

from Outer Space

"What you have there are a few of these rather bearded, unwashed characters, with sandals and long hair, who normally would be regarded sort of tolerantly as a lunatic fringe, which you put up with but you do not necessarily encourage, and in effect, the campus has been turned over to these characters."

**Vol. 1, No. 3**

## In Defense of Freedom of the Press

In 1733, John Peter Zenger began publishing The New York *Weekly Journal*, which criticized the policies of the colonial governor. A year later, Zenger was arrested for seditious libel. He languished in jail for ten months, until his trial In August 1735. His attorney, Andrew Hamilton, argued that the articles In Zenger's journal could not be libelous because they were true; he further insisted, against the settled precedent, that the Jury and not the Judge should decide the truth of the printed statements. The Jurors acquitted Zenger, persuaded by Hamilton that the charges against the royal governor were true.

It is said, and insisted upon by Mr. Attorney, that government is a sacred thing; that it is to be supported and revered; it is government that protects our persons and estates; that prevents treasons, murders, robberies, riots, and all the train of evils that overturn kingdoms and states and ruin particular persons; and if those in the administration, espe-

The colleges have got to say: on this campus all books, all expression, all inquiry, all opinions are free. They have got to maintain that position against the government and everyone else. If they don't, they will presently have nothing that is worth having.

cially the supreme magistrates, must have all their conduct censured by private men, government cannot subsist. This is called a licentiousness not to be tolerated. It is said

that it brings the rulers of the people into contempt so that their authority is not regarded, and so that in the end the laws cannot be put in execution. These, I say, and such as these, are the general topics insisted upon by men in power and their advocates. But I wish it might be considered at the same time how often it has happened that the abuse of power has been the primary cause of these evils, and that it was the injustice and oppression of these great men which has commonly brought them

**Continued on next page**

**"There's something happening here, but what it is ain't exactly clear."**

## -It's Subversive

**Continued on next page**



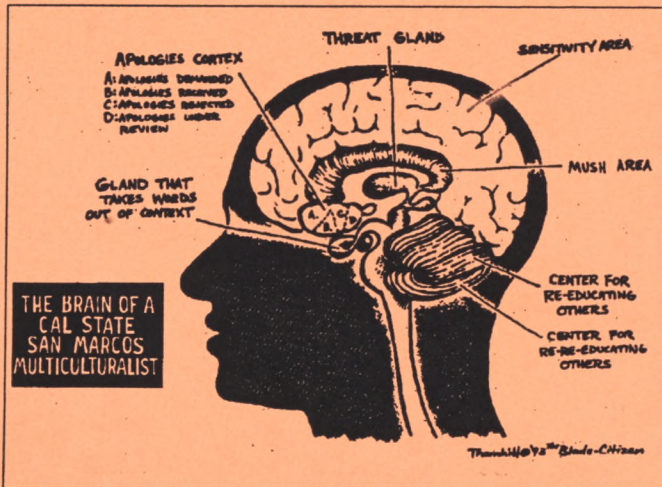
service to anyone is a university that merely follows the lead of its community? CSUSM exists to prepare "students to take leadership roles in areas of work and society in the international community of the 21st century" (CSUSM Mission Statement). How can we teach our students to lead if we do not? What kind of leaders will we produce if we ourselves are followers, and will the community thank us for producing them?

With the responses of Sen. Craven, Mayor Thibidau, the police chief of Escondido (who was at the Academic Senate meeting) and the local newspapers (Blade/Citizen and Times-Advocate), it has become clear that CSUSM is under serious fire from the local community for its stance on the Craven issue.

We at *Plan 9* find this regrettable. However, we feel that we have no other choice than to live by the morals that we believe to be true; the moral values that are taught here and that are encoded into our Mission Statement. If the local community does not share these values then we should educate them and lead them into the next millennium, not apologize for holding a divergent opinion. We cannot afford to roll over and ignore our own moral values every time the powers-that-be get upset with us. We must not ever be afraid to stand up for what we believe, no matter *who* disagrees with us. If the blacks in the South had done that 30 years ago, there would *still* be segregation.

We, all of us, were promised when we came here that this place would be different, that the old rules would not apply, that the old mistakes would not be made again, that this campus would be structured in new ways, ways that looked toward the future and not the past. Well, we have waited for that promise to come true. And it never has.

