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OFFICE OF THE GOVERNOR
Sacramento, California
Contact: Paul Beck
445-4571 3-28-69

RELEASE: 12 Noon
March 28, 1969

EXCERPTS OF REMARKS BY DR. ALEX C. SHERRIFFS,
SPECIAL ASSISTANT TO THE GOVERNOR FOR EDUCATION
BEFORE MEMBERS OF THE
CONSTITUTIONAL REVISION COMMISSION
HILTON HOTEL, SAN FRANCISCO
MARCH 28, 1969

I am pleased to be one of those asked to speak with you concerning some matters regarding higher education which relate to your important mission.

I will begin by making some observations from the particular vantage point of the Executive Branch of state government. My own thinking is influenced also by over twenty-three years as a member of the University faculty, with half of those years devoted in part to University administration.

As we are all aware, considerations of constitutional revision at this time take place within a climate of crisis in higher education.

For generations, members of the academy found self-esteem and high purpose in dedication to pursuing the truth wherever the truth might lead.

Subjectivity in scholarship was highly suspect; evidence was demanded. The greatest status tended to accrue to those disciplines where objectivity was the highest.

There was pride in an educational community within which all points of view, even unpopular ones, might be heard.

The people of the state were educated to believe in the importance of these academic values. The people learned not only to tolerate, but to take pride in the open environment on the campuses. Why not? For basic cultural values of free speech, fairness, and truth were represented at the University almost in pure form. But recently, at some of our most renowned institutions, the pursuit of personal ends has been substituted by some for the pursuit of truth. There has been a silencing of moderate and conservative voices and hostile response to those who differ with the ideological posture of the day. There has been emotion and even violence where before the rule of reason held sway. Though the rupture in the fabric of academic values is the responsibility of only a minority of the faculty and on only some campuses, the general climate reflects the attitudes and the will of the few.

It cannot be surprising that many faculty members are disturbed today. It cannot be surprising that a public, which founded and generously maintained its institutions, is hurt, outraged, and now demanding.

When correction is slow or absent and excuses are quick and plentiful and when no solution is in sight, there may be a tendency for a demand for change almost for change's sake.

This is a difficult time to contemplate revision of the Constitution as it affects the University. You are to be commended on the care and thoughtfulness with which you are carrying out your most important responsibility.

In California, we have developed what has not only become a viable University over the past century, but also a University that ranks with the very best of public institutions of higher education in the world. Are changes contemplated in order to improve that situation, are they technical, or are they intended to cope with present frictions, problems, and unrest? I suggest and I hope that you agree with me that constitutional changes will do little to help cope with current problems of unrest. Rather, consideration of change is in order to ensure greatness.

There is, of course, a delicate balance of interrelated factors which determine any final effect on higher education. The modification of any one of these factors will likely influence others. I will briefly indicate our thoughts regarding certain areas which you have under consideration.

1. The Constitutional Status of Higher Education:

Not only is the history of excellence in higher education at the University a testimonial to the wisdom of establishing a Board of Regents within the Constitution, but it strongly suggests that the State College Board of Trustees should have like status. The benefits of essential autonomy and flexibility are clear, but further, as Chancellor Dumke has noted in his remarks to you, "The fact that one of California's great institutions of higher education is established in the Constitution while the other is not, implies a differentiation and inequality of dignity, stature, and equity." A constitutional definition of the state colleges might profitably indicate a primary mission as different from that of the University. The Board of Trustees has had its shakedown cruise under statute. We believe that we are ready now to give a more permanent statement of charge and authority.

2. Terms of Board Members:

We believe that the terms of the members of the Board of Regents are too long and the terms of the Board of Trustees too short and suggest that both be set at either ten or twelve years. The sixteen-year term for Regents presents two problems. Many fine citizens, thoughtful and wise, dedicated to the welfare of higher education within the values of our society are not considered for appointment to the Board of Regents solely because of age. A vigorous person in the prime of his life is often removed from consideration solely because in sixteen years he will be of an age when energies, accidents of health, and flexibility become unpredictable. It may also be true that a sixteen-year term places those representatives presumably accountable to the people in a position where even psychic accountability is absent. On the other hand, an eight-year term for the Board of Trustees makes possible the appointment of an entire Board by a two-term Governor. Despite the wisdom of a particular Governor, and even though he acts consistently to keep partisan politics out of his appointments, there can result an attitude of dependence, or even the debilitating belief that such an attitude exists.

3. Tuition:

It is clear that the cost of higher education continues to increase and it is equally clear that there are extreme difficulties in providing funds to take care of this increase. We have almost reached, if we haven't already, the end of our ability to find adequate funds without injury to other necessary state responsibilities. As it is now, primary and secondary education and other state responsibilities are suffering because of the financial needs of higher education. California has long prided itself on "tuition-free" education. The time has come, however, when we must join other states of the Union in finding some of the source for finance from those who profit most by the higher education provided and by those whose life incomes are so improved because of it.

4. Ex officio Members of the Boards:

In a body established to represent the public interest and which was intended to remain free from partisan political influence, the reasons for having a large majority of the members protected by long appointments is clear. The need for a means for responsible expression of immediate public concern is likewise clear. And especially is this true when the structure of the Board includes the President of the

University as an ex officio voting member of the Board with all the resources of his staff at his disposal. The Board has the important responsibility to represent the interests of the public who founded and maintain the institution and at the same time to understand and to work for the best interest of the University so that it can be the institution that the public desires. Usually these ends are one and the same and there is no conflict.

I suggest that if the body politic did not have representatives on the Board of Regents directly responsible to it, the public response would have been more impatient, more from frustration, and considerably more devastating than it has been during the past five years.

5. Coordinating Council for Higher Education:

There is a certain lack of coordination of higher education in the State of California. There has been increasing concern regarding the Master Plan, and the Coordinating Council itself. There is a growing belief that the Coordinating Council, which is charged with the responsibility for planning the orderly growth of higher education in California, has not been as effective in its advisory role as it should be--this in good part because its membership of eighteen includes only six representing the general public while twelve represent institutions of higher education. The Council is, by its makeup, and notwithstanding the sincerity, the maturity, and the responsibility of the persons who represent segmental interests, prevented from taking strong positions in the public interest on such matters as duplication of high cost programs, proliferation of programs, and the like. Though the Coordinating Council is not a constitutional body (and as it is presently constructed I would not suggest that it be so included), the strength of that Council and its ability to provide an independent audit has bearing on determination of other issues before your commission.

6. Political Influence:

All of us value a considerable autonomy for higher education. There are those who ask for a strengthening specifically of the stricture against outside political influence. We should be clear on two matters:

a. While there is agreement that partisan political influence on the University would be destructive and counter to maintaining a quality institution, we should recognize a vital difference between partisan political influence and appropriate expressions of concern by the body politic about their institutions. We should note that a Governor who represented, in relation to a University, a single political party would constitute a negative influence. However, a Governor who represented all the people of the state is simply meeting his responsibility to the society whose institution the University is.

b. Current problems in the relationship of the public to the University did not come about because of "whatever social, economic, or political philosophy is fashionable " as someone has suggested. Rather, political and coercive actions on the campus and by members of the campus, to achieve political objectives, exploiting the facilities and resources of the public (including wages and tuition-free education), aroused the public. The public is reacting to attempts to distort and disrupt its institutions, and society.

Again, I suggest that if the public had no immediately accountable representatives, their response would be heightened by frustration and anger.

I suggest, then, that partisan political involvement of the institution by its administration, faculty, or students should be avoided as much as should outside partisan interference.

The long-standing Regulation 5 of the University of California anticipated clearly the relationship between partisan activity within the University and public response:

"The University of California is the creature of the State and its loyalty to the State will never waver. It will not aid nor will it condone actions contrary to the laws of the State. Its high function and its high privilege, the University will steadily continue to fulfill, serving the people by providing facilities for investigation and teaching free from domination by parties, sects, or selfish interests. The University expects the State, in return, and to its own great gain, to protect this indispensable freedom, a freedom like the freedom of the press, that is the heritage and the right of a free people."

I thank you for this opportunity to share our views. We will be happy to answer questions at any time that your commission shall desire.

1969 EDUCATION PROGRAM SUMMARY

I. Elementary and Secondary (K-12)

A. 1969-70 Budget (\$105 Million)

Legislation will be introduced to provide for allocation of the \$105 million dollars included in the Budget. Price increase funds are allocated to all districts, including the basic aid districts. The balance is distributed through equalization and supplementary aid, with heavy emphasis on the low-wealth elementary districts. The minimum increase allocated is \$8 per ADA.

Our approach is to move in the direction of greater flexibility at the local level. Sufficient funds are allocated to allow the districts to make decisions to fund special programs such as the gifted, as they deem in their best judgment.

B. School Finance - Tax Reform

It is proposed that the State assume responsibility for 80% of the school cost now financed by local school districts. This will be accomplished through a Statewide nonresidential property tax and by replacing \$950 million dollars now collected from the residential property tax by levying the 1½% personal income tax on adjusted gross income.

Approximately \$1.10 rate on residential and nonresidential will remain for use by the local school districts without requiring an override vote. School districts choosing to levy taxes at a rate higher than \$1.10 could do so only with a 60% vote of the people.

C. Commission on Education Reform

A Commission on Education Reform will be established to make a comprehensive review of many facets of our elementary and secondary education programs and problems. Their attention will be called to:

- a. School district organization.
- b. Vocational education problems at both the secondary and junior college levels.
- c. Teacher preparation and certification.
- d. Mandated code sections.

- e. The Compensatory Education programs.
- f. Urban school problems.
- g. Tenure.
- h. Non-certified professional staff.

This will not preclude other subject matter areas of investigation.

D. Teacher Credentialing

The teacher certification structure is one of tremendous complexity and involves every facet of education. Our immediate goals will be to modify the structure and the Fisher Act in such a fashion as to clearly indicate progress and yet, not jeopardize the entire program for what may appear to be easy solutions. The initial program will support eliminating the distinction between academic and non-academic areas in credential requirements.

The bill of the Joint Teacher Credentialing Committee will make a significant reform in existing procedures and requirements. Among these are:

- a. It establishes a Commission for Licensing to assume the State Board's responsibility for credentialing.
- b. Limits the issuance of credentialing to four types.
- c. Issuance of credentials for junior college personnel by their Board of Governors.

Finally, we should attempt to mitigate the five-year problem by easing the requirements to allow for a ten-year period rather than the current seven as the time within which a credential must be earned.

Section 3100.7 provides that a unification election shall be held prior to June 4, 1968 and subsequent elections shall be held on the date of each Presidential Primary if the districts are not yet unified. It is proposed to do away with this mandatory election.

II. Higher Education

A. Coordinating Council on Higher Education

Legislation will be introduced to provide that the

Council shall be composed entirely of lay membership and a member added from the State Board of Education.

Question still remains as to whether the Council should have any authorities.

B. Junior College Problems

Steps must be undertaken to insure that Community College transfer students are guaranteed junior level entrance in four-year institutions. It is becoming increasingly difficult for qualified Community College graduates to transfer to four-year institutions. Community College transfer students should be given first priority in admission procedures.

C. The Master Plan of Higher Education

The Master Plan became effective in 1960. Since that time, there has arisen a tremendous number of problems in higher education not contemplated at the time of the original plan. The entire area should derive considerable benefits from an updating and revision of that plan.

D. Tuition

The costs of higher education have risen so precipitously that it will be necessary to find increased sources of revenue to assist in maintaining our high quality programs. Legislation will be introduced to direct the Regents and Trustees to establish a charge for a portion of these costs. These charges should be geared in such a fashion as to provide no economic hardship on the students and would supercede the existing student charges and fees.

E. The Board of Regents and Trustees

Provision should be made for ten or twelve-year terms of the Board of Regents. This will facilitate more frequent appointments to the Regents, thus insuring a more consistent philosophy with the demands of newer needs and problems. In addition, terms of Regents and Trustees would be the same.

Memorandum

To : WILLIAM P. CLARK, JR.
EDWIN MEESE III
ALEX SHERRIFFS
RUS WALTON
✓ PAUL J. BECK

Date : January 24, 1969

Subject: STATE COLLEGES

From : PAUL R. HAERLE

On Thursday, January 15, 1969, Governor Reagan met with representatives of various groups representing faculty on the state college campuses. The meeting commenced shortly after 10:00 a.m. and concluded at approximately 11:45 a.m. Attached hereto as Exhibit A is a list of those in attendance at the meeting. Attached hereto as Exhibit B is a copy of a draft agenda prepared for that meeting by the undersigned and which the Governor followed rather carefully during the course of the meeting.

1. The first point touched upon during the discussion was the statutory termination problem. The Governor asked for the reaction of the group with respect to this. The first to respond was Tom Jordan of CSEA. He said that his first reaction upon hearing of the strike was that the strikers ought to be peremptorily fired. However, he said that on further reflection he thought that the Governor's and Trustee's best position was to go slow on this.

Mr. Peluso of CCUFA stepped in to comment that the Governor should be aware of the fact that the AFT was in dire circumstances financially and morale-wise, and that there should be caution exercised lest they be made into martyrs and further support come their way because of this.

Roth of CCUFA specifically suggested that instead of firing them, (because "this just provokes confrontation") they should be simply docked in pay for every day that they are off without any formal termination. This suggestion was seconded by Peluso, who added the thought that they ought not to be assigned classes the following semester.

Professor Comegys of the California Conference of the American Association of University Professors remarked that the AFT was badly divided, they were hurting on money, and that they ought not to be given the opportunity of garnering more support.

continued.....

In general, the group urged that the law be enforced (because there is no alternative) but that there be a delay in the actual enforcement because of the factual circumstances and that hopefully during the period of delay the AFT would crumble.

2. The group agreed that further effort should be expended on contacts with local central labor councils and convincing such councils not to grant strike sanction, or in the event it had been granted that it ought to be withdrawn. No specific suggestions as to how this ought to be done were forthcoming, but general agreement that it ought to be done was had.

