



Tuition Funding Gets Opposition

by WALTER GRANT

The Collegiate Press Service

A recommendation that the federal government establish a novel loan program to help undergraduates pay for their education faces stiff opposition from two powerful college associations.

If adopted, the plan, proposed by a White House advisory panel, could drastically alter the present system of financing American higher education.

The proposal calls for the establishment of an Educational Opportunity Bank authorized to borrow money at going government rates. The bank would lend money to any undergraduate college or other postsecondary student for financing his education in return for an agreement by the student to pay back a small percentage of his annual income for 30 or 40 years after graduation.

Opponents of the loan program say it would shift the major responsibility for support of higher education to the students.

Easier to Raise Tuition

In addition to providing funds for students to attend college, the plan is designed to make it easier for colleges and universities to raise their tuition and other charges.

The Educational Opportunity Bank was recommended by the Panel on Educational Innovation. The panel's report was made public September 8 without endorsement by the Office of Science and Technology.

Shortly after the report was released, a joint statement rejecting the recommendation was released by the National Association of State Universities and Land-Grant Colleges and the Association of State Colleges and Universities.

The two associations represent more than 300 institutions of higher education enrolling more than half of all U.S. students. An official for the American Association of Junior Colleges also opposed the proposal.

The panel which prepared the proposal consists of Harold Howe, II, US Commissioner of Education; Donald F. Hornig, special assistant to the President for Science and Technology; and Leland J. Haworth, director of the National Science Foundation.

Preliminary estimates indicate the bank could be self-sustaining if it charged borrowers one percent of their gross income over 30 years for each \$3,000 borrowed; thus, for example, a student who borrowed

\$2,000 a year for four years of college, or a total of \$8,000, and earned \$10,000 in some subsequent year should pay \$266 that year, or \$22 a month.

The report suggests the annual payment be collected in conjunction with the borrower's future income tax.

The panel said a borrower would have the option at any time of withdrawing from the plan by paying, in a lump sum, the amount borrowed, plus interest compounded at six percent, with credit for payments made earlier.

Students Take Responsibility

An Educational Opportunity Bank would "increase the extent to which students can take responsibility for their own education, instead of depending on a 'free ride' from either their parents or the government," the panel added.

The bank also is designed to: Increase the number of college students from low-income families; Help both public and private institutions to improve the quality of education by charging tuition closer to the full cost;

Enable every student to go to an institution suited to his need and ability regardless of his financial situation;

Provide relief to middle-income parents, many of whom find they cannot, in the face of rising costs, give their children freedom to attend whatever college they can qualify for.

Opposing the plan, Edgar F. Shannon, Jr., president of the University of Virginia and chairman of the executive committee of the National Association of State Universities and Land-Grant Colleges, said, "Our fundamental concern is that this proposal would shift the responsibility of financing higher education to the student. Education is essential for society's own self-interest and should be the responsibility of society."

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Armed forces II-S deferments are not automatic because a student fills out a card 109, but must be requested yearly by each registrant. Requests for a II-S deferment can be obtained only by filling out a form 104 from the local selective service board.

The 109 forms, along with an information sheet, are available in the dean of students office, room 1415 library.



SITARIST RAVI SHANKAR will perform in Campus Hall Sunday evening, February 4. This week only, students may obtain special reserved section seats for this concert by purchasing the six events on the Concert Series. The series begins this Saturday with a performance by the New York Chamber Soloists. Series tickets at \$5 for all six concerts are on sale at the Fine Arts box office, 11 a.m. to 2 p.m. A limited number of unreserved student rate tickets for the Shankar concert will be placed on sale later this year on a first come, first served basis.

Calls on Nation's Youth

Gov. Reagan Seeks High Principle

Governor Ronald Reagan recently called on youth to help "redirect our nation's course into the paths of freedom and morality and high principle."

Reagan spoke at the dedication of a library for his alma mater, Eureka College. The speech was the first in a series of appearances the Governor has scheduled this fall in the Midwest, South and East.

In his prepared remarks, Reagan defended his generation's accomplishments, but said problems remain for youth to solve.

He said the United Nations is a "good dream" that needs strengthening.

"New and emerging nations with neither power nor responsibility for controlling world forces have a disproportionate voice in world councils."

"A two-thirds majority can be mustered among half a hundred nations who represent less than 10 per cent of the world's population," Reagan said.

His speech ranged from nostalgia over his college days 35 years ago to discussion of his own philosophy. Reagan was graduated in 1932.

The California governor, who says he will not be a candidate for President next year, avoided mention of specific places and party labels.

"Are the problems of urban ghettos and poverty the result of selfishness on our part or indifference to suffering?" Reagan asked. "No people in all the history of mankind have shared so widely its material resources."

Later in his speech, Reagan said, "We have to restudy some of our social legislation, legislation that meant well, but has failed in its goals or has created greater problems than the one it was meant to cure."

"Is it enough to have material things?" he continued. "Aren't liberty and morality and integrity and high principles and a sense of responsibility more important?"

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Campbell Relates Indonesian Meeting

(Ed. Note: This is the second in a series of articles by Bob Campbell, UCI junior who spent one month touring Southeast Asian nations with the "People to People" program this summer. Mr. Campbell relates his experiences with Thai students and officials in this week's article.)

by BOB CAMPBELL

While students in the United States are talking about "student power" as a potential, their peers in Indonesia are discussing what they will now do with the spoils they have acquired in a major political victory.

The Indonesian Students Action Front (KAMI), the largest student group in Indonesia, recently maneuvered a successful coalition with the military to topple the left-leaning regime of national hero and Founding Father Sukarno. KAMI was able to mobilize nearly the entire university student population (220,000) to demonstrate against Sukarno's pro-Chinese poli-

cies and against the recognition of the Communist Party in Indonesia.

KAMI is now counting the victories it has won under the new military coup headed by General Sukarno. What have the Indonesian students won?

(1) twelve seats in parliament held by university students;

(2) recognition as the "basic spearhead for civilian support of the military";

(3) the ban of the Indonesian Communist Party and its affiliates;

(4) the enactment of two key planks in the students' political platform: the reopening of trade relations with neighboring Southeast Asian nations which are anti-Communist (e.g. Malaysia, South Korea and Formosa); and Indonesia's return to the United Nations.

Following are highlights of three meetings with KAMI leaders in Djakarta and in Bandung — the latter described as "the spiritual home of the new order."

DJAKARTA — (Interview with KAMI council members)

Question: Why was the recent coup so successful?

Answer: It was not easy to accomplish. Sukarno was the leader of the revolution and ruled the country for 22 years. But the change is for the better. Before, the country was ruled by a man, now we have a rule of law.

Q — What, if any, is the difference in sentiment between older and younger generations in Indonesia?

A — The older generation is more anti-American. They think that the United States is an imperialist and should keep out of Asia completely.

Q — What are your attitudes toward U.S. Intervention? If the coup had turned the other way and the Communists had been the victors, would you have accepted military assistance from the United States?

A — We could have solved it ourselves. Economically, we need foreign capital. Politically, we can solve our own problems. We feel the same way about Vietnam — about bombing, sending troops.

The United States always has doubts about the Communist group in certain countries without knowing the conditions of that country, and then they just go barging in. The United States is always doubtful about Indonesia. It takes too much time to calculate. The United States gives the impression that it is superior and this has a bad psychological effect on the nation.

Q — What are your attitudes toward the threat of a world-wide Communist advance and revolution?

A — That is what we mean about America always having doubts . . . We would like to have a fence between Communist China and the rest of Asia, and North Vietnam is a good fence. American troops in Vietnam only invite Communist China to come in.

We do not believe that Southeast Asian countries will allow Communist China to come in. We Indonesians are hawks, but hawks against Communism here in our own country. But in every country situations are different. For

instance, Soviet Russia is a very strong country like the United States and we think that it has a lot of good it can do for the world.

Q — You say that you are hawks against Communism in your own country. Do you think that it was necessary to kill so many Communists in Indonesia — as was done recently?

A — Politics were not concerned in the killing, sentiments were. Where the killing happened, it was done by ignorant people in Communist regions. The question was whether to kill or to be killed.

Q — What is the future for democracy in Indonesia?

A — Seeing the riots, seeing Vietnam, I wonder: what is the future of democracy in America? When America was created, it was not a democracy. Now you talk about a new kind of democracy. It is all an experiment, is it not?

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(At the University of Indonesia in Djakarta — where the anti-Su-

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Harlan Seeks Increased Effort For Student Power, Participation

(Ed. Note: The following is the text of the speech delivered by ASUCI Vice President Craig Harlan at the Convocation last Monday. Students who wish to respond or object to any of Mr. Harlan's statements are welcome to submit their comments to the Anthill.)

by CRAIG HARLAN

Students have, in the recent past, galvanized public awareness by the use of profanity. The roots of the word "profanity" imply words of power; literally, "words uttered in front of the temple."

Today we gather at a secular shrine.

Hopefully, any profanities, or references to power, will not bring down the wrath of the gods.

Therefore, I would like to share with you my conception of the basic idea of the university.

