Convocation No.1

Monday began the series of CSCSB convocations designed to inform students on vital issues in education and offer an opportunity for expression of student interests. A five member panel, representing a spectrum of views, questioned problems on a system-wide level, faced an audience of approximately two hundred and fifty. Monday's panelists were: Tom McGrath, Assistant Vice-Chancellor for Student Affairs at San Francisco State College; Dr. John Fisher, President, CSCSB; Dr. Edward White, Assoc. Professor of English; Ronald Varney, Professor of History and moderator for the panel; Dr. Kent Schofield, President of History; and Dr. Ronald Barnes, Jr., Assoc. Professor of Dance.

President Fisher opened up discussion with an explanation for the need of the convocations. He cited the urgency of the problems facing the state college system, the tension among students and faculty created by these conflicts, and the need for a student-faculty-administration dialogue.

Dr. White, chapter president of the ACSCP, defined the unrest and upheaval in higher education in terms of rigidity of political controllers of the system, poor public image and communication, and the fact that the academic community reflects the evils in our own society. He claimed that most people think of the student and faculty demands as the product of radical, communist movements. He said that the problems were being made void in order to cause trouble without cause, but in reality this is a simplistic, uniformed response. "You don't attack he who yells 'Fire!'" (Continued on page 3)

CONVO NUMBER TWO: Professor Waldron and S. F. student Ron Varney prepared the program for the second of the strike issues. Unfortunately, Professor Waldron is either citing the Lady's Home Journal or Readers' Digest to accentuate his arguments. (Photo by Terry Nicholson)

S.F. Strikes

Pro/Con Debates

By DAVE BROWN

The topic of Tuesday's Convocation was the strike at San Francisco State College and was moderated by Dr. Leslie Van Mierer. There were four panelists: Russell Bass, Student Body President of San Francisco State; Professor Dennis Day of the speech department at San Francisco State College, Assistant Professor Howard Waldron of the Industrial Arts Department and Ronald Varney, a student and member of the "Committee for an Academic Environment" at San Francisco State.

Russell Bass presented his reasons for supporting the strike: "It is simply the last alternative," said Bass. "We have tried meetings and in many different ways to bring our problems to the attention of the Board of Trustees and Chancellor Dumke. As of this point, we are left with no meaningful response and in fact, the Board has refused to even negotiate until the striking has stopped."

"This is the most preposterous thing I have ever heard, it's like some factory telling the strikers that they must continue working for four more months until the workers return to their jobs!" Why bother to negotiate when there is nothing to negotiate about?"

When the question was asked of Bass if he thought the BSI would negotiate if they thought they would be able to get meaningful results, Bass replied, "Yes, I feel they would if all of the 15 demands were met in principal."

Professor Day supported his position of being on strike by saying that he was striking for the very existence of his profession. He also said that, if the Board of Trustees does not negotiate, it will be the students in the future who will be hurt. But, he added, "I am sacrificing now, as my associates are, for my profession, and for the students so they may have a truly meaningful education. I am not striking for higher wages, more fringe benefits or a smaller work load. I am fighting for the rights that are guaranteed me in the Bill of Rights, particularly the rights of freedom of speech and of assembly." Professor Day pointed out also, that many students were being clubbed by the tactical squads at SF State and that most of the students were made arrests for "illegal assembly."

Professor Waldron, in defense of his position on the anti-strike said, "The riots at S. F. State are fun and games," he then accused his opponents of trying to snow the issue by using big words and irrelevant rhetoric and then proceeded to read several articles out of Esquire and The New York Times. Professor Waldron's main point was that the State College System needed more money.

