

STRIKE

Citation Label

Comparative Ethnic Studies Archives, UC Berkeley

Archive Call Number: CES ARC _____

Box No. 1 Folder No. 1 Date 4/12/17

1969



rcia
ip

**"Sather Gate will be kept open
by any means necessary."**

- Chancellor Heyns

The Third World Liberation Front strike at the University of California began on January 22, 1969. The effectiveness of the strike can only be judged at the events of a single day or a single week. The size of our picket lines has fluctuated daily, but the number of people supporting our demands for a Third World College controlled by Third World faculty, students and community people, has increased. During this last quarter, we have built a solid organization of people who are committed to working on the strike. Our task now is to extend our organization throughout the campus and the Third World community so that we can develop the power to win the strike.

Our strike is different from most actions taken by the student movement: we have the perspective of a prolonged struggle. The fact that the strike has lasted for an entire quarter shows that we are serious about our demands. We will continue to strike until our demands are met. Together we will win!

This pamphlet has been written to help give a perspective to the strike and to explain some of the major issues that have been raised.

CHRONOLOGY 1968

- April -- Afro-American Student Union (AASU) submitted proposal for a Black Studies Department to Chancellor Heyns.
- August -- Dr. Billingsley appointed Assistant to the Chancellor to develop plans for a Black Studies Department.
- In support of striking farm workers, the Mexican-American Student Confederation (MASC) met with Vice-Chancellor Campbell to ask that table grapes no longer be purchased by the University of California. Mr. Campbell gave a verbal promise to stop grapes if the agreement was not publicized.
- Scott Wilson (Business Manager for Housing and Food Services) promised immediate removal of grapes.
- Oct. -- Governor Reagan's Agricultural Secretary, Earl Coke, joined Reagan and Rafferty in condemnation of the grape boycott.
- Oct. 1st -- Word is received by MASC that grapes are still being served at the U.C. dormitories.
- Oct. 11th -- President Hitch rescinded Wilson's policy and claimed a position of "neutrality". He instructed purchasing departments not to refuse to purchase any food product as a policy decision.
- Oct. 14th -- Hitch granted MASC representatives a half hour conference. When MASC attempted to discuss the issues further, President Hitch left his office and refused. As a result, eleven of the representatives were arrested for unlawful assembly and trespassing.
- Oct. 17th -- MASC representatives met with Hitch and presented a list of

2

- demands. The President agreed to establish a Center for Mexican-American Studies with temporary funds and to appoint an assistant to his office.
- Nov. -- Dr. Billingsley, after revising his proposal three times to meet academic objections, submitted his proposal to the Chancellor who referred it to Dean Knight of the College of Letters and Science.
- Dec. 3rd -- Dean Knight referred the proposal to the Executive Committee of the College of Letters and Sciences. During December, the Executive Committee met and revised the proposal to omit the community involvement program, field work, and student participation in implementation. The Committee deadlocked on whether it should be a department or merely a program. Dr. Billingsley and AASU were excluded from all meetings and not informed of the Committee's decisions.

1969

- Jan. 10th -- AASU began to discuss publicly the need for action, including a possible strike. The AASU, Mexican-American Student Confederation (MASC), and Asian-American Political Alliance (AAPA) formed a united position and began to function as the Third World Liberation Front (TWLF).
- Jan. 14th -- AASU publicly demanded immediate acceptance of its proposal for a Black Studies Department.
- Jan. 21st -- Strike Support Committee formed to organize White Student Support for TWLF strike.
- Jan. 22nd -- TWLF strike began. The TWLF set up informational picket lines at major entrances and buildings on campus. The five demands are:
- 1) That funds be allocated for the implementations of the Third World College:
 - a. Department of Asian Studies--that positions and staff be set up to develop the Asian Studies Department controlled by Asian people.
 - b. Department of Black Studies as proposed by AASU.
 - c. Department of Chicano Studies.
 - d. Any other ethnic studies programs as they are developed and presented.
 - 2) That Third World people be in position of power. Recruitment of more Third World faculty in every department and discipline and proportionate employment of Third World people at all levels from Regents, Chancellors, Vice-Chancellors, faculty, administrative personnel, clerical, custodial, security, service personnel, and all other auxiliary positions and contractual vending services throughout the University system.

