

newUniversity

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EDUCATIONAL VALUES vs. GRADES

California Master Plan for Higher Education – THE PRIMARY PURPOSE OF THE UNIVERSITY OF CALIFORNIA SHALL BE RESEARCH AND THE EDUCATION OF GRADUATE STUDENTS.

Grover G. Stephens, Chairman, Department of Organismic Biology – THE FACILITIES AND TEACHER-STUDENT RELATIONS AT THE UC SYSTEM ARE NOT CONDUCTIVE TO A SATISFACTORY UNDERGRADUATE STUDY PROGRAM.

by RICHARD SHARP

The educational policy behind the UC undergraduate program has long been a subject of discord among students, administrators, teachers. Many people look upon the University as a monstrous machine which mechanically cranks out a chemistry here, a physicist there, and then a social scientist or a literary critic. "I think that the university is for the transmission and creation of information," says Professor Grover Stephens, past chairman of the Academic Senate's Committee on Educational Policy. The transmission and creation of information. A phrase which conjures up images of magnetic tapes, IBM typewriters, banks of wiring, computer gauges. One wonders if this is education.

But since we must operate the framework of the present system, at least for the present, within what kinds of changes can we initiate or which will make the undergraduate study program more reasonable effect and less remote from the student?

First of all, there are many changes which could be made in the Pass-Not system rather easily. There is a history to the Pass-Not Pass system which is little known, but very relevant to any discussion of reforming it.

When the University was planning the establishment of three new campuses in 1960 or thereabouts, several educational innovations were proposed that would be tried out on these new campuses. Among these innovations was the Pass-Fail system. In 1964 the Assembly of the Academic Senate, a University-wide organization, instituted a policy which allowed a student to take any class he wished Pass-Fail as long as that class was not required by the student's division for graduation. In 1966 the Irvine faculty took a more conservative view of Pass-Fail and instituted a program that would limit the number of courses taken Pass-Fail to 1 on the average per quarter. In 1967 the Irvine Academic Senate requested that Irvine be allowed to institute a regulation which would make only C and above a passing grade. This regulation was instituted on a University-wide basis at the beginning of the Fall Quarter, 1968, and at Irvine, during the last quarter of the 1967-68 school term.

What was the rationale behind all these limitations and qualifications on the initial Pass-Fail resolution? The limitation on the number of Pass-Fail classes was established primarily because the Faculty took what Grover Stephens called "a more conservative view" of the matter than did the University-wide Assembly. The faculty undoubtedly felt that allowing an unlimited number of Pass-Fail classes would lessen the value of the BA or BS degree. Such reasoning is rather appalling considering the fact that a degree means very little except that the receiver of the degree has played the academic game pretty well. But the faculty is generally a conservative body when dealing with University reform because they have a great stake in maintaining the status quo; the university pays their salary and gives them security, identity, and prestige.

But what about making a "C" or higher the only grade that qualifies for a Pass? At first, University-wide policy stated that a "D" or better would be a passing grade, for both the Pass-Fail and the regular "ABCD" grading systems. But then a girl from Santa Cruz, where all grades are Pass-Not Pass, tried to transfer to UCLA and was refused admission on the basis that her straight "Pass" record only qualified as a "D" average. Santa Cruz argued that its requirements and selectivity were stringent enough to assure academic competence among its students. But to no avail. In 1967 the Assembly approved University-wide regulations instituting the "C" grade or higher limitation on Pass-Fail. As a report

by the UCLA Academic Senate explained, many faculty members were afraid that when "D" work requires a "Passed" grade, the atmosphere has been poisoned in which the P/NP experiment has been carried out. Several departments, various deans and many faculty members have protested that this makes the P/NP option a means of lowering the UCLA standards for the Bachelor's degree."

The initial purpose of the P/NP option was to "encourage experimentation by students in areas outside their major field or interest." Students could experiment freely because the fear of bad grades would be eliminated. It appears that the faculty has defeated its purpose in making "C" or better a passing grade, because it simply reinstitutes the old tyranny of grades.