Ronald Varney, a student and a member of the Committee for an Academic Environment said that he supported the principals and the underlying issues but that he and his committee did not agree with the violence. Varney then made the statement that he and his followers were the "new wave," which elicited a response from the panel of, "ride on surfer."
The 400 Blows

What does it take to motivate an individual to utilize an opportunity designed to inform him about his life? Or, rather, to motivate a student to wintest? Six hours of convocations supported by the administration and faculty, and specially called for by the ASB government is not enough. Perhaps the fiery hand of God, a major earthquake, or the crumbling of our prison-gray PS and BS fortresses might just make a student think twice. But it didn't, even if one concedes the possibility that there were two hundred students discouraged by the rain, another two hundred were long distance commuters, and still another two hundred are married with families and jobs, that sad, leaves at least Four Hundred students who regarded each day of the convocations as a grammar school recess.

It's these Four Hundred (and you know who you are) that pose a far more serious threat to our society than a conditioned core of all the Joe McCarthy's, George Wallaces, Max Rafferty's, Klu Klux Klamens, Minutemen, and Black Panthers combined. You Mighty Four Hundred, are you the same people now that you were five years ago? Or is it possible that you have changed? Perhaps you've let your aspirations, your knowledge, your means of need-fulfillment? Obviously, the entire life of the human animal is one of change, and thereby no greater aggregate of humankind can remain as fixed and fixed and fixed ever year. So why then, when you are handed the chance to witness the need for change, beggeg to offer your own opinion on how to best implement that change, and given the resources of information necessary to understand that change, did you choose instead to stay home? Is "Love of Life" really that exciting?

CSCSB is your college. You are investing your money, time and sweat to gain the necessary mental ability and awareness that is to enable you to think, to act, and make the world's conflicts. But are the values intrinsic in your academic environment reflective of the values you'll be confronted with in your community? in your society?

Dear Mighty Four Hundred, these funny little battle-worn concepts called freedom, representation, due process, civil liberties, autonomy and self-awareness will always remain just funny little concepts as long as you're here. No army of Hundred students who regarded each day of the convocations as a grammar school recess.

In answer to the first point of Mr. Clarks I would like to say that he was totally ignorant of what had been happening at the 18 schools in the California State College System. The Associated Student Body members of the Associated Student Body at San Bernardino, Fernando Valley State College, and California State College at Long Beach had spent two and one half days discussing the problem of student involvement. And at the same time Mr. Clarks had been in AAA meetings, and been in his hot room in bed. The statement that the language of the document could only harm student progress is not true. It was felt that, in order for the document to really be meaningful and not be used as sanitation material in the Trustees' convention, the document had to be strongly worded. It was also felt that the students and faculty siding with the views of the administration could be placed in the same BASIC group; as could the students students siding with the BSU and TWLF.

The reason the President felt the responsibility for the crisis should be placed on the Trustees is because the Trustees have, at THEIR disposal, the means to halt the crisis. The three basic uses are: 1) negotiation (negotiations have never taken place because BOTH sides have not wanted to negotiate) 2) closing of the school; and 3) (God forbid) put an end to the crisis by force.

Finally, as to Mr. Clarks statement that C. S. C. S. P. A. used to be a relevant group, I would like to disagree. According to most of the people who have attended C. S. C. S. P. A. conferences C. S. C. S. P. A. had not done anything fruitful, at least along the lines of resolutions and solving problems. And furthermore, in my opinion C. S. C. S. P. A. at this meeting had moved toward becoming a relevant group.

I would like to agree with Mr. Harper that the document was badly worded and confusing. However, I resent the fact that Mr. Harper is trying to make "political hay" out of the situation and not representing the best INTEREST of the students. I will sign this letter in respect for a free and just country under EQUAl LAW.

Joe McKee
Pres., Soph. Class

Initiative Rights Sought

By RONALD McCAFFERTY

Last quarter there was circulated a petition whose purpose was the amendment of the Constitution for the Associated Student Body of California State College at San Bernardino. The petition was necessary.

