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PAWPRINT

Volume VII No. 9

Friday, Dec. 13, 1974

A Trip into the Never-Never Land of Red Tape

Student Academic Grievance Procedure Explained

By Ken Halla

The vision of a failing grade looming in the near future - can be a heavy burden to carry alone, but it doesn't have to be. The fact is you can find help from the sprawling tentacles of bureaucracy waiting to take you by the hand and drag you through a maze of procedural hurdles on your way to reparation if you feel you have been judged unfairly by an instructor.

So with Judgement day for the fall quarter creeping up from behind this might be a good time for you to start arming yourself with the basic facts about the Student Academic Grievance Procedure.

The procedure was designed to allow students a course of redress for such complaints as "capricious and prejudicial grading" unfair grading standards, clerical errors and "mistaken allegations of academic dishonesty" which roughly translates to being ripped off for cheating when it was actually the guy next to you in class.

The entire outline of appealing procedures, as revised by the Academic Counsel last May, runs a scant five and a half pages not counting the preamble and the actual grievance form. Time limits placed on the completion of each phase of the procedure guarantee that you can have a final decision on your appeal within a mere 86 days.

STEP 1

A HEART TO HEART TALK WITH YOUR INSTRUCTOR

The first step of the grievance procedure requires that you and your instructor try to work things out without getting sticky about it. This saves a lot of bad feelings, a lot of paper work and could save about 85 days of your life. At his point the only redtape involved is to file a Student Grade Appeal Form with the School Office within 15 days after you have received your grade and then set up a conference with your instructor.

Assuming rational discussion fails to enlighten your instructor your next move will be to approach the department chairman. Tactics used in this situation may include mature dialogue, tantrums, begging for mercy and plea bargaining. If, having discussed the problem with both your instructor and the department chairman, you have failed to restore reason to either party you may then escalate the battle and move on the formal grievance proceedings.

STEP 2

SEQUESTERING THE GRAND JURY

Having exhausted all civilized courses of redress you may file a formal appeal with the Dean of Academic Planning. The appeal must be in the hands of the dean within five days after your instructor has reached his decision that all things considered you got exactly what you deserved.

Your formal written appeal should be both terse and eloquent because it will be closely scrutinized by a five member

Grievance Committee, composed of three tenured faculty members and two students selected by common agreement of both you and your instructor, providing the students are Representatives to the Standing Committee of the Faculty Senate.

Based on your written appeal and a statement from your instructor the committee will determine within five days whether or not you have sufficient grounds for your grievance.

If the vote is against you... well it was a nice try and a true learning experience. If the vote is in your favor... don't go away.

STEP 3

HERE COMES THE JUDGE

If the Grievance Committee has failed to see through your smoke screen and had decided that your case has merit and providing you are still physically strong and

mentally stable you will be able to personally present your case before the five member committee in a closed hearing to be scheduled with five days of the panels decision to here your case.

At this time you will be able to introduce relevant written and oral statement as well as requesting the testimony of witnesses in your behalf. Unfortunately, the instructor will also be allowed to respond orally and in written form as well as draw on witnesses in his behalf.

After both sides rest their case the committee will retire to its chambers and based on a majority vote will reach a conclusion within three academic weeks.

CATCH 22

Immediately following the decision of the committee both the student and the instructor will be notified of the panels con-

clusion. However, after having presented your case with the eloquence of Clarence Darrow, having survived the Kafkaesque labyrinth and having the committee determine that you were indeed death with unfairly you may experience bureaucracy shock upon finding that the ruling of the committee has no binding affect upon your instructor. The best result you can hope for is a recommendation by the committee that your grade be changed or academic dishonesty be removed. The instructor need not comply with the findings of the committee.

Still all is not lost. If the instructor sees refuse to come to his senses you will receive overwhelming satisfaction in the knowledge that the committee was on your side. To prove it they will gladly write a summary of their

findings to be permanently attached to your transcripts.

STEP 4

APPEALING THE DECISION OF THE COMMITTEE

Actually there is no way of appealing the decision of the Grievance Committee except in the case of technical errors. The sole basis for such an appeal would be that the committee departed from the established procedures to a degree that prejudiced the case.

When an appeal is presented, either by the student or the instructor, the president of the college will review the matter. He would have two options. He could either reject the appeal or he could direct the Grievance Committee to reconvene. The decision would send you all the way back to "GO" and provide you with the unbridled pleasure of doing the whole thing all over again.

New Off Campus Housing Referral Office Opens

By Harvey Friedman

Everybody needs a home. If your looking for an apartment to rent or to share, a house, or simply a room— the new Off-Campus Housing Referral Service can help you fill your home-hunting needs. This new ASB funded student service opened last week and is located in Joshua residence hall, Room 103, telephone extension 456.

The office is open from 8:30-4:00, Monday through Thursday, with listings available to students during that time. There are two students there to assist you twenty hours per week. They are Bob Freel and Elaine Antflick.

The Off-Campus Housing Referral Service provides students with a central place on campus where they can view a wide spectrum of current apartment

and house listings in the San Bernardino area as well as surrounding vicinities.

By using these services the student can save time and avoid the problem of "landlord discrimination." Landlords are screened by this office and must sign a statement that they will not discriminate against prospective tenants.

Veterans interested in buying a home may obtain a current Veterans Administration Listing through the Off-Campus Housing Referral Service. "We are here primarily for students who are looking for off-campus housing, but our services are also available to faculty and staff. Elaine and myself are here to help you find the home that is truly you. Come in and let us help you."

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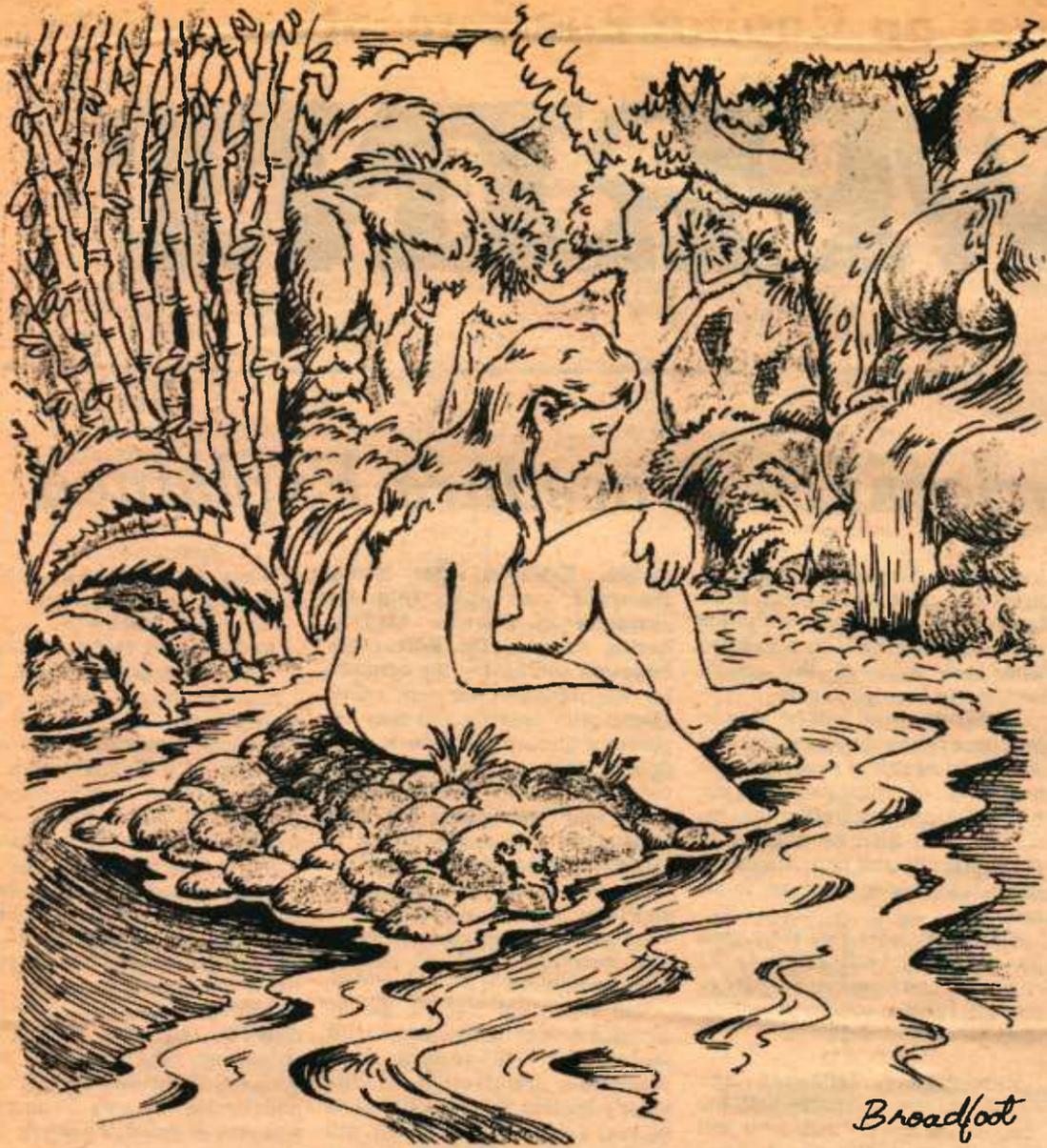
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Last Weeks Rain Storm brought over 3 inches of much needed rain to CSCSB.



Broadfoot

How can you become receptive enough to sit by a stream and comprehend from it the secret of existence? You can by becoming as ascetic, dropping a tab of purple haze, or contributing stories etc. to the Pawprint. Nothing will raise your level of consciousness like presenting, in a nifty way, a bit of campus news, or seeing your own drawing or poem in print. Satisfaction guaranteed, for us, and for you!

ALL ABOUT THE IRA BILL

by Martina Connelly

AB 3116, the instructionally related activities bill, was passed by the state legislature at the end of September. The bill involves state funding of instructionally related activities which grant credit in themselves, or directly relate to the granting of credit, such as drama productions. In an interview with the A.S.B. president, Judi Jones, she told me that "there are a lot of things which could be funded, but we don't offer classes in them. The Chancellor's directive states that a class must be offered in order to obtain funds." The bill was originally intended to fund intercollegiate sports, but the legislators would not approve it, so other programs had to be included. Cal State San Bernardino will be allocated approximately \$51,000 which will be divided among the Model United Nations Program, Drama and Music Productions, and Sports equipment needed for classes. The Chacellor will make the final decisions as to breaking

down the money to departments. President Jones supported the bill "under the pretense that it would take the burden off of A.S.B. for instructionally related programs. My only objection is that there will be student input as to how the money is spent." The I.R.A. bill also calls for a fee election. In the last week of February the state will hold an advisory fee election on each state college and university campus. The results of the fee election will not be automatically set. The Board of Trustees, the policy making body of our system, will review all conditions of the election including contracts, and financial needs of the A.S.B. government and they will set the fee. CSC San Bernardino students are currently paying a student body fee of \$19.50. The fee election can lower this fee up to 50 per cent. Ms. Jones said, "We won't be able to operate unless there is a fee reduction of not more than 10 per cent." A.S.B. presently funds 80 per cent of Activities, all clubs through

the I.O.C., the Emergency Loan Fund, the PawPrint, the Rotary Loan Grant Fund, E.O.P. tutors and textbooks, the Intramural Program, the Car Pool Committee, Sports Equipment, the Student Survival Handbook to be published winter quarter, Student Teacher Evaluations, the A.S.B. Book Cop, the check cashing service in the bookstore, the A.S.B. Housing Referral office, 50 per cent of drama and music productions, the student Radio Station which is in the planning stages, and membership in local and national student organizations for legislative lobbying on issues of direct concern to students. Ms. Jones made the following statement concerning the position of the student government, "We have a lot of internal problems in so far as dedication to a cause. It's not the fault of the people who were elected, but the fault of the people who elected them. It means that not enough people give a damn on this campus about the \$70,000 that we collect from the students and I hope that they will open their eyes and look into the fee election in relation to student government." CSC San Bernardino is a small, growing campus and if the fee reduction is passed, our campus will cease to grow. I talked to Vice President Kevin Gallgher and he said, "A.S.B. is the only recognized (Cont. on Pg. 19)

"People"

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R. B. Gazebo - Resident Muckraker

A Thought For the Day
Whenever the pen is mightier than the sword, someone isn't using his sword correctly.
Van C. Andrews
Topeka, Kansas

Vets Finally Get Aid Increase

Finally, after almost a year of political manipulation, the 1974 Vietnam Era Veterans Readjustment Act has met with final approval. The bill in concern here is HR 12628. This bill increases the rate by 22.7 percent which means that the single, full-time veteran will receive \$270 per month rather than \$220 while the married veteran will receive \$321 per month rather than \$261. The rate increases with the number of dependents. The passage of this bill is retroactive to Spetember, 1974. You will be receiving adjustment checks within three weeks from the Veterans Administration.

There is also new loan provisions. From what can be gathered from Congressional sources at this time, this will be in the form of an emergency-type loan of \$600.00 which can be obtained from the Veterans Administration. This will be a one-time loan and will most likely fall into the interest categories of other current loaning programs.

A third revision of the Bill includes an increase in eligibility entitlement. The Bill now provides a veteran or eligible dependent 45 months of entitlement to pursue undergraduate study; NOTE: UNDERGRADUATE STUDY ONLY. This is somewhat problematic. It denies equal benefits to veterans for equal service. It further creates administrative problems in the management of veterans on different campuses. The biggest question is how will "undergraduate study" be defined?

I would like to present to you readers, hopefully veterans or friends of Veterans, a plan to correct some of the problems of this new legislation. What needs to be done is to have the bill extend eligibility entitlement to all veterans, regardless of graduate or undergraduate status. We can accomplish this by writing to our elected representatives and/or through this office, petition for the appropriate revisions. I am presently developing a petition which will be circulated IM-

MEDIATELY as well as during WINTER REGISTRATION. It is imperative that even undergraduates consider the implications of this bill. They all will someday, hopefully, be graduate students and may have some entitlement remaining.

