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# AS election slated today

President, vice-president, treasurer, and secretary are the AS offices that will be filled today as Cal State students go to the polls.

The elections, now being held in the Quad, will also decide the fate of a \$910,000 Student Union proposal.

Although 1200 ballots have been printed, only 700 students are expected to vote today, officials note.

The candidates, as well as their respective qualifications and/or goals, are:

### FOR PRESIDENT

**Breck Nichols**, AS treasurer; coordinator, Student Book Exchange; member, Student Union, Cafeteria-Bookstore, and Financial Aids Committees: "As AS treasurer, I have realized the potential of ASB as an organization. Students, I believe, have not been given the chance to realize ASB at all. I have asked people what they think of ASB, and their answer is 'What is ASB?' One goal for next year will be to make people aware of the potential of ASB, e.g., to give them a fair

chance to hear about an activity before the activity happens.

"The AS president has a two-fold job: (1) He must represent the students on committees on and off campus, at state and local levels. He must attend conferences and voice his opinion and that of his constituency whenever possible. (2) He is the president of an organization involving a \$50,000-plus budget which must be made and carried out. He must be sure that the money is allocated fairly.

"Along with an increase in enrollment comes the need for more student jobs. I hope, next year, to make available more jobs. On campus, jobs really do make a student's life less complicated. There are many things that could be done to help students financially. For example, the Book Exchange, held this quarter for students, was beneficial to those who participated."

**Ray Resendez**: "This college has been concerned only with its own existence and prestige. Students are second

Continued on page 2

## AS candidates — 1971 - 72



Nichols



Resendez



Lappin



WHO?



Robertson



Roddy



Roddy



Garcia

# Union, AS election, cont.

dary in this mode of thought since they can be replaced by new applicants.

"This lack of concern on the part of the administration has carried over to the existing student government. The government has separated itself from the student-population; it has become distant from student needs, following only the dictates of those in power.

"I really believe all of this should change. The ASB government must be re-directed towards satisfying student needs. You must be made aware of where your fees go, and the ASB government must be open to alternate suggestions. The ASB government must alert the student of its meetings and the items for discussion that concern student policies. When this happens, students will feel they are a part of the school, choosing their activities, fulfilling their needs.

"I will make the ASB government responsive, not to its own will, but the will of the students!"

**John Lappin**, 27; social science major: "It would seem as though there's a general consensus that there has been a long, dry spell for effective student government on our campus. Much can be made of the case for more student involvement.

"Yes, I do feel there is a need for changes and adjustments on our campus. Changes in policy, adjustments of attitudes. It is time for a change in the parent-child relationship policy at Cal State, but it's also a time for an alteration of the spoiled brat attitude of many students towards student government, teachers, and administrators."

## FOR VEEP

**Jim Robertson**, AS judicial representative; secretary, Circle K; member, Student Union and Cafeteria-Bookstore Committees: "I feel that there is a need for student government, and, along with this, I feel that I am very qualified to serve as AS vice-president. I wish to stress that I have been active and I do care and want to help.

"Student government is dying on this campus. If you care for student government, vote.

"Lastly, I would like to say I do not think that an office on an apathetic campus is a status position, and I'm not trying to make a big contest out of this election. It's up to you. Vote for who you think will do the best job."

**George Danchuk**: No statement submitted.

## FOR TREASURER

**Jim Roddy**, work-study assistant to AS treasurer: "I urge the following reforms of current budget procedures: (1) I urge a re-design of the Pawprint budget which would allow them the opportunity to retain advertising revenue, and the re-cycling of these funds to cover their miscellaneous expenses. In this way, the direct cost to students would be less, and the money saved could be re-allocated to other deserving areas. (2) The Players of the Pear Garden should, in a similar manner, be allowed to retain their gate receipts. Theoretically, these two organizations could become self-sustaining gradually, over the years ahead. Ultimately, this could mean a possible savings of approximately \$12,000 which could, among other things, be re-channelled into providing jobs for needy students on campus. (3) With a budget of over \$50,000 planned for next year, there will be a fair share of money for virtually everyone. Part of my goal is to help students realize the channels through which money can be obtained. This can be accomplished through the publication of

quarterly budget reports which will be made available to every student, and the explicit definition of money dispensing procedures. In these ways and others, I will try to make the AS fees that we all pay work to help all students."

