

Sherry Lowrance on Peace Protestors

Brooke Crocker Explodes

# California Review

Volume X, number four  
March 1991



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Price Center Q-077 Box A-4  
La Jolla, CA 92093

Professor Sanford Lakoff on  
Third College  
The Death of Perestroika  
Politics in the Classroom  
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### From the Editor

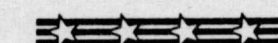
In this, my little editorial space, I have decided to sound off against History Professors who cannot seem to keep their snide, inappropriate modern day political commentary out of the classroom. It has been my overall experience at UCSD, that the professors, to their credit, usually are very apolitical when giving their lectures, so that their students do not know their political leanings or affiliations. This type of behavior is to be applauded, for it allows students to ingest information without also having to swallow unrequired and unnecessary political opinion.



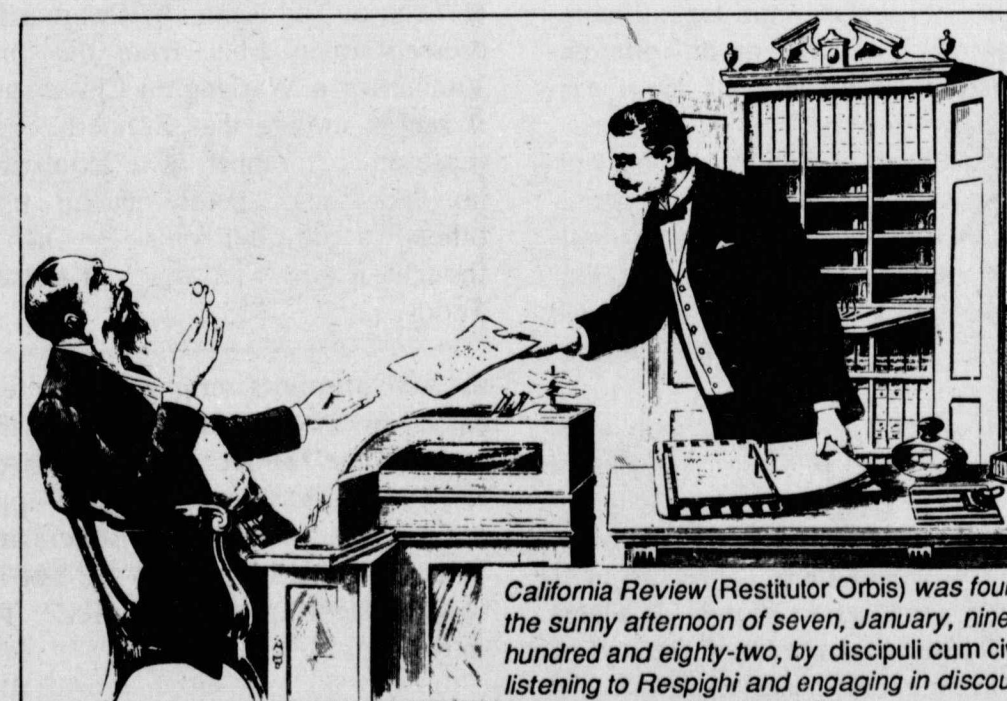
Certainly, I understand that professors are human beings with rights to their own political opinions and viewpoints, and this I do not question or condemn. What I condemn is when a professor forces me to listen to his personal political feelings when I came to learn about early American History or what have you. If as a class we are discussing 1776 I don't want to hear a snide unrelated comment about a professors dislike of George Bush, but the sad fact is that I do.



I have often wondered as I sit in a classroom soaking up knowledge why it must be tainted with unrelated political talk. Professors must know that this will affect students and to get an A they may very well adopt a certain political viewpoint to please their instructor. Professors who use the podium as a political platform instead of as a base of knowledge are not only not doing their job but are hurting their students as well.



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## In Review

■ Check-forger Freedom A. Hunter is serving six months in prison for being, as Freedom's lawyer called it, "abysmally stupid." It seems Freedom tried to cash a stolen check using stolen ID, but the check and stolen ID belonged to the bank teller and she called the cops.

■ Though war is hell, the people of Israel can still find a little levity in their situation. In a Tel Aviv back yard the following sign stands next to a Scud crater, "Actually, we wanted the pool a little to the right."

■ Though Maggie Thatcher is no longer Prime Minister she still is one hot item. Francois Mitterand once remarked over Thatcher, "She has the eyes of Caligula and the mouth of Marilyn Monroe." With such stunning attributes who wants to be Prime Minister!

■ It seems that Saddam has become the number one name for baby boys born in the Arab world. However, though one can name their son after the Iraqi leader they can't name their baby after Saddam's favorite weapon. Algerian authorities rejected a family's request to name their son Scud.

■ War is hell, but Baghdad Betty has made it even worse for our poor boys in the Gulf. In an attempt to demoralize the troops Betty warned the men, "While you are here, your wives and girlfriends are dating American movie stars like Tom Selleck, Paul Newman, and Bart Simpson." Now that last one is scary!

■ The latest news in inane research is that men spend 3,500 hours of their lives shaving, and if left unshaved the average beard would grow to be 27.5 feet long.

■ One of the biggest losers in the Gulf War has been the U.S. peace movement. A February *Wall Street Journal*/NBC News Poll showed that 60% of Americans have lost respect for anti-war demonstrators while only 11% have gained respect. The lack of any credible alternative policy coming from the peace movement people on how to handle Saddam has exposed them as proverbial ostriches with their heads buried in the sand. As Rep. Stephen Solarz (D-NY) comments, "Stop the War" is a sentiment, not a strategy."

■ For all the safe sex fanciers out there, there is now a new way to use your condom. A British company is sending 500,000 desert-camouflage condoms to the troops in Saudi Arabia. Their use? To keep the sand out of rifle barrels.

■ It seems the authorities in Florida need to get a grip on what is and what is not classified as a human being. An anonymous call sent welfare workers to the house of James and Mary Seay. It was reported that they lock their child, Princess, in the bathroom when they are away. The facts are true except Princess is a raccoon not a little girl. Even so the Seays were required to go to child-abuse counseling and were placed on the child abuse registry.

