

TRANSITION

VOLUME 1

MAY 2, 1969

ISSUE 4

students
are
niggers

page 6



Denver Policeman on Alert at Peace March

Watson, Hayden, Gonzales Rap At Denver Peace Rally

Too often, in the normal syndrome of newspaper reporting, the emotions, the underlying ideologies and the significance of any particular event are lost amidst the factuality and the purported objectivism to which the reporter feels constrained. Below is an article about the speeches which were presented at the peace march last Saturday. What is here attempted is merely a synopsis of what was said; not necessarily given in an objective manner and yet not trying to eliminate those statements to which you would agree or disagree. Rather, what follows is an attempt to summarize as much as possible the speeches that were given. Inherent in these speeches are ideologies and opinions which I think everybody ought to be subjected to and about which everybody ought to form an opinion; whether what they say is valid and based on sound political understanding or whether it is merely a

societal aberration.

The first person to take the microphone on the steps of the capitol building was a high school student representing the Colorado Student Alliance, the group that organized the strike and brought the speakers. Most of what this individual said was centered around the American system, the way it is run and the function of the high schools within that system.

"I think you can see from the turnout here (between 1,500 and 2,000 marchers) that high schools, which are normally institutions of repression, can be crushed through...high school student power.

"This system, which has stockpiled enough weapons to provide the equivalent of nine tons of TNT for every man, woman and child on earth...cannot possibly be working for the will of the people...any government which acts against the will of the people must perpetuate itself through the use of train-

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Poverty Conference Held In Opulent Atmosphere

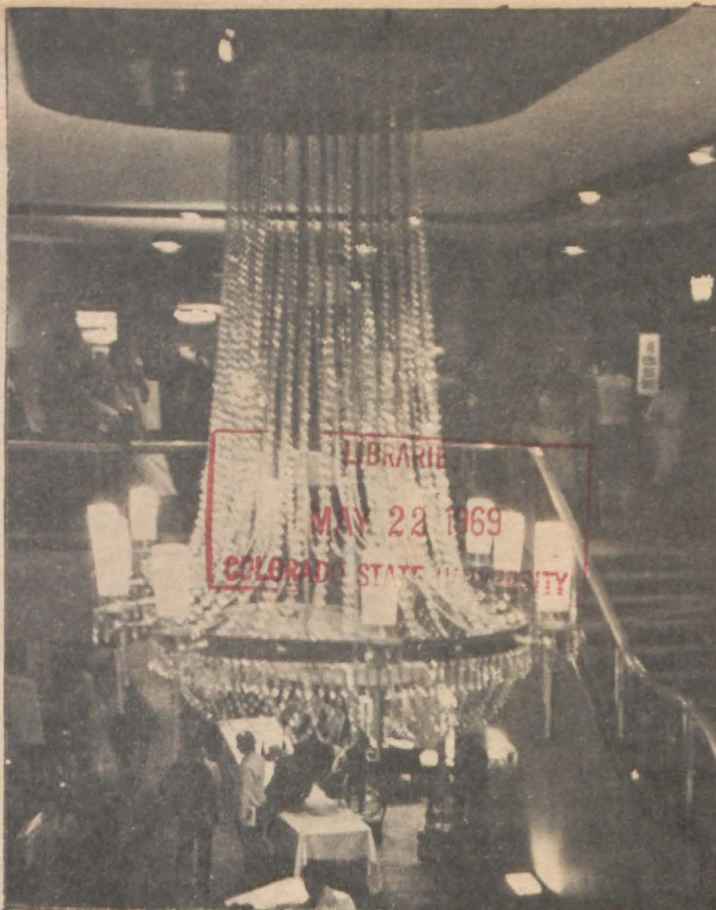
"Amid the splendor of the crystal chandeliers, plush carpets, and elaborately decorated banquet tables of the New Albany Hotel, 1200 students, faculty, and visitors from 15 Western states attended the 1st Western United States Conference on Poverty the weekend of April 25, 26, and 27.

The conference began with an introductory address by Dr. Daniel T. Valdez, sociology professor at Metro State and chairman of the conference. Introduced as a man who has "not withdrawn from the problems which face the poverty-stricken people of this country," Dr. Valdez connected his inter-

pretations of the problems of poverty to the American student. He explained that "it has been the larger issues....racism, self and group alienation, and poverty....outside the immediacy of the campus" that have brought about the development and growth of true student responsibility and power. He continued "it (the student activism) is really based on idealism, intellectualism, highly developed skills in organizing, and the dynamics of change.... students have a near-monopoly on idealism."

Dr. Valdez, speaking more on the specific problem of poverty

(continued on page 10)



The First Western Poverty Conference was held in the setting of the New Albany Hotel

Radical Prof Goes to Canada

CHICAGO (CPS)--Marlene Dixon, the sociology professor whose contract dispute touched off weeks of trouble at the University of Chicago, will be teaching at McGill University in Montreal next year.

Mrs. Dixon received one other job offer---also from Canada. "There

was no job for me in the United States. I received no offer at all here. There is no doubt in my mind that this is a political problem," she said. Mrs. Dixon also insisted that there is a "blacklist" of professors in the country. She cited the Staughton Lynd case as an example.

Compulsory Insurance Proposed

A compulsory health insurance plan for all CSU students has been proposed by Dr. Ruth Rumley, head of the Student Health Center, for approval by the State Board of Agriculture. The proposal was not acted upon by the State Board at its last monthly meeting on April 25 but was tabled for the purpose of further consideration.

All CSU students presently pay a health fee of \$12 per quarter from their regular fee assessment for the access to Health Center physicians and nurses and laboratory procedures within the capabilities of the Center. The University also presently sponsors an optional health insurance program for students carrying seven

(continued on page 5)

Hershey Gets "Riled Up"

Only the courts can save anti-war protesters who turn in their draft cards according to General Lewis B. Hershey, head of the Selective Service.

Hershey says that he will continue to order local boards to reclassify anyone turning in or throwing away their cards. "It has nothing to do with punishment," Hershey said. "I get riled up when they talk to me about serving your country being punishment."

