

University of San Diego

Digital USD

USD Vista

USD News

5-19-1970

Vista: May 19, 1970

University of San Diego

Follow this and additional works at: <https://digital.sandiego.edu/vista>

Digital USD Citation

University of San Diego, "Vista: May 19, 1970" (1970). *USD Vista*. 383.
<https://digital.sandiego.edu/vista/383>

This Newspaper is brought to you for free and open access by the USD News at Digital USD. It has been accepted for inclusion in USD Vista by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

New AS Leader Emphasizes Curriculum

Bob Blake, a junior majoring in pre med, was elected AS president on May 4. Next year, he will be assisted by Andi Merten, women's vice president; Randy Woodard, men's vice president; Tim Harris, corresponding secretary; Debbi Comfor, recoding secretary; Craig Ammon, treasurer; and John Murphy, chief justice. In a recent interview with Rosemary Johnston, Vista editor, Blake outlined his goals for next year.

What did you think of the campaign this year? Have the losing candidates agreed to work with you?

This campaign demonstrated that there is a need for reform in expenditures by candidates. There should be a limit set on the amount that can be spent and candidates should account for their funds after the election. This was one of the cleanest campaigns I have witnessed at USD. So far, Schanes, Jones, Ronco, and Contino have approached me for some sort of position in the coming year.

What do you foresee as the main problem next year?

I have to change the image of the AS president as it is now, a

nobody. Academic reforms will be a struggle. The AS budget and the requisition submitted by club football and the other organizations make it essential that we have a summer concert program by which USD makes money, not Crosby Productions.

What do you foresee as the advantages working for you?

I have a really good slate of officers. Because of the margin of victory by which I won, there will be little or no school factionalization as there was last year. Contino has been very willing and eager to help.

Was there any AS money pil-

fered this year? How much? What will you do to regulate the treasury next year?

Well, the AS adding machine has been stolen. I never knew the amount of petty cash on hand at any time. Only the president and the treasurer have a key to the petty cash drawer. On the Bloomfield concert, I have two questions: Why did Riley and O'Neil wait so long to investigate the missing funds when they knew two days after the concert that the money was not accounted for? Why did the other Executive Council members

have to ask him what happened to it?

I feel that it will be next to impossible to steal money next year because the requisition has to be signed by the treasurer or the president. The Business Office issues the checks.

Who will be the Social Chairman next year? Will he be appointed or elected?

I won't be interviewing the applicants until today. He or she will be appointed until the new constitution goes into effect at which time he will be subject to a student vote.

Continued on Page 3)



Vol. 7

Tuesday, May 19, 1970

No. 14



1-2-3-4—At last week's political rally in the CW patio, AS president Bob Blake read the Strike Committee's proposals. The proposals were later voted down.

—Photo by Karl Eklund

Strike Call, Flag Lowering Lose By 2-1 Margin in Student Vote

By John Fennessey

USD students voted against a war strike proposal by a 2-1 margin. The poll conducted last week ended with 37% of the students voting supporting the strike and 63% of those voting opposing it.

The vote on lowering the flag to half staff was defeated 70% to 30%.

USD's Law School also voted on the strike issue with the result of 210 (65%) in favor of a strike and 109 (35%) against.

The recently formed USD Strike Committee began its plan of action last week. The program, headed by political science major John DeVine, included the picketing of both entrances to the campus; leafletting of the students; a strike rally and a poll to decide whether or not to strike.

The BSU, the Strike Committee, and the students against the strike. DeVine, John Donovan and Paul Schanes coordinated the rally. Monitors, headed by Tim Hermesen, were appointed to guard against any violence.

Greg Daulton, a member of

the strike committee, was the first to speak at the rally. He read the terms of the strike.

"Support of the strike does not constitute a commitment to that strike." He said that if a student chooses not to attend a class he should either be allowed to take a final grade, based on the course work to date; or receive an incomplete in his studies and not be charged an extra fee to make it up or he may substitute an out of class project with the agreement of the teacher to satisfy course requirements.

The strike committee urged the University of San Diego not bring the San Diego police on campus, unless violence takes place, that strike organizers and participants be granted academic, legal, and political amnesty, that all military recruitment be eliminated on campus, that the honorary degree bestowed on Richard Nixon be withdrawn and that its notation (plaque) in the College for Men be removed; that all flags on this campus be lowered to half mast officially by the University un-

til the United States withdraws all troops from Southeast Asia.

Other speakers were Brian Mack (SDSC), Bill Riley (Mesa), Don Brender (Grossmont), and Sherry Smith (SDSC) representing the Women's Liberation movement.

The final slated speaker was Fritzof Thygeson, a candidate for congress running on the Peace and Freedom Party ticket. The microphone was then available to anyone who wished to voice his opinion. Dr. B. R. VanVleck stepped to the speakers platform and proceeded to condemn the speakers on the basis of errors in speech. He accused various members of the crowd to be "communist conspirators", among them Thygeson and Greg Downs, Vista's staff photographer. This brought on an onslaught of name calling and rhetoric from both pro and anti strike representatives.

Although the strike was voted down, the USD Strike Committee will continue to function. DeVine is now seeking academic amnesty for those who still wish to take part in the strike.

350 Graduate May 29

By Bruce Cahill

Commerce Secretary Maurice H. Stans will address what is projected to be the largest graduating class in USD history. He will receive an honorary LLD degree.

More than 350 students of the coordinate colleges and the law school are expected to receive degrees. The ceremonies will be held at 7:30 p.m. Friday, May 29, in the Civic Theatre.

Stans was appointed Secretary of Commerce by President Nixon in January 1969. The Department of Commerce recently conducted the census April 1. The mailing was the largest in the history of the nation.

Graduation practice will be held at 12:30 today in Alcala Bowl and the Baccalaureate Mass will be held in the Immaculata at 3:30 p.m. on Friday, May 29.

This year's graduation is the 17th in the 20-year history of the university. It will be the third graduation held jointly by the coordinate colleges and the law school.

Previous Speakers Cited

Some highlights of previous graduations include Astronaut William A. Anders, last year's commencement speaker and recipient of an honorary D.S. degree, and the awarding of the university's first honorary degree to Richard Nixon, when he was vice president, in 1959. An honorary LLD. was given to Edmund G. Brown in 1961.

Bishop To Preside

Serving on the Commencement Committee are Sister Catherine McShane (CW), Mr. Irving Parker (CM), and Professor Joseph Brock (School of Law).

Presiding over the ceremonies will be Bishop Leo T. Maher. The United State Marine Corps Recruit Depot Band and Color Guard will also be featured.

Faculty Senate Proposal Remains Under Study

By Michael Sturm

A proposed faculty senate was rejected at a meeting of the joint faculty. The committee that made the proposal was told to expand to 11 members and to make new proposals for a senate that would include the entire faculty.

Dr. Ernest Morin, a member of the original committee said "the decision was probably influenced by the speech of Dr. Gabriel Jackson, president of the UCSD academic senate."

Jackson spoke to the USD faculty about the work of a faculty senate.

Regents Delegate Power

Dr. Jackson is the chairman of the history department at UCSD. He was educated at Harvard, worked for his masters at Stanford, and got his doctorate at Toulouse.

All full time faculty member at UCSD are members of the senate. The UCSD senate has authority granted by the regents over courses and curriculum, undergraduate and graduate department. The principal work of the senate is to make recommendations to the chancellor on the hiring of personnel, of which nine of ten are accepted. The talk came on the eve of a USD faculty vote on the senate.

Members Chosen Annually

The UCSD senate includes several important committees. The budget committee is the most im-

portant single standing committee. The Educational Policy Committee covers such areas as new courses, the balance between the humanities and the sciences, the pass-fail vs. the letter grading system, oral vs. written exams, and the improvement of teaching. The Graduate Council examines and recommends M.A. and Ph.D. programs.

Senior and junior committee members are chosen annually from all departments. The Committee on Academic Freedom hears all cases involving denial of academic freedom. The Committee on Privilege and Tenure serves as a last resort for faculty members deprived of their rights. The Executive Committee sets up the agenda for the meetings. Each of the above committees has seven members.

Crisis Committee Formed

The Committee on Committees, consisting of six elected members, appoints other committee members. The Executive and Policy Committee, will be an authoritative group that will respond immediately in case of crisis, will be instituted this fall.

Dr. Jackson said the senate is the real authority in courses and curriculum matters and the forearm of faculty opinion. There are student members on every committee except the Budget committee. He also said the senate protects the right of the minority to express itself.

Sacred Right Gone

Recently the campus has become astir with arguments over the broadening of the theology requirements. Both sides, pro and con have been heard. However, no one has brought up the crux of the matter, which is a very logical and practical perspective. Mainly, that the Constitution of the United States gives every citizen in this country the right to a freedom of religion. Therefore, it seems plausible that the broadening of the religious requirements to include non-Catholics as well as Catholics, is an abridgment of the most sacred right of the entire Bill of Rights.

Every citizen also has the right to a freedom of non-religion. Sectarian institutions possess the prerogative to impose their doctrines upon members of their own sect, but they have no right, ethically or morally to impose their doctrines on others. Others include non-Catholics, agnostics and atheists.

If the university wishes to keep itself White, middle-class and Roman Catholic, this is what will be accomplished by broadening the theology requirements. If the university wished to make itself catholic in the universal sense, it would not have made its recent decision.

It is essentially a recruitment suicide. Few students of other religions, or those who possess none, will desire to come to this campus under these conditions. Few sectarian or non-sectarian colleges require students to take such a heavy requirement.

If the university must take positive steps to make this a liberal arts university, then perhaps it would prove profitable to lower the general education requirements. Perhaps then students could have more time to take courses in the arts, music and literature.

The Mailbag

Vista:

The CM and CW libraries are no longer libraries. They are display cases where some weird and unusual creatures come to sound their loud noisy cries of false maturity and freedom. There was a time when the libraries were quiet and students could go there, whether out of choice or necessity, to study in silence. Now they cater to loud meaningless talk, slumber party giggles, trite foul language, and attention-getting footsteps. By the time a person is in college, he should be familiar with the uses of a library. If by some chance he has not had the occasion for such information and is not observant enough to notice, naturally he would not know these uses. But one would think that after repeatedly being asked to "please be quiet" so that others might study, he would have the courtesy to care beyond his own selfishness and insecurity. Perhaps we need a zookeeper for the students who seem to have been accepted at USD from Balboa Park.

