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LIBRARY

Food Drive Aids Striking Coachella Farm Workers

By DAVID CASTILLO

On Tuesday, May 18, M.E.Ch.A. students started a program to collect food for the striking farm workers in the Coachella Valley. They began by arranging food drop-off sites at the north end of the library and in the M.E.Ch.A. office, SS. 145. The student body and college staff were informed of the food drive and donations started coming in.

In addition to collecting food on campus, M.E.Ch.A. students went to the community, door to door, to collect food. The community response, especially in the barrio was excellent. People seemed really pleased that a local group was supporting the Coachella Valley "huelgistas," strikers. Some of the grocery stores which donated eggs and bread were La Esperanza Market (599 N. Mt. Vernon), 7th and L Market (on the corner of 7th and L Street), El Faro Market (1148 7th Street), Garcias Market (on the southwest corner of 14th and Massachusetts), and Citizens Market (on the northeast corner of that same intersection).

During the following three weeks more than ten boxes of food and some clothing were donated. Money for the trip to the Coachella Valley was also given and M.E.Ch.A. students loaned their cars for the trip. Some of the cars were in a sad condition and were held together mainly by enthusiasm of the students. The condition of the cars made the trip a real challenge!

Upon arrival in Coachella, M.E.Ch.A. students stopped at the United Farm Workers (U.F.W.) Strike Office and got an opportunity to learn about the strike first hand. For instance, they found out that the food is not given to the strikers and their families but is cooked by the union cooks twice a day for the huelgistas.

The U.F.W. secretary described the occurrences from the beginning of the strike to the present. The labor contracts between the Coachella Valley growers and Cesar Chavez's U.F.W. ended April 14. At that time the growers asked the Teamsters to sign "sweetheart" contracts with them. The Teamster "sweetheart" contracts would mean that the Teamster Union would provide the labor but not the sanitary facilities, unemployment benefits and decent wages.

Upon the request of Cesar Chavez a Southern California church group polled non-striking farm workers so that the workers could choose between the U.F.W. or the Teamsters Union. The poll

showed that 85% of farm workers chose the U.F.W. over the Teamster Union.

Why don't the workers leave the fields and join the strikers? Perhaps they are afraid. The Teamsters have hired goons

they have tended to remain neutral. However the police seldom give protection to the strikers or workers against the brutality of the Teamster strong men. But one cannot scapegoat on goons, Chicano or Anglo, "who

his hired goons and won't face Cesar Chavez.

The registration of names and addresses of all people walking on the picket lines is mandatory. The picket lines begin at 5:00 a.m. and continue until 1:00 p.m. Cesar

the women usually outnumber the men. On the picket lines, however, there is full respect for them. In the fields they usually work next to their husbands or with their children.

The people on the picket lines not only suffer from the lack of nutritious food but also from the extreme heat which will get worse. The tired but determined faces of the huelgistas show their strain and their determination to succeed.

When the picket lines end, the huelgistas return home, to the strike office or to the park to map out the next day's strategy. Striking is no vacation from work.

M.E.Ch.A. students before their long drive back to San Bdn, had the opportunity of being served a free meal. The meal was served by the mother of Julio Silva, a Cal-State student. Mrs. Silva is a permanent resident of the Coachella Valley.

Two days after the students returned to San Bdn, they received a letter signed by Cesar Chavez that read, "Thank you so much for your visit of the striking farm workers in the Coachella Valley. Visits like yours do much to strengthen our sense of solidarity; it makes us work that much harder on the picket lines and in the office knowing that people like you are behind us. Your support is appreciated by all farm workers. Again, thank you and remember to boycott lettuce and grapes."



(scabs) to keep the huelgistas from persuading the field workers to join the strike. The local police are pro-Teamster, but due to pressure on the Coachella judge

are of an economically oppressed class," hired only as a front. The real enemy of the U.F.W. is the president of the TEamsters, Mr. Fitzsimmons, who hides behind

Chavez can often be seen at the strike office but seldom without his security force. Mostly older people, both men and women are on the picket lines. Surprisingly,

A Tale of Two Dogs

By JOHN NEWSOME

At the early stages of this campus there were many attempts to grab at tradition. The first classes of C.S.C.S.B. started annual bonfires, when they found that they were in peril of not having a real college experience unless they managed to bring some tradition into the campus in a hurry. In April, 1966 before there was ever a graduating class, 235 students voted to determine what traditions there should be. The turnout was excellent when you consider there were only 242 students.

The traditions determined were the class colors, blue and brown; brown to represent the untilled soil of the mind, and aqua the color of the water of learning (taken from the college newspaper, March, 1966). Also selected was the school mascot, the Saint Bernard. The Saint Bernard was chosen from a ballot containing nine choices, badger,

golden condor, conquistador, jaguar, owl (Archimedes), Phoenix, puma, St. Bernard and vaquero.

The campaign of the St. Bernard promised that s/he would be an obedient and loyal servant of hir master ... s/he is very intelligent and learns quickly ... s/he will not wander. It was even promised that when the blizzards come from Badger Canyon s/he would save us by appearing with hir legendary cask about hir neck.

It has been seven long years, however, and there has been no snow. In the winter of 1973, doubt about this region being appropriate to St. Bernards began to circulate and the tradition handed down to us was questioned. In January, 1973 the student senate voted to change the mascot. The A.S.B. executive cabinet was given the duty of checking into the matter and decided to open it to the student

(Continued page 9)



Letters To The Editor



Andrews Socrates?

To the Editor:

Every now and then, there are certain events that clearly bring into focus the inhumanities and injustices man and society bestow upon other humans. People throughout the ages, it seems, have been punished for crimes that should never be, and we are reminded of Socrates: the tragedies involved with being a person of principle and self-awareness, and having to face judgment and execution by "peers" who have lost their souls to procedures. And now, if we listen closely, we hear the name of Van Cortney Andrews.

Van Andrews' crime? TRESPASSING on the school at which he had been popularly elected as its student body president (and from which post he had resigned in protest of administration policies).

Van Andrews' punishment? 120 DAYS IN JAIL.

It's true that Van had been suspended from campus by President Pfau for "willfully disrupting the orderly operation" of campus. It's also true that Van was probably the only effective watchdog the students had over the faculty and administration (It's clear that there has been no love between Andrews and Pfau).

Although Van chose a jail sentence over probation and a suspended sentence — he "wishes to learn everything possible to learn, and commitment to jail would be a learning process" — he is still wrongfully being punished for a crime that should not be. Yes, he broke the law, but the law was only a political tool used by a few clever manipulators who found a way to rid themselves of their most ardent critic. Perhaps these administrators (and faculty) desire nothing more than to just sit back and collect paychecks without questions.

There is the matter that Van was psycho-analyzed in court and press by Dean Kenton L. Monroe, whose position was under fire, philosophically, by Van. It's funny how someone who has turned away from the academic and practical field of psychology has suddenly become the "clinical psychologist" whose word a man is branded "a possible incipient psychotic," suspended from campus and subsequently sent to jail for four months for harmlessly attending a Mozart Concert. It should be very clear that any person who walks into the Dean of Students office may come under instant psycho-analysis if s/he has views that are contrary to those of the administration's!

Although it may be partly due to his outlandish but honest nature, it's clear to me that Van Andrews has been lawfully persecuted by morally corrupt manipulators of procedures and status, among whom are John M. Pfau and Kenton L. Monroe. It is for this reason that I believe all students, faculty, administrators and citizens of conscience should demand their resignations.

Sincerely,
J.W. Smith, III

The Domesticated Beast Licks The Master's Hand But Bites The Master's Baby

Dear Editor, (Joanie)

As the dawn breaks over San Bernardino mountains and man has not yet arisen, the Coyote looms importantly large to the inhabitants of this still land.

A trotting stiff legged band of foothill predators bolt after the late rabbits and an idea forms in the mind of the early rising man.

The real symbol of this place is a funkifizational soul. The ideas encased in cement have not entirely domesticated the beast. The domesticated beast licks the master's hand but bites the master's baby.

And domestication is put to sleep.

The people speak out but being politically inept are thrown out. Ninety percent of the people are discontented. "Communist election."

But we are afraid of domestication, we are afraid to be put to sleep. The people learn the politics and lose support, but win the election.

Congratulations Buttons, goatbeard

P.S. There are three of us typing papers tonight and now that I am done I can stop to take in the other two, stereotype.

If You Can't Find A Problem, You're Not Living

Dear Editor,

I know this may sound superficial but I really want to write you a letter about this problem, anyways, because it is very important to me. Since you are the new Editor perhaps you can give some thought to this (and even some help) before you get too bogged down in Editor-tripping and other newspaper stuff.

My problem is that I spent all of my time in the Library Building. This in itself is not a problem except when I have to leave it to visit other buildings. Whenever I have reason to enter them, it usually takes me quite a time of meditation and a few minutes of deep breathing exercises to prepare myself to enter their claustrophobic halls, not to mention the time it takes to decompress my head afterwards.

The problem in a nut shell is that I cannot stand the display-case window dressings in the Biology and the Psychology buildings. In addition to being aesthetically displeasing, the Biology building's plastic replicas of pregnancy stages and marijuana plants and other drugs are subjects of which we are all so familiar that I don't really see the necessity of having not very representational three-dimensional

copies unless they are harbinger of the future that Science would like to see representing and being all of us. I also find the rat psychology display in the Psychology building particularly offensive not only on visual grounds but also in that they feel proud enough of their department to flaunt the fact that they murder numerous rats — each quarter so that each new student can have the pleasure of using an "experimentally naive" rat to torture. There are those of us on campus who feel that "science" is merely a pretense and facade for what would otherwise simply be called sadism. I would like to suggest that they hire someone from the Art Department to get up their display cases in future and even consider hiring a Public Relations person to deal with their Image.

Thank you for your time. I hope you will appreciate my point and be of any further assistance when I might need it.

Yours sincerely,
Flossie Flower
(English Dept.)

P.S. I might add that the soap in the Ladies Rest Room of the Biology Building is so weak, you can't even get a strong enough lather to wash your hands properly with it, much less your face. Again, thank you for your kind attention.

Yours most sincerely,
Flossie



Opinion

Admin.'s Blundering Methodology

I've heard a lot of grumbling about Van Andrews, about how he's just a lousy hippie pervert and why should he get so much publicity, and, isn't there anything else to write about?

It seems to me that only a few observant people on this campus have looked beyond the name calling and individual personalities involved to understand some of the real meanings behind this case. Obviously, it is a testing action, to see how much power and control the administration actually has over the student body, student government, and general staff of Cal State. We can easily see how one cover-up action followed another in the administration's attempts to mask its own blundering, heavy-handed methodology with the result that Van Andrews (or any other student who might step slightly

out of the administration's conservative line) winds up with an incredible sentence of four months in jail for what should have been at most a minor misdemeanor.

This sort of over-reactionary discipline has no place in an institution theoretically based on intellectual pursuits, freedom of expression, and the right to know. I feel that the administration here has acted long enough in its narrow views to keep this campus the quiet, straight-laced, detached place that it is, and that this line of administrative policy must be discontinued at once. Unfortunately, those people in high places enjoy an almost unlimited power over the actions of students and faculty alike, and will not give it up willingly (whoever heard of political despots resigning of their own free

will??).

We must call for an end to this occupation of a modern campus (circa 1970's) by conservative remnants of 1920's and 30's mentalities, and bring in a fresh atmosphere of what a campus should really be like, with no one afraid to express opinions, either verbally or in actions. I would personally support any movement demanding resignations from all our administrators who are so content to hide behind the skirts of administrative policy and who subject egotistical power trips on any and all hapless students who fall into the great maw of CSCSB bureaucracy.

name withheld by request
from fear of administrative
reprisals — six months in
jail???

By Name Withheld



New Editor Reveals Plans

Instead of the scathing editorial crusading for justice I thought I would write, I think I'm going to put down all the things I want for this paper, what I think about it, and what I'd like it to do, and then you can respond; let me have some feedback — whether you like or dislike my ideas for this thing, if you have other ideas — what your thoughts about the paper are, and we can have the kind of paper we want.

First off, we've got to get more coverage of events and activities going on at this campus. I mean, what's the point of doing exciting things if they get left out or inadequately dealt with and only 3 people show up as a result? I want to increase the number of photos, graphics and art work to emphasize and make stories easier and more fun to read.

One interesting idea would be to do interviews and stories with various people around here. Do you realize we have people from all over the world and it's a perfect opportunity to see cultures and customs of other places from personal points of view.

I'd also like to start a column similar to Dr. Hippocrates where people could write in their problems and dilemmas — kind of

like a hip Ann Landers, and we'd have a qualified person to answer them. If you can get into this one, start writing and we'll start answering!

My view of sports is that I'd like to see tennis, modern dance, karate, swimming, ETC., covered with pictures and good stories instead of a straight reportage of "The Clowns beat the Badgers 6-2." I mean we can do that kind of stuff, too, but I'd like all those other P.E. things covered as well.

We also need more communications going between different groups and factions on campus. Anyone from any club, union, etc., can have space to cover events, articles, poetry, etc., etc., etc., IF THEY'RE GOOD (and most everything is) so we can get to know what everyone's about to some degree. I'd like to start a forum for discussion of subjects like, "The many facets of Women's Liberation," or "Wouldn't you really rather see Cal Stait back amongst the desert flowers and dill weeds," etc.

These are only a few of the things I was thinking about; if you like them or have any other ideas, WRITE, WRITE, WRITE and let me know what you think!

— Joanie

Andrews Gets 120 Days

VAN ANDREWS:
Chapter IV
In which we learn
the real truths
behind the actions
of the past 5 months

Although the initial thrust of energy that once revolved around the efforts of Van Andrews (former student body president) have somewhat dissipated, I feel it noteworthy to consider some of the irregularities that seem to reflect the attitude, practice, and overall basis for policy making of this administration. I feel the questions to be raised are substantial in nature and worthy of consideration not only by the college administration but also state educators and all other concerned parties.

Mr. Andrews was sentenced on 5-25-73. He received 120 days in the county jail (at his request) for trespassing on the campus (Commissioner Donald E. Van Luven presiding). In all due respect, Mr. Van Luven was, to say the least, reluctant about granting this request and in fact stated in effect that, in sentencing Mr. Andrews like this, he would not be doing him "justice." Mr. Andrews very convincingly pointed out that by not sentencing him, he (Mr. Van Luven) would be denying him his right to learn. Jail, as an institution, would provide the atmosphere for a unique learning experience. Indeed, such an effort could shed much light in the area of criminal behavior, normality, and in fact, jail and prison conditions. Some people seem to believe that jail conditions will improve in direct proportion with the "quality" of citizens within its confines.

There is no question as to the legality of Mr. Andrews being guilty of trespassing while attending an open public concert.

It cannot be said that the administrative "reaction" was just an oppressive show of power and hard-on authority, as Mr. Andrews attempt to disguise himself via a female wig, proved to be inadequate.

community. With this in mind, Mr. Andrews was arrested in 2-11-73 for attending a Mozart Concert.

The main points in question revolve around the initial action and motives for the decision of

than the fact that it dealt with a contemporary social problem that we all share in the community. Giving credit to Mr. McDonnell, this episode proved to be a learning experience.

Further evidence was brought against Mr. Andrews. According to Mr. Thomas: "On one occasion during the week of 1-(8-12)-73, Prof. Mark Greathouse arrived at his humanities 460 class on the hour" He went on to say that Mr. Andrews came into class wearing a sign that said, "Vietnam Veteran being evicted." In the opinion of Mr. Greathouse, the incident DID NOT disrupt class. On another occasion in the same week, Mr. Andrews entered Mr. Greathouse's Russian 102 class and stated, "Van is unclean," whipped himself and walked out. This action, occurring prior to class time, was not considered to be disruptive. Mr. Andrews was also accused of sprinkling anti-nazi dust (table dust) in a class of Prof. Craig. Mr. Craig did not consider the act as being disruptive under the circumstances.

Actions by Mr. Andrews, in connection with a French class of Ms. Rydell, were in fact considered beneficial to the class discussion, although interpreted by the administration as being disruptive, out of order, and not relevant to the traditional educational process. Finally, with the evidence so overwhelmingly in favor of Mr. Andrews being suspended, Dean Monroe was confronted with what he determined to be a physical threat. It should be noted that according to Mr. Monroe himself, Mr. Andrews had never physically threatened or acted out his apparent hostility to anyone. The threat, as interpreted by Mr. Monroe was that Mr. Andrews had stated to him that, "unless I (Mr. Monroe) had a gang of thugs, that interesting things would happen. It would be interesting to see what would happen and who might be involved."

Time and again Mr. Andrews has stated that Dean Monroe took the message out of context. This position is seemingly confirmed by noting what it was that really irritated Mr. Monroe and that which Mr. Monroe contends as being the only case and defense against Mr. Andrews. According to Dean Monroe, "His (Andrews) verbal attacks, odd costumes, material that he has written and circulated seemed to be the product of a person who is emotionally unstable." Mr. Monroe has a B.F.D. in psychology. Mr. Monroe, throughout one document, stresses the fact of Mr. Andrews non-violent nature.

All these points having been considered, Mr. Thomas proceeded to recommend the suspension in accord with the wishes of Dean Monroe.

In the collateral report based on subsequent investigation by the San Bernardino County Probation Department, referring to Mr. Andrews' verbal attacks, it is stated, "The attacks continued even toward speakers who were not faculty members who appeared on campus in 'open' debates."

The implications of such administrative action are seemingly wide in range. All professors concerned seemed to think that Mr. Andrews' actions were not disruptive and were in fact beneficial to the educational process. Mr. Andrews is well liked

among students and faculty members. The administration's overt disregard of the opinions of both faculty members and students concerning the possibilities of the higher educational system is in direct conflict with statements previously made by the administration concerning their wishes to open up the channels of communication and enhance participation in the democratic process and the interaction of the higher educational system with the community.

The very thought that personal bias could enter into such an important decision while remaining oblivious to the needs of the students is somewhat of a reflection and a good indicator that those involved might also be inclined to apply the same systematic procedures that could enter into hiring and firing practices, qualification standards, and other criteria for which they have the last and really the only word.

In viewing the overall situation and surrounding circumstances relevant to the firing of Ms. Choate (winner of the Outstanding American Educator Award), these allegations don't seem that far away from being accurate. Just what course of action is open to women like Ms. Choate is not really clear to me.

That point being secondary, I feel that we as students should press the issue in the hopes of attaining our primary goal of seeing to it that the proper programs are facilitated here at the higher educational level as to be of benefit to the community in the future. If these attitudes of pious bias and discriminatory practices are not contained within the light of educational priorities then faculty members, students, and other citizens will still be faced with the potential of remaining at odds with each other and thus hindering the progress and prosperity of the overall community. When we sit back and allow ourselves to be manipulated, although presumably in our best interests, we take the chance and in fact invite the possibility of poor decision making.

It was Van's life style and religion that was held as being emotionally unstable, not Van. There is much debate to be had in this area. It is becoming clear that the world of the student and that of the administration and other "important" people is somewhat different... Have you ever felt that you were a comedian walking along in a foreign land inhabited by straight-men? You almost have to form beliefs that account for the differences. Is there some prerequisite for cooperation and compromise? It's a shame the straight-men are always the self-righteous ones (and so we begin).

- BILL O'CONNORS



Mr. Andrews was knowingly in defiance of section 626.4 of the penal code as he had been forewarned by a letter from John Pfau, the president, (and I'd like to make that point perfectly clear) dated 2-8-73. This action was supposedly necessary to maintain order on the campus which Mr. Pfau seemingly holds as his primary responsibility to the

suspension. Unclear as to how to cope with the actions of Mr. Andrews, the administrative officials in question found that the areas of policy which Mr. Andrews attacked and questioned, were beyond the scope of their being able to prepare any kind of defence.

The situation being what it was, with the arrest having taken place on 2-11-73, President Pfau's office received from Chancellor Dumke's office (Glen S. Dumke) a document entitled, Student Disciplinary Procedures of the Calif. State Colleges, as revised by EXECUTIVE ORDER no. 148. This document was dated 3-8-73 and was time-stamped as having been received by President Pfau's office on 3-15-73. The document in essence implies that in the area of hearings and disciplinary procedures, that there is room for discussion and change with regard to what is to be done in the public's best interest.

The dynamics of the suspension hearing, and the implications thereof, are included in the "Report of the administrative officer, in the matter of the charges against Mr. Van Andrews," dated 2-13-73. This document was submitted by administrative officer James D. Thomas as a recommendation based on the evidence presented.

According to Mr. Thomas:

On Friday, 1-12-73, Professor Jack McDonnell arrived at his statistics class where he noticed Mr. Andrews writing on the board. On the board, Mr. Andrews had written, "All white women must teach all white men how to feel." Mr. McDonnell read this sentence to the class.

Apparently, due to the fact that Mr. McDonnell was compelled to read and bring this matter to the attention of the class, it was felt that this particular concept might be worth consideration for stimulating later research in the area of statistics and the social sciences, if for no other reason



Child Care Referendum

Happy days, the child care referendum on the A.S.B. ballot passed by a whopping 85% of those voting. This means for all parents and students interested in the CSCSB child care program, that there is at least \$7,000 that the child care center can work with if it opens in September. I say if, because there are certain questions, unique to the operation of the program which need immediate and detailed care if the center is to be a reality in September.

