

Shawnee State University

## Digital Commons @ Shawnee State University

---

The Open Air

Newspaper Collections

---

10-5-1987

### October 5, 1987 Open Air

Shawnee State University

Follow this and additional works at: [https://digitalcommons.shawnee.edu/open\\_air](https://digitalcommons.shawnee.edu/open_air)



Part of the [Higher Education Commons](#), and the [Public History Commons](#)

---

#### Recommended Citation

Shawnee State University, "October 5, 1987 Open Air" (1987). *The Open Air*. 32.  
[https://digitalcommons.shawnee.edu/open\\_air/32](https://digitalcommons.shawnee.edu/open_air/32)

This Newspaper is brought to you for free and open access by the Newspaper Collections at Digital Commons @ Shawnee State University. It has been accepted for inclusion in The Open Air by an authorized administrator of Digital Commons @ Shawnee State University. For more information, please contact [svarney@shawnee.edu](mailto:svarney@shawnee.edu).

FOR ROOM USE ONLY

# The Open Air

OCT - 5 1987

"Houses are built for you to hold councils in. Indians hold theirs in the open air. I am a Shawnee."

-Tecumseh, Shawnee chief, 1810

Shawnee State University

October 5, 1987 Vol 2 Issue 2

Portsmouth, Ohio

**In the  
Open Air**

**P.1.  
Strike  
debate**

**P.2.  
New  
provost**

**P.4  
Student  
stress**

**P.5.  
Letters  
to the  
editor**

## 87-88 Student Senate Election

The Student senate elections will be held on Wednesday, October 7, 1987, in the cafeteria of the Commons Building from 10:00am to 6:00pm. The qualifications for candidacy are the following: the candidate must have and maintain throughout term of office, a grade point average of 2.000, have and maintain throughout term of office, have and maintain the status of a regular student carrying at least 12 credit hours, submit a petition with at least 25 inked signatures of currently registered students, freshman students running for Student Senate must have had a high school accumulative average of 2.000, and the students elected may serve up to four consecutive full years from Fall to Spring quarter or not more than 36 months. All candidates must attend a five minute meeting on Monday, October 5, 1987, in the lounge on the first floor of the Student Commons Building.

The following are candidates:

Nancy Adkins  
Janet Stein  
Troy Gahn  
Keith Keys  
John Lykins  
Kendra Montgomery  
Shane Ross  
Paul Varney  
David Wollery  
David Glass  
Dena Austin  
Eric Zempfar  
Don Smith  
Kenneth Horsley  
Richard Adams  
David Nelson

## Shawnee basics program

Shawnee BASICS (Adult Basic Skills In A College Setting) has been awarded a grant by the Ohio Department of Education to continue the program for a second year.

BASICS offers tutoring in English, mathematics, social studies, science and computer to prepare students for testing for the general educational development certification.

Registration will begin Sept. 8 at 2 p.m. for the free classes. For further information, call Barb Bradbury, at 354-3205, ext. 258.

## Debate continues in SSU labor dispute

By the time you read this, the S.E.A. could be on strike.

Negotiations between the administration and faculty at the heated bargaining table here at SSU were still continuing as of press-time.

Dr. Edward Miner, president of the Shawnee Education Association (SEA), professor of sociology and a prominent voice in the discussions, stated that a federal mediator was expected last week to help facilitate an agreement.

Vern Riffe, speaker of the Ohio House of Representatives, also briefly discussed the issue with Miner earlier last week.

Both sides of the debate are attempting to remove outside legal counsel from the proceedings. "We are trying to deal with this on a one-on-one or two-on-two approach," Miner stated.

Salaries and salary classification systems have yet to be discussed, but the general feeling of the SEA is to keep the present system. "The important thing here is to protect people that do not have higher degrees but have many years of on-the-job experience," Miner said. Also still to be discussed are all types of benefits and workload, such as how many classes and class preparations an instructor can be expected to handle in a year.

Also to be discussed are the scope of the unit (just who should belong in the bargaining unit), an important issue. Other issues are the establishment of contracts, personnel files and complaint policies. All of these are being focused on in the arbitration.

Miner said, "Fair share is of concern...only about 13 percent of the staff are non-union, and even though they do not participate or pay dues, they will receive the same benefits

under state law that the union employees receive."

Some of the points that have been agreed upon are grievance and retrenchment policies, termination policies and management rights.

Miner stressed that the SEA wants student support. He said he believes that the faculty's needs are not unreasonable and pointed out that they are still not asking for as much as would be given at other universities.

The SEA was offered a six percent raise with two yearly raises totaling eight percent. Susan Warsaw, Director of External Relations, stated in an interview Sept. 29. During the interview, the arbitrations were continuing. She also said that "none of the rights, privileges or conditions

agreed upon in the original contract have been taken away" and pointed out that 700 people had applied for new faculty positions under the old contract, and that sixteen new positions had been filled.

Many points have been agreed upon including tuition reimbursement, flexible schedules (to allow advanced course work), fringe benefits of almost 25 percent of salary, and criteria for evaluations.

As of last Tuesday, the main problem areas were salaries, workload (sixteen hours has been offered by the administration which says such a workload is less than or comparable to other universities) and mandatory union membership. Another problem area is that the S.E.A. considers Allied Health program directors part of faculty while administration disagrees because the directors have administrative duties. Also of great concern is possible elimination of non-union employees and mandatory union membership. The administration believes that faculty should have the basic right to choose. Ms. Warsaw also said in reference to the hiring of faculty without doctorates that although faculty without higher degrees will probably not be hired in the future, the existing staff would not be affected.

In a statement issued Sept. 30, the university increased its offer to six percent for 1987-88, 8 percent for 1988-89, and 8 percent for 1989-90, an increase of 23.6 percent compounded over the three years.

