February 6th 1968

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Faculty Senate Gives 'Pass' to Pass-No Report Grading System

by Terry Nicholson

January 30, 1968 is a day to remember, for on that rather cold day last week, two milestones passed on the CSCSB campus. For the first time in its short history, students at CSCSB were allowed to attend a meeting of the faculty senate.

After taking an informal poll of the senate members and receiving no objections from them, senate chairman Dr. Ronald E. Barnes informed The Pawprint that students would be allowed to sit in on the senate meetings.

After acting on several reports from various committees, the senate began debate on a report submitted by the Ad-Hoc Pass/No Report Committee. The committee has been working on what has been commonly referred to as the "Pass/Fail" measure. Proposals and debate on this subject has been going on for well over a year.

It was recommended by the committee that a controlled experiment with pass/no report grading be conducted from September 1968 through June 1970, under the supervision of the Director of Institutional Studies, Dr. James Freeman. He will be assisted by a senate committee.

At the end of the two-year period, the senate will decide to discontinue or retain this type of grading system. All students at CSCSB will qualify for the experiment. The student may take a maximum of six courses on the pass/no report grading basis for the two-year period. However, no more than one of these courses may be taken in any one quarter.

Upon registering, the student will indicate which course he desires to be graded on with the pass/no report system. Only two types of courses are included from this program, those offered by the Education Department and specified for education credential programs, and those specified for a student's major, exclusive of the foreign language requirement.

To insure greater control over the experiment, faculty members will not know which students in their classes have selected a pass/no report grading basis. Grades will be given by the professor in the usual manner (A through D, or F). The office of admissions will change the letter grade to either a pass (A through D) or no report (F). In this manner unconscious bias by professors is virtually eliminated.

There are, however, two more steps needed to the full realization of the pass/no report grading system. The first is the Academic Council. This is not a major problem since the majority of council members are also members of the faculty senate, who voted unanimously for the adoption of the proposal.

The final step is the President of the College. But this again poses no serious threat, for students feel that the President will surely weigh any decision heavily, in the light of unanimous faculty senate support.

A.S. Treasurer Resigns Purse Post

Associated Students Treasurer Jerry Rohde resigned his post last Friday, according to student government sources.

It is effective February 10. Rohde himself declined to comment on his resignation at this time, said he would make a statement at a later time.

Rohde's resignation came after the resignation of the AS secretary, Janie Richardson, and the fourth resignation in the executive cabinet this year. Others were Junior Class proxy George Longdon and Freshman Class President Pat Landon.

The Student Is A Nigger

by Gerald Farber

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Vol. III No. 15 - San Bernadino, California - February 6, 1968

The Student Power: Force or Farce -- Dialogue Series with Dr. Mary Cisar, Poli. Sci.

'The Scene'

'The Pawprint'

'The Sometimes Occasional Tuesday Edition'

'The Student Power: Force or Farce' -- Dialogue Series with Dr. Mary Cisar, Poli. Sci.

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The Student is a Nigger* - continued from p. 1

*TOMS FAVORED

Collegiate requirement reform tends to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State are expert psychologists who know perfectly well what’s happening. They want the degree or the job, and they spend their years on the old plantation style of laughing and cursing as they play the game. If their egos are strong enough, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They misread simple questions, the explainably thick witted and subject to frequent spells of laziness. They consult and simple questions. They spend their nights reading and interestingly outlining history chapters while maliciously failing to comprehend a word of what’s in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thouroughly introspect their masters’ values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak. If the profesors pass through an emotional crisis every time they’re called upon during class, you can recognize them easily at first. Their faces are festooned with fresh pimples; their bowels boll audibly across the room. If there really is a last judgment, the parents and teachers who created these wrecks are going to burn in hell.

TOMID TEACHERS

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They’re short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to win and fight, college professors are still afraid to make more of a sound check, but the prove of their pitiful economic status. In California state colleges, professors live and are severely and regularly and vigorously by the Governor and Legislature and yet they still won’t offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like “professional dignity” and “and protected environment in which they can exercise their...”

Professors were no different when I was an undergraduate during the McCarthy era. It was like a cop’s gun again. The white bwana’s pith helmet. So you flaunt that...and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you. The teacher says they’re true because the State Legislature may shut on you; but in the classroom, by God, students do what you say—or else. The grade is a...fear and resentment. “You could lose...now, and they’ve started taking it.

Students, like black people, have immense unused power. They’ve stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They’ve organized; they’ve decided to go for it now, and they’re starting taking it.

Educational oppression is trickier to fight than racial oppression. If you’re a black rebel, they can’t use the same tools. They have the power. But only in the classroom. They have the power. But only in the classroom. They could turn the streets. They could turn the streets. They could turn the streets. They could...