

SANDSCRIPT

UNIVERSITY OF CALIFORNIA, SAN DIEGO

Volume I Number 10

April 28, 1965

A DANCE

Kappa Sigma Delta Presents

"IT'S ABOUT TIME"

featuring the ENCHANTERS

Friday, May 7, 8:00 p.m., Reception Hall, Camp Matthews. Royal Sport, Girls - \$.75, Boys - \$1.00, Couple - \$1.25. Proceeds for UCSD Annual. Tickets available at UCSD Bookstore or from any Kappa Sigma Delta member.

BE SURE TO ATTEND THE UCSD BEACH PARTY, SATURDAY, MAY 1, AT 3:00 p.m. (Scripps Pier), for ALL OF THIS YEAR'S AND NEXT'S UCSD STUDENTS.

Wed. April 28: Opera Highlights - UCLA Open Workshop, directed by Jan Popper. 8:30 p.m. in Sherwood Hall. Free.

Fri. April 30: Death of a Salesman with Frederic March. 7:00 p.m. and 9:00 p.m. in Sumner Auditorium. UCSD students, 25¢.

Sat. May 1: The Festival Consort, National Shakespeare Festival, Old Globe Theater. "Pastime with Good Company: An Evening of Sixteenth Century Music," 8:30 p.m. Sherwood Hall. Free.

Tues. May 4: Poetry reading by James Wright, Poet, teacher at Macalester College, St. Paul. 8:00 p.m., Sumner Auditorium. Free.

LIVING ACCOMMODATIONS

UCSD students desiring on-campus housing for the 1965-66 academic year should make their application before April 30. Please contact Mrs. Hinds in the Housing Office, extension 1341, or come in person to Room 11, Building 251, Camp Matthews as soon as possible.

THE PRESIDENT'S COLUMN

It's Election time again. Elections will be held in the very near future for next year's student body officers. By May 3 petitions will be made available for all candidates seeking offices. Petitions will be completed and turned into the Commissioner of Elections by May 7, after which the ballot will be constructed. Campaigning may begin on Saturday May 8. A special elections assembly will be held on Friday, May 14, at which time the major candidates will present their platforms. The election itself, is tentatively scheduled for Monday, May 17. Campaign rules of procedure and rules governing the entire election will be publicized soon, giving further details.

The most important element in creating an efficient student government is PARTICIPATION.

I want to encourage all UCSD freshmen to run for an office and take an active part in your student government. For student government to work, it must serve the needs of the students, but it cannot do this without the students first serving it. Action in the past has been slower than it should, due to lack of participation. Support your class and school by joining in and taking an active interest in school affairs. Help make 1965-66 an exciting year at UCSD.

-Larry Baker, ASUCSD President

The Marine Corps Office Selection Team from Los Angeles will visit the campus on Friday, April 30, 1965, from 9:00 a.m. to 3:00 p.m. Captain G. D. Boyd, USMC, will be available to discuss the Marine Corps Platoon Leaders Class and Officer Candidate Course, both ground and aviation.

If you have any interest in talking with Capt. Boyd, please either call or come to the Placement Office, room 2116 Building B, ext. 1328, in order that your name may be added to the list.

UCSD VIET NAMESE TO SPEAK
AT DIALOGUE-IN-DEPTH PROGRAM

Flying Samaritans Postponed

"The Facts About Viet Nam," is the topic at University Lutheran Student Center this Thursday, April 29. Dr. Duong-Nhu Hoa of the UCSD physics department, a native Viet Nameese, will present his views of American policy regarding the current military conflict.

The program begins at 5:45 and ends at 7 p.m., but everyone is also welcome to attend the cost supper (50¢) beginning at 5.

"The Flying Samaritans," originally scheduled this week, are postponing their color slide presentation on medical missions in Baja California until May 6.

Campus Pastor John Huber reports that last week's dialogue with the UCSD Newman Club (Roman Catholic) was well attended. It is hoped that a similar confrontation can take place with the UCSD Wesley Foundation (Methodist). The Rev. Mr. John Wesley's piety notwithstanding, one suggestion has been a beach party.

These weekly Thursday discussions are open to the entire University community. The University Lutheran Church and Student Center is located one block west of Revelle College, 9595 La Jolla Snores Drive.

"Our Heritage in Hymns," is the current sermon series on Sunday mornings at 11. Welcome!

Coming Attractions department: "The Selma March - Pro and Con."

Honor and shame from no condition rise;
Act well your part: there all the honor lies.

ALEXANDER POPE

PEOPLE TO PEOPLE

On May 5th, 1965, the People to People group with the University International Association and the Spanish Club of the University of California at San Diego are entertaining the Professors and students of the Escuela Superior de Ciencias Marinas, Universidad Autonoma de Baja California of Ensenada on the occasion of their annual visit to this campus.