A memorandum from the office of A.L. Addington, Provost, to part-time faculty stated that the S.E.A. issued an intent-to-strike notice. This notice allowed the faculty to strike at 12:01 a.m. last Friday, Oct. 2.

The statement also said:

"1. The University will remain in operation, and access will be maintained for students, administrators, hourly staff, faculty, or visitors.

"2. All support service offices will be open unless notified otherwise.

"3. Campus security will be increased to patrol campus and parking lots.

"4. Classes which meet on campus should not be rescheduled at off campus locations.

"5. A work stoppage hotline will be established to provide information about the strike and its impact on operations. The number will be provided if the strike occurs."

# Occupational therapy students pass exam

One-hundred percent of the Occupational Therapy Technology Program students tested passed their National Certification Examination the Board of Trustees was told at the Sept. 24 meeting.

A letter was received from a Dr. Jonathan Tafel with comments and committee observations of the SSU preliminary baccalaureate degree programs. The university plans to have final proposals for the the Board of Regents ready for review in late December.

Frank Taylor, president emeritus of SSU, attended a meeting of the Controlling Board Sept. 14 to defend the approval of release of money for demolition of property, and monies to begin the construction of the addition to the Allied Health Building.

Delays in the demolition of several blocks of vacant houses has caused concern in Portsmouth City Council. Plans were made to meet in October to present the master plan and explain the problems in demolition to the council. The university has stationed 24-hour security officers at the site to control vandalism. Demolition should begin in the near future.

Dr. A.L. Addington, just added to the staff as provost, was introduced to speak about the next phase of degree proposals. He stated that there are two steps involved. The first, the integrated core, should be ready by November. The major proposals take longer but should be ready by December, he said. The Board of Regents asked that

the proposals be ready before Christmas break so the board can reply in January. Addington stated, the goal of the university is to create an integrated core that will get national recognition. He also said, since we are an emerging university we should take advantage of the latest technologies and learning. The Board of Trustees is aiming for Board of Regents approval by February.

President Robert L. Ewigleben discussed the credentials of the persons selected for employment and the trustees authorized hiring Ronald Fasce, instructor in accounting; Hagop Pambookian, associate professor of psychology; Nasser H. Rashidi, assistant

professor of engineering; Joyce Kinson as accountant; Rick L. Hatten, network manager/analyst; Charles Walker as administrative computer programmer; Melvin J. Goetting, Sr., instructor in data processing.

Dr. Edward Miner, president of Shawnee Education Association professor of sociology, spoke to board about the faculty contract. stated that negotiations progressing slowly and that the fact is uncertain where they stand.

After speaking with Miner, the board went into a one-hour executive session to discuss personnel matters.

## Board introduces new provost

Dr. A.L. Addington, SSU's new provost, was introduced at the board of trustee's meeting on Sept. 14.

Addington said academic programming for proposed baccalaureate degrees should be in place by Nov. 16. SSU can act as an "emerging institution," taking advantage of new technologies and ideas, he said.

Addington added, the Ohio board of regents can begin the approval process by Dec. 14, and all programs should be

ready for the fall quarter of 1988.

The board hired Ronald Fasce as senior instructor in accounting; Hagop Pambookian as associate professor of psychology; Nasser Rashidi as assistant professor of engineering; Melvin Goetting as senior instructor in data processing; Joyce Kinson as accountant; Rich Hatten as network manager/analyst and Charles Walker as administrative computer programmer.

processing; Joyce Kinson as accountant; and Charles Walker as administrative computer programmer.

## Valentine elected to new Ohio council for blacks

Melanie Valentine, SSU admissions representative, has been elected to the executive board of the Ohio Council for the Advancement of Black Students in Education.

The newly formed council is made up

of black admissions professionals and minority affairs personnel from throughout the state. The council will provide plans and programs to enhance black student enrollment and retention in Ohio.

## Basham participates in survey

Julia L. Basham, assistant professor of Biological Sciences has participated in the West Virginia mammal survey. The seven-year project is in its third season and is cosponsored by the Carnegie Museum of Natural History in Pittsburgh, and Marshall University.

The survey studies distribution, history and ecology of non-game animals. The research this year centered in Fayette, Summers and Raleigh counties along the New River Gorge in West Virginia.

The Open Air has moved and is now located in Room 411, Massie Hall. Visitors are welcome anytime.



Ground breaking for the addition to the Allied Health Building.

## Design Hair & Skin Plus Care Center

- CUTTING & STYLING
- PERMANENT WAVES
- CREATIVE HAIR COLORING
- CONDITIONING
- TRICHOANALYSIS
- MAKEUP APPLICATION
- FACIALS
- MANICURING
- EYEBROW WAXING
- EAR PIERCING



STYLING FOR MEN & WOMEN

REDKEN

A great cut deserves great care. We recommend Redken®.

**354-1963**

Monday Thru Saturday Evenings  
By Appointment  
1912 JACKSON AV. - PORTSMOUTH

\$1.00 off on a haircut.