I would like to think of USD as something more than a high school or zoo. Many students want and deserve more campus freedom. How is this possible when we have so many creatures unable to handle the freedom they already have? If this situation is to remain, why bother maintaining the Student Union, CW lounge, or other areas for social gathering? Better yet, why bother having study rooms in the library?

—Vici Vissat

Vista:

While not a student in any of Mr. Lott's speech classes, I do feel qualified to respond to his recently posted notice to his students concerning the Vietnam moratorium, because my wife

and I marched in a previous protest demonstration opposing our involvement. Oddly, neither Mrs. Woolpert, nor myself, felt "traitorous", "cowardly" nor supportive of "ignorance or frustration," as a result of such participation.

However, after reading Mr. Lott's declaration, we do admit to considerable guilt feelings because we are not in possession of all pertinent facts and figures concerning the war. We applaud the thorough and professional approach of Mr. Lott who has, apparently researched this situation and arrived at his conclusions based upon incontrovertible fact. We, on the other hand, foolishly involved only for the reason that we are unalterably and unequivocally opposed to this unofficial contest, based only upon personal convictions. We might apologize for lack of thoroughness, but not for the demonstration of our beliefs.

—Phil Woolpert

Vista:

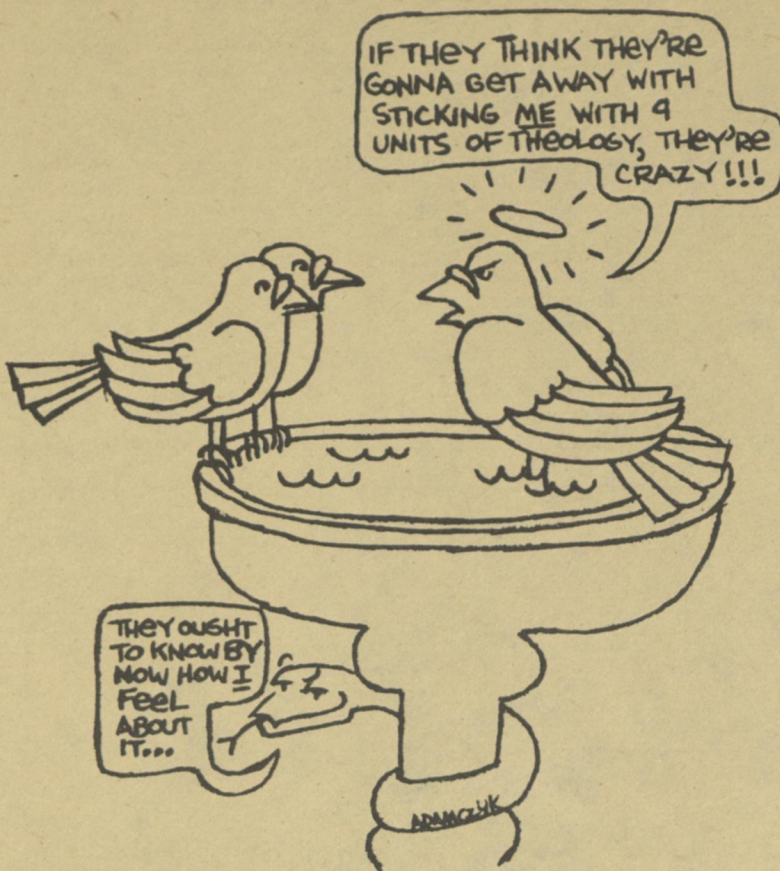
The question of a strike is one of personal morality and responsibility. Stopping work to demonstrate salary demands is a direct cause and effect action. However, closing classrooms and cancelling finals will not end the war. Those students who wish to boycott classes and secure academic amnesty for themselves are simply not willing to accept responsibility for their actions. Let us find some effective way to demonstrate our political opinions and stand behind them, and not waste our educational opportunity to join a mass movement.

—Sheila Madden

Vista:

Hats off, kudos and all that to Dr. Curt Spanis and his great USD tennis team. 21-3 . . . magnificent!

—Dr. Gilbert Oddo



Prof. Signs Off— Applauds Students

As I will not be returning to the University of San Diego I would like to take this opportunity to thank the many students here who have shared a learning experience with me. They have contributed to my growth and knowledge. I hope they have gained some understanding about our world and our society from me. It is a unique and fortunate experience when your generation allows one to actively participate in its happenings and its education.

My words of advice to you as I leave are echoes of earlier men concerned with education. St. Thomas Aquinas, when asked if one can be taught by another, answered affirmatively, if the other is committed to thinking and to learning for himself. Prince Kropotkin in his letter to the young stated that, first, one must decide on what kind of world one wants, then tell the teacher: this is the world we want; teach me what I need to know to live in it.

This university can become a center for education, an institution for inquiry into the world you, the student, will encounter if you, the student, want it to. It requires only your participation and active involvement in the planning and implementation of the learning process. Only when you share the decision making of what's needed for the world you will live in and how you can best encounter it will there be a program of education that will prepare you for a humanistically good world, the world you want and deserve.

There is little question that you will have to help construct the learning situation you require. Many of those responsible for present planning and evolving structure are unaware of your needs. They do not know or cannot understand what these needs are now. Few even dimly perceive how to go about planning for the world that will be yours, the one of the immediate future that will be completely different.

This will be a world in the continuing process of becoming. This world you are now evolving and developing will be one of trust, tolerance, acceptance of differences, sincerity, and hope. It will discourage the insincerity of double-talk, the pain of alienation, and the dehumanizing of man.

The more you are concerned and the more you participate in creating an education meaningful to you and your generation, the sooner and the better such a world will be; one not only good and decent for you but also one that will be good and decent for the present "adult" generation that cannot now conceive of it or have the courage to believe in it.

—Fred Closson

Poetry

"The World On Fire"

By Paul Sammon

In youth we dream of scaling Olympus—
yet the Elders sigh "Wait"
and we find our visions dust.
For in Youth it is
Ambition.
And in Maturity it is
Acceptance.
And in Age it is
Despair.

Rap Column

Nuns Cause Of Friction On Campus?

The University of San Diego is a school ridden with problems. Students cringe at its laws—graduation requirements are ridiculous, women's hours unreasonable, student-faculty relations poor. Financial conditions are shaky, the administration is ineffective and the quality of the faculty is in many cases poor. The point I wish to make is the fact that the presence of the Order of the Sacred Heart Sisters at the University of San Diego is one of the underlying causes for friction on our campus.

The majority of sisters that compose the Sacred Heart community are extremely antiquated and narrow-minded. The sisters, in many cases, are fine individuals, but fail miserably as university faculty and administrators. The dean of women's students cries at an open speech forum because various students said "mean things." Personally, I find this type of behavior embarrassing, not only to myself but to the faction she represents.

Another example of unreasonable and ghastly antiquated behavior is cited in the form of the sister who admonishes practically any student who is barefooted, in shorts or holding hands with a member of the opposite sex. U.S.D. is a place where youthful people live—people who go to the beach barefooted, people who play tennis in shorts, and people who are warm-blooded and like to hold hands. These are not perversions; they are normalcies and anyone who cannot cope with them should leave.

Another hotbed of crisis lies in the modern trend for long-hair for boys, jeans for girls and a general free atmosphere for social behavior. Such occurrences are usually manifested on college campuses being the youthful institutions they are. Many sisters are overwhelmed with this new movement. They cannot handle the clamoring for students' rights. As a result they have refused completely any type of compromise.

Recently, the AS vice-president pleaded with the faculty to revise and lower theology and philosophy requirements. The faculty answer?? They upped the requirements. Such actions are extremely frustrating and unfair, and I think a major result of the narrow-mindedness of the Sacred Heart Sisters.

The world of today is fast-changing and a university campus is even more so. In order for a campus to function smoothly and effectively, it must be prepared to be flexible in the face of change. The administration of USD has proven itself entirely too rigid and unbending.

I propose that in order to solve such a situation the community of the Sacred Heart as a whole should be removed. Individual sisters ought to be re-hired, but only as individuals, not as religious members.

USD cannot fight progress, it must prepare its students for it. One of the best preparations USD can make is to remove the Sisters of the Sacred Heart.

—Larry Divan

Vista
University of San Diego

Editor Rosemary Johnston
Associate Editor Belita Taylor
News Editor Janet Howard
Feature Editor Steve Ruvalcaba
Photographers Pat Canova, Greg Downs, Karl Eklund
Reporters Julie Becklund, Mike Breen, Bruce Cahill,
John Fennessey, Antoinette Fernandes, Mario Orlando, Paul Sammon,
Mike Sturn, Ken Thompson, Daniel Webster
Business Manager Al Freymuth
Moderator William Thomas

The Vista is published every two weeks for the university community by the Associated Students of the University of San Diego.

Unsigned editorials printed in the Vista represent the consensus of the editorial board, which includes the editor, associate editor, news editor, and feature editor. None of the views necessarily reflects the opinions of the Associated Students, faculty, or administration of the University of San Diego.

