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EAP Search Panel Approved

By DAVE BROWN
The case for student representation took a positive step forward in Tuesday's Faculty Senate meeting.

Miss Celesta Bush (a minority student) was approved by the Senate to serve on the EAP Search Committee along with Lawrence Johnson, Financial Aid Officer, and Earnest Garcia, Assistant Professor of Education. The purpose of this group is to find a new director for the Experimental Admissions Program.

The Senate chose to go into Executive Session on the matter of the EAP Search Committee because it has some aspects of personnel matters involved. Jerry Rhode requested that the 15 students in attendance be allowed to stay. The Senate did not accept this proposal and the room was cleared of all people not members of the Executive Branch.

Two other topics were discussed that have a direct effect on students: the continuing discussion on educational policy, and the proposal for student representation on the Faculty Senate.

During the discussion on student representation on the Faculty Senate, two main areas were discussed. Ward McAfee, Asst. Prof. History, said, "When our Faculty Constitution was drawn up, there was much less student interest in governing their own affairs. Due to this, students were not consulted but were merely told what authority they would have and in which areas." We are today witnessing for the second week in a row, a very large display of student interest. If we now merely pass some proposition that in effect tells the students we will give you this power, then it has still been an action on the part of the Faculty Senate and not the students." McAfee suggested that the Faculty Senate appoint a few of its members who are experts on the EAP Constitution, and then working together, propose some really meaningful proposition.

Dr. Leslie Van Marter, Prof. of Philosophy, discussed specific areas of concern about the proposition: the students appointed to the Faculty Senate by the A. S. B. should serve terms longer than one year (as proposed) and that the terms be staggered so that they overlap, thereby assuring that the Senate did not accept this proposal and the room was cleared of all people not members of the Executive Branch.

The hearing will be held on the second week in a row, a very large display of student interest. If we now merely pass some proposition that in effect tells the students we will give you this power, then it has still been an action on the part of the Faculty Senate and not the students." McAfee suggested that the Faculty Senate appoint a few of its members who are experts on the EAP Constitution, and then working together, propose some really meaningful proposition.

Black Students' Views on White Campus

By BEN JACQUES
What does a black student do "in the midst of all this whiteness?" asked Lawrence Johnson, financial aid officer, during last Thursday's student-lounge dialogue on "The Black Student on a White Campus."

Led by Johnson, director of a black seminar on campus, the discussion among blacks and whites tried to explain what the black student faces when he comes on campus; what he must learn to survive as a functional black person, and how he can avoid separation from his black community.

It was noted that the black student does face, beside the normal student problems, those problems that his being black creates; that he is more likely to feel alienated from the college system, including the student government, because he is usually not included in the decision-making process; and that he will probably feel more frustration than the average student.

It is important, the discussion stressed, that blacks have the choice of college education; that larger numbers be brought into the college system; and that blacks relate to each other on campus.

The old concept that in college a black student can escape the stigma put on him by whites is changing to the concept of return into blackness, into the ghetto, into black needs, several persons noted. Blacks must motivate blacks, disseminate information in the black community, convince those who are turned-off to black studies that it is accessible.

CLARE HANGAN AND JIM CHAMBERS entertained an audience of over 200 guests in the Student Lounge last Saturday night. Led by Clabe on guitar and Jim on washboard base and clarinet the group sung their way through blues, folk and rock renditions. (Photo by Terry Nicholson)

Open Letter

Higher Education Hearing

Dear Mr. President:

On Monday, February 17, 1969, the Assembly Ways and Means Subcommittee on Higher Education plans to hold an informal and closed hearing on the problems behind the problems and pressures in higher education today. The meeting will be at 1:30 p.m. in Room 4202 of the Capitol.

The hearing is to be held solely for the purpose of allowing any interested individual on your campus to talk informally with members of the committee which has the responsibility for deciding the final budget for the University of California, the State College system, and, to a limited extent, the Community College system. The request is made to all those who disagree with current administrative or legislative policies of public higher education to make some official comment.

Up to this time no student or teacher group has given us the courtesy of discussing their views or presenting their cause. This hearing is a forum to allow the expression of ideas in an open and free manner in order to avoid the possibility of a student feeling that his views are not being heard.

The purpose of the hearing is simply a sincere offer to make policy disagreements known in a cause, as depicted in the front of this issue. Sincerely yours, Assemblyman, LEO J. RYAN 27th District

BLACK SEMINAR

"It is important for blacks to get together and talk," said Johnson after the discussion, speaking of the black seminar which meets every Tuesday. The seminar, attended by most of the 35 black students on campus, focuses on the "national problem" of blacks in a white educational system, said Johnson. It has discussed topics such as the black student at CSUSB, the black-studies curriculum, faculty dialogue and student power.

