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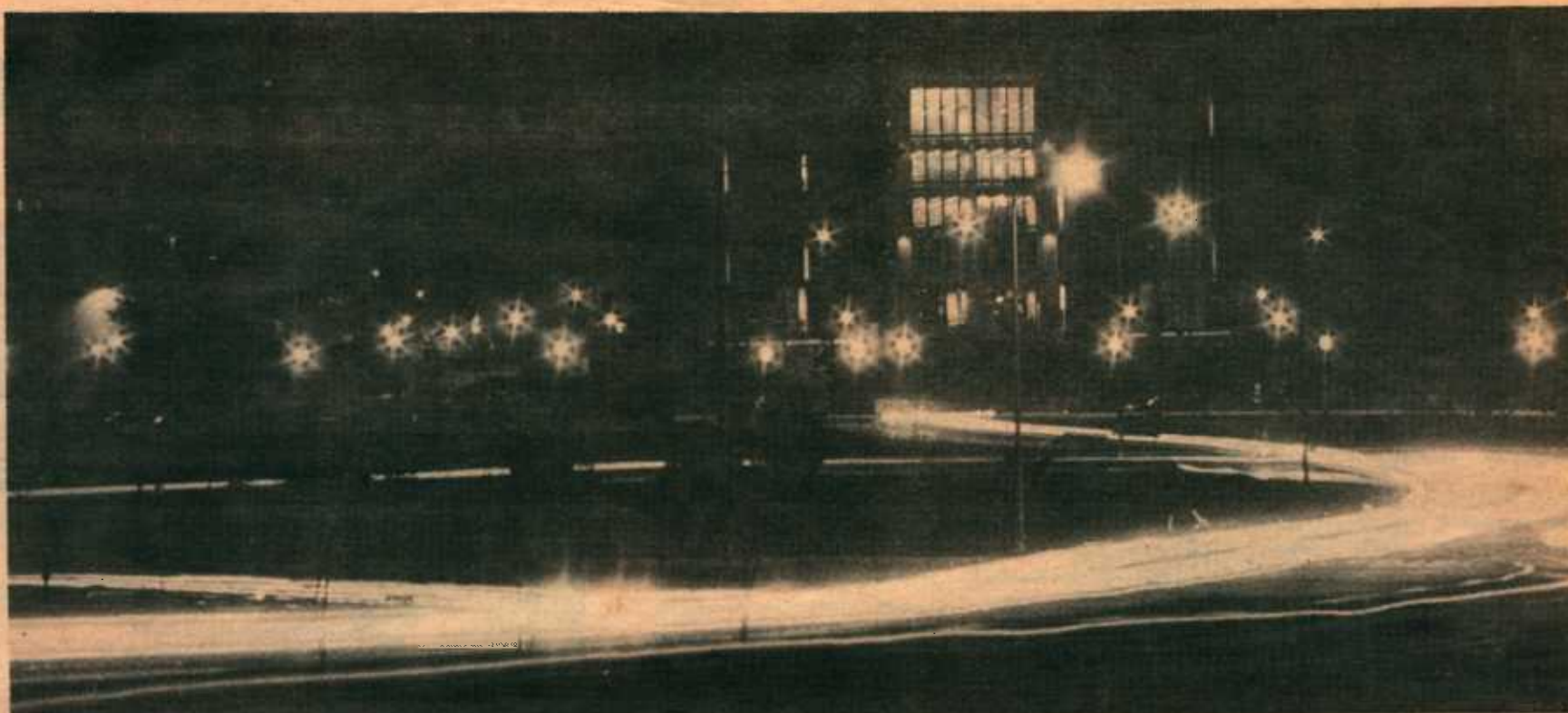
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## Fifteenth Anniversary Supplement



Volume XV

15th Anniversary Supplement

April 27, 1980

# The Paw Print

published by:

The Associated Students

California State College

San Bernardino



## C.S.C.S.B.; The Golden Age

by John L. Safford  
(Professional Student)

The first time that I came to C.S.C.S.B. was in the summer of 1965. It was on a weekend and nobody was there. I got out of my car to inspect the campus and now, fifteen years later, my most vivid memory of that day is that of a jackrabbit running across the foundation of one of the unfinished buildings.

That September I decided to go to Chaffey College, just a few miles away in Alta Loma. C.S.C.S.B. was still in the making. The attraction of Cal State was its small classes and individual instruction. This made it superior to S.B.V.C. and most of the neighboring established colleges.

However, it appeared (wrongly) that the course offerings would be limited. So Chaffey seemed to offer the best mixture of smallness and diversity. If I had understood better the nature of an undergraduate education, I would have known that the required courses alone at Cal State were more than enough to keep me busy.

When June and final exams came I was drafted into the U.S. Army. Two years later I had been all across the U.S.; toured Europe at government expense, even parachuting into Spain and being reviewed by General Franco; seen some of Alaska, Japan and Guam; and, finally, spent the biggest single

chunk of time as a scout in Vietnam.

Looking back, I consider those two years to be one of the most important parts of my education — both in itself and as a means. When I got out it would have been tempting to cry that all of my decorations plus ten cents would buy me a cup of coffee.

That was a part of the *Zeitgeist*, or spirit of the times, in 1968: Vietnam veterans were considered "suspect," the war was still going on, and a mood of frustration and violence was catching.

However, now I had the G.I. Bill to go back to school on: one hundred and thirty dollars a month to support a full-time student! That was before inflation, when ten cents really would buy a cup of coffee.

So I quickly finished my A.A. and then came out here to Cal State.

My first impression was that it had a totally different character from the junior colleges that I had been to — even though it was much smaller than either one of them.

There was no on-campus housing then, and the average student was several years older than the average professor.

A large portion of the students were retirees and veterans. For the most part their social lives were off campus, and their student assign-

ments were taken as serious business. Perhaps it owed something to the high proportion of veterans and military retirees; the relationship between student and instructor was similar to that between a non-commissioned and a commissioned officer: even though the teacher might be younger and, perhaps, someone whom you didn't care for personally, you simply accepted and carried out your assignments. It's hard to convey this attitude to those who haven't experienced it, yet it still exists here to some degree in the night classes.

That's not to say that the student-teacher relationship wasn't a close one. It was close. It almost had to be since there were so few of either, and since the course of study was so intense. At one time in my major, Philosophy, there were only three students — Brenda Tabor, Charley Martinez and myself — and only three full-time instructors. We had a Philosophy Club and each one of us were one of the three student officers. Christmas break, 1969, we had a party and put on a Hellenistic play by Lucian, *The Sale of Philosophers*. Each person, student and teacher, read a part. To fill out all of the roles we had to have some help from some visiting History and Psychology majors.

It can be said without exaggera-



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# The PawPrint

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The PawPrint reserves the right to edit all copy to comply with space requirements, libel laws, and good taste.

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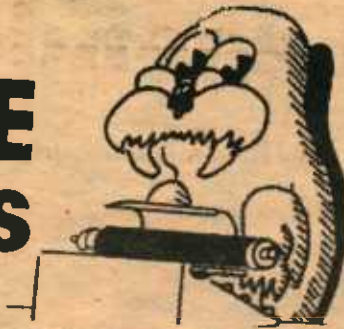
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# OFF THE WALRUS



One pound of wax, 593 sheets of paper, 216 phone calls, 401 and 1/2 man hours, 183 Walrus hours, 2 1/2 gross of caught and corrected typos, 1 and 1/4 pounds of wax, three cases of beer, two fifths of Jack Daniels, two one-hundred tablet boxes of Di-Gel, thirteen gallons of Commons coffee (thanks, Bill), 15 arguments, three screaming matches, once week of missing sleep, three pens, four erasers, one pencil, two bottles of white out and a nervous tic went into the creation of this supplement.

Without the help of Edna Steinman and Public Affairs there is no way this could have been accomplished. There were many other people on the periphery who gave bemused help to a harassed, sleepy and bearded apparition who wandered in on them babbling about pica widths. The people who contributed advertising also helped to make the paper a reality. Help came from the oddest places and did not come from the most expected.

My staff nearly had a heart attack collectively when I told them this issue with supplement would be somewhere between 30 and 40 pages.

Richard Bennecke heads a list of voluntary contributors whose efforts made this supplement possible.

I would like to thank everyone connected with this issue for their help and encouragement in one form or another.

Mark A. Kemenovich

## A Welcome From The President

It is a pleasure to welcome our neighbors from the surrounding area as well as members of the college community to our Fifteenth Anniversary Open House. The College belongs to the citizens of California and we want as many as possible to help us celebrate the occasion by spending a few hours on the campus.

California State College, San Bernardino, has evolved into a fine institution of high learning. It has an excellent faculty and a fine support staff. As you can see, there are first-rate facilities available in a beautiful setting. Put together, these are the essential elements for a quality education.

Please feel free to browse through the buildings and enjoy the activities. We want you to know your College and visit as often as you can.