Please contact his office, in person or by phone, and give us some feedback. We will also have petitions on hand starting last week to have this inequality corrected. In fact, there was a bill awaiting committee action (HR 17255) dating back to October, 1974 which was to simply extend the nine months for all veterans. Our goal is now to resurrect this bill or one of a similar nature.

Extra Bonus

Veterans who are a native of, or who entered the service while bonafide residents of California, and whose active duty was subsequent to August 5, 1964, or who received an armed forces campaign or expeditionary medal may apply for a California Veterans Educational Bonus.

Eligibility for benefits shall be granted if the student has exhausted his rights to educational benefits afforded by the Veterans Administration. Veterans must be enrolled full-time, taking 12 or more quarter units, to be eligible. The maximum allowance is \$100.00 per month, not to exceed 12 months or \$1200.00.

This education bill, (AB 2624, Chapter 460, Military and Veterans Code, section 981.2 and 981.3) became effective on September 15, 1974. Applications may be obtained by contacting the County Veterans Affairs office or the State office listed below:

San Bernardino County
Veterans Affairs Office
175 West Fifth Street
San Bernardino, CA 92401
Telephone: 382-2418
State of California
Veterans Affairs Department
303 West Third Street
San Bernardino, CA 92401
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Mafia Informer Lectures on Capital Punishment

Mafia informer William R. Geraway lectured on his experiences and opinions to C.S.C.S.B. students last Tuesday. Once a murder convict himself, he now favors the ultimate punishment—the death penalty. Stating “where criminals function in the underworld society, they surely recognize the value of death as a deterrent force, especially when applied by the Mafia - without trial, without appeal - immediate execution as a lesson to others. Now what makes that type of punishment effective amongst the criminal element isn't only the severity of it, but the certainty of it. Geraway expressed that the death sentence should be mandatory in cases of any murder done for hire, connected with organized crime, or political murder, felony murder by a man with a previous criminal record that includes violence, murder during a sexual attack, and the murder of a kidnap victim.

With the exceptions, “there are murders that, while no less fatal, final and sad, are not of the capital punishment types - crimes of passion, crimes related to drugs or alcohol by men with no previous record of violence - the killing of a wife or husband or sweetheart or lover - here we enter into areas of human feelings so complex that we can't hope to control, treat or cure with capital punishment. . .”

Geraway's concluding argument prevailing above all others “that capital punishment insures a degree of revenge for the family of the victim - and or for the offended community.

Then society must rule and speak on behalf for the victims. . . to insure the worth and significance of the individual in our world today. Society collectively must express its concern over that individuals' well-being. . . and no



William Geraway Answers Student's Questions

Photo by Keith E. Legerat

more profound a weapon exists than the use of capital punishment.”

Now all this raises a couple of situations students should deeply think over that could be valid on this subject.

1. If capital punishment is in fact a logical method of crime deterrence, than executions should

be held in public and should be as grizzly as possible. Then every citizen should be required to view at least one execution before the age of twelve, so the full force of the deterrence will strike him.

2. Next, if individual A murders individual B, then is apprehended and put to death, he cannot kill individuals C,D,E, and so on.

The deterrent effect on individual A has been 100per cent. This is such simple logic that even a sociologist should be able to grasp it.

Now how good is the thinking in the ideas expressed above and if you find that the thinking is confused or crooked, can you figure out what is wrong?

Don't Park Illegally

HELP! Many students have been parking in those areas designated as Medical Parking.

If you do not have a Medical Parking sticker PLEASE do not park in those parking spaces designated as Medical Parking.

Campus Beer Bar Plan Brews Up A Storm

BY WILLIAM TROMBLEY

A California State University and Colleges task force will study the “very touchy” question of allowing beer to be sold on the system's 19 campuses, a Board of Trustees committee decided Monday.

Trustee William O. Weissich proposed that the Gifts and Public Affairs Committee, meeting at

state university headquarters here, approve establishment of beer bars in student union buildings.

Weissich said his alma mater, the University of San Francisco, has permitted operation of a beer bar on campus for 17 months without serious mishaps.

However, his suggestion encountered opposition from other trustees and from some campus officials.

Trustee Yvonne W. Larsen, a San Diego society figure, warned that “this is a very touchy area for us to be in.”

Even though the average age of state university students is 25, “the average voter thinks of students going off to college as being fresh out of high school,” Mrs. Larsen said.

President Robert E. Kennedy of California Polytechnic State University, San Luis Obispo, said there are 5,000 students under the legal drinking age of 21 on his campus, most living away from home for the first time.

“Parents of these students do, indeed, expect generally that their sons and daughters are not going to be placed in a situation in which the university itself becomes an agent advocating the use of alcohol, — the nation's No. 1 drug abuse problem,” Kennedy said.

Dr. Billy Mounts, director of health services on the San Luis Obispo campus, said that permitting the sale of beer “is to abandon our young people in this, their time of need.

“May I use a simple and mundane analogy?” Mounts asked.

“Young adults are sexually active. Young adults are on campus. As a corollary, should we create whorehouses on campus?”

A few cries of “yes, yes!” were heard from the back of the room.

At this point Weissich stood very much alone as a defender of the right to sip malted spirits in the groves of academe.

But Brage Golding, president of San Diego State University, came to his assistance.

“I fail to see the logic of the arguments that have been placed before you,” Golding said. “It is not reasonable or proper for the school to tell people who happen to be students who are legally old enough to drink beer that they may not do something they are legally permitted to do.”

Weissich added that the sale of beer would help state university students in “learning how to drink properly...learning to drink as ladies and gentlemen — I think that's part of our mission.”

Trustee Dean S. Leshar said the system “should not encourage sale of anything that might become a problem on the campus. . . I still have a dim memory of my college

days and it was a problem then.”

Leshar, 72, graduated from the University of Maryland in 1923 and from Harvard law school in 1926.

After an hour-long spirited discussion, the committee accepted a proposal from Bonnie Sharpe, student body president at California State University, Fullerton, that a task force of students, faculty members, presidents and trustees be appointed to study the issue and report back to the board by next March.

At present the trustees have no policy covering sale of beer or other alcoholic beverages on campus, but their practice has been to discourage campus organizations from applying for licenses.

There are no student beer bars now but on several campuses alcoholic beverages are available in faculty clubs and similar buildings.

Special provisions of the state Penal Code prohibit sale of alcoholic beverages on the Fresno and San Luis Obispo campuses.

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General Education

New Courses by Harvey Friedman

The Winter '75 Class Schedule lists two new upper division General Education lecture courses. The School of Natural Sciences is offering for the first time a General Education lecture course (NSCI 351) titled Health and Human Ecology which will be taught by Dr. Amer El-Ahraf, Chairman of the new Department of Health Science and Human Ecology. The course description is as follows:

A survey of the impact of physical, social and biological environments on health related issues such as poor housing, drug abuse, juvenile delinquency, radiation, pesticide exposure, food quality, noise, air and water resources and their examination in relation to the subject of human settlements.

According to Dr. El-Ahraf, the course will focus on the interrelation of the total environment and its impact on man. Environmental questions of all sorts will be raised from how a variety of different environments affect

human behavior to the why and the hows of getting rid of air pollution? The course will place equal emphasis on human ecology and health perspectives.

The School of Social Sciences is offering for the first time an upper division General Education lecture course (SSCI 304) titled Contemporary Latin America which will be team taught by Freeman Wright, Dean of the School of Political Science and J.C. Robinson, Assistant Professor of History. The course description is as follows:

A survey of social, economic and political conditions is Contemporary Latin America.

According to Professor Robinson, the course will focus on Latin America as a whole and combine both the political and historical perspectives overlooking the last 10 to 15 years. It will be topical in nature covering such aspects as urbanization, land reform, political institutions, militancy, and radical movements.

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Police Story

By Tao Que Lin

Most of us are aware of the uniformed and regimented enforcement officers that patrol our campus.

These men and women are indeed officers of the law, they are not security guards, but duly authorized State Police Officers.

The Campus Police as such are the protectors of the entirety of state property and enforcers of all laws thereof.

The Campus Police in one of its most totemic functions encompasses the task of protecting CSCSB from any unlawful acts or acts termed unlawful in conjunction with actual legislative law or college administrative law.

The Campus Police, in dealing with the student, recognizes the need for their recruitment to be higher in intelligence than the average police cadet. After all, the college element is tremendous in its protonation of knowledge.

Therefore, two years of college are required before an officer is considered on a permanent basis.

Most of the officers in the unit deployed at CSCSB have, or are currently working on a B.A., with one exception, one of the officers is working on an M.A.

To be specific, let us question the endeavor of the armed police officer on campus, and the justification of police viewpoints.

The questions should in their entirety as a barometer gauging the climate of police though in countenance with one man's ideology.

With this in mind, what follows is a question and answer series between the PawPrint and the Chief of Police.

PawPrint: Does the derogatory remark of "pig" incite you?

Kadyk: "When someone calls me a 'pig', they are not looking at me and saying 'Walt Kadyk, you are a pig'. They are looking at the badge and the uniform and are saying 'pig'. If I take that personally, I'll end up with ulcers."

PawPrint: As a law enforcement person, you must enforce the law as well as the letter of the law. How

does this relate to police psychology in accordance with the minority and youth element on campus?

Kadyk: "Well you have to take each situation. When I stop a car I do not make any derogatory insinuations towards any racial group. If I have an individual who speaks poor English and his car is in bad shape, and I say I stopped you on a CVC 22415, you must produce proper identification or you will be incarcerated, that person isn't going to know what I'm talking about. A police officer has to be flexible enough to meet the needs of the person he is dealing with, whether it is an apprehension or just public service. A police officer has no right to show disrespect to any citizen."

PawPrint: Is curbing (a shake-down without probable cause) legal?

Kadyk: "That is outright harrassment and, fortunately, officers who do this get caught. A police officer must have a probable cause to stop someone or it is illegal. A police officer has no more authority than the common citizen. Under the laws of arrest, for example, your powers of arrest are the same as mine, only I get paid to do it."

PawPrint: Are not the enforcement of laws concerning victimless crimes a wasted effort, whether it is on campus or in the community?

Kadyk: "There is much time wasted by law enforcement agencies enforcing victimless crimes, such as possession of marijuana, prostitution and gambling. If people want to engage in these activities fine, let them do it in their own private world. To actively seek out these individuals is a waste of time. I'm sure there are moralists who'll say 'that's terrible, we must clean up the red light district, etc'. We might be a lot better off if they did legalized prostitution. As for narcotics, the English system is set up so if you want to go out and kill yourself with heroin, sign up and go to the National Hospital and get a fix. One doesn't have to hold up the local Seven-Eleven or burglarize



CAMPUS POLICE CHIEF WALT KADYK

Photo by Bob Lautz

five houses to get money for a habit. If the U.S. were to follow this plan, crimes of violence might drop tremendously."

PawPrint: How effective is it to have police departments investigate themselves?

Kadyk: "You would not believe how hard it is to retain your job as a police officer. I mean you are constantly watched. Some of the larger departments have what they call 'headhunters'. These people do nothing but investigate complaints about officers. You have to be John Q. Straight-Arrow, or you have had it. As far as police departments investigating themselves, who can better do it but the experienced police officer. I think it is best for the police department to clean its own house. It would be hard for someone from community to come in and investigate an officer because they

are not really sure of what to look for."

PawPrint: How is the enforcement of police policy on illegal drug use enacted?

Kadyk: "It is our policy to actively seek the dealer and not the user. However, if there is a complaint lodged against someone, a follow-up investigation must ensue."

PawPrint: Parking tickets are a main part of your notoriety, in so much as most students only see this part of police action. Keeping this in mind, are parking tickets real, and do you actively seek to give them out?

Kadyk: "Any parking ticket issued by this department is real. Some people do not realize this, and end up being arrested on a warrant for failure to pay the cheap fine. We are one of the very

few State Colleges or Universities that have the warning citation system. We give out maybe 4,500 warnings as opposed to 800 citations in a year. If someone does receive a citation and has a legitimate complaint against it, they can come see us within 24 hours and it can possibly be corrected."

PawPrint: Is there a crime rate on campus, and if so, did it increase with the addition of the dorms?

Kadyk: "There is crime on campus and there have been several felony arrests. Most of the criminal element does not come from the student population, rather it is the weekend vandal, or the robbery suspect hiding away. With the addition of the dorms there was a rise in crime, but with increased enforcement, it declined. Our total enforcement area includes about 500 acres of land, and some outlying residential areas."

PawPrint: Have you been shot at?

Kadyk: "The hills around the campus provide excellent cover for people to snipe at us, and there are holes in the side of the police building to prove this. Motorcyclists that visit the hills like to choose us off but fortunately, nothing serious comes of it."

PawPrint: How can students learn first hand about police operations or just gain a rapport with you?

Kadyk: "I really enjoy working here. It is such a pleasure to drive along in the police car and have someone wave to you. We will talk to anyone. Just come in and see us. There is a police ride along program and we urge anyone interested to contact us."

To summarize, the Campus Police are, in this reporter's eyes, receptive to the component of imperfection, just as society is receptive to the fact that enforcement of laws is a necessary evil.

The Campus Police, as such, are the thermometers measuring the heat of change. A change for the good, perhaps.

		PARKING ENFORCEMENT				STOP
		60 - 70	70 - 80	81 - 90	91 - 100	101 - 110
WARNING						
WARNINGS	3 285	4 554	3 374	4 217	2 766	
CITATIONS	953	346	590	610	296	
TRAFFIC						
WARNINGS	257	364	352	343	90	
CITATIONS	135	177	160	204	61	
TOTAL						
WARNINGS	3 542	4 908	3 926	4 562	2 856	
CITATIONS	1 088	523	750	814	357	

HANGING OUT IN HAVANA

By Chip Berlet

(Editor's Note: Chip Berlet was a member of a group of student journalists who visited Cuba in August. The following is his analysis of the political climate there.)

(CPS) — They sit in dark booths at the Omega restaurant in Washington, DC and brood over the events that have made them exiles. The scene is repeated in New York, Miami and a handful of other cities in the United States which support small groups of Cubans who feel Castro and the revolution are a curse and a plague on their homeland.