Your programs describe this as a "keynote address." Webster defines a "keynote address" as a talk which enunciates a "basic idea, or ruling principle." I would like to share with you this afternoon my conception of the "basic idea or ruling principle" of a university.

The legacy of the modern university reaches back quite a ways, but not as far as many of us may think. Our roots lie in the Paris and Bologna of the Sixteenth Century rather than in Rome or Athens. These early universities were not quite today's affluent research center, or "knowledge factory" as Clark Kerr referred to the University of California. Charles Homer Haskins describes the medieval university as consisting of "no libraries, laboratories or museums; no endowments or buildings of its own; no board of trustees and no catalogue; no dramatics and no athletics." What the university did consist of was a community of students and scholars; a self-governing community; a walled community, active in its surrounding environment and yet constrained by none of the local or even national prejudices, standards or values; a community pledging allegiance first and foremost to the idea of free inquiry and secondly to each other as students and teachers. The students not only demanded the curriculum they needed, but even required that the masters tow a strict line in the dissemination of the knowledge.

They were, in every sense of the word, true centers of learning.

But if the heritage of our modern university springs from the Sixteenth Century, the contrasts are striking. What, then, is this heritage? It lies in the sense of community that characterized Paris and Bologna; in the awareness of students as acting and effective members of that community; in students wanting to center their lives in a "community of scholars;" in students pledging an oath of fealty to each other, their teachers, and to the idea of learning as a fulfilling and rewarding experience in, of, and for itself.

I also believe this heritage, a precious one, is slipping from sight; is in danger of becoming a fairy tale from the past.

Harold Taylor once said that "the mark of a great university is whether or not it takes its students seriously." Now, we have all been told that Cal is a great university—indeed, one of the greatest in the world. And yet, how seriously does it take its students?

Not seriously enough to accept a student on the Board of Regents, or as a member of the Academic Senate; not seriously enough to accept one of us as a member of the Campus Planning Committee, or the new Committee for Academic Planning. The University of California does not take its students seriously enough to have them on any significant policy-making body.

Student political rights on campuses have been greatly expanded in the last two hundred years, but actual student involvement on these campuses: not at all.

It would appear that while the University has climbed to higher and higher heights of prestige, research productivity and material affluence, its students have fallen lower and lower in the sense of becoming less and less valued members of that University.

Someone once described this generation of university students as "the Acquisitive Society." Others have described us as the "Aware Generation," the "Hippy Generation" and "a generation that has all but contracted out of the affluent society."

All agree, however, that this is a far more serious generation than that of the fifties; a generation of young people not only beginning to question their existence, but even questioning "whether they can remain committed to the society they have been born into" without a major compromise of values. This is the generation of the Peace Corps; a generation of deep, sincere commitments and values. It is a generation that must be taken seriously.

Many have accused the faculty of a total preoccupation with research; of being a group of researchers "held together by little more than a common grievance over parking."

Yesterday—perhaps so.

But not today. Looking back, the Berkeley student revolt of 1964-65 seems to have been a turning point. The sight of six hundred helmeted Highway Patrolmen on campus; the awareness that a great university was using armed force against its own students must have been a shameful experience for many.

The Berkeley Division of the Academic Senate voted support of the Free Speech Movement by over seven to one. Here at Irvine the professors of our own Academic Senate invited students to a full voting membership on several of its committees, a degree of equality the Universitywide Academic Senate couldn't tolerate and quickly nullified.

Professor Inge Bell probably cares more about students and their education than almost anyone here today. Let me read to you a letter from several of our professors written at the announcement of her release by the University:

"TO THE STUDENTS:

The dismissal of Dr. Inge Bell suggests that few people in the UCI power structure are serious about building a community here. Who has given more sustenance to the students and faculty than she? Her leaving makes us more ready to leave. If the students do not care enough about yourselves or us to prevent Inge from being sold, why should we care about you?"

The faculty here at Irvine is not only aware of its ancient relationship with the students, but willing to go the first mile. But first we must care ourselves.

Now, what it all amounts to is this: Students being told on the one hand that they are first-class citizens — valued members of the academic community, and on the other, being denied any meaningful participation in the decision-making processes of that community.

The traditional response of students has been a protest of one sort or another; a boycott, strike, sit-in or whatever: essentially a negative gesture that has not resulted in any truly significant expansion of student involvement.

Perhaps we should consider a departure from this philosophy that has guided students for the last ten years.

Perhaps we need a more posi-

tive, constructive approach; an approach designed to show that we are mature, aware and concerned individuals.

What we are proposing is simply this: that we, through our own student government, simply involve ourselves, whether invited to do so or not, in as many areas, and on as many levels as we feel effected.

It was under this philosophy that the President of the Associated Students and I presented ourselves before the State Lands Commission last week to protest the Back Bay land swap. It is under this philosophy that a standing committee of the ASUCI Senate is considering an open investigation of the campus Housing Department.

The old negative approach was comforting in that it provided for conflict, and required little student support. In late 1964 and early 1965, for example, less than one percent of the students brought the entire Berkeley campus to a virtual standstill. The philosophy we are proposing, however, not only provides no chance for the open conflict that many young people find exciting, but requires a total commitment from all of us. An open hearing into the Library's policies for hiring student help, for example, will be fruitless—totally meaningless — unless the investigating committee can be considered an expression of sincere concern by the entire student populace.

The student government can do nothing unless we are all vitally concerned.

And, as we have seen, our professors are willing and anxious to help us.

But they cannot, will not, and should not help us if we do not even care. If we are to gain any of the political rights we are all concerned with, or any academic reform, or any acceptance into the decision-making processes of the University—in short, if we are ever again to be taken seriously as valued members of this community—then it can only come about because we want to be here, because we want to center our lives here, intellectually, psychologically, and socially; in the end, it will only come about because we have re-dedicated ourselves to the ideal of the medieval university; to the idea of learning, and to each other, as students and teachers.

Irvine is a new, innovative campus, and this is the beginning of an academic year. Let's make this the year we cast aside the functions of "researchers," "research assistant," and "knowledge factory," and return to our university heritage of "teacher," "student," and "academic community."

UCLA Buses

Bus service to the research library and the undergraduate library at UCLA is available to faculty, staff and students Monday through Saturday.

Buses leave the UCI flag pole at 8:30 a.m. Return time is approximately 3:30 p.m., depending on traffic conditions.

Reservations must be made with the receptionist in the librarian's office at least one day before departure.

Grad students and their spouses are invited to a meeting Sunday, October 15 at 4 p.m. in the UCI Commons to discuss formation of a Graduate Association. Dean of the Graduate Division, R. W. Gerard will take this opportunity to welcome new and continuing grad students.

In addition, degree information as well as draft and veteran advice will be available.

Refreshments will be served, and a social gathering is planned for after the meeting.

Secretary Seeks Student Opinion

by LARRY MALAND

There is always present in discussions among people in student government an insecurity as to how representative we are of the students' interest. This results in agonizing debates, much wasted time, and often, stalemate. There are issues on which students' interest is not clearly defined and which defy any sampling of student opinion because of the complexity of the issue. It is at these times when student government "leaders" are challenged to act of their own accord and be confident in their own decisions. If they want to consult their constituents they must first educate them, then try to decipher the response. In other words, there are many decisions which elected or appointed representatives of the students must make without consulting the student body. That this makes us

less representative of the student is regrettable, but unavoidable.

However, there are areas where they can be, and should be, consulted. The most obvious of these is the ASUCI budget where some \$50,000 is spent annually. The budget has never been shown to the students nor has their opinion ever been solicited.

I solicit it now on a personal basis. If you would like a copy of the budget, pick one up in the Activities Office.

It is generally assumed that nobody complains we are doing things right. Well, just in case we aren't, take a look and let us know what you think.

In summary, let me present briefly the budget:

Expenditures from Activities fees: Administrative, \$11,233; Programs, \$16,036; Publications, \$1,930; Reserves, \$6,341.

Federal Court Rulings Uphold Students' Rights

Three recent Federal court decisions may have far-reaching significance in guaranteeing due process and academic freedom for students on college and university campuses.

The decisions uphold the rights of students to freedom of expression and prohibit administrations from expelling students without specifying charges and holding a hearing.

In all three cases, students who had been expelled from their schools were ordered readmitted by the court.

In Montgomery, Alabama, a Federal judge ordered Troy State College to readmit a student editor who had been expelled after a dispute with college officials over censorship of an editorial he wrote.

In the second case, the US Court of Appeals ordered Howard University in Washington, D.C. to take back four students who had been expelled for alleged black power activities on campus.

In Columbus, South Carolina, a Federal District judge ruled that three students were unlawfully suspended from South Carolina State College last February.

The court decisions are not considered landmarks because other judges have issued similar rulings in recent years. However, the decisions are expected to give a significant boost to efforts at colleges and universities across the country to establish academic freedom and due process for students.

The number of institutions of higher learning with liberal student judicial codes is small, but steadily increasing.

In the Troy State College case, Federal District Judge Frank Johnson, Jr., ruled that "a state cannot force a college student to forfeit his constitutionally protected right of freedom of expression as a condition to his attending a state-supported institution."

