



W. Coast Faculty Pledge To Anti-War Students

West coast faculty members have pledged to support students who refuse to fight in Vietnam and credited student protests with inspiring their pledge.

The statement was signed by over seven hundred faculty members, staff and clergy of various west coast campuses, including over two hundred from UC Berkeley.

Herbert Williams, professor of anthropology at San Francisco State, described it as "not a group resolution, but an expression of hundreds of individual commitments."

The non-organizational character of the declaration was emphasized again by David Krech, professor of psychology at UCB. "We are a collection of people who have individually urged upon you a grave and potentially dangerous course of action," he said.

Gerald Berreman, professor of anthropology at Berkeley, said students have come to him and other faculty members asking what they could do to oppose the war.

"It is important to note that these students do not come occasionally or without emotion. They come daily and in anguish," he said.

Berreman described the declaration as "an attempt to share the consequences of that anguish — which we feel also."

"It is useless to stand by lecturing on navigation while the ship sinks," he maintained.

Williams said faculty anti-war and anti-draft sentiment at San Francisco State had been largely inspired by student protests.

In particular, he asserted that recent formal and informal faculty resolutions urging the college administration to withhold grades from draft boards were brought about largely by the campus students.

Bailey Named Educ. Director

Dr. Kenneth P. Bailey, principal of Pacific High School in San Bernardino, has been appointed director of teacher education and senior lecturer in history and education at UCI.

UCI Chancellor Daniel G. Aldrich, Jr., said the appointment would become effective July 1.

Dr. Bailey has been a member of the California State Curriculum Commission since 1955 and has taught education at UC Riverside and the University of Redlands.

Dr. Bailey was formerly district superintendent and president of Oceanside-Carlsbad Junior College, and dean of students and professor of history at Humboldt State College. He also was the first person to receive the Ph.D. degree from UCLA. He received the degree in United States history in 1938.

Dr. Bailey has published a number of books and articles in history and received the American Historical Association Award for the outstanding history book published in 1939 by a Pacific Coast author.

dents for a Democratic Society (SDS)."

George Leppert, professor of mechanical engineering at Stanford, argued that it would be hypocrisy to oppose the war and support the draft.

He said he has opposed the war for over two years, but had always stopped short of asking himself, "What would you do if you were drafted to fight this war?"

Describing himself as a "pretty straight-arrow type" despite his political activities (he once ran for Congress), he said "the only conclusion I could reach was that I would refuse to serve. Therefore, I feel an obligation to help young men who have reached the same conclusion."

Merrill Rodin, professor of philosophy at St. Mary's College in Moraga, said the declaration—while in no way reflecting an official stand by St. Mary's College or its faculty — had been signed by 25 to 30 percent of the faculty members there.

He said he was moved by the "tremendously courageous" students who have publicly refused to fight in Vietnam. He viewed his signing of the declaration as an offer of aid to such students rather than an action in itself.

"To me, this declaration is not an answer to anything," he said. "Rather, it is a question to those who refuse to fight — what can I do to help you?"

Berreman said he hoped support for dissenters would grow "as the insanity and corruption of our present policy is recognized by more and more people."

He compared the situation to the position of the French intellectuals who opposed the war in Algeria, pointing out that their initial outspoken support eventually became the will of the majority.

"We are not alone," he said.

Kerr Notes Changes In University Student

Former president of the University of California Clark Kerr recently stated his views on the role and function of the University.

Kerr's comments appeared in an NET (National Educational Television) Journal article on "University Power" at Harvard University.

Two general changes have taken place in the university student, stated Kerr. A student is more

Sculptures Sweep Student Art Show

Award winners have been announced for the First Annual Student Art Show, sponsored by the ASUCI and the Gallery Associates.

The Chancellor's Purchase Award went to Bob Wilhite for *Blue Uit*, a clear, blue plexiglass sculpture. *Zip* by Teresa A. Waters, a black painted plywood sculpture, won the Judges' First Selection.

Bisect, a black painted plywood sculpture by Patricia Foschi was given the Judges' Second Selection. The Judges' Third Selection was *Multiplication*, a wooden sculpture by Carolyn Rischard. Ann McNaughton's acrylic on canvas painting, *Negrito*, won the Judges' Fourth Selection.

Honorable mentions went to *Untitled — Balsawood Box* by Brian Hawkins; *Tryptic* by Mary Jane Jordan, vinyl and acrylic on canvas; and *Untitled* by Patricia Montooth, a wood, masonite and enamel sculpture.

The \$25 cash awards were donated by the Gallery Associates to be used by the recipients for the purchase of any book they desire.

Judging the event were: Dr. Shirley Hopps, art historian at the University of California at Riverside; Irving Blum, director of the Ferus Gallery in Los Angeles; and Tony DeLap and David Gray, artists and members of the UCI Art Department.

The show opened May 29 and will continue through June 11. All works on exhibition are for sale unless otherwise stated by the Gallery Associates.

CFS Mobilizes; Vs Anti-Commie Senate Bill

The California Federation of Students is presently mobilizing against Senate Bill 734, which concerns Communist speakers on California campuses.

The bill, as introduced by Senator Whetmore (R) from Orange County, would prevent speakers on school premises from advocating or teaching Communism with the intent to indoctrinate students.

The bill's effect would extend from the public school system through the junior colleges, state colleges and the University of California.

