

# Labor:

## 21 Wholesalers Hit by Walkout

Twenty-one wholesale distribution houses in the Seattle-area were struck today by members of Warehousemen's Local 117, Teamsters Union, in a dispute over new contract proposals.

About 350 union members had been working at the firms since the old contract expired last Thursday.

H. D. Hailey of the Distributors Association, which represents the wholesalers, said most of the firms were attempting to continue operations at a reduced level us-

ing supervisory personnel.

The union was reported to have rejected management offers for a new three-year contract, asking for a two-year agreement. Other issues were said to include wages and fringe benefits.

The wholesalers handle glass, paper, electrical parts, steel, chemicals, rubber and other items.

Seven negotiation meetings have been held, the last two involving the Federal Mediation and Conciliation Service.

## Teaching Assistants Form Union at U.W.

Teaching assistants in the University of Washington philosophy department have formed a union, Local No. 1, Brotherhood of Teaching Assistants.

Eighteen of the department's 20 teaching assistants have joined the union, which has begun negotiation of 16 demands with the department, Lewis Wallon, spokesman, said.

THE UNION is affiliating with the A. F. L.-C. I. O. and the King County Labor Council. The student group is awaiting certification from the State Department of Labor and Industry.

The demands include specifications for teaching and office conditions and wages. Wallon said one of the most important demands is

increased communication with the faculty. The teaching assistants are asking that graduate students be permitted in faculty meetings where decisions are made concerning graduate students.

THE UNION is asking that salaries be raised to \$4,500 an academic year. The present figure is \$3,060. The university bulletin for the 1969-70 academic year stipulates that teaching assistants who teach 20 hours a week will receive \$360 a month or \$3,240 for the academic year.

Members of the negotiating committee are Farrell Fleming, Shepard Saslaw and Richard Momeyer.

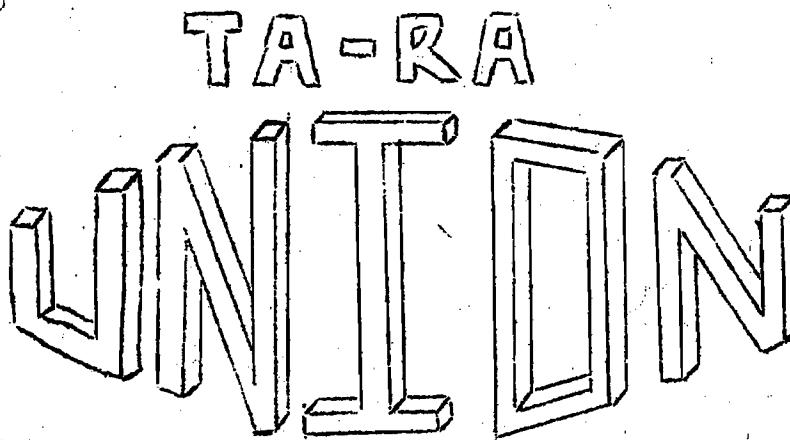
Wallon said he knows of no other union strictly for teaching assistants.

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## UNION DAY

Martha Mitchell thinks that all educators (apparently including T.A.s and R.A.s) are responsible for all the problems facing the United States. If this is true, it is quite an achievement, at least for us. We have no

voting power in university decisions, have little or no control over course content, and make less than \$3500 a year.

The TA-RA Union can't do very much about Martha Mitchell, but just maybe we can do something for the University of Washington's vicious, youth-corrupting T.A.s and R.A.s.

Come to Union Day, October 1, HUB Ballroom, at 2:30 p.m. and the first Autumn meeting, October 6, 7:00 p.m., place to be announced.

### UNION DAY AGENDA

- 2:30 Introduction by Art Greeno, a member of the Union.
- 2:40 George Starkovitch, leader of local 1488 of the Washington State Employees Association, a union of skilled and semi-skilled workers at the University, will speak.
- 3:00 Robert Horsley, an organizer of the local IWW chapter in Seattle, will talk about the famous "Wobblies" and labor history in Seattle.
- 3:20 Kenneth Warren, president of the Seattle chapter of the American Federations of Teachers Will speak on professionalism and its relationship to the question of teachers' unions.
- 3:40 Hank Haslach, a charter member and former president of the TAA at the University of Wisconsin will speak on T.A., R.A. unionism and the TAA at Madison.
- 4:00 Sheila Zangar, one of the organizers of the TA-RA Union, will discuss some important issues at the University of Washington.
- A general question and answer period for all the speakers will follow the talks.
- 4:30 The Inheritance, a film chronicle of the struggles of the Amalgamated Garment Workers during the early part of this century. The movie will last approximately one hour.

# Grad Students Push for Power

By DENNIS CARLSON

Assistant Editor

Ten years ago they were only 3,000 strong.

Today they number over 6,700 or about 23 per cent of the University's student population, and while they are still a minority they are no longer a silent one.

Graduate students are beginning to exert a considerable influence on campus this year through the Graduate and Professional Student Senate (GPSS), formed in January of last year as an outgrowth of the old Joint Committee on Graduate Programming. The Senate was envisioned as an organization which could voice opinions and investigate common areas of concern among graduate students. From the outset, it has been a largely autonomous organization with a broad base of support in all graduate school departments.

Its recent formation would seem to reveal a recognition on behalf of the University administration and faculty that graduate students are not interested in or capable of using normal channels of campus involvement, such as the ASUW.

As GPSS President William Inglin says, "The graduate student doesn't want a 'Mickey Mouse' student government with an elaborate bureaucratic

structure, and he's not interested at all in activity-oriented ASUW programs."

"He doesn't want anything which isn't well conceived, well executed and goal oriented."

The shell of departmental isolation can only be broken when the Graduate Senate tackles problems which graduate students feel deeply about and in which they can be directly involved, according to Inglin.

A survey undertaken in the fall of 1966 by the old Joint Committee on Graduate Programming revealed many of the issues troubling graduate students—issues which would be dealt with later on by the Graduate Senate.

Questionnaires were sent to graduate students in each department. The results showed that a consensus of the responding students felt that the University was "not doing its part in protecting students from unfair rent practices, was not providing adequate low-price food services, was providing 'nearly intolerable' parking facilities and could 'improve and expand' medical services to students and dependents."

Robert Buddemeier, a chemistry graduate student and now secretary of the Graduate Senate, was responsible for compiling the survey results. He feels

that the major overall concern revealed by the survey was a lack of communication between the faculty, administration and graduate students. Seventy-five per cent of the respondents felt that an organized graduate group could help in improving communication.

Because of their isolation from the day to day processes of the University administration and the student government, most of the graduate students who responded expressed their desire for an organized voice and channel for communication.

"This fall's action against racial discrimination in housing could conceivably have been done through the ASUW," says Buddemeier, "but realistically it surely wouldn't have happened with as much ease and certainly as it did through the Graduate Senate."

Since its formation, the Senate had done a good deal of work. Still, in the opinion of Inglin and others, the greatest and most significant accomplishments have been intangible. The Senate is already becoming characterized as an organization that can get things done. In a University situation, that is a considerable accomplishment. The Senate's "image" is good because it has rolled-career research and analysis of

(Continued on Page 8)



Graduate students, like this one, have long been a silent and studious minority on the University campus. Now they have a new and dynamic voice in the Graduate and Professional Student Senate, which represents to their needs in all areas.

## Senate History—Short but Successful

By CATHLEEN CURTIS

The history of the Graduate and Professional Student Senate (GPSS) has been short but revolutionary.

The revolution occurred about one and a half years after the ASUW established the Joint Committee on Graduate Programming (JCGP) in the spring of 1965 to deal with graduate school affairs and problems. The present-day Graduate and Professional Student Senate evolved out of this older ASUW organization after a conference held last January at the University's Pack Forest retreat facility.

During the two-day conference it was decided that the heretofore appointed body would become an elected and representative senate.

But the revolution was a quiet one. No violence accompanied the change. Rather, the original committee members were instigators of the change.