The judge ordered the college to readmit Gary C. Dickey, a 24-year-old Vietnam veteran who was expelled as a result of the censorship controversy last spring.

Supports Rose

Dickey, a member of the editorial board of the *Tropitan*, the student newspaper, had written an editorial supporting Frank Rose, president of the University of Alabama, in his strong stand for academic freedom during a well-publicized controversy last year.

Rose was lined up against several state legislators and former Governor George Wallace in the academic freedom battle.

Dickey was forbidden to print the editorial by Troy State President Ralph W. Adams, a close friend of the Wallace administration. The newspaper's faculty advisor, supported by President Adams, suggested that Dickey instead print an editorial on raising dorms in North Carolina. The newspaper, however, published the work "censored" and left a blank space where the editorial was to have appeared.

Troy State notified Dickey in August that he could not return to the school this semester. Dickey took the matter to court, and Judge Johnson said the student could not be expelled without a hearing. The Student Affairs Committee.

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Tree Memorial Set For Turnbull

A drive to plant a tree in memory of Mike Turnbull is currently underway at Irvine. Mike, a student at UCI for two years, died of cancer September 20.

After he learned that his condition was terminal, Mike made several requests: he wanted to have a small funeral ceremony with flowers and asked that any money be sent to the American Cancer Society.

He also stated that if people felt that they had to do something they could "plant a tree . . ."

The drive then, is to raise money for a tree to be planted on the Irvine campus in memory of Mike. The planting ceremony is scheduled tentatively for November 5, one day prior to what would have been Mike's 20th birthday.

A former student of South Gate High School, Mike was active in many ways. He won honors scholarship as a Seabearer, was member of the Youth Coordinating Council; was chief justice of the student court for one semester; participated in Key Club, Knights and the executive council of student body; and was a member of the Boys Federation cabinet which he held many offices.

Donations for the memorial may be sent to Mike's parents, Mr. and Mrs. G. A. Turnbull, 212 Kansas Avenue, South Gate.

Anthill

opinions

All opinions expressed on pages 3 and 4 belong to the individual writers unlessotherwise indicated.

Multiversity:

Intellectual Dachau

by PETER BRAUN

As sure as death and taxes there appears every fall an editorial condemning the multiversity concept. Yet even surer than death or taxes there appears every fall a new class of freshmen: innocent, eager and defenseless, who walk into the ovens of the intellectual Dachau known otherwise as the University of California. This editorial is an explanation of the multiversity system and its role in our society. It is aimed specifically at freshmen; those who already know the story, or those who couldn't care less, may walk on.

The multiversity concept holds that a state university should encompass the entire field of human learning and that it should be a pool of knowledge from which society may draw skills and ideas. The multiversity must not only fulfill its traditional role of liberal education, but must also provide research facilities for our best minds. The multiversity is designed to destroy intellectual ivory towers and bring the intelligentsia into useful integration with society. This role of the multiversity appears to be noble until the nature and purpose of this integration is examined in relation to our society.

Contrary to a vicious rumor circulated in our secondary schools, Americans are not a free people. We are free to do as we choose, but this is an empty freedom. We have never been free to choose our values. We must understand the workings of our bureaucracy in order to understand how our values have been determined for us.

The workings of a bureaucracy are very much like the rolling of dice. We may be aware of how they work, yet we can never determine their actions on a specific roll. On a personal level bureaucracy is simplicity itself. A man making simple daily decisions. He neither starts nor finishes a job and may therefore evade all moral responsibility. He has found anonymity in a machine. Yet the workings of several millions of these people creates a system so vast as to take on a life of its own.

A bureaucracy is so complicated that cause and effect connections are vague and we can never be sure why or how a decision is reached. Bureaucracy is a decision-making machine in which its members can avoid responsibilities for their actions.

The consequences of mass moral irresponsibility are bad enough (I refer you to Germany, 1935-45), yet a bureaucracy does far more than make decisions. By determining what functions it shall perform efficiently a bureaucracy determines the values held by the people in its society. If a bureaucracy decides it wishes to sell cars efficiently, cars will become the object of great desire. Now cars are very fine, their power is seductive and they have made life easy and pleasant beyond the dreams of three generations past.

The same may be said of all we produce: stereos, aircraft, TV, homes, electricity, etc., ad infinitum. Yet these things have ceased to become merely utilitarian, their ownership has become the object of our desires. We do not desire anything else simply because our consumer society has not set itself up to supply us with anything else. We are free to do anything else. We are free to do anything we wish only if we wish to do something which the bureaucracy is programmed to handle. The "hippies" are much maligned by society simply because they do not accept conventional values: they refuse to have their desires controlled. They are a virus in a society used to being placated by General Motors. I have much respect for hippies if only because they refuse to lick G.M.'s ass in a society where the seat of power is very clean indeed.

The University of California is being used as a training ground for bureaucrats. Fathers send their sons to college like so many salmon going upstream to spawn into full-grown cogs in a great machine. We work towards our degree because it allows us to have more of those things we value. Our engineers will build bridges, our chemists will synthesize better gas for your '68 Ford Phallus and we will think that we are free when we are merely comfortable. After you have earned your B.S. degree (the initials are appropriate), you will be allowed five freedoms in this society:

1. You are free to become entombed in a \$10,000 a year death-like job called "challenging" in corporation circulars.
2. You are free to take part in the innocuous pop culture (i.e., watch TV).
3. You are free to buy your Mustang and other symbols of success.
4. You are free to read James Bond, go to the beach and do other bitchin' things.
5. You are free to screw your wife.

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John Krall

Martin Shapiro and His Electric Basic

Martin Shapiro is correct that a large portion, probably a majority, of the students at Irvine are not interested in learning. I suspect that most of the girls are here because UC is one of the cheaper social clubs, or because college is a hell of a lot better than working.

Many of the boys are at the University because the future businessman of America needs a degree to become a junior executive at Dow. This clump of students is, in effect, buying a diploma with a small investment of Dad's money and a larger investment of wasted time. Let me agree with the professor on this point because I have no intention of writing a defense for this menagerie. Like Shapiro I would enjoy seeing these non-students out on their asses before the week is over.

There is a second branch of the student body whom I will not defend because they fit Martin Shapiro's definition of a "student." These are the pearls of this social scientist's eye. These are the scholars who will take any course required of them because the system (both within and outside the multiversity), says that it be so. And the system is god. They are a quiet lot who trust in their superiors' wisdom and believe this to be the best of all possible worlds.

The third segment of Irvine's students is the only vocal group. These are the students that Shapiro lumps, with his characteristic finesse, among the husband-hungry girls and status-hungry boys. These students see the process of education in a different light than does the professor. This third group views Irvine, ideally, as a medium of ex-

perience and a source of relevant knowledge. They protest their grooming for a discredited society — bourgeois America.

Shapiro's error is his conception of the purpose of the university and his ideas of what constitutes a learned man. While he deplores those who use Irvine as a degree mill he advocates mass absorption of all the basics, or, more probably, all the traditional basics — Plato in Philosophy, Shakespeare in English, Herodotus in History. Such common absorption regardless of ability or bent produces the mindless academic/insurance adjuster so abundant these days.

Yes, the learned man should know his basics, but what is basic might better be defined in terms of the man, not the discipline. The 1967 social activist should have a firm grasp of Existentialism, contemporary music and mass media rather than Pliny, quantum mechanics and Reformation literature. Of what does Plato have to do with the theoretical-Chemistry student?

Shapiro asks the literature professors to stick to literature yet asks the English major to learn basic Economics or the like. A literateur who knows his way around indifference curves: how very posh. How very superfluous unless the literateur is interested in indifference curves as an intellectual exercise or because he finds them fascinating.

These students against whom Shapiro rails, wonder if Plato is worth the effort. Ancient Greek philosophy is important in Shapiro's government subsidized, FHA ivory tower, but what about the rest of us, the muckers and grubbers who ask that studies per-

tain to life, not to the demands of American business.

Martin, I live in America and I live now. Under these deplorable circumstances I must view Plato as rather esoteric. Interesting, but as a subject I will study when I have completed other interesting things more immediate to the life I plan to lead. That I am not required to learn the Masters does not mean that I am learning "the art of the intellectual put-on" which would, indeed, make one a jackass. It is that, with few exceptions, the Master's were chosen in the 1500's. Look around, Martin, this isn't the Renaissance (of anything).

Sleep easy, Martin, the Physics major will still know his basic physics and the English major will become acquainted with Shakespeare in the course of his studies. Departmental requirements will see to this.

No English major can avoid his department's 5, 10 and 15 series (basic writing and criticism classes). Nor can the English major abstain from three quarters of History and the necessity of becoming facile in a foreign language. Those courses he takes outside his major program are frosting on the cake. He gets his "meat and potatoes." The "hot fudge sundae" is dessert (to keep your superb imagery).

We are not asking for bread and circuses but for plays, concerts, discussions, seminars and classes which don't become meaningless the minute we leave 1616. For god's sake we don't want gut courses. We just ask that those challenging courses you give be relevant for something a bit more profound than the G.N.P.

Psychologist Questions Shapiro's Credentials

It is only with the greatest reluctance that I shall endeavor to take the thought of Professor Shapiro seriously. My efforts here constitute one of those "wretched excesses" of which I am inordinately fond, but over which I usually hate myself in the morning.

