The Indicator

Tuesday, February 20, 1968 Vol. 3 No. 6 San Diego, Calif.



The Associated Students meet to discuss the handling of the

Misti Wolfington, secretary to the Senate, Dean of Student Affairs Murphy, two by standers, Senator Bill Stiles, two by-standers,

Charlie Moore affair. Senators are, from left to right: Gary Curtis National Group Defines to the and Senator William Shark on the end. As mem munity, The Rights Of Students

National educational associations representing faculty members, administrators, and students have developed this Statement on the Rights and Freedoms of Students and propose it for adoption as a joint statement of principle. Joint efforts to draft a statement began in the fall of 1966.

Under the auspices of the American Association of University Professors, thirty-three representatives from ten national educational organizations met in Washington, D.C., on November 13-14, 1966 to discuss the academic freedom of students and to explore the feasibility of reaching a consensus on standards in this area. Five organizations -- The American Association of University Professors, the Association of American Colleges, the U. S. National Student Association, the National Association of Student Personnel Administrators, and the National Association of Women Deans and Counselors -- participated in the planning of the conference. Five additional organizations -- the American Council on Education, Association of American Universities, Association for Higher Education, Association of State Colleges and Universities, and the American College Personnel Association--participated in the conference. Those who attended concluded the meeting by concurring in the establishment of an ad hoc committee to draft a statement for possible joint endorsement.

The drafting committee, comprised of one representative each from AAUP, AAC, USNSA, NASPA, and NAWDC, with the staff assistance of Dr. Peter H. Armacost, AAC, and Mr. Robert Van Waes, AAUP, met in Washington on June 23, 1967. The joint statement which follows is a mutual effort in every respect. While it owes much to statements proposed by the AAUP. AAC, and USNSA, the suggestions and perspectives of other educational organizations have been taken into account. The result is a consensus that links good standards to viable practices.

The Joint Statement on Rights and Freedoms of Students as members of the academic community will now be submitted to each of the ten national educational organizations that contributed to its formulation for such action as their committees, commissions, and governing bodies consider appropriate. It is hoped that a number of these organizations will endorse the Joint Statement at an early date. The statement should not be

considered the official policy of any organization until there has been formal action by that association.

The Joint Drafting Committee: Dr. Phillip Monypenny, Political Science, University of Illinois, AAUP, Chairman; Dr. Harry D. Gideonse, Chancellor, New School for Social Research, AAC; Mr. Edward Schwartz, National Affairs Vice President, USNSA; Dr. Peter H. Armacost, President, Ottawa University, former Program Director, AAC; Mr. Earle Clifford,

University Dean of Student Affairs, Rutgers, The State University, NASPA; Dr. Ann Bromley, Associate Dean of Students, Santa Fe Junior College (Fla.), NAWDC; Mr. Robert Van Waes, Associate Secretary, AAUP.

Preamble: Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general wellbeing of society. Free inquiry and free expression are indispensable



steering committee meets to discuss Charlie Moore's difficulties and to do something about them.

Moore's Dismissal Starts Controversy

Tuesday morning Charlie Moore, to be in violation of any such rules wanted to see him. At 2:00 Tuesday afternoon Charlie met with Dean Hull who told him that on the basis of three dormitory violations he was being evicted from the dorms. Those violations were: (1) having girls in his room (only once was this formally reported by the R.A.); (2) eating in the Muir cafeteria with a Revelle meal ticket; and (3) hanging a sign out his window (the sign said: No shooting within city limits). Dean Hull told Charlie at that time that he could not appeal this action and also informed him that within 48 hours he was to be out of his room. Hull's actions were in accordance with the Residence Halls Contract which states: "The student will vacate the University residence hall within 48 hours of termination, for any cause what soever, of this contract. It also states that: The student is required to abide by the rules of the University including campus rules and those of the residence halls, and understands that the University may take appropriate action, including termination of this contract for conduct which is found by the University

residents. Hull, however, in taking this action, acted unilaterally and without consulting other deans or the R.A. Hull violated the very rules he had been appointed to enforce as stated in Section V-B of the Student Handbook Proce dural Fairness is basic to the proper enforcement of University regulations. In any proceeding before an individual or committee authorized to impose or to recommend disciplinary action the following proceedural safeguards will apply: (1) the student shall be preseumed innocent until shown to the contrary, (2) the student shall be entitled to a prompt and impartial hearing, (3) he shall be entitled in advance of such hearing, to a written statement indicating the alleged violation, together with references, the evidence against him, and its sources. (4) the student shall be entitled but not required to have an adviser of his own choice, (5) the student shall have every reasonable opportunity to present his case at the hearing, including the presentation of written and oral testimony by himself and by witnesses of his own choice, (6) he

to the attainmnet of these goals, As members of the academic vommunity, students should be encour- to do that." aged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below scholars.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Each college and university has a duty to develop policies and procedures which provide and safeguard this freedom. Such policies and procedures should be developed at each institution within the framework of general standards and with the broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for student freedom to learn.

1. Freedom of Access to Higher Education

college and university are a mat-

and expectations of students which of this decision. it considers relevant to success church-related institutions may give admission preference to stupublicly stated. Under no circumfrom admission to a particular institution on the basis of race. Thus, within the limits of its facilities, each college and university should be open to all students who are qualified according to its admission standards. The facilities and services of a college should be open to all of its enrolled students, and institutions should use their influence to semunity.