According to Art Sterling, one of the original graduate student committee members, "Some of the representatives went to Pack Forest with the idea of wresting control from the committee. But that's not the way it happened at all. From the beginning, we were interested in working towards an elected system. So we pursued them."

The Pack Forest Conference marks the "turning point" in graduate student organization, and its history might be divided into two parts: before-Pack-Forest and after-Pack-Forest.

In Spring of 1965, when the JCGP was created, marked a time of general student unrest on both this campus and elsewhere. The infamous uprising at

Berkeley had taken place, and graduate students had figured rather prominently in them.

Specifically on the UW campus, there had been activity too. Bob Buttmeier, present secretary of the senate remembers "abortive attempts by the grad students to form a TA's union and to get CRAM (Campus Reform Action Movement) going."

The graduate school was concerned that it had no effective means of communication with the general graduate student population. Also, the graduate students didn't have any real channels of communications with either the administration or the ASUW.

Buttmeier feels that, "The graduate school wanted some contact to serve as a buffer to prevent any outright revolt. This was at a time before the ASUW had undertaken any really substantive issues."

Not too much was accomplished by the JCGP that first year. Sterling evaluates it as a time of "looking for possibilities and getting our feet on the ground."

The JCGP was an appointed body. It consisted of eight students appointed by the Deans of the various schools offering graduate and professional degrees; two faculty members and a representative from the ASUW.

During the winter of the JCGP's first year, the ASUW presented a referendum asking the student body if it wanted a graduate student seat on the BOC. The referendum passed.

According to Buttmeier, the JCGP approached the BOC and offered to place one of its members on the board. Currently, the BOC position is po-

cupied by the senate's first vice-president.

The creation of the JCGP and the provision for one graduate student to be a voting member on the BOC were separate but simultaneous actions. They both increased graduate student representation on the UW campus.

During the first year, the JCGP was plagued by problems.

Buttmeier feels that the initial appointees were good choices. "It was a potentially powerful group, but . . ."

The JCGP had no office. The members had no defined hours. The ASUW provided a limited budget. Most important, there was no consistent way for communication between departments.

"In order to provide some kind of contact with students on the departmental level, graduate program advisers were asked to appoint graduate students to serve as representatives to the JCGP."

According to Sterling, the appointment system didn't work too well. "The members didn't feel it was a truly representative system."

Also, participation wasn't the best. Sterling estimates that about 25 per cent of the representatives did nothing but the very minimal amount of work.

Despite all of these problems, some activities were undertaken. The JCGP program made some coffee hours and began an investigation into housing problems for both married and single graduate students.

At about this point in time, the revolution occurred.

The JCGP stated that things were not going as well as had been hoped for. Plans were drawn up for a conference to

adopt during summer quarter 1967.

Since Pack Forest, the new group has been busy effecting ideas which developed during the conference. A Friday night series has been started at the Husky Hollow in the HUB, featuring such diverse programs as a panel session on drugs and a folk concert of bluegrass music.

Buttmeier was chairman of the conference. "We were hoping that some goals could be formed instead of having to invent our purpose as we went along."

The conference was divided up into three sessions. Academic, nonacademic, and organizational matters were discussed.

Buttmeier says of the conference, "It was probably the first time a significant number of the graduate students had been asked if they were happy about things and what they wanted to do."

"We found out that they were not happy, but that they were willing and able to do something."

It had been established that the graduate students wanted to do something. The next question was how?

The consensus of the conference was that the grads wanted an independent representative organization. This meant that the members should be elected rather than appointed.

After returning to Seattle, all-new committees were formed to obtain elections within the various departments. By the end of winter quarter 1967, a majority of the departments had elected representatives to the new organization.

During spring, the Graduate and Professional Student Senate elected officers and approved a constitution. By-laws were

adopted during summer quarter 1967.

Since Pack Forest, the new group has been busy effecting ideas which developed during the conference. A Friday night series has been started at the Husky Hollow in the HUB, featuring such diverse programs as a panel session on drugs and a folk concert of bluegrass music.

Also, 2,000 copies of an explanation of the new draft law and had it applies to graduate students has been published and distributed. Copies are still available.

All of these activities have gained publicity for the senate. Buttmeier feels that the participation level of the rank and file graduate students has risen simply because "now they are beginning to know that we exist."

Within the senate itself, the second round of elections is beginning. Buttmeier says that, "a fair number of candidates are running. Several of the positions are contested."

Sterling feels that the direction of the senate now is "great." He attributes much of the group's success to the two faculty members, Dean Joseph McCarthy and Dean Robert Ritchie.

Sterling says of the two faculty members, "They've shown us a lot of interest and encouragement. They've been very willing to work and have met us more than half way."

The revolutionary Pack Forest conference injected new life into the graduate students' committee. Much of the group's real history remains to be written for apparently the newly-born Graduate and Professional Student Senate has only begun to kick.

## PREMISE

A WEEKLY PENETRATION INTO UNIVERSITY LIFE

# DAILY

Second front page

"The cooperative step was a mythos from the commentators, not the students."

## TA-RA union

(from page 1)

early sympathetic to the Union's cause, said that he is certainly not actively opposing the formation of the Union.

"If they want to form a union, nothing is stopping them," he said. But he also noted, "Being a union is different from being a student organization. To move toward a union is intrinsically unwise and will be damaging to the University."

"The University is a community of scholars, which means people working together in a cooperative way. And a union creates a type of adversary situation."

Dr. McCarthy also reacted to the Union's concept of what their role should be. "The experience a TA gets is much more valuable if it is a joint venture with faculty people," he said. "This means the most effective teaching of the people in the class, and it helps the teaching ability of the graduate himself."

McCarthy said he couldn't see how the TA-RA Union people

could "call themselves slave labor." "They are certainly not slave labor," he commented. "The graduate student appointees are people who are engaged in graduate work. They do perform a service for the University which is helpful to the University, but it is also helpful to them. They receive experience in teaching and a stipend as well."

Referring back to the "slave labor" statement of the Union, McCarthy commented "there are a lot of people who want these appointments and if they (the TA-RA Union members) don't want one, they don't have to have one."

Fred Lorenz, the University's Director of Labor Relations, discounted the TA-RA Union's apparent feeling that the administration is trying to keep them from organizing.

"As far as we are concerned," he said, "if the TA and RA's were to organize we would, in my opinion, bargain with them, even though we are not legally bound by state or federal law to do so."

He adds, however, "there are certain conditions that must be met. They must conclusively demonstrate that they represent a majority of TA and RA's and are an appropriate bargaining unit."

Lorenz, describing the Union people as "intelligent and articulate", expressed no opinion on the Union itself and took no position on whether he was for or against the TA's organizing.

"The University, of course, is neutral," he noted. But he stressed the fact that if the TA-RA Union did become recognized and certified as the representative of the TA's and RA's "we would be obliged to bargain in good faith with them."

One top administrator noted that while he felt that the formation of a union would be "unfortunate", no one in the administration is working officially or unofficially against the Union that he knows of.

Another top administrator said that no one in the administration needed to oppose the Union and

tutors, not the students," Weinberg said. "I never once after

more potential power eventually."

## Benefit game slated

The University varsity and freshman basketball teams will play an exhibition game next Monday night. Admission to the game is \$1 for students and the money will go to the University Educational Opportunity Program for minority and disadvantaged students. For the complete story, please turn to page 15.

portant, and I am convinced we have a major advance."

Obviously, the TA-RA Union does not agree.

The TA-RA Newsletter reads in part: "The primary function of the University of Washington as it is now constituted is to convert raw high school graduates into slick, gleaming technicians for the socio-economic machine. Each student buys a part interest in one cog, and he himself and the faculty share in the labor of production.

Teaching and research assistants work at the nerve-center of the production line, and if a large number of us organize then we can threaten an effective strike; we can gain bargaining power to determine the conditions of our employment. Conditions are bad, but we can improve them; we want to bargain in terms of educational reform, university policy, and importantly, TA-RA job security and working conditions."

Whether or not the TA-RA Union will get its mandate to carry out the goals it has in mind rests with the University's 1800 TA and RA's.