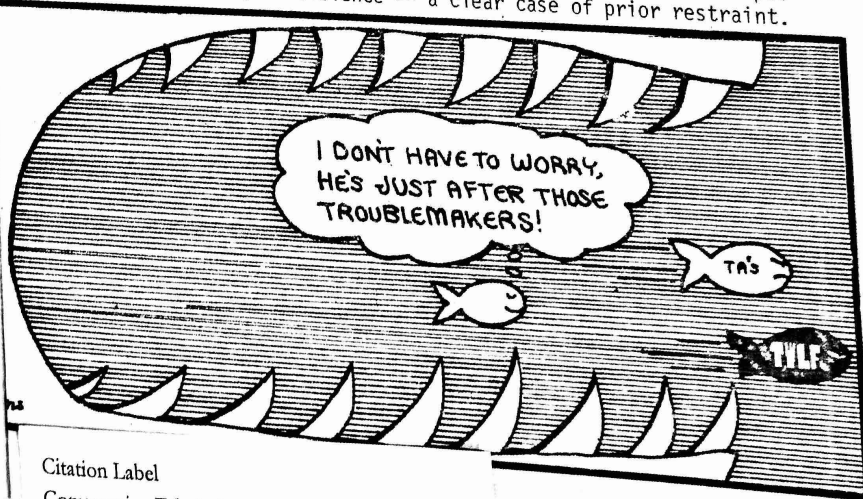
3

Citation Label
 Comparative Ethnic Studies Archives, UC Berkeley
 Archive Call Number: CES ARC _____
 Box No. 1 Folder No. 1 Date 4/17

Specific demands for immediate implementation:

- a. Hiring of Third World Financial Counselors (Special Services).
 - b. Third World Chancellors in the University System.
 - c. Third World people put in the Placement Centers as counselors.
 - d. Third World Deans in the L&S Departments.
 - e. Third World people in the Admissions Office.
- 3) Specific demands for immediate implementation:
- a. Admission, financial aid, and academic assistance to all Third World people who apply for admission.
 - b. 30 Work Study positions for the Chinatown and Manliatown projects, and 10 EOP counselors, including full-time Asian Coordinator.
 - c. Expansion of Work Study program jobs to the AASU East Campus Berkeley High School Project, to include at least 30 positions.
 - d. That the Center for Chicano Studies be given permanent status with funds to implement its programs.
- 4) Third World control over Third World Programs. That every University program financed federally or otherwise that involves the Third World communities (Chicano, Black, Asian, Native-American) must have Third World people in control at the decision making level from funding to program implementation.
- 5) That no disciplinary action will be administered in any way to any student, workers, teachers, or administrators during and after the strike as a consequence of their participation in the strike.
- American Federation of Teachers, Local 1570 (Teaching Assistants) called for a work stoppage from Jan. 22nd to Jan. 27th in support of TWLF strike. On Jan. 27th, a strike vote would be taken.
- That night there was a fire in Wheeler Auditorium. After Heyns had implied that the strike precipitated acts of violence, the fire chief reported that "laboratory tests failed to show supportive evidence of arson" on February 17th.
- TWLF clarified its demand on admissions; the demand is for admission, financial aid, and academic assistance to any Third World student with potential to learn and contribute as assessed by Third World people.
- AFT Local 1570 narrowly defeated a strike vote.
- The overwhelming majority of Third World faculty and administrators signed a public statement giving "general support for the strike."
- Berkeley Faculty Alliance announced its support of the strike at a noon rally.

- Jan. 28th -- David Blackwell resigned as chairman of the Implementing Committee for the Black Studies Department; the Committee would have no students and a majority of whites.
- Police were called on campus for the first time. Over one hundred police from California Highway Patrol and Alameda County Sheriff's Department invaded classrooms in search of some students who had allegedly disrupted classes.
- Jan. 29th -- Police broke up picket lines at Bancroft and Telegraph and at Sather Gate, because they were discouraging non-strikers from crossing their lines. The TWLF then began the now-familiar tactic of a serpentine march around campus.
- Jan. 30th -- The first two arrests of the strike were made.
- The Administration announced that disciplinary action would be taken against "identified students who violated campus regulations."
- Feb. 3rd -- ASUC Senate voted 12-3 to support TWLF strike.
- Academic Senate passed a resolution condemning "disruptive and violent tactics" and urging students and faculty to support the Administration in implementing a department of Afro-American Studies. It also supported the Administration's efforts to consider the possible advantages of a College of Ethnic Studies.
- Feb. 4th -- Twenty arrested, 20 injured when plainclothes officers attempted to arrest strikers and many were beaten up by angry students. Police declared people in Sproul Plaza an "illegal assembly" and ordered them to disperse.
- Feb. 5th -- Administration cancelled noon rallies because of the possibility of violence -- a clear case of prior restraint.