It passed in the State Senate with a vote of 23-10 and is currently under consideration by the State Assembly Committee on Education.

The CFS movements includes plans for the UC and state college student body presidents to testify before the Assembly Committee on Education.

Contribution or requests for further information on this CFS stand may be addressed to Mr. Larry Davis, California Federation of Students, 804 N. St., Sacramento, Calif. 95814.

Narcs Hit Colleges

Over 20 people were arrested last week by 65 policemen in a wide-spread narcotics roundup which included college campus dormitories.

Three students from a UC San Diego campus and one student from a San Diego State dorm were included in the arrests.

Several teams of officers continued serving warrants obtained from secret grand jury indictments, stated Police Lt. Hugh French.

French would not reveal the total number of warrants issued.

Arrests were made in Escondido, Claremont, La Jolla, Ocean Beach and East San Diego, said the officer.

ANNOUNCEMENTS

Rules and Regulations Hearing

Hearings for the Rules and Regulations committee will be held Monday and Friday, June 2 and 5, between 10-12 and 1-3. The meetings will be held in the third floor of the Commons.

This student-faculty committee is revising and making additions to University-wide policies, on rules which will pertain to Irvine. Students are urged to attend these meetings and voice their opinions on the policies which will apply to them.

Pepsters Chosen

Pepsters for the forthcoming school year have been selected by a student-faculty committee.

Five song leaders and five yell leaders were appointed on the basis of coordination, appearance, pep and enthusiasm.

Head yell leader for 1967-68 will be newly elected Senator-at-Large Dave Ault. Working with him will be Andrea Anderson, Carlotta Brandt, Leslie Cooper and Joanne Jorgensen.

Heading the song leaders will be Paula Watson. Additional songsters are Donna Richardson, Angela Loh, Carol Seidlitz and Ellen Payan.

Review Requests Available

"Request for Constitutional Review" and "Request for Honor Council Review" forms are available to students and faculty at both student government and Activities Offices. Completed forms should be turned in to Christy Shack, activities secretary, on the third floor of the Commons.

Educator to Speak

Educator Lois V. Hamer will lecture June 1 at 7:30 p.m. in the student lounge. Presented by the UCI Democrats, Miss Hamer will speak on "The Road to Negotiations in Southeast Asia."

Yearbooks

Yearbooks for the 1966-67 school year will arrive Wednesday, June 7. Students may pick them up Wednesday through Monday, in the UC Eye office, third floor Commons. Students MUST bring receipts.

Senate Endorses Bell Petition

Monday night the ASUCI Senate reviewed and accepted the petition requesting the reinstatement of Inge Bell, professor of Sociology. The Senate felt that the petition had received sufficient student and faculty support to warrant their endorsement.

The petition, with Senate approval, will now be sent to Chancellor Daniel Aldrich, Vice Chancellor Donald Walker, and James March, Dean of Social Sciences, as well as other faculty members. It is being sent within the Senate minutes, which go weekly to all the above named men.

serious about academic work and less a "rah-rah college" type, and he tends to be more of a non-conformist.

Kerr labeled four types of non-conformists. The "Bohemian" type is filled with love and joy of life; the political "Activists" tend toward the extreme left; "Students" do constructive work and activities; and "alienated people" pull out from society and draw within themselves.

The Professor stated his alarm at the increased number of students who seem alienated from society.

The student, however, has become a much more significant person, according to Kerr. By questioning the kind of education he is getting, he affects the professors and the curriculum. He is looking for a broader orientation toward his world on campus for reform in society.

Stated Dr. Kerr, "When a student goes to a college, he is an apprentice. The faculty should have control over the curriculum. Students should not take over this aspect."

He felt that a committee of students advising the curriculum of each department would be an advantageous action, but also believed that students should not control it.

Dr. Kerr, who will rejoin the faculty at Berkeley in the fall, also discussed morality. Students, he said, have a "laissez-faire" attitude about morality. "The students feel that as long as they don't hurt anyone, it's okay."

"Students charge society with being immoral and believe it," he continued, "and society charges the students with being immoral and they believe it. This is a basic paradox."

They seem to be very perceptive about morality because they spend a lot more time thinking about it. "This morality creeps into the classroom, and professors should be concerned with moral issues and not just facts," commented Kerr.

When asked if there was a trend toward anti-intellectualism in California as well as in the rest of the country, Kerr said, "There are more doubts about the intellectual than we've had recently. There is a wave of anti-intellectualism and it is more dangerous than ever before. However, I don't believe it is going to be a permanent thing."

Anthill

Opinions

All opinions expressed on pages two and three belong to the individual writers unless otherwise indicated.

L'Anteater Francais

Tradition & Progress

by ANDRE FABRE

Renan, le grand historien, a écrit: "Tous les siècles d'une nation sont les feuillets d'un même livre. Les vrais hommes de progrès sont ceux qui ont pour point de départ un respect profond du passé. Tout ce que nous faisons, tout ce que nous sommes est l'aboutissement d'un travail séculaire."

