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CSCSPA claims 'racism'

Reagan's budget condemned

SACRAMENTO—The California State College Student Presidents Association, representing 19 campuses and 240,000 students throughout the State College system, last week concluded a two-day meeting at Sacramento State College by "condemning the discrimination and racism inherent in the governor's proposed budget", pledged its legislative lobbyist to work for a variety of bills, including greater funds for EOP, increased help to Child Care Centers, opposition to tuition and other increased student fees, and also voted to start a public relations campaign in support of a tax increase to bring the State College budget back to the levels recommended by the State College Board of Trustees.

The racism resolution, passed unanimously in response to a request from student president Bill Richardson of Humboldt State, centered on the drastic cuts in EOP funds in the proposed budget. . . from a trustee request of over \$4 million, to the governor's less than \$1.6 million. . . and drastic increases in foreign student tuition, also opposed by the trustees.

CSCSPA also directed its legislative lobbyist, graduate student Ed Murray of Sacramento State, to oppose bills creating an instructionally related student fee and taking student control away from student funds, to propose bills to provide help to the various student associations now paying high costs for Child Care Centers, and propose students be appointed to the Board of Trustees.

The group voted support for increasing the State College budget back to the trustee-proposed levels, and to start a public relations campaign in support of a tax increase to pay for higher education.

"The governor's budget, which includes such items as a 10 percent enrollment increase on a less-than-two percent increase in funds and no money to equip buildings now nearing completion, is viewed by many political observers as a Republican move to embarrass the Democrats and blame an inevitable tax increase on them," according to CSCSPA

Spokesman Jon Twichell of San Francisco State. "The figures asked for are so disastrously small as to severely damage the public higher education system and California in the meantime. The voting public should not stand for callous political games being played with our college system."

The group will start immediately on a letter writing and public relations campaign to inform the public by acting on a resolution offered by student president Bill Langan of San Jose State.

In addition for calling for student members on the Board of Trustees, CSCSPA also called for a strong stand at the next trustee meeting in support of students serving on tenure committees. CSCSPA, the sole recognized student voice at the monthly meetings of the Board of Trustees,

CSCSB to feel budget cut ; Pfau outlines effects

All EOP positions have been deleted at this campus, Dr. John M. Pfau, college president, reported last month.

Discussing the college's 1971-72 budget as presented by Governor Reagan to the state legislature, Pfau stated that EOP grants were "reduced from \$24,000 to \$7,000."

The president further explained that funds for Student Educational Opportunities Grants (SEOG) come from high priority groups who will now require help from other aid programs. As a result, eligible students with lower priority will be hurt, not EOP students.

Regarding faculty positions, President Pfau noted that 40 were "originally" to be added to this year's total. However, this figure was reduced to 21, despite an expected 10 percent enrollment increase.

The average number of weighted teaching hours per faculty member was also increased — from 11.1 this year to 12

has worked over the past months to avoid increases in student and parking fees, along with attempting to develop a fairer system of justice. Other actions coming up in the near future include the proposing of a student Bill of Rights and a case with the ACLU to challenge Executive Order #116, the chancellor's disciplinary code.

Much attention has recently been given to the University Presidents Association for their hiring of a lobbyist; the CSCSPA has had a legislative lobbyist for the past 8 months. Student lobbyist Murray's duties include keeping all student presidents informed of upcoming bills, following committee hearings, passing the word when bills of particular interest to specific students are coming up, and keeping in constant touch with key legislators.

hours next year.

Money was not allocated for public affairs and lectures, for moving allowance, or for on-campus (faculty) interviews, he said. There was also a 50 percent cut in out-of-state travel funds.

Pfau reported that the library lost 8/10 of a position, adding that book purchase funds are being reduced from \$126,000 to \$101,000.

CSCSB will try to maintain as many 20-student classes as possible; however, this will probably mean an increase in the number of medium and large lectures, he emphasized.