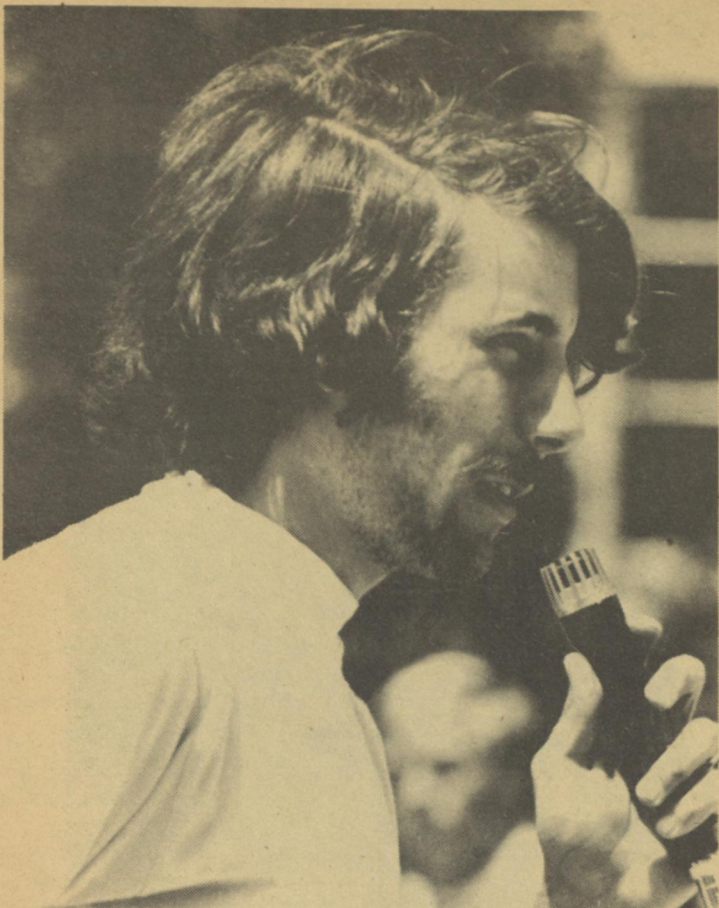
All signed editorials, letters to the editor, and other guest opinions, represent the views of the writers and not necessarily those of the Vista or other members of the academic community.

Vista reserves the right to edit all articles for space, good taste and libel. All letters submitted to Vista must be signed, and should not exceed 250 words in length. No obscenities are permitted in letters, stories or editorials.

AS Leader Pledges Focus on Curriculum

(Continued from Page 1)

The Best of Campus Scenes



New AS President Bob Blake

Philosopher Gives Definition of Role

By Dr. Amado T. Carandang

Like any other teacher, the philosophy teacher is one whose reason for existence "as a teacher" is the student. And as a philosopher, or would-be philosopher, he is one who starts out with neither too much nor too little confidence in himself and his fellowmen, but with just the right amount, as he engages in the equally personal and common task of philosophizing. This task is the search for the "sublime," as distinguished but not necessarily separated from the "holy," the "beautiful," and the "practical." That is, the philosophy teacher is mindful of the fact that the wisdom he pursues with his students is sought from a different angle than those of religion, of the fine arts, and of the daily prudence of even the uneducated.

Teaching is not teaching unless it is lived as relational. But what is valuable in this teacher-student relation is the equality of polarity which entails mutual knowledge, respect, care for, and developing ability to respond to each other as persons.

It would be so easy on the part of the teacher—but a philosophy teacher does not do this—to use his students not only as sounding boards of his own convictions, but also as potential tools either to allay his own fears and insecurities, or to unleash his frustrations. (There are understandably many sources of frustrations, although the most basic perhaps, particularly in institutions where both teachers and students are for the most part "average," is the failure or delay on the part of those who should administer to that teacher-student relation. For this relation is like a bridge in constant need of both immediate repairs from underneath and an effective, uncomplicated and long-ranged survey of its surface from the top in order to prevent depression on both ends and loosening of the parts that could only result in a high hopeless falling away. Failure in responsibility occurs not only when the young, for example, do not answer for their actions, but also when the old do not act upon their answers.)

Students, of course, could use their teachers too. Above the now much more highly developed art of apple-polishing, and beyond the majority's (depending on the institution) quiet form of rebellion, otherwise known as apathy in turn aggravated by our common lot, the cosmic law of laziness, a few could opt for the security, albeit brilliance, of the "clear and distinct," the "objective and verbal," the "scientific and logical," so that the teacher himself might not get an opportunity to show, and even forget to try for, his own depth of understanding. (People do make each other be.) In such a case, both teacher and students would carry on apparently unaware of a neological form of thinking, a pre-verbal understanding of the simple and basic, such as the facts that history is essential to the birth of any truth and that authentic philosophizing begins with a common trust.

But who would combine the brilliance of the scientific explanation and the depth of intuition?

It can only be man himself insofar as he would unrelentingly attempt to put order in his mind and values, man in pursuit of sublime wisdom, man as he would authentically philosophize. Thus, the philosopher is the most suited to unite the brilliance of science and the profundity of insight, to move horizontally and vertically, to form that happy cross, at least on this positive side of confidence in man's native powers to sort out things on his own. (For on the negative side of man's humble recognition of his limitations, the theologian appears to be the one best able to synthesize, just as the artist is the one to express most effectively man's wholeness and expansiveness, or simply creativity, in concrete forms.)

The philosophy teacher then is one who is enough of a philosopher to live the reason for his existence as a teacher, that is, the student—the student whom he should never use and who should not be provided the occasion to use him or his fellow students in turn, the student who should be assisted not merely in learning scientifically how to make a living, but above all in learning how to live, the student who starts out in his youth with a fascination for, and even accomplishments of, brilliance, but who should be equally and patiently challenged to an awareness of at least the possibility of understanding, or deeper vertical growth in matters he so easily takes for granted in his probable haste for horizontal coverage—finally, the student who in the long run is the one to be let free to balance on his own brilliant and profundity in his search of sublime wisdom. This is how the philosophy teacher knows, respects, cares for and responds to the students as persons.

As a philosopher himself, or would-be philosopher, the philosophy teacher starts out with just the right amount of confidence in himself and his fellowmen anywhere, any time. Thus, history is the laboratory he cannot do without, if he is not to repeat past mistakes and if he is to make effective contributions to the ever evolving consciousness of the race.

The facts of change, diversity and limitation are the immediate objects of a philosopher's observation. And changes could be so fast as to be crises. Diversity is the lifeblood of a pluralistic society. (Its opposite would be a dull, even oppressive uniformity.) Limitation is the lot of being human to which the alternative would be to be God, or to play God. Now, the philosopher is not alarmed by chance, diversity and limitation, even when the tempo of change reaches the crisis point during, for example, any one of the five ages of man, and there arises a gap in understanding, affection, and action due to the limitations of diverse ages going through their own separate crises. Instead of being alarmed, the man in love of wisdom is one who not only can clarify with understanding such a gap, but also has enough breadth and depth of vision to make room for even further studies of this or that minority interest in order to enable the people undergoing the crisis to know immediately the extent and limits of their abilities. All this is, of course, insofar as practical wisdom too would allow. But it is prudent not to lay, if at all, the blame for the gap on any one group, for we do share a common, original lack.

Furthermore, and as always, the philosopher seeks the depth even when he turns to science, for example, for at least more facts. (And science does say a lot, including the fact that of the multitude of stars in the universe, a good many are greater than our sun and that the latter looks big only because of our subjective standpoint.) The wisdom in preparing for philosophizing itself includes, besides orderly thinking, the understanding of the equally essential role of the pre-logical, the undefinable and the undefined, analogous to the unanalyzable love of a man for his wife (if he indeed loves his wife and does not look upon all women as a Platonic theory would.) Accordingly, philosophy itself for the students would not be in danger of being reduced to mostly logic.

Finally, the wisdom of philosophy includes confidence on the part of the philosophy teacher that religious studies and the fine arts in particular can carry on competently with their own search for wisdom from their respective angles. Nor is philosophy, or even art, to be a mere handmaid of theology. There should be no confusion of the starting points of the searches for the "sublime," the "holy," and the "beautiful." The mere fact of teaching philos-

What are you going to do for the minority groups on campus?

I want to help them establish a broadened course offering in minority studies. The size of their allocation will depend, like any other club, on the size of membership, activity on campus, and the relevance of the activity to the USD community. The minority groups are among the largest and most active on campus.

What are you going to do about the philosophy requirements?

I think these requirements should be decreased. It's not beneficial to the admissions office. The fact that everyone, regardless of affiliation, will have to take theology is really bad. I think a three unit theology requirement and a six unit philosophy requirement is adequate. Teachers have to make their courses more stimulating if we are forced to take them. I want to put this matter to a student vote before the end of the year and I will use this student vote as a tool to demonstrate how the students feel about this issue. This business of not consulting us has got to stop.

How do you think the AS can initiate meaningful change at the CW?

The most immediate need is a system of due process of law. I envision a system of resident boards at each school to handle all resident matters. More serious items should fall under the jurisdiction of a University Student Affairs Committee which would have equal student-faculty representation. Appeals from this body could be made to the university administration.

The uniform code of conduct should insure students rights and freedom for all. I think the two women on the executive committee are really competent and they can be very effective in the coming year.

Do you think being a member of a fraternity helped or hurt you in the campaign?

It didn't help me. Being a TKE is political suicide. A number of people had no idea I was in a fraternity. I consider this a great compliment. I'm glad I don't have a frat man image.

What is the future of the experimental college, the point park, the curriculum committee, and teacher student evaluation?

The experimental college is here to stay. I anticipate a period of growth and expansion but I would like to keep AS allocations to a minimum since it is a free college.

The Point Park is entirely in the hands of Paul Schanes. He told me it is closer to reality than ever before, and that the only thing we have to worry about is financing.

More student representation on the curriculum committee will be one of my major pushes.

A teacher evaluation form will be passed out before the end of this semester based on the one in effect at San Diego State. I will appoint a chairman to analyze the results this summer and publish the data in September.

What do you think is a reasonable ratio of distribution of funds for cultural events and social activities?

I want a lot more speakers next year. It will be a political "on" year. I want to encourage larger AS subsidy of speakers brought on campus by other clubs. I think the film forum should be financed for more films and even better films.

What about the new constitution, the faculty senate, the student code of conduct?

The new constitution is a step in the right direction. It will be submitted to the AS attorney, C. G. Walker, to make additions or corrections. Copies are not available yet, but I will show it to anyone who wants to see it. I want to set up a constitutional review board to make corrections necessary. It will require a lot of work to get the faculty senate to work with us.

Regarding the student code of conduct, Barry Vinyard told me unofficially that it will be in effect in September.

How would you describe AS presidential leadership this year?

Riley had a lot of things going against him this year. It's pretty hard to get things accomplished without the cooperation. If Riley had this cooperation, he would have been able to accomplish more things.

What about the possibility of a student security patrol?

I don't think so. We've had bad luck in the past. Right now, Tipton does not carry a gun or keep one in his car during the day. He should be armed at night for theft prevention.

What do you think a USD education should mean?