# TA-RA union: aiming at 51 per cent support

By Bryan Tagas  
DAILY Writer

"Everyone knows the administration is trying to prevent the Union from forming. Of course it's all unofficial. That's why no one in the administration wants to be quoted."

John Piety's statement apparently is the general opinion of many of the other organizers of the newly-formed TA-RA Union, who are evidently finding that forming a union is a bit more difficult than it sounds.

In addition to what they feel is the administration's lack of sympathy for their cause, the union members say they are finding a certain amount of apathy among their own colleagues—the University's teaching, research, and staff assistants.

As of now, the Union is hardly the "power group" its sponsors hope it one day will be. But they are working on it.

The whole idea of a union really began over two years ago, when some TA's in the Philosophy Department considered the idea of forming a union composed of all University graduate students.

An official statement of the union describes the ensuing events: "These rumblings among the natives understandably caused some worry within the administration. Hence, the University of a Thousand Years took action: It appointed a committee."

The committee, headed by Dr. Joseph McCarthy, Dean of the Graduate School, spent a year and a half rewriting Memo 26, which is a list of the duties and responsibilities of TA's and RA's.

Apparently some of the TA's were not too happy about the revisions:

"The committee would not do anything to change the slave status of the University's 'subfaculty,'" the

writer wrote. "It could not even make us better paid slaves."

Then, during last spring's strike, a number of TA's with similar feelings got together, and the idea for a union was finalized.

"It was sort of a spontaneous result of the Strike," said Art Greeno, one of the organizers.

"There was no organization in the Strike. As TA's, we thought we could make it more effective if we went about it in an organized way," added Eric Halsey, another of the group's organizers.

"After our first meeting," said Greeno, "we realized that a more permanent organization was necessary."

So, what had started out as a kind of strike-oriented activity developed into a greater movement.

Over the summer, a special standing committee worked over a constitution for the Union. Since then, several amendments have been added to it and approved.

"Our organization is being kept very informal," said Greeno. "It will be headed by a nine-man executive board."

Currently, the group has only a small percentage of the some 1000 TA's and RA's at the University. But they hope to gain added support once they become known and their message spreads.

"Our most important role right now is to organize the TA's on campus," said Greeno.

"We are doing a tremendous amount of organizing. If we can accomplish something, people will turn to us," stated Halsey.

The trouble is, however, that TA's and RA's are not flocking in to to sign up.

"There is no rival TA group, so that isn't the reason we're not getting the support," said Greeno.

"There does exist, however, a cer-

tain amount of apathy among them (the TA's and RA's). But we are trying to convince them there is something we can do."

While the TA-RA Union doesn't presently represent many of the group's organizers. "One, of course, TA's or RA's, the members point out that it is not necessary for them to join the Union in order for the Union to operate as their bargaining agent.

"What we need," said Piety, "is for 51 per cent of the TA's and RA's to indicate that they want us to represent them. What this means, if it happens, is that the other 49 per cent get bound by our decisions."

Although Halsey admits that he doesn't "want to be in the position of coercing the others into the Union," TA's who don't want the Union to represent them will have no choice in the matter if only 51 per cent agree to make the Union their bargaining agent.

"One of our basic problems is to get many of the TA's and RA's to realize that they are workers," said Piety. At it is now, many TA's regard their position as a fellowship rather than a job.

"Professionals are what we should be," said Halsey, "but we aren't now because we have no control over what we do. This, of course, varies. But with the Union, it means we are professionals."

Currently, the Graduate and Professional Student Senate (GPSS) is trying to convince the Internal Revenue Service (IRS) that TA salaries are scholarships and not job payments.

If TA's accept the proposition that they are holding jobs, they could no longer argue that their salaries are tax exempt. According to Mike McKeegan, secretary of the GPSS, this is one of the reasons he has not joined the Union.

The Union sees itself as more

than the "strictly self-help, self-motivated group" Piety calls the GPSS.

"We have two equal concerns," said Margy Moore, another of the group's organizers. "One, of course, is the bread and butter issue—job security, wages, working conditions, etc. The second is how we can affect as a power group (through striking, for instance) and influence University policy (on issues like ROTC, day care, educational reform, etc.)"

They say that the TA-RA Union can be a student group as well as a Union. This two-front nature is somewhat unusual for a union and it is causing them some problems.

If they are recognized by the University as a labor union they will probably no longer be allowed to use HUB offices—which may only be used by student groups.

If they were allowed to use HUB, on-campus space, it would be unfair to the other unions the University recognizes, according to Fred Lorenz, Director of Labor Relations.

The political-action side of their organization is very important to the group's organizers; and many of them have strong feelings about how the University should be run, what its purpose is, and what the role of the TA should be.

"The TA should have the right to control the classroom," said Halsey. "He should be free not to grade, not to take attendance, not to give tests, for instance."

Despite the fact that Piety said the administration is "unofficially trying to prevent the Union from forming," no evidence of this attitude can be found. Nor were administrators unwilling to be quoted.

Dr. Joseph McCarthy, Dean of the Graduate School, while not neces-

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# Guest Editorial: View society

at  
issue

The plight of the TA at the University of Washington is rapidly deteriorating both as teacher and student. He faces greater work loads, larger classes, fewer TA positions, fewer job opportunities after school, harassment, and often hostile situation not only vis-a-vis faculty and undergraduates but, as a member of the university, vis-a-vis the rest of the wage earning, tax-paying public.

Most TA's are inclined to look toward their traditional source of identity, the university, for comfort and aid in this situation. They view it as a fight between professionals, the educated, and other sectors of society over the state budget.

Other TA's view traditional trade union activity, or partic-

ular interest struggles, as the means to extract fair wages and conditions from a deteriorating situation. In fact, it is just this deterioration which makes such piecemeal effort little short of futile.

This is not to deny the needs of TA's and their right to organize and defend themselves, nor to rule out the possibility of untraditional trade unions particularly among the newly organized. Nonetheless, as the American economy and its western European brethren face a deepening crisis, traditional parochial institutions become less and less able to successfully meet the situation.

If, however, misery loves company the TA's plot is fully accompanied. Education in general in this country is going the way of such revered capitalist institutions as Penn Central, Rolls Royce, Lockheed, and, yes, even G.M. Bankruptcy in all its forms is the byword. A

glance at the front page story in the March 8 Wall Street Journal tells the story for public education and public school teachers. City and states in financial difficulty, some such as New York and Philadelphia on the verge of bankruptcy, are cutting deeply into education budgets resulting in layoffs of up to 6,000 in New York, and lesser amounts in other cities.

In this context, many teachers cling to professionalism and refuse to unionize. More militant

taxpayers and students has been the isolation of public school teachers, by a combination of issues ranging from charges of racism to an absence of public responsibility. These tactics on the part of state and city administrations have had varying degrees of success.

The unions themselves are generally incapable of tackling the real problems posed by their own struggle, the maintaining and expanding of educational facilities and location of re-

**"TA's must articulate their needs in common with the wage earning public."**

teachers have unionized, but have quickly found themselves faced by stringent anti-labor laws directed at state and municipal employees. New York's famed Taylor law leads the way, closely followed by various anti-strike laws such as the one employed against the Newark teacher's union in their present strike.

Heaped on top of this and paralleling the hostility between

sources to accomplish this. Even when such a program is adopted, as in the case of the Newark teacher's union, the timidity of the union in pushing the program, prior isolation and present organizational difficulties make a decisive victory difficult.

All these problems are repeated for public services in general. In higher education we find tuition increases and faculty cutbacks not only in economically depressed Washington, but New York state and others and even in the aristocratic ivy league.

In the case of public employees, the transformation of economic demands into political questions is more dramatic. Here the employee is immediately confronted with the state or municipal budget. Every effort to get a bigger piece of it is portrayed as greed and often

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**NEXT WEEK!**

A P P L I C A T I O N S

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# Editorial

(from page 18)

viewed as public pocket-picking by the rest of the public.

