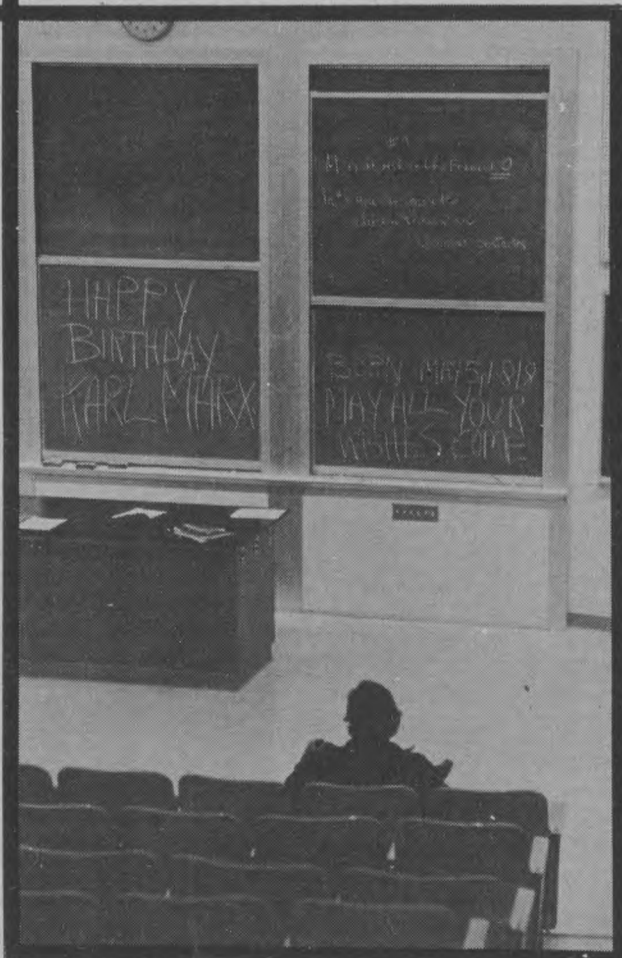
War, race war, age war, the outworn social system must be done away with before anything else. Trivial wars, like the one between alcohol and nicotine and cannabis must be brushed aside. The main emphasis in education must be on community, precisely that "fraternization with students" still frowned on in academia. Classrooms should be rebuilt for human beings, not asylums for one armed furniture. There should be parking buildings at the edge of the campus and all parking lots should be demolished and returned to trees, flowers, grass and, in Santa Barbara, to outdoor grassy symposiums.

Every effort should be made to overcome the race war in the shortest possible time. There should be Malcolm X Colleges and Zapata Colleges and Sun Yat Sen Colleges and not least, WASP remedial education. The governing structure of the university should be totally democratized. If staff and students as well as professors have a say in the academic senate of the Gregorian Institute in Rome they certainly should in an American university.

Grades should be abolished from sea to shining sea. Tests should be uninhibited raps, evaluations of student teacher relationships and course relevance. As Cohn-Bendit says, "When examined, answer with questions." The quarter system should be abolished. It takes months for folks to get to know one another. Without that education is impossible.

At Santa Barbara the slough must be bridged, mentally and spiritually. The school and community must merge. As for the local Warsaw Ghetto, it should be totally torn down and rebuilt, taken out of the hands of laissez-faire private enterprise and turned into a model cite universitaire by the best available environmental planners.

So it goes. We could go on for pages.



# what a year it was...

This is the end of a school year.

It is the point at which administrations almost without exception dust off the hoary rhetoric that cloaks what the University actually is and does in clouds of high-sounding deceit - sometimes, among the less intelligent majority of them, self-deceit as well as deceit of the intended victims: students, parents, public, alumni, faculty and (if they care about them at all) "employees."

It is the time for celebrating what does not exist and proclaiming the glorious image of what did not occur: the University as a source and center of reason, love, civility and light; the graduating students as instructed and prepared by the University to pursue on their own their high and holy self-development into full humanity, including the capacity to help make the world a better or less-worse place.

Faculties, perhaps with diminishing enthusiasm and growing numbers of exceptions, tend to be dragged along in this mockery of truth and denial of what they know. And even students, for the sake of family solidarity or sentimentality (or because they too cannot, after 16 years of massive mis-education, render their words and acts compatible with their experience), even students by active acquiescence or passive silence, tend to go along in sufficient numbers that, at least as public spectacle, the benumbing ceremony of powerful lies is allowed to go forward and take its disorienting and dazing effect.

Meanwhile, of course, in every administrative office where folly does not run so high as being taken in by one's own nonsense and falling victim to one's own propaganda, immense sighs of relief are being heaved. And, following enough sighing, great plans for "next year," always a year to be different, are being, with the aid of the vast governing apparatus, prepared and engaged. The sigh of private relief is over the same fact that elicits in the more public rhetoric the sigh of grief: that about a fourth of the students are leaving, together with some smaller fraction of the faculty - hopefully the "trouble-makers," which generally means the only adults who are in any way carrying on the University's true business.

This "structural" fact of University life is (or seems to be) as much of a relief and reprieve to Administration as would be the case for Mr. Nixon if he and his allies and forces endured while about a fourth of the Viet Cong simply disappeared from Vietnam every year, together with most of their organization, records, memory, tradition and experience. It is a not inconsiderable advantage, and the administrators may in both cases be forgiven their sigh.

For there is not only a sort of summer truce (not to mention the similar little truces around exam-time, quarterly) and there is not only the loss to the students of a fourth of their whole force, and that part the most seasoned of it. But in the "new year" there is, thus systematically laid upon the students, the whole burden of communicating to the incoming numbers, (a third or more the number of survivors!) what has happened up to this point, what experience has been, what has been found out, what has succeeded and failed, what strategy is and what has entered into its making.

"Divide et impera," divide and rule, has ever been the maxim of governors, but to have a device handed to them on a silver platter, that guarantees such an annual devastation of the potential opposition, and that adds that guarantee to all the normal divisive plays and ploys available to any administrator worth his state-supplied salt (or salary), is a fortune granted to few rulers outside of educational institutions. Just by itself, the device ought to ensure - as it pretty well has done hitherto - that rule would be sure and secure and response to student grievance, or adaptation to student consciousness and conscience, slow and slim.

In a day when America was not a power bestriding the world like an impudent and mindless Colossus, and when students were not very nearly the sole repositors of such liveness of conscience and consciousness as exists here, this may not have been an unmitigated evil.

by  
john r.  
seeley



But in a day when the American knife is everywhere almost at every independent throat at home and abroad, and when it has to be left almost wholly to the young, principally students, to wake the nation to the scandals of racism bordering on mildened slavery, miseducation coming ever more openly to resemble brainwashing, University involvement with the waging of aggressive war and the devising of ever more effective means of mass murder or psychological evisceration, poverty and neglect sufficient to make it justifiable to speak of two nations in America, policies of "development" abroad that cripple and make permanently client the nations they purport to aid, the espousing by American government of deceit as a way of life at home and abroad together with a sustained attempt to chill or cripple free reporting and free speech - in a day when it has to be left largely to students to protest these and other atrocities and the system of which they are the perfect expressions, then it is a tragedy of no slight proportions that removes a fourth of the forces from the battle annually. And removes them, moreover, in most cases without opportunity to leave a testament or a record of their experience, or provide adequately for the transmission of tradition or a succession in student government.

The least that might be expected is what this issue of EL GAUCHO is to some extent about: a review and evaluation of the year.

This was the year of numberless atrocities and increasing horrors and mounting terrors - so much so that perhaps not the least of these is diminished capacity to respond to them at all, both because of their number and variety. Who can face effectively in so many directions at once? And because of their mounting depth of depravity, who can afford to let the reality of so many experiences so crushing of all decent feeling in helpless outrage, sink in? It was the year, moreover, in which atrocity moved closer to being openly approved and defended official national policy - itself a significant move into a more patent degradation, and a preparation for the next cycle of negative moral escalation.

In large and visible national terms it was the year of My Lai - or rather the forcing to public notice, virtually over the dead bodies of all officialdom and past the policy-paralyzed pens of all the thousands of "reporters" in the field, first of the fact of the massacre, then of the thousand-and-one My Laies, then of the virtual identity of the manner of waging the war with the massacre that authority would now like to treat as an exception. (For a rough first treatment, you don't have to read the underground press any more: turn to careful, conservative Harper's in its current issue).

And the official response? A handful of belated and reluctant court-martials, intending, now that the official hand is forced, to fasten such guilt as there is on a handful of those directly involved and caught. A change of policy with respect to competitive body-counts, regardless of whether the bodies are those of friend, foe or bystander, man, woman, baby or child? Not on your life! We are committed to a war which can improbably be won any other way - if it can be won at all.

We don't propose to abandon the war or, hence, the policy it implies. At best we could "Vietnamize" that too - as we have been doing, when we could, throughout, and get our clients to do more of our mass murdering for us.

It is the year when the forces of law and order set out as well as they could to destroy both by destroying the courts in so far as possible and in so far as they tended to be bulwarks against at least the most unrestrained exercises of tyranny. It was the year that put a Burger on the Supreme Court and attempted to reach below that for worse. More successfully, it was the year of the trial of the Chicago Eight (and many similar trials much less visible, but in their cumulative impact no less important).

The Chicago trial, following upon and giving official sanction and confirmation to the exercise of planned-for but otherwise unrestrained and gratuitous police brutality, called for and got a

(Continued on p. 12, col. 1)

(Continued from page 11)

conspiracy between the three "independent branches" of government to indict as co-conspirators eight men who had little or nothing in common except that they represented between them almost every possible form and style of resistance to an administration that can barely brook verbal disagreement, let alone protest that even threatens to be effective.

The object at Chicago was not just to chill or destroy the First Amendment, but to destroy the Constitution in its operative effect, and to show that this can be done with impunity by means of the law itself. The Providence that gave us Abbie Hoffman gave us also Julie, and the spectacle of Bobby Seale gagged physically, the others

"gooks," "slopes" or "uppity niggers." The lesson? We've won a civil rights victory in the last decade: we all have equal rights, just about those that blacks used to have in the American South, from Reconstruction until the 1960's.

It is also the year that the President has demonstrated that he needs the Congress about as much and about in the same subservient relation that he needs the Court. To the powers he has and claims, King George III could never have aspired, and it is an open question whether the Constitution is in any meaningful sense any longer in force, and therefore whether there is any longer any bond but force and fear binding Americans, aware of what is happening, to "their" government.

"It was the year, also, in which more students probably than ever before in the campus' history came together, came alive, recognized their duties (and their interests), talked, discussed, argued, began to get it together, to put their bodies where their mouths were..."

effectively, by perhaps the most visibly arbitrary and prejudiced series of rulings handed down in any one trail, and finally by the equally fanciful award of contempt sentences on a scale and in a manner unparalleled, to the attorneys who did and did not attempt to defend their clients as well and as decently as they could.

Official response? Well, it's official policy, family policy virtually, Mitchell and Nixon being that close, and only Martha Mitchell, probably, could have capped that one. Maybe, (she) would have suggested they hanged them all out of hand!

It is the year of the police-murder of Fred Hampton and the all-out war on the Black Panthers, clearly not because of what they have or haven't done, but because of what they are—the danger-point coming not when they began to get guns but when they began to feed kids. It is the year when they're attempting to "try" Bobby Seale (again, some more) in Connecticut under conditions that convince even so conservative and careful a man as Kingman Brewster and even so mild a student body as Yale's that no fair trial can be held (or is, since all parties know this to be true, intended). And the official response?—Plough on!

It is the year when the lowest appeals from the highest places to the so-called "silent majority" - dubiously a majority, and most mouthily silent - result at last in large-scale vigilante violence: the hard-hats in masses, protesting their patriotism even as they move to destroy their country, engage in armed assault, the police naturally standing by, on those the highest authorities in the land have taught them to despise as effete snobs, peace-creeps and - to quote the President - bums. And the official response? To receive the assaulters' representatives at the White House, and while deploring violence (with a broad wink), to express gratitude for their support and receive a hard hat marked "Commander-in-Chief" for the President and one blazoned with four stars for the commander in the field, the field of the thousand-and-one My Lais at hand and the uncounted thousands to come.