Dr. John M. Pfau  
President

## IN GRATEFUL MEMORY

Mary Cisar  
James Finley  
Florence Mote  
Neville Spenser  
Walter Zoecklin

Political Science  
Public Administration  
Education  
Natural Science  
Philosophy

whose dedicated efforts helped build

CSCSB

The Associated Students

The Staff and Contributors of the PawPrint are proud to acknowledge the Fifteenth Anniversary of the College in this special, commemorative supplement.

The PawPrint

For A Day, A Week Or Forever:

## Help To All Who Need It



Break a leg in a recent trip to your favorite ski slope? Or perhaps you have problems with your eyes which make it difficult to read for a long period of time and so you need your text books "read" or taped for you. Another example would be a person in a wheelchair.

What do these three situations have in common? The fact that the Office titled, Services to Students with Disabilities can be of assistance.

"We have people who give us a bad time about our Office name," Theron Pace says with a smile. "But it is important to us that our name reflect what we do. The word 'handicap' seems to describe a lasting situation for a person's entire life. Yet, we all have disabilities of one type or another. Our responsibility is to provide assistance to enable students to accomplish their academic goals."

There are many illustrations of the services. Handicapped parking decal information, taping textbooks or lectures, notetakers, registration assistance, tutoring and career information.

"The key idea is to know we

work with temporary and permanent disabilities on a wide variety of academic and non-academic items," Pace continued. "We invite any student to participate in and advisory capacity on these programs: Architectural Barrier Removal Program, equipment purchase and student use of equipment items and the weekly RAP sessions designed for free flow conversations."

There are currently over 90 students who have completed the sign-up form. There is a monthly newsletter; if you would like a copy simply request it from the Office.

The Services to Students with Disabilities Office is located in the Student Services Building, room 117. The telephone number is 887-7797 which is also a TTY number.

"We enjoy working with prospective students and welcome referrals from other offices or off campus contacts," Pace mentioned. "The Office will be open during the summer Jan Gregoire or myself are available to provide more information concerning the services and to answer questions."

Hang in there Cal State, Jarvis will go away.

Combined Walrus Concerns  
Third Star on the Right  
Straight on to Morning  
Peter Pan City, Never-Never Land ★ 9024



# Two Campus Legends Retire

by Mark A. Kemenovich



Barbara Nolte



Corky Moffet.

Corky Moffet and Barbara Nolte took advantage of the new early retirement law and retired Friday, April 18. These two well-known, loved and respected figures grew up with the campus and were treated to a wave of emotional affection from those they'd leave behind.

Trying to do a story on them was difficult. Corky refused to allow a picture to be taken for fear of destroying our camera. I couldn't understand why such a lovely woman and beautiful person could say such a thing so we took a picture anyway.

And Barbara vacillated between tears and laughter with a continuous wistful expression mixed in to her expressions.

These two ladies came to the campus after raising a family and launching them. They acquired a new family and tried to raise all of us. All of their stories and anecdotes of the campus include the people they've watched and helped.

We don't want them to leave without feeling we know what they have done for us. We don't want them to leave believing they will be forgotten. We want them to know they will always be with us in the spirit they have created on the campus in the last fifteen years. For this reason, *The PawPrint* dedicated this supplement covering the first fifteen years of campus life to Corky Moffet and Barbara Nolte. The campus story is theirs.

Barbara Nolte joined the school on September 1, 1965 as a secretary working for Dean Monroe in the Counseling and Testing Office. With the pioneer spirit of the last century, Barbara proceeded to build an empire as her job gradually began to include the College Bulletin and Campus Tours. The office of College Relations also includes the directory and Commencement Activities.

She said that her job allowed her to watch "students go from cradle to graduation." She remembers Kevin Gallagher vividly when he

first arrived on campus for a tour. She picked Kevin out as a dynamic individual and actively recruited him for the campus through the tour. When he arrived at campus she introduced him to Bill Slout of the Theater Arts Department and Kevin soon had a leading role in the next play. Kevin went on to be AS President several times and recently completed a two year stint as the second student to serve on the systemwide Board of Trustees.

"It's an absolute thrill to recruit someone onto the campus during a tour and then graduate them." She explained. "I see the college as a whole and not a committee or an office. To me, it's always been the college and not just a college. No one thing is any more important than another.

"Of course," she smiled, "I love the students." When asked if this was an exception to her statement she just kept smiling.

Barbara organized the first tour in the school year 1966-67. Linda Bennecke was the first tour guide and used Barbara as the guinea pig. Neither had done a tour but they did have a script and they went off to see if it would work. It did and it improved.

Prior to beginning the tours Barbara made a study of other campus tours and was especially entranced with the then famously effective Stanford University tours. Their major innovation was to pay for tour guides and not depend on erratic volunteers.

She said, "Working with the girls who were tour guides was a lot of fun and we shared a lot of minor, and not so minor, hardships." Some of the trips were so classic that "only the name of the group has to be mentioned and we'd bust out laughing without another word."

"We used to sit in the old windowless kiosks in boiling heat and snow. It wasn't a lot of fun but we all stuck to it." The kiosks were always a problem with black widows and the staff would go to their posts suitably armed with

spray bug bombs. "Then there was the time a rattlesnake was found in the kiosk . . . Then there was the time the kiosk blew over . . ." She kept drifting back in time and you could tell that Barbara, as she spoke, was remembering each and every face and expression and reliving the gratifying excitement generated by meeting and greeting continuous new groups of people. "We're flexible" she said. "We're so flexible."

But the one person she remembers the most was Mary Cisar, Faculty Senate Chair and Political Science Department Chair who died at the age of 40. "She was a remarkable person. She was always honest, abrupt, candid and to the point. I miss her a lot because she was such a fine person and did so much."



One of Corky Moffet's most prized possessions is a small stuffed animal given to her by a student who worked for her for four years. It is a Saint Bernard, the mascot of the school. Hamilcar came to the campus as a pup owned by Dean DeRemer and quickly grew to a legend leaving pawprints all over the campus. There are other mementos of her association with the students that she kept in the office. You could tell in her face that she didn't really see them but the faces of the people that gave them to her.

Corky joined the college in the original planning office on Mountain View Avenue where there were six secretaries, six administrators and an accountant. She joined them on February 3, 1964 and in the Fall of 1965 mov-

ed to the current campus. She said, "The hardest part of coming back to work after twenty-five years was trying to learn how to work the new machines." One of the first things that warmed her up as a new employee to the growing staff was their willingness to help her over a period of readjustment to work.

During the first months the staff spent a great deal of time traveling to campuses within driving distance to learn the pitfalls they had found in running a school. A group of secretaries would travel together to a chosen school with prearranged appointments to cover the day. At the end they would rejoin and come back to campus loaded with forms, advice and sample manuals.

When Corky moved onto the campus, there were only three buildings and everyone knew everyone else. "It was so small and friendly. A lot of things we did for students were of the 'bootleg' nature. We couldn't legally give them anything to start a student government or to have activities. So we did what we could."

This attitude, prevalent in the staff since the beginning has lived to this time in the form of a closer rapport than usual between the staff and students.

"At first, I couldn't find the school. The earth tones of the campus blended in with the environment and people would drive by looking for the campus and not be able to find it."

"The campus was invisible and it took a while for it to have an effect on the community." Gradually, she felt the campus has grown and improved the cultural and artistic interests of the community.

Corky recalled all her early associates, many still on campus and particularly praised Mr. Urata who was instrumental in the construction and planning phases of the campus. But the person she spoke the most of was Leonard Farwell who she said was, "the hardest working man I've met and

very talented. Whatever he does he throws himself into completely." She mentioned his talent in ceramics and how he would travel each summer for special classes until he was told they could no longer teach him anything. She contrasted this side of him to the businesslike, preoccupied protector of the school finances, harassed and moving from meeting to meeting and trying to keep control.

