Philosophers Convene at Edgecliff; 'Church Authority' the Issue

Edgecliff will be the scene of the regional meeting of the American Catholic Philosophical Association Mar. 24, announced Mr. Donald Hogan, newly elected chairman of the East Central Region.

The conference, which will be open to the public, will be highlighted by a panel discussion on the highly controversial issue, "Philosophy and the Magisterium."

"In view of the crisis in ecclesiastical authority today, and the current unrest in most forward-thinking philosophic circles, the issue seems a most apt and timely one," commented Mr. Joseph Magni of OLC's philosophy department.

In this Issue...

- How does the OLC woman feel about the issues that rock the "college generation"? See page 4.
- So you want a chance to push for George Wallace in '68? The Edgecliff will give you space. See editorial, page 2.
- Time is hard to find in the U.S. See other impressions of the Colombian students on page 3.

Library Finds Secret For Instant Expansion

OLC's library facilities have again been extended; they now encompass the entire Xavier University complex, as well.

In a meeting between the head librarians of the two institutions, Sister Mary Roderic, R.S.M., and Mr. Albert Worst, it was agreed that reciprocal privileges will be extended by XU's McDonald Library and Edgecliff's Brennan Memorial Library.

This exchange of privileges will begin in February. All that is required on the student's part is the presentation of her college I.D. card.

Each institution will retain its own rules, which are fairly similar, Sister Roderic pointed out. At Xavier, books are loaned for two weeks with the option of renewal. Magazines may not be taken out.

Of course OLCers must pay for their new privileges by what one student has described as, "the toleration of a few more scholarly Muskies on campus." She went on to point out, "Brennan may never be the same."

For those who wish to use their newly gained privileges, McDonald's hours are Monday through Friday, 8 a.m. - 10 p.m.; Saturday, 8 a.m. - 5 p.m.; Sunday, 1-5 p.m.

Tragedies on Campus!

A Streeter Named Desire, a drama by Tennessee Williams, is the present offering of the Edgecliff Theatre. Ending Feb. 4, it will be followed by an adaptation of Shakespeare's Hamlet, running from Feb. 22 to Mar. 10.

According to Mr. Hogan, special emphasis will be placed on questions relative to Church authority, such as the following: What effect will the present rethinking of natural law have on ecclesiastical authority? What is papal primacy and to what extent is the Church an infallible institution? How much of the Bible is truly the revealed word of God?

Other possible topics relative to the Catholic college situation will be: To what extent is the Catholic college a teaching arm of the Catholic Church? And how, precisely, does the Catholic institution differ from a secular institution?

The panelists will be Dr. Paul Sewan and Dr. Laurence Ulrick, both members of the philosophy department at the University of Dayton; the Rev. Ralph J. Bastian, S.J., of the theology department at Xavier University; and the Rev. Frank M. Oppenheim, S.J., a member of the Xavier philosophy department. Mr. Hogan will chair the discussion.

Following the panel discussion, the floor will be open for questions, comments and criticisms from the audience.

As Mr. Hogan states, "The panel discussion should prove most interesting because all the panel members are personally and professionally involved in the topic from different points of view, and I can't envision anything except a frank and lively interchange of ideas."

New Courses Link Departments Together

Innovations in the academic curriculum mark the beginning of the second semester.

In keeping with the emphasis on interdepartmental studies, the Interdisciplinary Senior Seminar (IDSS) has been initiated by Dr. Siegmund A. E. Betz. In the seminar, the participants will explore the relationship between their own disciplines.

The classics department is also involved in interdepartmental studies. A course in Patristic Latin is being offered by Dr. Anne Graumabauer. The selections in Latin from the early Church Fathers will interest both theology and classics students. Latin Literature in Translation will be offered for credit in the classics and English depart-ments by Dr. Mildred Smith.

Physiological Psychology is being taught by Mr. James Ryan and is acceptable for credit in both biology and psychology departments.

Mr. Robert Hiestand will offer Germany in the Twentieth Century in the history department.

In the sociology department, two new courses have been added, Perspectives in Sociology, taught by Mr. James Byrne, will use original source readings, with an emphasis on man in contemporary industrial society. Mrs. Carolyn Jenkins is offering Deviant Groups, a course with special emphasis on the hippie movement.

Dr. Daniel J. Steible is teaching an Introduction to Linguistics. The course treats traditional and modern forms of language. Dr. Steible last summer published Concise Handbook of Linguistics: A Glossary of Terms.

Mr. Donald Polrine, who recently earned an M.A. in theology from Notre Dame University, has joined the theology department. His courses are: God in Belief, which studies modern approaches to God and faith; Theological Morality, which handles the theological implications of natural law on the formation of conscience; and God in Unbelief, which treats of atheism. The theology department plans to add two more faculty to its numbers in the fall.

Dr. Share Heads AAUP

Dr. Charles Share, associate professor of chemistry, has been elected president of the Edgecliff chapter of the American Association of University Professors. One of his main goals this year will be to increase AAUP membership on campus.