My reluctance is understandable. Who could possibly be against "Scholarship" (spelled with a capital S)? Good Heavens! Taking issue with the noble sentiments of Professor Shapiro is rather like swearing in church, slipping gin in the baby's bottle, announcing that God is dead, or believing that the American Legion does not have a corner on truth and beauty.

My reluctance goes deeper. The task is formidable. Given this remarkable collection of inconsistencies, unexamined assumptions, polemical assertions (where reason should be), and downright misrepresentations, dealing with Professor Shapiro's thought is not an easy or joyous task. In fact, one feels rather like Marshal McLuhan's hypothetical mosquito in a nudist colony — there seems to be so much to do, one doesn't know quite where to begin.

My reluctance goes deeper yet. In the final analysis, taking the thought of Professor Shapiro seriously is distracting. Debating the reactionary mentality (notice that I did not use the term, "conservative") is not my idea of how we should get on with imagining creative solutions to the difficult problems facing the University of to-

day and tomorrow.

Professor Shapiro laments the fact that "Scholarship has lost significance." He depicts this tender flower surrounded by a host of hostile forces, external and internal. These range from flotillas of beer drinking boatmen to the "enemy within," e.g., physics professors who teach courses in modern music, biology professors who wish to teach matters philosophical, social science professors who wish to incorporate experiential phenomena in the learning process, and students who wish to manipulate the University in such a manner as to avoid the "grinding hard work" of scholarship.

Clearly, then, Professor Shapiro is on the side of scholarship. But is it too much to expect that he himself exhibit the attributes he so eloquently extolls? The first requirement of a scholarly attitude, good kind professor, is that one researches one's topic. After all, it is just possible that a physics professor might have the capacity to offer an extraordinary course in music. Did Professor Shapiro bother to find out?

It is not uncommon in the history of music to find numerous notable men of science and music. A bit of scholarly research readily yields such names as Dayton C. Miller, Arthur Benade, and Herman von Helmholtz. I am not suggesting that Irvine is blessed with a latter day Helmholtz. I frankly do not know. However, I am suggesting that interdiscip-

linery capability in physics and music is not without precedent.

Prior to his polemical remarks concerning giving students credit for emptying bed pans, did Professor Shapiro perform his "grinding hard" scholarly research concerning the plans of my colleagues in the Division of Social Sciences for the now infamous "experience" course? I know for a fact that he did not. More importantly, when confronted with a serious divergence of opinion concerning educational philosophy, a scholar does not resort to pejorative comment, the flip dismissal, nor deliberate misrepresentation.

The possibility that experimental elaboration of important social science concepts and phenomena such as exchange, choice, power, influence, social perception, attitude formation and change, etc. might enhance student learning seems not to have occurred to Professor Shapiro. The thought that carefully selected learning experiences might render the abstract material of social science more meaningful to the learner is apparently such an astonishing idea that it staggers the imagination.

For this scholarly bull, the mere word "experience" is a red flag. It calls forth scholarly reactions such as accusing one's colleagues of wishing to debase the currency by giving students Credit (with a capital C) for emptying bed pans,

(Continued on Page 4)

... Shapiro Lambasted

(Continued from Page 3)

joining the Marine Corps, and going on boy scout trips. Now there is a scholarly response to intellectual divergence! Since students learn from example, I'm certainly pleased that there is at least one member of the faculty about who still displays the rapidly disappearing art of scholarship.

Professor Shapiro reminds us of the danger to scholarship inherent in interdisciplinary capability. And he demonstrates his point rather well. As a psychologist, I am fascinated by the depth, complexity, and subtlety of this political scientist's analysis of human motivations. Students (a category which does and does not have relevance and meaning), it seems, are a simple lot.

L'Anteater francais

by ANDRE FABRE

Human values?

Human factors? —

A report from Big Bear Lake

Transporté dans un monde à part, dans un village, dans les bois, dans les montagnes, un groupe d'étudiants essaie de se rapprocher des anciens et de communiquer, d'épancher quelques sentiments. Ces étudiants semblent peu sûrs d'eux mêmes et il est interdit d'exprimer des sentiments, des désirs, des pensées, une volonté de puissance dans un monde où seulement le plus fort et le meilleur gagne.

Notre Recteur, l'honnête et dur Daniel Aldrich est solide, imperturbable, insaisissable, indémontable, indomptable. Il ne craint pas les harèlements et répons méthodiquement aux attaques. C'est un orateur complet, un diplomate parfait, mais il ne lâche pas du terrain et reste inébranlable. Il présente un front d'acier du haut de sa muraille.

Des étudiants sincères échangent des mots amicaux et considèrent leur état d'esclaves intellectuels et quelquefois se repentent du jeu si pénible qu'ils doivent jouer si tôt. Ils essaient de rester dans leur coquille fermée et de regarder ce monde où nous vivons, de le considérer avec une attitude froide, non-verbale, réservée afin de ne point se mêler aux machinations d'une société organisée dans un sens déhumanisant. Nous sommes tous à la merci des dieux et les dieux ne sont pas humains.

P.S. Maître Corbeau a lâché encore un fromage lundi 2 octobre. C'est un empoisonneur invertébré et un radoteur éternel, un vrai robinet d'eau tiède. Il est prolixe et buté, superficiel et gauche. Il est aussi joli que notre sculpture de bois sur la colline.

The 1967-68 Student Directory will be available in the Activities Office approximately mid-November. Anyone not wanting his name, address and telephone number listed in the directory should notify the Activities Office by October 20.

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Whereas even the lowly chimp has something that some psychologists are willing to label curiosity motives, exploratory motives, etc., the University student, we are informed by Professor Shapiro, has not yet reached this advanced state of evolutionary development. Shapiro has unraveled the complexities of human motivation. Students (again I remind you that this is a status which does and does not have relevance), it seems, have "an insatiable appetite . . . for manipulating the University to avoid hard work." Moreover, they obsessively "demand to be entertained."

While the thought of a physics professor teaching a course in music doesn't trouble me at all, I would be frightened out of my wits if a political science professor decided to offer a course on human motivation. Because much of Professor Shapiro's arguments rest on such incredible "psychologizing" about the motives of others, we should demand of him his scholarly credentials. Quite simply, good professor, how do you know what you claim to know?

As we delve more deeply into the thought of this true defender of scholarship, we discover more delights. For example, scholarship is threatened by an emerging concern with something called "good teaching." Good teaching, or rather, the concern with it, we are told, is bad because it very frequently becomes "operationally defined as pleasing the students." Now there is a subtle point. Imagine the director of a hospital standing before his staff announcing, "Gentlemen, we cannot concern ourselves with something called 'good medicine' since it very frequently gets operationally defined as pleasing the patient." Obviously, we are on dangerous ground here.

Tuition Issue Hearing Set

Intensive public hearings will begin in October on the issues of tuition and financial support for the University of California and the California State Colleges. The meetings will be conducted by the 10-man, Joint Committee on the Higher Education, headed by Assembly Speaker Jesse M. Unruh.

The first hearing will be held in Los Angeles Oct. 13 at the State Building (Room 1138) and will feature statements by representatives of the University, state colleges, junior colleges and other state agencies in response to detailed questions sent to them by the committee.

The session will begin at 10 a.m. The second hearing will be held Oct. 16 at 11 a.m. in Room 1194 of the State Building in San Francisco.

This second session is intended to permit interested organizations such as the academic senates, student associations, labor and business organizations to go on record and defend their positions on the twin issues of tuition and higher education financing.

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Scholarship is "grinding hard work." Pleasure is the sine qua non of the non-scholar. Can we frequently operationally define "good teaching," then, as displeasing our students? Would that get us out of the bind? Perhaps we should proceed courageously in the face of student pleasure. The University has managed to survive in the face of awesome threats to scholarship. Perhaps it can survive student pleasure as well.

We are further informed that "concern that graduate students be taught how to teach" should be added to the list of "horribles" that threaten scholarship. Apparently, this "horrible" is so "horrible" that explication is unnecessary. None is offered. But the truth of the matter, good professor, is simply that we are teaching graduate students how to teach anyway. They are watching you and me.

Unwittingly, to be sure, Professor Shapiro presents the most cogent arguments for changing the nature of university education. By his own arguments, the traditional university, which he is determined not to change, has proven its near total irrelevance. The true "parade of horrors" constitutes the long list of human beings who have passed through the traditional university untouched and unchanged. The beer drinking boatmen, the "real estate men, insurance brokers and engineers who surround us" and for whom "nothing does or needs to happen" (at the university), the "aerospace, land boom babbitt," etc. all argue for radical change in the nature of university education.

In his unreasoned, indiscriminate, emotional and polemical attacks upon serious innovation, Professor Shapiro demonstrates the mentality of the reactionary. I suppose that every great University should have one. However, it is clearly our collective responsibility to prevent him from marching backwards into the 19th Century and to bring him kicking and screaming into the 21st.

JOHN WALLACE
Associate Professor
of Psychology

Piano Recital

A piano recital featuring works by Bach-Busoni, Chopin, Debussy and Ravel will take place today at 4 p.m. in FA 1616.