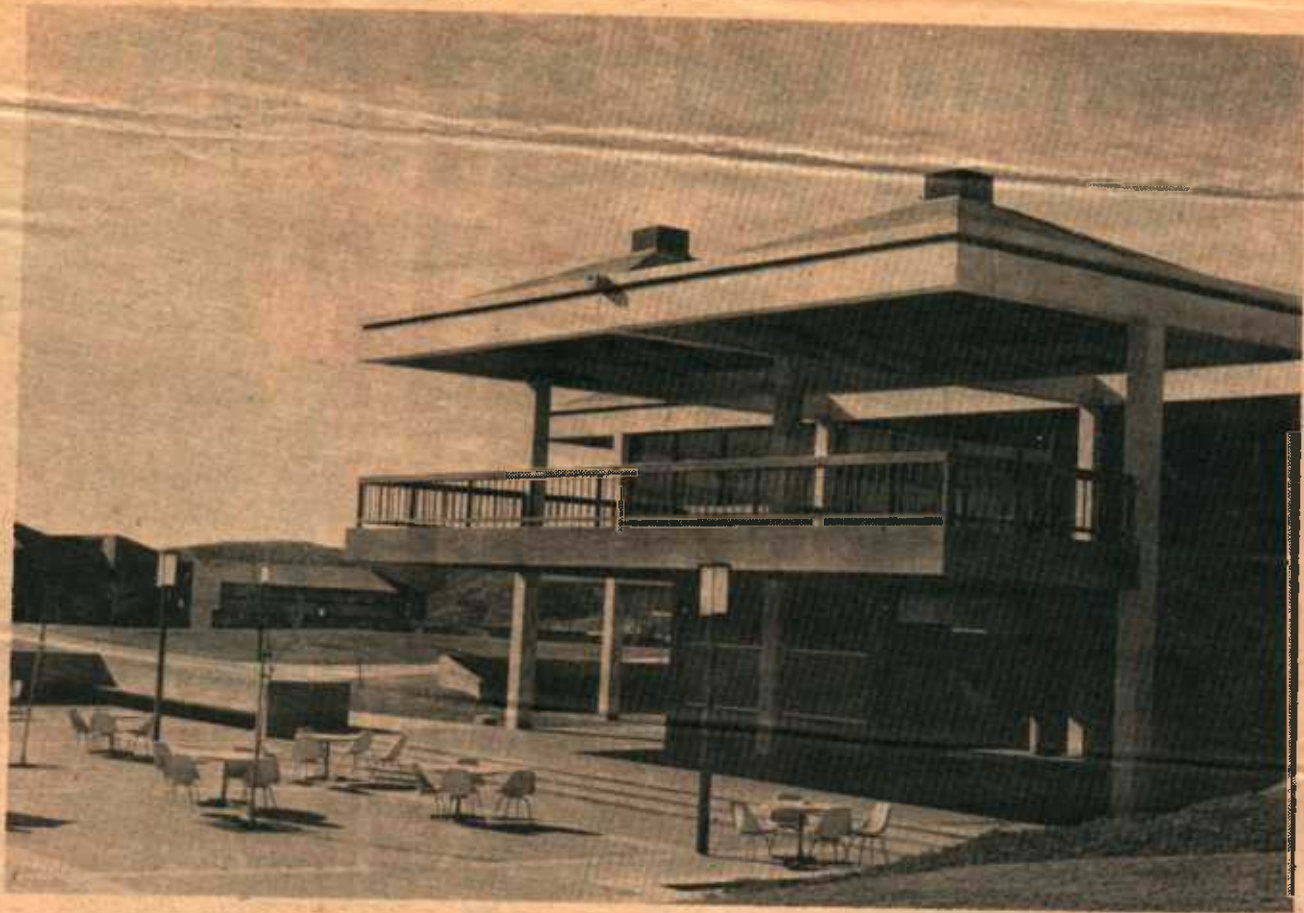
Corky and her husband have lived and traveled to many places because of his job, first in the Navy and then the space program. Plagued by ill health most of her life, she left a scholarship in music at Highland University in Las Vegas, New Mexico after one year between 1939-40. The school was too high in the mountains and so she joined a relative in Santa Monica after being accepted to UCLA.

With barely enough money to enroll and survive she found that the college had forgotten to inform her of out of state fees. With disappointment she attended Santa Monica Junior College whose school spirit and activities she still praises. Perhaps her early experiences with administrative mistakes have helped to shape her attitude of helpfulness to students and set a tone for the rest of the campus.

With early retirement she is looking forward to getting herself ready and healthy to accomplish the 60 years of retirement activities that her and her husband have planned. In her spare moments, there is always the new grandchild, Laurie Rene who will be one year old on April 30.

When asked how she felt about leaving, Corky said, "I feel a great deal of ambivalence about leaving. I love the job and working with the students." But she added, "My husband and I do want to do so many things and my health has always been so fragile that if we want to accomplish all we've planned, I'll have to take it easy."





*The Music Department has grown from the original days when members carried their instruments to the improvised recital wall, through sandstorms while clinging to a rope. They are now achieving recognition through an accumulation of national and international awards for performance.*

# HAPPY FIFTEENTH CAL-STATE



*The Management & Staff of the Commons*





*The original three buildings, stark and simple, in contrast to newer ones, served as the womb of creativity which nurtured the plans and dreams of a few visionaries into life.*



*Careful planning went into the grounds and landscaping. The best blend to set off the campus and buildings in terms of their surroundings were chosen. This created a remarkably aesthetic and pleasing combination of man and nature living together harmoniously. The additions of carefully selected plants, such as those bearing pear blossoms help to accentuate the buildings and walks.*

Continued from page 1

tion that the academic requirements were higher than any place else in the state. For instance, we insisted upon such a thorough package of general education requirements that most community college transfer students with an A.A. required three more years here to graduate. Years later, when I dated an S.B.V.C. faculty member, she told me that they had a school-wide policy of discouraging students from transferring here. At a time when U.C.R. had dropped all language requirements for their doctoral program, we required four quarters of a foreign language. Also, as far as I know, we were the only California State College requiring a senior comprehensive examination of each student in his major.

The course work itself was set at standards far above anywhere else in the state. Brenda, Charley and I used to refer to each other as "fellow seminarians." Some of the philosophy courses (including G.S. 190, required of all students) required thirteen books, original works; one a week for class discussion, and anywhere from two to five written papers plus a final. The required outside reading was to help prepare one to reason independently of the instructor and to be able to digest the "comp. list." This was the minimum group of readings to appear on the senior exam.

I certainly got what I wanted in the way of small classes. One class, contemporary philosophy, included just Charley, myself and the instructor. I know of two people who had the same professor with no other students.

The first upper division that I

took here was "Aesthetics" and it was relatively large with twelve people in it. We met in what is now one of the offices in the student services building. When I got my first paper back it had a big smiling face drawn on the bottom of the last page — and the grade next to it was an "F<sup>3</sup>." It was followed by a sentence saying, "Congratulations John: you had the best 'F' in the class!" Later, I found out that he was giving out "G's" and "H's" — grades below "F" — and that there were only two in the class above mine. Of course we were expected to rewrite the papers any number of times until they were at least acceptable. Brenda had the only paper that was more than acceptable, and when he asked her to rewrite it too, for the sake of perfection, she said, "No, Father, I'd rather not."

"C" papers were marked "Acceptable." At one time or another, all three professors gave me a "C" for a final course grade. As one of them explained it, doing average in upper division work here was certainly nothing to be ashamed of.

Standards were indeed high. Recently I was having coffee with Lee Kalbus, the Dean of the Graduate Department. We were reminiscing about "the old days" here and he told us a story about an early student who couldn't pass the comp. For several years he kept trying and failing. According to Dean Kalbus, he had amassed three hundred fifty units and couldn't graduate! The standards were so high that sometimes they could be cruel.

Still, I think that they were defensible. The purpose was to turn out educated people; not simply people with degrees. One

mark of an educated person is that he or she has the ability to collect and synthesize material without the aid of an instructor. While this certainly may not bring him up to the level of his instructor's knowledge, it does grant him a sort of independence. It's a quality which is almost independent of I.Q.; many bright people never develop it. Moreover, it makes one free in the classic sense: able to judge his judgment, as St. Thomas put it; or, more crudely, as John Dewey put it, able to consider the alternatives. Thus he becomes a qualitatively different kind of being. It was one of the irreversible tragedies of this school that its own education department never understood the principles that were being promoted.

Again, the all day examination of the college senior was the test of that qualitative change. The book list on the one that I took started with *The Federalist Papers*, Aristotle's *Politics*, St. Thomas' *Summa Contra Gentilis*, and continued with others of like quality. I failed it on the first try, and passed it on the second. This was the one place in the state where one could almost turn a sow's ear into a silk purse. In my own case, it took a person of moderate intelligence who was hyperactive and mildly dyslexic, and transformed him into being both literate and analytic.

(If I must prove this last point, I shall mention the sojourn that I spent at San Diego State. In the first year I completed more course work than was necessary for the M.A., and with a 4.0 G.P.A. When I completed my thesis, two of the committee members said that it could be published. For me the work was fun — and certainly

not as demanding as my undergraduate work here had been. Many of the students who were smarter than me, and who worked harder, didn't do as well. They were well trained, but I was educated.)

Some people believe that education is a product of money and a beautiful campus. They're wrong. During the "golden age" of this school the library was in the south half of the student services building, there were virtually no lawns or landscaping, and every bit of space that could be closed off was used for a class. In fact, every day there was a class being held in the cafeteria for lack of space. Sometimes that made for a funny scene when someone would wander in, sit down and start talking, not realizing that it was a formal class. The "cafeteria" itself was simply the largest two rooms in what is now the fine arts building. Another of the rooms contained the bookstore.

One of the most incredible situations was the Greek philosophy class of Fall quarter, 1970; it didn't have a room of its own to meet in. However, someone had noticed that since most classes met four days a week, there would always be an open space somewhere. So every day we met in a different room. In fact, one of the "rooms" was a chemistry lab that wasn't being used on that day and hour. The instructor referred to the class as his "floating crap game," and in it we learned to read Plato's *Republic* on four different levels.

