

California State University, San Bernardino

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Cal State -- Not A Lemon

Letters

Chisholm

Dear Editor:

I would like to make the Cal State community aware of the opening of Shirley Chisholm's office on the corner of Base Line and Muscott. Shirley stands for the kind of things we should be supporting and the college community has a great deal to gain by working for her. Some statements she made in an interview reveal her positions on some of the leading issues:

Do you think Marijuana is a serious problem?

I think that there is an over-emphasis by citizens and legislators concerning the real danger of Marijuana. Since it is not a hard narcotic I feel we would be wise to lessen the penalty for its use and its possession.

Attacking the drug problem by attacking Marijuana users is naive. It allows us to avoid the real problem -- the source: organized crime. Now is the time to redirect our energies to hard drugs, exposing the big money and even political machinery which enables it to continue. We must couple this attack with an in-depth look at the relationship of social and psychological problems which create the need for these drugs.

What do you think about Draft Reform?

Draft reform is long overdue. However, I voted against the President's Bill to "Reform" the Draft, because I considered it cosmetic surgery; I see it as a negative reform. It does not ameliorate the classism inherent in the present draft system; rather, it reinforces it. It is a reform bill intended to appease the middle-class college youth who have been the most vocal opponents of the draft.

I favor, and have co-sponsored a bill for a Volunteer Army. At the time that the bill was introduced I stated, 'Only a Volunteer Army is truly appropriate for a free and democratic society.' A Volunteer Army will give young people a say in decisions which affect their lives; would provide a direct check by citizens on foreign policy, would help prevent unpopular wars, such as the war in Vietnam.

Do you think the Government should sponsor Day care Centers?

Yes. Volunteer Day Care Centers are fine as far as they go, but they can never go far enough. The scale and scope of a nationwide Day Care Center system would not only help mothers who cannot work now, but would act as an enrichment program for children from deprived backgrounds. A healthy environment supplying daily food supplements, stimulating educational techniques, and loving care from trained professional counselors would be a boon for the children, who through no fault of theirs or their parents, have been deprived of these basic needs for healthy growth and development.

I hope the above convinces everyone that Shirley is worth supporting. Come down to her office if you need any further material!

Sincerely,

Joan M. Arias

Yee!

To the editor:

We note with dismay the abrupt reversal of form displayed by the Pawprint in so quickly falling from the pinnacle of responsible journalism upon which it was placed by Dr. White to the more typical abyss of irresponsible, non-constructive irrelevancy so characteristic of the Pawprint. We refer, of course, to Rob Blakely's ill-intended article, "Classes Closed?"

Not only did Rob betray his lack of adequate research into his subject (among the methods he overlooked for guaranteeing one's getting the classes one desired were the following:)

1. Being a "card-grabber" -- this is a foolproof method, unless the privilege is abused;
2. knowing a "card-grabber";
3. knowing a professor who particularly wants you in his class -- he can reserve a class card for you; and, if one is going to go to these lengths,
4. just simply permanently borrowing a high priority number from a stranger or friend, but he neglected to mention the steps the administration is taking to remedy the defects in the registration system.

An emergency ad hoc Task Force is at this very moment hard at work exploring numerous proposals for foiling registration-cheaters. As we have a direct tap on Pfau's bugging devices, we can inform the readers that among the more usable procedures being contemplated by the Task Force are the following:

1. ID's will be required at the entry doors to verify the identity of all card-holders.
2. ID's will be affixed to the reverse side of all priority cards.
3. All personnel working within

the registration area will undergo a loyalty oath and lie-detector test and will furthermore be bonded.

4. All students will be issued two priority cards. One to gain entry into the registration area and one to pick up the class cards.
5. Turnstiles will be installed at both the entrance and exit to the registration area.
6. Profile studies will be implemented to enhance early detection of potential registration cheaters.

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Haney

Editor:

I was in that CSCSB's largest class of Haney's last quarter and talked to many of the other students -- they were there because it was required for graduation, just as I was. Haney may be a great artist, but I felt continually in-

sulted by his attitudes towards me and other students. I also was offended by his policy of giving EOP students the answers to his midterm.

Fighting for freedom, then peace,

Alan Warsh

New Editor's Note:

Bill Haney's level of awareness is far above your own; you obviously missed a great deal by shutting yourself off. I, too, was in the course--one of the college's best. His "insults" were only subtle truths. And, get off your white horse, Alan. I felt glad in my heart that an instructor finally acknowledged the fact that EOP students haven't had the white educational advantages that I have.

N.S.



Eric Cohen	Editor-in-Chief
Frank Campbell	Associate Editor
Bob Corderman	Assistant Editor
Martina Connelly	Secretary

C S C S B

Are We Going Or Coming

Re-printed Courtesy of
Sun-Telegram
By Carl Yetzer

Just over 10 years ago a dozen men gathered in a small gray building on Arrowhead Avenue and began mapping plans for this city's first four-year college.

They had come at the urging of local civic and business leaders who saw the college as a necessary ingredient in attracting industry to an area heavily dependent on a military base for its economic survival.

Today, the campus of California State College, San Bernardino, is a reality. But many feel the promise of 1962 has not been met.

The campus, with its modern buildings of glass and concrete, stands in stark contrast to its surroundings — sagebrush and deteriorating vineyards. Somehow, the promise of bustling shopping centers, fine residential streets and lush green parks never quite came true.