Finally, have you ever wondered why you can only change a class from grade to P/NP during the first two weeks of the quarter? The reason for this is that the faculty felt that a student should, in Professor Stephens words, "make a commitment regarding his classes early in the quarter." This justification seems rather scurrilous simply because such metaphysical considerations as "commitment" should not enter into this situation. If a student wished to change the system by which he graded in the middle of the quarter, it should not be anybody's business but his own. A student's "commitment" should also be only his own business. The professor, except in rare instances, grades only on the basis of results, not on the basis of "commitment" or "interest" or any other such consideration. When a student takes a class, he should be allowed all possible leeway in making appropriate technical changes that will improve his grade point average.

As Professor Stephens pointed out, the whole grading system is a very poor way of evaluating students academic progress and potential. He mentioned that most of the faculty feel that there is "too much emphasis on these estimates of performance (grades) and yet there is also an unwillingness to break away." But, he added that "most people do not see a workable substitute." A workable substitute is going to be absolutely necessary soon because there will be more and more experiments like that at Santa Cruz; and sooner or later the University will have to find a better and more adaptable method of grading than the current archaic and unjust system.

Grad School Deans View Draft Dangers

SAN FRANCISCO (CPS) – Deans of some of the nation's most prestigious graduate schools are worried about recent publicity that the abolition of draft deferments has not hurt graduate schools.

They fear the publicity will make it difficult for them to lobby for a change in the draft law when the new Congress and administration take office in January.

Most graduate school deans had predicted dire consequences when graduate deferments were ended last February. "Graduate schools will be filled with the halt, the lame, the blind and the female," was the most popular prediction. But statistics show that graduate schools' enrollments haven't dropped significantly, and the press has been full of stories that the graduate schools aren't badly hurt.

"Nobody knows whether graduate schools are badly hurt," says Gustave

Arlt, president of the Council of Graduate Schools in the U.S. "Who are these students?"

Arlt is urging that universities gather more information about their graduate students. He said, "We need to know who is enrolled and why."

Arlt's position won an endorsement from the Association of Graduate Schools at a recent meeting here. The AGS is a division of the American Association of Universities (AAU), a prestige association which requires universities to meet certain standards before it will admit them. It has only 44 members.

This "folklore," the AGS's committee on the draft said, involves the "notion that many or even most graduate students are in fact draft evaders."

The AGS favors either a lottery conscription system or complete abolition of the draft. It opposes deferments for graduate students.