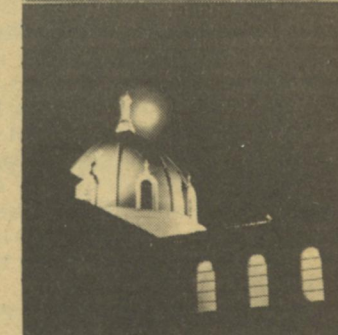
Education here should be relevant to the individual and stimulating. Right now it isn't either one. The students should have a more active part in the curriculum and there should be an academic grievance committee where students can air complaints about grading and teacher competence.

What are you going to do this summer? Will all the AS officers be here?

As I said, I will work on a big summer concert program to supplement the AS budget. I will work on the constitution and academic reforms. Most of the AS officers will be here the whole summer. Some of them will be in Los Angeles but they have agreed to come down if needed.

How Catholic do you think USD should be?

I think there is too much Catholic emphasis here. There should be more emphasis on building a sound academic community.

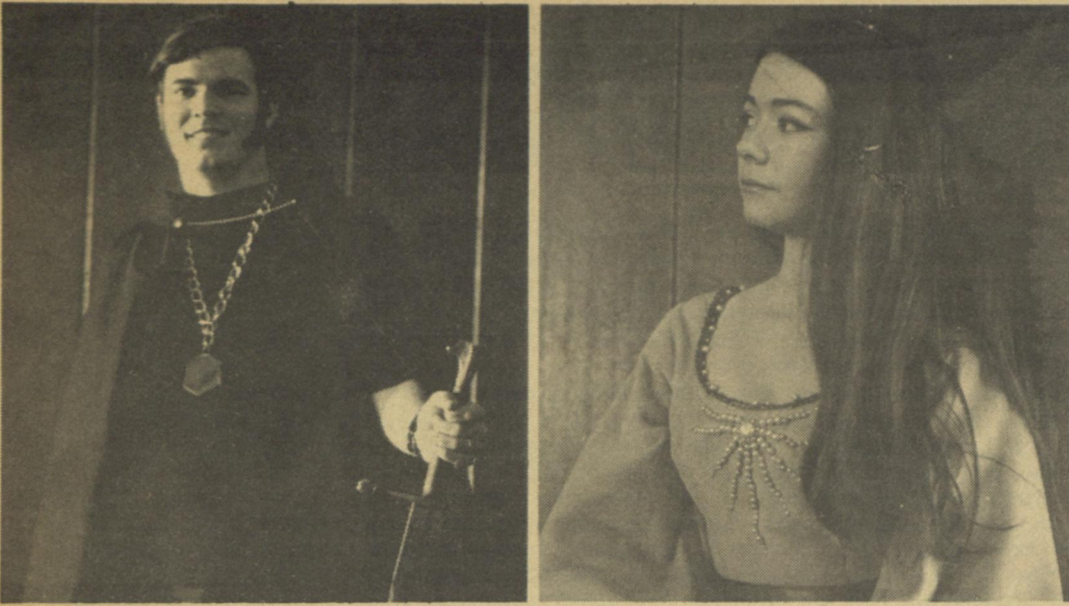


—Photos by Greg Downs

ophy in a church-affiliated institution, for example, does not predetermine the lover of the sublime to be of a definite hue. A true philosopher has sufficient trust in himself and in others to distinguish and respect all views, and is accordingly competent to teach in any school, religious or secular, male or female. In a pluralistic society, even the theologians of an educational institution must distinguish from the pastoral-religious the academic-religious that could alone be taught to all students, even the ones who would think themselves atheists. A church-affiliated school is not a super-parish. A philosopher "as such" is not a missionary, nor a poet for that matter, in or out of such an institute. The breadth and depth of a philosopher's vision includes also seeing the wisdom in "letting be" the other approaches to Wisdom.

Thus the philosophy teacher lives, or can try to live his reason for existence as a teacher. In sum, he loves. That is, he gives "to" and gives "in to," for, above all, he is aware of the positive extent and also limits of his own abilities. He has just so much balanced confidence in himself and in his fellowmen. He loves truth, not as an abstraction, or a secure imposition from above, but as concretely, if painfully, born in history. Or better yet, he loves his fellowmen, fellow philosophers included, all seekers and convoys of truth in history. Correspondingly, the students could learn, not from, but with the philosophy teacher something akin to what the following was originally meant: "The truth shall make you free," for the love of the lover of wisdom is not love, unless it makes the others be free—in mind, in choice, in action.

Campus scenes



ODDS BOADKINS!—Robert Freeman and Marsha Long display their costumes at the recent Shakespeare festival in the Rose Room. The festival was sponsored by the English department and Sister Helen McHugh's Shakespeare class.

—Photo by Karl Eklund

12 Unit Requirement 'Just Right'

By Steve Ruvalcaba

Dr. John Swanke, associate professor of philosophy at the CM, supports the 12 unit philosophy requirement. He believes that if philosophy becomes an elective "the vast majority of the people would not even try it and on the basis of ignorance would reject it. A student must first take some philosophy courses before he can intelligently accept or reject the field."

Requirement Stabilized

Swanke would not like to see the philosophy requirements increased or decreased. He said that 12 units is just enough introduction to philosophy to arouse the curiosity of students. He disagreed with an increased requirement because he does not think that philosophy is for everyone and that to require more units from people who are not philosophically inclined would be wrong. Swanke said that he would like to see a variety of course offerings that would fulfill the requirement rather than having just four set courses as is the case now.

Swanke believes that philosophy involves the question of "what does it mean to be hu-

man?" Swanke believes that "the role of philosophy is to try to understand the total integrity of the human being, not of the humanity or of the human form, but what does it mean that I should be myself and how do I know that?"

He thinks that the function of philosophy should be to "give me an awareness of myself which will enable me to capitalize on all the things that I can do and to abstain from those things which I cannot do." He said that he is "not at all persuaded that everyone ought to take philosophy" because he is not sure if everyone is capable of answering these type of questions.

Swanke said that he has been "labeled a variety of things by a variety of people." According to Swanke, his initial introduction to philosophy was strictly Thomistic. He said, "I have rejected Thomism intellectually, and there are some people who think I do so for emotional reasons and that is probably true, and in my opinion, desirable."

He described his philosophy as a combination of phenomenology, analytical philosophy, some empiricism, some scientism, much

Aristotelianism, and mathematical philosophy. He said, "My philosophy tends to be more descriptive and less definitive."

Freedom An Illusion

Swanke said, "I believe that there is a truth. I am not always persuaded that I have it nor that anybody else has it. I am not sure that I could go for certitude in the way that term is usually used by traditional scholastics. By certitude they mean the kind of knowledge that God has. I don't think I have that kind of knowledge."

He continued, "I hold that man is dynamic. He is never the same twice. I hold that there is no such thing as human form. I think that there is as much difference between Adam and Abel as there is between a cat and a mouse. I believe that I am limited by my reality, which some people call determinism. I think that man has a choice but he is not free. Freedom is an illusion."

Swanke said that logic should be taught in the fifth or sixth grade with re-enforcement in high school so that students will have mastered the elements of argumentation by the time they enter college.



Chief Justice to Resign From Experimental College

By Steve Ruvalcaba

A man may lose his head over a pretty face, but the experimental college lost its head over an election.

New Chief Justice John Murphy, who will have to resign as

EC Chairman, feels that the EC was a great success. Murphy said, "In a sense it can make you a better person. I think it has helped bring the students together."

Good Response Unexpected

According to Murphy, CW students responded better than he had expected. "No particular group has dominated the EC. All groups have been involved," Murphy said. He also noted that people from the community have attended several of the classes, especially the ceramics and guitar courses.

Murphy hopes that the EC program will be expanded next year. He also hopes for more AS funds. The AS has contributed \$72 this year.

A registration fair is planned for next year. At this fair EC courses will be explained to prospective students. Murphy said that hopefully next year we'll be able to combine more with the experimental colleges at State, Grossmont and UCSD.

"Come and try a class, but don't have prior opinions of it, you might learn something and enjoy it."

See M*A*S*H Twice, Film Critic Urges

By Paul Sammon

For those of you who have been wondering (and especially for those who haven't), illness, laziness, and, to be honest, a lack of any semi-permanent, decent films to be excited about has been the excuse for not presenting this column recently. Now, however, fortified by Vitamin B, editorial pressure, and M*A*S*H, we can forge ahead.

Let's begin with an honest statement—M*A*S*H is nowhere as good as it has been held up to be in some quarters, nor, conversely, as bad as some people seem to think it is. Which puts its head and shoulders above just about anything currently playing in town. Confused? Good.

M*A*S*H (an acronym for Mobile Army Surgical Hospital) was an event I had been looking forward to for some time. Almost any magazine or tabloid with a film column had been giving it the type of reviews unknown since *Birth of a Nation* came out. I should have known better.

Something (namely Donald Sutherland) had fouled up that pessimistic radar I so dearly cherish. I'd watched him climb up from the inspired slime of *Castle of the Living Dead*, *Die Die My Darling*, *Joanna*, *The Dirty Dozen*, and, especially, a beautiful bit from the vastly underrated, little seen, immensely entertaining *Dr. Terro's House of Horrors*. So, admittedly, joyously prejudiced, I caught M*A*S*H on its opening night, if only to enjoy Sutherland's performance. I did—but not the rest of the film.

Form Described As Fluid and Confusing

What immediately distracted me was the form of M*A*S*H. To say it is fluid would be kind—confusing, a bit more honest. Scenes bounce, revolve, shift so quickly one finds it hard to hold on to his bearings. True, the football sequence is nicely knit, and you could actually count the titters on two hands instead of one. Besides being diverting, however, the film had little else to offer. Sic transit gloria mundi.

A month later came the revelation. I saw the film again. And, to my surprise, found the experience I had been seeking the first time. After some thought, I think I understand why M*A*S*H is a conglomerate to be sure—but a more disciplined one would be hard to find. The film's surrealist background has an atmosphere all its own, becoming stronger with familiarity. The improvisations (such as Hawkeye's whistle, Trapper John's bubble-gum, Radar's double-talk) are held, maintained, reaching their logical conclusion. The

bits and pieces of characterization are not caricatures—they are fully dimensional. Again, one needs a sense of familiarity and retrospective to piece the actors into a cohesive whole.

Audience Urged To Pay Attention

M*A*S*H, then, is a film whose disruption of the time sense not only works for the film, but is necessary for it. One must keep an eye on every character and object on screen, constantly. The operations, the mess hall scenes, carry more black humor and genuine fun than I had thought possible (or even caught, to be honest).