Pour comprendre la pensée de Renan, il faut se placer sur le plan collectif. Le progrès est synonyme de groupe, de communauté d'intérêts, de nation. L'individu doit participer au travail d'un groupe. Les grands indépendants, les utopistes, les idéalistes, les libéraux qui, au nom du progrès veulent aller de l'avant, méprisent le passé, et ne construisent que des châteaux de sable. En effet non seulement une solidarité entre êtres humains est nécessaire pour mener à bien toute entreprise artistique, intellectuelle, scientifique ou industrielle, mais aussi une solidarité entre les siècles est indispensable. Les Beaux-Arts donnent un exemple de cette harmonie entre les siècles avec le mélange de l'art roman et de l'art ogival dans l'architecture de Chartres. En littérature nous savons combien les oeuvres de Shakespeare, Racine et de nombreux auteurs sont inspirées des Grecs et des Latins. L'influence du latin dans la langue américaine est un des meilleurs exemples de l'utilisation, de l'apport de tout un vocabulaire nouveau. En matière politique, la Constitution est toujours respectée, et après deux révolutions industrielles, les institutions sont transmises fidèlement. Nous pouvons donc voir l'appui que les générations trouvent dans les traditions millénaires.

Cependant les esprits aiment secouer le joug de l'habitude et de la routine. Au nom de l'art gothique bien des églises romanes furent démolies. Quel moyen brutal d'effacer un riche passé. Chaque siècle apporte de grands écrivains et de grands poètes, de grands musiciens et de grands peintres, de grands savants et de grands ingénieurs. Chaque gouvernement a ses critiques qui deviennent les gouvernants de demain. Et le monde continue de tourner en rond autour du soleil sans paraître gêné par tout ce remue-ménage.

Il ne faut pas s'enfermer dans son passé ni se jeter dans l'avenir sans réfléchir. La solidarité entre les êtres humains, le respect d'un passé instructif et l'esprit de coopération sont les piliers de notre civilisation.

Renan, el famoso historiador, escribió: "Tolos los siglos de una nacion son las hojas de un mismo libro. Los hombres verdaderos del progreso son los que tienen como punto de partida un respeto profundo del pasado. Todo lo que hacemos, todo lo que somos es el resultado de un trabajo secular." Para entender el pensamiento de Renan hay que situarse en el plano colectivo. El progreso es sinonimo de grupo, de intereses comunes, de nacion. El individuo debe participar del trabajo de un grupo.

Los famosos independientes, los utopistas, los idealistas, los liberales quienes, en nombre del progreso, quieren ir adelante, desprecian el pasado, y solo construyen castillos de arena. En efecto no solo una solidaridad entre seres humanos es necesaria para llevar a bien toda empresa artística, intelectual, científica o industrial sino tambien una solidaridad por las siglos es indispensable. Las Bellas Artes dan un ejemplo de esta armonía entre los siglos con la mezcla del arte románico y del arte ogival en la arquitectura de Chartres. En literatura sabemos cuánto las obras de Shakespeare, Racine y de otros numerosos autores, son inspiradas de los Griegos y los Latinos. La influencia del latín en la lengua americana es uno de los mejores ejemplos de la utilización, de la aportación de todo un nuevo vocabulario. En motivos políticos la Constitución siempre es respetada y después de dos revoluciones industriales las instituciones son transmitidas con fidelidad. Podemos notar pues el apoyo que las generaciones encuentran en las tradiciones milenarias.

Sin embargo les gusta a los espíritus sacudir el yugo de la costumbre y de la rutina. En nombre del arte gotico muchas iglesias románicas se echaron abajo. Que manera brutal de borrar un rico pasado. Cada siglo trae famosos autores y poetas, famosos músicos y pintores, famosos científicos e ingenieros. Cada gobierno tiene sus críticos que se hacen los gobernantes de mañana. Y el mundo sigue girando alrededor del sol sin parecer molestado por todo aquel transtorno.

No tenemos que cerrarnos en nuestro pasado ni echarnos en el porvenir sin reflexionar. La solidaridad entre los seres humanos, el respeto de un pasado instructivo y el espíritu de cooperación son los pilares de nuestra civilización.

UCI Should Initiate Seminars

by RICHARD BARRUTIA

Assistant Professor of Spanish

As we all become more concerned with the so-called communications gap and a threatening dehumanization of education, we can well afford to consider at least the implementation of the program outlined below which is entirely feasible with the size faculty, student body, and physical plant already extant at UCI.

How do you react to the following roughly sketched-out plan?

One faculty member at a time could hold forth on any topic (or lack of one) of his own choice every evening or every other evening from, say, 7 to 10 p.m. in the large upstairs lounge of the Commons. He could discuss a specific subject, give a lecture, answer questions, or simply be there to allow the students to try to find out what makes him tick. The unstructured nature of these meetings would, I think, render a variety of beneficial results:

1. Allow the students to get acquainted with faculty members they might never meet in class and become better acquainted with those they do.
2. Allow the faculty to find special talent for this activity among present membership. Then, if a core of specialists seems desired, we would have some feedback on those who are most successful in this unique task.
3. Allow the junior faculty members to try their hand at inspiring students on a level comparable to their senior colleagues. That is, each discussion leader could extend himself in ways not allowable in an undergraduate class due to commitments to course material and limits on time.
4. Allow the wherewithal to accomplish broad humanistic aims such as simply discussing a good new book or more specific aims that might never come up in class.
5. Allow the students to just drop in

on a discussion with the knowledge that there is always one going on and that it will continue even though only one student shows up.