In either case, if the struggle of the employees has any hope of succeeding it must be able to seriously deal with the problems posed by the demands it raises; e.g., the budget, inflation. Otherwise it is doomed to political isolation. Only, an institution with the social base that goes beyond mere normal trade unions or other parochial lines can hope to pose itself as capable of dealing with such problems.

The question becomes why are the old means of struggle inadequate? Why do simple wage demands pose fundamental political questions today and not ten years ago? The answer lies in the deep crisis capitalism is now facing. Wage demands are simple when they can be relatively easily granted. Under conditions of economic growth, concessions can be won. At such a time the formation of special interest groups is most effective. Such a group can lobby or negotiate for gains without appearing to impair the well being of other sectors of the working class.

Under relatively good economic conditions the state and municipal budgets can expand its range of services and benefits to its employees. Under conditions of economic contraction concessions are no longer possible and such demands can no longer be granted without economic difficulties.

Municipalities strapped by decreasing revenues and heavy debt service attempt to hold the line or worse. Union busting becomes a major tactic. This is usually implemented by pitting various sectors of the working class against each other through various divisions, embedded in the previous means by which individuals negotiated their existence in society. TA's, for example, are viewed as spoiled students.

In the end we are forced to ask, what are the causes for the economic difficulties faced today? We should not view the state of Washington as unique, its difficulties are only somewhat more advanced. Other states and cities face near bankruptcy, high unemployment, etc. A great deal of state and municipal expenses is funded through the sale of tax free bonds. The debt on these bonds is paid before anything else. In a period of economic contraction with revenue down and debt due, states are forced to cut services and keep wages down. At the root of the state fiscal crisis is the shifting of investment in the capitalist economy from real useful production to various forms of waste such as military production and paper speculation.

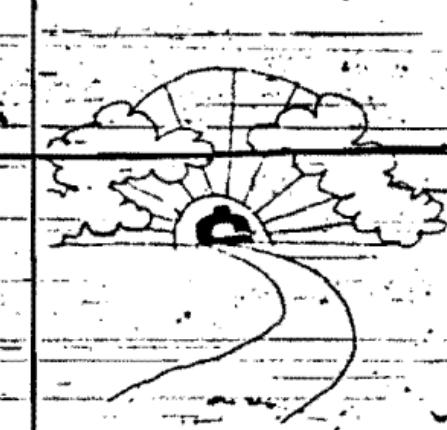
Faced with such a situation, public employees must be able to demonstrate their commonality of interest with the sectors of society pitted opposite them and their willingness to struggle

in common for those interests. Fundamentally, this common interest lies in the need for an actual expansion of useful production and needed services.

This can only be accomplished by rechanneling of investment out of areas of waste, such as

The above analysis is no more than a sketch of the essential conditions faced by wage earners. The conclusion must be that the only way to fully understand the problems faced by TA's is to view them as instances of the general problems faced by society as a whole. TA's and other students must be able to articulate their needs in common with the wage earning public and, further, be willing to act in concert with and in defense of others around a program expressing those needs. Short of this, the forces necessary to solve the problem cannot be brought together.

—phil rubenstein



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# TA plight: More work, less pay say TA-RA organizers

## at issue

AT ISSUE: What is the purpose of the TA-RA Union?

RON: One factor is the relationship of the American university to society at large. Traditionally, we must remember that the students come from the elite classes, they return to the elite classes even if they didn't come from the elite, then they have to be elite as a consequence of their education.

The second area of concern is the relationship of the American university to other nations in the foreign policy of the U.S. There is counter-insurgency research against the revolutionary movements of the Third World. This takes the forms of political as well as military research, takes such forms as a Harvard professor advocating systematic destruction of the farms, villages, etc., as well as making weapons such as napalm.

I think we see the role of U.S. universities to U.S. foreign policy in terms of preserving an elitist economic position of the U.S. that derives from extracting the wealth of natural and human resources in the Third World and imposing war and death and barbaric destruction when people rise up against U.S. economic interests in the Third World.

The third general area of concern is relationships within the University. We are concerned with the bureaucratic control that exists on all levels between administration and faculty, between senior faculty and sub-faculty, between faculty and students, between sub-faculty and students... the aloofness, irrationality, lack of democracy and general oppressive characteristics that are found. These are not the only that are found, but they are present within the general structure of the University.

AT ISSUE: What specific programs has the Union been involved with?

RON: We've been concerned with the question of housing for students at the university. There's been a move to replace the essentially lower middle income TA's and other graduate students who are at Sand Point Housing with minority students on the grounds they have a greater economic difficulty. And that is perfectly true. But the union took the position that the fundamental issue is not who's going to have this housing, poor or lower middle class students, but whether the University builds adequate housing for both.

We pointed out that we can give Odegaard a mansion to live in but can't find day-care facilities. It could house many minority families or TA families. We've been concerned with a Black Panther coalition. When the police were threatening military raids against the BP in Seattle, we along with other groups including the BSU initiated a coalition to tell the people in the University about what's going on, and to prevent any such raid which we took to be the sort of thing that happened in Chicago and elsewhere against the Panthers.

We've been concerned with the tuition increases and we've initiated the formation of an anti-tuition increase coalition. We've been concerned with comprehensive examination within the university and in the Philosophy Department. TA's from the union along with other TA's and along with undergraduate students initiated a drive to get rid of comp. exams as requirement for MA and PhD's and we have initial success in this. We have attended a committee to make a permanent no exam program and we have options to the current exam system.

PAT: I would say that those are out-directed programs. For myself, I think that just as important is how we have managed to get our heads together internally by talking over and discussing how the University could realistically be improved on given the basic structure. What kind of reform is viable. Trying to isolate what kind of relationships, be they social or educational at the University really are reprehensible, really are alienating and dehumanizing and what we can do about them, as an individual, as a teacher. And then going from those discussions and trying to communicate with TA's in your own departments.

If they haven't seen the necessity of joining the Union, they are willing to talk to you because you're a fellow TA. My own experience is, until this quarter, I can see some result of that. There are more than a handful of TA's who are willing to talk for once, about education and not just about their own concerns... which are realistic enough, you know. They no longer only talk about how many exams they have to grade, but increasingly rap about what's going on in their classes and education and what's going on in your classes, which I find very encouraging. They find you very concerned about something they are also concerned with.

AT ISSUE: How many TA's are actually in the Union?

RON: There are about 68 TA's, I think. We've been working with GPSS on the increasing tuition, the anti-tuition increase coalition that is concerned about several things... the loss of job security of TA's, the termination of their career; the increase of class sizes and the consequent increased alienation and lack of contact between faculty and students, the fact that

people from middle income families will be less able to attend the university.

We've been working with them and we've done some research about the number of cutbacks and where they'll be occurring. GPSS supports the union quite strongly now... they moved from a position of trying to work in accordance with the McCarthy and Memorandum 26 which had procedures for the firing of TA's, the procedures have been totally violated and ignored in the present cutback of TA's. The GPSS, since they worked so strenuously to get Memo 26 enacted, are very upset and believe that TA's should join in the Union in order to create a power base from which to inaugurate change.

We have much more support and have generated much more interest among TA's than our membership indicates. Secondly, within the country the development of TA unions have been traditionally along these lines. They begin with a small membership. It persists as small, and sometimes even decreases, and then some issue arises and the existence of the union mobilizes people.

The third basic reason why they're afraid of the union is that there are genuine grievances TA's and RA's have. There really are fundamental problems that can't be ignored by saying "the University is a homogenous community of scholars," as Dean McCarthy keeps trying to tell the students and TA's. We know they are not; they're full of competitiveness, bureaucratic control, irrationality, job insecurity, bad education methods and procedures, and also for our own university, TA's have been confronted with a decreasing standard of living. They're real income given inflation, increased tuition, increased taxes, has gone down almost 33 percent in the last five years. Those are real grievances and real problems.

PAT: I think McCarthy knows what problems there are. That's why there are statements about the Union, he'll never say, in a chiding or mocking tone, about our numbers. He knows that, in a sense, that's insignificant. If the organization appears to be a viable one, like ours is, then he knows it poses a threat.