They share this analysis with the US State Department which has fostered the impression that Cuba is an impoverished country under the heel of a despotic maniac ruling against the will of the Cuban people who sullenly wait in long lines for their rationed crust of bread while silently praying for the CIA to send another Bay-of-Pigs style invasion force to liberate the country.

Now the survivors and supporters of that ill-fated mission gather at the Omega to drink their cups of thick black coffee and salve their mental wounds by blaming lack of US air support for the invasion's failure.

Other DC residents see things differently, particularly those who have to Cuba as part of the Venceremos Brigade, a group of radical Americans who have volunteered their labor, first in the sugar cane fields and now in the construction of housing. They made the trip without the sanction of the State Department by slipping into Cuba without using their passports. These Washingtonians say Castro and the revolution have transformed Cuba from a semi-feudal US owned sugar plantation and gambling casino into a country with free health care, free education, and a literacy rate higher than that of the US. For the first time in Cuba's history, they say, people have sufficient food, housing and clothing.

This positive view of the Cuban revolution is seldom aired in the US press which has virtually ignored the island republic for ten years.

This media myopia was quickly cured when Senators Jacob Javits (R-NY) and Calborne Pell (D-RI) of the Senate Foreign Relations Committee boarded a plane and flew off to Havana, thus forcing a rediscovery of Cuba — the same way the press recently stumbled over China which also lay on the path to detente.

One month before the Javits-Pell junket, a group of student journalists traveled to Cuba at the invitation of a Cuban student press group. During their three week visit, the Americans attempted to examine the political and economic climate there.

Cuba's economic structure has been drastically affected by the trade blockade by the Kennedy administration in 1962.

The physical inconvenience and damage caused by the blockage can be seen throughout Cuba. Before the revolution the country was dependent on the United States for most equipment and supplies and even many fruits and vegetables. Mechanized farms and orchards have begun to alleviate

some aspects of the problem but Cubans cannot grow a carburetor or pick spare parts from trees.

The replacement parts problem is especially acute. For instance the Havana Libre, formerly the Havana Hilton, has no hot water because one boiler part needs to be replaced and it can only be obtained from a US company.

The real problem, however, is the dilemma faced by an economy suddenly cut off from its markets. The effects were damaging but not lethal. The Soviet Union provided massive aid, financial credits and an insatiable market for Cuban sugar and now Cuba's economy is slowly recovering.

Most Cubans are fiercely proud of having withstood the effects of the trade embargo. They are wizards at recycling and repairing. There are collection centers for glass and metal on every block throughout the country and the roads are filled with Buickfordillacs — cars cannablaized from several junkyards and welded together into a driveable unit.

What cannot be replaced or repaired is done without. Havana desperately needs a coat of paint but paint is not a priority item so the Cubans make up for it by keeping Havana spotlessly clean.

Both the Cuban worker and the Cuban government have developed an increased buying power and the island has begun importing large quantities of finished consumer goods. Japanese, Soviet and East German products can be seen throughout Cuba.

Argentina recently broke ranks with other Latin American countries and sold Cuba 24,100 cars, 14,000 trucks and \$110 million worth of railroad equipment and food-processing machinery.

Some of the automobiles were built by Argentine subsidiaries of Ford, Chrysler and GM. Suddenly, both US and Latin American business interests seem ready and willing to swallow the bitter pill of Castro's communism to obtain the fiscal relief provided by the Cuban consumer.

Detente between Cuba and the US may have caught the American people by surprise but the Cubans have patiently been expecting it for several years.

For the past year numerous US corporate interests, especially those affiliated with the Rockefeller family, have been making overtures toward the Cuban government concerning a trade resumption. The Cubans see this as fitting neatly into the current US foreign policy of detente with Russia and China. As one observer says "with Kissinger and Rockefeller, it is difficult to separate the foreign policy from the economic interests."

One roadblock to detente was Richard M. Nixon. Cubans despised Nixon so intensely that *Granma*, the daily official communist party newspaper, had special type cast in lead so whenever Nixon's name appeared in print, the 'x' was replaced with a swastika. Cubans resented Nixon's close alliance with right-wing anti-Castroites and remembered that the Bay of Pigs, which Kennedy inherited from the Eisenhower administration, was coordinated by the White House by then Vice President Nixon.

When Nixon resigned, *Granma* ran a front page editorial calling

him "a man of reactionary ideas, a die-hard anti-communist, a supreme advocate of private enterprise and supporter of monopolistic interests, and a personal enemy of Cuba and its Revolution."

Granma gloated over the irony that several of the anti-Castro Cubans involved in Watergate had been trained by the CIA for the Bay of Pigs:

"These mercenaries, this flock of ravens raised by Nixon, have devoured the bowels of one of the most mediocre politicians that ever held the post of President of the United States." Two full pages of the weekly English-language edition of *Granma* were devoted to Watergate following the resignation.

Ford does not have Nixon's close ties to the right-wing Cuban community in the US but the Cubans note, "there is still a problem of the system that did not change when Ford replaced Nixon."

Conditions in Latin America have changed, however, and the Cubans don't believe the US can impose the same line it did 10 or 15 years ago.

It is these changing conditions which have sparked an interest in trade resumption and a new pragmatism in Cuba. "Look, we are not going to reach an agreement with the US about foreign policy," remarks one Cuban, "so it is not possible to link directly trade agreements with a change in US foreign policy."

On their return from Cuba, Senators Javits and Pell said Fidel Castro seemed ready to strive for "normalization of relations." In the area of trade they are undoubtedly correct.

Diplomatic relations are another story. A Cuban official put it to us bluntly: "For us, as a point of principle, we will have no discussion about establishing diplomatic relations until the blockade is removed." When the blockade is lifted then there "will be a possibility of having discussions about other problems."

Some of the problems frequently mentioned are the role of the US in Latin America, Guantanamo Naval Base, US harassment of Cubans ranging from fishing boat workers to UN diplomats and US visa policy. "Perhaps if these problems can be solved there will be a resumption of relations."

The first step in the process of normalization of relations will be the Organization of American States (OAS) meeting in November when the issue of dropping the embargo will be discussed. The real question behind the vote is whether or not Cuba has stopped "exporting revolution" to other Latin American countries.

A majority of the foreign ministers on the OAS council seem willing to agree that Cuba has changed its policies — especially if the US remains silent on the matter. The fence-sitting posture of the US is seen by many as acquiescence to the inevitability of trade resumption.

Whether Cuba has really stopped exporting revolution is another matter. The Cuban government is

still officially guided by the Second Declaration of Havana, a manifesto issued in response to the trade embargo in 1962; "To the accusation that Cuba wants to export its revolution, we reply: Revolutions are not exported, they are made by the people. What Cuba can give to the people, and has already given, is its example," the declaration reads in part.

It goes on to enunciate a policy of support for revolutionary struggles throughout Latin America: "Whether this takes place peacefully or in painful birth does not depend on the revolutionists, it depends on the reactionary forces of the old society."

Cubans insist that policy has not changed. "There are places in Latin America where the correct strategy is armed struggle and there are places where the correct strategy is a mass movement," says one Cuban.

Yet Cuba's interpretation of its role has changed since Che Guevara went from Cuba to the mountains of Bolivia where he met his death. Cubans feel in many countries the revolutionaries have forced their governments to make progressive concessions to keep the people from revolting.

In these countries the Cuban government agrees with a tactic of supporting the positive policies and criticizing the bad in the hope of

keeping the government moving in a revolutionary direction.

There are still countries where Cuba supports armed revolution but they admit most of these countries' regimes are currently so repressive that any attempt to begin an insurrection would be crushed mercilessly. Thus a policy of clandestine organizing is supported rather than open fighting.

To the Cubans it is neither a question of whether the US has changed its foreign policy, nor of whether Cuba has stopped ex-

porting revolution. They feel it is the objective conditions in Latin America that have changed and the time has come for the rest of the hemisphere to realize the trade embargo didn't topple the Castro government. Now the blockade just hurts everyone's economy for no valid reason.

In Washington the official lifting of the trade embargo will be just another step in detente. There will be more personal reactions by DC residents. Some radicals who visited Cuba plan to organize a celebration party when the embargo is lifted.

At the Omega restaurant there will be no celebration. There the anti-Castro Cubans will continue to sit and brood over small cups of bitter black coffee; themselves embittered by the cards the inevitable process of politics has dealt them.

This Week's Astrology

By Ravin M.D. Mem

This month, the Moon will pass through Libra, Scorpio, and Sagittarius, setting off a bad series of love affairs for Scorpios. The Moon also goes into conjunction with Uranus on the tenth, Mars on the twelfth, and Mercury on the thirteenth. Also she will form a square aspect on the twelfth with Jupiter.

ARIES (March 22-April 20)

Calm down and try to do more studying. Now is the time to spend generously for your closest friends.

TAURUS (April 21 - May 21)

Use your natural patience and out-wait this adverse period. Overcome any laziness and remember to do those things that need to be done first.

GEMINI (May 22 - June 22)

Don't let restlessness ruin what you have achieved. Go to your classes, job, etc. no matter how boring they are.

CANCER (June 23 - July 23)

Let your natural care for people shine through, no matter how little they seem to care for you. Influences from last week are still hanging around, so be careful in emotional matters.

LEO (July 24 - August 23)

This week you will tend to be more openminded and fair about other people's opinions. Listen and learn are your key words for this week.

VIRGO (August 24 - September 23)

Relax and don't worry so much.

This week will be very calm if you don't push things.

LIBRA (September 24 - October 23)

Make some decisions you have been putting off and follow them through. Highlights are on activities this week.

SCORPIO (October 24 - November 22)

Don't be secretive of your inner emotions and tell someone you admire some of your problems. Something good will happen if you act upon their good advice.

SAGITTARIUS (November 23 - December 22)

This being your month and the majority of the planets being in your sign shows that you have a lot of heavy things coming your way especially in creative things, talking to people, and love.

CAPRICORN (December 23 - January 19)

Turn towards an optimistic viewpoint. You'll be having a very nice week with no worries.

AQUARIUS (January 20 - February 19)

You will be given many good opinions and bits of advice. Remember them and your week will go smoothly.

PISCES (February 20 - March 21)

Now is a good time to expand your field of relationships, particularly, with the opposite sex. You have some negative feedback coming from Saturn but be careful and all will be well.

SUPER BOX THE 99¢ EXPERIMENT

Limited Quantity One per student

AT YOUR COLLEGE
BOOKSTORE CSCSB

Save Money At Winter
Quarter Book Co-Op

The Winter Quarter Book Co-op will be held in the Cafeteria Lobby Monday, January 6 through Friday, January 10 from 9:00 a.m. to 1:00 p.m. and 4:00 p.m. to 6:30 p.m.

This ASB service is open to all CSCSB students and any book that will be used Winter Quarter can be sold at the Co-op. A list will be there.

If you want the Co-op to sell your book's leave them at the Cafeteria Lobby during sale hours with the

price you want for them (suggested selling price is one-half of the original price) and they will be sold for you.

Just check back at the Cafeteria any time before 6:30 p.m. on Friday, January 10 or before January 20th at the A.S.B. Trailer and you will receive your money (less 10 cents for a service charge per book) or the unsold book.

The Book Co-op is an ASB service and is not connected with the book store.

Radio Station Committee Formed

The radio station committee of the ASB Senate met for the first time Saturday, December 7th in the living room of Shandin Dorm. This was a preliminary meeting to establish goals the committee hopes to achieve.

Kevin Gallagher was elected chairman by acclamation. The committee also unanimously approved a resolution that the proposed radio station concept be under all of the codes and fiscal procedures of the ASB Government.

Roger Seasholtz reported that he was currently in the process of applying for a license to install and operate an Educational — FM radio station on the CSCSB campus.

Ken Connors discussed several possible sources of financing for this project including funds that might be available from a local government agency.

The committee appointed Gallagher to contact the College Administration to elicit approval of the radio station concept and the preliminary contacts to be made with possible funding sources.

Steve Sparks and Connors were appointed to act as initial liaison student contact with government officials of various agencies to investigate funding for this project.

Seasholtz was appointed to draft several proposals outlining the desired perimeters of the radio station's equipment and operations. Connors will coordinate obtaining bids from equipment manufacturers and installers.

The committee tentatively established its next meeting date on the afternoon of the third Saturday in January in the living room of Shandin Dorm. All interested students are invited to attend.

Students Gain Access To Files

The Buckley Amendment (P4 93-380) was passed this year giving students the right to have access to their files. All student records of the California State University and Colleges, including the California State College at San Bernardino, are kept in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974.

Students may request access to those campus records which personally identify the students; the student may challenge the accuracy of the record or the appropriateness of its retention in the campus records. Student consent is needed for the release of records covered by the Act to outside parties (e.g. prospective

employers) except for those agencies entitled to access under the provisions of the Act (e.g. campus officials, other schools, federal officers, and requests in connection with the application or receipt of financial aid). These provisions apply to records received and used after November 19, 1974.

A student may request a copy of a record which the student has requested or consented to be released. Copies of the full text of the Family Educational Rights and Privacy Act of 1974 are available in the office of the Dean of Students (SS 114). Particular questions with respect to a student's prerogative under the Act should be directed to the office of the Dean of Students

Opinion Poll

by Rayman Bechar

What do you think of Christmas and what do you want Santa Claus to bring you?



Jackie Zeek, Health Science

Christmas is nice as far as my family is concerned. But the Christmas they have in stores is another story. They have lost its true meaning. I want Santa Claus to bring me my grandfathers two-story log house in Siletz, Oregon.



Sue Thayer, Environmental Science

I think Christmas enhances good feelings. I've always liked Christmas. I get a good feeling from celebrating Christmas. I would like Santa Claus to bring me a lifetime airline ticket so I may use to a go anywhere and at anytime I like.



Joe Reynoso, Computer Science

I think Christmas is a good thing. Its a time of year when family and friends get together and have a good time. I get a good feeling from it. I want Santa to bring me a Masaratti.



Greg Montoya, Undeclared

Christms is too commercialized and the current attitude is too materialistic. I think the idea of giving is still there but it is somewhat misunderstood. People give not because they want to but they give because they want something in return. I would like Santa Claus to bring me guidance.