Neither did the visions of many parents who saw their sons and daughters completing their bachelor's degree while living at home.

Nor did private enterprise respond to the potential attraction of a skilled labor pool that colleges can provide.

And today, many who have watched the college develop say Cal State San Bernardino is in trouble — trouble serious enough to hamper its effectiveness for some time to come.

When the college opened in September 1965 it was projecting an enrollment of about 5,000 students by the early 1970s and more than 10,000 by 1980.

Instead, the college today has a full-time enrollment of only about 2,100, and officials estimate that it may fall below 2,000 next year.

A new dormitory complex, built with a \$2.25 million federal loan is expected to be only 50 percent occupied when it opens in September. Some officials place the figure as low as 25 percent.

Some faculty members have expressed concern about possible layoffs due to the lack of enrollment.

When the planners began in 1962, they promised a college of academic excellence, producing graduates academically superior to those of any of the other state colleges. At that time, few people found any thing objectionable in that promise.

But today many feel that the college has gone overboard, that it has set its academic standards unrealistically high, and that it sees itself as a "Dartmouth of the West" rather than as a part of a statewide system of higher education in California.

A glance through the college's catalogue discloses the reasons for some of those feelings.

At San Bernardino students must complete 90 units of "general studies," compared to 60 units at most other campuses in the state college system. General studies include such courses as English composition, natural sciences, humanities, social sciences, physics, etc. They must be completed in addition to the courses required by the major.

Cal State San Bernardino imposes a language requirements — two years of a foreign language, or alternates such as the study of foreign culture or the study of language mechanics.

Because of these additional requirements, high school and junior college counselors began recommending their students go elsewhere and today most consider Cal State San Bernardino a last resort.

Cont. Page 4

Re-printed Courtesy of
San Bernardino Valley News

Two new milestones will be reached by San Bernardino California State College within the next few months.

The first graduate program, a master's degree in elementary education, will begin accepting students this summer.

Launched as strictly a commuter campus, the college adds a new dimension with the opening of its initial complement of residence halls in September.

The college, now in its seventh year of operation, also has a special Task Force evaluating the academic curriculum and the long-range goals of the institution. This committee, headed by Dr. Alfred Egge, professor of biology, is composed of faculty representing all divisions and three students.

Recommendations from the Task Force will be coming to the Faculty Senate later this month. Since the faculty of a college determines the requirements to be met for a major and for graduation, the Faculty Senate is the body to initiate changes.

Although the report of the Task Force has not yet been released to the general faculty, it is expected to call for a reduction in the general studies requirements.

The college's relations with schools officer, Dr. Robert Blackey, members of the Task Force and faculty from various departments are making increased contacts with community colleges in the area to define and resolve problems encountered by transferring students. New understandings are being reached and curricular changes are being made in response to the needs of incoming juniors.

The general studies program was initiated to give the student a balanced overview of many areas of knowledge and a broader base of experience upon which to make future judgments and decisions. The curriculum of the college is basically liberal arts, with a growing business administration department plus teacher education.

One of the changes already made in the basic requirements of the college is the abolishment of the college-wide foreign language requirements. Students still may take a foreign language if they like or they may choose from a variety of alternatives to learn about the culture and literature of other countries or about the nature of language and linguistics.

Enrollment at Cal State, San Bernardino, has grown steadily since the first classes began in the fall of 1965. The economic depression of the past year and other factors, such as elimination of the draft, are slowing the rate of enrollment applications for fall at Cal State, the same as at other colleges and universities throughout the state and the nation.

The San Bernardino campus still is accepting applications for fall enrollment in all undergraduate majors and the new master's degree program.

The college is giving increasing emphasis to offering more courses in the late afternoon and evening hours for the benefit of part-time students, who are employed full-time in the community.

“Dartmouth” Or “Andrewsville”

The director of counseling for one junior college said: “If the program wasn’t deliberately designed to discourage junior college transfers, then it has clearly been the most discouraging kind of program that could possibly have been constructed.

“From the day that their first catalog came out, it was clear that they were interested in a different kind of student.”

Since junior college students usually prepare themselves for transfer by completing the general requirements of the state college system, most find themselves woefully behind when transferring to the San Bernardino campus.

For example, since most four-year colleges require 60 general studies units for graduation, an average junior college graduate will have completed about 30 by the time he’s ready to transfer. But a junior college transfer student would have to complete 45 units to enter Cal State San Bernardino as a junior.

And, since most state colleges allow students to complete general studies requirements from a broad list of courses in generalized areas, a junior college transfer student may not have all the specific general studies courses required by the San Bernardino campus.

In addition, most junior college transfer students have not completed San Bernardino’s foreign language requirement. Junior college officials say the academic trend is away from requiring a foreign language for most bachelor’s degrees.

In the words of the dean of students for one large community college:

“The net effect of all of this is that when one of our kids goes out there, he finds that he’s got at least an additional semester of work to do just to catch up to where he’s expected to be.

“The only way that a student could transfer from here to Cal State San Bernardino is if he knew from the day he came in here that that’s where he wanted to go, and he sat down with his counselor and worked out an academic program that he could take that would satisfy all of their particular academic requirements, and then work his fanny off while he’s here in order to satisfy all of them. And that student is as rare as . . . well, he almost doesn’t exist.”