II. In the Classroom

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance

Chancellor Galbraith, speaking of Reagans new budget, said: "the consequences of the budget are very serious." Regent Simon had said that the only way the University could maintain its standards with the new budget was to cut down the enrollment. This would mean a virtual shut-down of the newer campuses, San Diego included. Dr. Galbraith commented that it was a "litle late

Actually, he said "this year, this campus comes out relitively well." He pointed out that most of UCSD's buildings were already included in the budget. Their money has already been allocated and theyf will be biult. The chancellor is more concerned about "buildings without poeple to are essential to any community of put in them." if the enrollement reduction takes place. One area of administration attack is the Universities medical schools. Some doubt the necessity of building three in one University chain. However, one school actually exists, and two others exist in terms of a faculty and a committment to the students. UCSD's medical school will be built and equipped. Once again, the problem may be finding students to fill it. The library is authorized and scheduled for completion in 1970. 1972 will be a more critical year for us, when newer building projects will be presented to the budget com-

No more Upper Division Language Requirement! The Revelle faculty in a recent meeting decided that it violated the purpose of the language program there. The purpose is to teach students to appreciate culture The admissions policies of each and contributions of the country whose language they learn. The a resident of Argo Hall, received or which is otherwise detrimental ter of institutional choice provided Upper Division proficiency did not ean Hull to the welfare of residence hall that each college and university contribute to the goal. Seniors this makes clear the characteristics year can expect to reap the benefits

> Although the test is not required in the institution's program. While most students will still have to take some sort of foreign language proficiency if they go on to graduate dents of their own persuasion, such school. All students who have gotten a preferance should be clearly and out of Revelle without finishing their language program have had to take a stances should a student be barred graduate course in language somewhere else. Even though responsibility to the school is removed, students still have a responsibility to themselves to keep their language in shape.

> It was also decided that proficiency did not have to be demonstrated in the usual French, German, Russian, or Spanish. Although these will be the only languages for the time being that Revelle offers, a cure equal access for all students student may request to take profito public facilities in the local com- ciency in another language. Dr. Newmark will be responsible for seeing that proper standards are maintained for different languages. Other languages will be added to the Revelle offering as soon as the budget permits. At present, they are working on a grant to offer a summer should be evaluated solely on an seminar on languages. This will help academic basis, not on opinions take some of the pressure offf of students during the academic year.

stances the arguments offered for tuition are of insufficient relevance and merit to justify a departure from the State's historic policy regarding tuition." -- Joint Committee on Higher Education, Feb.

After a month's postponement, the University Board of Regents will consider at today's meeting a recommendation by a special committee to increase fees by \$156 per year. Should it be approved, a duals. long, heated battle will come to an end, and a respected, centuryold tradition will die.

Technically, the Regents assure us, this is not tuition at all, but a "special charge". Typical of the double-talk that pervades their proceedings, this is merely a question of semantics. By definition. tuition provides for general operational expenses; fees provide for than this amount. non-instructional services. The proposed increase, being in part both a tuition and fee, has been

Regentially dubbed "charge". But this is not the time to argue over definitions. Tuition, fee or charge, the point is that the pending proposal is of dubious worth. The benefits it will bring about appear inconsequential, while the income taxes collected from famihardships it will create are con- lies with incomes over \$20,000.

The new fee would raise \$15 million in new revenue (the total Regents meeting in August when operational budget of the Univer- the Regential committee was set sity is about \$550 millon). Of this \$15 million, the Regential committee reports, \$4.6 million will of financing. However, all we see be used to offset additional financial need of old students "made necessary by the fee itself."

An allotment of \$6.4 million is made for financial aid, presumably intended for new students. However, in terms of sheer numbers, the students that will be helped will probably be no more than the present total, for larger allotments will be necessary due to the fee.

Then, \$1.9 million will go for student services and responsibilities presently assumed by the State. Money will go to the Dean of Students offices and for campus public services, for example.

Substraction of the above kigures from the original \$15 million leaves a mere \$2.1 million, most of which will be channeled into the counseling services at the various campuses. \$624,000 will go toward more "student services", which, when applied to all nine campuses, is of little significance.

Thus, the supposed benefits of this "special charge" are far from substantial. They appear even less justifiable when the expected ef- saw tuition as a purely political fects of the fee on students are considered. The "charge" will bring total

fees up to \$375 per year. The average student, who pays approximately \$1,850 now for each academic year for fees, room and board, books and other expenses, can attest to the added burden the fee would create. University officials have pointed out that financial hardship is a primary reason for noncompletion of college. The proposed fee increase would therefore add to the dropout rate.

These undesirable effects of tuition could possibly be rationalized if the University truly lacked alternative means of financing. How-

ber of ways of raising revenue

that the Regents have yet to con-

sider seriously.

First, the University could supplement the general fund through the passage of construction bonds. Second, large sums of money could be gained through royalties on patented invention produced by the University. Third, more contributions could be sought from alumni, private corporations, and indivi-

Yet perhaps the most effective means of obtaining more revenue would be to increase the University's appropriations from the general fund of the State. Californians currently pay only one-half of one per cent of their personal income to public higher education, while citizens of 30 states pay more

By reorganizing the tax structure, more revenues could be collected. The graduated income tax could play a more important role. Another recommendation, supported by Assembly Speaker Jesse Unruh, would be to acquire money from withholding taxes and/or from a 10 per cent surcharge on

These alternatives are not new. They were aired briefly at the up and charged with studying a proposed fee and alternative means coming from the committee is a recommendation for a \$156

Indeed, the picture appears grim. Proposals for more state responsibilities would be viewed with disdain by Governor Reagan, who favors cutting the University's budget to its bare minimum.

In the end, however, it is clear that the state is not sufficiently shouldering its responsibility. It is not meeting its obligation to provide for the educational institution necessary for an expanding state with almost unlimited human resources. The Regents must defiantly challenge Reagan's recommended budget. They must not be pressured into voting for tuition to offset the Governor's unjusti-

As the cards stack up, the arguments against tuition outweigh those favoring tuition as they did in August. However, public sentiment no longer sides with the University. In August, many people move on the part of the Governor. versity and State College campuses have shifted the spotlight of public criticism onto the Univer-

The Regents must stand apart from the wave of public opinion and view the issue rationally. They must consider not only the interests of the "people of California", but their obligation to the University. Budget cuts and tuition cannot be punitive instruments.