The men in this army are very honestly depicted, at least from the viewpoint of a serviceman's sense of humor and horror. They talk, and act, as they should. Sutherland and Gault's apparent insanity, which is in fact the only likable point in the film, counterpoint the sheer madness of their "sane" surroundings. The emotions that spring from this conflict are at a gut level—but you must be consciously receptive to them.

At first M*A*S*H held perhaps a dozen humorous incidents. I have the feeling that those comic moments will be far in excess of that on another viewing (and for God's sake, listen to that loudspeaker and those operations—they're the funniest characters in the whole bloody thing).

Person's Tastes Not The Same

A few issues ago, I attempted to put down my thoughts concerning the critical process. Editorial butchery prevailed, and less than half of the piece appeared in print. So a quote from Pauline Kael (one of our best, and more important, most honest film critics) from her essay "Movies, the Desperate Art." Pauline, I feel, sums up neatly what I tried to say and never saw in print.

"Hollywood productions are official parts of American life, proofs of technological progress, derision is subversive. You will be reproved with 'What right have you to say *Samson and Delilah* is no good when millions of people lied it?' and you will be subjected to the final devastation of 'It's all a matter of taste and one person's taste is as good as another's.' One does not make friends by replying that although it is all a matter of taste (and education and intelligence and sensibility) one person's taste is **not** as good as another's."

"Object to the Hollywood film and you're an intellectual slob, object to the avant-garde films and you're a Philistine. But, while in Hollywood, one must be a snob; in avant-garde circles one must often be a Philistine."

Pace en Requiscat.

Love

Student Teachers Practice in Area

By Antoinette Ernandes

San Diego-area high schools are playing host to several USD student teachers.

Supervised by Dr. Jack Morrison, director of secondary education, the student teachers take over junior and senior high school rooms for periods of time.

The student teachers have all completed the requirements for the B.A. degrees and are now working for their California teaching credentials. They must spend 120 to 150 hours in the classroom and are supervised both by a master teacher and their college supervisor.

The teacher training program encourages student teachers to employ innovative techniques or materials that they consider of value in the classrooms, according to Morrison.

Morrison said the primary emphasis of the program is for the student teacher to become an involved participant in a classroom.



TEACHER, TEACHER—Student teacher Pat Vreeland and student teacher program director Dr. Jack Morrison discuss a teaching machine as two La Jolla High School students look on. —Photo by Karl Eklund

Admiral Decries Vietnam Errors

By Rosemary Johnston

"The United States made two major mistakes in implementing its Vietnam policy," said Vice Admiral L. S. Sabin in a recent Law School appearance. Sabin contended the role played by the United States in the assassination of Diem robbed the country of its stability. "Coupled with a no-win policy which curtailed the effectiveness of American troops, these two policy mistakes prevented a quick and easy victory." Sabin believes that the no-win policy was the result of a fear psychosis that a military victory could lead to World War III.

Vietnam Presence Justified

He continued, "We gain nothing by staying there on a no-win policy. If this policy had not been enacted, the war could be over and there would not be the anguish that we face today."

The retired naval officer justi-

fied the United States presence in Vietnam because "Vietnam is the key to the balance of power in that area. That is the reason for our initial involvement and that is why five presidents have supported it."

Cambodian Invasion Praised

Sabin, who commanded the Passage to Freedom of North Vietnamese wishing to flee south, praised President Nixon's decision to invade Cambodia. Sabin believed that this move signals the end of the no-win policy, hopefully, and gives us a chance to strike at enemy sanctuaries in Cambodia. He continued: "If the Cambodia mission is successful, we can be assured of a resumption of meaningful negotiations in Paris."

War Is Immoral

On campus unrest and dissent against the war, Sabin said: "I think war is immoral, too. But those who say eliminate it don't

probe deep enough. We have to convince everybody of the immorality of war before we can be pacifists."

"I don't doubt the sincerity of most of the people in the anti-war movement, but their sincerity makes them vulnerable."

Final Exam Schedule

Thursday, May 21:
8:30-10:30: All English 26 classes
12:30-2:30 TTh 11 classes
4:00-6:00: TF 2:10 classes (plus Chem. 190B)
7:00-9:00: Thursday evening classes (plus Pol. Sci. 15, sec. 2)
Friday, May 22:
8:30-10:30: MWF 9:00 classes
12:30-2:30: All Philosophy 33 classes & all Philosophy 20 classes
4:00-6:00: —
7:00-9:00: —
Saturday, May 23:
All Saturday classes: 9:00-11:00
Monday, May 25:
8:30-10:30: MWF 10 classes
12:30-2:30: All History 12 classes
4:00-6:00: MTH 3:35 classes (plus Educ. 303)
7:00-9:00: Monday evening classes
Tuesday, May 26:
8:30-10:30: TTh 9:30 classes
12:30-2:30: MWF 11 classes
4:00-6:00: TF 3:35 classes & Chem. 130B (Ext. Day class), Educ. 268, Lib. Sci. 142, Physics 180, & Theatre Arts 140
7:00-9:00: Tuesday evening classes
Wednesday, May 27:
8:30-10:30: TTh 8:00 classes
12:30-2:30: MWF 1:10 classes
4:00-6:00: MTH 2:10 classes (plus Mus. 64/164 & Pol. Sci. 126)
7:00-9:00: Wednesday evening classes
Thursday, May 28:
8:30-10:30: MWF 8:00 classes
12:30-2:30: TTh 1:10 classes
4:00-6:00: MTH 5:00 classes
7:00-9:00: —

Politics Is This Student's Bag; He Wants in on Central Council

By Rosemary Johnston

Many students harbor political ambitions once they graduate. But one student at USD is getting involved in politics right now. Tom Doyle, a junior majoring in business and economics, is campaigning to become a member of the Central Democratic Council of San Diego County as a representative of the 78th Assembly District. The 78th Assembly District includes Point Loma, Mission Beach, Pacific Beach, Ocean Beach, and Coronado.

CDC A Joke

Doyle's name will appear on the June 2 ballot, listed number 15. Doyle became interested in the CDC when someone told him the organization was a joke. "Right now," Doyle said, "the members are indifferent. All they care about it getting ahead in politics." Doyle said that there

are no members of the working class or the students in the San Diego County CDC.

Democratic Losses Decried

If elected, he said he would work hard to solicit funds from San Diego County Democrats who number 231,900. "It's a shame," he said, "in a state where there are one million more Democrats than Republicans that we have a Republican governor and an electorate that supported the Republican presidential candidate in 1968." Doyle attributed this lack of party loyalty to lack of campaign funds for Democratic candidates.

Doyle said he would also send a note out to inform Democrats who are running for seats on the CDC. He would like to challenge the law which prohibits the CDC from endorsing candidates in the primary.

Dorms Due for Overhaul

By Cindy Anderson

Extensive improvements and remodeling of the men's residence facilities were recently announced by Gerald L. Hitzeman, USD business manager.

Hitzeman said that some of the improvements for student housing planned for next fall include "remodeling and redecorating the men's apartments on Goshen St. There are two areas that have never really been explored—the patios adjoining the apartments and the recreation rooms underneath." He said that they would like to make them "like young singles' apartments." The cost would be \$75 per month per student plus utilities.

Goshen St. will be used exclus-

ively for housing of graduate and law students. De Sales Hall will be used for undergraduate male students. This building is expected to house 225 students with two or possibly three in each room. The seminarians will be moved to Santa Paula which will be refurbished.

According to Hitzeman, we "will probably not have Tipton Patrol next semester, but will have our own security force."

New Roads

Plans for other campus improvements include the expansion of the book store, repainting the curbs, enlarging parking space, and closing off Marion Way. He said, "The concept is to extend the blocking off of Marion Way to handle only pedestrian traffic."

This will be completed in three phases. Phase one will be to close off Marion Way in front of the Immaculata, De Sales Hall, the Chancery, CM and the Law Building. "We'll have to cut across the Bishop's back yard and continue the road around behind," he said.

Eventually they will expand the roads around both sides of the campus so that all students will enter the parking lots from the outside and all of Marion Way will be closed off.

This fall the blocked-off area will probably include berms for students' use. To help prevent speeding and accidents until the final plan is completed, one or two berms will be placed in front of the CW end of Marion Way.

Dr. George Speaks Out

Professor Raps Theology Change

By Dr. Richard George

Parents who seek at considerable expense a Catholic education for their children expect above all else a sound religion program which will deepen and widen the understanding of the faith. They take such studies to define a Catholic school and to make it essentially different from a secular school.

It might well come as a shock to fathers and mothers of USD students that their son or daughter's religion program may consist of a non-confessional introductory course on Scripture, a study of selected Eastern religions, and an in-depth examination of Buddhism. They might find it hard to see here substantial intellectual fare for a developing Catholic mind.

Moreover, the fact that the courses at USD are called "religious studies" and enroll Catholics and non-Catholics indifferently as on a growing number of secular campuses may suggest that there is no longer any important difference between USD and such secular schools.

Since confusion on these matters is found among students and faculty as well, it may be useful to open up for discussion the question of religious studies. My purpose is to do just that.

The remarks which follow are largely based on some conception of the nature and ends of religious studies. Hence, we must proceed by examining these very notions.

Religious studies, in the first and most basic sense, seem to me those of believers desirous of understanding more fully the objects of their faith and devotion. Such inquiries suppose the presence of faith: their imposition on non-believers makes no sense at all.

Of course, non-believers facing the question of conversion could be interested in profound and detailed discussions of the tenets of the faith attracting them. Non-Catholics who seek to understand by contrast their own divergent tenets may also value such courses but, since such an interest presumes a thorough knowledge of the divergent doctrines, this group is not large. The majority of non-Catholics would not only see no legitimate end served but rather become suspicious of the suggestion of a not well disguised proselytism.

What of ecumenical concerns—do they pertain to religious studies in the first sense distinguished? The principal concern is establishing the one fold and one shepherd. But restoring unity requires judgments concerning religious differences and also approaches to removing them. Although religious studies in the first sense is not entirely unrelated to these aims, we do have here a second sense of the term, because the purposes are distinct.