Bruce Duncanson will perform in this first of the Fine Arts Afternoon Concerts. Others are scheduled for October 18 and 25. Admission is free.

Navy Information

An aviation information team from the Naval Air Station, Los Alamitos, will visit UCI October 13 from 10 a.m. to 2 p.m. Men interested in the Navy's officer programs are invited to stop by and investigate the opportunities offered.

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— Exchange Institute —

... Multiversity

(Continued from Page 2)

If this is all you want to do you have nothing to worry about, the police will not bother you; you are free. May I, however, introduce you to three classes of people:

1. The destitute, still most of humanity, to whom the American good life is a bitter joke and who might as well be dead in a consumer-oriented society.

2. The people who want to do the same things you do but who think they should be done without regard to race, religion, political affiliation or economic status.

3. The people who believe that the values of this society are being determined by bureaucratic expediency.

So long as we hold values determined for us by the power structure, we are not bothered by police or government. The sad thing is that after four insipid years of high school we know of no values other than the accepted ones. Only "rebels" bother to search outside the culture for true human values and relationships. As for the rest of us, we are free in the same way cattle are free to mill in a corral. As students at the University of California, we are the elite. We are the fattest and most content cattle of all.

... Court Decisions

(Continued from Page 2)

mittee at Troy State held a closed-door hearing and refused to admit Dickey.

Rights Affirmed

Dickey again took his case to court, and the judge affirmed his right of freedom of expression and ordered the college to readmit him.

Contacted by phone at his home in Prattville, Alabama, Dickey said he was expelled from Troy State because he challenged the President's rule forbidding criticism of the governor and the state legislators and was insubordinate.

He also said that several faculty members at Troy State "got the ax" because they supported him in his fight against the administration.

William Munn, a former English professor at Troy State, confirmed in a telephone interview that he was "fired outright," but added that six or seven other faculty members left as a result of the incident.

"It was implicit that if you signed a new contract (at Troy State) you were expected to fall in line and not go against an administration elicit."

Munn, who now teaches at Beloit College in Wisconsin, said he knows of several more faculty members at Troy State who plan to leave as soon as they can.

Reinstatement Ordered

In Washington, D.C., the US Court of Appeals said four students ousted by Howard University after black power demonstrations on the campus must be reinstated.

However, the court suspended any action on the students' constitutional arguments to give University officials time "to consider"

granting the students an administrative hearing. The students had asked the court to determine whether Howard had the right to expel them without charges and a hearing.

The Court of Appeals overturned a decision by US District Court Judge Alexander Holtzoff, who refused to order reinstatement of the students. Holtzoff said it was "inconceivable that the Federal courts could interfere with the administration of discipline, or the appointment of members of the faculty."

Howard Asks Review

Howard officials have now asked the full, nine-member Appeals Court to reconsider the case "because of the grave and far-reaching importance involved in the right of a private university to manage its internal affairs."

The petition filed by Howard attorneys states, "If a private university is to manage its internal affairs, particularly with reference to student discipline and teacher tenure (it must be) free from judicial control."

In addition to the Troy State College and Howard University cases, students also defeated the administration in a court battle involving South Carolina State College. Federal District Judge Robert W. Hemphill of Columbia ruled that three students were suspended unlawfully by the faculty discipline committee after they led protest demonstrations on the campus last February.

The court order said a college rule restricting demonstration places "a prior restraint on the right of freedom of speech and the right to assemble."



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Thais Object To US Imperialism

(Continued from Page 1)

karno student demonstrations first began — the American Student Fact-Finding Delegation talked to several leaders of the successful mobilization.)

Q — What do students at UI feel about the war in Vietnam?

A — Based on the principle of our foreign policy — and we pursue an actively independent foreign policy — we attack imperialism based on the principle of humanity which we feel is being violated in South Vietnam. Yes, South Vietnam is a fence against Com-

munist take-over, but it is the technicalities used in this war that we have to contest. There must be negotiation as soon as possible to avoid further terrors.

Q — Should Vietnam be divided or made one country?

A — Who would like a country to be divided? In the long run, it must be united. But first, the war must cease.

Q — Do you mean unilateral de-escalation?

A — . . . from both parties.

Q — If South Vietnam would fall to the Communists, do you feel that the rest of Asia would fall too?

A — If South Vietnam falls to the Communists, then Communist infiltration in Southeast Asia will become more intensive; but the real problem is the development of Southeast Asia so that it can withstand the Communist advance. If this war is carried on, it will influence the political ability of the surrounding countries in Southeast Asia. If a country is politically unstable, then the economy is affected in this political catastrophe. We would like to see United States troops used not for war, but for the development of Southeast Asia. America and, to use your terminology, other countries of the so-called "free world," say they are in Vietnam to stop Communist infiltration. But a better policy would be to contribute to the economic development of the family of nations. Communist infiltration is only possible because of the poor economic conditions of these countries.

Q — We notice that you students in Indonesia, as well as those in the Philippines, are extremely proud of your medical schools.

A — We have reason to be proud. We have so many sick people here.

* * *

BANDUNG — (Alex Rumondor, a member of Parliament and "king" of the KAMI chapter in Bandung, met with the delegation at the KAMI headquarters.)

"We are against Communism because we have had too many experiences with Communism," Rumondor said. "The Communists operate in Indonesia with promises, not with ideology and most people in Indonesia are ignorant and do not understand what Communism is. Illiteracy, poverty, ignorance — they are all friends of the Communist Party and we want to eliminate them." Rumondor singled out the economic and political aspects of US assistance as the most necessary for the development of Southeast Asia.

"We are fighting for our clothing and our food. I would like to be an independent man, but if I must have rice, I must have rice. I do not like to see my people beggars. If you can help — help."

The Bandung official complained that the biggest problem with present US economic assistance is that the "common man" in an underdeveloped country either knows nothing or has been misinformed as to how he personally shall benefit from the aid.

"The aid to Indonesia from your country is growing," he said. "But most people do not understand this aid. You should give these people more information — not propaganda, but information. You

should give money to departmental projects — e.g., allocation of lands, relief programs. Maybe you should give the people a few million tons of food. This they will understand."

While he emphasized the primary importance of US economic assistance, Rumondor — unlike his colleagues in Djakarta — said that he could understand the necessity for military intervention, especially in the case of Vietnam.

"There is no sweetness in war,"

he commented. "We are for peace, real peace, but we cannot sell peace at the expense of freedom. In my opinion, what you are doing in Vietnam, you are doing for freedom. We know that there is no freedom in the Communist order. Since the war in Vietnam is against Communism, we are not against your President, though we are against cruelty."

"An underdeveloped nation is like a man who cannot swim in

(Continued on Page 6)

. . . tuition

(Continued from Page 1)

"A Pandora's Box"

The joint statement issued by the two major college associations called the panel recommendation "A Pandora's Box of ill-considered, obsolete, and contradictory ideas . . ."

The statement continued, "It is an ironic commentary on our times that in this most affluent nation in the world's history . . . a panel should seriously take the position that our society cannot afford to continue to finance the education of its young people and must therefore ask the less affluent to sign a life-indenture in return for the privilege of educational opportunity."

The opportunity bank "would, on the one hand, destroy the whole concept of public higher education, and, on the other, if successful, destroy the whole basis of voluntary support for private higher education," the two associations charged.

Shannon suggested that the bank would introduce discrimination in education, because "the rich would be able to escape the plan, while lower income students, especially with even higher tuitions, would be forced to accept it."

Authors of the opportunity bank proposal emphasized they were not asking for a loan program as such, but for "a device for enabling students to sell participation shares in their future incomes. They said their plan calls for "contingent-repayment loans."

Three Advantages

The recommendation said the bank would have three principle advantages to the individual over the present fixed-repayment programs.

First, no student borrower would have to worry about a large debt he could not repay. If he entered a low-income calling, or were unsuccessful in a normally affluent one, his obligation to the bank would decrease proportionately to his income for that period.

Second, by spreading repayment over 30 or 40 years instead of 10, the bank would make it feasible for individuals to borrow much larger sums than are currently allowed. Currently authorized loan programs have a four-year maximum of \$5,000, which will not cover tuition and subsistence expenses for four years at most colleges. However, the bank would be able to lend enough money to cover subsistence and tuition at any college. This would currently mean a four-year maximum loan of at least \$15,000, rising in subsequent years.

Finally, the panel says the availability of loans would not be directly affected by the state of the money market.

Could Increase Viability

Authors of the proposal also emphasize that it could increase the viability of private institutions of higher learning. They note that if present trends continue, private institutions will be enrolling no more than one-fifth of all students by 1980, due to the ratio of private to public college prices.

. . . Reagan Speech

(Continued from Page 1)

Reagan questioned.

Reagan began his speech jokingly, referring to "those with different political views" who would "place me as far back as the Ice Age — some even further to the time of McKinley."

He said some of youth's current dissent from American values may be the result of little or no responsibility handed down from adults.

"You are needed, we need your courage, your idealism, your new and untried viewpoint," Reagan told the college audience.

But he said society is organized into age groups that don't communicate.

