

MARCH ON THE WHITE HOUSE!

MAY DAY

MAY 4, WASH., D.C.

DEMAND:

SMASH RACISM

Throw the racists —
—off the campus

Stop racist school cuts

Build a Worker-Student Alliance

LOOK OUT! The U.S. government and the oil billionaires have already started the spring offensive against us. Soaring prices, record corporate profits, rising unemployment, racist spokesmen on the loose, no college financial aid, the gas lines. . . .

BUT NIXON AND THE RACKETEERS WHO run the show better watch out themselves. The MAY DAY action in Washington is our offensive against them. This year's action will be an international caravan of demonstrators streaming (not streaking) across the country and from Canada to a march through the streets of D.C. followed by a massive picket line at the White House.

From all parts of the country workers, students, professionals, the unemployed and others will join each other just as Chicago's workers in 1886 joined to fight for the 8-hour day. May Day commemorates the famous struggle of those workers in Chicago who were fired upon by the police in Haymarket Sq. This Holiday has come to stand for international unity of all oppressed people in their struggle for freedom.

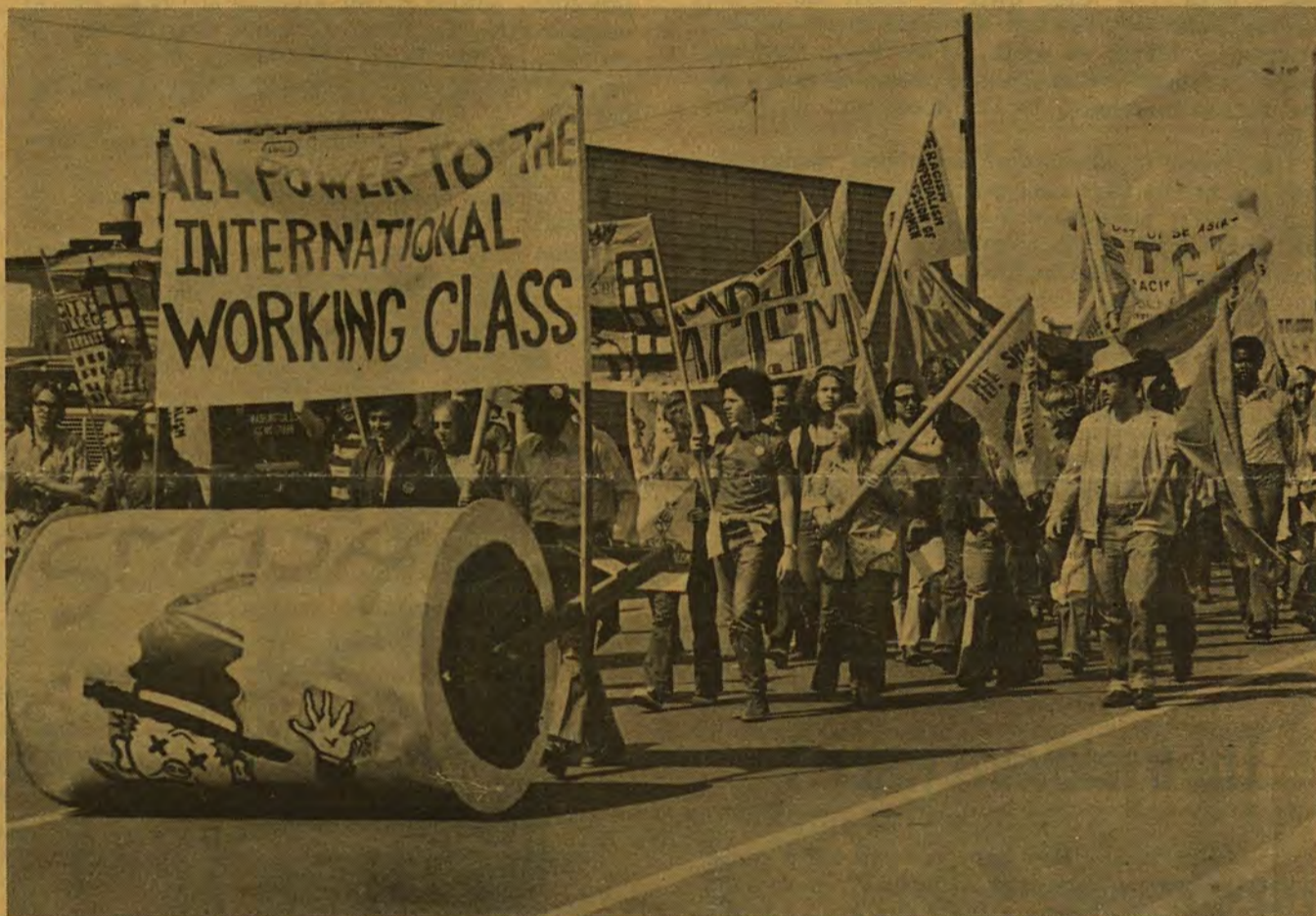
FIGHT RACISM

SDS is carrying the battle against racism to Washington because it is from the federal government that so much racism originates. The racist ideologists like Shockley, Jensen and Banfield whom SDS has been stopping in the U.S. and Canada are all linked to federal government policy in one way or another. Educational policies are patterned after Jensen's "hypothesis" that blacks are genetically inferior to whites and cannot learn. Funds for schooling are cut because of this. Meanwhile hundreds of thousands of dollars are doled out to those racists so that their "research" can continue.

MULTIRACIAL UNITY WILL WIN

In the past few months Shockley (who says "sterilize blacks") has been hooted off the stage at several campuses. These actions show that black students will not lie down in the face and genocide and that white students who have joined these anti-racist actions are learning that racism is their enemy, too. SDS sees racism as not only a divide and conquer technique of the government, but also as the cutting edge of the current attack on living standards.

On MAY DAY, join THE CARAVAN. GO TO WASHINGTON AND BUILD THE UNITY OF WORKERS AND STUDENTS, BLACKS AND WHITES.



Some of the thousands who marched in Washington, D.C., May Day 1972

Banfield Shouted Down at U. of Toronto!