These roadblocks to transfer students, junior college officials allege, amount to a failure on the part of the state college to live up to its role as dictated by the State Master Plan for Higher Education.

The plan envisions California students attending school close to home during the first two years and transferring to a state college or branch of the University of California to complete studies for a degree.

But, said one college counselor, I’ve had people out there tell me quite plainly that they’re not the least bit interested in accepting junior college students. They really seem to feel that in order to be able to leave their mark on a student they’ve got to have him for all four years.”

Other sources blame the college’s unique classroom allocation plan — known as the RumI Plan — for the transfer student problem.

Created when the college was first formed, the plan calls for small classes and close student-professor ratios at the upper division (junior and senior) levels. This is attained by having a number of large lecture classes at the lower division (freshman and sophomore) levels. Most of the general studies courses are conducted in the large lecture rooms.

Large numbers of junior college students transferring into the upper division would quickly fill the small upper division classes, and perhaps even force out students who “paid their dues” by sitting through the larger classes as freshmen and sophomores.

Officials of the college deny any attempt to discourage junior college transfers.

Stephen H. Prouty, Jr., dean of admissions and records, said that junior college transfer students comprise about 60 to 65 percent of the college’s current enrollment of 2,100 students.

President John M. Pfau says that while the San Bernardino campus is more specific in its course requirements, it often allows credit for other courses completed by the junior college student to be substituted.

Pfau also says that the lengthy general studies requirements have caused “perhaps the most difficulty we’ve had with out students” but says that he feels confident that a special task force composed of professors and administrators will recommend a reduction later this year — from 90 to somewhere between 70 and 75.

A group called SUFFER (Students United for Furthering Educational Rights) is trying to add more students, selected by students, to the task force. It has two appointed by Pfau.

“The task force simply reports back to Pfau,” said Van Andrews, a senior and one of the founders of SUFFER. “If the president can appoint whomever he wants to the committee, then he can pretty well dictate the result. We just want to make sure that this task force is really representative, and that it reports the facts about what’s happening on this campus.”

Andrews also says that the administration “has historically ignored the feelings of students” and that a token reduction in the number of general studies courses would not be enough to satisfy the students’ demands.

“Despite the reputation that students on this campus have for being apathetic,” Andrews says, “I really think we’re going to turn things around this time. This campus can’t stand much more damage to its reputation, and Pfau knows it.”

Pfau dismisses the attitudes of the high school and junior college counselors as “simply continuing some myths about the college that never had any basis in fact,” and says he does not feel that they will have any significant effect on the college’s future.

Nevertheless, the college has recently appointed one of its top faculty members, Robert A. Blackey, to the post of liaison officer with area high schools and community colleges.

Pfau also insists that his school has met every obligation of the state’s Master Plan for Higher Education and that there was never any intent to circumvent its philosophy.

But sources close to Pfau’s immediate superior, Chancellor Glenn Dumke, feel otherwise.

They say that even before Cal State San Bernardino was on the drawing boards, Dumke dreamed of a campus within the state college system that would rival the academic giants of the East such as Harvard, Princeton and Yale — and produce graduate school candidates who would bring to the state colleges some of the academic recognition for which the University of California had become known.

For a variety of reasons, say the sources, the San Bernardino campus was chosen and Pfau, who had caught Dumke’s eye while head of the Division of Social Sciences at Sonoma State College, was chosen to be its president.

Although Pfau denies that Dumke or anyone from the chancellor’s office ever influenced the development of the academic plan for the San Bernardino campus, he does recall that the State College Board of Trustees encouraged all the campuses to offer a broader liberal arts program and to “go beyond” the minimum 60 general studies units required by law.

“The question of whether the trustees wanted a 50 percent increase in the minimum number of required units may never be answered. But the question of whether the college is actually living up to the state master plan might.

A joint committee of the legislature will begin a series of hearings next month on how various educational institutions are working together. The first meeting will be on May 22 at Cal State San Bernardino.

Although legislators have declined comment on the significance of the time and place in reference to the problems of the San Bernardino campus, they say that they will look closely at student flow in specific geographical areas, particularly from high schools to community colleges, and from community colleges to four-year institutions.

PAWPRINT NEEDS
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Is The Dream Really Dead?

CSCSB is the dreams of the state college system. The goals set for the campus were that it be a setting for high quality liberal education. To promote this end it was decided that the student must have an introduction to a wide variety of subjects in the educational spectrum.

The theme at CSCSB has been to enroll the students into an extensive general studies program. There are many students, however, who are not happy with this and are preventing the campus from growing and reaching its goals. The students are taking their only consolation and moving to other colleges. The administration, of course, is sorry to see the enrollment drop but do not really mind losing the students who are willing to go elsewhere just to receive a degree with a minimal amount of work.

Such is the situation. The administration is not particularly interested in the students who are unhappy because of educational goals which are not those of the administration. This is understandable and it is not the task of this article to question that stand. This article is rather aimed at helping to find a painless and workable way to reach these goals.

The administration has given the above reasons for the stringent studies requirements and has also explained that the economic workings of the state college system demand these large G.S. classes to support the upper division courses which have small enrollment. It is stated by the administration that having these courses with small enrollment is valuable in that it helps facilitate the high quality of education for which we are striving. To this last point we agree with the administration; we think the small classes are valuable.