Clark Kerr once said, "Instead of closing doors we should be opening them wider." The Regents would do well to keep that in



Password

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Before closing this brief sketch of the law of war crimes, we must undertake a few remarks on the general concept of war crimes and list the major categories of war crimes recognized by contemporary

War Crimes

The conception of war crimes rests on a single elementary principle. As formulated in Article 22 of the Hague Regulations: "The belligerents have not an unlimited right as to the means they adopt for injuring the enemy."(26) Specifically, all means of warfare are prohibited which (1) "needlessly aggravate the sufferings of wounded combatants" and (2) "cause unnecessary injury." (27) Just what particular weapons and policies fall under either of those categories is, at any specific time, undetermined: For example, new weapons are constantly being invented and introuduced in combat, and whether or not the use of a particular weapon is unlawful can only be determined either by a formal international convention or by a judicial determination (by a proper tribunal) that such a weapon clearly falls under a general category of proscribed means of warfare. We shall consider such problems in detail below. But while these particular problems are and must be the subject of continual adjudication, the general principle expressed in the Hague Regulations is beyond controversy. All nations and regimes recognize some limitations on the means of warfare. The universal abhorrence and proscription of chemical and bacteriological warfare is the best-known, but not the only, example. The strenuous denials with which charges of conducting such warfare are answered (for example, the responses of American spokesmen to the charges raised during the Korean War and now in Vietnam) is eloquent testimony to the acceptance of limitations in the conduct of war. War crimes are committed when a state or an individual combatant intentionally exceeds these limitations. To the best of my knowledge no one (certainly no official spokesman of the United States) has seriously suggested that these limitations ought to be repealed. Therefore we may conclude that the general prohibition of war crimes remains in force and is binding on both states and individuals. (The doctrine of individual responsibility is by now so well established that it will suffice for our purposes to quote the conclusion of Prof. Greenspan's recent article: ". . . . the soldier who is ordered to commit an illegal act, like shooting helpless prisoners. . . .is criminally liable, as are the superiors who gave the order.") (28) In principle all war crimes are punishable by death, although the court trying any particulir case may impose a lesser penalty.(29)

Various international agreements, especially the Hague and Geneva Conventions, specify in great detail offenses against the laws of war, the commission of any of which constitutes a war crime. No complete list can be given here; rather, we shall give the major categories of war crimes, based primarily on the classifications adopted in the Charter of the International Military Tribunal at Nuremberg. It should be kept in mind, however, that in many instances international agreements have listed specific offenses against the laws of war which fall under these general categories.

The following is taken verbatim from Greenspan, "The Modern Law of Land Warfare," pp. 420-421: "A. Crimes against peace: the planning, preparation, initiation, or waging of a declared or undeclared war of aggression, or a war otherwise in violation of international law, or a war in violation of international treaties, agreements, or assurances.

"B. Conventional war crimes: violations of the laws or customs of war. These include, but are not limited to, murder, ill-treatment or departation to slave labor or for any other unjustifiable purpose of civilian population of or in occupied territory; murder or ill-treatment of prisoners of war or persons on the seas; killing of hostages; plunder of public or private property; wanton destruction of cities, towns, or villages; devastation not justified by military necessity; illegitimate hostilities committed by persons who are not members of the armed forces; espionage and war treason; marauding.

"C. Crimes against humanity: murder, extermination, enslavement, deportation, and other inhumane acts committed against any civilian population, before or during war, or persecutions on political, racial, or religious grounds, when such acts or persecutions are carried out in execution of or in connection with any crimes against peace or any other war crime.

"D. Genocide: any of the following acts committed in time of war with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: killing members of the group; causing serious bodily or mental harm to members of the group; delfberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; forcibly transferring children of the group to another group.

"E. Acts which constitute: Conspiracy to commit any of the foregoing categories of war crimes; direct incitement to commit such crimes; attempts to commit such crimes; or complicity in the commission of such crimes."

The major category which does not receive specific mention in section (B) above, but which is among the oldest in international law, is that of prohibited weapons. The best-known prohibitions are those against the use of dum-dum bullets and of asphyxiating or poisonous gases (First Hague Conference, 1899) and against gas and bacteriological warfare (Geneva Protocol of 1925).

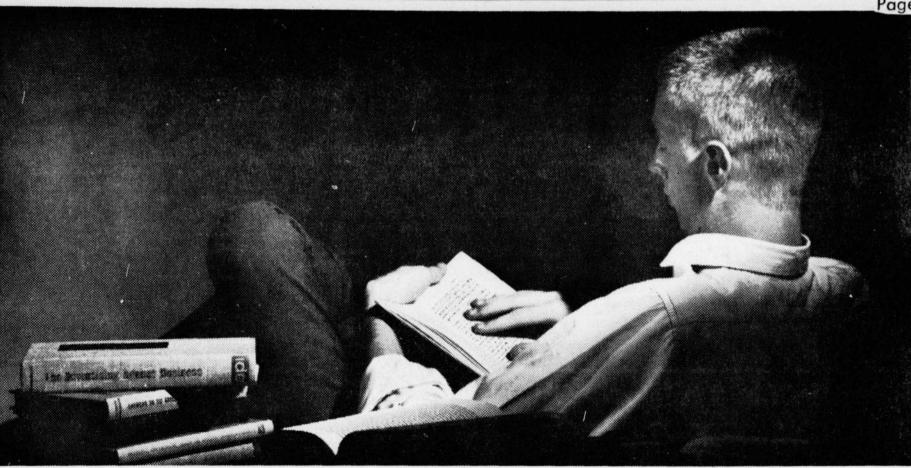
Special notice must be taken of the fact that the prohibitions against "conventional war crimes" (section B above) are designed to protect both combatants (members of the armed forces) and noncombatants (civilians). Just as the warring nations are limited as to the means which they may lawfully employ in injuring their enemies, so are they also limited as to the kinds of persons whom they may lawfully attack. The rule in this case is that only combatants are subject to attack: "The immunity of non-combatants from direct attack is one of the fundamental rules of the International law of war."(30) Deliberate attack upon non-combatants is thus a war crime and subject to the appropriate penalties; as far as inadvertent attacks are concerned, the usual method of reparation is the payment of compensation for loss of lives and property. This immunity of non-combatants, however, carries with it the corresponding obligation on the part of the non-combatants not to take up arms, either individually or in small isolated bands. Should they do so, such individuals become war criminals and are (after having received a fair trial) subject to the usual penalty; these are the offenses contemplated in the last three items listed in section B above.

