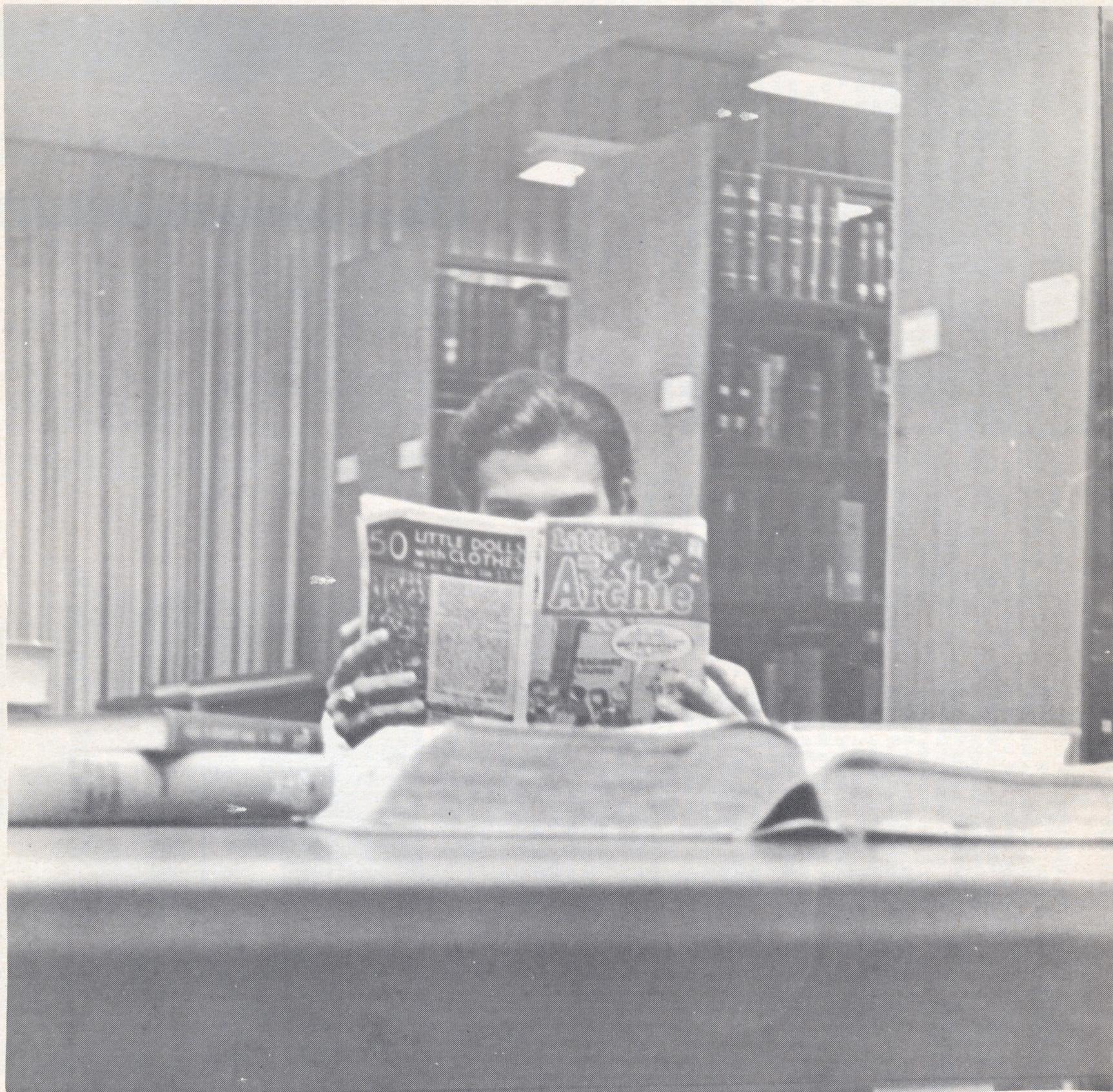


# the collegian

published by the associated students for the saint mary's college community volume 67, number 6  
saint mary's college of california

friday morning, october 16 1970



Twenty years of schoolin' and  
they put you on the day shift.

Bob Dylan

# EDITORIAL

## GOVERNANCE

After only a few weeks of this Fall Semester, The Collegian is beginning to feel that it too shares in the impotency of campus action and development. Faced with a general lack of response by the Community at large, the editors of The Collegian suggest the following recommendation to the various groups comprising our Community.

The Associated Students have an Executive Council; the faculty have their own organization; the administrators have an Administrative Council. There exists a plethora of special committees: Rank and Tenure, Student Life, Library, Health, and Admissions. Study groups come and go without leaving much influence on any student, faculty, or administrative mind. To what end? Our creative resources, our energy, is being sapped and dissipated.

The editors of The Collegian ask Brother S. Dominic Ruegg, newly elected Chairman of the Faculty, Dr. Raphael Alan Pollock, Dean of the College, Mr. Byron Bryant, faculty representative to the Board of Trustees, Brother T. Mel Anderson, President of the College, and the President of the ASSMC to seriously investigate the opportunities of combining their separate organizations into an all-College Board of Governance.

Modelled on the governance system of the State University of New York at Binghamton, such a Board could develop a fresh approach to the common problem's plaguing our Community. We have only to look at the confusion resulting from a lack of communication between the Executive Council and the Administration in the last three weeks to see that change is needed. By combining all our campus "constituencies" into one Board of Governance, the College would inevitably benefit from the increased mobility of ideas and enhanced resources for policy-making and problem-solving.

The proposed Board would involve wider constituencies in policy-making; it would involve more constituencies in problem-solving; it would appreciably contribute to the unity of our Community; and more broadly, it could involve more individual Community members in the process of administration.

While size, manageability, and the pace of change all present initial problems for such a proposed Board, the editors think that a committee guided by Brother S. Dominic could begin discussing the proposal and make a preliminary report in two weeks. We ask Brother S. Dominic to consider taking on this challenge carefully: his leadership in investigating the proposal would be crucial to any outcome. The Collegian offers him all assistance possible to discuss the issue with the entire Community.

We ask that action be initiated as rapidly as possible, that Community discussions be organized at noon in the Quadrangle, that this proposal be discussed seriously by the Executive Council, the Administrative Council, and the faculty. Can we begin now? Today?

## ROOKIE ROUSER

## THIS ISSUE

### FRESHMAN CLASS IDENTITY

That's what the "Rookie Rouser" Monday is all about. We as a class have to realize just where we are in this college. We have to decide where we are going. This is the first year of co-education for Saint Mary's; the old college bastion of male supremacy is finished, and the last vestiges of it will die completely in two years.

We, as a Freshman class, will lead Saint Mary's in the following years into a new educational experience. We are on the ground floor; we will form a new college, a new community, a new awareness. But to do this we, as a class, must know ourselves and be able to communicate our ideas and ideals to one another. To do such a thing we must meet each other face-to-face and talk. By talking to upperclassmen and faculty members I get the impression that the old college was very tight and structured.

Now we have 4-1-4, Collegiate Seminars, and co-education; all of these are new, and all will either be made by us into worthwhile educational experiences or jokes. I personally want my college education to be the very best possible. So we have at our disposal many fine educational instruments, let us take them and use them. So I say the first step towards the building of the college you want comes Monday night—come and talk and listen.

The College has given students many new freedoms and opportunities—let us use them to the best of our collective abilities.

—BILL NOWNES

President Dearing said that

adoption of the new system represents a "big hurdle cleared" in efforts to create an "adaptive and contemporary" form of university governance. He felt that the new Assembly, representing all campus constituencies, will involve more aware participants. Hopefully this will lead to a more effective decision-making process.

—INTERCOLLEGIATE PRESS

## TEACHER'S THOUGHTS

Members of Saint Mary's College Community,

On the evening of October 7, in the question period following Alan Pollock's lecture I joined those faculty members who, upon being asked if they felt any limitations on their freedom in the classroom coming from the Administration of Saint Mary's College or its Board of Trustees, answered essentially no. On further reflection I would make two qualifications to that answer.

First, I cannot cite any instance where I have been directly pressured to pursue or refrain from pursuing any moral or intellectual problem in my classroom.