There is an inconsistency, however. This incompatibility we need only briefly state since the argument has been produced many times by those wonderful people on campus who live to criticize. Our main task here will rather be to offer one constructive alternative in the hopes that this will be a step in the right direction. — a united effort to make the campus be a worthwhile experience for all involved. I think we could all approve of a college where the professors could take pride in their professions and where the students would have the pursuit of a degree be a learning and worthwhile experience.

The reasons supporting a large mandatory G.S. Program tend to incompatibility with the goals of quality education because students who are pressured to take the G.S. courses, which are purposely stuffed to support the upper division courses, have exactly the opposite type of classroom experience from the ones we previously labeled as valuable.

The large classes are not conducive to the type of student participation that offers them any sort of learning experience other than memorization.

We know, of course, that some of these large courses are in fact run on a discussion basis. However, in these classes it is only a select few students who enter into the discussions while the rest find seclusion in the animosity of a large class.

If this move is countered by saying that some large classes have very good student response we need only ask them why not achieve this end in an upper division course. Either smallness in enrollment for a class is good or it is not, in either case it is impossible to justify large G.S. courses as supporting small upper division courses.

There is, of course, the other argument that students who take a course only because it is required do not do as well as students who are interested in the course. We will not even dwell on this argument; it is accepted as true.

The arguments of what is going wrong are nice but what is more substantial is to try and do something right. What the particular problems are is something to quibble over but one thing is certain — the college is not reaching its goals. We need something constructive.

If we accept the goals of the college we will want our students to have a high quality education and if we want the college to survive at all we will have to have enrollment padding somewhere to make up the economic costs.

Our first step will be to decide just what it is about the small upper division classes that makes them so valuable. By doing this we will be sure not to lose this valuable quality when we put forth our solution.

One main reason for the courses being valuable is that with a small class there is no need to go slow for the bulk of the class who are not actually interested in the subject. In a small upper division course it is assumed that everyone will be there because they want to be and as such will be eager to learn.

Another reason is that the instructor will be able to give the students more personal help.

To the first point we can answer that if the introductory courses did not have the lack in ability to introduce students to a subject in such a way as to open it to their interest then it would be possible to have a large class of interested students. If students came out of an introductory course which was successful in giving a good introduction, then the student will be interested in that subject. The student will then have a basic interest as well as knowledge in the subject and thus not need the instructor to spend so much time prodding and helping in order to keep the class progressing.

As for the aspect of an instructor being able to spend time helping the individual students to excel in some direction, this time will be left vacant from the time the instructor previously spent helping G.S. students who needed the time just to break even. (Memorization is a painful and drawn out process.)

The introductory courses themselves are still to be dealt with. If we do erase those self-contradicting requirements how will we achieve our goal of educated students as opposed to trained students. How will we be assured of students getting a liberal education if we do not force it on them?

The solution follows from a simple principle: if you find that what you are doing has the opposite effect from what you want, try doing the opposite thing.

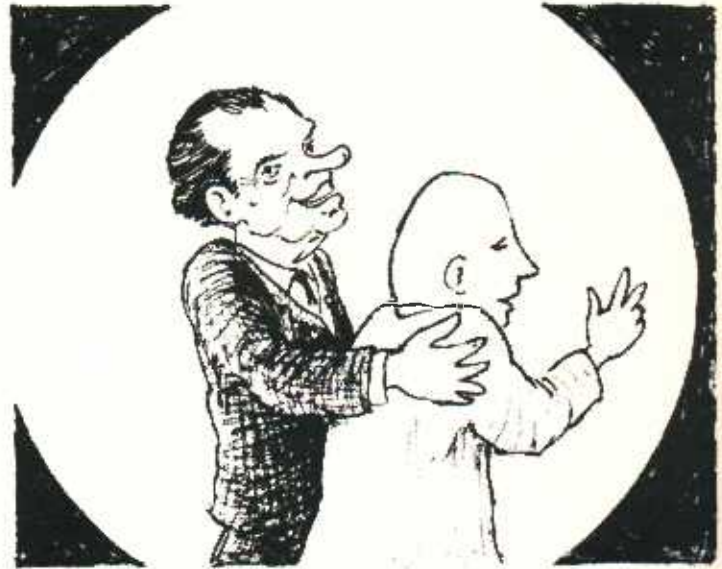
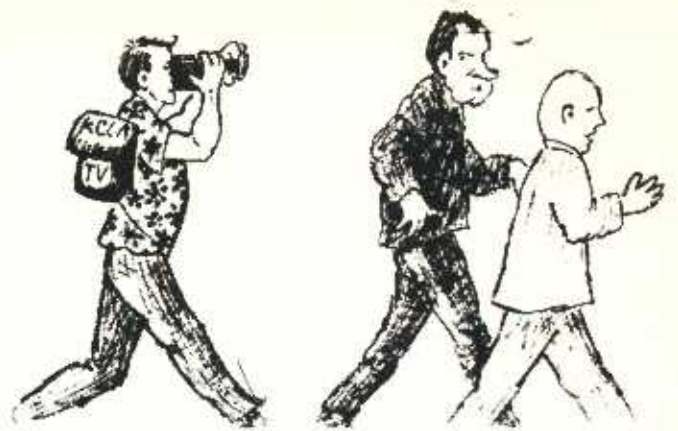
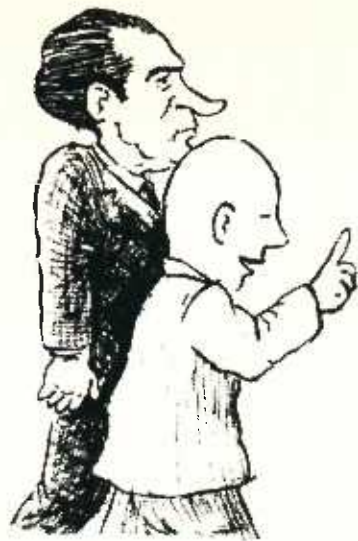
We are now receiving the opposite of our desired effects by having our general studies courses support our upper division, so why not try having the upper division support the lower.

