

Militants Denied Court Recourse

College demonstrators who engage in "violence" suffered a setback Monday when the Supreme Court refused to hear an appeal claiming they deserve an impartial hearing before being suspended from school.

This decision came about after the court, over the sole dissent of Justice William O. Douglas, refused to hear an appeal presented by 10 students ousted in 1967 from Bluefield State College in Bluefield, West Virginia for riotous demonstration.

While the court did not explain its refusal to hear the case, Justice Abe Fortas said he opposed considering it because the students were suspended not for expressing opinions, "but for violent and destructive interference with the rights of others."

The students were suspended for parading with placards denouncing school officials during the halftime of a football game and then following the college

president to the parking lot and rocking and beating his automobile.

They were protesting what they called racially discriminatory practices by school administrators.

Two days later they were suspended but told they could appeal to a faculty committee. Fortes said they were afforded "an adequate hearing" on being suspended.

The ousted students' lawyers contended they should have been given a hearing by a completely impartial panel at which they could have the assistance of a lawyer and could cross-examine witnesses.

Rejecting their claims, the U.S. 4th Circuit Court of Appeals ruled last September that college officials have "an inherent general power to maintain order" and are not required to hold a judicial trial to suspend students who engage in such conduct.

York Opposes ABM at Washington

by Paul Emus

Dr. Herbert York, former Chancellor and now chairman of the Physics Dept. at UCSD, testified in Washington Tuesday in opposition to the anti-ballistic missile system.

The Sentinel system, at a cost of about \$5.8 billion, is designed to provide two fast striking, nuclear-tipped rockets, the "Spartan", to knock down incoming enemy ballistic missiles at a distance of 200 to 400 miles from the United States, and the "Sprint" to intercept and destroy those that get through at a distance of less than 40 miles away.

Along with two other scientists, Dr. George Kistakowsky, professor of chemistry at Harvard, and Dr. James R. Killiam, Chairman of the board of MIT, Dr. York gave both the technical and political problems of deploying the controversial system.

The hearing was well attended by the press as well as by such members of the Senate as Ted Kennedy and Charles Percy. The scientists' viewpoints so impressed the Senate subcommittee on International Organization and disarmament affairs that they were invited to expound on them at the White House Tuesday night.

The principle speaker the same day at the Salk Institute, York said the ABM program would intensify the arms race and make it more difficult to reach agreement on armament limitations.

He was also part of the nationwide protest by scientists March 4 against the use of government funds for research that develops modern arms such as the nuclear missiles and ABM.

In an interview with the Times, Dr. York presented his primary arguments against the ABM system. "If such a system is installed," he said "people don't know if it will really work." "I believe that the ABM is not worth doing because the probability of success in the real world" is doubtful "whether or not it ultimately works on a test range."

He said that because the time scale is so terribly short, it "requires that life and death decisions be made by automatic machines." Even more so than offensive weapons, the ABM "must be continuously sensitive and ready." The two requirements of "a hair trigger so that it can cope with a surprise attack and a 'stiff' trigger so that it will never go off accidentally are, I believe, contradictory requirements."

Furthermore, he said that "if the record of the past is any guide at all, installations and operational costs will be twice as much."

The ABM is one more step in accelerating the arms race which imperils our national security, York said. When pointed out that the ABM is defensive in character, York replied that this be-

continued on page 3



Dr. Herbert York, Physics Professor who testified in Washington on ABM

PAULING RESIGNS

Dr. Linus Pauling, Professor of Chemistry at the University of California at San Diego, announced Tuesday his intention not to return to UCSD after his present appointment expires in July of this year.

The 68 year old professor indicated that he had been offered and had accepted a professorship in the chemistry department at Stanford beginning July 1.

In a statement concerning his decision to leave UCSD, Pauling said that "the opportunities for carrying on my teaching and research during the next few years would probably be best at Stanford."

He added, "Among the factors involved I may mention the present uncertainty about continued financial support of the University of California and about the division of responsibility for staff appointments between the faculty, and presidents and the Regents."

Dr. Pauling, who is twice a Nobel Prize winner, came to UCSD in July, 1966.



Criton Times

Volume 6, Issue 9

University of California, San Diego

March 14, 1969

Orr Lecture on "Neo-Marxist Dogma" Results in Controversy

A week ago Thursday, Dr. Daniel Orr, Professor of Economics, gave his Inaugural lecture before a capacity audience in the HL Aud. It was entitled "A Simple Empirical Evaluation of Neo-Marxist Dogma."

For the benefit of anyone who is not acquainted with Dr. Orr, his lower division economics 1A class was the scene of a confrontation between Orr and the SDS Critical University project. SDS students criticized the subject matter of Orr's class and claimed that it was not relevant to the actual economic forces determining the structure of the society.

Among other criticisms, the SDS students enrolled in the Economic class wanted to be exposed to Marxian economics and the Marxian interpretation of the capitalist structure.

Orr was introduced by Dr. Hooper of the Economics department. Hooper informed the audience that the essential economic problem is providing a manner in which society can satisfy the unlimited human wants and desires it creates.

Hooper announced that Dr. Orr would address the question of whether Marx was interested in analyzing how the allocation of resources in a capitalist society will determine the future.

Orr admitted in the beginning of his lecture that up until a few months earlier, when SDS undertook their project in his class, he did not have any acquaintance with the subject.

At the beginning of the lecture a student requested of Orr that he allow questions at the conclusion of his lecture, to which he consented, given the unusual circumstance of the lecture. No ordinary economics lecture would draw such a large audience, he said.

Orr was constantly interrupted during the course of his lecture. One person in particular vehemently denounced Orr and accused him of outright lying. This vociferous action brought many other people in the audience to their feet in objection to the student's action. Among those asking him to restrain himself was Dr. Marcuse. For a short period there was complete chaos. Orr glared at the individual, visibly shaken.

At one interruption Dr. Orr was being pressed about the economic conditions of black people in this country. He had just said, counter to Marxian predictions, that the economic state of the laboring classes was improving.

"How about the condition of the blacks as compared to say 1930", a student asked. Orr conceded that the economic condition of the blacks had declined since that time, ending with an emphatic "OK?" From the other side of the auditorium came a solemn reply, "No, it's not OK."

The actual content of Orr's lecture dealt with 1) what is lacking in Marxian economics, and 2) a rebuttal to the traditional Marxian predictions concerning the historical progression of capitalism.

According to Orr, what is lacking in Marxian economics is a logical structure of the theories of value and of capitalist dynamics. Orr also found that the theories of the future of capitalism were not too logical.

Orr recounted the three Marxian predictions as: 1) increasing immiseration of the proletariat, 2) monopolization, and 3) exploitation of the poor by the rich. Orr countered these concepts with the economic facts that income distribution in the US is becoming more equal. On the basis of "questionable figures" (Orr himself questioned them) he made the claim that income distribution is more equal in the US than in Soviet Russia.

In response to the claim that capitalism leads to monopoly, Orr asserted that monopolies are not coming into existence now in the US, nor has there been any change in the overall amount of industrial concentration for the last 25 years. Although some industries are moving towards greater concentration, this movement is offset by other industries moving toward a lesser degree of concentration, he said.

Orr's rebuttal to the concept of exploitation was not quite as scientific. He presented an economic situation which he felt Marx would term exploitation and left it up to the audience to decide whether or not it really was exploitation.