Citation Label

Comparative Ethnic Studies Archives, UC Berkeley

Archive Call Number: CES ARC _____

Box No. 1 Folder No. 1 Date 4/12/17

- Governor Ronald Reagan declared a "state of extreme emergency" on the campus and surrounding areas to enable more California Highway Patrol to come on campus.
- Academic Senate tabled resolutions favoring the principle of an autonomous College of Ethnic Studies organized by Third World faculty and students.
- Feb. 8th -- Chancellor's Office and TWLF Progress Committee reached a tentative agreement on implementing committee (2 students and 2 faculty from each group), but agreement was then repudiated. Chancellor claimed that TWLF repudiated agreement; TWLF faculty claimed that Heyns said "key faculty" would not approve it.
- Feb. 10th -- Heyns went to Washington, D.C.
- Subcommittee of Dean Knight's Committee on Ethnic Studies (headed by DeVos) recommended that Third World faculty draw up the proposals for the creation of a College of Third World Studies. TWLF criticized the report for excluding students and for forwarding the proposals to regular administrative and faculty channels, where TW faculty would be only ex-officio (non-voting).
- Feb. 13th -- AFT Local 1570 picket line in support of TWLF strike completely surrounded and arrested, although it was moving and allowing people to pass through. 36 persons arrested. Statements signed by 12 university employees and independently by others recounted indiscriminate, severe beatings by police in the basement of Sproul Hall.
- Feb. 18th -- AFT Local 1570 voted to strike in support of the TWLF strike and in support of union organizing rights.
- Feb. 19th -- First use of Mace on campus. Peaceful picketing until police cleared Sproul Plaza and charged into the Student Union several times, beating students indiscriminately. Students defended themselves.
- Boalt Hall law students held a noon rally to protest the Administration ban on rallies.
- Negotiations between TWLF and Heyns broke down on powers of implementing committee. Chancellor claimed that TWLF demand would "compromise the integrity of campus academic review procedures" and if the TWLF would not accept his proposal, "we will, of course, seek other ways and other students and faculty members who are willing."
- Feb. 20th -- Police used tear gas for the first time on campus to disperse students. The students threw back the tear gas canisters and turned over two police vans. The fighting between students and police spread down the streets of Bancroft and Telegraph. The mutual aid policy was put into effect and police poured in from surrounding areas.
- Governor Reagan put the National Guard on alert.

- Feb. 21st -- Rally outside of Regents' meeting. TWLF urged restraint. Regents voted for immediate interim suspension of all students about whom there is "reasonable cause to believe" they violated rules.
- Feb. 24th -- Chancellor denied the use of the Greek Theatre or Harmon Gym for the first session of the Third World College because of "the conditions on campus". Chancellor also declined a public debate with the TWLF about the issues of strike on the grounds that "the situation is so complex that it can't be resolved by meeting with 15,000 people."
- Feb. 26th -- TWLF met with Heyns to discuss implementation of Third World College. No results.
- Brutal arrest of Manuel Delgado. After he was arrested, Ysidro Macias was clubbed on the back of his head and arrested. He was unconscious for several hours. Students fought with police, who used clubs and tear gas.
- Heyns broke off negotiations because of "violence" of the strikers.
- Feb. 27th -- First use of National Guard on campus. Police used tear gas again to drive students off campus.
- March 2nd -- AFT Local 1570 got strike sanction from California Federation of Teachers.
- American Federation of State, County and Municipal Employees (AFSCME) Local 1695 voted to go out on strike Tuesday, March 11. Meanwhile, they would respect AFT lines.
- March 3rd -- Administration announced over 150 arrests so far in the strike; 38 students placed on interim suspension of whom 10 fall under new Regents' ruling.
- March 4th -- Academic Senate endorsed interim Ethnic Studies Department responsible only to Chancellor and allowing TW participation in formulation of curriculum.
- March 10th -- TWLF talked with Heyns about possibility of appointing a five-man committee to head an interim Department of Ethnic Studies. No results.

POWER TO THE PEOPLE

Citation Label
 Comparative Ethnic Studies Archives, UC Berkeley
 Archive Call Number: CES ARC _____
 Box No. 1 Folder No. 1 Date 4/17/77

THE POLITICS OF THE STRIKE

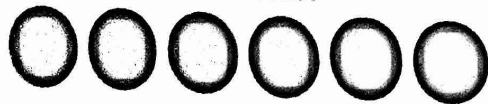
... SELF-DETERMINATION ...

The fundamental issue of this strike is the right of Third World people to determine the structure and content of the Third World programs on this campus. Although the Administration has granted some of the demands, it has insisted on maintaining control over Third World programs. Third World people have been allowed to play only an advisory role in the decision-making process. Thus, if the Administration disagrees with the type of program that is proposed (e.g., if it is too radical), it will reject that program. We of the Third World feel that we have the right to be able to decide for ourselves what courses and faculty are relevant to our lives. We don't need to be told what to think or how to do it; we are capable of determining on our own what kind of education we want and need. We must have the right to determine our own destiny!