We sit here everyday, watching the campus slide further and further away from the goals that would make this place really unique and from the "living practice" of the goals and values of our Mission Statement. Soon, as the campus grows and "traditions" become established, it will be too late to do anything about it. We must stand up *now* and insist that this campus *lead* the community into the next century, rather than meekly follow it. Whatever the cost, we can do no less.



The above editorial cartoon appeared in the March 31, 1993 Blade/Citizen.

## In Defense of Freedom of the Press (cont.)

into contempt with the people. The craft and art of such men are great, and who that is the least acquainted with history or with law can be ignorant of the specious pretenses which have often been made use of by men in power to introduce arbitrary rule and destroy the liberties of a free people....

Power may justly be compared to a great river; while kept within its bounds, it is both beautiful and useful, but when it overflows its banks, it is then too impetuous to be stemmed; it bears down all before it, and brings destruction and desolation wherever it comes. If, then, this be the nature of power, let us at least do our duty, and, like wise men who value freedom, use our utmost care to support liberty, the only bulwark against lawless power, which, in all ages, has sacrificed to its wild lust and boundless ambition the blood of the best men that ever lived.

I hope to be pardoned, sir, for my zeal upon this occasion. It is an old and wise caution that "when our neighbor's house is on fire, we ought to take care of our own." For though, blessed be God, I live in a government where liberty is well understood and freely enjoyed, yet experience has shown us all (I am sure it has to me) that a bad precedent in one government is soon set up for an authority in another; and therefore I cannot but think it mine and every honest man's duty that, while we pay all due obedience to men in authority, we ought, at the same time, to be upon our guard against power wherever we apprehend that it may affect ourselves or our fellow subjects.

## Liberty of Speech and of the Press

Sec. 9. Every citizen may freely speak, write, and publish his sentiments on all subjects, being responsible for the abuse of that right; and no law shall be passed to restrain or abridge the liberty of speech or of the press. In all criminal prosecutions for libels, the truth may be given in evidence to the jury; and if it appear to the jury that the matter charged as libelous is true, and was published with good motives and for justifiable ends, the party shall be acquitted; and the jury shall have the right to determine the law and the fact.

—Constitution of the State of California



## No Fate

"The future's not set. There's no fate but what we make for ourselves."

—John Conner

Scary thought, eh? That we, each of us, is in control of what the future becomes. We, and only we, are to blame for the mess we have made of the earth and ourselves. And we, and only we, can put an end to it. What are your priorities? Getting (or holding onto) that job, with its paycheck, mind numbing commute, boring routine and stress? If so, you only perpetuate the blind misery that our society breeds.

Do you *really* like your life? Where you live, the way you live, the work you do, the way you feel, how your children are, the world around you? If you don't, only you can change it. There *is* no other fate than the one we make for ourselves. You can blame someone else for your troubles until the sun burns cold, but you'll die just as miserable.

On their way to avert the foreordained annihilation of humanity in *Terminator 2*, Sarah Conner reflected on the immensity of her actions...

The future, always so clear to me  
Had become like a black highway at night  
We were in uncharted territory  
Making up history as we went along

Aren't we in uncharted territory? Aren't we making up history as we go along? *Haven't we always been?*

We stand here at the newest university in the most powerful nation on the earth. Our every act and our every omission will flow out into the future of this institution like the waves from a stone cast into a pond. What we do here will not cease once we are gone. What we do here will *become* this place, for each of us is making up the history of this place as we go along.

And how shall that history read? Will it be a history that our children's children's children are proud to know? Or will it be a history of missed opportunities, broken promises and short-sighted decisions? Only you can decide.

## The Academic Industry

The big universities have become corporations for producing, transmitting and marketing knowledge, and in the process have lost their intellectual and moral identity. At the time when they should have been creative centers for the development of strategies for peace, disarmament and world unity, they were busy with defense department contracts. When the educational problem of blacks was getting worse by the day, they were busy making admissions requirements more and more favorable to the white middle-class student from privileged environments. When the social habits and material ambition of the citizens were following the lead of the advertising agencies, the universities were producing graduates whose intellectual equipment was suited to reading advertising copy. When the public schools were groping for ways of improving the intellectual content of their curriculum, the universities were sneering at teachers colleges and schools of education as the province of the intellectually unfit and the spiritually slothful. At a time when political and social movements have been promoting authoritarian causes on a basis of anti-intellectualism, the universities have frowned upon political action by liberal student activists.