■ Senator Ted Kennedy, always a fun guy, dressed up as Milli, from the duo Milli Vanilli, for a Washington Christmas party. It seems strange that Kennedy choose to represent a member of a group that had no talent and merely gained fame off others accomplishments. On second thought, it wasn't too much of a stretch for Teddy.

■ 800 prisoners serving life sentences in Michigan prisons want to fight in the Gulf in exchange for the commutation of their sentences. Governor Engler "applauded the gung-ho spirit of the prisoners and their pride in the USA, but we are not inclined to take them up on their offer." Too bad boys.

■ Frozen turkeys can be dangerous weapons. Scott Nelson was arrested for assaulting his wife with the frozen fowl. The bird was not damaged, and once the fighting was over, we are sure it made a lovely meal.

■ Those French! Always the innovators the French have now come up with "The Supermarket of Death." It seems that funerals in France are very expensive averaging \$3000 each, so Michel Leclerc has opened a less expensive alternative to the former burial monopoly held by another company. All we can say to that is Vive La Differance!

■ It would seem that even Doctor Ruth Westheimer has her standards of sexual conduct. Dr. Ruth has advised against love making in the sealed rooms which protect Israelis from poison gas attacks.



## Protest Politics: The 90's are Fortunately not the 60's

By Sherry Lowrance

UCSD has been unusually full of political activity ever since the outbreak of hostilities January 16th, and to a lesser degree, since the US's quick response to Iraqi aggression in early August last year. There have been many more rallies, marches and protests in the past five months than in the previous two years that I have been at UCSD.

Conservatives, as well as many liberals and centrists, have been somewhat disgruntled at the neo-sixties outbursts recently occurring on campus. The protesters tend to cling to mindless slogans and moral outrage, eschewing reason and calm-minded debate, and therefore alienate those who would like to voice their objections or support of the war in a more rational atmosphere.

There are many good reasons to be against this war in the Persian Gulf, but I and many others have never heard them explained in a rally. What we do hear are chants and slogans, strange percussion instruments (such as metal meal trays, pots and pans, and other unidentifiable junk) played by flower children wanna-bees, and calls for President Bush's impeachment. While these protesters are obviously recalling and attempting to relive the Vietnam era, they are thankfully quite a far cry from the actual sixties movement.



The eighties and late seventies seemed to have a soothing effect on the fires of the sixties. Subsequent manifestations of the sixties, like we are seeing today, have been significantly less militant and radical, despite what it may seem like to those of us who were not alive or were small children during the sixties.

Certainly the protester's attention-getting techniques are less violent and radical than previously. Here at UCSD, there have been rallies and marches; in the Bay Area there have been protesters blocking freeways and peaceful sit-ins. But in the sixties, building takeovers and sit-ins were frequently violent, resulting in riots and bloody clashes with the police. An entire college campus (Columbia) was shut down for an entire month in 1968, with several forced occupations of buildings, class strikes, and riots.

In addition, there is less anti-military and anti-American hatred in the recent protests than there was in the sixties. During the Vietnam era, the soldiers who fought in the war were often alienated from the society and blamed for taking part in what was considered an unjust war. Yet more recently, in a January 17th rally in Revelle Plaza, UCSD's chaplain took the microphone to tell the protesters to "not make the mistakes of the sixties" by blaming and not supporting the troops. Ever since then San Diego's protesters have gone out of their way when dealing with the media to announce that they support the troops by opposing the war. And they make sure to say that they are patriotic Americans, much unlike the sixties generation who would display a North Vietnamese or Viet Cong flag during anti-war protests. And who can forget the picture of Jane Fonda in Hanoi astride a North Vietnamese anti-aircraft gun aiming at the sky? Even Hanoi Jane has not gone to Baghdad recently to pose for pictures with Saddam Hussein.

Unfortunately (or as some would see it fortunately), some of the sixties agenda has been absorbed into mainstream politics, thus making today's protests seem less radical. For example, protest politics is ingrained into our political culture to stay. People will probably always protest anything that displeases them, using attention-getting techniques to attract attention to their cause. Strong anti-war sentiment in the form of pacifism has remained since Vietnam, which declares any and every war to be illegitimate and immoral simply because it is a war. The lasting impact of pacifism and protest politics can be seen in the sheer speed in which the first protests started after the conflict began.



And of course, draft resistance has become the rule rather than the exception. The sixties generation has made the draft almost unworkable between the leniency of conscientious objector status and the many who refuse to register. So any future wars must be fought without the draft for two reasons: first, because it is so unpopular that no sane politician would call for it if he wants to survive through the rest of his term in office; and second, because the selective service has been sabotaged beyond feasibility.

Despite the absorption of some sixties' values, the anti-war protests remain relatively mild compared to the sixties. However, if the war drags on for too long or if a military draft is called up, the mild nature of the protests could turn nasty at a moment's notice. That thought is rather unsettling for those of us who value law and order, and who prefer to debate politics in a thoughtful and sensible fashion. But for the time being, we can feel smug at the small turnout at most UCSD rallies and

be comforted with the thought that most people are thinking about this serious issue in the rational manner befitting a democratic society.

Sherry Lowrance is a junior at UCSD.

## Selfishness and Opposition to the Gulf War

By Brooke Crocker

"I was driving on the freeway this morning when I realized I hated people. I hated them so much that, if I could have, I would have caused a nuclear holocaust then and there. You think I am being unreasonable, irrational? You think I have PMS? Well, you are incorrect my friend. The fact is that people are lewd, crude, low down pieces of scum who only by the grace of God walk on two feet instead of sliding along on their bellies like snakes.

People claim such a high place on the evolutionary scale you would think we could have perfected ourselves by now, yet it seems that that goal is out of reach. Oh yes, men and women do do wonderful things (save animals, rescue children, recycle) but most of their time is spent in selfish pursuit of their own desires and wants.

I was watching a news program on channel 10 in which participants were discussing the media's coverage of the Middle East crisis. One woman walked up to the microphone and claimed that she wanted to see more Afro-American faces on the TV. I thought to myself, "What the Hell is this woman talking about!" Is that what is most important to people in this war, equal racial coverage? Do people actually believe that there is a media bias to only show white soldiers' faces on the TV?

This selfish, ignorant, ludicrous comment points to man's inherent selfishness. If it is not a black face can this

woman not relate to it, can she not love and be proud of it? Will it be only black soldiers that she will mourn? I guess General Colin Powell isn't black and the hundreds of black faces I have seen on the TV reports of the gulf crisis don't count.