Chandra Felder, Liberal Studies

I like Christmas. It gives me a nice feeling inside. And I like to give and receive gifts. Its a nice time of the year. I would Santa Claus to arrange a nice vacation for me and my whole family in the Bahamas.



Jerry Lang

Christmas is a complete waste of time and money. Its a nice fairytale for children. It only encourages the myth that western civilization has believed in for two thousand years. Santa Claus! well he can bring me next year's diary. . . completed.



Susan Gentis, Social Science

I think the whole idea of Christmas is too commercialized. Somewhere along the line it got adulterated. We should go back to what it really represents. Instead of buying gifts we should learn to enjoy each other. I would like Santa Claus to bring me peace of mind.



Vickie Neill, Criminal Justice

Its too commercialized and people put too much emphasis on gifts. It should be simple like it used to be. . . pop corn on Christmas trees and hot buttered rum in front of fireplace. All I want from Santa Claus is a logcabin on Mammoth mountain.

IT'S NOT TOO LATE TO APPLY FOR FEDERAL GRANTS

Over one million students have applied for the Federal Government's Basic Educational Opportunity Grants so far this year, and it is still not too late to apply.

First or second year students can get between \$50 and \$1,050 to help with educational expenses. Basic Grants provide eligible students with a "floor" of financial aid which can be used at any one of over 5,000 eligible colleges, junior colleges, vocational or technical schools, career academies, or hospital schools of nursing. It costs nothing to apply for Basic Grants, and they never have to be paid back.

Before applying for a Basic Grant, students must meet three important criteria:

—be enrolled full time at an eligible institution of post-

secondary education;
—be a U.S. citizen or permanent resident;
—be enrolled in postsecondary school after April 1, 1973.

Eligibility for Basic Grants is determined by a formula which measures financial need. This formula, applied uniformly to all applicants, takes into account such factors as family income and assets, family size, number of family members in postsecondary school, and social security and veterans' special educational benefits.

To apply for a Basic Grant, students must fill out an "Application for Determination of Basic Grant Eligibility". These applications are available from the school's financial aid officer, or by writing Basic Grants, Box 1842,

Washington, D.C. 20028. Even if a student has applied for other financial aid, he or she must fill out a separate application for a Basic Grant. Four to six weeks after submitting an application, you will receive a "Student Eligibility Report," which notifies you of your eligibility. The amount of the grant depends on financial need and the cost of the school which you are attending. The student must take this report to the financial aid officer to find out the amount of the award.

Ask the financial aid officer now about Basic Educational Opportunity Grants. They could provide a foundation to build on.



Pots and Mugs were a hot item at last weeks Student Art Sale

Student "Who Learned Nothing" Sues College

(CPS) — An undergraduate student has filed suit against the University of Bridgeport (CT) claiming that she learned "absolutely nothing" in a course she took last spring.

She is asking for a tuition refund and damages for wages lost and time spent traveling to school to take the course.

Irene Ianniello, a business education student, said she felt her course in "Materials and Methods of Teaching in Secondary Education" was an "insult to her intelligence." She filed suit in small claims court in August, but the case was referred to a circuit court and has not yet been heard.

Ianniello has contended that too much time was spent in the course going over material in the text, and that she learned nothing she didn't already know. She has advocated that the University of Bridgeport either lump together all methods courses into one survey course or else not force students to take them at all.

"The University has to be made to offer quality education," she declared. To force the university to

act, she has encouraged fellow students to boycott methods courses. "On no level do students have recourse to the University for courses that are a waste," she complained.

Ianniello also said that most education courses, not just those in methods, are "easy A's" and essentially worthless. "Some colleges don't offer education courses and you get a degree in something else. This has a lot more validity."

A spokesman for the University brushed off Ianniello's charges by saying "this is simply a case of the age-old conflict between education and liberal arts programs."

Despite her suit, Ianniello said she felt that the university is not worried and that a new suit might have to be filed on the basis that the school did not render promised services of providing an education.

According to University Vice-President Warren Carrier, the school has maintained that it has an obligation to offer the course and provide the instructor, but it takes no responsibility for what is taught in the classroom.

P.E. Lockers Must Be Cleared By Dec. 17

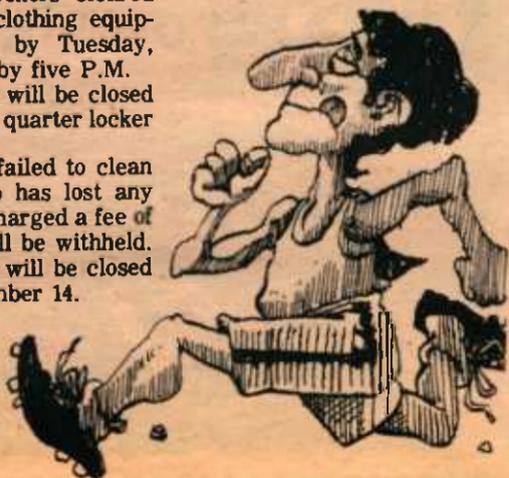
By Allen Trask

All participants in P.E. activities must have their lockers cleared and all locks and clothing equipment checked out by Tuesday, December 17, 1974 by five P.M.

All P.E. facilities will be closed Dec. 18-20 for end of quarter locker clearance.

Anyone who has failed to clean their locker or who has lost any equipment will be charged a fee of their transcripts will be withheld.

All P.E. facilities will be closed on Saturday, December 14.



FOUNDATION FOR THE CALIFORNIA STATE COLLEGE, SAN BERNARDINO
STATEMENT OF CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 1974

	TOTAL	GENERAL FUND	EXPENDABLE RESTRICTED FUND	STUDENT LOAN AND SCHOLARSHIP FUND	ENDOWMENT FUND	AGENCY FUND	PLANT FUND	AUXILIARY FOOD SERVICE	ACTIVITY BOOKSTORE	FUNDS
BALANCE, JULY 1, 1973	\$385,627	\$16,853	\$24,784	\$14,017	\$233,158	\$3,358		\$3,310	\$90,147	
INCREASES										
Net income from Auxiliary Activities - Exhibit "g"	26,667									26,667
Indirect cost reimbursements	8,061	8,061								
Transfers from other funds	11,943	5,500		8,516			\$2,927			
Dividend income	5,192		258		4,934					
Interest income	4,115	2,277	856		982					
Farm income	3,864				3,864					
Conference income - Net	7,663	2,619	5,044							
Donations received	12,801		7,600	400	4,801					
Scholarship and loan funds received	15,297		200			15,097				
Child care center funds received	13,900					13,900				
Gain on sale of investments	1,108				1,108					
Transferred from completed grants	6,615							6,615		
Other funds received	4,416		553	37		3,826				
Total Increases	121,622	13,437	14,511	8,953	13,499	33,823	9,342		28,647	
DECREASES										
Net loss from Auxiliary Activities - Exhibit "g"	143									143
Administration of grants and contracts	14,337	14,334								
Management Center	4,455		6,455							
Transfers to other funds	11,943	2,927		500	8,516					
Collection cost and provision for doubtful notes	111			111						
Scholarships paid	21,589			9,280		12,309				
Scholarships payable	3,215					3,215				
Other fund balances paid or payable	12,733		8,762			3,973				
Farm expenses	1,174				1,174					
Transferred to California State Colleges for cafeteria equipment replacement	1,310								1,310	
Transfer of Student Emergency loans to California State College, San Bernardino	8,471			8,471						
Total Decreases	79,486	17,261	13,217	18,362	9,690	19,497			1,439	

EXHIBIT "B"
Page 1

FOUNDATION FOR THE CALIFORNIA STATE COLLEGE, SAN BERNARDINO
STATEMENT OF FINANCIAL CONDITION
JUNE 30, 1974

	TOTAL	GENERAL FUND	EXPENDABLE RESTRICTED FUND	STUDENT LOAN AND SCHOLARSHIP FUND	ENDOWMENT FUND	AGENCY FUND	PLANT FUND	AUXILIARY FOOD SERVICE	ACTIVITY BOOKSTORE	FUNDS
ASSETS										
On hand and in commercial accounts	\$28,982	\$2,563	\$18,769	\$752	\$1,754	\$502		\$359	\$4,283	
Savings accounts	73,615	13,646	17,607	2,500	2,137	20,300		1,858	15,367	
Certificates of deposit	48,503								48,503	
	151,100	16,209	36,376	3,252	3,891	21,002		2,217	68,153	
RECEIVABLES										
Grants	26,059		26,059							
Accounts	25,366	125	260							
Student loans	1,415			1,356	1,270	\$9		5,038	18,673	
Other funds	3,798	1,298	2,500							
Accrued interest	3,124	80	356							
	59,762	1,503	29,175	1,356	1,270	\$9		5,038	21,381	
MERCHANDISE INVENTORY										
	53,260								53,260	
PREPAID INSURANCE										
	167	45								122
DEFERRED INTEREST										
	836				836					
Total Current Assets	285,123	17,757	65,551	4,608	5,997	21,061		7,255	142,894	
LONG-TERM INVESTMENTS										
(Market value \$202,139)	241,312		8,352		233,160					
PROPERTY AND EQUIPMENT										
Furniture and fixtures	9,023						\$1,845		7,178	
Equipment	12,739						7,697		5,042	
	21,762						9,542		12,220	
Less: Accumulated depreciation	(3,027)								(3,027)	
	17,735						9,542		9,193	
Construction in process	2,095								2,095	
	19,500						9,542		9,958	
TOTAL ASSETS	526,137	\$17,757	\$73,903	\$4,608	\$239,157	\$21,061	\$9,542	\$7,255	\$152,854	
LIABILITIES AND FUND BALANCES										
PAYABLES										
Grants	\$35,944		\$35,944							
Scholarships	3,215					53,215				
Accounts	49,540	\$1,777	7,706			662		85,406	833,891	
Deposits	500					500				
Taxes	2,500	431							2,169	
Other funds	3,798	3,500	1,293							
Accrued revenue	2,877		2,877							
Total Current Liabilities	98,374	4,708	47,823			4,377		5,406	34,060	
BALANCES - Exhibit "B"	427,763	13,049	26,078	\$4,608	\$239,157	16,684	11,342	1,849	115,794	
TOTAL LIABILITIES AND FUND BALANCES	\$226,137	\$17,757	\$73,903	\$4,608	\$239,157	\$21,061	\$9,542	\$7,255	\$152,854	

The accompanying notes to financial statements are an integral part of this statement.

EXHIBIT "B"
Page 2

	TOTAL	GENERAL FUND	EXPENDABLE RESTRICTED FUND	STUDENT LOAN AND SCHOLARSHIP FUND	ENDOWMENT FUND	AGENCY FUND	PLANT FUND	AUXILIARY FOOD SERVICE	ACTIVITY BOOKSTORE	FUNDS
NET CHANGE IN FUND BALANCES										
Increase (Decrease)	\$62,125	(\$3,926)	\$1,294	(\$9,409)	\$1,299	\$13,326	\$9,542	(\$1,157)	\$28,647	
BALANCE, JUNE 30, 1974	\$427,763	\$13,049	\$26,078	\$4,608	\$239,157	\$16,684	\$9,542	\$1,849	\$115,794	

The accompanying Notes to Financial Statements are an integral part of this statement.

"AS THE PLATTER TURNS" Chapter LXXIV

by Bruce Scott

Verily, the winter is closing in around us and we are in need of solace...and what better solace than that of music, said to soothe the salvaged yeast? One good ear-opener is Michael Fennelly's **LANE CHANGER** (Epic) which sports some amazing Zombie sidewalls, mostly plied on by Christ White's far-along production. Fennelly's not just an AM slot-shuter, either, and he may sound cleaner than in his Crabby Appleton days, but he's also a lot smoother. His vocals, as with the **Zombies**, are delightfully wierd.

I should also (and so will) plug **Wishbone Ash** and their fifth album, **LIVE DATES** (MCA). There are some bands that are just album bands, groups that only get across on extended track formats made available by LPs; of these, **Wishbone Ash** is one of the best. So when you sit down by your clunkety \$650 stereo complex to listen to **KMEN**, remember that you'll never hear **WA** at their best that way. Probably the best thing you could do would be to steal the dice from your monopoly set and roll somebody for one of **Wishbone's** five LPs — and hope that you get **LIVE DATES** rather than its studio predecessor, **WISHBONE FOUR**.

While sitting around stoned (Waitaminut! Can I say that in a family newspaper?). . . While sitting around stoned last night, I chanced to put on a few stacks of LPs to await the millenium and discovered that I thought **WAITING FOR LITTLE MILTON**

had far-out soul vocals (Stax, my friends) but found that **Little Sonny** (alias, Aaron Willis) is unquestionably the greatest blues harmonica player. I've got three of **Little Sonny's** albums (**BLACK & BLUE**, "**HARD GOIN' UP**" and **NEW KING OF THE BLUES HARMONICA** — all on Enterprise) and find his countrified city soul more pleasing to the ears than anything **Butterfield** or **Mayall** or **Kingsy** or anybody else has ever blown. Of the three, **NEW KING OF THE BLUES HARMONICA** rates the highest, having fewer repetitive riffs and more diversity of material.

A friendly dude who's had more than his share of let-downs (He was slated to join **David Crosby** in **Crosby, Stills & Nash**, but "Dave took a plane to Chicago the next morning with no explanation"; he was supposed to be lead singer for **Blood, Sweat & Tears**, and that didn't work out; and **Bob Dylan** asked him to play on the **HIGHWAY 61** album, but **Buzzy's** manager at the time said, "It won't get you anywhere.") is **Buzzy Linhart**, a song-writer ("**The Love's Still Growing**" by **Carly Simon**; "**Friends**" by **Bette Midler**) and ex-folkie who has come-out with an ambitious album, **PUSSYCATS CAN GO FAR** (Atco) that has some brilliant moments, lacking only forcefulness to push it out of the "ambitious" category and into the "realized." The production, by **Barry Beckett** and **Roger Hawkins**, seems loose at the seams.