This organization, in general, aims at "the betterment of the academic atmosphere on campus," said Dr. Share. "by promoting greater faculty involvement in the academic community."
Grassroots

by B. J. Lyden

It takes a supreme act of heroism to face the "organized life" of college after those three weeks of Christmas vacation. This was, for me at least, a most wonderfully dissipating vacation ever. Ordinarily, my mind is willingly geared to academia. I did find the task of gathering resources for a last dabby week of classes, plus exams, overwhelming.

In all of the excitement of vacation, I was aware that my courses were really getting shortchanged. How much was accomplished in that last week of classes?

But the first semester had other regrettable aspects as well. How many teachers had barely begun to cover the intended material because the semester had been so broken up? One teacher told me, amazed, that of the 34 days of classes he was supposed to have taught this semester according to the catalogue's requirements for a two-hour course, he had only taught for only 21 of them, due to various free days, long vacations, etc. Similar proportions of lost classes occurred in his three-hour courses. Somewhere along the line, one-third of the semester vanished!

Granted, free days and weekends are the spice of life! But I wonder if we wouldn't arrange something so that the "death toll" on the semester is not so heavy. For instance, we could finish the first semester before Christmas by beginning classes a week earlier in the fall and ending them, including exams, a week later before Christmas. (OLC is notorious for its lengthy vacations.) This would ensure continuity of thought in courses and would mean that Christmas vacation would be free from pressures.

And now, as I cheerfully look at the college calendar for next semester, I see the next free day isn't for ten weeks. Maybe first semester was just supposed to get us warmed up for second semester.

Letters to the Editor

OLC Should Be...
To the Editor:

As a result of discussion stimulated by the first Town Hall meeting held Dec. 3 at Edgecliff for the expressed purpose of examining "the goals of a Catholic women's liberal arts college like Edgecliff," we would like to propose the following restatement of what we believe to be some legitimate objectives of an institution such as Edgecliff:

To provide exposure to the doctrine of the Catholic Church by establishing and maintaining an atmosphere of a Christian community in action in its service to the Church, to the social community, and to the individuals in the academic community. Note here that the emphasis is on the college as an educational community in action through service—a college should not degenerate into a degree-granting institution.

Getting back to the fulfillment of Christian women as individuals: This fulfillment is twofold, extending to (a) the classroom, where there should be provision for the stimulation of intellectual development through classes which are challenging on the academic level, and (b) the community, within which there should be provision of ample opportunity for the individuals to assume and develop themselves as persons through social contacts, free dialogue, extra-curriculars, etc.

Ultimately, through the inter-action of the student with the college, there would be an establishment of meaningful interest in mutual development and advancement; both students and faculty would bring to the community a sense of awareness and a desire for mutual service—created largely by communication in free dialogue.

We believe that it is impossible to completely actualize our petenicy as Christian women while still in college; we also believe that it is the duty of an institution such as Edgecliff to maintain an atmosphere which is conducive to the individual's progress toward the previously mentioned actualization. In the final analysis, this will be accomplished through a genuine sense of responsibility on the part of the individual, and not of coercion on the part of any institution; whether it be religious, academic, or otherwise.

Cher Gambetta '69
Peggy Francis '69
Kathy Vanice '69
Judy Lynch '69
Mary Meebus '69

From Mt. Adams
To the Editor:

This letter is to congratulate you on the excellent article about Sister Jane and our Seminar program. The article was clearly and accurately written. We are happy that the Seminars have been of help to the students of OLC. We always enjoy having them with us, either for an evening or for a weekend.

Hugh Pate, C.P.
Communications Center, Mt. Adams

THE EDGECLIFF

January 29, 1968

THE EDGECLIFF was unwittingly prophetic when it headlined a story on Mrs. Jean Robertson's visit to Richard Cardinal Cushing last summer. The headline read: "Cardinal Opens Door to Mrs. Robertson."

The headline proved true in a way which the staff had not expected. Edgecliff's bookstore manager was received into the Church on Dec. 16 by the Cardinal, who opened the door for her through Baptism, Communion and Confirmation.

Are Journalists Prophetic?

Grassroots Politics---Student Style

This year is an election year—the first opportunity for most of us to vote in a presidential contest. But this is still only some ten months in the future. Much closer and much more important are the primaries. This year's primaries will certainly be the focus of discussion, and this year's primaries will be an election year—the first opportunity for most of the candidates of our choice.

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'Admissions Policy Like Similar Colleges'

How do our admission policies compare with other colleges — lower, higher, the same?

I would say that our admission policies are comparable to other liberal arts colleges similar to Edgecliff. We want to accept students who will succeed in college. The "prestige" colleges must turn away many fine students because they simply cannot handle all of the applicants. This does not mean that they necessarily take the highest achievers. Such factors as geographic distribution, balance in departments, and extra-curricular interests are taken into consideration.

A lot is said about new ideas in the realm of curriculum planning, college administration, etc. What kinds of things are being talked about in the area of admission policy?