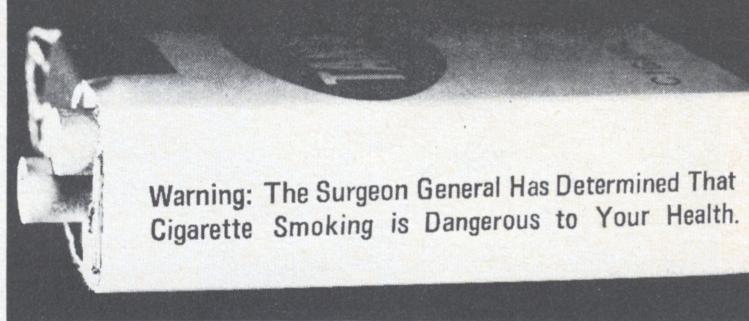
But second, and more important, I do feel indirectly through my students the terrible pressures which are being exerted upon them and which create a restraint in the classroom. I do not presume to speak for any other member of the Saint Mary's community when I say that I see the pressures of the whole gamut of repressive mechanisms and the mentality that lies behind them bearing down on my students at every moment. Insofar as I facilitate those repressive mechanisms, insofar as I share that mentality, I am culpable.

I do not yet see clearly beyond these generalizations except to say that I knew that evening that my students endured these pressures and that what my students endure is a far more serious threat to the moral and intellectual life of this community than whatever stands in the way of my personal pursuits. The point is, somebody there should have said it. I should have said it.

I have chosen for a long time to call my moral caution intellectual caution. The need for intellectual caution is greater now than ever before—but so is the need for courage. I was morally wrong when I failed to say what I clearly knew.

Edward B. Versluis

# Introducing our new improved warning:



Warning: The Surgeon General Has Determined That Cigarette Smoking is Dangerous to Your Health.

U.S. DEPARTMENT OF HEALTH,  
EDUCATION, AND WELFARE  
Public Health Service

*This space contributed as a public service.*

## LAFAYETTE AUTO PARTS

3477 GOLDEN GATE WAY  
LAFAYETTE, CALIF. 94549  
284-4494

## SPECIAL STUDENT DISCOUNTS

# the collegian

Published weekly during the regular College year by the Associated Students of Saint Mary's College of California. Entered as second class mailing matter, September 28, 1951 at the Post Office at Saint Mary's College, California, under the Act of March 3, 1879. Non-Community subscription rate: \$3 a year; distributed free to Community members. The address of the Saint Mary's Collegian is Post Office Box 12, Saint Mary's College, California, 94575.

# FRESHMAN EVALUATES SEMINAR PROGRAM

It's only one of four classes. It has a course and a selection number, a time code and a room number. But there is something that makes it quite different. There is a very special list of books, very long and impressive: Greek tragedy, Camus, Malcolm X, and others. Even the name is different from courses that have been taken before. It's called a seminar, a course of study, and "original research." Or at least that's what it's called. But it's something new, one year old, and still really unproven. For the new student it is a totally unique experience, for the older student it is something that still needs to have the bugs worked out of it. So for all involved it proves to be constantly changing and modifying, a source of challenge and frustration.

So what about last year's seminar, was it successful? When students were asked if they thought that the seminar had helped them express themselves more clearly in serious discussion, almost half said yes. Asked if it had helped them listen and better understand the opinions of

others, more than 60 per cent said yes. And when asked if they had, on the whole, enjoyed the seminar, more than two-thirds said that they had. And perhaps the most revealing answer of the poll taken last spring came when asked how they would rank their seminar in relation to their three other classes, two-thirds said that they would rank it second out of four. There were, however, some problems with the seminar. Two-thirds of those questioned thought that the instructor should make the goals and methods of the seminar clear early in the semester. It was a common complaint that many instructors were negligent in doing this. More than three-fourths of the students thought that students should play a large part in choosing topics, reading materials, and level of discussion. A third of the students answered no when asked if they thought the seminars were structured enough. Even more interesting was that when asked if they thought that the instructor was the most important part of the seminar, more than half answered no. In

general, most of the students were pleased with the concept of the seminar and thought it was valuable to them, but many still saw very noticeable flaws in it.

With the fall term and the second year of the seminar, new criticisms were voiced. When this same poll was given to one new freshman seminar student, the result was interesting. When asked if he thought the seminars needed more direction, he said no. To the question of whether he had learned anything in his seminar that had helped him in other classes he said no. He felt that the seminar had not helped him in reading difficult books, and that he seldom found anything really interesting happening in his seminar. On the whole he ranked his seminar as the third most valuable class he had. Strangely enough, however, he said that he did enjoy his seminar. When asked why ////////////// his seminar. When asked why, he said it was because he enjoyed the arguments they had, and he said that that was what they spent most of the time doing. When asked to pin down his criticism more specifically he felt that the seminar had failed

for a number of reasons. For one he felt that many were hesitant to speak freely, because of what he thought were personal hangups. Another point was that there were one or two persons who were controlling and inhibiting the discussions. But most of all he felt that the discussions were not headed in the "right" direction, but tended to be involved with little points that didn't add to the seminar or to understanding of the material. When these problems with the discussion occurred, the instructor did little to get the discussion going back on the "right" track again. On the whole, he felt that his seminar was accomplishing little.

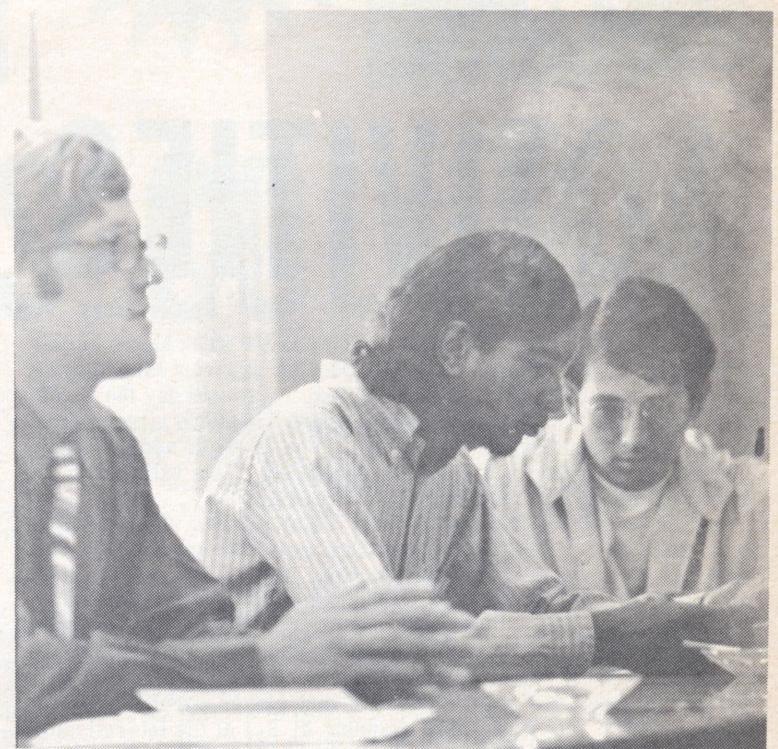
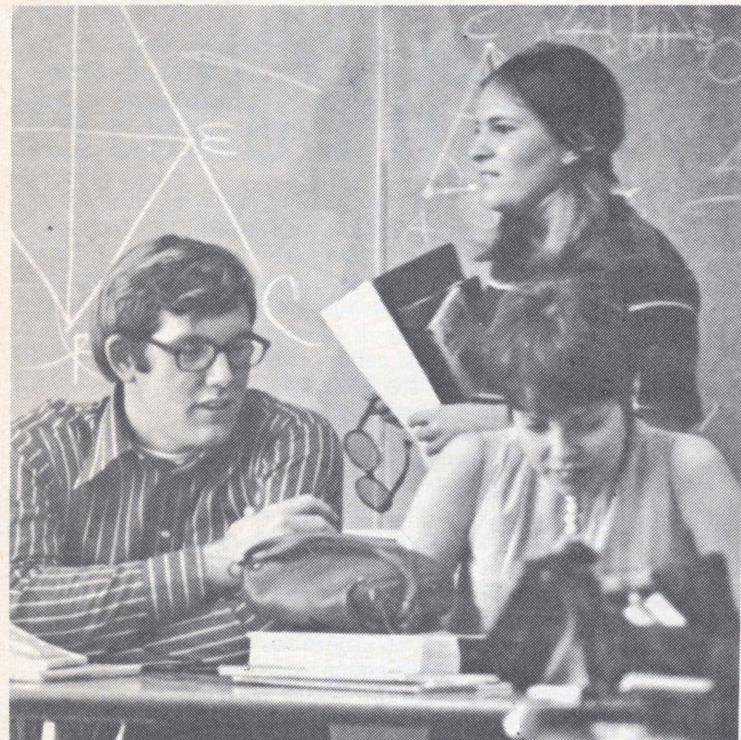
Generally though, most students were of a different opinion. Most liked their seminar and thought that it was valuable. Though they are valuable, many students do not feel that they have learned to discuss in a productive manner. They feel that their discussions wander, and tend to add little to the topic. They feel that the books read and the questions put forth by the instructors are good, but many feel that then the instructor sits back and lets anything happen. Many times nothing ever hap-