We try to call two meetings a month. In the winter quarter we weren't as successful. The key is that it's still operating. It isn't going to fold; there's that fundamental organization. If we can hold together through the summer—and I'm sure we will—then we're here to stay.

AT ISSUE: Aren't you cutting down your potential base of TA support by orienting toward these outward-directed problems rather than simply dealing with the problems actually facing TA's here?

RON: I think on the one hand, if we're merely concerned with economic and relatively petty issues we wouldn't be engaged in changing the structure of the university in the way things cry out to be changed.

PAT: And it's a matter of principle. Most of us who are engaged in this want to call attention to if not only to alienated relationships within the university community, but in the same way to relate those to the connection between the university and the outside community. If we were to engage on that for opportunistic reasons of gaining more membership, then we would feel we'd lost a very good chance. It's an important part of our union philosophy.

RON: The union is totally democratic in the formulation of policy. So, if the union membership did not want to engage in these things, then we would not do so. What we do is an expression of the democratic interest of the membership. We have an amendment to our constitution that says any policy statement or position be submitted to the membership for their study and reflection for a few weeks and only then would we vote on it... because we not only want a democratic approval of our policy, but we want a mass democratic participation in creation of policy. Hence whatever we do will reflect the wills of all members.

(to page 19)

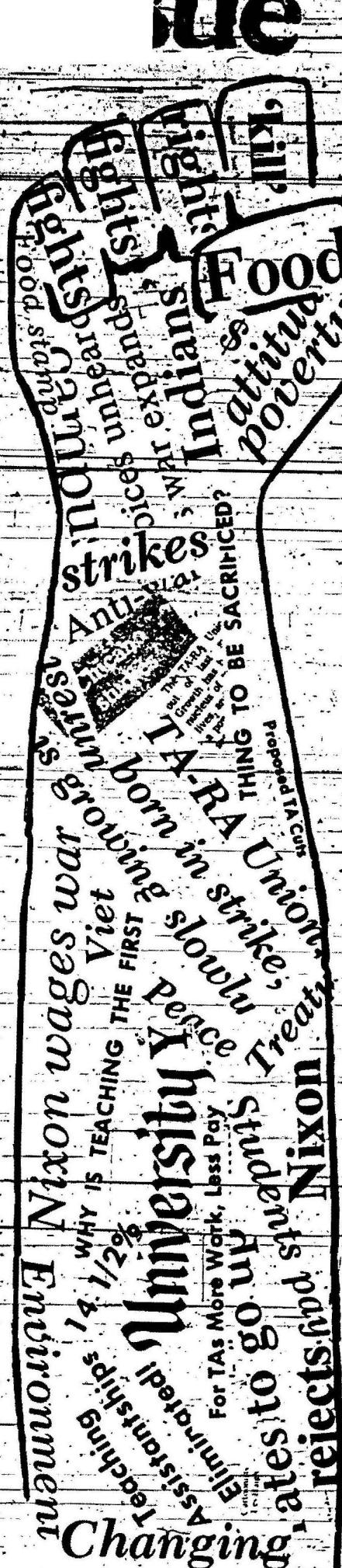
## at issue

Editor . . . . . Marc Krassowsky  
Associate Editor . . . . . Kim Reich

PHIL RUBENSTEIN is a graduate student in Philosophy, who has recently passed his PhD examinations. He is a member of the Seattle and US Labor Committee.

LES HAIGH is a cartoonist for the DAILY. She is responsible for the first collage on this page. DAVE HORSEY is another cartoonist for the DAILY. He did the black-and-white on succeeding pages. CASSANDRA is news Editor of the DAILY. She did a lot of tape transcribing.

Special thanks for many valuable contributions, as well as a Happy Birthday to MOIRA.



# TA's: Fighting

# 'Cutbacks hurt society as well as TA's'

(from page 15)

PAT: If we could force an end to the war, and following that, force an end to the fantastic expenditures, then obviously there's money available. One other thing... it's customary for local and state political leaders to somehow think in terms that there are local problems and national problems but there's no relationship between the two.

The best example is during the last mayoral campaign, when Leonard was running against Ulrich and Frayn, Leonard would make really good connections between our local community and the fact the nation was engaging in the war, and the other two candidates would look as if, "well, we have to listen to that two minutes of trash before we can get on to the more important issues like which streets should be paved" and shit like that... That is the thing we have got to get across to local and state governments, that they need to be taking an active participation in demanding the war be brought to an end, and then the money not go to other kinds of military research thought up by the military defense establishment, but that it be brought back here. Until they do that, we're in real difficulty. Almost all the tax money is geared for highways that no one can touch, and the legislature can't do anything about it.

RON: The union, as part of the anti-tuition increase coalition, has proposed that there be increased taxes on the property of large corporations or some other vehicle by which burdens of the present economic crisis are imposed upon the rich, who can afford it, and not on poor and middle class people who can't. There's plenty of money in this State and the nation, and of course we're concerned with the general change of national priorities which has created the problem for the states. Even within the states the priorities favor the rich rather than the poor, and within the university we've seen these priorities operating. It's TA's which require the cutback, not the faculty, and

so there are fewer teachers per students, so the students are hurt, the TA's are hurt, and last of all the faculty and the administration.

AT ISSUE: Then is your entire program based on changing national problems?

RON: There are various things we can change within the university without changing state or national priorities or structures. On the other hand, there are other things which require changing state or national priorities and we see them integrating with one another with regard to concrete issues. We'll soon know where we have to address these grievances.

For instance, in our department where we're working to get rid of comprehensives, we didn't change national priorities to do that. On the other hand, the trend of higher tuition rates for students and the trend that Agnew talks about of getting rid of college education as an ideal for all citizens and setting up vocational schools for a working class... these trends need a more nationally directed movement.

PAT: There's also money within the university. There aren't any TA's who are getting 45 grand a year. And I don't know anyone in this university who's worth 45 grand a year. To me democracy is not just a political term... it's also economics.

RON: In terms of action what we're trying to do is to raise demands that have some mass base. Demands without a mass base will accomplish nothing no matter how just the demands. So we're trying to create a mass that will direct its sentiments against the state legislature, and that's in terms of the anti-tuition increase coalition. In that coalition, which is a coalition directed toward all students of Washington, we demand that the percentage of people in the state able to receive advanced education does not decrease.

We're demanding class sizes do not increase by a reduction of faculty. That would sacrifice quality in education. We're also demanding that the percentage of minority and working class students able to attend the University does not decrease below

their presently inadequate levels. Around those three issues we hope to build a mass movement across the state. The anti-tuition coalition has representatives and members throughout the state. Through the means of that coalition we hope to put pressure on the state legislature so that it will make funds available which would prevent these consequences.

We think we have a fundamental right to unionize because we're all workers providing vital and substantial intellectual contribution toward undergraduate education at this university. And we're presently faced with more work with a less real pay.

If we're faced with tuition increase and a possible tuition increase for grad students which will far exceed the tuition increase for undergraduate students. We're faced with general inflation of society, increased taxes, add the elimination of jobs and I haven't seen the Uni-

versity announce they plan to cut back classes, so we'll have larger sections.

That's where more work comes in. Along with GPSS, the union is gathering information as to the fact they plan an increase in number of students per TA here. There will be no increase in salary. We know that for sure.

RON: The only increase in salary will be those received as a consequence of how long you've been a TA in school. Some TA's will receive an increase because they've been functioning for another year as a TA. But aside from that there is no increase in salary, to compensate for increased tuition or inflation... and we're workers.

(to page 20)



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# We are left out of any democracy'

at  
issue

(from page 19)

Workers throughout the country are demanding as prices go up, and their salaries are fixed, that they obtain a rise in salary, or otherwise their real income goes down. And we're not only faced with an increase in general society but in our tuition as students.