Time and time again, the administration has proven that its interests are not the same as ours and that it cannot be trusted to implement the kind of programs that is relevant to us. We decided that we had made a mistake in relying on the Administrators to grant us the power of self-determination. We recognize that the racist power structure does not give up power willingly. Rights are not given; they must be won. We of the Third World now stand together in the fight for educational freedom in this racist society.

Racism as exemplified in the policies and structure of the university is not just a product of the consciousness of individual man or groups of individuals. Rather, individual or institutional racism flows from a system, capitalism, which profits and perpetuates it. To expose the racist nature of the university, we must explain and defend the principle which cannot only smash racism, but in the long run through revolutionary struggle the system itself. That principle is our right to self determination in all aspects of our lives, from education to the place of work.

The right of Third World People to self determination is a central part of the world-wide conflict against imperialism. That principle is as important to Berkeley as it is to the revolutionary struggle of the peoples in Africa, Asia, and Latin America. Flowing from that principle, THIRD WORLD PEOPLE HAVE THE RIGHT TO DETERMINE THEIR OWN DEMANDS, THEIR OWN STRATEGIES, AND THEIR OWN TACTICS.



... NOT PATERNALISM !! ...

Typical of the Administration's perversion of self determination as the primary issue within the demand for a Third World College, was the establishment of a Committee on Ethnic Studies formulated by Dean Knight and headed by George A. DeVos.

In step One of the proposal, only Third World faculty are to be on the planning committee for the Third World College. Third World students and community are thus excluded from developing the college and making it relevant to their needs. Third World faculty alone cannot decide the kind of college which Third World students want and need; the students must be able to determine the quality of their education.

The "relevant channels" to which these proposals will be forwarded as Step Two are the regular administrative and faculty channels. In this step, the Third World faculty are excluded from the decision-making process; they have become ex-officio (non-voting) advisors. TWLF can accept no less than the reversal of this traditional approach. The Third World Implementing Committee must have decision-making powers and the committee making up the "relevant channels" must act only in an advisory capacity.

Thus, the DeVos report is no more than the usual paternalistic approach to satisfying the needs of Third World people. The whole tone of the report is typically liberal, completely misinterpreting the TWLF demand for self-determination. Like liberals, the Committee wants to do things for other people, while the TWLF wants to do things for itself.

Similarly, the Academic Senate's resolution of March 4 in support of the establishment of an interim Ethnic Studies Department failed to deal with the issue of self-determination. The Senate entirely avoided the demands of an Implementing Committee and community involvement. The TWLF is demanding that the Implementing Committee be composed of Third World faculty, students and community people. We also believe that the Third World College must be relevant to the Third World community; therefore, community work must be an integral part of the program of the College. The Administration disputes both of these positions.

The faculty's skillful avoidance of the major issues of the strike reveals the weakness of their position. The faculty is not willing to move to implement their support for a Third World College; they do not even specify a date by which the temporary Department of Ethnic Studies would be established. We cannot depend upon the faculty to help us win our demands; they do not have the will or the power to establish a Third World College.

The vote of the Academic Senate, though, does represent a major advance for the faculty, who have now given approval for the TWLF demand for an autonomous Third World College. The passing of this resolution makes it clear that Chancellor Heyns is the main obstacle to the establishment of the Third World College.

Citation Label

Comparative Ethnic Studies Archives, UC Berkeley

Archive Call Number: CES ARC _____

Box No. 1 Folder No. 1 Date 4/12/17

... THE TACTIC OF A STRIKE ...

The tactic of the strike is the means by which we feel that we can win the Third World College. Moral reasons are not enough to persuade the Administration and Regents to establish an autonomous Third World College. Otherwise, we would have had a College two months ago. Clearly, the only language that Chancellor Heyns and the Regents understand is that of power. We cannot pressure them with the power of money nor traditional political backing. Our only power is the power of numbers. The strike is one way of demonstrating that power; through supporting and extending the strike, people can develop their power.

The strike at the University of California will continue. While most strikes on this campus have lasted less than a week, this strike has lasted an entire quarter and also has the prospect of a prolonged struggle. The strike will last until the Third World Liberation Front demands are met.

This strike also differs from previous actions on the campus because it is being led by a coalition of Third World people, the Third World Liberation Front. The strike is centered around the TWLF demand of self-determination, and inherent in that demand is the right of the TWLF to determine the strategy and tactics used to win that demand. The white students have been playing a supportive role through the Strike Support Committee and, in recognition of the leadership of the TWLF, have not advanced a separate list of demands.

