February 4th 1975

CSUSB

Follow this and additional works at: https://scholarworks.lib.csusb.edu/pawprint

Recommended Citation
https://scholarworks.lib.csusb.edu/pawprint/163

This Article is brought to you for free and open access by the Arthur E. Nelson University Archives at CSUSB ScholarWorks. It has been accepted for inclusion in Paw Print (1966-1983) by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
A, B, C, D, teacher please don’t fail me

(CPS) — Food, gas and tuition prices aren’t the only victims of inflation these days. Enter the new martyrs: grades.

Across the country, a high grade glut has spread. At many schools, the normal bell curve distribution has been jarred out of whack as B has replaced C as the average grade.

At Yale, almost half of the undergraduate spring term grades were A’s. And at Stanford University the average grade point accumulation has spiraled to 3.4. In the last ten years, the University of North Carolina has doubled the percentage of A’s it handed out.

“Few years ago, a C would put you in the middle,” said Douglas Hobbes, a political science professor at UCLA. “Today it puts you in the bottom third of the class.”

A number of educators have voiced concern over grade inflation — and the resulting devaluation. Graduate school officials, they have warned, have begun to discard the grade transcripts of applicants as plainly misleading, and are concentrating instead on test scores.

And since everyone seems to be getting A’s and B’s, graduate schools and employers have begun resorting to elitism in their selections: better a Princeton A, they reason, than an equal mark from a less familiar school.

Grade-grubbing has been cited as a prime factor behind the soaring grades. The tumultuous 60’s are over and students are again hitting the books. With the depressed job market and the increased numbers of undergraduates, competition has toughened for graduate school admission, particularly to medical and law schools.

In a broader sense, students may be grasping for grades as a token of their own worth. “A ‘B’ is saying to students that they’re only ‘B’ persons,” one Stanford University professor said.

In any case, competition has become the name of the game. “Its moved beyond mere grades,” Jerome Kagen, a Harvard psychologist, said of the phenomenon in a recent New York Times report. “It’s moved to a point where the anxiety and the concern is unrealistic, and it’s approaching a phobia on the part of the students. It has the characteristic of a small nevrosis.”

If students are afflicted with a grade neurosis, the disease is rooted within the academic grading system, the observers believe.

“Students have been taught since grade school that good grades are where it’s at,” says one professor at University of Wisconsin-Madison. “How can they be expected to dismiss this idea when they reach college?”

The Preface, student newspaper of Indiana University at South Bend offered this analysis: “Professors...tell students at the beginning of class that learning is more important than grades. Most students are not influenced by this argument. They have already been convinced that grades are important, often more important than learning.”

Back in the 60’s, however, anti-grade fever hit academia, resulting in what is known as the second major cause of inflated grades: non-punitive grading procedures.

Many professors gave high grades then to help students avoid the draft. Today they’re returning to traditional marking spread, pass-fail options came into vogue and some schools completely eliminated failing grades.

At many other schools, the effects of D’s and F’s were minimized by extended time periods for class withdrawals. Students who were in danger of failing a course could simply drop it, often late into the semester, and escape a low grade.

But the gradual extinction of failing grades has been termed “ludicrous” by at least one professor. “There is this idea going around that any grade other than an A has to be explained by the professor,” complained Stanford history professor David Kennedy. “It’s gone too far,” said Kennedy. “The whole point of grades is being destroyed.”

In such an event, not everyone would be disappointed.

The newspaper that doesn’t take any time at all to read

College Administrators hold no secrets

The Admissions and Records office has approximately six requests for files under the Family Rights and Privacy Act, according to Dr. Kenton Monroe, Dean of Students. The Placement Office has received a few requests along with the Teacher Credential Program. The college has forty-five days to answer for files under the law and Dean Monroe said that because of the limited number of requests, this has presented no problem for CSCSB. He also stated that Placement Files have been open to students here since 1968.

According to Monroe the college administration had no great secrets to unveil by opening their files. The information in the files is already known to students and the only information that was not available previously in a Placement file were confidential letters of recommendation. As far as Administration and Records files, there is no information available now that was not already known to the student.

Dean Monroe feels that Senator Buckley’s intention for authoring the Open File Law was aimed at the elementary school level where cumulative scores on I.Q. and achievement tests, as well as teacher’s comments, were kept in previously closed files. These files are seldom seen by employers but Buckley felt that the information contained in them should be open to the student and that they should have the right to challenge any information contained in them and have it changed for the permanent record.

Dean Monroe is available to answer questions concerning the Open File Law and a copy of the Senate Record concerning it will be available in the Pawprint Office.

Important Notice

Gone With the Wind

Two Private Showings
at Central City Cinema 4
This Thursday and Friday
Feb. 6 & 7, 1 p.m. to 5 p.m.
Free to Students and Faculty

Pick up Tickets at Activities Center (SS-142)
Limited Seating — First Come, First Serve
Courtesy of A.S.B.
by John Glirist

(CPS) — Increasing numbers of students have discovered that they are eligible for the US Government food stamp plan and are taking advantage of government largesse to help them on the rocky financial road of higher education.