3. All groups, particularly CCUFA and the AAUP California group were adamant that more needed to be done to protect professors and instructors against retribution for crossing the picket line. The Governor noted some of the examples he had heard of threatened retribution against non-striking professors, and the more the subject was discussed the more agitated the group became at these AFT tactics.

Eventually it was agreed that both CCUFA, AAUP and CTA would send out a bulletin to all faculty on this subject, offering their services to protect faculty members against loss of tenure or other forms of retribution.

4. At about this point Trustees Chairman Ted Meriam, who was also in attendance, stated that he welcomed very much the opportunity to meet with these groups, and wanted to arrange some sort of a forum for continued meetings and cooperation with them.

Tom Jordan of CSEA interjected that one of the most important points from the standpoint of the group was that neither the Governor nor any other spokesman for the administration ought to be painting instructors on the California state college campus with the same broad brush as that that applied to the AFT. He felt that there was a bad image being created of college instructors, and that this needed to be corrected. No particular response was made to this point, however.

5. Roth of CCUFA said that one of the most important points in the minds of the group was the erosion of authority of the individual college presidents. There was not, he said, anywhere near enough autonomy reposed in the individual college administrations, but rather a centralization of authority in the office of the Chancellor.

Both Meriam and the Governor responded affirmatively to this suggestion, indicating that they also were conscious of this problem, and agreed very much with the group that this was something that had to be solved.

continued.....

Jack Rees of CTA brought up the subject of the Burgener bill, introduced in the 1967 Regular Session (see Exhibit C attached hereto). He said that it was the view of the assembled group that something akin to the Burgener bill was badly needed at the present time. The Governor and Alex Sherriffs promised immediate consideration to the possibility of renewing such legislation.

6. Jordan concluded the formal agenda by stating that the group proposed the creation of a commission to examine both the faculty and student problems on the campuses, and said that if this would be done immediately under appointment by the Governor that it might cause a relaxation of some of the immediate tensions. I asked Jordan whether or not this might have the effect of undercutting the Trustees, and after some discussion on this point it was agreed that any such commission ought to be appointed more or less under the authority of the Trustees.

7. I recapitulated the "short term" points on which the group had agreed upon as follows:

- A. Enforce the law with respect to automatic terminations but delay its enforcement somewhat, in the meantime making sure that pay was docked.
- B. Acquaint local membership of each group with the law and that its enforcement was inevitable in some circumstances.
- C. Increase contacts with local central labor councils in an effort to avoid strike sanction.
- D. Each group, and perhaps all of them operating collectively, ought to increase their activities toward protecting member (and even non-member) faculty personnel against retaliation because of nonadherence to the strike.

8. The Governor concluded the meeting by saying how much he appreciated the opportunity of meeting with the assembled group, and committed himself unequivocally to continuing the dialogue with these groups in a constructive manner.

9. Attached hereto as Exhibit D is Rus Walton's memorandum to Ed Meese of January 17, with which I completely concur.

Representatives meeting with Governor Reagan

1/17/69

California College and University Faculty Association

Frank Peluso, President

Lester J. Roth, Past President

Robert Rees, Acting Executive Secretary

American Association of University Professors

Robert Comegys, President California Conference

Robert Wiggins, Representative

California State Employees' Association

Thomas Jordan, General Manager

Robert Carlson, President

Walter Taylor, Chief Counsel

George Feinberg, Chief, Operations Division

John Bailey, CSEA Rep

California Teachers Association

Jack Rees, Executive Secretary

EXhibit A

AGENDA

January 16, 1969
Meeting with representatives of
state college faculty group,

I. "Short term" issues

- A. How to maximize teacher and student attendance at San Francisco State under present conditions
- B. Necessity and means of getting across to the public the following:
 - 1. Lack of AFT support on campus;
 - 2. Small percentage of faculty involved in strike;
 - 3. Absurdity of some of the demands;
 - 4. Opportunism of AFT regarding timing.
- C. How to vitiate Central Labor Council sanction
- D. Handling of statutory termination problem

II. "Long term" issues

- A. What basic problems do exist with regard to working conditions which concern all state college instructors and what can be done regarding them
- B. Possible means of providing for meaningful bargaining representative for state college faculty

EXHIBIT B

Introduced by Senator Clair W. Burgener

An act to add Chapter 10 (commencing with Section 24351) to Division 18 of Part 4 of the Education Code, relating to the establishment of system-wide and local academic senates in the California State Colleges.

The people of the State of California do enact as follows:

Section 1. Chapter 10 (commencing with Section 24351) is added to Division 18 of Part 4 of Education Code, to read:

Chapter 10 Academic Senates

24351. It is the purpose of this Chapter to promote and strengthen the traditional right of faculty members in great institutions of higher learning to participate in policy formation on academic and professional matters at such institutions through the establishment of system-wide and local academic senates. It is further the purpose of this Chapter to make the system-wide and local academic senates the voice of the faculty of the state colleges and to establish the system-wide and local academic senates as the representatives of the faculty in academic and professional matters. Nothing contained herein shall be deemed to supersede other provisions of this code or the rules and regulations of the Trustees adopted under the authority of this code.

EXHIBIT C

24352. As used in this Chapter:

(a) A "System-wide Academic Senate" of the California State Colleges shall mean the representative body elected by the faculties of the California State Colleges.

(b) "Local Senate" of each state college shall mean the representative body elected at each college by the faculty of the college.

(c) "Member of the System-wide Academic Senate of California State Colleges" is a person elected by the faculty of a state college as a representative to serve on the System-wide Academic Senate of the California State Colleges.

(d) "Member of Local Academic Senate" is a person elected by the faculty of each state college as a representative to serve on the Local Academic Senate.

(e) "Faculty" means all academic and administrative employees of a state college including the Chancellor and President of each state college except that faculty shall not include persons serving in management services, such as, accounting, budgeting, plan management, management analysis, personnel administration, or business services.

24353. A System-wide Academic Senate of the California State Colleges shall be established for the California State Colleges. The System-wide Academic Senate shall succeed to the powers, duties and functions heretofore vested in

the Academic Senate of the California State Colleges created and existing by virtue of the rules and regulations adopted by the Trustees of the California State Colleges. The Constitution of the Academic Senate of the California State Colleges shall continue in effect as the Constitution of the System-wide Academic Senate and shall be subject to amendment in accordance with the provisions of that Constitution provided that no amendment shall be inconsistent with the provisions of this Code.

24354. A Local Academic Senate shall be established for each State College of the California State Colleges. The Local Academic Senates at the existing State Colleges shall each succeed to the powers, duties and functions heretofore vested in the Local Academic Senate created and existing at each State College by virtue of the rules and regulations adopted by the Trustees of the California State Colleges. A Local Academic Senate shall be established at each State College hereafter established. The Constitution of each Local Academic Senate that is now in effect shall continue in effect as the Constitution of each Local Academic Senate and shall be subject to amendment in accordance with the provisions of such Constitution, provided that no amendment shall be inconsistent

with this Code. The Local Academic Senate established at each State College that may be hereafter established shall be governed in the exercise of its powers and duties pursuant to a constitution freely adopted by a majority of the faculty at such State College provided that no provision of the constitution or any amendment thereto shall be inconsistent with this Code.

24355. The powers and duties of the System-wide Academic Senate shall be as follows:

(a) The System-wide Academic Senate shall represent the faculty of the State Colleges on all of the system-wide academic and professional matters.

(b) The System-wide Academic Senate shall transmit to the Chancellor and Trustees recommended policies and procedures and opinions and positions of the faculties of the State Colleges.

(c) Representatives of the State-wide Academic Senate shall sit with the Trustees of the California State Colleges in an advisory capacity and shall have the same right to be recognized and to discuss the questions before the Trustees as do the Trustees.

24356. Any proposal submitted to the Trustees of the California State Colleges for action by an employee organization (as defined in Section 3501 of the Government Code) relating to

academic or professional matters shall be referred to the State-wide Academic Senate for its recommendations and comments prior to the Trustees arriving at a determination of policy or course of action, provided that nothing herein shall affect the right of the Trustees to act in the event of an emergency.

24357. The Trustees of the California State Colleges or such administrative officer as they may designate and representatives of the State-wide Academic Senate shall meet and confer upon request of either of them with regard to any matter relating to academic or professional matters. The designation of an administrative officer as provided herein shall not preclude the representatives of the State-wide Academic Senate from exercising their rights as provided in Section 24355 (c).

24358. The Trustees of the California State Colleges shall provide sufficient funds for the operation and maintenance of the System-wide Academic Senate to permit the System-wide Academic Senate to perform the duties provided for under this Chapter.

24359. All funds provided pursuant to Section 24358 shall be available and used for such purposes. The funds so available may be drawn against by the Chairman of the System-wide Academic Senate to perform the duties provided for under this Chapter.

24360. The Trustees of the California State Colleges shall grant released time to the officers, other members of the Executive Committee and Committee Chairmen of the System-wide Academic Senate and shall grant released time to members of the System-wide Academic Senate to perform the duties provided for under this chapter.

24361. The powers and duties of the Local Academic Senate shall be as follows:

(a) The Local Academic Senate shall represent the faculty at a State College on all local academic and professional matters at a State College.

(b) The Local Academic Senate shall formulate policies and procedures on academic and professional matters insofar as such policies affect the individual State College. Such policies and procedures shall be subject to the review of the President of the college.

(c) The President of the State College and representatives of the Local Academic Senate shall meet and confer upon request of either of them with regard to all academic or professional matters.

January 17, 1969

Ed Meese

Meeting with CSEA, AAUP,
CTA, et al

Rus Walton

I think the meeting with the CSEA, AAUP, CTA, et al was great!

I urge that we follow this up judiciously but boldly -- with bias, if any, toward leadership and action. It seems to me we made a tremendous break through the communications gap and we must keep pushing.

The obvious steps are:

1. to review the Burgener bill, perhaps discuss it with Clair in light of our meeting, etc., and take the leadership on this type of legislation. (Reference my memo to you a few days ago anent the need for a proper vehicle for legitimate communications between faculty, administration and Trustees.)

2. move immediately to consider and (if at all possible and practical), form a Commission as suggested. Such a commission might comprise leaders of the various groups represented at the meeting this morning (the various academic groups, CSEA, the Trustees and the Governor's office). The question as to whether this should be a sub-committee -- or report to the Trustees -- can certainly be worked out. I would recommend, all things being equal, that it should be a Governor's commission, closely coordinated with the Trustees, but reporting to the Boss. The time for leadership is now.

With the Boss' background and expertise in labor relations, etc., this is right in his bag. I urge that we move quickly and effectively.

RUS WALTON
Secretary for Program
Development

cc: ✓ Paul Haerle
Alex Sherriffs

RW:ky

Exhibit D

EDUC
OFFICE OF THE GOVERNOR
Sacramento, California
Contact: Paul Beck
445-4571 10-31-69

MEMO TO LEGISLATORS

.....from Governor's Press Office

The attached may be of interest to you and is provided for your
background information.

Remarks by Governor Ronald Reagan
In Answer To Questions From The Sacramento Bee
Published In The Newspaper's Forum Section
Sunday, October 26, 1969

1. ACCORDING TO VARIOUS ESTIMATES, BETWEEN 10,000 AND 40,000 STUDENTS WERE TURNED AWAY THIS FALL BY THE CALIFORNIA STATE COLLEGES. FACULTY GROUPS BLAME THE FISCAL POLICIES OF YOUR ADMINISTRATION FOR THE REJECTION OF THESE STUDENTS. WHAT REASON DO YOU GIVE?

"If it were true that even one California resident who was a qualified applicant was turned away from the state colleges, I think it would be a crime.

"And, there is so far no evidence to show that any have been turned away from the system itself.

"The fact is that while the Master Plan for Higher Education specifies that a campus be available somewhere in the state for each qualified applicant, the state college system has both the ability and the responsibility to transfer available funds to meet the enrollment requirements of individual campuses.

"Unfortunately, too many state college officials would apparently rather push students around from one campus to another than to move the money around to meet local enrollment needs.

"By refusing to be innovative, they are just not making effective use of the reservoir of faculty members they've been allocated, or the classroom space which is available.

"To complicate the problem, students are being forced to apply for enrollment at as many as five and six campuses in hopes they'll be accepted at one of them. Those campuses which refuse them entrance still count their applications against the total received, mushrooming the true picture all out of proportion.

"A report just released by the State Auditor General, in pointing this out, says: 'There is no centralized processing of state college applications for admission. This is an inconvenience for the applicants and a waste of college administrative funds in the handling of several applications for one student. Under the present system,' the report says, 'it is not possible to readily determine how many applications are turned away from the college of their first choice or from the system altogether.'

"But, is it really necessary to turn them away from the college of their choice? Let's take Sacramento State College, for example.

"The Auditor General's report says that right now, today, 'full utilization of the present classroom and laboratory space at Sacramento State College could accommodate double (yes, double!) the present enrollment of 11,000 fulltime equivalent students.'

"It also says that next September, Sacramento State could handle 25,762 such students. It notes that 300 classrooms on the campus are completely vacant for at least three hours a week during the day. These classrooms, alone, could accommodate 2,700 students who are not now being served. And, this does not include the empty chairs in classes already underway.

"The report says that one in every 10 faculty members at the college is not teaching, but that these non-teaching teachers are involved in other things such as administration, research, counseling and testing.

"Isn't it time to ask, whatever happened to the idea that teachers are supposed to teach? It's no wonder that students are upset! They're at the very bottom of the priority list!"

"Let me also draw your attention to one other key portion of the Auditor General's report which says that the student-teacher ratio at the state colleges is 16.3 to 1, which means 16 students to one teacher. Yet, across town at Sacramento City College the ratio is 34-1. And, at American River College, it is 36-1.

"The report also points out that at Hastings Law School, one of the nation's leading professional schools, the student-teacher ratio is budgeted for the current year at 35-1.