... VIOLENCE ...

The TWLF has been accused of acts of violence and destruction on the campus. It is true that some people have thrown rocks and bottles and have broken windows of buildings. But the question that must be answered is where the violence originates.

Clearly, the violence on this campus has originated with the police who were called in by Chancellor Heyns to resolve the strike and who now have complete control over the functioning of the campus. They are the ones who have provoked the violence by disrupting peaceful, informational picket lines. They are the ones who have provoked violence by declaring people in the Sproul Plaza to be an illegal assembly. They are the ones who have provoked the violence by brutally attacking strikers and bystanders. They have tried to intimidate strikers by arbitrary arrests and warrants.

The violence of the strikers, on the other hand, has been a defensive reaction to the initial violence of the police. We have had to move our legal, peaceful picket lines so as not to be beaten up or arrested on charge 647c, obstruction of a public thoroughfare. We have had to stand by helplessly while our brothers and sisters have been clubbed and then



10

arrested for felonious assault with a deadly weapon and resisting arrest. Yesterday, 26 people were arrested. Most of those people are still in jail, because we do not have enough money to bail them out. The police are not here to effect reforms or to negotiate about our demands; they are here to prevent change and to uphold the status quo. That is why some people, frustrated with our lack of power, have resorted to acts of destruction.

In addition to the police violence which we must face daily, our civil liberties are being violated. Students who are arrested still face double jeopardy--the possibility of interim suspensions, as well as court trials. The Administration has continued to cancel rallies on the basis of prior restraint in yet another violation of our rights to free speech and assembly.

The police state on campus has polarized the situation. It is obvious that this campus cannot return to normal functioning until the police are removed and the state of emergency is lifted. People must take a stand on the strike. The police do not discriminate; they attack all students in the Plaza, whether they are on the line or are observing on the side. Neutrality is not possible. Either you go to class or you strike.

... REPRESSION ...

The Administration and Regents have embarked on a series of repressive moves designed to prevent organization of the people's power on campus. They have banned the use of sound equipment in Sproul Plaza to prevent us from voicing our ideas to many people at one time, so we have been forced to bring our own sound equipment for rallies. They have placed on interim suspension students who are arrested in connection with the strike and are now citing more students for the vague charge of "conduct unbecoming a member of the academic community" and "disruption of the University." Furthermore, students on interim suspension who set foot on campus will be subject to immediate dismissal. Students thereby face double jeopardy--punishment by both the courts and the academic institution--and prior restraint. The ACLU will be testing the constitutionality of these rules. The Chicano Center, whose two month lease officially expired on Monday, March 3, has been closed down. Permanent status of the Center, which was one of the concessions won from President Hitch after the Chicano boycott last fall, is one of the strike demands.

Most blatant of all reprisals, the Administration called the police on campus and gave them effective control over the functioning of the University. Although their avowed purpose for being on campus is to protect property from damage, the police have been used only to break up peaceful picket lines. They have aroused indignation by their brutal and indiscriminate clubbings, tear-gassings and arrests. They have provoked violence by their use of violence against strikers. Their continued presence on campus is a threat to strikers and inti-11 midates strike support.

Citation Label

Comparative Ethnic Studies Archives, UC Berkeley

Archive Call Number: CES ARC _____

Box No. 1 Folder No. 1 Date 4/12/77

The repression on campus demonstrates the effectiveness of the strike. The Administration and Regents can not ignore us and dismiss our demands as irrelevant. As we continue to gain support on the campus and in the community, we pose a greater threat to the established powers. The power of the people is challenging the power of the Regents and the Administration. Thus, they are using the "state of emergency" to suspend civil rights and civil liberties on campus.

THE THIRD WORLD COLLEGE

CONCEPT OF THIRD WORLD COLLEGE

A separate college is herein recommended as the most suitable vehicle for a Third World Studies program, for the following reasons:

- 1) Most existing university faculties and departments have had a century or more to develop multi-ethnic approaches to history, art, literature, education, etc., but they have been largely unable to do so... These same faculties cannot now be expected to do what they have in the past rejected or failed to consider as "academically worthy" subjects.
- 2) A Third World Studies program, to be meaningful, must embrace basic research (theoretical as well as empirical), applied research, and extensive field training. Because of these factors such a program does not belong in the College of Letters and Sciences. Basic research cannot be fully met until tools are available.
- 3) The area of Third World Studies and inter-ethnic analysis has suffered from the fact that disciplines theoretically concerned with this field (sociology, anthropology, psychology, etc.) have tended to develop highly specialized methodologies or approaches which have seldom allowed for a systematic, interdisciplinary focus on problems of ethnicity as such.
- 4) The faculty for a Third World Studies program will have to possess varying kinds of expertise. Many will doubtless be persons who could qualify for appointments in the College of Letters and Sciences, but others will be practitioners comparable to faculties of Schools of Education, Law, etc. The doctorate does not make a person qualified to teach in the area of Native American Community Development, for example.
- 5) The distinction between a "School" and a "College" according to the Standing Orders of the Regents precludes the establishment of "School" since a "School" may not enroll lower division students.