After a few questions from students in the audience, Dr. Marcuse raised his hand. Seeing Marcuse, Orr announced to the audience that "now we will hear an intelligent question."

But Marcuse didn't have a question; in his own words, he had an answer. Marcuse was explicit in refuting Orr's entire lecture, responding to each of Orr's criticisms of Marxian theories and predictions. Marcuse explained to the audience that Orr had misinterpreted the concepts, and showed how they could be dealt with in a logical Marxian fashion. Upon the conclusion of his dissertation Marcuse received a standing ovation.

During the question period Orr revealed that he had not read Marx since he was an undergraduate in college (up until several weeks ago when he refreshed himself) and did not have a complete knowledge of the economic concepts of Marx. This is not a subject on which I am overwhelmingly confident, he conceded.

Also brought up after the lecture was the fact that Orr neglected to discuss the neo-Marxian concepts of imperialism as related to the exploitation of the third world.

Orr stated at one point during the question period that "most economists regard Marx as something of a lightweight."

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Orrwellian Economics

Editorial

Dr. Orr of the Economics Department spoke last week on "A Simple Empirical Evaluation of Neo-Marxist Dogma". Never has a UCSD professor provided such a spectacle.

Dr. Orr deliberately chose his topic, as he said, in order that a large crowd of students would turn out to hear him. Apparently still chafing from the Critical University rebuttals to his lectures in Economics 1A last quarter, Dr. Orr wished to get in one more shot at SDS and other anti-capitalist groups on campus.

His tactics succeeded. The auditorium was packed with interested students, a great departure from most Inaugural Lectures. Further, since Dr. Orr had specifically aimed at a large student audience, and had chosen a topic he knew would cause great controversy, he a priori waived the traditional decorum of Inaugural Lectures, in which all questions are reserved until the end.

Thus when Dr. Orr stated certain arguments, many students responded with intelligent, pertinent questions which should have been answered then. Dr. Orr's defensive, hostile attitude toward the questioners served to inflame a situation which could have been otherwise.

To a large degree, Dr. Orr is responsible for the disorderliness of the lecture. At times, he seemed to be deliberately provoking an outburst from the students. We find such conduct deplorable.

There have been reports that the Academic Freedom Committee of the Academic Senate may bring up certain charges against some students for alleged mis-conduct at the meeting! We say they would be spending their time more meaningfully if they were to appoint an Academic Student Committee to investigate the qualification of Dr. Orr to speak on Marxism.

Even more serious however, is Dr. Orr's ignorance of Marxism and Neo Marxism. After intensive questioning, Dr. Orr admitted that the only Marx he had ever read was some few writings, which he had "perused as an undergraduate". That means Dr. Orr has not read Marx for at least fifteen years.

Dr. Orr's discussion of the Marxian concept of exploitation, for example, revealed an incredible ignorance of the doctrine which he was purportedly refuting. Dr. Orr did not address himself directly to any Marxian or Neo-Marxian concept or predictions.

Indeed, he had the insufferable gall to dismiss Marx as a "minor post Ricardian" and Dr. Herbert Marcuse as "a Boston intellectual". Such self-serving smugness has no place in the university.

During the questioning after the lecture, Herbert Marcuse presented a short rebuttal to what Dr. Orr had said. His main contention, and the crucial one, was that while all of Dr. Orr's statistics may be true, everything Dr. Orr said was irrelevant to anything in Marxism. Dr. Orr simply did not discuss Marx or Neo-Marxists because he could not, owing to a crucial ignorance of the topic upon which he spoke.

Economists such as Dr. Orr have done a great deal to prevent an honest, open discussion of Marx in this country. By summarily dismissing Marx as being totally incorrect, they have provided hundreds of hysterical politicians with the intellectual rationalization for the suppression of radical ideas. They contribute to the making of the Closed Society.

Again, we recommend that Dr. Orr read carefully the writings of Karl Marx, and Neo-Marxists such as Dr. Marcuse, and John Kenneth Galbraith. Dr. Orr chose to refute dogma in his lecture. We wonder if he knows who the dogmatist is.

UNIVERSITY VERSUS PEOPLE ?

by Paul Emus

The defeat of this weeks local school bonds came as no surprise to the academic community. Yet all too often this merely comes as an accepted fact. Students would rather ignore what the narrow-minded conservative community is saying and sit by while "the will of the people" is expressed. But perhaps a brief re-awakening to this powerful force in the community is now necessary.

A letter to the editor (of the San Diego Union): "Since there is so much personal freedom of choice as to what our young people will be taught in our schools, supported by the downtrodden taxpayer, I will exercise my freedom of choice and refuse to vote any more money for the continuation of such bonds, buildings, salaries or other means for the purpose of the over-throw of the country I live in and love." (L.W. Rook, San Diego, Feb. 25)

Under a big title: Reader's viewpoint: San Diegoan Replies to McGill's Choice, this is the typical attitude coming out of San Diego's major newspaper. Most people simply laugh off the San Diego Union. But how serious is the image that the community gets of the university?

Certainly this is no bare minority that the Union represents. And yet is this the very community that the social thinkers on campus attempt at awakening to such problems as racism or exploitation? Why is the public so down on education? Why should an editorial in the Union be entitled: "University versus People"?

I feel that it's about time for the Triton Times to examine a few comments coming out of our "esteemed" local paper:

"The fact that Marcuse will be on the San Diego campus another year, thumbing his nose at the public he is hired to serve, will continue to widen the gulf between the university and the people."

What sort of propaganda is the Union engaging in? Is it true that the Union and perhaps most of San Diego really thinks that this world-renowned philosopher was rehired just to spite the public? And indeed, for whom is he "hired to serve"? Apparently a "servant of the public" is not permitted to question, even if he is a philosopher. The solution for those who do question can be easily seen in these remarks:

"However, the regents' decision to suspend or expell exhibitionists, rioters and anarchists could begin to restore academic reason and public confidence in education."

"Regents of the University of California acted forthrightly, if belatedly, in mandating stiff penal-

ties for criminals on campuses who are making a mockery of higher education."

Why are such crack-down tactics required to "restore public confidence in education?" The National Guard, and gas-masked police seem to be the only way to "restore academic reason" while at the same time getting back at those "long-haired outside agitators." Perhaps this comment by a reader will show us why there is this lack of understanding:

"Chancellor McGill rehires Prof. Marcuse, an avowed Marxist, to continue teaching our youth for another year, yet we continue to fight communism overseas." (F.R. Allen, 6310 Celia Vista Dr., Feb. 20)

"Professor Marcuse's activities are an open record on and off campus and I humbly ask Mr. and Mrs. America to join in defense of our country by looking at his activities and then say whether they want to pay him the tax dollars of \$25,000 per year to espouse a cause which has already brought America to campus chaos and close to complete anarchy. (Harold R. Ingleson, 6536 Comley St. Feb. 20)

"But there is no intellectual honesty when Marcuse propagandizes against the United States of America and preaches a fascist-like doctrine without a balancing point of view -- the American view."

There is no question in my mind that the UCSD student is exposed to the "American view," but I would like to ask the Union what kind of "balancing point of view" the Union represents. Obviously they think that they are the one, true American doctrine. "What would be the reaction of Israelis in the marketplace?" "Would Arabs be dragged off buses and beaten by enraged Israelis?" "Would bands of Jews head off to the Old City to demolish Arab shops there? Would the market be empty of people, or would the place be in utter, terrified confusion? Or would it be business as usual?"

