Board delays emergency plan ruling

BY TYWLA THOMAS
Staff Writer

The Board of Supervisors postponed its decision on the county’s nuclear emergency disaster plan in the face of public testimony Wednesday night from a large number of residents opposed to its approval.

According to Supervisor Howard Mankins, the board will consider approval or revision of the plan Monday.

Despite the strong opposition voiced at the hearing held in the Courthouse Annex, the board is expected to give its approval, which may pave the way to the Nuclear Regulatory Commission’s granting of a full-power license for Diablo Canyon.

"Perhaps no issue is so central to the entire plan and this hearing as the options available to the public should a nuclear accident occur at Diablo Canyon," said political-science professor Richard Kraendelf, a member of the Cal Poly Concerned Faculty and Staff who gave a joint presentation to the board.

Kraendelf said the plan states that the two most basic protective actions the general public can take to reduce radiation exposure are evacuation and sheltering. He pointed out that the plan’s own data shows evacuation is not an option, and that sheltering is not practical.

Kraendelf testified that under average hourly wind speed from Diablo, radioactive plumes would reach San Luis Obispo in 3 hours. In contrast, the maximum time needed to evacuate the city under optimum conditions is five hours.

"Inescapable conclusion

"By focusing on this basic format we now arrive at one inescapable conclusion: not one of the six cities/locales within the area of the plan, including SLO, Morro Bay, Pismo Beach, Arroyo Grande, Los Osos and Grover City will be able to come anywhere near to completing an evacuation when the radioactive plumes arrive," said Kraendelf.

Since only between 28 percent and 68 percent of the population will be able to evacuate depending on locale, Kraendelf asked the board, "If all cannot get out in time, how is it to be decided who is to go and who is to stay."

Chemistry Professor Gail Jacobson presented testimony claiming a sheltering option, whereby residents stay in their homes and cut down on radiation exposure by 10 to 50 percent would not work. "Sheltering... would in no way preclude many thousands of our citizens from incurring serious acute illness or death, or the later development of cancer or leukemia," said Jacobson.

Joe Dunstan, a landscape architect-lecturer, criticized the county plan by saying, "Those parts of the plan which refer to many basic emergency operations at Cal Poly are so general as to again not be translatable in case of any nuclear accident."

Dunstan claimed that no Cal Poly draft disaster preparedness plan exists.

"Perhaps no issue is so central to the entire plan and this hearing as the option of this board would seriously ruin the credibility of the hearings in the eyes of Cal Poly," he said. Please see page 4

Student’s idea blossoms into Poly cultural center

BY SHAWNA TURNER
Staff Writer

The subject was prejudice.

It was the start of an idea for Salvador Villasenor, an agricultural science major, soon after he took the Junior Writing Test last spring.

What grew from that idea will open the center, the first of its kind in the California State University system.

The center, the first of its kind in the California State University system, Villasenor and volunteers from the students and faculty plan to teach the community about ethnic minorities on campus, and strengthen cultural values within each ethnic group.

This kind of education was lacking last spring, said Villasenor.

For an essay on the Junior Writing Test he took, students were asked to describe a prejudice they held. A large number of students expressed animosities toward ethnic groups on campus.

"Low ethnic population

Cal Poly has the third lowest number of ethnic minorities in the CSU system, behind Humboldt State University and Chico State University.

"Some students wrote blunt, racist essays, specifically against Mexican-Americans on campus," said Villasenor. He prevents such American, occasionally using the term "brown people" to describe students from Mexico, Central America and South America.

The media has helped corrupt the Mexican-American name, creating the connotations one puts on us, like low riders, and in the 60's, names like "pachucos" or "root suiter," he said. "And in the South and the East, the same kind of stereotyping has existed for blacks."

Villasenor decided such stereotyping had to stop.