By the last benefit, I mean that the students' participation should also be completely unstructured, that is, there should be no requirement that any given number of students be present in order to continue the activity. Further, it should not be required that the student prepare for any talk, sign up, or even stay if what is going on doesn't grab him. On one night there may be more than one student and one faculty member, and on the next night a faculty member with a great number of students, plus many interested professors in the group. The latter situation might easily come about by a pre-announced topic or a performance with a developed following. Announcements could be prominently posted with information about each night's discussion leader (as a person) and what he may be concerned with in the event he hasn't announced a specific topic.

It is my feeling that if ALL the faculty the willing to try this plan perhaps on a regularly rotating alphabetical basis, it would not make an excessive demand on the time of any one of us. Where the students are concerned, the major question is do you want to bother with it at all, and would you get involved if we started such an activity?

Could I hear from faculty and students alike? Reproduce the following and circle your choice. Send me the slip of paper by campus mail (HSS 273). Students may leave campus mail in any department office, no stamps necessary.

I am interested in such a plan and would participate occasionally.
The communication gap is a myth and I'm busy enough now — forget it.

Additionally, I suggest

Is Martin Shapiro An Intellectual Zero?

by RICHARD DICARLO

Spokesman, Radical Middle of the Road

Now that we have new ASUCI officers, we find, especially from their platforms, that they are pretty hard up for something to do in the coming year. In order to give our sandbox Senate some meaning, the radical middle of the road wishes to make these useful suggestions.

First, in order to make our sandbox Senate more efficient, we suggest they appropriate funds for some shovels.

Second, funds must be appropriated to cut windows in every classroom, even if some of them have to look out on the hallways.

Third, we will have to raise the activities fee. This will provide funds for more Freak-outs, Farquar balls, and other Friday night activities designed to make those who work on weekends drool.

Fourth, a resolution calling for the abolition of the Academic Senate. The ASUCI Senate can perform all of their functions just as well without increasing the cost in shovels.

The ASUCI Senate could then establish its own pass-fail system. Under this system, the student would not have to declare pass-fail option until he has seen his final grade in the class. This seems to be as reasonable as saying that a "D" is not a passing grade under the present system.

Finally, we must institute a system where Professors would receive a grade at the end of the quarter in every class that they teach. This way, the students would have a better basis for choosing the faculty members.

There have been many suggestions as to the best way to do this. As usual, the position of the radical middle of the road has not been adequately represented. We will now proceed to rectify this fortunate situation.

We feel that all teachers who come to class late, are ill-prepared, or babble meaninglessly should be given an F for the day. This will increase the present teacher work

load, however, we feel that any teacher who doesn't devote at least 12 hours a day to preparing his lectures should get a job in industry.

All teachers who come to UCI from another institution should be required to have at least a C rating from their students (B+ from a JC). All present teachers should be put on probation until a student rating from UCI students can be obtained.

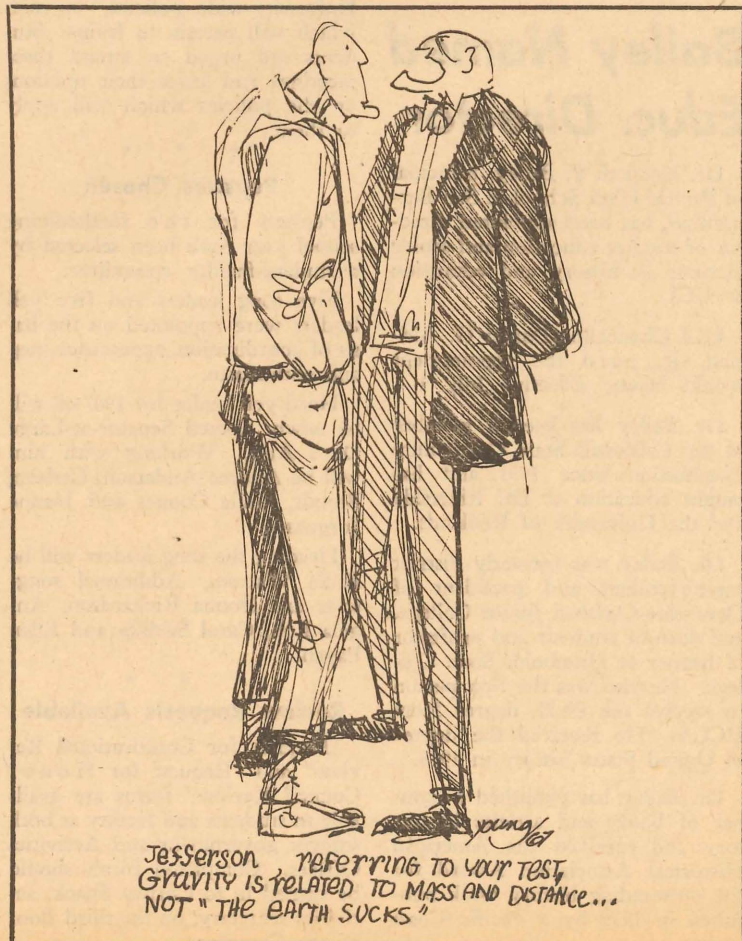
Intellectual zeros on the faculty should join the army, become shoe clerks, get married, or follow other such high pursuits.

And now a word of advice to the students. Work hard! You have been told this for ever since you can remember, yet the basic truth behind this statement is still

there.

