

SUPPORT THE STRIKE!

Much confusion exists among the University Community about the demands of the Third World Liberation Front (TWLF). Chancellor Heyns has issued a very cleverly worded, very misleading statement designed to further obscure the issues, increase confusion, and generally draw support away from the strike. In the statements Heyns outlines the "extensive" efforts he has made on behalf of minority persons. He tells us that a Black Studies Program has been granted, and that a Black Studies Department is under consideration. So then, what are we asked to strike about?

Disregarding the fact that Heyns' "extensive" efforts have resulted in 4 Black faculty members, 9 Mexican-Americans, and one Indian; that if Black, Brown, Yellow, and Red minorities were given employment and admitted to student status up to their percentage in the state their numbers would increase by over 8,400, let us take up the issue of the TWLF demand for an ethnic studies college. There are two fundamental ways in which the demand differs from Heyns' proposal.

The first crucial issue is that of self-determination. The TWLF demands that an autonomous Third World College be established, with its own admissions policy and disposal of funds. Control of the College would be by Third World students, with admissions open to all races. This is quite different from the administration proposal, which would structure the department in the same way as other departments, thereby allowing the same sort of Regental-Administrative control that exists elsewhere. The Third World Liberation Front is saying, in effect, that if they feel that Eldridge Cleaver should teach, then they, and not the administration, not the Regents, not Reagan or the interests they represent should make the decision. They are demanding control over the college in order that it serve their own needs. Nothing else is acceptable. A college controlled by the administration and Regents with their racist, big-business interests could never serve the needs of minority people who are directly oppressed by these interests.

The second central demand is for open enrollment for all Third World people who apply to the University. This demand follows logically from the first. In this society entrance exams and grades serve to screen out those persons who have not had an opportunity to receive an education, or have not accepted the standards of middle-class white society. We have been conditioned by American middle-class standards to accept an elitist view of education. The exclusion of Third World people is paralleled by the exclusion of poor and working class whites. American education is geared to the maintenance of a ruling elite, and the exclusion of Third World and white working class people is necessary to this end. If the university is to be a vehicle to break down the barriers of racism, and class oppression, it must not adopt the racist, elitist standards imposed by the rest of society. Ronald Reagan's proclamations notwithstanding, education is a right not a privilege. Every person is entitled to as much education as he wishes and can utilize. The Third World Community has too long been deprived of this education. It is the duty of the state university to rectify this situation by opening its long-closed doors to the Third World Community in the Bay Area.

is qualified for an education if he desires it and wishes to use it for the benefit of his people.

OUR STRUGGLE TOO!

These demands must be met if the University is to operate in the interests of the majority of students on this campus for several reasons:

1) The institution of the Third World College would contribute to an enclave of free education on this campus, education from which all students would benefit.

2) The implication of the Third World College would constitute, if carried out to their logical end, a radical restructuring of the University in order to make it better serve the interests of the students and the oppressed communities in America. To fight now for the Third World Liberation Front demands is to begin the struggle for the liberation of the whole university from the stranglehold of Regental control.

3) The struggle against racism is part of the struggle that breaks down the barriers that artificially separate us all, and allows us to come together in our joint fight for freedom and equality in this society.

NEED TO FIGHT

To win these demands we must be prepared to fight. The Regents will not simply give away their control over education in this state. We must be prepared to wrench it from them as they have been and are prepared to wrench from us the education that we find relevant to our lives. There can be no doubt that an effective strike can win. The experience at S.F. State illustrates that it is politically impossible for them to leave the campus closed. They must either crush the strike or capitulate. The more effective the strike, the sooner they will give in.

NO MIDDLE POSITION

When a struggle of this sort breaks out, some people feel very unsure of their position: should they support the strike or not? They can only resolve the question in one of two ways: either they continue to go to class, though troubled, or they remain at home. By going to class, regardless of their mental position, they are helping to break the strike, and tacitly siding with the administration. By joining the picket lines or by staying at home they are helping the strike to win and advancing the demands. It is your choice: scab and support the Reaganite attack on oppressed people throughout the state (including yourself); or JOIN the line or stay at home and aid in the struggle for liberation--THESE ARE THE ONLY OPTIONS OPEN.

STRIKE SUPPORT COMMITTEE