TORONTO—On Thursday, March 13, 50 workers and students in a crowd of 200 shouted down racist professor Edward Banfield! This well known racist planned to give 2 lectures and two seminars to talk about how workers and minorities are inferior. After going to his first lecture and hearing this racist twerp answer their questions, people decided to shut him up.

BANFIELD SAYS THAT BLACKS ARE inferior to whites because of their culture." He says "the lower class individual lives in the slum and sees little or no reason to complain" (from "The Unheavenly City"). He claims that blacks like to live in the ghetto because it's exciting and that they don't care if their neighborhood is falling apart. He suggests lowering the minimum wage, putting more cops in the ghettos, and throwing the "dumb" kids out of school at 14 so they can start right in at those low-paying jobs.

In case anyone feels that this guy is merely a babbling idiot, not to be taken seriously he has the dubious distinction of being a government advisor on urban affairs, official consultant to the Committee on Economic Development, (whose recent report outlines a plan to throw working class kids out of the colleges), and a big cheese in the Urban Planning Dept. at U. of Penn.

It's good this guy was shouted down because in the

abstract a lot of people say racism is bad but when you do something about it all of a sudden it's a different story. The President of U. of T. almost resigned because he was unable to insure that Banfield would have a peaceful audience. They are now talking about arresting people for being involved in the action. These administrators are willing to go pretty far to protect these racists. WHEN HAVE THEY EVER DONE ANYTHING TO ACTIVELY FIGHT RACISM? NEVER! When people act in their own interests against these racists, they are arrested, beaten and thrown out of school.

WE CAN WIN! They push racism to divide us, but every day we can see more clearly how they use it as a club against everyone, black and white. The ruling class, through the media, tries to make white people feel that the rotten conditions they face are at least "better" than the blacks'. That way they get away with screwing everyone. Shouting down Banfield was a united fight and it's only the beginning.

See photo p.2

The next issue of New Left Notes will feature a debate on "Academic Freedom for Racists?" We welcome all opinions on this question. Write to SDS, Box 268, Jerome Ave. Sta., Bronx, N.Y. 10458.

Since 1492...

Racism, the belief that one race is genetically and culturally inferior to another has been practiced in the U.S. since the discovery of "this great land." "Home of the free" and "Equality of all" is just a cover-up by the bosses to justify their one and only goal—profits!