When I watch the news I don't look for the white, Latino, or Asian faces in the desert. I look merely for American men and women of whom I am proud of and whom I support one hundred percent. The woman on the channel 10 program was, I suppose, doing her best Al Sharpton imitation, to create a racial issue out of every situation. There was no validity in her argument. Yet, it is perhaps those same selfish feelings of "I can only care about what is mine" that allow people to argue against our intervention into Kuwait.



One of the many arguments I have heard from people is that it is an Arab problem and what are we Americans getting involved for? Let the Arabs battle it out. To these people it seems there is no notion of right and wrong and that America should not stand up to injustices.

Americans are not dying for other Americans in the Gulf, that is true. They are dying for the dead Kuwaitis, the raped and beaten Kuwaiti women and the terrified Kuwaiti children who saw their homeland and their families ruthlessly ravaged by an unprovoked aggressor. And they are fighting to keep other peoples in the Gulf from falling under Saddam's domination. In fighting for stability and the principle of punishing aggression, America is defending not just Kuwait or other nations in the area, but ultimately itself as well. Just as Hitler's invasion of Czechoslovakia in 1938 did not pose an immediate threat to U.S. security, the result of a more powerful and embolden Adolf Hitler certainly did. The same is true of Saddam Hussein. Yet, people still argue that it is not an American problem so "lets not get involved."

Liberals have, of course, been blaming selfishness as a result of the Reagan administration, ignoring that it has always been with us. All Reagan did was promote the belief that being productive, and being

rewarded for it, made good economic policy. Now we are seeing people indulge their selfishness not in material goods, but in their attitudes toward anything not deafening directly with their own immediate concerns. This selfishness is just as ugly as any other.

Brooke Crocker is a senior at UCSD.

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## Twin Pits of Reading Instruction Decline

By Dr. Patrick Groff

How well reading is taught in schools has to be the concern of almost any member of the general public. For anyone with, or who anticipates having children, this issue obviously is of critical import.

Citizens who think they have no direct connection to the schools nevertheless are involved significantly in the practices of reading instruction. Although they may not view reading development with any discernible interest, they nonetheless are forced by the tax laws to pay for it.

The failure of reading instruction for young students poses for their unfortunate parents much anguish. Today's overburdened taxpayer also is assailed by this educational disaster. Remedial programs for poor readers are very costly, for one thing. When even this kind of reading instruction fails, the students so affected often move directly from school onto welfare rolls or into crime and/or prisons. Poor readers who manage to get jobs usually have spotty work records, which means they contribute very little as taxes to support their peculiar needs. In short, it is the gainfully employed, self-sustaining taxpayer who must foot the bill for the calamitous fallout from ineffective reading instruction.

Considering the widespread and ravaging effects of inept reading teaching, it would be normal to expect that the educational establishment has dealt with

this matter in a forthrightly scientific manner, that is by being careful to base decisions on how to conduct reading instruction on the pertinent empirical evidence. How dissatisfied in this regard have been the neutral observers of the education scene! The outgoing president of Harvard University, Derek Bok, for example, has roundly chastised the department of education for failing to come forth with better methods of instruction instead of perpetuating "transitory fads and theories".

The most recent lamentable adventure with theory (as versus science) by those who design and implement the methods used to teach students to read is called the "whole language approach" to reading development. This scheme (or "philosophy," as its originators prefer) for helping students acquire reading skills has five main disabling suppositions that when taken together comprise an invitation for disaster for reading instruction.

The foremost assumption by WL is that children learn to read in exactly the same way they learn to speak. Secondly, WL de-emphasizes written word recognition. Students can comprehend sentences without first recognizing the written words in them, it is claimed. A third tenet of WL is that students should be encouraged to guess wildly at the identity of words they read. Fourth, there supposedly is no sequence or

hierarchy of reading skills that should be taught. Reading skills can only be taught simultaneously.

The fact that none of these four basic articles of WL have been substantiated by experimental research leads WL proponent to a final declaration: Experimental research findings in reading are fraudulent. This expedient disavowal of scientific method raises alarms, of course, about the merit of any other of the WL propositions.

As if such dangerous meandering in the minefield of educational folly were not enough, the advocates of WL theory have associated themselves with two other remarkable examples of pedagogical imprudence. The first of these is represented by Patrick Shannon in his



recent book, *Broken Promises: Reading Instruction in Twentieth Century America* (Bergin and Garvey, 1989). As do his WL colleagues, Shannon rails at the use of "managed" or "rationalized" reading instruction, i.e., direct, systematic, and intensive teaching of reading skills. Such instruction reflects the "dominant classes' attempt to control the thoughts and actions of Americans". Who are the members of this supposedly dastardly clique? Capitalistic entrepreneurs involved in the risk of capital investment, those who have faith in "success measured by free market business and scientific principles". Scientific decisions as to how to teach reading therefore must be abandoned, Shannon concludes, since capitalism must be overthrown if effective reading instruction is to prevail.

The WL principle that children learning to read should be urged to "construct" (i.e., invent) in an idiosyncratic

way the meaning of passages they read is a second plunge into theory (as opposed to science) taken by today's experts in reading

instruction who subscribe to the WL approach. Their strongly-held view that students should be prompted to omit, substitute, or insert words in sentences they read—at will—obviously is based on the radical teachings of Jacques Derrida. Today's university students doubtless will recognize this name since Derrida's theory of the "deconstruction" of written material has come to dominate literature departments.

The WL propositions about word recognition and reading comprehension noted so far doubtless are derived from Derrida's contentions that words cannot state correctly what things really are. His assertion that the view of anyone reading words is as valid as that of any other also is that of WL. His statements that

relativism is the only remaining standard in reading, and therefore that the author is nothing while the reader is everything, and regularly repeated by WL exponents. Since it is impossible to determine meaning through reading, the WL gurus announce, it is an abominable practice to demand that children deduce precisely what it was an author intended to say.