It is the year of Cambodia, when what was hush-hush so far as possible before becomes impudently, under necessity, open: that we are conducting an Indo-Chinese war under a much wider military-political policy continuous with the one that led us to the very verge of offering atomic weapons to the French so that they could preserve a colony or client-state which we weren't quite ready then to take over or subvert and "Vietnamize." It is the year also when, as the President matter-of-factly reported, he took student, other academic and other decent protest over this decision "into account," and decided to go ahead anyway in the cynical or ignorant hope that a fast military success would turn off or render ineffective the vast moral protest.

It is, therefore, also the year of Jackson and Kent State, when it is allowed to become evident that not just blacks, as traditionally, but even innocent, old-oaken-bucket, heart-of-America, white middle class students can be shot virtually at random and with impunity or with no great fuss raised - just as though they were so many

More locally our governor, somehow uncannily always just a step ahead of his President, calls for a "bloodbath" to settle permanently the fate of those who protest the conditions he has brought about by his sustained and unremitting attack not only on what is best in the University of California but whatever is decent, humane and compassionate that moves, lives or breathes in California - or, indeed, anywhere else. And then, in what must be the year's most revealing self-exposure, he comes on, first, to explain that it was all just a "slip of the tongue" (as though those didn't invariably declare our deepest intentions) and then, putting his other foot in his mouth, that his friends had happily praised him for his declaration.

And more locally still, right here at home?

Well, I suppose it was outstandingly the year of "l'affaire" Bill Allen, the year in which despite 7,776 student signatures, despite peaceful mobilization to get at least the appearance of due process, despite the ripping off, Chicago-fashion, of those whom authority designated as "leaders" of the protest assembly, despite police-precipitated riot and the burning of a bank, despite endless committee meetings and judicial proceedings in the University, despite criminal trials enough to choke the local courts, despite random arrests of innocent and guilty (or possibly guilty) alike, despite police brutality directed to all on the streets and more shockingly to those safely captive and helplessly bound in ever-tightening handcuffs, despite heavy legal costs even to bystanders, and despite endless twisting and turning of evidence and law and University by-laws, laws and regulations, the matter was never settled to any reasonably critical mind's satisfaction, and the University proved that, whether or not it was subject to reasonable requirements for substantive justice, it could so muddy up the issues, confuse, confound and drag out the action, that no one can ever know in any given case whether justice, or a reasonable facsimile thereof, was rendered.

It was the year, in the middle of all this and as a consequence, that a student died of a police bullet while acting according to his best lights to protect property and a vulnerable symbol—whereupon, despite his parents' anguished death-bed request that his death not be used for any party's propaganda, virtually every authority acted so to use it, calling for "all involved" to look into their own hearts, build a better community (and never mentioning the great issues which, treated with their persistent contempt, had finally led to such violence as there was in the first place).

It was the year that a Dean in the spirit of non-violence slugged a student with a bullhorn, and is to this day, so far as I know, neither self-reproachful nor officially reproved.

It was the year that the Chancellor of the campus (preceded, of course, by the President of his University) abjectly yielded to the bloody-minded Regents' demand that the "behavior" of one of his faculty members be "investigated" - on no showing of probable

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cause, no barest indication of any conduct not in accord with law and professional or other propriety. It was also the year in which he openly threw the First Amendment out of the window by forbidding Jerry Rubin to speak as invited, without any showing of clear and present danger, the strictest construction upon which is what the law requires, a construction which cannot be had where there is the "prior constraint" which is just what the Chancellor exercised. It was also the year in which, under no visible pressure, but equally chilling of First Amendment rights within the University, he voluntarily and unsolicited reported to the Regents the names of Faculty who had written severally but simultaneously in EL GAUCHO their analysis and appraisal of the events in Isla Vista and on campus.

It was the year, also, in which more students probably than ever before in the campus' history came together, came alive, recognized their duties (and their interests), talked, discussed, argued, began to get it together, to put their bodies where their mouths were - and, many of them, to suffer and be sacrificed accordingly. (Which is more than one can say for most of the faculty, who for the most part actively impeded where they did not merely lie supine). But it was also the students' year to open up great divisions among themselves - which cannot be helped until there is more experience - and to elect at year's end a most "moderate" successor student government to the mildly "radical" one of this year.

It was (even with all the omissions in this brief summary) quite a year!

Where does it leave us? What was it worth?

That depends on what the test is. And on what students do next.

The year ended, significantly, in this and other places, with a series of courses on "crisis." A crisis is that point or phase in the course of a disease, when, failing the proper remedy, however supplied, the disease goes on to escalation and disaster, usually death. If the new courses - and all courses - mark the recognition that we are in a connected net of crises of that kind and that degree of fatality - economic crisis, political crisis, social crisis, cultural crisis, moral crisis, religious crisis, crisis as a civilization and a species - and if it is implied that the University had best lay all matters more trivial than meeting the crises aside until the crises have been met, and if this implies that all teaching must in that sense now become relevant, and that the divorce from each other of feeling, thought and act must now cease, then we have come a long way and made quite a conquest.

and is capable of acting and willing to act) can be mounted and sustained. Obviously this requires enormous energy and sacrifice: the sacrifice perhaps of life, almost certainly of the best chance at a good living, quite certainly of the luxury of quarrelling with each other and dividing into factions around every minor issue or nuance of difference in style or tactics.

What it does not require is the sacrifice of an education. Indeed it is the very paradigm of an education - or what used to be meant by an education before scientism and dilettantism severed the process of becoming what one ought to be from doing what one ought to do.

The ferocity of the repression that is being brought to bear against students (and others) is a function of the fact that they are beginning to recognize these things and act or demand action on these recognitions. What is at stake is everything that is humane - and, quite possibly, everything that is human. Students - not alone, but quite probably in the vanguard - may well



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**"This was the year of numberless atrocities and increasing horrors and mounting errors—so much that perhaps not the least of these is diminished capacity to respond to them all..."**

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But I fear that it is not so: that the crisis courses are a temporary sop - in effect, another course to add to the present mindless confusion, a sort of more refined form of fiddling while Rome burns. It is not merely that the University is not serious or responsible and cannot likely be made serious or responsible, but that its socially allotted major function is just to prevent anyone's becoming so, because becoming so would interfere to an intolerable extent with business as usual, which means profits and powers as usual - or better.

If my fears are justified - and I think they must be, failing unremitting pressure, informed and fully organized, on the part of students on the inside to balance the certainly unremitting pressure from all powers on the outside and from their servants within - failing such pressure, the University will merely retreat momentarily from the insane course it is in, in order the better to pursue it and the sooner to return to it - just as does the nation in its war policy (which is the only policy the nation has).

The question is whether such pressure on the part of students (aided by that minority of faculty that sees the problems correctly, cares,

decide the issue, for our civilization or for all men for all time. It is a terrible and unreasonable burden, but history has offered it and you have all but seized it from her hand.

If we can take it from there, then last year was not wasted, but was part of our disillusionment, our hardening, our education. If we cannot, it was a minor action in a major defeat, a sad little tragi-comedy playing itself out before the final curtain's fall.

It is not clear that, even with the best effort, we have not passed the point of no return. It is clear that without it, we have. If we cannot tame power in the White House, the Pentagon, the Governor's mansion, the offices of the great corporations, educational and industrial, we can do nothing. If we can tame that power and turn it to human uses and not dehumanize ourselves in the process so that we do not know what those uses are, then we have answered the call of history - indeed, made possible the continuation of history.

Such a little, and so gentle and soft, an army! So total the loss or great the prize!

I love you. Would that the world were such that I could envy you also.

# age of the parasite

## an ecological look at politics

By MARK LIZER

Ecology is broadly defined as the interrelationships of living things: their interaction and interdependence with the environment. If we take an ecological stance, then we must view our world as an integrated whole, composed of complex relationships between the economic, political, psychic and physical spheres of life. We can no longer fragment or separate issues in these areas from one another, as the environmental crisis demonstrates: The profit motive of capitalism and its need for unlimited consumption requires the rape of our natural resources, as well as the political and cultural imperialism of U.S. corporations which exploit the resources of Third World nations. Furthermore, competition for land, wealth and material status not only destroys our physical environment, but it is reflected in the way in which we treat our fellow man. As Barry Weisberg puts it, "The exploitation of man by man and nature by man are merely two sides of the same coin."

There are, roughly speaking, four basic principles to an ecological world view. We will discuss the social and political aspects of these ecological principles.

### I

We live in a finite world that does not have unlimited resources or physical space. The way in which we recklessly exploit fossil fuel sources is appalling, as well as the destruction of forests, lakes, rivers and other natural habitats. It is in the interests of creating a technocracy that we do this, and our primary motive seems to be "growth for its own sake." But as we all know, that is the ideology of a cancer cell. In fact, one of the most dangerous myths of our time has equated growth with progress. It is all too clear that if we continue to expand our population and the consequent "need" for more industry, shopping centers, suburbs, freeways, we shall have to draw upon all of the world's resources to support our high standard of living — at the expense of the standard of living of Third World peoples (two-thirds of the world lives in underdeveloped countries). This imperialistic process is already taking place, for the U.S., which is 7 per cent of the world's population, controls 70 percent of the world's natural resources.

A. The most profitable way to exploit any resource is to use it up as quickly as possible (and we are very concerned with profit). Quick use means less expenditure for equipment, man-hours and maintenance. It is cheaper to mine ore in five years rather than over a 20 year period. A profit-based economy does not provide a motive for saving or carefully managing resources.

B. Competition steps up the demand for more resource. Ken Watt estimates that all of our crude oil will be gone in 40 years. The world demand is increasing by 7 per cent per year, and it will continue to escalate for as long as the U.S. plans to put 500 super-jet SSTs into the air by the fall of 1978. These planes consume much more fuel than ordinary jets (there are 1,000 in service in the U.S. now), and the only reason we are making them is out of a desire to compete with the super-jets of Britain, France and Russia.

C. The process of production and consumption in most industrialized countries, most notably the U.S., is a linear, non-re-cyclic process. In other words, we process raw materials and refine them into consumables that are ultimately thrown away as waste products. Aluminum cans are a glaring example of this. When thrown out, they do not rust or decompose so as to re-cycle naturally, nor do we re-cycle them back into aluminum plants, thus conserving the amount of bauxite ore needed to produce the cans.

This illustrates the parasitical (one-way) relationship we have formed with our planet and its resources. We have also formed parasitical relationships with its people, in terms of capitalistic exploitation of working class and Third World people, and, after all, people are also a part of the natural resources of this planet. This kind of



economic (and social) parasitism is most clearly seen in Latin America: Standard Oil controls the crude oil deposits of Venezuela, but not a penny of the profits goes back into that country. The same situation is true of United Fruit Co. and the Guatemalan people. This corporation (which includes Baskin-Robbins ice cream) has a strangle-hold upon the economy.

D. A finite world not only has limited physical resources, but it also has limited space and cannot support the unlimited growth of the human population and its need for a decent standard of living. Paul Ehrlich has been most articulate about the nature of the population crisis, and it is a fact that unless something is done to change peoples values (not to mention laws governing contraception and abortion), we shall experience mass famines and resultant economic disasters. His solution, however, is to put more power into the hands of central government to enforce repressive birth control measures. He claims to be doing this in the interest of maintaining our present stand and way of living (in this country).

But more power for what is already a highly powerful Federal Gov't over people's lives might be very dangerous, indeed. And to claim that this is in their interest of maintaining the status quo, is to talk about maintaining the present inequitable distribution of land and resources in the U.S. According to Barry Weisberg, a Bay Area ecologist, it is possible to support a larger population if we change our monopolistic AgriBusiness structure by diversifying crops, redistributing land and making use of our wasted surplus.



Certainly one of the most controversial aspects of population control concerns the people who sponsor world-wide birth control. John D. Rockefeller III and other highly placed people in this country (see the May, 1970 issue of Ramparts) started the Population Council in 1952 to deal with world-wide questions of population. Major contributors to this council were the Ford Foundation, Carnegie, The Mott Trust and the Mellon family.

Why the interest in population control? Aside from humanitarian considerations, it had to do with economic hegemony in the world. We must remember that after World War II, we exported death control technology to most of the underdeveloped nations. This means that the traditionally large families that peasants had (to insure their economic survival) were better able to fend off disease, and the mortality rate all over the world decreased. Thus, more and more Third World people are competing for natural resources (so that underdeveloped countries can industrialize and provide for their huge populations) that United States business interests (the Rockefellers) need for our ever-increasing level of consumption.