The Food Stamp Act of 1964 was designed to enable low-income households to buy more food of greater variety to supplement their diets. Participants pay a small amount of money based on household size and monthly income; they receive food stamps equivalent to a larger value which comes; they receive food stamps designed to enable low-income families to purchase food.

Households may not possess more than $1500 in financial resources (i.e. money in the bank and other "liquid assets") Excluded from this restriction are: a house, one car and any unlicensed kitchen facilities.

In most states, proof of separate financial eleigibility is determined by the head of the household, or a caseworker, and it is at this time you must prove that meals are stored and prepared separately from ineligible or individual household members.

If the welfare office agrees that a household is eligible to participate in the program, the household is awarded stamps according to the number of persons in the household and the net income.

If the welfare office does not declare the household eligible, the head can demand a "fair hearing." The local welfare office is obligated to explain the procedures of obtaining a fair hearing to all food stamp applicants, and it must also assist the household in filing its request and preparing its case for presentation to a hearing authority.

The hearing authority is a higher-ranking person within the welfare bureaucracy, or a panel of such persons. The hearing will be held at time, date and place convenient to the household.

At the hearing, the applicant can present facts and evidence on his own behalf. He or her representative has the right to examine all documents and records which might be used at the hearing, to submit evidence to establish pertinent facts and question or refuse any evidence submitted by the government.

Once the hearing has been held, the welfare office must act within 60 days. It may implement a decision excluding or including the household in the food stamp program. If the welfare office disagrees that a household is eligible, the applicant or the head may appeal to a higher hearing authority. The applicant or the head can demand a "fair hearing." The local welfare office is obligated to explain the procedures of obtaining a fair hearing to all food stamp applicants, and it must also assist the household in filing its request and preparing its case for presentation to a hearing authority.

The head of the household, or a person designated to be the head by the other household members applies for the food stamp program. To do this, the head must go to the local welfare office, complete a lengthy application and be interviewed. This process may take a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day, so go early in the morning and be prepared to stay a full day.

Certain documentary evidence must be presented at the interview to show: the ages of all household members, where they work, how many are in the household, how much income they have, what financial resources the household members have, and how much the household pays for rent, medical bills, child care, utilities, education and other expenses.

Launched into 20 of their considered income, but tuition and fee costs (but not book or supply costs) may be declared if you have received them. You must also present student IDs and fee receipts for all student members of the household.

After you apply, a caseworker will visit the household. You will be notified of when to expect the caseworker, and it is at this time you must prove that meals are stored and prepared separately from ineligible or individual household members.

The net income figure after deductions is the basis on which financial eligibility is determined.

After these deductions have been computed, the limits for net monthly income allowable to qualify for the food stamp program vary with the number of persons in the household. The limit for one is $194; for two, $273; for three, $393; for four, $500; for five $593; for six $853. The limits are higher for Alaska and Hawaii because of higher food costs in those states.

ELIGIBILITY is determined on the basis of households: a family or other group living together and functioning as a single economic unit. A single economic unit is a person or group of persons who pool their resources and jointly buy things necessary to the household, such as food, to be held and used in common by all members of the household.

For a group of students living together to apply as a household, all members of the household must meet all the eligibility requirements. Potential applicants, even those who live together, have the option of declaring themselves individual households and applying for stamps separately. In this case, each individual must be able to prove he buys, stores and prepares all his food separately from other persons with whom he is living.

Deductions from the household's take home pay may be made as follows: 30 per cent of your shelter costs (rent and utility bills — telephones are not considered a necessity by the welfare department) and the cost of medical bills more than $15 or health insurance. Medical expenses for eligible persons (though you must count the income belonging to the dependent children under 17 years of age). The net income figure after these deductions have been computed, the limits for net monthly income allowable to qualify for the food stamp program vary with the number of persons in the household. The limit for one is $194; for two, $273; for three, $393; for four, $500; for five $593; for six $853. The limits are higher for Alaska and Hawaii because of higher food costs in those states.

Ineligible because of their tax status, the eligible members of the household who have to take care of dependent children under 17 years of age, and for four, $500; for five $593; for six $853. The limits are higher for Alaska and Hawaii because of higher food costs in those states.

The limits for one is $194; for two, $273; for three, $393; for four, $500; for five $593; for six $853. The limits are higher for Alaska and Hawaii because of higher food costs in those states.

The limits for one is $194; for two, $273; for three, $393; for four, $500; for five $593; for six $853. The limits are higher for Alaska and Hawaii because of higher food costs in those states.
Japanese-American exhibit

"Executive Order 9066" is on display in the library

The internment of 110,000 Japanese-Americans 33 years ago, through Executive Order 9066, is recorded in photographs now on display on the first and fourth floors of the Library.