But the status of combatant is not restricted to members of the regular armed forces only. In this respect a fundamental change in the laws of war was brought about in the 1907 Hague Regulations, and the principle established there is now binding. According to the Hague Regulations, members of ir regular armed forces who fight without sanction from any officially recognized government are regarded as combatants and are thus entitled to be treated according to the laws of war if they fulfill the following requirements: (1) they are commanded by a person responsible for his subordinates; (2) they have a fixed distinctive emblem recognizable at a distance; (3) they carry arms openly; (4) they conduct their operations in accordance with the laws and customs of war. Rule (2) does not necessarily require the wearing of a uniform, but it does demand that there be some clear and certain means of distinguishing the members of the irregular armed forces from the rest of the civilian population.(31)

A serious problem arises in applying the above principle to the case of Vietnam. The fighting units of the National Liberation Front of South Vietnam, which would be classified as irregular armed forces, clearly fulfill requirements one, three, and four. But since their usual dress is the "black pajoma" outfit, which is similar to if not identical with the customary dress of the Vietnamese peasant, it might be argued that they cannot be easily distinguished from the civilian population and therefore can be treated as war criminals rather than as combatants.

Against this hypothetical contention (to the best of my knowledge the United States government has not utilized this argument), the following considerations could be offered: (a) In 1965 the Commanderin-Chief of all U.S. armed forces in Vietnam issued the following order to all American military personnel in Vietnam: "As a member of the United States military forces you will comply with the Geneva prisoner of war convention of 1949 to which your country adheres. You cannot and must not mistreat your prisoner. He must be treated at all times as a human being. He must not be tortured, killed, mutilated, or degraded even if he refuses to talk."(32) According to this order the United States officially recognizes the enemy as combatants entitled to the protection of the laws of war. (b) While the NLF has no distinctive uniform, it does have official insignia, for example, its own flag. (c) In actual practice the U.S. armed forces seem to have little difficulty in identifying the enemy units in battle, even to the point of being aware of unit designations (battalion, regiment, etc.). (d) Even in cases of actual confusion, i.e., where it is not immediately apparent whether the individual or group is combatant or civilian, summary execution and indiscriminate killing is strictly forbidden.(33)

We may summarize the important points of Section II as follows: (1) The laws of war are binding on states and individuals; (2) The most important guideline for the formulation of the laws of war are the sentiments of "common decency and humanity" accepted by civilized nations; (3) Any state may punish offenses against the laws of war, no matter where they have occurred; (4) Weapons which cause 'unnecessary suffering' are prohibited; (5) The distinction between combatants and civilians must be strictly observed, and violence may be used only against the former; and (6) participants in "organized resistance movements" are lawful belligerents and entitled to the protection of the laws of war.



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Just to show you that Ralph Frey is not unique, here are the beginning and ending speeds of high school and college students in California.

Students	Light Reading			Heavy Reading	
Robert C. Wilhelm	400	4,125		321	3,200
James R. Adams	485	2,625		355	1,560
Ben Stein	227	1,514		186	900

Students	1	ght ding	Heavy Reading		
Clyde Christofferson	671	2,500	392	2,00	
Peter Momfield	335	1.600	219	80	
Leonard L. Robinson	355	3,030	274	1,30	
Bonnie Rose	206	3,000	179	1,60	
Peter Kindschi	318	1,688	281	91	
John M. Gage	441	2,197	311	1,05	
Steve Felstein	548	2,126	331	1,40	
Kathleen Smith	395	3,500	278	2,00	
Stephen Luthy	390	4,800	378	3,30	
Sam Tralongo	341	2,857	234	2,25	
Kenneth Kingsley	924	3,145	500	2,00	
Linda Ludwig	300	2,913	210	1,80	
Dave Weiman	463	3,045	252	1,710	
Mary Gonis	230	2,900	165	1,300	
Roger Chan Lee	370	2,680	277	1,800	

The technique of dynamic reading was discovered by a Utah schoolteacher.

Evelyn Wood first observed dynamic reading 18 years ago when a university professor read her term paper at an amazing 6,000 words a minute.

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at the institute, 2550 - 5th Ave., Suite 616, telephone 233-7774 Tuesday, February 20 8 P.M.

> Thursday, February 22 8 P.M. GROSSMONT

at the institute, Grossmont Shopping Center, between the U.S. Post Office and the San Diego Federal Savings and Loan, telephone 460-9911.

> Tuesday, February 20 Wednesday, February 21 8 P.M. Saturday, February 24 10 A.M.

LA JOLLA

at the institute, Bank of La Jolla Building, Suite 212, Ivanhoe at Wall Street, telephone 454-5816.

> Wednesday, February 21 8 P.M. Thursday, February 22 8 P.M.



2550 5th Avenue, San Diego, Calif. 233-7774

The application deadline for State Graduate Fellowships for students who are planning to teach in California colleges has been extended to March 15, 1968 by the State Scholarship and Loan Com-

The Commission announced that uncertainties in the minds of many students about graduate school plans has led to an extension of the deadline. The Commission recognizes that the status of graduate students relative to the draft has caused many students not to submit applications by the earlier deadline.

College seniors who must submit scores on the aptitude section of the Graduate Record Examination will have an additional opportunity to meet this requirement by submitting scores from the February 24 Graduate Record Examination to the State Scholarship and Loan Commission. Full details and applications are available from the financial aid office or the graduate school office.

Symphony Discounts

dent attendance at concerts we are pleased to announce the following special offer for the balance of the 1967 - 1968 season.

Any student of a four year or two year institution, by showing his student ID, will be admitted to the concerts of the San Diego Symphony Orchestra for \$1, providing that he presents his ID at the Civic Theatre boxoffice after 7:30 p.m. on the night of the performance. He must accept the ticket offered, which will in most cases be the best available. Only one ticket may be puchased with each ID card. This offer expires on April 11, 1968.