WHEN THE EUROPEANS DISCOVERED THE "New World" they were interested primarily in the exploitation of America's natural resources. So they underhandedly took the Indian's land claiming they were saving souls for Christianity. Then they realized that they needed workers—and the cheaper, the better. Indians, being the oppressed people were the first used, but were eliminated because they were "unprofitable" (they didn't work hard enough for their "masters"). The European bosses then imported white indentured servants but came to the conclusion that they were too difficult to handle and too expensive. They resorted to enslaving Blacks, who were from a foreign country and were not exposed to "the ethical ideas of Christianity." They could be handled with more rigid methods of discipline and could be morally and spiritually degraded for the stake of stability on the plantations. Black slaves were much cheaper and their free labor made their owners filthy rich, so they were very profitable. After reconstruction the bosses still profited by having Black employees, they were cheap labor. . . . They tried to defeat the white workers' efforts to secure the eight hour day by bringing in Blacks as scabs. When Black workers began to demand better working conditions and pay, the bosses threatened to fire them and hire immigrants.

The bosses' exploitation of Blacks and immigrants was justified by their salesmen, who arrived at some extraordinary discoveries that came from the toilet bowls of their minds. Their "research" found Blacks to be the lowest of all human beings, loving to live in filth and slums, uneducable, lazy, fun-loving and happy go lucky.

Today? The same old toilet bowl discoveries. Jensen, "Blacks are genetically inferior." Shockley: "Jensen's right—Let's sterilize them." Jencks: "We should not invest our money in programs to aid these degenerate morons." Banfield: "Blacks are culturally inferior."

The government decided these freaks are right so they sterilize, confine us in ghetto-concentration camps, cut financial assistance, and so on.

We, SDS, have been fighting racism since our inception. We will now put the latest salesmen of racism out of business.

The Irrelevant Racist

PHILADELPHIA—"How dare you call me a racist when I've been an anti-racist all my life?" croaked Dr. J. Mitchel Morse. "Damn straight you are a racist," said a member of SDS.

MORSE, A PROMINENT RACIST AT TEMPLE U. has written a book, *The Irrelevant English Teacher*, which says that "non-standard" English dialects are inferior to "Standard" English, the speech style of the upper class.

"Black English is a demoralized language, an idiom of fettered minds, the shuffling speech of slavery." (from Morse, p. 89). Morse says all dialects are inferior to "Standard" English because these dialects are incapable of communicating logical or even moderately complex thought. The implication here is clear: blacks are intellectually inferior to the "educated" elite. Morse suggests that anyone who cannot speak and write "Standard" English should be flunked out of the universities.

Last semester's SDS Anti-Racist Teach-In was a severe blow for Morse and the few faculty who defend him. Since then, Morse has flunked an outspoken anti-racist student in his class. SDS has been demanding this mark be changed along with other unjust marks.

Temple University's racist language policies are also under attack. Anti-racists on the campus have drawn up a language policy demanding:

—Elimination of the SAT requirement, since the verbal portion of this test is an exercise in manipulating "Standard" English.

—Credit for remedial courses and course content geared towards paper-writing, not just "Standard" English.

—Terminate teachers who flunk students for HOW they write a paper.

—English Dept. courses which teach "Standard" English to be labelled as such, indicating that this is a style required (by racist employers) for certain jobs.

—Future teachers to be taught popular English dialects.

—Fire Prof. Morse for racism and incompetence.

UCLA: Stop The Violence Center

LOS ANGELES—From the exploitation of campus workers to UC investments in the fascist S. African Apartheid system, from Chancellor Young's love affair with the Chilean fascists to the Violence Center, SDS has worked hard to expose and fight the University's complicity in racism and genocide, and Chancellor Young's role as chief advocate and perpetrator of these policies.

SINCE LAST SPRING, THE FOCUS OF this SDS chapter has been to expose the nature of the Center for the Study and Reduction of Violence and to build a movement against it. The Violence Center, as it is commonly called, is concerned with the development and application of methods of controlling violent and "socially undesirable" behavior, defining the correlates of violence as being "Young, male, urban and Black." Experimental subjects would include prisoners, including from Vacaville, notorious for the psychosurgery and drugging of inmates. A member of the Center is Dr. Frank Ervin, who claims that people rebel not in order to change oppressive conditions but because they have "brain damage" which makes them irrationally violent. He proposed psychosurgery as a "cure." The Violence Center also advocates chemical castration of sex offenders, and the assigning of "Violence Potential" numbers to everyone based on their Race, sex, age and background. These numbers would be used by the police in determining arrest procedure, setting of bail, granting of parole, etc. In other words, the Violence Center aims to repress people who fight back, and convince everyone that fighting back against a diseased society is sick, not healthy.