The police were checking all vehicles approaching the scene of the terror. When our bus approached the roadblock, the chief policeman gave the bus a cursory glance and waved it on through. As our bus passed the Shaare Zadek Hospital, which is close to the market place, we could see over 100 people anxiously awaiting word about injured friends and relatives.

At last we arrived at the Mechineh Yehudah market place bus stop. We hurriedly got off. It was now a little over an hour after the explosion had gone off. The market at first glance appeared normal, full of the usual bustling activity of buying and selling at the tiny wooden stalls. However, the scene of the bombing was two blocks away, and as we rounded the corner onto Agrippas street, we were im-

Report from Jerusalem

EDITOR'S NOTE:

The following is a report by Dale Pearlman, a UCSD undergraduate who is spending his junior year abroad at the Hebrew University in Jerusalem, Israel. In the report, he discusses the day to day atmosphere of the city and how and to what degree the routine of a large market place in Jerusalem is disrupted after an Arab terrorist bombing.

A one square block area of the Mechineh Yehudah market place was blown up in a terrorist bombing last November 22. As I was leaving my dormitory that day, an agitated passerby gave me the first sketchy news of the disaster. The man hurriedly described the incident: "Just 30 minutes ago...bombing in crowded market...some killed and many wounded...very grave."

Since I had arrived in Jerusalem last August, this was the first major terrorist action to take place in this ancient city.

I asked myself questions as I and two friends caught a bus to the stricken market place: "What would be the reaction of Israelis in the marketplace?" "Would Arabs be dragged off buses and beaten by enraged Israelis?" "Would bands of Jews head off to the Old City to demolish Arab shops there? Would the market be empty of people, or would the place be in utter, terrified confusion? Or would it be business as usual?"

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mediately confronted with evidence of the destruction wrought by the blast.

As we reached the blast site, a faint smell of exploded dynamite and charred rubber greeted us. A cordon of police and soldiers sealed off the demolished one-block area, and kept the crowd of nearly 600 people back. Inside the sealed-off area, I could see about eight fire-gutted twisted, blackened shells of cars which had been too near when the blast went off. Even a sturdily constructed reinforced concrete building showed the effects of the explosion. Part of the building's front was missing, completely blown away.

Yet, in the midst of this destruction, the market place remained busy, and all the undamaged stalls and shops were doing a brisk pre-sabbath business (no shopping is done on Saturday, the Sabbath).

After a while, however, one could detect subtle changes in the atmosphere of the market place. Where bitter, highly competitive bargaining usually filled the air with irate remarks from a hundred different stands, today the haggling over prices sounded more like a subdued discussion, a mere passing of the day. The loud edge of bargaining was missing.

There was complete silence as the Announcer began, "This is Radio KOL, Israel. Here is the news. This morning a major explosion ripped one end of the Mechineh Yehudah Market area at 9:30 a.m. Ten people were killed instantly, and 70 people were injured, 20 of the critically....." A gasp of unwilling belief swept through the crowd.

Leaving the market place, we walked toward Old City. On the way we saw several scores of Arabs hurrying to the Old City. None of them were in any way molested or detained. They attracted no special attention. They walked through the heart of the Jewish section unhindered.

Three days later, I paid another visit to the market place. All the stores were open, and both Jews and Arabs filled the streets of the Bazaar, eagerly buying and bickering. However, in the Mechineh Yehudah market place

proper, there were no Arabs to be seen. One could sense that things were not yet back to normal.

Certain facts are now coming to light which bear on the motives behind the bombing of the market place. First, apparently the market place has been an economic bridge between Jews and Arabs after Jerusalem was unified following the Six-day War. The terrorists were attempting to smash the foundation of peaceful co-existence between Jew and Arab which was being laid down at this market. Before the bombing, I had seen many Arab women come to the market to peddle figs and other home produce. While it is difficult to tell whether the terrorists intended to kill Arabs as well as Jews, at least one Arab was among the dead.

The second fact is that the terrorists were hoping to provoke the Jews into violent retaliation against Arabs in Jerusalem, and thereby create a sense of confrontation between Jews and Arabs in this city. Lastly, of course, the Arabs wanted to disrupt Jewish life as much as possible.

The terrorists have had limited success in achieving their objectives. While no violent collision between Jews and Arabs was sparked, Israeli police were obligated to arrest some 500 Arabs right after the incident, both for questioning and their own protection from incensed Jews. Undoubtedly, this confinement led to many sore Arab feelings.

The two-day curfew imposed upon Arab sections of Jerusalem was not appreciated, and many Arabs were quite indignant over the house-to-house search for arms caches. Resentment of Arabs towards Israeli officials undoubtedly occurred, yet it was not, apparently, a lasting sentiment.

For I am pleased to report that, upon visiting the market some two and a half months after the bombing, all has returned to normal, with the loud bargaining by all, and the Arab women busily selling their dates and produce. Jews and Arabs once again shop at ease in Mechineh Yehudah market place, and for the present at least, the terrorist plans have been thwarted.

'We Might See Eye to Eye If You Cut Your Hair'



The San Diego Union

SUNDAY MORNING, FEB. 16, 1969

We Might See Eye to Eye If . . .

- 1) You changed the color of your skin
- 2) You decided to believe in Jesus
- 3) Your eyes weren't so slanted
- 4) You stopped looking like a Mexican
- 5) You got drunk
- 6) You slit your throat
- 7) You paid me to look
- 8) You wore shoes
- 9) You fixed your guitar
- 10) You killed that fly
- 11) You stood at attention
- 12) You bought a new sweater
- 13) You turned your cuffs down
- 14) You voted for Calvin Coolidge
- 15) You remembered the Pueblo
- 16) You remembered the Maine
- 17) You remembered the Alamo
- 18) You remembered the Nena, the Pinta, and the Santa Maria
- 19) You remembered my name
- 20) You wrote something on my newspaper
- 21) You made five dollars an hour
- 22) You were old enough to vote
- 23) You stopped being so critical
- 24) You just followed orders
- 25) You joined the John Birch Society
- 26) You said, "Yes, sir!"
- 27) You were happy in your work
- 28) You stayed in your place
- 29) You were a contented cow
- 30) You were a fruit fly
- 31) You were a cretin
- 32) You were infallible
- 33) You were the Pope
- 34) You were the Pill
- 35) You were Howard Hughes' houseboy
- 36) You were anybody's servant
- 37) You loved pigs
- 38) You hated
- 39) You were middle aged
- 40) You were 3 years old
- 41) You became tricky
- 42) You quit the union (labor)
- 43) You cancelled your Teaspoon Door subscription
- 44) You worked for the Copley Press
- 45) You thought like the Copley Press
- 46) Does the Copley Press think I didn't know that!

LETTERS

ORR SEES LACK OF EDITORIAL LOGIC

Your editorial of March 7, entitled "Lunatic Fringe", discussed an "anti-intellectual" display of uncontrolled emotion of one or two graduate students at my M.Y. Professor's Inaugural Lecture on March 6. In that editorial you missed an important point, and as a result, I believe, your editorial itself is flawed, not by anti-intellectualism, but by illogic.