With help from members of the Cultural Advisory Committee and faculty members such as history professor Quentin Taylor and assistant education professor Ambrosio Lopez, the possibility of a center to teach cultural values began to take shape. Please see page 4

Science needs human values

BY SHARYN SEARS
Staff Writer

A human values perspective should govern the application of scientific research, a Cal Poly professor said to a capacity audience in the University Union Thursday.

"Scientists must be aware of their impact on society," chemistry Professor Dane R. Jones said. "The well-trained scientist should be able to predict the application of his or her work and be sure that the application justifies the work," he added.

Jones discussed value judgments found in science textbooks, the role of truth in scientific research and value judgments made in applying research.

Value judgments occur in scientific education because science is not ethically neutral, he said. Science textbooks often make value judgments about the importance of science in society, Jones said.

"We (the books) make an association between science, progress and social good," Jones said, after reading excerpts from several science texts.

"Statements such as these are chilling," Jones said.

"When I read these statements, I think about the importance of science in society," Jones said.

Jones discussed truth in science, asserting there are differing degrees of truth.

"To give a true scientific answer, he said, "we must have very specific questions."

"Scientific truth

To discuss scientific truth the question and the respondent must agree upon the degree of specificity desired in the answer," Jones asserted.

"If I were asked, what is this pencil made of? I would have to know the degree to which you want me to answer," Jones said.

"Should I respond by saying lead and wood, or break the pencil down into its molecular components?"

Publication of scientific research in journals makes truth an important element in research because other researchers will try to copy the experiments and therefore validity is crucial, Jones said.

"Open literature forces the scientist to be truthful," he said. Usually researchers have a preconceived notion of what the result of their experiment will be and this can sometimes influence the result, he added.

"Scientists are constantly making moral and ethical judgments in their choice of texts, according to Jones. Value judgments are particularly prevalent in general education texts, he said.
Harmonica Smith: blowing the blues

The San Luis Obispo Blues Society will bring another big name to the Veta Hall on Jan. 19 when George "Harmonica" Smith comes to town. "Blowing the Blues," Smith, who learned harmonica from his mother when he was four, left home at the age of ten and toured throughout the South, working dances, picnics, honky tonks and often street singing.

Smith has come a ways since then. More recently, he has performed with such blues greats as Little Walter, Muddy Waters, and "T-Bone" Walker. Some of Smith's songs include "No Time for Jive," "Milk That Cow," and "Shoul Feet."

Editor's Note: Because of the special section Black Perspective and the limitation of space, Review will run next on both Tuesday and Friday.

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—Martin Luther King, Jr. Letter from Birmingham Jail, 1963

Huff said teachers tend not to include blacks in their lectures. "It was fairly obvious it referred only to whites," he said. "I don't think it was a recent comment, but it was by a professor. No one else notices it, of course, because you're the only black person in class."

Education professor Don Cheek pointed out ethnic studies and multicultural classes hold low priority in the educational system.

"It is very possible that many faculty are teaching the way they have been taught. This means that the racial and cultural implications of one's subject matter are not ignored intentionally, but was not even given any thought," he said.

A large part of the problem is the extent to which blacks and other minorities are outnumbered in the predominantly white community. Johnson said. She sometimes avoids walking across the quad to avoid being stared at, she added.

"I find myself saying hi to all the blacks...It's like my hand is a magnet going up to waves," she said, adding she wants to join one of the two black sororities on campus "to have something like sisterhood."

"I see Cal Poly becoming more and more 'pure' as the number of fairly wealthy "WASP" students grows," said Carl Wallace, associate dean of students. "I have found the number of ethnic minorities, foreign students and out-of-state students has been declining.

Wallace said the new multicultural admissions process may help increase the number of minorities on campus, but it is too early to tell.

"I just wish we could build on Martin Luther King's legacy," said history professor Quintard Taylor. "Unfortunately, we've started to backslide. Taylor said the new conservative swing in the last 6 or 8 years has contributed to an underlying racial tension.

