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Photographer Daryl Shoptaugh captured student Dan Shier near the red brick dorms.
Shoptaugh used a Hasselblad camera with a 150 mm Carl Zeiss lens at 1/30 of a second, f/2. The slow shutter speed was chosen to show movement; by panning along with the bicycle, the background is blurred while the rider remains in sharp focus.

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HERE'S AN OLD saying about getting a job: "It's not what you know, it's who you know." Like it or not, that's the way many people, including recent college graduates, get jobs.

"Research indicates it is these types of things (social networks) that help people get jobs," says Cal Poly social sciences professor Richard Shaffer. The term "social network" may sound complex, but it simply means a circle of friends and acquaintances. In other words, friends made in college could be extremely helpful in getting a job later on.

Continuing contact with close college friends is a good idea, but so is keeping in touch with others from college. Says Shaffer: "Acquaintances are also important. It's good to maintain these types of ties."

Indeed, acquaintances, also called weak ties, are considered by some to be more helpful than close friends, or strong ties, in getting a job. This is because close friends belong to the same social circles, while acquaintances can belong to widely different circles.

In order to enjoy a successful career, many counselors recommend that graduating seniors choose their first jobs with an eye to the job's networking potential. Some companies have extensive alumni networks. Colleagues in their first jobs tend to spread out all over the country, and they can be invaluable in moving up the career ladder.

Counselors also advise staying at that first job no more than five years. After that much time you've gotten everything you can get out of the job, and made all the contacts you can make. Don't forget, the days of the "company man" are over.

Social networks are not only important after you've entered the job market — they can be crucial in getting a first job. Indeed, one study of social networks showed they have their greatest impact in finding that first job, though the effect persists throughout the work life.

What do the experts recommend to college students in using these social networks? First, it helps to make a list of all your contacts (it may be longer than you think) and let them know you are looking for a job. They probably won't be able to offer you a job, but they might know someone who could. Social networks tend to work on a basis of geometric progression — once you start opening them up, they open up wide.

If you don't get any responses, there are other things you can try. One approach is to make contact with someone in the field you're interested in, either through a friend, or perhaps the friend of a friend. Call the person up and tell him you want to talk about his business, or industry trends, or just about anything. What's important is to make contact.

It doesn't hurt to drop off resumes when talking to people in your chosen career. Chances are they won't be able to give you a job, but if you make an impression, you have entered their social networks, which opens up a lot of opportunities.

An excellent example of social networks right here on campus is the fraternity system. People in the same fraternity may not necessarily be close, but when looking for a job, years down the line, these acquaintances can be very helpful.

Fraternities are especially helpful for social networking in that they exist on a national level. If you're looking for a job in another part of the country, you may not even need to have met the person, simply belonging to the same fraternity can be enough.

Many universities have firmly-established networks. The "old boy" network at Harvard is an excellent example. More than half the employees in a department of one New York bank belonged to a club at Harvard which had a pig for a mascot. The department is referred to as "The Bay of Pigs."

Some of these universities, such as Bryn Mawr College in Pennsylvania, have such formalized networks that they are computerized. A graduating senior punches in a location and chosen career and the computer spits out the names of an alumni. Sounds pretty handy, doesn't it?

But what about students at other universities, such as Cal Poly, that do not have such extensive services? Dolores Brian, director of career planning at Bryn Mawr says, "They'll just have to work harder."

In other words, tough luck kid, you're on your own.

But being on your own doesn't have to be that tough. You'd be surprised at how wide-ranging your social network is. If you sat down and made a list of all the people you are acquainted with, not just close friends, you'd be amazed at how many people you do know. Then consider how many acquaintances each person on your list has. And how many are on each of their lists, and so on.

It's true, but it's true — this is a small world. A Harvard study done in the late '60s found that, on average, five intermediaries (or social circles) can connect any two people in the United States. There are about a quarter of a billion people in this country. Think about it.

Many businesses are acknowledging the influence of social networks by providing guidance for their newly-hired employees on how to maintain social contacts. The number one item on nearly all of these lists is "Keep in touch with college classmates."

If all of this sounds Machiavellian — using acquaintances to further your career aspirations — remember two things: You don't have to do it, but you may as well know it's out there, and your classmates may be using you just as much as you use them. (After all, you're consenting adults.)

This idea of consenting adults using each other has spawned successful networking clubs for young, single upwardly mobile people (yuppies). The fast-track singles gather at restaurants and discos and exchange business cards. Many people get jobs through the clubs, and some get married.

The co-founder of a Los Angeles club, Young Executives Singles (YES), says, "The concept is to combine the best aspects of the Chamber of Commerce — making business contacts — and a singles bar, but without the pressure to go home together."