Expenditures per student will drop from \$1,534 this year to \$1,428 the next fiscal year.

In addition, the new budget does not provide money for capital outlays, new construction, or a cost-of-living salary increase for faculty members.

The total budgetary support for Cal State this year is \$4,648,000; the projected figure for 1971-72 is \$5,063,000.

Much ado about nothing

By GEORGE LONBERGER

The AS Senate passed a motion on February 11 which will establish a David Randolph Memorial Scholarship, to be awarded to an outstanding EOP student chosen by the EOP Advisory Council. Nominations will be made by MECHA, BSU, NASA, and the senate. One recommendation will be submitted by each group.

The \$100 scholarship will be given once each quarter. This quarter, the recipient will be Mrs. David Randolph.

No person can receive the scholarship more than once. Criteria will include financial need, contribution to the EOP program, and interest shown therein.

Also discussed was a \$240 request for containers for chemical recycling.

Richard Swanker stated that there are "dangerous chemicals" being dumped into the city sewage system from the college, and that, although now small in quantity, they could eventually cause an ecological problem.

The motion passed by a vote of 6-0-1. The containers will be purchased from Discipline Funding.

MECHA, represented by Jorge Rios, presented a proposal to the Executive Cabinet on February 23 that would show support for the naming of the new Library after Ruben Salazar. In the ensuing discussion, Breck Nichols, AS treasurer, stated that such would alienate many students. The move was rejected (for the second time) by a 4-2-2 vote.

Another senate meeting was planned for February 25. However, for the third meeting in a row, a quorum could not be assembled. Among those not in attendance were Ann Cordova and Mike Clark.

Senator Rich Glickman announced that next quarter (Spring 1971) he will attend Humboldt State. An election within the Sophomore class, will be slated before the start of the Spring Quarter to find a replacement.

News in brief News in brief News

Due to deficiencies encountered in the mechanical systems and carpeting, it is necessary to delay moving the Library into the new Library-Classroom Building until the end of the Spring Term, according to Executive Dean Joseph Thomas.

If, however, the carpeting problem is resolved in time it is possible that occupancy of the second floor and basement may be accomplished at the end of March to relieve crowded classroom situations. The Audio-Visual and Data Processing departments may be included in the March move also.

Problems in the heating and air-conditioning systems are expected to be ironed out within 45 days. Problems involved in the carpeting are more complex. The State of California, which is contracting for the carpeting, specifies a static electricity preventative wire be woven into the fabric. The manufacturer had omitted this feature in his original shipment and is now making the correction. The carpet already installed will be replaced with that meeting specifications.

memo

A cultural exchange benefit program to raise money toward a Nairobi, Kenya, trip planned by three BSU students, Rosalyn Jacquet, Jimmy Perry, Larry Cul-



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people...

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The Pawprint is published once a week by and for the students of Cal State, San Bernardino.

The opinions of the Editor-in-Chief are expressed in unsigned editorials. All signed editorials, guest opinions, cartoons, columns, and letters represent the opinions of the artists or writers and are not necessarily those of the Pawprint.

None of the views expressed necessarily represent those of the Associated Students, CSCSB, or the California State College System.

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Schedule of payment

STORIES	
LEAD FEATURE	\$5.00
SECONDARY FEATURES	\$3.00
NEWS	\$2.00
ART	
CARTOONS	\$3.00
PHOTOGRAPHS	
COVER	\$5.00
FEATURE	\$3.00
NEWS	\$1.00

As of February 18, 1971, President John M. Pfau approved a proposal allowing the editor-in-chief to pay all students the above rates for published material.

erson, is scheduled for March 15. Tickets are on sale at \$5 each, with proceeds to go to the CSCSB BSU for the exchange trip, which is being sponsored by Leonard Moite.

The benefit will feature Melvin Bateman, renowned ventriloquist, the San Geronio High School BSU Choir and other performers.

Tickets, tax deductible, may be purchased at the EOP office or from the three students.