A Board of Directors is needed to work on questions of staffing, conditions of employment, curricular orientation, parent involvement, and programs for continual funding. THIS BOARD OF DIRECTORS MUST COME

FROM PARENT INVOLVEMENT!

This year I have seen a few people work hard to make child care services. It is now up to you, the parents, to formulate the program that you want for your children.

Contact the Dean of Students Office in the Student Services Building (SS-114) and get actively involved.

Official school groundbreaking ceremonies were held on May 14. The site of the new center is staked out and a sandbox is available for your children to play in. Remember that the longer you wait to act, the harder it will be for you to enroll your child as the center will be licensed for a maximum of 30 children an hour.

Bill Tarpai



Topless But Not Busted

Women's Studies Conference

A Roaring Success

By DELL RICHARDS

Over Memorial Day weekend, Joanie Weiser and I participated in a conference held at CSU Sacramento about women's studies programs. Although it sounded like it would probably be very academic and boring, it turned out to be very exciting. Many of the women there had come to Sacramento to be with other women and to share our experiences as women of the past year. We discussed what changes we had gone through individually and what changes we had seen within the society. As an example, within the three years since CSU Sacramento initiated a Women's Studies Program and Center, 70 similar programs has sprung up in colleges and universities throughout the country.

A lot of time was spent discussing the place of women's studies programs as an objective to be worked for within the women's liberation movement. Sunday evening Rita Mae Brown continued this train of thought when she said that the movement and the people comprising it must not forget that there is a tremendously high unemployment rate in this country at the moment and that large segments of the population are without jobs and without the financial ability to obtain the basic necessities of life and a dignified human existence. Until these very basic problems are solved, women's studies programs will only continue the ivory tower tradition of the middle-class university world, even though they will be adding a great well of information which has been ignored for centuries to the academic experience. Many women at the conference expressed the fear that by creating a particular niche for women within the academic structure, they would be co-opted into the establishment, would forget the battles they fought getting to their position and the psychological oppression they would still suffer, and would be afraid to speak out for fear of losing what little advantages they have gained. One Chicana expressed this very well when she spoke of seeing Chicano studies and women's studies drain away Chicanos from the revolutionary movements that would help not only third world people but all of us. Many women spoke of the need to remember our oppression and our origins, and the need to keep our alternative cultures alive.

The discussion after Rita Mae Brown's speech I found particularly exciting. We discussed the movement — what had been accomplished in the last five years and what direction we wanted it to take in the future. The prevalent idea seemed to be that now was the time to criticize and re-evaluate our goals and to see if the methods we are using to obtain these goals are working.

One aspect of the conference that particularly impressed me was that although the majority of the women there were white and middle-class (they have the money and the time) a large percentage of the women were third world and working class women. And there was a lot of anger that the

media constantly portrays the movement as being composed of neurotic leisure-class women, when in actuality as Robin Morgan said Saturday night, women are a class all their own where the needs they share can overcome class and race boundaries. She spoke of the need of being aware of our differences (and they are great and very important) but also of remembering that it is Henry Ford and the wealthy rulers of this country who profit from our lack of unity, not us.

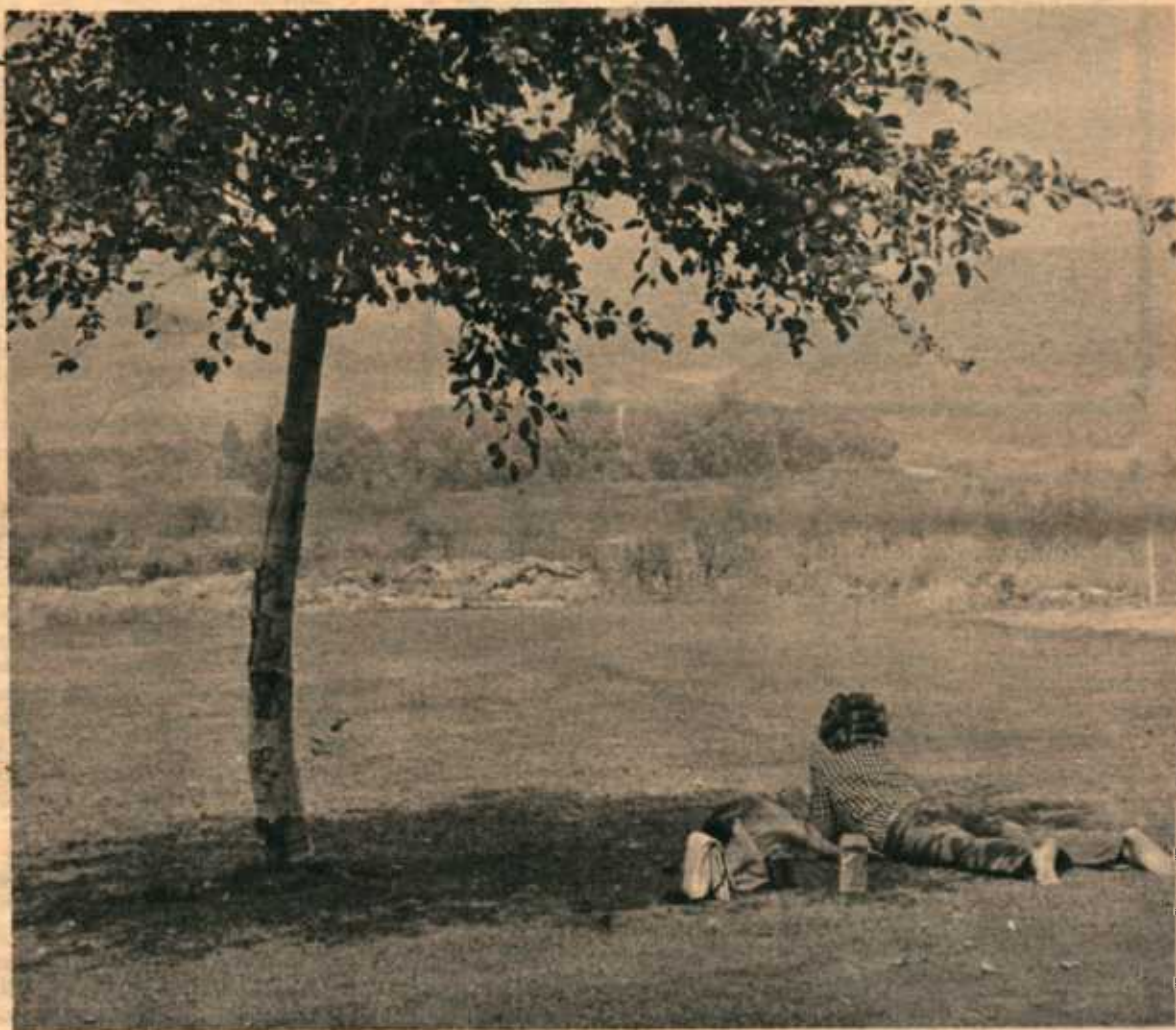
Another exciting part of the

and in trying to see how they each were oppressed by their own male-female role expectations. The groups met later to talk about how they oppressed each other and as a result were divided from each other even within the movement. We talked about how this too was separating us from fighting against shared discrimination and fighting for shared goals.

Although we are all aware of these biases, whether we agree with them or not, it is interesting to think that there were cultures (ancient Greece for instance)

the structure stable.

But it was not all radical rhetoric and think-tanks, the sky was a beautiful (almost forgotten) blue and the weather a comfortable 85 deg.; we sat on the lawns and some of us sunned ourselves in only our jeans and shorts while the campus cops drove by unconcernedly. There was a play called "Alice in Womanland" with a lovely CSUS student playing the harassed housewife, child in one arm and stirring spoon in the other saying how happy she was while her husband yelled "Off with her



Until basic problems are solved, WS programs will only continue the ivory tower tradition . . .

workshop and the heterosexual bias workshop. Each group met separately first to discuss how even one's choice of sexual bias can be used to oppress other groups. The gay women talked about their fear of losing jobs and friends for being gay; not to mention the loss of privilege that being without a man's security and protection entails. The heterosexual women discussed the energy they had to put into their relationships with men in trying to create a more balanced and fairer way of treating each other,

prevalent and to wonder perhaps what difference this might have made not only to their everyday lives and relationships but to the culture as a whole. Of course as in the whole of women's studies courses, it is very hard to uncover any of this alternative knowledge because the books have been written by white, heterosexual, establishment males who only wanted certain very specific facts and ideas brought to light. Textbooks especially have always been used to justify the power holders of the time and to keep

by Linda Fugimoto; a poetry reading by Mary Mackey; the showing of Kate Millet's *THREE LIVES* and many other fine events. At that weekend at CSU Sacramento, for six hundred women from all over the country, there were many emotions from good vibes to anger; beer, wine and etc., and affection, but most of all I think there was an excitement for the future and the changes it would bring, and too, a pride for being women and that we could work together as women to help bring about these changes.

Staff Credits

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joanie w., dell f., david c., bruce (f.b.) s., mary s., bob l., mike k., andy b., joe b., diane h., lanse e., john n., nancy s., allen h., susan b., peggy o., jay g., russell b., kim b.

How Not To Get Lost

The staff of our illustrious library is ready and waiting for the first three days of the Summer Session and of the Fall Quarter. That's when they get to play Grand Tour and show us all the neat things about the library. They're planning on general information tours, but any and all special interest sections will be emphasized if desired. Kick-off

Women's Studies Courses Offered

In response to the growing demands of students, the CSCSB Women's Studies Program will be offering several new courses throughout the coming year. Beginning Winter Quarter 1973, "Women in Art" (Art 510), "Psychology of Women" (Psychology 314) and "Women in Literature" will be given. Spring quarter will follow with two more offerings, one from the Biology Department, "Human Sexuality" and one from the Political Science Department, "Sex and Politics."

A group of campus women, thirsting for a knowledge of their own history, are currently preparing a syllabus for a class on Women in History, following the guidelines of similar courses offered in 70 other universities and colleges throughout the nation. They are hoping that the History Department at CSCSB will respect the needs and efforts of the women on their campus and hire a woman to provide a knowledge of the long-suppressed story of women's contribution to history. They are also looking forward to women's course offerings in the Anthropology Department since a woman has recently been hired there and hope to see similar action taken by the Sociology Department in order to remedy the all male professional staff there.

Women Looking For Center

A group of campus women have been talking and feel that they need a place to call their own here at Cal State. They were thinking that if they could get a room on campus, it could become a center where all campus women, be they student, faculty or staff could meet to talk and get to know one another. Some of the women faculty members have offered some of their books to start a lending library that is hoped would eventually encompass many facets of women's lives. It is hoped that the undertaking would become a sort of resource center relating to women's needs, from information on how to get a job (including jobs available in the area) or how to get a credit rating, legal advice, child care co-ops and car pools. They hope to have professional women at hand to help eventually, though at the moment they will mostly be helping each other through their shared experiences and the information they have gained through those experiences. They need lots of help to create this and anyone who is interested should put a note in the CSCSB Woman's Union Boxes at PS No. 118 or LC No. 25.

point for the tours is the Reference Desk and we can meet there any time between 11:00 a.m. and 1:00 p.m. for introductory courses in card file karate, magazine macing, reference reform, how to stalk the bathrooms, and other fine topics . . . there's a lot to learn, even for you sixth year seniors. Be there or be square! Love, Sue

Record Turnout For Election; 27% Voted

By MIKE KENT
AND NELLY BLY

The Associated Students election on Tuesday, May 22, had the highest voter turnout of any Cal State election in the last five years, according to Sue Munkittrick, the chairwoman of the Election Committee.

The 558 votes cast accounted for 27% of the student body. There were 502 votes cast in the run-off election.

Ms. Munkittrick said that it was a very loosely run election with no tight rules, except about eligibility.

The role of the Election Committee was to interview and certify the candidates on May 9, to plan the election schedule, to run the voting booth and to count the votes. They also set up the campaign speeches, which Ms. Munkittrick said "were kind of a flop. It was our fault. There should have been more publicity." Only about 30 people had shown up for the campaign speeches.

Ms. Munkittrick said that "The candidates were all fair. There were no poor losers, and most of them campaigned fairly." This last remark referred to the Student's Party, which broke school rules by handing out cards with all its candidates names on them. The Student's Party also complained about the way that the Election Committee ran the election.

The winners in this action packed contest of strength, beauty, intelligence and honesty can be separated into two categories, the Executive and the Senate. The Executive branch consists of all the A.S.B. officers, plus the 4 class presidents, plus the judicial representative. The Senate people are drawn from the four class vice presidents, the two senators from each class, and the A.S.B. Vice President. The remaining class officers (the treasurers and secretaries) are left out in the cold, voting-power-wise, but the Senate welcomes them for their quick wits and lovable personalities. Our winners for 1973-74 are:

EXECUTIVE (A.S.B.)

President: Eddie Baca
Vice Pres. and Pres. of Senate:
Joe Bush

Senior Class Pres.: Larry Feenstra

Junior Class Pres: Rita Gibbons
Sophomore Class Pres.: Carmelita Valles

Secretary: Margaret Jones
Treasurer: Elein Rein
Judicial Rep.: David Castillo

SENATE

Senior Class Vice Pres.: Dough Harris

Junior Class Vice Pres: Garry Vibert

Sophomore Class Vice Pres.: Andy Butts

Senior Class Senator: Stella Sanchez

Senior Class Senator: John Daly
Junior Class Senator: Rene Pirot

Junior Class Senator: Debra Johnson

Sophomore Class Senator: Holly Davis

Sophomore Class Senator: Antoinette Duncan

Ex-Officio members of the Senate:

Senior Class Treasurer: Kathy Taliani

Senior Class Secretary: Roy Martin

Junior Class Treasurer: Bob Lantz

Junior Class Secretary: William Egetter

* * *

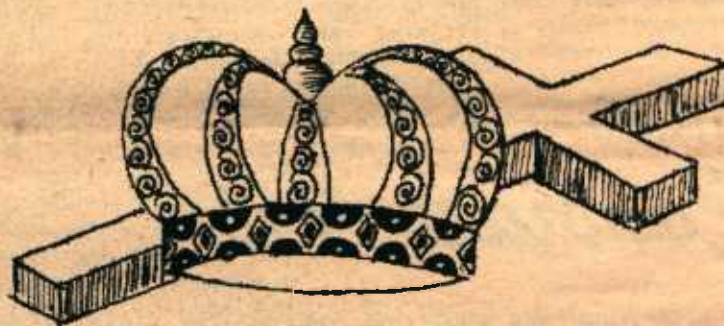
Day Care Passed

In other crucial decisions, the official school mascot is now the Coyote, having dumped the St. Bernard by 315-177.

The Day Care Initiative powered through by 477 to 93, only to get hung up on more bureaucratic technical details. Watch for results of the next go-round. Keep on truckin' Tarpai.



New A.S.B. Officers



The King Is Dead! Long Live The King!



Student Gov't Class Approved

From the Desk of Joe Bush, V.P. . . .

The Committee on Innovation in Education has approved the student government class which will start next fall. Those students interested in obtaining credit (2 units) for participation in student government may do so. Further information will be available at registration. This will be an excellent opportunity for all student government to get together and get organized. Congratulations to Eddie Baca and Bill Tarpai who lobbied for many hours to get the course approved.

The Student Affairs Committee, at the request of ASB and IOC has proposed that the Faculty Senate consider an open period from 12-1 p.m. starting in the fall. This will afford an opportunity for ASB meetings, IOC meetings, Clubs and Organizations to schedule events and have speakers and to allow the student body as a whole to attend these events. An open period will bring Cal State in line with other colleges, such as UCR, which have open periods

five days a week from 12-1 p.m.

Two bills of great importance to students are currently under consideration in the California Assembly. They are:

a. AB 159, authored by Assemblyman Ray Johnson, which would make the mandatory student body fee voluntary for all students in the California State University and Colleges. This bill will have disastrous consequences to the ASB if it passes.

b. AB 1202, authored by Assemblyman Charles Warren, would outlaw non-refundable cleaning deposits, which have traditionally been used by landlords to take advantage of students. It would also require landlords to inventory apartments with the tenant, at the time the tenant moves in. The UCR Student Lobby has been working hard to get this passed, and needs all the support it can get.

For more information on any of these items, get in contact with Joe Bush in the A.S.B. trailers, or with the Pawprint.

Transcendental Meditation



MAHARISHI MAHESH YOGI

Transcendental Meditation (T.M.) is both physically and mentally refreshing. Accumulated tension and fatigue which hinder efficient functioning of the nervous system are dissolved in a natural way. The result is increased energy and developed creative intelligence, more inner stability and improved clarity of perception at all levels of experience.

Students, housewives, businessmen, scientists, pilots, physicians, and musicians have all reported practical benefits in terms of their own needs and aspirations. Students here at State have formed a chapter of the Students International Meditation Society to help inform and set up lectures and courses in Transcendental Meditation. For more information call 875-8464.

Word Art Exhibit

Contrast Art

The contrast of the realistic and the abstract characterize a series of paintings by Cassandra Ward, which will be part of her senior art show in the Cal State, San Bernardino library gallery Saturday, June 9 through Thursday, June 14.

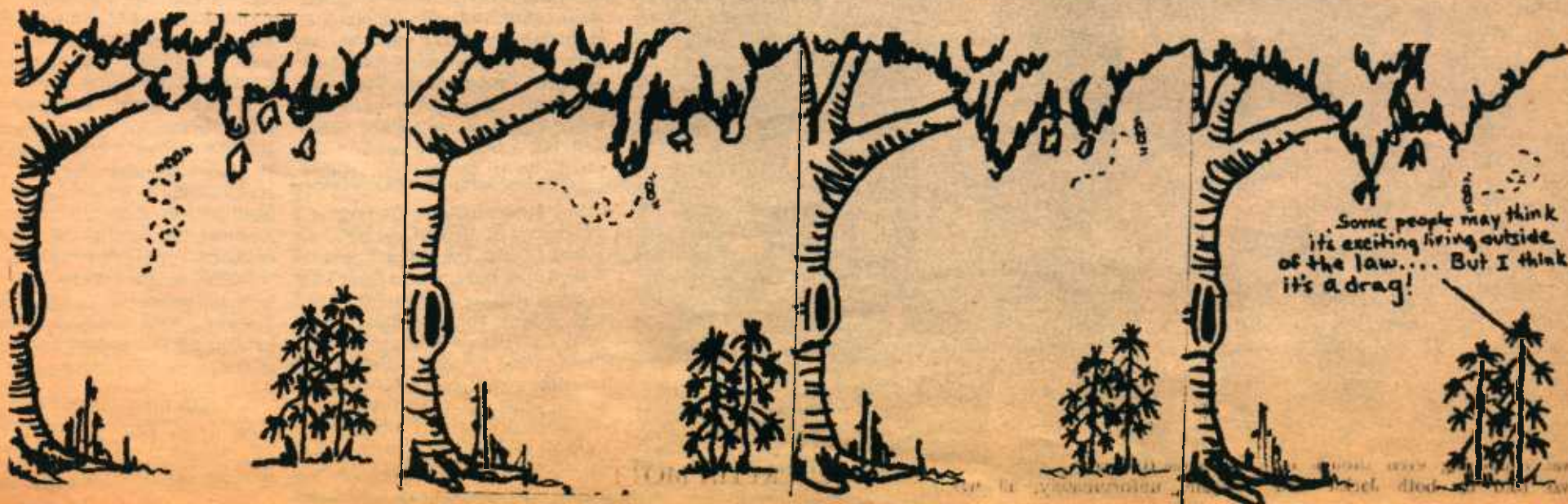
Ms. Ward has been a student at Cal State for the past two years, having studied previously at San Bernardino Valley College, and will receive her B.A. from Cal State in June with highest honors. Following graduation, she will devote a year to her art, working in the studio of her San Bernardino home. At the end of

that time, she plans to enter graduate school.

A series of four paintings in the show includes a self-portrait in oils at the center of an abstract automobile steering wheel done in acrylic paint. Her totally representational work on display includes a portrait of a fellow student and a scene of rocks and water.

Ms. Ward's show may be seen on the fourth floor of the library on Saturday from 10 a.m. to 2 p.m., on Sunday from 1 to 5 p.m. and Mondays through Thursdays from 8 a.m. to 10 p.m.

Kan and Ibis



Summer Area Happenings

Action Activities

By PEGGY O'MALLEY
Activities Ed.

MONDAY, JUNE 11:

LAST DAY OF CLASSES! DIG IT, DIG IT, and DIG IT, "School's out for SUMMAH!" as million-dollar baby Alice Cooper will tell ya. (Sorry if you're going to Summer School...)

Also on the 11th is the FUTURE LAWYERS OF AMERICA and FUTURE WATERGATE REPLACEMENTS who will discuss how easy it is to become Attorney General and how much easier it is to be demoted to WHITE HOUSE janitorial staff. Actually, the lovely (?) Political Science Council is meeting at 11:00 in LC 500, so come and groove.

TUESDAY, JUNE 12 — FRIDAY, June 15:

FINALS... suffer, TORTURE, PRAY, good luck (you need it around here.)

SATURDAY, JUNE 16:

Sr. Class far-out Cook-out in PE area, 3:00 p.m.