The 65 black and white pictures in the exhibit were chosen from 3,000 found in War Relocation Authority files of the National Archives and in other collections throughout the country. The exhibit is produced by the California Historical Society. "Poguny and anguish, not hate or violence, characterize this record of an event, forgotten or never known by most Americans," says the historical society. "The exhibit contrasts the stunned bewilderment on the faces of Japanese-Americans with words of vitriolic prejudice by their countrymen, published in newspapers and public statements." Richard and Maisie Conrat designed "Executive Order 9066," seeking to create an exhibit which would "not point an accusing finger at those responsible for the internment but would strengthen the viewer's appreciation for the precariousness of our rights and freedoms."

On February 19, 1942, President Roosevelt signed Executive Order 9066 which resulted in the relocation of 110,000 west coast Japanese Americans to ten relocation centers in bleak areas of the West for the duration of World War II. Two thirds of the people forcibly moved were native born Americans. Victims of the endemic anti-oriental prejudice of the Pacific coast and of wartime hysteria which maintained that all Japanese Americans were engaged in sabotage, the relocated people went quietly to the camps while virtually no voices were heard in government or the media in their defense. Not a single act of sabotage by Japanese Americans has ever been substantiated.

Executive Order 9066 captures the poignancy and anguish of the uprooting of people from their homes and their way of life.

The photographs of Dorothea Lange, noted chronicler of the 1930s and 1940s dominates the exhibit.

Both praise and condemnation have been received by the display, which has been shown in museums throughout the United States.

Comments range from "Why open old wounds?" to "This forefront display, disturbing though it is, gives me a greater identification with the burdens of my country's heritage."

When the display was housed by the Whitney Museum in New York, a Times writer commented, "Executive Order 9066" confronts us with ourselves a mere three decades ago. It is not a pretty picture, but it is a major document, all the more painful for its gentleness and grace."

Included are scenes of ticketed children and signs on closed stores. One photograph shows two mothers in a relocation center with U.S. service flags, each bearing four stars for four servicemen sons.

The exhibit will continue through March 8.

San Bernardino County Employment Opportunities

COUNTY PERSONNEL
157 W. 5th Street
SAN BERNARDINO
CA 92415

NEED A JOB?

ARE YOU BUSINESS, PSYCHOLOGY AND SOCIOLGY MAJORS LOOKING FOR THE OPPORTUNITY FOR SOME JOB EXPERIENCE RELATED TO YOUR AREA OF STUDY?

NEED A BREAK FROM THE CLASSROOM SCENE AND WANT TO ACQUIRE THAT INVALUABLE JOB EXPERIENCE NEEDED IN THE FUTURE?

DOES INTERVIEWING AND ESTABLISHING REPORT WITH HIGH-LEVEL BUSINESS EXECUTIVES EXCITE AND INTEREST YOU?

IF SO WHY NOT CONSIDER WORKING AS A TEMPORARY SALARY SURVEY DATA COLLECTOR. IT MAY BE JUST THE EXPOSURE YOU NEED -

FOR DETAILS CALL 283-2061 OR CONTACT:

San Bernardino County Employment Opportunities

Many events taking place this week

Tuesday
Feb. 4
Cont. Ed.
9:00 AM to 12:00 NOON
Lower Commons

9:00 AM to 3:00 PM
Alpha Kappa Psi Mtg.
C-219

10:00 AM to 12:00 NOON
Christian Life Club Mtg.
LC-250

10:00 AM to 12:00 NOON
Campus Council Mtg.
C-219

1:00 PM to 3:00 PM
Chemistry Dept. Mtg.
BI-101

Wednesday
Feb. 5
Cont. Ed.
9:00 AM to 12:00 NOON
Lower Commons

9:00 AM to 3:00 PM
SCAG Mtg.
C-219

12:00 NOON to 2:00 PM
Rho Zeta Chi Mtg.
LC-214

Tuesday, February 5, 1975, the Senate will meet at 4 p.m. every week in C-219 (Commons).

Thursday
Feb. 6
Cont. Ed.
9:00 AM to 12:00 NOON
Lower Commons

9:00 AM to 3:00 PM
Student Union Comm. Mtg.
C-219

9:00 AM to 3:00 PM
Spanish Club Mtg.
SS-171

12:00 NOON to 4:00 PM
Woodshapers Anonymous Chess Games
LC-204

10:00 PM to 11:00 PM
Woodshapers Anonymous Chess Games
SS-Attirian

Friday
Feb. 7
Cont. Ed.
9:00 AM to 12:00 NOON
Lower Commons

9:00 AM to 3:00 PM
Film "Anne of A Thousand Days"
PS-10

3:00 PM to 4:00 PM
Upward Bound Mtg.
LC-27

10:00 AM to 12:00 NOON
Aquarian Birthdays Celebration
C-101

10:00 AM to 12:00 NOON
Musicians' Union Mtg.
C-104

2:00 AM to 3:00 AM
Ret. Halls

Monday
Feb. 10
Bio/Science Club Mtg.
9:00 AM
BI-225

Tuesday
Feb. 11
Cont. Ed.
9:00 AM to 12:00 NOON
Lower Commons

9:00 AM to 12:00 NOON
Christian Life Club Mtg.
LC-250

1:00 PM to 2:00 PM
Faculty Senate Mtg.
LC-204

12:00 NOON to 2:00 PM
U.C. Irvine INFORMATION

On Wednesday, February 5, 1975, from 11:30 a.m. to 2:00 p.m. in su-171, there will be a representative from the University of Irvine. He will be discussing graduate courses at Irvine and the basic procedures necessary when applying to any graduate school.