Hershey says that all draft deferments for any reason are granted only in the national interest. "Breaking the law is never in the national interest," according to Hershey, "and if they (young men) break the law, it's not in the national interest to defer them."--HEARD

ASSOCIATED STUDENTS
COLORADO STATE UNIVERSITY

OFFICE OF
RACE RELATIONS

May 2, 1969

Yesterday's Collegian featured a very small, but significant article, obscured by the pseudo-sexuality and Ramskellar beer advertisements predominating the paper. That article hastily described the Black Awareness week sponsored by CSU's Black Student Alliance next week.

When the students defeated the referendum yesterday they made it quite lucid that the real enemy is not the Administration or the State Board of Agriculture who run the school, but the students who compose it. In fact, the real roadblock to any progress has always been the lack of support from the student body. By defeating a fee increase of \$1.50 (the equivalent of 3 hamburgers and a coke in the Ramskellar) they succeeded in denying at least ten minority students the right to a college education.

The only way one can account for this insane decision by the students is a gross lack of education as to the needs and desires of the Black students. The purpose of the Black Awareness week will be to introduce the students of Colorado State University to the culture of Black people in the United States. For the sake of relevant education, we urge all students to take part in the activities of Black Awareness Week, taking place May 5th-9th.

Teddl Benson

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TRANSITION

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Editorial

the almighty
(1/2) buck

Student capitalists on campus squelched in part efforts to recruit minority students, to CSU. In Wednesday's referendum the capitalists on campus voted to rescind 50¢ per quarter to keep for themselves.

This is one time when students can't blame the administration or State Board. The only ones to blame are the students who would rather keep their goddamn half-dollar each quarter, than help provide another individual a chance at an education, which he might never see...now.

Watts

EVERY "WHY" HAS ITS
"BECAUSE"

Witch Hunt in Boulder

The University of Colorado began hearings Tuesday which could end in the disaffiliation of the Students for a Democratic Society (SDS) from its Boulder campus.

An unnamed attorney, hired by CU, will prosecute the case against SDS before former district court judge, George McLachlan, of Lamar.

SDS is being prosecuted for alleged conspiracy to disrupt the speech in Macky Auditorium of Dr. S.I. Hayakawa on March 3.

If SDS is disaffiliated from the CU campus it will mean the loss of campus privileges.

McLachlan is scheduled to make his report to the Regents of the university who, on March 15, ordered the investigation.--HEARD

Minority Students Recruiting

Minority students at CSU began recruiting disadvantaged students Monday just two days after the State Board of Agriculture agreed to a compromise list of the ten demands presented early in April.

The drive to enroll 400 more minority students by next fall began at West and Manual High Schools and the neighborhood action centers near the schools.

According to Meredith Springs, spokesman for the recruiters and task force member, the students presented their program at North and East High Schools Tuesday and George Washington and Saint Joseph High Schools Thursday.

The CSU students intend to continue the recruitment drive during the remainder of the school year.--HEARD



Peace Marchers approach Capitol

Black Awareness Week

NOTED SPEAKERS ★ TALENT SHOW ★

BANDS ★ ART DISPLAY ★ BOOK

DISPLAY ★ SOUL FOOD

- all invited -

for information call Floyd Kerr at 491-4667 or inquire at the BSA Office in the S.C. Cave.

Columbia Revisited

Students at Columbia University took over two buildings Wednesday in an effort to show support for a recent list of demands presented by Afro-American students.

The administration of Columbia said that it had had enough violence in the last student uprising and had no plans to try to dislodge the students.

--HEARD

OPINION

No, contrary to popular belief, it is not memorizing trivia to regurgitate on a multiple choice test. Wrong again. It's not listening in a lecture class of 250 students, or watching a closed circuit television. No, it's not even psyching out the teacher to get the almighty grade.

No, those answers aren't right. You know that they're not right. But isn't that what your education is degenerating to? Isn't that where your energies go? Think about it.

Education has a purpose. No, it's not the diploma---that's not

the purpose. One hundred and ninety-two hours doesn't make an education. There's got to be more. No, money isn't it either. Money was reason enough for our parents, but that's not reason enough for us, is it? No, I don't think so.

The purpose of an education is to learn. That's pretty good, but what else. There certainly is value in learning. I still think we can do better. Education is learning how to live. That's it isn't it? Think about it.

Ron Martin
Vice-President
Academic Affairs
ASCSU

Grand Opening in Ramskellar

Beer officially goes on sale in the Student Center today according to William Weddel, Student Center Director.

Weddel told TRANSITION, "beer can only be consumed in one room of the Ramskellar" The beer will be served from 1 p.m. to 5 p.m. and from 7 p.m. to 11:30 p.m. Monday through Thursday.

Beer will be available from 1 p.m. to 11:30 p.m. on Fridays and Saturdays.

"Double identification" will be needed according to Weddel who said at least one ID must have a photo on it.--HEARD

WHAT THE HELL'S THE TREE FOR ON PAGE 10

FONTAS PIZZA

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in ascsu office

FREE UNIVERSITY'S SPRING LINE-UP

Free University is offering an outstanding list of courses this quarter, which are to be held in the late afternoon and evenings. These courses are open to all interested persons both students and nonstudents, and members of the program strongly urge all townspeople to attend in order that a more "cross-sectioned" intercommunication can take place.

On Monday nights David Solomon is conducting a class entitled "The Word is Hip". This course has met a tremendous response in the past and is basically concerned with a study of right and wrong, versus good and evil with works of contemporary artists being used as a background. It will be held in room 230 in the Student Center at 7:30 on Monday nights.

Professor Victor Savtini is offering a course in Basic Italian Conversation and Reading on Monday and Thursday nights in room 200 in the Student Center at 7:00. The course will center on the cultural values in modern Italian.

Also on Monday nights at 7:00 in room 210 is a course entitled SDS Tactics and Idealism. This course is designed to examine the ideals of S.D.S. and place them in a proper perspective in terms of acting toward those ideals. All people who agree, disagree, or are not familiar with SDS are invited to attend.

On Tuesday nights Bill Burnett is offering a class entitled "Dealing with Poetry". The class will provide an opportunity to read and discuss relevant poetry. The participants will determine what is relevant in poetry, so if any person has particular interests please try and attend regularly.