If there are more people in the world, then we will find it increasingly more difficult to maintain control over 70 per cent of the world's resources. The corollary to this is the huge number of young people in the world today, causing economic instability because there are more dependent mouths to feed, and as they get older, they are a fertile breeding ground for revolution. Thus, the U.S. will find it harder to maintain its economic hegemony in the Third World if populations continue to grow explosively.

Population planners are also concerned with the population problem in the U.S. The council noted that "excessive fertility by families with meager resources must be recognized as one of the potent forces in the perpetuation of slums, ill-health, inadequate education, and even delinquency." They were satisfied, however, with the overall "balance of population and resources" in this country and sought only to use tax, welfare and education policy "to equalize births between people at different socio-economic levels" and to "discourage births among the socially handicapped." (Ramparts, May, 1970, p. 44) Socially handicapped? These people, in effect, are calling for the absolute repression of Third World people in this country (and the world) by limiting their right to have families.

It must be emphasized that the population problem is not solely the responsibility of individuals in the world, but that it is also due to monopolistic land and resource control by a very few people and corporations, and the consequent lack of space for populations to expand into. The time is fast approaching where private property available to a select few will be liberated by people all over the world so that they can survive.

We need overall world population control, but population control cannot be solely in the hands of a white minority.

### II

Our planet cannot continue to accumulate the vast amounts of garbage that we produce in the form of personal waste, industrial pollution and automobile pollution. The earth simply cannot "process" all of this material. The Federal Government is

"the exploitation of man by man and nature by man are two sides of the same coin."



acutely aware of this problem, but they have proposed "clean-up" measures that are very ineffective—that treat the symptoms and not the causes of pollution problems. One of the myths prevalent in the Ecology Movement today is that Big Business can apply "drano" to the environment in order to clean it up. They do not consider the fact that the consumptive "needs" of this country, and the fact that people do not share communally requires that each individual and family must have its own cars, houses, and other goods.

This requires tremendous industrial output and causes tremendous pollution. The other myth is that we can solve the pollution problem if each one of us individually stops driving a car or stops using disposable items. This privatized, individualistic "do your own thing" ethic does not apply to pollution problems; it only mystifies us by telling us that pollution is our fault as consumers, and we can solve it as individuals. Obviously a few individuals are not going to solve these problems by living ecologically self-conscious lives: personal pollution control will only be effective when 1. we change our life style collectively as communities of people and 2. we realize that Big Business foists upon us many "needs" that we just don't need!

In fact, the control of our lives by corporations is being further enhanced by the environmental furor! We will have to pay more money for goods and services in order to finance the pollution control technology that has grown up to help industrialists clean up their own mess!

Middle class consumerism requires that the U.S.A. control:

1. 70 per cent of all of the world's natural resources
2. one-fourth of all of the steel in the world
3. one-third of all of the electric power
4. In order for a baby to be born here, require 60 times

more energy than any other country in the world.

Waste is integral to a capitalist economy. This because we are constantly told that we "need" new things all of the time (this year Gillette has come out with three new razors, each outdating the other), so we throw away perfectly useable items. The crisis of capitalism is underconsumption—this means that individual entrepreneurs cannot exploit the consumer market if no one is buying, hence, no profit is made, people are laid off of work, etc.

### III

An ecosystem is the sum total of interdependent interactions in a particular community. We can define that community in terms of a forest, a nation or the world, and our sets of interacting units may be in terms of animals and niches, or the socio-economic interrelationships of man and his institutions.

The key point here is that all specific interactions that take place in a given area affect all other interactions in the area. Thus, just as animals and plants depend upon each other and the soil, air and water for survival, so does our way of life depend upon our economic and political policies, and vice-versa. We must begin to see ourselves and our way of life as composed of sets of interacting and interdependent units, such that our social life is related to our politics, our needs and desires are closely linked to our economic systems, our cultural values are manifested in the institutions we create; the way we treat our physical environment is the same way we treat our fellow man, and our politics, economics, and other social interactions are collectively interdependent upon each other.

In order to understand the politics of ecology, we must adopt this wholistic world view. We can thus begin to see how Stearns Wharf in Santa Barbara, the Isla Vista riots, the firing of Bill Allen, and the oppression of Third World peoples are not separate, fragmented issues, but are closely related to each other.

The Wharf: This wharf is used by service vehicles from the major oil companies that are drilling offshore in the Santa Barbara Channel. On January 28, 1970, a group of Santa Barbara citizens and students blocked oil truck access to the wharf in order to protest the continued oil drilling. What many people did not realize was that drilling in the channel was directly related to the Viet Nam war. In 1967-68, President Johnson and the Bureau of the Budget put pressure upon the Department of Interior and Stewart Udall to lease out more Outer Continental Shelf drilling rights so that the revenue from oil companies could go towards financing the Viet Nam War, and more important so that we could build domestic reserves to better fight the war.

Udall agreed, and granted leases to oil companies in the S.B. channel for the price of 602 million dollars, even though geological surveys previously conducted indicated serious faults and cracks in the continental shelf.

Not only does oil drilling contribute to the genocide of the Vietnamese people, but it further enhances the amount of gasoline and oil available on the market for

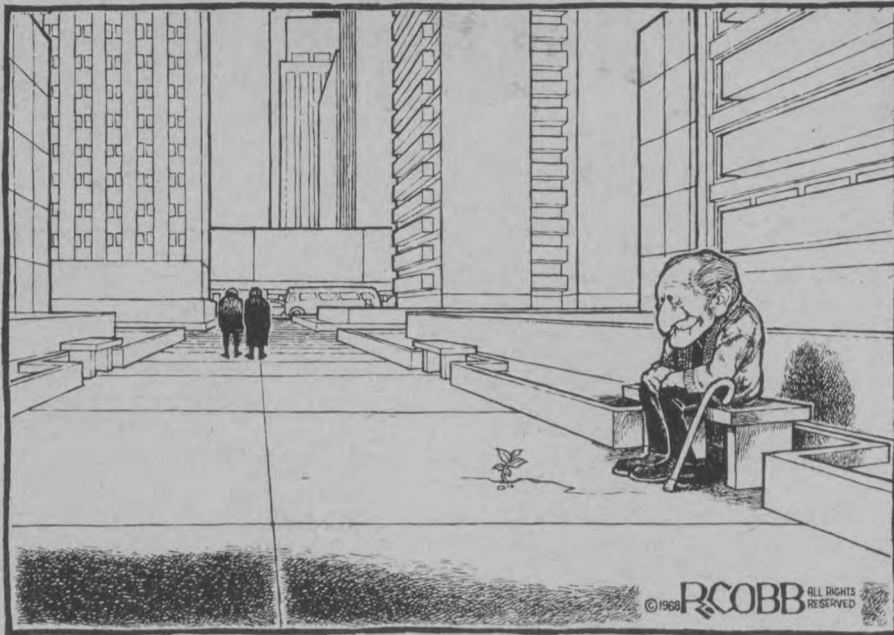


automobiles and industrialization, thus contributing to an ever-worsening pollution problem here at home. A third ramification deals with inflation: The U.S. Government receives large oil company royalties that help to finance the war only if it continues to enforce the strict Oil Import Quota. This allows only for the use of domestic oil resources and drives oil prices in this country way up, because we are not allowed to import, more cheaply, crude oil from foreign sources. In fact, we are negotiating to take control of more and more of those foreign sources (in South America, Southeast Asia, and the Mid-East).

Bill Allen: He represents a man who has seen and directly experienced the oppression of Third World peoples in Peru and in the ghettos of this country. He has exposed the University as a boot camp for Corporate business interests, Santa Barbara Oil drilling as contributing to environmental destruction and Third World oppression, the United States foreign policies as imperialistic, and he teaches a radical analysis of contemporary American society. But he was fired not only for his views; he was fired because he life style (communal, anti-consumptive) is a threat to the traditional authoritarian professor-student relationship in the University.

His flexibility and non-vertical relationships with students are the beginnings of a new style of education that is not based upon status accorded by years of accumulated publications or knowledge, or authority from seniority, or academics who are isolated geographically and psychically from the mainstream of American life. Thus, he represents a man who has dared to point out the contradictions of society, whose ecological world view allows him to see the interrelationships of the oppressors and oppressed of this society and of the world.

The Isla Vista Riots: In two series of riots in this small community, the politics of ecology became very clear. First of all, students were asking for self-determination for their own community, something Blacks, Browns and Indians have been demanding for a long time.



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Self-determination is really about being able to control one's own destiny in light of the knowledge and insight we acquire. Many students want to live a life style that reflects an ecological awareness of environmental care and conservation, that reflects a desire to form self-sufficient communities with new value systems, that reflects a new cultural identity that is not based upon material status, that reflects anti-capitalistic and anti-imperialistic kinds of relationships with other people (where we do not relate to each other as objects or "investments," we do not exploit one another, we do not compete or put-down each other).

The Establishment's response to this desire (as manifested in the call to re-hire Bill Allen, to stop monopolistic rent control and high prices, and in the establishment of organic gardens) was to ignore us or put us down. But the majority of the student body in the Bill Allen issue could not be ignored for long, and those students who were particularly frustrated took to the streets to protest these issues, which were compounded by police harassment ("outside agitation"), conservative state-wide educational policies, increased tuition, and a lack of response to student grievances through "proper" channels.

We learned that we are niggers and just as oppressed as people in ghettos, that we are going to have to militantly defend our life styles, and that our intellectual resources were being groomed in school for exploitation by corporate capitalism, just as the resources of nations all over the world are being exploited for the same ends. It was significant that the symbol of this oppression, the Bank of America (with 995 branches in California, and 96 overseas), which represents financial support for the Viet Nam war (and its resultant genocide and ecocide) and which is also AgriBusiness in California that oppresses Chicanos, was burnt down.

But what students did not realize was that two of the Board of Directors of the bank also sit on the Board of Union Oil Company (which does large amounts of offshore drilling). Nor did we know that the University of California did research, free of charge, that led to the cheap development of mechanized farm equipment for California growers financed by the B. of A. (under Agribusiness, Inc.)—that lost jobs for thousands of needy Chicano farm laborers in the interests of lower overhead and higher profits for farmers.

The politics of ecology is about understanding the ecological interrelatedness of the major issues and crises of our day so that we may come to an understanding of the whole of our society; our personal lives are related to the politics and economics of this nation, and we must come to understand that when we buy grapes we

"students did not realize that two of the Board of Directors of the Bank also sit on the board of Union Oil Company..."



contribute to the genocide of Third World peoples, we strengthen the monolithic structure of the Bank of America and the War in Viet Nam (for which Bank resources are indispensable). We must also see that when we buy a quart of oil for our cars, we give money to the government for the War (not to mention taxes) and we contribute to pollution. Thus we need to seriously consider the political effects of our personal life style in light of the oppression of people at home and abroad. The whole earth is an ecosystem, and we must begin to take responsibility for its complex interactions and interrelationships.

### IV

As I have stated earlier, we have attempted to treat the symptoms, and not the problems of our social and physical environment. The Federal programs and Corporate interest in pollution-control technology is at best remedial. The propaganda that tells us that it is our fault, as individuals, that our environment is being destroyed conveniently avoids analyzing the wasteful and parasitic (imperialistic) nature of a capitalist economic system. Moreover, the recent interest in ecology, and the government-sponsored National Teach-Ins (that originated in Senator Gaylord Nelson's office in Washington) are being used to divert attention from the War, poverty, racism and increasing repression in the U.S. The Teach-Ins were held during weekdays, on the campuses, when most citizens could not attend them, as a way to get student activists involved in environmental clean-up. Obviously, pollution and population are problems that concern all people—why weren't they held in shopping centers?

We have exposed the myth that "doing your own (private) thing" will solve ecological problems, and we have further demonstrated that population and pollution problems are a result of the politics, values and economics of this country as a whole, and are not the results of poor planning or accidents. A concern with the issues of ecology is really a concern with all of the issues of our society, and we cannot isolate environmental issues from political and social issues, nor can we view the rape of our physical and human environment as unrelated to the dynamics of capitalism.