"As you can see, the student-teacher ratios at these three schools are virtually twice the average in the state college system.

"There is no mystery as to why certain faculty groups and others continue to try to put the blame on our administration. They would rather protect their comfortable little niches than recognize that students should get the first priority, and that teaching should be the prime responsibility.

"It is for this very reason that, for the first time, we have asked the state college and university systems to submit a budget for the coming year which will place the needs of students first.

"And, speaking of the budget, I want to make it clear that this administration has made, and will continue to make, education the top budget priority.

"During the past three years, the total annual support budget for higher education, not including the community colleges, has increased from \$414 million to \$638 million.

"Three years ago, every man, woman and child in the state paid \$28 toward its support. Today, it's \$38 per person, or \$154 for a family of four.

"Over the same three-year period, higher education has received an overall 54 percent increase. That's three times as much as the 18 percent increase which all other agencies in state government received.

"Now, for those who say that this doesn't take into account the factors of inflation and population increases, the figures---if adjusted for inflation---still show that higher education has received a 31 percent increase during the course of these three years, compared to a decrease---yes, a decrease--- of 3.4 percent for those departments over which a governor exercises direct control.

"Today, California taxpayers are spending more per student than ever before: \$3,114 per university student, and \$1,500 for each student in the state college system.

"And, none of this even begins to take into account the amount the taxpayers are putting up to support California's extensive community college system."

2. HOW CAN THE COLLEGES AND UNIVERSITY OF CALIFORNIA KEEP COSTS DOWN WHEN BOTH ARE FACED WITH INCREASING ENROLLMENTS AND RAPID INFLATION?

"For one thing, they can begin to cut out a lot of the fat, which is a fact, but which they are very reluctant to acknowledge or look for. We have done it in state government for three years and we're continuing to do it. There is no reason why they can't do it also.

"Nearly half of the employees in the state college and university systems have non-academic jobs. Why should a clerk who works in a department of the university not be subject to the same workload scrutiny as the clerk who works in the Department of Motor Vehicles?

"There are many areas, totally unrelated to the quality of instruction, where hard-nosed, rigorous standards of economy and efficiency can and should be applied, just as in other departments of state government.

"Why should it be too much to hope that by reducing the cost of such operations and applying practical, cost-saving alternatives wherever possible, that more students might get educated with the dollars saved?

"If the same members of the educational establishment who berate the administration in Sacramento would take another look at their priorities and work as diligently on behalf of students as they do to save their own establishment we could be a lot further down the road to progress.

3. YOU HAVE SUGGESTED THAT FACULTY MEMBERS SHOULD TEACH LARGER CLASSES AS A WAY OF CUTTING COSTS. WHY SHOULD CALIFORNIA FACULTY MEMBERS CARRY A HEAVIER WORKLOAD THAN FACULTY MEMBERS AT COMPARABLE INSTITUTIONS ELSEWHERE IN THE NATION?

"It is difficult, indeed impossible, for me to believe that by teaching just one extra hour a week, faculty members in the university and state college systems in California would be shouldering a heavier burden than faculty members elsewhere in the country. As to teaching larger classes, professors tell me that it is no more strenuous for them to teach 40 students than it is to conduct a class of 36.

"In any event, the hours that faculty teach within the university classroom would appear to approximate about five a week. If this is 'heavier' than faculty members 'elsewhere in the nation,' then I am embarrassed for those faculty members.

"In the state college system, and without the responsibility for research which is the university's, the number of hours of classroom teaching is closer to nine than the 12 required.

"Education is, for me, the top priority. It clearly is not for some of the people who are hired to teach.

"I only wish that more university professors would, in fact, teach and not delegate this vital classroom function to teaching assistants barely older than the students themselves. If I were a university student, and I signed up for a course taught by a well-known professor who made a single appearance during the semester, I think I'd feel somewhat neglected."

4. WITH THE DEFEAT LAST YEAR OF PROPOSITION THREE AND WITH CONTINUING CONSTRUCTION FUND REDUCTIONS BY YOUR ADMINISTRATION, CALIFORNIA CAMPUSES ARE FALLING FAR BEHIND IN THEIR BUILDING PLANS. HOW DO YOU PROPOSE TO MAKE SPACE AVAILABLE ON THE CAMPUSES FOR THE THOUSANDS OF STUDENTS WANTING HIGHER EDUCATION?

"If there was any message in last year's voter turndown of Proposition Three, it was that the people of California, who have so generously supported public higher education in the state for generations, want these institutions to put their house in order. I think they're concerned that their tax dollars for the university and colleges are not being used as wisely or as responsibly as they should.

"The empty classrooms at Sacramento State may well reflect this concern.

"A bond issue is a vote of confidence by those who make our higher education system possible. When the voters are convinced that the facilities in which they have invested are being used fully and effectively, and that there is a need for additional facilities, I have no doubt what their answer will be."

5. A STUDY COMPLETED LAST YEAR BY THE COORDINATING COUNCIL FOR HIGHER EDUCATION SHOWED THAT 11.7 PERCENT OF STATE EXPENDITURES IN CALIFORNIA GO TO HIGHER EDUCATION. ACCORDING TO THIS STUDY, THE NATIONAL AVERAGE IS 15.2 PERCENT. IF CALIFORNIA IS ONE OF THE NATION'S WEALTHIEST STATES, WHY CAN IT NOT AT LEAST MATCH THE NATIONAL AVERAGE?

"I don't believe that the study takes into account the enormous sums of tax monies for the support of California's very extensive community college system, by far the largest and most sophisticated in the country. Hundreds of millions of dollars in state and local support make it possible each year.

"The point is, roughly one out of every 25 Californians is now a fulltime student at one of our institutions of public higher education---be it the university, a state college or a junior college. It is something to be proud of, and I can't think of any other state which could even begin to match us."

6. WHAT DO YOU CONSIDER TO BE OUR GREATEST ACCOMPLISHMENT IN HIGHER EDUCATION?

"I would have to list several things, but I wouldn't know how to put them in order.

"One would be that we have been able to provide literally hundreds of millions of dollars---considerably more than ever before in the state's history---to meet the swelling demands of growth in higher education, at a time when there have been tremendous demands on our tax dollars for other things such as welfare, Medi-Cal and mental hygiene. Despite these and other pressures, education has remained our number one, overwhelming budget priority and will continue to be.

"I am also pleased that with the creation of the Board of Governors of the California Community Colleges we have been able to heighten the dignity and status of this excellent system and its vastly underrated contribution to higher education in California.

"Nor could I overemphasize the importance we attach to the increasing role of vocational education for those of our citizens who choose to limit their academic studies. Only through the kind of training this provides will we be able to adequately fill the one million skilled and semi-skilled new jobs which will be upon us by 1975."

"These would be several of the things I would have to list."

7. WHAT DO YOU CONSIDER TO BE THE GREATEST PROBLEM NOW FACING HIGHER EDUCATION?

"I am afraid I would have to cite the growing distrust of the public for the academic community and the growing hostility of some elements of the academic community for the public.

"Unfortunately, there are too many in the academic community who consciously, or unconsciously, bare their contempt for the ordinary citizen who may not have had the benefit of a college education, but who is sharing a very heavy tax burden, some of which goes to pay the cost of professors' salaries and administrators' expense accounts.

"The same taxpayer who pays the freight at the university or college campus is wondering why he can't ask how his money is being used and why it can't be used more effectively, if not more sparingly in certain cases.

"He is asking why violence and disruption are openly encouraged, or even tolerated, on the campus he finances---in the name of academic freedom.

"He is asking what has happened to the moral leadership and backbone that campus officials used to show.

"He is wondering what has happened to professional ethics and why some instructors are able to use their classrooms to indoctrinate and propagandize his children against the traditional values of a free society in this country.

"If the problem is to be resolved, it will have to happen on our campuses.

"It will happen when administrators and faculty members take responsive and responsible action to regain the public confidence they once enjoyed. But, the patience of the people is not infinite."

file
November 14, 1969

PAUL: This is Ed's contribution.

Dear Sir:

TIME's astonishing and completely irresponsible references to higher education, in the November 7 Modern Living section on California, demand a factual response.

Had your editors bothered to make even the most elementary check they would have found that Governor Reagan has not decreed a \$88 million budget cut for the University of California. Indeed, he has never cut the school's budget.

On the contrary, during his three years in office, the total annual support budget for higher education in California, including the state University and college systems has increased from a total of \$414 million to \$638 million per year. The University budget itself has gone up from \$244 million to \$330 million. Over the same period of time higher education has received an overall 54 percent increase -- three times as much as the 18 percent increase which all other agencies in state government received.

When the Governor took office, every man, woman and child in the state paid \$28 toward the support of the state University and state colleges. Today, it's up to \$38 per person.

Even if adjusted for inflation the figures still show that higher education in California has received a 31 percent increase over the course of the past three years compared to a decrease -- yes, a decrease -- of 3.4% for all other departments of state government over which Governor Reagan exercises direct control.

Today, California taxpayers are spending more per student than ever before: \$3,114 per University student and \$1,500 for each student in the state college system.

This year, for the first time in the state's history, the Governor requested all departments, including those representing higher education, to set forth their own priorities in their budget requests in order for his administration to make truly meaningful decisions in the final allocation of funds for the coming fiscal year -- a down-to-earth common sense approach.

His only "decree" was that the University and state college systems put the interests of students at the top of their list of priorities -- not last, as has been the case all too often in the past.

TIME's charge that the Governor's policies may reduce future enrollment and force one of the University campuses to close are pure fantasy and have no relationship to the fact.

The charge by TIME that he has used "ridicule and money-power in an attempt to cow University administrators into suppressing faculty and students' dissent" is totally unwarranted. The Governor has continually resisted strong pressures to reduce University budgets. He has stated time and time again that the vast majority of students and faculty members should not be punished because of the violent and disruptive acts of an unrepresentative few.

San Jose Mercury

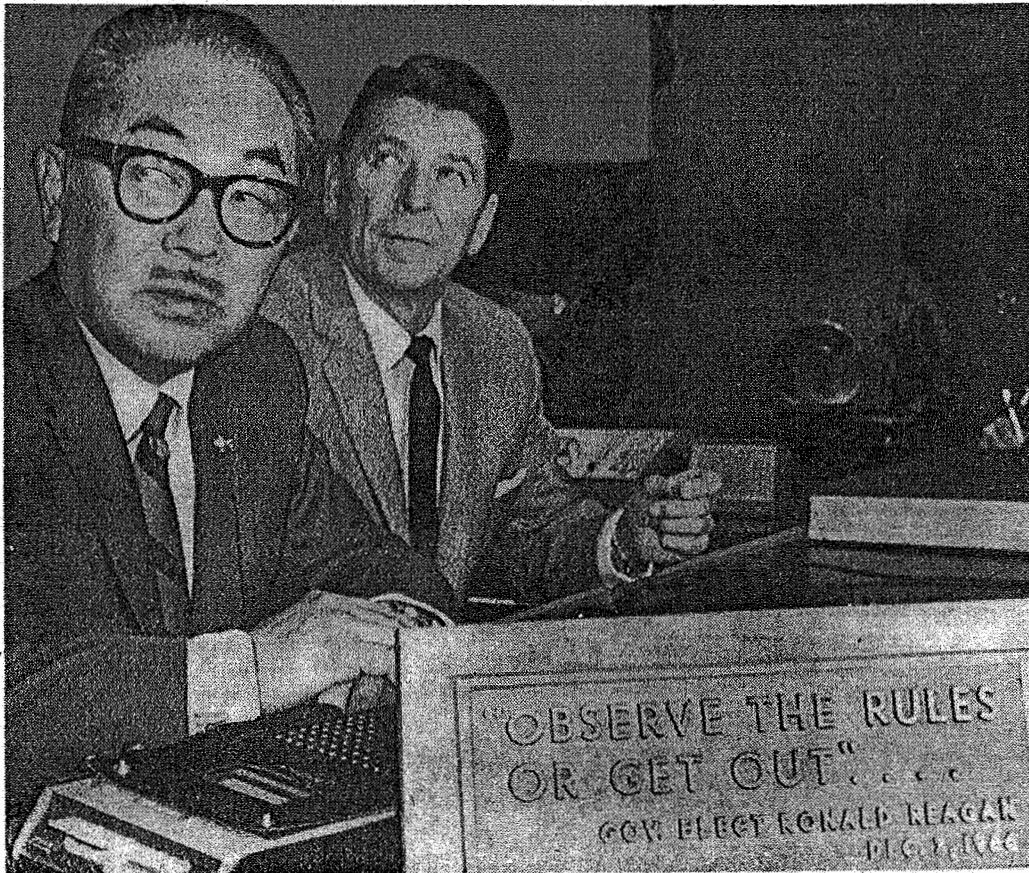
More Than a Century of Service—1851-1969

118TH YEAR, NO. 183

SAN JOSE, CALIF., FRIDAY MORNING, JANUARY 17, 1969

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CRISIS PARLEY—Gov. Ronald Reagan and Dr. S. I. Hayakawa, acting president of San Francisco State College, held a joint news conference Thursday in Sacramento following their first meeting between the pair. They

said they were "in basic agreement" on the necessity of keeping SFS open. In lower right is plaque containing words from a Reagan post-campaign speech in 1964.

—AP Wirephoto

BUT JUST A TOUGH

Reagan Softens Stand On Teacher Firings

BY LOU CANNON

Mercury Sacramento Bureau

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Without abandoning his position that the law requires dismissal of faculty members absent for five consecutive days, the governor pledged "due process" for striking professors.

He also welcomed a suggestion from non-striking faculty groups that a broad-based commission be named to study causes of campus turmoil. Reagan said this could best be accomplished in "an atmosphere of goodwill."

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Dumke and college trustee chairman Ted Meriam and representatives of three non-striking faculty groups.