"It is an unnatural situation," he added. "Humanity is vertically structured."

Reagan credited his generation with channeling nuclear energy for peaceful use as well as inventing the atomic bomb, and for defeating "polio and tuberculosis and a

host of plague diseases."

He said, "We who are called materialists have tried to solve human problems with material means."

"We have forgotten men's spiritual heritage: We have placed security above freedom and confused the citizen's responsibility to society with society's responsibility to the individual."

All too often, Reagan said, his generation gave too much to its children. "No" was either a dirty word or dropped from our vocabulary."

"Our national purpose is to unleash the full talent and genius of the individual, not to create mass movements with the citizenry subjecting themselves to the whims of the state," Reagan said.

"Can you name one problem that would not be solved if we had simply followed the teachings of the man from Galilee?" Reagan asked. "We can redirect our nation's course into the paths of freedom and morality and high principle."



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Secret Meeting Reveals Thai Sentiments

(Continued from Page 5)

a swimming pool. Someone must go in there to save him."

* * *

It is illegal in Thailand for more than seven students to assemble for a discussion of national foreign policy.

In order to assess the Thai student reaction to American policy and to the Vietnam crisis, it was necessary for the Student Fact-Finding Delegation to meet with Thai students in an upstairs room of a Bangkok bookstore — with a lawyer in attendance in case there were some complications. In this awkward atmosphere, there was understandably a great deal of hesitancy on the part of the students to discuss many of their real feelings.

When the student body president of the University of Fine Arts in Bangkok was asked what he thought about the Vietnam war, he replied (after a long pause) — "I never think about it. The University of Fine Arts only meddles in Fine Arts."

Other students were more frank about their attitudes toward US military actions in their own country and in their next-door neighbor Vietnam. One student confessed:

"I really do not like US troops being in Vietnam as an excuse for a base in Thailand. An American military line on the Thai border would be an inducement to Communist infiltration and aggression."

Another student raised an interesting question, "If you really want to fight a war in Vietnam, why don't you go over there and fight?"

There was obvious disagreement within the small group in the "upper room." One student said that he felt the Thai government should become more involved mili-

tarily in Vietnam; another felt that the US should escalate its military action and "not be so scared of killing civilians."

Others in the group, however, were not so sure that accelerated military action was the answer. They offered the opinion that "the bombing of North Vietnam is useless . . . By bombing you are only losing face."

Some students believed that in many instances the United States was its own worst enemy — by blocking a possible Chinese entry into the United Nations. The US government was causing the Red Chinese "to act like delinquents."

What should the United States do to prevent a Communist takeover in other Southeast Asian nations?

One Thai collegian reiterated what appeared to be a consistent reaction among Asian students to the possible threat of Communist infiltration in their countries:

"The United States," he said, "should give more economic aid to Southeast Asian countries, depending on the stability of their governments. If the government is not effective, then the US should not give military aid either. This makes an inefficient government even more powerful and gives Communism a target. If you begin in our country to make the government more stable, then we will have no fear of the Communists."

Two students in attendance claimed that they had been threatened with arrest for writing (in a campus publication) an editorial protesting Thailand's assistance to American action in Vietnam.

Why were they threatened with arrest?

"The University system," they explained, "is under the control of the prime minister, so students cannot criticize too much."

As the student body president

at Chulalongkorn University put it: "The King and Queen are our supreme figures of government. We believe that what the King does is perfect. To criticize the government is to indirectly criticize the King, and Thai people are not in the habit of doing that."

A girl at Chulalongkorn elaborated, "The students are very passive here. As a rule, we do not speak out."

Unfortunately, the meeting in the "upper room" was the only glimpse the delegation got of the Thai students' attitude toward a boiling pot to which they sat right next door.

At a meeting with students at Chulalongkorn, our moderator inquired: "How do you students feel about the bombing of North Vietnam?"

"We would rather discuss campus and cultural issues, if you don't mind," was the general response.

It is a thin gray line which separates caution and apathy. While Indonesian, Philippino and Vietnamese students march in demonstrations, the Thai students walk ever so timidly along that thin gray line and in what direction, they do not seem to be sure. Perhaps they might be wondering when that thin line may turn into a tightrope.

Propaganda Film Shown To Thais

"The Red Ants are like we are," a school teacher tells his class. "They love their country."

So speaks the hero of a full-length propaganda film produced by the United States Information Service. The film is shown by USIS in the villages of northeastern Thailand in an attempt to check popular support for Communist insurgency in that area.

The hero of the movie is a village school teacher who trains local farmers, educates their children and counsels the villagers to be patient with the government's tardiness in road-building, irrigation projects and other aspects of agricultural development sorely needed in the northeast. The teacher urges patriotism and piety, loyalty to Buddha and the king.

"These things take time," he says. "The government is doing all that it can do."

The other hero in the film is a disillusioned village youth who is unhappy with his present financial lot and that of his people and who succumbs easily to the promises of a better life offered him by leaders of the local Communist underground.

After spending some time with the Communist band, however, the youth undergoes a "change of heart" and returns to his village home — just in time to prevent the Communists from killing the patriotic school teacher. The state police also come to the rescue, arrest the Communists and once again all is well on the homefront.

USIS assured us that they had researched their audience and their subject matter extensively, and in some respects their efforts were impressive. The picture was taken on location in a northeastern village and residents were used in leading roles as well as for "extras." There were other aspects of the propaganda presentation, however, which indicated that someone had failed to do some important homework.

Because USIS hired professional actors for the major roles (the teacher, the youth and a few others) a language problem was presented. The actors did not speak the northeastern dialect and the dialogue had to be in central Thai.

One USIS official explained to us: "The northeasterners can speak and understand central Thai, although actually it is a point of pride for them not to."

Dialect was not the only alien element in the movie. In the opening scene, the village viewer is taken into the teacher's hut which is decorated conspicuously with USIS posters. The teacher is seen talking to his daughter as he finishes dressing — putting on his socks and shoes (villagers in the Northeast either go barefoot or wear sandals).

Walking from his hut to the schoolhouse, our hero stops and makes a few visits on the way. He stops and talks to one farmer who is listening to a newly-acquired transistor radio ("indicative of the village farmer's newfound prosperity," says the USIS film's director.) The farmer thanks the teacher for the training he has given him.

"Because I followed your instructions," says the farmer, "I have been able to better myself. Look at my radio!"

Meanwhile . . . our other hero, the disillusioned youth, is calling on his girl friend. He tells her how much he is dissatisfied with himself and how much he would like to marry her — if only he was more able to support her, only he did not feel so useless.

"When two people love each other," USIS has the heroine soothingly reply, "It doesn't matter what they have."

This line ushers in a passionate (by village standards) love scene which USIS evidently felt essential to the "propaganda message." Nothing more intimate happens than the boy tenderly touching the lover's arm. According to the village moral code, however, this intimate enough — for even this type of inconsequential physical contact is greeted with the same type of shock as is pregnancy or of wedlock. ("That was our good admits USIS. "But the village didn't mind. They enjoy a little vicarious sex now and then.")

Soon, the Communists make their debut. Yet all of them look relatively harmless, for the actors hired to play the "subversives" were middle-aged men with "portulias." The typical audience reaction to the "Communist infiltrators," USIS confesses, was "They look just like any other Thai!"

USIS, of course, would preferably alter this impression. The script has the leftists looting, stealing food, intimidating the local monks and raping the village women.

(At an earlier USIS briefing, however, the US Political Affairs officer in Bangkok informed the delegation that there were few instances of any of this kind of activity on the part of the Communists. "They leave the men and the women alone," he stated, "and with a few exceptions, they usually pay for whatever they may take.")

A week or two after the film has been shown to a particular village, it is likely that a Communist group will also pay a visit. In many cases, says the Political Affairs officer, "the Communists will stage a carnival and a public rally. They will mock the American movie and assure the villagers that the Americans only want village support so that they can send in their troops and colonize the area. A few weeks later, USIS mobile units will return to try again."

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THE FIRE STATION NIGHT CLUB

1½ MILES SOUTH OF DISNEYLAND ON HARBOR BOULEVARD

ENTERTAINMENT

Melanesian Exhibit Features Island Art

An exhibition of Melanesian art opens the 1967-68 season at the UCI Art Gallery. The exhibition will be open to the public from October 17 through November 12.

Melanesian art is drawn from New Guinea, the second largest island in the world, and other smaller islands which include the Solomons, New Caledonia and Fiji. The exhibition consists of more than 150 pieces selected from the various cultures and islands. It is supported by a fully illustrated catalogue with an introductory essay.

The exhibited objects are from the Lowie Museum of Anthropology at the University of California, Berkeley and the Oakland Public Museum. The Lowie Museum is one of the most important in the western half of the United States and has an unexcelled collection of Melanesian art.

Examples of Melanesian art in the exhibition were jointly chosen by John Coplans, director of the Art Gallery at UC Irvine, and William Davenport, who wrote the catalogue introduction.

Davenport, of the University Museum at the University of Pennsylvania, points out, "If we survey the primitive world for regions where the plastic arts, and in particular sculpture, are elaborated and developed greatly, we would find that the great insular region of the world, Indonesia, to Oceania, is one of the few. In this vast expanse of islands and sea, Melanesia is the heartland for sculpture."