Many people are troubled by the idea that it's not what you know, it's who you know. People should be judged only by their merit, they say. In a perfect world, that's the way it would be. But this world is hardly perfect. As long as people are doing the hiring, social networks will continue to be a contributing factor, if not the most important factor.

This is not to say that talent, brains and ambition are unimportant. Social networks open doors, but displays of ineptitude will slam them shut. After all, even your best friend won't offer you a job if he thinks you can't handle it.

There is one final aspect of social networks which is distinctly attractive: It helps to be nice. The popular image of a corporate manager running roughshod over anyone in his way and growling, "Nice guys finish last," is a myth. Meeting people, making friends and just being nice to people can literally pay off. Oh, and don't forget — keep in touch.

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1051 Nipomo Street SLO
A new philosophy of life, women and Nicaraguan rebels create a stir in the graves of ancient Greeks

Stand aside
Socrates

Today's woman wants children, just not today. The biggest problem with family picnics is that they attract ants.

If you're going to undress a woman with your eyes, you might as well give her a great set of breasts.

If death was a government employee, Lincoln would be alive today.

All the truly good things to eat come in pink cardboard boxes.

Alcohol is a drug and should be enjoyed like one.

Books are at their best when used to prop up slide projectors.

The biggest problem with family picnics is that everyone had their say, Socrates stood up and said, "I know nothing." He was, of course, awarded the grand prize, which, unfortunately for him, was a vial of hemlock. Surprisingly, writing, "I know nothing" on a test doesn't seem to impress teachers at all...it must have lost something in the translation.

Although they are now relegated to putting children to sleep, these stories (some true and some not) used to be a major means of teaching...

If you're determined to say something stupid, don't do it over a loud speaker.

To me, there's no way to take the rest on a Giorgio's gift certificate.

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New buildings and more land combine to create campus expansion

All grown up

BIGGER IS BETTER, so people say. And perhaps Cal Poly is no exception to that adage.

The Cal Poly Master Plan calls for regular growth to accommodate improved programs and enrollment changes. So it's not surprising that alumni who return to the university years later are often amazed at all the new buildings sprouting throughout campus.

The face of Cal Poly has been called "an architectural zoo" by Executive Dean Doug Gerard. He says budget constraints imposed on Cal Poly by the state Legislature have caused the buildings on campus to lack a uniform appearance. Buildings with designs such as those of the Administration Building, the University Union and the Heath Center became too expensive to build, so new buildings were made out of less expensive materials.

"We are trying for some thread of commonality," says Gerard. The aim of the campus planners is to make new buildings look as if they belong on this campus.

But campus growth is a matter of priorities. "We would rather put the money into the instructional programs," Gerard says, in order to make the campus better from the inside out.

He says money allocated to the university from the state Legislature is limited, which is why funds are usually put into educational programs rather than into new projects or facilities.

"We're under (the jurisdiction of) state agencies," he says, such as the Legislature and the governor's staff whose "sole goal is to save money."

Several new projects are in the works which will affect student life at Cal Poly within the next five years.

The rec center, a $10 million athletic, classroom and laboratory facility to be partially funded by student fees, was passed in a referendum brought before the student body last year.

The center is in the planning stage, and if all goes well, the California Legislature will hand over the money to fund the state's part of the building by July 1988, says Dwayne Head, physical education department head. He expects the building to be constructed by fall 1990.

"From the instructional side, it is going to allow us to offer more sections of classes at times that are more..."
The new agricultural sciences building will resemble the University Union and Kennedy Library.

Continued

convenient for students," he says. The facility will be large enough to increase the number of students who want popular classes such as weight training.

Head says the rec center will also give students access to nice facilities at reasonable hours. "The karate group will no longer have to fight for the 11 p.m. to 12 a.m. time slot in Crandall Gym."

The rec center pool will be open 24 hours a day, and intramural games can be played even when a collegiate sports event is going on in the Main Gym.

"The Chancellor's Office and the Trustees support the concept," says Head. "We (the PE department) are very positive we'll get anything we want."

Two committees have been formed to draw up a "program statement" for the rec center, and the statement is now in the final stages. Head says it includes a definition of different areas in the facility — "the space and what things will go on in there."

"It will be a nice showcase. It will affect the quality of life for students who are here, and provide them with a greater ability to pursue athletic activities at convenient times." • • •

The performing arts center, a joint effort of the community and the campus, is scheduled to open in fall 1991, says music professor Clifton Swanson.

Swanson says the idea developed from a $50,000 study funded by the San Luis Obispo City Council to investigate the community's need for a multi-purpose performing arts facility. Consultants involved in the study knew that Cal Poly was considering a similar project, says Swanson, and they suggested that the university and the city combine efforts to build one facility serving both interests.