Beside bringing blacks together to discuss common problems, the seminar works to develop dialogue between blacks and administrators, faculty and other students, according to Johnson. Blacks do not want a lowering of academic standards, explained Johnson, they want to make college relevant to their needs.

Happy Valentine's Day
Prognosis for Change

Having defined last week our generation's value system separates us from the Establishment, the logical next step is to propose a general method of achieving a social structure which includes our values. Some of my fiery revolutionary contemporaries were dismayed and frustrated by the following approach mainly because it doesn't advocate the immediate destruction of the existing institutions, but instead recognizes the value of attempting change within and the necessity of offering ALTERNATIVES.

The basic premise upon which this attitude rests is this: Intrinsically in the process of achieving our ends IS the non-violent destruction of the Establishment. Our goals and objectives are a function of our value system, therefore, in the long run our values will have been internalized into the socio-academic structure.

If we accept that we are different social and cultural organisms from our parents and all that this implies, then where does the change come about which will recognize us? What exactly has to be changed? Some primary essentials of change are: (1) Guaranteeing common civil freedoms to students and faculty (due process, speech, assembly) (2) Introduction and preservation of student representation in development of curricula (3) Creation of a dynamic, flexible academic system which allows and incorporates change and equal opportunities for minority groups.

So here we have some goals... now what? An initial, rational answer is to point out areas of decision making functions to focus student effort: For example student representation on the Faculty Senate, Curriculum Committee, and the Academic Council, creation of an Experimental College to investigate and accommodate new approaches to learning; a formal system of procedure to enable the creation of a new course if a majority of the student body so petitions; course credit for "field and related studies"—this could be partial unit credit for government officers, or partial journalistic credit for student publication which lends good restructuring of policy and procedural codes to insure that students have the majority representation on purely student-oriented committees. If Students concentrate their preliminary efforts in achieving these goals through out the above areas, then they would be assuming the most responsible, constructive role in changing their environment AND the Establishment. Why hit little brother over the head and take away his lollipop when he might have given it to you if you had asked?

Of course, etched firmly in your fervid minds, is the importance as stated in my previous column of "attaining change from within." Naturally, (itchy revolutionaries arise), when and if student demands are not met with rational compromise, WHEN THEN and ONLY then should the use of stronger tactics be employed. To this issue, there is no preconceived formula for action; it would depend entirely upon the issue, severity, implications and total environmental situation. For years, labor unions, shops, and professional groups have used the gamut of means of forcing the management to the bargaining table: boycott, slow-down, communiqués, etc. But these are steps which should only be taken as a last resort and only under the banner of compromise. Regardless of our differences, we cannot deny our parent's generation the right to believe in their own values, nor can we afford to admit that such behavior is acceptable, but can only be self-defeating. Regardless of our differences, we cannot deny our parent's generation the right to believe in their own values, nor can we afford to admit that such behavior is acceptable, but can only be self-defeating. Regardless of our differences, we cannot deny our parent's generation the right to believe in their own values, nor can we afford to admit that such behavior is acceptable, but can only be self-defeating.

One might ask why so much importance is being placed in the arena of educational change when his revolution is in fact impregnated in the total society? The explanation is to be found in the fact that our educational system is one of the last bastions which is not bound to the establishment, but come and go in constant turnover. A student is only a student (in the official sense) while he is using the particular educational system which he has chosen, which is then he emerges and disappears into a larger society. Therefore, if effective change is achieved in the educational system, you will have indirectly integrated the revolution in the total society.

Unfortunately for our individual egos and sense of self-esteem we are all social, civilized human animals, and as such we exist day by day by the necessity of compromise. To scream and yell about our sick, polluted, neurotic, alienated, malignant, mechanized, and de-humanized culture is great as an emotional outlet. But to deny the Establishment identify with our existence in each of the world, is to be naive, hypocritical and self-defeating at best. This prognosis does not ask anyone to become reformers, it merely demands that you, the student, recognize your and your bedtime introspective fantasies. What this prognosis has urged is simply to assume some responsible course of action in your FIRST attempts to instigate change in your society.

Faculty, Admin.

Recruitment Drive

Dr. Scherba, Vice President of Academic Affairs announced the fulfillment of an administrative post that was recently created at this college. The position, Dean of Instruction, is not a new concept, every other college has this position. It has to do with a certain number of enrolled students before becoming eligible for the position. Applications are now being considered for it. The new dean will work together with the faculty and division heads on matters of curriculum, such as what courses to offer, and how to improve the students courses. The dean will also work with students, as they are affected by decisions and policies made by him.

The new dean will be selected by President John Pfau in consultation with a committee of four faculty members now here; each member is from a different division. They are elected by the faculty to represent the division on the committee. They are: Dr. Bruce Golden of Humanities, Dr. Robert Roberts of Social Sciences, Dr. Ralph PETLU of Natural Sciences, and Dr. Robert Finn of Education. Dr. Pfau meets with this committee, and together they will reach an agreement on the job, that is to be Dean of Instruction.