Evening: COMMENCEMENT! ALL RIGHT! DIG IT! YOU MADE IT!

(we hope!!!)

Old Movie Posters

Starting May 25 and continuing through June 21, your favorite library will have an exhibit of old movie posters. Many of them commemorating the nights your Mom and Dad held hands, ate popcorn and snuggled together in the darkened theater watching things like Shirley Temple in THE LITTLE COLONEL.

While none of the posters represent the avant garde in cinema realite, like DEEP THROAT, they do reflect the tastes and tolerance of our elders. John Wayne, for example, stars in a full-length feature, THREE TEXAS STEERS. And with the price of beef what it is today, three would be enough to finance a feature film.

Then there's Clara Bow in LOVE AMONG THE MILLIONAIRES and Douglas Fairbanks Sr. in the THIEF OF BAGHDAD, circa 1924. Depression days were forgotten as Mom and Dad watched the late Boris Karloff in FRANKENSTEIN in 1931 and their folks probably saw Charlie Chaplin in the ADVENTURER, 1917.

These and more nuggets of nostalgia can be found in the display area of the Library's first floor.

Kultural Events

There are some very interesting cultural events that will be happening throughout the summer in Southern California. Here are some that have come to the attention of the PAWPRINT:

JACQUES BREL IN ALIVE AND WELL AND LIVING IN PARIS, a musical play based on the lyrics and commentary of France's famous song-poet Jacques Brel is showing at the Century Plaza Hotel in Century City. This musical offering of Jacques Brel's songs shows why his work has had such a profound effect on contemporary music from Lennon - McCartney to David Bowie, who sings Brel's songs in this show.

DON'T BOTHER ME I CAN'T COPE, the soul-jazz-gospel musical entertainment that is one of the most popular shows ever to play in Los Angeles will close June 17th. COPE is appearing at the Huntington Hartford Theatre in Hollywood.

The New York City Ballet will be at the Greek Theater in Los Angeles for a two-week engagement from August 13th to the 25th. This illustrious company will perform such works as SWAN LAKE, DONIZETTI VARIATIONS, CAPRICCIO SERENADE, and George Balanchine's brilliant ballet, CORTEGE HONGROIS.

Liza Minnelli will follow the New York City Ballet and open at the Greek Theatre beginning Monday, August 27, 1973. Ms. Minnelli has been called "this year's reigning screen performer" for her performance in CABARET.

British playwright Peter Nichols' London hit comedy, FORGET-ME-NOT LANE is playing at the Mark Taper Forum in Los Angeles through July 15, 1973.

For specific information about any of these performances, please contact the individual theatres:

Greek Theatre
2700 N. Vermont Ave.
Los Angeles, Ca
Phone 666-6000

Mark Taper Forum
135 N. Grand Ave.
Los Angeles, Ca
Phone 626-5781

Huntington Hartford Theatre
1615 Vine St.
Hollywood, Ca
Phone 462-6686

Century Plaza Hotel
Press Office
9044 Shoreham Drive
Los Angeles, Calif.

Yesterday's Papers Back

Yesterday's newspaper, as some wag so aptly put it, is history.

And history is yours for the scanning at the CSCSB Library, where outstanding front pages of The Sun-Telegram will be on display from May 18 through June 22, in the display cases on the main floor.

Most CSCSB students were not even being considered when Lindbergh flew the Atlantic in the first solo crossing. If you'd like to see what the OTHER news was that day, check this front page in the display.

And who among the older students, the grey, bald, halt and lame, can forget October, 1929? A banner headline announces the plummeting stock market and the beginning of the depression. Look it over, whether you're a history buff or not. It's stark American history.

President Harding's death, the end of World Wars I and II, President Kennedy's death, and many more banner headlines that were milestones in this century are on display.

This exhibit was provided by the Research and Promotion Department of The Sun-Telegram. It's a backward look at the history of San Bernardino County.

And worth seeing.

Flash! From Veterans Ad
The only remaining veteran of the Indian Wars (approximately 1817-1898), 101-year-old Fredrak W. Fraske, of Chicago, represents the smallest segment of the veteran population. Fraske served in the Army from February 1894 to May 1897.

Police Attack Again

STAR REPORTER LOIS LANE

The Pawprint asked Jaclen Grove and Denise Fletcher to be interviewed about the events that transpired April 27th, approximately 4:00 p.m. in the Ladies Restroom on the 2nd floor of the Library, that climaxed a week of activities sponsored by All Sisters and that led to the arrest of Denise. This incident seems to be only one in a continuing series of police harassment that started with Van Andrews this year and has continued with lesser known incidents ever since. This reporter wanted to do an article based on the interview much sooner but

Denise that Jackie was simply ill and she was feeling better and that they would be leaving within a few minutes. They were obviously very much surprised to see a man in the Ladies Restroom and suggested he leave. They also wondered at the time (and are still wondering) why someone called the campus police to help a sick woman rather than the campus nurse who would have been the logical person to help, it being before 5:00 and the student health center still being open.

However, the campus policeman was of an incredibly suspicious frame of mind and his main concern seemed to be getting their

not over. The police followed Jackie and Denise out to their car, and took the special effort to check and see if there were any warrants out for their arrest, so that they could fulfill to the maximum their duty as upholders of the law. They followed Jackie and Denise off the campus, and pulled them over when they had left campus property. In fact, there was a warrant out for Denise's arrest because she had forgotten to check in with a new clamp on the exhaust manifold of her car for a non-moving ticket gotten six months earlier. So she found herself in the virtual arms of the law, wrists handcuffed behind her back and on her way to jail. Luckily for Jackie, another student had stopped to see if he could help and had in fact tried to take some pictures of the incident on the street but had been told he too would be arrested if he took any more as citizens are not allowed to photograph police in action. He drove Jackie to the bank to get bail and Denise was not in jail more than six hours.

The next week, however, the administration decided to get their foot in the door. Jaclen and Denise received two certified letters, one to each, stating that their conduct had been reported by the police to the Dean of Students, and Gaye Perry, who functions as coordinator of discipline, was carrying on an investigation to determine if disciplinary action was needed. Possibly due to the fact that the stories gotten by the administration from the campus police, the unidentified woman and the phantom secretaries were conflicting, they were not brought to trial. It is also just possible that the administration simply could not make a case against them since their only wrong action was trying to defend their right to be in the women's restroom and on campus. It is probably more likely that a number of people, including faculty members and the Arts Students Society, came to their defense and put pressure on the administration.

Jackie and Denise are leaving the campus and the area soon, and now have little fear of administration reprisals, so that when they were contacted by this Pawprint reporter, they were willing to give an interview because they wished to expose the fact that the Van Andrews case is

not an isolated incident. It seems in fact to be more an example of the way the administration feels it must treat the students on the campus — like children and criminals. Jackie and Denise were

repress her emotions to the police when she was ill, she had to repress her feelings completely when dealing with Gaye Perry, the Associate Dean of Students. The administration had the power to



particularly worried that this attitude on the part of the administration is part of a trend of trying to force students into a passive, submissive role that makes them easier to handle. This seems to have started at the larger schools across the country (and particularly in California) where the large numbers of students make administration control in controversial issues a very tricky business. That this sort of mentality is necessary at a school as small as Cal State is certainly debatable. They particularly wished students to be aware of this mentality, that would discipline and frighten unnecessarily and then try to get it all under the carpet by various scare tactics. They also wonder what sort of person would graduate from a school and then come back to play campus policeman and seem to have so little understanding of the school or sympathy with the students. (We are, of course, referring to Walter Kadyk, Director of Campus Police.)

Denise feels that as a result of this incident, she is being conditioned more and more towards not respecting police and to seeing them as inhuman rather than human beings. She certainly does not see them as sympathetic or helping as perhaps they might have been portrayed in our grade school readers. She said she would probably consider kicking and running next time rather than going through the ridiculous hassle that happened last time. Of course she might get shot as a result of this since the campus police do carry guns.

Jackie was particularly distressed by the fact that although she had to somewhat

take away her work-study job, take her out of school, in fact, probably make another Van Andrews out of it all if they so chose. This is really pathetic when it is considered generally that the Dean of Students is supposed to be an impartial observer, perhaps helpful to the students; one might imagine closer to them than the campus police. Instead they are even more repressive and dogmatic. In fact, it was even intimated at one point, that if Jackie and Denise "pushed them up against a wall" (i.e., make a formal complaint against the police or took legal action), the administration would have to do the same. They were thereby effectively intimidated by Dean Monroe and Gaye Perry into playing their game and hoping for the best. (Although the power seems to come from Dean Monroe, Gaye Perry remains the front for him and is his tool.) Ironically enough, this was a classic ending for woman's week, being the very thing that women are fighting against in these "manstitutions."

Their action was brought to the notice of the administration for being "unladylike" and using unladylike language, and probably because they felt they had the right to stand up for themselves to the male policeman rather than being the weak, subservient females they were expected to be. The way the man runs this system, they could have been squashed into the ground but as it was, they managed to establish enough credibility to avoid a major confrontation. Possibly because they were white middle-class females they were allowed to go

(15)



had been waiting to see what action the college itself might take to rectify a worsening situation. Since no action has apparently been taken (except that three campus police are leaving either voluntary or not) we thought the matter should be thoroughly investigated.

We would mention that this article is based on an interview with Jackie and Denise and is their side of the story. I think we can presume that it is at least fairly accurate in that they were not in fact disciplined by the school. According to them, the reports collected from eye witnesses seem to differ so perhaps that is the reason the whole matter was eventually dropped by the administration. The only action taken by Gaye Perry, who seemed to be the final arbitrator in this matter, was that Denise was warned she should watch her language in the future.

It all started when Jackie became ill on the Friday afternoon and was taken to the Ladies restroom. (The next day she came down with measles.) Her friend Denise arrived a few minutes later to see how she was and to take her home. At this time, an unidentified woman came into the bathroom and asked if everything was all right. They replied in the affirmative (that is, yes). As they were preparing to leave a few minutes later, a campus policeman arrived unannounced in the Ladies Restroom saying "What's going on here?" He apparently was intent on entering the stall to see what was happening even though he was told by both Jackie and

names. As they were doing nothing wrong, they saw no reason why they should have to answer to this man and refused to give their names. He then stepped outside to get Sergeant Newman, a plainclothes officer about thirty and balding who apparently might be presumed to be posing as a student since he was not in uniform, who also entered the bathroom and this time threatened to arrest both of them for public drunkenness even though he could not see them. One might imagine he has either extra-sensory perception, a very lively imagination or can see through walls. He too insisted that they open the stall door to let him see what was going on. At this point, Denise opened the door to talk to him and he forcibly elbowed his way into the stall. After presumably getting what he wanted (a peek into the stall), he then threatened to arrest them if they did not leave the building by 5:00. Since Jackie and Denise felt that they might then be able to leave without being arrested on the spot, they walked into the hall of the library to leave the building and hopefully go home.

But unfortunately, the two policemen had other ideas and were waiting in the hall for them. They were apparently still intent on having their names and finally forced them to relent and give their names by trying to physically intimidate them, standing over them and trying to force them into the walls when they tried to back away. Jackie and Denise finally gave them their names just to escape.

Again, unfortunately, all was

The wrongs of women have too long slumbered. They now begin to cry for redress. Let them be clearly pointed out in your Convention; and then, not *ask* as favor, but *demand as right*, that every civil and ecclesiastical obstacle be removed out of the way. Rights are not dependent upon equality of mind; nor do we admit inferiority, leaving that question to be settled by future developments, when a fair opportunity shall be given for the equal cultivation of the intellect, and the stronger powers of the mind shall be called into action.

April 13, 1850. A response to an invitation to address the Ohio Convention for remodeling the state convention.

LUCRETIA MOTT

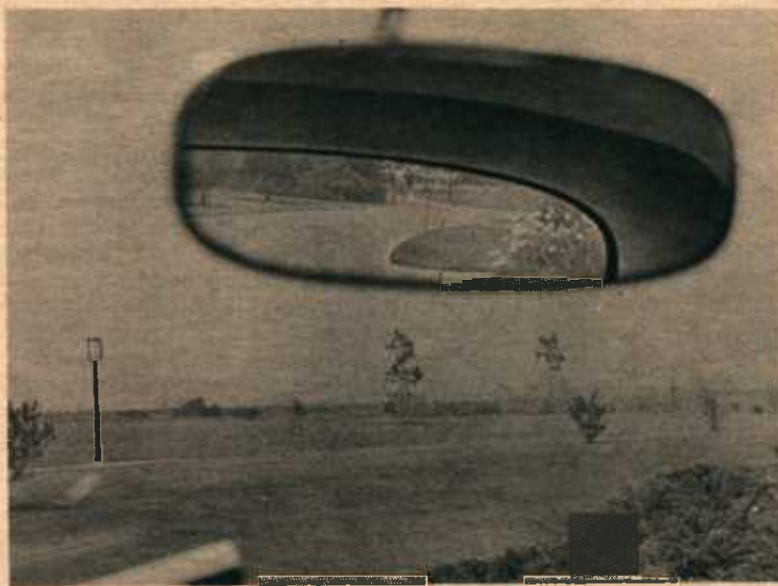




Is this Star Reporter Lois Lane?



CSCSB's own pot sale.



Reflections of Cal State

Sr. Art Exhibit

Four Cal State, San Bernardino art majors will combine to display their work in a senior exhibition on the lower floor of Owl Rock in Blue Jay, June 9 through 17.

Kathy Wendt of Running Springs will show her woodworking and ceramics; Margie Taft of Highland, her soft sculpture; Sue Bolger of Mission Viejo, abstract oil paintings; and Mary Ann Tudor of Rialto, ceramics and prints.

The public is invited to attend a reception on the opening Saturday, June 9, from 3 p.m. to 5 p.m. The exhibition may be seen on week days from 3 p.m. to 7 p.m. and on weekends from 1 p.m. to 5 p.m.

Sentence Too Harsh

I believe the four-month jail sentence imposed on Van Andrews is outrageous, for at least five reasons.

First, this was Andrews' first conviction. His crime was trespassing; attending a public concert at the State College after he had been temporarily banned from the campus.

Second, this "confessed trespasser" was deemed harmless enough to be permitted to attend classes while awaiting sentence after his trial.

Third, two of the persons involved in the case said they believed Andrews might have mental health problems. If this is the case, why a four-month sentence in jail instead of diagnosis to see if treatment is in order?

Fifth, the county jail does not meet state standards. According to a story in this paper (the Sun-Telegram), three murder suspects may obtain release under writs of habeas corpus on the grounds that incarceration in the jail constitutes cruel and unusual punishment.

The punishment fits neither the crime, the individual, the circumstances, nor any conceivable standard of justice.

Carol F. Goss
(Reprinted by permission)

Local Bookstore needs 50 people to assist in inventory on July 7 for a minimum of 5 hrs. Salary \$2.00/hr. Representative will hold an explanatory interview on June 27, from 1:00-2:00 p.m. Reservations must be made in the Placement Office no later than Wednesday, June 13. For further information contact Judy Roush, Placement Office, ext. 409.

Kan and His
By Andy Butts





That's All She Wrote

To all the racists responsible for putting Van Andrews in jail:

(and you know who you are as well as I do)

In my anger, I was going to just say f--- you, f--- you; but, upon reflection, I thought —

"I'll just will them all the love I can because that is what they really need. Who are you to so judge another person? I

would wonder just who is crazy, but I give you pitiful power trippers love because that is what Van would want. May your consciences rest in peace in the dark night of the soul when Van's is behind bars. Lord, may all his trials soon be over."

Om, Peace, Love,

Nancy Saunders
Editor-in-Chief, 1972-1973



Bev Laing — ceramicist



Good bye CSCSB Senators!, we'll miss you.

C.S.C.S.B. Awards First Masters'

The first Master of Arts degree from California State College, San Bernardino, has been awarded to Liston Caldwell, principal of North Shore Elementary School in Big Bear and the Glen Martin School in Angeles Oaks.

Dr. Robert West, dean of the School of Education, said Caldwell was awarded the college's first M.A. at the conclusion of the winter quarter. Caldwell's degree is in the field of elementary education. He completed the required curriculum by attending late afternoon and evening classes and a summer session, all at Cal State.

For part of his master's study degree research, Caldwell completed a study of the adequacy of the cooperative primary reading test, given at the end of the first grade. He found that approximately 25 per cent of the words in the test did not appear in the readers studied by the youngsters.

The second part of his thesis concerned a review of research relating to the effects that movement activities have on the improvement of the low reading ability students. He concluded there was a use for the program but more extensive research is needed to determine whether reading improvements came from the exercises or from other factors such as increased attention from the teacher.

Mr. Caldwell lives in Big Bear with his wife, Marjorie, and four children, Allan, Randy, Janet and Ray.

Two Tales

(Continued from page 1)

body at large. On March 8 and 9 a referendum was passed to change the mascot from Hamilear Barca to Peyote Coyote. The referendum, however, was thrown out because of a technicality. It was decided to iron out the difficulty because the overwhelming majority had shown approval of the change.

Before a legal referendum could be held, it was needed to determine what the legalities entailed were. There were no bylaws concerning the mascot. The senate had to make the rules before they could follow them. This was done in the way of a senate ruling that 1. The mascot could not be changed in periods of less than five (5) years. 2. the mascot could not be an individual person, (i.e. Van Andrews).

The senate then had the precedence needed and had the legal power to act. A new referendum was passed during a general election and 'Buttons' was in. The history of our school had added another page by a vote of 315 to 177.



Babies on campus! What's happened to Child Care??



There's plenty of choices of places you can lay your head. And when the seasons change out on the open range there's nothing to be afraid.

You got to share your load to help you down the road...

By KEN KENYON

The soul's chase
invisibly dodges time
and darts here and there:
now, the embodiment of instinct;
now, the existence of love —
the transcendence of dread, haste.

There is birth and decay,
a summer comes
and goes;
a banana, green
ripens turns brown;
the camouflaged snake
moves on.

Electrons dance
often break the trance,
find new neighbors
in accordance to their step.
God plays lead violin,
shakes his head, grins —
the God-head then slumbers,
the faithful in huge numbers.

Common ideas find affinities,
they amass,
search God,
find a common goal,
set up central control,
put what there is to use,
and condemn with blatant abuse.

The pain of passing
from here to there,
blinded
by vanity and greed
yet evermore planting the seed
of one who
becomes the same.
And I dominant, hiding in the brus
with the wind rush,
after death away —
it seems a never-ending day.

Oh, devil moon
half hidden —
blood falls in a constant
visible mist,
there is no one to assist,
to help the pain,
and a starving creature
laughs in the rain.

Oh grandfathers of stone
I, like you
communicate under the sun, moon
'til my tongue aches,
yet am never alone —



And you futuristic vault,
do your arms enfold me
in a forgetful dream
as my soul flutters, crashes about?
Or do I become inorganic peaked breasts
of stone,
without number in the wilds alone?

The Magic Flute of G.S. Sachdev

By JAY GLASSMAN

It was Friday, the beginning of the Memorial Day weekend, and the freeway was jammed, more so than I'd ever seen it. Where were all those South Californians going? Were they all going to the concert? I had been warned that it would be crowded, that I'd have to hustle for a seat. We had left fifteen minutes later than planned, and I thoroughly expected to have to sit in the aisle. But all those cars and campers must have been bringing their suburb to the mountains and deserts, for when we got to the campus (Oh my Campus) the parking lot was nearly empty. Perhaps the bleak, drizzly weather had kept the people huddled around their TV sets.

There were two handouts at the door: a blue cardboard one, and a white one with a nice Indian drawing on it. We found four seats in a row in the third row center. There was a platform set up in front, covered with a yellow Oriental rug. There were four microphones. It was all very close to us. It seemed that P.S. 10 would be much better for a flute concert than for a class. On reading the program, we rejoiced to learn that G.S. stood for Gurbachan SINGH, and that he was a Sikh, a fellow Sikh. We were brothers. Sat Nam! The concert was getting off to a fine start. The auditorium gradually filled. An American girl in a sari came out and lit some incense. The lights dimmed and the four musicians were there.

The American girl in the sari was seated behind the tall, elegant tamboura, an American fella behind a one-toned harmonium. These two instruments would provide the drone. The tabla player was young, Indian, and named Zakir Hussain. His fingers were very thick and muscular. His hands looked swollen. He used a pretty silver hammer to tune his smaller, delicate tabla. I was later told that he is the son of the man

who often plays tablas for Ravi Shankar, that he has been playing since he was four, and that he is considered one of the best in the world. Gurbachan Singh Sachdev was dressed completely in white, except for the green embroidery around the neck of his shirt. He looked like a flute player. Tall and thin. Long, slender fingers. Had an airy air about him. He set himself on the rug in a cross-legged position, pulled his flute out of its bright red silken envelope, and began to play.

The program had been headlined "G.S. SACHDEV, master of the bamboo flute" and it was accurate. He is a master. His flute had a well-used look about it, and I got the feeling that Sachdev was very used to it, that they had become adapted to each other, the holes in the flute fitted perfectly for his fingers. His music is blissful. You sit there, close

your eyes, and listen to the music. It is clear and flowing and it carries you away and you become the music. Sachdev sits next to and slightly facing his tabla player, Hussain, and they work very closely together. Hussain had trouble with his table throughout the concert, and often had to stop in the middle of a raga and use his silver hammer to tune it. A raga is very much like a meditation, and this periodic interruption became annoying, for Sachdev as well as the audience. But otherwise the concert was flawless.