SDS initiated the fight against the Violence Center with a series of demonstrations and forums. Through the November Anti-Racist Teach-In, attended by hundreds of students and many workers, a broad Coalition against Campus Racism and the Violence

Center was formed.

The Coalition collected 2,300 student signatures necessary to hold a campus-wide referendum against the Violence Center and effectively presented the case against the Center through leafletting, guerrilla theater skits, and contributing articles to the campus newspaper.

After a series of confrontations with student government and proponents of the Violence Center, Dr. L. Jolly West, head of the Center, was forced to publicly debate a member of SDS and the Coalition. At the debate, with the help of the L.A. Times newspaper article published that morning, concerning the withdrawal of funding by the U.S. Justice Department, the anti-racist speaker exposed West's big lie that the Violence Center never intended to perform psychosurgery, i.e., brain surgery to modify behavior. Significantly West's accepted SDS' presentation to him of a NAZI award for his efforts to revive racist experimentation and fascist ideology.

As we write, the campus-wide referendum voted 60 to 40 per cent to condemn the Violence Center as racist and sexist and demanded that it be stopped.

Even this big vote against the Center is not going to be enough to stop it. A strong SDS chapter is needed to point out that as long as racists like West and Ervin are on campus, these racist atrocities may be committed. West and Ervin should be fired! The Violence Center clearly reveals the "academic freedom" argument for what it really is: a front for justifying racist oppression. Defenders of the Violence Center claim we are violating their freedom of research by fighting to prevent the mutilation of prisoners and mass drugging of so-called "hyperactive" working class kids. We will continue to win people to seeing that freedom for Nazi doctors, and for Nazi theorists, means just the opposite for workers and students.



Prof. Banfield (left) ponders his fate after Toronto workers and students stop his speech.

Streaking : Bosses Exposed

To read the N.Y. DAILY NEWS you would think that streaking was all that was going on in the world. Students streak at every college in the country, construction workers streak in Philadelphia. Psychologists say that it is good because it lets out aggression, and "it's better than rioting." It shows how carefree students in the U.S. are—Not a care in the world."

FOR YEARS THE PRESS HAS PLAYED UP how dead the student movement is. After the war students did not see anything worth fighting about, so they are now interested in getting "good jobs" and "good educations." As a matter of fact, it is pretty hard to get any jobs when you get out, and more and more students are realizing this. On top of this they are cutting back aid to make it as difficult as possible to stay in school.

Doesn't it seem strange that the press chooses carefully what it wants to make a big deal about? If the press did not seize on it, streaking would have been

one guy running around without his clothes on. No big thing!! Now because of the press, it's the rage. Why don't they choose to make anti-racist teach-ins the rage? At the University of Toronto there were 1000 people who recently participated in one. 60 per cent of the students at UCLA voted against establishing a "violence center" on campus. Why isn't that the rage?? Thousands of people are organizing to go to Washington on MAY DAY, May 4, to demonstrate AGAINST RACISM, FOR 30/40, AND FOR SOCIALISM. Why doesn't the press make that the rage? Shockley has been shouted down on campuses all across the country. Yet this is given little publicity.

The press does not want to give the idea that an anti-racist student movement is growing. On and off the campuses people are beginning to see that racism affects every aspect of their lives. The press is controlled by the people who run this country. We can only conclude that streaking reflects the innermost desires of the ruling class as to what a student movement should be like!!!

DETROIT-

.. At Wayne State University, SDS's principal fight is to remove racist textbooks and racist professors from the campus. Fall term, we succeeded in banning *Introduction to Sociology*, by John and Mavis Biesanz, which gave a "culture of poverty" theory. We defeated this book by waging a mass campaign involving the entire campus. The administrator was so afraid of that movement that they sent the book back to the publisher.

.. WE CARRIED THIS SUCCESS TO OUR fight against the psychology department this term. Jensen's "work" appears in nearly every textbook used in the introductory psychology courses here. The one text we've seen that argues against Jensen has enough "cultural deprivation" garbage to make Banfield blush.

Our main concentration is against a book called *Introduction to Psychology* by Hilgard, Atkinson and Atkinson. It is taught to a section of 300 students. Chapter 15 of this book teaches us that IQ tests are a "useful quantitative tool" for measuring innate intelligence, despite the fact that they are a major weapon against working class people, in addition for Jensen's master-race theory. Chapter 15 also cites Terman's "study" of the lives of "mentally gifted children" to prove that success in life comes from a higher IQ. It doesn't mention the fact that Terman was a eugenicist who was convinced that American minorities were genetically inferior, or that these eugenicists have been long ago discredited.