Buzzy Linhart — Atco Records

Buzzy has charm and talent; but there's a bit of naivety floating in the flotsam that makes **PUSSYCATS CAN GO FAR** less than perfect. The LP is good, though, and can dajole someone's attention through several listenings. As backup, **Buzzy** has the **Muscle Shoals** gang — and a beautifully wrought clarinet solo by **Kirby Campbell** on the foxtrot "**See You Again**." **Herbie Mann** contributes the sound of a wastebasket struck by a baseball bat on "**Shoo That Fly**." **Buzzy's** favorites — songs he wrote for the Off-Broadway show, "**The Trials of Oz**," "**Friends**," "**Talk About A Morning**" and "**The Love's Still Growing**" — are mine as well.

Once upon a time, there was a Welsh band with a San Francisco sound called **Man**. And once upon a teacup, there was a spirited hobbitish group called **Help Yourself** (whose **BEWARE THE SHADOW** (United Artists) comes highly recommended). Once upon a reincarnation, the best of each somehow wound-up united in a new **Man** and created **RHINOS, WINOS & LUNATICS** (United Artists). And it was good. **Deke Leonard**, **Man** vocalist returned out of the past, matches his blazing guitar work and layered vocals with ex-**Help Yourself** leader **Malcolm Morley**. In totality, the five-man **Man** band offer expanding music (in the early **Dead-Quicksilver** vein) with beauty, irony and energy.

Play them Platters & Om Shanti!

The Vinyl Shortage

by John Woodhouse

Before we settle into the heart of the matter, a little snippet of rock news might be in order. If you've been waiting with baited breath for the release of the new **Led Zep** album, wait on, because the word is that it won't be released till next year. The reason? Too much money for comfort. **Warner Brothers** has made so many dollars this year that the release of a hot item would lead to a prohibitive amount of taxation. Nice to know some ones rolling while the unemployment lines grow!

"Odds and Sods"

The Who
MCA2126

Undoubtedly the **Who** are the greatest live rock and roll band in the world and they are with us again, though this time the material is used. As the title implies, this new work is a bunch of odds, and sods. While the rest of the lads were engrossed in various projects, nifty **John Entwistle**, was rummaging through the reject bins. "**Odds and Sods**", is the result of that endeavor and comprises 11 tracks of old **Who** material, cut between 1964 and 1972. As this is the 10th anniversary of the band, what better idea for a celebration than a brief retrospective exhibition.

Rather than a motley collection of random discards, "**Odds and Sods**" offers an intriguing glimpse into the story of the tempetuous rise of the only mid 60's rock band which has survived the decade intact. It's almost a case history of how a group etched out a distinctive musical style. The off from **Slim Harpo's** 'Got love if you want it'. A classic R&B shuffle, it gives not hint of the instrumental fury which would characterise the

Who's latter work. From the mid-60's we leap to 1969 and a couple of witty numbers which were to have been released on an E.P. 'Now I'm a farmer' and 'Postcard' both exhibit the droll humor which has contributed to the band's greatness. Somehow on 'Postcard', they cynically put down Germany, America, Australia and Italy in typical English chauvinist fashion and then get away with it.

Extracts from other abandoned projects are enclosed. **Townsend's** abortive "Lifehouse" film produced the powerful 'Too much of anything', a harrowing tale about the horrors of excess, dedicated posthumously, to the guy who died from guzzling too much carrot juice! Then the "Rael" theme amply demonstrated on "Tommy", crops up again on 'Glow Girl', a surreal rock air crash song with a happy reincarnation ending.

The album closes with 'Long live rock', the ultimate, definitive exposition of the **Who's** majestic brand of rock and roll—a combination of scorching guitar chops and frenzied drum breaks aided by **Daltry's** soulful screaming. "Long live Rock. I need it every night. Long live Rock...Be it dead or alive!" Lets hear it for 10 more years!

"Cook"
Premiata Forneria Marconi
Manticore MA6-502S1

P.F.M. is an Italina rock band firmly grounded in a modern interpretation of classical music. "Cook" is a live album recorded jointly at **Toronto University** and the **Schaefer** music festival in New York, two stops on their recent Stateside tour. This recording will certainly increase their following which has rapidly expanded with

the release of their 2 previous albums—"PFM" and "The world became the world", so that they will soon be a clearly, recognizable commodity.

Without a doubt their chief mentors are **Emerson**, **Lake** and **Palmer** and to a lesser extent, **Yes**. Similar dazzling keyboard attacks are demonstrated, though **PFM's** version employs an enchanting electrical accordion. The incapacious sobriety which has characterised this musical style is present in **PFM's** work, but thankfully the heavy handed Prussian stoicism of many German imitators is noticeably absent.

Surprisingly, there are some extremely mellow moments on the album. 'Dove-Quando' is a pleasant love song marked by a tasteful baroque acoustic guitar. The pace picks up with an extended version of their hit single, 'Celebration', a wild pastiche of the diffuse elements of contemporary music. Side two expands the heavy metal thesis with a frantic jazz improvisation a la **Mahavishnu Orchestra** then closes with 'Alta Loma 9 till 5'. This 15 minute instrumental opens on an interesting note with some inspired electric guitar work, then proceeds to collapse with a turgid rendition of **Rossini's** "William Tell Overture." Herein lies their millstone. Overall **PFM** produce many bright moments, but there are partly strangled by their insistence on upgrading classical masterpieces. Some things are best left untouched and **PFM** is having a hard time learning.

"David Live"
David Bowie
RCA CPL2-0771

David Bowie is one of the most controversial pop musicians

around. In terms of acceptance there is no median point, you either adore or hate him. Perhaps such an emotion has arisen from his astute exploitation of the desires of youth rebel and cast off the mundane trappings of their alienated 20th Century world. Young people appear to require idols who are both of their ilk and beyond it. Whereas other musicians may suffice, **Bowie** transcend them with his self imposed stardom, offering a publicity image which is sublimely decadent, sexually ambiguous and rooted in fantasy, his concerts almost become a communion

between god and his supplicants. If this tale sounds familiar you might wonder how many times **Bowie** has studied the exploits of **Michael** in a "Stranger in a strange land."

Treated as a whole, "David Live" is rather depressing. Now and again a few sparks fly but generally it sinks into morbid mediocraty. One problem of course is the concept of a live album. What can sound like magic in the concert hall, can sound awfully dreary in the anonymity of your own living room. Few performers have been able to successfully overcome this hurdle - the **Who** did it on "Live at Leeds", as did **Big**

(Cont. on Pg. 19)

SPECIAL OFFER INSIDE THIS ISSUE!



CAPITOL TIRE
SALES

WAREHOUSES, INC.

Special Offer Inside This Issue!

SPECIAL REPORT

Student-Teacher Evaluations Completed

A.S.B. EVALUATED 37 GENERAL STUDIES COURSES — HERE ARE THE RESULTS FOR YOUR REFERENCE!

A.S.B. Student Teacher Evaluation Committee Final Report

First of all A.S.B. wants to thank all the Professors that participated in this survey. These evaluations were given in class only with the cooperation of each individual instructor. This evaluation was not mandatory. In the final analysis it is these instructors who made this survey possible. We also owe a debt of gratitude to the 36 students who administered and helped tabulate forms.

A.S.B. attempted to evaluate all required general studies courses offered this quarter. A significant majority of these courses were evaluated, but because of a lack of time we did miss a few classes. Those classes we will try to evaluate next quarter. The professors who declined our evaluation are professors Bas, Campbell, and Wilson. What we ended up with is 37 classes, 33 participating instructors, and a total of 886 forms. All of the forms were tabulated, we did not use

random sampling. So if you filled out a form for us your feelings are in this data.

The results of the evaluation are laid out in the following manner. The verticle numbers, 1-8, are the question numbers. In order to see what the question is, refer to the form. Question No. 9 on the form we did not include with this data because of the varying responses in each class. The first horizontal number, under "number of responses", is how many valid forms we received from that class. The next horizontal number, 1-NA, are the rating numbers. One means poor, five is excellent, and N-A means not appropriate. The numbers beneath the rating numbers are the percentage of each class that rated the instructor that particular rating. The figures which are in percentages have been, when necessary, rounded off in the normal fashion to the closest whole number. For example, in Professor Egge's Biology 100 class, on question number eight, 50 per cent of the students rated the instructor 5, which stands for excellent.

The purpose of these evaluations is to help students with their scheduling. We hope that they provide some benefits to instructors also. Our committee is the first to realize the limitations of any evaluation. We hope to make it clear to students that we do not consider this evaluation to be the gospel truth about any instructor. The factors that limit the absolute validity of an evaluation are really too many to go into in the space we have here. Neither are we trying to say that our evaluation is invalid or false. What we are trying to say is, take this data with a bit of salt, as people would with any large mass of statistics. In any event we hope that this survey will be of some assistance to you.

A.S.B. hopes to be conducting another series of evaluations during the Winter Quarter. The only thing that limits the size and scope of our evaluations is people power. If you would like to help with this project please call ext. 347, and leave a message with Kevin Gallagher, A.S.B. Vice President.



A.S.B. STUDENT TEACHER EVALUATION FORM

On a scale from one to five, one being poor, two-needs improvement, three-average, four-good, and five-excellent, evaluate your course and instructor. If a question is not appropriate to your course please fill the blank with N-A. Be sure to fill in your instructor's name, course title, and class meeting time.

The results of this evaluation will be published and made available to all students.

COURSE TITLE INSTRUCTOR MEETING TIME

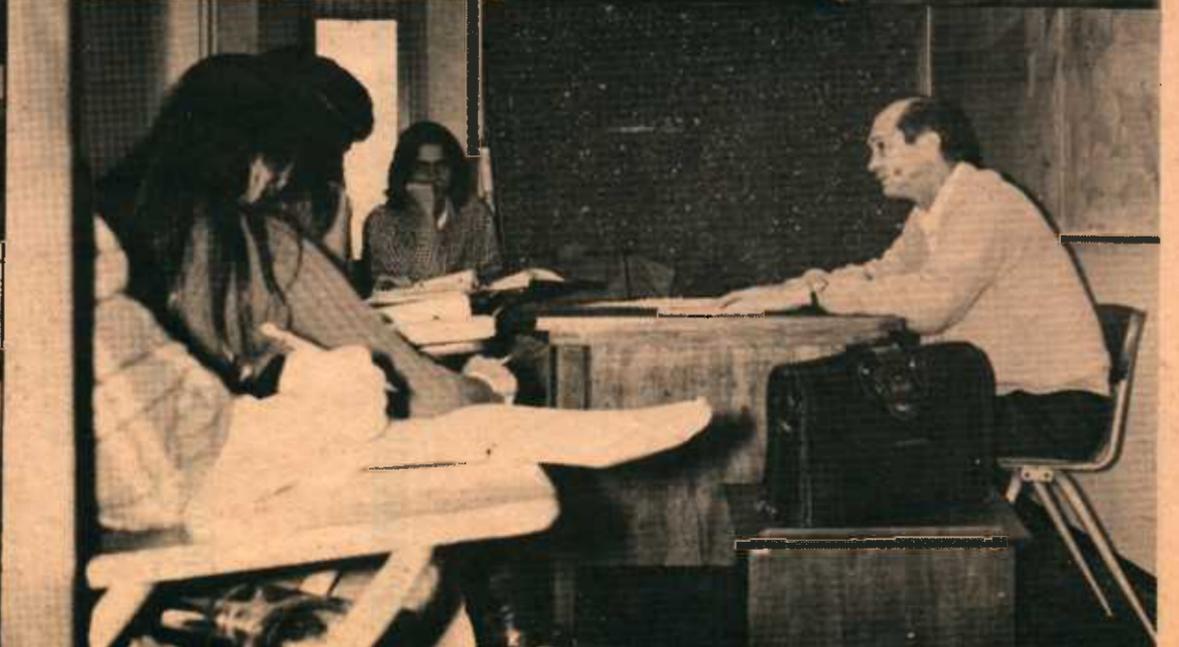
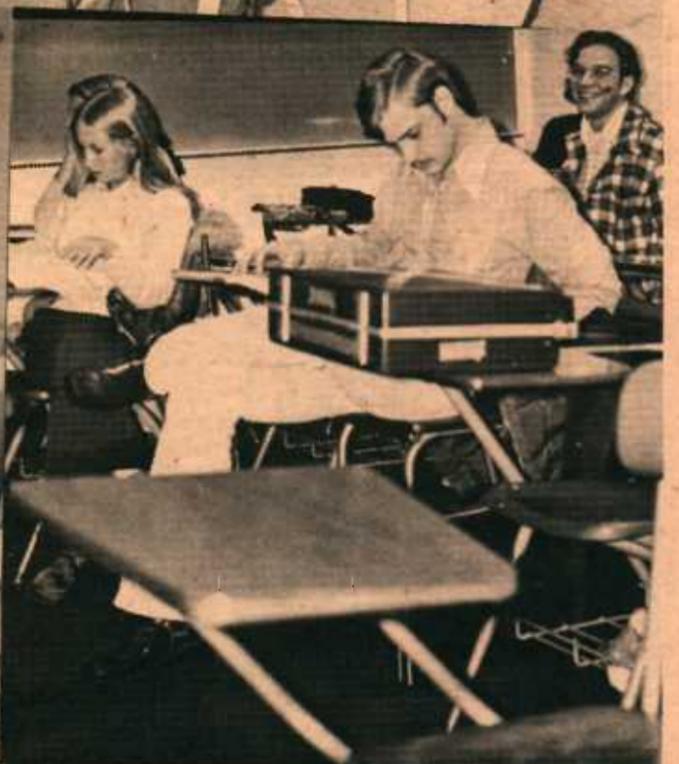
1. Choice of materials and texts: Interesting, organized, and written at a level appropriate to the course in question? _____
2. Test: Fair and comprehensive? _____
3. Grading: Objective? _____
4. Offers constructive criticism, and explanations on grades when necessary? _____
5. Preparation: Organized, thorough and clear? _____
6. Overall lecturing technique? _____
7. Availability: Posts office hours and is available during these hours, assists students outside the classroom? _____
8. Personally, can you communicate and relate with your instructor? _____
9. Additional comments useful to the A.S.B. Student Teacher Evaluation Committee.