Sachdev played two ragas in the first hour or so, took a ten minute break, and played another raga. The whole concert was a two-hour affair, yet it seemed timeless. At the beginning of every raga, Sachdev (which means "divine truth") plays for a few minutes without the tabla, slow and sweet.

[cont'd. next pg.]

"Justice" & Racism

By MARTY SCHIFFENBAUER

Statistics compiled by The New York Times strongly indicate that the sentencing of individuals convicted of crimes by federal and state courts is unjust. Among the Times findings were:

1) Blacks on the average received longer sentences than whites: whites convicted of tax evasion, for example, got prison terms averaging 12.8 months compared to 28.6 months for blacks.

2) Defendants represented by court-appointed lawyers received sentences averaging more than twice as long as persons who

could afford to hire their own lawyers.

3) Persons found guilty after trial got stiffer sentences than those who plead guilty to the same crimes before trial.

As an illustration of the kinds of sentencing inequality that exists, the Times related two sentences imposed in the same month in the same courthouse. One man robbed \$15 from the post office and was sent to jail for six months. Another man swindled \$150,000 from a bank and was released on probation with no time served.

* * *

(A tribute to a friend)

How long will you Funkifize?
How long will the word even sound romantic?
The total commitment it demands,
The commitment to change,
The commitment to fight
for the oppressed
Against the system.

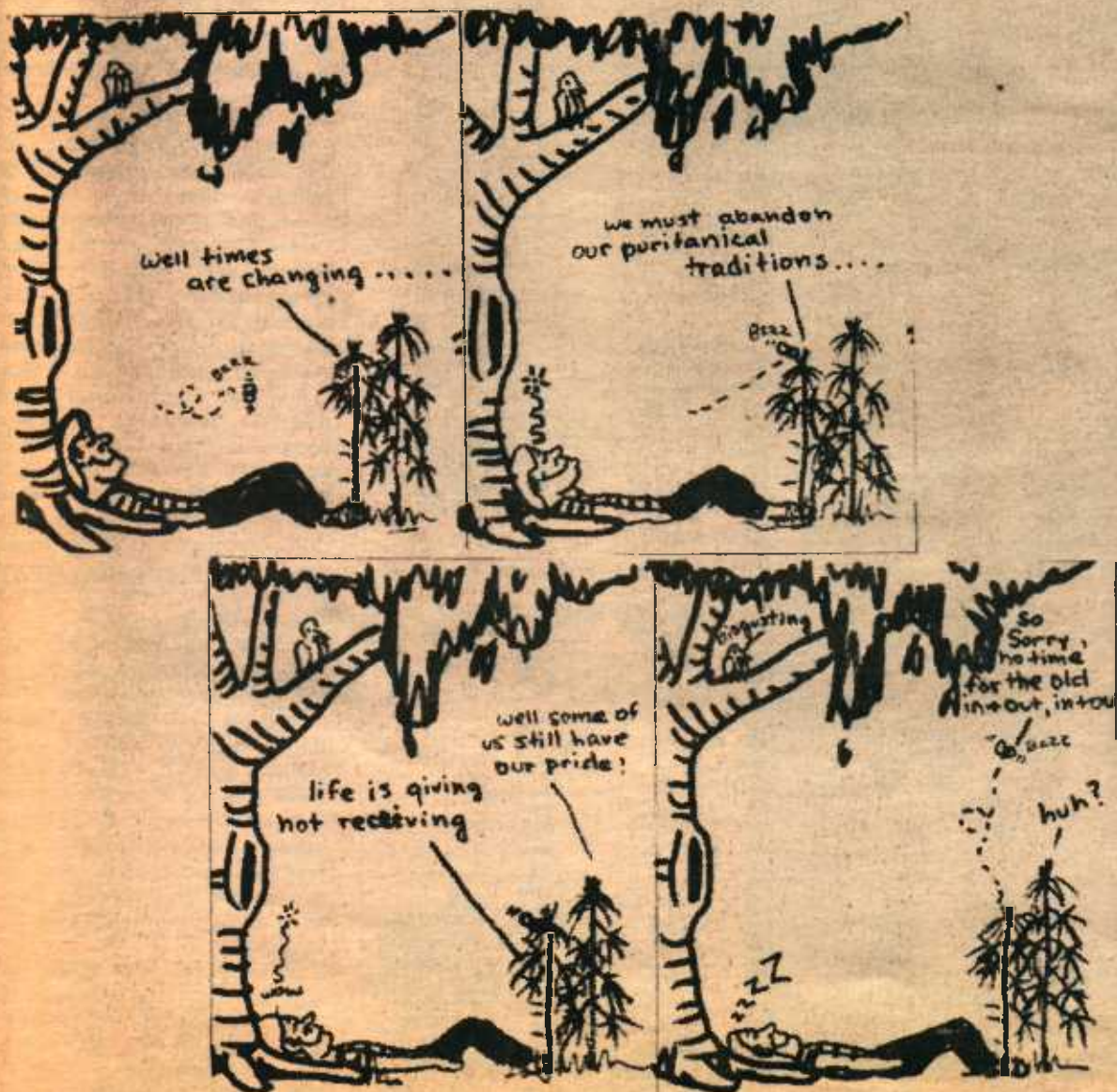
In 10 years will you remember my name?
How about in 5?
Will it matter in 5 years,
that I was right
that I was a martyr,
sacrificing my self
to prove you could think
without help from above.

When your baby,
too old to suck at her mother's breast,
cries out from hunger,
whose cry will you heed?

To whom will you owe allegiance
To your boss, your company,
or your philosophy?
Will you still be willing to funkifize?
Will there still be total commitment to a cause,
Would you be willing to suffer the loss of one pay check?
When the house payment,
Or the car payment is due?
I don't think so.

When you're young and you're free
you might think you would
feel the same in 5 years,
And perhaps in 10.

Yet in 5 years you are caught up,
enmeshed in life, society,
family, home, future
and certainly in 10,
it's too late.
And you'll think,
when I was young
I was crazy
I had to be
Why I stuck my neck out
For my beliefs, my philosophy
I could have jeopardized
my future,
I could have lost all this.



Progress Points And Probation

Magic Flute

(Continued from previous page)

It seemed very similar to tuning in before a yoga class. He tunes in to the infinite consciousness, to God, by playing a special mantra on his flute — which is literally a part of himself — and then he's ready to go. HE doesn't play. The energy, the music flows through him. He, with his flute, becomes a channel of divine energy. A flicker of communication passes between Sachdev and Hussain, the meditation, the raga, begins, and together they express the bliss, joy, and tender compassion of Creation. There are no notes that Sachdev must play, no rhythms Hussain must lay down. There is no score. Sachdev doesn't know before hand what he will play. In Western terms, it is

The registrar's and admissions is circulating a mimeographed sheet entitled "Explanation of Progress Points." It deals with academic probation, how one gets on and how one gets off. In essence it explains the new rules laid down by Title V which are stricter than they were last year.

The first statement reads "An undergraduate student shall be placed on probation if, in any regular quarter, s/he fails to earn twice as many progress points as units attempted during that quarter."

Right. Two questions are in order: First, What is a progress point? Second, What does this all mean? A progress point is the number of points you get per grade, like 4 for an A, 3 for aB, 2 for aC, etc. They've added a new one which gives 2 points for Credit (CR) grades and no points for No Credit (NC) grades. Right now the only courses that are CR/NC are certain designated P.E. courses. So what all this means is that you have to get twice as many points as units attempted in any one

quarter.

Suppose you take three 5 unit courses and a P.E. class for CR/NC. You do O.K. in your academic classes, pull three C's, but somehow you goof up on P.E., fail to put your dot in the right box (for you incoming people, the P.E. Dept. will explain that bit) and get an NC grade.

Well, under this system you're on probation cause you tried 17 units and only got 30 points (15 units C = 15 units x 2=30 points for you).

The trick about this is that it can happen any quarter (even if you've got a 3.6 overall GPA) and it's got to be made up the next quarter. This means that not only do you have to carry the regular formula of twice the points as units during the second quarter,

but you have to make up the points you missed that put you on probation in the first place. For example, the quarter after you get on probation, you take 17 units again, three academic courses and a P.E. class for 17 units again, three academic courses and a P.E. class for CR/NC. You've discovered the secret of putting your dot in the right square, get a CR grade, and a B and two C's in your academic work. You're off Probation! (2 units CR - 4, 5 units B = 15, 10 units C = 20 for a grand total of 39 points and all you had to make was 38). The only rub is that if you blow it again and don't make that required number of points, you're subject to dismissal. And that's all, folks.

REGISTRATION SCHEDULE

The College is implementing a new registration priority system in Fall 1973 in an attempt to better meet the needs of all students.

Students will be admitted to the registration area according to the priority number for their registration period. Priority numbers will be assigned by random selection within four major groups which will be rotated each term. Continuing students will have a permanent major group designation until they reach the status of a graduating senior (20 units or less needed to graduate as verified by a graduation check) or classified graduate student. Graduating seniors and classified graduate students will be randomly assigned a priority number which is scheduled during the first day of registration. STUDENTS MUST BRING THEIR PRIORITY CARD AND ADVISOR'S CARD WHEN REGISTERING.

Monday, September 24, 1973

Priority No.	Time	Priority No.	Time
Group A-1	9:00 - 9:30	Group B-1	1:30 - 2:00
Group A-2	9:30 - 10:00	Group B-2	2:00 - 2:30
Group A-3	10:00 - 10:30	Group B-3	2:30 - 3:00
Group A-4	10:30 - 11:00	Group B-4	3:00 - 3:30
Group A-5	11:00 - 11:30	Group B-5	3:30 - 4:00
Group A-6	11:30 - 12:00	Group B-6	4:00 - 4:30
Lunch	12:00 - 1:30	All not registered at scheduled time 4:30 - 6:30	

Tuesday, September 25, 1973

Priority No.	Time	Priority No.	Time
Group C-1	9:00 - 9:30	Group D-1	1:30 - 2:00
Group C-2	9:30 - 10:00	Group D-2	2:00 - 2:30
Group C-3	10:00 - 10:30	Group D-3	2:30 - 3:00
Group C-4	10:30 - 11:00	Group D-4	3:00 - 3:30
Group C-5	11:00 - 11:30	Group D-5	3:30 - 4:00
Group C-6	11:30 - 12:00	Group D-6	4:00 - 4:30
Lunch	12:00 - 1:30	All not registered at scheduled time 4:30 - 6:30	

Students may register at their scheduled time or at any time after their priority group has registered.

Registration for evening classes is open throughout the registration schedule. Since class sizes are limited, students are urged to appear during their daytime priority rather than during the 4:30 - 6:30 period on Sept. 24 or 25.

REGISTRATION PROCEDURE

Registration for the fall term 1973 will be held in the gymnasium. Fees must be paid at the time of registration. No class cards may be taken from the registration area. A late fee of \$5 is assessed after the registration period. Station

1. Have photo identification card prepared. This card will be validated upon payment of fees at station 6.
2. Entrance to registration area. Students will be admitted by:
 - (a) presenting their photo identification card, priority card and packet at the scheduled time, or
 - (b) being issued a pass to see the advisors.
 Those students with a pass will be able to leave through the entrance door by surrendering their pass. All others will be required to leave through the exit door, via the checkers.
3. Present signed Advisor Card to enter card selection area. PRIOR TO CLASS CARD SELECTION, CHECK THE CLOSED CLASS MONITORS TO BE SURE THE CLASSES FOR WHICH YOU ARE REGISTERING ARE OPEN. Students needing to make changes because of closed classes may do so in the registration area with the assistance of representatives from their major.
4. Obtain class cards, which are located by schedule number within school or department. Permits to enter class will also be issued at this station. These permit cards must be presented to the instructors on the first day of class attendance.
5. Have fees assessed. Non-resident students should identify themselves.
6. Report to Bursar and pay fees. Checks must be for exact amount. Identification cards will be validated upon payment of fees. Financial aids information is also available near this station. RETAIN ALL RECEIPTS FOR YOUR RECORDS.
7. Have all cards checked. Checkers will retain registration cards. Forms for veterans who will receive V. A. education assistance and for Selective Service deferment are also available near this station.

Registration completed. Exit, please.

CLOSED CLASS PERMITS

Class enrollments are strictly limited. However, after a class has closed, two closed class permits may be released when class room size allows. Students should contact the appropriate departmental representatives in the registration area concerning closed class permits.

IF NECESSARY TO LEAVE THE REGISTRATION AREA TO OBTAIN A CLOSED CLASS PERMIT, STUDENTS MUST LEAVE REGISTRATION PACKETS CONTAINING CLASS CARDS AT STATION 3.

GRADES

The grade symbols at the College are as follows:

Grade Symbol	Performance Level	Grade Points Per Quarter Hour	Progress Points* Per Quarter Hour
A	Excellent	4	4
B	Good	3	3
C	Satisfactory	2	2
D	Marginal	1	1
F	Failing	0	0
CR	Credit (A, B, C)		2
NC	No Credit (D, F)		0

The following administrative grades carry no grade points or progress points and are, therefore, not used to determine a student's grade-point average or progress toward the degree. However, it should be pointed out that the "Incomplete" will be counted as an "F" if not removed within one calendar year from the date it was assigned.

I	Incomplete
SP	Satisfactory Progress
W	Withdrawal

Grade-point averages are computed by dividing the number of grade-points earned by the number of units attempted. Only units and grade points earned by a student while enrolled at this College are used to compute the resident grade-point average.

Expanded Grade Symbol Definitions:

CR—Credit: A satisfactory or better level of performance, equivalent to the grade of A, B, or C, has been demonstrated in meeting course objective.

NC—No Credit: Performance at an unsatisfactory or failing level, equivalent to a grade of D or F. Does not award credit for the course.

I—Incomplete: An incomplete signifies that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

SP—Satisfactory Progress: The "SP" symbol is used in connection with courses that extend beyond one academic term. The symbol indicates that work in progress has been evaluated as satisfactory to date but that the assignment of a grade must await the completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. All work is to be completed within one calendar year of the date of first enrollment and a final grade will be assigned to all segments of the course on the basis of overall quality. Extension of this time period requires prior authorization by the Dean of Academic Planning.

* Explanatory material on progress points and non-traditional grading authorized by the Board of Trustees of the California State University and Colleges is available at the Admissions Office.

FINAL EXAMINATION SCHEDULE

Fall 1973

Monday, Dec. 10

Classes scheduled to meet two hours a day on Monday and Wednesday, and from 6:00 - 9:00 p.m. on Monday, will take their final examination on Monday, December 10, at their regularly scheduled time.

Tuesday, Dec. 11

Examination Time	Classes meeting at:
3:00 - 5:00 p.m.	3:00 p.m. to 4:50, TTh
4:00 - 6:00 p.m.	4:00 p.m. to 5:50, TTh
5:00 - 7:00 p.m.	5:00 p.m. to 6:50, TTh
6:00 - 8:00 p.m.	6:00 p.m. to 9:50, T

Wednesday, Dec. 12

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 p.m.	Phil. 105, Phil. 190, PS 10
3:00 - 5:00 p.m.	3:00, 4 days a week or more
6:00 - 8:00 p.m.	6:00 p.m. to 9:50, W
7:00 - 9:00 p.m.	7:00 p.m., MW

Thursday, Dec. 13

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 p.m.	2:00, 4 days a week or more, plus TTh at 2:00 to 3:50
5:00 - 7:00 p.m.	5:00, 4 days a week or more
7:00 - 9:00 p.m.	7:00 p.m., TTh, plus 6:00 p.m. to 9:50, Th

Friday, Dec. 14

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
4:00 - 6:00 p.m.	4:00, 4 days a week or more

Magic Flute

improvisational. In Eastern terms, he doesn't play, the energy flows through him. Parts of it left me breathless. When a raga ended, the audience applauded, and the musicians bowed to their audience.

Sachdev and Hussain both teach at the Ali Akbar School near San Francisco, and they brought a contingent of students with them. The two back-up musicians are students. Sachdev is a kind of spiritual teacher. Music is his yoga, his path to liberation. An aura of humility and grace surrounds him. I went up to him after the concert. I had sat through the first half of the concert with my feet propped on a chair, soles toward the musicians, and during intermission, I learned that in India that is a great insult. We greeted each other — Sat Nam! (Truth is!) and then I apologized. He answered me by telling a story about Guru Nanak, the founder of the Sikh religion. Guru Nanak went to Mecca, prayed with his feet toward the holy Ka'aba, and was scolded by the Moslem priest. Guru Nanak said, "To what place can I point my feet where God is not?" The grace and humility of Sachdev's answer impressed me. It is that kind of grace, humility and devotion that has enabled Gurbachan Sing Sachdev to be a master of the bamboo flute, and an inspiration to those who have the good fortune of hearing him.

Summer

Summer is upon us and the students planning to attend the summer session at CSCSB are reminded that the mail application deadline is just a hoot and a holler away, or more specifically, June 11. While registration at the college is not until a week later, June 18, the earlier mail request gives the student a better chance of enrolling in the class or classes of his choice and is a time-saver on registration day.

Beginning June 20, all summer session classes are open to any interested adult, for a fee of \$18.00 per quarter unit. Included are such diverse subjects as life-saving diets, film-making, psychology of adolescence and aging, the Indian and the white man, utilization of energy, guitar, karate, and scuba diving, as well as a full range of academically oriented courses.

While the basic summer session extends from June 20 to July 26, other three-week and one-week classes continue through Aug. 18, for information or a free catalog, prospective students may call or write to the Office of Continuing Education at Cal State, San Bernardino.

Schedule Changes

Instead of staff, the following real people will be instructing courses listed in the schedule under these numbers:

Schedule no. 0076, Seminar in Reading: Mote

Schedule no. 0077, Elementary School Curriculum: Thompson

Schedule no. 0075, Research in Teaching and Learning: Lenz

Schedule no. 4118, Administrative Communications: Bockman

Schedule no. 4119, Administrative Communications: Bockman

Schedule no. 4132, Business and Society: Bockman

Cal-State Schedule of Classes, 1973-74

COURSE NUMBERING SYSTEM

1- 99	Non-credit courses
100-299	Lower-division courses designed primarily for freshmen and sophomores
300-499	Upper-division courses of junior and senior level; graduate credit may be awarded if course is accepted in a specific graduate program
500-599	Courses for upper-division, fifth-year credential and graduate students
600-699	Courses for graduate students

REMINDER

Determine your eligibility for enrolling in each course by consulting the course descriptions in the current catalog. Many require prior completion of other courses, consent of instructor or department head, admission to the Teacher Credential Program, etc. Failure to meet these requirements could cause a delay in registration.