## FOR SECRETARY

**Jaci (Mrs. Jim) Roddy**, part-time secretary; active in high school government: "A secretary for any organization must be able to organize, type, and keep general order in an office. A secretary for AS government must be aware of the various parts which function within the structure of that government.

"I feel that I am capable in both of these areas.

"In short, I feel that I would be competent in fulfilling any and all duties that are given to the AS secretary; and, I would strive to do so to the best of my ability."

**Susan Garcia**, AS senator-at-large; administrative chairman, MECHA; member, Ethnic Studies Committee: "Student government at CSCSB appears to involve only a minority of students while the majority doesn't seem to care what AS government does, or how things are accomplished.


"Only a few students care enough to become involved in any form of student government; therefore, a small group makes the decisions concerning student policies. This naturally leads to a limited scope of interests. Those whose interests are not met tend to disregard student government, thereby becoming further alienated from student life on campus.

"To me, being involved at a level of planning and decision is worth the extra time and effort it takes to get things done.

"Because I am concerned, I am deeply interested in anything that happens at CSCSB which involves students at every level.

"Please show your concern and interest by taking part in the election of your ASB officers."

Polls will close at 7:30 p.m.



Vol. 6, No. 17 April 22, 1971

people...

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None of the views expressed necessarily represent those of the Associated Students, CSCSB, or the California State College System.

For further information, write: Pawprint, 5500 State College Parkway, San Bernardino, Calif. 92407; 887-6411, Ext. 233.

# Earth Day – a year later

By ROGER HEDGECOCK  
and RONALD EBER

*"... The need is not really for more brains. the need is now for a gentler, a more tolerant people than those who won for us against the ice, the tiger, and the bear."*

Loren Eisley, *Immense Journey*



(Copy courtesy of the Sierra Club Bulletin)

Loren Eisley's more tolerant people are rising to challenge the notions that exponential growth of GNP, population, and government budgets define Progress, and that eternal warfare and ever increasing pollution are the inevitable price of this Progress.

With increasing public support, the Sierra Club has led legal and legislative efforts to reform the thrust of American technology and its partner, the United States government. These efforts helped block the Con Ed power plant at Storm King, defeated the Timber Supply Act and resulted in Senate and House defeats of further SST appropriations.

But how lasting is this kind of victory? The FPC has again approved the Storm King plant, the objectives of the Timber Supply Act threaten to be carried out by Executive Order, and the SST battle may not be over yet. Without widespread public understanding of the environmental crisis and what we, as a people, must do about it, the battles are only skirmishes in a war we are going to lose.

Civil rights advocates soon realized that the passage of civil rights acts was just the beginning. Without general cultural acceptance of the premises of the legislation, it would not be fully obeyed. Americans have historically ignored laws which they don't believe in. Similarly, conservation positions which call for new definitions of Progress and new directions for government policy and private decision making, even if translated after great lobbying effort into legislation, will never be fully effective without general cultural acceptance of the conservationist premise.

Legislative and legal efforts will result in real change, then, only when they are the result of a nationwide awareness of the environmental crisis and the merits of conservationist proposals. The force of this awareness must be focused by nationwide programs of education and community action.

The conservationist victories noted above were only possible because this awareness already exists among certain groups of people and at varying intensity. On campus it started when Earth Day 1970 brought the crisis of the environment home to America. Household practices, community sewage treatment and mass transportation, the environmental impact of local industry and a host of related subjects were discussed at thousands of teach-ins. The role of the United States as a world wide polluter, defoliator, and resource exploiter was explored.

Continued on page 4

## Earth Day, cont.

From this nationwide discussion came the flowering of student eco-activist groups in high schools and colleges in every state.

The first task facing these groups was—what is the problem(s) on this campus, in this community? The second was action—what can we do; what can we urge others to do? Newsletters were printed describing how these student groups started campus-wide paper and glass recycling programs, campaigned to ban the use of pesticides on campus, started organic food co-ops, and demanded and got bicycle paths on campus instead of a parking structure on the old baseball field.