If the separate departments were given their funds for enrollment in upper division courses then they would take the responsibility of keeping the enrollment up in these courses. The departments would then seek to help introductory students become interested in the subjects so as to get them into upper division courses. The students could then be channeled into the introductory courses by having the departments put professors in these courses who can do the necessary job rather than leaving it to whoever's turn it happens to be.

The upper division courses would be in no danger of losing quality because the departments will need to keep students once they have them. The courses will of necessity retain high quality since a department could not afford to keep a poor quality professor.

If additional assurance is needed to keep students, the departments could also receive funds according to the number of majors and also according to how many majors are accepted to graduate school.

If this type of plan were adopted the students and professors could work together in a united effort helping to make the college grow and achieve its goals.



Should We Give Him Another Chance For An Emmy?

Sahl At State

By Bob Corderman, Assistant Editor

Direct from an engagement with the Reader's Digest's top salesmen convention, in Florida, political satirist Mort Sahl did his thing at CSCSB.

From start, by labeling AS President Breck Nichols "just like all other presidents - never around when you need them", to finish, where he called America "the worst place in the world, except for all the others", Sahl captivated his listeners, who responded with an abundance of laughter and applause.

He didn't bypass a chance to rib any presidential candidate, but his favorite target was President Nixon. He began with "Nixon has campaigned hard for law and order, and since he's been in office there seems to be more laws and less order." Sahl also couldn't figure out why Nixon is the man to beat in '72; to him, "Beating Nixon appears to be a very minor ambition. He looks beaten already." The comedian (Sahl, not Nixon) also cited an incident where the President denied the existence of an oil slick, until it reached his San Clemente door step.

He also knocked the democrats.

On Humphrey: "In Florida he said there would be no bussing, in Wisconsin he said they're warming up the busses. In Miami he promised pastrami in every school."

On Muskie: "He said that he would not choose a black man as his vice-presidential running mate -- that sounds strange coming from a man that would make a grey president. He said that he is responsible

for employing 136,000 workers; at that rate it would cure unemployment in 36 years."

On McGovern: "At the concert they had to raise money for him in Los Angeles, he was trying to show them that he was with it, and talked about that well-known Beate song 'The Sunshine is Coming'."

He pointed out that these three candidates were the same three that "we were stuck with the last time", and recalled them sitting together at the democratic convention, which reminded him of the Bible's crucifixion scene, "except here, there were three thieves and no saviour."

Sahl stated that "Wallace won in Florida, because he was the only candidate that said anything."

He labeled the moving of NASA to Texas during the Johnson administration "very logical - everyone knows that Houston is closer to the moon."

"The big problem in America now is that there is no hope", Sahl contended, "and the American people look like they did twelve rounds with Ali - and he kept going to the head."

He concluded by blasting the Warren Report, "Kennedy was shot nine times, from three different angles, according to people who were there", and appealing to students to register to vote, "eight million students could make the difference."

Before Sahl appeared, Alicia Corey, a folk singer from Laguna Beach, performed various of her own compositions, on instruments that came from many parts of the world. She wasn't quite as wierd as her boyfriend, the poet, and her voice was almost as high as the unidentified heckler on top of the balcony section.

Exclusive

Intramural Roundball Ends!

By Bob Corderman, Asst. Editor

State's intramural basketball league finally has a winner, and brace yourself sports fans - it is not PAWPRINT.

Now that you've recovered from the shock, the Leprechauns captured the title by downing the E.O.P. five 86-79.

Jim Perry, of E.O.P., was the game's high scorer with 33 points, but all six Leprechauns reached double figures to offset his performance.

Led by Sandy Armstrong and Bob Strech, who topped the Leprechaun scorers with 21 and 20 points respectively, the winners amassed a 42-32 halftime edge and held on from there.

Since the Leprechauns only hit one more field goal than E.O.P., the game was decided at the free throw line, where they shot, and hit, five more than their opponents.

Perry's 33 points were the products of his hitting 13 of his team's 31 two-pointers, plus sinking 7 of 11 from the line.

Rounding out the scoring for the new champions were Bill Mudge with 13, John Nigro added 12, and both Tim Crowley and Mike Watkins finished with 10.

For E.O.P., Chuck Burrisnetted 12, Clyde Virgess hit 11, Terry Spears had 9, Jimmy Mackey came through with 6, and Larry Culverson and David Wheaton ended up with 4.