Also Don Leach is offering a course in auto mechanics on Tuesdays at 5:00 p.m. The place will be determined at a later date. For more information please call 482-5135.

Larry Davidson is offering a course in Education and the Insignificance of Life on Wednesdays at 7:00 in room 226 of the Student Center. Proposed texts include: Summerhill by A.S. Neil; The

Harrod Experiment by Robert Rimmer; Compulsory Miseducation by Paul Goodman; and Education and the Significance of Life by J. Krishnamurti. The course is designed to examine the education process as it exists in the U.S. today.

Also on Wednesday afternoon Fathers Robert Schmitt and Jere Pramak are offering a course entitled Church Renewal--The Dialogue for Change. It will be held at 4:00 in room 210 of the Student Center and will feature discussions on the Underground Church, the theology of dissent, a New Understanding of Church Mission, and New Movements in Christianity.

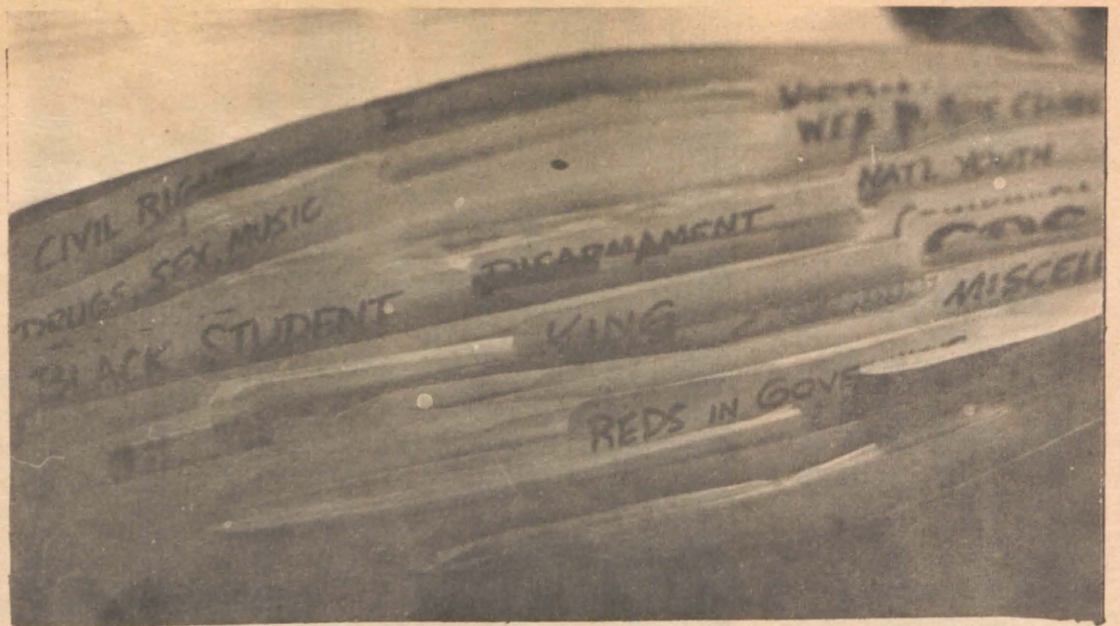
Also on Wednesdays at 8:00 Dr. Puls of the Student Health Center will hold a course on First Aid in room 224 of the Student Center.

Wednesday will also feature one of Free University's most thought provoking classes "The Function of the University", with seminars including several University Vice-Presidents and administrators and top-level professors. To be held in room 220 in the Student Center on Wednesdays at 7:30.

Thursday nights will feature two courses, both of real relevance to all. Floyd Shoemaker is offering a course in "Interpersonal Communication" at 8:00 in room 232 of the Student Center. The course will deal with individual expressions of emotions, feelings, and ideas, as well as the problems and hang-ups encountered with these expressions.

Also on Thursdays at 8:30 at 2915 W. Mulberry a course is being offered entitled "Women's Liberation". It deals with the present discrimination against women, and the methods women can use to combat it, and the beneficial and detrimental aspects this new responsibility will entail. All interested women are invited to attend and can call 482-7903, 491-3725 or 491-5649 for transportation.

Free University also has a lecture series in progress, which will feature Dr. Ruth Rumley on April 29 speaking on the "Student Punishes Himself." On May



DAVID E. GUMAER'S FILE!

6th Mr. Ken Monfort, the 1968 Democratic nominee to the U.S. Senate and recently appointed State Board of Agriculture member will speak on the "Student and Politics" at 7:30 in room 228 of the Student Center.

On May 13th Dr. Arthur Evans will speak on "Student Nonviolent Resistance". The last speaker will be Senator George Brown from Denver who will speak on May 20th on "The Student and the Race Question".

Further courses in the areas of Drugs, Brother-Nature, Bridge, Student Rights, and Black Art and Culture are being set up. Information will be released at a later date.

Everyone is invited to attend all of these courses.

Nothing is so galling to a people, not broken in from birth, as a paternal or, in other words, a meddling government, a government which tells them what to read and say and eat and drink and wear.

Thomas Babington
(1800-1859)

FOR INFORMATION ON

DRUG USAGE

AND ABUSE OR

EMERGENCY DRUG INFO.

CALL MARK OR DAVE

484-4568

GARY HINRICHS

ASCSU OMBUDSMAN

office hours: 12-2:30 daily &
by appointment

student government complex

482-5135

questions?

complaints?

suggestions?

ideas?

problems?

KNOW YOUR LEGAL RIGHTS !