QUESTION NO.	NO. OF RES-PONCES	PERCENTAGES					COURSE TITLE	INSTRUCTOR
		1	2	3	4	5		
17							Eng110	Slusser
1.	12	5	6	59	18			
2.	12	30	42	16				
3.	5	23	65	7				
4.	12	5	23	43	12	5		
5.	5	23	54	18				
6.	5	30	42	32				
7.		24	46	18	12			
8.	5	12	24	41	18			
44							Eng 170	Schroeder
1.	2	9	23	48	18			
2.	2	5	18	50	25			
3.	2	2	25	45	28			
4.	2	9	25	37	25	2		
5.	5	9	31	38	17			
6.	7	9	43	32	9			
7.		18	27	48	7			
8.	9	14	18	34	18	7		
3							Flang 450	Switzer
1.			33		67			
2.			33		67			
3.		33		67				
4.		33	33		33			
5.			67	33				
6.		33		67				
7.		33	33		33			
8.		67		33				
7							Flang 450	Clark
1.			43	57				
2.		15	57	28				
3.		15	42	43				
4.		15	42	28	15			
5.			43	57				
6.			85	15				
7.			57	28	15			
8.			43	57				
13							Fren 101	Madsen
1.		8	62	30				
2.			38	62				
3.			46	54				
4.		8	30	62				
5.			23	77				
6.				100				
7.		8	84	8				
8.		8	92					
12							Germ 101	Bovell
1.		8	42	50				
2.		8	50	42				
3.		8	33	59				
4.		8	25	67				
5.		16	42	42				
6.		35	33	42				
7.	8		25	67				
8.	8	8	58	34				
15							Hlsci 120	Cappel
1.		7	33	60				
2.			53	47				
3.			33	67				
4.		7	33	60				
5.		7	13	80				
6.		7	7	86				
7.		7	7	86				
8.			20	80				
32							Hum 470	Oliver
1.	3	3	34	28	32			
2.	3	25	25	25	22			
3.			25	38	37			
4.			25	34	31	10		
5.		9	22	31	38			
6.	3	9	16	34	38			
7.		16	31	47	6			
8.	6	19	31	44				
19							Math 100	Kraushar
1.		5	37	32	26			
2.	5	21	37	26	11			
3.			42	37	16	5		
4.	5	32	16	21	21	5		
5.		32	26	32	10			
6.	5	32	32	26	5			
7.		16	26	53	5			
8.	11	21	26	16	26			
20							Math 100	Murphy
1.		15	25	50	10			
2.		10	40	50				
3.		15	35	45	5			
4.		15	30	50	5			
5.		10	35	55				
6.			30	70				
7.		15	20	55	10			
8.		5	25	70				
21							Math 100	Stein
1.		9	41	45	5			
2.		24	33	43				
3.		24	33	43				
4.		9	19	72				
5.	5	9	33	53				
6.		9	28	67				
7.		9	19	67	5			
8.		14	19	67				

QUESTION NO.	NO. OF RES-PONCES	PERCENTAGES					COURSE TITLE	INSTRUCTOR
		1	2	3	4	5	NA	
75							SSci 150	Goss
1.		6	28	45	21			
2.		17	40	36	7			
3.		1	3	16	53	25	2	
4.		3	4	20	36	29	8	
5.		4	12	30	54			
6.		1	4	13	40	42		
7.		1	16	39	34	10		
8.		4	5	19	36	31	5	
16							SSci 155	Pangalula
1.		6	44	25	6	19		
2.		19	13	31	19	18		
3.		6	13	37	31	13		
4.		19	13	31	66	19	12	
5.			37	25	13	25		
6.		13	13	31	25	18		
7.		6	50	13	13	6	12	
8.		13	19	31	19	18		
12							Span 101	Bolinger
1.		8	33	59				
2.			42	58				
3.			33	67				
4.		8	42	50				
5.			25	75				
6.			25	75				
7.			25	66	9			
8.			33	67				
8							Span 101	McQuiddy
1.		50	25	13		12		
2.		12	75	13				
3.		12	38	50				
4.	12	25	25	38				
5.		12	75	13				
6.		37	63					
7.			50	50				
8.		12	50	38				

QUESTION NO.	NO. OF RES-PONCES	PERCENTAGES					COURSE TITLE	INSTRUCTOR
		1	2	3	4	5		
7							Math 110	Krausher
1.		43	15	28	15			
2.		43	15	28	15			
3.			28	57	15			
4.				58	42			
5.			28	43	29			
6.		15	15	70				
7.				57	43			
8.			15	57	28			
13							Math 110	Lichtman
1.		23	8	38	15	16		
2.					54	46		
3.			8	46	46			
4.			8	46	46			
5.			33	38	29			
6.			15	30	55			
7.				46	54			
8.		8	8	46	38			
13							Math 110	Orr
1.			38	38	24			
2.			8	38	54			
3.			23	23	54			
4.			31	8	61			
5.			8	38	54			
6.			8	30	62			
7.		8	15	23	54			
8.			23	30	47			
96							NSci 300	ManTei
1.		1	6	29	49	15		
2.		1	22	23	44	10		
3.			4	26	40	29	1	
4.		4	6	35	31	16	8	
5.		4	22	32	29	13		
6.		3	18	31	37	10	1	
7.			1	31	34	23	11	
8.		8	6	28	23	26	9	
16							Phil 105	Spader
1.			13	68	13	6		
2.			19	44	37			
3.				54	38	6		
4.			13	6	63	18		
5.			13	44	36	7		
6.		6	3	56	6	13	6	
7.				25	38	37		
8.		6		13	75	6		
34							Phil 190	Garver
1.		6	15	32	29	18		
2.			15	26	35	9	15	
3.		3	6	53	26	12		
4.		6	12	32	32	18		
5.		6	15	20	44	50		
6.		3	3	32	26	30	6	
7.		3		25	47	16	9	
8.		3	9	35	24	26	3	
24							Phys 100	Kellers
1.		8	13	29	38	12		
2.			8	21	50	21		
3.			4	4	42	50		
4.			12	13	29	46		
5.		8	12	33	33	14		
6.		12	8	29	38	13		
7.			4	4	38	50	8	
8.		4	4	21	20	51		
8							Phys 211	Liu
1.			38	25	25	12		
2.			12	62	26			
3.				50	50			
4.		38		50	12			
5.			12	75	13			
6.			25	75				
7.		12		38	50			
8.		25	25	50				
23							Phys 111	Ikenberry
1.		9	13	26	44	8		
2.		5	13	30	35	17		
3.		9		17	37	37		
4.		5	13	34	34	9	5	
5.		17	25	25	20	13		
6.		17	5	42	30	6		
7.		6	5	40	44		5	
8.		5	20	30	34		11	
60							SSci 140	Smith
1.		2	25	40	33			
2.		2	15	27	35	21		
3.		2	7	22	40	29		
4.			3	33	30	30	4	
5.				17	33	50		
6.			3	13	40	44		
7.			2	13	35	42	8	
8.		7	20	37	20	16		
14							SSci 146	Roberts
1.			7	14	43	36		
2.			14	36	36	7	7	
3.		7	7	28	22		36	
4.			14	7	14	22	43	
5.		6		7	22	22	43	
6.		7		14	50	29		
7.				31	48	23	8	
8.		8	23	23	46			

QUESTION NO.	NO. OF RES-PONCES	PERCENTAGES					COURSE TITLE	INSTRUCTOR
		1	2	3	4	5		
55							Bio. 100	Egge
1.			5	11	49	33	2	
2.			2	15	35	46	2	
3.			2	24	37	35	2	
4.		2		25	25	44	4	
5.				8	38	54		
6.			9	9	29	53		
7.				12	25	59	4	
8.		2	4	13	29	50	2	
23							Chem 205	Pederson
1.				4	48	48		
2.				13	52	35		
3.				13	48	39		
4.		4		13	44	39		
5.				4	44	52		
6.				4	52	44		
7.				4	17	79		
8.				8	57	35		
48							Chem 215	Petrucci
1.			13	23	46	18		
2.			6	27	40	27		
3.			15	12	39	32	2	
4.			2	29	25	42	2	
5.				15	37	48		
6.		4	6	13	37	40		
7.		2	6	25	25	31	11	
8.		2	8	29	29	30	2	
12							Dram 120	Caputo
1.					42	58		
2.					33	25	42	
3.					25	67	8	
4.				8	17	75		
5.			8	8	42	50		
6.			8	8	42	50		
7.			8	25	17	50		
8.			8		17	75		
14							Dram 120	Slout
1.				50	29	21		
2.				21	29		50	
3.		7	43	36	7	7		
4.			29	14	28	29		
5.		7	7	36	36	14		
6.				50	38	12		
7.				38	43	19		
8.			14	21	21	37	7	
29							Dram 250	Barnes
1.		3	3	21	45	28		
2.				11	14	3	72	
3.		3	3	21	42	14	17	
4.		3	3	17	21	42	14	
5.			3	31	34	32		
6.			7	24	42	27		
7.			3	7	38	52		
8.			10	14	24	52		
17							Eng. 101	Gifford
1.		6	18	41	24	11		
2.			6			6	88	
3.		12	6	24	35	23		
4.			23	11	31	35		
5.		6	12	35	30	17		
6.		6	23	23	17	31		
7.			6	17	41	36		
8.		17	17	17	24	25		
17							Eng 101	Golden
1.			12	18	65	5		
2.				6	6		88	
3.			5	12	12	6	65	
4.			6	12	41	41		
5.			5	12	65	18		
6.			6	24	29	41		
7.				11	18	71		
8.			6	53	41			
17							Eng 101	Hartung
1.		6	18	18	35	23		
2.		6	6		29	6	53	
3.		6	35	24	29	6		
4.		12	18	6	29	35		
5.		12	12	35	12	23	6	
6.		6	18	29	41	6		
7.		18		35	12	29	6	
8.		35	12	23	18	12		
14							Eng 101	Myers
1.			7	21	51	21		
2.				35	16	28	21	
3.			16	40	28	16		



The God-Father's Son

by Wayne R. White

In our previous communiques we briefly discussed the reality of the existence of God. We discovered that through an inherent insight all know that God exists. The divinity of Christ (how, in fact, we know He is God) was also a point of discussion. These facts were all vindicated by scripture. But as was stated, He was also a man. A God-man. Jesus Christ had a dual nature about Him. One often fails to discern the complete impact of what is meant by this duality of appearance.

Scripturally, evidence was presented to prove that Jesus is God: Hebrews 1:8, "...therefore God, even thy God..." John 10:28-30; "...I and my Father are one." Now let us consider Jesus' personification of man and answer the question: Was Jesus Christ a man?

Yes, Jesus Christ was a man also. In order to communicate and empathize with man, Jesus had to assume the character of man. This

humanity is seen throughout scripture in many situations specifically testifying that He was a man as well as God; a man-God. To verify this fact, one would automatically speculate on the life of Jesus and ask these questions: What confronted Him while He traveled from town to town teaching the will of God? What temptations did He encounter?

Reputable examples of these temptations are seen in Matthew 4:1-11 and in Luke 4:1-14.

Upon receiving the Holy Spirit of God through baptism, Jesus, to prepare Himself for his work, spent forty days and night in the wilderness. At the completion of His fast (the best possible time to be tempted, when a man is beyond his limits — tired and to the point of starvation), Jesus was in the company of Satan. In an effort to lure His love and obedience away from God, Satan enticed Jesus to make bread from stone, to worship him (Satan) and in doing so,

receive the riches of the earth. But Jesus resisted! Praise the Lord!

Many other representations of Christ's humanity are seen throughout scripture. He became thirsty: "After this, Jesus knowing that all things were now accomplished, that the scripture might be fulfilled, saith, I thirst." (John 4:6) The most tremendous assurance we have to ascertain the humanity of Jesus Christ is found in Hebrews 2:10; "For it became Him, for whom all things, and by whom are all things, in bringing many sons unto glory, to make captain of their salvation perfect through sufferings." Jesus Christ had to experience suffering. He had to suffer death! "When Jesus therefore had received the vinegar, he said, 'It is finished': and bowed his head and gave up the ghost." (John 19:30)

Let us now consider his human characteristics before His baptism.

Jesus didn't just pop in (so to

speak) as one would speculate a God to appear. He was borned unto this world in a manner common to all living things. He grew as a normal human being as referred to in Luke 2:52 "And Jesus increased in wisdom and stature, and in favor with God and man." Jesus wasn't born a philosophical genius; **H HAD TO GROW, MATURE AND INCREASE** His genius; He had to grow, mature and increase his wisdom and knowledge just like everyone else.

In the midst of my research another enlightening fact appeared.

Many years of Jesus' life were unaccounted for in the New Testament. "Probably he worked (with Joseph) as a carpenter to help support the family. He always had the strongest sympathy for the poor and humble, the kind of sympathy that comes from firsthand experience." (A Reader's Guide to Exploring the Bible, page 13).

"Jesus is man, and yet He is

more than a man. He is not God and man, by the God-man. He is God in human flesh. His two natures are bound together in such away that the two become one, having a single consciousness and will." (The Christian Life in New Testament with the Psalms, page 264). God as a man showed us that with Jesus as our example, we would and can obtain perfection. Jesus did not obtain that perfection through His own works (which He undoubtedly could perform), but chose that which only man had access to. With the limitations and weaknesses of a man, He was victorious through prayer and the placing of His trust in God the Father.

In continuing with this particular format, next week, we shall discuss the reason why Jesus Christ died, His resurrection, and ascension. If you have further questions please contact me at 862-1026.

Christmas Concert Sunday

Respighi's lovely "Laud to the Nativity" and Holst's "2nd Suite in F," based on old English country tunes, will be among the selections in a Christmas concert Sunday evening, Dec. 15 at California State College, San Bernardino.

The Cal State Concert Band, formed this year, will join the Concert Choir and Chamber Singers in presenting the musical program, titled "Venite Exultemus," meaning come with joy.

The public is invited to the concert, which begins at 7:30 p.m. in the Lecture Hall of the Physical Sciences Building.