Swanson says the joint effort will provide the funds to build a multi-purpose facility that will not only be big enough to hold concerts, plays and dance performances, but will be aesthetically pleasing as well.

The state has budgeted $11 million for the project, and a non-profit community organization called the Foundation for the Performing Arts Center will foot the rest of the bill, which Swanson estimated at $6 to $8 million.

Swanson believes the performing arts center has the potential "to enhance the image (of Cal Poly) rather than change it," because it is a symbol of the growing performing arts program at Cal Poly. He says the center will provide much-needed opportunity for students to attend cultural events.

Swanson's wish is that the center will be "not just a small town hall, but a West Coast class hall," and the support of the community is what is helping Cal Poly meet its own expectations for the facility.

Another project already in motion is a 3,300-acre ranch in Santa Cruz, which is being leased to Cal Poly for student use. Al Smith, a 1945 Cal Poly crop science graduate, made the ranch available for university use because he did not want it to be developed for commercial or real estate use and because he had no children to maintain it, says James Greil, a crop science professor and project director for the ranch.

The Swanton-Pacific Ranch, located 185 miles from the Cal Poly campus, boasts 2,000 acres of range land for cattle, 140 acres of crop land and 1,000 acres of timber land, 700 of which has redwood trees growing on it. The ranch is being leased to Cal Poly at a mere $100 per year.

In addition to the ranch, which Greil projects will become a gift after the three-year lease is up, Smith gave Cal Poly between $60,000 and $70,000 in 1981. He also gave 20,000 shares of stock, which translates into about $1 million, for ranch maintenance.

"I see a lot of students wanting to use it," says Greil. He says there are currently about 300 students using the ranch, including agriculture management, agricultural engineering and soils classes, among others. The senior project is being conducted there and plants are in the works to renovate some of the old homes on the ranch to house interns and students on the site field trips. This will enable interns to work on the ranch in various capacities, says Greil.

There are now two natural resource management classes being taught there as well.

"We hope to run it with interns and faculty support," says Greil. The campus faculty advisory committee is currently formulating short- and long-range goals for the ranch, which he hopes will be drawn up by June and implemented this summer.

The ranch is not intended to be an extension of the campus, Greil says, but rather a place where students can get experience in agriculture-related fields. • • •

The Cal Poly Foundation, a non-profit organization that runs such campus services as the Bookstore and Food Services, is planning the construction of a $1.6 million administration building to be located near the Cal Poly Fire Station.

The new building, which is scheduled for construction in June 1988, will open in June 1989. It will house personnel offices and a cashier, among other offices currently located in the University Union and in trailers.

Al Amaral, Foundation executive director, says the Foundation will have to borrow part of the total funds for the new building from outside the university. • • •

In addition to these new projects, Gerard says Cal Poly President Warren Baker is planning to expand the master plan — which is currently set at an annual enrollment of 14,200 students — to 15,000 in 1990.

"It's not likely that the campus will grow larger than that... even though we could," explains Gerard. He says the size of Cal Poly is ideal for San Luis Obispo. "A campus of 15,000 is an adequate influence on the community."
Four-year fantasy

Graduation? Students get around to it after five or six years of juggling classes, jobs and social commitments

ARA SMITH, a senior business major, never thought she'd graduate in four years, but this June she'll receive her degree in that amount of time, which a majority of students find difficult to accomplish.

"My biggest motivation for graduating in four years is a desire for change, because the thought of staying any longer in a college atmosphere is just not appealing," Smith says. "I'm highly motivated, always have a full load and I'm always busy, but I like to be busy. In fact, I even do better in school when I have a heavier load."

Starting Cal Poly as a freshman with a definite goal was one major factor that Smith says helped make graduation in four years possible. "I also sacrificed a few nights on the town and some work experience, and I didn't have too much trouble getting classes," she adds. While Smith had several factors that helped make a four-year university career possible, Administration statistics show that this is definitely not the norm.

Graduating in four years from Cal Poly is a task that only an estimated 9 percent of entering freshmen will accomplish.

Director of Institutional Studies Walter R. Mark says a combination of things, such as complex scheduling, class availability and work experience programs, makes graduating in four years difficult for all but the most motivated students.

"The type of person who graduates in four years is someone who has a high motivational level and well-defined goals," Mark explains. "The primary drive is to reach a certain goal in the shortest amount of time."

Individual choice, Mark says, plays a major role in a trend which shows fewer students graduating in four years. "You can begin by looking to see what students are paying for their education. If someone is paying something like $15,000 just to attend school, then that person is going to be a little more careful about how much time is being put into school."

Another factor that influences a student's motivation to graduate in four years is the location of Cal Poly and the surrounding atmosphere, Mark says.