It is only through communal-collective life styles that break down the bonds of private property, competition, put-down, exploitation and parasitical relationships that are so deep in our psyches as well as in our economics and politics, that we are going to be able to create a new society that embodies a creative vision. This will not happen without a communal sharing of our personal struggles and a collective struggle for political liberation in this country.

# settling things in the family

by  
steve plevin

(Editor's Note: this column was written by Steve Plevin — at that time City Editor of EL GAUCHO — a short time after the Bill Allen demonstrations. The incident to which he refers occurred on Tuesday, April 3, after the takeover of the faculty club, when students went to the Academic Senate meeting.)

An exercise of police power in any mass situation indicates that the normal restraints which are exercised on individuals by the prevailing power structure have broken down and will no longer provide for a "stabilized" condition.

The length to which police power is employed indicates further how far the power structure feels its control has been eroded. The latest test situation that may be analyzed in these terms is the police action at the Academic Senate meeting last Tuesday.

Several hundred people had moved from the



Administration building to the Ellison Hall quad area. Most were milling around expressing general dissatisfaction with the prancings and struttings of the Academic elite holed up inside the building.

Suddenly a group of jumpsuited Santa Barbara Sheriff's deputies approached the area in tight formation. They were escorted by a member of the UCSB campus Police Department, Sergeant Gauthier.

On their first pass through the crowd no move was made by the uniformed minions of order. Following the pleas of several students in the crowd, the mass of people divided to allow the formation to pass and then regrouped around the door to Ellison 1910.

Somewhat nettled by the catcalls of the generally passive group, Gauthier led the contingent of cops back through the crowd, apparently satisfied that no disruption was taking place. Or at least no excuse had yet been given by the crowd for anything but symbolic behavior on the part of the police.

I was standing at the fringe of the divided crowd, on the side where the police would pass. A.S. President Bill James was standing next to me with a small portable public address unit on his shoulder. As the squad began to move back through the crowd I began to speak through the microphone, urging people to stay back, not to provoke the pigs, to be aware that any provocation should come from them and not from the students.

As I was speaking, Gauthier and his friends passed, not ten feet from James and myself. As they passed, Gauthier saw me with the microphone in my hand. His eyes locked with mine and his head swiveled around as he walked. When he was about twenty or thirty feet past, Gauthier suddenly pulled his billy club out, turned, and screaming, "There he is," led the contingent of outside agitators in uniform on the unsuspecting crowd. His charge was directed at James,

myself, and the public address unit. This was made clear when, after James and I retreated before the charging club-wielding cops, Gauthier kicked the shit out of the obviously subversive microphone.

Several people were hurt during the melee which followed Gauthier's attack. No one was quite sure why the cops had charged. The facts would not be brought out for about an hour, but most could bear witness that there had been no provocation on the students' part. But it had happened again. Police had made a meaningless attack and the people had been provoked into striking back. Rocks were thrown, clubs were swung, people were trampled in the charge.

Seriously believing that this was a situation which could be corrected by the suspension of one campus police officer, I went to the Administration building to plead my case. Convinced that most people would agree that an unprovoked attack like the one I had witnessed would necessarily mean that an unbalanced individual was wielding too much power, I solicited the by now calloused ear of Vice-Chancellor Goodspeed. Surely Goodspeed would see that Gauthier should be taken off the force. Surely he would understand that a dangerous man like that should not wear a gun and carry a club. At times my naivete is a thing of wonder.

The tale that unfolded during my talk with Goodspeed was the culmination in a very important part of my education: how a threatened power structure reacts under stress.

But as I waited for Goodspeed to make his way down from the fifth floor command post of the occupying army, another incident transpired which made my analysis complete. I was waiting in the Public Information office when one of the secretaries mentioned that an employee of her office had witnessed the entire affair and was ready to aid me in any subsequent action against Gauthier. Pleased that I had a "respectable" ally in this attempt to secure some kind of justice, I listened to the man explain that he had seen the unprovoked charge, had gotten a list of six other witnesses and was concerned that the erratic Gauthier would cause more trouble if left on duty. He disagreed when it came to the subject of firing Gauthier but asserted that, if the sergeant were left on duty, he would file a criminal complaint against him. He added that he realized that his job was at stake.

And then the revelations began. Goodspeed made his entrance and listened to me relate the occurrence. Believing that he would not have any excuses this time, I quickly explained what had happened and asked that Gauthier be immediately suspended and that his employment as a police officer be reviewed.

Goodspeed listened for several minutes saying very little. And then when I was finished he recited in bureaucratese the Administration line on the actions of their police officers.

I was to understand that a public address system had been checked out and not returned to the audio visual department. I was further to understand that Gauthier had been alerted to that fact and that he was to be on the lookout for the unit. (What kind of unit had he been informed to look for, I asked myself? Or was he just given license to move on anyone with a microphone?)

I asked the natural question in the situation: Was no consideration to be given to proportion in the response on the part of the police? Was the recovery of the unit

so important that a group of armed goons would be turned on any mass of people that contained one individual with a microphone?

The line on that was similar to the one delivered by a member of the District Attorney's office. The students had caused a situation which necessitated outside law enforcement agencies to control and the situation was no longer being directed by the Administration. And that was that.

But not quite. After leaving the Ad building I remembered the man in the Public Information Office. There, I thought, was the answer. If the Administration was going to condone periodic police riots on our campus, there were still individuals who had the conscience to speak out against them.

So I waited until the police line officer approved my press pass and allowed me back into the garrisoned building. My star witness was standing just inside and, as I approached him, I had no reason to suspect that he had changed his earlier position. Thinking that there should be no obstacles to this action, I told the man that he need not jeopardize his job, that I would file the complaint if he would testify and give me the benefit of the list of witnesses that he had. I have purposely not stated his name for reasons which will quickly become apparent. For he had had time to think about the situation (and, I believe, to be advised as to the most "responsible" course of action he should take. This, I am sure, came from a member of the Administration. Perhaps even the same man to whom I had spoken.) and he had decided that the situation should be kept "in the family" and all would be well.

And that was that. Gauthier was sent back on duty, for all anyone knew he may have gotten a commendation for vigilance on duty. The Administration had an alibi which any court in Santa Barbara would readily accept. And another police provocation of violence had been vindicated.

But many things are made clear by a situation like this. They are in the nature of answers to the questions about value priorities on the part of a power structure, in this case the UCSB Administration.

Order is supreme. Once order has been disrupted, no matter if the disruption is non-violent, all rules and norms regarding repression and force are automatically suspended. This was made evident initially in the Chris Hall case. This event reinforced the point.

To miss this point and to believe that one understands what occurred while an occupation army was at UCSB is to delude oneself. Time and time again the police tried to cut off communications among the students. Sometimes it was by arresting so-called "leaders." But when this tactic proved barren of effect, open season was declared by anyone who appeared to be communicating to more than one or two people. Here, as with Chris Hall, the individuals were engaged in crowd control, the same functions that the police were ostensibly here for. But their actions betrayed the real reason for their presence. It was to cow the people, to frighten them into submission by the blatant use of force.

The aftermath is depressing, at least in this case. My understanding of the way the Administration reacts when threatened has removed any thought of justice emanating from the fifth floor of "Riot Central." And their reaction had extended to one employee who had had a fleeting burst of conscience. That burst had been put in perspective for him and justice had given way to expedience and settling things "in the family." Besides, it was just a policeman following orders. As I walked away from the Administration building for the last time Tuesday I caught myself wondering where I had heard those words before.

a.s. offers

some

political

alternatives

by tom tosdal

a.s. president

The University of California is in danger of losing its life. UC has been involved in politics for a long time, but somehow the politics have been maintained on a limited or at least obscured basis and these activities have been excluded from the vital processes of the institution. The University is committed to the principles of free speech and higher learning, but the recent politicization of the University has caused increasing infringement of their rights.

The events of the last couple of months present vivid demonstrations of a trend that could signal the downfall of a meaningful institution of free expression and learning. The denial of individuals' right to speak on various campuses, including the denial of Rubin to speak on this campus

(contrary to a misinformed letter writer, I did not vote against Rubin's appearance,



rather I voted for him to come and to have a student poll to support his coming), seem to be only a preview for events to come.

The beginning of the end will most likely come on June 19, the date of the next



Regents meeting. In it, the Regents will decide whether they want a University or a homogeneous training school. The contract of Angela Davis

will probably not be renewed. If this were done for reasons of professional or academic standards, it might be at least debatable. However, Miss Davis is in fine academic standing and does not inject her personal political views into her classes.

Despite rhetoric on both sides, Angela Davis is being fired because she has personal opinions that do not coincide with Regental dictates as to what constitutes the mental framework of a good American. If an individual is not allowed to be judged on a common academic basis because she thinks in a manner independent of common mentality and if she is refused employment on the grounds, the ideal of the University will in reality be dramatically opposed to the fact.

(Continued on p. 17, col. 1)



# university must lead in change

(Continued from p. 16)

The Angela Davis case is no isolated phenomenon; we can see it in universities and colleges wherever we look. Bill Allen, Mike Tigar of UCLA and three Chicano professors of Fresno State who were fired because they attempted to organize the community are examples.

Regents, Trustees and Administrators seem to think that the American educational ideal nests in the class room, not in the ideals and rights of free speech, expression and association. They are wrong. The implications for students and society seem very clear.

The university is the leader in society for the fostering of social change, but if the university is converted to a whore that mirrors the opinions of the vested interests in power, social change is excluded, all avenues seem to be slowly closing, and the problems grow worse - war, hatred, repression, discrimination, you-name-it. Students must work to open up those channels completely so the necessary social change can be made. However, if the trend continues, maybe the advocacies of a few will become the only effective political means for change.

I hope that time doesn't come and that we can reverse the chain of events - but maybe it will have to be in the streets after all.

I would now like to mention some projects that are being undertaken by A.S. that may help some of our's and society's, problems.

Political action is an



ambiguous concept. Definition of what constitutes an effective political act varies from individual to individual and often there is no agreement among individuals of different points of view. However, one thing was demonstrated by those people elected to the A.S. offices for next year. Although their political labels are disparate, the people elected to the A.S. offices seemed to have reached an unspoken consensus about the focus areas of future student action - Isla Vista, community relations and Academic Reform.

We do have the capability - there is enough manpower and student controlled money to be effective in all three. The A.S. plans on working very closely with Isla Vista Community Council (IVCC) over the next year in an effort to help solve the manifold problems of I.V. - both in the areas of services needed and self-determination of the community.

A proposal is being submitted to Leg Council to create an Isla Vista Community

Affairs Board which would include: county liaisons to various county agencies, the Housing Committee, a group to write proposals for a community center, an I.V. Research Group, committee on Community Development (to attempt to get planning grants), and the Parks committee. There will be sign ups in the A.S. Office for anyone interested in helping us in I.V. over the summer and during the next year.

The existence of problems and police occupation in I.V., vividly demonstrate the necessity for community self-determination. Nothing substantial will ever get done if I.V. residents don't take the initiative. The county has demonstrated time and time again by its inaction, a social, political and economic contempt for the people of I.V.

To be effective,

self-determination must go beyond the election of an extra-legal body, and studies are now being made on the economic and legal possibilities and implications of incorporating I.V.

The second primary area of student effort deals with the Santa Barbara community, Goleta and Santa Barbara areas. This area of community relations has proven to be a necessity if the people of

California are to support the University. We are fooling ourselves if we feel we can go on without community help. Programs will be initiated during the summer and will proceed during the year to promote communication and understanding with the people of this area.

Contact with the community transcends any idea of mere maintenance of the University. A primary facet of all community contact programs will be to help end the Indochinese war. Operation Contact, Dollars for Doves, Speakers Bureau and canvassing operations all need to be year round activities if they are to be effective. Again, if you will be around this summer, please come, sign up in the A.S. Office and help us out.

The type of action is up to the individual, but action is necessary. Each person must make a deep commitment to the course of action he chooses and follow it. A.S. is offering you a few alternatives; if you feel so inclined, please help us out.

**THERE WILL BE AN INSPECTION TEAM, COMPOSED OF A REPRESENTATIVE OF THE HOUSING OFFICE AND STUDENTS, ON CALL TO EITHER STUDENTS OR RENTAL COMPANIES TO VERIFY ANY DISPUTED CONDITION OF AN APARTMENT AT THE TERMINATION OF A TENANCY IN ISLA VISTA.**

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## up against the surfboard!