Pawprint stinks

Editor:

I can't help but comment on the state of the Pawprint this year.

It seems to me that you and your present staff have done so little for so few with so much (money). I realize that your staff is small and your workload (potentially) heavy, but to pass this excuse off as justification for your mediocre journalism is to reflect your level of incompetence.

How can you justify going to a new format with more pages when you couldn't even fill the old one? I know Maxie personally, but do we have to pay for a full-page article. . . ? Is it also necessary to run two-and-a-half blank pages to express your lack of ability to relate to students?

Your reviews and articles look like reprints of Edna Steinman, Art Wenk, the CSCSB Bulletin, et al. Can't we (the students) forego the extra price of having you duplicate what we can already read? The main point is, is it necessary to expend ASB funds for such a short return to the students?

I've seen the evolution of the Pawprint since 1967 and have watched the school grow since 1965. We had more of a paper with 900 students than you have with 2,000. I have more questions (if you'll print them) so that you don't have to run any more mock dialogues in your editorials, then maybe you can work for some answers and not hand out excuses.

Allen Summers

(sic)k

Editor:

The increasing stupedty (sic) of your paper came to a glorious climax last issue. One wonders whether you should be simply fired or locked-up. ASB funds should not be wasted on such a worthless rag. Your last issue represents all the work the staff has produced this year: One big blank.

Bart Smith

Letters to the editor must be 300 words or less. All letters must be signed in ink. The editor reserves the right to refuse or edit all material.



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FORE 'N AFT



**BLACKS
for men
INLAND CENTER**

Machismo is manhood

By VALERY LINN
Contributing Editor

The Women's Liberation Movement does not agree with the old story that men are thinkers and women are paper filers. Many women in SDS say they've had it with pouring coffee and typing memos. Such resulted in what some SDS'ers call the "loss of the backbone of SDS." Not that the radical tactics of SDS can be correlated with the MECHA movement, but the typical subservient role of women can.

Now Chicanas, both in and out of MECHA, are starting to question the movement and its men: Why don't MECHA males consider Chicana positions in other than paper filing and wifely terms?

Susan Garcia, chairman of administrative affairs for MECHA ("a glorified paper worker position," she noted), said, "It's depressing and sad, but there are people within our own movement who are surpassing our own people, our own women."

Most of the Chicanas interviewed felt that the problem didn't exclusively lie with the men, but also with the women. A young Chicano asked, "What can women's liberation mean to women of my race? They're very happy with the man as the head of the family... if you don't believe me, just ask them!"

Miss Garcia replied, "There are some women who may be happy staying home all their lives to raise children, but certainly there's not as many as you would think, or even as many as women themselves would have you think. What happens when the children are all grown? What do the women do then? That is the time a woman sees that she wants something more; more likely than not, it's too late to do anything about it!"

Diane Feely, an Anglo speaker for the Women's Liberation Movement, explained, "Getting women to be honest with themselves is the first step if women's liberation is to become a reality. Too many women are deceiving themselves by trying to convince themselves that they are happy staying home and taking orders... when actually they're building up frustrations and guilt feelings because it's not true."

Regardless of whether or not Chicanas are actually being exploited, many believe they are.

Isabel Ebert, a 23-year-old Chicana psychology major, stated, "Women brought up in my culture are taught first to be a mother and wife... then maybe a person."

She continued, "My mother is very happy that I'm going to school and preparing for a career; my aunt has been encouraging all along, too."

One of the principal problems seen by Chicanas is the attitude held by many

Chicanos called "machismo" - there is no equivalent English translation. Basically, it is the "idea of manhood," something that must be proved constantly.

"By machismo's very nature, a man is required to prove to the world his manliness. This demands that a woman remain subservient at all times," responded Miss Ebert.

Virtually all the women questioned agreed that machismo is "an outdated attitude." And one woman referred to it as "something some men use as a rationale for acting the way they do... that is, as if they were of innately superior intelligence."