The allegiance of WL theory to that of Shannon and Derrida signifies that the acquisition of skillful reading by young students is imperiled by what Allan Bloom has referred to as "the suppression of reason and the denial of the possibility of truth in the name of philosophy". That the fad of WL eventually will pass, as Bloom notes is the case with such fatuousness, undoubtedly is so. Equally unquestionable, unfortunately, is that another charismatic theory of the same nature will attract educators to its bandwagon. For herein lies the long-lasting and quintessential weakness of the educational establishment: its ability to resist anything but the temptation of up-to-the-minute, ultra-radical educational propositions. Educators love being swept off their feet by such proposals.

Patrick Groff is a Professor of Education, at San Diego State University.

## Why I Cast the Only Vote Against

Recently Third College passed a new general education requirements for its students. The only dissenting vote in the Faculty Senate was that of Political Science Professor Sanford Lakoff. We, at *The Review*, asked Professor Lakoff to write a piece explaining his reasons for voting against the new requirements.

By Sanford Lakoff

I voted against the proposed reform -- all alone in the Representative Assembly of the Faculty Senate -- for a number of reasons, as, on similar grounds, I would vote against the general education programs of other UCSD colleges. We do a much better job of specialized, discipline-oriented education than we do in general education, partly because there is so much to teach and so few course hours and faculty available to the colleges, but for other less excusable reasons as well.

In one respect, the Third College program is an improvement over its predecessor. The integration of the composition program with the core courses and the announced intention of paying close attention to writing, including grammar and style, deserve praise. (If student spelling were not left exclusively to computer software, I would be even happier, but this is a step in the right direction.)

Nor does it trouble me in the least that Third Culture should want its curriculum to emphasize social justice and the history and cultural experience of ethnic minorities.

My main complaint is that as it is actually structured, the program cheats students of even a minimal appreciation of their common cultural inheritance.

Taking the core curriculum and the requirements into account, it is very possible, indeed highly likely, that many students who go through this program will never have the joy of discovering most of the great cultural achievements of Western and for that matter world civilization. They will not be required or even encouraged to encounter the Bible, Homer, Plato, Shakespeare, Renaissance art, the philosophy of Hume and Kant, the political theories of Hobbes, Locke, and Rousseau, the scientific theories of Copernicus, Galileo, Newton, and Darwin, the music of Beethoven and Mozart, or the poetry of Keats, Yeats, and Hopkins. (Why bother, presumably, with the works of all these "dead white males" -- assuming, of course, that a woman did not write the Bible?)

Although the three-course natural science requirement has been retained, the humanities requirement has been reformed into a pseudo-humanities requirement: two

courses that must be taken not in literature, history or philosophy (the core disciplines of the humanities) but in "ethnic studies" and "third world studies."

For disciplinary breadth, Third College students must take all of three (for engineers) or four courses outside the

*"All three of these [required core] courses express the same world view. This view can be described as relativistic, subjectivistic, and 'constructivist.'"*

major, forcing them to make up this meager diet from among the humanities, social sciences, foreign languages, natural sciences, math and engineering. They are allowed one fine arts course, forcing them to forego music for theater or either for visual arts. So as they try to correct for a warped and truncated gen ed curriculum, they confront a Hobson's choice: literature

at the expense of a foreign language, science at the expense of either, art for music, etc.

Were I an undergraduate again, I would much prefer the sort of combined Columbia Western Civ and Chicago Great Books approach that I took at Brandeis and I gather is in place at Revelle. This format gives all the students a general survey of everything important and lets them pursue some subjects in greater depth, though I would now want it to include more attention to non-Western materials, as Fifth College does.

And further to the last point: Oddly enough, for all the talk in the proposal about the importance of introducing students to non-Western civilizations, there is absolutely no attention in the curriculum to the great world religions and their impact on civilization. In my day as a student, the core courses at least examined religion and the rise of capitalism, pitting Tawney's Marxist view versus Weber's idealist explanation of the "Protestant Ethic." Now that there is so much controversy about ethical issues like abortion and the "right to die," surely it

(Continued on next page)



## Third College's Gen Ed Reform

(Continued from page 8)

would be important for students to know something about the Judaeo-Christian tradition that frames their attitudes and quandaries. If only to understand conflicts in the Middle East, we also need to know something about the nature and appeals of Islam, not to mention the importance of understanding other eastern and African religions.

And I have another complaint which is more philosophical: The three required courses that compose the core curriculum (Diversity, Justice, Imagination) promise to leave students very much aware of what divides humanity but far too insensitive to what unites it.

The outline presented to the Faculty Senate is striking in that all three of these courses express that same world view. This view can be described as relativistic, subjectivistic, and "constructivist." (As the rationale for the third segment, "Imagination," observes, "We know the world as it is known through a variety of representations ....")

This world view readily lends itself to the conclusion that there can be no objectivity or scientific truth or absolute standards of morality. Instead every claimed truth is "deconstructed" and revealed to be merely a reflection of some particularistic perspective. That is a respectable modern position, with a pedigree in Humean skepticism and a clientele in every cafe on and off the Boulevard St. Michel, but it is nevertheless by no means the only one.

Surely there should be more than a grudging place in a gen ed curriculum for

*"The three required courses that compose the core curriculum (Diversity, Justice, Imagination) promise to leave students very much aware of what divides humanity but far too insensitive to what unites it."*

the view that biologically, ecologically, psychologically, culturally, and morally, humanity is a species with common referents, common motivations, common concerns, and yes, even certain common values.

Does a recognition of diversity require skepticism and nihilism? Does it compel us to suppose that heavy metal and symphonic music are merely different forms of expression and that no aesthetic standards

can be identified by which one can be judged more beautiful and more refined? (But how would Third College students even know that any music not apt to cause premature loss of hearing is worth listening to? How, I wonder, could so splendid a musician as the provost of Third College, Professor Cecil Lytle, have approved a program in which music has no place at all?)

Third College, its proposal claims, wants to help young people understand and

come to terms with their own contemporary milieu. If so, should it not also examine the American experience as a testament, not just to diversity, but to the struggle to forge unity out of diversity ("e pluribus unum") without annihilating separate selfhood and pluralism?

If only Third College had taken the opportunity to enrich its students' lives rather than try to make a virtue of their impoverishment! I would have been happy to vote for a gen ed reform that set out to open the world of the knowable and the created to the culturally as well as materially disadvantaged. This program does that goal a disservice. "Beware of all enterprises," as Thoreau wrote, "that require new clothes, and not rather a new wearer of clothes."