1. When a policeman approaches, DO NOT RUN. STAY COOL. If the officer asks for your name and address, you need not give them, but be prepared to suffer whatever consequences he may impose. If he wants to see your drivers license and you are at the wheel of a car, you must show it to him.
2. You are NOT required to answer any questions or give the officer any information to justify or explain your presence. You should realize that IF HE SUSPECTS YOU of being involved in a crime, HE MAY STILL ARREST YOU and try to secure the information from you later. If the officer seems to have no apparent reason for detaining you, you should ask whether you may go. If he says "yes", it is best to leave the immediate area quickly.
3. If the officer says "no" or "stay here" or "come with me", or otherwise restrains you from moving CONSIDER YOURSELF UNDER ARREST AND OBEY HIS COMMANDS. DO NOT RESIST THE OFFICER OR BECOME DISORDERLY. You will either be committing a criminal act or endangering yourself.
4. If you are under arrest, ask the officer upon what authority and for what crime he is holding you. He must tell you.
5. If the officer is arresting you on the basis of a warrant, ask to see it. If he does not have it in his possession, remember to demand to look at it at the station house.
6. Except where "Stop and Frisk" laws are in force, AN OFFICER MAY NOT SEARCH YOUR PERSON UNLESS HE HAS A SEARCH WARRANT OR IS IN THE PROCESS OF ARRESTING YOU. If you are being arrested, the officer may search you, and to a limited extent the car, the house, or other premises occupied by you or under your control at the time of the arrest, without a warrant. In all other cases, the officer must present you with a warrant carefully describing the person or place being searched and what is being searched for.
7. When you are at the police station, you have a right to request the help of a lawyer (you may be limited to one phone call). YOU ARE NOT REQUIRED TO ANSWER ANY QUESTIONS OR SIGN ANYTHING UNTIL YOUR LAWYER IS PRESENT. ANYTHING YOU DO, SAY, OR SIGN, even if it does not seem incriminating at the time, MAY BE USED AGAINST YOU LATER.
8. At the police station, you will be booked, and may be fingerprinted and photographed even if you don't agree to it. You should demand an itemized receipt for everything taken from you.
9. You cannot be forced to take a "Lie Detector" test. A BLOOD OR BREATH TEST MAY BE PERFORMED in a reasonable manner even if you object.
10. You cannot be placed in a line-up in the absence of your lawyer.
11. When your lawyer arrives, tell him immediately of anything that seemed unfair just before, during, or since your arrest, while the events are fresh in your mind.
12. WARNING: CONSULT YOUR LAWYER FOR STATE AND REGIONAL VARIATION FROM THESE GUIDELINES AND FOR ALL LEGAL ADVICE.

If you have any questions, call Kent Young, ASCSU Director of Student Rights. 482-5135.

Midterms?**Buy****Class Notes**

Available at ASCSU Office

12:30 - 5:00 PM

Experiment in Education

(CPS)---This is the story of the State University College at Old Westbury, N.Y. Westbury is an experimental school conceived by a coalition of Kennedy-style liberals and State University bureaucrats. Begun with high hopes, it has turned out to be one of the most creative attempts by the System to re-channel disenchanted students' energies "constructively."

Old Westbury students have been edscribed as "hand-picked rebels" politically all somewhere left of Hubert Humphrey. They came to Westbury as the Pilgrims came to the New World---to build the city on the hill---attracted by promises of "full partnership" and a "relevant educational experience."

Some, mostly white middle-class students, came as missionaries to reform; other, mostly non-white lower-class students, came as natives to be reformed. A small minority of both white and non-white students came as skeptics, to enjoy the idyllic atmosphere of a Long Island estate and to challenge the Westbury approach to education.

Because of the small intimate situation of the campus---83 students on a first name basis with 15 teachers and administrators---the administration was able effectively to reduce all political and academic problems to problems of psychology. Both faculty and students became aware of contradictions in the experiment, but at the same time became immobilized from acting out the consequences.

With all the power centralized in the hands of President Harris Wofford (a well-known educator and former adviser to Presidents Kennedy and Johnson) and his advisers, faculty members and students became pawns in a life-size chess game---its object, legitimizing the college.

Political confrontations began when the administration began moving into areas in which the various campus factions had primary interest; the first was selection of new faculty. The Westbury faculty (under the "full partnership arrangement") expected to select their own colleagues; the students (under the same illusion) demanded a voice in the selection; the President said the power of appointment was his alone.

A compromise was finally reached under which a committee of elected faculty and students would select candidates from the applications, and the President would appoint them. Wofford retained veto power, but he could not appoint anyone who had not been selected by the committee. This seemed to work well until the committee selected a candidate who did not meet with Wofford's approval.

At the same time a faculty member was not

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INSURANCE-

(continued from page 1) credit hours or more for \$19 per year which pays expenses up to \$1000 per accident that are incurred within 26 weeks of that accident.

According to James Sanden, business manager for the Health Center, the purpose of making such insurance compulsory would be to increase the volume of premiums which would make it possible to increase the insurance benefits with as little increase in rates as possible.

Sanden said that the compulsory insurance would help the Health Center provide better services by "keeping our working budget up." He continued, "We are not trying to make a profit, we are trying to provide the maximum services possible."

If the State Board approves the compulsory insurance, Sanden said that one possible method of implementing it would be to automatically bill the student at registration for the insurance. If a student already has insurance that the Health Center feels is adequate, the student could have his money refunded.

Sanden is compiling a more complete explanation of the compulsory insurance program which he hopes to have available to the students within a week.--EWY

DON'T GET BUSTED!**College Days legal advice notice**

available in

ASCSU information office**FREE U COURSE**

SDS - TACTICS & IDEALISM

MONDAY 7:00 P.M. Rm. 210 S.C.

All interested people are welcome.

STUDENTS ARE NIGGERS

JERRY FARBER

This article is reprinted by permission of the author. "Students are Niggers" has appeared in many student publications and TRANSITION has recently received many requests from CSU students to reprint the article. TRANSITION's purpose in reprinting this article is not to directly offend anyone on the basis of "four-letter words" alone but rather the purpose is to induce CSU students to take a searching look at their own "academic environment"--IT IS HAPPENING HERE!!!

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation and into the nitty-gritty of human needs and hang-ups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

At Cal State L.A. where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a niggerlover. In at least one building there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law barring student-faculty love-making. Fortunately, this antimiscengenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections--their average age is about 26--but they have no voice in the decisions which affect their academic lives. The students, are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally,

when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor"---and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member), they tell him what to read, what to write, and, frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says "jump", students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out--each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a pro; I wish he were. He does it to prevent cheating! Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in a rage when they fall asleep.