Excerpted from "The Academic Industry", by Harold Taylor. 1964. In response to "The Uses of the University" by Clark Kerr, President of the University of California.

University administrators, from assistant deans and departmental chairmen up through university presidents, must be prepared to show the greatest integrity and personal courage to protect the freedom of their teachers.

—The Harvard Crimson, May 27, 1949

What is the purpose of a liberal education? Learning has no value unless it culminates in action; and the liberal arts are merely snobbery if not used to inform and direct action, especially for socially and morally good ends and against the socially and morally bad. To the extent that learning is treated as a personal decoration of for armchair philosophizing educators are open to the charge of eggheads and educational institutions to that of ivory towers.

—Bertram Cole, December 21, 1959

*It's Irresponsible*



## Plan 1 From Craven Hall?

The educational administrator who follows the usual pattern in carrying responsibility for his school sees his task as that of harnessing the energy of faculty and students so that the goals and requirements of the educational system will be met. In the first place he sees himself as responsible for organizing the available money, equipment, and people in such a way as to achieve the educational goal which he has in view. This means that he must motivate and direct his faculty, and through them the students. It means that one of his main functions is to control the actions and to modify the behavior of all members of the school in such ways that the educational goal will be achieved. Central to his policies is the view that both faculty and students would be, if left to their own devices, apathetic to, or resistant to, the educational goal. Consequently, they must be rewarded, punished, persuaded—through use of both the carrot and the stick—so that they work toward the goal which the administrator, or his board of trustees, or the state, has defined as “being educated.” This usual approach to educational administration has implicit in it a rather definite view of the nature of the human being. It is implied that both teacher and student are naturally apathetic and tend to avoid any strenuous effort. Both teacher and student are seen as disliking responsibility and preferring to be guided or led. This view assumes that both teacher and student (but especially the student) are indifferent to achieving an educational goal and will only work toward this if a proper series of behavioral controls are instituted.

—Carl Rogers, *Freedom to Learn*



## Plan 9 From Outer Space!

The educational administration is responsible for organizing the resources of the institution—the teachers, the students, the funds, the equipment and materials in such a way that all of the persons involved can work together toward defining and achieving *their own* educational goals. The mainspring of the organization is the motivation for development and learning which is inherent in each person. The task of the administrator is to so arrange the organizational conditions and methods of operation that people can best achieve their own goals by also furthering the jointly defined goals of the institution. The administration finds that his work consists primarily of removing obstacles such as “red tape”, of creating opportunities where teachers and students and administrators (including himself) can freely use their potential, of encouraging growth and change, and of creating a climate in which each person can *believe* that his potential is valued, his capacity for responsibility is trusted, his creative abilities prized.

It should be clear from the above that responsibility and authority and initiative would be diffused throughout the group, in order to make the best use of all available knowledge, skill and originality, and thus to maximize the soundness of decisions. By following such a policy the development of the individuals involved is also maximized. The administrator has the task of using himself in just as fulfilling a way as he makes possible for his staff and students. He does not submerge himself, but uses his leadership qualities, his vision, his wider information, all the characteristics which have led to his being placed in a position of responsibility, as positive input in a living and changing organization. Part of his function is to serve as a catalyst in releasing the capacity of others, but he is failing in his task if he does not release and develop his own potential as well. He is in the business of growing persons, but he himself is one of those persons.

—Carl Rogers, *Freedom to Learn*



“Reading Plan 9 gives me a splitting headache.”

*It's Irrepressible*



## For What It's Worth

There's something happenin' here  
But what it is ain't exactly clear  
There's a man with a gun over there  
Tellin' me I got to beware

I think it's time we stopped, children  
What's that sound  
Everybody look what's goin' down

There's battle lines bein' drawn  
Nobody's right if everybody's wrong  
Young people speakin' their minds  
Gettin' so much resistance from behind

Time we stopped, hey  
What's that sound  
Everybody look what's goin' down

What a field day for the heat  
A thousand people in the street  
Singin' songs and a-carryin' signs  
Mostly say hurry for our side

It's time we stopped, hey  
What's that sound  
Everybody look what's goin' down

Paranoia strikes deep  
Into your life it will creep  
Starts when you're always afraid  
Step out of line  
The man come and take you away

We better stop, now  
What's that sound  
Everybody look what's goin' down

—Buffalo Springfield

We challenge the faculty to be courageous. A university is a community of students and scholars: be equal to the position of dignity you should hold! How long will you submit to the doorkeepers who have usurped your power? Is a university no more than a physical plant and an administration?