The Reagan administration's attempt last week to give tax exempt status to two racially segregated schools in the South exemplifies the government's stand on racial matters, he said.

The national increase in racial problems is reflected to some extent at Poly, Taylor said, stating that Poly's Southern California location and primarily technological focus contribute to its conservatism.

"I see the university administration being pretty much committed to affirmative action—but unfortunately that doesn't filter down to the lower ranks," Taylor said. "I don't see much of a commitment on the part of the low level administrators or the faculty."

The bulk of the hiring is done by departments rather than the administration, he said. "As a result, even thing to say all black students should try to get around to talk to all white students."

Raveneaux, rav(e)n(e)s adj (rauvn, rushing, impetuous, rapacious, ir.) 1. RAPACIOUS: esp: devouring with voracious eagerness 2: urgently eager for food : craving for satisfaction or gratification

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Black Perspective

Join the Class of '81-at Hewlett-Packard

Take a look at why these Cal Poly grad students chose HP

Kyle Karnosh Rosenblom
BSEL June '81
Development Engineer
Stanford Park Division
Palo Alto, CA

"There are many companies which offer interesting and challenging jobs, but I think it was the working environment at HP that made me decide to come to HP. The atmosphere is very relaxed and open, which makes it easy to learn from experienced people in the lab. The emphasis is where it should be: the important thing is doing your job, not what you wear to work or physically being at your bench from 9 to 5. I guess what I like about HP is its common sense philosophy; if you treat people well, they'll do a better job." Said Karnosh Rosenblom.

Kevin Bodman
BSME June '81
Development Engineer
San Diego Division
San Diego, CA

"As an HP Development Engineer, I'm constantly on the move to solve new and exciting challenges, and opportunities for fulfillment as an engineer. You are given as much responsibility as you can handle with your contributions having a real effect on the new product design. HP gives me a chance to utilize my creativity and strive to attain my full potential. At HP, new engineers can immediately get involved with state-of-the-art design for new products which will have a great impact on people's lives today and tomorrow." Said Bodman.

Jeaniee Campbell Bruins
BSCS June '81
Marketing Engineer
Computer Support Division
Cupertino, CA

"After four years in the Computer Science program I never thought I'd get a job in Marketing. During my interview with HP I was told how I would be able to apply my computer background in an area other than programming. They were right! I'm currently a Support Engineer working closely with both our Field and Factory to determine the best way to support new and existing software products. I'm not designing new software, but using my knowledge of software design and develop new support strategies." Said Campbell Bruins.

Dean Adams
BSE/EL Dec. '81
Customer Engineer
Newly Sales Region
Palo Alto, CA

"From the time I began working for HP, I've enjoyed the training that's provided for Customer Engineers. I've made friends from all over the world. As a Customer Engineer, I enjoy working with professional and well trained people. My job as Customer Engineer takes me to many different companies where I service and repair Hewlett-Packard's commercial computer systems. I'm on the go and learning all the time. With HP growing and changing as fast as it is, it's a fun place to be." Said Dean Adams.

New center to teach cultural value

From page 1

Then in the spring the University Board of Governors granted space for the center, a room on the first floor of the Student Services Building.

There are many good reasons for considering HP including: reputation. An opportunity to work for a company highly regarded for the way it relates to people, as well as for its products for science, engineering, medicine and business.

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THE CENTER OPENS June 15. And becomes effective July 1. If you're interested in HP, please stop by and see the new center. We'd like to meet you. We'll have a lot to share.

Author Credits Miller a senior position in the HP's Cultural Awareness Office.

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A VARIETY OF OPPORTUNITIES in Research and Development, Field Sales, Manufacturing, Marketing, Administration or Service. We've grown to more than 200 offices and plants around the world.
There have been civil rights leaders, and there have been those who have dedicated their lives for the civil rights cause. Dr. Martin Luther King Jr., a black civil rights leader, had a dream for all races...including the white.