Dr. Frank Pelluso of San Jose, president of the California College and University Faculty Assn., said after the meeting that he hoped the Governor would name a commission to study all causes of campus

unrest including "the legitimate aspirations of the underprivileged ethnic minorities."

Reagan said a commissioner should be named but added he probably would ask the state college trustees to do it rather than appointing one himself. Any commission, he said, should include representation both

(Back Page of Section, Col. 4)



OBSERVE THE RULES
OR GET OUT

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• Dr. Eldred E. Rutherford, president of the SJS local of the American Federation of Teachers, denied he had skipped classes since Nov. 5 and accused the governor of "circulating a misstatement of fact" in his news conference Tuesday.

• Reagan met for the first time with Dr. S. I. Hayakawa, the famed semanticist who is now the embattled president of strike-torn San Francisco State. Hayakawa and Reagan held a brief press conference afterward and declared they were "in basic agreement" on the necessity of keeping the college open.

• The governor also met with Thomas Jordan, general manager of the California State Employees Assn. (CSEA), State College Chancellor Glenn

Dumke and college trustee chairman Ted Meriam and representatives of three non-striking faculty groups.

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(Back Page of Section, Col. 4)

BUT JUST A TOUCH

Reagan Softens Stand On Professor Firings

(Continued from Page 1)

from the colleges and from the general public and should consider long-term causes of campus disturbances.

The governor slightly softened his oft-expressed declarations that striking faculty members must automatically be dismissed.

When he was asked about procedures under way at San Jose State to provide for reinstatement of faculty on an individual basis, Reagan replied:

"There is the problem of a very explicit law. But until you know who has actually been in attendance, you can't make a determination. You are going to have to establish that they (the striking professors) did neglect their duties for five consecutive days."

Reagan repeated a statement he made Tuesday that the AFT was acting contradictorily in obtaining labor council sanction for a strike and then attempting to claim that union members actually were in attendance at their classes.

But Rutherford, who flew from San Jose to Sacramento for a press conference arranged by Assemblyman John Vasconcellos (D-San Jose), disclaimed any knowledge of reports that striking professors would attempt to collect their paychecks.

Instead, he said, the AFT would insist on amnesty for all strikers as one of the conditions of ending the walkout.

Rutherford said it was "categorically untrue" that he had failed to meet with classes since Nov. 5, an accusation made by some SJS professors and reported in the San Jose Mercury last Friday. Reagan, who did not mention Rutherford by name, cited the Mercury story Tuesday at his press conference as an indication of absenteeism by some college professors.

Rutherford, an SJS psychology professor, said he had conducted his three undergraduate classes on a "project-oriented basis," assigning individual projects to his 120 students.

The SJS professor said he met with students regularly to discuss their projects, a claim supported by Terry Thorne, an attractive blonde 21-year-old

coed who is one of Rutherford's 120 students.

Some of the criticism directed against him for this independent study method came from faculty members antagonistic to the AFT, Rutherford said, though he conceded that some students had been disturbed by the

departure from classroom routine.

"It's provoked confusion and some anxiety on the part of students," Rutherford said.

But he defended the value of the teaching method and declared he had done more work than he would have in a "stand-up lecture class."

The joint Reagan-Hayakawa press conference dwelt more on the student strikers than on the faculty members. In a move to drive a wedge between the student factions, the governor said that insistence by the Students for a Democratic Society (SDS) on continuing the San Francisco strike was blocking Negro demands for a separate black studies department that Hayakawa has agreed to create.

"I'm looking to the day when the BSU (Black Students Union) will realize that all of us seek the same aim," Reagan said.

Hayakawa and Reagan both expressed concern for professors who have been allegedly threatened or coerced into joining the strike. After the meeting with the governor earlier in the day Lester Roth, a Fresno State College professor, said teachers who had declined to join had been threatened with loss of tenure and promotions.

Hayakawa, who shrugged off reports of the latest bombing at San Francisco State as "the kind of harassment we've always anticipated," appeared tense as he faced newsmen with Reagan.

But he relaxed later after a courtesy call on Assembly Speaker Robert Monagan (R-Tracy) and whipped a yellow tam-o'-shanter out of his briefcase for Monagan.

The new speaker posed for reporters alongside Hayakawa, who wore a multi-colored tam, and then declared:

"I think he's doing an outstanding job in a difficult situation and he certainly has my support."

Memorandum

*File Edue
S.F. State*

To : Edwin Meese, III
Legal Affairs Secretary
Office of the Governor

Date : November 15, 1968

Confidential

From : California Disaster Office
Charles P. Samson, Director

Subject: San Francisco State College Incidents

The series of incidents on the San Francisco State College campus occurring during the past week and one-half involved a number of related activities by students, faculty and non-students, and a series of unrelated incidents during this same time frame. This report will attempt to summarize quite briefly some of the statistical facts and observations made by this agency and other professional law enforcement personnel.

The report consists of news clippings and the teletype reports of the Emergency Teletype System that relate to SFSC.

The most recent problems started Wednesday, November 6, in which a rally was held on the campus wherein certain demands by the militant students were again reiterated to the school administration. Small groups of students, black and white, roamed the campus starting fires, overturning desks and chairs in classrooms, and generally disrupting the school's normal activities. The San Francisco Police Department was called on to the campus to break up the demonstration. Administration officials estimate that about 200 to 300 students were milling around the campus on that day. However, the total number directly involved is suspected to be quite small. The noon rally earlier in the day had about 1000 on-lookers.

The second day, Thursday, November 7, SF police put the tactical squad back on the campus, hidden from sight, with one-half remaining off campus, approximately one block away, hidden in a public garage. There were many rumors of attempts to storm the Administration Building and generally disrupt the campus activities. A bomb was exploded on the campus in the early morning, doing minor damage and one black student, a citizen of Nigeria, was arrested when a second explosive device was

found on his person.

SFPD had twenty plainclothes officers on the campus that day. Numerous fires were started, basically small trash fires, toilet seat covers and other types of fires in the various buildings. No major damage resulted from the fires. A few arrests were made. Due to the presence of undercover police and the announced intention to keep the school open, by the administration in spite of rallies being conducted throughout the day, no major problems developed.

Friday, November 8, a relative day of quiet in which faculty and students conducted meetings to discuss issues. No major incidents were reported.

November 9, 10, and 11 -- Week-end and Veteran's Day holiday; no police involvement.

Tuesday, November 12-- The faculty again met in the auditorium approximately 750 in number, to discuss censuring Chancellor Dumke and other faculty demands were considered. A Channel 7 news reporter was assaulted by a small group of Blacks, presumably students; was knocked to the ground, beaten and his camera was damaged. Upon his statement to police that he could identify his assailants, the tactical squad again came on the campus to effect arrests of the assailants. The people involved were not found at the rally, where they were suspected to be in attendance. However, the police did make three arrests of others, for disturbing the peace and creating a scene on campus. In attempting to remove these arrestees, the squad was stoned by a large number of students, among whom were a number of agitators from off-campus. Jerry Rubin, head of the Yippies and others who egged on the students, many of whom became involved in throwing rocks and bottles at police officers. Additional police were put on alert and eventually the situation stabilized, with the arrested persons and the surrounded tactical squad leaving the campus. Some additional windows were smashed and a few additional fires were set.

Wednesday, November 13--Additional faculty meetings and student rallies were conducted, and at the decision of the President the campus was declared closed until the situation could be resolved.

Statistics available resulting from on-the-scene observations, discussions with Inspector Lashkopf, SFPD, and Chief Berry, Chief of Security, SFSC.

SFPD on campus: Maximum number of uniformed personnel: 32 men- Nov. 7

Plainclothes officers: Maximum number, 40 - Nov. 7 and 12.

Arrests made: Approximately 20. (no one seems to know exactly) 6 felony , 14 misdemeanor. Charges range from assaulting a police officer, suspicion of arson, disturbing the peace, possession of an explosive device.

Warrants outstanding: 5 felonies to be served upon identification of suspects charged with assaulting a police officer.

Officers injured: 9 SFPD; cuts, bruises, back injuries resulting from assault by crowd Nov. 12. One injury to SFSC campus policeman, uniformed; assaulted by 5 black students. No other reported injuries.

Bomb threats: 6. One explosion; one did not detonate; 4 false alarms.

Fire settings: "About a dozen" (SFPD). "20-25"(Chief Berry, SFSC)

Nature of fires: Small fires, trash barrels, toilet seat covers, toilet seats burned with inflammable liquid, upholstery of furniture, waste baskets, etc. Four rooms in various buildings suffered sufficient wall charring and/or smoke damage to need complete repainting. One \$7,000. concert grand piano (Steinway) case charred and damaged beyond repair. Unknown at this time if inner works damaged. If so, would be considered total loss.

Other damage: Three plate windows and "numerous other small pane windows" in seven buildings. Some artifacts in the anthropological exhibit damaged. Value unknown. Four typewriters demolished. Two mimeograph machines damaged. The Chief of Buildings and Grounds estimates that miscellaneous damage, including small fires, will approximate \$5,000. exclusive of the possible loss of the grand piano.

Professional police opinion: Discussions with intelligence agents, SFPD, Department of Justice, and other knowledgeable observers on scene with personal observation indicates:

Approximately 80 to 100 "hard core" militant are the cause of the trouble. 35 Faculty, 15 from BSU, 30 SDS--PLP. These 80 to 100, with certainly no more than 20 off-campus members of BSU and Black Panthers were successful in their activities in bringing sympathy and "hangers-oners" on campus so that the rally attendance of several hundred was not a true picture of the militant action. SFPD intelligence feels that a firm policy with sufficient arrests for cause, could resolve the situation. Unofficially, they expressed disappointment in that they were not consulted relative to the closing of the campus on November 13. Closing, in their version, was strictly an administrative decision of the campus staff. Their opinion is that the closing will make it more difficult to reopen next week without major concessions on the part of the administration.

Personal observations by CDO staff on scene leads us to believe that certain phases of the demonstrations were well organized with groups harrassing school officials by going into buildings at set times, rapidly dispersing in the buildings on the various floor levels and starting small fires in restrooms, etc. This necessitated constant surveillance by security and maintainence personnel. These harassment techniques were used almost continuously during the week period of the incidents. The speech makers harassment teams were about equally divided between blacks and whites. The more militant speakers were Caucasian. The "hit-and-run" harassment teams and classroom disruption groups were predominately Negro.

Enrollment at the campus is around 18,000 with 600 to 700 being the number mentioned by the Dean of Students, Chief of Security and SFPD as being black students. There is a large Oriental enrollment; very few of whom seem to be involved in this type of activity. The campus police force consists of 14 men. There are times when only 2 of these men are on duty, due to shift work, vacations, etc.

- The general feeling brought back from the campus is that until sufficient arrests are made with a strong, no-bending policy

adopted by the administration, they will continue to have problems on the campus.

October 10, 1968

file

1. Mission of the radical faculty

To secure Academic Senate autonomy by eliminating Regental control over appointments and courses in order to exploit the University as an instrument for revolutionary political change.

2. The Faculty Resolution of 10/3/68 is a confrontation, not a compromise.

Contrary to the Hitch-Heyns and radical faculty postures, the Faculty Resolution of 10/3/68 (copy attached) is not a compromise. It represents the most serious Faculty-Regent confrontational issue yet presented, for it directly challenges Regental autonomy over courses and faculty appointments under the guise that these have become a part of the Senate's "academic freedom."

3. The issue of the credit status of Social Analysis 139X is a smokescreen.

The purported student confrontation issue regarding the credit status of Social Analysis 139X is merely a faculty engineered smokescreen to sustain student interest and support while the faculty exploits the autonomy issue. One cannot reasonably assume that the Regents and Hitch will back off on the non-credit issue because of the universal expression of public outrage engendered by the Cleaver course. However, one could reasonably assume that Hitch and the Regents will be hesitant to take as firm a stand with regard to similar courses and appointments in the future lest they appear "harsh" and "authoritarian." Indeed, Hitch's speech to the Academic Senate on October 3, 1968, (see attached) was an invitation to sabotage any participation by the University administration in the course initiation power, contrary to the Regents' Resolution which Hitch himself wrote. Such action by the radical left and reaction by the President and the Regents has become so predictable that reliance on it has become a fundamental of radical left policy.

The Cleaver course issue will be used to show faculty "good faith," i.e. the Cleaver lectures are likely to be reasonably well prepared (probably by

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someone else), possibly published and four-letter words will be noticeable by their absence. All this will be used as a basis for more and more future courses of a like nature featuring lecturers as outrageous as Cleaver.

4. The Regents should use the Cleaver issue to assume the initiative by expressly negating any concept of Academic Senate autonomy.

Ever since the Free Speech Movement, the Regents have been locked into a position of merely reacting to the radical faculty's initiative. The Cleaver issue presents a unique opportunity for the Regents to seize the initiative with the complete support of the people and both houses of the Legislature by asserting their autonomy in a strongly worded Resolution correcting the false representations contained in the Faculty Resolution of 10/3/68 (a suggested resolution is attached).

5. The case for the Academic Senate autonomy, made by the Resolution of 10/3/68, is falsely reasoned from a false premise.

- A. False Premise "In accordance with the delegation from the Regents that 'The Academic Senate shall authorize and supervise all courses and curricula,' the Senate's Board of Educational Development accredited a student-initiated courseSocial Analysis 139X..." (Faculty Resolution Whereas Clause (1))

Fact Neither the Senate nor the Board of Educational Development has been delegated power to accredit such student initiated courses. The Regents' delegation to the Senate is limited to all courses and curricula in the departments, colleges, and certain of the schools and graduate divisions of the University (Standing Order, Ch. IX 2 (b) p.44). Social Analysis 139X is not given in any such department, school, college, or division and hence cannot be authorized by the Academic Senate.