To Ray Resendez, machismo means nothing. "I don't see that any man needs to prove anything. There are differences there, physical ones, but if you spend your life trying to prove your manliness, you forget to enjoy the fruits of the world."

According to Chicanas, Resendez is "not typical of the male attitude, but is more typical of the college-educated Chicano than of the high school graduate."

Anita Sanchez exclaimed, "I don't like the Women's Liberation Movement. They're fanatics and I see the man as the bread winner."

When asked why she was in school, Miss Sanchez replied, "I want to be a teacher, but if I do... get married and my work interferes with my duties as a wife and mother, I'll have to quit. This is something I was raised with and I can't change now."

Susan Garcia definitely sees marriage as a good thing. "I, of course, would have to marry a man who is active in the MECHA cause and who views me as an equal. Every woman should have a creative outlook on life or she will stagnate. Having a career or activities outside the home (like MECHA) will assist in continuing to maintain a creative perspective," she explained.

Isabel Ebert commented, "I really don't want to get married. There is so much for me to do that I don't see marriage as a requirement for my own happiness or success."

She continued, "Most women who do not marry in my culture usually end up taking care of their sisters' kids or keeping house for aging parents. Of course, in Mexico City there are single women who have careers, but for the large majority that's not the case."

Miss Ebert was the most liberal of the women interviewed. She explained how the Spanish language had chauvinistic



overtones: "If there is a group of women standing together, the whole group is referred to as las muchachas, but if one single man enters the group, which could include twenty women, the group is referred to as los muchachos." She went on to say that "this is not entirely a problem with our culture. The English language has its subtleties too, such as calling a man a bastard, which ultimately is a reflection upon a woman - the man's mother."

MECHA's problem with women is only beginning to surface. Miss Garcia feels her position is "probably a token gesture. Not that I really mind that, because most important to me are the problems of my people."

She continued, "They view me as someone who doesn't quite match up to what they (men) think their abilities are. Of course, that isn't so."

"Men in MECHA are liberals in the sense of being tired of seeing their people oppressed - but not liberal in their views about women. Those men who are single now... want to marry virgins," one girl concluded.

Most Chicanas agreed that in their culture women are put on pedestals "as if we were the Virgin Mary." But, as one girl said, "Putting people on pedestals is very dangerous."

EOP: An outline

The purpose of the Educational Opportunity Program is to enroll in San Bernardino State College able people from minority and low income backgrounds, finance their education when need exists, and make available academic support (in the form of tutoring and special faculty advising) to help insure their success as college students.

ELIGIBILITY

Students with both minority group and low income backgrounds are encouraged to apply. Particularly encouraged to apply are those minority group, low income students who may not meet admission requirements but who can offer evidence supporting their ability to achieve at college. (evidence supporting such applications should include letters from teachers and counselors and a statement from the applicant regarding his academic goals.) In those cases where entering the college at this time would not seem appropriate, the EOP Advisory Committee may recommend to the student a program of study in a junior college or elsewhere, hoping that he may qualify for acceptance as soon as possible.

FINANCIAL ASSISTANCE

Being able to afford to go to college need no longer be the determining factor in deciding whether or not to attend. Students admitted to California State College, San Bernardino under the Educational Opportunity Program are considered for financial assistance on the basis of need. Funds can be provided to cover room and board, registration fees, books and supplies, and living expenses when a student and/or his family is unable to meet these expenses. Financial aid is comprised of a combination or "package" of grant, loan, and summer and/or part-time employment based on the individual need of the student applicant and the

availability of funds. Individual financial aid counseling is provided each student through the Financial Aid Office.

Student assistance is made up from the following sources:

1. **Educational Opportunity Grants (EOG):** Federal grants up to \$1,000 are available through the Higher Education Act of 1965, based upon strict needs analysis, primarily for entering freshmen and assured through the under-graduate years if need continues to be demonstrated. Amount granted must be matched by the college or other funds.