Dr. Martin Luther King Jr. was born on January 15, 1929 and assassinated on April 4, 1968. He had accomplished a dream for all races...including the white.

I was raised in a non-violent, but strong atmosphere, especially since my grandfather and father were ministers. My brother Alfred, a clergyman, and my sister Carole also believed in my non-violent ways for they too marched with me. The march on Montgomery in 1956 was my first march.

At an early age I displayed my anti­taxy for violence that was to be a character trait of mine when I reached adulthood. One time the school bully "wallumped" me, but I did not return the blow. Another incident was when a white woman in a store slapped me and I said I was a "nigger" who stepped on her feet, but I said nothing to her.

I presented segregation as far back as I can remember. While I was still too young for school, I already had learned something about discrimination.

Three or four of my inseparable playmates had been two white boys whose parents ran a store across the street from our home in Atlanta. Then something began to happen. When I went across the street to get them, their parents said they couldn't play. They were not hostile, but they just made up excuses.

I was a 27-year-old clergyman in my first parish assignment in Montgomery, Alabama. Montgomery was the first capital of the Confederacy. This is where the year-long boycott against segregation on city buses took place. It was the first peaceful revolt of American Negroes against a racial born caste system.

For years, the struggle for civil rights had carried on the impersonal shadow of writs and court orders. After the Montgomery bus boycott, the movement for racial justice became permanently enshrouded in the eyes of the nation.

The peaceful revolt began because of the arduous feet of Mrs. Rosa Parks, a seamstress and former secretary for the National Association for the Advance­ment of Colored People (NAACP). She refused to give her seat to a white man and as she was arrested and fined $10, the cost for violating a law requiring bus passengers to follow drivers' seating assignments.

Why did black people or any other race who pay the same fare as whites have to be subjected to abuse from the bus driver and other white passengers? Why did they have to give their seats to someone else?

We, the ministers, decided to form the Montgomery Improvement Association (M.I.A.). I was elected president of the association and chosen to direct the protest. Although I was a newcomer, I didn't consider it a difficult task and my ability to direct the protest was evident, since I already desired segregation.

By recruiting more than 200 volunteers and their cars, nearly 100 pickup stations were established. At first, the M.I.A. existed only on donations from local churches and mass meeting collections, but then donations began to come from across the United States and from as far away as Tokyo.

If I say that people did not get discouraged, I would be lying. If I did not have that whisper of inspiration from somewhere I too would have been discouraged. I was not afraid, even with bombings, shootings and arrests that I encountered. I decided that every man should have something to die for. A man who wouldn't die for something is not fit to live.

Through my non-violent teachings, Montgomery's crimes of violence by Negros decreased, even though the white violence against Negros made this difficult. I saved a white policeman from harm, when I insisted my followers be peaceful for we believed in law and order. The bus company started having economic problems as the boycott continued. Eighty-nine other boycott leaders and I were indicted on charges of violating a 1921 anti-boycott law. Montgomery's officials went to court for an injunction against the M.I.A. on the ground that it had set up an illegal transit system.

One day in late 1956, as my M.I.A. colleagues and I were fighting the injunction in court, the United States Supreme Court declared bus segregation illegal in Montgomery. The bombings and shootings continued at first when the integrated buses began, but the great majority of Montgomery's law-abiding citizens realized almost any solution was better than that offered by the terroristic minority.

With this type of inspiration, understanding and support, plus God's blessings, I was encouraged to continue my non-violent journey to better racial relations and lessen violent acts between all races. I had a dream.
Restaurant Guide

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not good with any other offers
Poly, Northridge clash in conference showdown

For those sports fans who are dreading the thought of a weekend with no NFL playoff or college bowl games, fear not. "It will be a great weekend for basketball," according to Mustang coach Ernie Bradbery. "You’ll have to leave your living room to catch the action.