During the question period that followed the lecture, I was asked whether I recently read Capital. I am sure that question was recognized by the trained minds present to be of no relevance to the substance of the lecture. For the lecture was a report on empirical evidence pertaining to, among other things, three famous prediction statements that appear in Capital.

The question implied either (a) that the three statements that I looked at are not to be found in Capital (and they are); or (b) that

I should have used the source of the predictions to test the predictions, i. e. I should have examined the truth content of the statements by rereading the statements (a procedure that violates the rules of logic and scientific method). Your editorial endorsed that testing procedure, or, so I infer from your advice that I procure a copy of Capital.

Several people have indicated

KSDT

Some confusion seems to have resulted over the article I wrote in last week's Triton Times entitled "KSDT Exposes Itself". I would like to make it clear that this article was only an expression of my own opinion, and not an official statement of the radio station, the Triton Times staff, or the Communications Board.

Sincerely, Don Bright KSDT Station Mg.

that the accompanying turmoil interfered with their ability to follow the lecture. To them I apologize. If anyone wants to find out what is in the lecture, dittoed copies of the text will be available in the Economics Department office by Monday, March 17.

Sincerely,

Daniel Orr Professor of Economics

continued from page 1
lief is an error which he calls the "fallacy of the last move." He claims that we are "not designing the ultimate weapon but the ultimate absurdity."

President Nixon is expected to announce his decision at a nationally broadcasted news conference today at 9 am.

GRAD STUDENT PETITION

We the undersigned graduate students who are or have been teaching assistants are appalled by the degree of incompetence and by the lack of academic qualifications demonstrated by Professor Orr in his Inaugural Lecture. Professor Orr chose to substitute political polemics for scholarly discourse.

Every first quarter freshman knows (or soon learns) that in order to criticize a text it is necessary to have first read it carefully. Professor Orr entitiled his lecture, "A Simple Empirical Evaluation of Neo-Marxist Dogma" and then calmly declared that he had only "perused" Marx some 15 years ago-as an undergraduate. As teaching assistants we would not put up with such a performance from our own students. Should a student turn in a paper or an exam in which he admits he has not read the material but claims the author's work is "dogma-ridden", "self-contradictory", and "incomplete", he would receive the appropriate grade-an F. We wonder how a faculty which prides itself on academic excellence can tolerate such a performance from one of its peers.

- | | |
|------------------|--------------------|
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| Hoke Simpson | Wayne Stromberg |
| Dennis Harvey | |

FACULTY AND STAFF attending the institute on, "Religious Faith and Social Transformation: Toward a Theology of Revolution," at Riverside will find transportation at the Lutheran Student Center parking lot today at 4:00 p.m., with John G. Huber, campus pastor, 453-0561.

Triton Times

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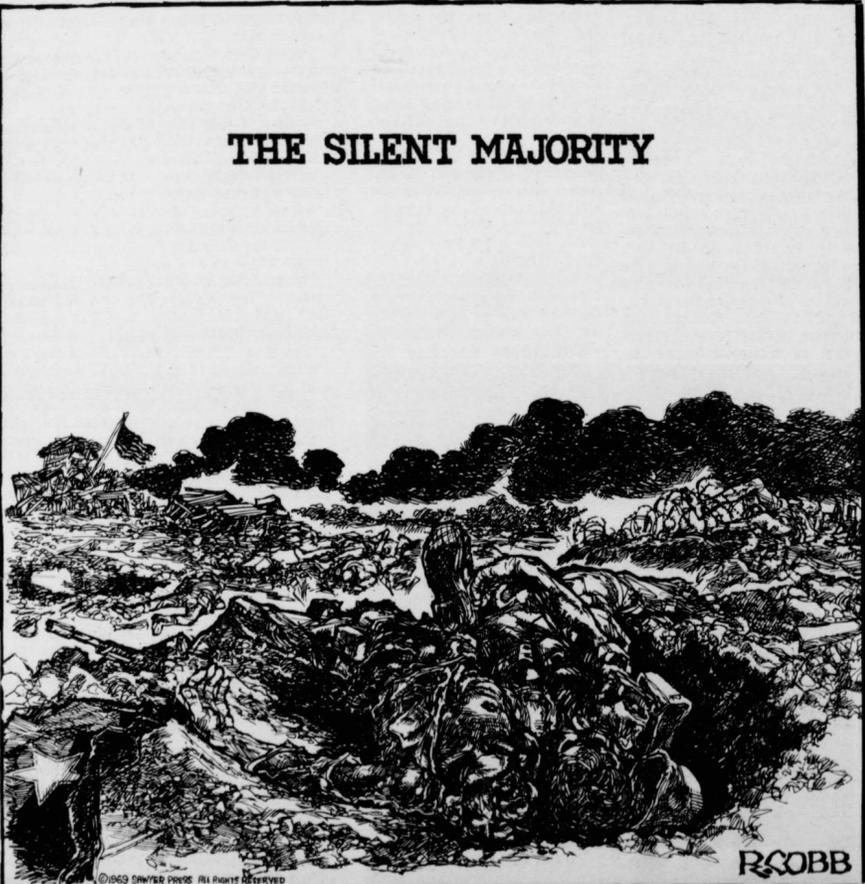
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'We Might See Eye to Eye If You Were to Open Yours'



Columbia Gym Plans Scrapped

NEW YORK (CPS) -- Militant students at Columbia University appear on the verge of winning a central demand in last spring's rebellion. Acting president Dr. Andrew W. Cordier announced that he will recommend to the university trustees that a gymnasium proposed for a Harlem park not be built.

After the gym and other issues resulted in student protests which closed down Columbia for more than a week. But the issue is still far from dead. The fact that the gym won't be built in the park does not mean that Columbia will not try to build it somewhere else. According to architect I. M. Pei, who is now the university's master planner, Columbia is turning its attention to another trouble spot -- the Morningside Heights community immediately surrounding the university as an alternative site.

Government to Hit Activists, Black Studies

WASHINGTON (CPS)—A move by the Department of Health, Education and Welfare against "autonomous" black studies programs might seem to be new fuel on the fire of student protest. But it is apparently the latest in a series of indications that, in its own quiet and unassuming way, the Nixon Administration has decided to "do something" about campus disorders. The President himself came down heavy on the side of "law'n order" on the campus last week when he denounced demonstrators of all types, whatever their grievance, and publicly commended Notre Dame President Theodore Hesburgh for a hard-line stand against protesters on his campus.

And this week HEW announced that it will use its power to withhold federal funds from schools (under the 1964 Civil Rights Act) to attack black studies only college activities. In a memorandum which will soon be sent to every college and university president in the country, HEW will warn that "autonomous" black studies programs must be "desegregated" or colleges will face less of federal funds. The first college hit by the new ruling is Antioch in Ohio, which has an Afro-American Studies Institute and an all-black dormitory. The Institute is open only to black students at the college. Its classes are held in a special dormitory used by the black students, and all its faculty members are black. William S. White, a conservative columnist who was often the "leak" for officials in the Johnson administration, said last week that the Justice Department

is also taking a long look at campus demonstrations. Attorney General Mitchell, he says, is "resolutely determined" to bring these "out and out revolutionaries, who travel from campus to campus to exploit real or fancied academic grievances and turn them into violent campaigns aimed at subverting the Vietnam war policy, the military draft and the like," to justice. According to White, the Nixon administration has "chosen campus disorders for its first major commitment to action in the domestic field," and plans to utilize "all its resources" in the campaign for order on the campus.