ROOM CODE

Administration Building	AD
Biological Sciences Building	BI
Physical Sciences Building	PS
Physical Education Facility and Pool	PE
Fine Arts Building	FA
Library-Classroom Building	LC
Student Services Building	SS

Schedule No.	Dept. and Catalog No.	Course Title	Section	Room	Instructor	Time	Days	Units
GENERAL EDUCATION								
BASIC STUDIES								
English Composition								
1251	Eng 101	Freshman Composition	1	LC 245	Hartung	8:00	MTThF	5
1252	Eng 101	Freshman Composition	2	LC 250	Slusser	9:00	MWThF	5
1253	Eng 101	Freshman Composition	3	LC 293	Golden	11:00	MTThF	5
1254	Eng 101	Freshman Composition	4	LC 245	White	2-3:50	MW	5
1255	Eng 101	Freshman Composition	5	LC 245	Koon	4-5:50 p.m.	TTh	5
Mathematics								
2400	Math 100	The Ideas of Mathematics	1	BI 101	Staff	2:00	MTWTh	5
2401	Math 100	The Ideas of Mathematics	2	BI 101	Staff	10:00	MTThF	5
2402	Math 100	The Ideas of Mathematics	3	BI 101	Murphy	11:00	MTThF	5
2403	*Math 101	Pre-Calculus Mathematics	1	BI 102	Hafstrom	8:00	MTThF	5
2404	*Math 101	Pre-Calculus Mathematics	2	BI 102	Dennemeyer	1:00	MTThF	5
The following sections of Mathematics 101 are especially designed for students majoring in Administration.								
2405	*Math 101	Pre-Calculus Mathematics	3	BI 102	Spencer	9:00	MTWTh	5
2406	*Math 101	Pre-Calculus Mathematics	4	BI 102	Staff	11:00	MTWTh	5
2407	*Math 101	Pre-Calculus Mathematics	5	BI 102	Staff	5-6:50 p.m.	TTh	5
2412	Math 200	Basic Concepts of Calculus	1	BI 104	Dennemeyer	8:00	MTThF	5
2413	Math 200	Basic Concepts of Calculus	2	BI 104	Staff	10:00	MTWTh	5
2414	Math 200	Basic Concepts of Calculus	3	BI 104	Staff	11:00	MTThF	5
2415	Math 200	Basic Concepts of Calculus	4	BI 104	Murphy	1:00	MTThF	5
Philosophy								
1800	Phil 105	Argument and Evidence	1	LC 224	Zoecklein	9:00	MTThF	5
1801	Phil 105	Argument and Evidence	2	LC 224	Kroll	10:00	TWThF	5
1802	Phil 105	Argument and Evidence	3	LC 285	Zoecklein	12:00	MTThF	5
1803	Phil 105	Argument and Evidence	4	LC 224	Johnson, P.	2:00	TWThF	5
Oral Communication								
1200	Dram 120	Oral Communication	1	LC 269	Staff	9:00	MTThF	5
1201	Dram 120	Oral Communication	2	LC 295	Staff	10:00	MTThF	5
HUMANITIES								
Drama								
1202	Dram 250	The Art of Theatre Arts		PS 224	Barnes	12:00	MTThF	5
Letters — Literature								
1256	Eng 110	World Literature I		PS 202	Slusser	8:00	MWThF	5
1258	Eng 170	Studies in Literature		PS 10	Schroeder	10:00	MWThF	5
1350	FL 450	Literature in Translation: Russian		LC 258	Greathouse	9:00	MTThF	5
1351	FL 450	Literature in Translation: Hispanic		LC 250	Waggoner	1:00	MTThF	5
1352	FL 450	Literature in Translation: French		LC 269	Switzer	1-2:50	TTh	5
Letters — Philosophy								
1804	Phil 190	Studies in Philosophy	1	LC 285	Crocker	10:00	MTWTh	5
1805	Phil 190	Studies in Philosophy	2	LC 224	Van Marter	11:00	MTWTh	5
1806	Phil 190	Studies in Philosophy	3	LC 224	Van Marter	12:00	MTWTh	5
Letters — Language								
The Language Placement Examinations will be given September 18, 1973, at 10:00-12:00 in room LC 27.								
1400	Fren 101	Elementary French I	1	LC 293	Madsen	8:00	MTWTh	5
1401	Fren 101	Elementary French I	2	LC 273	Madsen	12:00	MTWTh	5
1402	*Fren 102	Elementary French II		LC 276	Madsen	10:00	MTWTh	5
1403	*Fren 103	Intermediate French		LC 263	Rydel	10:00	MTWTh	5
1450	Ger 101	Elementary German I		LC 217	Johns	12:00	MTThF	5
1451	*Ger 102	Elementary German II		LC 256	Greathouse	12:00	MTThF	5
1452	*Ger 103	Intermediate German I		LC 245	Staff	11:00	MTThF	5
1500	Russ 101	Elementary Russian I		LC 269	Greathouse	8:00	MTThF	5
1550	Span 101	Elementary Spanish I	1	LC 217	Bas	8:00	MTWTh	5
1551	Span 101	Elementary Spanish I	2	LC 217	Waggoner	10:00	MTThF	5
1552	Span 101	Elementary Spanish I	3	LC 293	Bas	12:00	MTWTh	5
1553	Span 101	Elementary Spanish I	4	LC 217	Oliver	7-8:50 p.m.	TTh	5
1554	*Span 102	Elementary Spanish II		LC 293	Staff	9:00	TWThF	5
1555	*Span 103	Intermediate Spanish I		LC 295	Clark	11:00	MWThF	5
NATURAL SCIENCES								
Life Sciences								
Students enrolling in Biology 100 must enroll in lecture and lab.								
2200	Biol 100	Topics in Biology	Lec	PS 10	Wilson	11:00	MTThF	5
2201	Biol 100		Lab 1	BI 105	Staff	2-4:50	M	
2202	Biol 100		Lab 2	BI 105	Staff	8-10:50	T	
2203	Biol 100		Lab 3	BI 105	Staff	2-4:50	T	
2204	Biol 100		Lab 4	BI 105	Staff	2-4:50	W	
2205	Biol 100		Lab 5	BI 105	Staff	2-4:50	Th	
Physical Sciences								
Students enrolling in Chemistry 205 and 215 must enroll in lecture and lab.								
2300	*Chem 205	Fundamentals of Chemistry I	Lec	PS 209	Pederson	9:00	MTThF	5
2301	*Chem 205		Lab	PS 225	Pederson	2-4:50	T	
2302	*Chem 215	Introductory Chemistry I: Atomic Structure and Chemical Bonding	Lec	PS 10	Harris	12:00	MTWTh	6
2303	*Chem 215		Lab 1	PS 325	Harris/Staff	9-11:50	MW	
2304	*Chem 215		Lab 2	PS 325	Harris/Staff	2-4:50	MW	
2305	*Chem 215		Lab 3	PS 325	Harris/Staff	1-3:50	TTh	
Students registering in Physics 111 or Physics 211 must enroll in lecture and lab.								
Students with schedule conflicts should consult the Physics Department.								
2600	*Phys 111	Basic Concepts of Physics I	Lec	PS 202	Ikenberry	12:00	MTThF	6
2601	*Phys 111		Lab 1	PS 129	Staff	10-12:50	W	
						2-4:50	F	
2602	*Phys 111		Lab 2	PS 129	Staff	2-4:50	MW	
2603	*Phys 211	Classical Mechanics	Lec	PS 202	Liu	9:00	MTThF	6
2604	*Phys 211		Lab	PS 129	Liu	2-4:50	TTh	

* Indicates courses which have a prerequisite; please check the catalog before completing registration.

Schedule No.	Dept. and Catalog No.	Course Title	Section	Room	Instructor	Time	Days	Units
Students enrolling in Natural Sciences 100 must enroll in lecture and lab.								
2500	Nsci 100	Descriptive Astronomy	Lec	BI 101	Kellers	12:00	MTThF	5
2501	Nsci 100		Lab 1	PS 123	Kellers	1-2:50	M	
2502	Nsci 100		Lab 2	PS 123	Kellers	11-12:50	W	
2503	Nsci 100		Lab 3	PS 123	Kellers	1-2:50	W	
SOCIAL SCIENCES								
4900	Ssci 140	World Civilizations I, The Rise of Civilization		PS 10	Smith, R.	2:00	TWThF	5
4901	Ssci 150	Contemporary Civilization I		PS 10	Goss	9:00	MTWTh	5
4902	Ssci 155	Minority Groups in America		LC 267	Kahama	9-12:50	S	5
UPPER-DIVISION								
1650	Hum 333	Myth and Epic		PS 10	Koon	1:00	TWThF	5
2504	Nsci 300	Science and Technology		PS 10	Mantei	8:00	MTWTh	5
4913	Ssci 312	Christianity in History and Society		PS 10	Campbell	7-8:50 p.m.	TTh	5

SCHOOL OF EDUCATION

0050	*Educ 25	Reading and Study Skills (a non-credit course)	Contact Educational Opportunity Program Office					
0051	Educ 330	Psychological Foundations of Education (Students enrolling in Lecture 1 must enroll in Discussion 1a, 1b or 1c) (Educ 330 also requires a minimum of two hours per week tutoring)	Lec 1	PS 122	Staff	1:00	TTh	5
0052	Educ 330		Disc 1a	LC 52	Staff	1:00	MW	
0053	Educ 330		Disc 1b	LC 52	Staff	2:00	TTh	
0054	Educ 330		Disc 1c	LC 53	Staff	2:00	TTh	
0055	Educ 330	Psychological Foundations of Education	Lec 2 & Disc 2	LC 277	Staff	7-8:50 p.m.	MW	5
(Admission to the credential program is required to register in any of the following courses and in any 499 course.)								
0056	*Educ 331	Growth and Development of the Young Child		LC 53	Mote	1-2:50	MW	5
0057	*Educ 340	Elementary Curriculum and Methods I	1	LC 8	Thompson	1-2:50	MW	5
0058	*Educ 340	Elementary Curriculum and Methods I	2	LC 8	Thompson	4-5:50 p.m.	TTh	5
0059	*Educ 341	Elementary Curriculum and Methods II	1	LC 8	Lenz	1-2:50	TTh	5
0060	*Educ 341	Elementary Curriculum and Methods II	2	LC 8	Lenz	4-5:50 p.m.	MW	5
0061	*Educ 350	Student Teaching I (Elementary)			Steinaker/Staff	-TBA-		5
0062	*Educ 351	Student Teaching II (Elementary)			Steinaker/Staff	-TBA-		5
0063	*Educ 352	Seminar in Elementary Education	1	LC 219	Gray	1-5:00	T	5
0064	*Educ 352	Seminar in Elementary Education	2	LC 219	Gray	1-5:00	Th	5
0065	*Educ 350	Student Teaching I (Secondary)			Dolan/Staff	-TBA-		5
0066	*Educ 351	Student Teaching II (Secondary)			Dolan/Staff	-TBA-		5
0067	*Educ 353	Seminar in Secondary Education		LC 53	Rymer	4-5:50 p.m.	MW	5
0068	*Educ 356	Student Teaching: Pre-School			Mote/Staff	-TBA-		5
0069	*Educ 531	Principles of Guidance		LC 219	Staff	4-5:50 p.m.	MW	5
0070	*Educ 533	Teaching the Culturally Different: The Chicano		LC 53	Garcia	7-8:50 p.m.	TTh	5
0071	*Educ 534	Teaching the Culturally Different: The Black American		LC 53	Moses	4-5:50 p.m.	TTh	5
0072	*Educ 542	Seminar in Education: Individualizing Instruction		LC 52	Senour	4-5:50 p.m.	MW	5
0073	*Educ 595	Independent Study			Garcia	-TBA-		1-5
0074	*Educ 610	Research Methodology in Education		LC 52	Garcia	4-5:50 p.m.	TTh	5
0075	*Educ 630	Research in Teaching and Learning		LC 52	Staff	7-8:50 p.m.	MW	5
0076	*Educ 635	Seminar in Reading		LC 8	Lenz	7-8:50 p.m.	MW	5
0077	*Educ 640	Elementary School Curriculum		LC 53	Mote	7-8:50 p.m.	MW	5
0078	*Educ 652	Dynamics of Individual Behavior and Case Study		LC 8	Staff	7-8:50 p.m.	TTh	5
0079	*Educ 695	Foundations of Education		LC 266	Steinaker	4-5:50 p.m.	TTh	5
0080	*Educ 699	Secondary School Curriculum		LC 219	Dolan	7-8:50 p.m.	MW	5
0081	*Educ 600A	Master's Degree Project	Contact Education Department					
0082	*Educ 600B	Master's Degree Project	Contact Education Department					

ETHNIC STUDIES

0070	*Educ 533	Teaching the Culturally Different: The Chicano		LC 53	Garcia	7-8:50 p.m.	TTh	5
0071	*Educ 534	Teaching the Culturally Different: The Black American		LC 53	Moses	4-5:50 p.m.	TTh	5
1157	Art 325	Studies in Mexican and Chicano Art		LC 5	Moran	7-8:50 p.m.	TTh	5
4408	Econ 350	Economics of Pocket Underdevelopment: The Ghetto		PS 107	Staff	12:00	MTWTh	5
4505	Hist 331	Black History I	1	PS 107	Staff	1-2:50	MW	5
4506	Hist 331	Black History I	2	LC 211	Staff	6-9:50 p.m.	T	5
4507	Hist 332	Black History II		LC 206	Staff	5-6:50 p.m.	MW	5
4508	Hist 333	Black History III		LC 204	Staff	3-4:50	MW	5
4513	Hist 390	History of Mexico		LC 212	Robinson, J. C.	10:00	MTThF	5
4658	*Psci 350	Politics of Black America		LC 15	Robinson, J. L.	1-2:50	TTh	5
4659	*Psci 351	The Chicano and Politics		LC 215	Tenorio	5-6:50 p.m.	MW	5
4764	Psyc 337	Psychological Development of the Black American		BI 102	Staff	7-8:50 p.m.	TTh	5
4765	Psyc 347	Psychological Development of the Chicano		BI 229	Martinez	11:00	MTWTh	5
4902	Ssci 155	Minority Groups in America		LC 267	Kahama	9-12:50	S	5
4912	Ssci 250	Introduction to Black Studies		LC 258	Pangulula	1-4:50	M	5
4961	*Soc 341	Marriage and Family Among Blacks		LC 247	Staff	4-5:50 p.m.	MW	5
4962	*Soc 342	The Chicano Family		LC 247	Staff	7-8:50 p.m.	MW	5
4982	*Soc 441	Black Social Stratification		LC 266	Staff	11-12:50	TTh	5
4983	*Soc 442	Chicano Social Stratification		LC 247	Tenorio	5-6:50 p.m.	TTh	5

SCHOOL OF HUMANITIES

ART									
1150	Art 201	Foundation Studio in Art		BI 8	Lintault	7-9:50 p.m.	MW	5	
1151	Art 202	Foundation Studio in Art		BI 8	Woodford	8-10:50	MW	5	
1152	Art 203	Foundation Studio in Art		FA 135	Lintault	1-3:50	TTh	5	
1153	Art 204	Drawing and Life Drawing		BI 8	Moran	1-3:50	MW	5	
1154	Art 211	Western Art History II		LC 5	Rodgers	2:00	MTWTh	5	
1155	Art 316	Arts of the Near East		LC 5	Rodgers	11:00	MTWTh	5	
1156	Art 317	Arts of the Far East I		LC 5	Rodgers	7-8:50 p.m.	MW	5	
1157	Art 325	Studies in Mexican and Chicano Art		LC 5	Moran	7-8:50 p.m.	TTh	5	
1158	*Art 331	Painting I		BI 8	Woodford	8-10:50	TTh	5	
1159	*Art 354	Ceramics I	1	FA 138	Warehall	8-10:50	TTh	5	
1160	*Art 354	Ceramics I	2	FA 138	Warehall	1-3:50	TTh	5	
1161	*Art 355	Ceramics II		FA 138	Warehall	8-10:50	MW	5	
1162	*Art 356	Ceramics III		FA 138	Warehall	8-10:50	MW	5	
1163	*Art 360	Printmaking I		FA 125	Moran	8-10:50	MW	5	
1164	*Art 370	Crafts Design I		FA 135	Doyle	1-3:50	MW	5	
1165	*Art 373	Woodworking and Furniture Design		FA 135	Doyle	8-10:50	TTh	5	
1166	Art 395	Art in the Classroom		FA 125	Staff	7-9:50 p.m.	TTh	5	
1167	*Art 482	Studio Workshop: Fiber Construction		FA 125	Staff	1-3:50	TTh	5	
1168	*Art 499	Methods and Materials in the Teaching of Art		FA 125	Staff	7-8:50 p.m.	MW	5	
1169	Art	Senior Art Exhibit (Required of all senior art majors)		Contact Art Department Chairman					
DRAMA									
1200	Dram 120	Oral Communication	1	LC 269	Staff	9:00	MTThF	5	
1201	Dram 120	Oral Communication	2	LC 295	Staff	10:00	MTThF	5	

Psychology Masters' Available

By MIKE KENT

A Master of Arts program in psychology will open up at CSCSB this fall. This will be the first M.A. program here, outside of the education department.

To be admitted to this program, a student must first be admitted to the school as an unclassified graduate student. After this is done, a student must meet several other requirements to be classified in the psychology M.A. program. These requirements include a 2.5 overall G.P.A. and a 3.0 G.P.A. in the major. If a student has an undergraduate degree in any major, except psychology, the student must show the ability and knowledge to study psychology at an advanced level.

Students in the M.A. program can choose to specialize in any one of a number of areas of psychology. All of these specializations will require 45 units of graduate study, except the counseling-clinical program which will require 51.

To go along with this M.A. program, there will be many new graduate courses in psychology. All of these courses will require at least an unclassified graduate status as a prerequisite.

Students who are interested in the psychology M.A. should go to the psychology department to get more information. There will be a definite limit on the number of students admitted to the program.

B.A. Degree Offered In Japanese

A program leading to the Bachelor of Arts degree in Japanese will be offered beginning this Fall at California State University, Los Angeles.

Cal State L.A., initiated the degree program because of the growing importance of Japan in the world market, and the increasing number of Americans visiting Japan and other parts of Asia.

Dr. Kazumitsu Kato, Professor of Japanese at Cal State L.A., said the program also is expected to attract persons of Japanese ancestry "to satisfy that hunger for identity."

Courses include elementary, intermediate and advanced language study, survey of literature, Japanese civilization, and many other areas.

Additionally, Cal State L.A. students can study a wide variety of other languages — including Italian, Swahili, Armenian, Greek, Dutch-Flemish, Polish and Persian — through a cooperative program in foreign languages and literatures. Participating in the cooperative venture are UCLA and California State University campuses at Los Angeles, Long Beach, Northridge, Fullerton and San Bernardino.

Summer Boycotts

Nearly 3000 Chicano workers at Farah Manufacturing Co. plants in Texas and New Mexico have been on strike for one year this month. Strikers walked out because of the way they were treated, low wages, constant speed-up, racist and paternalistic treatment and few, if any fringe benefits. After three years on the job, one worker's salary had only gone up to \$1.90/hr. Farah workers begin at \$1.70/hr. and wages increase by only a few cents despite years of service. The average take-home pay is \$69 a week. For union workers at Levi-Strauss and Tex-Togs plants in El Paso, the average take-home pay is \$102 per week. Again, we remind you to boycott Farah products under the FARAH and DAIRE labels.

The Pawprint staff conducted a survey of stores in San Bernardino and found that THE HARRIS COMPANY and CHANGING TIMES both carry the FARAH or DAIRE line. Boycott these two stores, and tell the management why you are doing it. For more information, contact the Pawprint office.

* * *

COOR'S WORKERS ALSO ON STRIKE: DRINK WINE THIS SUMMER!!!

Pot Initiative Declared Void

BERKELEY — The Berkeley marijuana initiative — which required police to obtain approval from the Berkeley City Council before making arrests for the use, possession or cultivation of marijuana — was declared void by an Alameda County Superior Judge.

Judge Lionel J. Wilson said the initiative was in "direct conflict" with state laws involving arrests, narcotics and uniform enforcement. Under the measure, which was passed in April, the police were also to give "the lowest priority" to marijuana arrests.

Hands of Pfau

Tapes Acquired

Dr. John M. Pfau recently picked up 18 tape cassettes for the CSCSB Library that should be of interest to the Business Administration students.

The taped commentaries on appraisal and valuation principles should be valuable adjuncts to classroom work and independent study in the business field. Each tape was contributed by a leader in his field of experience.

The 18 cassettes include: arbitration, capital stock, cost manuals, estates, fine arts and residential contents, income properties, intangibles, licensing — certification, machinery and equipment, mobile home parks, motel furniture — fixtures — machinery — equipment, professionalism, and rural real property. Many of the major headings have sub-heads with further detail on the subjects.

SACRAMENTO — The Assembly has voted to end the physical education requirement for students at California's junior colleges.

1202 Dram 250
1203 Dram 302
1204 Dram 320
1205 Dram 340
1206 Dram 449

1207 Dram 440
1208 Dram 455
1209 Dram 476
1210 Dram 481
1211 Dram

1250 Eng 100
1251 Eng 101
1252 Eng 101
1253 Eng 101
1254 Eng 101
1255 Eng 101
1256 Eng 110
1257 Eng 120
1258 Eng 170
1259 Eng 301
1260 Eng 302
1261 Eng 370
1262 Eng 406
1263 Eng 415
1264 Eng 432
1265 Eng 444
1266 Eng 447
1267 Eng 455
1268 Eng 476
1269 *Eng 499

1270 Eng 505
1271 *Eng 514
1272 Eng 540

1273 Eng 550
1274 *Eng 555
1275 Eng

1350 FL 450
1351 FL 450
1352 FL 450
1353 *FL 555

1400 Fren 101
1401 Fren 101
1402 *Fren 102
1403 *Fren 103
1404 *Fren 200
1405 *Fren 311
1406 *Fren 420
1407 *Fren 420

1450 Ger 101
1451 *Ger 102
1452 *Ger 103
1453 *Ger 301

1500 Russ 101

1550 Span 101
1551 Span 101
1552 Span 101
1553 Span 101
1554 *Span 102
1555 *Span 103
1556 *Span 104
1557 *Span 301
1558 *Span 403
1559 *Span 510

1650 Hum 333
1651 Hum 460
1652 Hum 460

1700 Mus 100
1701 *Mus 113
1702 Mus 201
1703 Mus 201
1704 Mus 210
1705 *Mus 220
1706 *Mus 221
1707 *Mus 222
1708 *Mus 310
1709 *Mus 310
1710 *Mus 310
1711 *Mus 310
1712 *Mus 310
1713 *Mus 310
1714 Mus 350
1715 *Mus 407
1716 Mus 416

The Art of Theatre Arts
Analysis of Drama
Theatre Practicum
Acting I
Anti-Theatre

(Students enrolling in discussion must enroll in the following lab.)

Modern Drama I
Shakespeare II
Creative Dramatics
Independent Theatre Project
(Required of drama majors in senior year)

ENGLISH

Intensive English
Freshman Composition
Freshman Composition
Freshman Composition
Freshman Composition
Freshman Composition
World Literature I
English Literature I
Studies in Literature
Analysis of Poetry
Analysis of Drama
Theory and Practice of Newspaper Journalism
Seventeenth Century Literature
Victorian Literature
American Literature II
Modern Poetry I
Modern Fiction I
Modern Drama I
Shakespeare II
Methods and Materials in the Teaching of English
History of the English Language
Creative Writing
Studies in Literary Figures and Genres: The Hero (I)
Approaches to Literature
Special Studies in Literature
Undergraduate Record Examination

FOREIGN LANGUAGES

Literature in Translation: Russian
Literature in Translation: Hispanic
Literature in Translation: French
Nineteenth Century Theater
Independent Study

French

The Placement Examination will be given September 18, 1973, at 10:00-12:00 in room LC 27.