RETIEMENT

A Retirement Officer of the San Bernardino Office of the Public Employees' Retirement System will be in the City of Riverside on Tuesday and Wednesday, February 18 and 19, for the purpose of conducting individual interviews with members of the Public Employees' Retirement System. Priority for interviews will be given to those members who plan to retire in the near future. Interested members may arrange for an appointment by writing or telephoning the San Bernardino Office at State Bldg., Rm 446; 303 West Third St., San Bernardino 92401; 384-353.
Dr. Khare's children's interviews reveal more than Mother Goose

Our children are not the political innocents they are usually thought to be. This is the finding of Dr. Brij Khare, chairman of the political science department, reached through video-taped interviews with second through eighth grade students in San Bernardino and surrounding communities.

"Even at the primary level, we find children are more aware of politics and government than we give them credit for," Dr. Khare says.

The continuing study, which began four years ago, is revealing that youngsters are able to understand and discuss complex ideas at an early age, on a higher level than the concepts they are given at school which linger too long on symbols, Professor Khare states.

"Continued discussion of symbols, when the boys and girls are ready for more sophisticated study will inevitably lead to boredom," by the time students receive advanced study in government in the higher grades "it is too late. They are already turned off," believes the educator.

According the study, "Very few children have said anything significant either about communism or democracy in the interviews."

The student is taught to hate communism, but not taught why. He is taught to respect the democratic system, but not told why.

Dr. Khare has shown the videocassettes of his interviews at teachers' conferences and during sessions of Cal State education classes.

In speaking to teachers afterwards, he has found general agreement that they often talk down to the child about government. One of the reasons: many teachers are not trained in this area.

"The class is just shoved at them."

Now only the schools but the child's other social contacts might do well to show a greater respect for the youngster's intellect and understanding, Dr. Khare believes.

These include the home and the mass media.

Home is apt to be ahead of school in this regard.

"At school they're still getting democracy in terms of patriotic symbols—at home they're not." Dr. Khare and his political behavior students conduct their interviews of the youngsters in the audio-visual department, taping the results. The professor continues the study himself in the summer. Some children are being interviewed for the third time, to observe changes occurring in the four years since the research began.

At the start of the initial season, the youngster is asked to arrange a group of ten pictures in the order of their importance. These are the flag, George Washington, Richard Nixon, Statue of Liberty, Congress, John Kennedy, Policeman, Uncle Sam, capitol building, and the ballot box.

As might be predicted, the smaller children—second and third graders—rate symbols such as the flag and the Statue of Liberty ahead of Congress, for example.

By the time they reach fourth and fifth grades, they move away from the symbols toward the concepts.

When asked to name a well-known person he would most want to be like, the small child is apt to choose George Washington. As he gets a little older he might choose his father or a friend or—quite often—himself.

Dad does well in the answers to another question.

"Is your father an important man?" receives an almost unanimous "yes." Sometimes this is an unadorned affirmative. At other times, the child adds—"To me."

The degree of understanding does not seem to be related to I.Q., Dr. Khare finds, but is related instead to exposure.

Four years ago all of the questions were simple, but it was determined that quicker results were obtained by including discussion of human situations arising from application of local laws, congressional and presidential actions and Supreme Court decisions.

In summarizing his findings to date, Dr. Khare says, "Traditional educational theory assumes that children broaden their range of objects and ideas around them by moving through a series of orderly concentric circles.

"The youngster first relates to the family, then the neighborhood and school. From there he extends himself to city, state and national and finally the international community."

The professor believes this may not apply in the political sphere.

"Our exploratory research has revealed that children are capable of absorbing ideas and expressing feelings about political objects that are remote even while they are just making contacts with authority objects very close to home."

"What is imperative for political researchers is to explore deeply into the alternative doors through which children enter the political system. What makes some doors more enticing and accessible than others," says Dr. Khare.

"The findings show that beliefs are forming which would help sustain the rudiments of American philosophy while permitting creative change."

Financial aid applications are being accepted

Financial aid applications are still being accepted for the 1974-75 school year. Students who are interested in becoming eligible for participation in various federal aid programs are invited to submit an application.

Although a variety of programs exist, it is only necessary to submit one application. After the application and supportive documents are in, each applicant will be interviewed by a financial aid advisor and, if eligible, awarded the appropriate assistance.

Applications and further information are available at the Financial Aid Office, Student Services building Room 120.
Money as the root of all education

Students default on loans

by Nancy Heine

(CPS) — A student borrower who makes a scheduled loan payment. The bank waits awhile, then attempts to collect. If a payment is late and promissory notes are not paid within the loan period, the loan is certified uncollectable. The student has defaulted.