—Free Speech Movement leaflet, UC Berkeley, January 4, 1965

## Letter from Birmingham City Jail

One may well ask, "How can you advocate breaking some laws and obeying others?" The answer is found in the fact that there are two types of laws: There are *just* laws and there are *unjust* laws. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with Saint Augustine that "An unjust law is no law at all."

Now what is the difference between the two? How does one determine when a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of Saint Thomas Aquinas, an unjust law is a human law that is not rooted in eternal and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust.

—Martin Luther King, Jr.

## Check it Out! Blow Your Mind!

### Cool Tear and Taste LSD Patch! (Only in *Plan 9*!)

☞ 400 micrograms of 100% pure consciousness expanding White Lightning Acid!! Wow!!!

"I've never dropped acid before. How do I do it?"

Easy. Tear off the corner of this page and place under your tongue for ten minutes, then swallow for the trip of your life!

WARNING: Consciousness expanding drugs are illegal in the United States. The Government of this nation does not want citizens to expand their awareness. So go pop a brew, sprawl out on the couch, light up a cigarette and watch "Married, with Children". Do not think. Do not question. Only legal drugs are good for you. The Government knows what's best for you. Do not think.



# Plan 9 *Early April, 1993 Vol. 1, No. 3 Page 6*

## Incoming!

*Plan 9* has received its first letter to the editors! Of course, we wish it had been a favorable one, but we'll take what we can get. This letter was sent by Dr. David Jankowski in the School of Business. Thanks for the input Dr J.! Due to space considerations, we had to edit the letter. Hopefully, we did not alter its meaning. We also took the liberty of responding to each statement individually rather than wait until the end.

I wonder if any student authors of *Plan 9* (perhaps the one(s) who wrote the condescending profile of Bernie Hinton) would mind if I anonymously placed a copy of their transcripts on the Free Speech Board? I can think of several faculty, staff, administrators, and students who would get a good laugh at these students expense.

*Plan 9* retaliates: Dr. Hinton's tenure at CSUSM is a matter of public record, and, as a publicly employed person, this information is not confidential in any way. In order to get access to student transcripts you would have been required to sign a confidentiality agreement stating that such information was confidential and for official uses only. Posting a student's transcript would be in violation of that agreement, a few University and CSU policies and several State confidentiality laws. We do not recommend that you try it.

As to it being "condescending," that is a matter of opinion. The statements made in the profile were all verifiably true.

The paper looks like the product of a 5th-grade "Meet the Computer" class. With all of the facilities we have at CSUSM, one would think a nicer looking product could be produced.

*Plan 9* retaliates: Talk about condescending... We are really hurt by this one. However, we're not trying to *look* like a "typical" newspaper for the simple reason that we *aren't* a newspaper at all.

Colored paper cannot be reused. Use white paper.

*Plan 9* retaliates: Good point. We like color paper, but we'll consider it.

Improve your distribution. I asked my night class if they had the opportunity to see "the latest journalistic effort from CSUSM." I held up a copy and only one student knew what I was talking about.

*Plan 9* retaliates: Donations and volunteered help are always appreciated. As it is, we pay for the duplication of *Plan 9* (about 30 cents a copy) out

## Incoming! (cont.)

of our own pocket (thanks, by the way, to those generous individuals on the lower scale of humanity who donated \$8 to support *Plan 9*) and we distribute it outside of official channels. *Plan 9* is, after all, is the quintessential unofficial campus rag.

Don't drift. Get an editorial policy and stick to it. Dump the literature submissions; there is enough hooey flying around CSUSM to fill dozens of issues of *Plan 9*. Leave the 3rd-rate attempts at culture to the San Diego Reader. I also find it ironic that a paper that would quote the founder of the free-speech movement would criticize William Craven for something he allegedly said. If this paper is going to be yet another politically correct ranting, I predict an early demise.

*Plan 9* retaliates: We do have an editorial policy; we're disappointed that you apparently haven't seen it. Our policy is to question the way things are here at CSUSM. We don't make any pretense to being omnipotent, but we do attempt to be controversial. We are not afraid to say what we feel in the way that we feel it.

How can we "dump the literature submissions?" They are an integral part of *Plan 9*, in that they demonstrate to people that we (and they) are not the only ones who have thought critically about society.