"A person will never again be in a place where there will be a population as dense with people with the same age, background, interests and desires," Mark says. "Also, there is a nice little body of water 12 miles away where students enjoy spending time, especially in spring quarter. We see that student numbers stay up pretty well during spring quarter, but unit averages drop tremendously. Students by choice are taking fewer units spring quarter than other quarters."

Mark adds that school is not all classes and books, and that students should take advantage of opportunities offered.

"Many students just don't want to average 17 to 18 units a quarter for four years because with such requirements they might lose out on other aspects of university life," Mark says. "In the late 1960s and early 1970s, there was a great motivation for students to graduate in four years because of the draft. There is no social pressure to graduate in four years anymore, however, and no social stigma for those who remain longer. The interest is in getting the degree and not in how long it took to get it."

Fourth-year architecture major Jon Jaeger is involved in a five-year curriculum, but says he will need six years to graduate because of participation in outside activities.

"It's not as difficult as a lot of people think to get out of here on time, but then you really become a professional student as far as school is all you do," Jaeger says. "I chose to get involved at KCPR and in other things that will broaden my education, mainly in the liberal arts areas. This enables me to leave architecture for awhile and come back with a fresh mind, but I won't graduate in five years."

Besides involvement in campus activities, Jaeger must also work part-time, which he says puts his parents in a catch-22 situation. "My parents really want me to graduate in five years because of the money, yet in order to graduate in five years I'd

by anna cekola
Continued

have to give up my jobs, which also help pay for my education.”

Registrar Gerald Punches says working students often find graduating on time in a curriculum difficult. “Students who work full-time often do not have the lux­ury of taking 18 units a quarter because of requirements of life,” he says. “The for­tunate student who never gets sick, does not have to work full-time and gets good grades will probably graduate in four years.”

Fifth-year electronic engineering major Dave McDonald went to junior college for two years to save money for Cal Poly, but transferring brought on a whole set of new problems, making graduation after four years of school unrealistic.

“I don’t feel that I was informed enough about the difference between AA and GE certification at my junior college,” McDonald says. “I was AA certified, but found that a lot of my general education requirements weren’t canceled once I got to Cal Poly.”

Recent statistics show that 26.8 percent of transfer students will take three years to graduate from Cal Poly. Another 16.7 percent will take four years.

“Poor counseling often hurts many transfers, and often students do not communicate their goals well,” Mark says. “It’s a very difficult job to put together a class package that might all transfer for any university system.”

Besides unused units left after his transfer, McDonald says a tight curriculum with sequential classes has made graduating after four years difficult for him.

“ ‘If you get out of sequence, you’re basically doomed because some classes are only offered once a year and I have found that the priority system has prevented me from getting some important prerequisite classes at times. I had to go to school last summer quarter just to stay in sequence or I would have come back in the fall without anything to take.’ ”

For some students, a change in major will prolong graduation.

Karl Frank was a fourth-year mechanized agriculture major when he decided to

transfer to the agricultural engineering department—a decision that will add more than two years to his time at Cal Poly.

“I saw on various job boards that there was much more of a demand for AE in­stead of MA majors, and I really wanted a job when I got out,” Frank explains. “When I changed majors I had all my general education requirements done, but with the types of classes that are left to take I can’t take 18 units because the work load would just be too heavy.”

Last quarter, Frank had 13 units of calculus, statics, statistics and thermody­namics, which he says was quite enough. “It would take a genius with no social life to graduate in four years from some of these majors.”

Although many universities offer undeclared majors for entering freshmen, Mark says such a system would not work at Cal Poly.

“An undeclared major would only delay the problem because what if by the sophomore year, 50 percent decided that they wanted to take a business major? There would be no assurance of getting the major, and I would rather be up front with someone about getting a major upon entering Cal Poly, rather than later.”

In response to many of the factors that make graduation difficult in four years, Mark says the university is trying to offer greater scheduling flexibility and shift resources to class areas of greater need. While greater class availability might make a difference to some students, Mark says most would probably find no differ­ence in graduation completion times.

“Many times students use the campus as an excuse to parents as to why it’s taking more than four years to graduate,” Mark says. “The university has broad shoulders, but we prefer that parents not start writing to legislators when there might be a well-founded complaint.”

It would take a genius with no social life to graduate in four years from some of these majors’

—Karl Frank

—Karl Frank

“...
Winging it

In search of higher and faster airplanes, this Cal Poly alumnus found the Space Shuttle and he's been soaring ever since

The world would have been saved a whole lot of trouble if Commander Robert Gibson would have simply been born with wings. From his early attempts to ignore gravity by human force alone, to his current assignment as a Space Shuttle pilot, the 1969 Cal Poly alumnus has been forced to rely instead on technology and sheer desire.

The aeronautical engineering graduate, Navy pilot and NASA astronaut, known to most as "Hoot" Gibson, admits to childhood dreams that allowed him to run down the street, jump in the air and fly around. Since the age of about seven he really has been flying around, thanks to pilot parents.