By MICHEL BARTON

After every so-called crisis, there is a great deal of energy spent in argumentation over the causes that brought it about. The day after the bank burned, the riot was explained away as an act of frustration over high rents and the quality of life in Isla Vista. Yet, when the structure was still engulfed 50 feet high in a wall of flames, no one was heard voicing such concerns. The truth is that those three days in February were not a thoughtless release of tensions, as liberals would have it, but a conscious act of revolution against the power structure of the empire, logically brought about by the progression of politics in I.V. and the nation as a whole.

When, on a morning of October '68, UCSB awoke to find North Hall occupied, politics was still an abstract realm defined by rituals rather than by their function. If racism was the issue brought forth, the great impact of the action resided in its militancy. For the first time individuals on this campus were confronted with the struggle against racial injustice. The charges of institutional racism destroyed the long-lasting myth that all was peachy in the kingdom of academia.

The first reaction was one of complacency: the grievances were legitimate, if exaggerated, and all would be solved with a liberal dose of rational discourse.

This notion was first shaken by the arrests of nine BSU members. One thousand demonstrated at the courthouse. This was the first mass action on the part of white students at UCSB, and it was a demonstration of support to the Black struggle. There was as yet no identification by most white militants with a revolutionary purpose.

By then, the practice of political pressure through action had become pretty much accepted. First brought up by news of Paris and Columbia, dramatized in the summer by the streets of Chicago, the student revolt had become a fact of life in Santa Barbara.

When the United Front (BSU, UMAS, SDS) was formed and seized the UCen, 1,500 students participated in the liberation. The first thrust of those newly politicized was towards student power and relevant studies. The mood was enthusiastic. Now aware that they could act, the students did so and in their inexperience imagined that this fact alone would change everything. They rallied to the cry of "participatory democracy," the New Free University was set up with the feeling that this new institution would live to see the last throes of the old and corrupt one. The initial enthusiasm dissipated and the NFU died a few weeks old, drowned in its own bureaucracy.

To the more politically minded, the lesson of this venture was that there could be no niche of freedom in a repressive context. If the goal was to create a free university, then we would have to create a free society.

The reality of the University as no more than a link with specific productive functions in the economic system had become clear. The liberal definition of the University as a neutral ground for the free exchange of ideas was exposed as a sham.

People's Park marked a crucial turning point in the history of the movement. Up till then, action was motivated by the desire to redress certain specific grievances: i.e. institutional racism, student participation. After the murder of James Rector, the mass tear gassing and the curfews enforced by the National Guard, action took an altogether different meaning. The enemy was no longer an unbending bureaucracy, the enemy was the fascist state.

While People's Park redefined the focus of the struggle it also effectuated in the minds of all a previously nebulous alliance: the Park belonged to the street people, and the student radicals had come to defend it. The culture freaks and the politicians had fought side by side.

There are two revolutions against Amerika. The first is caused by economic exploitation and Imperialism. It is being fought by the people of the Third World. At the vanguard of this struggle are the Vietnamese and the Black Panther Party. The second is caused by cultural starvation, a result of the neurotic and alienated nature of consumerist society. It is being fought by the youth of the white bourgeoisie.

Liberation has a different meaning for each group but both are faced with the same enemy: the honky power structure.

Before People's Park, white revolutionaries identified almost exclusively with the Third World struggle. Now they were finding an identity of their own, having discovered a root in a segment of the population: the youth.

The difference was a fundamental one. In 1967 the Be-In in San Francisco was a cultural happening; Woodstock in 1969 was a revolutionary utopia.

This new concept of Revolutionary Culture has become the basis of the American revolutionary Movement. Idealistic in the extreme it lacked a practical definition. The problem of how to build an alternate society free from exploitation and alienation remained unanswered. What the vital principle of this society would be was the gravest question of the day.

By the end of the summer of '69 a new word had found its way in the radical vocabulary. At first it was considered to be an interesting side issue and it wasn't until much discussion had spilled that the full implications of ecology became apparent. Even today we are only beginning to deal with the manifold nature of this concept. The new idea was that life was not simply defined as the exploitations of resources but as a delicate balance between natural elements and organisms. This balance furthermore was not indestructible and continued blind pillage of natural resources could upset it in such a manner as to make life impossible on the planet.

Capitalism in order to survive must continually expand its production thereby using up more and more of the Earth's resources. It follows logically that capitalism and survival are in direct opposition to one another.

An ecologically sound life-style was the formula which the Revolutionary Culture needed in order to become a positive force with practical application.

The issue of ecology made an immediate impact on UCSB. The oil spill in the channel and the controversy over the slough had sensitized the student population to the need for a radically different understanding of the environment.

In terms of revolutionary ideology, ecology has played an awesome role. It provided a world-view, something which mere "anti-Establishmentism" had failed to achieve. The outline of past-revolutionary society was slowly becoming tangible.

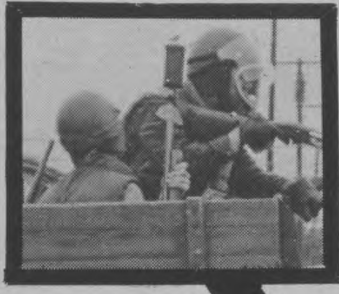
In little over one year (from October '68 to December '69) the development of revolutionary consciousness had made phenomenal strides. A totally passive campus had been rocked by three separate events (Malcolm X Hall, NFU, People's Park). Added to the anti-imperialism of the anti-war movement, the successive issues of racism, student power and repression, as so dramatically raised, succeeded in building

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at UCSB a genuine radical movement, the political power of which would soon be felt.

The Bill Allen issue, as it began was a rather banal one, involving the by-now classic question of student participation in University affairs. Had it not been for a series of monumental errors on the part of the Administration, the whole thing would have blown over without much impact. As it happened it turned out to be the greatest mass action (in terms of numbers involved and duration) to date on this



campus. The episode known as "the battle of the little Bullhorn" in which police charged students and were then chased back into the Administration Building turned a lame protest into a sustained action of great militancy. When, the next day, Friday, January 30, 300 police in riot gear entered the campus, more than 5,000 students witnessed the end of all possibility of compromise with the local power structure. The will of the majority as expressed by 7,776 signatures on a petition was met with repression and use of force.

The arrest of the "Santa Barbara 19" confirmed that political freedom was purely and simply non-existent. The protesters of January 29 were only saying "there is no Democracy in the University." One week later, their numbers doubled or tripled, their cries had become: "there is no freedom to petition; there is no freedom of speech; there is no freedom of assembly." Three hundred police and the shadow of county jail were there to prove them right.

The result was the commitment of hundreds of previously unconcerned individuals

to the notion of struggle, their last remnants of faith in the Democratic process shot to hell.

The issue of political prisoners as exemplified by the "Santa Barbara 19," was at that time making national headlines as the Chicago 8 trial was quickly becoming the focus of the whole country. Every day the press was filled with accounts of a courtroom in which the whole American judicial system was being exposed as a fascist ploy. Santa Barbara to Chicago, the issue of political repression was blown onto the national scene. The court system was here as there shown to be no more than another tool of the state.

It would be a mistake to minimize the role that the Chicago 8 trial played in the unfolding of the subsequent events in Isla Vista. After the slap in the face of the Allen affair, the word on all mouths was: Struggle. The focus of thought was local, Chicago made it national. The word became another: Revolution.

There was no exact point at which this change occurred. The mood was changing. No one could have predicted what was to come, yet the feeling was that the next time around, we wouldn't be tricked into appeasement.

High rents didn't bring the people into the streets, they had been high for a long time and most students have their parents to take care of such matters. Neither did Kunstler, his presence coupled with the window breaking of the night before merely served as a signal. Isla Vista exploded because in February 1970 the concentration of

repression was such, that any act of provocation could only trigger an explosion. And Isla Vista didn't revolt against the local profiteers, it revolted against Fascist Amerika. No one knew of the specific crimes perpetrated by the Bank of America, only those two words counted: It was a bank and it was Amerika and that, through one year and a half of politicization, had become defined as the Oppressor.

For those who doubt that revolution, pure and simple was what the streets of I.V. were running with in February, there is a question which must be answered. If frustration was the cause and dramatization of grievances the reason for the revolt, what then can explain the second riot which occurred a few weeks later?

The people who were out trying to burn the bank a second time weren't trying to express their views, they were fighting, as they had done before, because that was right. Their only goal was to fight the fascist state.

Through a long process of politicization many individuals had come to define themselves as revolutionaries. For a person newly awakened to this identity, there is only one logical act that must follow: to fight. When the circumstances are such that this process applies to many at the same time the consequence is that they would



fight together in a collective act of rebellion. All that is needed at this point is a signal.

It is not the contention of this author that more than 1,000 had become revolutionaries as of February '70, but that a great number had come to think of themselves in those terms and were ready to act as such if an occasion presented itself. An occasion did, that is all.

The development of the radical wing at UCSB must not make us lose sight of the parallel development of liberalism. While some were committing themselves to action, many more were just beginning to feel concerned. The vastness of this group was demonstrated during the strike which took place over the Cambodian issue. The first instance of a concerted action on a national scale was overwhelmed almost everywhere by students who felt motivated enough to speak out while not yet ready to jeopardize their privileges.

Despite the heightening of contradictions, it remains true that the majority of the student population has not felt threatened enough to consciously analyze their position. It is still easy to delude oneself. Nevertheless their awareness is growing. An action that is shocking at first often becomes acceptable with a little time. Action

demystifies. Many of those who deplored the burning of the bank while it was still smoldering are now quite proud to say that they were there and participated.

Liberalism can best be defined as a lack of analysis. Through continued action, revolutionaries can hope to offer such an analysis while using the short respite which the recent surge of liberalism has provided to mend a few wounds and prepare for the next phase of the struggle. While combatting the false consciousness of liberals one should also use the cover which they afford for all it may be worth.

The revolutionary movement in Amerika is developing at a fantastic pace. Yet, while its numbers increase greatly it remains in the position of a vanguard, acting on its own without the support of the masses. While the masses of students have turned from unconcerned to liberals, the left wing has gone from student radicalism to revolutionary ideology. The gap has not been narrowed. This process has occurred so rapidly that many on the left have passed the point of no return: they will go down soon. There is no reason to think that the pace will slacken, the next logical step, an armed uprising, could happen within a year. All that is needed is a signal, and the frame-up of Bobby Seale could just be that signal. This first uprising will be crushed, but its function is not to seize state power, it is to announce to the world the coming of Revolution to Amerika.





Photo by John Franklin

## The eve of everything

The childrens' curious eyes  
Will never understand  
And the wisdom of the aged is blind with  
presumption  
Of what it's like

To be  
To be  
Anything but he

Bound like a hand  
Separate as the fingers  
We know ourselves

To be  
To be  
So young and so free

As to blind us  
With the passion of our growing

Up we climb  
Through time  
In space  
And learn everyday we are all so alone

That we see  
Who we are  
And reach with a smile  
To the hands of our sameness  
Once in awhile

It seems so unfair  
To be suspended  
Between the universe of need  
And the poverty of greed  
Me Them Us We  
All blend in confusion  
When the sun is down

To separate and combine  
Is a full life's task  
Groping experience

Dares us to ask  
How?  
Answers don't exist  
Because they're answers  
And solutions are for problems  
Not dilemmas  
Our dilemma is  
Here  
It's free  
It's wild  
To catch it and mount it is a sociologist's dream  
But "no" we say  
With a glance from above  
We'll solve it now with understanding and love

Love is a nice word  
A very nice word  
To grease the gears  
Of our frightened psyches  
To tranquilize  
The human anxiety

Bullshit I say  
And clamour so?  
What have we lost?  
What of our pain?  
When we go on living  
It still won't be plain

So we put on our shoes and walk to the street  
Taking in all we can meet

Alone in the cell  
Alone in the sun  
Alone all the time  
Yet...  
With everyone

--Mick Kronman

## A thought

Amidst this troubled sea  
one hope.  
Love for you, Love for me  
peace.  
Waves of violence flood the streets  
the minds  
Hate.  
What do we see in those angered faces?  
frustration, contempt,  
reason, trust  
Hate.  
People vs. pigs, pigs vs. people, people vs. people...  
A man.  
sworn and shot at, he's cool. His friend's hit and,  
A man.  
pushed, kicked, shot-at, gassed. How does he go back to  
bed when his buddy's dead?  
Sleep finds no friend tonight.  
reason  
has gone.  
life  
has gone.  
"ladies and gentlemen, i am happy to inform you that  
the streets are  
quiet  
and peaceful  
tonight  
in I.V."