Crackdown on Student Activism Sees Arrest of Former UCSD Grad

(CPS)—The week of March 3 was quiet as protest go, but the action was varied and showed evidence of the new "crackdown" on student activism. In Tallahassee, Fla., 59 Florida State University students and FRED GORDON, National Secretary of SDS and former graduate student at UCSD, were arrested by local authorities Tuesday night for holding a meeting. About 400 other students held an all-night vigil outside the school's administration building in support of those arrested, who were charged Wednesday with contempt of court. The students were cited for ignoring a court injunction obtained by University President Stanley Marshall to prevent their meeting and hearing Gordon speak on "Revolt and Suppression on Campus." Marshall last week withdrew university recognition from the FSU chapter of SDS, because

some SDS members in other states have advocated violence and destruction." He denied them use of university facilities. When the 150 students who gathered for the speech were informed of the injunction, about 100 of them left the meeting room. The other 50 stayed and were arrested peacefully. That would have been the end of the incident, except that Leon County police decided to patrol the campus outside with rifles and unsharpened bayonets. Ten other students were arrested in scuffles with the police. The most sobering action of the week was at Ferris State College in Big Rapids, Mich., where nearly the entire black population of the college was arrested while white students cheered. The Justice Department, under the urging of Michigan's Sen. John Conyers, is investigating the violence which broke out Monday (March 3).

Under direct authority of Michigan Gov. William Milliken, more than 70 state troopers dragged 300 students—250 of them black—out of the school's administration building, where they were protesting what they called the "extremely volatile racial situation" on the campus. A crowd of about 500 white students gathered around the building chanting "White Power" as the demonstrators were removed. Ferris has been plagued for the past month with sporadic and serious fights between black and white students. At the University of Colorado in Boulder Monday, about 100 students—half of them black—disrupted a speech by San Francisco State Acting President S. I. Hayakawa, and more than 500 others walked out. Hayakawa, the man the Gallup Poll has called "the most respected educator in America," traded jibes with the students for a while, but when the blacks at the front of the audience heard him returning their shouts with chants of "Blacks off campus," they jumped onto the stage. Hayakawa retreated, and the students took over the microphone. Most of the 3,000 students who had come to hear Hayakawa stayed and heard discussions by students from San Francisco State. California campuses were quiet the week of March 3. The teachers' strike at San Francisco State College ended, and almost all the AFT teachers returned to their classrooms. But there were ominous signs: Acting President S. I. Hayakawa announced that Nathan Hare, chairman of the school's Black Studies Department, will not have his contract renewed when it comes up this spring. And he also said George Murray, the Black Panther English teacher whose suspension started the whole crisis, has been fired.

CUBA...TEN YEARS AFTER THE REVOLUTION

by Bill Freeland College Press Service (First of a series of articles) "On this anniversary," he began, "our celebration is characterized by simplicity." He was speaking to 800,000 Cubans gathered in Havana's giant plaza. It was Jan. 2, the tenth anniversary of the Revolution. True to his word, there had been no military parades and almost no ceremony and Fidel (nobody calls him Castro) would be the only speaker. "We decided not to use up one single gallon of fuel or stay away from work one minute longer than necessary," he told his audience.

With that short explanation he was ready, by the beginning of his second paragraph, to come to the point of his remarks: "Today marks the beginning of another year of great effort," he said. Thus for the next two hours the anniversary was all but forgotten in a discussion of tractors and fertilizers, of the surly zebu cows and the coming cane harvest—subjects of overwhelming importance for a nation where now farmers, not guerrillas, are making the revolution. Cubans will always applaud Fidel, but on this occasion, the cheers came mixed with a certain sense of distraction. It was a sobering speech for a people standing at a critical point in their history. The year ahead would probably be more important than any in the past, the second decade of the Revolution more crucial than its first.

YEAR OF DECISIVE EFFORT Fidel spoke to those feelings in his closing words: "What remains to be done," he said, "is to name this year." He listened for a moment to suggestions shouted at him from the crowd. "If you agree," he said at last, "we shall baptize this year, 1969, the year of the Decisive Effort."

That was my introduction to Cuba. For the next five weeks I would tour the countryside and travel freely about Havana and neighboring villages, finally piecing together enough college Spanish to converse with the scores of Cubans anxious to speak with "norteamericanos." During my visit I found the Cuban people optimistic, if sometimes overworked; disarming, non-political in the mass, but deeply committed to making their country work. As for the political system, I found its operation at times perplexing. At one point I was ordered to leave the country after I was suspected of holding views hostile to the Revolution. I came away convinced, however, that I had witnessed the most promising social experiment in Latin America today. The accomplishments were just too clearly evident: every Cuban now had adequate food, shelter and clothes, and every child had the opportunity for an education. That is a statement that can be made nowhere else in Latin America and almost nowhere else in the entire "developing" world.

It is certainly an experiment that has the endorsement of the majority of Cubans. Seduced by the scientific method, and committed to comprehensive national planning, they have been taken over by utter fascination with the possibilities of their own future. In fact in his speeches, Fidel only began talking about Socialism after he has run out of statistics. The reason seems clear: statistics tell a story the people can understand.

In almost every phase of education, the statistics, when compared with 1959 when the revolutionists took over, seem to have doubled: Before the Revolution there were about 800,000 students in public schools; now there are 1.7 million. Ten years ago those students were being taught by about 20,000 while today there are nearly 60,000 teachers. Before the Revolution there were about 7,500 schools, now there are nearly 15,000. What those figures do not tell is who is going to school. Before the Revolution, schools were open only to those who could afford to attend, while today

connection was almost a necessity. In those pre-revolutionary days, Cuba had 25,700 hospital beds and 6,300 doctors. Today there are 47,600 beds and 7,500 doctors. Many of those additional beds are included in polyclinics built in rural areas which had never had any form of medical service before. Most of this has come about following a radical reorientation of the nation's resources. Compared with 1959, Cuba's public health budget has been increased by 900 per cent. At the university level, nearly one out of every six students now is studying medicine. All of this is backed by a medical aid program which provides treatment

for everything from a common cold to delicate brain surgery free while the cost of drugs is heavily subsidized. This has meant, for example, that such once-common diseases like malaria, typhoid fever and polio have all been wiped out - the best record in Latin America. Similarly, the infant mortality rate, which in South America reaches 44 per cent among children under five, has been cut sharply now that 90 per cent of all Cuban babies are delivered in hospitals. The success of the program is just now beginning to win international recognition. An article published Dec. 27 in the United Nation's World Health Organization magazine concluded: "The aspiration of the Latin American countries (for improved health care) for 1988 is already a reality in Cuba."

But the decisive area of Cuba's planning program is in agriculture. It is here that the country must succeed if Cuba is to develop the economic base needed to provide all the other services. Next year, according to Fidel Cuba's annual agricultural production will double what it was when he took over in 1959. That statistic is even more surprising when you consider the obstacles of poor planning early in the regime that had to be overcome. In the early 1960's, the planners made the mistake of neglecting agriculture in favor of a crash industrialization program. That attempt flopped and, in 1965, the

the Revolution is staking its reputation on the bet that Cubans can bring in 10 million tons of sugar by July, 1970. Billboards and posters urging support for that goal are the most common sight anywhere you travel in Cuba. But the 10 million tons, of course, is just a beginning. According to the Cuban planners, the country is now in a position to expand agricultural production at the rate of 15 per cent annually for the next 12 years based on similar increases in new land made available for cultivation. If those levels can be reached, Cuba will be developing at a rate five times faster than most of her neighbors in Latin America.