Professor Lakoff is a Professor of Political Science at UCSD, and Self-Appointed Occupant for this Particular Question of the Henry David Thoreau Chair of Politically Incorrect Thought.

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## Scholars for Academic Integrity

By Natalie and Gerald Sirkin

"You can't trade in falsehoods forever. A regime of deception, even when noble in intent, progressively destroys moral and capital and leads to the dead end of universal cynicism."

With this guardedly optimistic theme, Stephen H. Balch, President of the National Association of Scholars, opened its Second General Convention, June 8-10, 1990, to examine the current sickly state of learning in American colleges and universities and the prospects for improvement. His optimism had to be guarded, because the ailments are many and strongly entrenched.

A salient symptom of the illness of our institutions of "higher learning" is the proliferation of junk courses. Lynne V. Cheney, Chairman of the National Endowment for the Humanities, listed some of them. Long Island University offers College 101 How to Take Notes. The University of Delaware has a course in death-related issues in which a computer simulation of the student's own death "puts you in touch with your own feelings." At Boston University, a course on "Tarot-Card Reading, Dowsing, Divining, and Tea-Leaf Reading" is described by a student as "one of those classic courses where you learn something about yourself."

Dr. Cheney spoke of courses in pop culture -- analyses of TV soap operas and situation comedies -- disguised as serious courses by the device of sifting through the TV programs for racial stereotyping, sexism, or other hidden ideological plots.

Why do colleges waste students' time on TV stuff, about which they already know more than enough, when they are already uneducated in history, science, mathematics, English, and foreign languages? Partly because junk courses, being entertaining, fill classroom seats. Partly because they are the only kind of course that unqualified students can endure. Partly because there are teachers who would just as soon not preserve knowledge of the foundations of Western Civilization, which they would love to destroy.

Dr. Cheney illustrated the results of the kind of education received at even the most prestigious colleges with an incident which occurred at a Harvard graduation exercise. Students in their caps and gowns were asked to explain why the seasons change. With self-assurance and great ignorance, they offered their explanations - all of them wrong. On hearing Cheney relate this story at a conference, one Princeton graduate said she knew the answer, but, first though, would the questioner remind her: Does the sun go around the earth or is it the other way around?

It is the political virus in universities which may be the most deadly of all their ailments. Politicization of a university means that decisions are based, not on the advancement of learning, but on what is "p.c.", politically correct -- a popular campus code of Marxist origin.

Faculty and administrators say with pride that they would not hire a conservative, said Professor Alan C. Kors of the University of Pennsylvania. They are not embarrassed to show their ideological bigotry because they are confident they are p.c.

Being p.c. covers all sins. When Yale historian Donald Kagan was named Dean of Yale College, *The Yale Daily News* expressed alarm at the prospect of a white male conservative as dean. If the newspaper had expressed alarm at a black female progressive as dean, the editors might have been sentenced to a sensitivity-training program or possibly expelled. But

intensified by harassment policies adopted by many universities. Under those policies, faculty and students can be punished for statements considered insulting or harassing to protected racial and sexual groups. The University of Michigan's policy prohibits "stigmatizing or victimizing" individuals or groups on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap, or Vietnam-era veteran status. A graduate student in biopsychology in Michigan brought suit because he would not be permitted to discuss in class the hypothesis that men as a group do better than women in certain mental tasks like engineering. The student won, but the witch-hunters will no doubt try again.

Unprotected groups, in contrast, are fair targets for insults. Professors have felt free to call conservative students "Neanderthals." Feminist professors have

fear of a white male conservative dean is p.c.

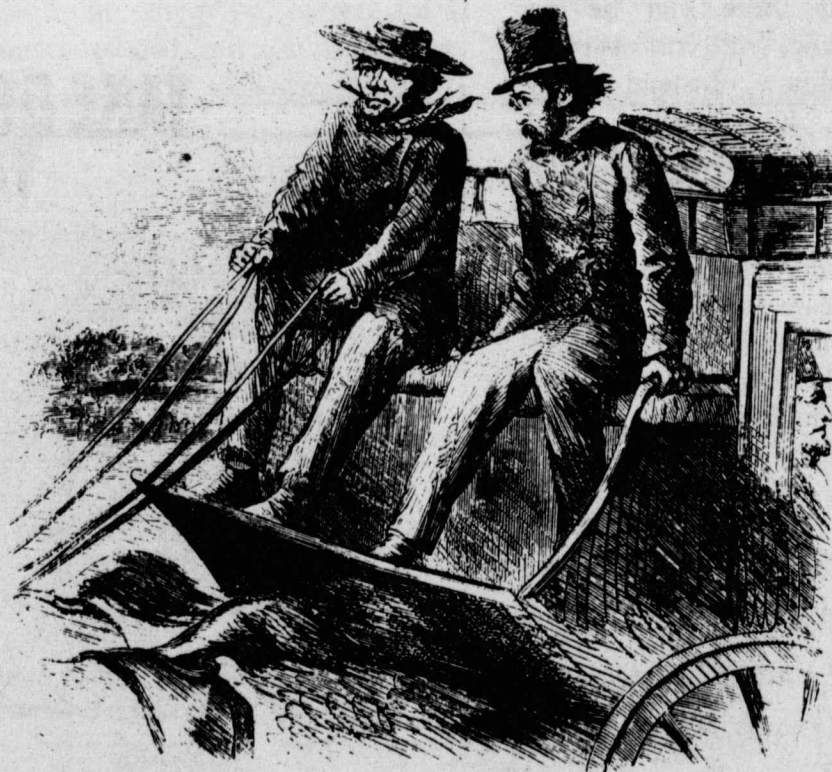
If self-censorship fails, the thought-police on campus are ready with its weapons. Certain research and lecture topics -- genetics, causes of homosexuality, relative abilities of men and women -- can lead to demonstrations of the filing of charges. Stephan Thernstrom, Harvard University professor, mentioned the difficulties created for him when, anonymously, four students charged him with "racial insensitivity" for using "ethnocentric" terms. He was never told how he had offended these students.

Witch hunts on campus have been

felt free to call non-feminist females "Barbie dolls."

The NAS scholars agree that the issue facing America's colleges is not left versus right, or other differences of political philosophy, but how to restore academic integrity in which all scholars have a vital interest. The alternative is another Dark Age of ignorance and superstition.