1. **National Defense Student Loans (NDSL):** Long-term government loans, interest free while in school, with eligibility based on need, in amounts up to \$1,000 per year, the total amount available for the undergraduate years not to exceed \$5,000, and to be repaid over a ten-year period beginning 12 months after the conclusion of your education.

3. **California State Grants:** State grants from \$200-700 are available to first-time students specially admitted under the Educational Opportunity Program. The amount granted is based on a needs formula and must be matched by other funds. These grants first became available for Fall semester, 1969, and continue at the discretion of the state legislature.

4. **The Work-Study Program:** Part-time jobs during the school year, full-time during the summer if funds are available, for students who need money in order to remain at the College. Jointly sponsored by government, college, and outside agencies. Work-study funds may be used to match Educational Opportunity Grants, but we recommend work-study assistance only for those students above the freshman level.

To help insure academic success, tutoring and advising are available at the college.

Guest analysis

EOP - getting straight

By LARRY JOHNSON
Director, EOP

In recent years, there has been some concerned focus on the lack of educational opportunities for minority and other disadvantaged students in higher education.

In 1968, the Board of Trustees of the California State College system adopted a new program known as the Educational Opportunity Program (EOP) to provide greater opportunities for those students who did not have the proper credentials (GPA) to enter the state colleges, and who could, perhaps, succeed if given the opportunity.

The EOP Program at CSCSB has admitted approximately 145 students either through EOP or the Student Improvement Program during its brief history, and will be expected to admit 70 new students for the 1971-72 year. This means that a total of 210 EOP students will be enrolled at Cal State next year.

The trustees approved a 4.1 million dollar budget for the 19 state colleges for the next academic year. In the governor's proposed budget, this was reduced drastically to 1.6 million. This eliminates the administrative and supportive programs for four colleges: San Bernardino, Humboldt, Stanislaus and Bakersfield. The State Educational Opportunity Grant was also reduced from the present \$26,000 to \$7,000. This grant can only be used for first-year students.

The EOP program at Cal State faces the following problems for the next academic year:

1. No provisions for supportive services for the 210 students who will be enrolled next year.

2. Funds for the administrative functions of the program, such as the duties of the director, assistant director, secretary, and student assistants, were not in the governor's proposed budget and will have to be supported somehow through the regular college funds.

3. There will not be a central office to provide routine supportive services for EOP students; e.g., exam scheduling, planning for pre-registration, etc.

4. There will be no tutorial or peer-group counseling program for students admitted to the program.

The director and staff of the program have been actively involved in meeting with local legislators, student organizations, campus administrators as well as the regular campus community in an attempt to restore the 4.1 million to the governor's budget, which would provide complete administrative and supportive services as well as State Educational Opportunity Grants for the number of students who will be attending the college next year.

We invite any suggestions from the college community of ways in which we could accelerate our efforts to restore the administrative and supportive services at CSCSB.

Of lousy jokes, and poor profs

As you enter the classroom of Coeval Civilization I, you look for the prof, but he isn't there.

"Oh well," you sigh, as you sit down near some people you've met before.

You sit five minutes more, then say to a friend, "I thought students were late, not professors."

The prof enters. In the class schedule, he was called "Staff," so you ponder his name. An answer comes as soon as you look at the board: On it, he has written "Mr. Monarch."

He tells you roll will be taken. "Damn!" you exclaim, "I thought they only did that in high school."

You notice his accent, but can only place it as Eastern.

After attending class for several days, you discover that it is an economics course, not a civilizations course; that this is Mr. Monarch's first year of teaching; that he is very, very boring; and that his jokes are lousy.

After several weeks, you learn various political and economic theories.

At this point, you, along with half the class, are asleep and/or very confused. The only challenge: Getting the prof to accept a "paper" recorded on tape, but not written.

After taking two tests, you find that

he's difficult, and, of course, you get low grades.

You arrive on the day of the final and receive a lecture. In it, Mr. Monarch says that, although things have been hard, he will not be.