The Regents have expressly reserved, from the course power delegated

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to the Academic Senate, authority to delegate course power to "other University academic agencies." (Standing Orders, Ch.IX 2(b) p.44). The only such other agency to which course and curricula power has been delegated is the "Council for Special Curricula at Berkeley" (Standing Orders, Ch.X 3(a) p.45). The Council is separate and distinct from the Board of Educational Development. (Manual, Academic Senate Berkeley Division, 1968 edit. p.6). Thus, no course or curricula power has ever been delegated to the Board of Educational Development by the Regents.

B. False Reasoning

(a) The delegation of course power carries with it the power to appoint teachers and determine the conditions for degrees (Faculty Resolution Resolved Clauses (1)(b), (2)(b), and (6)).

Fact The Regents have clearly differentiated the appointing power which has never been delegated to the Academic Senate from the course power (Standing Orders Ch. VI, 1(a) p.28) Thus, contrary to the faculty assertion (Whereas Clause 2(a)), the Regents' action barring more than one Cleaver appearance is clearly within the Regents' appointing power. Even if it were not, only a Regent would have standing to object to a deviation from the Standing Orders. Further, the Regents' delegation to the Senate of power to determine conditions for the award of degrees expressly reserves the power to approve such determinations. (Standing Orders Ch.IX 2(a) p.43). Thus, the no-degree credit action by the Regents was clearly within existing policy and did not involve any infringement of powers delegated to the Senate.

(b) The delegated course power has existed for so long and has become such a tradition of University Governance that its withdrawal would be a violation of the Senate's academic freedom (Faculty Resolution, Resolved Clauses (1)(a) and (5)).

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Fact Academic freedom is an individual not an entity concept and, moreover, relates to classroom teaching, not University Governance.

(University Regulation 5 provides: "Essentially, the freedom of a university is the freedom of competent persons in the classroom.")

(c) Academic freedom means Academic Senate autonomy (Faculty Resolution Resolved Clause (4)).

Fact The only autonomous agency responsible for governing the University under Article IX Sec. 9 of the California Constitution is the Regents. In law, while power may be delegated, responsibility cannot.

RESOLUTION

Whereas, The people of California, in Article IX Sec. 9 of the California Constitution, have invested the Regents with full powers to organize and govern the University of California; and

Whereas, The Constitution authorizes but does not require the Regents to delegate to the faculty such authority or functions as the Regents deem wise; and

Whereas, The Regents are empowered by law to withdraw any delegated authority or functions which the Regents deem to have been exercised unwisely by the faculty; and

Whereas, The Resolution adopted by the Berkeley Division of the Academic Senate on October 3, 1968, evidences many misconceptions regarding the authority and functions delegated by the Regents to the Academic Senate; and

Whereas, It is necessary that these misconceptions be corrected in order that the people of California may be reassured that the Regents are exercising and intend in the future to exercise their power to govern the University

Now Therefore Be It Resolved

- (1) That the Academic Senate has no autonomous power to organize or govern the University because such power resides, by law, exclusively in the Regents.
- (2) That the power to authorize and supervise the courses delegated to the faculty by the Regents is limited and does not include all courses and curricula.
- (3) That the Board of Educational Development is not and never has been delegated power to initiate courses such as Social Analysis 139X.

This resolution, although not intended to be retroactive in its effect, is effective immediately.

(4) That the power to determine conditions for the award of degrees delegated to the faculty by the Regents is limited in that Regental approval is necessary before such power becomes effective.

(5) That the power to make faculty appointments is not now and never has been delegated to the faculty, but instead remains with the Regents, the President, and the Chancellors.

This statement should not be interpreted as an attempt to interfere with the long standing custom wherein the determination of who teaches courses is considered a joint responsibility of the Academic Senate and the administration.

The following statement made by President Hitch at the October 3 meeting of the Berkeley Division of the Academic Senate covers this point:

"I sense some confusion in discussions of The Regents' first resolution between the Senate's authority over the approval of courses, and the determination of who teaches courses, which has long been recognized as a joint responsibility of the Senate and the administration. I think it is significant that not a single Regent challenged the validity of a course with the subject matter of 139X. Their action was directed at the question of the appropriate role of persons without a University appointment in the teaching of courses."

(6) That exercise of the power to scrutinize and approve appointments is separate and distinct from questions of academic freedom and free speech. The Regents note with approval in this connection the following statement from University Regulation 5:

"Essentially the freedom of a University is the freedom of competent persons in the classroom. In order to protect this freedom, the University assumes the right to prevent

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exploitation of its prestige by unqualified persons or by those who would use it as a platform for propaganda. It therefore takes great care in the appointment of its teachers; it must take corresponding care with respect to others who wish to speak in its name."

(7) That the Regents intended by their action on September 20, 1968, and now reiterate that no University facilities shall be used for a program of instruction following the substance of Social Analysis 139X, whether for credit or not, in which Mr. Cleaver appears more than once as a lecturer.

(8) Any faculty member who, by any form of strategem or subterfuge, accredits work in Social Analysis 139X in violation of Regental rulings shall be subject to disciplinary action and any units of credit so received by students enrolled in the course shall not be counted for degree purposes nor shall students in Social Analysis 139X be allowed to graduate with less than the normal number of credit units required for degree purposes.

DEPARTMENT OF FINANCE

SACRAMENTO 95814



March 18, 1968

TO THE SUPERINTENDENTS AND MEMBERS OF THE SCHOOL BOARDS
OF ALL CALIFORNIA SCHOOL DISTRICTS

Gentlemen:

You probably have read of the erroneous estimate of the costs on Assembly Bill No. 272 adopted by the Legislature in the closing days of the 1967 Session. With the figures of the first apportionment now in, it is apparent that this legislative estimate was short by approximately \$70 million for the current year. Depending on the results of the second apportionment, it is likely that the increases called for by A.B. 272 will require approximately \$82 million more in General Fund money than the revenue provided for the fiscal year 1968-69. This revenue provision for 1968-69 was, in turn, based upon the Legislature's estimate.

We recognize that the school districts have made commitments on the basis of A.B. 272 and that it is too late to suggest curtailments during this school year. Therefore, this is to advise you that the State administration is seeking every means to pay for the increases in A.B. 272 for the balance of this school year.

However, it is essential that all concerned realize, as soon as possible, that the State Budget for the 1968-69 fiscal year was made up in January, 1968, on the basis of the earlier legislative estimate of the costs in A.B. 272. Therefore, revenues were not provided for the increases mentioned above. It should also be understood clearly that the Administration believes the necessarily large tax increases passed last year are all the people should be asked to pay, and therefore we are firmly opposed to any more increases in State taxes.

We are asking the Legislature to enact a bill that would, in effect, put a ceiling on the State aid for schools that will not exceed the funds available for that purpose, which are \$1,226,000,000. This means in effect a 6.7 percent decrease from the State aid you are receiving this school year. This, in turn, necessarily means that school districts should recognize this reduction in State aid before incurring any contractual or other firm commitments for the coming school year.

Neither the Governor nor the Department of Finance was consulted during the final stages of this legislation. However, Governor Reagan was assured by the sponsors of the bill that its costs would not exceed the amounts shown in the Budget. We deeply regret the fact that this error was made by the legislative committee, based on some obviously incorrect advice. We do believe however that in the interests of your own school, you should know, at the earliest possible date, that the State General Fund does not have the revenue for the fiscal year 1968-69, to pay the additional \$82 million over the estimates made at the time A.B. 272 was passed.

If you have any questions at all concerning this matter, we would be glad to try to answer your inquiry.

Sincerely,

A handwritten signature in cursive script that reads 'Caspar W. Weinberger'.

CASPAR W. WEINBERGER
Director of Finance

CWW:bn

Educ.

ASSEMBLY BILL NO. 272
(As amended in Assembly, June 9, 1967)

STATEMENT OF ASSEMBLY SPEAKER JESSE M. UNRUH

relative to

"The Property Tax Relief and School Improvement Act of 1967"

June 9, 1967

Assembly Bill 272 represents the major school finance and property tax reduction proposal of this legislative session, as developed by the Assembly Subcommittee on School Finance after two months of exhaustive hearings on seven school finance bills. The amended bill involves three major elements which I and the members of the Subcommittee believe are both necessary and desired by the people of California:

1. A significant reduction in local property levies through mandatory reduction of school taxes.
2. A massive increase in state-guaranteed school support in almost every type of school program, to a level approaching the actual costs of operating the public schools.
3. Simplification of the governmental structure by continuing emphasis on unification of small, inefficient school districts, but eliminating the major irritants in the 1964 school consolidation law, principally by easing the rules for dividing high school districts which have been interpreted so harshly by the State Board of Education.

The bill, as amended on the 9th of June, contains many of the excellent features of the six other bills introduced on this subject, and

in my opinion stands as a monument to the wisdom of the legislative committee system. Our Subcommittee on School Finance, composed of hard-working Republicans and Democrats, spent many hours in hearing each of these bills and developed, I believe, an outstanding school financing measure. I am proud to be its author.

It is a tribute to the Assembly that AB 272 now contains more new money for local school districts for improved and new programs than has ever been made available by any California Legislature. Similarly, the bill will make major inroads in reducing the dependence of our schools on the local property tax for financing, and it will do so by applying the \$200 million of tax relief funds to those poorer districts with the highest tax rates, rather than by making it available across-the-board, to rich and poor districts alike.

In broad terms, the bill appropriates \$375 million in new funds to our public school system. As amended, the measure sets forth no revenue source. However, Assemblyman Veneman's major tax package would reserve the amount made available by his proposed one cent increase in the sales tax for the financing of this bill.

While \$200 million of this money would be used for property tax reduction, \$175 million would go immediately to districts in the form of increased school aid.

The actual effects on an individual school district - and the taxpayers in that district - will vary according to financial status of the district. For example, districts with excessively high tax rates will

receive the most tax relief. Most districts with very inadequate school programs will receive most of the new aid in the form of new operating revenue, although there is nothing to prevent the local school board from using these funds for additional tax reduction. In some of the school districts where property taxpayers are the most hard-pressed, AB 272 will force school tax reduction of nearly 40 percent, in addition to the new disposable state aid to the district.

The bill proposes that a basic school tax rate be established at \$2.25 for unified districts - which is equivalent to \$1.25 for an elementary district or \$1.00 for a high school district. In many districts, new state aid would be used to lower the present operating tax rate down to this level. Under no circumstances would the district tax rate be reduced below this point.

Secondly, we are proposing a major increase in the state support guarantee, as follows:

STATE FOUNDATION PROGRAMS

<u>Present</u>		<u>Proposed - AB 272</u>	
Elementary Level	H. S. Level	Elementary Level	H. S. Level
\$249	\$339	\$435	\$550

The foundation program for junior colleges would be increased from \$600 to \$630 per student in 1967 - 68. All of the new state funds for junior colleges would be allocated to improved program, in keeping with the pledge contained within the Master Plan for Higher Education that the state finance 45 percent of junior college costs by 1970.

In addition to these massive foundation program increases (which for the first time place state support guarantees very close to the actual average current cost of education per pupil), AB 272 in its amended form contains the following increases in state aid:

1. An increase in special education reimbursements for physically handicapped and mentally retarded children of approximately \$7.5 million, with increases in per pupil allocations in every major category of aid. AB 272 would also place these apportionments on a ~~current~~ year basis, thus eliminating the so-called "excess cost reimbursement" programs.

Appropos of special education, the bill proposes an entirely new form of state aid for special education day classes, with apportionments to be based upon the classroom unit, rather than on a per pupil basis. This concept, which is revolutionary and exciting in school finance, was suggested to us by the California School Boards Association in that group's bill.

2. An increase in the state aid for primary class size reduction of \$5 per child in grades 1, 2 and 3.

3. A doubling of the unification aid, from \$15 to \$30 per pupil, with the purpose of covering whatever increased costs are attendant upon more efficient school district organization.

4. A \$10 per student increase in state aid for adult education, long the neglected step-child of state education finance, together with inclusion of the permissive adult education tax presently in the law under the new statutory maximum tax rates.

5. Increases in special state aid for programs for educationally handicapped children.

6. A new program for financing kindergarten, estimated by the Department of Education to cost from \$10 to \$15 million statewide. This is made necessary by the fact that AB 272 now would mandate every district to provide kindergarten education to every child whose parents desire him to enroll, as proposed in the bill sponsored by the State Department of Education. But, it should be noted that we not only mandate kindergarten in this bill - we also obligate ourselves to finance it at the state level.

Along with tax reduction and higher support guarantees, the bill proposes a modification of the school unification law in two respects. Insofar as the unification changes are concerned, my bill implements the recommendations of former Assemblyman Alquist's Subcommittee on School Efficiency and Economy report, made last January.

First of all, as I mentioned before, there is a recognition that placing elementary teachers on a unified salary schedule is more costly than is presently allowed for. Therefore, the incentive toward greater organizational efficiency is doubled from \$15 to \$30 per student. All these new state funds will be used for new program purposes.

Secondly, I propose a substantial relaxation in the rules surrounding the division of very large high school districts. If it is determined that such a division can support two or more unified districts with at least 10,000 students by 1970, and if several other conditions are met, then the State Board of Education would be encouraged to allow the splitting of a high school district.

The other conditions require that any split be nondiscriminatory on several counts, including a fair division of assets, relatively equal tax bases for future operations, and a finding that de facto segregation would not be encouraged as a result of the split.

There are other reforms included in the bill, such as the elimination of most operating tax rates not under the control of the voters in school districts. The revenues from these so-called "permissive override taxes" would be included in the new maximum tax rate, and the district would be required to maintain the special programs financed by these special taxes for at least five years. After that, the local school board would succeed to complete authority on the issue of maintenance of the programs, and after that date these boards would set district tax rates. Thus, "local control" will finally merge with local responsibility.

We are maintaining only those permissive tax rates that are absolutely necessary for the fiscal solvency of the school district and for maintaining necessary personnel benefits. After AB 272, local school property taxes could be increased only by a vote of the local people.