Article IV (Section 2), first sentence now reads: "Legislative power shall be vested in the Student Senate." We, the undersigned, agree that Art. IV (Sec. 2) should be amended to read: "Legislative power shall be vested in the Associated Student Body and then in the Student Senate. The Associated Student Body shall also initiate legislation independently from both the Student Senate and the Executive Cabinet. The Student S.-B. shall then vote on the proposed legislation within a reasonable amount of time. When legislation is initiated by a member of the Associated Student Body and is rejected by the Student Senate, the Executive Cabinet shall have the right to veto into power over that legislation. When the Student Senate does not approve legislation proposed by a member of the Associated Student Body, a petition signed by fifteen percent (15%) of the members of the Associated Student Body and presented to the Associated Student Body President will qualify to place the proposed legislation on a ballot for which a special election shall be called by the Associated Student Body President. Once an election shall have been called, the ratification of the proposed legislation shall no longer rest within the jurisdiction of the Student Senate to decide one way or the other."

Student Body Presidents from the 18 schools in the California State College System banded together in 1959 to form an Association of the California State Colleges. The California State College Student Body Presidents Association (CSCSPA) is the officially recognized voice and spokesman for all student representatives in California State Colleges. CSCSPA also operates student services in computer job placement and overseas summer travel.

CSCSPA What is it?

Student Body Presidents meet at least four times during the academic year to discuss and decide positions on problems and issues affecting students. These meetings also feature noted speakers, debates, and a mixer.

In conjunction with the Presidents' meeting, the Academic Affairs Assembly also meets to discuss matters of academic concern and to discuss solutions to problems. President of the CSCSPA for 1968-69 is Victor Lee, San Jose State College Student Body President during 1967-68. Vice President is Lenny Stark, Student Body President at San Diego State College. Student Body President at Fresno State College, Glean Mahler, is the organization treasurer and David Warren, for Cal State, Long Beach is the Executive Coordinator.

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Editors Note:

Due to the limitations of available space, the Pawprint requests that all letters submitted to the editor be no longer than 300 words. The paper reserves the right to edit all copy submitted. Anonymouse letters will not be accepted.

I would like to reply to the two letters, written by Mike Clark and Ken Harper on C. S. C. S. P. A. and the Executive Cabinet meeting, which appeared in the last week's "Pawprint." In this letter Mr. Clark stated that he felt the resolution on recent Trustee actions was passed by the Student Senate, without due consideration, the wording over simplified the situation at S. F. State, the CAB was not informed, and instead of help the students the resolution placed the blame for rioters not knowing the Trustee's, and that he felt C. S. C. S. P. A. had degenerated from a past of rational and sound work in solving problems on the state college campuses.

In answer to this letter I would like to say that he was totally ignorant of what
Comps: Need or Deterrent?

By HARVEY FRIEDMAN

What is the purpose of CSCSB's senior comprehensive examination? This, requirement was implemented into the curriculum of this college by the "original eight" member planning staff (Placido, Scherba, Roberti, Petrucelli, O'Gara, Phillips, Farwell, and McMihall) in an attempt to complement CSCSB's liberal arts educational policy. This policy accented the need to help a larger share of educational responsibility on the student (foster independent study) and stresses breadth and depth in education rather than specialization. The senior comprehensive requirement is consistent with this policy according to original planning staff consensus. Undoubtedly, comps generate excessive intellectual pursuit is deteriorative humanization of the educational function as reinforcement of means to an undergraduate major field. How might one adequately synthesize any enormously complex discipline with one questionably valid examination?

CSCSB's adoption of the open and stimulating 3/3 liberal arts orientation and the implementation of small seminar classes is reflective of gradual innovation, relaxation, and humanization of the student's educational experience. Thus, this experience is not mass and mechanized; it is open, flexible, and stimulating. However, the need to install a "comprehensive valve" to negatively motivate independent intellectual pursuit is deteriorative of health senile intellectual community. Comprehensive compel and source independent study as a means to an undergraduate disciplinary end. The comps do not motivate independent study for the sake of intellectually stimulating satisfaction; they are rather a source of education as a negative but necessary process. Nor do comprehensives necessarily prepare, fulfill a prerequisite, or orientate a student for graduate school; independent free intellectual spirit that is motivated by a positive autonomous style of academic life is exceedingly conducive to individual achievement; the present-symptomatic stress producing Comps are a liability to a positively geared academic life style.