\$4.00 off on a perm or

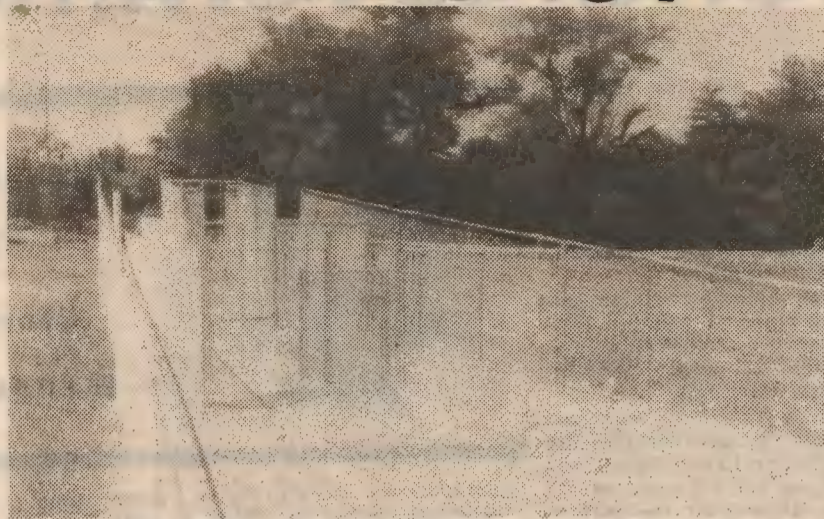
hair coloring with this ad or coupon.

Expires Oct. 31, 1987

# Do you know what this is?

by Nancy Adkins

Have you noticed the maze of fence next to Celeron Square at the east end of the student parking lot? Did you wonder what this was and why it was there? Well, here's the answer. Last spring when Mark Cecil was doing his art residency, he came to Portsmouth from Columbus to teach contemporary mound building. The venture was sponsored by the Southern Ohio Museum and Cultural Center, Portsmouth City Schools and SSU. The maze was constructed by Cecil, Fifth graders from Wilson Elementary and Dave Todd's Indian mound building class, and is intended to be a modern version of the ancient earthen mounds which surround the SSU campus.



This maze is located at the east end of the student parking lot next to Celeron Square.

Photo by Susan Rice

# Sign up now for intramural sports

by Carrie Craig

Sign-ups are taking place now for intramural sports for this quarter.

According to Intramural Sports Director Tom Bowman, now is the time for all prospective athletes to get into the swing of things. Sign-ups have already begun and the deadline is Oct. 8.

With nearly one-third of the student enrollment involved in intramural sports last year, Bowman is hoping for an equally successful turn-out this year.

Intramural sports are open to all SSU students and faculty. The sports are non-league sports in which athletes within SSU play each other. There is more emphasis on fun than on raw competition, Bowman said. The focus now is to get more people involved by offering better and more exciting events.

"We have three team events to start the season and we will have three individual events at the end of the quarter," said Bowman. The three events now being formed are touch football, volleyball, and walleyball. Volleyball and walleyball are both co-ed and consist of six players each. Walleyball is fairly new and has rules from both volleyball and racquetball, and is played on a racquetball court.

"In the next few years, volleyball will probably be one of the most exciting events we have," said Coach Bowman.

The biggest event of the year is intramural touch football, with usually ten to fifteen teams involved. The football games are played on Sundays at Spartan Stadium. Times for the games will be given at a later date.

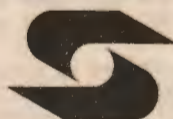
There will be eight men on each football team consisting of five linemen and three backs. They will start practice on Oct. 11. Volleyball and walleyball will consist of three men and three women on each team. They will start practice on Oct. 12. Times for these practices will be given when players sign up.

Those interested should contact Bowman at the natatorium by Oct. 8.

The co-ed volleyball games are played on Mondays and Wednesdays from noon till 1 p.m., and the walleyball games are played Monday through Thursday from 4 p.m. till 5 p.m.

Come visit The Open Air in our new quarters in Room 411, Massie Hall. You are welcome anytime!

## Shawnee State University Office of Continuing Education



Put a little "class" in your night life!!!

Call today for your **FREE** catalog.  
**354-3205, ext. 274**

Knights of Columbus  
sponsors EUCHE TOURNAMENT  
every Tuesday at 7 p.m.  
1518 Gallia Street, phone 354-1190

FIRST CHRISTIAN CHURCH  
843 Third Street at Gay Street  
Portsmouth, Ohio 45662

Worship 9:00 a.m.  
College and Career Class 10:30 a.m.

Rev. Robert J. Thornton

Adjacent to Shawnee State and Serving



the University Community.

THE NEXT ISSUE OF

THE OPEN AIR

WILL BE OCT. 12, 1987

Deadline for news was Oct. 2,  
however advertising will be  
accepted until Oct. 6.

For information; about advertising  
call The Open Air,  
at 354-3205, ext. 278.

## The Open Air

You are built for you to hold councils in Indiana hole seats in the open air. I am a Shawnee.

The Open Air, Shawnee State University's student produced newspaper, is a vehicle of expression for students, faculty, staff and administration.

Opinions expressed herein are not necessarily those of the faculty advisers or the administration of the university. The Open Air is managed and produced cooperatively by the following:

Cendijean Adkins	Business
Management/Photo Journalism	
Nancy Adkins	Features
Editor	
Bonnie Bayless	Allied
Health	
Carmela Carpenter	
Carrie Craig	Sports
Editor	
Bennie Davis	Photo
Journalism/Writer	
Marriane Dillow	
Scott Dixon	Photo
Eric Fansler	Photo
Journalism/Writer	
Jeff Horton	Opinion
Editor	
Dreama Jackson	
Jane Johnson	Layout
Design	
Susan Lashbrook	Learning
Center	
Henry Mason	
Writer/Contact Person	
Barbara Nelson	Photo
Journalism/Writer	
Janet Nesler	Photo
Journalism/Writer	
Russ Pruitt	Photo
Journalism/Writer	
Jan Stein	
Arts/Layout	
Truman Throckmorton	Copy
Editor	
Lora Tolliver	Public
Relations Contact	
James Weems	Layout
Design	
Bev Tadlock	Editor
Faculty Advisers	
Fannie Madden-Grider	
Alvin Madden-Grider	

The Open Air  
Shawnee State University  
940 Second Street  
Portsmouth, Ohio 45662



Hallie Bonnell, the reigning Miss Ohio USA, will crown a new Miss Ohio USA in the Columbus Marriott Inn North on Nov. 29. The deadline for entrants in the 1988 pageant is Oct. 17. For information, write, Miss Ohio USA Pageant, Tri-state Headquarters, Dept. S, 347 Locust Ave., Washington, Penn. 15301-3399, or phone (412) 225-5343.