The net effect of this bill is to establish a framework for relatively equal taxation throughout California, for more equal educational opportunity in every school district, and for ultimate resolution of archaic types of school organization.

The problems we have had with school finance, property taxes and district organization should be resolved at this session of the Legislature so that we may get on to the job of dealing with other problems which will certainly be with us during the 1970's.

There have been several other school finance measures before the Legislature at this session, and some of these bills offer varying degrees of property tax relief. The problem of attaining the proper balance in such a bill between new school aid and property tax relief is indeed a difficult one. I have no doubt that many school officials would just as soon leave the property tax reduction aspects of the problem out of major school financing legislation.

This, however, is simply not possible in view of the obvious demand from the taxpayers of this state that property taxes be reduced. As a responsible body, I believe it is the job of the Legislature to take positive action in this regard. Well over 50 percent of the property taxes collected in California now go to the support of local school districts. Through the state aid formulas, we have a ready mechanism available for providing both property tax reduction by substituting state for local money, and providing actual new state aid for program improvement.

I believe that in its present form, AB 272 provides a vehicle for each legislator when this session ends and he goes home to face the constituents in his district, insofar as the action he has taken on two of the major issues on which most of us made campaign pledges: property tax reduction and increased state aid for the schools.

The bill squarely faces each of these pressing issues, and I believe it provides an equitable solution to them. It deserves the strong bipartisan support of us all.

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Memorandum

To : Ed Meese

Date : May 20, 1970

cc: Alex Sherriffs Mike Deaver
Herb Ellingwood Paul Beck
Dick Turner Ed Gillenwaters

Subject:

From : John T. Kehoe

The last ten years have seen a fantastic growth in the public education system of our state. With this growth has come a high degree of turbulence, both from within and without of the academic environment. At the present time we see the turbulence reaching proportions equivalent to a disaster--a disaster in the sense that the state colleges and university campuses are being transformed into political bases for both political and social action. There is no organized opposition to this from within the academic community itself.

The growth of the public system in California has been dictated by the Master Plan for Higher Education. Its tenets were designed to achieve quality for the maximum number of students. Its emphasis has been on acceleration for growth and maintenance of minimum standards. The result has been the development of some great institutions which have an impersonality about them where the arrogance of faculty and a penchant for faculty governance as a buffer to a political governance by Trustees and Regents have led to isolation of these institutions from their proper role to the state's need.

The student's second-class status within this multi-versity environment has left an easy opportunity for anarchial exploitation by a few bent on their own selfish motivations.

Academia always shelters itself in the cloak of academic freedom. From the Middle Ages to this date, the educational institutions of a democratic society have been the heartbeat of the society's growth. The concept of academic freedom has allowed knowledge to be transmitted from generation to generation. It has permitted the wisdom of scholars to be shared with the hungry maturing mind of the student to permit the student to expand this knowledge and thus benefit the society in the student's post-university years.

The growth of public universities seriously jeopardized the traditional view of academic freedom. The intrusion of mass public money into such institutions brought with it an equally mass need for accountability. This led to the politicizing of boards of governance or the direct involvement of legislative bodies in management. Reacting to this, faculties seized the opportunity to buffer themselves from politics and, through tenure, consultative rights on administrative appointments, control of research and sabbatical funds, etc. have polarized the academic and political participants in public institutions. The extreme result of this is the current arrogance of permitting indoctrination of students and encouraging the transformation of these institutions into bastions of political and social reform.

The Master Plan Survey Team of 1959 did not foresee this problem nor did it address itself to the issue. A national group did do this in 1959. This was a Committee on Government and Higher Education which met in 1959. It was headed by Dr. Milton S. Eisenhower. Its findings I would be happy to elaborate on on another occasion, since they have a great bearing on our need, but a point made in the study needs to be seriously reflected upon now: "When free education degenerates into indoctrination, it is no longer education at all. A school established as a center of indoctrination becomes a partisan political institution, subject to the capricious whims of those in power. Teaching and learning are smothered and creative thought cannot flourish." This is true whether the power is from within or from without.

The Master Plan for California has had much attention from the Legislature. Jesse Unruh established a three-year \$400,000 operation of review and re-review known as the Joint Legislative Committee on Higher Education. This group came forward with a recommendation of a super board. I am confident Unruh will give us further news on this by Fall.

The efforts of this committee under the Republican leadership has been minimal to date. They are currently considering a plan to call for a new citizen-educator review of the Master Plan.

RECOMMENDATIONS

1. In view of the foregoing, plus the fact that the public is deeply distressed over the current new trend in campus use, I would urge the Governor to sit down with Assemblyman Robert Monagan and President pro Tempore Jack Schrade; as well as Assemblyman William Campbell, to discuss a joint legislative-executive effort to convene a 1970 Master Plan Re-Survey Team charged with assessing the effectiveness of the Plan in the past ten years and making recommendations for the next ten.
2. The Governor should urge the selection of a distinguished national educational figure to head this study. I think he would do much to gain recognition for the plan if he consulted with the American Council on Education, the American Association of University Professors, National Association of Land Grant Colleges and Universities and the American Association of State Colleges and Universities. He could ask each to recommend three names and then he could choose the most acceptable of the three.
3. The committee should consist of a breakdown as follows:
 - 3 Regents
 - 3 Trustees
 - 3 Community College Board of Governors
 - 3 private university and college Trustees
 - 3 distinguished faculty members
 - 4 students (one from each segment)
 - 6 members of the public
 - 3 Senators
 - 3 Assemblymen
4. The Coordinating Council should have no role in this because after all, their performance is being evaluated.

Memorandum

To : Files
cc: Governor Reagan
Ed Meese
✓ Paul Beck
Herb Ellingwood
John Kehoe
Rus Walton

Date : October 14, 1969

Subject: Meeting with
faculty members

From : Alex C. Sherriffs

On October 9, from three to six p.m., twenty-one faculty members from junior colleges, state colleges, and University campuses, and one former administrator from the University met with Alex C. Sherriffs and John T. Kehoe. The Governor joined them from four to six p.m.

The meeting began with the statement by one visitor to the effect that public institutions cannot long survive without the confidence of the public. In the long run, it was suggested, there will have to be an objective public airing of the problems of higher education to encourage the public, which will only understand real progress towards the solutions of those problems. From this beginning, the group moved on rapidly, discussing such matters as campus police and community police relations and jurisdiction; the necessity for administration to keep out of the judicial process and to stop protecting students from civil and criminal law; the basic crisis of personnel, especially the fact that the institutions do not have people in leadership who can solve the problem; the basic fact that the faculty will make or break the future of higher education; the related fact that an instructor will not stand up to be counted if he is not protected by the administration.

One faculty member stated, and the others nodded, "We are cowed. We can't even express our own opinion in the classroom."

A number believed that tenure was the key to our problems, that for a number of years the faculty has been recruiting its own kind and that what we suffer now is academic freedom without the balance of responsibility or objectivity. One ex-administrator present suggested that it would be necessary to have a central campus committee to function as watchdog on hiring and on grading. It was revealed at San Francisco State a study of grading showed it often to be dishonest and unscrupulous. We were told of one department that allowed all of the students to grade themselves--"in the name of democracy".

The selection of top administrators on the basis of their popularity with the faculty itself produces administrators who are merely spokesmen for faculty. One member of the group said, "Every time I think of campus problems, I think of a large and complex ship without a captain, responding only to the

machinations of the crew." It was stated by one that most private institutions select their administrators from the private sector, primarily from business. The Ph.D. syndrome for administration was described as a public education phenomena.

As we listened to these academics, we wondered more and more how many more there were like them on their campuses. To gain an impression, the Governor asked each to estimate for his campus. The results were as follows:

San Francisco State College: Two-thirds of the faculty okay. "We're not outnumbered if we make a real effort."

California State College, Dominguez Hills: Responsible faculty are in a distinct minority by a ratio of two to one.

San Diego State College: Majority are all right, but the Senate has been captured.

Sacramento State College: The majority would support responsibility if it had leadership.

California State Polytechnic College, San Luis Obispo: A very large majority of responsible faculty.

San Fernando Valley State College: A highly organized political leftist faculty leadership, but a majority of the faculty would not be radical in a secret ballot.

Long Beach State College: Physical sciences, eighty percent responsible; social sciences, sixty percent not.

Sacramento City College: "The majority would feel at home in this group." The majority would be willing to lose tenure unless the radicals take charge. If the radicals are in charge, tenure is the only protection for the responsible.

San Diego City College: Only five or six radical faculty members on the campus.

U.C. Berkeley: Radicals are definitely in the majority, but there are more good guys left than one might think.

U.C. Davis: Radicals definitely a minority.

U.C. San Diego: The faculty power groups are radical-liberal, but a majority under leadership would be responsible.

U.C. Los Angeles: Eighty percent would be all right, but become confused on issues and, unless they get a chance to think about it, may vote against their best interests.

In their rather lengthy presentations of the above--for faculty members by nature and habit deliver lectures--these points came out a number of times:

- 1) It is not practical to hope to organize moderates. The faculty personality does not prepare him for fighting. He will retreat.
- 2) Therefore, good administrators are a must.
- 3) With each passing month, through inbreeding and through involvement of normal students in radical affairs, the situation gets ever more bleak.
- 4) Tenure is a two-edged sword--it does protect the good guys from the bad.
- 5) On most campuses, there are verbal and militant leftists, a few moderates with voice, and "mush" in the middle.

I believe that each and every faculty member present was glad he came. The meeting for him was a shot in the arm, support from knowing others like himself on other campuses, and an implicit promise, made explicit by the Governor, that he would continue to work for their freedom.

In addition, I am sure these people will write and phone with ideas and concerns, and out of this group should grow other groups to visit here.

ACS:sd

Memorandum

To : Files
cc: Governor Reagan
Ed Meese
Paul Beck
Herb Ellingwood
John Kehoe
Rus Walton

file

Date : October 16, 1969

Subject: Meeting with
students

From : Alex C. Sherriffs

On October 10, from 9:30 to 11:30 a.m., twenty-two students from junior colleges, state colleges, and University campuses met with Alex C. Sherriffs and John T. Kehoe. The Governor joined them from 9:30 to 11:00.

The feel of the student group was quite different from the feel of the faculty group. For one thing, they were very young! Also, the format of the meeting was quite different from that of the faculty group. In the latter, the Governor listened quietly for almost forty minutes before entering actively into the conversation. Also, again, the faculty was clearly wishing reassurance from the Governor that he would not desert them, whereas with the students--three or four of whom were aggressively liberal--there was a greater question about who was up; though sixteen or seventeen of the students needed no convincing. The situation was such that the Governor was pulled into defending himself against stereotypes. I think next time we should lean more on the format that we followed for the faculty and let the good students themselves defend us if need be.

Some of the students were under wraps because of the presence of Dave Ernst, Bob McWhirk, and one other ringer that somehow got in our group. Nonetheless, the students brought up a number of problems they faced, and actions they were taking in response to these situations which were quite revealing. On several of the campuses, quite independently, individuals have joined together to start student papers to rival their captured house organs. On one campus, a rumor control center has been established.

To sum up the dynamics, they were revealing...without students having knowledge of facts, one cannot count on responsible and viable action from a student body. The crying need on the campus, with only one part of the faculty speaking out and with radical control of student government and student press, is for the ability to hear from all sides of the questions, or better, the truth about matters concerning them. If nothing else came through, this did.

There was corroboration, too, of some of the faculty comments. Barbara Leach, from California State College, Dominguez Hills, echoed the assessment of faculty imbalance and pointed out that her sole organization for responsible students was denied a charter "because there is no need for more organizations". At Sacramento State, we hear from a student, as we did from the faculty, "all we have is the employees choosing their employers". From another campus we hear, "there are no classes taught on what the capitalist system even is." From another, "There ought to be ethnic studies of quality, not simply Mickey Mouse courses for blacks and browns."

An article in the Davis underground (responsible) newspaper indicates how much the students appreciated the Governor's sharing his thoughts with them (see attached). And one of the students who has been in to see me since the meeting said he expected RR just to say a few words and leave. He could hardly believe it when the Governor sat down and stayed. They were impressed.

ACS:sd

Attachment

RONNIE RAPS

COMMUNICATION BEGINS

Friday morning saw what could be the start of a change in the relationships between students and the administration in Sacramento. An hour and a half was spent questioning and openly discussing key issues with the Governor of California, Ronald Reagan. Twenty-five students from various state colleges and the University system were in attendance, which besides the Governor, included the Secretary of Education, Alex Sherriffs, and various other aides and officials. Six students from Davis were there: Bob McWhirk, Dave Ernst, Hugh Scaramella, Bob Figari, Pat Hopkins, and Rex Hime.

What could have been a very dry and formal meeting was immediately turned into an active and constructive exchange of ideas when the Governor asked for questions and Bob McWhirk brought up the Angela Davis affair. Reagan responded that this should not have been a Regental problem and that it had been "dumped into our laps". He firmly believed that as a member of the Communist Party, Miss Davis could not in actuality have free will in her own mind

so that academic freedom was not the question. "A communist, marxist, or whatever can teach in the University.." His objections were, however, that she has consigned herself to be a member of a subversive organization. He further enunciated the the U cannot have academic freedom for some and not for others. Just one week prior to Angela Davis, the UCLA administration refused to hire a qualified Jesuit under the ruling that members of such groups do not have free will. Reagan could not justify this inconsistency.

Upon further questioning, Reagan revealed that a great deal of the University problems rested in the attitudes of the professors. In a recent poll it was stated that an overwhelming amount of professors felt that the most important thing in the university community was the preservation of their own academic freedom....not the students.

Answering the usual charges of cutting the budget too drastically, Reagan countered that the U of C budget has gone up 54% in the last three years which kept up the pace of the previous administration, and that all other departments of governments had only been increased 18% in the same time. For the forthcoming budget Reagan has allowed the University to set their own priorities and, already, the students have been placed last. It seems from various reports that the university will dispende with students before anything else.