Gibson's family was definitely an airborne one. His mother learned to fly in an airplane that she bought with two girlfriends. His dad was a mail pilot and bomber pilot for the Army Air Corps, and later became a test pilot for the Federal Aviation Agency.

At the age of 10 in Phoenix, Arizona, Gibson was allowed by his father to try his first take-off in a Beechcraft Bonanza. "I didn't do it very well," he now confesses. "My dad showed a lot of courage in letting me take it off because it only had one set of controls. I went down the runway and got to the right speed and pulled the stick back. Right after we cleared the ground I relaxed the pressure a little bit and we came down and bounced off the ground again."

"I've always admired my dad tremendously," says Gibson, and he was an aeronautical engineer and a test pilot, and all my life I've known that's exactly what I wanted to do when I grew up. So I went into aeronautical engineering at Cal Poly and I just loved it."

After a two-year junior college stint, he ended up at Cal Poly somewhat by accident. "The story I like to tell is that I was going to a junior college back in Long Island, New York, and it was a wet, snowy winter day. I was looking through the catalogs in the library and I bumped into Cal Poly."

While at Cal Poly, Gibson really enjoyed the classes within his major, but wasn't too thrilled about the others. He describes himself as a pretty good student, but not a great one because Cal Poly was too much fun. He was a surfer, but he and his roommates at 434 Hathaway also enjoyed riding their dirtbikes in the local canyons.

"We all had dirtbikes and Volkswagen vans. We used to decide which one we were going to do based on what the weather was like. If it was raining and wet but the wind wasn't blowing too hard, heck — we'd go surfing up in Morro Bay."

One of the main changes at the university that Gibson has noticed since he left is an increase in pavement. He remembers when the University Union and Engineering West areas were open field parking lots. Nevertheless, the natural beauty of the area remains.

"I remember walking around as a 19-year-old and looking around at the view and the beauty of the area and noticing it even at that age. You'll go a lot of other places and you'll go back and see that and remember once again just how pretty that is."

Gibson's interest in flying never wavered. He is into flying and airplanes at all levels. At 17 he received his private pilot's license, but he would have flown with or without it: his main hobby is building and flying radio-controlled model jets. He also has a full-size Formula 1 racing plane that he built himself, and he flies it one or two times a week.

"The fun thing about flying is to be able to take a machine like that and get the best performance out of it," Gibson says. "I suppose it's kind of comparable to knowing what the best shift points are for your car, and how to shift the gears smoothly and maximize economy or horsepower."

His love for the art of flying is apparent when he discusses the challenge of flying accurately and precisely when he's in the air, or when he describes the rush of various aerial maneuvers. But these simple pleasures soon ran head-on into the Vietnam War. Gibson loved both aeronautical engineering and flying tremendously, and he really wasn't sure which he wanted for a career. Vietnam helped him decide.

"I kind of made up my mind to go ahead and fly," he said. "That was during the Vietnam War. Gibson loved both aeronautical engineering and flying tremendously, and he really wasn't sure which he wanted for a career. Vietnam helped him decide."

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Continued

squadron duty aboard the aircraft carriers Coral Sea and Enterprise, Gibson flew 56 combat missions over Southeast Asia. He admits the flying was challenging and very demanding, but the experience overall was not an enjoyable one.

"People who think that the military enjoys wars are very much mistaken. The stakes from our point of view were very high. You stood to lose your life if you didn't do things right there.

"The politicians put so many rules on people, and said, 'You can go fight this war, but you've got to do it nice.' If you're going to do something like that, either do it or don't do it. What we were doing, was we were essential­

ly half-doing it.''

Gibson made about 95 carrier landings in the Navy as a pilot and instructor in the F-14, and except for flying the Space Shuttle, this is the most challenging aircraft seen extensively in the movie "Top Gun," and of the 35 different machines that Gibson has taken aloft, it is his favorite. He estimates he has made about 95 carrier landings in the F-14, and except for flying the Space Shuttle, this is the most challenging thing he has ever done.

"It's a real challenge because it's a very small landing area that you have to put the thing down into. You've got to hit the centerline and you've got to hit it very accurately. If you're more than eight feet off the centerline, you will hit another airplane with your wings. The landing area is at an angle of 10 degrees to the motion of the ship, so your landing area is mov­ing sideways out from under you. You can't get too slow or you stall, or you're going to scrape your tail. And you can't be too fast because the ar­

resting gear has got a finite limit on it. On the F-14, if you were over about 140 knots you would rip the gear out of the carrier."

"You'd hit the carrier with about a 600 feet-per-minute rate of descent. When your hook caught a wire, the deceleration was tremendous. You'd go from 130 knots to a dead stop in about 200 feet. If you didn't have your harness locked, you bounced your face off the instrument panel.