Remaining concerts:

February 8-9 - Claudio Arrau, Pianist February 22-23 - Choral Concert,

"Missa Solemnis" March 28 - Krzysztof Jakowicz, Violinist

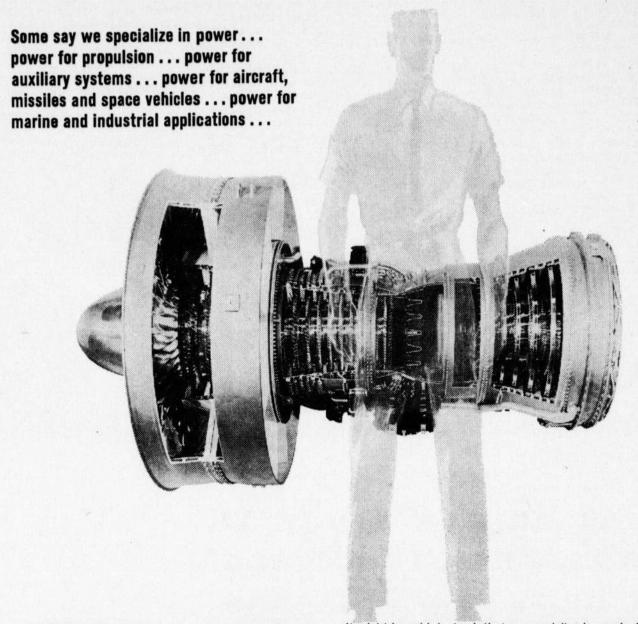
April 11 - Leonard Pennario, Pianist

cont. from p. 1

ter which esentially provides us with a university." He said it was "very easy to be determined by gloom," but added that UCSD will not be "permanently blighted."

Some immediate effects of the budget cut are in new faculty. UCSD had planned for a teacher student ratio of 20 to 1. 1The nw budget expects us to operate on a ratio of 25 to 1 as compared to 28 to 1 for both UCLA and Berkeley. Other cutbacks have hit the Revelle college language program. Pay for the foreign-born language T.A.'s were cut out. The Revelle administration argued this was not a new expense, but money mittee. If the University is still contradictory to the rules as stated in violation of campus regulations, needed to carry on an existing program. The administration still cut on an austerity budget at the time, in the Student Handbook. Out of this because he felt he hadn't been conneither the new money to pay the T.A.'s or their usual sourse in the cont. from pg. 1 general fund. At the moment they have very little idea how they will pay their language T.A.'s.

was 30% of what was previously the right to appeal! assigned by the Regent's allocations. By Wednesday afternoon an Ad He said that \$311 million was a sound Hoc Committee for Student Freebudget. To comprimise this figure dom had been organized by inwould suggest that hte University terested students and held its first didn't need the money in the first rally at noon-time in the Revelle place, and it would be engaging in free-speech plaza. At the rally, a process of compromise with the attended by about 200 people, Charquality of the University, " which lie explained the action taken by didn't pay off last year." In short Hull. His main arguments were he said the Regents were already that he was allowed no appeal and to "fight the good fight."



...they're right. And wrong.

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it. As of this writing, Revelle has we could begin losing buildings. Dr, has come something more than just victed legally or through any due Galbraith hopes to "finish the clus-

may decline to answer any incriminating questions, (7) adequate time will be given to the student to Dr. Galbraith announced that we are present arguments against any ad-"notgoing to have a repeat of 1967- verse recommendation which may 68." He said that the new budget be made, (8) the student shall have

conduct. The committee recom- tee run by the students. mends actions to the Chancellor For the past two days Moore but these recommendations can be has been consulting the San Diego

At a second rally on Thursday which assures him that sevendays afternoon, Charlie stated that he is the legal minimum for a notice ourselves on a collective scale to would not appeal in spite of the of eviction (as opposed to two days establish a condition in which a that Hull's unilateral action was administrations admitting it acted in the dorm contract) and that greater freedom can and will exist.

a fight against his eviction. What process. At this rally petitions Moore is trying to effect he stated signed by sympathetic students and at this rally is a whole look at the a series of demands were presentlimits of student freedom and justi- ed to Dean Hull. These demands fication of these freedoms. In the are: (1) an open hearing; (2) all meantime Dean Hull, who attended constitutional guarantees of due this Wednesday rally, made it process including those of the known that he was indeed mistaken student handbook. Embodied in this over our lives as the rules and and that Charlie could appeal to are the demands such as trial by Dean Murphy and/or a Committee peers and a written indictment to on Student Conduct which is a be given before the trial or defaculty-student committee for the cisive meeting; (3) establishment purposes of hearing student mis- of a Dormitory judiciary commit-

American Civil Liberties Union a level of awareness (recognizing

he can't be evicted without the landlord (the administration) proving in civil court that the has in fact violated the terms of the con-

As was pointed out at the rally

Wednesday Moore is not merely fighting against his eviction but is carrying the issue to a much more profound point; that point being that we as students have no control regulations stand here at UCSD. At the first formal meeting of the Ad Hoc Committee for Student Freedom held Thursday night in the south dining hall of the Revelle cafeteria goals were enumerated that say in essence we as students must assert ourselves and develop our powerlessness) and then assert

cont. from p. 1 or conduct in matters unrelated to academic standards.

A. Protection of Freedom of Expression -- Students should be requested by the accuded, both fa- made clear to the academic and the data or views offered in any course of study and to reserve who is otherwise interested in the tions students or student organijudgment about matters of opinion, but they are responsible for leafning the content of any course of study for which they are respon- ed, in writing, of the reasons for their own choosing. Those routine sible for learning the content of the proposed disciplinary action procedures required by an instiany course of study for which they with suficient particularity, and in are enrolled.

B. Protection Against Improper Academic Evaluation -- Students should have protection through or- the hearing committee should have derly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

C. Protection Against Improper Disclosure -- Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serioud professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the stu-III. Student Records

Institutions should have a carefully considered policy as to the information which should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement. Transcripts of academic records should contain only information about academic status. Information from disciplinary or counseling files should not be available to unauthorized persons on campus, or to any person off campus without the express consent of the student involved except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or beliefs of students. Provision should also be made for periodic routine destruction of noncurrent disciplinary records. Administrative staff and faculty members should respect confidential information about students which they acquire in the course of their work

B. Investigation of Student Con-1. Except under extreme emer-

gency circumstances, premises occupied by students and the personal possessions of students should not be searched unless appropriate authorization has been obtained. For premises such as residence halls controlled by the institution, an appropriate and responsible authority should be designated to whom aplication should be made before a search is conducted. The application should specify the reasons for the search and the objects or information sought. The student should be present, if possible, during the search. For premises not controlled by the institution, the ordinary requirements for lawful search should be followed.