In junior high school you were told to work hard so you could take college preparatory classes in high school. In high school it was "work hard so you can get into college." Here you are, but the advice is still valid. You must work hard to get a degree, then a job, then promotions. You must work hard, for it is only by working hard that you will be able to live a life of comfort, security, and quiet desperation.

You had better get used to the idea of working hard because it will be that way as long as you live... perhaps afterwards. I can just see Saint Peter saying, "Your record hasn't been too good so we'll send you to Purgatory. But if you work hard..."



Blatant Bits of Non-Think Constitute Wilson Lecture

by DANIEL C. DENNETT
Assistant Professor of Philosophy

The philosopher of the future, Colin Wilson announced in Commons recently, will achieve "peak experiences" by learning to contract and expand his "mental muscle — a technique Wilson claims to have mastered. By alternating between tensing the mental muscle and letting it go all soft and "woozy," one achieves an alternating "laser-beam" and wide-angle consciousness which saves one from going mad while engaged in the perilous business of deep thinking.

This, the climax of Wilson's talk, was preceded by a parade of inflated half-truths, ludicrous citations of literary authority, pedestrian metaphors, logical solecisms, and those characteristically earnest banalities that have earned Colin Wilson his position as the Pat Boone of the intellectual world. What is incredible is that anyone could read so many books on his own without discovering the inanity of his own thought. That it could be done is a strong argument for formal education.

"As early as 1913," Wilson informed the audience, Julian Huxley pointed out that there is a large gap between inanimate and animate matter and a larger one between living creatures and conscious man. As early as that! The great British philosopher has overlooked Plato and just about everybody since him who has taken note of this commonplace — a commonplace now known to be more wrong than right.

Wilson cited, with equal approval, two contradictory views about the mental imagery of monkeys — one the view of Grey Walter, who is a great neurologist, but no authority on monkeys' mental images (not being a monkey). It would be hard to find a worse passage in all of Walter's writing than the one cited by Wilson, and such unfortunate citations are commonplace with Wilson. Poor G. K. Chesterton was enlisted to make the earth-shattering point that when someone passes the salt and we say thank you, we don't mean it. Holy Ned, what a revelation!

Perhaps Wilson's most blatant bits of non-think were his tautological remarks about "the dominant five percent" that, *mirabile dictu*, somehow manage to work their way into positions of dominance! Wilson also bestowed upon his audience such gems of original thought as that war and criminality are the result of overcrowding, that man is an evolutionary creature, and that it is only in the last 200 years that autonomous, truly creative men have existed (Take that, Newton, Dante, Aristotle, etc.) A new type of man is evolving (by natural selection, Mr. Wilson?) who will be able, by "peak experiences," to surpass the thinkers of previous ages.

As Wilson so clearly demonstrated, this kind of thinking off, like the physical activity it models, produces no offspring.

Letters To The Editor

An Open Letter of Student Demands to the
Social Science Division of UCI

To state the obvious, professors are a vital influence on the lives of students. Therefore, it should come as no surprise to the Social Science Division at UCI that large numbers of students are thoroughly dissatisfied with the firing of Dr. Inge Bell and the painful lack of any actual student power in a decision of this sort. Some professors in the Social Science Division have stated that any evaluation of a teacher would be incomplete unless it included student reactions to that teacher and his teaching abilities. **Here** are reactions. We hope that the department will listen.

To this date, 400 students have signed a petition urging renewal of Dr. Bell's contract and many more are in sympathy. This letter is one result of a meeting of those interested students. Thus, representing a formidable portion of student will, and standing on the premise that student reactions are sorely needed in any teacher evaluation and firing decision, we make the following demands:

1) A promissory note offering Dr. Inge Bell a renewal of contract for 1968-69 be promulgated.

2) In 1967, negotiations must open directed towards actual student power in the evaluation and firing of teachers. This committee could consist of five students elected by all Social Science majors, and five faculty members elected by all Social Science faculty.

This letter is a fair interpretation of student will. It is now up to the Social Science Division to make its decision, and this decision will be made known to the students.

Students for Dr. Bell

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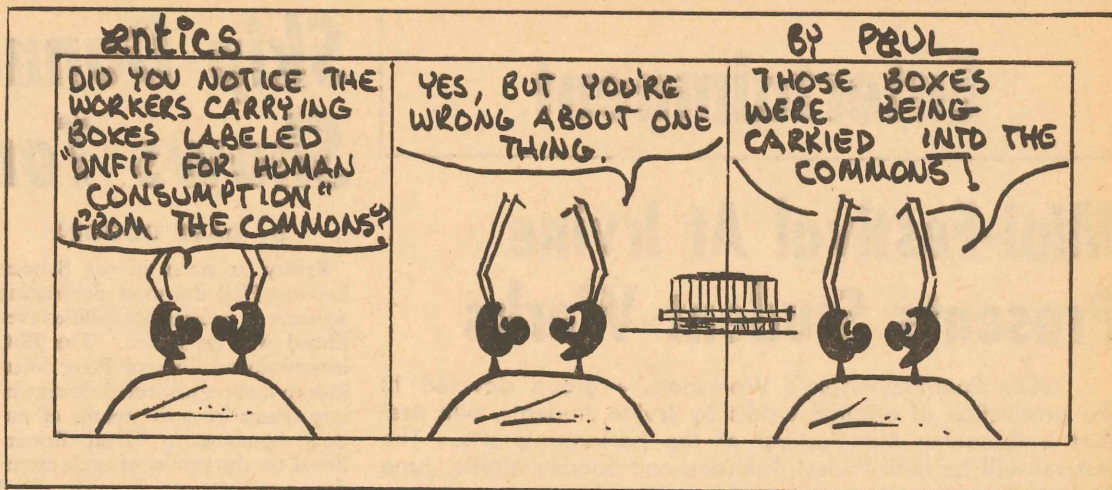
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Unclassified Ads

For Sale: Air-conditioned, 1963 VW bug. Sunroof, FM radio, \$1200. 675-3334 weekends.