Dr. Arthur Moorefield, chairman of the music department, has formed the new Concert Band. Loren Filbeck, assistant professor of music, directs the Concert Choir and the Chamber Singers.

Respighi's "Laud to the Nativity," the featured work of the concert, will be sung by the Concert Choir, with woodwind ensemble, piano and triangle.

Soloists will be Robin Brady of Rialto and Linda Knowles of San Bernardino, sopranos, and Joseph Coyazo, Redlands, tenor. All are Cal State music majors.

The composition relates the story of the birth of Christ, closing with an exciting "gloria" chorus.

Filbeck, who describes the selection as very beautiful, says, "While Respighi composed the piece in 1930, it is influenced by the 19th century opera tradition."

Selections played by the band in its first concert appearance include the Holst composition and

"Symphonie Militaire" by Charles Simon Catel, which is typical of the music played by 18th century military bands in the large palaces such as the Versailles and the Schoenbrunn in Austria.

Most of the English country tunes on which the Holst suite is based were collected in Hampshire County, south of London. The most familiar of these melodies is "Grenslieves," heard in the fourth movement.

A brass choir from the band will join the Concert Choir in the performance of Andrea Gabrieli's "Magnificent for Three Choirs," directed by Filbeck.

Editor Fired, Paper Shredded at Texas University

(CPS) — The entire November 11 edition of the University of Texas-Permian Basin student newspaper was recently removed from its printer's office and destroyed by the order of the college president.

College president B.H. Amstead said he objected to a letter to the editor in the recent edition of the Windmill which criticized the Texas Board of Regents. Amstead seized all 1300 printed copies of Windmill, had them shredded in the university's shredding machines and then fired the student editor, Joe Asbery.

Amstead at first claimed that

Asbery was fired because he was a university employee who had violated administrative wishes, but later stated that the student had never formally been appointed editor.

Windmill was originally established as a newsletter in 1973 operated by the public relations office.

But since Asbery became editor, the paper has run the flag: Windmill, "student newspaper of the University of Texas - Permian Basin." In addition, mass communications students staffed the paper during Asbery's editorship.

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Club

The waitress is not the dancer
 That eyes have made of her
 Enamel sets her face like precious
 stone
 The dimension of her loveliness
 A monument to glass and smoke
 The "diamond girl"
 Who would make blindmen of us
 all.

Michael Doran

A REAL SUNDANCE KID

What is it that excites me
 about ignorant men?
 Men with wide shoulders
 and narrow vocabularies.
 Guys who can't say
 what they feel.
 Unproductive men
 who spend their lives
 selling dope or
 smoking it wouthout
 making any profits
 so to speak
 hey never do
 speak that is
 stoned
 listening to
 the Stones
 in their secret
 Walter Mitty
 mustaches
 practicing
 being brave
 tough Marlon Brando's
 or made-up
 Mike Jagger's in
 white shark skin suits
 Blue jean men
 hung up on nature
 masquerading as
 ecologists
 driving 73 Ford Trucks
 with mag wheels
 TR3's like small
 lime green grasshoppers
 leaping into
 forests of women
 on birth control pills

Marcia Muldoon

Passing Days

When we part to seek our futures
 And if by chance we meet again;
 Remember me for my dreams
 And the wish to remain friends.
 If you smile on our yesterdays
 You've given me the sun in my
 hands.

Owen Sheeran

I made an appointment with a
 psychologist today to see what is
 happening on the second floor.
 The glazed windows up there play
 games wit my eyes and force me
 to wonder if the L.A. smog hasn't
 permeated this mountain
 retreat.

Laughter is obnoxious on the
 second floor and crying is a
 pastime behind closed bathroom
 doors.

Their cashmere sweaters won't
 keep out the rain I'm sure.
 So I made an appointment with a
 psychologist today to see what is
 really happening on the second
 floor.

Saj

Can Anybody

I am in an apartment
 with a shag carpet
 blue and green matching
 stove and sink
 on this Sunday saintless
 night
 wondering if anyone
 can hear me
 shrinking like a wet ant

English professors
 writing text books
 on Blake
 drown like this
 in offices
 researching dead men
 embalmers in funeral parlors
 of paperbacks
 Bus drivers in
 San Bernardino
 after 10 years down
 Arrowhead Avenue
 watching old ladies asses
 stuff up the doorways
 like great cotten balls
 drown like this
 women eating
 potatoe chips
 watching The Dating Game
 on Channel 2
 swallowing years on
 their hips
 drown like this
 secretaries driving Datsuns
 on freeways at 8 a.m.
 to airtight
 rooms of file cabinets
 donut breaks
 and coffee cups
 pregnant teenagers
 on heroin
 garbagemen

Hear Us?

telephone operators
 beauticians in the
 middle of permanents
 undertakers with
 death smells on
 their fingers
 drown in rooms
 too deep for breath
 priests kissing hosts
 with their throats
 of unasked doubting
 Mexican boys washing
 dishes at Italian restaurants
 mute as Mongoloids
 housewives
 cops eating Chicken
 sandwiches at Thrifty
 we are all gasping
 in the green of carpets.
 going blind in the
 blue of drapery
 or used car upholstery
 or dotted lines

drowning in despairs
 of wordlessness
 with our voices
 limp
 sinking out of sight
 of
 each other

you and I
 in apartments
 with headaches
 glasses of organge juice
 bags of dirty underwear

lonely and terrified
 of the hair on our bodies

marcia muldoon



When the Day Turns Into Night

Thinking, sometimes weeping,
 Wanting for nothing except the
 sound of your voice.
 I've become selfish
 Wishing to see you more often—
 To hold you a little longer.
 Mysterious feelings from far away
 Question my thoughts whether to
 become
 Another pawn
 In your soft and gentle hands.

Owen Sheeran

Leftovers

well this was the party
the house is homely with ten and ash
like a poc-marked 40 year old
cocktail waitress at 2 a.m.
everything is used

cigarettes wag their
round butts
burrowed in the carpet
nabbed as poisoned gophers
cigarettes
suffocating the green plant
by the window
huddling under the cedar chest
fractured as football players
after a losing game
cigarettes
mixing with fretos
and blue cheese dip
on the coffee table
crushed between the
Collected stories of Sherlock Holmes
unsocial as bookworms
sizzled into Richard Nixon's face
on the cover of Time magazine
smashed on Napoleon's
imported marble head
Venus's ivory shoulder
David's muscle-bound thigh
bent in the candle
shaped like a peace sign
in the dog dish
in the cat dish
in the fish dish
floating in the kitchen sink
like soggy toes
in the bedrooms
lurking like cockroaches
nestling in top dresser drawers
white bugs on
nylons yellow panites Playtex Living bras
in the bathtub
in the toilet bowl
stuffed inside
Ripple bottles
sunk in Coors cans
cans with their labels
telling everything
like an easy dude
in a red Corvette.
a 6 pack of forgetting
who you are
impressing
or
depressing
with your stories
about the cities
who lived in you
like empty cathedrals
the nights
you worshipped
whorey bedrooms
when you thought
god might still
have a chance
in bodies
that blessed
the agnostic religion
of your loneliness
the cans that met
your morning wounds
like swollen eyes
cans sucked dry
on deserts of parties
where love is an oasis
gone brittle
as towns without names

Marcia Muldoon



Photo by Keith E. Legerat

Needs

tired voices in the bar
where smoke is like a child's
fantasy
the cold sound of our voices
as real as peanut shells
the last song
ends of champagne
ends of senior proms
ends of you and
the woman I hide behind
the bars braless bitchy
please phone me
we are poor
but there is always
your place or mine
we are older than our faces
with tricks of believing
in our eyes
betrayals of need
not passed asking
for something
wasted
as love

Marcia Muldoon

For Some Strange Reason the Sun Rises Every Morning

Years ago it seems
We used to tolerate one another
Just to the point
Of acknowledgment above non-
existence;
Never gaining or losing in our
Prudent positions.

Now it seems our acknowledgment
Has become a reckless openness
lost in prudent positions.
Can I buy you a cup of coffee?
I may never had another chance
Or another dime.

Owen Sheeran

I drove to L.A.
for a Saturday night party
with the people.
They made some music together
and I watched unaware
from the mushroom clouds.
Wellesley Westwood parked his
Mercedes on someone's flower bed
and he dropped a \$50 dollar bill
in the garbage disposal.
Monty Malibu brought his
flaming red Jag and a
girl named Resdin from
Beverly Hills High.
A model took an overdose
and flung her perfect face
against a walnut coffee table on the
floor.

It made me sad to see her lying
down there
because I was watching from the
mushroom clouds.

Saj

How Do You Like Living on Park Place?

I though we were finished
Playing games with one another
Some time ago.
So, when you called me up
And said you were playing
Monopoly
At a friend's house—
I somehow had the feeling that I
Just got stuck with
Baltic Avenue.

Owen Sheeran

Photo by Keith E. Legerat



More Participation By Women Urged

Sports Abound in P.E. Department

By Allen Trask

The physical education department here at Cal State, San Bernardino has enough recreational activities to keep members of the college community and their guests occupied every hour of every day of the year, if only they knew about them. It's high time they did for they are easily accessible.

The activities that the P.E. department has to offer are softball, football, basketball, archery, golf, karate, soccer, boxing, fencing, hockey, gymnastics, tennis, squash, volleyball, swimming and diving, badminton, handball, lawn-bowling, horseshoes, skin and scuba diving, body conditioning, hiking, paddleball, dancing, life saving, wrestling, weight training, use of a trampoline, plenty of acreage for jogging enthusiasts, fishing, and backpacking.

There is also a competitive intramural league program consisting of football, basketball,

badminton, soccer, and other individual sports.

There are several instructors who are willing and able to assist any student in getting together a recreational program to their liking.

One such person is Ruthann Olson, an instructor in folk dancing and modern dancing.

Ms. Olson graduated from LaCross University in LaCross, Wisconsin. She has been here for six years and taught at Pacific High School before coming to CSCSB.

In modern dancing, Ms. Olson teaches her students to develop and express an idea through creative movement. In folk dancing, she exposes her students to the many different dances of other countries.

Another instructor is George Weiny, a full professor who instructs interested students in aquatics, which covers beginning

swimming to water safety and life saving.

Mr. Weiny is annually asked to be a judge at the National Collegiate Athletic Association swimming and diving championships. The NCAA is the governing body of college athletics.

It is the aim of the Physical Education Department to achieve 100 percent student involvement in some phase of their program, be it classes, intramurals or recreation. With the variety of activities available, the students can develop, improve, and maintain physical fitness; develop and practice useful sport skills; enjoy wholesome physical recreation or vigorous intramural competition; and instill proper carry-over attitudes for healthful adult living.

The physical education classes at Cal State enable any student to learn an individual or team sport. It also enables one to get back into

physical condition and all anybody has to do is attend once a week for one hour. Students receive two hours credit (no letter grade given) for successful completion of a class. Six hours credit are required for graduation. Classes are co-educational unless the nature of the activity deems it inappropriate.

No specific uniform is required for classes although students are advised to wear apparel appropriate and comfortable for the activity they are participating in. Students over 25 years of age are not required to take physical education but are welcomed to take part in the program.

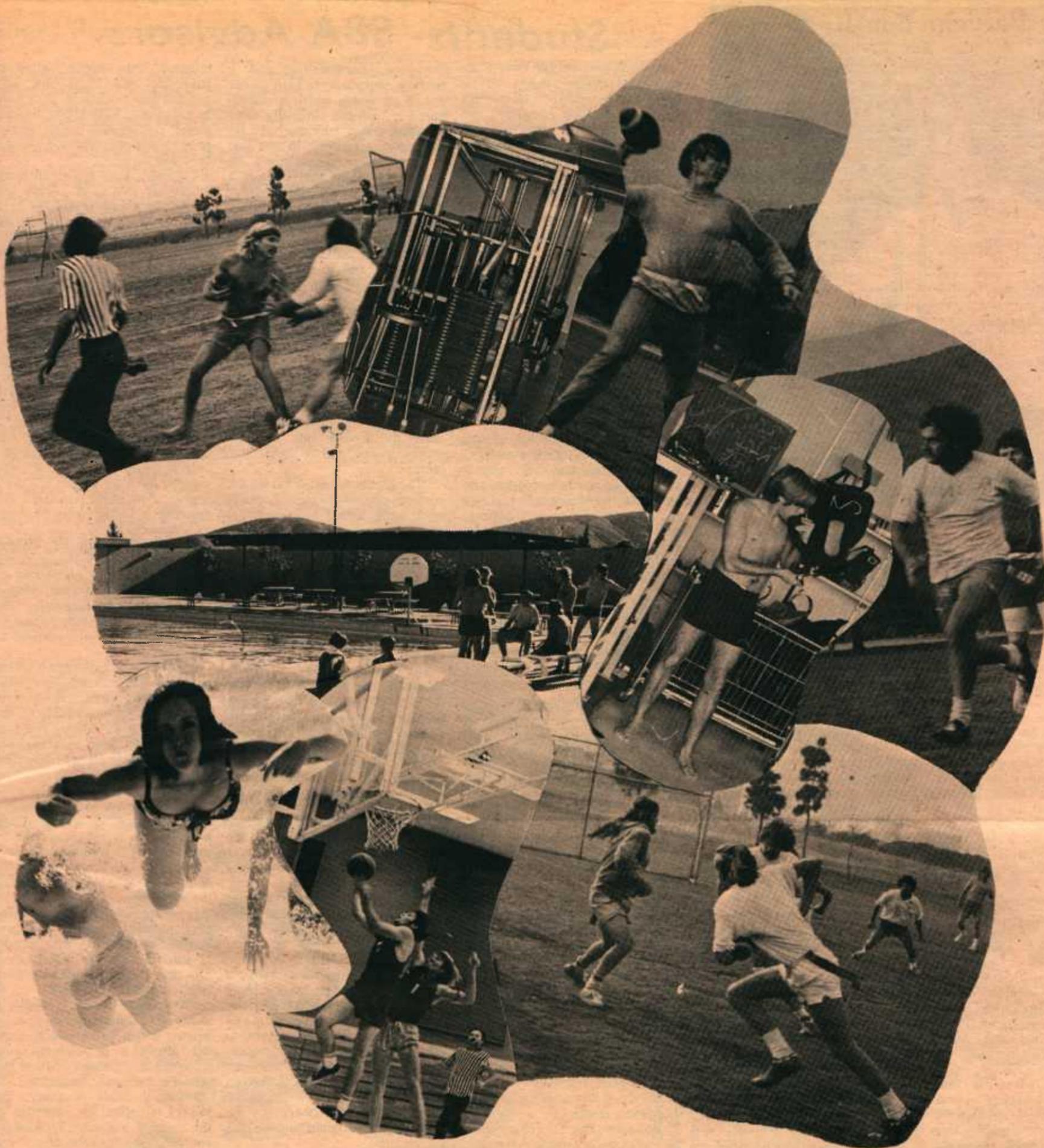
One person who is highly regarded because of his work in the PE Dept. is Joe Long, the intramural coordinator, whose job it is to implement and coordinate the recreational sports program on campus. He said: "The primary objective is to develop some sort of

recreational activity for every student on campus. Right now the opportunity is there, the facilities are available, but most students don't participate. We invite students to participate. We would like students to come down and if we don't have something they want then there's no reason we couldn't develop a new program. We could have an archery club if students wanted it.