The cultural study of religion is still another sense of "religious studies." Here we have in mind investigations of political, scientific, artistic influences of religions. In such courses we never ask whether the religious beliefs themselves are true but what came of men's believing them true—how did it lead them to change societies, to fight wars, and so on.

Now the study of religion in this way seems to belong to disciplines like history, political science, and others rather than to some separate science, religious studies. Those ordered to ecumenical purposes cannot constitute the basic inquiries for Catholic college students who, having no profound grasp of their own beliefs, are in no position to compare them with the tenets of other sects. It must be religious studies in the first sense of the term which forms the program of a Catholic college.

But what of non-Catholics? Only religious studies in the cultural sense could be of benefit to the majority but this approach to religion seems proper to other disciplines, history, politics, art, and so on. Non-believers can have no interest in examining objects which are unreal unless a person attains them by faith. Certainly such students cannot be supposed on the verge of conversion and about to share the Catholic faith.

Certainly we cannot suppose that many have such a profound grasp of another religious tradition that they will profit by becoming familiar with Catholic doctrines as a first step to themselves achieving an even subtler knowledge of their own beliefs. The kind of religious studies proper to a Catholic school will not then be suitable for the overwhelming majority of non-Catholics.

Two tentative conclusions, then, emerge from this brief attempt to raise the question of religious studies. 1—There seems to be no reason to require religious studies of non-Catholics in any of the senses distinguished, except incidentally, as a required history course may consider religion's influences on societies. 2—The only kind of course which befits a Catholic supposes and starts from his faith.

The setting forth of these conclusions is not, however, my main purpose but rather inviting you to reflect on the rationale of the university's most important area of study.



**COMPLETE AUTO
REPAIRS & SERVICE**

I can save you money

- UNDERCOATING
- TUNE-UP
- ALIGNMENTS

- RETREADS
- BRAKES
- MUFFLERS

DUNLOP TIRES — Glass-Radial

Mon.-Sat.
9 - 6

HOWARD'S

Only 5
Min. Away

999 MORENA BLVD. 297-2856



IN THE STREETS—Barry Vinyard, Acting Dean of Men (left), converses with 12-year Navy veteran, Denton Collier. Collier, a student at USD, chose to demonstrate his opposition to the war by blocking traffic on Marian Way.

—Photo by Greg Downs

Strike Strikes Out at OSF; Asian War Subject of Teach-In

by Antoinette Ernandes

USD became one of 2 local colleges that decided to remain open in the face of student strikes at most local colleges. Proposals ranged from having a student strike to boycotting classes.

At an Open Speech Forum held prior to the decision, students, teachers, and administrators discussed Governor Reagan's shut-down of state colleges and universities, the Cambodian situation, Vietnam and the death of four Kent State University students.

After listening to all arguments and proposals, it was decided to hold the teach-in, with students having the option of going to classes or attending the teach-in.

"Your generation is not alone in having to be confronted with poverty, injustice and war," said Dr. Gilbert Oddo, a political science professor. "Don't assume that because we are older we don't know anything about war, poverty, injustice, because we do know."

"Having lived 25 or 30 years longer than you, we begin to value certain ideas . . . We hate hypocrisy of the older generation—they want peace at home and support military efforts abroad."

"Don't fall into hypocrisy yourselves. You can't be for violence one place and against it somewhere else."

"Violence creates more problems than it solves," he said. The way to solve these problems is through intelligent dialogue by dedicated, intelligent people."

"There are many things that need to be changed. My generation didn't do it, God willing your generation will," concluded Dr. Oddo.

John Devine forum co-chairman suggested a strike, "I would suggest a boycott—a strike. You

can talk to people, ask them to cut classes to prove we are responsible."

His suggestion was accepted by Jose Medina, chairman of Mecha Maya. "As Mecha chairman I wholly support any movement towards a strike. I oppose stepping into Cambodia because I know who is going to go down there, the person at the bottom of the totem pole . . . We're not living like humanity, we're living like puppets."

Students were encouraged to take a moral stand on the issues by members of the Student Mobilization Committee.

Jon Connor, prime minister of the Black Student Union took a different stand calling protests and demonstrations by college students "a fad, a passing fancy." Connor said the Kent University incident made "you people realize that America is down on you. You realize that a pig is a pig is a pig . . . Now you wander around saying Agnew is a pig, Reagan is a pig, Nixon is a pig. What does that make the people who elected them?"

"The 'niggers' have been in the streets 400 years waiting for you. When are you coming?" he added.

Seminarian Bill Bischoff suggested that action be taken on the students' own time. By striking, students lose and they're not really giving up anything," Bischoff said.

He suggested a memorial service for the four students killed at

Kent University, a vigil to protest the war and the issuing of a statement to be sent to Governor Reagan.

B. R. Van Vleck, a professor of speech, suggested having the teach-in during the week-end, on the students' own time.

"If you really want to do something, continue to do that thing which we have decided is important—being schooled," he added.

Van Vleck also asked for 60 seconds of silent prayer for the Kent State students, for racial problems and for problems between nations, saying "There are sometimes simple solutions but not easy ones."

On the Friday of the teach-in Phil Keogh led a discussion of possible implications in the writings of Chairman Mao. Father John Myhan spoke on curbing presidential power as Commander in Chief. A speaker from Movement for a Democratic Military talked on MDM's view of U.S. involvement in Southeast Asia. At the Law School, the faculty and students sponsored a Teach-in to discuss the events of the last few weeks.

Dr. Nicos Muratides, Professor at San Diego State, ex-guerilla war fighter from Greece. He discussed ways of having a politically effective demonstration and also provide a background on Viet Nam and Cambodia. The day's activities concluded with a memorial service for victims of violence at Kent State University.

TUTOR, English-Teacher & Writer
Expert help with grammar, writing
Proofreading, editing
Mrs. Girard 582-5115

EXTREMELY LARGE STOCK • Open Evenings
PICKWICK BOOKSHOPS
Mission Valley Center, San Diego
291-1315
Plaza Camino Real, Carlsbad
729-5988
Main Shop: Hollywood • (213) HO 9-8191

*fashion is
our
major!*

Anell's



MISSION VALLEY • GROSSMONT

Senate Hopeful Raps Conventional Politics

By Bruce Cahill

Congressman George E. Brown Jr., Democratic hopeful for the U.S. Senate, stands on his voting record, which he calls "a matter of conscience."

Brown recently told an audience in a noontime speech at More Hall that in his eight years in congress he has been the only congressman to be consistently against every move or bill to involve us with Vietnam, he has never voted a dollar for the war, and he has opposed the draft.

After President Nixon announced his plans for Cambodia, Brown announced his intentions to look into the possibility of impeaching him for such an unauthorized move. Brown has since decided that the best course of action would be to "amend the military appropriations bill so as to take the control of the war out of the hands of the president."

Accused by one of his opponents for being an "uncompromising idealist," Brown says that this description is not too inaccurate. He has spent 16 years in politics in the state of California and might be, "by far the most radical candidate running for U.S. Senator."

Says Brown, "In my eight years in Congress, I have a perfect record of opposition to the war. I have rubbed the noses of the voters of the state in the mess they have helped to create in Vietnam. Almost everyone has been wrong about Vietnam and I enjoy telling them that."



George Brown

PSA tells U of San Diego where to go:



San Francisco, San Jose, Oakland, Sacramento, Los Angeles, Hollywood-Burbank, and Ontario. So go. From San Diego. Call your campus rep, travel agent, or PSA.

PSA gives you a lift.

NOW PLAYING!

love



woodstock

"The Mind Blower of All Time!"

—Time Magazine

"Historic piece of film . . . STUNNING!"

—Charles Champlin, L.A. Times

"WOODSTOCK ECSTASY CAUGHT ON FILM!"

—Vincent Canby, N.Y. Times

starring joan baez • joe cocker • country joe & the fish • crosby, stills, nash arlo guthrie • richie havens • jimi hendrix • santana • john sebastian • sha-no-na-sly & the family stone • ten years after • the who • and 400,000 other beautiful people.

a film by michael wadleigh • produced by bob maurice • a wadleigh-maurice, ltd. production technicolor® from warner bros.

copyright © 1969 magnum photos, inc. photography by charles harbutt, burk uzzle and eliott landy

R RESTRICTED Under 17 requires accompanying Parent or Adult Guardian

PROOF OF AGE REQUIRED

EXCLUSIVE ENGAGEMENT

ALL SEATS \$3.50

Students with NGC Theatres Card—\$3.00

LOMA

THEATRE • 3150 ROSECRANS
224-3344

SORRY, PASSES NOT ACCEPTED DURING THIS ENGAGEMENT.

Victor Avila

CUSTOM PHOTOGRAPHY

1156 Seventh Avenue
San Diego, California 92101
Telephone 232-5154

HOURS

9:00 a.m. to 6:00 p.m. Weekdays
10:00 a.m. to 4:00 p.m. Saturdays
Weddings—Fine Portraiture



Reflections and Impressions—1966-70

By Rosemary Johnston

Before I step down as editor of the *Vista* and step out as a member of the 1970 graduating class, I herewith present a few reflections and impressions of my four years at USD.

USD has changed, progressed, and improved more in the last four years than in all its previous history. But much remains to be changed, undone, and improved. I believe, as the editorial in this issue asserts, that the decision on theology and philosophy was a step backward. Because I had to take twelve units of philosophy and eight units of theology, I am graduating from college with no music, art, sociology, psychology, and precious few units in some other courses that I wanted to pursue. I agree that philosophy and theology have a place in a Catholic liberal arts college, but I don't believe that these other courses merit any less consideration. I think USD has to decide now how Catholic it is going to be and level with prospective students before they enroll and become disenchanting.

USD also has more than its share of incompetent teachers, who make it a relief to cut classes. An academic grievance committee and an effective teacher evaluation that the academic deans would study and accept at face value, would help rid USD of classes where students are mere puppets and tape recorders instead of thinkers.

Likewise, USD should take a good hard look at the GRE scores of the seniors. I think all seniors should be required to take the GRE in their major even if they do not plan to attend graduate school. Teachers and administrators would then know for sure how their students rate in comparison to other schools. Of course, the GRE is not the final criterion of the value of a college's educational system, but it is, I think, a valid indication of where the USD student stands in relation to the members of graduating classes across the nation.