There will be a dinner and greting in Building 492 on the old Camp Matthews grounds at 6:00 p.m., followed by music and dancing at 8:30. (Please bring Spanish records)

We hope you will be able to join us and help us. If you can come, please call Virginia Arnold at 453-2000, ext. 1325 by May 1, and let her know whether you can bring a casserole or salad for 12. Students bring bread or dessert.

Hasta la vista!
People to People
University of California
at San Diego

HUMANITIES FINAL

Apparently, the freshmen students are to be given a final in Humanities, perhaps it will go something like this:

1. Compare and contrast the beginning of time.
2. Discuss any issue of importance that is not a central theme in any of the Humanities books.
3. Compare Aristotle's ideal man with any two (2) of the literature T. A. 's. Use examples and leave no stones unturned.
4. Compare Job's hardships with hardships encountered by UCSD freshmen in the Humanities sequence.
5. Be specific, Why?
6. Is it moral to sleep in class? If so, why not?

Quotations (Tell who, what, when, where, and why for each quotation).

1. "Yes sir" (be specific)
2. "In the beginning God. . ." (you must include Genesis' last name)
3. "Shew the things that are to come hereafter. . ." (hint, he's on television Sunday night)

DETERIORATING STUDENT ATTITUDE

In light of student attitudes toward the remaining six weeks of school, I thought a few suggestions in the interest of academic survival would be in order.

1. I would suggest that school be put on ball schedule, i.e. when it rains one attends school; one attends the beach on all other days.

2. The homework load could be cut to zero. In this way it would be easier for a student to pursue 'outside interests' for which he now has to sacrifice his studies.

Caltech and stars and checks employed 'a-la-grammar-school. This would remove the tremendous pressure on the student to succeed. He could instead devote most of his time to collecting checks and stars.

4. Because of the lack of variety and interest in reading Humanities books assignments, it is suggested that we substitute Henry Miller for Herodotus and Boccaccio's Decameron for Plutarch's Lives. The effects of this substitute would be readily noticed, because SPRING IS HERE.

5. If the assignments are not cut to zero, the due dates could be extended until some time during summer. In this way the students who have taken advantage of their T. A. 's lax discipline could lead a more virtuous life.

6. The physics lecture be transferred to the beach on sunny days (in agreement with #1). Its easier to sleep under the sun. Students must get their sleep. The way the set up is now, merely weeds out those who want to sleep on the beach. If classes on the beach could be held, the people who just wanted to sleep could stay home in bed, while the rest of the prodiga fold, the beach-sleepers, could be welcomed back.

So much for this line of attack. Those students who let down their guard now and start their vacation in April are going to get clobbered come June. I'm guilty too, we all are. We're attending college to get an education, not a sun tan or more sleep. Let's try to remember this, for our own sakes in the next month and a half.

Mark Hinderaker, Editor

March 10, 1965

Dear Editor:

On page 6, of Sandscript's March 3rd issue, there is an outline of what the functions of this school newspaper are--how does the article "On Becoming 18" fit in?

I'm ashamed to have to read articles such as John D. Pratola wrote. Surely there are better things and subjects around such a great institution of learning (UCSD-ed.) to write about. If he desires all this enlightening on the subject of SEX he should go down to lower Broadway or maybe Playboy could use his great talents.

An IRATE PARENT & TAXPAYER

(This is my first letter from an IRATE TAX-PAYER)

Dear PARENT: I would imagine that there are very few parents, taxpayers, P. T. A. presidents and UCSD students who would disagree with your distasteful feeling upon reading about John's "Sex 'utopia'" (and I use the word 'utopia' skeptically).

The particular subject matter concerned has died its natural death. I am reluctant to raise the question of "liberalized sex" again. The question seems to be: under what criteria was this article published?

You will agree that changed of itself is not necessarily for the good. O.K. John?

But without change there cannot be progress. For this reason both good and bad ideas must be considered; the bad ideas hopefully rejected. ALL ideas must stand on their own merit. Everything we hold to be great was once new. After all, democracy was a liberal change, so was Protestantism. John is "protesting" against something. (It is common knowledge that a moral revolution is under way. Can anyone see this sooner than students, who perhaps are much less prejudiced and conditioned than their parents? John's idea, and it was an idea, is indicative of his awareness of this moral revolution.

I don't agree with John, but this doesn't mean that his idea shouldn't have appeared. It

appeared, was forced to rest upon its own merits, and apparently was rejected.