Nearly one of every four students who use federally insured loans for tuition purposes will default this year, according to the estimates of the General Accounting Office (GAO). Through the federal government assumes the loss, the

will ultimately lands on the taxpayer's doorstep. The bill, says the GAO, could be as high as a half billion dollars.

And the yearly default rate shows a steady increase. Senator Claiborne Pell (D-RI) recently reported that the rate of defaults is expected to climb from last year's 9 per cent to more than 12 per cent and level off at 15 per cent.

Why? With the cost of a college degree almost doubling over the last ten years, more and more students have found borrowing necessary. But as they leave school, they face an increasingly restricted job market and a tight money market.

"We get a lot of letters requesting deferments because of unemployment," said E.A. Holcomb, head of Northern Illinois University's Accounts Receivable Office. He noted that a large number of the defaulters are dropouts who have poor job prospects.

Many students who do graduate have faced the reality of their depleted funds and uncertain earning power by declaring bankruptcy upon receiving their diplomas. Almost 2,500 students (filed for bankruptcy during 1974, saving up to $1 million in loans.

Those who simply stop payments on loans ruin their credit rating.

The ranks of defaulters have swelled for yet another reason. In alarming numbers profit-seeking schools which have exploited federally-insured student loans in recruiting have folded. When they close, they leave thousands of angry students half way through a program, unable to find work and determined not to pay back loans for an incomplete education. The GAO has estimated that students at these proprietary schools will

make up 88 per cent of the defaults on currently outstanding federally-insured loans.

US Education Commissioner Terrell H. Bell called the figure "dramatic" and promised new regulations would provide for closer monitoring of these institutions and their susceptibility to corporate failure. "We now have data to detect where potential abuses are taking place," said Commissioner Bell. Steps have been taken, he continued, that should reduce the rate to 12 per cent. They include:

- Upgrading the section responsibilities of the loan program to a branch of the Office of Education called the Office of Guaranteed Student Loans.
- Enlarging the enforcement staff (from only three in 1972 to more than 80), which will try to collect defaulted loans and work with participating banks to improve collections.
- Preparing new, tough regulations for banks and schools involved in the program.
- Warning participating banks that they will be removed from the program if they misrepresented applicants in order to qualify for loans or if they inadequately screen the borrower.

While legislators and education officials stress the necessity of loan defaults, some banking representatives have been attacking the root of the problem: high tuition. While their motive in cutting tuition is generally to increase enrollment, the effect has been to cut or reduce loans and, in turn, defaults.

Four of the five units in Vermont's state college system have reduced their tuition by $100 for in-state residents this fall. The fifth unit of the system, the Community College of Vermont, has begun a voluntary payment plan. The college accept unpaid fees of $50 but the student decides how

Harvard University and Massachusetts Institute of Technology have established programs under which they propose to use their own funds to help borrowers in the early working years when income is relatively low. The amounts financed by the university is this way become uninsured notes which can be paid off as the income rises.

Other plans have reached the taking stage. President Kingman Brewster, Jr. of Yale University has proposed a system of federal credits for college living costs which students would repay out of future income as part of their tax bills. Senator Abraham Ribicoff (D-CT) has been pushing a bill that would provide students and parents a tax credit of up to $250 on the first $150 they pay for tuition, fees, books and supplies — again, to reduce, loans and defaults.

But all these new plans for financing education have yet to influence the high default rates. Because the Office of Education has switched to a new projection model it can't determine exactly how much the proportion of student defaulters has risen over the past few years. "All we know," said Kenneth A. Kohl, the associate commissioner of Education, "is that the proportion of student defaulters is going up."

$100 a month for a few good college men.

$100 for each month of the school year. It's like a $500 annual scholarship. If you qualify, you can earn it as a member of the Marine Corps' Platoon Leaders Class.

You'll also be earning a Marine officer's commission through P.L.C. summer training at Quantico, Virginia.

Talk to the Marine officer who visits your campus.
In a game that was decided in the first half, the faculty-based Dip Sticks whipped the Second Coming 56-41. The coming, sparked by Bill Petterson and Roger Brookfield (17 and 12 points, respectively) actually outscored the Sticks in the second half but could not overcome a 21 point halftime deficit. The Dip Sticks' balanced attack was led by Greg Price, 17 points, and Chris Grenfell, who contributed ten.

The second-seeded Mother Truckers sliced the Beeters, 33-31 as Steve "Porky" Hesse tossed in 19 points. High point honors went to Beeters Jim Reilly, however, as he hit for a season high of 21. Hesse, who contributed ten.

The Who Cares and kept the Outsiders in the game for the season. Rookie Ken Bovee, who contributed ten, in the game, will probably be lost at the half, the Outsiders seemed to give up hope when it was learned Outsiders 54-33. Trailing by only 6 at the half, the Outsiders managed to outlast the error prone Truckers sliced, 52-31. Unfortunately, no one fouled out. There is nothing ahead but trouble for the Beeters, who now must face the top-seeded Dip Sticks.