2. Students detected or arrested in the course of serious violations of institutional regulations, or infractions of ordinary law, should be informed of their rights. No form of harassment should be used by institutional representatives to coerce admissions of guilt or information about conduct of other suspected persons.

C. Status of Student Pending Final Action -- Pending action on the charges, the status of a student should not be altered, or his right pression. to be present on the campus and cept for reasons relating to his and to discuss all questions of inphysical or emotional safety and terest to them, and to express well-being or for reasons relating opions publicly and privately. They to the safety and well-being of

students, faculty, or university should always be free to support

1. The hearing committee should not disrupt the regular and esinclude faculty members or stu- sential operation of the institution. dents, or, if regularly included on At the same time, it should be culty and student members. No the larger community that in their member of the hearing committee public expressions or demonstraparticular case should sit in judg- zations speak only for themselves. ment during the proceeding.

2. The student should be informsufficient time, to insure opportunity to prepare for the hearing.

3. The student appearing before the right to be assisted in his defense by an adviser or his choice. 4. The burden of proof should rest upon the officials bringing the charge.

5. The student should be given an opportunity to testify and to present evidence and witnesses. He should have an opportunity to hear and question adverse witnesses. Ino no case should the committee consider statements against him unless he has been advised of their content and of the names of those who made them, and unless he has been given an opportunity to rebut unfavorable inferences which might otherwise be

6. All matters upon which the decision may be based must be introduced into evidence at the proceeding before the hearing committee. The decision should be based solely upon such matter. Improperly acquired evidence should not be admitted

7. In the absence of a transcript, there should be both a digest and a verbatim record, such as a tape recording, of the hearing.

8. The decision of the hearing committee should be final, subject only to the student's right of appeal to the President or ultimately to the governing board of the insti-

IV. Student Affairs

In student affairs, certain standards must be maintained if the freedom of students is to be pre-

A. Freedom of Association --Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common 1. The membership, policies

and actions of a student organization usually will be determined by vote of only those persons who hold bona fide membership in the college or university community.

2. Affiliation with an extramural organization should not of itself disqualify a student organization from institutional recognition.

3. If campus advisers are required each organization should be free to choose its own adviser, and institutional recognition should not be withheld or withdrawn solely bese of the inability of a student organization to secure an adviser. Campus advisers may advise organizations in the exercise of responsibility, but they should not have the authority to control the policy of such organizations.

4. Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institutional recognition.

5. Campus organizations, including those affiliated with an extramural organization, should be open to all students without respect to race, creed, or national origin, except for religious qualifications which may be required by organizations whose aims are primarily sectarian.

B. Freedom of Inquiry and Ex-

 Students and student organizations should be free to examine causes by orderly means which do

2. Students should be allowed to

tution before a guest speaker is invited to appear on campus should be designed only to insure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution. C. Student Participation in In-

stituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the student government and both its general and specific responsibilities should be made explicit, and the actions of the student government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

stitutional Government -- As con-

D. Student Publications -- Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. They are a means of bringing student concerns to the attention of the faculty and the institutional authorities and of formulating student opinion on various issues on the campus and in the world at large.

Whenever possible the student newspaper should be an independent corporation financially and legally separate from the university. Where financial and legal autonomy is not possible the institution, as the publisher of student publications, may have to bear the legal responsibility for the contents of the publications. In the delegation of editorial responsibility to students the institution must provide sufficient editorial freedom and financial autonomy for the student publications to maintain their integrity of purpose as vehecles for free inquiry and free expression in an academic com-

munity. sultation with students and faculty, have a responsibility to provide written clarification of the role of the student publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors and managers entail: corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the editorial freedom of student publications the following provisions are neces-

1. The student press should be free of censorship and advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.

2. Editors and managers of student publications should be protected from arbitrary suspension and removal because of student, facul-

ty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures. The agency responsible for the appointment of editors and managers should be the agency responsible for their removal.

3. All university published and financed student publications should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, university or student body.

V. Off-Campus Freedom of Stu-

A. Exercise of Rights of Citizenship -- College and university students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy and, as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administrative officials should insure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus.

Civil Penalties -- Activities of students may upon occasion result in violation of law. In such cases, institutional officials should be prepared to apprise students of sources of legal counsel and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only while the institution's nterests as an academic community are distinct and clearly involved should the special authority of the institution be asserted. The student who incidentally violates institutional regulations in the course of his off-campus activity, such as those relating to class attendance, should be subject to no greater penalty than would normally be imposed. Institutional action should be independent of community pressure

B. Institutional Authority and

VI. Procedural Standards in Disciplinary Proceedings

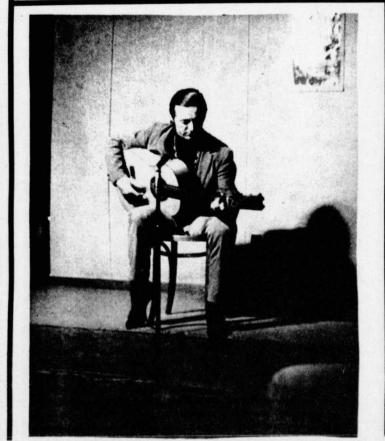
In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance, and admonition. At the same time, educational institutions have a duty and the corollary disciplinary powers to protect their educational purpose through the setting of standards of scholarship and conduct for the students who attend them and through the regulation of the use of institutional facilities. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards should be observed to protect the student from the unfair imposition of serious penalties.

The administration of discipline should guarantee procedural fairness to an accused student. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions which may be applied. They should also take account the presence or absence of an Honor Code, and the degree to which the institutional officials have direct acquaintance with student life, in general, and with the involved student and the circumstances of the case in particular. The jurisdictions of faculty or student judicial bodies, the disciplinary responsibilities of institutional officials and the regular disciplinary procedures, including the student's right to appeal a decision, should be clearly formulated and communicated in advance. Minor penalties may be assessed informally under prescribed procedures.

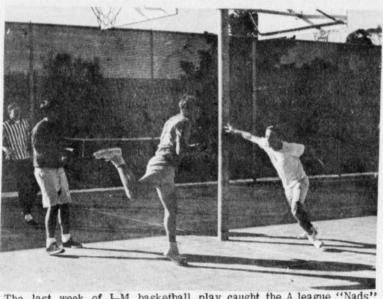
In all situations, procedural fair play requires that the student be informed of the nature of the char-

ges against him, that he be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provision for appeal of a decision. The following are recommended as proper safeguards in such proceedings when there are no Honor Codes offering comparable guarantees.