pens, and the value of the seminar is lost. Many feel that the whole seminar tends to suffer at the hands of inexperienced students, and what sometimes appears to be equally inexperienced instructors. One student who was pleased with his seminar and who had no real criticisms felt that his seminar had been valuable because the instructor continually kept the discussion alive by constant intellectual interaction. He questioned them, analyzing their logic, making them defend it, forcing them to develop a way of expressing themselves clearly and succinctly. He did not "teach" them, he helped them to teach themselves.

And that perhaps is the essence of the seminar, a self education, a bringing-out of what is in each of us. And maybe the answer to making the seminar a more meaningful extension of our education is a little less confusion and a little more direction, a little less "teaching" and a little more understanding and sensitivity.

—CHRIS SALES

\*\*\*  
Chris Sales is a freshman member of The Collegian staff and lives in Augustine Hall.



## MULLEN PHARMACIES, INC.

For the Best in Pharmacy

Call 653-6800

4001 Broadway      Oakland, Calif. 94611

MULLEN'S MIDTOWN PHARMACY

Call 835-8400

425-A 28th St.      Oakland, Calif. 94609

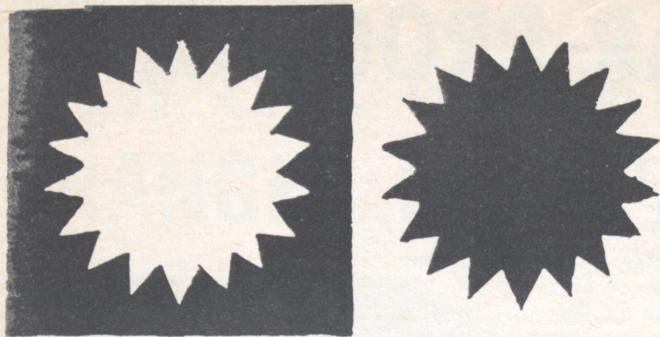
WIN 15 FREE GALLONS  
GUESS CORRECT SCORE OF  
SMC VS U.S.F.

SMC

U.S.F.

Deposit This Coupon at

MORAGA TEXACO



# ACTIVITIES

By Lee Jones

It is that time of year again. This is the week known as USF week. The reason behind this will become apparent this Saturday when we face the DONS at Kezar Stadium. Also that day the soccer team takes to the field. Sunday night Dryden Theater's silver screen comes alive once again. The week is one of peace and quiet until Thursday night when a RALLY is scheduled. This will kickoff the festivities that are associated with HOMECOMING.

Last weekend the two teams that Saint Mary's fielded did not fare well. The FOOTBALL team flew south to Azusa where they dropped their game to Azusa Pacific, 20-0. The offense could not get going and it was late in the game before they mounted any real threat to Azusa. Jerry Murphy played only briefly and should be back in control for this weekend's clash with USF. At home, here in Moraga, on the same day the SOCCER team faced the nation's number two team from USF and played excellent ball for the first half with the score standing at 2-1 at the intermission. USF came back in the last two frames to add seven goals and romp home with a 9-1 victory over Saint Mary's.

\*\*\*\*\*

Tomorrow is the 17th of October, the day of the BIG ONE. We play the GOLDEN DONS in football. Gametime is set for 1 P.M. at Kezar Stadium (the home of the fantastic 49ers.) This is a must and if you are not there, well... Since renewing football at Saint Mary's two games have been played and the series stands at one game each. Saint Mary's won in 1968, 13-10, while the Dons won it all last season, 20-6. The two teams enter this one with one win each for this season.

At the same time on the same day but a few miles to the south the SOCCER team will kickoff against the Navy Post Graduate School in Monterey. The soccer team has not had an outstanding season so far, and has yet to be victorious. Yet there are signs of greatness; this might be the one for them.

Sunday evening, the 18th of October, will see the return of the MOVIE OF THE WEEK to the Saint Mary's campus. This week's feature is entitled "IF" and will be shown in Dryden Theater at 7:30 P.M. and later at 10 P.M. Admission for the flick is set at 50¢. Pat Bonacci tells me that this movie can be likened to the situation that existed on this campus last spring.

Monday through Wednesday is quiet and the LIBRARY is open for all until midnight, every night. Then on Thursday night hills come alive with the sounds of a Saint Mary's rally led by Rich Curtola and Company. The rally will kickoff HOMECOMING WEEK which is to culminate with our game against the University of San Diego on Saturday. In addition to all this, the ten most favored coeds on the campus will be selected for the final voting on the BELLE OF SAINT MARY'S.

Off-campus life looks something like this. Over in Berkeley at the Community Theater will be RAMBLIN' JACK ELLIOT, Kris Kristofferson and Clover onstage starting at 8 P.M. Admission ranges from \$2.25 up to \$4.25. The next night Bill Graham brings JETHRO TULL to the Berkeley Community Theater also at 8 P.M. Tickets for this run from \$3 up to \$5.

Over in THE CITY this weekend. First at WINTERLAND. The FOUR TOPS and MARY CLAYTON headline with Bread and the Joy of Cooking rounding out the bill. They will be appearing from the 16th through the 18th with the shows starting at 8:30 P.M. Admission is \$3.50. At FILLMORE/WEST till Sunday Leon Russel headlines with Miles Davis and Lovecraft filling out the show. Lights will be by Little Princess 109.



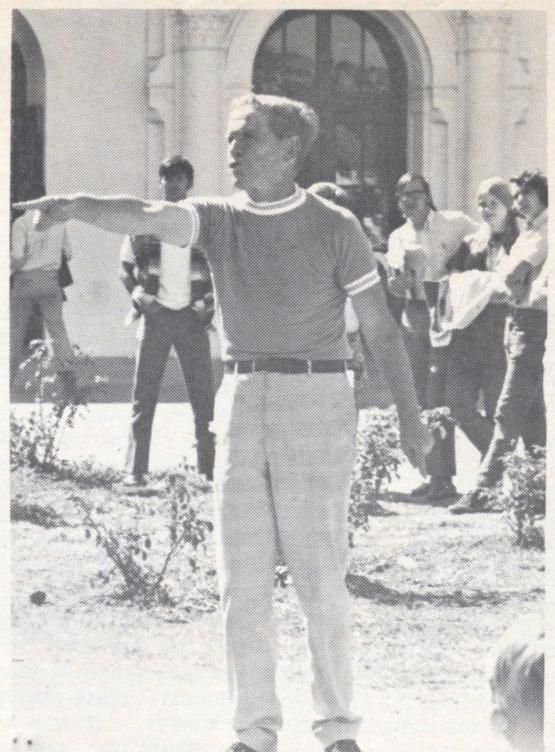
Pictured above is the "Lotus Company," a dance-drama group. This group is one of several entertaining groups performing "SPECTACULAR" at Shepard of the Valley Lutheran Church, 433 Moraga Way, Orinda. The variety show, is scheduled for Sunday, October 18, at 4 P.M. Proceeds will support a cultural program in the Hunters Point-Bayview districts of San Francisco. For ticket information, phone the church office at 254-3422 or 376-4718 in the evening.