—Gilbert B. Feibleman



# REPORT OF THE CHANCELLOR'S TASK FORCE FOR BROADENING PARTICIPATION IN DEPARTMENTAL GOVERNANCE

## JUNE 2, 1970

I agree with the general thrust of the Report of the Chancellor's Task Force for Broadening Participation in Departmental Governance. It is generally on the departmental level that academic teaching, learning, and research are done. It is there that significant contributions can be made by individuals participating in those central tasks of the university.

How these contributions are to be made and under what circumstances must be determined in each Department.

It seems to me, too, that the means of getting the contributions cannot lessen the accountability of the faculty for the recommendations and decisions reached by the Department, even though others may have greatly assisted the faculty in arriving at them.

My main concern is that, enroute to the decisions, information and opinion should be garnered from all important sources.

Vernon I. Cheadle  
Chancellor

The Chancellor's Task Force for Broadening Participation in Departmental Governance was originally established by Acting Chancellor A. Russell Buchanan on February 5, 1970. Originally entitled "Special Faculty-Student Committee" the initial general charge was "...to take immediate steps in cooperation with the academic departments to devise ways and means of including undergraduate and graduate students and non-tenured faculty members in the evaluations of faculty members and staff, and in changes in the status of faculty members or staff whenever such changes are being considered."

Chancellor Cheadle's clarified and broadened charge was transmitted to the Task Force in a letter dated February 27, 1970. It read in part:

The Chancellor's Task Force for Broadening Participation in Departmental Governance is charged to take immediate steps in cooperation with the academic departments to devise ways and means of including undergraduate and graduate students and non-tenure faculty members in the formulation and evaluation of faculty members whenever such changes are being considered. Whenever such discussions involve the Academic Senate, this Committee and the Campus Consultation Committee will coordinate their common effort.

We understand the charge to have been made in the spirit of the Chancellor's earlier statement to the Academic Senate on university governance which read in part as follows:

We should remember...that students possess a special kind of competence not enjoyed by the remainder of the university community...For example, they are competent to make and report judgments about what happens to them as students in class, laboratory, or living quarters, and thus to question the relevance, fairness, and appropriateness of what the rest of us expect of them in these places. I favor, therefore, modifications in our governing system that would assure an accommodation of such student input in the decision-making process.

I am not offering or presupposing ways and means of accomplishing this objective. This will be a matter of our students, faculty, and administration to work out together. I am presupposing, however, that unless we modify the prevailing system of governance in ways substantially responsive to those students who desire greater responsible participation, then we can expect erosion of student confidence in the University. We can likewise expect a similar fate of confidence in the legitimacy of those in the faculty and administration who have authority, with its two inseparable qualities of opportunity and accountability.

With this charge, the Task Force initiated a series of meetings with academic department chairmen (March 4), non-tenure faculty (March 6) and students (March 6). The Task Force met mainly with those members of the non-tenure faculty chosen to be departmental representatives to attend special meetings of the Santa Barbara Division's Committee on Academic Personnel called to exchange information and views. The student participants were primarily representatives of the various departmental student organizations.

Subsequent meetings were held for the purposes of analyzing and evaluating the information received. A number of informal drafting sessions were held and this document, or final report was unanimously adopted and endorsed by the Task Force at its final meeting on June 2, 1970.

The recommendations of the Task Force are forwarded in general statements of principle rather than as detailed operational and procedural suggestions for changes in the governance of academic departments. This form was preferred by the Task Force in recognition of the wide variations in departmental size, structure, and tradition. It was also favored in view of the differing attitudes of students and faculty members from department to department toward the need for such changes as are proposed.

While the Task Force, therefore, does not recommend any given model of governance for all academic departments, it does emphatically support the general principles that comprise the substance of our report and urges endorsement thereof.

### DISCUSSION

The Task Force is impressed by the information it has collected that among all elements of the University, from non-academic staff through under-graduates, graduates, non-tenured faculty, tenured faculty and administration, there is genuine concern about the welfare and future of the Santa Barbara campus of the University of California. Though certain aspects of the perspectives of each of the above-mentioned groups may be at some variance with each other, a concerned commitment to this University is very widely shared at present.

With this overlapping of commitment there exists an excellent foundation for establishing a true University Community, where mutual trust and cooperation will provide a basis for meaningful and constructive interaction among community members. It is evident to Task Force members, however, that mistrust and doubt have been characteristic of some of the recent inter-relationships between major groups of the University Community, and we unanimously recommend that a sincere effort be undertaken by all elements of the Community toward change in the directions of (a) improving communication (b) developing genuine respect for others' perspectives, and (c) substantially broadened involvement of all segments of the Community together in decision-making for the University. We believe such changes to be necessary in order to insure progressive development of the University and to avoid further instances of the manifest distrust and violence which have appeared on and near this campus during the past academic year.

At the departmental level, where basic decisions about curriculum, programs and the hiring, advancing, and/or terminating of faculty are initiated, we believe it is essential that the legitimate role of every group in the departmental academic community be recognized.

Undergraduates want departmental curricula to be responsive to pressures and needs which they are currently feeling, and many are frustrated by the length of time required for change and the apparent distance which exists between themselves and other groups in the University Community. As their interests begin to be channeled toward one curriculum and faculty, and as they gain exposure to departmental courses and to individual faculty members, they react to their experiences and form opinions which ought to be seen by departments as important resources to be utilized in the continual review of curriculum, programs, and faculty.

Graduate students, whose qualifications are carefully screened, should be thought of as potential colleagues by faculty members and as experienced and successful senior student colleagues by undergraduates. Their under-graduate success, the motivation which led them to enter graduate study, and their experiences with faculty and curriculum as graduates should make them especially valuable participants in departmental decision-making. In fact, such participation should be considered an important part of their graduate training and experience.

Non-tenure faculty members usually bring to academic departments perspectives and training gained from graduate experience at other institutions of higher education. These younger members of the staff, by virtue of their extramural background, their professional training, and their relatively recent entrance into the profession may have fresh and invigorating perspectives on curriculum, professional trends, and departmental development. It is reasonable, and it is reflected in current Senate by-laws, that non-tenured staff should play an important role in department decision-making.

Traditionally, initiation of departmental policy has largely come from tenured faculty in the University of California. Because of maturity and scholarly achievements, tenured faculty have been granted major responsibility for selecting those who will receive tenured appointments in the faculty. The Task Force affirms the legitimacy of the deep involvement of tenured faculty in departmental development. However, we do believe that it is now essential for the vitality of the University that departmental decision-making reflect, far more than has been traditionally the case, the views of non-tenured faculty and students. This requires their active participation in decision-making.

We have found that the move toward such broadened participation is already under way on this campus, but developments have been uneven, exploratory, and insufficient. In some departments important progress has already been made. But in many others, progress toward the aims we propose here has been slow or minimal.

Finally, the Task Force is convinced that it is important to allow the individual academic department flexibility in devising procedures adapted to its specific character. But we also believe that there is urgent need to move rapidly toward realizing the aims we hereby endorse, and we strongly recommend that they be given a top priority in campus governmental reform.

### SPECIFIC RECOMMENDATIONS

In the recommendations which follow, we have tried to follow the spirit of the preceding introductory remarks. We have tried to focus on key principles which should govern departmental reform. We have carefully avoided proposing specific machinery to implement these principles, this being the proper task for the individual departments with their often very different problems, tasks, and character.

#### RECOMMENDATION ONE

THE TASK FORCE RECOMMENDS AS A FUNDAMENTAL PRINCIPLE THAT DEPARTMENT OPERATIONS BE SO ORGANIZED THAT THERE ARE FORMALLY AND PUBLICALLY IDENTIFIED REPRESENTATIVES OF UNDERGRADUATE STUDENTS, GRADUATE STUDENTS, NON-TENURED FACULTY, TENURED FACULTY, AND NON-ACADEMIC DEPARTMENTAL STAFF, TO WHOM THE DEPARTMENTAL CHAIRMAN TURNS FOR REGULAR CONSULTATION AND ADVICE AS AN INTEGRAL PART OF DEPARTMENT DECISION-MAKING WHEN THOSE DECISIONS CONCERN THE RESPECTIVE GROUPS.

When matters of concern to more than one of these groups are at issue, department procedures should be so organized that advice and consultation are jointly developed and presented by the representatives of the groups concerned.

When differences emerge in the course of such consulting and advising, the principal points in contention should be explicitly developed and presented by those involved; dissent, disagreement, and minority views should be as much a part of the final advice as are views which may in some respect have received greater support.

When any part of the advice from such deliberations becomes a matter of record all the views offered for the record on that issue should equally become a part of the same record.

It should be a departmental obligation to do everything reasonable to bring about effective participation by all concerned groups in the spirit of the general principle enunciated above.

#### RECOMMENDATION TWO

THE TASK FORCE RECOMMENDS THAT IN KEEPING WITH THE SPIRIT OF RECOMMENDATION ONE, IT SHOULD BE A DEPARTMENTAL OBLIGATION TO WELCOME AND ACTIVELY ENCOURAGE FORMATION AND OPERATION OF UNDERGRADUATE AND GRADUATE STUDENT ORGANIZATIONS OPEN TO STUDENTS ENROLLED IN DEPARTMENTAL COURSES AND TO RECOGNIZE SUCH ORGANIZATIONS FOR PURPOSES OF PARTICIPATION IN DEPARTMENTAL GOVERNANCE.

Reasonable administrative and clerical support should be available to departmental student organizations on the same general basis as is such support for any other of the integral operations of the department.

Some departments on campus, at first discouraged by the student response to organizational efforts within the department, have found that patient helpfulness and flexibility in the early stages contributed to eventual successful broad student participation. Such participation can usually be increased by vigorous faculty support in such matters as publicizing in their classes scheduled activities of the student organizations.

We suggest that there is an important need for an open organization through which all students who enroll in departmental courses might express themselves. However, this recommendation is not intended to discourage the growth and effectiveness of the departmental honorary societies.

#### RECOMMENDATION THREE

THE TASK FORCE RECOMMENDS THAT DEPARTMENTAL IMPLEMENTATION OF THE PRINCIPLE OF RECOMMENDATION ONE INCLUDE ESTABLISHMENT OF STANDING DEPARTMENT COMMITTEES AS INTEGRAL ELEMENTS IN THE DEPARTMENTAL DECISION-MAKING PROCESS: SUCH COMMITTEES SHOULD MEET REGULARLY AND BE CHARGED WITH ADVISING ON THE INITIATION, DEVELOPMENT, AND EVALUATION OF SPECIFIC MAJOR ASPECTS OF THE DEPARTMENT'S OPERATION AND STAFFING. IN ADDITION, STUDENT REPRESENTATIVES SHOULD REGULARLY PARTICIPATE IN DEPARTMENT MEETINGS.

Some departments might wish to establish a central executive committee. Others might prefer general committees, each covering a particular area of departmental responsibility. On all of these questions, and many other specific questions of detail, there will no doubt be a good deal of difference in some departments as compared to others (e.g. See Appendixes A, B, & C). We are concerned to emphasize here, however, that basic departmental policy-making and decision-making by ad hoc consultation between the Chairman and appropriate representatives should be minimized. If participation in departmental affairs is to be effective, there must be a clearly established, widely understood, and regular procedure for handling departmental affairs. The Task Force does not presume to suggest how many such committees should be established in any one department, nor do we enter into questions of the size, exact composition, or definition of the area of responsibility of any such committees.

As the preceding comments imply, Departments should make available to any interested party a clear written explanation of departmental government. An organizational chart as well as explanatory narrative should be made available in writing.

(Continued on p. 23, col. 1)

# UCSB SUMMER SESSION JUNE 22-JULY 31

## LIST OF COURSES

Courses 1-99 are lower division; 100-199 upper division; and 200-299 graduate. 198, 199, 298, 299 courses are by consent of instructor only with hours to be arranged (TBA). The number in parenthesis (00) following the course name indicates the unit value. The initials D M T W Th F give the scheduled days (no Saturday classes), and the hour indicated is a 50-minute period unless noted otherwise, e.g., 1-4. Further details appear in the SUMMER SESSION BULLETIN or the GENERAL CATALOG.