A. Standards of Conduct Expected of Students -- The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life. These general behavioral expectations and the resultant specific regulations should represent a reasonable regulation of student conduct but the student should be as free as possible from imposed limitations that have no direct relevance to his education. Offenses should be as clearly defined as possible and interpreted in a manner consistent with the aforcementioned principles of relevancy and reasonableness. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations.



Classical Guitarist Dave Cheney has proven to be a big hit and drawing card with the students. Hopefully, the AS knows a good thing when it sees one, and will continue his contract.



The last week of I-M basketball play caught the A league "Nads" (orage shirts with monogrammed mascot) with their baskets down 13-47. Argo IV led many strong drives giving Black 6 pts., Jones 9, and Walters 4 board shots for 8 points. The "Nads" had even scoring from the entire team; Baker 2, Kane 2, Farrer 2, Devine 2, Grana 2, and again set a new record with 37 fouls and 3 technicals. By the way did anyone notice DeMunck's (Argo IV) fine display of sportsmanship

as he fouled	1 01	n (or	was ne	Kicked	out?) of the ga	me.	11111		
Nads	G	F	Fouls	T	Argo IV	(F	T	Fouls
Baker	1	0-0	1	2	Black	2	2-8	6	5
Kane	1	0-0	5t	2	Jones	3	3-62	9	0
McCaughey	0	0-0	2	0	walters	4	0-3	8	2
Farrer	1	0-4	3	2		5	5-6	15	5t
Devine	1	0-0	0	2	Johannsen	3	0-6	-6	1
Sterkeny	0	0-0	2	0	Gilleete	2	1-10	5	1
Hycle	0	0-1	5	0	Clinton	0	0-0	0	0
Weiner	0	0-0		0				47	14t
Gushwa	0	1-2	3	1					
Jiminez	0	0-0	1	0					-
Anderson	0	0-1	3	0	Note: John	M	cCau	ghy	has t
Palcic	0	1-1	5tt	1	drafted from	n th	e P.C	i.'s	to play

37tt B league Wizards forfeited to the Atlantic Animals due to the flu bug.

C league's Beagle I.T.C.H. won a well-played game over the Soul Shooters 35-30. Paul Pucci (I.T.C.G.) played a very good game (both defence and offense) racking up 16 pts frm the floor.

Tuesdays play saw O league's Kappa Sigs demolish Mandler's Marauders

Anyone interested in playing or starting a table tennis club is welcome to come to an organizational meeting on Wed. Feb. 21, 1968, Bldg. 269 M.C. at 7:00 p.m., or contact Dave Tennant extension

1 0-3

0 1-1

studies and only 3 men to play.

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the Nads --- traded for what ---

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Ib B league the Behemoths won another by forfeit

A leagues Baket Weavers surprised the Court Jesters by walking all over them in a 42-25 battle. Gary Carroll was high with 15 along with Tom Goodwin's 10 to conch the game.

BOI BIOYA won their league (C) championship by defeating the Ball Behrings. Bullock locked on to 18 points for the BB's and was voted best

a yer. Boi's Butler hit with 1

league's D.B.'s lost to the Basket weavers 28-43. The D.B.'s played the last quarter with only 3 men but nevertheless held their own! Carrol had another great rebounding day and was also high with 12 points.

Aleague League Champs - Old men 5-0 Nads

Champs Boi Bioya 5-0

B. Behring 3-2 Soul Shoot 1-4 BFK Ltd 0-5

Champs - Panthers 4-0 Kappa Sig 3-1

B league League Champs EB Scripps 5-0 P.G.'s Atlantis 2-3 Wizards

> Ogden 4-1 Kapp Sigs 3-2 4-1 Huberty 2-3

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PINE ARTS DAILY 8:00 ONLY 8:00 UN.: 1:00-4:00-8:00

A league swa another close K.S Delta 38-35. J. Bremer was high man

player. Boi's Butler hit with 18 and Harnsberger (really turned on) picked up 20 in a matter of minutes to give a 59-44 league championship to BOL

Basket W 4-1 D.B.'s 3-2 Argo IV 2-3 Court J 1-4

Beagle 3-2 O. Shirt 3-2

Open League

Chem Wipes 2-2 M. Maraud 1-3 Biochem 0-4

Behemoths 3-2

Meteor Champs But-Fakes 5-0

Panthera 0-5

Mystic George. All clicked in Swinging London by world-famous photographer RICHARD AVEDON, and printed in dazzling, first-time colors that turn on the patterns of out there. Like the Big Four themselves, they're kicks, a happening, an art form, a chest

fabulous Beatles! A psychedelic blast for the young of all ages. Flame-bright John... Flower-power Paul...Dove-loving Ringo...

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(84 min.).

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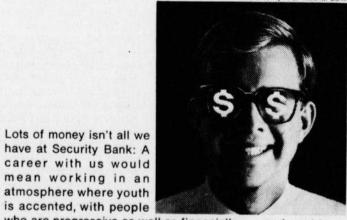
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place to be - as a banker and as an individual. And Security Bank is the largest bank based there. The opportunity is great. If you

have an interest in money who are progressive as well as financially and want to work for a big bank that isn't astute. Southern California is an exciting stuffy, we'd like to talk to you.

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Study Abroad

at the American University in Beirut, Lebanon, still has openings for a few men students. These should be students who will be juniors next year and who have or will have a 2.75 grade-point average at the end of this quarter. Interested students should callextension 1936 or come to the Office of International Education in Building 250 on Matthews Campus.

Collections Bring Us Honors

The Allen Renaissance Collection: This collection is already helping to make UCSD's Library a major Renaissance research center. The collection, assembled over a period of 40 years by Don Cameron Allen, a professor at Johns Hopkins University, consists of over 5,000 volumes.

The scholarly collection, purchased with a gift from the Mandeville Foundation of New York, deals with the period of the Renaissance in the fields of literature, history and philosophy. A quarter of the books were printed between 1500 and 1700.