Gibson never thought he would be an astronaut. He was an airplane per­

son all his life, even though he grew up with the space age. He was a flier, not a flyer, and it took the Space Shuttle concept to catch his attention.

"I got real interested in it when they came up with the idea of a Space Shuttle. This was a big airplane. I could see myself flying a big airplane that flies in orbit because that's a lot higher and faster than I could go in my other jets."

Gibson is a pilot-astronaut, which means he is responsible for such things as altitude maneuvering and trajectory control, and for landing the shuttle safely back on earth. He says this is the most challenging thing he has ever done because the shuttle is 100 times more complex than any airplane. And thanks to the shuttle and weightlessness, he finally gets to fly unaided.

"It really is a lot of fun. You climb out of your seat, give a little bit of a push and you float up around the ceiling. And when you wanted to go somewhere you'd fly there. You give a little push off one wall and then you fly along the ceiling."

An interesting twist to Gibson's operating envelope. "How we could construe, from any of our data or any of our testing, that it was OK to launch at 28 degrees is beyond me," says Gibson.

Part of the pressure came from a budget and time schedule. It took Gib­

son's mission a month to get off the launch pad because of various pro­

blems. A very important astronomy payload was to follow Challenger as the next mission, and it had to be up within a specific time window. Thus, Challenger's time window for laun­

ching was constricted from both sides.

"In that particular instance," says Gibson, "the motivation was on to launch and people were having to justify why they weren't ready. Or, if they felt like they couldn't launch that day, they got a great big argument from management that said, 'Prove to me that you can't launch.' There was a lot of pressure from within NASA to get on with it and get that launch up.

"It's still incomprehensible to me that people pushed for it to be OK and pushed people into saying that it was OK to launch. From a test pilot world and from an airplane operating world, it's like saying that your airplane has got an airspeed limit of 300 but it's OK to go to 400, just because it's always held up OK at 300. Obviously we were real bad on the Challenger accident. That was an accident that never had a chance."

But as an individual whose life de­

pends on technology, Gibson is op­

timistic about the next launch. And as someone who truly loves the technology that allows him to do what he does, he is eagerly looking forward to his next shot at the driver's seat.
The Student Senate acts as the voice of the student body and has jurisdiction over a $3 million budget. But its actual effectiveness is an issue open to debate.

by sandra coffey
I think there are administrator voices that tend to handicap senators. I think there are administrators who emotionally manipulate senators and I think it’s wrong. — Steve Blair

I think there are administrator voices that tend to handicap senators. I think there are administrators who emotionally manipulate senators and I think it’s wrong. — Steve Blair

trustee guidelines. “When you start moving into areas where students aren’t affected, there is a sharing of power with the president and others,” Brown said.

Regarding an issue such as a fee increase, Brown said the president can ask for an increase if he so desires, but is committed to the senate to determine if it’s needed and if students are willing to pay it. Swanson says the Administration often does have a lot of influence on the senate. “The Administration has an agenda that they put through Student Senate — and (they) do so with relative ease,” he says.

Conway says that on financial issues, the university president has the ultimate authority. He gave two examples of presidents overriding Student Senate decisions at other CSUs. One involved the cutting of athletic funding from the ASI budget, and another a decision to give pay raises to ASI employees. He explains that the president also must follow trustee policy when making his decisions.

Cleary says that if the senate acts responsibly and is respected, the Administration will really listen to what they say. “You’re not enemies — you’re really working toward the same end.” She says Cal Poly’s Student Senate is successful because the university president sees the value in spearheading problems before they occur. “It’s to a president’s advantage to work with senate and hear what the students want — he’ll listen to Student Senate because he doesn’t want students

The Administration doesn’t play this batten-down-the-hatches-and-wait-for-the-students-to-go-away role — that’s not the Cal Poly tradition. — Scott Plotkin

picketing outside his office.” Swanson stresses that the power of Student Senate, as with any governing body, lies in its credibility. “Once you lose your credibility, you lose your effectiveness.”

Plotkin says his involvement with senate was at a time of controversy, with anti-war issues and the proposal of a gay student union on campus, which resulted in a Student Senate lawsuit against the university. If the senate appears quiet these days, he says, it’s largely due to the conservative attitude of the times. “Many of the big issues have already been settled. Now students have to be good managers of what they have.”

Cleary agrees that the senate is subject to hills, but attributes them to the times. “Senate is an extension of what the student body is and is not concerned with in general,” she explains.

Conway says big issues facing Cal Poly and other CSUs are on the rise. Teacher evaluations, leadership programs and the cost of higher education are issues Conway says aren’t huge, but will greatly affect students.