Well, there is no more coffee and I have a game tomorrow so I say goodnight and let there be Peace now.

## HOLY HUBERT

AT

## SAINT MARY'S



## CHAMBER MUSIC SEASON OPENS WITH CZECH QUARTET

The 1970-71 Saint Mary's College Chamber Music Season opened October 10 with clouds of rosin from the bows of the Czech String Quartet. The members of this ensemble were forced to leave Czechoslovakia during the Soviet occupation in 1968, and are presently artists in residence at the University of Canterbury in New Zealand. Two of its members, the violist and cellist, performed much of the same music (the Mozart and the Janacek) at Saint Mary's College during the 1967-68 concert season, with the Prague String Quartet, perhaps the most impressive group of instrumentalists to perform here. The Czech String Quartet helps fill the void left by the demise of its predecessor.

Their tone is soft, thick, but not deep; it massages the ear like new carpeting massages bare feet. The first violinist's tone is soft, with articulation so precise that it hides many minor failings of intonation. The second violinist's tone is harder and deeper than that of the first, allowing an otherwise obscure part, a bigger share of the listener's ear. The violist has no undertones in his instrument. His instrument has a stuffed-with-cotton sound that, though poor for solo playing, blends well with the ensemble. The cellist has no rich booming bass sound, but extends the same characteristic softness to the lower harmonic lines.

Their mild mannered style and tone, coupled with the first violinist's precision, produces good Mozart. While the tempi tend to be a little fast, the meter of the minuet is a bit slower than usual, giving the audience ample time to hear it. The slow movement does not drag, as characteristic of most performances.

Czechoslovakian ensembles inevitably play one Bohemian work per program. The Emminor Quartet of Janacek was played this evening--an all-too-rarely played work of an all-too-ignored (except by Czechoslovakians) composer. Unfortunately, a hard, bright tone is necessary to project the dissonances of this work with good effect--a tone that this quartet does not have. The fast and slow themes of the first three movements were too exaggerated to maintain a close unity. The drama of the last movement failed to arouse excitement. As appreciative as I am for the programing of this work, Janacek is better left for more suitable ensembles to play.

The Beethoven Opus 130 and 133 exposed the quartet at its best and worst. The precision of the first violinist allowed every sixteenth note of the principle theme of the first movement to be heard clearly while the sound of the ensemble often caught me stopping to stare at it. The PRESTO was played in more ways than one; the ANDANTE was sung; the DANZA was marred by the first violinist's lack of intonation--an unfortunate occurrence in a hitherto beautiful performance. The CAVATINA never dragged, becoming the nicest piece of musical artistry of the evening. The GROSSE FUGE, Op.133 was unsuited for the quartet's tone.

Conflicting counterpoint became muddled often in the fugue section, the principle theme sometimes buried beyond audibility in a middle part. The ALLEGRE and MODERATO sections that follow came off well, leaving me with a hint of pity towards Beethoven for never having heard his great quartet played by lesser mortals than he.

—LOUIS CHERENE

\*\*\*\*\*  
Louis Cherene is a senior day student, living in Oakland. His music reviews will appear from time-to-time in The Collegian.

# TRUSTEES DISCUSS MBA PROGRAM

MINUTES OF THE BOARD OF TRUSTEES  
SAINT MARY'S COLLEGE OF CALIFORNIA  
SEPTEMBER 29, 1970

The meeting of the Board of Trustees of Saint Mary's College was called to order by Brother Bertram Coleman, FSC, Chairman, at 2:12 pm, on Tuesday, Sept. 29, 1970, in the President's Conference Room, Library, Saint Mary's College.

Present: Brother Bertram Coleman, Chairman, Brother Mel Anderson, President, Brother Lawrence Cory, Brother Timothy Edwards, Monsignor John S. Cummins, Mr. George R. Gordon, Dr. William P. Niland, Sister Mary Ambrose Devereux, SNJM, Brother Jerome West, Hon. John F. Henning, Brother Gabriel Murphy.

Participants Present: Mr. Byron Bryant, Faculty, Mr. John Blackstock, Student Body President, Mr. Elwood P. Lang, Alumni. Counsel Present: Mr. John W. Broad

Absent: Mr. Daniel J. Cullen, Hon. Carlos R. Freitas, Mr. George R. McKeon, and Mr. Ross B. Yerby.

The minutes of June 10, 1970, were approved unanimously after the correction of a minor error was noted: Pages 63 and 64 should be: Pages 64 and 65. On corrected page 64, Old Business 2/70-1, second paragraph, the vote should read: Abstain 2, in place of absent 2.

The letter of Brother Mel Anderson, dated July 28, 1970, was duly noted as a report on various items of interest to the Board.

Brother Mel introduced new members of the Board of Trustees: Hon. John F. Henning, Executive Secretary AFL-CIO, State of California; Sister Mary Ambrose Devereux, SNJM, President of College of the Holy Names; Mr. Ross B. Yerby, Group Vice President of Del Monte Corporation and Regent of Saint Mary's College (absent); Faculty Representative, Mr. Byron R. Bryant.

## OLD BUSINESS:

### 9/70-5 Reports:

a. Accreditation of Saint Mary's College was reported by Brother Mel as follows: Regular Program given five years with no qualifications; Credential Program given preliminary accreditation. The new Trustees will be sent a copy of the Accreditation Report.

### GAME WITH BYU

b. By an agreement with BYU, the scheduled basketball game for 1971 was postponed indefinitely.

### UNIONIZATION

c. Considering unionization of personnel on the Saint Mary's College campus, Mr. George Gordon named the NLRB as a possibility for unionization of faculty and/or other personnel authorized by the NLRB. Mr. Byron Bryant stated that the AAUP was available for the faculty.

### ROBERT JOHNSTON COMPANY

d. Brother Jerome West stated that the Robert Johnston Company report on Fund Raising is now being considered by the Regents. Therefore, no action is needed by the Trustees at this time.

Reports e, f, g, and h, and items 9-15 in the agenda were postponed to the next regular meeting.

## NEW BUSINESS

### 10/63-7

### ST. MONICA'S LAND PURCHASE PROPOSAL

Monsignor John Connolly and Mr. Clem J. Finney, diocesan architect, presented a proposal by the diocese to purchase a portion of the Saint Mary's College property for St. Monica's Parish. The suggested plot on the southwest corner of Saint Mary's College encloses seven acres, 400x750 feet, fronting on the proposed new frontage road following the Sacramento Northern right-of-way. This property would be used for St. Monica's Parish. However, immediate plans do not include the building of a church at the present time (since Saint Mary's College Chapel is available) nor a school, although both could be in future plans.

The matter was referred to a committee of Brother Timothy Edwards and Monsignor John S. Cummins. The Secretary was instructed to inform Monsignor Connolly of the action of the Board.

### BOLLINGER CANYON ROAD

In the discussion of this proposal, the County proposal for widening the Bollinger Canyon County road, with subsequent loss of Saint Mary's College property, was discussed. This matter was referred to the Regents' Committee on Land Use for their consideration. This matter could be urgent.

### MASTER OF BUSINESS ADMINISTRATION

9/70-8 Brother William Louis, Director of Continuing Education, and Mr. William Tauchar, Chairman of the Department of Business Administration, presented a proposal for the inauguration of a Master's program in Business Administration. After a discussion of the proposal (summarized in memoranda presented to the Trustees with the agenda), it was moved by Brother Jerome West and seconded by John F. Henning that: The Academic Council be requested to review immediately the MBA program and send their recommendation in writing to the Board of Trustees, and that the Board of Trustees meet in special session as soon as possible to consider the matter. Yes: 11; No: 0; Abstain: 0.

### ADMINISTRATIVE ASSISTANT TO THE PRESIDENT

9/70-13 It was moved by Mr. George Gordon and seconded by Sister Mary Ambrose Devereux, that an addition to the budget be approved to enable the President of the College to engage the services of an administrative assistant. Yes: 11; No: 0; Abstain: 0.