John Muir's "... everything in the universe is hitched to everything else" is more than just an astute observation—it is a revelation. Students viewed the crisis holistically. Ecological harmony will result only when the interrelationship of all institutions and values is considered. Attacking the symptoms of the environment crisis will never bring real change. To criticize resource mismanagement in this country without facing the issue of peace in the world is to ignore part of the program. So, student eco-activists began to document the implications of United States responsibility for the destruction of Vietnam's rice producing capability and for the exploitation of continental shelf oil reserves, both domestic and foreign, to fuel war-inflated energy needs.

Attacking the SST is an attempt to block only a gross manifestation of this country's ecologically unsound transportation complex. Student-built emission-free cars raced across the country last year to dramatize Detroit's blind and unnecessary allegiance to the present internal combustion engine. Federal legislation demanding an emission-free car by 1976 soon followed.

Seeking the transformation of society, students have sought ties with American workingmen. At a conference last July at the UAW conference center in Onaway, Michigan, students and workers agreed that the well-being of the economy should not depend on ecologically disastrous products or projects and that corporate responsibility toward the environment was a proper item for discussion at the collective bargaining table.

Organized labor's recent support of the SST is only an indication that conservationists have not faced the problem of jobs. The construction of an urban mass transit system and a recycling system

for our congested cities and the jobs that these would mean are examples of necessary, positive proposals which must be advocated by conservationists as strongly as opposition to the SST.

The victimization of the poor, especially the minorities, by the current economic structure is well documented. Mexican-American farm workers poisoned in the fields by an exotic array of chemicals are being helped by law students working with California Rural Legal Assistance. Young people in a group called UNIFY in San Francisco are bringing the urban ghetto child out into the country on field trips designed to reintroduce nature as a reality. An urban group called Black Survival in St. Louis pinpoints the fact that the urban poor are hardest hit by the environmental crisis. Their literature emphasizes "... discrimination and racism over the years have created a living arrangement that for black people adds up to enclaves of ... total environmental insult." Consumer groups demand the kind of corporate responsibility in the quality of products which is the flip side of environmentalists' concern over the range of effects these products have on the environment.

It is now time for a joining of effort by all Americans fighting for a more just and livable society—a society which recognizes its worldwide responsibilities to spaceship earth. The commitment exists, the Movement does not—it must be built.

The forging of this Movement will mean a recognition of shared concerns, values, and goals; a respect for achievements and diversity of methods. This recognition and respect will take leadership—a leadership determined not merely to oppose, but to propose; willing to synchronize all the tools, from personal life style changes, to community action programs, to corporate reform, to legislation, giving hope and purpose to Eisley's New Man and Woman within American society.

This integrated, pragmatic coalition is the only hope for real and lasting change. The generation gap is over—let's begin to work together—there's so much to do.

*Roger Hedgecock is a student at Hastings College of the Law and is a National Campus Coordinator of the Sierra Club. Ron Eber is a recent graduate of San Fernando Valley State College and a National Campus Coordinator.*

# Revolution — the why

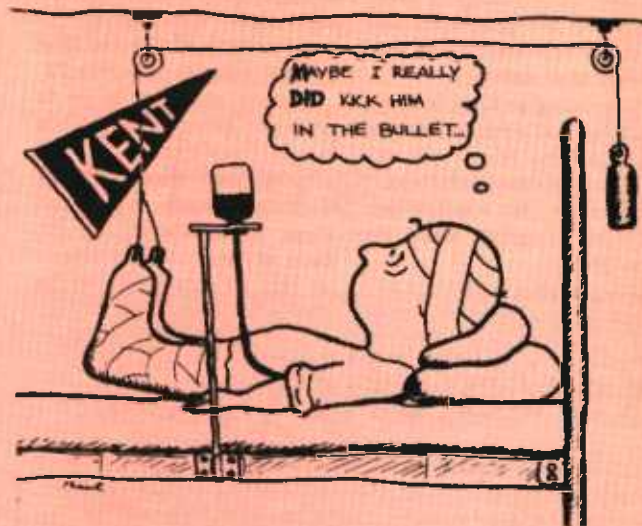
**EDITOR'S NOTE:** The following article is based on the book *Why Revolution? Theories and Analyses*. Edited by Robert Blackey and Clifford Paynton, it will soon be published by the Schenkman Publishing Company.