The discussion, which included EOP, Vietnam Moratorium, cost of University attendance, and tuition, continued for well over an hour and the Governor was still answering questions as he was dragged to a meeting with administrators of the University. Then the discussion; turned to various campus problems with all the students being allowed to speak.

Alex Sherriffs spoke on his concern regarding the turn that higher education had taken. If problems are not discussed rationally ther can be little hope of ever reaching solution, seemed to be the theme which most students expressed. The students varied greatly in opinion politically and the only real common ground which could be found seemed to be the need to "save and improve higher education." The meeting ended at half and hour after it was scheduled to and another is already being arranged.

Published by

CONCERN:UCD

RR Confrontation w/ Professors 5-21-69

file Governor Reagan, I'm Owen Shingle and I teach Physics at Berkeley. I want to express gratefulness that you are willing to meet with us this afternoon.

We realize that this is very short notice. We've come to protest the presence of National Guard and outside police forces at Berkeley. We feel that they are leading to a real catastrophe...we feel that you should move this declaration of an extreme emergency in Berkeley and let us get back to proper campus life again. The University is not the kind of place that can be operated under a National Guard kind of law. This present situation is simply unworkable. It's obvious to all of us that it isn't working and it's clear on the scene in Berkeley that we could be leading to worse and worse tragedy as time goes on. We have to take a new direction and really it should come from you as chief officer of the state and the one who has declared this extreme emergency.

G. Well, Dr. Chamberlain, ...just what assurance...we did not put the police or the National Guard on the campus at first and then find that trouble followed. Are you telling me that the radical group, the revolutionaries, the rioters who started this who threatened \$5 million damage to the campus, who have already, I'm sure, been some of the same who participated in the previous riots that have now resulted in more than a half a million dollars in damage to the campus to say nothing of injuries and violation of rights of others, who merely want to teach and get an education....are you telling me that they have said now that if we remove the police and the National Guard, they would give up these storm trooper - Hitler-like tactics and now go ahead with their education as they should?

Q Governor Reagan, you have to realize, that when you are talking about the Revolutionaries, you are talking about a very small group. When we talk about a very angry student body reacting to this occupation of Berkeley, we're talking about thousands and thousands of students. Yesterday, I was gassed in our classroom, simply because there was a helicopter going over the campus spraying gas generally.....

My students are in danger of being shot...there's nothing that's been done that calls for this kind of military interference. We know that in normal circumstances when there is not a police guard that the students have a great measure of self control....that they control each other in ^{the normal social} ~~in a normal~~ way...that it's this feeling that they have that they have been ridden over roughshod by the establishment that makes them react in this angry fashion, and we must take a new and different direction. This includes getting down the fence around people's park. The matter of the troops from outside and the external police is very very important, and we cannot have peace on this basis.

G. Dr. Chamberlain, We seem to be getting down to the argument that usually takes place between nations as to who started the war. And I think this effort every time there is violence...and it usually stems from the same group or groups on our campuses, and finally, in conformity with the law, law enforcement officers have to be called to protect the person of other individuals and the property. ...the property of the University as well as other individuals. Then, suddenly it comes down that there was never any trouble until the police arrived. Now, let's review the bidding of this...are you suggesting to me that the University of California is obligated to use a million 3 hundred thousand dollars of land it bought for a specific purpose and now wants to make use of....that it is obligated to turn this over to the Berkeley street gang...that has been using it in spite of the fact that I have a petition on my desk, the University

has a copy of this petition they received from the property owners around there, residents around there, complaining and begging the University to do something ~~about~~ ^{with} this and go ahead with the development because of the mis-use of the property. Because it was covered with human feces, and garbage and their lawns the same and they were afraid to go out on their own streets in their neighborhood any more because of the kind of people that have been attracted there... Now the University!! (interruption...sounds like you are talking about the Ghetto now) No, I'm talking about the so-called peoples' park. I'm talking about the so-called peoples' park. And when the University, on the legal advice of their own advisors, proceeded on schedule to utilize this property, students, as well as the ^{so-called} Berkeley street gang ~~were~~ that was involved in the riots last summer, defied the University and said if they sought to use this property, they would do five million dollars ~~worth of~~ damage to the University buildings.

Then the newly elected student body president led, after the rally, incited a riot, ^{with} which he is now charged, led this mob down the street.... Scores of policemen were injured before any shots were fired....or there was any retaliatory action....we have some of the weapons here in the Capitol.. the lengths of construction steel that were cut... that were thrown from roofs and from fire-escapes....one of them imbedded in the steel door of a car....if it had hit a human being, I'm quite sure it would have been murder. ~~These~~ These were deadly weapons that had been stockpiled for use. Now I grant you...I myself can ~~x~~ look at the tactical decision that was made yesterday, wonder about it, wonder what concern prompted the use of this ...of the spraying. I can also suggest that there was an alternative. Whether that was a tactical mistake or not, once the dogs of war are unleashed, you must expect that things will happen and that people, being human, will make mistakes on both sides

(Interruption.....GOVERNOR.....)

G. This violence was precipitated, and I would like to say one more thing....Professor...If we are going to start simply from when an incident takes place after the violence has started, and say well, this has now become ~~knixx~~ the issue...I would like to propose that the issue is that on the campuses YOU who are adults, you who are entrusted with those young people in their guidance, have a responsibility to make it plain to them from the very beginning that you yourselves do not tolerate the kind of conduct that has led to the burning of Wheeler Hall, that has led to ~~knx~~ two murders on the campus of UCLA,"

(Interruption....We are making it clear...fine political speech.. We have made it clear over and over again, and I think you know, if you stop talking for politics, that the overwhelming majority of the faculty and students are against violence, have done more to curb violence than you, I think ~~WIXX~~ ~~WIX~~ violence escalates precisely because every time there is a Regent's meeting, the Chancellors of all nine campuses have to scurry around and see if they can put an end to negotiations so that the Governor doesn't come to the Regents meeting and get them fired as he already has done before. You have created an atmosphere.....

G. LISTEN!! YOU ARE A LIAR! Now don't ypu talk about political speeches. Don't you make a political speech of that kind and charge me with going and trying to fire chancellors. I have fought to keep politics out of that Board of Regents and out of the running of the University, and will continue to."

Voice...I'm pleading with you...I won't be angry...I'm pleading with you to look to see

G. Who are you? Who are you, anyway? "

V. Will you let me finish my...

G I would like to hear who you are. This gentlemen "

V. I'm _____ Wofsy.....are you happy now?

G. You bet I'm happy, and you bet you won't say anything that will surprise me. //

Wofsy...And I'd love to see you discuss this thing before the people of California.

G I am discussing it openly. //

V They know, and will know that you can't run a University by bayonette. You cannot do it that way..If you would allow yourself to listen, you would have a lot of people who would be showing some compassion, some interest in non-violence, some interest in litter, if you would speak out against the use of fire-arms and buckshot and say if you will, that people responsible for that should be removed, if you would say that and set an example of..

G Mr. Wofsy ..

W. Cutting down the escalation, you can bet

G Mr. Wofsy, When did any of you appear before the students?? When did any of you stand up at Sproul Hall on Tuesday and beg them not to go down there? //

W. Over and over again we've called for non violence and you can read the daily Cal, which people don't read...and they know that that is a fact..that the academic senate has taken a position on that strongly over and over again. But what happens is that when we come before a Regents meeting, nobody has listened to anything we say, and there is more of an attempt to make the educators look like kooks, more of an effort to make them look futile and weak and to ruin any respect which students might have for them so that students finally eventually stop listening to us at all...because they know it isn't going to matter

G. Mr. Wofsy, Were there police on the campus at Santa Barbara when they blew up that janitor with a bomb?/ //

W. Listen, you know there's not a person in this room that condones bombing...and we argue against it and work against it and if we knew who did it and if we could stop it, we would.

G. Mr. Wofsy...

W. But you knew, I hope, who ordered the buckshot. What are you doing about that.

G. Mr. Wofsy,

W. I would go everything I could to stop bombing if I can.

G. Mr. Wofsy,

W. Will you stop the buckshot?

G. Mr. Wofsy, what is going on in the campuses not only here in California ~~xx~~ but in this country, can only be stopped on the campus by the faculty and by the administrators.

Q. So why are the police there?

G. All right, I'll tell you why they're there. Because there is a little matter of ~~xxa~~ law. What would you have the police do? when a mob surges down the street and says to the University, it cannot have access to it's own property..that it cant make use of it...what would you have the police do? When.....recent one just before this disturbance at Berkeley, the newspapers carried the pictures of students being beaten by their fellow students for trying simply to go to class through a picket line, and manning that picket line were also members of the faculty. When the University saw it necessary to call the police..Would you have the police say "Well, because we might have to come into an altercation with those who are causing this violence, and infringing on the rights of others, we will withdraw and turn the community over to those people????
/Can you guarantee me that this street mob in Berkeley that is now conspiring with a certain group of students to carry out this disturbance that they will suddenly go home and the University will have access to

that land if the police disappear. The police in California were called in by the administrators of the University. When trouble started. When the trouble started," (voice..Before trouble started)

"When the trouble became so great that the local police couldn't handle it, in conformity with the law, they called upon the Governor for state aid."

Voice...what time are you speaking about...would you tell us the time? Is this on Thursday, before 3

G. "I am talking....I could be talking about any disturbance throughout the past year....the pattern fits all of them"

Garble...innocent bystander was shot and killed by one of the police that were sent in there. We are here because over 100 people have been shot down 100 people that I'm sure the record will show. ~~xxxx~~ ~~xxxx~~ gassed...lethal gas that has been classified, as far as I know, as being used....

G. "Lethal gas....lethal gas....Tear Gas."

Voice. We're here because people are being shot and killed ^{today} /in B^{er}keley and ~~xxxxxx~~ we want to know what we can do now to come to some rational solution to this problem. What we're saying is yes...

if you get those people out of there, yes, we think that a peaceful solution is going to evolve out of this situation.

G "Then why did you let the situation happen??? Those people told you for days in advance that if the University sought to go ahead with that construction, on that property, that they were going to physically destroy the University."

V. They offered to negotiate many times.

G Negotiate? What is to negotiate? What isOn that issue don't you simply explain to these students that the University had a piece of property that it bought for future construction of the campus and that it is now going ahead with the plan.

What do you mean ..negotiate??

V. Governor Reagan, The time has passed when the University can ride roughshod over the desires of the majority of its student body. The University is for its own community, and the community of those who live around it.

"yes, that's right

G. But the University was asking for \$3 hundred million in a bond issue, to build necessary things, and things they need for the expansion of the University. And when that was refused by the public, and when they still had some money to go ahead and with whatever we can make available out of the general fund, and they proceed, and all of you have been screaming that they don't have enough money, and yet when they set out to do this, you tell me that they're going to be responsible for providing public parks? There happens to be a public park being build four blocks away, from the so-called peoples park...by the City of Berkeley."

V. Not yet, sir.

G. It is my understanding that they are underway.."

V. There has been no demolition for it yet.

G. Well for heaven sakes! "

V. Do you realize that this land has lain there with the remains of old buildings, not leveled for 9nmonths. The as soon as people start fixing it up so that it can be used by the community around there and is a very excellent location, then, the University suddenly decides that it's legal title might be clouded, by allowing other people to use it for a while, and suddenly it has to erect a fence under police guard.

G. Professor, Vice Chancellor C _____? told us the other day that having owned this property for some time...that on the list of priorities determined by the University, not the Government,

That finally , it was not one of the top priority items, that finally it was put on the schedule for construction at this time and the people who were using the park, and had not been interfered with up until that time, the people were told that the University was going to proceed. Now with ~~the~~ regard to public property and the providing of parks, I told the Regents the other day and told the administration of the University that the University wanted to cooperate in a thing we have had going for ~~a long~~^{some} time ...a thing called project "sandlot". In which the state makes available ~~on~~ on a \$1.00 a year lease to local communities, state owned properties, rights of way for freeways, that will not be built on for some time, They would be very happy to have them get in on this. But all the people using that property, know the approximate date of construction and know that when we get ready to go ahead with the building, that then we will go ahead , that then they will have to find some others, and probably by then some other rights of way will be bought. And the University is free to do this."

But, I believe you are talking about an issue that was deliberately... a phony issue that was deliverably brought up by a group of self proclaimed rebels who wanted a confrontation with the University, who made it very plain that they had no intention of cooperating in any way, and they did this ..."

QDoes this justify the fact that yesterday I couldn't teach my students when they went to the computer center which is a perfectly peaceful thing to do, when they went to take their work over there to have it processed were gassed and were unable to go, and then when they tried to get off the campus, the National Guard had a wall to wall line of troops there. When I tried to get off the campus yesterday, I had to show my faculty card to two lines of National Guardsmen and two sets of Berkeley policemen.

And these people were handed our campus yesterday, our staff was the girls in the office, the whole works, and the helicopters came in and gassed us. Governor, there's a matter of proportion and I don't want to get sort of ~~and~~ angry as my colleague over here has, it isn't helping me....

G. Constitutionally angry.."

V. I don't think it's helping any of us, but I really believe that the only way out of this is a moderation of the continual escalation on the part of the field commanders, of the police repression.

G Wait a minute "

V. Governor, there are not now, if there were any, radicals . these are my students in architecture and engineering, these are not political people...what can they do now butYou gassed them, you shot at them, and I'm sorry, I shouldn't say it that way,

G. No, you shouldn't. "

V But, they're being radicalized in the language of the movement, and exactly what the radicals want to happen is happening now. And I think we must find a way immediately, before this goes to the point where people just go nuts on both sides. We must stop the violence. We must get the National Guard off of the campus.

G. Wait a minute....You ~~said~~ sound fairly reasonable and I want to talk to you about this. ~~I~~ I happen to be one who believes that the bulk of your students have got some legitimate grievances about the University. "

V. They do.

G. And about many of you. "

V. They do.

G. And about the lack of contact that they have with professors.

G. About the lack of communication....the Universities have grown too big. This is the so called great ~~six~~ silent majority.