Bradbery’s fourth-ranked Division II cagers take on third-ranked Cal State Northridge for the top spot in the California Collegiate Athletic Association Friday night, 7:30. In Poly’s main gym. A CCAA doubleheader is slated for Saturday night with the Mustang women hosting Northridge at 6:30, and the men meeting Cal State Los Angeles for a 7:30 tipoff.

Northridge last weekend was at home with a pair of wins over Cal State Dominguez Hills and Chapman College. The Matadors beat Dominguez Hills, 90-78, for a 22-0 start, and will bring with them an 11-3 record, while the Mustangs are 13-6 on the season.

Pacing the Matadors in point guard is Senior Lauren Shilling with 23.3 points per game while both junior Carolyn Crandall and sophomore Sherri Rose are averaging over nine points per contest.

Poly’s foray on the season has undoubtedly been defense. Scoring at a 64.4 per game clip, the Mustangs have stilled their opponents with an aggressive team defense that has given up a stingy 49.7 points a game. Leading the team in both scoring and rebounding is 6-4 senior forward, Kevin Luxer, who is averaging 16.8 points and 6.2 rebounds a game.

Women open with CSN

The No. 5-ranked Cal Poly’s women’s basketball team will be up against the Matadors of Northridge Saturday night in the Main Gym in the first home CCAA game of the season.

Northridge is currently ranked No. 12 in the nation and will bring with them an 11-3 record, while the Mustangs are 13-6 on the season.

Carolyn Crandall and sophomore Sherri Rose are averaging over nine points per contest.

SPORTS PAGE
Opinion

Creative teaching

It began in 1925 with the trial of Tennessee schoolteacher John Scopes, but over half a century later the controversy is far from settled.

Yet the heart of the controversy has been reversed.

While Scopes was tried for teaching the theory of evolution to a biology class, last week a federal court struck down an Arkansas law mandating that "creation science"—the account of creation as it is chronicled in the Bible—be taught alongside theory of evolution in public school biology classes.

Was it a decision which, we hope, will set a precedent when a similar Louisiana law is challenged in court at the end of this month.

The requirement to teach creation science in primary or secondary biology classes in order to ensure the creation theory gets taught would only confuse students and lead to a misunderstanding of the relationship between science and religion.

The theory of evolution is a scientific theory which uses evidence for support, while the theory of creation that would be taught is the Fundamentalist account with no objective evidence to support it. Creation science is a religious, not scientific theory.

Fundamentalists are pushing that the creation theory they subscribe to, which parallels the first 11 chapters of the Book of Genesis, be taught in public schools. Yet they make no demand that the creation theories of other religions or even other Christian denominations be given equal time.

In this predominantly Judeo-Christian society, it would benefit students to be familiar with the Fundamentalist and other creation theories tied to religions. But the place to learn these theories is in the biology classroom.

Students would gain more if at the high school level a course in comparative religions—including a discussion of various creation theories—were offered. A course such as this would allow students to become familiar with various religions, while maintaining the separation of church and state, an argument used in nullifying the Arkansas law.

And through such a course, students could be exposed to the Fundamentalist creation theory in its proper perspective: as a religious belief, not scientific theory or fact.

The Mustang Daily Editorial Board urges the Louisiana Court—and local schools—to fight laws requiring the teaching of creation science in public school biology classes. Instead, considerable time should be given to adding a comparative religions course to the required curricula.

In this manner, students may learn to become more aware of other religions, and keep a predominant religious theory in its proper perspective.

Daly policy

Letters and press releases may be submitted to the Mustang Daily by bringing them to the Daily office in Room 226 of the Graphic Arts Building or by sending them to Editor, Mustang Daily, IST Bldg., Cal Poly, San Luis Obispo, CA 93407. Letters must be typed and include the writers' signature and phone number.

Editorials reserve the right to edit letters for length and style, and to omit libelous statements. Letters should be kept as short as possible.

Nell Anderthal

ANOTHER DAY IN THE LIBRARY

I'M NOT BLOODED.