According to a world food plan now near completion by the United Nation's Food and Agriculture Organization, the best that the 10 nations of South America can be expected to attain is a mere three per cent annually - a rate which barely keeps pace with expected population increases. Cuba's planned expansion is estimated to run seven times greater than its population increases. "We are not saying that Cubans are the best workers or that anyone knows more than anyone else," Fidel says with unexpected modesty. "We have had the good fortune of certain factors coinciding at the same time: the concept of agrarian reform, the mass application of technology and above all, a people carrying out this program in a tropical climate."

These changes in economic policy, of course, have not taken place without profound alterations in Cuba's social structure. For example: In many rural areas, thousands of children from farm families now spend five days a week living in government boarding schools, going home only on weekends, as Cuba more and more centralizes its agricultural programs. A national rationing program which successfully spreads Cuba's food, clothing and luxury items evenly among the island's million inhabitants is increasingly rendering money as irrelevancy and a symbol of exchange. The threat of another possible invasion or the acts of saboteurs within the country has led to the development of an overwhelming military presence made up of both army units and a volunteer, civilian militia. These and other developments clearly point to the fact that Cuba's efforts toward economic expansion are aimed at considerably more than just providing for the physical needs of the people.

CONCEPT OF 'NEW MAN' What the Cuban experiment is attempting to demonstrate is that a society formerly composed of a mass of peasants ruled by a wealthy elite can be transformed into a society with real equality based on Socialist principles of collective effort and collective responsibility. Indeed, they claim that such a society can revolutionize the individual as well - the ideal represented by their concept of the "new man."

The national rationing system provides an example of how this deal is being implemented. While the rationing system has led to the inconvenience of waiting in long lines for almost every commodity, it has also provided the clear guarantee that every Cuban is able to share equally in his country's wealth. That factor had led to a decrease in the importance of personal competitiveness, and now a new concept of work is beginning to emerge. Since work no longer serves personal economic ends, Cubans are encouraged to see themselves working for the good of all members of society, since all Cubans, no matter what their job, generally reap the same benefits from their work.

At least that is what seems to be developing. From my conversations with numerous Cubans, however, the adults find these changes much harder to accept than the children. One middle-aged man told me: "I love the revolution and all, but if I have the chance to pick up something a little extra now and then, I'd be a fool not to do it."

When you speak with school children, however, particularly in the rural boarding schools, they are studying in schools, wearing clothes and eating food all provided for them by the government. They have almost no contact with money for they have no need of it. When they finally do go to work, they will be paid, but on a scale very similar to their friends, even if they don't do the same kind of work. They will almost certainly enjoy a better standard of living than their parents did. Perhaps they will be unaware of it (Cuba still being very isolated from outside influence), but they will be living in a world quite different from anyone else in this hemisphere. If they are not "new men," they will almost certainly be very "different" men from those we are used to

seeing

every child is required to have 13 years of education. Nor do those figures include the masses of adults who are now required to have a minimum of six years of education -- some of whom are involved in crash programs in which they actually spend more time studying than they do working. Likewise omitted from these figures are the large numbers of 15 and 16-year-olds who serve as teaching assistants in primary school while they themselves are studying at the high school level.

ISLAND CLASSROOM The inescapable impression from a Cuban visit, whether you sample opinion of people on the government-conducted tours or in personal encounters, is that the Revolution has virtually turned the island into a giant classroom where everyone, with the exception of the very old, is involved in some kind of formal education program. One clear benefit has been that illiteracy has all but been wiped out--down now to only 3.2 per cent--a level which compares favorably to most "developed" countries.

In some ways, however, the progress in health services is even more startling. Traditionally, Cuba, like most of Latin America, has always had a critical shortage of hospitals and trained medical personnel. Money could get you to a doctor, but for a hospital bed, the added element of a political con-

nection was almost a necessity. In those pre-revolutionary days, Cuba had 25,700 hospital beds and 6,300 doctors. Today there are 47,600 beds and 7,500 doctors. Many of those additional beds are included in polyclinics built in rural areas which had never had any form of medical service before. Most of this has come about following a radical reorientation of the nation's resources. Compared with 1959, Cuba's public health budget has been increased by 900 per cent. At the university level, nearly one out of every six students now is studying medicine. All of this is backed by a medical aid program which provides treatment

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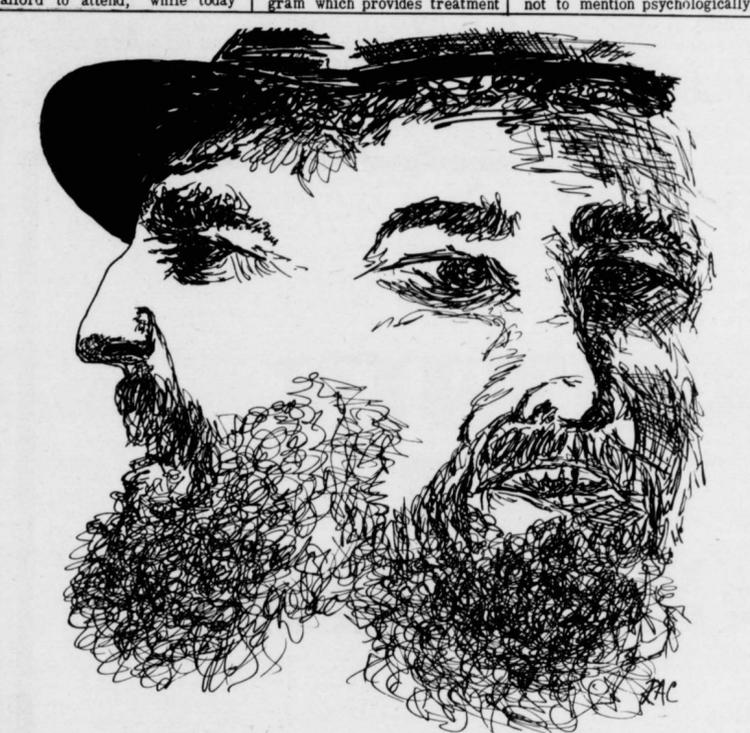
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Advertisement for Chevrolet Impala Custom Coupe featuring a large image of the car and the slogan "If Chevrolet can't haul it, maybe you'd better leave it." Includes text about the car's capacity and contact information for Chevrolet dealers.



FINE ARTS -- music, art, drama, books

African Offerings Reviewed

If you want a good anthology of African literature don't buy African Heritage (J. Drachler, editor).

It purports to reveal "the rich cultural roots of today's Black Americans," and this is its main problem. The tone is too self-conscious; the editor seems to be under a compulsion to demonstrate constantly both the richness and depth of African culture and his appreciation of it.

Unfortunately, the selections to a large extent reflect this attitude, so that even ignoring his introductory comments on each piece is not enough. Rarely is Africa allowed to speak for itself; each selection must reveal a "cultural awareness" which, unfortunately, seems forced.