I graduated in 1971, but remained a full-time student here through 1972 just to upgrade my education. It was during those years that the old Cal State convulsed and

died.

Several things happened all at once, culminating in the recognition that the *Zeitgeist* of the late 60's had caught up with us.

Most obvious, the dorms and the commons were finished and opened. The average teacher was suddenly older than his average student. Rock bands appeared on campus at noon time. The first function to be held in the lower commons was a George McGovern rally! (For those of you who don't remember, he was the ultra liberal who ran against Nixon in '72.)

Led by A.S.B. President, Van Andrews, there was a wave of student activism on campus. At one point, Van was walking back and forth outside the registration process carrying a picket sign that said "BOYCOTT PHILOSOPHY." He turned to calling some of the faculty members fascists and even made threats against a few of them. Eventually, he was thrown in jail for his campus activities — which, to him, was a badge of honor, and he refused probation in order to make his point.

The older students considered Van a clown, and helped vote him into office as a matter of comic relief. That's all that it would have amounted to except for the fact that there were two other factions which took up the cry for "relevance" in education: the last hired teachers whose jobs would be threatened if the student population didn't rise; and the school's own department of education, led by Mary Jane Schultz.

The former group had the most understandable and base com-

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plaint. During the time that I had been here the full-time enrollment had more than doubled, but it was still far less than two thousand. Later, I became more empathetic with them when I lost my teaching job due to Proposition 13.

The final cause of the downfall of the system was the ideology of the Education Department. For example, until recently they would teach entire courses based upon just one book: George Leonard's *Education and Ecstasy*. Its thrust is that students should be given almost complete freedom in determining their own education. This way they were assured of both enjoying it — experiencing "ecstasy" — and achieving excellence. Structured and imposed discipline was anathema. They held a completely false concept of what constitutes human freedom: they recognized only the animal form of freedom from restraint, forgetting the human component of freedom to transcend his surroundings.

At least I'll have to admit that the "educators" were sincere and true to their ideals. (One could mention a lot of other misguided people who shared that one virtue.) The Golden Age here had committed suicide. As soon as Mary Jane had accomplished her objective ("democratizing" education) she left to try to co-author a work with her intellectual idol, Marshall McLuhan.

Of course, not everything here suffered a decline in standards. Even while I was away at San Diego I used to return every other week or more to stay active in karate. The gym was one of the first buildings, completed years ahead of the library. Any student could ask for a locker and keep it all year — even if he didn't have a P.E. course. I was too old to go back to boxing, but at first I kept a locker just to punch the heavy bag and keep in shape. Coach O'Gara, the P.E. department head, had put himself through school as a professional boxer, and we got along just great. He's retired now, but every now and then we still get together for a cup of coffee.

The karate class was taught by two then current students, Tony and Susie, art and music majors, respectively. Tony had been the U.S. Marine karate champion and had studied in over three hundred gyms throughout the Orient. He taught the beginning class and she taught the advanced class.

There are two basic kinds of karate: "hard" and "soft" styles: the former of military origin, and the latter of temple origin. In fitting with the early character of Cal State the style here was that of religious origin. I received my black belt just before I left in 1972.

It is interesting to note that Tony and myself, and all of the black belts here at that time, each had his poetry in a school publication called *The Prickly Pear*.

One of my reasons for returning here in 1975 was because Tony was still teaching his "art form." Once, he told me that he chose to stay here because, as he put it,

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While students dress changes with the times, the remarkable visual architectural achievements, like all good art, appear timeless statements of space and imagination totally consonant with the image of a college.





Continued from page 6

"The school is built on a power spot." He's still here now, as well as teaching art at the University of Redlands. Susie married one of the music teachers and moved to Pennsylvania. They're both teaching also.

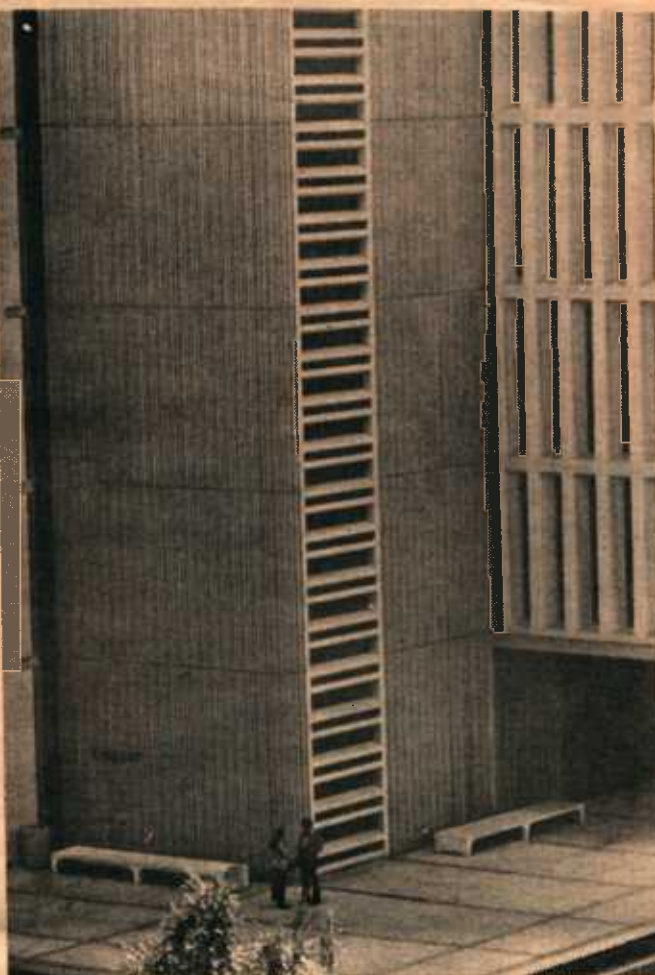
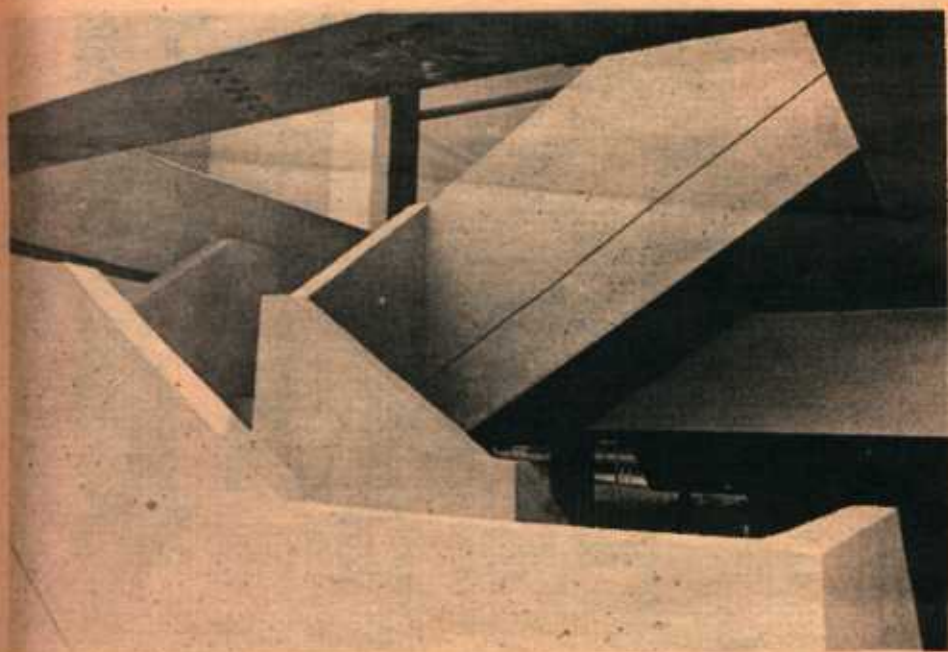
There are many other first rate instructors left here. A mark of the original group is that they weren't "specialists" in the usual sense. Sure, they were experts in their own fields. Just as important, they also had some understanding of what was going on in the next classroom. Because of this they were able to give us a better integrated and coherent education. With the coming of the masters' programs and the required specialists, I fear that the undergraduate program is still in danger.

When I was teaching philosophy and logic at a community college, often I was asked by students to give them advice as to where to transfer. My first choice was to tell them to look over a branch of St. John's College. It's probably the closest comparison to the early Cal State, San Bernardino. Of course it is also beyond the reach of most students who are already having a hard time making ends meet. So, as a second choice, I recommended our own Cal State. Many were surprised, and some didn't even know that there was a college here. My sales pitch was that the upper division classes are still small and, in the areas without a graduate program, they still would be their professor's highest interest.