Chapter 16 (behavior genetics) supports Jensen's nazi theory that performance on an IQ test is 80 per cent heritable. It presents the data that Jensen dragged up from the old eugenics movement as scientific fact. Sections of the book also present racist "environmental deprivation" theories. On page 72 it says that black kids are mentally handicapped for life because their mothers don't know how to teach them to reason.

SDS talked with the professor in that section, Lachman. At first he said that racism was a serious issue, but should be discussed outside rather than inside of the class. He claimed to be ignorant of racist ideologies in the text. It became apparent that he was bullshitting us. One of his lectures was spent telling us how all men are NOT created equal." He said professionals had more intelligence than unskilled workers, adding that "a mathematician's superior performance in mathematics is certainly due to the arrangement of his neurons."

SDS began to build an anti-racist movement in the class by leafletting and petitioning. We used these as a vehicle to build a caucus in the class to oppose the book. As we got closer to the part on IQ tests we began to speak out in class. Lachman immediately took a strong stance in favor of racism by defending the book and by defending his "right" to teach any ideas he liked, regardless of whether they are racist. The anti-racist caucus grew and we were able to stop some of his racist lectures. Lachman was worried enough to

Worker-Student Alliance Beats Sexism

SAN FRANCISCO—S.F. State SDS is completing a mass campaign against sexist practices on this campus and is tying this in with building a strong worker-student alliance. We are starting to build support for Susan Andrews, a secretary who works for the administration. Susan was recently fired for refusing to have sexual relations with her boss, E. J. Salazar, who had been harrasing her for the past nine months.

SALAZAR HAS BEEN NOTORIOUS FOR HIS treatment of female employees. There have already been three attempts by the Associated Students to have him fired for mismanagement of funds. Even though he is a dirty old prune he has made advances toward every woman he has found attractive. We have already talked with many women who experienced this treatment and all of them are willing to back up Susan.

Susan wants her job and is willing to fight hard to get it back. She has been ineffective though in that she has used only "legitimate" channels. Her union representative misadvised her in suggesting that she not mention her "personal relationships" during her appeal. Even the so-called Women's Center refused outright to get involved in the case.

SDS feels that a struggle must be waged around this issue. Sexism hurts all workers and students, and an attack against one person is an attack against everyone. We plan to publicize this issue all over campus and compile a list of grievances against Salazar. We know that a mass struggle by workers and students will win back Susan's job while at the same time get rid of Salazar. Only by organizing can we insure that this kind of sexist treatment will not happen again.



SDS takes over classroom, preventing racist Prof. Lachman from teaching racist lies.

send the cops down to class twice.

.. BEING BOLD IN THE CLASSROOM WAS important. We organized the whole SDS chapter to come to class to conduct question and answer sessions before the class, to shout the professor down and refute his racist lies in class and to demand class time for an anti-racist forum. It got to the point where we could walk up, unplug his sound equipment and address the class ourselves.

We succeeded in forcing him to allow us class time for an anti-racist presentation. He offered us only ten minutes at the end of the period, and then had the nerve to try and quiet us down by threatening to take away our ten minutes! We took him up on his offer. However, instead of waiting politely until the last ten minutes for our chance to speak, we organized the class to shout him down. When this clown continued to pretend to give his lecture despite the fact that no one was listening, we unplugged him forcing him to grant us the whole hour. Dr. Richard Weiss, member of

C.A.R. and an expert on psychological testing, spoke on the racist nature of IQ tests. Dr. Karen Sacks, an anthropologist, spoke on the absurdity of Jensen's theory.

As an indication of the success we've had in this fight, the Wayne State chapter of SDS has doubled its membership since last term. Still, we made two very serious mistakes this term. We wasted too much time in private discussion with the professor while not being active enough in the class from the beginning. We also made a mistake by not bringing the whole campus into this struggle from the start. We intend to correct that mistake by having a confrontation with the psychology department.

SDS has acquired a reputation for being the organization that fights racist ideology at Wayne State. Students have come to us about racist professors and textbooks of theirs, and we have been invited to speak in several classes. It looks like we have the beginning of a movement against academic racism here.