You take the final and fail.

You think you did better than that, so an appointment is made.

Mr. Monarch discusses your test grade. Thinking you can 'bs' him, you present a complex and confusing argument. But

all fails; Mr. Monarch is smarter than you thought — he knows you're game.

The new quarter has begun and, although you passed Coeval Civilization I, you pity a friend who is now taking the class. She tells you about Mr. Monarch, but he hasn't changed.

"Oh well," you say, waiting for the day when not only educated people will teach, but also people who know how to teach.

Science organization formed

By STEVE BAUER

If you're a student after a degree in the Division of Natural Sciences, you now have the assistance of a faculty-encouraged, student-run organization, existing solely to cater to you, in your pursuit of a more effective and relevant college experience: The Natural Science Council. It became an official student-faculty organization on Friday, February 19.

You are all members of the council. You can voice your ideas as individuals, or as a body; you have an executive

committee to implement your desires.

What this means is that whatever you want from your division, there is now a channel through which you may start the processes leading to your eventual satisfaction.

Would you like a fully credited college course; one instructing you in a topic you believe is relevant? Have you wanted a particular lecture or group of lectures? Maybe you'd enjoy temporary or permanent employment of a specialist from industry who could help you with a special problem. Maybe technique specialists for unique problems in chemistry, physics, and biology? Perhaps an industrial computer programmer would be interesting and useful in showing some of the practical tricks of his trade? Maybe you wonder what a "real world" mathematician, chemist, or physicist does? Anything. If it intrigues you, there is a way to approach it — your Natural Science Council.

Certainly, if you're to get the most from your council, there will have to be funds for you to work with — to hire the specialists, to buy equipment, to do some of the things you wish and expect from your council. To get this money, the executives of your council are going to try to sell the local merchants on this organization on a basis of what it can do for the students in their community.

There will be a meeting this coming Friday, March 5, at 3 p.m. in B-101. Attend this meeting. Come with your suggestions, ideas and interests. From this meeting will come the basis of our pitch to the potential donors. Give us something to sell. Give them a reason to donate. Please don't deprive us, your fellow students or yourself, of the benefit of your attendance.

Final Exam Schedule

Winter 1971

Monday, March 15, 1971

Classes scheduled to meet two hours a day on Monday and Wednesday will take their final examinations on Monday, March 15, at their last scheduled class meeting.

Wednesday, March 17, 1971

Examination Time	Classes Meeting at:
8:00 - 10:00	8:00, 4 days a week or more, plus TTh at 8:00 to 9:50
10:30 - 12:30	11:00, 4 days a week or more, plus TTh at 11:00 to 12:50
1:00 - 3:00	2:00, 4 days a week or more, plus TTh at 2:00 to 3:50
3:30 - 5:30	5:00, 4 days a week or more, plus TTh at 5:00 to 6:50
7:00 - 9:00 p.m.	GS 101, Freshman Composition, P.S. 10

Thursday, March 18, 1971

Examination Time	Classes Meeting at:
8:00 - 10:00	9:00, 4 days a week or more, plus TTh at 9:00 to 10:50
10:30 - 12:30	12:00, 4 days a week or more, plus TTh at 12:00 to 1:50
1:00 - 3:00	3:00, 4 days a week or more, plus TTh at 3:00 to 4:50
3:30 - 5:30	GS 190, Studies in Philosophy, P.S. 10
7:00 - 9:00 p.m.	7:00 p.m.

Friday, March 19, 1971

Examination Time	Classes Meeting at:
8:00 - 10:00	10:00, 4 days a week or more, plus TTh at 10:00 to 11:50
10:30 - 12:30	1:00, 4 days a week or more, plus TTh at 1:00 to 2:50
1:00 - 3:00	4:00, 4 days a week or more, plus TTh at 4:00 to 5:50

Students must sell selves

By ROBERT CORDERMAN

CSCSB's Lectures and Public Affairs Committee, under the guidance of Activity Advisor Kate Wilson, brought together individuals representing government, teaching, business, industry, and graduate school for a panel on "Professional Opportunities," held February 23.