"Things I would like to see next quarter are a lot of new faces so we can try to grow. I urge more participation from women. You don't have to be a female jock to enjoy an intramural or recreational activity."

How has it been this quarter? "I'm pleased with the way things have gone. There's still a lot of room for growth of the program and its participants. Some activities for the winter quarter are men's basketball, women's basketball, bowling, table tennis, volleyball triples (three on a side), chess, and archery."





The objectives of the intramural program are to provide the participant with an opportunity to maintain better health through exercise. Another opportunity is making and expanding social contacts which might not otherwise materialize on campus. Thirdly, to learn the values of working together, as a unit, toward a common goal, and to develop and expand one's concept of sportsmanship, while keeping competition in proper perspective.

Two more objectives of the program are to give participants a relaxation from studies and other outside hassles and enable them, regardless of ability, to realize the joy and fun of participation, in sports activities.

If an individual is interested in joining a team, working as an official, or wants to learn more

about the program, they should talk to Mr. Long in P.E. 124. Detailed information regarding each event and the respective sign-up sheets are posted on the bulletin board opposite the equipment room, also in the P.E. building.

The Physical Education facilities, playing courts, and swimming pool, are open six days a week for the recreational enjoyment of CSCSB campus community members. Faculty, staff, and students, and their spouses are considered campus community members and they are extended recreational privileges as long as there is no interference with scheduled classes or other scheduled college events in the Physical Education area. Individuals should be prepared to show their college I.D. card.

Children are considered guests and, as such, may not bring guests

unless accompanied by their parents. Children 12 years of age or older may use the gymnasium, pool and facilities without being accompanied by their parents, but may not bring guests and should be prepared to identify themselves. All guests must be accompanied by their sponsors.

All equipment checked out is for use only at the college with the exception of skis which may be taken off campus to the mountain ski slopes.

Anyone using the Physical Education Department's equipment or facilities for recreational purposes does so at their own risk and should be prudent in exercising precautionary measures and safety practices at all times.

Cal State's physical education facilities include a 1,450 seat gymnasium with one regulation or two practice basketball courts.

There are six badminton and two volleyball courts, an activity room for combatives, dances, and gymnastics. One weight room, a P.E. classroom, faculty offices, locker and shower rooms and equipment issue and storage rooms are also in the P.E. building.

Adjacent to the P.E. building is an outdoor, heated, six-lane, regulation (75' x 45') swimming pool. The pool is 4' to 13' deep, has 2 one meter and 1 three meter diving boards, an underwater observation window, and an underwater speaker system.

Near the P.E. building are 4 four-wall handball courts, two out-door basketball courts, six tennis courts, two volleyball courts, and two paddle tennis courts. Also closeby are the playing fields for softball, football, soccer, golf, a golf putting green and archery. Ample area is all around for cross

country hiking or running.

All equipment necessary for class participation is available through the Physical Education Department except individual clothing needs. Swimming suits are provided, however, as are towels, locks and lockers, all at no charge. Locks and lockers may be kept from one quarter to the next provided arrangements are made in advance with the attendant.

The P.E. Department or the college cannot be held responsible for injuries which occur during recreational sports participation. Safety is the keyword at all times and precautionary measures should be taken when using balls, paddles, rackets, bats, or other equipment that might cause injury to others.



Ken Eldred - Chairman of the Activities Committee.

Photo by Keith E. Legerat

Activities Alive on Campus

by Jane R. Cecil

In an interview with Ken Eldred, Chairman of the ASB Activities Committee, details of some of the activities planned for the students were outlined. The committee has used the information gained from the preference poll taken during Fall registration. Most of the students expressed an interest in films.

Ken listed some of the films scheduled for Winter Quarter. They include Slaughter House Five, Tell Them Willie Boy Was Here, and Silent Running, which is scheduled for January 10. He is also negotiating for Day of the Jackel, Five Easy Pieces and either Dr. Zhivago or Gone With the Wind. Ken said these were all maybes only. Also planned are Diary of a Mad Housewife, Love Pain and the Whole Damn Thing for Valentines Day and Jesus Christ Superstar, scheduled for showing just before Easter.

One of the problems is that decent films are expensive. A first rate movie costs an average of \$500.00 for a single showing. For Example, Jesus Christ Superstar will cost \$400.00 and Slaughter House Five is running \$300.00. The median price for the films being shown during the Friday Night Film Series is \$250.00. According to Ken the Film Series is the best per capita expenditure for pure entertainment. Friday Night is the time when students are ready to relax and enjoy themselves. There has been a very good turnout for the movies.

The poll also reflected an interest in concerts. There will be a concert scheduled early Winter Quarter, Bielseldt and Gris, a small group with a soft rock and folk music night club act. Ken highly recommends them and said that they are an excellent group.

As with films, one of the problems in scheduling concerts is the expense. A well-known group charges anywhere from \$1000.00 to \$5000.00 and the college is not large enough to support this. Also the average age of a Cal State student is twenty-six and they would be less interested in this type of concert. The Activities Committee will try to have one pop concert or comedy concert this year. They

are looking for a concert that will meet the interests of the whole student body.

In addition to films and concerts the committee has budgeted \$1000.00 for lectures, primarily academically oriented, aimed at both the student and the faculty. Ken stated that academic lectures are essential to an academic environment and a broad University education.

The ASB also finances other academically oriented activities which are available for all departments to meet the needs and interests of the various majors, as well as the many career goals being pursued on campus. The Activities Office is open to any suggestion from any Department. Any students with suggestions in this area should see their Department or contact Ken in the Activities Office.

Funding of any academic function within the scope of the Activities Committee, that is reasonable financially, is probably feasible. The money is split up according to Departments. Each is entitled to its fair share. No one department is given special financial consideration. Activities serve the whole campus community.

Not very many dances are scheduled because a dance costs anywhere from \$300.00 to \$500.00 and the average attendance is 50 to 75. Half of those are either High School students or Junior College Students, who are dating Cal State students.

Ken, who is a junior Biology student carrying 19 units this quarter, is also actively working on the Thursday Happenings. This is a daytime activity on campus such as a band or old movies.

On the issue of Beer Busts, he said they are next to impossible for legal reasons. It is illegal to drink on State College Property and it is against State Law to spend ASB funds on Alcoholic beverages.

The Activities Committee meets every Monday at 5:30 p.m. in C-219 except during finals and quarter breaks. If you have any ideas for activities, go to the meetings, suggested Ken, or call him in the Activities Office, Ext. 516.

School of Administration Students - SBA Advisors

Can a 22-year-old (or even a 32-year-old) college student tell a financially troubled businessman how to salvage his company?

An agency of the federal government thinks so. And there are some satisfied owners of small businesses in the inland southern California area who now would agree.

After a successful, year-long pilot program, the Small Business Administration has renewed a contract with California State College, San Bernardino to provide management consultant teams from the school of Administration.

These teams are graduate and upper-division students majoring in administration, who work under the direct supervision of a faculty member to provide consultation to selected businesses with SBA loans.

"This is no classroom theory project. The students are working with real people and their lives. If you blow the recommendation, you can blow the business," explains Dr. John Chaney, project advisor, who has high praise for the involvement and dedication demonstrated by the students.

"They get personally involved and, as a team, put in an amazing amount of time."

Linda Grotke, senior from San Bernardino, thought her being "older" (she's all of 31) might have helped her in earning acceptance from the business woman she was assigned to counsel.

"Her first reaction was 'I don't think you can help me but if you stick around, you can learn something,'" explains Mrs. Grotke, mother of five and a past PTA President.

"This lady really wanted to help," said Mrs. Grotke, who respects the confidentiality of the relationship with her "client." "It was no easy matter to get close to her. She told me I was very aggressive, persistent. I really did care about her and after awhile, we could identify with each other."

The business Mrs. Grotke worked with "has a terrific future, with luck." They're still in business and things have improved. "In fact, she's asked me to come back."

Linda Grotke was one of the pioneers in the student management team program. Looking back, she pondered over what advice she would impart to this year's teams.

"Be honest. Don't try to snow the business men or women," was her first reaction. "We have many resources — faculty and other students and we have the time."

Patience, persistence and a positive attitude were high on her list of attributes which a student needs to help the generally older business owner who may see his dreams disappearing in red ink.

"You realize people have invested everything they have in a business. If you do anything wrong, they can lose it," she added.

The recommendations and final report written by the management teams are carefully thought through — and are prepared in close consultation with Dr. Chaney, who edits the final report. The recommendations are forwarded to the owner and the SBA, which has the final decision on the outstanding loan.

"In some instances, the management consultant team is able to provide much more service and advice. In other cases, they enter the picture late and the problems are increasingly complex.

"The greatest frustration for the students often is the lack of data to work with, trying to reconstruct records from incomplete figures. The business owners frequently are outstanding technicians but they need assistance with bookkeeping methods, accounting, sales promotion, inventory control and general management organization," continued Dr. Chaney.

The students are eager, idealistic, resourceful and trying to prove their worth, Chaney has found. "I have seen a student team make a suggestion on the second visit which generated an almost instant cash flow of \$15,000, quite a sizeable sum for a businessman who had not been able to meet his payroll for the previous week."

An often overlooked value which comes to the business owner is the self-assessment which he is stimulated to undertake because of the presence of the student teams, according to the faculty advisor who also has worked with small businesses and consultants through his former teaching position at the University of Texas.

The goals of the alliance between the SBA and the business schools are three-fold: to provide meaningful management assistance to small businesses, to offer a significant learning experience to the students who can see the application of classroom theory to real business situations, and to provide an opportunity for the college to contribute to the community.

The businesses which the Cal State students have counseled are

situated from Apple Valley to Riverside and from San Bernardino west to Ontario. They have included auto body shops, antique shops, restaurants, liquor stores, printing business and even a cattle breeding service.

Typically, they are small firms employing five to 20 people and owned by a sole proprietor or a partnership. All have Small Business Administration loans, which are issued for a variety of needs but most frequently to start a new business, explained Dr. Chaney.

The student teams represent a "whole mix of ages" and a balance of skills and backgrounds, the faculty advisor noted. For example, the students participating in the project last year included a woman C.P.A. who has her own bookkeeping service, a retired Air Force colonel who had operated several small businesses over a number of years, a Navy veteran working on his master's degree and Mrs. Grotke, who returned to college after 10 years as a homemaker.

To create a team, Dr. Chaney combines students with experience or course work in accounting or finance, marketing and general management, for example. The maturity of the student also is reviewed before he is allowed to take part.

For this work experience, which can involve 10 to 15 hours per week, each student earns five units of graduate or undergraduate credit. In addition to the weekly progress reports, each team must write a final consulting report, described by Dr. Chaney as a "major document... like a thesis."

The businesses are not charged for the consulting service. Their participation is recommended by the SBA, but is voluntary on their part and they are under no obligation to accept the advice of the students.

However, the SBA is interested in evaluating the success of its two-year-old partnership with schools of administration to determine if faltering small businesses have been helped to stay alive.

"We believe we are providing a material community service in helping small firms which could not afford a professional consultant," said Chaney. "All of the school's business disciplines, its specialized fields of study, the library facilities, the expertise of the faculty and the knowledge, energy and resourcesfulness of the students are combined for the benefit of the small firms."

College Students Getting Older

(CPS) — Age is creeping up on the average college student.

Older college students — those 25 to 34 years old — have steadily increased as a proportion of the student body according to a recent report released by the US Census Bureau. The percentage of 18 and 19-year-old college students, meanwhile, has dwindled.

In the fall of 1973, students between the ages of 25 and 34 made up 22 per cent of the college students population — while back in 1947, the percentage for that age group was only 18 per cent, the report revealed.

The report also pointed out that the shift to older college students has been more marked among women and that enrollment in private colleges is a smaller percentage of the total student

population than it was 20 years ago.

The increase in older students may account for the recent findings of a Stanford University research team which discovered that traditional discrimination against older students is rapidly changing.

"The high motivation of the older person who returns to college greatly enhances his or her likelihood of academic success," said a member of a Stanford student task force.

The task force also pointed to a recent study by the American Council on Education which found that in more than a dozen research projects, "adults performed generally as well, or better than students in their late teens and early twenties" on a wide range of

tests.

The Stanford group recommended a special program be set up facilitating a half-time undergraduate option for older students.

"Older students with 'real world' experience can serve as role models and resource persons from whom conventional undergraduates can learn many things," the task force reported.

To back up its proposal, the task force released its own positive survey results of similar programs at other schools. The survey found that such programs were handled with no increase in faculty at all but one of the 12 surveyed institutions, which included Brown, Vassar, Wellesley, Smith and Cornell.

HAPPY HOLIDAYS

from The Pawprint Staff

CHRISTMAS

A poem by Roger Broadfoot
Christmas time as we all know
is the happy time of year
For smoking pot and making love
And drinking lots of beer
But the best part of Christmas time
Is not just having a blast
It's knowing that the quarter's
over
And confident you have passed