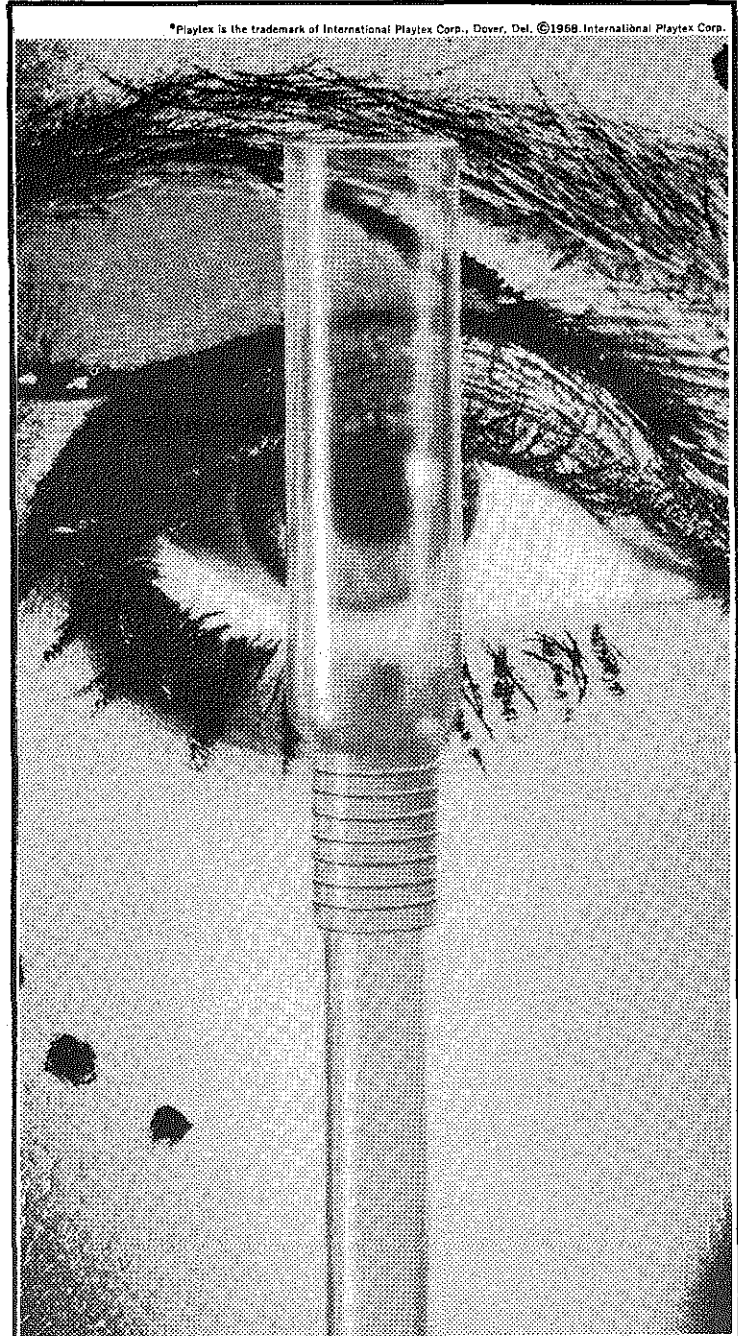
NEWS/ CAMPUS

The poet Bert Meyers will read from his poetry at 4:00 on Thursday, November 7, in the writing Center, HSS 126. Mr. Meyers, author of *THE DARK BIRDS*, a book of poems, has published widely in literary magazines, and currently teaches at Pitzer College of the Claremont schools. Mr. Meyers is being sponsored by the Writing Center and the Dept. of English and Comparative Literature.

The ASUCI will present an all-day program on the Selective Service System this coming Friday, November 8. The event will begin at 2:00 on the athletic field behind Campus Hall with a major presentation by six speakers, which should last till 5:00.

The speakers will include Carlos Ogden, state director of the Selective Service System; Dr. Joseph White; Bishop James A. Pike; David Harris, founder of the draft resistance; General Mark Clark; and Senator Mark Hatfield, who has proposed a voluntary draft system. At this time, it is not yet certain whether the proposed speakers — such as Mark Clark and Bishop Pike — will be able to attend.

The second part of the event will consist of discussion groups led by the speakers themselves, which will meet at various times throughout the evening beginning at 6:30, providing the opportunity to discuss the issues in depth with the various speakers. A schedule of meeting times will be available by Friday. \$.75 for students and \$1.50, for others.



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Candidates for the nation's highest office come into the stretch today as they

work right down to the wire to get those votes.

Governor Hoff Appears ...and Disappears

by JILL GARBER

Governor Hoff of Vermont arrived at Gateway Plaza at 12:30 last Monday. (Why did he come to Irvine? No one was quite sure before or after his visit.) The poster that announced his speech said that he would speak on behalf of the candidacy of Humphrey and Muskie. However Muskie's name was not even mentioned in the fifteen minute speech that followed, nor was much said about Humphrey.