Just last week, during the first meeting of a class, one girl

got up to leave after about 10 minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is NOT dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through 12 years of public school for nothing. They've learned one thing and perhaps only one thing during those 12 years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshman come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths" as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's

ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's the infamous "code of dress". In some high schools, if your skirt looks too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change while he, presumably, jacks off. Boys in High school can't be too sloppy and they can't even be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties and stingy brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others--including most of the "good students"--have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in Gen-

eral Education requirements. They're pathetically eager to be pushed around. They're like those old grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats u real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some student at Cal State, L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thickwitted and subject to frequent spells of laziness. They misread simple questions. They spend their night mechanically outlining history chapters which meticulously fail to comprehend a word of what's in front of them.

The saddest case among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom even low grade is torture who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples, their bowels boil audibly across the room. If there really is a Last Judgement, the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to this, we have to take a long look at Mr. Charlie.

birth control --

Bruce ? Bailey

482-5150

student s...

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They are short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California State colleges the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs, with their pants down mumbling catch phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now, of course, there's the opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening, are copping out again. And in the high schools, you can forget it. Stillness reigns.

I'm not sure why teachers are so chicken-shit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons who are unsure of themselves and need weapons and the other external trappings of authority.

At any rate teachers ARE short of balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State

Legislature may shit on you; but in the classroom, by God, students do what you say--or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run, it's more powerful. At your personal whim---anytime you choose---you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear--fear of the students themselves. After all, students are different, just like blackpeople. You stand



exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal massive ignorance---and parade a slender learning.

The teacher's fear is mixed with an understandable need to be admired and to feel superior, a need which also makes him cling to his "White supremacy." Ideally, a teacher should minimize the

distance between himself and his students. He should encourage them not to need himeventually or even immediately. But this is rarely the case. Teachers make themselves high priests of arcano mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the need to give and the need to hold back the desire to hold them in bondage to him. I can find no other explanation that accounts for the way my own subject, literature, is generally taught. Literature which ought to be a source of joy, solace and enlightenment, often becomes in the classroom nothing more than a source of anxiety---at best an arena for expertise, a ledger book for the ego. Lit-

erature teachers, often afraid to join a real union, nonetheless may practice the worst kind of trade-unionism in the classroom; they do to literature what Beckmesser does to song in Wagner's "Meistersinger." The avowed purpose of English departments is to teach literature; too often their real function is to kill it.

Finally, there's the rankest reason of all for the master-slave approach to education. The less trained and the less socialized a person, the more he constitutes a sexual threat, and the more he will be subjugated by institutions such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white man so fearful of integrated schools and neighborhoods and which makes the castration of Negroes a deeply entrenched Southern folksay. We should recognize a similar pattern in education.

There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachment on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

How does sex show up in school? First of all, there's the sado-masochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the teacher in his Ivy League equivalent of a motorcycle

jacket. In walks the teacher---a kind of intellectual rough trade---and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be flagellant. With us the perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter---sanitized and abstracted thoroughly divorced from feeling. You get "sex education" now in both high school and college classes; everyone determined not to be embarrassed, to be very up to date, very contemporary. These are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly administered." And then, of course, there's still another depressing manifestation of sex in the classroom: the "off-color" teach-

er, who keeps the class awake with sniggering sexual allusions, obscene titlers and academic unnuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

What's missing, from kindergarten to graduate school, is honest recognition of what's actually happening---turned-on awareness of hairy goodies underneath the petti-pants, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is and like it is. I don't insist that ladies in junior high lovingly caress their students' cocks (some-day, maybe); however, it is reasonable to ask that the ladies don't, by example and stricture, teach their students to pretend that those cocks aren't there. As things stand now, students are physically castrated and spayed---and for the very same reason that black men are castrated in Georgia; because they're a threat.

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than psychological terms. Work them out. It's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing, damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier and more timely word, you can only program

students...

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt recently finished a folk dance class. For his final exam, he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe." And then the teacher graded him A,B,C,D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay? Make something? Then the teacher announced that a 20-page term paper would be required--with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I do it. I'm the Adolph Eichmann of English 323. Simon Legree on the poetry plantation. "Tote that lamb! Lift that psondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitude toward school and my own residue of UCLA method are turning them off.

Another result of student slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness--over 16 years--to remain slaves. And for important jobs, like teaching, we make them go through more years,

just to make sure. What I'm getting at is that we're still more or less niggers and slaves, teachers and students alike. This is a fact you want to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. This may be a mistake, though. Dropping out of college for a rebel, is a little like going North for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about and eventual reward in the Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum. They could raze one set walls and let life come blowing into the classroom.

They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at--a "field of action" as Peter Marin describes it. And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons--their own reasons.

They could. Theoretically. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students as for black people, the hardest battle isn't with Mr. Charlie. It's what Mr. Charlie has done to your mind.



CIVIL WAR... every 100 years?

O Liberty! Liberty! How many crimes
are committed in thy name!
Madame Roland
(1754-1793)

AWS Honor Night

AWS honor nite will be May 12 at 7:00 pm in the west ballroom of the Student Center. Tickets can be purchased from your dorm representatives, and there will be a limited number at the University Box Office until May 9. The tickets are 75¢ each.

Honor nite has traditionally been the occasion when outstanding CSU coeds have been honored. The new members for Spurs, Hespercia, and Mortar Board are tapped. Various womens organizations give special awards, outstanding women scholars are recognized scholarship are given and various AWS Miss awards are given.