Since it appears easier to be a student here now it's really much harder. There's no plan to insure that students achieve independence of the teacher. For this reason I used to advise my students to take at least one or two independent study courses. In this way they might have some practice in learning to learn for themselves. Still, they have to supply much of the discipline by themselves to begin with — and do it on mere faith that the extra effort will provide a valuable, but intangible, benefit. It's so easy now to get just a degree. Fewer people will become educated. When Brenda dropped in on a Philosophy Club meeting a year or so back, she told me that she couldn't help having the feeling that there was something missing from most of the people. So many of them expected to be told the answers. For sure, they have it harder in the long run.

I try to stay in contact with as many of the old students as I can — those of us who each ate a pound of salt together. For instance, three years ago Brenda became a grandmother, and Van Andrews had become a preacher. None of us are rich; at least not that I know of. Some are aspiring writers and some are apparent "dropouts," living in the hills of Northern California with their books and their dogs. Many are

Continued on page 8





Continued from page 7

teachers.

Whenever any of us get together there's usually a sense of "familiness" and, I'm afraid, a bit of elitism.

Yet, I believe that this is still the best public institution in the state to either get a general education, or to further it. It's been nine years now since I graduated, and I'm still here every quarter taking the things that interest me. When teaching night classes I'm here during the day, and when doing construction work I'm here at night. About once every other quarter I pass President Pfau in a hall or on a walk and give him a nod. I've never talked to him. He's always nodded back with a smile. Yet in the last year or two he's also had a slightly puzzled look in his eye. Perhaps, he wonders what my function is here.

*Festivals, tournaments and dances round out the cultural and intellectual oppportunities of this college. Mostly organized under the loose auspices of the Associated Students, campus clubs and other organizations get together for some simple fun and companionship.*





## Associated Student Government

by **Richard J. Bennecke**

*First A.S. President*

*Currently Activities/Union*

*Coordinator Cal-State*

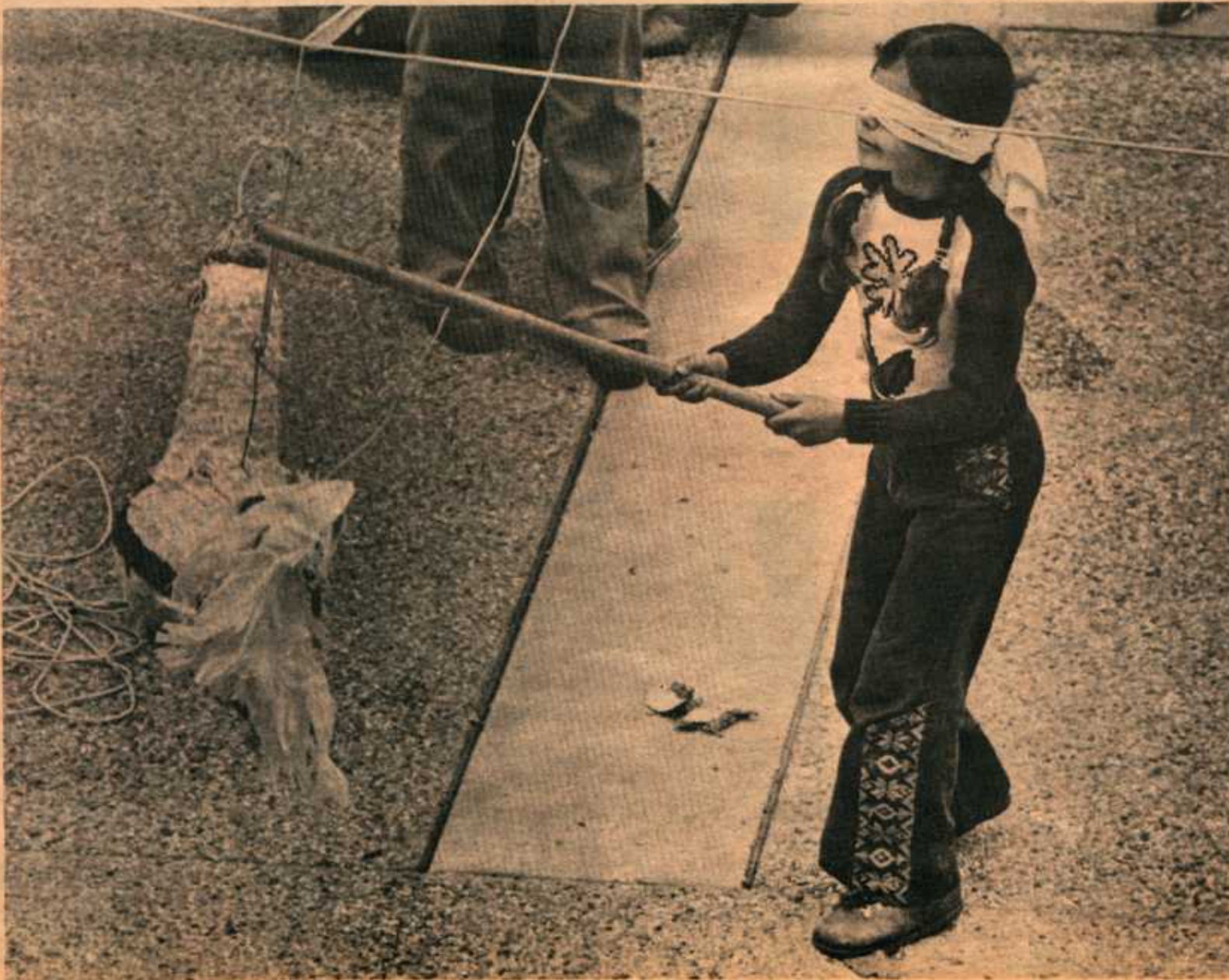
*San Bernardino*

California State College, San Bernardino opened its doors in the Fall of 1965 with a student enrollment of 293. The landscape presented a cold orientation to those first students who traveled a dirt road to a newly paved parking lot. The average age of the student body was 26.7 and the heaviest academic area of concentration was in the field of education.

The academic program was well established before the college opened, but the cultural and social input was nil. Therefore, a small group of four students approached the Dean of Students and asked him how to go about organizing a work force that would lay the foundations necessary for the establishment of a student government. It was the hope of these four students that if a student government organization would be duly con-

stituted and if a fee assessment could be levied upon the student body, then the cultural and social picture of the campus would begin to brighten.

First, it was necessary to call a general meeting of all students interested in providing the manpower needed to get the organization off the ground. Our first meeting was attended by twenty-six students. The general consensus of this group was to establish a central committee with four sub-committees. The responsibility of the central committee was to coordinate the efforts of the sub-committees and provide them with the necessary materials they needed in order to get started. A central committee chairperson as well as the sub-committee chairpersons were elected from the group of twenty-six. The sub-committees consisted of an activities committee, a publication committee, a constitution committee and an election committee. The responsibilities of these committees were as follows:





## Chapter 2 Alumni Assn.

In the early part of my senior year at CSCSB, President John Pfau approached me in regards to the establishment of an Alumni Association for CSCSB graduates. President Pfau was concerned that if an association was not formed immediately, the first graduating class and future classes might be lost and never be located again. He cited an example where San Jose State had been in operation for over twenty years before they developed an Alumni Association and consequently lost contact with thousands of graduates.

As A.S. President at the time, I did the leg work necessary to collect data on existing associations and draft an initial constitution for the Alumni Association. After the first class graduated (all 59 of us), they approved the constitution and elected officers. By this time I was hired as an administrator in the Student Affairs Division at Cal-State, San Bernardino and also elected President of the Alumni Association. The association applied for and received tax-exempt status from the Internal Revenue Service and was ready to set up shop.

The initial objectives of the

association were to maintain contact with graduates through a quarterly newsletter, provide financial support via scholarships to future CSCSB students, provide money to the college for special projects not funded by the State and provide for social events whereby Alumni could continue their friendships beyond their college years.

The first graduating class contributed money to the association by purchasing either yearly memberships or life memberships. With this seed money, the association was able to publish a newsletter, hold several social functions and continue its operation into the future.

Today the Alumni Association has hundreds of members, gives annual scholarships, publishes a professional newsletter and contributes money for the betterment of student life at Cal-State, San Bernardino. The Alumni recently contributed a work of art to the Student Union Building and will be honoring five outstanding Alumni at their Alumni Brunch, in conjunction with the College's 15th Anniversary Day Celebration, Sunday, April 27th.

The Alumni Association continues to prosper and grow as dedicated graduates contribute money and time to their Alma Mater with the typical comment being "those were the good old days".