The outstanding exceptions--the Sudanese "Song of a Mother to her First Born" Tutuola's "Barbing Day in the Town of Short Ghosts," Birago Diop's poetry, and Akiga's "Hotter than Red Peppers"--would be worth the price of the book (\$1.25), were they not available in other, better anthologies.

Of collections of modern African poetry, one of the best generally available is the Penguin Modern Poetry from Africa. The editors have simply given printing space to some of Africa's best new poets, and the result is a wide range of styles and content which gives free expression to the beauty, pain, hope and complexity of life as an African.

There is Soyinka describing his color ("light or very dark?") by phone to a prospective landlady: "West African Sepia" at first, then frustrated, frenzied description in the face (the ear?) of her obstinate ignorance; David Diop's burning hatred for the savages who ravaged his beloved country and enslaved his people; Birago Diop's calm recital of the communion through which he received the "Breath of the Ancestors."

The best general anthology of African prose--oral tradition and written--which I have so far seen is the two-volume set edited by Whiteley. The selections of oral prose are especially well-chosen from a variety of traditions and presented with a minimum

of comment. Although not available in paperback, both volumes are well worth wrestling from the lofty heights of the library, where they lurk in PL8013.

There also you may find Black Orpheus, a collection of contemporary African and Afro-American short stories from the magazine of the same name. In general, the stories are finely written, hiding a sensitive spirit behind a dispassionate style, as though their authors chose not to analyse but simply to reflect the rapid and confusing changes taking place around them. They are humorous, angry, painful, sophisticated, simple--and matter-of-fact. It is perhaps this last which captures a Western reader, for captured he surely is.

Soundings

The auditorium was crowded, much too crowded, but it was worth the hassle. From the beginning of Framework's set until sometime in the morning when they finally told Paul Butterfield he had to quit the San Diego State gym rocked to the sound of blues, semi-blues, and mescaline freaks vegging with the music.

The whole scene at Peterson Gym was really cool, and the free food even lasted through the whole concert. The sound equipment was done well, and the breaks between bands were short. Aside from such technical considerations the whole atmosphere was easy and the music was good.

The guy who really blew me out was Taj Mahal. As soon as he started, the place caught on to it and he kept it going for all his set. All in all a good thing.

On March 29 at the Sports Arena one of the greatest, Janis Joplin. Janis, after bumming and singing some at San Francisco bars picked up with Big Brother and exploded. Since then she has continued up. On their first album, she sings out hard rock with things like Down on Me, and Women is Losers.

On Cheap Thrills, the scene changes, and she's singing the blues. The thing that keeps coming back, both from the albums and the live concerts and shows is that the Holding Company just doesn't meet the standards that Janis sets.

Anyway, the only way to believe Janis is to see her. How can you tell anybody about a chick who sings like a truckdriver and puts so much into it that you can see veins on her neck pop.

She's been warned that if she keeps singing the way she does that she won't be singing for long. She keeps singing. K.C.&L.B.



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Christian Science lecture
Time: 11 a.m.
Date: Saturday, March 15
Fourth Church of Christ, Scientist
1270 Silverado
La Jolla, San Diego



This successful try in the final 13 seconds of play resulted in a heartbreaking 6-9 loss for the Triton rugby team in a hard-fought game against the Santa

Barbara II's last weekend. The score had been 6-5 in favor of the Tritons, before Santa Barbara made a drive for the win.

SPORTS SHORTS

Track

The track season was ushered in last Saturday with a 112-32 Triton victory over Southern California College. Jay Segal and Steve Garfalo turned in outstanding performances, Segal taking the mile and three mile, and Garfalo the shotput, discus and javelin.

Rain during the workouts and a cold wind on the day of the meet hampered the marks, but the team is expected to improve constantly as the season progresses. The next meet will be tomorrow against La Verne on the Triton track. Field events begin at 1:00 p.m. and running events at 1:30 p.m.

Winners and their marks: 100--Wolf (UCSD, 10.3 sec); 220--

Regas (SCC, 55.2 sec); 880--Nash (UCSD, 2:06); mile--Segal (UCSD, 4:36.4); 3 mile--Segal (UCSD, 15:58.6); 1200 HH--Nierengarten (UCSD, 16.3 sec); 440 LH--King (UCSD, 61.7 sec); 440 relay--SCC (47.5 sec); Mile relay--UCSD (49.5).

Field event winners and their marks: high jump--Nipper (SCC, 5'6"); long jump--Wolf (UCSD,

21'8"); triple jump--Wolf (UCSD, 41'3"); shotput--Garfalo (UCSD, 40'10 1/4"); discus--Garfalo (UCSD, 133'6 1/2"); javelin--Garfalo (UCSD, 162'5"); pole vault--Dent (UCSD, 12'6").

Home Games

3-14 Golf vs San Diego, 12:30 p.m.
3-15 Track vs La Verne, 1:00 p.m.
3-15 Rugby vs Occidental, 1:00 p.m.

Golf

The talented UC Riverside golfers once again downed UCSD, this time by a score of 46-8. Nevertheless, Triton Darrell Cohen was the low medalist for the entire match with a 76. Ray Garrity was the second best Triton with a round of 80.

Baseball

Last week brought in a tie and a loss for the Triton baseballers. Southern California College managed a 9-9 tie in Friday's game, and Pomona downed the Tritons 3-2.

Netmen Upset UCR in Finest Match, 6-3

The Triton tennis team came up with an impressive victory over strong UC Riverside 3-6 last Saturday.

Coach Bill Gilman praised the team for their fine effort, in which three of the nine Triton players had their best match of the season. Riverside, a stronger team, should have won, which makes the victory all the more sweet. Gilman commented "This was our most important match of the quarter."

The scoring went as follows: First singles (Jim Hoffman) lost 3-6, 1-6; second singles (Jim Otibus) lost 1-6, 1-6; third singles (Steve Terre) won 4-6, 9-7, 7-5; fourth singles (Dave Goodal) won 6-3, 6-3; fifth singles (Bob Brown) won 7-5, 6-0; and sixth singles (Mernie Gerlach) won 6-1, 6-1.

UCSD also won last week's scrimmage against USD, playing some of our JV's against the less powerful team. Fine performances were turned in by freshmen Bill Smith, Bill Adams, Rick West, and the doubles team of Fred Heidrich and Greg Allen, all of whom won.

UCSD has a very tough schedule, which Coach Gilman thinks should whip the team into fine

shape by the end of the season. They should be able to hold their own against some pretty stiff competition soon, and if Riverside's loss to us is any indication, this goal is definitely in sight.

INTRAMURALS

The BQI bombers lowered the bomb again, this time in an 46-40 victory over the Weasels for the dorm league intramural basketball championship.

The hour long game saw BQI control well over half the rebounds and score on many of the Weasel's mistakes.

Working on their offense for a week, the Weasels came up against a man-to-man defense which threw them off. They could not make the changes quickly enough to jell their offense.

The Weasels were hurt on the rebounds, not being able to gain backboard control often enough to keep the ball in their court. Controlling most of the rebounds was Tom Harnsberger of BQI who also had 11 points.

The outstanding player of the game was Mark Butler of BQI. Butler scored 22 points. Hitting most of his shots from outside the key, Butler drew enough fouls to go 8-9 from the charity stripe. Bob Pullman hit 10 for BQI, and Mark Fenton and Chip Webster hawked the rebounds for BQI.