Secondly, I see a serious lack of creativity at USD. Two years ago I wrote an editorial urging that a student arts forum be set up to encourage and recognize student art. My editorial was ignored, and when Steve McNab tried to organize such a group two months ago, only six persons showed up — two faculty members, two members of the *Vista* staff (including myself), and McNab and a friend. Unfortunately, all those in attendance had other pressing commitments that prevented them from donating the time needed to set up a new organization.

Every year the *Pequod*, *Unum*, and the *Vista* complain that so few students feel the creative urge to write, to draw, or to

compose poetry. I have attended several lectures by prominent speakers in my four years here. Very seldom have I witnessed student-initiated dialogues with the faculty and administration. The Open Speech Forum is a step in the right direction but it is only the beginning.

I was always embarrassed at the poor attendance. Likewise, students have not supported USD dramatic and musical productions.

I believe that a college atmosphere is only as creative and stimulating as the students want it to be. Unless the creative desert at USD begins to show some life, the entire university will continue to suffer. It is up to the students to do something to change this fetid atmosphere. They stand only to gain.



I have also observed a general lack of responsibility among the majority of students here. As a campus leader, I have many times been the victim and the scapegoat of this deficiency. This year's student government was a perfect example. Surely, the embarrassing leadership or lack of it in our AS president is a glaring symbol. But I also point the finger of guilt at the students for allowing this year to end without taking steps to impeach or demote the officers who failed so miserably in fulfilling their responsibilities. I specifically cite the AS president and social chairman. Students deserved what they got this year because they were too gutless, indifferent, and lazy to do anything.

Let me hasten to add that the *Vista* has not been perfect either. Like USD, it's still growing. This year's achievements were at least matched by the many frustrations and obstacles we encountered.

First of all, I am fully aware of the inconsistencies in capitalization, punctuation, and style this year. We have finally agreed on a single style book and this deficiency should not exist in the future.

I also confess that we did not cover everything that happened this year. Alumni news, law school coverage, more art, and more in-depth stories are just a few areas where improvement is needed. A six-page issue every publication date and a bigger staff would help solve this problem.

However, I have been very pleased with the success of the rap column this year. I

have not always agreed with the opinions presented there, but I feel that all members of USD have a right to have their opinions heard. The problem is that not very many people have the courage or gall, depending on how you look at it, to sign their name to their ideas.

When I first became involved with the *Vista* in my freshman year, we had to scrounge for news, copy, and letters to fill a meager four-page issue that came out about seven times a year. Now we have to squeeze, shrink, and select copy to fit everything in.

This year the *Vista* has published more editions, bigger editions, and better editions. The *Vista* did not shrink from speaking out when the occasion demanded that we do so. We have tried to present a well-rounded view of life at USD, while taking responsible stands based on knowledge and a sense of what is best for USD.

This year, we have worked under heavy burdens. In October our sports staff resigned. In January, our ad manager, Jan Gerbaz, transferred to San Diego State College. While she was advertising manager, Jan, a fine journalist, did not have time to write for us. Our long-time advisor and teacher, Bill Thomas, advanced to an important position in county government. His new job cut into the time and energy he had been able to devote to us in the past. All year long our printer, heretofore completely and flawlessly reliable, experienced business problems and has serviced us in an irregular, inferior manner. However, since the nearest printer who could handle the *Vista* was in Encinitas (and more expensive) we decided to stay with Hillcrest Publishers.

During the last five issues, the *Vista* has been put together by myself, Steve Ruvulcaba, Belita Taylor, and Michael Breen. Next year the editorial staff will consist of Steve Ruvulcaba (editor), Paul Sammon (associate editor), Bruce Cahill (news editor), John Fennessy (feature editor), Michael Breen (ad manager and sports editor).

Next year, the *Vista* will come out with a six-page issue every two weeks the first semester and, hopefully, weekly the second semester. This depends on the availability of AS funds and the willingness of students to help out. Randy Woodard, Bob Blake, Gary Schons, John Devine, and Greg Daulton have all expressed an interest in writing columns or stories. Pete Manno will be doing some graphics for us on a regular basis. I would like to see more girls get involved too. In the past they have been the *Vista*'s backbone. I urge

the faculty to increase its support and interest in the *Vista* next year.

I would like to thank the people who have helped the *Vista* this year. Belita has been a stalwart friend and a valuable assistant. Her background in journalism and her involvement in other activities on campus have been of inestimable value to the *Vista* the past four years.

Steve also has done an outstanding job, which has resulted in our decision to select him as editor next year. He is really enthusiastic about the future of the *Vista* and I urge students to join the staff and help him fulfill the goals he has set.

News editor Janet Howard was also a hard working, reliable staff member, especially during the first semester. Like many members of the staff, her involvement in other student activities has preempted her time this semester.

A special thanks is due to Greg Downs, who has provided the *Vista* with outstanding photography. With his assistants, Karl Eklund and Pat Canova, he has been a valuable, creative, and reliable member of the *Vista* staff.

One of our many unsung heroes this year has been Jan Adamczyk, who has so unselfishly donated her time to draw editorial cartoons. Jan is one of the most talented, creative, intelligent persons on this campus. Pete also has done some fine work for this year, especially for the Christmas issue. I hope to see more of his work in the paper next year.

Jan Gerbaz did a tremendous job in advertising for us first semester and her trans-

fer to San Diego State was a great loss to USD. Al Freymuth did a good job for us this semester too.

Unfortunately, however, our advertising revenue was not enough to cover *Vista* scholarships as had been anticipated. Thanks to Bob Bla'ie and the other members of the executive council, we will receive the scholarships owed us.

To Michael Breen, who single-handedly rescued the sports page from almost certain oblivion, we are very indebted. He did a tremendous job and we are fortunate to have him on the staff for next year. He will make a lot of money for us in advertising, besides serving as sports editor next year.

Mr. Thomas, who served as advisor for the *Vista* for the last five years, also deserves our heartfelt appreciation and gratitude. He has sacrificed his free time for years to keep the *Vista* together. I can also say that he never forbade us to print anything. He offered his advice and shared with us his journalistic experience in a manner that was always appreciated if not always followed. Mr. Thomas was awarded the most outstanding senior award when he was graduated in 1961 and he holds a master's degree in journalism from Columbia University.

Lastly, to our loyal, hard-working reporters, Bruce Cahill, Cindy Anderson, Antoinette Ernandes, Michael Sturn, Ken Thompson, John Fennessy, Paul Sammon, and Julie Becklund, thanks for the time and effort and interest you gave us this year. To Dan Webster, Mario Orlando, Maria Andrade and others who made occasional contributions, my thanks also.

where the FUN shines!

Glenn Yarbrough
America's premier ballad singer will hold the grandstand spotlight the first six evenings at the Expo—June 24-29. Always a sell-out on his concert tours, Yarbrough will thrill fairgoers with a far-ranging repertoire of his greatest hits—Frankie and Johnny, Stanyan Street, I'll Love Away Your Troubles If I Can, Touching Through the Air, Baby the Rain Must Fall, and others. Clark Maffitt and Brian Davies back Yarbrough in their own distinctive style.

FREE TO FAIRGOERS.



VISTA STAFF—From l-r; Cindy Anderson, Janet Howard, Belita Taylor, Rosemary Johnston, Janice Adamczyk, Michael Sturn, Bruce Cahill, Karl Eklund (standing), and (sitting), Steve Ruvalcaba and Antoinette Ernandes. Missing from photo are Greg Downs, Michael Breen, Paul Sammon, Ken Thompson, and Al Freymuth.

—Photo by Greg Downs

SAN DIEGO'S OWN "SWINGING AMBASSADORS," the 200th's official singing group, takes over afternoons on the grandstand stage (June 24-29) the first six days of the Expo. Augmented and more experienced, the fast-paced, hard-hitting Ambassadors rank among the nation's best.

SOUTHERN CALIFORNIA EXPO

DEL MAR

JUNE 24-JULY 5

Sports Shorts

By Michael Breen

Things appear to be shaping up for a fine football season next year. The team, after a good spring workout and with the addition of quarterback Mike Ottombrino from Mesa College and other probable junior college players, seems to have the nucleus for another winning team. The Toreros, however, will face a much tougher schedule as they enter their second year. The tentative 1970 schedule looks like this:

SEPT. 19—Loyola at USD
26—Bye
OCT. 3—Occidental at Occidental
10—Claremont Men's (location undecided)
17—Bye
24—St. Mary's at St. Mary's
31—La Verne at USD
NOV. 7—Pepperdine at USD (if they start football)
14—Cal Tech at Cal Tech
21—Azusa Pacific at Azusa Pacific

A few problems must be overcome, however, if the Toreros are to play football. First and foremost, the team must have a place to play and a place to workout. At press time, the administrators of the Club Football program were busy working out arrangements with University High.

The high school has been using the field for a number of years and has used the locker rooms just above the field for their JV football team and for storing track equipment. However, the field and the locker rooms belong to the college and as Coach Gray put it, "Their only claim to the field is a hastily painted sign reading University High Stadium which was quickly painted when they learned USD was starting football last year."

Coach Gray made his position clear. He said that we must have control of the field, we must be the only team allowed to practice on it or it will be unplayable for games, we must have the locker rooms, one for us and one for our visiting opponents, and that we must replant and clean up the field now if we are to be ready to begin workouts in August. Gray further reiterated his point of view, "The team is tired of being treated like a Pop Warner team, dressing out of the back of their cars, and being forced off the field by the high schoolers. If something isn't done we may not have football next year."

It would be a bitter blow to the school and to student prestige to let the Club Football program die at USD. It's time we stood behind our coach and our team and see that their demands are met. Hopefully, these problems will be ironed out soon and Coach Gray, his staff, and his players can get down to the business of molding a winning football unit.

Coming from behind in the Big Surf Collegiate Invitational, the USD surfers came away with an impressive third place finish and a \$200 scholarship grant. Finishing behind Cal State Long Beach and UCLA in the 13-team event, the team tallied 61 points, led by Dennis Brooks who was fifth overall and at one point in the contest held the highest single ride score. The rest of the six-man team came up with solid performances which enabled the surfers to prove themselves one of the top teams on the West Coast.