The Aztecs, who were led by Jim Given (16), Rick Petterson and Roger Broadfoot (17 points), were led by Jim Given (16), Rick Petterson and Roger Broadfoot (17 points), who contributed ten.

In the race for Gary Yettter's Hatchetman award, there is a three-way tie among Dan Beedle, Pat Auboth and "Buffalo" Bob Stein. All three having a perfect five fouls in one game, but Beedle, who only played eight minutes, looks like the favorite at this time.

Veteran Stretchers upset High Rollers 77-50.

The Veteran Stretchers, led by alumni Ted "Mongoose" Saar defeated the High Rollers by a score of 77-50. It appears that the expansion team (High Rollers) must locate a playmaking guard if they are to become a contender and recently acquired Raphael Brock could fill that role. The Rollers have three fine players in Willie Hamilton, Terry Embry and Bullet Barry W., who contributed 11, 10 and 17 points, respectively. Saar received help from fellow alumni Bob Strach (16 pts.) and Eastern League Veteran J.D. Wright, who cantered seventeen.

The Family, which is loaded with talent, did not see action during the opening week of play.

Summer Jobs

No experience necessary. Apply for jobs at State and Federal Parks, Guest Ranches, Tourist resorts, private camps. Learn how, Where and When to apply receive over 200 California names and addresses. Send $2.00 to J.O.B. P.O. Box 708 Monterey, CA 93940.

JOBS OUTLOOK

Job outlook is currently the same as in 1974.

In spite of the serious national recession and rising unemployment, the local job picture for college graduates remains largely the same in 1975 as it did in 1974 and 1973. Recruiting activity as CSCSB has never been at the level the Placement Office personnel would like; however, the center's receipt of job notices in about the same now as it has been the past two years. New incoming job listings are posted daily in the Center's new Career Information Room, Student Services Building. Room 161, which is open 8:00 a.m. to 5:00 p.m. Monday through Friday.

 Degrees are still good to have

In a report published before the recession deepened, the College Placement Council indicated 1975 should be a good year to graduate. In 1974, 35 per cent more jobs were offered to bachelor degree candidates than in 1973 and those with masters' degrees enjoyed 12 per cent more job offers than last year. Major sources of employment offers for bachelors holders was manufacturing and industry followed by business firms and government. One alarming problem looms ahead, however. The U.S. Department of Labor predicts that employment problems of college graduates over the next decade will center on under employment and job dissatisfaction rather than unemployment. Many recent CSCSB graduates have already encountered this problem.

Graduates will exceed worker demand by 1985

Between 1980 and 1985 the supply of college graduates may exceed the demand for college educated workers by 10 per cent. This could occur, according to the Bureau of Labor Statistics, if present education and work patterns continue unchanged. Between now and 1980 a close balance should prevail---about 8.8 million graduates entering the job market to compete for 8.7 million job vacancies. However, between 1980 and 1985, there will be 6.5 million high school graduates entering the job market. Many factors could influence this prediction including decline in college enrollments, changing views on what constitutes entry-level employment for new graduates and many other variables.

The Federal Government is hiring

The Federal hiring trend for 1975: graduates is expected to continue fairly strong. Federal agencies report that last year's hiring level will be maintained with only a few exceptions and 1974 was a good year for college graduate entry. The Federal hiring trend for 1975 was an increase of 20 percent over 1973 and those with masters' degrees enjoyed 12 per cent more job offers than last year. Major sources of employment offers for bachelor degree holders was manufacturing and industry followed by business firms and government. One alarming problem looms ahead, however. The U.S. Department of Labor predicts that employment problems of college graduates over the next decade will center on under employment and job dissatisfaction rather than unemployment. Many recent CSCSB graduates have already encountered this problem.

Graduates will exceed worker demand by 1985

Between 1980 and 1985 the supply of college graduates may exceed the demand for college educated workers by 10 per cent. This could occur, according to the Bureau of Labor Statistics, if present education and work patterns continue unchanged. Between now and 1980 a close balance should prevail---about 8.8 million graduates entering the job market to compete for 8.7 million job vacancies. However, between 1980 and 1985, there will be 6.5 million high school graduates entering the job market. Many factors could influence this prediction including decline in college enrollments, changing views on what constitutes entry-level employment for new graduates and many other variables.

The Federal Government is hiring

The Federal hiring trend for 1975: graduates is expected to continue fairly strong. Federal agencies report that last year's hiring level will be maintained with only a few exceptions and 1974 was a good year for college graduate entry. The Federal hiring trend for 1975 was an increase of 20 percent over 1973 and those with masters' degrees enjoyed 12 per cent more job offers than last year. Major sources of employment offers for bachelor degree holders was manufacturing and industry followed by business firms and government. One alarming problem looms ahead, however. The U.S. Department of Labor predicts that employment problems of college graduates over the next decade will center on under employment and job dissatisfaction rather than unemployment. Many recent CSCSB graduates have already encountered this problem.