CHECK IT AND SEE.

By Manuel Luz

I'VE GOT A RIVER OF A HUNDRED AND THREE...

TELL ME BABY, DO YOU DO MORE THAN DANCE?

Mustang Daily

Publisher

JOURNALISM DEPARTMENT.

California Polytechnic State University, San Luis Obispo

‘San Francisco’s got more culture than any place else in the country,” the woman said. “Except maybe New York.”

“L.A. has a lot to offer, too,” her friend added.

“What does L.A. have?” a third student scoffed. “Watts?”

On any other day, this last word might not have caught my attention. But I had just been speaking with a student who grew up in Watts, and his remark hit me like a foul smell—like the odor of smoke and tear gas must have hit Watts residents in 1965.

I wanted to turn around and ask the student to take the smile off his face and think about what he had just said. But I feared I’d get a blank look or another unthinking question.

He was not alone in his ignorance. Here in our institution of higher learning, many students continue their lives isolated from any mention of a Watts culture. Debates over the relative “cultural” aspects of the nation’s cities rarely include words like Harlem or Watts.

Does our education significantly turn our attention to the multi-cultural nature of our society?

Our melting pot analogies apply only if one is willing to admit that America has, at one time or another, put lids on ethnic groups and turned up the heat. The amount of exposure to these events in our basic education is a disgrace.

While we cannot hope to give restitution for past wrongs, we can’t resist a change in attitude. We need to encourage change toward education that better portrays our country’s cultural mosaic in textbooks, teaching and environment.

A better ethnic mixture won’t appear in our student body by accident. We badly need existing programs like Student Affirmative Action and the Educational Opportunity Program which help prepare, recruit and encourage minority student.

Unfortunately, these things are on the bottom of our state legislature’s funding priorities. It’s the duty of students to tell our representatives what they don’t believe this is an expendable part of our college experience.

Many students won’t notice they’ve missed something until they leave the university and find an increasing ethnic population in their jobs and daily life that they feel unprepared to cope with, simply because they never had a chance.

We all know the price of our education is going up—but let’s make sure we get all we can for our money.

Author Maura Thurman is a senior journalism major and Mustang Daily staff writer.

The Last Word:

Isolated education

“San Francisco’s got more culture than any place else in the country,” the woman said. “Except maybe New York.”

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On any other day, this last word might not have caught my attention. But I had just been speaking with a student who grew up in Watts, and his remark hit me like a foul smell—like the odor of smoke and tear gas must have hit Watts residents in 1965.

I wanted to turn around and ask the student to take the smile off his face and think about what he had just said. But I feared I’d get a blank look or another unthinking question.

He was not alone in his ignorance. Here in our institution of higher learning, many students continue their lives isolated from any mention of a Watts culture. Debates over the relative “cultural” aspects of the nation’s cities rarely include words like Harlem or Watts.

Does our education significantly turn our attention to the multi-cultural nature of our society?

Our melting pot analogies apply only if one is willing to admit that America has, at one time or another, put lids on ethnic groups and turned up the heat. The amount of exposure to these events in our basic education is a disgrace.

While we cannot hope to give restitution for past wrongs, we can’t resist a change in attitude. We need to encourage change toward education that better portrays our country’s cultural mosaic in textbooks, teaching and environment.

A better ethnic mixture won’t appear in our student body by accident. We badly need existing programs like Student Affirmative Action and the Educational Opportunity Program which help prepare, recruit and encourage minority student.

Unfortunately, these things are on the bottom of our state legislature’s funding priorities. It’s the duty of students to tell our representatives what they don’t believe this is an expendable part of our college experience.

Many students won’t notice they’ve missed something until they leave the university and find an increasing ethnic population in their jobs and daily life that they feel unprepared to cope with, simply because they never had a chance.

We all know the price of our education is going up—but let’s make sure we get all we can for our money.

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