**AT ISSUE:** How many TA's will be cut, and who will be cut?



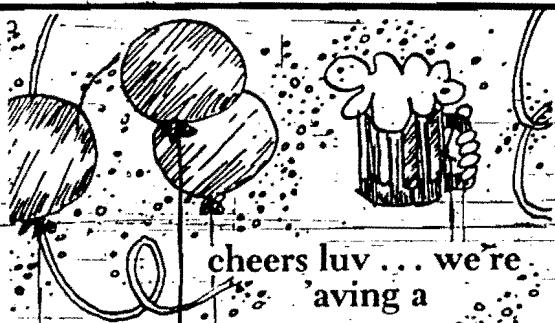
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RON: Around 132 TA's will be cut—who they drop varies.

PAT: In the history dept., surprisingly they made a commitment to rehire old people, and we're losing six. So they are automatically rehiring everybody who has been there two years or less. The problem comes in on people who have already worked three years and there's a question about whether those people may be hired. Now some departments—this is the one that seems the worst right now—I understand the German department ... partly this is the decision of the university last year not to make language study mandatory ... of course they've cut back on TA's, but they're going to hire new people for half of the positions available for next year, and so they're letting old people go to lure new ones in from outside.

In terms of political representation, we don't know because we don't know who is being cut back. We had the hardest time finding out the number of cutbacks per department. They had the information and along with GPSS we asked and asked and asked all levels of people, and finally we got that information, but it was merely in terms of the number of people, and not whom. We don't have that information. We can't judge whether political motives will enter in. If,

there is political ideas involved in terms of cutbacks, the representation is certainly going to involve other TA's and not simply union members.

**AT ISSUE:** Aside from the TA cutbacks, what do you consider your other most important programs?

RON: One is educational reform, and one is securing jobs once you have a degree.

TOM: Right now, graduate students are being faced with the possibility of being unable to find any jobs at all in their chosen fields once they get out. The University doesn't seem to be very concerned about that problem. Dean McCarthy seems to feel that's good, students are being forced to find non-professional jobs, is the way he puts it, which means the graduate students are forced to find jobs as taxi drivers, clerks in stores, and things.

Now that may be good for the spiritual health of grad students, but the economy is so bad most employers aren't the least bit interested in hiring someone who has had a graduate education, fearing that he'll take a teaching job as soon as it comes up. So it's harder for graduate students who are turned out into the streets to find any kind of employment than it is for someone who doesn't have that education.

Graduate students and TAs and RAs all over the country will have to rise up and say this is enough, and you're ruining the professions by grinding out all these PhDs with no possibility for them getting jobs. Now some professional organizations have realized there's a problem, the American Philosophical Association has said that grad schools should not encourage people to go to graduate school, and that the job outlook in the field of philosophy looks pretty dismal until about 1990.

It seems to me this university in particular is not tackling that problem at all. They're trying to ignore it, as a matter of fact, I notice McCarthy says he has no plans to increase enrollment over last year's nearly 7000 level. But the biennial report released last December indicates that the

University does plan to increase graduate school enrollment this year by quite a bit and also to decrease slightly the undergraduate enrollment.

PAT: On the other hand, we do need more philosophers and more historians, and so we find ourselves in the contradictory position of on the one hand insisting that the University not overload itself, because society is not willing to educate on a mass basis in a realistic way, instead of having 20 to 300 in a lecture room. On the other hand, we have to raise that demand too, and so they've got us running around a bush, looking at the world in their terms.

RON: What Pat said is definitely true. The fact that people with advanced degrees cannot get teaching or research positions does not mean at all that we think people should not be getting those degrees. In fact, we think more people should ... and the reasons are several.

The class sizes are intolerably too large. We need to provide more teachers to make the class sizes smaller. Second, there are many people who should be receiving advanced education—minority people, women, working class people. The claim we don't need teachers is just unacceptable to us.

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RON: We might look upon the inaccessibility of jobs on two levels. On the one hand, it hurts people who have an interest in doing this type of work, who have devoted years of sacrifice in preparation for a career which they're now denied.

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Secondly, it's hurting students who have attended larger classes—it's hurting working class, minority people, and women who are unable to go but would be able to go if the jobs were available.

PAT: There's a myth sustained by predominantly liberal politicians during the 60's that we're making social progress. But the facts are that the average real wage of a black worker decreased when compared to the average real wage of a white worker. And most white workers have a decreased real income. And the facts are not in the terms of percentages, which would be bad enough; but in terms of real numbers, there are less women going for advanced degrees now than there were during the '30's, which I find incredible. So the obvious conclusion is, which anybody who looks at history knows, is that these people, be they ethnic minorities or women or whatever group it is, are the ones that get the ax first. So we are uprooted about the possibility of our positions, then you can augment that by seven or eight times when you think about what it's going to mean to people who barely had a chance at all. They're just simply going to be out of it.

TOM: I think it would be desirable, to paraphrase McCarthy's words, to have administrators to find some nontraditional jobs, because I think that would—how does he put it—broaden the base of employment in academia. I think he should try driving a taxi for a few years. It would be good for his spiritual health and wellbeing.

But you see, the problem is, when cuts are made, they're never made in that little building over there, with those \$20,000 a year people, they're always made somewhere else and then they sanctimoniously tell us that it's good for us when we're going to lose our jobs ... and good for society, too.

RON: I think one thing that should be stressed is that the reduction in teaching positions hurt society more than it hurts grad students. It's just not that we won't get jobs, but that the population won't get quality education and there's no way of making that without revealing utter contempt for the masses of people in this society.

TOM: I'd just like to say something about this nonsense about us being "equal partners" in the educational system. If that was so, we wouldn't be in the position of working more for less pay. Actually, the University has placed us in an adversary position since its inception.

RON: We have been placed outside of any democracy, been excluded from any determination of the practices of the institution.

at  
issue

# Phillips answers Union

Acting Dean of the College of Arts and Sciences William Phillips cited a hypothetical situation in explaining his feelings about the TA-RA Union:

"Suppose you have a TA in the French department who has been a TA for a year and a half or two years. Now, in the Fall quarter a new group of TA's come into the department and the senior faculty members decide to put him in charge of the new TA's with the understanding that he must work his 20 hours per week in addition to performing the extra duties as TA overseer."

"He does this for the Fall and Winter quarters. By the time Spring comes along he will no longer be needed to perform his previous jobs. So, the department allows him to take the quarter off with full pay, to finish his thesis."

"Under a TA Union," Dean Phillips said, "I'm not so sure this sort of arrangement would be possible."

Rather, offered Phillips, a more rigid system would have to be implemented in accommodating a TA Union.

Under the "punch-clock-time card" atmosphere that a Union would create, Phillips said, TA's would have to show their 20 hours each week.

"Currently the system is a lot looser," added Phillips, "and the 20 hours a week requirement is worked out at the end of the quarter by averaging. This is another aspect of the present system we would lose with a Union."

Generally, Dean Phillips felt that unifying TA's and RA's would not, in the long run, serve TA-RA interests. As he told us yesterday, "the mechanisms which have been worked out with the Graduate and Professional Student Senate in this area have been satisfactory."

Furthermore, Phillips added, "It is my impression that the University is responsive to the problems of the TA."

An executive board member of the TA Union told us yesterday he felt that from its inception the University has placed TA's in an adversary position.

In a recent DAILY article Joseph McCarthy, Dean of the Graduate School said, in regard to the TA-RA Union, "...the Union establishes an adversary position on questions that need to be discussed with openness and in a sense of joint venture."

Dean Phillips disagreed with the TA-Union spokesman stating that the "TA has never been in an adversary position."

"However," Phillips added, "a Union would strengthen the theory that a TA is in an adversary position."

The TA Union executive spokesman said that "It is ridiculous to believe that TA's are equal partners in academia."



This is reflected in the fact that we are working more now and getting paid less," he said.

Dean Phillips' response was: "no question about it; they are not equal. But that is due to the peculiar position they have in the academic field."

"I might add however," Phillips continued, "our TA's here at the University are paid as well or better than most other places in the country."

TA-RA Union spokesmen claim that TA's and RA's are excluded from the democratic process in terms of departmental affairs—such as appointments, dismissals, department policy making and, so forth.