# One world government

Just what is the purpose of teaching American history to young Americans? Why has the modern educational system left out the main components of American history in the modern curriculum?

My claim is that the lack of history knowledge in grade school and high school Americans is not an accident, but part of the world-wide conspiracy to enslave the human race and bring them under the dictatorial rule of a one-world government.

According to the theories of Marxism-Leninism, and all the socialist and communist lines of thought which support the one-world government; nationalism is an enemy which must be destroyed in order for the one-world government to be established.

The teaching of American history to Americans serves many useful purposes, but for now let's divide these purposes into two considerations. First, the teaching of American history, as any history, allows us to see the successes and failures of the past to enable us to make future judgements.

Secondly, and most importantly, the teaching of American history to young Americans creates a common bond which knits us tightly together as a nation. This supports and strengthens American nationalism, thus the reason for the one-world government conspirators to exclude American history from the curriculum.

In order for our strong nationalism (which is the most important ingredient for our national defense



Commentary

by

Clayton

Madden Jr.

policy) to persist, our young people need to have American heroes in common to share.

If a kid from Portsmouth meets a kid from rural Alabama in Yellowstone Park, the kids should be able to play a game of the Revolutionary War times. They should both know who, what, when and where about the war.

They should know who Benedict Arnold was, and both should support his hanging. They should both share their common American heroes with pride, and both should share the past enemies of America with shame

when the enemies were our own people.

Yes, the facts, names, dates and places of past America are the nails which hold the building of Nationalism together. Also, a complete teaching of American history reveals the truth that America established as a Godly, God honoring, God fearing, God following nation.

The modern secular humanist liberals of our time are teaching our young people the awful lie that America was established on the principle of separation of church and state.

Nothing could be further from the truth: We were established as a one-nation under God. The modern socialist liberals know that the teaching of American history will reveal the truth about the religious history of America, and they don't want that truth revealed. It would mess up their encroaching plan of transforming America to an atheist nation.

There are many important subjects to be taught to the young people of today. However, I will step out on a limb, and say that the teaching of American history is the most important, because it is the backbone of nationalism, and nationalism is the backbone of national defense.

If we lose our country, then nothing else matters. If we become slaves of the one-world government, then all is lost.

So long for now.

# Student stress can be managed

Remember the "good old days?" You know what I mean, those days back in the long ago when good old dad had to walk three miles barefoot through the snow to get to school. Back when every meal was cornbread and beans and you were glad to get it. There were no worries back then and everything flowed as it was supposed to. The men went to work and the women stayed home. Each had their assigned duties and nobody deviated from the norm. Everyone lived a sort of "Leave it to Beaver" lifestyle.

Of course you don't. Those who lived during the "good old days" don't remember them as they were. Those by-gone days of yesteryear, lauded in story and song, have become almost a curse on the minds of those that lived them. The old-timers don't want to go back. Personally, I'm sick of hearing about them.

Still, there is a certain mystique about those times for those of us that missed them. You don't hear a lot about teen-age suicides or drug and alcohol problems from the good old days as you hear today. You have to admit, even if you don't want to hear about it and the people that lived them don't want them back, there were certain advantages over our fast-paced lifestyle of today.

The college students from the good old days had their fads. Full length, mink coats for men were the craze. Letterman sweaters and frat pins, be true to your school, patriotism, Ozzie and Harriet morals, and Ollie North haircuts, were all typical of the college student from the good old days. Oh sure, they tied one on now and then (ie: got drunk). But you just didn't hear a whole lot about it. The good old days' college students didn't have an "Animal House" reputation.

Today there is something new creeping up on us. The sexual revolution was here and gone. "Just Say No To Drugs," and "Don't Drink and Drive" are popular slogans on campuses, but the creeping menace that many are choosing to ignore is Student Stress.

No, I am not kidding! Students on college campuses are under a lot of stress these days. The reason for this, according to many social psychologists is the fairly recent development of the adolescent (Note For Freshmen: You'll get all this in Psyc 173, so take notes).

The rise of the adolescent has occurred only recently in the history of America. We can thank the founders of the good old days for this. After the war (the big one, WWII), many families had two parents working. The men were coming home from the war and the wives did not want to quit their jobs. Children were turned over to babysitters. Then, with this surplus of money in the family budget, the allowance was created. You know what that is; that weekly fee children were paid for doing nothing. Too much time and too much money created more problems -- Rock-n-Roll and the Generation Gap.

Record companies saw very early that teenagers had time and money on their hands. So Rock-n-Roll records and concerts were a way for these companies to gather up mommy and daddy's pocket change (ie: kid's

allowances).

With all of these factors converging, children started depending less and less on their families and started depending more on their peers. By the time the 60's rolled around, the good old days were all but forgotten. Home was just a place to sleep, eat and get paid.

The confusion and frustration showed up clearly in the sub-cultures that emerged from the 60's. Flower Power, Acid Rock, and tie-dyed jeans and T-shirts showed that something was not quite right in the adolescent cranium. Part of the reason, I believe, is a problem that is still around today; that being, student stress.