Despite some students’ complaints that Student Senate doesn’t do anything or have the power to do anything, Cleary says students should be proud because evidence of past senators’ efforts can be found throughout campus.

She emphasizes many of the things now taken for granted were student-generated projects carried out by the Student Senate. Examples are the automatic bank teller on campus, lights for the tennis courts, the tutoring center, the campus copy center, extended library hours and mandatory distribution of syllabi by professors.

Cleary adds that realization of how effective senators could be would lead to greater participation in elections, because students would be wary of giving so much power to the wrong people.
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Making changes

The number of blacks at Cal Poly is notably low, but faculty and students are working for more representation and equity.

or black students at Cal Poly, the numbers may change from year to year, but the song remains the same: they are the minority in a largely all-white student population.

The Cal Poly student body is composed of 1.38 percent black students and 79 percent white students. Other minorities make up the remaining percentage.

Carl Wallace, associate dean of students, says there are not as many black students as white for many reasons: the campus is isolated and far from a large city; some black students may not be academically prepared to attend; many of the majors offered are traditionally not pursued by blacks; and there still exists a deep-seated "institutional racism." Wallace says problems on campus reflect society's problems.

"There are some things we have to realize about our society," he says. "Primarily, we are racist and sexist." What this translates into at Cal Poly is that for every black student there are more than 72 white students.

Figures from a recent issue of Newweek on Campus reflect that the decreasing number of black college students is a growing national trend. In 1980, black undergraduate students represented 11 percent of all college students. By the 1984-1985 school year, black enrollment had decreased to 8.8 percent of the undergraduate population, a decrease of 20 percent.

This occurs at a time when more black students than ever are graduating from high schools nationwide. While the number of blacks who finished high school jumped by 26 percent in 1984, there has been a decrease, to 50 percent in 1985, in the number who go on to college.

More than a matter of money

"The primary thing is we're racist," Wallace contends. "We should aggressively seek black faculty, administrators and staff members." He adds that black students and other minorities need strong role models.

In addition to facing pressures because they are a minority on campus, Wallace says blacks and other ethnic groups face special concerns that few people think about.

For example, he says, there are personal concerns and questions for black students that need to be addressed, especially if they are new to the environment at Cal Poly. A black woman may not know where to have her hair cut, and a black person may not know where to find soul food in San Luis Obispo, says Wallace. Such concerns may not seem important, but for black students, this information may provide a means of sustaining their culture while adapting to a new environment.

Juanita Green, president of the Afro-American Student Union, agrees that blacks are few in numbers because the university is far from a large city where many minorities reside. And she says cuts in financial aid are hurting black students.

Green says although Cal Poly is part of the California State University system, it is more like a private school because of its racial make-up. "A lot of white students don't make blacks feel welcome," she says.

Green adds that although she has not been blatantly discriminated against, she doesn't rule out the possibility that subtle forms of prejudice exist on campus.

She says white students are missing out by not being exposed to a diverse mixture of students and by not having to learn to accept different cultures. Too many students, she says, don't understand different races and they ridicule those groups rather than trying to accept them with an open mind.

Green says blacks on campus should become active and let their presence be felt, in addition to taking advantage of such services as Student Academic Services, the Multi-Cultural Center and black student organizations.

Julia Waller, a Cal Poly financial aid counselor, says the Financial Aid Office offers outreach programs — workshops designed to let incoming freshmen and transfer students know what types of financial aid are available. And this year, an educational equity program has been started for incoming minority students.

Waller says there has been a great deal of concern among blacks and other minority students about recent changes in the amount of financial aid.
Guaranteed Student Loan program would deeply affect black students and other minorities. Becomes a critical issue for some black minorities and some white students. Would deeply affect black students available to them. For example, the middle-income families, other minorities and some white students, Walker adds that financial aid becomes a critical issue for some black students and other minorities, because without financial aid they would not be able to attend Cal Poly.

But Walker says many black parents believe there is no financial aid available for their children, which is not the case. "The workshops are to let them know that financial aid is alive, well and kicking."

**Getting students**

Walter Harris, admissions counselor and adviser for Student Academic Services, recruits black students and other underrepresented students. He goes to high schools and community colleges throughout California to advise students on what courses they should take and on what is required to get into Cal Poly.

"From there I do a targeted effort at schools that have a large percentage of underrepresented students at Cal Poly," Harris says.

The office's recruiting efforts are beginning to pay off. Last year there was a 55 percent increase in black student applicants. There was another 40 percent increase in black applicants for fall 1987.

Last year, for example, one black student applied for admission from Diablo Valley. For fall 1987, 26 underrepresented students, 12 of whom are black, applied from Diablo Valley. Harris says.

"If we accept you, we have one more black student at Cal Poly," Harris tells those students. "I believe in looking for the solutions rather than focusing on the problems."