If controversial issues were kept out of a student newspaper, few students would bother to think for themselves on this type of issue. There will always be extreme positions on every question. The extremist does serve a valuable function in calling the attention of an indifferent man to a particular problem. Pro, or con, at least the man is no longer indifferent. This creates intellectual discussion and renders the idea its "due".

As for Playboy, it has its good points. If you haven't seen a recent issue, you might pick one up and READ through it. I seriously doubt that Playboy would give John's letter a second look. Is there anyone for Bradbury, Nabokov, Miller, Durrel, Steve Allen, James Baldwin?

Thank you for writing, I hope you will not be discouraged from reading future issues of SANDSCRIPT. I do agree with you.

- Editor.

To the Editor:

In a text that all of us have recently read, Aristotle says: "For the things we have to learn before we can do them, we learn by doing them..." The application to writing is plain: one learns to write by writing--in the case of student writing done in the Humanities Sequence, as one's writing is critically examined and discussed with one's Teaching Assistant. The emphasis in the conventional course in Freshman Composition is much the same, except that the conduct of such a course allows for far fewer face-to-face meetings with one's teacher, hence far fewer chances to profit by such meetings. On the matter of style in the themes: surely there is much in the themes that, as you say, is "stylistically wrong," although this phrase would have to be defined somewhat carefully if we were to come to cases. A "so what?" in the margin of a paper, for example usually intends to question the relevance of a sentence, or the use to which it is being put, or its connection with other sentences which precede or follow it. The "style" of the sentence (its syntax and grammar and diction) might be perfectly proper. If we wish to discuss problems students have faced in writing themes, the problems themselves must first be defined

somewhat precisely; "style" is a word with a notoriously wide and ill-defined range of reference.

You propose that a course might be offered in "fundamentals;" at another point you suppose this course would teach "elements of style." I'm afraid it is far from clear what you mean, although it is clear what is troubling you. I would suggest, in any case, that a course in "fundamentals" might not even touch on the sorts of problems you are experiencing. These do not have so much to do with the grammar of the sentence--though they do have something to do with its syntax and diction--as with its relevance, sharpness, clarity, and economy. One might find a sentence "stylistically wrong," for example, because it is a flabby sentence; the load of meaning it carries may be out of all proportion to its construction. One then faults it, and the student works to achieve some balance between words and meaning. Style here is the shape of the thought, not something in addition to, or marginal to, the thought.

Unfortunately there is no escaping the burden of Aristotle's nice dictum; there is no Platonic heaven of ideal forms of the "elements of style," participating in which our imperfect sentences can be made whole. One learns to write by writing, making mistakes, and as is the case in the Humanities Sequence, having one's mistakes pointed out, examined, remedied. The process is sometimes painful, certainly laborious, often disappointingly shy of ideal results. Little can be guaranteed even of one's hardest efforts. But it would be foolish to suppose that the case is otherwise than what it is, that the "elements of style"--at best road signs that caution and advise--can save us.

Jack Behar
Department of Literature

To the Editor:

There is no "if" about it--the Humanities staff is interested in improving the course, and more specifically in helping students to write more effectively. Unfortunately, effective writing cannot be learned by listening to lectures on composition; it can be learned only by doing. The general rules of good writing--like the general rules of good driving or good typing--are so few, and so general,

that in themselves they are of little use. I am afraid that the making, analyzing and correcting of errors is an unavoidable, in fact an essential part of the process of learning how to write well.

All the same, the need you point to is a real one. To meet it at least in part, we plan some quite radical changes in the first quarter of the sequence. The reading will be greatly reduced--to something like five books. These books will be analyzed in much more detail than was possible last Fall; also, there will be more time and attention given for students especially weak in writing. Smaller sections will be set up, so that more individual help is available.

There is, unhappily, one limiting factor in the teaching of composition: it takes time; the degree of effectiveness is almost exactly proportionate to the time put into it--by the instructors as well as by the students. And administratively, that time costs money. A course such as you suggest might not cost very much; but by the same token it would do very little good. The good is done in the careful writing, marking and discussing of actual papers; we are trying, and will continue to try, to do as much of that as possible.

Sigurd Burckhardt
Department of Literature

(In reply to the letters of Dr. Burckhardt and Dr. Behar of the Department of Literature...)

Dear Gentlemen:

I am sure that the Literature Department knows what it is talking about when it says that good writing can be learned only by practice. Aristotle also probably knew what he was talking about when he said essentially that "one learns best by doing." Mark Hinderaker, freshman editor and occasionally confused Humanities student, also knows what he was talking about when he said that there is a need for a class in the fundamentals of writing. (This, of course, wouldn't be the first time that he was wrong, but that's beside the point).