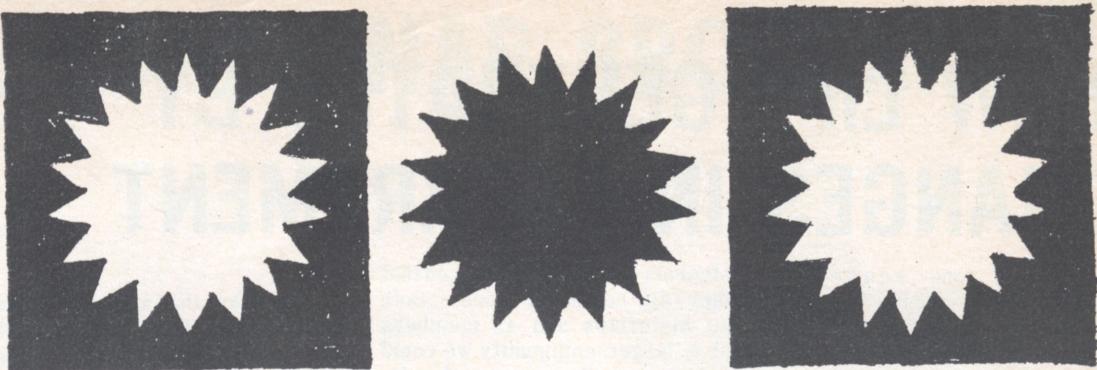
### SPECIAL MEETING

A special meeting was scheduled for Tuesday, Oct. 20, 1970, at 3 pm. Please note that the time is one hour later than usual. Agenda: MBA Proposal, Budget reports.

### ADJOURNMENT

Adjournment was moved by Brother Lawrence Cory, seconded by Monsignor John S. Cummins, in honor of recently deceased Trustees: Mr. Gerald P. Martin and Mr. J. Philip Murphy. The Secretary was instructed to write letters of condolence and appreciation to their families. Yes: 11; No: 0; Abstain: 0.

Respectfully submitted,  
Brother Gabriel Murphy, FSC  
Secretary



# NEWS COLUMN

## Picnic

A "rookie rouser" picnic/dinner will occur Monday, October 19, at 6 P.M. in the Redwood Grove on campus. Dinner will be served to members of the Freshman Class. The event is designed by the Class of 1974 to build unity and identity; admission (for the frosh only) is free.

## Holy Hubert

Last Thursday noon, October 8, the Rev. Hubert T. Lindsey preached in the DeLaSalle Quadrangle to the delight and dismay of the some 200 Saint Mary's students who listened. Hubert, a perennial Berkeley fixture, expounded a series of fundamentalist teachings to the rollicking students about him. "Men are basically evil and selfish. What we need is neither democracy nor socialism but a system in which there is power to the people from Jesus Christ," he claimed.

"Christianity," Hubert told his audience, "will exist when we see Black Panthers in love with the Ku Klux Klan."

## Socialist Candidate

Later in the afternoon of October 8, Dave Frankel addressed a small audience of students in Dryden Theater on the Middle East and Jordanian crises. Frankel is the Socialist Workers' Party candidate for Lieutenant Governor of California. He defended the Palestinian cause within the Israeli state, describing their efforts as both nationalist and socialist. More candidates from the SWP may appear on campus before the November elections.

## Jobs in Europe

Student Overseas Services (SOS) has announced that temporary paying jobs are now open to students in Europe. The type of job varies, most being in the service line of work, such as camp counseling, governess positions, and in resorts. The SOS has offices in Luxembourg to screen and place all applicants; previous knowledge of foreign languages is usually not needed.

Persons interested may obtain job application forms, job listings, descriptions, and other information by sending their name, address, school, and one dollar to Student Overseas Services, P.O. Box 5173, Santa Barbara, California. Apply early, it's first-come, first-served.

## Car Pool

Students whose friends or family work in San Francisco can inform them that car pools are being established to overcome the recent 25 per cent increase in the parking tax. Car pool assistance and information may be obtained from J. Ralph Richards, 2720 Grove Street, Berkeley (845-1769). Richards states that car pools can effectively reduce the number of cars on the road, while reducing auto pollution.

## London Jobs

Princeton Research Corporation has announced that they have 500 salaried jobs available in London. These jobs are available anytime of the year and are mostly with large London hotels. Minimum working period is four months, and the work-week is 45 hours.

For free details, write: PRC, Jobs-Europe Program, 13355 Cantara Street, Panorama City, California, 91402.

## Ex-Council

The Executive Council, ASSMC, meets each Monday night at 5:30 P.M. in Dante 204. Agenda meetings are held on Friday evenings in Roncolli Hall to establish the agenda for each coming Monday. Students are welcome at the Monday night meetings to express their concerns and opinions on student government.

## Journalism

The Journalism Seminar, a non-credit open seminar on the problems and practices of student journalism continues to meet every Monday night in Dante 121. Led by Brother Martin Ashe, FSC, the seminar is attended by most staff members of The Collegian.

Collegian editor (for features), Mike Malloy asked that "students who are interested in directing the course of The Collegian or who are curious about the workings of any paper" should attend the Monday gatherings. Books and supplies are provided by the ASSMC, through The Collegian.

## Women



The Women's Rap began Monday night with about a dozen student, faculty, and women staff members exploring women's liberation and male attitudes. Although Mrs. Mary Springer was the only faculty woman and Sharon Bettinelli the only woman administrator present, the women emphasized that the Rap was open to all women of the Community.

Kate Pollock and Mary Micheler, organizers of the Rap, proposed that the group remain non-structured, and free-form, without any elected elite. The next Rap will be Monday at 3:30 P.M. in Sharon Bettinelli's suite, first floor, Aquinas Hall.

Dr. Pollock's office has announced that rooms D-113 and 115 will be open for quiet study on Friday and Saturday nights, until 11 P.M.

## History

# NEW LIFE GENERATED BY CHANGES IN DEPARTMENT

There is one academic department on campus that has significantly changed its complexion this fall: the History department. One can feel it in the classroom or even see it reflected in the lists of reading materials in the bookstore. A new spark of life has generated growth and creativity in a department that was once good and is now excellent. Yet how did this change come about? What were the specific changes and how did the outlook of the department cultivate this metamorphosis?

First of all, the members of the History department (both

students and faculty) realized that they did not stand alone. Both as historians and as members of a larger community we could not permit the myopia of self-consideration to supersede the needs of the college as a whole. Our classes include too many non-history majors and the students from our own department must have too much access to other fields of study to afford the luxury of isolation and self-concern. Indeed, our major accomplishment thus far--the securing of two additional faculty positions--was made possible only through the active support of the majority of the student

body. This meant that when we began preliminary deliberations last fall, we had to consider the needs of the community at large. We were obligated to devise a balanced list of course offerings, a list that would meet the pressing needs of government, economics, and philosophy majors, to name but a few. We were under a second obligation to minority students. It was generally felt that the History Department could effectively generate offerings in third world and minority study programs. Finally, the usual problems of class size, faculty personnel, and student lethargy were brought to the attention of the department.

It was clear that no one could solve these problems alone. The faculty often lacked the necessary power when it approached the administration with proposals for change. The students, while certainly in command of numerical power, lacked direction. A joint faculty-student committee would counter-balance these deficiencies: the faculty could serve as an alembic to student suggestions, and students could provide the impetus necessary to realize the final proposals.

Bearing these two historical truths in mind, the members of the department set out to forge an organization which would meet the imperatives of change. Colloquia were held. Ideas were entertained. People thought, talked, criticized, thought some more, and finally arrived at a plan agreeable to most members. The plan called for the hiring of three additional faculty members: one in European history, one in U.S. history, and one in medieval history. Over 500 members of the student body approved a more elaborate presentation of this proposal through a petition. The

results appear below, but students must demonstrate a continued interest in the new curriculum if we are to keep what we have won.

But let us now examine just what specific improvements were made, what the History department looks like to those returning this fall. Mr. Chiappe has returned as promised, offering courses in Medieval and Islamic history. A new post has been secured in European History; Mrs. Legates, offering late modern and late modern intellectual histories of Europe. Brother Ronald Isetti and Mr. Scovell will again return with several courses in the field of U.S. History, among them U.S. Survey, Jacksonian and Colonial U.S. African history and anthropology will again return under the direction of Mr. Nyaggah. Mr. Frankel will continue to offer courses in Latin American history. Appearing on the curriculum for the first time will be a course in Black History of the U.S., a California anthropology course under Mr. Nyaggah, and a survey of Chinese history under Brother Ronald.