Related with this development is the fact that the college is now seeking twenty new faculty members to be added to the existing faculty. Four of these instructions have been hired. One teacher has been hired for each of these four departments: Sociology, Anthropology, Spanish and English. Others are still being sought, and they will be distributed in the other departments according to their needs. Dr. Scherba noted that Sociology and Psychology are the fastest growing departments in this college.

Why Priests Leave

"Why Priests Leave" will be the topic of discussion in a panel that will be presented on Thursday, February 20, at 8:00 P.M. in Room 10 of the Physical Science Building. The discussion is part of the total Newman program is free and the public is invited to attend.

This panel will be completed by Mr. Robert F. Drinan, a former priest of the New York archdiocese, who has married and is now the national coordinator of the National Association for Pastoral Renewal headquartered in New South Wales. Father Drinan has presented several open discussion of the law of celibacy and has promoted reform of procedures by which priests are relieved of their ministerial obligations and permitted to marry. He will head the panel, presenting his views as to the possible future forms of ministry for priests.

The panel will be Mr. Colleen McHale, co-founder of NAFI in the West and head of the Los Angeles area office of Bearings for Reestablishment. In this work she seeks to help former priests, ministers, and nun adjust to radically new directions in their lives. Mrs. McHale spent a lay person in the church, responding to the situation as she has experienced it in her work with Bearings.

The panel will be completed by two other important voices in the San Bernardino Establishment. Father John Keleghan, assistant pastor of Holy Rosary Church, and Judge Steven Williams of the San Bernardino County Superior Court.

Father Keleghan was born in Ireland and for the first eight years as a priest studied and worked in England, Scotland, and Wales. Judge Williams is basically the Catholics on campus, both those "doing their own things," as well as those who also work with other Newman people in organizing college events such as this.

Letters

In last week's Pawprint, Dave Brening wrote: "The Senate was making a "power grab." He made this charge because the proposed constitution revision would establish clearly defined executive and legislative branches of the A.S. government. He implied that having one distinct legislative body is "unnecessary." But to read the present constitution, he would have seen that CSCSB has one legislative body now, the Senate, and one executive — the Executive Cabinet. This is the only clear statement in the present constitution which outlines the scope of each branch of the student government.

The Senate should represent the interests of the various groups of students. Expanding representation to academic divisions as well as classes will increase the Senate's ability to do this. The Executive should represent the interests of the entire student body, not duplicate the efforts of the Senate. Election at large of important committee chairman will provide this representation, and it will provide a group of national coordinators for the president. The President, as the chief executive, will be the most powerful and influential individual in the A.S. government.

The proposed revision implies nothing for the future. Its intention is to make student government more responsive to student opinion. The A.S. government will spend about $30,000 in the coming year. It will represent the students on many issues involving CSCSB and the range of student problems. The Senate should contain the broadest representation in the student government, and will have the closest contacts with the students. As such, the Senate should be the primary policy making body.

If there is a power grab, it is a power grab by the students.
**Students Speak Out:**

The current senior comprehensive requirement is designed to encourage the CSCSB student to synthesize the material of his major field. The following question was randomly posed to students: "What do you think about the CSCSB comprehensive examination?"

**JOYCE MATHEWSON (Junior, English):** "I think its fine in synthesizing one's major field. However, in studying for comps, one's regular class and study group are severely interrupted. The exam discourages students from entering this college and/or completing work here to graduate. The theoretical synthesis of one's major field may not necessarily be conducive to the demands of practical application after college." **VERGIN STRATTON (Junior, all college):** "Comps don't fit in with a liberal arts education! Comps are a psychological hazard and cause severe personal trauma. This exam is archaic, and should be abolished at the earliest possible date."

**STEVE PISCATELLA (Senior, Philosophy):** "Comps are a desirable part of a liberal arts education. This exam is an aid in the overall learning process. The greatest difficulty in the comprehensive exam is the lack of standardization. If courses and exams were more standardized, at least a student would know what is essential for studying for this exam. I found in studying for my comp that a student can achieve an overall knowledge and understanding of a particular discipline. A student graduating with this overall view of his discipline is able to more adequately adapt to the demands of graduate school."