John Ringwood canned 12 points for the Weasels, and would have had more if it had not been for the tough BQI defense. Jeff Weir and Ford Mastick scored 9 and 7 respectively. Kevin Moor and Guy Fulkerson had 6 each to complete the scoring.

Monday night the Maphds defeated Physics 66-42 in the semifinals of the open league championship play. The Wild Tearerers and Maphds have already played for the open league title, the results being unavailable for this article.

Holding the first position in women's basketball is Challenger

Hall with a 4-1 record. If Serra defeats Blake II there will be a tie for first, which, if need be, would be decided in favor of Serra because they defeated Challenger in an earlier contest.

The intramural swim meet was a great success. Scripps in the men's division took first place team honors. In the women's division Blake II had the most entries but did not participate as a team. The outstanding woman swimmer was Barbara Gueiff with three firsts. Steve Ahern was the best men's swimmer with two firsts and a se-

cond, plus a first in the 200 yard medley relay.

Softball rosters are available on the bulletin boards in the entry way to the men's and women's lockers. Deadline date for turn in is April 7. There will then be a meeting of all team captains or managers to work out playing schedules. Rosters may be turned in early. This would be a great help in determining the approximate number of competing teams. Play begins April 14 at 3:00 p.m. on the grass field west of the gym.

Wrestlers Honored at Annual Banquet

The 1969 Triton wrestling season came to a close last Wednesday night as the UCSD grapplers met in considerably less hostile surroundings than their customary mat to receive team letters and awards.

Coach Millenbah, heading the informal presentations, gave the first award -- most improved wrestler -- to Bob Nemeik (145) with the comment, "After a poor start, Bob really came on strong during the second half of the season."

Individual awards for outstanding wrestler of the week went to Bob Wilson (130) for his performance in the triangular meet against Claremont Mudd and Cal Poly Pomona. Tom Grant (152) won the same honor for turning the team's losing streak against Biola as he pinned his man and set the Triton's back on their feet, while Fred Grunewald (167) took his award for beating his Pasadena opponent who walked into that match with a 10-0 record.

The team captain award went to senior Phil Costello who finished the season 10-3. Couverette, showing a 9-6 record, was awarded the outstanding freshman award and a special Coach's Award went to sophomore Bob Wilson for consistently boosting team morale. Bob posted 10 wins and three losses. Finally, Fred Grunewald, 12-5 was named most valuable wrestler of the year.

At 160, Phil Costello also received honors for defeating the NAIA district champion at 167 from Pomona and finally, heavyweight "Big Ed" Couverette took most outstanding wrestler award as a result of having been named wrestler of the week five times.

The Tritons finished the season with a team record of eight wins, one tie, and no losses in dual meet competition. Coach Millenbah anticipates an even finer season next year with most of his squad returning.

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CAMPUS KIOSK

Special thanks to Dave Stearns for making this issue possible.

Friday, March 14, 1969

Fluxus Showing through March 22, UCSD Art Gallery
 Golf with San Diego State at Lomas Santa Fe, 12:30 p. m.
 University International Association, South Dining Hall, 7:00 p. m.
 Coffee Hut entertainment, "Bob LaBeau", 9:00 p. m.

Saturday, March 15, 1969

Track with LaVerne, 1:00 p. m.
 Coffee Hut entertainment "St. Vitus Lance", 9:00 p. m.

Sunday, March 16, 1969

Muir Cinema "A Touch of Evil", "The Fatal Glass of Beer", USB 2722, 7:30 p. m.
 La Jolla Civic Orchestra concert, Sherwood Hall, 8:30 p. m., Association members and UCSD students free, other students \$1.00, general \$2.00

Monday, March 17, 1969

Free Day

Tuesday, March 18 through Saturday, March 22, 1969

FINALS

Final examinations shall be held in the regularly scheduled classrooms at the times given below. Any instructor having a conflict, problem, or wishing to change his room or day of exam must make arrangements with the Scheduling Office, Ex. 2206.

MWF 8	Wednesday, March 19	8:00-10:50am
TTH 8	Tuesday, March 18	8:00-10:50am
MWF 9	Thursday, March 20	8:00-10:50am
TTH 9	Friday, March 21	8:00-10:50am
MWF 10	Saturday, March 22	8:00-10:50am
TTH 10	Tuesday, March 18	11:30- 2:30pm
MWF 11	Wednesday, March 19	11:30- 2:30pm
TTH 11	Thursday, March 20	11:30- 2:30pm
MWF 12	Friday, March 21	11:30- 2:30pm
TTH 12	Saturday, March 22	11:30- 2:30pm
MWF 1	Tuesday, March 18	3:00- 5:50pm
TTH 1	Wednesday, March 19	3:00- 5:50pm
MWF 2	Thursday, March 20	3:00- 5:50pm
TTH 2	Friday, March 21	3:00- 5:50pm
MWF 3	Saturday, March 22	3:00- 5:50pm
TTH 3	Tuesday, March 18	7:00-10:00pm
MWF 4	Wednesday, March 19	7:00-10:00pm
TTH 4	Thursday, March 20	7:00-10:00pm
MWF 7pm	Friday, March 21	7:00-10:00pm
TTH 7pm	Friday, March 21	7:00-10:00pm

LANGUAGE EXAMINATIONS

Language Proficiency Exams:

All students must be recommended to take exams. Students not taking Language 1B and 2B courses may be recommended by Chief Tutors during the last week of classes, March 10-13, 10am-12noon in HL 445.

Reading Exams:

French	8-9am	Tuesday, March 18, 1969	MC 409
German	8-9am	Tuesday, March 18, 1969	USB 2722
Russian	8-9am	Tuesday, March 18, 1969	HL 462
Spanish	8-9am	Tuesday, March 18, 1969	HL Aud.

Oral Exams:

Wednesday--March 19, 1969
 Students must sign up for an oral examination. They will be given 9-12am and 1-4pm in the Language Center.

Language 1B and 2B Final Examinations

French 1B	9-11am	Tuesday, March 18, 1969	USB 3070
French 2B	9-11am	Tuesday, March 18, 1969	MC 409
German 1B	9-11am	Tuesday, March 18, 1969	USB 2622
German 2B	9-11am	Tuesday, March 18, 1969	USB 2722
Russian 1B	9-11am	Tuesday, March 18, 1969	HL 1148
Spanish 1B	9-11am	Tuesday, March 18, 1969	HL 1205
Spanish 2B	9-11am	Tuesday, March 18, 1969	HL Aud

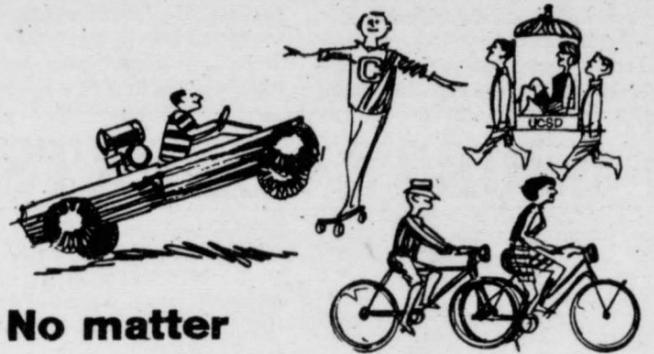
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