One area of major concern to private colleges is the future of American private higher education versus public education. The private college has a greater peril AND a greater opportunity than the public college. The peril is chiefly the financial competition with public institutions receiving federal funds. The opportunities are many — in regard to flexibility in curriculum planning, flexibility of hours of control; experimentation with calendar, programming; alliances with other colleges; meaningful religious character; name a few character of the institution must be clearly defined. The Admissions policy of the college should reflect and provide this image or character. The private college must have something unique to offer, to justify its worth.

Colombians Look for 'Time' in U.S.

by Michell Ellenberger

Maybe it's because I speak Spanish fluently that the Colombian students were more than glad to tell me their impressions of the United States and of their American host families. They were all "surprised" at the hospitality and openness of the American people.

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OLC Student Blood Fails to Boil Over ‘Big’ Issues

In view of the image that the American public has of the college generation as intensely involved in social issues — e.g., war and peace, civil rights, international development, etc. — the editorial staff decided to probe into the image that the Edgecliff woman has of herself. Does she feel identified with that “college generation” which is so much in the public eye? The following taped discussion is the result of that probe.

Do you feel that you are sheltered from “the big issues” that most of the big university college generation is so involved in?

Peggy: This is a small Catholic women’s college. It’s not quite the same as if we were faced with the issues. Take the hippie or the drug movement. I just don’t think at a college like ours that drugs is a big problem — diet pills, maybe, but not drugs. Or the war or the draft. I know of all those things, but they just don’t touch me — after all, it’s not as though any of our students were in danger of being drafted.

Carolyn: Maybe it’s just a self-centered attitude we here have here. There is so much emphasis on personal problems on what my crisis is here and now.

Margie: One of the factors could be that on large campuses you’ve got all kinds of people coming and going. Here we’re such a homogenous group. Also, you find yourself getting pulled down into yourself when you’re pressured by taking too many courses.

Maureen: I think it all goes back to the atmosphere. To me a college should be geared to intellectual growth. Here it’s all individual growth, individual effort — not an environment in which it’s easy to grow.

How do you feel personally about the issues?

Carolyn: I’m not really that interested in all the big issues. I know the facts about them and have opinions. But most of my concerns are at a local level. How can I improve the college? There seems to be so much to do here and now.

Cheri: As far as our education goes, our curriculum is about the same as other bigger colleges. It’s the experience that the big university kids have had that makes us so different. They’ve learned more through experience than we have. Most of us here are from the same background — white, Catholic, middle class — and we all accept each other and think that’s great. If we were thrown into a big university, we wouldn’t be able to accept two-thirds of what we saw.

Peggy: We are all so much alike, but yet very individual too. It’s a shame we can’t throw our individual geniuses against one another — no, not so much in big arguments about Vietnam and religion — but something.

Do you think this is a desirable thing, then, that OLC students should be somewhat removed from the issues?

Maureen: I think you have to observe a lot before you can participate. With most of these things, the kids don’t observe enough, and so they rush into it and never really participate because they don’t hold the belief themselves. That’s why with a lot of this picketing, I think it comes from wanting something to believe in so badly and then just following the path of the movement.

Carolyn: I really agree that a lot of this is just grabbing onto something to believe in.

Peggy: I’m a nice, narrow-minded, middle class person. I love it! But if there was something that really moved me, I would make every effort to get there and participate. But so much of this stuff now is just water over the dam.

Supposing you heard on the radio that twenty guys had burned their draft cards at Michigan State. How would you react — anger, admiration?

Cheri: Well, I’d want to know why.

Peggy: Yeah, you’d want to know all kinds of things about the people themselves, the people as they’re doing the act, the act itself. Just judging the act, I’d say that’s a pretty spineless thing to do.

You know that if you expressed some of your views at a big university, there would no doubt be someone there to refute what you were saying by highly reasoned arguments.

Peggy: Yeah. It seems like so often when I’m discussing with my big university friends, I’m forced into these “baby arguments.” Like I know something about the reasons for birth control and abortion being wrong — but in the last analysis, in an argument, all I can say is, “I know it’s wrong because I believe it’s wrong.” I think there’s something inherent in being raised in a Catholic educational setting that makes you very docile, willing to accept everything on faith — even chemistry?

Maureen: That’s where our faculty comes in. They should be guides, not just teachers. They should help us grow ourselves, but not grow us. So that we are never allowed to get away with a “baby argument” again.

To the news media, the young radicals are our spokesmen. The public judges the college generation by them. Do you see any need to make your “middle-of-the-road” position felt, just as the extremists are making theirs felt?

Maureen: I really don’t think this stereotyped image can be counteracted. It’s like the attitude towards teenagers; they’re judged by the juvenile delinquents. The non-extremists just don’t get noticed.

Carolyn: We just have to develop some new “middle-of-the-road” tactics to spread our views. We’re just not the type who would picket for “middle-of-the-road” beliefs.

Peggy: I can influence the kids I know at home by what I know. Like a lot of my friends smoke pot, LSD, and all that garbage. I simply gave them a magazine article I found on it to show them how harmful it was. For a couple of them, it really cured them.