Graduates will exceed worker demand by 1985

Between 1980 and 1985 the supply of college graduates may exceed the demand for college educated workers by 10 per cent. This could occur, according to the Bureau of Labor Statistics, if present education and work patterns continue unchanged. Between now and 1980 a close balance should prevail---about 8.8 million graduates entering the job market to compete for 8.7 million job vacancies. However, between 1980 and 1985, there will be 6.5 million high school graduates entering the job market. Many factors could influence this prediction including decline in college enrollments, changing views on what constitutes entry-level employment for new graduates and many other variables.

The Federal Government is hiring

The Federal hiring trend for 1975: graduates is expected to continue fairly strong. Federal agencies report that last year's hiring level will be maintained with only a few exceptions and 1974 was a good year for college graduate entry. The Federal hiring trend for 1975 was an increase of 20 percent over 1973 and those with masters' degrees enjoyed 12 per cent more job offers than last year. Major sources of employment offers for bachelor degree holders was manufacturing and industry followed by business firms and government. One alarming problem looms ahead, however. The U.S. Department of Labor predicts that employment problems of college graduates over the next decade will center on under employment and job dissatisfaction rather than unemployment. Many recent CSCSB graduates have already encountered this problem.

Graduates will exceed worker demand by 1985

Between 1980 and 1985 the supply of college graduates may exceed the demand for college educated workers by 10 per cent. This could occur, according to the Bureau of Labor Statistics, if present education and work patterns continue unchanged. Between now and 1980 a close balance should prevail---about 8.8 million graduates entering the job market to compete for 8.7 million job vacancies. However, between 1980 and 1985, there will be 6.5 million high school graduates entering the job market. Many factors could influence this prediction including decline in college enrollments, changing views on what constitutes entry-level employment for new graduates and many other variables.

The Federal Government is hiring

The Federal hiring trend for 1975: graduates is expected to continue fairly strong. Federal agencies report that last year's hiring level will be maintained with only a few exceptions and 1974 was a good year for college graduate entry. The Federal hiring trend for 1975 was an increase of 20 percent over 1973 and those with masters' degrees enjoyed 12 per cent more job offers than last year. Major sources of employment offers for bachelor degree holders was manufacturing and industry followed by business firms and government. One alarming problem looms ahead, however. The U.S. Department of Labor predicts that employment problems of college graduates over the next decade will center on under employment and job dissatisfaction rather than unemployment. Many recent CSCSB graduates have already encountered this problem.

Graduates will exceed worker demand by 1985

Between 1980 and 1985 the supply of college graduates may exceed the demand for college educated workers by 10 per cent. This could occur, according to the Bureau of Labor Statistics, if present education and work patterns continue unchanged. Between now and 1980 a close balance should prevail---about 8.8 million graduates entering the job market to compete for 8.7 million job vacancies. However, between 1980 and 1985, there will be 6.5 million high school graduates entering the job market. Many factors could influence this prediction including decline in college enrollments, changing views on what constitutes entry-level employment for new graduates and many other variables.
Veteran’s Corner
Many Veteran benefits available
by Hassel W. Painter

In the last two columns, for which I must accept responsibility, I've hit two points which I have to believe are important. (1) Too many veterans have not made use of their available benefits and (2) these benefits are not a gift nor are they just a privilege. They are earned. In order to complete this mini-series it is important that I cover just what sort of benefits we're talking about, how long you have to use them, and where to apply.

(1) G.I. EDUCATION: You know you can receive payment while you are in college. You might not be aware that the same holds true for high school, trade school, apprenticeship, on-the-job training, correspondence courses, and flight school. You have ten years from date of separation to use this benefit (if separated prior to June 1, 1966 you have until May 31, 1976). Application may be made at any VA office or through the school.

(2) G.I. LOAN: VA will provide a guarantee for your loan toward the purchase of a home, farm, mobile home, or condominium. There is no time limit, apply at any VA office.

(3) DISABILITY COMPENSATION: For disabilities incurred in or aggravated by military service. Get your claim within one year and payment is made from date of separation. There is no time limit, apply at any VA office.

(4) MEDICAL CARE: Hospital care covers the full range of medical services. Outpatient treatment for service-connected conditions. You have ten years from date of separation or up to one year if totally disabled. Check with an approved insurance company.

(5) DENTAL TREATMENT: Dental care for service incurred conditions. Must make application within one year of separation and have work done within three years. This time limit does not apply to dental disabilities resulting from combat wounds or service injuries. Apply at any VA office or hospital.

(6) G.I. INSURANCE: Low cost life insurance up to $10,000 for vets with service-connected disabilities. A totally disabled vet may also apply for a waiver of premiums. Application must be made within one year of notice of VA disability rating. Any VA office.

(7) SGLI (Servicemen Group Life Insurance): Convert your in-service insurance with a participating insurance company. You've got 180 days from date of separation or up to one year if totally disabled. Check with an approved insurance company.

(8) EMPLOYMENT: Assistance in finding employment in industry, federal service, local government. No time limit. See your local State Employment Service, U.S. Civil Service Commission or any VA office.