The Comps foster and promote a stress producing mechanized imperative education that is not consistent with the liberal arts orientation of this school. Rather, the comprehensive requirements far more consistent with the creation of an intellectual community that is even more greatly alienated than the present one. Eight men and women senior comprehensives are necessary, purposful, and educational with the liberal arts orientation of this school. Were they right?

The GRAND ENTRANCE of the San Francisco Mine Troupe entertained an audience of more than 250 people in PS 10 last Monday night. Their biting satire vividly revealed such social dilemmas as the war in Viet Nam, the oppression of the minority races, and the involvement of students in today's cultural revolution. (Photo by Terry Nicholson)

Barca Barks

Dear Barca: Please tell me, since you've sized twenty-four yaps in your short life, what is the secret to your virility? Signed, Hopeful

Dear Frustrated: Eat more dog biscuits.

Barca

For three years now, I have dated this one chic. But every time I make a pass at her, she says she has a headache. I just can't keep this up much longer. Any advice? Signed, Frustrated

Dear Confused: By the time she gives in, you will have forgotten what you were after. Slip some Excedrin into her cocktail and give it one last try.

Barca

I am a twenty-nine year old homosexual, the guy I'm dating is a lesbian, and I wet my bed whenever I dream of my mother. Could you help?

Signed, Confused

Dear Irma: Ecchhhhh! Was it something you ate?

Barca

My girl friends tell me that my behavior is classified in "nymphonias." What would the comparable behavior in a boy be termed?

Signed, Frustrated

Calendar

REGULAR MEETINGS:

Alpha Phi Omega
Jan. 27 12:30  PS 102
Sophomore Class
Jan. 28 10:30  PS 104
ASI Senate
Jan. 28 11:30  L 114
Psychology Club
Jan. 28 11:30  PS 339
Outdoor Club
Jan. 28 12:30  PS Conf. Room
Natural Science Club
Jan. 28 10:30  BS 124
Ad Hoc Speech & Adv.
Jan. 28 10:30  L 114
Theta Mu Omega
Jan. 28 1:30  L 112
Cheer Club
Jan. 29 3:30  L 147
Activity Committee
Jan. 29 12:30  Faculty Dining Room
Philosophy Society
Jan. 30 2:30  BS 122
Student Faculty Dialogue
Jan. 30 11:30  C 113
Freshman Council
Jan. 31 2:30  PS 104

Lectures and Public Affairs Presents Yal and Lila Stuart, PS 10
Social Sciences Division Meeting
Jan. 29 2:30  BS 101
Faculty Senate
Jan. 29 2:30 5  PS 102
Activities Comm. Dance
"The Shadows of Doubt," Jan. 29 8-12 Little Gym - Free
Junior Class Bake Sale
Jan. 30 9 a.m. - 2:30 p.m.
Foyer Library
Thus James Thomas Jackson of the new ones being formed is this the Douglass House formation of new workshops. One with Dave Matlin, the organizer of to exist. The Foundation exists to foremost a community group, and the services that the community workshop going and to provide the community wants.

The workshop is located at 2016 north E., and Dave Matlin may be contacted there any weekday evening by calling TU 6-2403.

Vocal Duet Here

By MIKE ZLAKET

Two brilliant young singers, Val and Lilly Stuart, will appear in recital on Tuesday, January 28. The performances will take place at 11:30 A. M. in P. S. 10.

Two artists hold degrees in music from the University of Utah, and Indiana University, Val Stuart also holds a degree from Weber State College. They are both students of the eminent singer teacher, Margaret Harshaw.