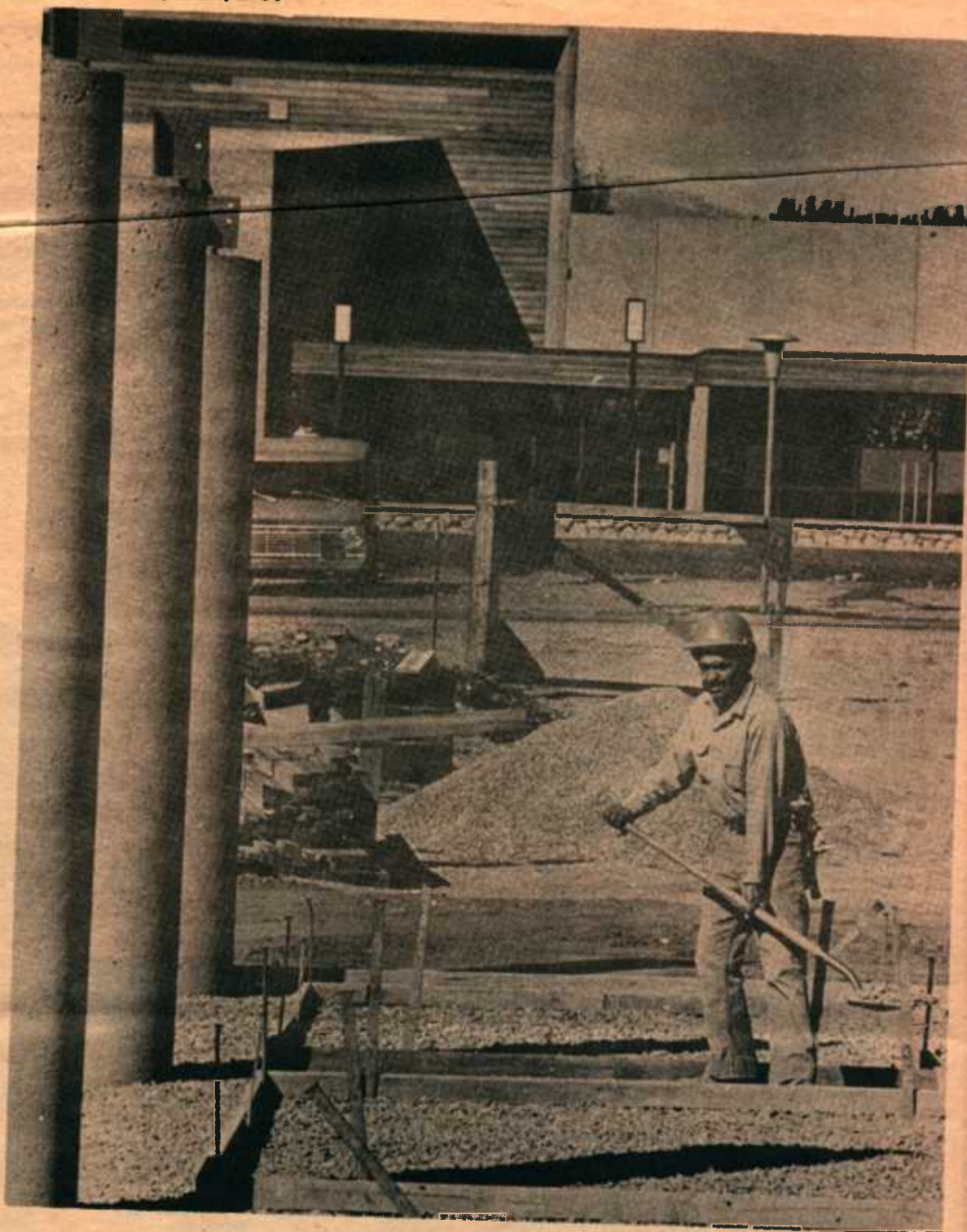
*Best Wishes to The Cal State  
San Bernardino Community on its  
15th Anniversary.*

**Richard, Linda, Jason  
Bryan and Adam  
Bennecke**

**CONGRATULATIONS  
UNCLE MARK**

*best wishes for you, from*

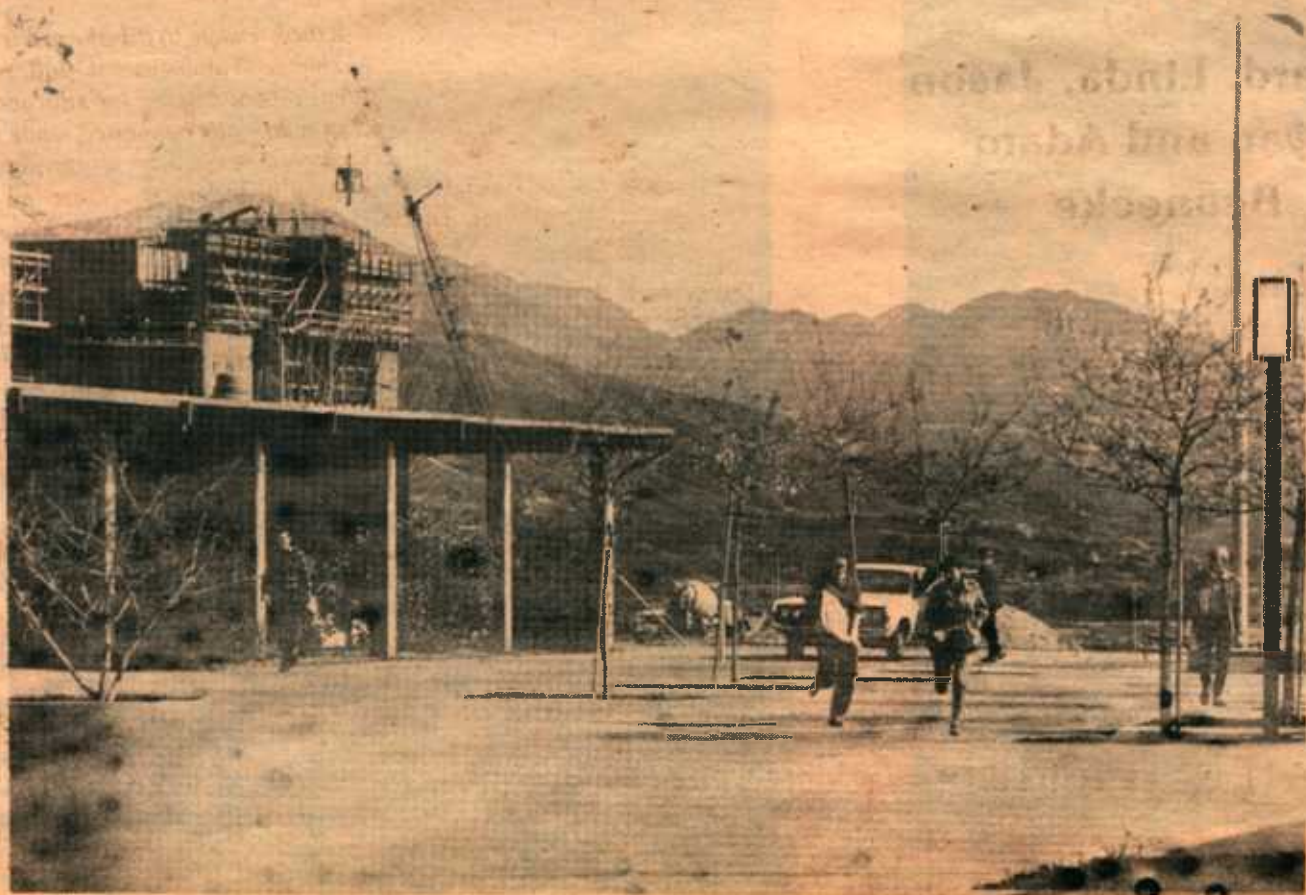
**michell & jeannie**



*It took a while to transform a wilderness of grapes, cactus, Russian Thistle (Tumbleweed) and rattlesnakes into the pleasant environmental niche for education the school now occupies. Construction has continued while the school was open and the ever present reminders of constant change and development have done wonders to create an atmosphere of questioning and challenge for the student body.*













# or Theatre Arts Department

by Dawn  
f 1966, the Arts Department has rapidly grown  
artment. The use of student enrollment in Theatre  
on that is available to students to a degree seldom possi-  
eages.

B are offered that cover the fields of Acting,  
chnical Theatre, Literature. The students may also  
s directed by the Arts Faculty, and, when the op-  
by fellow students may act, stage manage,  
the technical for any of these productions.

major production Theatre Arts majors may enroll in the  
Players and Theatre. The Imagination Players,  
will, tour schools and perform pieces of  
oted to the they use no props or costumes, but  
e children use own imaginations to picture set-  
ing Theatre by Dr. William Slout, performs a  
ces written Slout for the group. They rehearse  
ur local history the following quarter. In addition  
Spring of the Touring Theatre performed their  
pieces on at CSCSB and titled their act *The*

a Theatre major may become eligible to direct,  
roduction offers the student the opportunity to  
ne classroom is considered an extra learning ex-  
r colleges. Theatre Arts department at CSCSB is  
develop and out the responsibilities of putting a

offers the chance to work in a supervisory  
program positions are in charge of student  
for construction, at time, design for productions.  
Theatre Arts department at CSCSB, the Theatre major is  
teaching; on to graduate study, or into the pro-  
fession. The department has graduated 50 students.  
schools who are making their way into profes-

SB are sponsored by the Players of the Pear Garden,  
Theatre students. The Players named their club after the  
D. The Pear Garden also sponsors an  
al high school students. The workshop format alter-  
ents with discussions of the performances by a panel  
B faculty. The panel usually consists of three  
len, a Drama faculty member from another college,  
e. The purpose of the workshop is to bring together  
discuss and work creatively and constructive-

is built in houses the Music and Theatre Arts  
features a and a Recital Hall, a scene shop, a  
g rooms and classrooms. The Theatre  
und a theatre 30 feet deep and 60 feet wide.  
ent Chair first arrived at CSCSB in 1965. He  
f Minnesota 1950 and his Ph.D. in 1963 at Stan-  
William Sloan 1968. Dr. Slout received his B.A. in  
U.S. in 1968 Utah State University, and, in 1970,  
Amanda Rudisill joined the staff. Receiving her  
e, she went to receive her MA at Pennsylvania  
her Ph.D. Northwestern University.