Off campus girl dorm: Reserve for fall quarter. Live on beautiful Balboa Island; room and board, home cooked meals. Recreation room with color television; telephone. Transportation included. \$110/month. 127 Agate, Balboa Island. 675-3613.

Men - Women: Yoga will help you relax tensions and cope more effectively. Class or private lessons. KI 8-184.



Paul Baran

Commitment Of The Intellectual

The following excerpt is from an essay by the late Stanford social scientist Paul Baran. Due to space limitations, the whole essay on the commitment of the intellectual could not be reproduced. Copies of the complete essay, which do must greater justice to the ideas of Paul Baran, will be available in the bookstore before the end of the academic year.

In the introductory portion of the essay, which is only partially reprinted here, Paul Baran makes a distinction between two types of workers who make their livings essentially from the use of their minds. One is the white collar professional or intellect worker whose main commitment is to success in his own compartment of our present economic system; the other is the intellectual. The unquestioning role of the intellect worker can be a dangerous one, the author believes, and the body of his essay pertains to the distinctions he makes between the intellectual and the intellect worker — Editorial Director

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The purpose of the intellect worker's work and thought is the particular job in hand. It is the rationalization, mastery, and manipulation of whatever branch of reality he is immediately concerned with. In this regard he differs little, if at all, from the manual worker who molds metal sheets, assembles parts of an engine, or lays bricks in constructing a wall. Putting it in negative terms, the intellect worker as such is not addressing himself to the meaning of his work, its significance, its place within the entire framework of social activity . . . Under capitalism the whole confronts the individual as an overpowering objectified process irrationally propelled by obscure forces which he is incapable of comprehending, let alone of influencing . . .

What marks the intellectual and distinguishes him from the intellect workers and indeed from all others is that his concern with the entire historical process is not a tangential interest but permeates his thought and significantly affects his work. To be sure, this does not imply that the intellectual in his daily activity is engaged in the study of all historical development. This would be a manifest impossibility. But what it does mean is that the intellectual is systematically seeking to relate whatever specific area he may be working in to other aspects of human existence. Indeed, it is precisely this effort to interconnect things which, to intellect workers operating within the framework of capitalist institutions . . . and culture, necessarily appear to lie in strictly separate compartments of society's knowledge and society's labor . . . In fact, the de-fetishization of "values," "ethical judgments," and the like, the identification of the social, economic, psychic causes of their emergence, change, and disappearance, as well as the uncovering of the specific interests which they serve at any particular time, represent the greatest single contribution that an intellectual can make to the cause of human advancement.

And this raises a further issue. Interpreting their function as the application of the most efficient means to the attainment of some stipulated ends, the intellect workers take an agnostic view of the ends themselves . . . It should be perfectly clear that such abdication amounts in practice to the endorsement of the status quo, to lending a helping hand to those who are seeking to obstruct any change of the existing order of things in favor of a better one . . . The intellect work-

ers withdrawal from seeking influence . . . is far from leaving a vacuum in the area of "value" formation. It merely abandons this vital field to charlatans, crooks, and others whose intentions and designs are everything but humanitarian.

It may be well to mention one further argument which is advanced by some of the most consistent "ethical neutralists." They observe, sometimes haltingly and blushing, that after all it is by no means establishable on grounds of evidence and logic that there is any virtue in being humanitarian . . . The best answer that I could think of them is still the best answer I can think of now: a meaningful discussion of human affairs can only be conducted with humans; one wastes one's time talking to beasts about matters related to people.

This is the issue on which the intellectual cannot compromise. Disagreements, arguments, and bitter struggles are unavoidable, and, indeed, indispensable to ascertain the nature, and the means to the realization, of conditions necessary for the health, development, and happiness of men. But the adherence to humanism, the insistence on the principle that the quest for human advancement requires no scientific or logical justification, constitutes what might be called the axiomatic foundation of all meaningful intellectual effort, an axiomatic foundation without the acceptance of which an individual can neither consider himself nor be thought of as an intellectual.

Although the writings of C. P. Snow leave no doubt that he would unreservedly accept this point of departure, it would seem that he believed the commitment of the intellectual to be essentially reducible to the obligation to speak the truth . . . And yet, while this injunction goes a long way towards formulating the basic commitment of the intellectual, it falls short of taking care of the entire problem. For the problem is not merely whether truth is being told but also what constitutes truth in any given case as well as about what it is being told and about what it is being withheld . . . For a true statement about a social fact can (and most likely will) turn into a lie if the fact referred to is torn out of the social whole of which it forms an integral part, if the fact is isolated from the historical process in which it is imbedded.