He continues, "Every large island and group of islands in Melanesia has some form of sculpture in a distinctive style. In some cultures, sculpture is combined with great pageants. In these, the sculpture forms a part of the costumery and stage props.

In other cultures, the sculpture is mainly architectural. In still others, the sculpture is for display

and the depiction of cultural secrets; and in some others, the sculpture is purely ornamental and associated with objects of high utilitarian worth, with the personal property of persons of high social status, or with men's and women's dress."

Included in the exhibition are carved and painted masks used in village pageants and nearly life-sized ritual figures. Intricately carved ebony wood pieces from the Trobriand Islands and musical instruments from New Guinea form an integral part of the exhibition. Some functional objects included are bamboo and gourd storage containers having incised designs and figural scenes. Instruments of war and canoe prows with complex carvings are also part of the exhibition. Shields carved in low relief and painted with earth pigments can be seen. The exhibition also includes a number of large photographs showing the people either wearing masks or at work making the typical village objects.

Melanesia is one of the areas where the formal shape of its culture is strongly expressed in artifacts. As Davenport states, "It is a region in which sculpture in some form, always in wood and often combined with painting and other kinds of applied decoration, is the preeminent and traditional medium of artistic expression."

All exhibition objects are made from locally available materials: tree trunks, bamboo, gourds, coconut fiber, bones and shells. They have been carved with the simplest of tools and very often are polychromed with a limited range of earth pigments.

Davenport explains that "everywhere in Melanesia, local traditions of art are either already dead or are facing imminent extinction. This is ironic, for their rapid demise is coincident with an equally rapid growth of interest in them from the outside.



JOHN WOODS



OAKLEY HALL

Poet, Novelist Join Staff

Two distinguished authors, novelist Oakley Hall and poet John Woods, have been named writers-in-residence at UCI for the 1967-68 year.

Their appointment followed a policy of bringing visiting writers to the staff of the Writing Center each year.

Hall and Woods will teach classes in their specialties — the writing of fiction and poetry — and will work with graduate students enrolled in the Center's master of fine arts program in creative writing.

Hall is the author of six novels, including *Warlock*, which was

made into a movie by 20th Century Fox, and a pair of novels to be produced as films by Hollywood studios this year: *The Downhill Racers* and his latest book, *The Pleasure Garden*.

He has previously taught in writers' workshops at Antioch College and the University of Iowa, and at the Pacific Coast Writers Conference.

At present Hall is working on a spy novel he characterizes as a "didactic" mystery, which takes a hard look at some methods of American secret intelligence.

Woods comes to Irvine from Kalamazoo, Michigan, where he has been professor of English at Western Michigan University since 1955.

His poems have appeared in numerous journals and anthologies, and he has published three books of poetry: *The Deaths at Paragon*, *Indiana*; *On the Morning of Color*; and *The Cutting Edge*.

Woods also has recorded two albums of his verse and has given readings at colleges and universities across the country. He has taught in several writing programs, including the Bread Loaf and the Vermont Writers' Conference, where he was Robert Frost's Fellow.

Previously he served as poetry editor for Indiana University Press and Western Michigan University Aural Press.

Opera Workshop Auditions Set For October 14

Auditions for the UCI Opera Workshop will be held by the Division of Fine Arts Saturday, October 14.

The workshops will produce a fully staged opera, Mozart's "Cosi Fan Tutte," February 20 to March 2. Jan Popper, director of the UCLA Opera Workshop, will be musical director, and Clayton Garrison, dean of fine arts, will be drama director and will stage the production.

Dr. Popper is known throughout California as an operatic conductor and director, educator and lecturer. He has been a frequent guest conductor at the Hollywood Bowl, with the San Francisco Opera Company and with the Tokyo Opera Company.

The workshop will meet Tuesday and Thursday afternoons, 4 to 6 p.m. The Opera will be cast from the workshop and will rehearse evenings, Monday through Friday, beginning January 2.

Auditions will be held by appointment from 10 a.m. to 12 noon, and 3 p.m. to 5 p.m. Appointments may be made by calling the UCI department of drama at 833-6613. Open auditions will be held from 1 to 3 p.m.

Both students and members of the community with training in voice are invited to audition.

Argentine Scholar Accepts UCI Post

Professor Antonio Pages-Laraya, one of Argentina's most distinguished literary scholars and former minister of communications in the government of President Illia, has arrived at UCI to assume his position as professor

of Spanish American literature.

Since 1956, Pages has held the chair of Argentine literature at the Universidad de Buenos Aires and has directed the research Instituto Ricardo Rojas. He has published several books on Argentine literature and is a constant contributor to the literary supplement of *La Nacion* and *La Prenda*, Argentina's most important newspapers.

Pages has lectured at universities in England, Mexico, Uruguay, Chile, Ecuador, and Peru, and was visiting professor at the University of New Mexico in 1961. He served on the selection committee for the 1962 William Faulkner Foundation Iberoamerican Novel Award.

En route to Irvine, Pages spent one week in Lima in order to receive an honorary doctorate from the Universidad de San Marcos.

At UCI he will teach both undergraduate and graduate courses in Latin American literature with an emphasis on Argentina.

IFC Offers Seminar

Sister Martha Ann of St. Joseph's College, Orange, will offer a weekly seminar on Christianity and contemporary social problems beginning Wednesday, October 18.

The five sessions, held on successive Wednesdays, will cover the following general topics: Oct. 18, Christianity and War — a historical view; Oct. 25, Vietnam and the Christian Conscience; Nov. 1, The Church and Social Doctrine — Father Kramer; Nov. 8, Racial Patterns and the Christian; Nov. 15, Politics and the Christians.

The seminar will meet at 4 p.m. in the Interfaith Center.

SCR Seeks Players For Productions

South Coast Repertory, Orange County's only resident repertory company, will hold its annual interviews for new personnel in an effort to support the group's expanded program of running two theatres for the coming year.

Interviews for the company will be conducted Sunday, October 15 at the SCR Third Step Theatre, 1827 Newport Blvd. in Costa Mesa.

In particular demand are mature actors, both male and female, between the ages of 30 and 50. However, talented people from all age groups are welcome.

Many non-acting positions are available also in the lighting, office, props and costume departments.

People seeking further information or appointment time, should call the theatre at 646-1363 between 1 and 5 p.m.

The repertory will open its new "3rd Step" theatre October 14th with the American premiere of Henry Livings' comedy, *Big Soft Nellie*.

Although the premiere performance Saturday night is sold out, tickets are available for all remaining performances.

The current production at SCR's "2nd Step" theatre is *The Typists and The Tiger*, by Murray Schisgal. It has been held over to close Sunday, October 15th.

All performances for the two plays are Thursday through Sunday, and tickets may be obtained by calling the theatre box office at 646-1363, or by writing South Coast Repertory at 1827 Newport Blvd.

The ASUCLA will sponsor a dance tonight as part of the All-Cal weekend.

Featuring music by the "Melting Pot" and "Boston Tea Party," the dance will be held at the Sunset Recreation Center between 8:30 and 12:30.

Admission will be free.



RON BOUSSOMM and Don Tuche have principle parts in the American premiere of "Big Soft Nellie," an English contemporary farce by Henry Livings. The opening date for the play and for the new SCR 3rd Step Theater is October 14.

UCI Sports Scene

Crew Trains Early For Active Season

With fifteen returning lettermen, six new upperclassmen, and eighteen freshmen, the UCI crew team began practice last week to prepare for the 1968 crew season which is almost six months away. Because of their long practice season, Coach Duval Hecht is hoping that boys who want to try a new, pleasant(?), and "Off-beat" sport will come out and participate.

"Unlike most collegiate sports," says Coach Hecht, "crew does not pressure guys to stay out for the team. Once a boy has become exposed to crew and learns some of the basic principles of rowing, he can decide to either quit or continue practicing for the rowing season."

Last year, the varsity team never lost a race to a school they didn't beat by the end of the season, except UCLA. They were knocked out of the varsity finals, however, by UCLA, Long Beach State, and California. In the consolation race, the Anteater oarsmen came back to beat Long Beach State, who had been eliminated in the semi-finals, and posted a better time than California.

Returning for their third year of crew competition are Burr Smith, Paul Ryan, Barney Voorhees, Mike Glassey, Walter Duff, and coxswain Boris Buzan.

From the publicity standpoint, the JV's put themselves in the sports spotlight with the presence of perhaps the only female coxswain in the United States, Karen Shoemaker. But the most successful Irvine crew squad last year was the frosh eight who placed a strong second behind Stanford in the freshman championships, beating UCLA, Oregon State, Orange Coast, and Loyola University.

The most astonishing thing about Irvine's crew team is that due to

the small size of the Irvine campus, Coach Hecht cannot recruit those "herculean oarsmen" used by most colleges. Thus, every Irvine boat was grossly outmanned last year in respect to size.

This year, however, Coach Hecht hopes to improve on last year's record and perhaps try for a spot in the 1968 U.S. Olympic team at the trials in Long Beach.