Distributed by The Collegiate Network.



## Reasons for War

By Benjamin C. Hart

The current situation in the middle east is for obvious reasons dominating the lives and minds of American university students. A new generation is faced with tough questions: What is this war stuff about? What does it mean to me? Do I support this country and the democratic principles behind it?

The answers that many students are finding would most certainly shock our 1960's counterparts. That is right, students support the efforts of the United States military in the Persian Gulf. Illustrations of the support can be found on signs displayed around the campus or by listen to the calls received by any radio station.

We find that preserving the sovereign state of Kuwait is of sufficient importance to warrant the action taken by the President in conjunction with the allied forces. It is not that simple though. We also see Iraq as a potential threat to an already precarious balance of power in the region and the world in the future. Further compounding the issue is the dependence of most of the world on the region's oil.

We find that there is a time when action is necessary to prevent an uncontrollable situation from arising. That time is now. If the world were to sit by and allow Saddam Hussein to annex his neighbors and become an even stronger



force in the region, the effects are given. prior to World War II, the world let Hitler march through Czechoslovakia with little more than a token condemnation. What happened next was something that is not likely to be forgotten and the world should take every step to prevent it from happening again. That is what this war is about and all those who are out there protesting are not only too late, but are also blind to the history of their own century.

Another important fact that we must realize is that this is not going to be another Vietnam. That is a promise to the American people from their President. Already, it has become obvious that this is true. The President has allowed his generals to fight a real war. He has not tied their hands with political rhetoric, but has instead asked that they do their jobs as best they can and bring our men and women home as soon as possible. This puts to rest the argument that we are entering another no win situation as we did some 25 years ago. This time the world has spoken in one voice and Saddam finds even some of his Arab brothers turning away from him. This shows that the students speaking in favor of quick and decisive action are speaking with much more thought and greater perspective than those who rattle off slogans and carry protest signs.

What we who support the President are trying to say is this: We support peace, but a peace that is workable to the whole world, not just Saddam Hussein and some students at Berkeley.

Benjamin C. Hart is a freshman at UCSD.

## The Empire That Never Was

By Elizabeth Sanchez

A little taste of freedom is a dangerous thing. That is what the Soviet government is learning. Sure, Glasnost and Perestroika are great ideas in Western eyes, of course. There is no doubt that the Soviets, especially their youth and their ambitious politicians, enjoyed these desserts Mr. Gorbachev fed them. But as we who are the most liberated, we who are the over-privileged, we who are the Westerners know that true freedom can only exist without fear. And how do the hard-line communists control their people? By fear. What they have learned is that freedom and fear cannot co-exist, so one has to go, and sadly, we all know which one is on its way out.

I do not want to sound like an "I-told-you-so" but when Perestroika and Glasnost came into being I was very leery. I wondered what Mr. Gorbachev was up to because these policies sounded too good to be true. Even his own people, who share the KGB's mentality of "Trust but verify," were leery at first. The youth warmly embraced these ideas of freedom, ambitious politicians praised them, and even the Soviet media learned to abuse them. It was a pretty picture and I even thought for a moment that I had been wrong in questioning these changes, that

my paranoia of the Soviets had gone too far.

Mr. Reagan promised the west that communism was bound to destroy its own economy. The Evil Empire was indeed evil and we were going to contain it by Reagan's policy of Peace Through Strength. Surely the Soviets could not keep up with an arms build-up. Our own liberals condemned this ideology believing that an arms race would contradict a human race.



In a 1983 issue of Time magazine all the commentaries, all of Reagan's adversaries, all the liberals held a common consensus that an arms build up would most definitely lead to Nuclear disaster, not prevent it. I remember how I felt when I was 13 and had to hear this apocalyptic view. I was scared. Not of the build-up, but of the Russians. We all grew up fearing the Russians. We remembered

Khrushchev's promise to bury us, yet the Democrats consistently criticized the build-up. They criticized weapons saying they would never work, let alone be used. Yet Reagan pushed and pushed for his policy.

The Soviet economy collapsed, its people were starving. Something had to be done to appease the people so Mr. Gorbachev brought in some reforms. The change was working and soon Eastern Europe decided it wanted more freedom. The Wall came down, communism appeared to be gone, and suddenly we were told it was safe to get in bed with the benign bear. A Soviet leader, with the biggest public relations company in the world working for him, even won the Nobel Peace Prize. Too good to be true.

And now our strange bed-fellow criticizes us at one of our most crucial hours -- when we are dealing with a cruel dictator. The Soviets have the nerve to suggest that the allies are showing little regard for the lives of our enemy. Too many Iraqi civilians are being killed according to Iraqi propaganda. I am not saying innocent people have not died. I am sad to say many have. But I am shocked and appalled that the Soviets of all people, (who have gone back to their Brezhnev ways without any notice) have the nerve to say they care for human rights.

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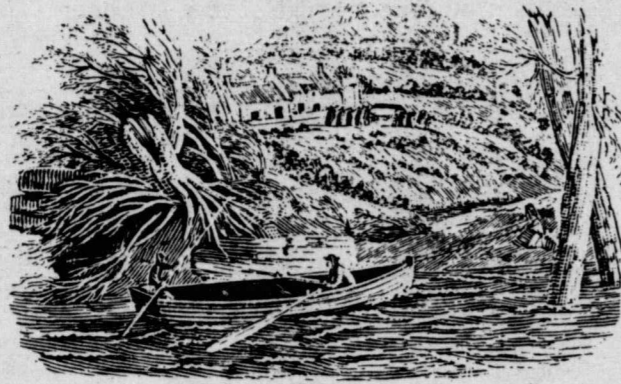
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They accuse us of violating humanity, some friends they turned out to be! They know full well we are doing what is moral, yet they refused to support the allied effort. Just how stupid do they think we are? Are we not aware that Soviet military advisors are in Iraq. Are we not aware that the Iraqis are using Soviet made tanks and weapons? Are we not aware that terrorist factions (like the PLO and the IRA) are funded by these sudden "human rights activist" soviets? Just how blind do they expect us to be?

Now the Soviets are working with the Iranians and the Iraqis on a peace plan while they are slaughtering their own people in the Baltics. The Soviet Union refuses to acknowledge that 90% of the Lithuanian people voted to secede from the Union. They are quickly spreading out their elite special forces to the more

troubled areas of the Union to intimidate any dissidents. How can we possibly trust any peace plan made by the Russians? How can we even trust these people?