That the great difficulty of getting in communication with them is because of ~~the~~ this redical element that has been in and all I'm trying to say to you is that the record does not support what you say.

You go your way and your teaching and that's fine. And I take some comfort out of the fact that when there is a disturbance of this kind that the bulk of the students are in class and are being taught and are going about their business. It 's very reassuring."

Voices: They're being gassed.

G. Oh "

Voices, they are

G. Oh "

Voice. Your California Highway Patrol are not wearing badges when they are beating students. I am a faculty member, I've tried to protect some of them....

G. "Wait a minute... May I talk to this gentleman for just a moment.

Let me go on with this. Every time when this happens, in every one of these disturbances, there's been a long period of threat beforehand.

There has been definitely a little group and some of the same names pop up and they even pop up on more than one campus connected with this. But where are the majority of you in this peiron? ..and once it starts, remember in every instance, because I will say this in behalf of your University administration, as a matter of fact, I say it against them... not meaning to be in their behalf... Your University administration in my estimation has been too slow in recognizing the danger and calling for help. Law enforcement is never called until the violence has taken place. Now," (interruption re: threat of violence)" The threat of violence ...the threats have been very explicit as to what was going to happen.

It is true that the police were notified and were on hand early in the morning to make sure that there would be no confrontation.

The confrontation came when they were attacked."

Voice? But Governor, please, some of my colleagues realized what was happening, just as you said, quite properly, some of us should have. And we started the week before through Professor Vanderwine, who is chairman of the Chancellors Committee on housing, which is roughly some interest in this, because as you know it was originally to be a housing ~~right~~ site. We started hearings and I feel confident that one way or another, that issue could have been resolved in a matter of a week or two. in a peaceful manner. But the fence was erected before thosed hearings had a chance to get started. Those hearings between the Chancellors committee on housing and the park group. I feel sure, even at this point, after one person has died and a number pof persons have been greviously injured, and the whole campus has been upset beyond ~~believe~~ belief, I feel that even now, as I understand it from what Mayor Johnson this noon, there is a meeting right now with members of that ~~and~~ same committee with this time actually representatives of the Chancellors office formal administration and representatives of the group at the park, who are largely students and I'm either proud or afraid to say anumber of them in my college.. the landscape architects in particular were active in wrking in that park. It is not just street people Many college students were very active in that . Ifee even at this moment if we could get the National Guard off our backs, we could negotiate this thing out peacefully in a few days time.

Governor: Gentlemen, I'm sorry, I have a message here and I'vex got to leave you. I just want to say

First of all, I was asked by local officials who said that the situation was out of hand, that they could not control it to provide the adequate force in the National Guard.

You are asking me in the face of the kind of violence we have seen precipitated not by the police but by those who were rioting and disturbing. You were asking me ~~who~~^{to} on the good faith that these people who had had this continuing record of violence, this continued disrespect for other peoples rights, this willingness to burn and to smash windows and do all these other things,...you are asking me to withdraw the protection from the community and from the decent people in advance of this and I say to you that I think it would be far more seemly if you could present to me the pledge of those who have been leading the disturbance that they are ready to lay down their violent techniques and tacticts and acts and then we could withdraw the necessary protection force..But I have a responsibility under the constitution of the law and let me before I go say one more thing and then I'm sorry that I have to terminate this but I don't think we are going to get anyplace with it. Because, obviously I don't believe you are prepared to realize or admit, perhaps you do realize it, that the answer to this situation has lain on the campus from the very beginning. There would never have been the necessity for law enforcement officers, and I'm not just talking about this particular incident.& But in this whole history of escalating violence and revolution and rebellion, if those who are entrusted with academic positions, administrators, and academic senate and faculty alike, had been prepared from the very first to insist that those in their midst who were unwilling to teach and to learn within the framework of rules established by the university would be terminated, would bxx be separated from those institutions. And to date, many of you

have taken an opposite viewpoint. You have in fact instigated and encouraged and tried to proclaim that the University must be a revolutionary body involving itself in problems not necessarily those of education. And I will say to you, that individuals have a right to teach and individuals have a right to learn . And the Univeristy has a right to lay down a framework of rules and regulations within which this education will be provided. And you, yourselves are in a position to bring an end to this . Law enforcement cannot. Law enforcement can only be called once the violence has been started, to restore order and to protect the rights of all. When violence starts, yes there are going to be regrettable incidents. People are human and ~~pazpaz~~ things are going to get out of hand on both sides. When you unleash those dogs but, you are the ones who can solve the academic problems on your campuses right now and I ~~xxxxx~~ challenge you to do it. Do not bring the problem here to the state capitol, at the same time that you are screaming and indicting us for interfering with education, because I'll tell you now, I'll fight for as long as I am alive to preserve education from political interference contrary to what Mr. Wofsy and some of his associates think. "

Voice: Governor, Let me remind you though, that your protecting the University right to erect a fence around its property with 2000 national guard and one man's life lost...keep your sense of proportion. Don't let it happen that your administration in California is known for getting us into a situation that none of us would like, an incurable situation using incurable methods...don't let it be that your reputation comes out like those who got us into the VIETnam way.

G. Professor, there's more than that...there's two young people lying in hospitals maimed and blinded for life, there are now four dead, not

There are millions of dollars of damage done to the buildings, and all of it began, all of it began the first time when some of you who know better and are old enough to know better, let young people think that they had the right to choose the laws they would obey, as long as they were doing it in the name of social protest."

Applause.

- Edme*
- Whereas: Public higher education is a privilege made available to students by the taxpayers and is not a right of birth or citizenship; and
- Whereas: Institutions of higher learning have the high purposes of imparting knowledge, fostering inquiry, and preparing the student for his future within a civilized society; and
- Whereas: Faculty members and students are engaged in processes requiring a dispassionate search for truth and an unbiased presentation of Man's knowledge about himself and his environment, and these processes require the highest standards of conduct and dedication; and
- Whereas: Most faculty members and students recognize that the laws of the land apply to the campus as well as to the remainder of the community; and
- Whereas: It is not the purpose of these institutions to serve as staging grounds or practice fields for insurrection, rebellion and anarchy; and
- Whereas: Disruptions on and around campuses throughout the nation have increased in number, in violence, and in general disregard for the basic civilized values of our society; and
- Whereas: There is growing evidence of coordination in the planning, the nature, the timing, and the leadership in campus disruptions;

Now Therefore Be It Resolved by the members of the National Governors' Conference that said members, acting under their duly authorized powers and, where necessary, in concert with their legislatures, take whatever steps may be necessary within their separate states to maintain law and order and a generally appropriate climate for teaching and learning on the campuses of the tax supported institutions of higher learning; and

That, since vacillation and lack of discipline by campus administrators has almost always resulted in increasing chaos, administrators be encouraged to prosecute and appropriately punish those who instigate violence and unlawful acts on campus, whether they are students, members of the faculty or outsiders; and

Be It Further Resolved: That the Governors urge the President of the United States to authorize a full and complete investigation

into the instigators, the causes and the effects of such violence which is no longer a series of isolated phenomena but instead is nationwide; seeking, among things, to determine if there is a nationwide conspiracy behind the current outbreaks; whether federal funds should be withheld from institutions, faculty members and students who permit or perform unlawful acts; and whether there are specific steps that could be recommended to the states and the institutions that would lessen the incidence of violence without at the same time curbing the right of dissent, hampering the ability of the institution to function in its proper area, or instituting new federal controls over the legitimate authority of the states.

43.5 Percent Increase

College Spending Up Under Reagan

By Lance Gilmore
Education Writer

The figures do not bear out the oft-repeated charge that Governor Reagan has short-changed California higher education.

State support for higher education in the Reagan years since 1966-67 has increased by 43.5 percent while enrollment has climbed 35 percent.

This school year California taxpayers are providing \$853.7 million toward the education of some 742,000 students in the University of California, the state colleges and the community colleges.

Ahead of N.Y.

In the last year of Governor Brown's administration, 1966-67, the state was spending \$594 million for 550,000 students.

"California continues to pace the nation in its spending on higher education," the Wall Street Journal observed last month, noting that state

funds for higher education here are up 40 percent from two years ago.

For all three years of Governor Reagan's administration, state support for higher education, including operating funds and construction funds, is up 54 percent.

The State of New York this school year is providing \$625 million in operating funds for higher education while California is providing operating funds of \$749 million.

The nine-campus University of California this school year will spend slightly more than \$1 billion (see adjoining statistical table), of which the state is paying \$329 million in operating funds and \$33.4 million in construction funds.

The Reagan Administration and the Legislature have allocated UC a 37 percent hike in operating funds over the past three years. UC enrollment (fulltime equivalent) in the same period has

increased by 30 percent — from 79,000 to 101,000.

In the last year of Governor Brown's administration, California was spending \$3028 per UC student and \$1265 per state college student. This fall the figures are \$3114 and \$1500, respectively.

State Colleges

The 19-campus state college system received \$167.7 million in operating funds in 1966-67 and enrolled 130,000 students (fulltime equivalent).

This year the colleges are receiving \$288 million in state funds, a whopping 70 percent increase in three years, while enrollment is 181,000, up 40 percent in the same period.

The community colleges, allocated state funds on an average daily attendance basis, received \$71 million from the state in 1966-67 and \$116 million this fall.

The 63 percent increase in community college funds compares with a 35 percent increase in enrollment in the three-year period. The colleges this fall have an average daily attendance of 460,000 students.

Governor Reagan insists he has given higher education top priority, and the statistics do show that other state agencies have not received increases of a similar magnitude during his term of office.

Although Reagan's higher education budgets are consistently up as a whole, UC was severely limited in 1967-68 when its annual operating budget increase was held to \$3 million and construction funds actually were cut back from the previous year.

The Reagan Administration consistently has given UC less money for construction than the Brown Administration provided, but has given the state colleges more.

UC has been the most outspoken critic of the Reagan budgets among the higher education segments.

Current Worries

UC officials insist that the tiny operating budget increase of 1967-68 and reduced construction monies caused them to lose ground they never regained in the face of more students and rising costs.

The academic community has been consistently critical of Reagan's budgets because the Governor has never given UC or the State Colleges as much money as they sought.

This is a perennial complaint under every Governor's administration. University and college administrators nearly always ask for more money than they get.

However, the community is especially worried this year because of the Governor's

UC'S BILLION-DOLLAR OPERATION

The University of California became a billion-dollar operation this fall. The table shows UC's fiscal progression from an institution serving 43,700 students at a cost of \$353 million a decade ago to one serving 101,500 students this fall at a cost of \$1.02 billion.

Year	State Funds, Operation	Federal Grants	Private Gifts, Grants	Student Fees, Activities, etc.	Construction (State)	Totals (Millions)	Enrollment (Fulltime equiv.)
1959-60	\$ 98.6	\$190.5	\$ 9.1	\$ 34.4	\$20.6	\$ 353.3	43,748
1960-61	120.7	225.0	10.7	35.7	50.7	442.9	48,354
1961-62	134.2	279.3	13.6	33.2	48.0	508.3	52,961
1962-63	147.3	295.9	14.2	58.4	55.9	571.8	57,183
1963-64	158.0	316.0	15.8	73.9	70.9	634.7	63,288
1964-65	179.5	315.5	17.9	82.2	63.7	658.8	65,858
1965-66	204.3	341.0	18.0	100.4	59.1	722.8	73,667
1966-67	240.1	372.8	22.1	114.3	66.7	815.9	79,293
1967-68	243.8	393.4	21.9	164.3	57.9	881.3	89,072
1968-69	291.0	399.7	24.1	186.6	44.5	946.0	96,451
1969-70	329.3	416.7	26.8	210.9	36.4	1,020.1	101,481

new budgeting system for 1970-71.

The new system calls for all state agencies to lop 20 percent off their initial budget requests and draw up a priority list of items to be restored if the state winds up with enough money to fund budget requests at more than 80 percent.

Reagan claims the new system is simply a procedure intended to insure that if there is not enough money to meet all budget requests, the items deleted will be those given least priority by the agencies themselves.

This gives UC and the state colleges, as well as other state agencies, an initial budget for 1970-71 that is lower than their current budgets.

Theoretically, any or all state agencies could wind up next year with less money than they have this year, but the Governor claims this is not going to happen.

While the increases may not be all the agencies are seeking, they will wind up with more money next year, the Governor indicated, charging that there has been

a needless panic about the new system.

Higher education officials are not so sure. They are waiting to see how much of the initial 20 percent cut is restored when the dust has settled in Sacramento.

UC officials have said they will reduce admission of new graduate students if the cuts are not restored.

The California Master Plan for Higher Education calls for UC to take on an ever-greater proportion of graduate students each year — the most expensive category of students to educate.

TABLE 1
GENERAL FUND CURRENT COST FOR HIGHER EDUCATION
(IN MILLIONS)

<u>FISCAL YEAR</u>	<u>UNIVLRSITY</u>	<u>PERCENT INCREASE</u>	<u>STATE COLLEGES</u>	<u>PERCENT INCREASE</u>	<u>JR. COLLEGES</u>	<u>PERCENT INCREASE</u>	<u>TOTAL</u>	<u>PERCENT INCREASE</u>
1963-64	\$158		\$101		\$ 46		\$305	
1964-65	179	13.3%	116	14.8%	59	28.3%	354	16.1%
1965-66	204	14.0	137	18.1	71	20.3	412	16.4
1966-67	240	17.6	168	22.6	75	5.6	483	17.2
1967-68	244	1.7	192	14.3	92	22.7	528	9.3
1968-69	291	18.8	238	23.9	106	15.2	635	20.3
1969-70	330	13.3	288	21.0	121	14.1	739	16.4

Source: Statement of A. Alan Post, Legislative Analyst to the Joint Committee on Higher Education, in Los Angeles, October 31, 1969.