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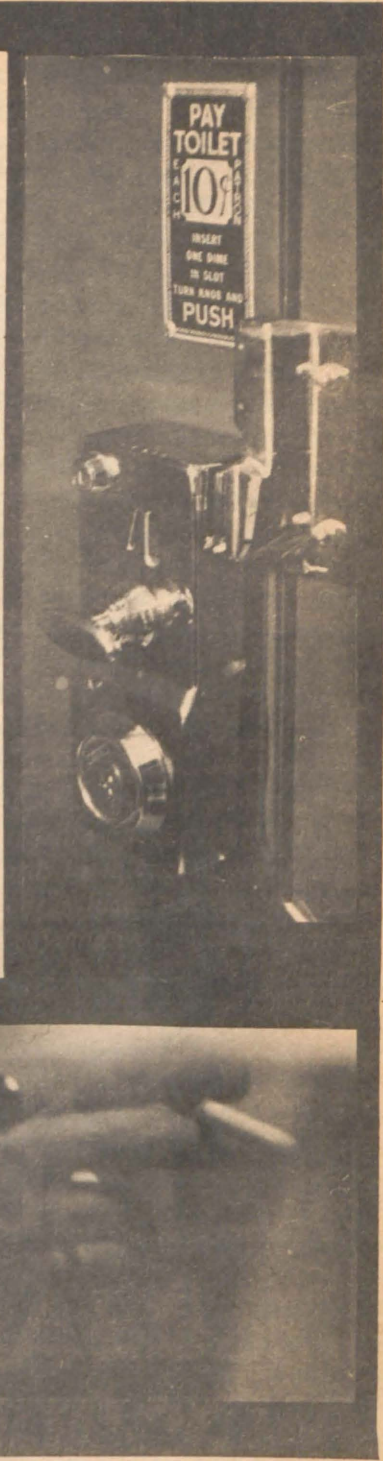
(continued from page 5) rehired by the administration for next year because he acted in an "unprofessional fashion"--also against the vote of the Faculty Selection Committee. When a state budget cut halted further faculty appointments, the committee dissolved itself, somewhat disenchanted with its effectiveness.

Meanwhile another confrontation was shaping up over the demand of the non-white caucus for 50 per cent representation of non-white students on campus. A student meeting approved overwhelmingly a policy reserving half the new student positions for non-whites; a faculty meeting (the main forum on campus) rejected it by a narrow margin after Wofford declared he could neither morally nor politically support a quota system. In January the majority of students moved off-campus to begin their second-semester field projects, and Wofford moved to re-define and re-direct the college. Westbury was divided into three constituent colleges:

a disciplines school, a learning-by teaching school, and the original urban studies school. Provosts for the first two were appointed, again by-passing the Selection Committee. When radical students began organizing against Wofford, he offered them a fourth constituent college of their own. Negotiations broke down when it became apparent that the radical coalition was unwilling to be co-opted. Old Westbury is an experiment only in the sense that it provides more data to further substantiate the student movement's critique of the universities and the liberal bureaucrat who run them. The students are not effective as a group because they cannot define their self-interest within the terms of a traditional political power struggle. The faculty, as usual, are more familiar with the terms of such campus power politics, and have influence chiefly at the expense of the students and administration. There is no ultimate contradiction between faculty power and administrative control since the faculty defines itself in the most conventional terms. The students find themselves, as students do on any other campus with the power to disrupt the structure, but not to change it in any fundamental way. Westbury students have and even more unusual dilemma since the entire student body is but 83: they cannot even easily disrupt when ten percent of the student body is only eight students! The numbers condition, of course, is only temporary. As the College grows and the extended-family atmosphere disappears, mass student actions will become possible. There is little reason to believe that Old Westbury will fare any better than any other institution in this country. There is even evidence that it may not be able to do as well as some of the more "liberal" institutions.

Scenes
at the
Poverty
Conference

(?)



KEN MONFORT

NEWLY APPOINTED STATE BOARD OF AGRICULTURE MEMBER

WILL SPEAK ON...

"THE STUDENT & POLITICS"

ON

May 6, 1969 7:30 P.M.

Room 228 Student Center

Poverty Conference

(continued from page 1)

ty, said that, "the poor work harder, longer, and under more trying conditions than most Americans," He said they become poor because "they are subjected to the action of external forces which deprive them of adequate income---job shortages, enforced retirement, accidental disabilities, and obligations to care for dependant children." These problems are all accentuated by "wage scales, size of transfer payments, availability of credit, race discrimination and so forth.....(which are all part of the functioning American political economy." For these reasons, he said, "people who start poor tend to stay poor; poverty reproduces itself."

"Poverty is a product of the social structure," stated Dr. Valdez, and continued "our real job is to change and redesign society---our institutions and our own social character." He concluded, "We do need a revolution in this country, a revolution of the mind and the spirit of man."

Following the keynote address by Dr. Valdez, the various activities of the conference began. A reception honored the panelists, speakers, and out-of-state visitors to the beat of the Metro State Band Friday evening, followed by an evening of entertainment in the Cathedral Room. Entertainment was provided by the "Mystic Moods" Band, a group of folk singers and dancers, and cash bars. At the suggestion of the conference leaders, all had a "good time."

Saturday morning opened with a general session featuring three speakers: Mr. Vine Deloria, former president of the National Congress for Indians, Dr. John Mitchell of Westminster College, and Mr. James J. Hearn of the Office of Economic Opportunity.

Mitchell, discussing governmental programs, said that the war on poverty was only a "social charade" and that we must "reorient our entire social and political thinking" in order to "radically change the distribution of income

(OEO), contended, "As hopeless as it stands, wherever it stands, this country has a history, and a record has been made in the area of reform."

The remainder of the morning and afternoon was spent in workshops and seminars. The workshops dealt with migrant and farm labor, organizing, housing, economics, politics, industry, education, sociology, and other aspects of poverty. The participants in the various workshops were lectured to by groups of panelists. The reaction seminars which followed the workshops were styled more in the form of audience participation in which many ramifications of each topic was extensively discussed.

The Saturday evening activities included a pre-banquet concert by the world-renowned flamenco guitarist, Rene Heredia. The toastmaster for the banquet was Dr. Weldon Rotz of the Metro State sociology department. Unfortunately, many of the participants in the conference could not afford the extravagant banquet, costing \$4.80 each. The day was concluded by a conference party, featuring entertainment by "The Imaginations" band and cash bars.

The closing session of the poverty conference was held in the United States or we are not ever going to have a decent, just, and humane society."

Talking about Indian poverty, Deloria denounced the U.S. government by noting that it is profitable for them to maintain Indians in a state of deprivation, for congressional action always favors "white men's" special interests over Indian interests. "The time is going to come when minority groups in this country are going to say the Hell with it...and when that happens---we took care of Custer and a lot of guys before---we can contribute our part."