For those interested in crew, practice begins at 4:30 daily at the Irvine boat-house on Shellmaker Island, next to the Newport Dunes. For further information concerning crew, call 644-1550 or Coach Duval Hecht at 675-0762.

A change in policy concerning awards for participation in intercollegiate athletics was indicated recently by Dr. Wayne Crawford, Chairman of the Physical Education Department at Irvine.

In previous years, freshmen who participated on varsity teams were not eligible to receive a first year varsity award. The new policy states that "If a freshman participates on a varsity team, and qualifies in all respects, he may earn a first year varsity award."

The freshman award is a blue and gold chenille emblem with the graduating class year. The first year varsity award is a blue jacket with gold letter sleeves and a gold chenille 5 inch block "I" letter with small UC on top.

Water Poloists Defeat LBCC In 10-3 Outcome

After playing the role of inhospitable hosts by winning their own tournament, Coach Ed Newland's water polo team defeated Long Beach City College 10-3 last week and began preparation for Long Beach State, UC Davis, and the All-UC Tournament scheduled for this weekend.

Playing before an All-UCi cheering (about a dozen loyal Anteaters plus Chancellor Daniel Aldrich), Irvine's water polo team scored an easy victory over an inexperienced Long Beach City squad.

After moving into a 4-3 half-time lead, Irvine scored two more goals in the third quarter and added four goals in the final period to capture the fifth straight victory of the season and the eleventh straight win since losing to USC in 1966.

Scoring for Irvine were: Ferdie Massamino (1), Bruce Reynolds (1), Dale Hahn (1), Mike Martin (1), Pat McClellan (2), Steve Farmer (2), and Bob Nealy (2). Leading scorers in the five games so far are as follows: Pat McClellan, 11 for 18; Ferdie Massamino, 9 for 16; Bob Nealy, 7 for 11; and Steve Farmer, 3 for 7.

The water polo frosh also beat Long Beach City last week. Led by Hahn who tossed the "round-ball" for three goals, the frosh scored a fine 8-5 victory. Other scorers for the frosh team were as follows: Little (1), Mengel (1), Eason (1), Charnley (1), and Wilson (1).

Today, the water polo Anteaters host UC Davis in our pool at 3:30 and travel to UCLA for the All-UC Tournament beginning at 9.

In the five team UC Tournament, UCI is rated third behind UCLA (ranked number one last year) and UC Berkeley. Newland will stay with the starting line-up he has called on all year: Bill Leach and Steve Farmer, forwards; Pat McClellan, center forward; Mike Martin and Bob Nealy, guards; Ferdie Massamino, center back; and Bill Braly, goal

guard. With several Pan American team poloists on the Bruin squad, they are the favorites of the tournament.

Probable starters for the Bruins will be: Bruce Bradley, Stan Cole, Russ Webb, Jim Slatton, Ken Smith, Tom Omdahl, and John Montrella.

Irvine has placed second for the last two years behind UCLA in this tournament and Coach Newland hopes to break the Bruin jinx tomorrow. The tournament sched-

ule is as follows:

Game 1 — UC Davis vs. UC Santa Barbara at 9 a.m.; Game 2 — UCLA vs. UC Berkeley at 10 a.m.

Game 3 — Winner of game 1 vs. UCI at 11 a.m.; Game 4 — Consolation bracket; Game 5 — Championship game (Winner of game 3 and game 2).

Next week, UCI will host San Diego State on Tuesday at 3 p.m., and invade the Indians at Stanford next Friday, Oct. 20.

Intramural Sports Begin Next Week

Since intramural football and volleyball competition is beginning next week, students who have not signed up should do so immediately. Students interested in forming a team should pick up applications now from the recreation sports office.

Flag football competition will begin on October 16 on a round-robin basis, with games scheduled Monday through Thursday afternoons at 3:30 p.m.

Volleyball will start October 16 with games Monday through Thursday nights at 7:30 p.m. Badminton (singles, doubles, and singles elimination) starts October 25.

For answers to any other questions concerning intramural sports, recreation sports clubs or sports activities in general, contact the sports recreation office in Campus Hall.

Phone 833-6931 for information concerning new or old sports clubs. There are also copies of the UCI Recreation Sports Handbook

for 1967-68 in the sports recreation office.

Anyone interested in writing sports for the paper please contact Ron Takemoto at 201-C Loma Mesa Court (833-6655) or contact Anthill office at 833-5546.

Home athletic event season tickets are now available for faculty and staff for \$10 entitling the ticket holder and his immediate family admission to all home sports events during the 1967-68 school year. Payment may be made at the cashier's office, room 1234, Library - Administration building, and the receipt presented to the Department of Physical Education where tickets will be issued. Season tickets for all home athletic events are available to the public at \$10 per adult (50c per event for children and non-UCI students).

Handball, Squash Clubs Set Playing Schedules

A limited amount of memberships in the handball and squash clubs at UCI is now available to the general public as well as Faculty-Staff Recreation Sports Privilege Card holders. The handball and squash clubs are planning to have teams in Southern California League competition, and all members of these respective clubs are eligible to try out for the club teams.

The Handball Club will play its league games on Monday even-

ings. Applications for membership should be made to the UCI Physical Education Department. Public memberships are available with a quarterly fee of \$25. (Annual fee is \$100.)

The Handball-Squash courts will be available for play as follows: Monday - Thursday from 8 a.m. to 9:45 p.m., Fridays from 8 a.m. to 5:45 p.m., Saturdays and Sundays from 9 a.m. to 4:45 p.m.

The following reservation will be in force during the Fall Quar-

ter at which times the courts will not be available for play:

Handball and Squash Classes: Monday and Wednesday: 9, 10, and 11 a.m.; Tuesday and Thursday: 11 a.m.

Handball and Squash Club: Monday evening: 6-9:45 p.m. (Handball Club); Thursday evening: 6-9:45 p.m. (Squash Club).

Faculty-Staff: Monday - Friday: 12 noon to 1 p.m.

Reservations to play on the courts can be made on Mondays through Fridays from 8 a.m. to 6 p.m. Players should report to the equipment room to register and check out a key before going out to the handball courts. Players are requested to play only on the court to which they were assigned, and to relinquish the court promptly at the end of their scheduled hour when other players are waiting.

The use of the Handball-Squash courts is limited to UCI students, Faculty-Staff Recreation Privilege Card holders, Handball and Squash club members and registered guests.

Equipment such as handballs, squash balls, and squash rackets may be checked out from the equipment rooms. Handball gloves, however, are not provided by the P.E. department.

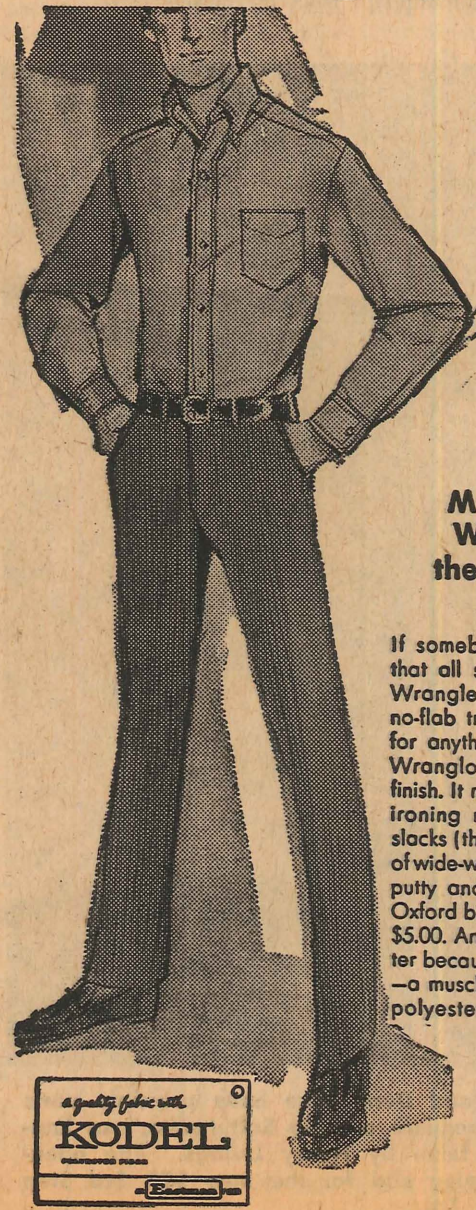
For further information concerning membership applications, reservations, etc. call 833-6931 or 833-6937.

Water Polo Calendar

OCTOBER

13, Friday	UCI vs Davis	here — 3:30 p.m.
14, Saturday	All-UC Tournament	UCLA — 9:00 a.m.
17, Tuesday	UCI vs San Diego State	home — 3:30 p.m.
20, Friday	UCI vs Stanford	away — 3:30 p.m.
21, Saturday	UCI vs Foothill JC	away — 10:00 a.m.
	UCI vs De Anza JC	away — 3:30 p.m.
24, Tuesday	UCI vs USC	away — 4:00 p.m.
28, Saturday	UCI vs Cal State, Pomona	home — 10:30 a.m.
31, Tuesday	UCI vs UCLA	home — 3:30 p.m.

Wresist.



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