The highly-talented Stuarts are new-comers to California. For the past three years they have been stalwarts of the famous Indiana University Opera Theatre. While there, they rang well overt nice performances. Mr. Stuart had twenty-two twenty-twenty operatic roles in his repertoire and Mrs. Stuart counts a total of eighteen. They are equally at home in oratorio, having sung songs by Honegger, Poulenc, and Milhaud, as well as the more common works of Bach and Handel. They have appeared as guest singing with major symphonies and concert organizations. Mr. Stuart has also a friend with the Vanguard recordings. Their accomplish­ments are similar in that they both have been winners of the San Francisco Opera auditions, and each has been a regional winner of the Metropolitan Opera auditions.

The Stuarts have received high acclaim for their performances. When the Stuarts debuted with the Redlands Symphony, Charles Peerce of the San-Tegarm wrote, "The Stuarts displayed well-groomed and strong voices that make them heartily welcome in the area."

The recital program will include works by Handel, Debussy, Strauss, Schumann, Mendelssohn, Boito, Corenvallo, and Puccini.

and . . . . . . . . . . .

but . . . . . . . . . . .

however . . . . . . .

By Assemblyman

John Vasconcellos

The Governor's "State-of-the-State" message is more likely to escalate the state of our crises, than it is to resolve the crises in our system. The Governor's message exposes one false assumption: "Higher education in our state colleges and universities is not a right, it is a privilege," and implies several others:

1. Students are not human beings, but things — to be used and not heard with no right to participate in the determination of their own future.
2. Our universities and colleges are perfect.
3. Authority, fear and punishment are adequate answers to any problem in a free society.
4. The lack of political supervision — political suppression, instead of by resolving causes.

State of State

To your knowledge, violence against person, property, or institution (disruption) is not considered a means of solution. If by resolution, it only escalates the conflict. The resolution alone grants headlines, it doesn't resolve the problems. The Governor's speech suggests it is — promises nothing more than endless years of armed occupation of our campuses.

Each campus should be kept open, with the necessary force, but only with that force which is necessary, and never arrogantly employed.

Far better — while condemning violence and promoting the democratic process, we recognize the dissenting students as human beings too — what is — how come violence? Is violence the result of despair? Is despair the result of frustration rising out of the too-wide gap between expectations envisioned, and realities experienced by students?

The Governor's qu'ifications to lead in this matter are questionable:

1. Did his veto of state college funds block creation of a black studies department at San Francisco State, and thus contribute mightily to the campus unrest?
2. Has the Governor recognized his responsibility to all Californians, cared enough to listen to all his constituents — to familiarize any campus, talked to (better to everyone) the dissenters, to see who they are, where they are, what they want?

Simplest answers don't resolve problems, but simply aggravate them. And while no one has a clear idea of why the phenomenon of our younger generation, I suggest (as going to listen) that we will seek to effectuate by legislation or by persuasion:

1. Immediate creation of black studies departments, at San Francisco State and elsewhere as appropriate.
2. Broadening (financing, admissions, tutoring) of educational opportunities programs for minority group students.
3. Creation of fiscal flexibility through deletion of line-item budgeting for state colleges.
4. Appropriate and expanded funding for higher education, to assure the promise of a free society.
5. Student voting participation in all policy-making bodies in higher education.
6. Extending the voting franchise (and civil and criminal adult responsibilities) to all Californians over 18 years of age.
7. Campus visitations by students, constututional offfices, regents and trustees — not during crises, as investigators — but regularly, as public servants providing access and redress of grievances to their constituents.

Prickly Pear

On Tuesday, January 28, at 11:30 A.M., there will be a meeting of the gum Coffee Room of all those interested in working on the college literary magazine, THE PRICKLY PEAR. The present staff should appear, bearing all material submitted so far. As usual, the Welcome Room will be open throughout the winter term.

The writer of the PRICKLY PEAR mailbox in the Humanities office. Any writing, say, fiction — or what have you, that appeals to a general audience is welcome. At that meeting we will also discuss plans for another Write-in Chivaree and Howdown.