SDS Stops the Presses On DeCecco

SAN FRANCISCO—The S.F. State SDS campaign to stop the publication of Dr. John P. DeCecco's latest racist book, *Growing Pains: Uses of School Conflict*, is moving full speed ahead. The response has been encouraging; close to 200 signatures have been collected and we have set a goal of 1000 by the end of the month. The petition demands that: 1) the publisher not publish the book in its present form, 2) the Psychology and Education Departments take an official position against DeCecco's book (they have both been officially presented copies of our position paper and petition), 3) DeCecco either recall his book or defend the contents at an open campus hearing.

.. TWO SDS MEMBERS TOOK DR. DeCECCO'S class last semester and involved a number of students in confronting his racism and fighting the book. This semester three SDS'ers are taking his Social Psychology class. On the first day we talked to students in the class individually and distributed copies of our position paper and petition. The next class meeting we publicly announced to the class why we were there and that we thought the book should not be published. The book will be discussed for about three or four class periods in a few weeks. We are preparing a refutation to present to the class. We also would like to do a group term project where we would conduct a survey with high school students and teachers and parents about conditions in the public schools.

GROWING PAINS IS A DANGEROUS BOOK! It is a blatantly racist portrayal of school conflict. It leaves the impression that violence in the high schools is primarily being caused by minority students. DeCecco builds a reverse racism theory, stating that whites are being subjected to rigorous discipline for minor offenses while blacks are allowed to get away with anything because school authorities are afraid of being beat up or stabbed. DeCecco's book is basically a compilation of a survey that he conducted. Even though 7,000 high school students of diverse racial and ethnic backgrounds were interviewed, only the most racist responses were used. In reality, large numbers of minority students are being suspended and harassed. DeCecco also fails to mention that tracking, testing, overcrowded classrooms and inadequate teaching materials (including racist texts) are very prevalent

and are obvious causes of what he defines as "school conflict."

Though the response to our campaign has been great there are several disagreements that students often raise:

1) "Shouldn't you let the book come out first and then fight to keep it from being used?"

The point to be made here is that this would defeat the purpose of the campaign. DeCecco has already published 5 books. One of which Arthur Jensen contributed a great deal, titled *The Psychology of Learning and Instruction: Educational Psychology*, which we have documented as being used on 199 college campuses in the U.S. There are already thousands of racist books that are being used daily. Who needs another one?

2) "It's not his opinion, it's those of the students interviewed."

It's rather strange that out of 7,000 interviews that DeCecco only came up with 5 or 6 extremely racist responses. Obviously he was selective in the ones he chose. Actually it's not strange at all, because the classic example of all these racist theorists, Jensen, Shockley, et. al., is that they LIE, they manipulate their data to "prove" their racist conclusions.

3) Isn't this censorship? Censorship is not the question. DeCecco not only slanders a whole race of people, his theories are being taught to millions of future teachers and others who will in some way have to relate to the community. Imagine a young, inexperienced teacher going into an urban high school with the attitude that blacks are going to jump him or her. How effective will this teacher be? Besides this, DeCecco's book is being published at a time when in San Francisco desegregation of the secondary schools will take place next fall. The grossly racist pictures he paints are but a sophisticated version of the NAZI leaflets that are being distributed around the city, stating that "gibbering he-niggers and she-niggers will gang up on white children and knife and rape them."

DeCecco received a half-million dollar grant from the federal government to conduct the survey to write his book. He is also becoming increasingly well known on the subject of school conflict. "GROWING PAINS" MUST BE STOPPED! AND WE WILL STOP IT!

Students Take On Racist Professors In Their Classes

SEATTLE—SDS and PLP members at the UW are organizing against the racist and anti-working class ideas and lies that some "professors" on this campus are pushing.

EXAMPLE 1. PROF. KAKIUCHI, GEOGRAPHY 100A, states that only "one-fifth of New York City's population is mentally healthy." Since most of NYC is made up of workers and many of these are minority workers, we all know where this guy stands. And so do a lot of students in his class. An SDS and PL member has challenged his lies and is organizing students to continue the fight. The course is supposed to "culminate" with a discussion of overpopulation and why all the world's problems are due to too many people—Asian, blacks, etc. Prof. Kakiuchi is using racist Paul Ehrlich's book, the *Population Bomb*, as a text. We plan to blow it up in his face.