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**Calendar**

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<th>Date</th>
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<td>MONDAY: February 17, 1969</td>
<td>Graduation Committee (Senior Class)</td>
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<td>TUESDAY: February 18, 1969</td>
<td>Book Exchange Committee</td>
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<td>TUESDAY: February 18, 1969</td>
<td>All Senate</td>
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<td>TUESDAY: February 18, 1969</td>
<td>Psychology Club</td>
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<td>TUESDAY: February 18, 1969</td>
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<td>TUESDAY: February 18, 1969</td>
<td>AD Hoc Speech and Advocacy</td>
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<td>WEDNESDAY: February 19, 1969</td>
<td>Theta Pi Omega</td>
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<td>WEDNESDAY: February 19, 1969</td>
<td>Chemical Bond</td>
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<td>WEDNESDAY: February 19, 1969</td>
<td>Insurance Clinic (all employees)</td>
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<td>THURSDAY: February 20, 1969</td>
<td>Logic, Decidability, Theories and Computers; a lecture by Prof. Bernard R. Goldsman</td>
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<td>THURSDAY: February 20, 1969</td>
<td>University of Calif, Irvine</td>
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<td>THURSDAY: February 20, 1969</td>
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<td>FRIDAY: February 21, 1969</td>
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<td>FRIDAY: February 21, 1969</td>
<td>Student Faculty Dialogue C.R.A.</td>
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<td>FRIDAY: February 21, 1969</td>
<td>Play: He Who Gets Slapped (high school)</td>
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**Opinion...Comps**

**Interviews by Harvey Friedman**

**JOYCE MATHEWSON (Junior, English):** "I think its fine in synthesizing one's major field. However, in studying for comps, one's regular class and study group are severely interrupted. The exam discourages students from entering this college and/or completing work here to graduate. The theoretical synthesis of one's major field may not necessarily be conducive to the demands of practical application after college." **VERGIN STRATTON (Junior, all college):** "Comps don't fit in with a liberal arts education! Comps are a psychological hazard and cause severe personal trauma. This exam is archaic, and should be abolished at the earliest possible date."

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**Student Lethargy Dying**

**By DAVE BROWN**

Student non-participation and the "silent majority," is in the final death throes on the campus of CSCSB. There are those in the student body and the faculty and administration that collectively raise the question, "What group truly represents student opinion in the final exam?" "It's called Pristeen," the company announced. The product's name is appropriate: "... Pristeen is... very nice to use. It feels light and dry... and it has a sort of pink chiffon smell that blends right in with you," the advertisement noted.

Warner - Lambert emphasized that Pristeen is "the gentle spray; your hands never touch it, "... its... essential to your... peace of mind about being a girl. An attractive, nice-to-be-with-girl." While some LOOK readers have publicly charged that "the moguls of Madison Avenue have achieved the epitome of advertising decadence," others have expressed a distinct interest in the product.

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**DON LANNON:** As I See It...

"Depending upon the extent of consumer demand--particularly within the 16 and 30 age group--marketing officials observed, "a... It's... essential to your... peace of mind about being a girl. An attractive, nice-to-be-with-girl."

"How do you produce a film advertising vaginal spray without being lewd?" he asked.

He concluded, "We of the advertising profession believe this to be the greatest single problem of our time."

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**SIX OF THE NINTENDERS for the Valentine's Day Queen are pictured here seated neth the spreading chestnut tree of CSCSB. One of the fair maidens will be crowned Queen at tomorrow night's dance in the Little Gym which features the "Preconceived Notion" from S-12. From left to right and top to bottom are: Ellen Duval, Newman Foundation; Lisa Williams, Frosh Class; Linda Arth, Senior Class; Marchand Archuletta, Young Republicans; Tina Bryans, Theta Psi Omega; and Leslie Senk, Junior Class. Photos by Terry Nicholson."
The continuing study on educational policy was discussed and a proposal by President Flaup was passed that will set up an Ad Hoc Committee to define the educational policy of CSCSB and out of that definition, begin studying the General Studies. Requirements. Rhode again asked if the Faculty Senate would be willing to allow student representation on this committee. He said this was crucial because the G. S. requirements affect the students in such a direct way. The Faculty Senate, again, did not approve of the idea and put no students on the committee.

If the Faculty Senate were to be willing to allow student representation on this committee, it would be a move in the direction of the control of your environment. The one main point to remember is to control of your environment. The world that surrounds you is run controlled by others. Your choice, merely the giving of $1.00, as you can also become part of the movement. And now that this giant monster of activity has been awakened within you it desires to sacrifice that which is close to your heart.

You may, by your own positive action, select a Queen to reign over your campus representing true beauty of mind and body. This may be accomplished by sacrificing that which is close to all. Namely, Money. Not a great deal, as you may make your own presence felt a hundred fold by merely the giving of $1.00, as eachvote may be purchased for a mere ten cents, red cent. Think of each of these pennies, as you give it at the cafeteria today between 10:30 and 3:00, as being a move in the direction of the control of your environment. The one main point to remember is to give until you feel you are no longer a slave to EVERYTHING controlled by others. Your choice, if you make a large enough effort, will be realized tomorrow night at the Valentine's Dance in the gym.