STRUCTURE

The College of Third World Studies as currently proposed will be part of the Berkeley campus of the University and will house and coordinate several new departments, institutes, and programs focused on the history, culture and contemporary life of some important Third World groups in the United States which have been traditionally left out of the mainstream of education at this University. In addition, the College of Ethnic Studies will also house the new Institute on Race and Community Relations which has already been approved on this campus, and the Third World College extension programs.

The departments will focus on offering courses and curricula of formal academic studies. The Institute will not engage directly in regular course instruction but would specialize in other activities including research, community service, publications, leadership training, and fellowship programs. These activities would be consistent and coordinated with the academic programs in the department. The Institute would contain within it centers with a special focus on each ethnic group. There will be a high level of community participation in the work of the Institute.

The new College of Third World Studies will bring together under one administration the Institute, the previously mentioned departments, the extension division, and other programs yet to be developed that will focus specifically and deliberately on community oriented programs of instruction, research, cultural and community development.

CURRICULUM

The dean of the College in collaboration with the Executive Committee of the College and the Committee on Courses of the Academic Senate will design a course of study for students in the College. The course offerings and requirements will fall into six categories. Some courses are required of all University of California students as prerequisites to graduation.

The College of Third World Studies, like all other Colleges on the Campus will wish to establish certain required courses that all students in the college will be required to take as well as certain number of units which must be taken within the College. The college will have its own equivalent of the L&S "breadth requirements" to insure that students do not become over specialized; and to assure that they will be able to pursue graduate studies if they so desire. A third category of course offerings will be the core curriculum within each department within the college. Certain courses and certain number of

Citation Label
 Comparative Ethnic Studies Archives, UC Berkeley
 Archive Call Number: CES ARC _____
 Box No. 1 Folder No. 1 Date 4/12/17

units will be required of all majors in respective departments. The College will need to establish the number of units required for a degree. The College will also have to establish the number of units which must be done within the College and within each department of the College.

Majors offered at the undergraduate level will fall into three basic categories:

- 1) Double Major--This will consist of majoring in one of the fields of study offered in the College and a field outside the College, e.g. Chicano Studies and Economics;
- 2) Single Major--This will be a major focusing almost exclusively on a field of study within the College, i.e., Asian-American, Afro-American, Native-American, or Chicano-Studies.
- 3) Ethnic Studies Major--This major will allow the student to become familiar with and gain knowledge in all the fields of study offered within the College or some combination thereof.

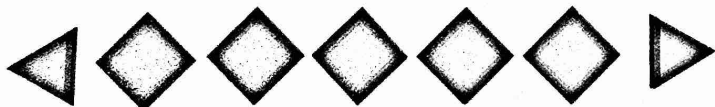
In addition of the College will award the AB degree and the AA degree for students who wish to become teaching assistants in Third World Studies in the public schools.

ADMISSIONS

Students will be admitted directly into the College of TW studies as freshmen or transfer students ready to declare as a major one of the fields of study within the College and graduate students working toward an advanced major.

There will be a number of students admitted to the Special Studies section. This is a category of students enrolled in high schools. On a very highly selective basis, a small number of such students will be brought into the College to pursue a course of studies under close supervision of College staff. In addition the College will admit older community members who have not finished high school and who have distinguished themselves in practical experience in the community. In time the number of students brought in under this category may increase.

In all these cases the Executive Committee of the College and the Dean will decide which students are admitted to the College on the advice of the chairmen and executive committee of the several departments. In admitting students to this College consideration will be given not only to the standard university admissions criteria but to other factors as well including the ethnic related cultural experiences and the participation in the community and the general level of ability and talent.



IMPLEMENTING COMMITTEE

An implementing Committee shall be appointed by the Chancellor on the advice and consent of TW faculty and students who have designed this proposal. It shall be composed of TW faculty, students, and members of the community. The functions of the implementing committee will be essentially to organize and staff the new College and its various departments. The work of the implementing committee shall be carried out by several sub-committees, one for each department, program or institute to be housed within the College. Thus one subcommittee shall be appointed to develop the Afro-American Studies, one for the Chicano Studies, etc. The implementing committee shall serve until the governing apparatus of the College and departments and institute have become operational.