By **ROBERT BLACKKEY**  
Assistant Professor of History

The question "Why revolution?" is blatantly simple. The answer, however, is excruciatingly complex. **REVOLUTION!** Say the word out loud with a tone that combines both joy and bitterness. It's a wonderful word. It's a frightening word. It's a word that probably evokes a greater intensity and variety of responses than any other in our vocabulary. Revolution serves as the foundation for some societies and as the final act of others. To many, revolution is a horror to be avoided; to others, it is a necessary step in the direction of utopia; while for some it is an end in itself.

After World War II an observer wrote: "This is the age of revolutions. No longer are they the domain of the theorizer or the peripheral plotter. They have moved into the center of the average man's thought. They are on everybody's mind and in every newspaper's headline." What was a reasonably adequate description then is today virtually an understatement. More than ever before we are involved, if not immersed, in an age of revolution. With international war meaning almost certain worldwide destruction, revolutions have become practically the only means by which combatants can maneuver for power. Thus, a new pattern of world politics is emerging in which revolution is synonymous with war. But we should remember that revolution, like violence, is not a phenomenon just of the twentieth century; it has been a characteristic of the history of man almost from the beginning.

Thomas Jefferson once wrote: "What country before ever existed a century-and-a-half without revolution? . . . The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants. It is its natural manure." We tend to forget the revolutionary spirit upon which our country was founded -- a spirit which, since 1789, we have attempted to stifle in our own people and in others. Our own Declaration of Independence asserts "that whenever any form of government becomes destructive of these ends (of life, liberty, and the pursuit of happiness), it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its power in such form, as to them shall seem most likely to effect their safety and happiness." The last part of this quote provides a key to answering the title question "Why revolution?" When a government fails to secure the safety (law and order?) and happiness (justice?) of its people, it may be susceptible to revolution. The only way of preventing a revolution, aside from the use of extreme coercion and repression, is to have a responsive government that is prepared to meet the changing needs of the governed. In his first inaugural address, Abraham Lincoln



stated that "this country, with its institutions, belongs to the people who inhabit it. (Power to the people?) Whenever they shall grow weary of the existing government they can exercise their constitutional right to amend it, or their revolutionary right to dismember or overthrow it."

Revolutions are frequently preceded by calamitous setbacks to society, such as defeat in war and natural disasters, which may be viewed as causative factors. This is incorrect. The essential value of calamitous setbacks to the revolutionary process lies in the fact that they function as accelerators and intensifiers. Public calamities undermine the loyalty of the population to the established order and may even assure their neutrality or hostility to that order. Thus, the early stages of revolution are usually marked by a growing inability of the establishment to maintain the status quo and by an unwillingness at the bottom to tolerate it.

Similarly, revolutions are often preceded by the activities of agitators. To blame the coming of the revolution on the agitator, however, is to misunderstand the problem. If your house has been doused with gasoline, you do not scurry about, trying to rid the world of matches -- you clean your house of gasoline. Agitators, like matches, are sparks; they may ignite the trouble, but they are not really responsible for it. Work conscientiously to solve society's problems and injustices and the agitator will be out of business.

Frantz Fanon wrote *The Wretched of the Earth* to teach subjected peoples to beat their subjectors at their own game. This involves violence and revolution. Fanon believes that violence is man recreating himself. "The exploited man sees that his liberation implies the use of all means, and that of force first and foremost." The system to be overthrown involves putting into practice the words: "The last shall be first and the first last."

Perhaps Fanon over-reacted, perhaps not. In either case his hostility and frustration are obvious. Such feel-

Continued on page 6

## Financial aid

# Deadline near

All students who wish to be considered for financial aid for the 1971-72 year must complete application forms by May 1. Continuing students on aid programs are to refile applications as well as new applicants.