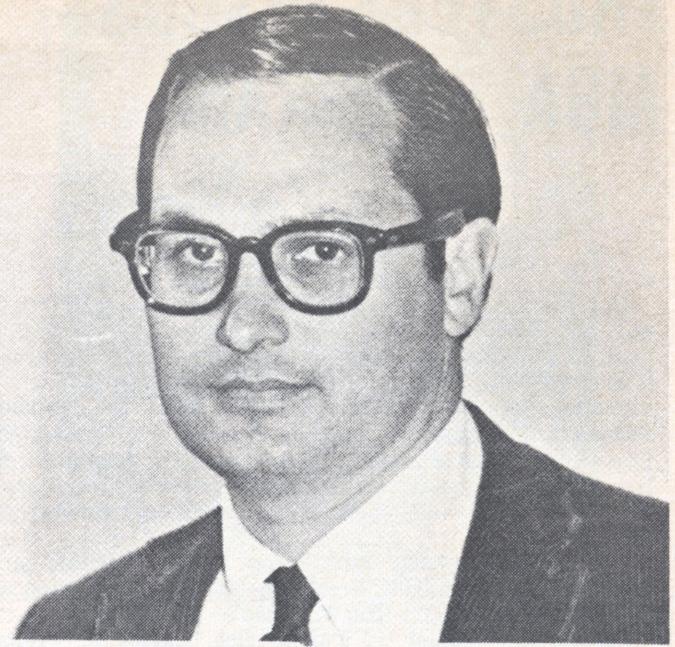
These developments, while sig-

nificant within themselves, are overshadowed by the shift of authority which accompanied the process of change. Due to an extremely cooperative and responsive faculty, the most important excrescence of the recent reforms is that student control now lies poised at the helm of the department. The department now represents an aggregate of student and faculty control which has proven itself capable of moving the powers that be. Perhaps the new complexion of the History department can serve as a prototype for the future development of the college Community at large. Perhaps there are words of wisdom in the epigram which Benjamin Franklin used to summon the American colonies to unified action: "If we do not hang together gentlemen, then surely we will all hang separately."

—JIM DAVIS

\*\*\*\*\*

Davis is a senior History major and a member of the student/faculty committee of the department. He is an occasional contributor to The Collegian.



BROTHER RON, ONE OF THE DEPARTMENTS' LECTURERS ON AMERICAN & ASIAN HISTORY.

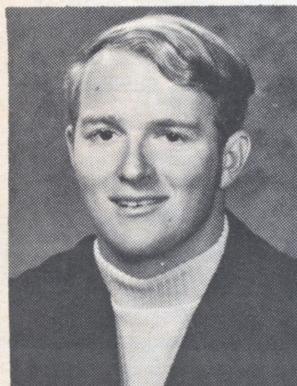


BEN FRANKEL, CHAIRMAN OF THE HISTORY DEPARTMENT.

ADVERTISEMENT

## FOOTBALL PLAYERS OF THE WEEK AZUSA

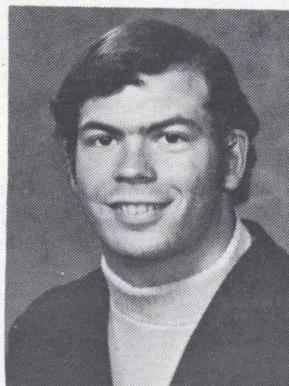
### Defense



DAVID GOULDING

As a rover back, Dave made many great defensive plays. His pursuit and tackles were superb. Dave has been a standout all year, and this game demonstrates why.

### Offense



JOHN BLACKSTOCK

John gave Saint Mary's its only offensive thrust throughout the game. His hard running and pass catching were the key to the Saint Mary's attack. His excellent open field running enabled him to return the punts for good yardage.

## EAST BAY U.N. COMMEMORATION

Couples celebrating their silver wedding anniversary are usually congratulated on the remarkable accomplishment of tolerating one another's personalities. They have learned to get along despite personal differences and disputes.

This can also be said of the United Nations which celebrates its 25th anniversary on October 24, 1970. It deserves recognition and congratulations on its amazing achievement of remaining together through the most trying diplomatic years of this or any other century.

Corresponding with the rest of the country, the East Bay Committee for the United Nations 25th Anniversary in Oakland, has scheduled a week of activities concerned with world crisis, beginning October 17, that will attempt to show to the public, functions and goals of the U.N.

The opening day, October 17, promises to be the most interesting. Between 9:30 A.M. and 4:00, at the Oakland Technical High School, on Broadway, Dr. Ernest Haas will start things off with a talk on general information concerning the U.N. Following him will be prominent speakers such as: Robert Waito, author of "World Without War", Yale Maxon and Dr. Jean Heanan plus others, who will have films, lectures, and panel discussions concerning immediate problems. Topics such as Disarmament and Peace. Controlled Conflicts

in the 70's, Human Rights, World Hunger, and Youth's Role in the Problems Today.

Monday, October 19 will be the official flag raising ceremony, which will be held in Jack London Square, in Oakland, at 11:30 A.M. A sight well worth going to see.

Sunday, October 24, parades and fiestas will highlight the closing of the week long festivities. Lakeside Park, again in Oakland, will play host to such thrilling activities as: the Parade of Nations, Folk Dancing (whoopie), a Bandstand program, Films on the U.N. and Ecology, and Music and Art in the Park.

Lako Tongun is head of the International Students Organization, and also a member of Executive Committee and Co-chairman of Student Participation Committee of the East Bay Committee for the U.N.'s 25th Anniversary, which is headed by Superior Court Judges Wilson Lionel and Robert Barber, both of Oakland. Lako has announced a tentative list of activities for the Saint Mary's campus in conjunction with the activities in Oakland. For further information you may contact him in Aquinas 405 or call 376-9962. The main presentations will be panel discussions and a film on the horrors of Hiroshima.

—CRAIG O'NEILL

\*\*\*\*\*

Craig O'Neill is a freshman staff member of The Collegian. O'Neill lives in Mitty Hall.

## ORINDA THEATRE

ORINDA—CL 4-2233

## BENEATH THE PLANET OF THE APES

## THE GAMES

## RHEEM THEATRE

RHEEM—254 1300

Z



HAL B. BARNETT

2440 BANCROFT WAY • #202  
FIDELITY UNION LIFE BERKELEY, CALIFORNIA 94704  
BUS. 849-2581 RES. 609-7835

# EVOLUTION OF STUDENT RIGHTS PRESENTED

Monday night, as part of its lecture series, the Social Committee presented Father Patrick Ratterman, S.J., who spoke on the evolution of colleges and student rights. A former college vice president, and presently a chaplain at the University of Santa Clara, Ratterman has long involved himself in student affairs. In 1966 he participated in drafting the Joint Statement on Human Rights and Freedoms of Students.

In an earlier interview, and within the lecture itself, the Jesuit priest stressed three radical changes that have occurred in institutions of higher learning which have affected student rights. Firstly, the relationship of the college to the individual has undergone a complete reversal. From its authoritative IN LOCO PARFNTIS position, the college has crept its way to a stand today that confers "the ultimate responsibility for the educational development of the student on the student."

Presently, the college or university sees that it must mold itself into a community that nourishes individual self-development. Such a community demands that a "smorgasbord" of educational opportunities be

made available to each student, as well as supportive services such as counseling, both academic and psychological.

The right to learn is the fundamental student privilege. According to Ratterman, the modern concept of the community responsibility comes hand in hand with right to an education. Such questions as reconstitution of classes and student appointments to rank and tenure committees depend on the degree of responsibility present in each campus. Student rights are relative. The rights of a more responsible campus in California, for instance, might not be the privileges of a less responsible Midwest institution.

The second development in higher education deals specifically with the Catholic institution. Spurred by its state-run counterpart, the Catholic college has progressed from a policy of in-depth indoctrination to a present commitment to academic freedom. Only now is the Catholic institution emerging from an extreme feeling of inferiority to the state university.