Dean Phillips smiled, leaned back and half jokingly said, "well they're right, there is no democracy."

In a more serious vein, Dean Phillips continued:

"The basis for not allowing TA's to take an official role in departmental affairs is that their status is not as permanent as a regular faculty member. Many earn their Masters and then leave. Graduate students are here today and might be gone tomorrow. They would not have to be as responsible for their participation in the decision making of their particular department."

When asked if he would reprimand a department head for the College of Arts and Sciences for in any way intimidating or actually threatening a TA for participating in the TA-RA Union, Phillips said, "I think such action would be improper on his part. However I cannot say I would chastise the department chairman directly because such action on my part could be viewed in the same light."

Concluding his statements, Phillips said that his impression was that universities—as witnessed at Wisconsin and Berkeley—can live with TA unions.

"But" asked Phillips, "can the graduates?"

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## McCarthy explains



Now this is the basis for reappointment and I have every expectation that the choice of individuals to receive reappointment will be done on that basis.

As far as recognizing the worth of TA's, they're a very important part of the university, I think there's no question about it. That's recognized very clearly by that paper you have in your hand.

We have, as you know, a committee which will meet next week, and we'll be prepared to talk about whatever additional things need to be discussed. I think I might also add that the faculty committee is being assembled to consider whether any further changes should be recommended to the provisions of the original 28.

If the graduate representatives and the students feel that additional changes should be made, I'm sure these will be carefully considered.

## Languages tighten

As Dean Joseph McCarthy of the Graduate School said, the final cutbacks in Teaching Assistantships will not be known until the state legislature finalizes the budget and funds are allocated to the different colleges and then to the departments inside the colleges.

Until then, says McCarthy there is no way of knowing.

Two already hard hit departments in Arts and Sciences, are the Germanics Department, and the Romance Languages department.

"This is due mainly," says Dean Phillips, "to the dropping of the foreign language requirement."

In the Germanics Department as many as 15 TA's might be losing their jobs.

Executive Secretary of Germanics Horst Rabura explained that seven Teaching Assistants have completed their courses of study and will be leaving. Their positions will not be refilled with new TA's.

In addition to those seven, eight more TA's who last year filled temporary faculty gaps will go. The faculty members are back and TA's have got to go.

According to Rabura, at least two of those German TA's have a chance to stay on with the assistance of outside funding. One of them has recently won a Fulbright grant and hopefully will be remaining.

In addition to the dropping of the language requirements, which resulted in foreign language enrollments plummeting this past year, two other factors were cited by Dean Phillips as reasons for the crunch: first, the decline in freshman enrollment and second, the general belt and budgetary tightening which the whole state is facing.

# 14 1/2% Teaching Assistantships Eliminated!

"... The college of Arts and Sciences cut 26% of the eligible positions in the regular faculty category, that is, vacant positions or those with faculty on one year appointments. The balance of their cut, 60 out of 85 faculty count, was made in sub-faculty, which resulted in a 14 1/2% reduction in the graduate student positions budgeted for 1970-1971." (Budget Officer Cole, March 8) This '60 faculty count' translates into 120 TA jobs.

## "Working through Channels . . ."

mid Sept.-mid Dec.: fiscal policy and budgetary priorities decided by University Planning and Budgeting Officers.

mid Dec.: College Deans directed to implement budget cuts in teaching staff.

Jan. 15: Dean of Arts & Sciences directs Department Chairman to implement specific teaching staff cuts.

Jan. 26: Dean of Arts & Sciences refuses GPSS request for department by department teaching staff cuts.

Feb. 9: V.P. for Budget informs GPSS that the detailed information is being gathered but is not yet available.

Feb. 18-Mar. 2: Repeated requests for this information went unanswered.

Mar. 3: Provost informs GPSS that he has the information, that he had been told by the Dean of Arts & Sciences that the GPSS had been given the information. (But he also said that as of 11 A.M. that morning the information was available to the GPSS.) He said he could not release the information to the GPSS.

Mar. 4: Assistant to the Dean of Arts & Sciences again refuses to make the information available. He said to get it from the Provost.

Mar. 5: Provost refuses to meet with GPSS representatives.

Mar. 6: A portion of the information requested made available to the GPSS (see box).

Mar. 9: Provost provides college by college teaching cut information. For the more detailed information wanted, he suggested we return to the Dean of Arts & Sciences.

## Information received to date:

Proposed TA Cuts		
Anthropology	0	
Art	4	
Asian L & L	1	
Astronomy	1	
Astrms. Sci.	1	
Biology	1	
Botany	3	
Business Ad.	0	
Chemistry	8	
Classics	3	
Communications	0	
Comparative Lit.	0	
Drama	5	
Economics	3	
Education	5	
Engineering	0	
English	1	
Evening Classes	2	
Far East	1	
Forest Resources	0	
Fisheries	0	
Genetics	1	
Geography	4	
Geology	7	
German	7	
Health Sci.	2	
History	6	
Home Econ.	2	
Law	0	
Librarianship	0	
Linguistics	1	
Mathematics	7	
Music	7 1/2	
Near East	1	
Oceanography	3	
Philosophy	3	
Physical Ed.	4	
Physics	6	
Political Sci.	4	
Psychology	4	
Romance L & L	10	
Scandinavian	0	
Slavic L & L	1	
Social Work	0	
Sociology	4	
Speech	4	
Zoology	2	
Total	129 1/2	

Unfortunately this information can not be easily translated into real people loss. For example, the Department of Germanics was told to cut 7 TAs. However, of the 6 faculty positions ordered cut, 4 were being filled by 8 TAs. In addition to these 15, 9 TA spots were to be reserved for incoming students. So out of 38 TAs this year, 24 positions had to be vacated. 6 were by normal attrition, leaving 18 TAs qualified for reappointment who were fired. Given the state's economic situation, this could happen in your department in 1972-73. Give it some thought.

## WHY IS TEACHING THE FIRST THING TO BE SACRIFICED?

"Obviously some increases in teaching load and class size must be planned for. Responding to a reduced budget solely by increasing class sizes would shift the burden largely to the student; some combinations of increased class size and increased teaching load will be called for. Quiz sections which have typically been maintained at 25 students should be increased to 28 or 30. Teaching loads may be increased from present levels in one or more quarters of 1971-72. It may be possible to defer offering until 1972-73 some courses which have had very small enrollments in 1969-70 or 1970-71; faculty released from assignment to such courses could be assigned to courses with larger predicted enrollments. I shall ask for special justification for any undergraduate course to be offered for Autumn, 1971, which had an enrollment of 10 or fewer in Autumn, 1970, and for any graduate course to be offered for Autumn, 1971, which had an enrollment of 5 or fewer in Autumn, 1970." (dean Phillips, Jan. 14)

Time after time GPSS has requested what cuts are proposed in other segments of the University: administration, supporting staff, physical plant, etc. To date NO information at all has been released. The TARA Union and GPSS know of NOT ONE SINGLE ADMINISTRATIVE POSITION TO BE CUT; NOT ONE DOLLAR TO BE CUT FROM ADMINISTRATIVE BUDGETS.

## For TAs: More Work, Less Pay

In the past ten years according to figures recently released top faculty positions receive 109% more salary than ten years ago. Compare that figure with this: since 1967 the real income (gross income minus taxes, tuition, and inflation) of a TA has dropped over 20%. "The rich get richer, the poor . . ."

## And What About Memorandum 26?

JUST WHAT ARE THE PRIORITIES AT THE NATIONAL, STATE, AND UNIVERSITY LEVELS?

The apparently self-serving priorities of University administrators mimic and aggravate the absurd priorities of government at local, state and national levels.

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## TA-RA Union, born in strike, is growing slowly

By JACK STREIBER  
*Graduate*

The TA-RA Union was born out of last spring's strike. Growth has been slow, but the nucleus of the organization still lives, and is working to establish a power base for the beginning segment of the University teaching and research mission.

Academic reform and job security are their prime interests, with solutions to the problems of the whole University community and society at large as their overall goals.