Elementary French I
Elementary French I
Elementary French II
Intermediate French
Conversation and Composition
Masterpieces of French Literature I
Special Topics in French Literature: French
Nineteenth Century Theater
Special Topics in French Literature: Aspects of Seventeenth and Eighteenth Century French Literature
(Independent study, self-paced course)

German

The Placement Examination will be given September 18, 1973, at 10:00-12:00 in room LC 27.

Elementary German I
Elementary German II
Intermediate German I
Advanced German I

Russian

The Placement Examination will be given September 18, 1973, at 10:00-12:00 in room LC 27.

Elementary Russian I

Spanish

The Placement Examination will be given September 18, 1973, at 10-12:00 in room LC 27.

Elementary Spanish I
Elementary Spanish I
Elementary Spanish I
Elementary Spanish I
Elementary Spanish II
Intermediate Spanish I
Intermediate Spanish II
Practical Phonetics
Introduction to Spanish Literature I
Spanish American Novel

HUMANITIES

Myth and Epic
Culture Studies: Germany
Culture Studies: Mexico

MUSIC

Music Theory Placement Examination for all new music majors: 1:00-3:00, room FA 104, September 18, 1973.
Piano Proficiency Placement Examinations: 4:00, room FA 104, September 18, 1973.

Basic Musicianship
Theory III
Class Strings
Class Strings
Conducting
Class Piano I
Class Piano II
Class Piano III
Chorus
Chamber Singers
Chamber Ensembles
Chamber Orchestra
Band
Opera Workshop
Music of Other Cultures
Studies in Orchestral Literature and Orchestration
Seminar in Electronic Composition

PS 224 Barnes 12:00 MTThF 5
LC 269 Koon 7-8:50 p.m. TTh 5
Rudisill -TBA- 2
FA 117 Rudisill 1:00 MTThF 5
FA 117 Slout 9:00 MTThF 5
FA 117 Slout 10:00 MTThF 5
LC 269 Slout 12:00 MTThF 5
LC 269 Barnes 11:00 MTThF 5
FA 117 Rudisill 4-5:50 p.m. TTh 5
Contact Professor Barnes/Drama Department

PS 122 Clark/Kramer 12:00 MWThF 5
LC 245 Hartung 8:00 MTThF 5
LC 250 Slusser 9:00 MWThF 5
LC 293 Golden 11:00 MTThF 5
LC 245 White 2-3:50 MW 5
LC 245 Koon 4-5:50 p.m. TTh 5
PS 202 Slusser 8:00 MWThF 5
LC 245 Golden 9:00 MTThF 5
PS 10 Schroeder 10:00 MWThF 5
LC 245 Hartung 12:00 MTThF 5
LC 269 Koon 7-8:50 p.m. TTh 5
LC 258 Thomas, W. 6-9:50 p.m. W 5
LC 258 Golden 12:00 MTThF 5
LC 258 Hartung 10:00 MTThF 5
LC 224 Slusser 1:00 MWThF 5
LC 285 Kramer 4-5:50 p.m. MW 5
LC 263 Lee 9:00 MWThF 5
LC 269 Slout 12:00 MTThF 5
LC 269 Barnes 11:00 MTThF 5
LC 269 Rymer 4-5:50 p.m. TTh 5
LC 285 Schroeder 6-9:50 p.m. M 5
LC 263 Kramer 7-8:50 p.m. MW 5
LC 285 Schroeder 11:00 MWThF 5
LC 269 White 4-5:50 p.m. MW 5
Contact English Department 5
PS 202 English Dept. 2-5:00 Oct. 23, 1973

LC 258 Greathouse 9:00 MTThF 5
LC 250 Waggoner 1:00 MTThF 5
LC 269 Switzer 1-2:50 TTh 5
Contact Foreign Language Department 5

LC 293 Madsen 8:00 MTWTh 5
LC 276 Madsen 12:00 MTWTh 5
LC 276 Madsen 10:00 MTWTh 5
LC 263 Rydell 10:00 MTWTh 5
LC 263 Rydell 11:00 MTWTh 5
LC 285 Rydell 1-2:50 MW 5
LC 269 Switzer 1-2:50 TTh 5
Contact Dr. Switzer 5

LC 217 Johns 12:00 MTThF 5
LC 256 Greathouse 12:00 MTThF 5
LC 245 Staff 11:00 MTThF 5
LC 217 Johns 9:00 MTThF 5

LC 269 Greathouse 8:00 MTThF 5

LC 217 Bas 8:00 MTWTh 5
LC 217 Waggoner 10:00 MTThF 5
LC 293 Bas 12:00 MTWTh 5
LC 217 Oliver 7-8:50 p.m. TTh 5
LC 293 Staff 9:00 TWThF 5
LC 295 Clark 11:00 MWThF 5
LC 217 Bas 11:00 MTWTh 5
LC 295 Oliver 12:00 TWThF 5
LC 244 Rymer 1:00 MTWTh 5
LC 250 Waggoner 11:00 MTThF 5

PS 10 Koon 1:00 TWThF 5
LC 245 Johns 10:00 MTThF 5
LC 269 Clark 7-8:50 p.m. MW 5

FA 109 Filbeck 8:00 MTThF 5
BI 29 Moorefield 9:00 MWThF 5
FA 104 Shapiro 1:00 T 1
FA 104 Shapiro 2:00 T 1
FA 109 Saylor 3:00 WF 2
FA 109 Jackson 4:00 p.m. T 1
FA 109 Jackson 4:00 p.m. Th 1
FA 109 Jackson 4:00 p.m. F 1
FA 109 Filbeck 12:00 MTThF 1
FA 109 Filbeck 2-3:50 TTh 1
FA 109 Moorefield -TBA- 1
FA 109 Saylor 7-9:50 p.m. T 1
FA 109 Gibford 4-5:50 p.m. MW 1
FA 104 Jackson 4-5:50 p.m. M 1
FA 109 Saylor 10:00 MWThF 5
BI 29 Moorefield 11:00 MTThF 5
FA 108 Saylor 2-3:50 TTh 5

* Indicates courses which have a prerequisite; please check the catalog before completing registration.

Letters To The Editor

(Continued from page 8)

Nancy Commended

Dear Nancy:

In the event that this will be your last issue of the PAWPRINT for 1973, I wish to present several personal opinions to the outgoing Editor.

I believe that the most important quality in this year's Editorship was that both yourself, Nancy, and our Assistant Editor, Jim Dilday, were proud of the paper you published. You believed so much in the students' need for your student newspaper that you were willing to defend the paper's right to be published, and in the latter part of the year you were confronted with the opportunity to do so.

The PAWPRINT this year has struggled with a lack of funds, a sometimes rather difficult Senate and Publications Board, an inability to obtain badly needed pay raises, a shortage of staff members, many criticisms not intelligently presented, a makeshift newsroom in a temporary location, a lack of necessary news distribution stands, and other endless problems that I either will waste space listing or have not been aware of.

Despite these and other problems that arose during the year (you lost an Advertising Manager, Bill Tarpai, in the middle of the year and had to contact an Advertising Agency; each department in the paper, such as Photography, Activities, Senate, A.S.B. Reports, etc. were working with only 1-3 persons in each category) you still managed to make the PAWPRINT a newspaper. You refused to limit yourself to coverage of only a couple of areas, which admittedly would have been much easier for yourself. Even though you did not have enough reporters to cover every facet of our varied Sports Program, you insisted on coverage, no matter how few reports you could receive in that area.

With little prior knowledge of working on a newspaper, I feel I have learned a great deal from working with this Editorship. As in any aspect of news coverage, we must overcome our obstacles and deal with our problems in the manner that the public we serve depends on us to, and if we often suffer ourselves as we attempt to accomplish these goals, it is merely another responsibility in a long list of obligations.

As I wrote in "FREEDOM OF THE STUDENT PRESS" in our last issue, our Editorship and staff have been there when the student's right to be heard through the press is questioned. Our Editorship has led the PAWPRINT through this problem and others solely because they believe in the undeniable freedom that every student is entitled to enjoy the freedom of speech that becomes permissible in a student newspaper.

It has been a busy year as far as student participation extends; long, flowing white tunics, gray-haired wigs, smoke-filled courtrooms and heated students have added to the intensity in our coverage of the Van Andrews trials: returning POWs, bomb threats, and canceled Jane Fondas have provided varied opinions and mixed feelings in the student body; and none dare forget the resignations of five black professors, the Cal State S.B. Student Narc Squad vs. Dorm "Drug Busts," and "thousands" of

(Continued on page 17)

Schedule No.	Dept. and Catalog No.	Course Title	Section	Room	Instructor	Time	Days	Units
1717	*Mus 528	Special Projects	Contact Professor Saylor					1-5
Applied Music courses are open ONLY to undergraduate Music majors. Prior approval from Music Department chairman required. Students may enroll for not more than one applied music course per quarter.								
1718	Mus 240	Beginning and Intermediate Voice		Contact	Chairman Music Department			1
1719	Mus 241	Beginning and Intermediate Keyboard Instrument		Contact	Chairman Music Department			1
1720	Mus 242	Beginning and Intermediate String Instrument		Contact	Chairman Music Department			1
1721	Mus 243	Beginning and Intermediate Wind Instrument		Contact	Chairman Music Department			1
1722	Mus 244	Beginning and Intermediate Brass Instrument		Contact	Chairman Music Department			1
1723	Mus 245	Beginning and Intermediate Percussion Instrument		Contact	Chairman Music Department			1
1724	*Mus 440	Advanced Voice		Contact	Chairman Music Department			1
1725	*Mus 441	Advanced Keyboard Instrument		Contact	Chairman Music Department			1
1726	*Mus 442	Advanced String Instrument		Contact	Chairman Music Department			1
1727	*Mus 443	Advanced Wind Instrument		Contact	Chairman Music Department			1
1728	*Mus 444	Advanced Brass Instrument		Contact	Chairman Music Department			1
1729	*Mus 445	Advanced Percussion Instrument		Contact	Chairman Music Department			1
1730	Mus	Music Listening Examination						

PHILOSOPHY

1800	Phil 105	Argument and Evidence	1	LC 224	Zoecklein	9:00	MTThF	5
1801	Phil 105	Argument and Evidence	2	LC 224	Kroll	10:00	TWThF	5
1802	Phil 105	Argument and Evidence	3	LC 285	Zoecklein	12:00	MTThF	5
1803	Phil 105	Argument and Evidence	4	LC 224	Johnson, P	2:00	TWThF	5
1804	Phil 190	Studies in Philosophy	1	LC 285	Crocker	10:00	MTWTh	5
1805	Phil 190	Studies in Philosophy	2	LC 224	Van Marter	11:00	MTWTh	5
1806	Phil 190	Studies in Philosophy	3	LC 224	Van Marter	12:00	MTWTh	5
1807	Phil 300	Readings in the History of Philosophy I		LC 269	Zoecklein	10:00	MTThF	5
1808	Phil 360	Political Philosophy		LC 258	Johnson, P.	11:00	TWThF	5
1809	Phil 370	Philosophy of Art and Criticism: Aesthetics		LC 285	Van Marter	9:00	MTWTh	5
1810	Phil 580	Philosophical Confrontations: Marx and Mill		LC 250	Johnson, P.	12:00	TWThF	5

SCHOOL OF NATURAL SCIENCES

BIOLOGY

Students enrolling in Biology 100, 200, 371, 423, 431 and 450 must enroll in lecture and lab.

2200	Biol 100	Topics in Biology	Lec	PS 10	Wilson	11:00	MTThF	5
2201	Biol 100		Lab 1	BI 105	Staff	2-4:50	M	
2202	Biol 100		Lab 2	BI 105	Staff	8-10:50	T	
2203	Biol 100		Lab 3	BI 105	Staff	2-4:50	T	
2204	Biol 100		Lab 4	BI 105	Staff	2-4:50	W	
2205	Biol 100		Lab 5	BI 105	Staff	2-4:50	Th	
2206	*Biol 200	Biology of the Cell	Lec	BI 101	Goodman	9:00	MTThF	5
2207	*Biol 200		Lab 1	BI 202	Staff	2-4:50	T	
2208	*Biol 200		Lab 2	BI 202	Staff	2-4:50	Th	
2209	*Biol 200		Lab 3	BI 202	Staff	2-4:50	F	
2210	*Biol 313	History of Biology		BI 224	Goodman	11:00	MTThF	5
2211	*Biol 371	Parasitology	Lec	BI 124	Staff	6:00 p.m.	MTWTh	6
2212	*Biol 371		Lab	BI 225	Staff	7-9:50 p.m.	MW	
2215	*Biol 423	Genetics	Lec	BI 101	Sokoloff	1:00	MTThF	6
2216	*Biol 423		Lab 1	BI 302	Sokoloff	2-4:50	MW	
2217	*Biol 423		Lab 2	BI 302	Sokoloff	2-4:50	TTh	
2218	*Biol 431	Comparative Plant Physiology	Lec	BI 124	Harrington	8-9:50	MW	6
2219	*Biol 431		Lab	BI 203	Harrington	8-10:50	TTh	
2220	*Biol 450	Ecology	Lec	BI 224	Wilson	12:00	MTThF	6
2221	*Biol 450		Lab	BI 301	Wilson	2-4:50	WF	
2222	*Biol 499	Methods and Materials in the Teaching of Biology		BI 224	Staff	4-5:50 p.m.	TTh	5
2225	*Biol 595	Independent Study	Contact the School of Natural Sciences					1-6
2226	*Biol	Comprehensive Examination	Contact the School of Natural Sciences					

CHEMISTRY

Students enrolling in Chemistry 205, 215, 217, 225, and 455 must enroll in lecture and lab.

2300	*Chem 205	Fundamentals of Chemistry I	Lec	PS 209	Pederson	9:00	MTThF	5
2301	*Chem 205		Lab	PS 225	Pederson	2-4:50	T	
2302	*Chem 215	Introductory Chemistry I: Atomic Structure and Chemical Bonding	Lec	PS 10	Harris	12:00	MTWTh	6
2303	*Chem 215		Lab 1	PS 325	Harris/Staff	9-11:50	MW	
2304	*Chem 215		Lab 2	PS 325	Harris/Staff	2-4:50	MW	
2305	*Chem 215		Lab 3	PS 325	Harris/Staff	1-3:50	TTh	

* Indicates courses which have a prerequisite; please check the catalog before completing registration.

2306	*Chem 217	Introductory Chemistry III: Modern Quantitative Analysis	Lec	PS 209	Kalbus	8:00	MTTh	5
2307	*Chem 217		Lab	PS 225	Kalbus	2-4:50	MW	
2308	*Chem 225	Organic Chemistry I	Lec	PS 202	Craig	1:00	MTThF	6
2309	*Chem 225		Lab 1	PS 324	Craig	2-4:50	MW	
2310	*Chem 225		Lab 2	PS 324	Craig	8-10:50	TTh	
2311	*Chem 455	Physical Chemistry I	Lec	PS 209	Mantei	1:00	MTWTh	6
2312	*Chem 455		Lab	PS 305	Mantei	2-4:50	MW	
2313	*Chem 566	The Literature of Chemistry		BI 124	Crum	9:00	TTh	2.5
2314	*Chem 576	Advanced Inorganic Chemistry		PS 209	Harris	11:00	MTWTh	5
2315	*Chem 595	Independent Study	Contact the School of Natural Sciences					1-6
2316	*Chem	Comprehensive Examination	Contact the School of Natural Sciences					

MATHEMATICS

2400	Math 100	The Ideas of Mathematics	1	BI 101	Staff	2:00	MTWTh	5
2401	Math 100	The Ideas of Mathematics	2	BI 101	Staff	10:00	MTThF	5
2402	Math 100	The Ideas of Mathematics	3	BI 101	Murphy	11:00	MTThF	5
2403	*Math 101	Pre-Calculus Mathematics	1	BI 102	Hafstrom	8:00	MTThF	5
2404	*Math 101	Pre-Calculus Mathematics	2	BI 102	Denneymeyer	1:00	MTThF	5
The following sections of Mathematics 101 are especially designed for students majoring in Administration.								
2405	*Math 101	Pre-Calculus Mathematics	3	BI 102	Spencer	9:00	MTWTh	5
2406	*Math 101	Pre-Calculus Mathematics	4	BI 102	Staff	11:00	MTWTh	5
2407	*Math 101	Pre-Calculus Mathematics	5	BI 102	Staff	5-6:50 p.m.	TTh	5
2408	*Math 150	Elementary Statistics	Lec 1	BI 102	Spencer	10:00	MTWTh	5
(Students enrolling in lecture must enroll in the following lab.)								
2409	*Math 150		Lab 1	BI 131	Spencer	11:00	MTTh	
2410	*Math 150	Elementary Statistics	Lec 2	BI 104	Staff	12:00	MTWTh	5
(Students enrolling in lecture must enroll in the following lab.)								
2411	*Math 150		Lab 2	BI 131	Staff	1:00	MTTh	
2412	Math 200	Basic Concepts of Calculus	1	BI 104	Denneymeyer	8:00	MTThF	5
2413	Math 200	Basic Concepts of Calculus	2	BI 104	Staff	10:00	MTWTh	5
2414	Math 200	Basic Concepts of Calculus	3	BI 104	Staff	11:00	MTThF	5
2415	Math 200	Basic Concepts of Calculus	4	BI 104	Murphy	1:00	MTThF	5
2416	*Math 201	Calculus II		BI 102	Staff	12:00	MTWTh	5
2417	*Math 202	Calculus III		BI 124	Hafstrom	10:00	MTThF	5
2418	*Math 203	Calculus IV		BI 224	Spencer	1:00	MTWTh	5

PARANOID PERSONIFIED

A number of us more paranoid individual weirdo freaks here at CSCSB have come to the conclusion that an underground missile site is the real reason behind the existence of this excuse for higher learning. We've noted with suspicion the underground air vents and ducts which lead to tunnels going into giant chambers as deep as the buildings are tall, surfacing at odd steaming spots all over the campus grounds. Have the vineyards been left to conceal more secret entrances and passageways??? The amount of construction activity with no visible result and the number of trucks and Army vehicles going past our campus into the hills for no apparent reason is a little odd, to say the least. We've also discovered that seen from the hills the buildings are in perfect camouflage, safe from bomb attacks... buildings blend into the surrounding area; administration low and deserty faces into the background — almost disappears... library reddish brown mass, loamy and sand hidden — massive and mountainlike fits into hill configuration, changes color in the rain. Built to withstand heavy shock, doors barely open to human strength... Area was an ammunition site during World War II, next to the Kendall Drive relocation camp... and it's perfectly situated as a tracking station between Edwards and Vandenburg A.F.B.'s.

Information booths around campus are deserted, moved often from place to place, monitored by computers and telephoto lenses, supersensitive listening bugs with hidden mikes buzzing and taping away on telephones and in art rooms... have you been seen or heard lately?

Technological wonder-dream machines in the darkened rooms of the Physical Sciences Building... strange non-student, non-faculty beings man million dollar computers and simulacra behind locked doors labelled "Caution" "Keep Out." For those of you more permanent prisoners who might remember, these rooms used to be recreation lounges.

Cameras watch you as you walk by them in the stairwells of the Biology Building... Special locks on many exits in the Library Building, only privileged beings have keys to the Library elevators.

Where did Van Andrews disappear to — is he being held prisoner in an underground vault here? An excessive number of brutal beings called campus cops with gestapo mentality have no conception of helping — only of hindering and arresting. Do you know anyone else who has disappeared lately? Will you be next?

Useless Knowledge

On September 21, 1908, a stagehand named Barry Burke at the Byers Opera House, Fort Worth Texas, screwed in a new light bulb. The bulb is still burning six years after Burke's death and has been logged by an increasingly mystified Texas Electric Service since 1929.

The greatest feat of bond signing was performed by LE Chittenden, the Registrar of the United States Treasury. In 48 hours he signed 12,500 bonds worth \$10,000,000, which had to catch a steam boat to England. He suffered years of pain thereafter and the bonds were never used.

The longest word in the Oxford English Dictionary is floccipaucinihilipilification meaning the action of estimating as worthless.

2419	Math 301
2420	Math 301
2421	Math 301
2422	*Math 311
2423	*Math 331
2424	*Math 551
2425	*Math 581
2426	*Math 595

Modern Arithmetic
Modern Arithmetic
Modern Arithmetic
Introduction to Abstract Algebra I
Linear Algebra
Analysis I
Topology
Independent Study

PS 209	Staff	10:00	MTWTh	5
BI 124	Staff	3-4:50	TTh	5
BI 104	Staff	7-8:50 p.m.	TTh	5
BI 124	Lichtman	11:00	MTWTh	5
BI 124	Hafstrom	1:00	MTThF	5
PS 202	Dennemeyer	10:00	MTThF	5
BI 104	Murphy	9:00	MTThF	5
Contact the School of Natural Sciences				1-6

NATURAL SCIENCES

(Students enrolling in Natural Sciences 100 must enroll in lecture and lab.)