The surfers made further proof of their ability May 3, as they beat Cal Poly Pomona and San Fernando Valley State in a playoff for the last remaining spot in the WISC championships. The Toreros won the meet in a walk as they took five first places in the six heats. The surfers now move into the finals at Malibu May 17, and must be ranked as the underdog against major colleges, San Diego State, Cal State Long Beach, and UCLA.

Intramural basketball ended in a wild finish as the GDI's squeaked past the Spoilers by a score of 33-32. Trailing at the half 21-18, the GDI's staged a comeback in the last two minutes of the game that saw the Spoilers blow a 4-point lead with the old Laker handshake.

The GDI's cut the lead to two at the 18:30 mark on a 20-foot jumper by Tom Berry. Jerry Sochoski's tip-in with 40 seconds left knotted the game at 32. The Spoilers worked for what they hoped would be the last shot and almost won the game on a driving layup by Steve Yavorsky but the shot trickled off the rim. Sochoski grabbed the rebound and quickly passed to Dennis Shields who was fouled by Randy Peterson as time ran out. Shields missed the first of two shots but calmly dropped through the second for his first point of the game and the victory. For the Spoilers it was only their second loss and for the GDI's it was the cap to an undefeated season.

It was a good year of competition. No visible time clock or scoreboard and inconsistent officiating were the only major complaints of the players. For the most part, intramurals achieved the spirit of friendly competition that it was designed for.

Charlie Brumfield for the third year in a row has captured the National Paddleball Championship. Charlie took the singles title in North Dakota recently as he defeated Craig Finger of Michigan St. for the championship in the 64-man competition. Later in St. Louis, Brumfield took second in the National Racketball Championship as Craig Finger avenged his earlier loss at the paddle game to take the title. For Brumfield his victory was earned through long hours of practice and dedication and there seems no end to his monopoly on the paddleball championship.

Final Golf Match Shows Improvement

By Michael Breen

At midseason I remarked that I thought the USD golf team would probably begin to jell and win a few matches. Apparently I was swayed by blind hope with the team getting worse as the season progressed. However, the team was able to salvage what was left of a dismal year as they won their final match last Monday against Chapman College, for a final mark of 2-14.

Playing with just five men, the golfers forfeited the No. 6

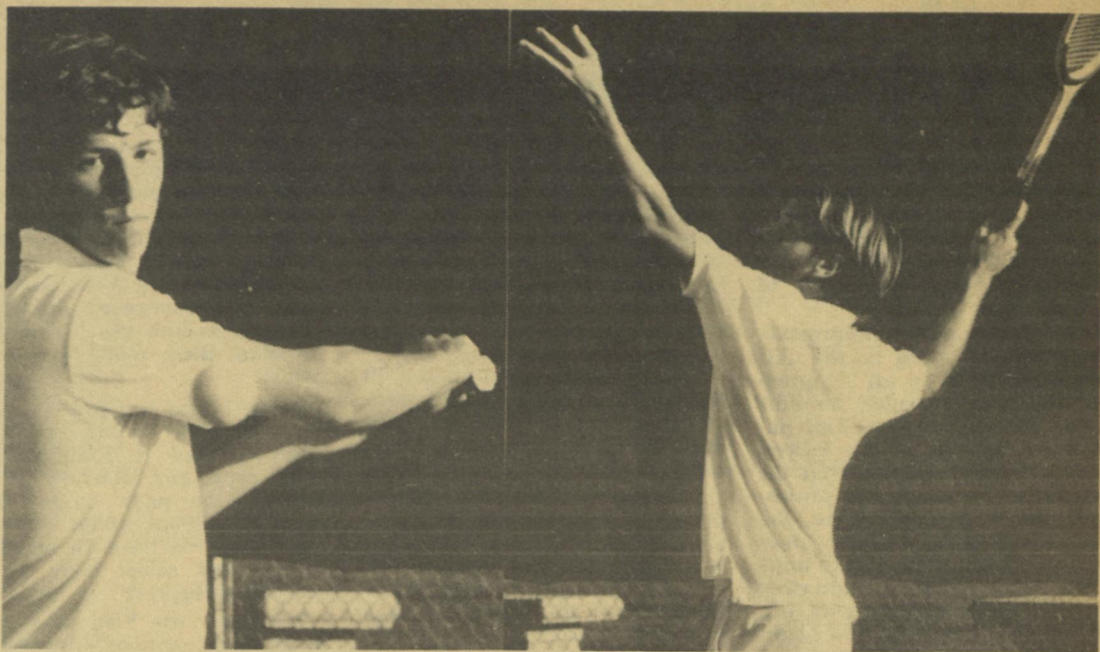
singles but were still able to triumph 28-26 as Rich Hetzig, Bob Mirch, and Ralph Jones led the team. The golfers also made a better showing this year at the Southern California Intercollegiate at Torrey Pines. With just four players from USD completing the 36 hole event, the Toreros finished 23rd in a field of 25, improving on their last place finish the previous year.

The golfers wound up the day with a team total of 686, over 100 shots behind winner Cal State LA, whose four best scores

totaled 578. Bob Mirch fired rounds of 77 and 81 to lead the team, while Rick Heitzig had 80 and 82, and Shane McFadden and Mike Breen shot 87-91 and 91-97 respectively. This was good enough to edge out Pomona College by 6 and Cal Lutheran who failed to finish.

Looking to the future of golf at USD, I think I should be serious for just a moment. The athletic department treats golf like a castoff. They fail to provide a coach with the time or the desire to coach, they fail to pro-

vide a golf course where the team can practice more than two days a week, they fail to prospectus on the team in the spring sports guide or even publish a schedule. They fail to keep track of the scores of the matches, they fail to inquire as to the needs of the team, and they fail to locate prospects on campus or in the local area who are interested in playing college golf. All in all, they could care less. It's time the athletic department did its job and helped to make golf a legitimate sports at USD.



WINNING FORM—Mike McCulloch (No. 2 singles) and John Pettus (No. 1 singles) practice the shots that helped the team to its 21-3 record.

—Photos by Karl Eklund

Baseball Team Gets It Together; Wathan Spearheads 21 Victories

By Michael Breen

It's too bad that the college baseball season doesn't start a little later and last a little longer because the 1970 Toreros' baseball team would have found that system much to their liking. The Toreros, off to a slow start, began to put it together the last couple of weeks and were probably playing their best ball of

the year as the season ended.

Coach John Cunningham felt "it was a good year but I wish we could play the first two weeks of the season over again." And rightfully so, as the squad survived a 1-6 start to play nearly .700 ball the rest of the way. In that stretch the Toreros defeated some of the best teams in the country. They beat seventh

ranked UC Santa Barbara 12-8, stopped local power San Diego State three straight games, grabbed one run decisions from both Cal State LA and Cal State Long Beach, and split the four game season series with the nation's top ranked small college, Chapman.

Stats Impressive

The man most responsible for this surge was junior catcher John Wathan. John, at 6-2 and 205 lbs., was, according to his coach, "an imposing figure behind the plate," as he caught and called most of the Torero games. Even more impressive, however, are the statistics of this modest man. Wathan finished the 39 game schedule batting .430 (61 for 142) with 6 doubles, 6 triples, and 3 homers, 39 RBI's and 24 stolen bases. He hit safely in all but three of the Torero contests and at one point had an 18 game hitting streak. The Torero catcher also forged his way into the USD record book as he set the career batting marks for most doubles, most triples, most stolen bases, and most hits, and single season records for stolen bases and hits.

Wathan Best?

Without question John Wathan is one of the finest catchers in the nation and when the balloting for this year's District 8 and All-American teams is conducted, USD's John Wathan is deserving of full consideration.

In their final four games the Toreros nailed down two important victories. In a doubleheader last weekend, the Toreros bounced back after an 8-1 first game loss to edge Chapman College 7-5. A first inning two run homer by Ken Kinsman in the second game got things off to a good start. A two run bases loaded double by Mel Arnerich and a throwing error that allowed two more third inning runs to score, upped the Toreros' margin to 6-2. With one more run in the 4th, Gary Myron was able to stave off a late inning Chapman rally to earn his 9th win of the year.

Marines Bombed

Last Tuesday USD bombed the San Diego Marines with 16 hits and 17 runs in coasting to a 13 run victory. After five first inning runs and eight fourth inning scores, Coach Cunningham substituted freely, even putting himself in the lineup, which assured the Toreros didn't get too many more runs. Highlights of the game were two run homers by John Wathan and Bill Crompton, his first at USD. The team closed out their schedule the following day but found the Marines somewhat tougher in their second match and went down to defeat 5-3 to end the year at 21-16-2.

21-3 Record Leads to Tennis Championships

By Michael Breen

The USD tennis team closed out their remarkable regular season campaign last Saturday with a convincing 7-2 victory over La Verne College. The team showed no signs of lackadaisical or cocky play as they ended the regular season with 8 straight victories for a final mark of 21-3.

Championships In Hayward

In its final two matches against Cal State Dominguez Hills and La Verne, the netters displayed the form and depth that they hope will carry them to a fine showing in the College Division finals in Hayward, California in June. Even without the aid of top seeded John Pettus, the team rolled to an easy 9-0 win. The match was highlighted by Teresa Jennings' first appearance in singles play as she downed her foe in straight sets, 6-4, 6-1.

Saturday's win was an important one as they downed a strong La Verne team for the second time this season and kept their winning momentum. The Toreros swept the singles with Mike Taylor and Mike McCulloch easily sweeping to victories 6-0, 6-0, and 6-0, 6-1, respectively. Joe Washington, playing an erratic game, was still able to win the 5th singles, 6-2, 6-3.

Jennings Loses One

The first doubles team of Pettus Taylor recovered from a first set loss to win in split sets 4-6, 7-5, 6-3. The pair of McCulloch and Lupian lost for only the third time this season 6-3, 2-6, 8-10. Teresa Jennings and John Lopez were defeated in their doubles match 6-1, 1-6, 3-6. It was Miss Jennings' first loss of the season after five successful appearances and coincidentally was the first time that Teresa had elected to wear a tennis skirt in a match instead of her usual boyish attire.

As the most successful season in USD athletics comes to an end, one must praise not only a talented team but Coach Curt Spanis, whose time, dedication, inspiration, and whose humor have brought a powerful team to USD and a future in tennis that can only be brighter.