The college student of today is under a lot of mental pressure. Questions bombard their minds day in and day out. To analyze these questions may seem trivial, but to students pondering these thoughts in their minds, the questions become almost monumental. What should I major in? What career field should I choose? What college should I transfer to? Should I get a job? Should I get married? All of these questions can weigh on students' minds to the point that they need a way of escape. Some cannot deal with them and turn to drugs and alcohol. Still, others try to deal with them in an unhealthy way. They try to keep them bottled up inside and student stress is the result.

Student stress results in lower retention rates, according to Charles Nelson, a social psychology professor emeritus at Indiana State University. Students lose the energy or will to study and then drop out. To help schools and students understand student stress, Nelson has developed the Quality of Life Stress Survey.

More than 1,200 students provided information about their academic goals, lifestyles, and physical symptoms. Nelson found the students' symptoms corresponded with four types of basic lifestyle needs:

- Some students needed a lot of order and security. "Role ambiguity is their worst problem; it creates anxiety -- and sometimes ulcers." Nelson says "normalness" strongly affects these students. A structured school -- even a military school -- might

work for them.

- Students with a "Type A" personality are over-achievers. "They have a high need for meaningful work and achievement. When they are frustrated, they become hostile." Type A students often showed symptoms that could eventually lead to heart disease, high blood pressure or pains in their arms or legs. The worst problem for these students is role complexity, or "having a role that is not clear enough in its purpose," says Nelson. Students sometimes must take different kinds of courses to complete their major's requirements. But if the courses don't seem to hang together, some people get frustrated.

- Like actors and athletes, students with a high need for recognition and self-expression may show symptoms of depression and early signs of arthritis. "Role rigidity is the worst thing." These students should take correspondence or independent study courses that provide an opportunity for personal expression. "Their work should be individualized."

- A high need for belonging characterizes those who show a drop in immunities, loss of weight, or other precursors of cancer. Isolation is their biggest problem. Joining groups of people who share common interests is especially helpful to these students.

Most people have all four of these needs. But those with a particularly high need in one area often have corresponding physical ills.

The biggest sources of student stress:

- Reaction symptoms -- signs of illness in response to pressure, a condition that not only signals stress but increases it. Reaction symptoms are relatively easy to analyze. And people can learn exercises like deep breathing to help them relax.

- Coping resources refers to the ability to interpret events. Some people hear a noise in their house and immediately think it's a burglar -- when, in fact, it's just the wind. Students with low coping skills should plan ahead for tests. "Find out from your professors when they're coming."

- Role conflict is a typical source of stress for sophomores choosing a major and for seniors choosing a career.

- Organizational climate includes school leadership, departmental effectiveness, and the kinds of values supported on a campus. Schools can do much to lower this source of student stress, says Nelson. They can tell students how to deal with the registration process and explain school regulations. Individual departments can help students choose a major and a career.

Nelson wants schools to establish support groups for students based on their basic lifestyle needs. Students sharing a high need -- for order, achievement, recognition, or belonging -- could meet

Continued on page 5

# The constitution has 200th birthday

Two hundred years ago an idea in self-government took form. This idea is known as the United States Constitution.

These ideas did not come easy there were many long hours and long arguments among the Founding Fathers. Much compromise was necessary in the making of the constitution. Of all the blessings of human life, one of the most important is freedom. The more of it we have, the more we are able to obtain our goals in life. In this sense freedom is the first requirement. Over the long history of humankind, we have shown an astonishing willingness to risk anything, even life itself to obtain freedom.

But freedom has proven, over that same long history, to be a very perishable commodity. Freedom is rare in this world. It is a goal sought after by many, but found by few. People elsewhere long for liberty—even dream about it but we as Americans take it for granted. Most Americans have some vague idea that they have certain "rights", the right to say what they want, the right to a fair trial, the right to participate in government and to go to any church they choose, or to none at all. But not many Americans have the slightest idea of how their government was so carefully constructed to preserve their freedoms. Most particularly, they do not understand how the Constitution, that rock on which American freedom was built, works, what it means, and why it was put together the way it was.

Democracy is an exceedingly fragile instrument. In the years since 1787 it has failed far more frequently than it has succeeded. In this century alone democracy has gone under at one time or another in Germany, Spain, Italy, Russia, in many of the new nations in Africa and Asia; and in many of the older nations of South America. Human beings continue to find it difficult to work out ways of governing themselves. Democracy, with its freedoms, has generally proven hard to achieve and even more difficult to maintain.

The American Constitution works not for one single reason, but for several. The first of these is that the men at Philadelphia drew their document out of the American Spirit. Charles Pinckney, one of the delegates said that this was to be an American document, for the American people. Most of the delegates had spent years in politics, and they knew how Americans thought and felt: they were a

practical, commonsensical, and above all, independent-minded people who wanted to get on with their lives with as little government interference as possible. Americans believed in God, but they were more materialistic than spiritual in their approach to life. They wanted a government that was practical and commonsensical, and that was precisely what the Founding Fathers gave them. The American Constitution was written not by ideologues tied to theory, but by

men with vast experience in politics, and it was drawn up to reflect political realities, not only as they saw in 1787, but also as they thought they might be generations later.

Second, the American Constitution has worked because the men who wrote it had a right understanding of human nature. They believed that human beings had much good in them, but they also were sure that it was the bad you had to watch out for. Almost all politically minded Americans of the day were profoundly distrustful of man's capacity to exercise power wisely or well. Self-interest, it was generally agreed, was the dominate factor of human behavior.

Third, the constitution permits a government that is strong enough to get done what has to be done. Some of the delegates had come hoping to establish a strong central government, but many others had to be convinced. As cautious as they were about giving the new government too much power, they were realistic enough to see that it had to have real authority; and they were able to give it that authority because they came to understand the concept of separation of powers, with its systems of checks and balances, and to have faith it would work.