It seems to me that the Soviet Union is the empire that never was. Communism has failed in their own country. It has failed in Eastern Europe. It is failing in



Latin America. It is strongly questioned in China. Is there any question that the Soviets are trying one of the last untouched regions of the world to push their communist ideas? We are in danger of being caught with our pants down. As Westerners we must remember that peace through strength does work. And most of all we must realize that the Russians have been our enemies for way too long to trust them immediately without question. I would like to see us become friends and allies with the Russians. But, as their own KGB says, trust but verify.

E. M. Sanchez is a junior at UCSD.

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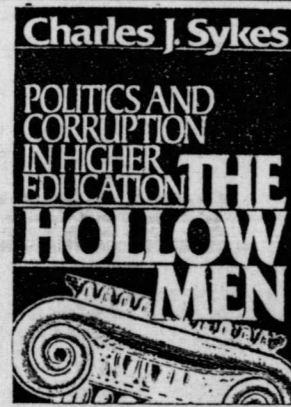
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## Politics and the Classroom

By Alexander Grey

When the campus anti-war activists threw their "teach-in" a few weeks ago to "educate" students on the Persian Gulf conflict, many professors canceled their classes, encouraging their students to attend the anti-war teach-in instead. Other professors turned their lectures into rap sessions concerning U.S. policy in the Gulf. To my surprise, nobody, to my knowledge, in the UCSD administration made any suggestion that such behavior was wrong. The use of the classroom as a political tool is accepted practice at UCSD.

The UCSD administration seems to have forgotten (or perhaps just no longer cares) what the purpose of a university is. Its purpose is not to get millions of dollars in research grants or to provide a pool of consultants for private industry and scientific firms. It is to educate undergraduates. When a student enrolls in UCSD and pays his fees, he is entitled to an education and to be taught the subjects for which he signs up. But as long as professors can get away with using their classrooms to promote their own political agendas instead of providing their students with a quality education, they will, no doubt, continue to do so.

Charles Sykes, in his recent book *Profscam*, does a wonderful job of exposing the problem of professorial abuses. One of the most damning indictments he makes is that university administrations have abdicated their roll of ensuring integrity in the curriculum and in the quality of instruction, turning this power over to the professoriate who have, to a large extent, wielded it to benefit themselves rather than the undergraduates who are paying the bills. Professors have turned to research instead of teaching (because that's where the money, prestige, and tenure is), and have twisted the curricula to fit their various interests and specialties without regard to the educational needs of students. Even more sad is the fact that professorial interests are very often the advancement of political doctrine. Our universities are becoming places not of learning but of political indoctrination.

It is very possible, of course, to get a very good liberal arts education at UCSD. We have some extremely fine professors who do care about students and who do exercise a great deal of intellectual integrity and professionalism. On the other hand, I don't think that the harm that will be caused by an increase in politicized classes and curricula can be exaggerated. Politics in the classroom turns students away from true scholarship and robs them of the education which they should be getting.

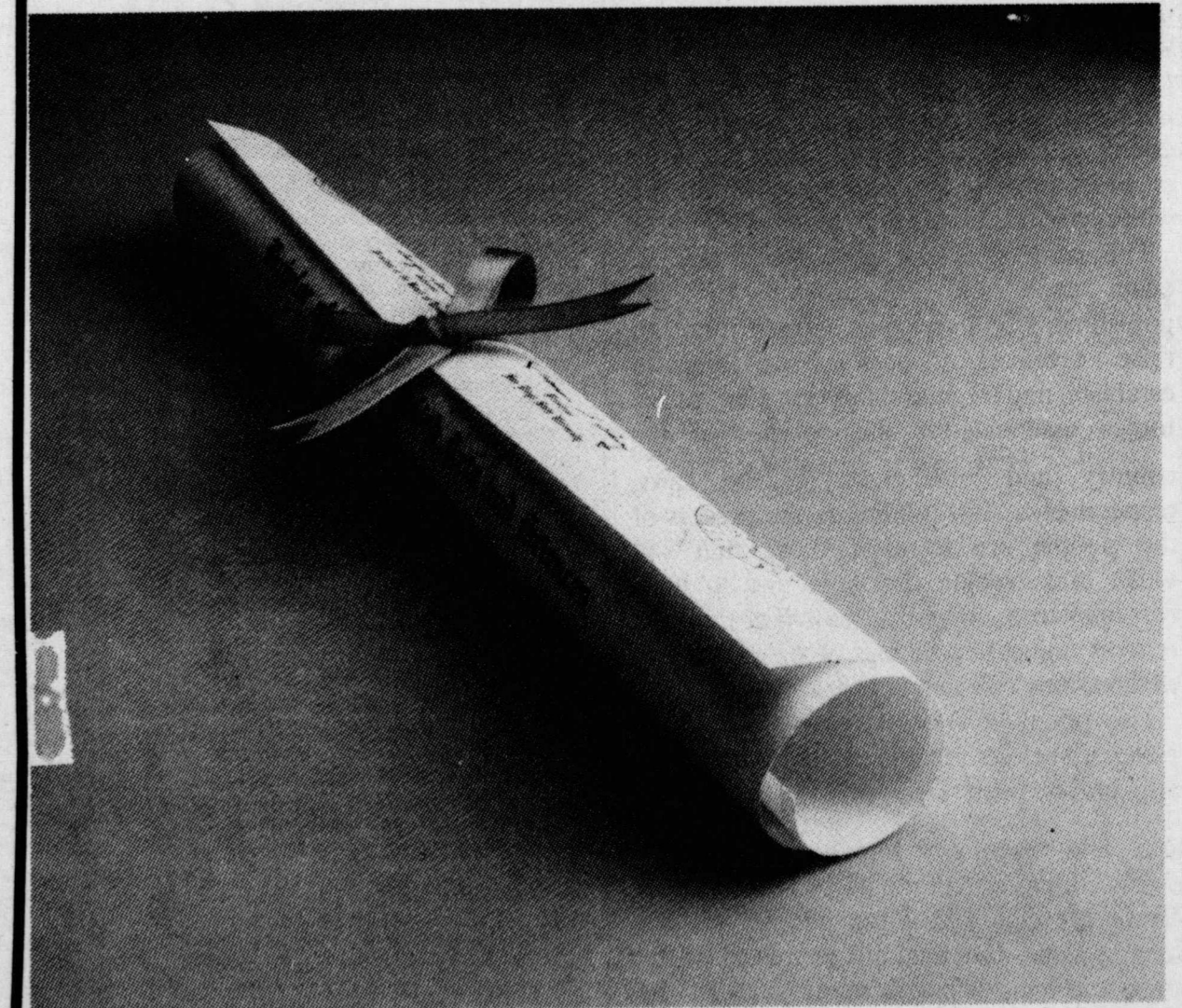
At UCSD the most prominent political invasion is coming from the radical feminists. In addition to the plethora of new courses in feminist theory and gender studies, there is the more insidious practice of incorporating feminist theory into many other classes. I would be surprised to find