To gain a spot in the finals, L.O.P. eliminated the defending champion, Herr Bear and the Hot Ones, 67-60.

Ironically, in this game it was an all-around team effort, that spurred the runners-up to victory. Four E.O.P. members scored more than ten points.

Despite missing five free throws, the game's high point man was the student in charge of running the basketball league, Al Graham, with 20.

H.B.T.H.O., who were without the services of their big gun, Doug Stryker, fell eight points behind at the half, and couldn't recover from there.

In the one-on-one match-ups, Dave Ingraham defeated Graham 33-31 for the championship.

The games usually end at fifteen, but this game was so close that neither player could get the necessary two point margin, until a total of 64 points had been scored.

Recollecting, Graham stated, "I've never seen anything like it. He (Ingraham) only missed two shots in the whole game".

Ingraham, the Hoopsters leading hoopster, reached the finals when his semi-final opponent, Strech, was forced to drop out via a broken finger.

In the same round, Graham edged his teammate, Steve Lopspeich, 15-12.

Graham's pre-season prediction for the league, "We're going to beat the Leprechauns".

The Last Dinosaur
John Newsome

The Gods have truly chosen me
My life is nature's end.
The brutal force evolved to me
But I am freed from sin.

The Gods abide within my skin
And share with precious living.
The world is mine alone to take
Without the pain in giving.

My giving is in excrement
My living is in taking.
I offer to the firmament
I'm truth. No need for faking.

The Gods must truly favor me
They offer sacrifices
And set me on the holy course
To justify my vices.

My gluttony they answer
By sending endless food.
The world was surely planned for me
And I alone am good.

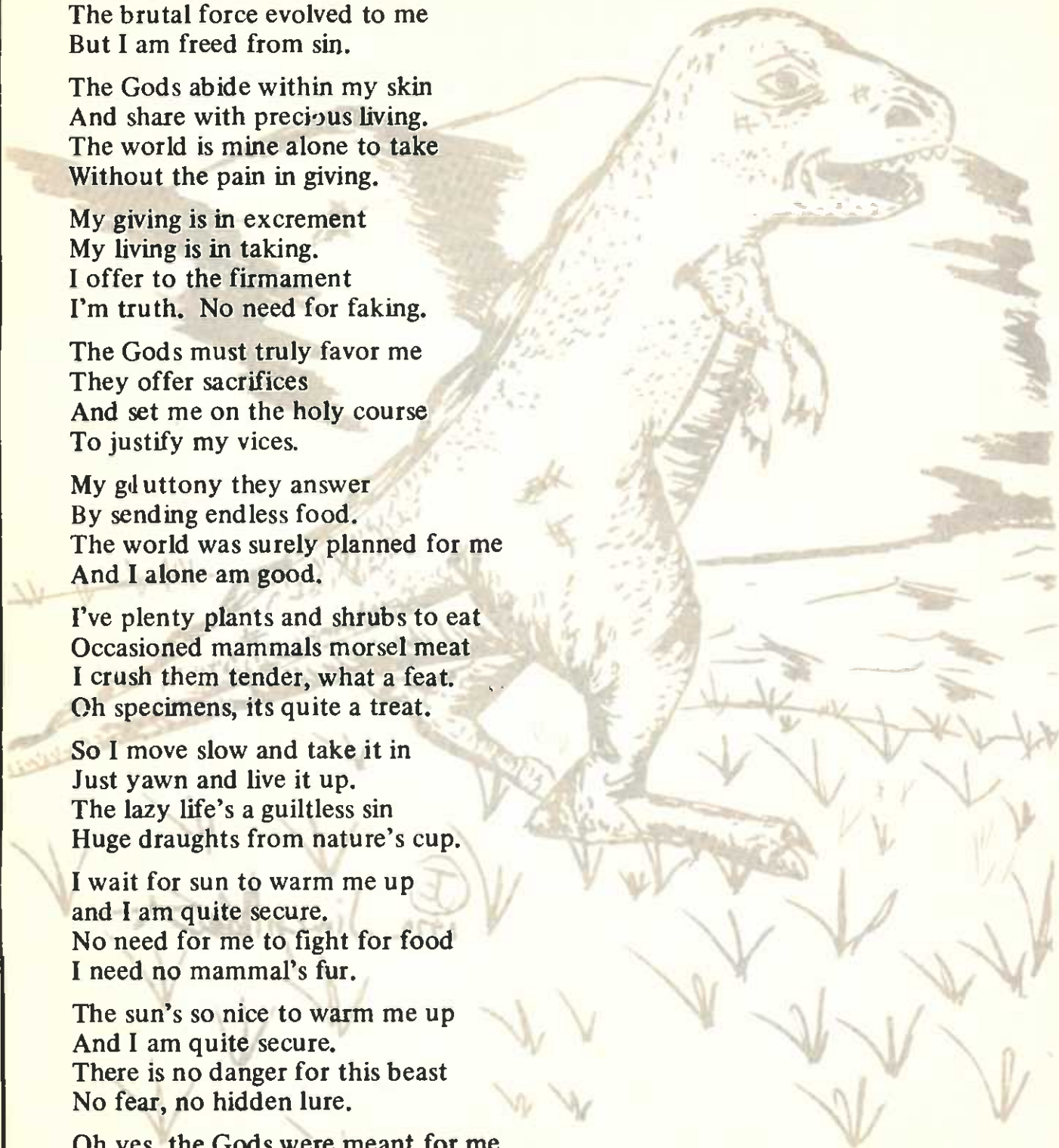
I've plenty plants and shrubs to eat
Occasioned mammals morsel meat
I crush them tender, what a feat.
Oh specimens, its quite a treat.