Hoff began his speech by stating that he had visited Irvine last spring to speak "in behalf" of Robert Kennedy's candidacy. After Kennedy's death Hoff switched his support to Eugene McCarthy. During the convention in Chicago Hoff worked extensively in McCarthy's campaign. If Hoff's "support" for McCarthy was of the same nature as his "support" for Humphrey last Monday one can better understand McCarthy's defeat in Chicago.

What did Hoff say that would cause everyone gathered to run out in support of Humphrey? "Hubert Humphrey is a delightful person. He has a mind so broad that it sweeps." Later he added: "His record is one of the greatest you could put your finger on."

Hoff kept emphasizing that we must "unite the positive forces of our society." Hoff never bothered to mention what those forces were. He spoke of this election year as "crucial" and compared the feeling of the times to the post-Korean War era of McCarthyism. Hoff never clarified this statement although he alluded

to it throughout the speech.

Nixon's silence on the important issues of this "crucial election" was pointed to by Hoff as the basis for Nixon's popularity. This silence is somehow geared to the "anxieties and the fears" that beset the American people and make Nixon a popular figure. In contrast to this Humphrey was described as "willing to speak about the issues of our time."

When questioned about his use of the term "lesser of two evils" in connection with Hubert Humphrey, Governor Hoff showed himself not to be as willing to discuss the issues for he start-

ed to answer the question by saying: "Well, let's look at Richard Nixon." The audience objected strongly to this tactic and Hoff changed his manner of answering the question but he never really answered that question nor did he answer the questions that followed.

And as rapidly as he appeared Governor Hoff disappeared.

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Until last June, William Kerrigan was a graduate student in English Literature at Columbia University. He was involved with the Columbia crisis from the beginning and became a member of the Strike Co-ordinating Committee. For the past two years, Mr. Kerrigan taught Freshman English at Columbia, using a modified version of group therapy in his classes and experimenting with the theory of film as a basis for composition courses. He is now an instructor at Middlebury College in Vermont.

Mr. Kerrigan's article is, in his own words, "a bitter but honest" article. It is reprinted now in the pages of the NEW UNIVERSITY, to be concluded in Thursday's edition. The first segment of the article, reprinted below, deals with the origins of the University as we know it. It is extremely relevant to the problems now being experienced by the University of California.

I. Our Heritage

The American university developed from historical accidents and expedient decisions. At no point was its structure profoundly influenced by the vision of a wise man, the policies of a disinterested government, or the more liberating dreams of the collective unconscious. To defend this institution, one must be either, like Clark Kerr, a social Darwinist, or, like the man in the suburbs, a kind of lapsed Calvinist, whose predestinarian notions include the manifest destiny of all things American.

Only on our continent is there lay government of universities by a board of trustees. The radical Puritans believed in the lay government of churches, and they established the first colleges in order to staff their churches with an educated clergy. Being relatively homogenous societies, the colonies did not think to protect the right of university dissent. They were themselves dissenters, and the desirability of a community of educated men independent of the larger society never occurred to them. Similarly, the American university president owes his dictatorial powers to mere expediency. For at the time of the earliest universities, teaching was not a profession. The professors were young clergymen on route to a

congregation — the faculty did not exist. The president, as the only resident member of the lay board, became the sole representative of its power. In our beginning is our end: today the American university is composed of two hierarchies, the more powerful one based on corporate skills, on management ability, and the less powerful one based on intellectual achievement. There are no moral or rational reasons for the relative impotence of students and faculty. History gives us this structure, and history, as we know, is by and large the record of our failure.

American professors defined the nature of academic freedom in the nineteenth century. The major issue was Darwinism, the teaching of evolution. It was argued that only a scientist could judge a scientist, and the presidents and trustees were therefore incompetent to either suppress or endorse a scientific theory. Furthermore, the truth was tentative, the truth evolved exactly as man evolved. Other disciplines — economics, history, philosophy, political science — achieved their freedom with variations on these arguments, holding fast to the coattails of their biological colleagues.