Thus, in this domain what constitutes truth is frequently (and can be safely) sought and said about things that do not matter, with the insistence on the pursuit and pronouncement of that kind of truth becoming a powerful ideological weapon of the defenders of the status quo. On the other hand, telling the truth about what does matter, seeking the truth about the whole, and uncovering the social and historical causes and interconnections of the different parts of the whole is decried as unscientific and speculative and is punished by professional discrimination, social ostracism, and outright intimidation.

The desire to tell the truth is therefore only one condition for being an intellectual. The other is courage, readiness to carry on rational inquiry to whatever it may lead, to undertake "ruthless criticism of everything that exists, ruthless in the sense that the criticism will not shrink either from its own conclusions or from conflict with the powers that be." (Marx) An intellectual is thus in essence a social critic, a person whose concern is to identify, to analyze, and in this way to help overcome the obstacles barring the way to the attainment of a better, more humane, and more rational social order . . .

Entertainment

Mini-Festival At Irvine Presents Student Works

UCI's Poet-Playwright's Workshop, a group devoted to the production of original works by Irvine students, will present a three-day Mini-Festival of the performing arts. The festival will be held Friday, Saturday and Sunday nights, June 2, 3, and 4.

"I feel performance is probably the most important part of works of this nature," said Dan Stein, coordinator of the Poet-Playwright's workshop.

Opening night of the Mini-Festival will feature **Neither Grass Nor Hay**, a one-act play by Betty Tessman, a professional actress who came to UCI this year to continue her study in drama. The play deals with the heartbreak involved in a parent's attempt to induce a private mental institution to care for her retarded child.

Neither Grass Nor Hay is directed by Clayton Garrison, dean of Fine Arts at UCI. The cast is made up of members of Garrison's advanced acting class.

Six UCI poets from the Writing Center will complete the evening's entertainment. The poet's will read their own works.

Saturday night's performance will offer a full-length, three-act play, **Pickle Relish** by Dan Stein. The play concerns itself with life in the wilder set of the "silent generation of the fifties."

"I find it ironic now," Stein commented, "the actions of the play's characters were once considered pretty far-out, but they pale when compared to the antics of those of today's generation who go all out for drugs."

Stein is an instructor in the UCI drama department and formerly studied at Yale Drama School.

'Musgrave's' Acting Excellent, Drama Itself Lacks Clarity

by DOROTHY KILLGALLON

The South Coast Repertory's production of John Arden's *Serjeant Musgrave's Dance* is excellent. It has all the vitality and drive of an English Music Hall. The production is excellent, but the play itself lacks something.

"I feel that the extremely involved problems that we are up against today — war, sex, or whatever — are so complicated that you can't just divide them into black and white. It is the job of the playwright to demonstrate the complexity, to try to elucidate it by the clarity of his demonstration," Arden states. However, it is clarity in the demonstration of complexity that the play lacks.

The play seems filled with half-formed ideas about war and sex. It is an anti-war play but it obscures this fact. Something about the complexity of sex questions

is woven throughout the drama but if it is some sort of statement of the problem the statement was so obscured in my mind by the end of the play that the whole sex question seemed totally irrelevant.

But despite some confusion surrounding the ideas in the play, the drama was an experience, and this is very important. I was involved with the characters in the play.

This involvement stems from the excellent acting displayed by the SCR. Pvt. Sparky, played by Ronald Bousson, was a lonely clown and contrasted beautifully to Mat Reitz's portrayal of a dark, intense Serjeant Musgrave. Everyone else was very good, as usual.

The production is exciting, the acting is great. Don't miss anything at the South Coast. See it. *Serjeant Musgrave's* closes June 9.

Skip Donna, See 'War Game'; Shows Tomorrow At UCI

by DAVE GOGGIN

Friday at noon in the Science Lecture Hall the most devastating account of nuclear possibilities ever filmed will be shown. The BBC commissioned director Peter Watkins to make a projected documentary dramatizing the results of nuclear bombing in Great Britain. Based on the results of such extensive bombings as Dresden and Hiroshima, the film has been banned from widespread showings. Now released to limited theatre engagements, it may be banned from these showings also.

The War Game is believable and explosive. The impact is immediate. In the bombings to come, you will have three minutes to thirty seconds to crawl for shelter. Chances are your retina will

be burned permanently by a light flash 30 times brighter than the sun. The shock wave will blow down buildings and fan firestorms that will suffocate, if not incinerate, you. If you survive the bombing, radiation will destroy the lining of your intestine, resulting in body fluid loss. In five or six weeks, you would literally dry up.

The stockpile is growing. Now there is the equivalent of 20,000 tons of high explosives allotted to every human being on earth. As the stockpile grows, the tension accompanies it. The hair-trigger is getting more and more sensitive. And if someone blows up Hoboken, Odessa is sure as hell going to go. And if Odessa goes, so will Lansing. And Novgorod and Santa Ana. And Moscow and New York.

No one will have to worry about losing face in the next war. This one is gonna blow everything.

As the situation of *The War Game* becomes more likely, the education of what is happening will get more scarce. This movie is too real to be left in public hands.

June 2 may be the last chance to see what's going to happen before you look at your baby's cindered face. Skip Donna Reed Friday and see *The War Game*.