2500	Nsci 100	Descriptive Astronomy	Lec	BI 101	Kellers	12:00	MTThF	5
2501	Nsci 100		Lab 1	PS 123	Kellers	1-2:50	M	
2502	Nsci 100		Lab 2	PS 123	Kellers	11-12:50	W	
2503	Nsci 100		Lab 3	PS 123	Kellers	1-2:50	W	
2504	Nsci 300	Science and Technology		PS 10	Mantei	8:00	MTWTh	5
2505	Nsci 418	Senior Seminar: Frontiers in Science		BI 224	Crum	2-3:50	TTh	5

PHYSICS

(Students registering in Physics 111 or Physics 211 must enroll in lecture and lab.)

(Students with schedule conflicts should consult the Physics Department.)

2600	*Phys 111	Basic Concepts of Physics I	Lec	PS 202	Ikenberry	12:00	MTThF	6
2601	*Phys 111		Lab 1	PS 129	Staff	10-12:50	W	
						2-4:50	F	
2602	*Phys 111		Lab 2	PS 129	Staff	2-4:50	MW	
2603	*Phys 211	Classical Mechanics	Lec	PS 202	Liu	9:00	MTThF	6
2604	*Phys 211		Lab	PS 129	Liu	2-4:50	TTh	
2605	Phys 411	Modern Physics		PS 202	Ikenberry	11:00	MTThF	5
2606	Phys	Comprehensive Examination		Contact the School of Natural Sciences				

PHYSICAL EDUCATION DEPARTMENT

3000	PE 100	Introduction to Physical Education	1	PE 100	Weiny	1-2:50	M	2
3001	PE 100	Introduction to Physical Education	2	PE 100	Weiny	3-4:50	Th	2
3002	PE 100	Introduction to Physical Education	3	PE 100	O'Gara	1-2:50	F	2
3003	PE 100	Introduction to Physical Education	4	PE 100	O'Gara	3-4:50	F	2
3004	PE 110	Individual Sports	1	PE 100	Weiny	3-4:50	M	2
3005	PE 110	Individual Sports: Handball and Paddleball	2	PE 100	O'Gara	10:00	MW	2
3006	PE 110	Individual Sports: Golf	3	PE 100	Price	1-2:50	M	2

* Indicates courses which have a prerequisite: please check the catalog before completing registration.

Schedule No.	Dept. and Catalog No.	Course Title	Section	Room	Instructor	Time	Days	Units
3007	PE 110	Individual Sports	4	PE 129	Price	6-7:50 p.m.	W	2
3008	PE 110	Individual Sports: Tennis	5	PE 129	Price	1-2:50	T	2
3009	PE 110	Individual Sports: Handball and Paddleball	6	PE 129	Price	11:00	TTh	2
3010	PE 111	Body Conditioning: Yoga		PE 104	Yasny	1-2:50	M	2
3011	PE 112	Trampoline and Stunts		PE 104	Price	1-2:50	Th	2
3012	PE 113	Combatives: Karate	1	PE 104	Gneck	3-4:50	M	2
3013	PE 113	Combatives: Karate	2	PE 104	Gneck	5-6:50 p.m.	M	2
3014	PE 113	Combatives: Karate	3	PE 104	Gneck	3-4:50	Th	2
3015	PE 113	Combatives: Karate	4	PE 104	Gneck	5-6:50 p.m.	Th	2
3016	PE 120	Team Sports: Volleyball	1	PE 100	Price	11:00	MW	2
3017	PE 120	Team Sports: Volleyball	2	PE 100	O'Gara	6-7:50 p.m.	W	2
3018	PE 130	Swimming and Diving: Beginning		PE 100	Weiny	11:00	MW	2
3019	PE 135	Skin Diving		PE 129	Weiny	1-2:50	Th	2
3020	*PE 136	SCUBA Diving		PE 129	Weiny	12-1:50	T	2
3021	PE 140	Dance: Folk Dance	1	PE 104	Olsen	7-8:50 p.m.	T	2
3022	PE 140	Modern Dance: Beginning	2	PE 104	Olsen	3-4:50	T	2
3023	PE 140	Dance: Folk Dance	3	PE 104	Olsen	1-2:50	W	2
3024	PE 150	Sports Officiating		PE 129	Long	1-2:50	W	2
3025	PE 160	Outing Skills: Backpacking		PE 129	Crum	6-7:50 p.m.	Th	2
3026	PE 300	School Games and Rhythms		PE 129	O'Gara	4-5:50 p.m.	W	2

SCHOOL OF SOCIAL SCIENCES

ADMINISTRATION

4100	Admn 301	Management Practices	1	LC 214	Carlson, R.	11:00	MTWTh	5
4101	Admn 301	Management Practices	2	LC 249	Reilich	1-2:50	MW	5
4102	Admn 301	Management Practices	3	PS 122	DeCeglie	6-9:50 p.m.	T	5
4103	Admn 302	Human Behavior in Organizations	1	LC 249	Carlson, E.	8:00	MTWTh	5
4104	Admn 302	Human Behavior in Organizations	2	LC 249	Carlson, E.	10:00	MTWTh	5
4105	Admn 302	Human Behavior in Organizations	3	LC 204	Christie	7-8:50 p.m.	MW	5
4106	*Admn 303	Financial Theory	1	LC 240	Chaney	1-2:50	TTh	5
4107	*Admn 303	Financial Theory	2	PS 122	Chaney	6-9:50 p.m.	Th	5
4108	*Admn 304	Quantitative Analysis for Management	1	LC 249	McDonnell	11:00	MTThF	5
4109	*Admn 304	Quantitative Analysis for Management	2	LC 204	Bhatia	12:00	MTWTh	5
4110	*Admn 304	Quantitative Analysis for Management	3	LC 27	Staff	5-6:50 p.m.	TTh	5
4111	Admn 306	Concepts of Accounting	1	LC 204	DeCeglie	9:00	TWThF	5
4112	Admn 306	Concepts of Accounting	2	LC 204	DeCeglie	10:00	TWThF	5
4113	Admn 306	Concepts of Accounting	3	LC 249	Pedroff	5-6:50 p.m.	TTh	5
4114	Admn 330	Legal Environment of Business	1	LC 214	Christie	9:00	MTWTh	5
4116	*Admn 340	Managerial Accounting	1	LC 249	Hoverland	1-2:50	TTh	5
4117	*Admn 340	Managerial Accounting	2	LC 249	Pedroff	7-8:50 p.m.	TTh	5
4118	Admn 350	Administrative Communications	1	LC 297	Staff	8:00	MTWTh	5
4119	Admn 350	Administrative Communications	2	LC 297	Staff	5-6:50 p.m.	MW	5
4120	Admn 380	Survey of Public Administration		PS 133	Reilich	11:00	MTWTh	5

(also offered as Political Science 380)

4121	Admn 405	Marketing Management		LC 214	Carlson, R.	10:00	MTWTh	5
4122	*Admn 435	Investment Analysis		LC 214	Chaney	1-2:50	MW	5
4123	*Admn 455	Industrial Relations and Personnel Management	1	LC 297	Bowin	10:00	MTWTh	5
4124	*Admn 455	Industrial Relations and Personnel Management	2	LC 297	Bowin	11:00	MTWTh	5
4125	*Admn 455	Industrial Relations and Personnel Management	3	LC 214	Kolb	7-8:50 p.m.	MW	5
4126	Admn 460	Production Planning and Control	1	LC 204	Bhatia	11:00	MTWTh	5
4127	Admn 460	Production Planning and Control	2	LC 267	Carlson, R.	7-8:50 p.m.	TTh	5
4128	Admn 475	Public Finance		LC 214	Finley	7-8:50 p.m.	TTh	5

(also offered as Economics 475)

4129	*Admn 480	Organizational Problems in Public Administration		LC 204	Christie	5-6:50 p.m.	MW	5
4130	Admn 510	Organization and Management Theory	1	LC 249	Carlson, E.	9:00	MTWTh	5
4131	Admn 510	Organization and Management Theory	2	LC 204	Reilich	5-6:50 p.m.	TTh	5
4132	Admn 530	Business and Society	1	LC 297	Staff	9:00	MTWTh	5
4133	Admn 530	Business and Society	2	LC 214	Vaughan	5-6:50 p.m.	MW	5
4134	*Admn 560	Foundations of Public Administration		LC 214	Finley	5-6:50 p.m.	TTh	5
4135	Admn 590	Seminar in Administration: Government Financial Management		LC 297	Finley	1-2:50	MW	5
4136	*Admn 595	Independent Study		Contact Administration Department				2-5
4137	*Admn 601	Organization Theory and Behavior		LC 297	Bowin	7-8:50 p.m.	TTh	5
4138	*Admn 602	Financial Planning and Control		LC 297	Staff	5-6:50 p.m.	TTh	5
4139	*Admn 603	Research Methods in Administration		LC 249	McDonnell	5-6:50 p.m.	MW	5
4140	*Admn 604	Quantitative Methods in Administration		LC 249	Bhatia	7-8:50 p.m.	MW	5

ANTHROPOLOGY

4300	Anth 100	Introduction to Anthropology: Human Evolution		LC 267	Simmons	11:00	MTThF	5
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* Indicates courses which have a prerequisite: please check the catalog before completing registration.

Police

(Continued)

with only a warning rather than major charges that would carry with them for the rest of their lives.

It has been suggested to the Pawprint by numerous individuals and groups, that a faculty-student review board be set up to review police actions and in fact, the whole campus police force. The board should investigate the validity of campus police, especially hired city police that are so ticket-giving and arrest oriented. It has also been suggested that they not carry guns and that they walk on foot on the campus rather than drive around in cars all the time. They could patrol the library effectively. Having police within reach would make a great improvement in their credibility since students could actually speak to them and make their opinions and feelings known. It would make the police closer to the students (physically and mentally) and it would help the students to understand the problems the police face also.

Nancy Commended

(Continued from page 15)

dollars worth of stereo equipment stolen. Many parallels have been drawn and the PAWPRINT has certainly not hesitated to take a step forward and draw them.

The Editorship has covered many more pleasant scenes on this campus than perhaps accredited for ... i.e. a bad Billy Paul Concert and moving Cal State Northridge Dance Troupe, a smokin Sweet Smoke Dance Concert, an Art Gallery opening that has managed to sweep every show it's had into the front page of the Sun-Telegram's Living Section, schedules for every Friday nite flick, choral and orchestra recital, drama play, and major activities throughout the year, and Nancy and Jim have even printed the 1973 Cal State S.B. Honor Students, so everyone has received some coverage among PAWPRINT pages.

Nancy and Jim cared for this paper. They cared enough to take the criticisms, to enjoy the praise, and to fight to keep it alive.

I do not know what Nancy or Jim have planned to do with this experience from the newspaper, but their Editorship has allowed others to profit on the staff. They tremendously improved the quality of this newspaper and they proved themselves to be good leaders of a journalistic staff, although they never had to prove anything. I am sorry that Nancy Saunders is leaving the Editorship of the PAWPRINT, but she has been a blessing to have stayed in that position and changed the PAWPRINT as much as she has in a single year.

Future issues will, I am positive, be constantly improved under our new Editor, Joanie Weiser, for 1973-1974. And Nancy and Jim have paved the way for that improvement.

Thank you to a fine Editor, Nancy Saunders, and thank you to a fine Assistant Editor, Jim Dilday. I am grateful that I could be on your staff this year. Maybe it has not been said in so many words, but I know the student body is grateful also.

Nancy and Jim cared. And I'm glad they did.

Sincerely,
Peggy O'Malley
Activities, PAWPRINT

	Catalog No.	Course Title	Section	Room	Instructor	Time	Days	Units	
4301	Anth 200	Introduction to Anthropology: Culture and Society	1	LC 206	Roth	10:00	MTThF	5	
4302	Anth 200	Introduction to Anthropology: Culture and Society	2	LC 267	Roth	1:00	MTThF	5	
4303	Anth 300	Archaeology	1	LC 267	Simmons	9:00	MTThF	5	
4304	Anth 300	Archaeology	2	LC 277	Simmons	7-8:50 p.m.	TTh	5	
4305	Anth 355	Indians of Latin America	1	LC 267	Berdan	8:00	MWThF	5	
4306	Anth 355	Indians of Latin America	2	LC 244	Berdan	11:00	MWThF	5	
4307	*Anth 465	Psychological Anthropology		LC 267	Roth	12:00	MTThF	5	
4308	Anth 490	Systems of Social Organization and Control		LC 267	Berdan	10:00	MWThF	5	
4309	Anth 550	Fieldwork in Anthropology		LC 204	Pierson	1-2:50	MW	5	
4310	Anth 590	Seminar in Anthropology: Principles of Anthropology		LC 244	Pierson	9:00	MTWF	5	
4311	*Anth 595	Independent Study		Contact Anthropology Department					2-5
CRIMINAL JUSTICE									
4350	CJ 101	Introduction to Criminal Justice I		LC 215	Lindsey	8:00	MTThF	5	
ECONOMICS									
4400	Econ 100	Principles of Economics I	1	PS 131	Staff	8:00	MTWTh	5	
4401	Econ 100	Principles of Economics I	2	PS 131	Takata	10:00	MTWTh	5	
4402	Econ 100	Principles of Economics I	3	PS 131	Staff	5-6:50 p.m.	MW	5	
4403	Econ 102	Principles of Economics II	1	PS 131	Moss	9:00	TWThF	5	
4404	Econ 102	Principles of Economics II	2	PS 131	Moss	12:00	TWThF	5	
4405	Econ 102	Principles of Economics II	3	PS 131	Staff	7-8:50 p.m.	MW	5	
4406	*Econ 300	National Income Theory	1	PS 131	Takata	11:00	MTWTh	5	
4407	*Econ 300	National Income Theory	2	PS 131	Takata	5-6:50 p.m.	TTh	5	
4408	Econ 350	Economics of Pocket Underdevelopment: The Ghetto		PS 107	Staff	12:00	MTWTh	5	
4409	*Econ 420	Comparative Economic Systems		PS 107	Staff	9:00	MTWTh	5	
4410	*Econ 475	Public Finance (also offered as Administration 475)		PS 107	Moss	10:00	TWThF	5	
4411	*Econ 555	Independent Study		Contact Economics Department					5
GEOGRAPHY									
4450	Geog 100	Introduction to Geographic Studies: Human Development and Settlement		LC 277	Ackerman	2:00	MTWTh	5	
4451	Geog 101	Introduction to Geographic Studies: Environmental Systems		LC 277	Staff	8:00	MTWTh	5	
4452	Geog 350	Conservation and Natural Resources		LC 206	Staff	9:00	MTWTh	5	
4453	Geog 400	Spatial Dimensions of Human Organization		LC 277	Darkoh	1:00	MTWTh	5	
4454	Geog 410	Regional Planning and Resource Development		LC 277	Darkoh	10-11:50	TTh	5	
4455	Geog 420	Geography of Economic Activity		LC 219	Ackerman	11:00	MTWTh	5	
4456	Geog 440	Urban Geography		LC 277	Ackerman	9:00	MTWTh	5	
4457	Geog 550	Seminar in Geography: Manufacturing		LC 277	Darkoh	10-11:50	MW	5	
4458	*Geog 555	Independent Study		Contact Geography Department					5
HISTORY									
4500	Hist 200	United States History to 1877		LC 212	Barkan	12-1:50	MW	5	
4501	Hist 201	United States History, 1877 to the Present		LC 271	Roberts	8:00	MTWTh	5	
4502	Hist 300	Early Modern Europe, the Renaissance to 1815	1	LC 212	Blackey	9:00	MTThF	5	
4503	Hist 300	Early Modern Europe, the Renaissance to 1815	2	LC 217	Blackey	1:00	MTThF	5	
4504	Hist 301	Modern Europe, 1815 to the Present		LC 244	Campbell	10:00	MTThF	5	
4505	Hist 331	Black History I	1	PS 107	Staff	1-2:50	MW	5	
4506	Hist 331	Black History I	2	LC 211	Staff	6-9:50 p.m.	T	5	
4507	Hist 332	Black History II		LC 206	Staff	5-6:50 p.m.	MW	5	
4508	Hist 333	Black History III		LC 204	Staff	3-4:50	MW	5	
4509	Hist 352	The Early Republic		LC 271	Barkan	6-9:50 p.m.	T	5	
4510	Hist 354	Civil War and Reconstruction		LC 276	McAfee	2-3:50	TTh	5	
4511	Hist 369	Colonial Latin America		LC 212	Robinson, J. C.	11:00	MTThF	5	
4512	Hist 370	History of California		LC 27	Roberts	9:00	MTWTh	5	
4513	Hist 390	History of Mexico		LC 212	Robinson, J. C.	10:00	MTThF	5	
4514	Hist 400	Tudor and Stuart England		LC 271	Blackey	10:00	MTThF	5	
4515	Hist 420	Economic History of The United States		LC 214	Smith, R.	12:00	TWThF	5	
4516	Hist 470	Modern Latin America		LC 271	Robinson, J. C.	4-5:50 p.m.	TTh	5	
4517	Hist 490	The Study of History	1	LC 271	Persell	1-2:50	MW	5	
4518	Hist 490	The Study of History	2	LC 271	Persell	1-2:50	TTh	5	
4519	Hist 510	France Since 1815		LC 271	Persell	9:00	MTWTh	5	
4520	Hist 514	Germany Since 1815		LC 206	Campbell	11:00	MTThF	5	
4521	*Hist 555	Independent Study		Contact History Department					5
4522	Hist 570	American Urban History		LC 271	Smith, R.	11:00	TWThF	5	
4523	Hist 593	Seminar in History: Peoples of the Southwest		LC 212	Barkan	4-5:50 p.m.	MW	5	
4524	Hist 593	Seminar in History: America in the Inter-War Years, 1917-41		LC 285	Schofield	6-9:50 p.m.	W	5	
Schedule No.	Dept. and Catalog No.	Course Title	Section	Room	Instructor	Time	Days	Units	
POLITICAL SCIENCE									
4650	Psci 200	Introduction to Political Science		PS 122	Khare	10:00	MTWTh	5	
4651	Psci 202	American Government		PS 122	Wagner	2:00	MTWTh	5	
4652	*Psci 300	Western Political Systems	1	LC 266	Goss	10:00	MTWTh	5	
4653	*Psci 300	Western Political Systems	2	LC 206	Goss	7-8:50 p.m.	TTh	5	
4654	*Psci 304	Communist Political Systems		LC 15	Ackley	3-4:50	MW	5	
4655	*Psci 310	Greek, Roman and Medieval Political Thought		LC 15	Robinson, J. L.	9:00	MTWTh	5	
4656	*Psci 328	Judicial Process		LC 277	Robinson, J. L.	3-4:50	TTh	5	
4657	*Psci 330	State and Local Politics		LC 15	Wagner	3-4:50	TTh	5	
4658	*Psci 350	Politics of Black America		LC 15	Robinson, J. L.	1-2:50	TTh	5	
4659	*Psci 351	The Chicano and Politics		LC 215	Tenorio	5-6:50 p.m.	MW	5	
4660	*Psci 380	Survey of Public Administration (also offered as Administration 380)		LC 206	Wagner	7-8:50 p.m.	MW	5	
4661	*Psci 400	International Politics		LC 15	Khare	11:00	MTWTh	5	
4662	*Psci 446	Political Behavior		LC 15	Khare	1-2:50	MW	5	
4663	*Psci 575	Internship in Political Science		Contact Political Science Department					5
4664	*Psci 595	Independent Study		Contact Political Science Department					2-5
PSYCHOLOGY									
4750	Psyc 100	Introduction to Psychology	1	PS 224	Khokhlov	10:00	TWThF	5	
4751	Psyc 100	Introduction to Psychology	2	PS 131	Khokhlov	1:00	TWThF	5	
4752	*Psyc 200	Advanced General Psychology	1	BI 229	Martinez	9:00	MTWTh	5	
4753	*Psyc 200	Advanced General Psychology	2	BI 229	Martinez	1:00	MTWTh	5	
4754	*Psyc 300	Methods of Psychological Inquiry	1	PS 207	Herold	11:00	MTWTh	5	
4755	*Psyc 300	Methods of Psychological Inquiry	2	PS 207	Herold	1:00	MTWTh	5	
4756	*Psyc 310	Introduction to Experimental Psychology (Students enrolling in Lec 1 must enroll in Lab 1.)	Lec 1	PS 105	Ellins	1:00	MWTh	5	
4757	*Psyc 310	Introduction to Experimental Psychology (Students enrolling in Lec 2 must enroll in Lab 2.)	Lab 1	BI 318	Ellins	2-4:50	MW	5	
4758	*Psyc 310	Introduction to Experimental Psychology (Students enrolling in Lec 2 must enroll in Lab 2.)	Lec 2	BI 229	Ellins	8:00	MTTh	5	
4759	*Psyc 310	Introduction to Experimental Psychology (Students enrolling in Lec 2 must enroll in Lab 2.)	Lab 2	BI 318	Ellins	9-11:50	TTh	5	
4760	*Psyc 325	Psychology of Infancy		PS 207	Cleaves	10:00	MTWTh	5	
4761	*Psyc 326	Psychology of Childhood	1	PS 207	Morin	9:00	MTWTh	5	
4762	*Psyc 326	Psychology of Childhood	2	PS 207	Morin	7-8:50 p.m.	MW	5	
4763	*Psyc 327	Psychology of Adolescence and Aging		PS 207	Cowan	7-8:50 p.m.	TTh	5	
4764	Psyc 337	Psychological Development of the Black American		BI 102	Staff	7-8:50 p.m.	TTh	5	
4765	Psyc 347	Psychological Development of the Chicano		BI 229	Martinez	11:00	MTWTh	5	

Reporter Kicks Back

One Reporter's Opinion To the editor:

This letter is in regards to Brian Reider's criticism of my story concerning the Municipal court trial of Van Andrews on trespassing charges. First, I strongly believe that the vast majority of human beings living at this time have not escaped their conditioning and its resultant bias. Therefore, for the most part I feel that journalistic bias will remain for a long time. Certainly as far as I am concerned! I believe that only when human beings have overcome their conditioning can they truly become unbiased. Yet I do feel, since I have not escaped my bias, that any story I have written or will write will contain some bias. Therefore, as you rightly stated, Brian, I should and will from now on head all my stories as "one reporter's opinion."