Specific duties of the implementing committee operating through its several sub-committees will be to select and recommend to the Chancellor a chairman of the department; to select and recommend faculty members to the Chairman; to design and recommend initial courses of instruction to the Chairman until the faculty has been appointed; to select and recommend a director for the Institute and each of its Centers; to select, design, and recommend research, cultural, and community activities to the Institute and Center directors pending the assembling and the establishment of an advisory committee on research, cultural and community programs.

FACULTY

Officers of instruction with professorial rank, assistant professor, or other professional ranks shall be appointed by the Chancellor on the recommendation of the dean, and with the advice of the Academic Senate Committee on Budget and Interdepartmental relations. Lecturers, visiting, part time, and temporary faculty members as well as graduate students and upper-division students serving as teaching associates and teaching assistants may be appointed by the Chancellor on recommendation of the Dean of the College with somewhat less formal consultation than is the case with senior faculty eligible for membership in the Academic Senate.

**"THE SPIRIT OF THE PEOPLE IS
GREATER THAN THE MAN'S
TECHNOLOGY"**



Citation Label
Comparative Ethnic Studies Archives, UC Berkeley
Archive Call Number: CES ARC _____
Box No. 1 Folder No. 1 Date 4/17/77

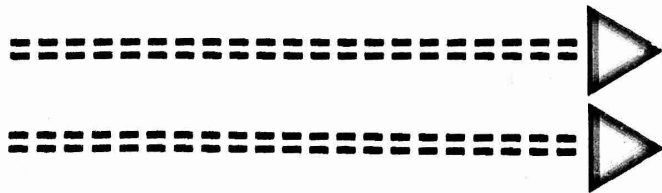
EXECUTIVE COMMITTEE

The Executive Committee of the College of Third World Studies shall be composed of the Dean of the College, the chairman from each department within the College plus one student member elected by the students of each department. The duties of the Executive Committee will be to advise the Dean of the administration of all aspects of the College, to set College policy and to appoint other committees to carry out or coordinate the work of the College. It will either appoint or serve as admissions committee which will establish criteria for the admission of students into the College and collaborate with the Chancellor's Office (under whose jurisdiction the director of admission serves) in administering the admission of students into the College. It will also maintain liaison with the Admissions Committee of the Academic Senate, Berkely Division, which sets policy on behalf of the Senate for the admission of students to the Berkeley Campus in accordance with statewide criteria and legislation. The admissions committee or the Executive Committee within the College of Third World Studies will operate through sub-committees within each department and will help to formulate criteria for the admission of students into this College. Until such committee is appointed the Implementing Committee will assume the responsibility for advising the Dean and the Chancellor's Office with respect to the admission of students into the College.

COMMUNITY INVOLVEMENT

The faculty and students of each of the four departments shall create a Community Board to advise them relative to the development of programs within that department. The size and composition of each Community Board shall be determined by the respective departments. Each Community Board, once constituted, shall:

- 1) serve as a board for each of the four ethnic-focused centers in the Institute for Race and Community Relations;
- 2) each elect two members to serve on the Policy Board for the Institute as a whole, the other members of the Policy Board consisting of the faculty and student members of the Executive Committee of the TW College;
- 3) each elect one member to serve as ex-officio members of the Executive Committee of the TW College.



16

INTERIM DEPARTMENT OF TW STUDIES

In the absence of the ability of the faculty and administration of UC Berkeley to create outright and put into operation by Fall of 1969 a Third World College, it is proposed as an interim device that a Department of TW Studies be established. This department will not be housed in any of the existing colleges or schools. Instead it will report directly to the Chancellor's Office until such time that a college structure has been established.

The Department of TW Studies will operate on a De Facto Basis as the College it is destined to become. That is, that within the department there will be four divisions complying with each area of ethnic studies and operating with a departmental mandate to the extent to which it is possible.

LEGAL DEFENSE

Throughout the strike, the State has amassed the most vicious and systematic machine of repression and violence this campus has ever seen. Acting in the name of "the people" to preserve "law and order," the police and the courts have been used to terrorize persons from participating in strike activities.