Fourth, the Founding Fathers were very much concerned with the rights of minorities. They were concerned in part because they saw themselves and people like themselves as members of a creditor minority that the debtor majority would inevitably try to "oppress". But beyond their own self-interest, they recognized that the country even then was a collection of minorities. There is nothing in the Constitution that says anything specific about minorities, but because the Founders were always conscious of the problem, they built protections for them into the entire fabric of the document. An example of this is that members of Congress are elected from all over the nation. No single faction could dominate, and minorities would be safe. Just as the founders were forced at every step of the way to make trades, so must American governments work

in a spirit of give and take.

Finally, the constitution, beyond all else, was forged in the heat of human emotion. In the end it reflected, for good or worse, the human spirit. It worked because it was made by human beings for the use of human beings, not as we would like them to be, but as they really were.

The result has been a government that is more responsive to the people than most governments elsewhere. The American people, when sufficiently aroused, can repair deficiencies in the social system. The machinery to do so is embedded in several places in the constitution—in the fact that officials must stand for re-election and will obey popular opinion when made clear enough.

It is true enough that the people are frequently slow to become aroused, and slower to act. But we should remember that it was the people, not governments, who forced the abolition of slavery, and impelled the government to regulate the corporations, give unions legal weapons, take a stand against pollution, end the Vietnam War, guarantee woman the vote, and much else. These things were not done without a struggle, and it took perhaps too much time to get them done. But in the end the government of the United States is always responsive to public pressure when it is applied firmly enough for a long enough time. And this, too, was the wish of the Founding Fathers: they wanted a government that was responsive to the will of the people.

It has been argued that, yes, the people can redress grievances when they perceive them but that they frequently fail to perceive them because their minds are clouded by news media. If the people are deluded, it is their own doing. A variety of political viewpoints and an enormous mass of information can be found at the public library. It is hardly the fault of the Founding Fathers that most people would rather watch a situation comedy or football game than to watch Meet the Media. The critical point is that the American people can force their government into action when they decide to. Only a few times since 1787 have Americans resorted to violence to get what they want; they can usually gain their ends through political means when they really want a change and are willing to work for it.

The Open Air encourages readers to write letters for publication expressing views on issues affecting the university and the surrounding community. If you disagree with any opinion expressed in this paper, write us a letter.

Letters should follow these guidelines:

Address letters to: Letters to The Editor, The Open Air, Shawnee State University, 940 Second Street Portsmouth, Ohio 45662, or letters may be delivered to the newspaper office on the basement level of the commons building opposite the university bookstore.

The best-read letters are brief and writers should observe a 150-word maximum. We reserve the right to edit letters containing obscenity, profanity or libel. Also, to edit letters for length and to limit publication of letters from frequent writers.

All letters must be signed and contain the address and phone number of the writer for verification. Print or type your name beneath your signature.

## Letters to the editor

I can't believe the administrators of SSU are being so unfair. Why would they give a package deal worth over \$100,000 to a president, who hasn't even been here long enough to have done anything worthwhile for the school, when they won't even negotiate seriously and fairly with the instructors?

There are so many rumors running rampant through the school about the whole situation, the students don't even know what to expect. I know my own experiences with the school for the past two quarters have only reinforced my belief that the school needs better administrators who know what they are doing and who will hire people who are aware of school policies and can do their jobs efficiently. When dealing with the Financial Aid and Business Offices students get nothing but one big run-around and many vague answers for any problem they have concerning these two offices.

If the instructors are expected to work four quarters, why shouldn't they get paid for four quarters? They should get paid the same for Summer quarter as they do for the Fall, Winter, or Spring quarters. Why should they be required to work twelve months when other teachers only work nine months? The summer can be used for workshops or other programs that will keep the instructors up-to-date in the subjects they teach.

Shawnee's administrators don't seem to be concerned at all with the education their students receive. If they don't pay instructors decently and they don't provide adequate working conditions all of the good

and talented instructors will leave for better paying jobs. That will leave us with instructors who are not concerned about the education the students receive; teaching will be just a job to them. SSU has a lot of very good, talented, and caring instructors. They are willing to help students in any way they can. It would be detrimental to the school if they were to go elsewhere for jobs.

I think SSU's administrators are expecting too much if they expect students to cross a picket-line. A lot of us believe in and support the instructors; I do. Others of us have spouses who belong to other unions and it could make life at home difficult if we were to cross a picket-line.

I think the administrators should take a few minutes and think about why the school is here. It's supposed to be here for the benefit of the people in this and the surrounding communities. It's supposed to help the people who want to better themselves by getting an education that will help them in the job market. By refusing to negotiate fairly and seriously with the instructors they are hurting many, many people in this and other communities. I feel the students should stand up in support of the instructors. The better your instructors, the better your education.

By

Deborah Basye

## Student stress

Continued from page 4

together, planning strategies to overcome their special problems. Support groups and other school efforts are keys in student success.

If you would like more information on Dr. Nelson's Quality of Life Stress Survey, feel free to write to him at this address:

Dr. Charles Nelson, Sociology Department, Indiana State University, Terre Haute, Indiana 47809.

Well, there you have it. Student stress is a fact that we all have to deal with but we don't have to let it get the best of us. If you feel that you may have some or one of these symptoms of student stress, you can contact one of the counselors here at SSU. You can discuss your problems and perhaps find the solution you need.

Best of luck in your college career.

# Relive past lives with Shirley

by Russ Pruitt

Shirley MacLaine's book, Out On a Limb, has enjoyed immense success as evidenced by 15 weeks on the New York Times best-seller list, and over two million copies sold. Out On a Broken Limb by F. LaGard Smith is his response, rebuttal, and refutation to MacLaine's book. As Smith himself admits, "Without doubt, Shirley MacLaine is the Pied Piper of today's reincarnation tune." But, reincarnationist Pied Piper and actress par excellence she may be; is she sacrosanct on things spiritual? Author Smith thinks not.