Thirdly, Ratterman quotes the late John Courtney Murray, declaring that the students are now, by a process of "consensus," determining the values

and goals of their education rather than letting the administration do this for them. Fifty years ago college policy was completely in the hands of the college president. Today the active students of a campus, even a small minority, are actually forming the policies and goals. Rather than remaining adamant, college administrations are agreeing to this consensus within the community.

Although his lecture carried a note of optimism, "I'm realistic," Father Ratterman said. The college has been launched into a dynamic evolution of rights and responsibilities and, "the stakes are high." More Agnews or Joe McCarthys could revert the progress, according to the Jesuit, a supporter of student power and the non-violent revolution of responsible students.

When questioned on his lack of specifics, Ratterman responded that as an outsider he could only offer the basis to intelligent decision making not final policy for the Saint Mary's Community. However, he did cite the co-ed dorms as "marvelous" and a good step forward.

—MIKE SNYDER

\*\*\*\*\*  
Mike Snyder is a junior who lives in Mitty Hall.

## BEARD: ON EDUCATION

As I visit different schools (elementary, secondary or college) I hear some teachers say their job isn't what it used to be—the students don't know as much, the new curriculum materials are unteachable, and the new approaches or methods aren't nearly as effective as the old ones. Other teachers just as vehemently say their job isn't what it could be—there isn't enough freedom to use the knowledge the students have, too few teachers are really using the new curriculum materials, and the new approaches or methods that one may wish to use don't fit what the students may have had before or what they are going to get. Change, sometimes if only for its own sake to stimulate evaluation, maintain the old, because its tried and proven, seem to provide the basis for a continuing argument—an argument among teachers as to what their jobs should be.

The general public is also concerned about the purposes of schools. Some want the schools to teach values, morals and discipline. Others want the schools to free pupils so that they become responsible for their own learning. Some say schools exist to give mothers a rest, or to keep kids off the street, or to reduce the number of people looking for a job. Some blame the schools for every problem which exists; others say the schools are involved in more areas than they ought to be. Again it is a continuing argument about what schools should do.

The examples and contrasts of what teachers think they ought to accomplish as educators or what parents and the public want schools to do to students only serve to illustrate a concern for schools on the part of those who have organized and controlled the system. Another perspective may be from the viewpoint of those who are directly served by the system—especially if we want to speak of quality education for the purpose of living in the world of tomorrow. If we want criteria for quality education we might be worse off than to consider that schools exist for students.

Quality education begins when a teacher identifies his role as a facilitator of learning, rather than as a giver of knowledge. It continues when the student assumes real responsibility for his own learning program at whatever level he may be. It never ends because its success is the stimulation of greater curiosity with a continued search for answers to questions raised by the learner.

Examples of programs developed in schools to promote "Education and Ecstasy" (to use George Leonard's title) or to reduce "Teaching as a Subversive Activity" (to paraphrase Postman and Weingartner's title) may seem isolated at present but they are gaining greater influence. Cooperative teaching, nongraded schools, open concept buildings and competition with one's potential rather than other students can be found in many elementary schools. Continuous progress learning, learning activity packages, flexible scheduling, and open time for self development and self-initiated learning are concepts which high schools are exploring. Colleges (my initial impression of Saint Mary's is one of its leadership in exploring new ways for learning to become student oriented) are reducing the number of fixed requirements, providing the opportunity for students to define their own sequence of courses, and opening up the effective discussion between and among faculties and students.

Qualified education? When we take the strength from the past and provide it direction implicit in the new ways...when we focus our attention on facilitating learning rather than teaching...then we can speak of moving toward the goal of quality education.

JOSEPH BEARD

\*\*\*\*\*

Dr. Beard is head of the Education Department at Saint Mary's. His office is in the Administration Building.

PRAY  
BY  
LIVING

## DRAFT LAW COLUMN:

Each week The Collegian offers a Draft Law Column to its readers. The column is written by John M. Striker and Andrew O. Shapiro of the Military and Draft Law Institute, New York City. Striker and Shapiro are the authors of a recent draft law guide, "Mastering the Draft: a comprehensive guide for solving draft problems," published by Little, Brown and Company.

This column is offered as general advice; for specific questions on the draft, a draft counselor should be consulted.

Copyright 1970 by John Striker and Andrew Shapiro

To date this column has discussed the I-S(C) deferment. A I-S(C), you recall, is automatically available once to any fulltime college student who, while satisfactorily pursuing his studies, receives an induction order. The new draft regulations announced on September 30 clarify some ambiguities that formerly surrounded the I-S(C). These regulations also create a new legal trap which may catch some unwary students who get a I-S(C) in early 1971.

In order to appreciate the clarification made by the new law, consider the following example. Suppose a student named John Lewis has lottery number 190. He wants to put his year of vulnerability to the draft behind him. Therefore, he decides to gamble on his number. John deliberately remains I-A this fall, instead of taking another II-S upon returning to college.

John loses his gamble. The draft board reaches 190 and issues John an induction order before the end of 1970. Following the procedure previously explained in this column, John will immediately have his induction order cancelled and receive a I-S(C) deferment for the rest of his academic year.

Thereafter, whenever John is reclassified I-A, I-A-O (noncombatant C.O.) or I-O (civilian work C.O.), he will fall back into the lottery pool and become available for induction (or civilian work) according to his lottery number. That number alone is determinative under the new regulations.

Under the old regulations, one misleading provision gave some draft boards the false impression that a registrant in John's position should automatically be drafted as soon as his I-S(C) expired. Fortunately this misleading provision has been eliminated from the new regulations. Therefore, whether or not John will be drafted after his I-S(C) expires depends entirely upon the position his lottery number occupies within the board's lottery pool.

Of course, John may be able to remain out of the pool even after his I-S(C) expires. If he does so beyond his 26th birthday, through a series of deferments, exemptions, and legitimate delays, he will immediately sink toward the bottom of the "order of call" for induction. Once there, he will never be drafted, unless there is a full-scale mobilization.

Under the old regulations John could not have made it over 26 successfully if he had been engaged in some delay that prevented the board from ordering him to report. The old regulations would have extended John's draft liability beyond the end of his delay, regardless of his age. This legal trap has been removed from the new regulations. For John, then, age 26 has regained its allure.

The next example illustrates how the new regulations create a dangerous trap for some students who get classified I-S(C) in the beginning of 1971. Let us assume this time that our student friend, John Lewis, has lottery number 150. After his last II-S expired, John did not get a new one. By September 15, John was on campus but completely vulnerable to the draft as a I-A member of the lottery pool.

As of September 15, John's board had already passed his number (150) and reached 175. Then, the board's lottery pool experiences an influx of I-A registrants who, like John, are completely vulnerable to the draft. Many of these registrants have lottery numbers that are not only below 175 (the highpoint reached by the board on September 15) but also below 150 (John's number). Therefore, in filling draft calls for the rest of 1970, the board will be forced to backtrack from 175 to the lowest available numbers (some of which are even lower than John's).

By December 31, 1970, the board has climbed back up to 140. John (number 150) is not issued an induction order in 1970, although he remains I-A and vulnerable at the end of the year.

Under the new regulations, John will enter a special "Extended Priority Selection Group" at the top of the 1971 lottery pool. John meets the three necessary requirements for membership in the new Group: (1) He was in the lottery pool (i.e., classified I-A, I-A-O or I-O) on December 31, 1970; and (2) His lottery number had been reached or passed at some time during 1970; and (3) He was, nevertheless, not issued an induction order during 1970.

Starting in 1971, John's board will draft only men from the Extended Priority Group. Except for volunteers, the Extended Priority Group will have exclusive top priority within the overall lottery pool. This exclusivity will last only until April 1, 1971. The board will not only resort to the overall lottery pool prior to April 1 if the Extended Priority Group has already been exhausted.

If John's number is not reached within the Extended Priority Group, and he is not ordered to report for induction prior to April 1, then he will immediately sink to a level of reduced priority within the overall 1971 lottery pool. Barring full-scale mobilization, John will never be drafted.

What if John's number is reached, and he is ordered to report prior to April 1? John can still get a I-S(C) at this point; his induction order will be cancelled, and he will be deferred until the end of his academic year.