With the Mandeville gift, arranged by Ernest W. Mandeville of San Diego, a provision was made for books to be added to the collection during the next five years. By January 1968, the Library had purchased an additional 85 books, published before 1700. The entire collection will be worth \$200,000. Harris Theosophical Collection:

The Harris collection contains more than 2,000 volumes, numerous journals, portraits of the founders of Theosophy and valuable scrapbooks showing the history of Theosophy at Point Loma from the 1890's to 1942.

Mr. and Mrs. Iverson Harris of San Diego, who gave the collection to UCSD in 1966, spent some 60 years in the Theosophy Society. They collected publications from all over the world and kept scrapbooks and notes on the Society's headquarters so that today their archives are the most valuable and complete collection in the world on Theosophy and related

San Diego and Arizona Railroad

The archives and business records of the San Diego and Arizona Railway was the last of the transcontinental railroads to be built, and it linked San Diego with the Imperial Valley and Yuma, Arizona, and thus with Chicago, New Orleans and the east coast. The archives were a recent gift from the Southern Pacific Com-

The Southworth Collection: The collection of Spanish Civil War materials consists of 7,500 books, pamphlets, journals and newspapers gathered together over a period of 25 years by Herbert Rutledge Southworth. The acquisition makes UCSD one of the major institutions in America for scholars wishing to specialize in the Spanish Civil War of 1936-1939. According to the information available, "it is the only collection of its kind in the world" and approximately 25 per cent of its items could not be found for purchase at

Baja California Collection: A special collection of materials on Baja California was created at the San Diego campus in 1963. Building the collection into one of the most extensive on Baja has been a cooperative effort between communities and groups

north and south of the border. The collection consists of books and pamphlets in several languages, these, maps, photographs, documents on the revolution of

Library Requests Book Donations

paign will be conducted throughout campaign. Open house programs 1968 to assure development of the are scheduled for the fourth Sun-Central University Library at the day in each month. Mmes. Richard University of California, San Diego Senn and E. Laird Landon of La

into a great research library. Jolla will coordinate the open house More than 100 members of the programs. Friends of the UCSD Library met Sunday (January 28) for a kickoff luncheon at Revelle College. A.I. Dickman, president of the Friends, which is supporting the project, introduced key persons in the campaign. They are: Chancellor John S. Galbraith; Lt. Gen. Alpha L. Bowser, assistant to the chancellor for gifts and endowments; Melvin J. Voigt, librarian; and Mac A.

Cason, chief campus architect. Dickman explained to the group that the purpose of the campaign is to encourage gifts to the Library in the form of endowments. bequests, book collections, sound recordings and rare documents.

"The growth of the Library has not kept pace, as far as the humanities are concerned, with the growth of the University," said ceow (March 21). We presently Dickman. "We need to add 800,000 have 40 tickets for the February volumes to the humanities and re- 24 Gulls game. lated fields collection and bring the scientific and technical collection to an effective 250,000," he said.

The Friends can solve this problem, Dickman said, by helping all San Diegans realize that this is their library and that they can enrich the library by bequests, by giving individual volumes, rare documents and other library ma-A first step in this direction is

membership drive conducted by the Friends throughout San Diego County to add 1,000 members to the group, Dickman announced. The Friends now have 450 mem-

bers from throughout San Diego County and several from the Los Angeles area. Membership, which is \$10 a year, allows a person full use of the library.

General Bowser presented the program of events and the pub-

MARCELLO MASTROIANNI

ACADEMY

THE STRANGER

production the gestures become a raw pantomine of the appetites, a little overdone in number of grunts The acting is good. Morris La-

discounts so please phone Misti

Wolfington (ext. 1919) or Gary Cur-

tis (ext. 1917) for information.

Tickets are available for Doctor

Doolittle, San Diego Gulls, San

Diego Rockets, and Marcel Mar-

The three Cuckolds now playing

at Theatre Five is a good pro-

duction of an old brand of theatre.

The original Comedia del'arte was

a 16th century Italian theatre of

improvisors; plots were never

fixed, lines were parts of skits

thrown together. Theatre Five re-

creates most of the original at-

mosphere of gaity and mockery

even though the script is pre-

determined. The slow movement of

the first act with its not very com-

prehendible pantomine was the

The gestures are rough, baw'y,

earthy. Within the dialogue they

are very much to the point; they

main fault of the production.

Director Luchno Visconti, a team of screen-

writers and, most especially, Marcello Mastroi-

anni as Meursault, have made from The Stranger

an excellent film - thoughtful, moving and faith-

ful. Above all, faithful, for theirs is the kind of

modest, self-effacing craftsmanship that serves

rather than exploits its basic material. Eschew-

ing the temptation to overcinematize the story

with a lot of flashy tricks, they have concentrated,

with commendable discipline, on allowing the

grave voice of Albert Camus to speak to us in a

medium that was not his own. It comes through

firm and clear, and true. Since his was a voice

that both summed up and shaped the sensibility

of at least two postwar generations, it is well

worth the close attention this film forces us

Nobel Prize Winner Albert Camus' masterpiece!

IN COLOR

"5" Play

fon, the whirling Arlecchino, maneuvered deftly about the stage and the action of the play. Credit goes to Kathie Ritter and Nina Claudini for skillful portrayals of the young shrew and the alluring kitchen maid. Allan Murray, playing Zanni, the "spritely cadaver' or "sunken vessel", managed the tremor and crackling voice beautifully though at occasional other times he was out of character. The part of Leandro was played without enthusiasm. The Student Activities Office

increase the pace of the play. Outside the dialogue and within this

has available group discount rates Those unwilling to experience a for various functions in the San Diego area. This program is to different type of theatre due perfamiliarize UCSD students, faculhaps to shyness of frank words and gestures or perhaps to settled ty, and staff with the local forms tastes should not attend. Others of entertainment. There are miniare urged to see the Comedia. mum numbers required for these

Groovy New Disco Dance

Record Dance Friday night, February 16, 9:00 p.m. at the Coffee House. Free L.P.'s and 45's will be given to the ladies throughout the evening. Special to ladies hot dogs - 10¢. Free popcorn and food prizes for all. Sponsored by the A. S. and KSDT.

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