Smith is like MacLaine in that they have both struggled with the question of the meaning of life and the universe. They are alike in that they have had similar philosophical questions. But they part company in the conclusions they have drawn. As Smith himself puts it:

"...from what I read in her book I knew that we were worlds apart in our conclusions about life. Shirley MacLaine believes in reincarnation, karma, and extraterrestrials...while I am more than ever convinced that Christianity is the key to life's meaning and the only true way to understand reality."

Thus the battle lines are drawn.

It's one thing to make a claim to the validity and superiority of one belief system over another; it's another thing to make others believe it too. Out On a Broken Limb is not the wild-eyed speculations of a fanatic Christian zealot. Instead, Smith presents his evidence in a methodical, orderly, and easily read fashion. This shouldn't have been too arduous a task for F. LaGard Smith. He is not only the author of four books, he is also a lawyer and Professor of Law at Pepperdine University. Although not a theologian per se, Smith has also established his theological credentials in his Christian best-seller, Narrated Bible (Harvest House).

Since Out On a Broken Limb is Smith's response to MacLaine's Out On a Limb, quotes from her book are quite extensive. It is obvious that Smith has not

only read MacLaine's book, but that he has also researched all aspects of Eastern Philosophy and its Westernized versions. At times it seems that the reader is almost drawn into the courtroom and seated on the jury as the case of East vs. West is presented. Lawyer-Author Smith marshalls an impressive array of evidence as he puts MacLaine and her book on the witness stand. He then asks the jury to ponder this question: "Is Shirley MacLaine dancing in the light? Can the evidence she presents for reincarnation withstand cross-examination?"

As any good investigator should, Smith also interviewed some key figures in MacLaine's Out On a Limb. In a "channeling session" with MacLaine's personal psychic, Kevin Ryerson, he surreptitiously poses as a sincere reincarnationist. Ryerson comes off in a rather bad light. The supposedly genuine psychic doesn't even see through Smith's ruse. This faux pas was not lost on Smith as he observes, "a fact which one might guess a genuine psychic would seize upon right away." At one point in their session, Smith, in order to test Ryerson's factual accuracy, purposely mis-represented that his mother was not living. Ryerson's response wrongly assumed the truth of that mis-representation. Smith says, "Wouldn't the Akashic Records know whether or not my mother was still living?"

At still another point, Smith's legal skills hack at the moorings to which MacLaine's spiritual lifeboat is tied as he quotes her reaction to Helen Wambach's book, Reliving Past Lives. MacLaine recalls, "This book, more than any other, left no doubt in my mind that we have indeed lived past lives." Smith then goes on to examine the research methods used by Wambach. He clearly shows that Wambach's subject-participants in "past-life, birth-trip" therapy sessions, were already pre-disposed to believe in reincarnation. In fact, Smith points out that Wambach began her study with the assumption that her subjects had indeed lived past lives. Logic demands agreement with his cogent observation, "Ms. Wambach's conclusions are not based upon scientific method, but on her personal belief in

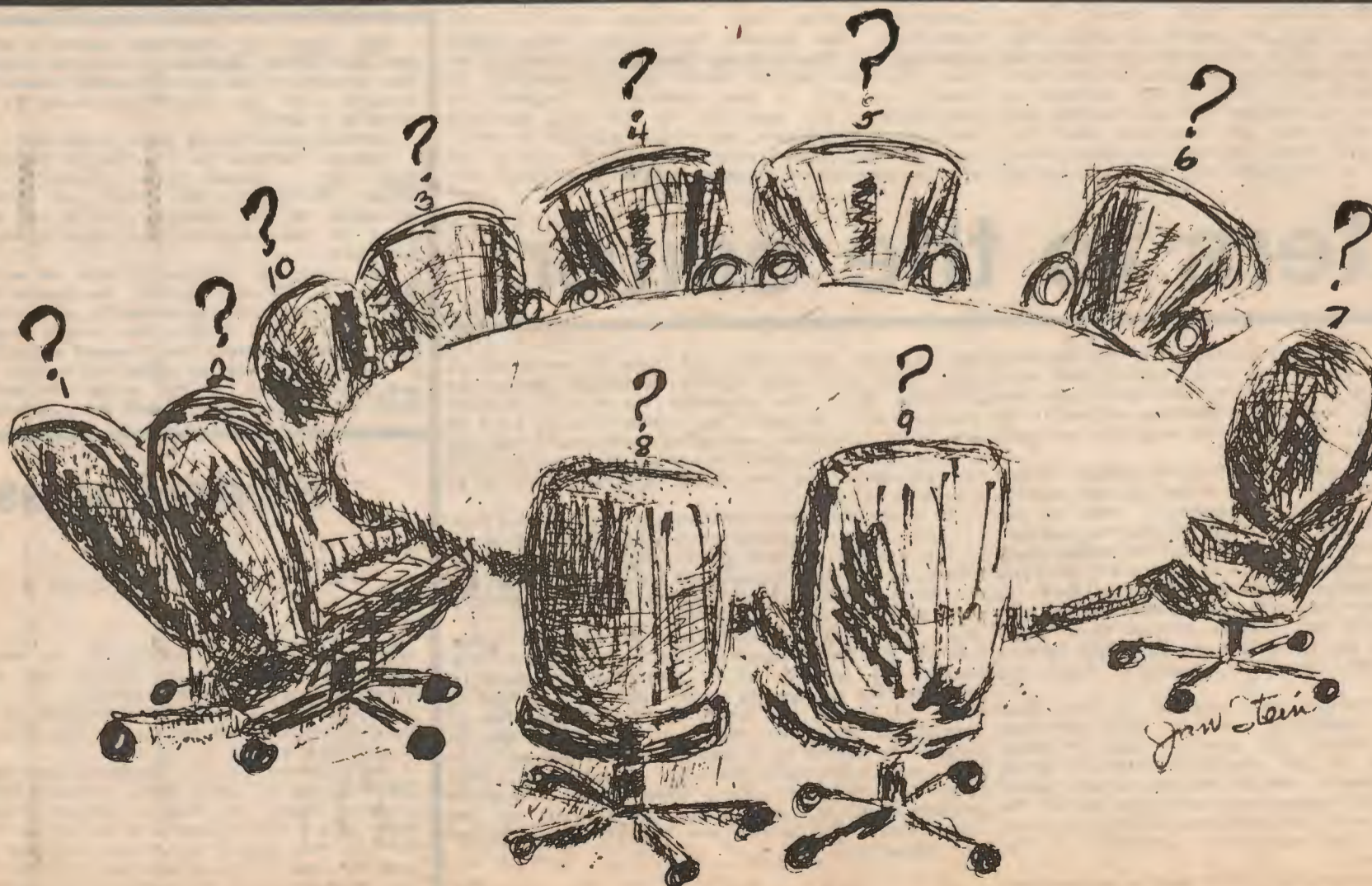
reincarnation and karma. Any theory of life that is based even partly on such flawed research should at the very least be highly suspect, and should certainly not be accepted as the basis for our eternal destiny."