Despite the statements of Deloria and Mitchell regarding governmental insensitivity, Hearn, representing the Office of Economic Opportunity

the Crown Jewel Room of the hotel. It was here that some of the discussions and debates turned to what was considered viable actions. A series of resolutions showing the general consensus of participants were approved as a summation of the conference.

Among the 12 resolutions passed were a guaranteed annual income, meeting 100% of minimum need as a criterion for public welfare payments, changes in school curriculum, benefit for the community, full commitment, not token effort, of industry to seeking solutions to poverty, and that in the future conferences be conducted in atmospheres more conducive to participation of the poor. At present, however, there exists no organization to enact or enforce these resolutions, though suggestion was made that Metro State establish one.

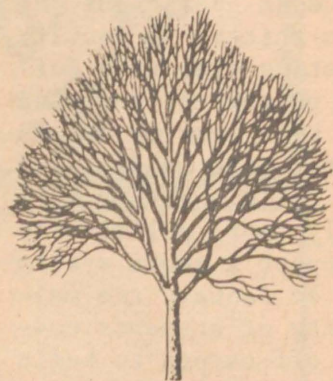
The seriousness and immediacy of the problem of poverty in the United States was defined repeatedly in the statements and emotions of some of the participants. The stereotypes and myths which have been developed by our society about the poor were exposed in many lectures. As one speaker pointed out, we often do not realize the

virtues which the poor have maintained despite the conditions: "At the same time it is often overlooked that the poor have strength and virtues. The poor are not impressed with formalities or with the kind of sophistication that tends to obscure rather than reveal persons. They are less apt to be prisoners of pride, more apt to be open about themselves, about life and its problems. They are better braced for disappointment, more humble in failure. Death is no stranger to them, and the poor are often much closer to it, more honest about it than others. They are in touch with the smell of the street, the violence and passions of men, the sufferings of their neighbors. As a result they are often more able than others to sort out and pay attention to actions that really matter and

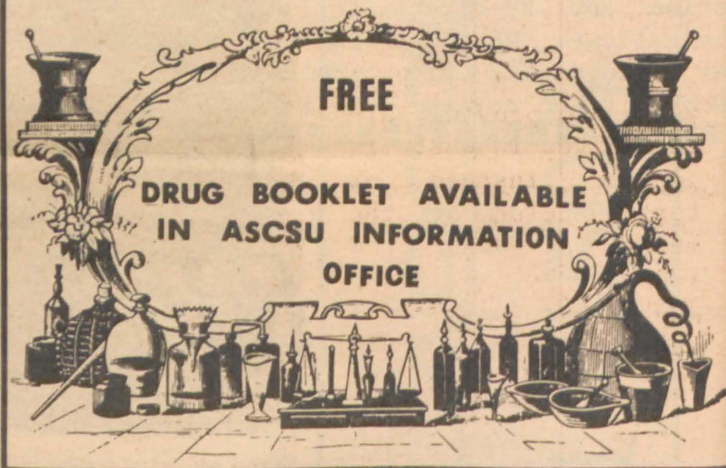
less apt to get hung up on things for appearance's sake."

The tragedy of this conference was embodied in the statement of one poverty-worker, explained in one of the workshops, "I'm not an expert. I suspect that the true experts on the culture of poverty are not here. They may be the people who are still back in the hollows or on the creeks, in the slums and the ghettos, in the migrant camps of the Mexican-Americans, and among the Indian Reservations."

Tedd Benson
Scott Dickerson



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peace rally

(continued from page 1)
ing programs involving youth..This is evident through history courses which teach that war is a righteous struggle and teach above all else the value of defending one society we believe that is youth are to guard the future of America as a peaceful nation and a weaponless world, it is necessary that we fight the current political training given in public and private secondary schools.

"If the human race is going to survive, we cannot allow the needlessness of nuclear weapons caused by an irrational attitude toward life, and attitude nurtured and developed by present schooling."

"The Colorado Student Alliance's designed to develop a future for youth and for the human race."

Judging from the context of the total speech, it seems that what he was talking about is a way of re-vamping the educational system in such a way as to provide alternatives in what is learned instead of forever being at the mercy of what the teacher believes or what the administration feels the teacher ought to believe.

Following the high school student, Tom Hayden, National secretary of the Students

for a Democratic Society addressed the crowd. He began his lecture by congratulating the high school students for their part in the movement and then talked about the kinds of things that are happening in other high schools around the nation. He limited the rest of what he said to a discussion of the politics of Vietnam, a history of American intervention and summed up the talk with three definite things he thought people could do to oppose the Vietnam war.

"A lot of people have been under the illusion that the war in Vietnam is somehow over and the Administration in Washington is trying to perpetuate that illusion. Now just because they're sitting in Paris talking and just because the bombing has been suspended, we have to realize clearly that this does not mean the war is over."

"The only reason that Henry Cabot Lodge is sitting at that table in Paris is because the United States has not been able to win, the United States is being pinned down on the battlefields in Vietnam."

"The goals of the United States in Vietnam remain the same as they have been since the 1940's...that South Vietnam (and their interests) should be subordinated to American military and economic interests...the only thing that has changed

are the methods."

Hayden then spent some time outlining Nixon's part in the history and how there has been a great difference between what is in his heart and what is on his tongue. "...the Richard Nixon says he has a secret plan which he cannot reveal and says to us that if we are quiet for the next six months we will be able to look back and see that he did the right thing"

"I see three very obvious things we can do" (about the Vietnam war): Number one is that we can make it impossible for the military and their allies to operate in our high schools and in our colleges."

Hayden explained the role of the ROTC program within the total military establishment and added, "they should be driven out...every time you strike a blow against the ROTC you strike a blow against the military regime. The second thing is to close down the draft system for once and for all. The number of college people, going into the armed forces and going to Vietnam is going to increase dramatically this year because they've sort of run out of the working class people...At the present time only five percent of the people in Vietnam are college kids. By the end of this year it will be one out of

three...and they're going to take care of...the people who are trying to postpone, or cut off, or avoid that confrontation with the draft board which has to come this year."

"The third thing we have to do is take a friendly attitude and a supportive attitude toward the G.I.'s...they are the people who are paying a much greater price than any students on white college campuses."