CSCSB by Theatre Arts Department was Eugene  
designed and directed this production in March of

in Fine Arts 1966, the large lecture hall at the time.  
Bed was built in November of 1966.

Department presented a wide variety of produc-  
Slout directed *The Rainmaker* by N. Richard Nash  
ar portraying "Dog" Kelley, Mayor of Dodge  
arp. He appeared in the *Rawhide* series and

in the Theatre was Anton Chekhov's *The Sea*  
during the 1977.

as written Theatre majors, Paul DeMeo and  
during the of 1978.

disill and professor, Dr. Loren Filbeck jointly  
ampus *The Robber Bridegroom* which was written

ently in production of three one-act plays being  
B. Past, Present and Future is being directed by  
ruber, and Dr. Rudisill.

ing *She's a Me! She Said So!* a play written by  
English, Dr. Coone.

*The Sea Gull* (1977)  
by Anton Chekhov.



*A Mid Summer Night's Dream* (1977) by William Shakespeare.



*Medea* (1978) by Euripides



*The Robber Bridegroom* (1980)  
by Alfred Uhry and Robert  
Waldman.



# 19th Century Symbolism Art Show Opens April 27th

"19th Century Symbolism," an exhibit to be displayed April 27-June 10 will present an ambitious survey of an often overlooked period in art history.

Featured in the show are sculptures, paintings, drawings, pastels, watercolors, woodcuts, lithographs, drypoints, etchings and monotypes from an international movement of 19th century artists.

"Symbolism, a European and American cultural movement in the last decades of the 19th century, explored the realm of dreams, imagination and hallucination in search of meaning and significance in art and literature," explained Dr. Julius Kaplan, chairman of the art department and organizer of the exhibit.

"Symbolist art is often quite evocative rather than descriptive, very personal and varied," he continued.

"Beyond the common ground of evoking or suggesting a mood or feeling rather than by defining precisely some concept or emotion, symbolism's exact nature is so elusive and complex that any attempt to understand it becomes a survey of variety."

"Within this movement, the subjects chosen and the form that each work of art took were as individual as each artist," Dr. Kaplan added. "The movement used all stylistic options and contained artists who turned away from their world in horror as well as those who were deeply involved in contemporary events."

The purpose of this exhibit is to explore this variety in Symbolist Art.

The collection has been drawn almost exclusively from the Los Angeles area and makes no claim at including all the important artists of the movement, but it does present the major issues in symbolism.

Collections the works have been borrowed from include: The Grunwald Center for the Graphic Arts, the Los County Museum of Art, Jack Rutberg Fine Arts, the Norton Simon Foundation, Inc., the San Diego Museum of Art, the Timken Art Gallery, plus a number of private collectors.

A few of the better known artists represented in the show are: Aubrey Beardsley, Edward Burne-Jones, Arthur B. Davies, James Ensor, Paul Gauguin, Gustav Klimt, Gustave Moreau, Alphonse Mucha, Edvard Munch, Pablo Picasso, Pierre Puvis de Chavannes, Odilon Redon, Dante Gabriel Rossetti, Elihu Vedder and Edouard Vuillard.

The exhibit is located in the Gallery of the Fine Arts Building. The Gallery hours are: 9-12 noon and 1-3 p.m., Monday-Friday. There is no admission charge. The April 27 premiere is part of the college's 15th anniversary Open House and has special hours (11 a.m. to 5 p.m.).

Further information is available by calling 887-7459.



Eugene Grasset, "Meditation", 1897. Lithograph, lent by the Grunwald Center for the Graphic Arts, UCLA.





Arthur B. Davies, "Pastoral Dells and Peaks", 1908. Oil on canvas, bequeathed to the Los Angeles County Museum of Art by Dr. Dortha Moore. On loan to C.S.C.S.B. from L.A. County Museum of Art.



Fernand Khnopff, "Head of a Woman" 1898. Lithograph, lent by Jack Rutberg Fine Arts, Los Angeles.

Fernand Khnopff





Edgard Maxence, "Spring Chasing Away Winter". C. 1895. Pencil and pastel on tissue paper, lent by Jack Rutberg Fine Arts, Los Angeles.



Paul Gauguin, "Be In Love And You Will Be Happy," 1897. Woodcut, on loan from Dr. Arnold Klein, Los Angeles.





Alphonse Mucha, "Medea", 1898. Lithograph, lent by William A. Emboden, Los Angeles.



Felix Vallotton, "Fireworks" 1901. Woodcut, lent by the Grunwald Center for the Graphic Arts, UCLA.



Felix Vallotton, "Fireworks" 1901. Woodcut, lent by the Grunwald Center for the Graphic Arts, UCLA.





*Small classes, personal attention, and modern facilities create an ongoing rapport between students and faculty which transcends the simple education of many places. Students are people here, with names, faces and personalities and not mere cyphers and numbers with an impersonal information system.*

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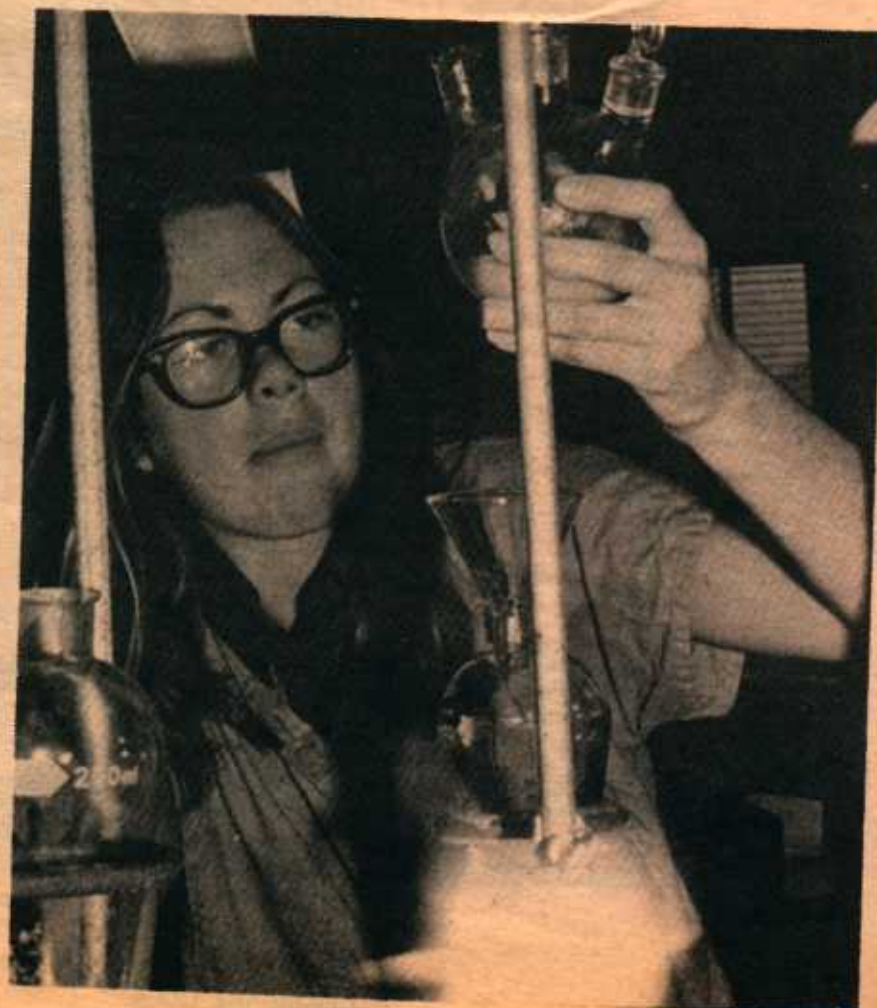
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Will Have A

to help celebrate the college's 15th Anniversary

## **CAL STATE NIGHT Wednesday, April 23**

Special Prices  
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**10 Percent Discount**

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**All Drinks — 90 Cents**

(except house specials)

In the Lounge from 9 to 2

These specials are for Cal State students and staff only

Bring your Cal State and one other valid I.D. (You must be 21 to go into the Lounge)

Join your friends at Bobby McGees for a fun evening of dining and dancing

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Steve Miller CSCSB '73



# Intramurals - The



Bone crunching action between Shandin and Pulverizers.