Mrs. Orletta Beach, from the Civil Service Interagency Board, said that the hiring of federal employees is "not much slower than last year, because there has been additional cutbacks."

She stated that overall employment is down, but that there are favorable projected trends for the future.

Each year, she added, several positions are opened due to "natural turn-overs" such as retirement; interested students should take the Federal Service Entrance Examination.

The co-ordinator of teaching vacancies in San Bernardino County is Leo Omiliak. His job is to keep up-to-date lists of vacancy information, school addresses, phone numbers, and other data that would aid job seekers in finding work. He said that in certain fields, e.g., English, history, boys PE, and foreign language, there is an over-abundance of applicants; but, in areas such as math and science, jobs are not as difficult to locate.

Applicants, who are willing to go to the desert regions of the county, are more apt to find jobs now. Some of the current problems, remarked Mr. Omiliak, are lay-offs due to the failure of bond issues, California's low salaries, and teachers coming from out-of-state.

Representing business and industry was Paul Jones, who has recently written a book for students who plan to enter business.

Jones stated that it is difficult to find employment

in his field — the reason being mass lay-offs, and more stringent requirements of employers.

So now, according to Jones, "job seekers must sell themselves to the companies," which means that the applicant must convince the employer that he (the

applicant) is needed. This is accomplished, he continued, through a well constructed resume and knowledge of the firm's needs.

Dr. Robert Hewitt, who heads UCR's graduate program, said that, due to the adverse publicity concerning "the over-production of

Ph.D.s'" universities have cutback their graduate programs from 20 to 50 percent. This, combined with the yearly increase in applications, has made it more difficult to get into the programs. There are still particular fields, though, that are relatively easy to enter.

Chorus and brass to perform

The splendor of brass will resound in a program of music for double chorus and brass, to be presented by the Music Department of CSCSB on Sunday, March 7.

Students and the public are invited to the concert, to begin at 8:15 p.m. in PS-10.

Music in the Venetian style, opening with a canzona for wind instruments by Giovanni Gabrieli, will be featured in the program, directed by Dr. Arthur Wenk.

"The echo effects and contrasts of high and low-pitched sonorities which mark this style were particularly appropriate to the architectural layout of St. Mark's Cathedral in Ven-

ice," said Dr. Wenk.

"While the Lecture Hall lacks the side galleries which might give the full spatial effects of this music, the bright acoustical properties of the hall are well suited to the combination of instruments and voices," he continued.

The program will continue with two motets by Gabrieli, "In Ecclesiis," based on the opposition of two large masses of sound, and "Jubilate Deo," which employs an eight-part chorus in various combinations.

Featured work on the program is a motet by J.S. Bach, "Singet dem Herren ein neues Lied." This work,

composed in 1727, displays some of the same principles of construction found in the motets of the Venetian school. Music material is exchanged between the two choruses or among individual parts within a single chorus.

The program closes with Heinrich Schuetz's monumental Psalm 150.

In this work, individual voices of one chorus are pitted against the corresponding voices of the other chorus — sopranos versus sopranos, tenors versus tenors — with a different instrumental ensemble accompanying each group, explained the director.