Bernadine Doren who followed Tom Hayden and also represented the SDS spoke about the war, the schools and what imperialism means in statistical terms. Her speech seemed to be an extension of Tom's with an attempt to show that what is happening in Vietnam is not untypical of the U.S.

"There is no way to be neutral in a time of war...and anyone who tries to be neutral today is, in fact, siding with the oppressor."

She then talked about who the oppressor is and how functions.

"Schools are necessary to the function of imperialism...the whole educational system in America is a gigantic channeling process; organized systematically to preserve class and colonial positions in this society."

"Three percent of America controls nine-

(continued on page 12)



TOM HAYDEN

FORMER STUDENT HELD IN JAIL

Susan Marie Parker, a 22-year old former CSU honor student, is presently being held in Denver County Jail for refusal to testify before a Federal Grand Jury. Miss Parker was subpoenaed before the Grand Jury to testify on the Cameron David Bishop alleged sabotage case. After pleading the Fifth Amendment, Susan was informed by U.S. Justice Alfred Orraj that she was granted immunity. There is a possibility that the immunity applies only to the Federal laws concerned, however, and she could still face indictment on State, County, or City laws. According to her lawyer, Joseph St. Veltrie, Susan decided to continue to plead the Fifth, and refused to testify. She was subsequently ordered to be placed in jail by Justice Orraj, for the remainder of the Grand Jury's term, approximately 16 months.

There will be no bail for Miss Parker, the court decided, as she is considered too important a witness to be released. In cases of this nature, the subject appeals have historically failed.

Susan Marie Parker can be written c/o Denver County Jail, Smith Road, Denver, Colorado. The letters will be opened and read by jail officials. Susan will not be allowed books and visiting hours are restricted to 1-3 Tuesday afternoons.

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SPECIAL ACTIVITIES COMMITTEE

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peace rally

(continued from page 11) ty per cent of the wealth--people have to understand what capitalism means in real, specific ways, where power is in America. And furthermore, our country has six per cent of the world's population and controls sixty--six per cent of the world's resources. That's what an Empire means, that's what Imperialism is."

"Most high schools prevent people from becoming educated, prevent people from learning to read and give them direct tickets into the Army, into an employed labor force or into low-level technician jobs. Of the 26,000 high schools in America only 5,000, less than one-fifth produced 82% of all college students in America. These statistics are directly correlated with parent's income...it is necessary to say that schools should be opened up or shut down."

"Corky" Gonzales, a resident Coloradoan, head of the crusade for Justice and instrumental leader of the West Denver High School movement, was the next to speak. What he had to say was a depiction of the Chicano movement. He spoke about why it evolved and what it means. "We have set the stage for nationalism, but please don't misunderstand nationalism for racism. Nationalism for us is a way of self-preservation, it's a way of coming together and loving each other, understanding our culture, preserving it and offering these values to you, offering these values to the world."

After setting the stage of a proud Mexican American culture which has only recently evolved in a nation permeated by repressive tactics, Mr. Gonzales went on to comment at length about the relevance of the barrios, or the Spanish-American ghettos and why they are instrumental in the struggle for freedom. He concluded that discussion by making specific reference to the situation in Denver: "Seventy per-cent of the Mexican Americans never get out of high school in this city, but 80% of the kids in the reform school at Golden are our children."

Since this situation has persisted for so long "Corky" prophesied "That in the future our children will not be put away for juvenile acts but for acts of revolution. Today the Chicano is moving out and not identifying with any of the corruptive and hypocritical laws that decide our fate."

"Our people must be organized by our own.. and we are calling for action, we are educating our young people about the war in Vietnam, we are educating them not to be the lackys which are out to destroy other oppressed peoples and minorities by the industrial combines and the military combines of this country."

He concluded his lecture by warning the crowd that in the future there will be a national boycott of grade schools, junior highs, high schools and colleges by Mexican--American students. Mr. Gonzales added that we must "either change this educational system and make it relevant to our culture, our history, our contribution, or it will be destroyed."

The final speaker at Cornell University and San Francisco Sta-

peting with a helicopter which was hovering directly overhead, was the leader of the Denver Chapter of the Black Panthers, Lauren Watson. His talk was directed towards the revolutionaries in the crowd and he limited his comments to the meaning of revolution for a Coloradoan.

"For a long time Colorado has been the political backwash of the country and because of that we have a lot of people who are attempting to move who are being stifled by the reactionaries."

"And we find that people have been forced to sit down and make compromises and negotiations with the reactionary administration forces up at CSU. We know that something is wrong there because that's not what the struggle is all about. The struggle is not for the Board of Administrators at CSU to hand out their demands and say that this is the way it's going to be. It was a sellout. It was a farce. It was a compromise. And it was a traitorous act when you consider the actions of the students at Cornell University and San Francisco Sta-



LAUREN WATSON

te who wouldn't have stood for that bullshit for ten minutes."

Watson then talked about revolutionary actions and the kinds of things that are necessary to keep the movement going. He mentioned the fact that those persons are prisoners of drugs have no place in the movement. The rest of the quotes that follow are assorted comments on several different subjects that characterize his rather lengthy speech.

About the school system: "People have been walking around in our schools describing themselves as teachers and claim to be teaching. And students graduate from these schools and think they have an enemy several thousand miles on the other side of the earth in Vietnam. But the only enemy they have is that dumb--ass teacher who has been telling them all that bullshit for 11 or 12 years."

About the state legislature: "They can't tell you they are going to give you a model cities program. Now

how in the hell is the same Administration that's attacking and terrorizing the Mexican--American students on the West side, Black people on the East side and Hippies on Capitol Hill going to give you a model city.

About the Black Panthers: "We have no business being nice to people who are murdering us. We have no business being nice to people who are using people from our neighborhood to murder people in Vietnam. We have nothing to be nice about. We are not nice people."

And finally, about the revolution and its potentialities. "We have to recognize that there's no such thing as impossible because everything we are doing today is impossible. It's impossible for the Black People to take up the gun and defend their own community, but that's what we're doing today--the impossible. And we're going to continue to do the impossible because the possible has already been done."

--TEDD BENSON



CORKY GONZALES

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