According to Kate Wilson, financial aid advisor, all who apply before May 1 will receive equal consideration for assistance. No applications will be accepted after the deadline.

Scholarship applicants must have a GPA of 3.0 or

better and must have need for assistance. Scholarship applicants must have two letters of recommendation to accompany their standard application. Over \$5,000 in scholarships will be awarded by the college for 1971-72.

Seniors planning to go to graduate school are eligible to apply for a special \$1,000 interest free loan from the Gimbel Scholarship Loan Fund administered by the Bank of America. For details on this program contact the Financial Aid Office.

**CFWPRINT**

# Revolution, cont.

ings, cultivated over a period of time, can breed revolution. Among others, the following hypotheses may also explain why men revolt: (1) when prolonged progress is followed by a sharp reversal, the progress produces high expectations while the sudden reversal produces anxiety and frustration; (2) continual improvement results in a desire for more improvements; when these do not come or come too slowly, revolution may follow; (3) when improvement for one group in society precedes at a slower pace than improvement for other groups, the widening gap increases dissatisfaction; (4) when one group loses status while a previously inferior group closes the gap, a revolutionary situation may be on hand; (5) when the mobility of one group progresses at a rate inconsistent with its own expectations of itself, then tensions are created or aggravated.

History teaches us -- if we bother to take the time to listen -- that the cost and hardships of even a successful revolution are so great that it should be undertaken only with extreme reluctance. Revolution is the most wasteful form of social change, the most expensive, the last to be chosen; but it is also the most powerful and, therefore, always appealed to in what men feel to be the last resort. Ho Chi Minh organized the Vietminh insurrection only after he was not given satisfaction in prolonged negotiations with the French. Che Guervara preached this advice in his book on guerrilla warfare, though it is debatable that he practiced it in Bolivia.

Why revolution? The Weathermen have learned "that to be honest we must live outside the law, to be free we must fight." Freedom, writes a member of the Greek underground, "is born in pain. A price must be set on tyranny and tyrants must pay the price." Tom Hayden compares revolution to birth: blood will flow, but the purpose of the act is to create life and not to glorify blood.

Revolution is a very serious business. Writing about it is certainly safer than experiencing it, but knowing what it entails and understanding its causes is safer still. 1984 is fast approaching. Wake up America! You have everything to gain, or everything to lose.

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I'm for Nichols,  
Robertson, Roddy<sup>2</sup>  
... and the Union.

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"Well, now we're students. . . .

I can feel a wave of revolutionary dissent already."



# College needn't be a bore...

by Rick Mitz

"I'm going to college in order to get an education," says the average student upon being asked the big why. But recently, students have shown -- as they complain of dreary days on campus, as they tear down the walls, as they drop out faster than they dropped in -- that "getting an education" obviously isn't enough for some. Many students around the country are feeling a desire to plan their own educations and to administer those educations themselves. And they're making that desire a reality.

Student educational dissatisfaction is resounding. In the higher education process it has over-and-over been found that the medium is tedium. The psychological results are a claustrophobic classroom catatonia and educational annihilation, giving university students in loco parentis paranoia and a big pain in the assignment book.

The result of these severe educational dissatisfactions has been the advent of the Experimental College, usually a free-wheeling, do-your-own-thing non-school, dedicated to the proposition rather than the preposition, by the students as well as for the students, proving that academia is in the mind of the beholder, not in the gradebook of the lecturer.

Experimental Colleges are structured something like this: they aren't. Their educational philosophies change as often as their students grow, and are difficult to describe. If an Experimental College has 96 students, then that college most likely has 96 mini-colleges going on.

That seemingly universal university ennui has shown that -- for many students, anyway -- there is a drastic need for some sort of educational system that isn't pre-planned for students by forces above. And through the many sprouting Experimental Colleges, it has been shown that classroom participation doesn't necessarily have to take place in the class-

room; homework doesn't have to take place in a 45-minute period several times a week; education doesn't have to take place within four plaster walls.