### ANTHROPOLOGY

- 2 Introd. Cultural Anthro (4); D, 10-11:05  
 101 General Anthropology (4); D, 10  
 116 Magic, Religion and Witchcraft (4); D, 11:30  
 140 Peoples, Cultures of Middle East (4); D, 9

### ART

- 1 Introd. to Art (4); D, 9 and Dis. TBA  
 20B 2nd Year Studio II—Sculpture (3); D, 3-4:50  
 20D 2nd Year Studio IV—Ceramics (3); D, 9-10:50  
 134 Intermed. Drawing I (3); D, 8-9:50  
 144 Adv. Drawing (3); D, 8-9:50  
 152A Ancient Art: Egypt (4); D, 10  
 194 Special Courses (2-5); TBA  
 199 Indep. Studies (1-5); TBA  
 299 Indep. Grad. Studies (2-8); TBA

### BIOLOGICAL SCIENCES

#### Biology

- 20 Concepts of Biology (5); D, 11:15-12:30  
 Labs 1:30-4:15 twice wkl.  
 199 Indep. Studies in Bio. Sci. (1-5); TBA  
 298 Special Studies (1-4); TBA  
 299 Research in Bio. Sci. (1-6); TBA

#### Zoology

- 112A Invertebrate Zoology (4); D, 11 Lab M W F 1-4

### BLACK STUDIES

- 1A Introd. to Cultures and Peoples of African Heritage: The U.S. (4); D, 11  
 104 Political Action in the Black Community (4); D, 10

### CHEMISTRY

- 1A General Chemistry (4); D, 9 Labs TBA  
 5 Quantitative Analysis (4); M W F 11 Lab TBA  
 25 Introd. Chemistry (4); D, 11-12:30

### CLASSICS

- 37 Greek Literature in Translation (4); D, 9:15-10:20  
 40 Greek Mythology (4); D, 11-12:05

### COLLEGE OF CREATIVE STUDIES

- CS 40 Math (1-6); TBA

### DRAMATIC ART

#### Dramatic Art

- 10A Fundamentals of Acting (3); 10 and TBA  
 32A Technical Theater Production (3); D, 11 and lab, TBA  
 45 Understanding of Drama (3); D, 9  
 49A Theater Workshop (1); TBA  
 110 Summer Theater Workshop (1-6); TBA  
 130A Special Studies in Design (1); D, 1  
 160D Develop. of Dramatic Art (3); T Th 9-10:50  
 199 Indep. Studies in Dramatic Art (1-5); TBA  
 210A Tragic Drama (3); M W 9-10:50  
 210B Comic Drama (3); M W 11:30-1  
 235C Adv. Prob. in Theater Practice (3); TBA  
 299A-B Indep. Study (1-6); TBA  
 299C Research Colloquium (1); TBA

#### Dance

- 45 History and Apprec. of Dance (3); D, 11  
 46A Modern Dance (2); D, 9-11  
 47A Ballet (2); D, 2-3:20

### ECONOMICS

- 1 Principles of Economics—Micro (4); D, 9-10:10  
 109 Introd. to Economics (4); D, 9  
 298 Special Studies (1-4); TBA  
 299 Directed Research (2-4); TBA

### EDUCATION

- 117 Issues in Educ., Guidance and Pupil Personnel (2); M W F 10:30-11:30  
 139 Curriculum Development (3); D, 9  
 203 Social Foundations of Educ. (3); M W F 8-10  
 212 Psychological Foundations of Educ. (4); M W F 8-10  
 215 Curriculum Theory and Dynamics (3); D, 11  
 230 Develop. and Rem. Reading (3); D, 9  
 231 Develop. and Rem. Reading Lab (3); D, 10  
 241 Schools—Public Institutions (3); T Th 9:30-11:30  
 242 Schools—Public Institutions (3); M W 9-11:30  
 243 The Principals (3); D, 11:30-12:30  
 259 Sem. in Elem. School Curriculum (3); D, 10-11  
 SS290 Curriculum and Instructional Procedures and Materials Used in the Teaching of Soc. Studies (3); D, 1  
 S292-A-B Student Teaching: Secondary Educ. (3-3); TBA

### ELECTRICAL ENGINEERING

- 5 Introd. Digital Computing Lab (2); T Th 9 and Th 1-4:50  
 105 Introd. to Digital Computing (3); D, 10  
 199 Indep. Studies in Elec. Engineering (1-5); TBA  
 207 Projects (3); TBA  
 210 Special Topics in Elec. Engineering (1-6); TBA  
 299 Directed Research (1-6); TBA

### ENGLISH

- 1A First Year Reading and Composition (4); D, 9:15-10:20  
 106G Writing of Non-Fictional Prose (4); D, 11:45-12:50 or 1-2:05 or 10:30-11:35  
 117A Major Poems and Plays of Shakespeare (4); D, 12:45-1:50  
 120 Modern Drama (4); D, 12-1:05  
 139 American Fiction Since 1900 (4); D, 10:00-11:05  
 179 Romantic Poetry (4); D, 10-11:05  
 190 Ethnic Writing (4); D, 11-12:05  
 191 Literature and the Black American (4); D, 2-3:05  
 231 Studies in Renaissance Literature (4); M W 10-11:30  
 261 Seminar in Renaissance Literature (4); TBA  
 264 Sem. in Twentieth-Century (4); T Th 1-2:30

### ERGONOMICS AND PHYSICAL EDUCATION

- 30 Kinesometrics (3); T Th 11-12:30 and 1:30-4  
 160 Perceptual Motor Performance (4); D, 9-10:05  
 Lab M T W Th 10:15-11:30

### FRENCH AND ITALIAN

#### French

- 1 Elem. French (4); D, 8-9:50 or 10-11:50  
 3 Elem. French (4); D, 10-11:50  
 4 Intermed. French (4); D, 10-11:50  
 112C The Nineteenth Century (4); D, 9  
 126A Contemporary French Institutions (4); D, 10

#### Italian

- 1 Elem. Italian (4); D, 10-11:50

### GEOGRAPHY

- 2 Introd. to Human Geography (3); T Th 1-2:45  
 3A Elements of Physical Geography (4); D, 12-1:05  
 102 World Regional Geography (3); T Th 10-11:45  
 148 California (3); M W F 3-4:15  
 160 Natural Resources, Population and Conserv. (3); M W F 1-2:15

### GEOLOGY

- 2 General Geology: Physical (3); D, 9  
 2L General Geology: Physical, Lab. (1); T-12-5 or Th 12-5  
 101 Principles of Geology (4); D, 9 and Lab T 12-5 or Th 12-5  
 108 The Ocean (3); T W Th 11-12

### GERMAN AND RUSSIAN

#### German

- 1 Elem. German (4); D, 8-9:50

#### Russian

- 1 & 2 Intensive Elementary Russian (4-4); D, 8-9:15 and 11-12:15  
 125 20th Cent. Russ. Lit. (4); D, 10

### HISTORY

- 4A Western Civilization (3); D, 10  
 4B Western Civ. (prehistory-1050) (3); D, 1  
 8B History of the Americas (3); D, 10  
 17A History of the U.S. (Beg.-1865) (3); D, 9  
 17B History of the U.S. (1865-Present) (3); D, 10  
 110 Ancient Near East (4); D, 11  
 114A Econ. and Social History of Medieval Eur. (4); D, 11  
 120A Renaissance-Reformation (4); D, 12  
 128A Twentieth Century Europe (4); D, 2  
 135B History of Russia: 1800-1917 (4); D, 11  
 135C History of Russia: 1917-Present (4); D, 1  
 151C Hispanic-American History (4); D, 2  
 155A Portugal and the Portuguese Empire (4); D, 11  
 164A Comparative Slave Societies (4); D, 11  
 166B Recent Hist. of the U.S. (1933-Present) (4); D, 1  
 167B History of the American Econ. to 1861 (4); D, 9  
 177 History of California (4); D, 8  
 195 The Study and Methods of History (4); W 10-12 or Th 3-5  
 201 Adv. Historical Literature (4); T 3-5 or T 10-12

### LINGUISTICS

- 20 Language and Linguistics (3); D, 10  
 110 Linguistic Description I (3); D, 12

### MATHEMATICS

- 3A Analytic Geom. and Cal., 1st Course (4); D, 8:45-9:55  
 30 Finite Mathematics (4); D, 9-10:10  
 32 Introd. to Calculus (4); D, 11-12:10  
 100A-B Math for Elem. Teaching (5); D, 9-10:15 and M W F 11:45-12:45 or 10-11:15 and M W F 8:30-9:30  
 122A Introd. to Theory of Complex Variables (3); D, 11

### MUSIC

- 11 Fundamentals of Music (4); D, 9-10:05  
 15 Music History and Apprx. (4); D, 10-11:05

### PHILOSOPHY

- 1 Short Introd. to Philosophy (4); D, 11 and Discussion TBA  
 104 Ethics (3); D, 2  
 122 Philosophies of India (3); D, 4  
 183 Beginning Modern Logic (3); D, 1  
 192 Philosophy of Law (3); D, 10  
 198 Readings in Philosophy (1-4); TBA  
 254A Seminar in Ethics (3); TBA  
 298 Individual Study: Selected Prob. in Phil. (1-4); TBA

### PHYSICAL ACTIVITIES

- 1-7A Elem. Boating and Sailing (1/2); D, 1  
 1-15A Elem. Modern Dance (1/2); D, 2  
 1-16A Elem. Folk Dance (1/2); D, 2  
 1-24A Elem. Golf (1/2); D, 10 or 11  
 1-34B Interm. Swimming (1/2); D, 1  
 1-38A Elementary Tennis (1/2); D, 1  
 1-38B Intermediate Tennis (1/2); D, 2  
 1-40A Elem. Volleyball (1/2); D, 1  
 1-40B Interm. Volleyball (1/2); D, 2  
 48 Lifesaving (1); D, 2  
 101 Methods of Conditioning in Athletics (3); M W 7-9 pm

### POLITICAL SCIENCE

- 5 American Govern.: The Const. System (3); D, 9  
 10 American Govern.: The Political Process (3); D, 11  
 45 Dem. and Totalitarianism (3); D, 10  
 110 Political Concepts (3); D, 2  
 115 Law in the Modern State (4); D, 11  
 121 International Politics (4); D, 3-4:05  
 136 Govern. and Politics of China (4); D, 10  
 146 Political Systems of Tropical Africa (4); D, 1  
 147 Politics of Developing Areas (4); D, 12  
 156 Analysis of Political Behavior (4); D, 9  
 203 Nature of Political Inquiry (3); T Th 3:30-5:30  
 267S Sem. in Socialism, Marxism, and Communism (3); M W 1:30-3:30  
 289 Sem. in Political Development (3); M W 10-12

### PSYCHOLOGY

- 1 General Psychology (4); D, 9 and Discussions  
 102 Social Psychology (4); D, 11  
 104 The Exceptional Child (4); T Th 10-12:30  
 106 Brain and Behavior (4); D, 8  
 125 Behavior Pathology (4); D, 9  
 129 Modern Approaches to Psychotherapy (4); M W F 11-12:25  
 107 Perception in Life and Thought (4); D, 9  
 199 Independent Studies (1-5); TBA  
 299 Research in Psychology (1-6); TBA

### RELIGIOUS STUDIES

- 30 Introd. to Religion (3); D, 9  
 105 Religious Myth and Language (4); D, 10  
 160 Indian Religious Systems (4); D, 11  
 199 Independent Studies in Rel. (1-5); TBA  
 238 Sem. in Modern Rel. Thought (4); M Th 2-4:30  
 298 Directed Studies (2-6); TBA

### SOCIOLOGY

- 1 Social Organization (4); D, 9  
 2 Society and Personal Growth (4); D, 9  
 43 Introduction to Social Research (4); D, 9  
 131 Political Sociology (4); D, 8  
 138 The Sociology of Conflict (4); D, 11  
 170 Soc. of Deviant Behavior (4); D, 9  
 171 Soc. of Mental Illness (4); D, 11  
 185 Development of Sociological Thought (4); D, 10  
 198 Readings in Soc. (2-4); TBA  
 199 Independent Studies in Soc. (1-5); TBA  
 298 Special Studies (2-5); TBA  
 299 Directed Research (2-5); TBA

### SPANISH AND PORTUGUESE

#### Spanish

- 1 Elementary Spanish (4); D, 8-9:50  
 2 Elementary Spanish (4); D, 9-10:50  
 3 Elementary Spanish (4); D, 10-11:50  
 4 Intermediate Spanish (4); D, 9-10:50  
 5 Intermediate Spanish (4); D, 10-11:50  
 170A Spanish Lit. (Generation of '98) (4); D, 11-12:50  
 198 Individual Hispanic Authors (4); D, 9-10:50

### SPEECH

- 11 Fundamentals of Speech (4); D, 9 and Lab TBA or D, 10 and Lab TBA  
 191 Clinical Practice: Speech and Hearing (3); M 8 and Lab TBA  
 210 Special Topics: Rhetoric and Public Address (3-6); M W F 11  
 294 Group Studies: Speech and Hearing (4); TBA  
 297 Independent Studies: Speech and Hearing (1-5); TBA  
 298 Independent Studies: Rhetoric and Public Address (1-6); TBA  
 299 Directed Research (1-6); TBA

**Office of SUMMER SESSIONS**  
**ELLISON HALL — 5707**  
**Ext. 2047 or 2069**

Isla Vista, after a long history of sun-drenched apathy and wealthy complacency, has finally achieved a number of firsts. We were the first to burn a bank, the first to chase the police off the streets, very possibly we are the first Yippie campus.