(9) UNEMPLOYMENT COMPENSATION: Aids in the transition from military service to making a living as a civilian. The amount of benefit and payment period varies from state to state, but apply at your State Employment Service soon after separation.

(10) REEMPLOYMENT: Within 90 days of separation apply to your former employer for reemployment.

The ten benefits listed are by no means all there is, but these seem to be the areas that generate the most immediate interest. If you would like more information on any item listed above, please contact the school Veterans Affairs Office or your friendly neighborhood vet rep.

Post Script. Information and listings pertaining to homes offered for sale by VA is also available.

Photo by Keith E. Legerat
January's unusually warm weather brought an early look of spring time to Cal-State.

Come to the
Kings Head 3228 North
"E" Street San Berdo

Tuesday, Feb. 4th to meet
Bob McKenzie Jr. Candidate for City Treasurer

Live band and refreshments
sponsored by CSCSB Ad-Hoc Committee to elect
Bob McKenzie Jr. Judi Jones Chairperson

We specialize in Antique
Clothes, Furs, Jewelry, Purses, Men's Clothes, Hats, and Collectables

SAINT VINCENT DE PAULS
2379 Pennsylvania Ave., Riverside 787-8483
GOOD QUALITY, CLOTHES, FURNITURE, APPLIANCES
THEATER COSTUMES

CHEAP PRICES

continued from Page 1
FOREIGN STUDENTS FIND A FRIEND
between the students and the families. The Foundation would like to hear from people willing to act as host families.

The Foundation also wants to set up an ombudsman service, which would intervene on behalf of foreign students who run into problems dealing with the US government bureaucracy, and also provide other forms of legal aid. An emergency loan fund is also in the works, to provide a backstop for students who are caught short by unexpected financial problems and who can't obtain credit from banks or other sources. If funds can be obtained to offer these services, the Foundation then hopes to start a job placement service and also do research on other foreign student needs.

To finance these programs the Foundation plans to sell memberships and try to obtain grant money. Poddar has already proven his wizardry at raising money. In addition to starting the Educational Subscription Service from scratch, he worked for the McGovern campaign in 1972 as a national fundraiser, and founded the Bangladesh Relief Fund. Poddar hopes the idea for making the Foundation work, "We would like to get foreign students to donate their time in areas like teaching foreign languages or cooking and ask donations for our fund raising," he suggested.

Despite these activities, the Foundation has not given up on changing the condition that brought it into being in the first place. "We have three major goals," Poddar stressed, "to ask Congress to reverse the new policy (on work permits), to prevent harassment of foreign students by the government) and to encourage the entire problem before new policies are implemented."
Dear Editor:

I've just started attending classes at Cal State, having just graduated from Rim of the World High School mid term in January. Overall I really like this campus. The academic programs are excellent and very few other colleges have such an extensive physical education program available to all students.

Now don't get me wrong, dear editor, I really think that you are doing a great job running the PawPrint newspaper with the extremely limited resources you have to draw from, but do you have to have so much straight college type news? I mean outside of the feature articles you print, most of the dry news you publish (i.e. Joe Cool wins a scholarship to the University of Outer Mongolia etc.) is really boring.

There is no social life and no sense of community on this campus, so why don't you just print eight pages of comics and feature stories every week? I'm sure that eight pages of humor would be just as relevant to the students of this campus as the so-called news stories that you now print.

Thanks

Harry Lobotomy

Harry—

Thanks for taking the time from your studies to write your opinion of the PawPrint. Your idea has been well received here in the PawPrint tower, however my cal is working overtime this week and I am being threatened to turn in my official PawPrint press card if I don't ask him to work longer hours.

You do raise a valid point, though, that the news we print is very dry and boring. However I'm trying to publish a paper that is relevant to the largest majority of Cal-State students.

You must keep in mind that Cal-State has an extremely wide cross-section of students. Trying to make a newspaper relevant to all of the various student groups is a very difficult task, and I feel that the best way to accomplish this difficult task is to present the news in a newspaper format with plenty of interesting features and stories.

You are correct in your statement that social life and sense of community is lacking on this campus. Cal-State is basically a commuter campus, with students leaving just as fast as they arrive. However the only way to change this is to show the students what activities are provided for them by their A.S.B. fees and, unfortunately, the only way to do this is by dry news stories. There are many activities especially arranged for students in order to develop a sense of community, and I'm trying to get out as much information about them as the most interesting matter I can think of.

You seem to be saying that you really don't like this campus because of the lack of social life. If you are really interested in changing this campus, come on over to the PawPrint trailer any time and discuss your ideas with me personally.

You sound as if you are interested in what is going on around campus and I sure would like to use your help.

J.W.

Editor—

I would like to know just why you devoted so much space to the “Waterbury Affair” last week when it was nothing but peanuts compared to the things going on in Administrative Services. As of right now there is enough evidence to get a certain faculty member thrown off campus.

Next week you have to submit the evidence to you of all the things going on over here, so be ready for it. It's at least four pages worth.

Get with it, Pawprint.

CHAD HANTON