'Blowup' Questions Reality

by TONY GREGORY

Blowup is a film about photography. It is a cameral journey through worlds and worlds and worlds . . . At one point the camera is in the hands of the protagonist, then in the hands of the omniscient director, then in the hands of the audience, and finally in the hands of some power that is beyond our comprehension. The audience, like the hero, is the object of a greater photographer, and it, as he, finds itself not sure anymore of the distinction between reality and illusion. David Hemmings, as the protagonist, gives a masterful performance as a man who ultimately loses all power to grasp reality, and subsequently gives up worrying about it.

Michealangelo Antonioni, *Blowup's* creator-director, weaves his story with a skill that is reminiscent of the *Red Desert*. The results are startling. As a camera, we find ourselves discovering things we have never seen before in oft seen situations. The grass has been painted greener, the streets blacker, a man walks away from us with pink hair, two clowns play tennis without a ball, and with the hero we discover a murder in which the body disappears, and a girl (Vanessa Redgrave) who doesn't exist. Reality? Illusion? The words lose their importance. Being becomes the concern. Just . . . being. (?)

Student Show Shafts Artists; Shows Much 'Professionalism'

by DON CLINE and PAM MORRIS

The students at this school have been SHAFTEd. For months many students have been pressing the Fine Arts Department to hold a showing of student art work. The refusal of the department took two veins: (1) that there was no money; (2) whenever UCI presents an artistic production, it must be "professionally done."

In April the ASUCI Senate authorized the expenditure of \$450 to the Cultural Events Commission to hold a student art show. This followed by some enthusiastic work by Jack Lewin formed the fine arts department to adopt a more subtle strategy. They decided to stack the judges to insure a "professionally" DeLap-acted show. Almost all of the works reflect the artistic tendencies of the judges; there is little or no variety in the type of work present. Many sculptures with no corners were rejected along with large quantities of

drawings and paintings (99 out of 132 were rejected). I for one feel sorry that the art department feels it necessary to suppress all dissenting forms of art. In order to allow students on this campus to share and view the art produced here, there will be a Rejected Students Art Show, Monday, June 5, from 9 a.m. to 5 p.m., on the 3rd floor of the Commons. It won't be professionally done. There will be no prizes and no rejection slips as long as we have room. There will be someone around to see that the art isn't just carried off, but the pieces will not be insured. All you need to enter a work is a rejection slip from the present exhibit.

All students who come to this show should take the trouble to see the exhibit in the Gallery, and then let us judge which kind of show we want for a Student Art Show next year.

Tree, Beckett, SCR Embrace

by DAVE GOGGIN

May 16, Christopher Tree embraced Samuel Beckett and created a very significant theatrical event at Irvine. The evening was organized by Jack Davis, undoubtedly one of the most competent men in drama. Davis is the man to watch in South Coast Repertory, as one of the motivating forces of the company he backbones and smooths every production he takes part in. Ron Bousson and Jim Mackie were superb as the clods goaded through Beckett's "Act Without Words" by Sheri Sharp. The performance was smooth, unassuming and totally successful. The problem of portraying the character differences was pulled off beautifully by identically made up actors. Man number one feebly stumbles through the day searching for order in his crippled life. Man number two creates his order and swallows it happily. Together they pull each other in a terribly tedious and frightening mime of a 9 to 5 ying-yang. Fittingly, throughout the play, the Science Lecture Hall Clock provided the only sound effects.

Following the play, Christopher Tree came out and cymballed, gonged, fluted, belled and tympanied weirdly well in semi-dark candlelight. He gave the audience a fantastic display of competence and improvisation in a field very different from the usual American music scene. Tree does a spontaneous thing that blends with audience coughs, paper rattlings and clock tickings in a statement that demands an aware concentration that will never lend itself to RCA Golden Platter Master Series Hoo-

Monterey International Festival Features Contemporary Musicians

The three-day Monterey International Pop Festival, June 16, 17 and 18, will feature many of the best names in contemporary music.

The Festival is directed from Los Angeles by Ben Shapiro. The Pop Festival will be a non-profit corporation which will insure that all money made from the event will be devoted to a form of "Pop-Foundation" for the betterment of youth.

The first day of the Festival, June 16, will include performances by the Association, Buffalo Springfield, the Grateful Dead, Lou Rawls and Simon and Garfunkel. Friday night's performance begins at 9 p.m.

Saturday, June 17, will include both afternoon and evening performances. The afternoon performance, beginning at 1:30 p.m., will feature the Paul Butterfield Blues Band, Mike Bloomfield Thing, Steve Miller Blues Band, Canned Heat and others. The evening session will include performances by the Beach Boys, Booker T. and the M.G.'s, the Byrds, Jefferson Air-

plane, Moby Grape and Otis Redding. The evening performance begins at 8:15 p.m.

The final day of the Pop Festival will feature Ravi Shankir in concert. Shankir's performance begins at 1:30 p.m. Sunday evening will include performances by the Blues Project, Impressions, Mamas and Papas, Johnny Rivers, Dianne Warrick and the Who. The Sunday evening performance begins at 7:15 p.m.

The Festival will be held in the stadium at the Monterey Fairgrounds.

Housing for the Festival is available in Monterey and the surrounding areas. There are 3000 motel and hotel units in Monterey, Carmel, Pacific Grove, Seaside and other towns within close driving distance of the Festival.

Tickets for the Monterey International Pop Festival are available at Wallach's Music City and all Mutual Ticket Agencies. Tickets are priced from \$3 to \$6.50 for the afternoon performances and \$3.50 to \$6.50 for the evening performances.

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