However, the long-range consequences of John's I-S(C) will be devastating. Under the new regulations, up until age 35 (not 26 as in the preceding example), if John is ever reclassified I-A, I-A-O or I-O, he will instantly reenter the state of Extended Priority. Upon reentry, John will immediately be ordered to report before anyone else in the overall lottery pool (except for volunteers).

Therefore, once any student receives a I-S(C) while he is a member of the Extended Priority Group, he has one task left: remain out of the lottery pool altogether until age 35 (at which time he will qualify for an overage V-A exemption). The student's 26th birthday counts only if he got his I-S(C) in 1970 as in our first example.

# TRAVEL COURSES OFFERED FOR JANUARY

Now well into their second year of education on the 4-1-4 program, students of Saint Mary's College are preparing January term courses. This year students can select courses from over 225 classes offered by other colleges, in addition to those being given by the College. Saint Mary's is a member of the 4-1-4 Conference of colleges using the unique scheduling system. A catalogue listing the other colleges' courses is available from either Brother Cassian's office or from George Hersh's office in Galileo Hall.

The success of the first January term, 1970, is in some danger as George Hersh, director of the Saint Mary's programs explains:

"The excitement in this Program will be destroyed unless students take this opportunity to investigate new areas of study and new ways to study. Constructive student innovation is a prime goal of the whole Program. Some of the excitement in the Program will flow from the opportunity to work in areas never before attempted."

Students in science can now try their hand at the humanities, let us say painting or music, without necessarily being evaluated on a letter grade scale. It will also give students a chance to really specialize in and master a limited area in a field of study. Also truly original research can be a part of this Program."

Unlike the first January program, this coming term should find more definition as faculty and students now have more concrete expectations of the work. As Hersh says, "There will be high levels of expectation in this Program."

To remove students, often less mature students, from the "normal" routine of class work and regular assignments is to run the risk of turning students loose without an educational purpose. Some students reported on a questionnaire concerning the first January term that their classes lacked sufficient direction from the instructor. There has been talk on campus of tightening class structure for the coming term.

## CHICANOS FIGHT

The Chicano students of Saint Mary's College can no longer stand by as their "carnales" in the Salinas Valley struggle for union representation. The chaos that has been created by the Teamsters' Union to draft new members from the Chicano workers has further hampered the work of Cesar Chavez. Chavez recently entered the Valley in an attempt to organize the Mexican-American farm worker and to have them join his union, the United Farm Workers Organizing Committee (UFWOC). He has met with fierce opposition. When the Teamsters' Union heard of Chavez's plan, they strongly made their bid for the yet unsigned field workers. They were well aware of Chavez's success in the Central Valley, and knew that if they were able to sign up most of the Chicanos before Chavez arrived, they would have a union that the workers wanted.

Fortunately, Chavez was able to get the majority of the people to realize that they were being offered a union which would not represent them, but the growers. And that he had to offer them a union which would not only represent them but would also supply them with more benefits and better pay. Since the first confrontation between the unions, there has been much dispute over which union to join. Some field workers have been misled into signing with the Teamsters. Others have been denied jobs because they will not sign with the Teamsters. Still others have been beaten and brutalized for the same reason. Chavez has taken steps to acquire signatures of the growers to signify their acceptance of his people's union. He has organized strikes and rallies periodically on different ranches. This enables his striking force to support themselves economically.

In his latest fight for the workers, Chavez has organized a lettuce boycott, and it is for this reason that the Chicano students of Saint Mary's College have decided to involve themselves. They are in the process of setting up picket lines to boycott at local stores. The Chicanos at Saint Mary's have always involved themselves in programs and activities in which their people's needs have been at stake. This is such an occasion and we therefore fully support the boycott. We also ask that the students of Saint Mary's support us in this boycott and, if possible, join us in picketing those stores and markets selling non-union produce.

QUE VIVA LA CAUSA.

-HECTOR PADILLA

Hector Padilla is a freshman from East Los Angeles and lives in Augustine Hall. Padilla is a member of MECHA.

Independent travel classes seemed to arouse much interest last January. One group of (then) juniors enrolled in Mrs. Susan Tanaka's "Urban Crisis" class, traveling by VW microbus through the South to New Orleans. Group members Gary O'Neill, John McLoughlin, and Mike Malloy presented a photographic essay on their experience at a showing in Dryden Hall.

Despite a misunderstanding with the Texas Rangers, the three managed to return in time for the Spring Semester. Ralph Quezada, then a sophomore, did independent work in Delano's grape fields. "I wanted to go there and see what I would find out," Quezada told a Walnut Creek newspaper. He was especially interested in immigrants who have become migrant farm laborers.

Other California trips included the establishment of a temporary biology field station on the Mendocino Coast. Although motel rooms were available, some students survived the winter rain in tents. Two classes in California "culture" will be offered this coming January by Eastern colleges participating in the 4-1-4 Conference.

"The San Francisco Beat" is prepared by Muskingum College of Ohio, and "Travels With Steinbeck" is offered by the New England College of Henniker, New Hampshire. Both courses will be conducted in California.

Although the January Term Catalogue for Saint Mary's is not yet available, copies will be placed in the Library, in the dorms, and in the Brick Pile once they are printed. According to Mr. Hersh, students interested in travel courses or independent study should notify instructors as soon as possible. Pre-registration for the January term will occur in November.

\*\*\*\*\*

This article was prepared by the staff of The Collegian. We are grateful to Gary O'Neill for permission to reprint his photo, "Corner Market."



## ART DEPARTMENT REFLECTING CHANGING STUDENT ATTITUDE

The emerging Art Department of Saint Mary's reflects the changing Moraga student. Has the once compulsory beer-drinking only been exchanged for dope taking? Probably not. For this writer, contrasting the Saint Mary's man of five years ago with one today, the new man seems more questioning, less bound by tradition, and more anxious to try to find a good, happy life instead of the easiest way to get to the top in business.

Today, more than one student in ten is taking an art lab course. One hundred twenty-five to 150 students are enrolled in such courses as painting, drawing, sculpture, and film. The room in which the art history course is given is usually quite filled.

There are four teachers in the art department. Three of them are teaching technique and are artists in their own right. Roy Schmaltz is head of the department. He teaches Painting and Human Figure Drawing, the latter a particularly fantastic learning experience. One discovers the human figure through one minute gesture drawings, contour drawings, as well as through longer, more intense poses. Roy is trying to show you how to see.

Walt McCallum is the film teacher. He is concerned with seeing things too. He believes that just as a drawing is an interpretation of a gesture, so is one's use of the camera. A film should not be cold, but evoke a response. One must remember in making a film that there are other senses besides vision. To make a flower alive on film, one must remember that one can smell a flower, feel it, touch it, and even taste it. Walt's object is "to get the subject, the camera, the eye and the filmmaker to come together as one thing." Ray Martineau is new here and is teaching the sculpture class. His students are creating figures in plaster, wood and clay. The three teachers mentioned have their works on display in the College Gallery for those who are interested to see what they're up to.

Dr. Neumeyer teaches the art history courses and is an outstanding authority on modern art history, as one can tell from his book, "The Search for Meaning in Modern Art."

His course is a worthwhile one for anyone who would claim to be an educated person.

Thus, one can see the Art Department comprises not only teachers, but artists and scholars, the creative teachers the Saint Mary's student needs most.

The Art Department is growing, from 13 majors last year to 30 this year. It needs room to expand. There are many new aspects of arts that students would like to explore. One student talks of building a kiln, another of finding room for and the equipment for welding. The Department is still small, but hopefully, the students who are making this an exciting department can see it grow into one of the most creative art departments of any college. A department that will be equipped to work with various media but still loose enough, as it is now, to allow for individual talent.

-PHOEBE LEIGH

\*\*\*\*\*

Phoebe Leigh is a Collegian staff writer who transferred to Saint Mary's from Holy Names College. A junior day student, Phoebe lives in Walnut Creek.

GRAND LAKE TRAVEL  
and DENNIS WOOD  
Bring You "Flights Home"  
And Other Places

INTERSTATE • NATIONAL • INTERNATIONAL  
Fly P.S.A. or your choice  
Contact • Dennis Wood DLS.314