During the first riot, we were united as a community—we were fighting as brothers and sisters against a common enemy. Although all of us had different feelings about the riots, we coalesced in the need for our community to remain united—those of us outside fighting found hiding and resting places in strangers' apartments; those of us remaining inside supplied water, first-aid and crashpads for our brothers in the streets.

We were all aware that we had to defend our community from the troops that were occupying it. Street fighting brought it all home, and what emerged from the chaos of the streets was the stark, naked reality of fascistic repression. We no longer could delude ourselves into accepting the myth of the friendly cop—on-the-beat.

We had seen too many of our brothers beaten, too many of our brothers arrested for no reason, and too many of our brothers blinded by drifting tear gas. The police had finally blown their cover; the naivete of the Santa Barbara Sheriffs' Department could no longer be counted on; we could no longer assume that their ineptitude would keep us free from serious harassment.

Rather, we saw that the Sheriffs' lack of tactical experience was more than compensated for by their overwhelming enthusiasm and willingness to improvise and take their own initiative in dealing with street situations. In short, fighting together in the streets allowed us to redefine ourselves as a community, together with a common goal.

During the second riot, two months later, we faced a significantly different situation. We had experienced a "victory" in February; it was easy to become over-confident, but our cockiness was quickly quashed by the immediate show of force on the part of the Sheriffs. We were not fighting together this time, in demonstrable unity. We now faced much heavier repression: the curfew really meant something now, and tactics had escalated from CN to CS gas, and from buckshot to rifle bullets.

Those of us who dared venture outside at all during the last several days of the riot did so surreptitiously, in guerilla bands of two or three. There was no feeling of unity, or togetherness, or community on those nights. The only feelings were those directed at the Sheriffs—primarily we felt a tremendous fear; the harsh reality of death barking from the barrel of a rifle had channelled our previously vague and shallow fear into frightening clarity.

To a lesser extent we felt the exhilaration of victory—the satisfaction that we hadn't been caught. But even this was an individual triumph; there was no communication between bands of people on the street. The knowledge

that our activities depended on secrecy prevented any attempts to coordinate our actions or develop any sort of comradery.

Ostensibly, at least according to media accounts, the "cause" of the second riot was dissatisfaction with the denial of free speech based around the banning of Jerry Rubin. This is only partially true. While our community was rightfully incensed over the blatant example of political repression, there were other motivations as well. A build-up of police harassment in previous weeks had brought tension and hostility in the community to a new peak.

But somehow, during the second riot, there was a feeling of vertigo, an unsureness as to precisely why we were fighting, why our community was occupied by troops of Sheriffs. Many of us feel that street fighting is a valuable revolutionary tactic. But "getitonism," taking to the streets for any or no pretext, must be examined with careful scrutiny.

It is obviously true that street fighting has been and will undoubtedly continue to be an important tactic in the student movement. But street fighting is only worthwhile if we have clearly defined goals, and a clear understanding of what we are doing. The fact that we are often angry enough to make up bullshit justifications for street actions does not make it an infallible tactic for us to use. While few of us totally agree with the principles of revolutionary violence put forth by the Weathermen, we can learn from them the importance of choosing targets which are politically significant as symbols of Amerikan repression.

During the first riot the targets which were singled out were primarily the Bank and the realty companies, local examples of the Amerikan ruling class' oppression. During the second riot, the violence was mostly aimless and without thought, and hence largely futile.

We cannot allow ourselves to be so anxious to get it on in the streets that we are unable or unwilling to identify those agencies and businesses which are truly exploitative.

We have shown our initiative in the streets; it is our responsibility now to assume leadership in theory as well. Not theory in the sense of strict Marxist-Leninism vs. revisionism, but in the sense of having a coherent plan of what we are fighting for, in the streets or in the courtroom, and just what our revolutionary goals consist of as a community....

If we are to become a truly revolutionary vanguard, we must understand the nature of revolution. No successful revolution takes place only in the streets. We must wage our revolution in the courts, on the campus and even—or especially—in our own homes, not just in the streets.

Street fighting is important, but to function as part of a truly revolutionary movement we must first understand why we are fighting. "If our nights are spent in the streets, our days must be spent in understanding why." (That's a quote from Che.)

# is the time right for street fighting?

by  
phyllis  
bennis

## REPORT OF THE CHANCELLOR'S TASK FORCE FOR BROADENING PARTICIPATION IN DEPARTMENTAL GOVERNANCE

JUNE 2, 1970

(Continued from p. 21)

### RECOMMENDATION FOUR

THE TASK FORCE RECOMMENDS THAT TENURED FACULTY, NON-TENURED FACULTY, GRADUATE STUDENTS AND UNDERGRADUATE STUDENTS SHOULD BE DIRECTLY INVOLVED IN THE RECRUITMENT, SELECTION, AND EVALUATION OF TENURED AND NON-TENURED FACULTY.

The excellence of the faculty, and the recruitment and retention of faculty members who will contribute to that excellence, are fundamental to the purposes of the University. If the various components of the departmental community are to make their full contribution to the achievement of this purpose, it is essential that departmental personnel policies and review procedures be made clear to non-tenured faculty and to students, and that effective participation by non-tenured faculty and students be included in the review process. In this way distrust can be dissolved and constructive contributions maximized.

The Task Force supports the principle of confidentiality in personnel matters; we believe that representatives of the non-tenured faculty and students can respect this principle when they are effectively involved in the selection and review process.

We further suggest that when a change in status or rank is being considered for a faculty member, the individual involved should be directly informed. Departmental review procedures should be flexible enough to allow a faculty member to suggest at an early enough time to be effective any additional information for consideration which he feels would be helpful.

Departmental standards for reappointment, merit increases, and promotion should be made clear and available in writing. We further suggest that appropriate Senate agencies clarify Senate By-Law 188 with respect to its implications regarding departmental voting on personnel matters, and that it be interpreted in the spirit of the recommendations of the Task Force.

### APPENDIX

The three documents referred to in Recommendation Three are attached as examples of possible arrangements of departmental governing structures. The inclusion of these documents is for informational purposes only, and no plan is specifically recommended by the Task Force.

#### Task Force Members

Mr. Gary D. Beverly, Graduate Student, Chemistry  
Dr. Herbert Fingarette, Professor of Philosophy  
Dr. C. Warren Hollister, Professor of History  
Mr. Barry Z. Posner, Undergraduate Student, Political Science  
Dr. R. J. Snow, Assistant Professor of Political Science  
Dr. James J. Sullivan, Assistant Professor of Economics  
Mrs. Judy T. Thorne, Graduate Student, History  
Mr. Charles A. Newman, Undergraduate Student, Political Science  
and Executive secretary of the Task Force

## DUNALL'S VACATION SUPPLY LIST

MAPS	WINDBREAK
FLASHLIGHTS	PILLOWS
NEW BATTERIES	DUFFLE BAG
FUEL CAN	SLEEPING BAG
CANTEEN	GROUND CLOTH
CAN OPENER	AIR MATTRESS
FRYING PANS	BLANKETS
STEW KETTLE	SUN GLASSES
DISHES	HAT
CUPS	WOOL SOX
SILVERWARE	HIKING BOOTS
TOWELS	SHOES
TENT	WARM JACKET
STOVE	JEANS & SHIRT
ICE BOX	SWEAT SHIRTS
LANTERN	PONCHO OR RAIN JACKET
SHOVEL	POCKET KNIFE
ROPE & TWINE	SNAKE BITE KIT
FIRST AID KIT	

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# Kevin Moran Memorial Fund to build I.V. fountain

The UCSB-Isla Vista community will be given an opportunity to contribute to the Kevin Moran Memorial Fund drive on Friday, June 5, in front of the UCen or on Saturday, June 6 when canvassers will seek contributions in Isla Vista.

Contributions may also be left at St. Mark's Student Center on the corner of Picasso

Road and Embarcadero Del Mar.

Drive volunteers hope to receive a contribution of one dollar from everyone in the University community.

Proceeds from the drive will be used to construct a Memorial Fountain to be located in the vicinity of Perfect Park. Drive sponsors describe the proposed fountain as "an aesthetically pleasing and visible community peace memorial to Kevin Moran."

Members of the UCSB art department are assisting in the design of the memorial.

Tom Thomaides, who was Moran's roommate, stated that "many people have indicated

an interest in making a contribution before the Spring Quarter is completed, and the fund drive is a way of doing this."

"It is important that neither we, nor those who follow us, forget what happened on the porch of the bank when Kevin Moran lost his life while attempting to stop the senseless violence going on in Isla Vista," Thomaides added.

Members of the fund steering committee include Thomaides as chairman, Tom Tosdal, Dave Abrecht, Todd Warner, Ed Curran, Chuck Williams, Father Robert Donoghue, Dan Kennedy and Sid Shearin.

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## 'revamp police depts.'

(Continued from p. 9)

men more interested in satisfying personal vendettas? Do these men have the maturity, the intelligence and the stability of personality that surely must be a prerequisite to the privilege of wearing the badge of the County of Santa Barbara and the weapons that we purchase for them?

I can never condone the massive and wholesale destruction to person and property that we of this city have witnessed in Isla Vista. Due process of law will, I hope, ensue. Due process, I repeat, not the personalized vigilante-justice so popular among our uniformed law enforcers.

I have learned that there is no individual who can stand idly by and watch all of this occurring in the hope that none of this will involve him. The much-used adage that, "If you are not part of the solution,

you are part of the problem" was driven home to me in no uncertain terms.

Part of the solution lies in a revamping of our police departments — you simply cannot have men whose sole desire is to crushingly and brutally subdue those who they feel present a threat to their own personal equanimity. Their job is to enforce existing laws, not to enforce their personal will using the incredible array of weapons at their disposal.

This is where intelligence and stability of personality are absolutely crucial. These men seem to lack both of these characteristics, and, as a result, are not able to distinguish between enforcing the law and the temptation to use their position to make their own laws as they go along. To be able to constantly make this distinction in the midst of a maelstrom of insults and hurled missiles requires a most exceptional man. He will have to deal with people who will never be able to see the difference — people like many of my peer group.

That being the case, let's attract that kind of man. Raise the pay levels to something above the absurdly base-level pay these men receive now. Install rigorous intelligence and personality tests as part of the application process. Add a college degree as a prerequisite.

How, may I ask, does a man who barely squeaked through high school ever hope to successfully cope with a group of college educated men and women who have been taught concepts his mind cannot even begin to fathom? How can a uniform be respected as the symbol of what the majority of people consider to be lawful when the wearer runs down the streets yelling like an animal and shouting monosyllabic obscenities?

Become part of the solution — write, talk, vote. Isla Vista is a community of nearly 12,000 people; only 1800 of us are registered voters. It is no wonder that we lack everything in the way of public services except sufficient policemen. It took me about three hours to write this — a small investment of time against the possibility of future lifetimes of peace with competent public servants and fewer bashed skulls.

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