*Plan 9* is not politically correct, but we are at least a teensy bit socially aware. That's why we took on Craven. How would you have liked it, Dr. J, if Craven had referred to Business Profs, not undocumented migrants, as being on the "lower scale of our humanity," or had compared his committee to an attempt to ferret out and persecute businessmen rather than alleged communists?

Good luck. The Pioneer stinks; we need an alternative.

*Plan 9* retaliates: Thanks! But we're not the Pioneer and we're not an alternative to the Pioneer. *Plan 9* is not a newspaper, and makes no attempt at "objective" reporting of anything. We represent no one but ourselves. If you *must* have a label for *Plan 9*, then call us a *zine*; we certainly have more in common with the independent publishing scene than with the Blade-Citizen.

Those who would expect to reap the blessings of freedom, must first undergo the fatigue of supporting it.

—Thomas Paine

*It's Pretty Damn Snotty*



## Plan 9 Health Report: Bureaucracy & You

Whether we're aware of it or not, all of us at CSUSM are exposed to high levels of bureaucracy on a daily basis. In fact, exposure to bureaucracy is the top health hazard here at CSUSM. Complicating the problem is the general lack of knowledge about bureaucracy and its effects on people. In this article we will talk about the nature of bureaucracy, its effects on the human psyche, and what you can do to limit your exposure to it.

### The History of Bureaucracy

Bureaucracy was developed by the military during the second world war in the top secret "Manhinton Project." A terrible weapon, used primarily on enlisted men, bureaucracy finally ground the long war to a halt. After the war, the U.S. Government attempted to harness its incredible power for peaceful purposes in the famous "Project Clipboard." This project turned out to be all too successful, and bureaucracy spread like a contagion into all areas of government.

Horried that it had lost control of the experiment, the Government desperately attempted to halt the spread of bureaucracy by forming a committee to examine the problem. Unfortunately, the existence of this committee proved that it was already too late. By 1966, when Ronald Reagan became Governor, bureaucracy had spread as far as Sacramento. Within two years, the Chancellor's Office, and all the CSU campuses were infected.

When CSU San Marcos was first proposed, attempts were made to quarantine the campus from exposure to bureaucracy, but these attempts proved futile. Somewhere during the move from Los Vallecitos to Twin Oaks Valley, the entire facility was overrun with the infection. Today we live with this silent killer.

### The Effects of Bureaucracy

The effects of exposure to bureaucracy vary, depending upon the type, strength and duration of the exposure. There are two main types of exposure: single dose and prolonged.

#### Single Dose Exposure

Single dose exposures are, isolated, but generally intense, exposures to bureaucracy. Examples of this kind of exposure include a visit to Admissions and Records, a trip to the Cashiers Office to pay parking fees, or an attempt to post a flyer on campus. The strength of single dose exposures is measured in *kilobureaus*. As a general rule, anything less than 50 kilobureaus is fairly harmless, while anything over 500 kilobureaus is almost certainly fatal.

The effects of a single dose exposure are expressed by a group of symptoms collectively called "bureaucracy sickness."

The symptoms of bureaucracy sickness include (in increasing order of severity), frustration, anger, high blood pressure, sudden crying spells, a desire to scream, impulsive bashing of one's head against a wall, and, finally (in its terminal stages), the urge to purchase a high-powered rifle, climb to the highest point on campus and randomly open fire on passing staff members.

#### Prolonged Exposure

Prolong exposure to bureaucracy is the silent killer. Every time you enter Craven Hall you are exposed to low levels of bureaucracy, whether you actually interact with a bureaucrat or not. Though each of these exposures may be only a kilobureaus, over time the cumulative effect can be disastrous. It may take several years for the effects to become noticeable, but by then, it's too late. The damage caused by prolonged exposure to bureaucracy is rarely reversible and can result in insanity or even death.

Unlike single dose exposures, the effects of prolonged exposure are generally psychological in nature. The primary, and most often fatal, effect of prolonged exposure is a strong desire to become part of the bureaucracy itself. A person who has developed this symptom has virtually no chance of recovery. We at *Plan 9* recommend euthanasia in such cases.

Other, less fatal, symptoms include, sympathizing with bureaucracy, supporting the expansion of bureaucracy, and a sort of glazed expression accompanied by a vacant stare. Excessive drooling has also been attributed to prolonged exposure to bureaucracy.