So I move slow and take it in
Just yawn and live it up.
The lazy life's a guiltless sin
Huge draughts from nature's cup.

I wait for sun to warm me up
and I am quite secure.
No need for me to fight for food
I need no mammal's fur.

The sun's so nice to warm me up
And I am quite secure.
There is no danger for this beast
No fear, no hidden lure.

Oh yes, the Gods were meant for me
And I am nature's end.
It's brutal laws that evolved me
But I am free from sin.



What's Going On

McGovern

Beyond the vast organizational structure behind the scenes is canvassing. To put it simply, canvassing is walking around your own community, stopping at every house and speaking to the residents on behalf of your choice in a specific political campaign.

The importance of canvassing is emphasized by the fact that most people (unfortunately) will never have any personal contact with the candidates in a specific political face. The canvasser enables people to become knowledgeable about a certain candidate, to ask questions about that candidate, and this urges people to get out to vote. As the concept of

canvassing is a popular one among political contenders, many voters will become aware of some of the positions and proposals of the candidates — making the ballot cast by the private citizen a wise decision, rather than a blind choice.

A victory for George McGovern in California will be premised upon the ability of his supporters to move out into the community and canvass for George McGovern.

If you would like to canvass your community for George McGovern, sign up at the McGovern table by the cafeteria or phone 884-0471.

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For additional information, please write to the Teacher Corps Recruitment Center, University of Southern California, 1031 South Broadway, Los Angeles, California 90015. Tel.: (213) 748-2258.

Cisar

The Mary Cisar Memorial Fund, created by gifts of students, faculty and staff to honor the memory of the late Dr. Cisar, is now being used by students who have need for emergency loans. The Mary Cisar Fund is one of several emergency loan funds administered by the college to assist students with small, short-term loans which carry no interest. All loans are processed in the Financial Aid Office, according to Ted Krug, Financial Aid Advisor.

BMC

The Executive staff of the California State College — San Bernardino Business Club wish to extend you an invitation to attend and/or join the Business Management Club. The club, organized by Business majors, offers a variety of important benefits to its membership, i.e., Resume Service, Employer Directories, introductory luncheons, and social gatherings. We feel that our objectives — which are student oriented — should be available to all students because the goals of each of us at Cal State boil down to one factor: Preparation for jobs in the business world; regardless of the major, the art of obtaining employment after graduation is the same for us all. The Business Management Club can provide valuable assistance and contacts in this area. Our next scheduled meeting, a special general membership meeting, will be held April 25th at 12 noon in PS 122. Come on out and let us meet you and see what we have to offer.

Yee - Continued From p. 2

7. Polygraphs will be randomly administered to students leaving the registration area as an added deterrent.
8. Class cards, before being surrendered to the student at the "card-grabber" areas, will be code-punched for later verification.
9. Students will be given four priority cards and two adviser's cards: one priority card to gain entry, one to get the class cards, one to present to the guard at the exit, and one for proof of purchase. The adviser's cards will be increased

to two to keep up with the other changes being implemented in the system.

But, and we cannot stress this too strongly, these proposals are only tentative. If students will return to the straight and narrow and desist from subverting the registration system, the administration is willing to back down from these contemplated retaliatory changes. As an anonymous administration supporter said, "These damn students! They don't know a good thing when we shove it down their throats. They got to try to get more."

From the Pfau pen of James Yee, Administration Advocate


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Photo by Susan Bolger

Art Dept. - Sets Future

Submitted by Susan Bolger

What is the Art Department at CSCSB?

It is a growing living thing — made up of people helping the student expand his awareness and enlarge his capacity by starting with a good foundation on which to build.

In the fall of '67 the Art Department contained 8 students. It is now one of the fastest growing departments on campus. Now we have 93 art majors; in contrast, the enrollment on campus is down as opposed to the growth in the Art Department.

Next fall we will be moving into the area currently maintained by the cafeteria. This is a result of cooperation from the administration, being conscious of the Art Department's growing need for space.

The faculty of the department now consists of instructors Leo G. Doyle, a graduate of the School

of American craftsmen, instructs classes in 3-D design and various upper division classes in studio projects. He is a 2nd year instructor who will be offering new classes in woodworking and furniture design. Roger Lintault received his M.F.A. at Southern Illinois University. He is a 4th year instructor teaching classes in ceramics, sculpture, studio projects and GS 200. Dr. Robert Harrison received his PhD from the State University of Iowa. He has taught here since the inception of the school and is a learned academian. He is an art historian teaching classes ranging from American Art to Arts of Indigenous Peoples.

Next Fall there will be an addition to our current instructors. Don Woodford who previously taught at Reed College in Oregon and will be replacing assistant professor Bill Haney as our new

painting instructor. In addition to Mr. Woodford, Joe Moran, who received his M.F.A. from Claremont, will instruct classes in graphics and printmaking, both of which will be offered as a new major. Also, Shegi Yamada from University of Hawaii will take over the Ceramics Department offering an expanded number of classes at all levels.