There have been approximately 150 arrests, a third of which are felony charges, with possible sentences of up to 15 years. Beatings have regularly taken place under the nose of Chancellor Heyns in the basement of Sproul Hall and outside as well: Cordell Abercrombie, clubbed senseless in Sproul Hall; Jack Millard, already beaten badly, knocked to the floor unconscious by plainclothesman Souza. "Get those motherfuckers," the Alameda 'blue meanies' yell as they charge into the crowd to 'apprehend dangerous criminals who are threatening to disturb the educational process on the campus.' Sid Macias, barely 140 pounds, is beaten so badly that he is unconscious for several hours and has not yet completely recovered. Strike leaders are pinpointed by undercover agents and students to police who want to break the strike by making leaders afraid to appear on campus.

What has happened in the quiet, austere courtroom is not as blatant, not as obvious, but just as repressive as police actions on the campus. Bail is set as astronomically high levels. Judges Brunn and Barsotti have allowed the Berkeley jail and Santa Rita to fix illegal bails at twice the amount of the set bail schedule. When

17

Citation Label

Comparative Ethnic Studies Archives, UC Berkeley

Archive Call Number: CES ARC _____

Box No. 1 Folder No. 1 Date 4/12/17

confronted in open court with this fact, Judge Brunn said a new schedule for the obstruction and interference-with-a-policeman charges was in effect. The new schedule was put into effect February 25, however, three weeks after the first punitive bails had been set. Bail for persons with assault and battery charges is unbelievably high--from \$2000 to \$5000.

That the courts are as repressive as the police is no accident. The judges met with a top Reagan aide who instructed them that they should deal harshly with campus defendants.

Harrassment in the courts goes on at every level. The D. A. refused to release most police reports until March 12 to enable police to rewrite their stories. What police reports we have seen bear little resemblance to the facts.



Student defendants face disciplinary hearings as well. Occasionally the conduct committee, now hearing cases, is willing to believe the defendant instead of a lying policeman. But the threat of expulsion for over 140 students remains. The Administration, unhappy with the leniency of the student conduct committee decisions thus far, prefers a hearing before the hearing officer. The new procedure therefore is that unless a defendant wants to put off his hearing for many weeks, all the while on interim suspension, he must choose to have his case heard by the hearing officer instead of the committee.



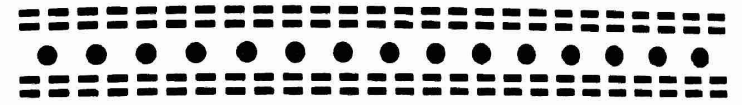
written and distributed
by the
third world liberation front

The repression which comes down from police, judges, and the Administration would be intolerable if everyone charged had in fact disrupted the normal functioning of the University. When the National Guard is brought into set up martial law in the entire South campus area, driving thousands of office workers and students out of the area with tear gas, for the purpose of keeping Sather Gate open, it is clear that the politicians have gone insane. What makes the arrests and disciplinary charges especially incredible is that only a small fraction of the defendants did anything for which they could legally be charged and most of them were acting in self-defense against the "overkill" tactics of the police.

The TWLF wants to make it clear that the so-called legal system cannot get away with this type of terror tactic. The TWLF has from the beginning said that one of its essential demands is amnesty for students. What this means is that:

- 1) All disciplinary charges against cited students be dropped.
- 2) Academic amnesty will be granted to all striking students.

The TWLF is currently working on a demand for amnesty from criminal charges.



Citation Label
Comparative Ethnic Studies Archives, UC Berkeley
Archive Call Number: CES ARC _____
Box No. 1 Folder No. 1 Date 4/12/77

On Friday, March 14th, the Third World Liberation Front announced that the regular strike activities would be suspended until the beginning of the next quarter. The strike is not over. We will continue to strike until our demands are met. We have suspended only our picketing until next quarter. Picketing does not seem appropriate at this time since most students will not be on campus. We are still negotiating with the Chancellor about our five demands. He now has the opportunity to show that he is negotiating in good faith. We are continuing to organize the Third World community both on and off campus.

Due to the number of arrests, we also need time to organize our legal defense more fully. Over one hundred and sixty people have been arrested so far, and we are over \$4,000 in debt to the bail bondsman.

You can help, too. If you witnessed any arrests or have any photographs of arrests, contact the Legal Defense Committee in Room 37 of Boalt Law School, telephone number 642-6356. If you can contribute any money, send your donation to Legal Defense, 1141-B 9th Street, Albany, California 94710.

Citation Label

Comparative Ethnic Studies Archives, UC Berkeley

Archive Call Number: CES ARC _____

Box No. 1 Folder No. 1 Date 4/12/17

ON STRIKE, WE'LL BE BACK!

ON STRIKE, WE'LL BE BACK!

ON STRIKE, WE'LL BE BACK!

ON STRIKE, WE'LL BE BACK!

ON STRIKE, WE'LL BE BACK!

labor donated

TWLF