A couple of aces.



Softball is great on a hot day.

It has been an enjoyable experience watching people play and seeing the intramural program grow since my arrival in 1971. Prior to that year, the program was basically softball, basketball and football for men, with occasional female participation. Under the direction of student assistants there were also tournaments in table tennis and pool.

The biggest change, outside an increase to over 45 different events each year, has been the involvement of women in intramurals. From a token number of females (including Roberta Stathis-Ochoa) in the early years, there are now over 200 women active in intramurals each year.

Roberta and two others, Barbara Rakow and Gretchen Stangl began their intramural careers as scorekeepers in 1972-73. They were upset at their limited roles according to Roberta and "wanted to participate."

Joe Long got a team together. "It was strange" recounted Roberta. "The three of us ranged from 5'3" to 5'6" and we still managed to take the intramural basketball tournament that year by winning two out of three games." She added, "It backfired a little when Joe Long set us up with a game against Riverside against a real women's team. They were tall and even had plays and we lost 80 to 2. It was embarrassing."

They were the first women participants and were called the Jockettes according to Roberta. Since then the program has grown to include a number of women.

Personally, I get a great deal of satisfaction out of the fact that many students are now playing in "unfamiliar" sports. Some of the



# Thast Eight Years

by [unclear]

...basketball junkies are actually learning to play different games and a lot of people are out there, playing hard, just to have a good time.

The two recurring problems have been complaints about officials (mostly by losers) and publicity. Officiating is a problem everywhere and our resource pool is limited, but this year things have been much better. It helps if officials return the following year, for usually they've improved. Unfortunately, most hand up the whistles and stripes after one year because of the harassment they receive from players. Publicity has also improved and I'm especially proud of the fact that our videotape promotion titled "Coyotenet", was selected as one of the four best presentations at the National Intramural Recreational Sports Association Conference in Atlanta last year. Those intramural T-shirts are great advertisements too, especially the old faded ones from a few years back.

It has been my privilege to speak about our program in New Orleans, Boston, Chicago and Atlanta, spreading the word about good old Cal State. Intramural folks in Canada are also interested in our programs, especially the rattlesnakes. We've even had pictures published in the "NIRSA Journal".

In closing it is worthy to note that we are one of the few colleges to present T-shirts for participation alone, and the only one to offer "Ace" and "Blue Max" awards.

Funniest event ever? In 1973 Jim Cassidy had his shorts ripped and pulled off while running with the football. He kept his flags on and scored to the embarrassment of the defenders.



Extra innings?



The girls have some moves too.



Waiting for that rebound.



Sometimes, the smog creeps in.



Intense intramural tennis player.





Pulling one in.

## If Proposition 9 Wins, You Lose!

The passage of Proposition 9 in California will substantially reduce the quality and quantity of state and local government services by slashing the State's General Fund revenue by over 25 percent on a continuing basis.

In actual dollars (rather than percentages), tax savings will go primarily to the rich. The wealthiest 14 percent of taxpayers will receive over 55 percent of all state tax dollars saved. The least tax relief (in total dollars per person) will go to those who will bear the major burden of cuts in government services — low income workers, retired persons, students, the poor and the handicapped. Major cuts in state aid can be expected in areas such as health services, education, flood control, police and fire protection, parks and other recreational services, libraries, environmental protection programs, etc.

*For college and university students, passage of Proposition 9 will mean one or more of the following:*

- ★ imposition of tuition (amounts up to \$1000 per year are being considered)
- ★ increased student fees
- ★ larger classes
- ★ campus closures
- ★ termination of academic programs
- ★ enrollment limitations at campuses or in programs
- ★ fewer classes offered
- ★ more classes cancelled
- ★ diminished educational quality

### Help Defeat This Self-Serving Tax-Cut Scheme of Fat Cats

- ★ Register To Vote (if you are not registered or if you have moved recently)
- ★ Vote NO on Proposition 9!
- ★ Urge your friends and relatives to vote NO on Proposition 9!

(ad paid for with private funds by CFA)

AAUP  
CCUFA/CTA/NEA  
CSEA

**cfa**





Serrano Village opened in 1972 with four houses and small occupancy. It has grown steadily until it is now eight houses with a planned occupancy in 1980-81 of 400. The Village runs its own resident oriented series of activities with a growing number of night Educational Programming Team projects open to the entire community. Aside from the normal campus activities, these Programs offer an exposure to topics of general interest and self help in areas not generally covered by other areas.

Thank You ASB  
for the 15 years  
you have  
supported our  
Theatre activities.

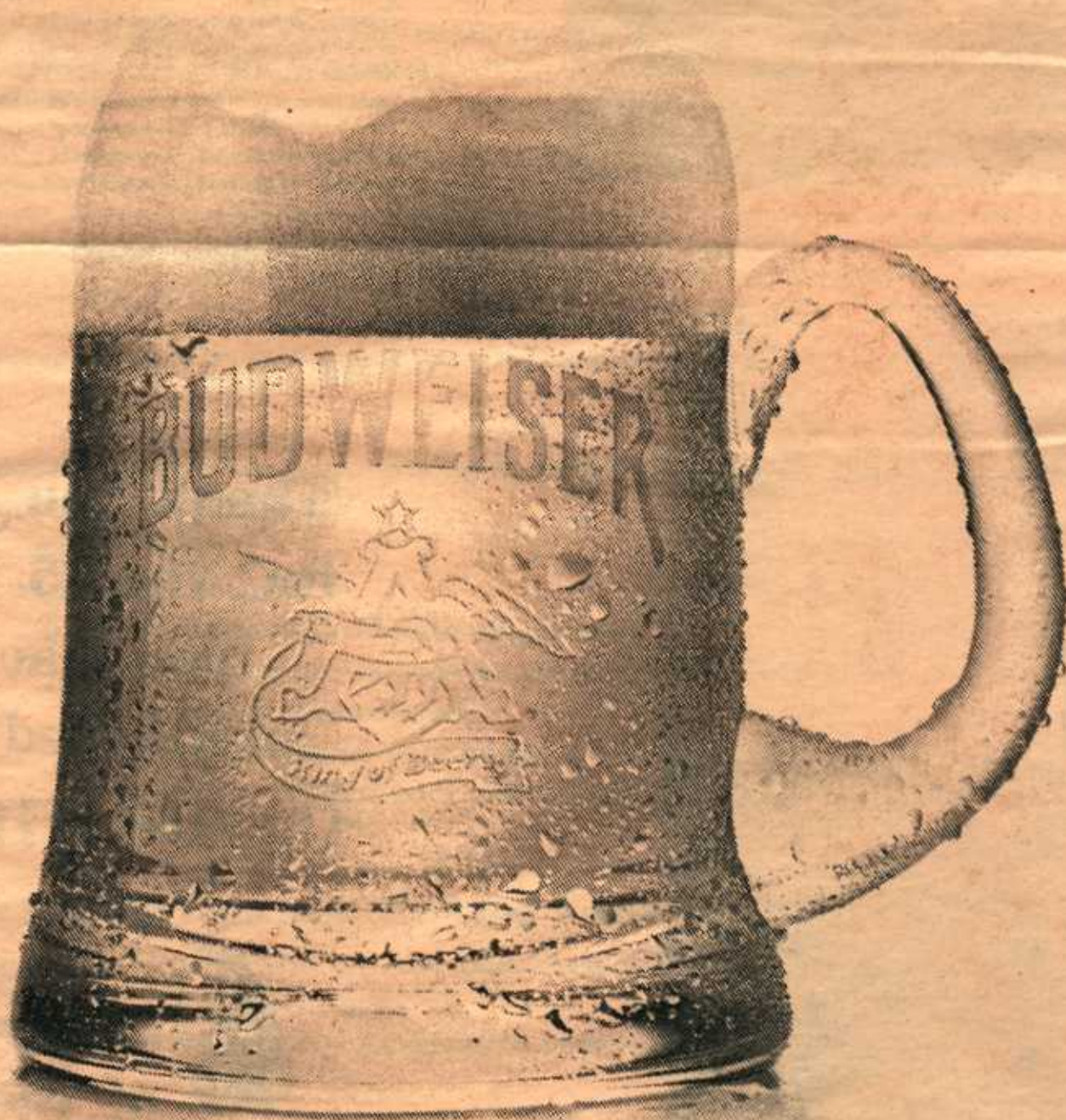
The  
Players  
of the  
Pear Garden



College produces individual challenges, encouraging personal development. The long walks with a close friend in a peaceful setting do much to enhance the college experience and bring meaning to life. The kind of meaning which only comes from shared living. Too small, to get lost in, students thrive on developing lifelong friendships.



To California State College  
at  
San Bernardino  
On Their 15th Anniversary  
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FOR YOU!**



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