Bill Haney will be deeply missed by both his colleagues and his students.

Because we are a small school we receive more individual attention as opposed to larger institutions where conditions are sometimes overcrowded. As a result of this small school concept, there is more equipment available to each student. Also, the students are allowed usage of the studios around the clock, a restricted privilege at many larger schools.

With hope of the school's position change next year, the reduction of classes outside your major, students will be able to devote more time to their chosen field.

The students, realizing a need for change, to help the department grow and expand, have instituted an informal organization within the department, with a many-fold purpose: A Spring Chicken bake on May 26th, a Pot Sale on June 2nd at the C-Annex, and various other future events. After classes we sometimes gather to play volleyball. Having already defeated Valley College twice in the first inter-collegiate match in the history of this campus, we now extend our challenge to any department which can raise a team.

The past, having both its ups and downs, projects a very prosperous future in this ever growing department.

CSCSB Dateline

R. F. Corderman

AFTER TALKING all year about them, the AS Senate has finally set a precedent. Every senator came to the last meeting.

AND SPEAKING OF the Senate, Senior Senator Mike Adams may have made an historic first, when he voted against a motion to give Sociology Club \$36 for membership cards. He proposed the move originally.

I HAD THOUGHT I'd heard every cafeteria put-down possible, until the kid sitting next to me said that his egg salad sandwich was crunchy.

BUT YOU MUST give the cafeteria credit, they did put the suggestion box directly behind the cash register. Now, you only have to make one trip.

HANDBALL PLAYERS no longer have to play Houdini to get out of the courts, since phys ed people had those weird door knobs ripped out. I was getting tired to making sure all my opponents had long fingernails.

I LAUGHED WHEN another student told me that English majors commit suicide at a higher rate than any other group. But this reaction may have been a bit hasty, since I just noticed that the windows outside my poetry class are barred.

Extension Program

The extension program, now in its third year, is providing increasing opportunities for individuals throughout the San Bernardino and Riverside counties to continue their studies in their home communities. Cal State faculty travel as far as the Arizona border to make college courses available to persons unable to get to the campus.

During this quarter, approximately 900 individuals are enrolled in CSCSB extension courses.

Elementary teachers seeking a master's degree from Cal State, San Bernardino may enroll in the new program beginning this summer, announced Dr. Robert L. West, chairman of the Department of Education. Specifically designed for classroom teachers, the master's degree can be completed in summer session only or in a combination of summer and late afternoon and evening classes.

A core of nine courses, five graduate-level education classes and four electives, are required for the M.A. in elementary education. With the approval of a faculty advisor, it is possible to secure transfer credit for up to nine quarter units of graduate work taken at another institution.

The education department also has plans underway to begin as soon as possible a master's degree for high school teachers.

Construction is nearing completion on the first residence halls and the permanent cafeteria building, to be opened for use in September. The halls will accommodate 400 men and women in eight, two-story houses designed to provide a family-like setting. Reservations are now being accepted by the Housing Office.

The new cafeteria, replacing a temporary snack bar, will serve the residential students, the commuters, the faculty and the staff.

The seventh year of operation will be ending in approximately six weeks, with commencement set for June 10. The college's 1,147 graduates will be increased by several hundred at that time.

Another year will end, but quiet will reign for but a few days. Then the process begins anew, with summer session starting on June 19. The academic program at Cal State, San Bernardino is a continuing, changing, renewing cycle, which never ceases.

STUDENT ORIENTATION COUNSELORS NEEDED

This year's Fall Orientation program will be held September 17 and 18 in the new Campus Residence Houses. The events planned include a micro-lab demonstration, academic advising, multi-media slide presentation, feature length film, barbecue and many other extras.

Orientation Counselors will help new students become acquainted with Cal-State in an informal setting by providing them with information about the Campus, its programs, its activities and its history. Orientation Counselors will also be able to participate in many of the fun type activities planned for this Fall's Orientation Program.

Get involved; become an Orientation Counselor! For further information or an application, please contact Richard Bennecke in trailer 3-C. The deadline of applications is June 2.

OUR AS PRESIDENT continued his identity dilemma during a past GS 180 session. Art Wenk was going to play the Happy Birthday song, for some reason that now slips my mind, and asked if anyone in the class had a birthday on that day. After a long silence, Breck Nichols (who, by the way, is our AS President) stated that he had one that week. And, to make a short story long, Art responded with, "O.K., now lets sing Happy Birthday to Skip." We're getting closer.

CSCSB'S SOFTBALL intramural league has now gong into full swing, according to speculation.

AN UPSET OCCURRED at the mass GS 180 cook-out, during the softball game when the team, with scraggly bearded second baseman, was victorious.

AT THE SAME PARTY, they had a maypole dance, with only one slight problem (i.e.,) the pole was lying on the ground.

MY "GIVE CSCSB an alias" contest ended up like the Korean War, nobody won. Too bad the Vietnam War isn't like it, then there would be only three people participating. Still, the best alias I've heard was the one that was tagged on State originally, "Swarthmore of the West".

THE QUOTE OF THE WEEK (I was too lazy to get the usual three quotes this time), was Art Wenk remarking, "This is a lousy time to be looking for a job as a music instructor."

Thirty on a lousy note.

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