The writing skills that most of us acquired in high school are drastically in need of uplifting from the level of a high school senior to a

level sufficient for successful Humanities theme writing. Gentlemen, do you agree that there is a large difference in the quality of writing required at each of these levels? The students who were able to write well in high school are the ones who are able to write well at UCSD. Whatever they have here, they had in high school. However, the ones for whom writing was a struggle in high school find it much rougher at UCSD. These people are often more concerned with answering the question posed by their T.A. than they are with the actual writing up of the answer in the theme. Oftentimes, the themes suffer from lack of enough time put into the writing. It is this group of people that a course in writing fundamentals would help. Why not incorporate writing practice in this course? Why not teach the positive elements of writing; grammatical correctness, methods of structuring a sentence, and ways to present and defend ideas in a paper.

The need for some effort along these lines (beyond the scope of the current effort) should be taken seriously. Whether or not the money exists for such a program to solve this problem is no great concern. (If it doesn't exist, why doesn't it?)

Value derived from such a course will be reflective of individual effort in combining fundamentals learned with actual Humanities writing assignments. Why not handle it in a manner similar to the language Department's Linguistics program, or better yet, on a voluntary basis. The most important thing is to first sample the need for such an effort by the Literature Department. Gentlemen, how many students have you interviewed with regards to this particular aspect of your Humanities program: I am positive that you are concerned with your responsibility to examine and correct the problems that are encountered in the teaching of the Humanities sequence (especially since the design of the program is so unique). If a course in writing fundamentals is an unworkable solution to freshman writing problems, what do you propose to do in view of next year's increased enrollment? Please don't think I'm creating waves just to rock the boat. I just want to see UCSD's Literature Department in a stronger, safer (less susceptible to rocking) boat. If any suggestions are unacceptable, and you recognize the need I've mentioned, what are your suggestions?

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(The following article is reprinted from the Friday, April 2, 1965 edition of the San Diego Evening Tribune).

UCSD IMAGE PERILED, CHIEF SAYS Galbraith Scores Cut in Library

A proposed state cut in library books for the University of California at San Diego would prevent the campus from becoming a great university, Dr. John Galbraith, chancellor, said today.

"Community leaders must be aroused that this is creating a crisis in higher education in San Diego," Galbraith said.

Unless the cuts are restored, the chancellor said, "there is no hope of the university becoming great and especially distinguished in the humanities and social sciences; it will remain oriented to science and engineering."

"This is a bold statement, I know, but there is no hope with the pitiful appropriations," Galbraith said. He said Governor Brown's "bare bones" 1965-66 budget, which now is before the legislature, proposes a two-thirds reduction in books for the San Diego campus library.

The 1964-65 budget contains \$245,000 for the purchase of 60,000 books and 7,000 periodicals. Regents asked an increase of \$80,000 for the San Diego campus. The "bare bones" budget calls for a \$40,000 cut or \$205,000 to purchase books next year.

Galbraith said the proposed cut means that the University will have to cancel standing orders for books and subscriptions to scientific journals used by such departments as Scripps Institution of Oceanography.

Three librarians from the present staff of 44 will be laid off in addition to 25 others on a special staff who for the past three years have been selecting and cataloguing identical undergraduate books for the university's three newest campuses--San Diego, Irvine and Santa Cruz.

Melvin Voigt, San Diego librarian, said he had hoped to put 19 of the special staff in a regular status here this fall. Regents had endorsed the proposal.

MR. MELVIN J. VOIGT
UNIVERSITY LIBRARIAN
LIBRARY

Hale Champion, state director of finance, said there is a chance the cuts might be restored if the legislature appropriates additional funds through new tax levies.

"It's up to the Legislature," Champion told the Evening Tribune in a telephone interview from Sacramento.

He said the governor's "bare bones" budget laid out basic commitments. "The governor said taxes must be raised to do more," Champion said. Galbraith said that in Sacramento "the axes are not being wielded with much accuracy."

He believes the San Diego campus is getting the short end of appropriations to the University of California. "It's the developing campuses that are getting hardest hit," Galbraith said. "We will be the most severely affected."

The Los Angeles campus got 150,000 new books this year, Galbraith said, for its library which is now in excess of three million volumes. Berkeley has a like number.

"But we'll always be behind Berkeley and Los Angeles at the rate we're going now," the chancellor said. "It should be the concern of all of San Diego County that we not become thought of as a satellite of the Los Angeles campus."

Books upon order from the Los Angeles campus are brought daily to the San Diego campus. Galbraith said this arrangement is not satisfactory toward building a great university.

He said a great university is created through the eminence of its faculty and library.

"A bus is not a substitute for a great library," Galbraith said. "What do you say when Professor X, whom you want to hire, asks about your library. You tell him: 'Yes, we have a great library 2 1/2 hours away. You can take the bus up.'"