Eleanor is a good example of what an Experimental College education can do for a person. Until this academic year, she majored in archaeological anthropology. "My education," she said, "consisted of reading, term-papers, and a lot of slide shows." Last fall, she transferred to an Experimental College and got credit for traveling around on various archaeological digs. "There is no reason," she said, "that education can't be fun. I mean, there's a whole world behind those textbooks."

The list of case studies is endless. Rick received credits for traveling to Vietnam. Sue made clothes for a boutique for a semester. Fred studied opera with a music critic. And, not only did all of them learn, they all enjoyed learning.

Many students spend their four years in the student role majoring in learning how not to learn -- exiting stage left four years later with black gowns on their bodies, diplomas in their hands, and not much more on their minds than their mortarboards.

Of all parts of the alleged student rebellion, disillusionment with education has been the most constructive. Rather than destroying the existing traditional educational systems, student college critics merely have left their almost-alma maters and built new ones. Even such reputable, conventionally structured institutions as the Universities of Oregon, Washington, Minnesota and California have branched out with experimental programs.

But Experimental Colleges themselves are not without their problems. Bill Caspari is an educational consultant who spends much of his time traveling around the country examining Experimental Colleges and their problems. As instructor

at St. Louis' Washington University, Caspari says that the largest problem of the new schools is a lack of communication and understanding between students and staff members.

"Many students have been disabled by 12 years of conventional education, resulting in a sort of 'culture shock' when they enter an experimental program," he says. The same, he adds, is true for faculty members who have spent many years learning how to teach -- but not how to relate to students as people.

Adjustment, Caspari said, is one of the hardest problems. "But," he said, "there are an awful lot of students around who, once liberated from the constraints of conventional education, can do marvelous things."

And those "marvelous things" could indeed be anything from working and traveling and -- yes -- even thinking, to the old standard basket weaving joke that finally has become an educational reality.

But, in many ways, experimental education is a frightening experience -- the true test of learning, an examination of values that has nothing to do with multiple choice and even less to do with true and false.

Experimental education raises serious questions and proposes difficult challenges. How relevant is your education? Are you learning or merely being educated? Given the freedom to plan your own education, what would you do with it?

Possibly, learning can only begin when the institution of education ends. Experimental College students don't "go to college" -- they are their own colleges. And through the advent of these new non-schools, maybe the answer to the big why will be "I'm not going to college in order to get an education."





## Happenings

Thursday: **STUDENT UNION & ASB ELECTIONS**, 7:30 a.m. to 7:30 p.m., in the Quad.

Friday: **UNDERGROUND PUBLICATIONS IN THE USSR** (exhibit), Cafeteria Patio.

Tuesday: **CHRISTIAN LIFE**, 12 noon, C-113; "IS THERE A NEED FOR OPEN SPACE?" (lecture), 7 p.m., PS-122.

Wednesday: **PIANO CONCERT** (Arlo Harris), 12 noon, PS-10.

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	1 Week	June 15 to June 17	Los Angeles - London	\$299
	1 Week	June 18 to June 20	Los Angeles - London	\$299
<b>JULY</b>	2 Weeks	July 25 to August 22	Los Angeles - London	\$299
	1 Week	July 23 to Sept. 6	Los Angeles - London	\$299
<b>AUGUST</b>	4 Weeks	August 1 to Sept. 8	Los Angeles - London	\$299
	1 Week	August 23 to Sept. 19	Los Angeles - London	\$299
	1 Week	August 24 to Sept. 15	Los Angeles - London	\$299
<b>SEPTEMBER</b>	1 Week	Sept. 5 to Oct. 3	Los Angeles - London	\$299
	1 Week	Sept. 7 to Sept. 20	Los Angeles - London	\$299
	1 Week	Sept. 18 to Oct. 1	London - Los Angeles	\$299
<b>ONE WAY</b>		June 27	London - Los Angeles	\$149
		June 13 to September 19	London - LA - London	\$299
		October 2	Los Angeles - London	\$149
		October 6	Oakland - London	\$149

Sorry, limited to Cal State students, staff, faculty and family.

Additional dates on request. Please call!

Thomsen, 7528 Capistrano Ave., Canoga Park, Ca. 91304. 213-883-6865,

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ St. \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_