EXAMPLE 2. PROF. PEASE, US HISTORY. Pease claims that workers are fat, bought off, in love with the system and live the life of Riley. He distorts the role of communists and trade union

militants and completely ignores the militancy that black and Latin workers have given to working class battles. When an SDS member challenged him time after time about his lies, his racism and his over-all incompetence, all Pease could mumble was "where's your evidence?" It's all around us—class society and the fight that workers are engaged in constantly gives the lie to this moron. Our attacks on Pease provoked a lot of discussion which has made many of the students see through Pease's lies.

EXAMPLE 3. IN SOME CLASSES OUR ideas and program are put forward with the help of the professor. In several classes PLP and SDS members give talks and lead discussions on fighting racism and in exposing the racists-in-residence, Dr. Williams and Dr. Omenn of the UW Medical School (one believes in euthanasia for all "problem" people; the other believes in Jensen. Together they are the dynamic duo of UW). These forums enable us to organize many students around SDS's program.

With the activities for May Day and the classroom struggles we have won a number of small victories, but more lie ahead.

FIRST. With the gas shortage and inflation, the King County Labor Councils (including Seattle) has recommended a General Strike to over 145 unions in the area. If the rank and file pushes for it and the stalling of the labor hacks can be overcome, then Seattle will have its first General Strike since 1919. SDS is beginning now to organize student support if the strike is called.

SECOND. Next quarter a real whiz bang of a course—the Psychology of Poverty—is being offered. We plan to demolish it, proving the poverty of this psychology course (and the department, too).

THIRD. May Day. SDS members are building for the giant march on Washington. Posters, leaflets, stickers and buttons are being distributed; tables are being set up and displays are being set up and the car caravan to D.C. is being organized.

If you want more information on May Day in Seattle, call Rosette, 633-4311, or Dave, 285-0098. Send-off Banquet and Motorcade—April 20. Car Caravan leaves for D.C.—April 26. Demo in D.C.—May 4. Arrive back in Seattle—May 6 or 7.



N.Y.C.: City College SDS confronts administrators and demands more financial aid.

SDS Opposes C.E.D. Report

NEW YORK CITY—In the last three years all colleges have been going through a "financial crisis". At Antioch students went on strike because of scholarship cut-backs, at the University of California Reagan has been pushing for tuition, and at CUNY financial aid has been cut 40-50%. These "crises" are not unrelated. The government is organizing to force millions of students out of school.

BACKGROUND

SINCE 1959 THE NUMBER OF STUDENTS attending colleges in the United States has more than doubled (from 3.4 to over 8 million). Hundreds of community colleges were built and public schools like CUNY became 'open admission', supposedly guaranteeing any student could get a college education. This happened for two reasons. The first was that working people had fought for years for education. In the 1960's rebellions in most major cities and in some cases student strikes scared the government into responding to some of the demands for education. The second reason was that the bosses could afford it. Profits were increasing, overseas investments (like oil in the Mideast) were paying off. The increase in aid to colleges was little compared to the billions businesses were making.

But that situation has changed. Businesses are still making billions, but are beginning to feel the competitive pinch abroad. The USSR and Japan are competing with the U.S. for markets abroad; the oil sheiks have decided they want a bigger share of oil profits; and the bosses are having trouble holding countries (like Vietnam) militarily. The bosses' response—belt tightening—ours of course, particularly in social services and education.

THE CED REPORT

The Committee on Economic Development (CED) (made up of bosses, government officials and college administrators) published a master-plan called the Management and Financing of Colleges. They want:

- To increase tuition to 50% of the cost of College;
- Give financial aid directly to students not to colleges and on the basis of relative need as opposed to family income. (A student going to Harvard would get more than a student at a public school regardless of wealth)
- Increase productivity of faculty and cut tenured

faculty to 50%.

The first point's meaning is fairly clear: the CED estimates the tuition cost per student would be \$803 a year. The second point means less money to public schools and more money for middle income students. The last point not only means cutting down the number of faculty, but weeding out those "unloyal" to the university. ("Professional pride is not keeping faculty from joining unions.") Together these points add up to smaller colleges by forcing millions of working-class and minority students out.