To truly "democratize the University," as the members hope, they feel national priorities will have to change. The war will have to stop, with the emphasis on large military budgets redirected to solving some of the nation's many social problems.

On the local scene, a "democratized university" would be run 50-50 by faculty and students. A student-faculty Senate would make all the administrative decisions to run the University, with administrators carrying out the Senate's dictates.

Other members: Sheila Zanger, TA Romance Languages; and Art Greene, TA Chemistry, foresee an institution emphasizing education instead of research. There would be less of an emphasis on inter-collegiate athletics, and more student participation in administration.

The quality and quantity of undergraduate education would be improved, say the union members. If the authoritarian position of the teacher were diminished to make the classroom more democratic.

Students would have the incentive to learn for the sake of learning if grades were discarded or changed to credit/no credit, according to Zanger.

Research should be separate from teaching, says the union. The two functions should not interfere with each other, with quality in the classroom taking priority.

Last week's open meeting brought about 50 students to view "Liberated Spanish," a videotape made of a University class taught in an unstructured manner.

The film stimulated discussion by both graduate and undergraduate members of the audience, with several "educationally depressed" students in the audience responding favorably to the techniques used.

Zanger said she has used the method shown in the film with success in her own sections, and the response has been excellent.

The union plans to make the tape available to all departments, hoping to interest more TAs in developing untraditional techniques.

Zanger feels the democratic aspect of the new teaching

learning methods should extend to the TAs and students deciding what they will study in sections. The classroom size should not be more than 15-20 students per teacher.

"This may be unrealistic now," Greene said, "but we feel it is necessary to keep working toward our goals."

The union supports the Residential College concept, where teachers and students live and study together.

The main work representation movement takes off, giving all people an opportunity to go to college. Tuition should be free.

"This would stop the elitist nature of going to school," Zanger said. "Now a college education is a status symbol. If all the limitations were taken off, then only those who really want to learn would stay in school for a purpose."

Greene proposes several suggestions for accomplishing these goals. He feels that the idea of Federal Revenue Sharing, returning some tax money to the states, should be considered for education.

He thinks corporation taxes should be levied to benefit the free-college idea. Tax loopholes that allow the very rich to escape with little or no tax burden should be filled and given to the nation's universities, according to Greene. "Highway and gasoline taxes should be reallocated to education," he added.

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By HOWARD STREIBER  
*Features*

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## Kris Chrey walks for first time this year

By HOWARD STREIBER  
*Features*

After breaking a little red tape, and with a lot of help from relatives, Kris was ready.

Then, she was admitted into Room 218 of the hospital, a big hospital room, orange sofa with stars and the words "Welcome Chrey" scrawled on it in green.

# Unemployment Exclusion Raises TA-RA Protest

By Jan Tobin

Exclusion of teaching and research assistants from unemployment benefits was the subject of complaints registered at a TA-RA Union meeting Friday.

Washington State law excludes those persons from unemployment benefits who were "in the employ of a school, college or university if such service is performed by a student who is enrolled and is regularly attending classes at such school, college or university," according to Washington Laws 1971, Chapter 3, New Section 21, (8).

This law would prohibit TAs and RAs who lose their appointments from collecting unemployment benefits. It also affects other students employed by the University.

The nine TAs present felt that this is an instance of unequal protection under the law since faculty and staff members are eligible for unemployment benefits if they lose their jobs.

A committee was appointed to contact the Legal Aid Society about the measure and to determine which legislator was responsible for its passage.

Unemployment benefits for

TAs will also be discussed when Sheila Zangar of the Union and Jim Brink, president of the Graduate and Professional Student Senate, talk to legislators in Olympia on Dec. 3.

Zangar and Brink will testify before the Legislature's Council on Higher Education. Both have indicated that they plan to emphasize the results of Rep. Richard Smythe's, R-Vancouver, survey of TAs and the weaknesses of Memorandum 26, University policy statement on graduate student appointments.

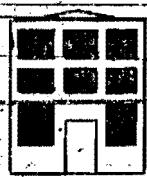
The next meeting of the Union will be held Dec. 2 at 2:30 p.m.

Graduate Student Lounge, Padelford. At this time, a rough draft of a list of the group's long range goals will be ready for criticism.

An outline of a tentative University-TA-RA contract will be available at the Union's last meeting before finals in December. More information will be available at a later date.

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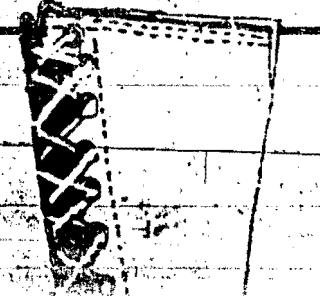
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around him and he escaped into the undergrad library. Why he climbed is still a mystery. But he got to the top, he looked in and said: "It's hollow."

Student services offices had to be closed down was still going on. There had been no administration action, partly because it had not been determined if any illegal action had taken place.

# TA-RA Union Attacks Memorandum 26

By Jan Tobin

Memorandum 26, the University's statement of policy on graduate student appointments, came under a TA-RA Union barrage Friday at a joint faculty and student meeting on the subject.

Some 20 persons attended as TA-RA spokesman Dave Becker attacked the administration, charging that the memorandum is a typical result of situations "when the powerful and powerless sit down to make a decision."

Becker complained that there is no student input on the hiring of teaching assistants and that the University administration is the final arbiter in the service appointment appeal procedure.

In the memorandum, TAs and RAs with complaints are encouraged to work out the problem with their departments. If this is impossible, the student submits a written complaint to his college dean. The dean is then required to respond to the complainant within 10 working days.

## CONCUR

If the student does not concur with the dean's response, he may forward his complaint to the dean of the graduate school. The dean appoints an ad-hoc committee of three faculty members and two graduate students to investigate the problem.

After studying the complaint, the committee submits a report and recommendations to the dean of the graduate school and the dean of the college concerned.

The two deans then review the committee's recommendations and take appropriate action, according to the memorandum.

Barbara Hauck, associate professor of education, protested that Memo 26 is "on the side of students and TAs," not faculty members. "A TA has a great deal of power over the professor," and it is very difficult to get rid of a TA who is "detrimental to the professor and/or the course," she said.

Hauck suggested that when a TA is appealing the

termination of his appointment, he should be paid but should not be allowed to meet with quiz sections.

## TURNOVER

A constant turnover of TAs results when teaching assistantships are used primarily to attract new graduate students, especially ones from out-of-state, according to Ernst Kaemke, a graduate student in Germanics.

The turnover practice discriminates against in-state students, provides undergraduates with inexperienced TAs and hurts the graduate students who want more experience to become better teachers, Kaemke said.

John Wunder, a TA in history, and J. Pearlman, an RA, asked that the memo's definition of "satisfactory progress in graduate programs" be changed to enrollment for six credit hours instead of the current nine.

This would aid graduate students who cannot afford to pay full-time tuition, Wunder said.

TAs and RAs are required to make "satisfactory progress" toward their degree in order to retain their service appointments. The memo states that "while holding a graduate appointment, an appointee must be registered for a minimum of six credits each quarter except summer quarter."

## REQUIREMENTS

However, the memo later states that "the general requirement of all graduate students, that they make satisfactory progress in graduate programs and satisfy the residence requirements, normally calls for enrollment for nine credit hours or more."

Sheila Zangar, of the TA-RA Union asked that anti-discrimination and workload limit clauses be added to the memorandum. The former would forbid discrimination on basis of race, creed or sex in making service appointments. The latter would limit the number of students in a TA's quiz section.

Description of TA programs in each department are on file and open to the public in the graduate school office, Carl Byblade, committee member, reminded the group.

Additional hearings on the memorandum will be held

Feb. 4 and 18 at 1:30 p.m. in the Administration Building.

The committee has also asked for written comments on the memo. Letters should be sent before Feb. 1 to Chairman, Committee on Graduate Student Service Appointments, c/o Sharon Gilmore, Room 1, Administration Bldg. (AD-30).

## Bucky Wrestlers:



1/25/77