The position I hold on journalism is that, since most all of us are biased and have not yet gotten behind it, stories should state the person's biases and then write the story from that position. I shall now start stating that bias on any story of mine since even in something that is not a clear opinion we all put our own biases by what we choose to say or by what we choose not to say.

Secondly, you said that the writer is in search of THE truth and not just his or her truth. Since we are all biased there is no such thing as THE truth, only "his or her truth!"

Thirdly, in case you don't know Van or the friends he knows, nobody has ever "worshipped at his feet." Although he is certainly on his way to becoming a god I don't think he has quite made it yet. Why do you think we all freaked at Van being called a "student leader" by the Sun-Telegram? It is hard enough to effectively lead one's own life without having to lead another's life!!!

Finally, I don't like calling people names and I try hard not to, as I said in my story. And in case you are not aware of it, there is a difference between calling Weede's STATEMENT boring and calling WEEDE boring. I try to make it a point to differentiate between a person and that person's actions.

Foot Fetishism On The Rise

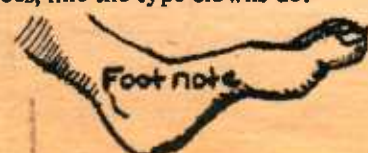
To the Editor,

To keep up with modern times it is time for a new prejudice. For several centuries prejudice was based on religion. Then for the last 150 years or so it has been based on race or color. I think it is time we have a change, TO FOOT SIZE. It should be clearly evident that people with bigger feet have a larger understanding.*

I have examined this idea and found it to be fully meritorious as far as prejudices go. It is a fully absurd as either race or religion and therefor deserves due consideration.

Thank you,
sincerely,
Russell (11-D)
Brandt

P.S. Those with small feet could cover their shame by wearing large shoes, like the type clowns do.



In closing, I feel that you raised some good criticisms and as I have said I will change to state that my stories are one reporter's opinion. I am just now learning to write in the journalistic style and like anything, one does not master a

complex behavior the first or second time. I hope and plead with all of you that whenever you have criticism of my articles to write the paper or contact me personally to voice your opinions.

Your constant friend, Lanse

Surprize! Even The Mayor Cares!!

Editor's note: The following letter was sent to Bruce Prescott, CSCSB A.S.B. president, by the illustrious mayor of San Bernardino. Holcomb's concern touches us all and perhaps, in the end, will help obtain the needed funds for CSCSB's day care center.

Dear Mr. Prescott:
Thank you for your letter

regarding use of revenue sharing funds for a child care center at Cal State.

I am convinced that there is a real need for more day care centers in the City of San Bernardino and hopefully, the special Committee for Social Services will find ways and means to expand day care to Cal State.

Your interest and concern is appreciated.

Sincerely, W.R. "BOB" HOLCOMB,
MAYOR

4766	*Psyc 377	Tests and Measurements	1	PS 105	Maskin	9:00	MTWTh	5
4767	*Psyc 377	Tests and Measurements	2	PS 105	Staff	4-5:50 p.m.	MW	5
4768	*Psyc 385	Personality	1	PS 105	Eaton	10:00	TWThF	5
4769	*Psyc 385	Personality	2	BI 229	Herold	2:00	MTWTh	5
4770	*Psyc 385	Personality	3	BI 229	Staff	7-8:50 p.m.	MW	5
4771	*Psyc 390	Abnormal Psychology	1	BI 229	Staff	10:00	TWThF	5
4772	*Psyc 390	Abnormal Psychology	2	PS 207	Staff	2:00	TWThF	5
4773	*Psyc 475	Experimental Psychology: Social	Lec	PS 133	Cowan	1:00	MTTh	5
(Students enrolling in lecture must enroll in following lab.)								
4774	*Psyc 475	Counseling Psychology	Lab	BI 321	Cowan	2-4:50	TTh	
4775	*Psyc 490	Counseling Psychology	1	LC 296	Eaton	1-2:50	TTh	5
(Class will also meet Sat., Oct. 13, and Sat., Nov. 17, 9-5:00.)								
4776	*Psyc 498	History and Systems of Psychology		PS 122	Morin	11:00	MTWTh	5
4777	*Psyc 520	Seminar in Experimental Psychology:		BI 229	Khokhlov	7-8:50 p.m.	TTh	5
		Parapsychology						
4778	*Psyc 595	Independent Study			Contact Psychology Department			2-5
4779	*Psyc 610	Advanced Methods in Psychological Research		PS 122	Olmedo	7-8:50 p.m.	MW	5
4780	*Psyc 660	Advanced Studies in Perception		PS 107	Cleaves	1-2:50	TTh	5
4781	*Psyc 690	Advanced Studies in Counseling and		PS 105	Staff	7-8:50 p.m.	TTh	5
		Psychotherapy						
Students must enroll in Psychology 691 and 692 concurrently.								
4782	*Psyc 691	Counseling Practicum I	Lec	PS 105	Maskin	11:00	MTWTh	5
(Students enrolling in lecture must enroll in following lab.)								
4783	*Psyc 691		Lab	LC 296	Maskin	1-3:50	MW	
4784	*Psyc 692	Group Psychotherapy I		LC 296	Eaton	1-3:50	F	2
(One day-long workshop to be arranged.)								
SOCIAL SCIENCES								
4900	Ssci 140	World Civilizations I, The Rise of		PS 10	Smith, R.	2:00	TWThF	5
		Civilization						
4901	Ssci 150	Contemporary Civilization I		PS 10	Goss	9:00	MTWTh	5
4902	Ssci 155	Minority Groups in America		LC 267	Kahama	9-12:50	S	5
4903	Ssci 210	Statistics for the Social Sciences	Lec 1	PS 224	Floyd	11:00	TWThF	5
(Students enrolling in lecture 1 must enroll in lab 1a or 1b.)								
4904	Ssci 210		Lab 1a	LC 39	Floyd	12-1:30	Th	
4905	Ssci 210		Lab 1b	LC 39	Floyd	12-1:30	F	
4906	Ssci 210	Statistics for the Social Sciences	Lec 2	PS 224	Olmedo	1-2:50	TTh	5
Students enrolling in lecture 2 must enroll in lab 2a or 2b.)								
4907	Ssci 210		Lab 2a	LC 39	Olmedo	3-4:30	T	
4908	Ssci 210		Lab 2b	LC 39	Olmedo	3-4:30	Th	
4909	Ssci 210	Statistics for the Social Sciences	Lec 3	PS 202	Staff	7-8:50 p.m.	TTh	5
(Students enrolling in lecture 3 must enroll in lab 3a or 3b.)								
4910	Ssci 210		Lab 3a	LC 39	Staff	5:30-7:00 p.m.	T	
4911	Ssci 210		Lab 3b	LC 39	Staff	5:30-7:00 p.m.	Th	
4912	Ssci 250	Introduction to Black Studies		LC 258	Pangulula	1-4:50	M	5
4913	Ssci 312	Christianity in History and Society		PS 10	Campbell	7-8:50 p.m.	TTh	5
4914	Ssci 498	Studies in Social Sciences:		LC 247	Olmedo	1-2:50	W	2
		Research Methods Workshop						
4915	*Ssci 499	Methods and Materials in the Teaching		LC 53	Stanton	12-1:50	TTh	5
		of the Social Sciences						
SOCIOLOGY								
4950	Soc 100	The Study of Society		LC 211	Caetano	11:00	MTWThF	5
4951	Soc 200	Social Problems		LC 27	Stanton	10-11:50	MW	5
Prerequisite for upper-division courses is Soc. 100, or equivalent, or consent of instructor.								
4952	*Soc 305	Sociological Research and Analysis	Lec 1	LC 247	Mortensen	12:00	MTWTh	5
(Students enrolling in lecture 1 must enroll in lab 1.)								
4953	*Soc 305		Lab 1	LC 13	Mortensen	1-2:30	MW	
4954	*Soc 305	Sociological Research and Analysis	Lec 2	LC 211	Floyd	2:00	TWThF	5
(Students enrolling in lecture 2 must enroll in lab 2.)								
4955	*Soc 305		Lab 2	LC 13	Floyd	3-4:30	TW	
4956	*Soc 310	History of Sociological Theory	1	LC 27	Bulgarella	10-11:50	TTh	5
4957	*Soc 310	History of Sociological Theory	2	LC 27	Bulgarella	7-8:50 p.m.	TTh	5
4958	*Soc 318	Social Welfare Policies and Services		LC 215	Hawkins	10:00	MTWTh	5
4959	*Soc 340	Sociology of the Family	1	LC 215	Decker	11:00	MTWTh	5
4960	*Soc 340	Sociology of the Family	2	LC 215	Decker	1-2:50	MW	5
4961	*Soc 341	Marriage and Family Among Blacks		LC 247	Staff	4-5:50 p.m.	MW	5
4962	*Soc 342	The Chicano Family		LC 247	Staff	7-8:50 p.m.	MW	5
4963	*Soc 350	Criminology	1	PS 122	Ford	9:00	TWThF	5
4964	*Soc 350	Criminology	2	LC 211	Ford	1:00	TWThF	5
4965	*Soc 352	Juvenile Offender	1	LC 211	Lindsey	9:00	MTThF	5
4966	*Soc 352	Juvenile Offender	2	LC 247	Lindsey	1:00	MTThF	5
4967	*Soc 354	Deviant Behavior	1	LC 215	Heeren	1-2:50	TTh	5
4968	*Soc 354	Deviant Behavior	2	LC 215	Heeren	7-8:50 p.m.	MW	5
4969	*Soc 357	Sociology of Law Enforcement and	1	LC 247	Wagoner	11:00	TWThF	5
		Judicial Decision Making						
4970	*Soc 357	Sociology of Law Enforcement and	2	LC 211	Wagoner	6-9:50 p.m.	W	5
		Judicial Decision Making						
4971	*Soc 359	Sociology of Law		LC 211	Ford	10:00	TWThF	5
4972	*Soc 360	Social Psychology	1	LC 215	Caetano	9:00	MTWThF	5
4973	*Soc 360	Social Psychology	2	LC 215	Caetano	4-5:50 p.m.	TTh	5
4974	*Soc 420	Population Problems		LC 266	Bulgarella	11-12:50	MW	5
4975	*Soc 430	Urban Sociology	1	BI 224	Fine	9:00	TWThF	5
4976	*Soc 430	Urban Sociology	2	BI 224	Fine	7-8:50 p.m.	TTh	5
4977	*Soc 432	Political Sociology		LC 247	Decker	10:00	MTWTh	5
4978	*Soc 436	Group Dynamics	1	LC 296	Hawkins	8:00	MTWTh	5
4979	*Soc 436	Group Dynamics	2	LC 296	Hawkins	12:00	MTWTh	5
4980	*Soc 437	Complex Organizations		LC 211	Mortensen	3-4:50	MW	5
4981	*Soc 440	Social Stratification		BI 224	Fine	10:00	TWThF	5
4982	*Soc 441	Black Social Stratification		LC 266	Staff	11-12:50	TTh	5
4983	*Soc 442	Chicano Social Stratification		LC 247	Tenorio	5-6:50 p.m.	TTh	5
4984	*Soc 472	Social Roles and Social Interaction	1	LC 211	Haddad	3-4:50	TTh	5
4985	*Soc 472	Social Roles and Social Interaction	2	LC 247	Haddad	7-8:50 p.m.	TTh	5
4986	*Soc 555	Independent Study			Contact Sociology Department			5
4987	*Soc 575	Internship in Sociology and Social Work	1		Contact Sociology Department			5
4988	*Soc 575	Internship in Sociology and Social Work	2		Contact Sociology Department			5
4989	*Soc 590	Seminar: Research Methods in Sociology		LC 266	Heeren	1-2:50	MW	5

What's your beef, Wellington?

Mayhap your pocketbook can't handle both
the stereo system of your dreams & this summer's vacation?



**Buy an \$1,100 stereo system for \$997 and get
a round-trip ticket to London for \$1**

Usually we give free headphones or such when you buy a complete system at Pacific Stereo, but this one deserved something rather more elegant. We considered a lifetime supply of Beef Wellington in honor of the British origins of the receiver and record player, until we pondered the price of beef. You'll just have to settle for a plane ride to London instead. When you buy the system, just give the store manager 90 days notice on when you'd like to leave and he'll get your round trip ticket.

The system itself is well worth \$997 even for an Anglophobe. In fact, that price saves you \$82.85 over buying the components separately. You get the new BIC/Lux 71/2R AM/FM stereo receiver, designed to please people with the most discriminating palates for sound reproduction. It delivers 140 RMS watts of power and has some advanced engineering



features you'll want to learn about when you hear it perform: the \$650 price is more than justified. Garrard's best offset arm record player, the SL95B, has every record and needle-saving device there is. It sells for \$149.95 with the base and a fine Shure M91E elliptical cartridge. The speakers will also please very high listening standards. Quadraflex

Model 66's are three-way twelve-inch systems that sound absolutely great from Westminster Abbey's low organ notes on up, and their price is a paltry \$279.90 a pair.

Come hear this piece de resistance stereo system and find out anything else you'd like to know about it or the free ticket to London. We're planning departures from San Francisco, but ask the store manager if alternatives have been arranged. He can help you with just about any beef except the price of beef.

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VARIOUS AND SUNDRY SPORTS



Golf Tournament

The Intramural Golf Tournament will take place on Tuesday, June 12, at the San Bernardino Public Course. Sign up now on the Intramural board in the P.E. Building. Entry deadline is Monday, June 11.

Pollacks Beat Los Pistos

The surging Pollacks, led by Tom Smith and Barry Crane, took two straight from the previously unbeaten Pistos 15-12 and 15-8 before dropping the final game 15-13. While the Pollacks improved to 6-6 on the year, they proved that Los Pistos, now 10-2, are not unbeatable. This is encouraging news for the second place Carnales, who meet Los Pistos on May 16. Gordon Miller, Mark Moberg and Dan Keller also contributed to the Pollacks' winning effort. For Los Pistos, Mike Hernandez, Fred Gomez, Ken Guerrero and Richard Robles turned in good performances.

The 1st Annual Intramural Swim Meet was a splashing success, according to lifeguard John Hartnischek, who witnessed the event. The contestants turned in some good times and the diving was very close as King Cavalier edged Larry Courtright 116.7 to 116.1. CSCSB's version of Mark Spitz was Tim Seagondollar, who won every individual event he entered. The highlight of the meet, however, was the 200 yd. co-ed freestyle relay where LAGNAF outdistanced the Jonathan Livingston

Swim Meet Big Splash

Seagondollars. Swimming for LAGNAF were King Cavalier, John Risenhofer, Judie Donaldson and Barbara Rakow. The most entertaining participant was Bill Tarpai, who thrilled the crowd with some breathtaking dives from the high board.

Final results were:

50 yd. free style — Tim Seagondollar — 25.0
50 yd. backstroke — Larry Courtright — 32.8
50 yd. breast stroke — Pat Dickerson — 38.6
50 yd. butterfly — Tim Seagondollar — 30.1
200 yd. freestyle — Tim Seagondollar — 2:20.5
200 yd. freestyle relay — Cavalier, Donaldson, Rakow, Risenhofer, 2:10.5
Diving — King Cavalier, 116.7

Los Pistos Win Game;

Los Carnales, League

In the championship play-off match, Los Pistos rebounded from a 15-13 loss to take the next three games from Los Carnales 15-10, 15-13 and 15-9. The games were extremely close and neither team was ever able to build a substantial lead. The win was especially satisfying for Los Pistos as they had dropped their regular season match to Los Carnales 3-0.

Earning jackets for Los Pistos were Jerome Preciado, Gil Gatica, Ken Guerrero, Richard Robles, Mike Duran, Mike Hernandez, Fred Gomez, David Castillo and John Placencia.

Final league standings were:

Los Carnales	12 - 3
Los Pistos	10 - 5
T.E.I.S.	9 - 6
Mickey Mice	7 - 8
Wooden Pollacks	6 - 9
Badger	1 - 14

T.E.I.S. Beat Mice

Rapidly improving T.E.I.S. took two out of three games with scores of 15-6, 8-15 and 15-13. Led by the spikes of Russ DeRemer and Jim Mahoney, they had little trouble in the opening game. Mice Coach Leo Doyle prevented a sweep by kicking off his boots and taking the floor for the second encounter. The strategy paid off, but the Mice, without Doyle, folded in the rubber game. Mickey Mice are now 4-8 in league play while T.E.I.S. moved into a third place tie with the Pollacks, at 6-6.

Sports Heroes Named

SOFTBALL ALL-STARS AMERICAN LEAGUE

1B — Mike Todhunter, derelicts
2B — Barry Crane, Pollacks
3B — Terry Parrish, Pollacks
SS — Randy Svoboda, Los Carnales
LF — Sam Miller, Derelicts
CF — Mark Gorden, Pollacks
RF — David Castillo, Los Carnales
ROV — Mark Moberg, Pollacks
C — Mike Stachowski, Pollacks
P — Steve Perlut, Derelicts

BATTING CHAMPION

Mark Gorden, Pollacks — .550
RBI LEADER
Mark Gorden Pollacks — 10

NATIONAL LEAGUE

1B — Kent Davis, Cavaliers
2B — Mike Blind, Bochodas
3B — Clyde Virges, Burrito Brothers
SS — Dave Wilbur, Burrito Brothers
LF — John Nagel, Cavaliers
CF — Kurt Nelson, Burrito Brothers
RF — Frank Reyes, Cavaliers
ROV — Bill Tarpai, Choir
C — Ron Zent, Bochodas
RHP — Jim Allo, Cavaliers
LHP — Mike Glinternick, Burrito Brothers

BATTING CHAMPION

Frank Reyes, Cavaliers — .647
RBI LEADER
Bill Tarpai, Choir — 15

VOLLEYBALL ALL-STARS

Jerome Preciado — Los Pistos
Bernie Mata — Los Carnales
Jim Mahoney — T.E.I.S.
Tom Smith — Pollacks
Barry Crane — Pollacks
Dave Wilbur — Badger

Los Carnales

Top V.B. Team

Sparked by the return of Jim Cassidy and Stan Kielman, Los Carnales easily disposed of Badger 15-8, 15-9 and 15-6. Los Carnales are now 9-3 for the season and will meet league-leading Los Pistos in the final match of the regular season. This will probably be a preview of the finals, as Los Pistos and Los Carnales seem a cinch to finish in first and second. Also turning in strong performances for Los Carnales were Joe Ceja, Julio Silva, Randy Svoboda and Pat Dickerson. The Badgers were led by Dave "Spike" Wilbur, Bob Blavert and Fred Leonard.

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Notes From The Placement Office

Part-time Job Listings

Lot Maintenance Man: Clean new cars and building maintenance; Mon.-Sat.; 8:00 a.m.-12:00 p.m.; \$1.65/hr.; San Bernardino.

Counselor (2): Supervise delinquent boys; Mon.-Fri.; 4:30 p.m.-9:30 a.m.; \$400./mo. + room + bd.; Edgemont, Ca.

Billing Clerk: Basic knowledge of data processing; Sun.-Thurs.; 9:00 p.m.-5:30 a.m.; \$4.25/hr.; San Bernardino.

Delivery Man: Mon.-Sat.; hours TBA; \$1.65/hr.

Teacher's Aide: Teaching reading, math, social studies in summer school; Mon.-Fri.; hours TBA; \$2.30/hr.; San Bernardino.

Clerk: Type 45 wpm, must have car; days TBA; 2:00 p.m.-9:00 p.m.; \$2.82/hr.; San Bernardino.

Dishwasher: Days TBA; 11:00 p.m.-7:00 a.m.; \$1.65/hr.; Redlands.

Auto Parts Dept.: Full-time; \$100./wk.; San Bernardino.

Typist: Mon.-Fri.; 8:00 a.m.-5:00 p.m.; salary open.

Tutor (English): Tutor 6th grade child in English; days, hours and salary TBA; Highland.

Collection Trainee: Days TBA; 15-20 hrs./wk.; \$2.00/hr.; San Bernardino.

For further information on any of these jobs, contact the placement office at extension 409 in SS-118B.