If the attitude of the UCSD administration is ever to change, students are going to have to voice their concerns loudly. Students will have to stand up and make it clear that they want a university where political ideologies have no place in shaping the curriculum or course outlines. And students will have to make it clear that if the administration will not take steps to promote these desires, they will either find other schools that will, or, at least will deprive the alumni fund of their financial support.

any History or Literature majors at UCSD who have not encountered a professor who centers his analysis of course materials on feminist, or some other political ideology. And since it is being accepted as legitimate practice by the administration, future students will probably encounter it more.

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# Concepts For A New Cuban Constitution

By Dr. Alfred G. Cuzan

Although the final countdown of Fidel Castro's communist regime may be some time off, it is not too early to take up the political principles upon which Cuba's future constitution ought to be founded.

The constitution of a free people declares their purpose in forming a government, assigns certain powers to that government while reserving others for the people, divides the powers of government among offices, and provides for the filling of these offices by lawful means.

The principle purpose of every just government is to strike a balance between, on the one hand, protecting the life, liberty, and property of individuals and, on the other, promoting the general good. This balance between private and public interests will shift according to changes of opinion and circumstances, so no equilibrium will be permanent. What a democracy requires is that those who govern risk being voted out of offices if they misconstrue the public interest or sacrifice individual interests to no good purpose.

When one man assumes the sole power to define the public interest, and arbitrarily decides what private interests must give way to his idiosyncratic interpretation of the general good, the result can only be inimical to the welfare of the entire country. The wrecking and ruining of Cuba by Fidel Castro, now evident to all but the willfully blind, testifies to that.

The powers of the government are to enact laws and to provide for the punishment of those who violate them, to raise revenues through taxes, and to establish and regulate military and police forces essential for the defense of the country and obedience to the laws, respectively. At a minimum, the powers of the people are to elect those that will make and execute the laws, and to have recourse to an impartial judiciary that will redress unjustified takings of their property or invasions of their liberties.

The people may also reserve additional powers, such as recalling public officials of any branch who have violated the public trust, and enacting or repudiating laws and constitutional amendments by referendum. These prerogatives of the people, seldom seen in Latin America, are exercised at the state and local levels in many parts of the United States, having become familiar with them, Cuban residing in the U.S. will no doubt want to include these genuinely popular powers in the Island's new constitution.

Dividing the powers of government is indispensable in a democracy. As James Madison put it: "The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny". Having endured more than three decades of despotic rule by a man who, in effect, appointed himself "Maximum Leader" for life, Cubans can only say "Amen" to that.

As Madison admitted, though, there is no single formula for dividing up all the powers of government. Generally, however, the legislature should make the laws and control the purse; the executive should wield the sword and have the power to pardon; the administration of justice should be vested in independent courts; and municipalities should have autonomy to regulate local affairs and raise their own revenues.

(Continued on next page)

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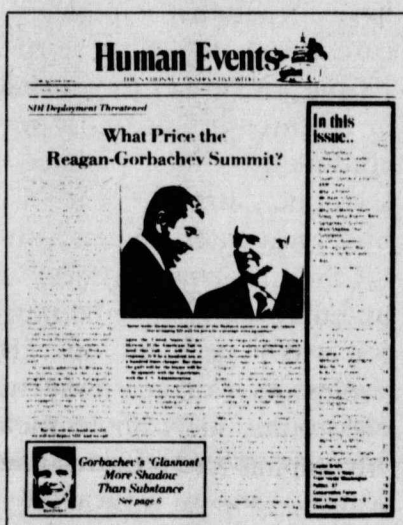
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(Continued from page 14)

Most legislatures in Latin America are bicameral, as are all but one of the legislatures of the U.S.A. The new Cuban constitution would do well to adopt the bicameral principle, and, as in the U.S., provide for a senate, elected for a longer term than the lower house, which would share with the executive the powers of appointment and making treaties.

Although the executive could be filled from within the legislature, as is do in parliamentary systems. Presidentialism

this office, which is subject to wide swings in effective power, from authoritarianism to impotence. Fearing the former more, most countries prohibit the immediate reelection of the president.

Presidential impotence, however, is just as problematic, especially in an elected government. In Latin America, the popularity of the chief executive tends to be short-lived, usually lasting one to two years, after which it shrivels to

The new Cuban constitution should try an innovation: a short, three-year presidential term. If, as is the rule, presidential popularity collapses after a couple of years, the nation would not have to be saddled with an unwanted president for much longer. To compensate for the shorter term, up to two consecutive reelections should be allowed. This would give an outstanding president the satisfaction to have his policies vindicated at the polls.

The incorporation of these political principles into a new constitution would go a long way toward insuring that Castro's demise will be followed by what he promised and then defrauded the Cuban people of: a true democracy.



more in keeping with the political culture of Latin America. However, most of the region has had little success in regulation of

insignificance, crippling the incumbent's ability to lead and tempting the military to stage a coup d'etat.

Dr. Cuzan is an Associate Professor of Political Science at The University of West Florida, in Pensacola.

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<p><i>Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.</i> -- John F. Kennedy</p>	<p><i>Those who will give up essential liberty to secure a little temporary safety deserve neither liberty nor safety.</i> -- Benjamin Franklin</p>	<p><i>I couldn't afford to be a racist. I got past believing that black was either the best or the worst. It just was.</i> -- Kareem Abdul Jabbar</p>

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