### Limiting Your Exposure

The best way to limit your exposure to bureaucracy is active avoidance of bureaucrats. Pay fees by mail. Make phone calls rather than actually visit Craven Hall. But barring these measures, there are several things you can do to reduce exposure.

1. Wear brightly-colored, unusual clothes. Bureaucracy is attracted to drab clothing and suits. Do not wear a tie (men) or heels (women). Loose-fitting, comfortable clothes are a particularly good shield against exposure.
2. Wear unusual hair styles. Long hair with braids (men) or very short hair (women) repels the contagion.
3. Maintain your own individual perception of reality. Bureaucracy is attracted to people who have a desire to conform.
4. Maintain an open-minded, inquiring attitude. The contagion has extreme difficulty lodging in an open mind.

Remember, bureaucracy kills. It is up to each and every one of us to fight this disease every chance we get.



## Plan 9 Must See Videos (available at Tower Video)

Special focus this issue is assassinated "peaceniks". Why do the most vocal proponents of peace seem to always get blown away? Why does the message of non-violence make some people want to kill? Go figure.

### Eyes on the Prize ☆☆☆☆☆ (available at CSUSM Library)

This PBS series is perhaps one of the best introductions to the Civil Rights movement. From the lunch counter sit-ins to the Freedom Rides to the March on Washington, this series pulls no punches. Even (especially!) if you don't care about civil rights or racism, you should watch this series.

### Gandhi ☆☆☆☆☆+

This movie changed my life. Gandhi may well have been the bravest man who ever lived; one of the few men who actually dared to live (or die) by his convictions. See it.

### Imagine ☆☆☆ 1/2

This is a tape of John Lennon and Yoko Ono doing their thing. The music's great and even Yoko's stuff is cool (the chessboard with all white pieces is classic. The message is, of course, the main thing here. "War is over if you want it."

## In the Next Issue:

### Plan 9 goes Pink!!... Or is it Pinko? Find out!

- Direct quotes from Irving Davis about his cats: "Had to kill 'em!"
- New Adventures of San Marcos Man!
- Craven Brouhaha goes nuclear!

## ☆☆Wanted!☆☆

Articles, quotes, poetry, satire, commentary, artwork, cartoons, essays, letters to the editor and anything else that's unfit to print, for publication in *Plan 9*!

Get involved! See your name in print! Outrage the President! Get expelled from the university! Become a martyr! Become a homeless person...well, you get the idea.

Really, folks, *Plan 9* can do only so much without your help. We'd love to see what you have to say. And with the Pioneer dead in the water, *Plan 9* may soon be the only game in town.

"Duh, so how do I submit sumthin fer to be put in da paper?," you attempt to ask while spittle dribbles down your chin. Easy! Just take whatever it is you want published to the Associated Student office in the Commons Building and leave it in our mailbox. We'll come in later, have a good laugh over it and toss it into the trash.

Files in Microsoft Word or WordPerfect format (Mac or PC) are gladly accepted.

## Faculty!

Sick of seeing the power you were promised siphoned off by the administration?

Tired of fighting a system that abhors innovation?

## Staff!

Tired of working 60 hours a week without getting even a pat on the back?

Sick of being bound and gagged by bureaucratic red tape?

Tired of watching top administration take credit for all of your work?

## Students!

Tired of being treated like the second-class citizens you really are?

Tired of watching staff & faculty get all the good parking spaces?

## We've got the solution!

Abandon CSU San Marcos and join us as we build the *real* university of the 21st century! That's right! The *University of Lower Humanity* is open for business!

We don't care whether you're latino/a, African-American, female, gay, lesbian, Buddhist/Hindu/Muslim or illegal alien (sorry, Martians need not apply). All we care about is excellence. Your place on the scale of humanity is *your* concern, not ours.

No matter what you are, ***you*** could be ready for an *exciting* career as a human being!

So don't wait. Call now! The University of Lower Humanity wants *you*!

Call 1-800-AMOEBAS for employment and registration information.

**ULH**  
*Fighting Amoebas*

**Disclaimer:** *Plan 9* adamantly and resolutely supports the widest possible freedom of expression on campus. Issues of whether or not a certain expression is "responsible" or "offensive" should in no way inhibit the rights of individuals to express their opinions. Sen. Craven has the right to compare his hearings to HUAC, just as we have the right to criticize him for it. Nothing will ever change in this world unless we openly hash out our problems. We at *Plan 9*, representing only ourselves, encourage or at least dialogue on all subjects.

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