**Staying in school**

"I can't give you one specific reason why there are so few blacks at Cal Poly," says Dwayne Ross, head of ASI minority relations and a member of the cultural advisory committee.

"I have to motivate the ethnic groups to get involved. Discrimination, not prejudice," Ross says he doesn't think the university tolerates any form of prejudice.

"This university is minority heaven because we have discrimination but we don't have prejudice. We don't have that stuff painted on the wall that says, 'nigger go home.'"

"At Cal Poly, if anything goes wrong in student discrimination, they (the Administration) ask 'Is it fair? Is it right?' and they act on it."

Kim Ashby, a senior in business administration, says she did not know how many blacks attended Cal Poly when she applied, but knowing the black-to-white ratio of students would have affected her decision to attend. "It's a matter of choice for black students and all students to decide whether to live in San Luis Obispo and attend Cal Poly," she says.

Ashby is from Winchester, Va., which is predominately white. Coming to Cal Poly was not that big an adjustment for her, she says.

"I haven't experienced any blatant prejudice, but subtle forms." Ashby says being a black student at Cal Poly has not affected whether or not she is accepted by others.

"I'm a little different than most people," she says. "I'm an individual and other people don't decide whether I'm welcome or not — I do."

**Washington Preparatory School in Los Angeles. Fourteen blacks from that same school applied for fall 1987. Another example is Diablo Valley Community College in Pleasant Hill. Three years ago there were no black students and only nine underrepresented students at Cal Poly from Diablo Valley, Harris says.**

Last year seven blacks were admitted from Diablo Valley. For fall 1987, 26 underrepresented students, 12 of whom are black, applied from Diablo Valley.

Harris says he faces questions from potential applicants who ask about the low black enrollment and how it will affect them. His response is to stress the positive and ignore the negative.

"I have to motivate the ethnic groups to get involved. Discrimination, not prejudice.

**T**his university is minority heaven because we have discrimination but we don't have prejudice. We don't have that stuff painted on the wall that says, 'nigger go home.'

— Dwayne Ross

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- **Pancake Breakfast** — $5
  - Circle K Service Club
  - 8 to 11 a.m. at the amphitheatre behind Cal Poly Theatre

- **Fifth Annual Intercollegiate Track and Field Invitational Meet**
  - Athletics Department
  - 9 a.m. to 8:30 p.m. at upper track and field area

- **Poly Royal Parade**
  - 10 a.m. along Perimeter Road

- **Alumni Reception**
  - Alumni Association
  - 10 a.m. to 4 p.m. at Alumni House

- **Third Annual Water Polo Alumni Game**
  - Men's Water Polo
  - 10:30 a.m. at Outdoor Pool

- **Logam Exhibition**
  - Intercollegiate Logging Team
  - 11 a.m. to 1 p.m. at Natural Resources Management Unit

- **Tractor Pull** — $5
  - Agricultural Engineering Society
  - 11 a.m. at the horse track by the Aero Hangar

- **Tri-tip Barbecue** — $5
  - Delta Sigma Phi
  - 11 a.m. to 6 p.m. at Poly Grove Picnic Area

- **“Music for all Ages” Concert**
  - University Jazz Band
  - 11 a.m. at University Union Plaza

- **Rapelling Demonstration**
  - Recondo Club
  - 11 a.m. and 2 p.m. at Fisher Science Hall

- **Football Scrimmage**
  - Men's Football
  - 11 a.m. at Mustang Stadium

- **Gymnastics Exhibition** — $5
  - Gymnastics Club and Team
  - 1 p.m. at Main Gym

- **Popsicle Stick Bridge Building Contest**
  - Society of Civil Engineers
  - 1 p.m. at courtyard of Engineering Building

- **Cal Poly Rodeo** — $5
  - Cal Poly Rodeo Club
  - 2 p.m. and 6 p.m. at Colett Arena

- **Poly Royal Closing Ceremonies**
  - 4 p.m. at SAM Stage on Dexter Lawn

- **Alumni Barbeque**
  - American Welding Society
  - 4 to 6:30 p.m. behind Welding Shop

- **Phil Keaggy Concert** — $5
  - Coalition of American Pro-Life University Students
  - 6 p.m. at Chumash Auditorium

- **Soccer Match** — $5
  - Varsity Soccer Team
  - 7:30 p.m. at Mustang Stadium

- **Film Festival**
  - Design Village
  - 8 p.m. at Poly Canyon

- **Dance** — $5
  - Alpha Phi Alpha
  - 10 p.m. at Chumash Auditorium

### Sunday

- **Rowing Exhibition and Reception**
  - Cal Poly Crew
  - 10 a.m. to 2 p.m. at Laguna Lake

* $ denotes admission fee