RACISM - THE BOSSES' ANSWER

The bosses have a problem—how to cut colleges without the threat of rebellions and student strikes. The answer—racism. It's no coincidence the New York Times put Christopher Jencks on the front page of their education special. Jencks says that no matter how much money schools get, "some students can't learn." Coupled with Shockley's theory of "black inferiority" and Jensen's theory that "most blacks can only learn by rote and therefore higher education won't help them," Jencks presents the perfect excuse for cut-backs. At City College the administration is using this lie of "unqualified students" to win faculty and white students to the idea that cut-backs in financial aid are beneficial(?) because they weed out the "unqualified" minority students, and raise the academic standards. This is garbage!!! Students and faculty who fall for this racist lie, don't see that this racism hurts them. Sixty percent of the open admission students at City College are white, and although the garbage of the "unqualified student" is aimed at minority students, the cut-backs are aimed at everyone.

OUR ANSWER - FIGHT BACK

SDS does not think that college education is the answer to working peoples' problems, but we do think the cut-backs are racist and anti-working class attacks and must be fought. The ideas of Jencks, Shockley, Jensen, and Co. are being used more every day in hospitals, social services and on the job to oppress minority and all working people. Students and faculty should build an anti-racist movement to oppose the bosses' CED plan. Not only by fighting for more financial aid and faculty, and against tuition, but by attacking these racists wherever they appear—in textbooks, newspapers, classes, or on the auditorium stage.

Shockley Driven From Ga. Stage

ATHENS, Ga. (AP)—Nobel laureate Dr. William Shockley, who promotes a genetic theory that blacks are not as clever as whites, was shouted down when he tried to speak here last night.

Shockley eventually left the stage at the University of Georgia after being shouted down by about 50 blacks and a sprinkling of whites each time he tried to speak.

Shockley was to have debated a Georgia professor, Dr. Lyle Schoenfeldt, in a program sponsored by the Demosthenian Society, one of the oldest debating groups in the South. He was to have expressed his theory that intellect is inherited, not developed. The theory specifically refers to blacks, labeling them genetically inferior.

Georgia students fight Shockley because they know that his ideas lead to genocide. Shockley proposes sterilization for "low-I.Q." Blacks.

COURT CURBS U.S. ON STERILIZATION

By HAROLD M. SCHMECK Jr. Special to The New York Times

WASHINGTON, March 15—A Federal judge ordered the Government today to stop paying for the sterilization of children and mentally incompetent persons and to redraft its regulations for all such operations on welfare patients.

Judge Gerhard A. Gesell of the District Court said in his opinion that regulations drafted by the Department of Health, Education and Welfare were arbitrary and unreasonable in that they did not sufficiently protect welfare clients against coercion to agree to sterilization.

He said there was undisputed evidence that poor persons had been coerced into accepting sterilization under the threat of losing welfare benefits if they refused.

He cited a case in which a pregnant woman was refused medical assistance by her attending physician unless she submitted to a sterilization operation after giving birth.

CANADA: MAY DAY MARCH
BLOOR & CHRISTIE, TORONTO
1:00 p. m., APRIL 27

- FOR INFO. ON MAY DAY:
- ARKANSAS—(501) 374-5195
 - ATLANTA—(404) 622-6339
 - BALTIMORE—(301) 366-8573 Tom
 - BOSTON—(617) 353-8651 Dave
 - BUFFALO—(716) 876-2949 Sylvia
 - CHICAGO—(312) 235-6433 Howie
 - CLEVELAND—(216) 249-6382 Shirley
 - COLUMBUS—Chet Dilday 264 E. Northwood
 - DETROIT—(313) 577-4915 Ingrid
 - GARY—(219) 977-9180
 - HOUSTON—(713) 528-3432
 - KANSAS CITY—B. Clark 6005 Tracy
 - LANSING—R. Shields 136 S. Hosmer
 - LONDON—(519) 433-3082
 - LOS ANGELES—(213) 391-5165 Al
 - MADISON—(608) 241-3972 Daryl
 - MINNEAPOLIS—(612) 824-9922 Jill
 - MISSOURI—(314) 863-0943 Ed
 - MONTREAL—(514) 845-5518
 - NEWARK—(201) 375-8418 Bill
 - NEW YORK—(212) 364-1768 Janet
 - NORTH CAROLINA—(919) 688-9248
 - PHILADELPHIA—(215) 787-6788 John
 - PITTSBURGH—(412) 441-1043
 - SAN DIEGO—(714) 262-7492
 - SAN FRANCISCO—(415) 431-0963 Sue
 - SEATTLE—(206) 633-4311 Al
 - TORONTO—(416) 921-7937 Bill
 - VANCOUVER—(604) 299-4578