Class Schedule Changes — Spring 1972							
SECTID.	DEPT. A CATALOG NO.	COURSE TITLE	SECTION	ROOM	INSTRUCTOR	TIME	DATE
ADDED CLASSES							
2002	Ed. 352	Seminar in Elementary Educa		TBA	Staff	TBA	TBA
4217	Math 555	Independent Study		TBA	Hafstrom	TBA	TBA
4308	Physics	Comprehensive Exam		TBA		TBA	TBA
6120	Bus. 449	Methods & Materials in the teaching of business		B-102	Gotthard	7-8:50	TH
6121	Bus. 310	Financial Management		L-145	Detenille	2-3:50	TH
6122	Bus. 305	Marketing Management	Sec. 2	PS122	H. Carlson	10:00	MTWTF
6621	Psych 555	Independent Study		TBA	TBA	TBA	TBA
6624	Psych 410	Developmental Psychology	Sec. 2	TBA	Kunihira	7-8:50	TH
6704	Soc Sci 210	Statistica for the Social Sciences		PS 224	Morra	12:00	MTWTF
6736	Soc. 555	Independent Study		TBA			
CANCELLED CLASSES							
6622	Psych 520	Seminar in Experimental Psych.		SS 145	Meehan	8:00	TWTF
6116	Bus. 460	Management Planning & Control		L-212	H. Carlson	3:00	MTWTF
6112	Bus. 430	Financial Theory & Analysis	Sec. 2	L-211	DeCeglie	10:00	MTWTF
CHANGES — CHANGES ARE UNDERLINED							
3405	Spanish 103	Intermediate Spanish I	1	PS 131	<u>Wagoner</u>	8:00	MTWTF
3410	Span. 103	Intermediate Spanish I	6	PS 131	<u>Jarvis</u>	7-8:50pm	TH
3400	Span. 101	Intensive Study of Spanish		PS 131	<u>Narquist & Senfman</u>	2-3:50	MTWTF
3401	Span. 102						
3402	Span. 103						
4004	Biol 311	Biology of Symbiosis	1st	PS 202	Mankau	11:00	MTWTF
6115	Bus. 450	Human Behavior in Organizations	Sec. 2	PS 122	H. Carlson	1-2:50	TH
6121	Bus. 310	Financial Management		<u>B-101</u>	<u>DeCeglie</u>	2-3:50	TH
6904	Pol Sci 420	Public Administration		PS107	Tapan	12-1:50	TH
6703	Soc Sci 479	Methods & Materials		SS-145	Stanton	2-3:50	TH



Happenings

Thursday: ZPG, 12 noon, B-229; FRESHMAN CLASS, 12 noon, C-113; AS SENATE, 4 p.m., L-151.

Friday: ROCK CONCERT, 12 noon, The Green, BRIDGE GAMES, 2 p.m., C-117; NATURAL SCIENCE COUNCIL, 3 p.m., B-101; INTERNATIONAL CLUB DINNER, 5 p.m., Cafeteria; MONTEREY POP, 8 p.m., PS-10; DANCE AND CONCERT, (Free), 9 p.m., little Gym.

Sunday: FASHION SHOW, 2 p.m., Cafeteria Patio; CHORAL CONCERT, 8:15 p.m., PS-10.

Tuesday: EXECUTIVE CABINET, 8 a.m., L-114; BSU, 11 a.m., L-147; CHRISTIAN LIFE, 12 noon, C-113; SPANISH CLUB, 12 noon, L-147; FACULTY SENATE, 2:30 p.m., PS-122; ASSOCIATION OF PSYCHOLOGY STUDENTS, 4 p.m., B-329.

Wednesday: ANTHROPOLOGY CLUB, 12 noon, PS-107; CHEMISTRY CLUB, 12 noon, PS-133; PUBLICATIONS BOARD, 4 p.m., L-114; INTRODUCTION TO TRANSCENDENTAL MEDITATION, 7:30 p.m., PS-10.

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PLACEMENT OFFICE-UPCOMING RECRUITING DATES

March 4 - Yucalpa Unified School District
March 5 - Pacific Telephone
March 8 - Paradise Valley School Dist.-Phoenix, Ariz.
March 9 - McGeorge School of Law - P.M. only

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ON-CAMPUS INTERVIEWS OF PROSPECTIVE LAW STUDENTS

will be held on Tuesday, March 9, 1971 from 2:30 to 4:30 P.M. in the Placement Office. Contact Mrs. Lowen, L-120 for an appointment or further information.

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