In the last five years there has been a spate of books on the pros and cons of the so-called "New Age Movement." Although Unmasking the New Age (Intervarsity Press, 1986), by Douglas Groothuis, is a more scholarly, slower-reading book, he agrees with Smith's opinion of MacLaine's impact as a result of Out On a Limb. Groothuis says, "MacLaine became omnipresent in the media. She has become a celebrity evangelist for the New Age." Maybe so, but does media exposure qualify her as the last word on spiritual matters?

Can any sincere seeker of truth afford to accept MacLaine's claims carte blanche? Can an objective decision be made on any issue without examining it's antithesis? Intelligence and logic says, "No." MacLaine told Phil Donahue in a recent interview that she is the one who is "making it (reincarnation) more acceptable to the popular consciousness." She has been given a wide audience and ample time to do so, via television talk-shows, a made-for-television movie, and magazine articles. But any theory, no matter how good it sounds, still has to work. In Out On a Broken Limb the other side of the issue gets its day in court.

Although Smith's main goal is to inform the reader so as to be able to make an objective decision, he also succeeds in entertaining along the way. Don't let the fact that Smith is a lawyer deter you from reading his book. The book reads well and easily. Even though Smith vs. MacLaine paints visions of David and Goliath, we all know how that one came out, don't we? As Author Smith reaches down to put a stone in his sling, he tells us, "Ironically, in Out On a Limb Shirley MacLaine repeatedly reminds us of the need to base our beliefs on proof, not blind acceptance. In that spirit, there are many hard questions to be asked of reincarnation!"

## Student Senate



**Would you like to:**

- \* Report about area arts and entertainment?
- \* Review local records, plays, art exhibits and books?
- \* Review current movies, albums and books?

**Are you:**

- \* Able to write concisely and skillfully?
- \* Willing to meet deadlines?
- \* Capable of organizing and managing an arts staff?

*music*

**Then, The Open Air is looking for you to be its new arts and entertainment editor.**

**To apply, send a letter stating your qualifications and plans to:**

**The Open Air**

**Shawnee State University  
Portsmouth, OH 45662**

**VIDEO**



Child care services may be available to SSH students in the future. Dr. Paul Crabtree,

counselor, said there has been so much interest in child care that the college is considering offering the service.

To help determine if child care is needed, please fill out the questionnaire and return to Cindy

Haney in the Student Services office.

## Do You Need Child Care?

Do you think child care is needed on campus?

yes \_\_\_\_\_ no \_\_\_\_\_

If child care services were offered would you use them?

yes \_\_\_\_\_ no \_\_\_\_\_

What hours are child care services needed?

morning \_\_\_\_\_ afternoon \_\_\_\_\_ evening \_\_\_\_\_

What would you consider the maximum cost for child care?

\$1.00 hr. \_\_\_\_\_ \$2.00 hr. \_\_\_\_\_ \$3.00 hr. \_\_\_\_\_

What ages are your children?

## Child care available in the Portsmouth area



KIDDIE LAND LEARNING CENTER 3RD & BROWN STS. PORTSMOUTH, OH  
RATES: Infants - \$10 Day, \$7 Half Day  
Other - \$9 Day, \$5 Half Day  
Lunch - \$1.50

WEST END DAY CARE CENTER 701 5TH ST. PORTSMOUTH, OH  
RATES: \$8 Day, \$4.40 Half Day W/Lunch "Title Two"

TEMPLE TOTS 1148 GALLIA ST. PORTSMOUTH, OH  
RATES: \$9 Day, \$6 Half Day W/Lunch

SHAWNEE CHILD DEVELOPMENT 1405 OFFNERE ST. PORTSMOUTH, OH  
RATES: \$9 Day (Minimum), \$8 Daily, \$35 Weekly

EARLY LEARNING CENTER 7601 RIVER RD. WHEELERSBURG, OH  
RATES: \$35 Weekly, Half Fee for 2nd Child, \$20 Per Hr. 9-12:30  
Registration Fee: \$10 each

MALONE'S KIDDIE KARE NURSERY  
RATES: Infants - \$11 Day, \$6 Half Day  
Toddler - \$10 Day, \$6 Half Day  
3 Yr. & Up - \$10 Day, \$5 Half Day