In these circumstances, the professors reinterpreted the old tradition that students were moral reprobates, so gullible that the mere mention of a heresy would fire them with blasphemy. There ensued a more civilized, more chilling version of this attitude — that quiet contempt for students, that subtle condescension. For how could such masters of knowledge take students and their questions seriously? They are mere laymen, incapable of judging the truth. It must be admitted that for many years American students did little to correct this impression, their one solid achievement being the perpetua-

tion of the fraternity system.) And when American universities imported the ideals of the great German institutions, their elective courses and graduate schools and disinterested research, these ideals were perverted to accord with the arguments for academic freedom. In Germany the professor was a man of accomplishment and personal authority who attempted, while considering all objections, to convince his students of the truths which he spent a lifetime formulating. But in America the truth was tentative. No man possessed it, only history possessed it, and the American professor was expected to give all sides of a question without committing himself. Thus we have so many teachers who can discuss but not believe. The ancient passion for the truth becomes a neurotic compulsion to be "fair" and "objective." Teaching, which Plato thought of as the art of rational persuasion, the communal realization of self-knowledge, becomes in America the communication of information. A machine will do.

Academicians have often argued that the university is a public institution, hoping in this way to subvert the power of trustees and presidents by appeal to a prior, half-mystical authority. During the industrial revolution, the federal government took advantage of this opening. The country needed good old American knowhow. Colleges were granted land to produce engineers and agricultural experts; later they produced soldiers in a compulsory ROTC program in order to keep their charters. Millionaire philanthropists founded business schools, law schools, medical schools, and whole universities. The university itself yielded to the multi-versity — a city and not a community, composed of trade schools, professional schools, research centers, various graduate programs, and an undergraduate college.

If communities may produce democracy, cities will inevitably produce bureaucracy. Administrators bred like rabbits. The sociologist calls it "differentiation": thus a system which fulfills, say, three functions, splits into three separate systems, necessitating another system to coordinate the three new ones. One dean became four deans, quicker than sociology could create its jargon. Four deans required an executive vice-president. "Deans within deans," as Jacques Barzun has said.

When the university exists to satisfy the needs of society, as interpreted by society, deans exist so that government may be assured reliable people act in loco parentis. A university governed by students and professors, those arrogant malcontents, is surely one of suburbia's deepest dreams of anarchy. The deans have also come to handle student discipline because the faculty does not really believe in the rules, yet lacks the courage to rectify them. Few professors (and certainly not the best ones) wish to inform a pregnant girl of her suspension, or tell a student he must leave for smok-

ing pot. Only deans have sufficient hypocrisy and pomposity for this. Their function in such cases is literally the shame of the professors.

I observe the rule of equal time: The academic scorn for their administrator colleagues comes out of deep and noble values: out of individualism and a love of liberty, out of an abiding anti-authoritarianism. Unfortunately, there can be an excess even of noble values. Lest they become utopian notions, these commendable values need to be tempered by other important values and by structural requisites. There are also, after all, the values of rationality and efficiency in the pursuit of desirable goals. . .

I am not exactly sure what an excess of nobility might lead to — perhaps to a really noble university. Quite properly, this invokes the principles of rationality and efficiency. These are the goals of the classroom. All teachers should seek to display them. But no education takes place in the administration building.

II. Our Socialist University

At the beginning of the industrial revolution, the status of any given country was determined to a large extent by its natural resources. Iron, coal, precious minerals, a good climate and rich soil constituted wealth. Before long a handful of common dust will provide enough power for almost anything. We determine the status of a nation, not so much by its natural resources, but by its knowledge. In such a world it is only likely that our government, which began financing university research during World War II, will continue to underwrite the accumulation of knowledge. The old Baconian equation of knowledge and power will determine the future of our universities. Wistfully, innocently, some of us had hoped that knowledge was virtue.

Government financing is the major source of income. Even in the larger universities with more prosperous alumni the government usually provides over half of the money. Yet these institutions affect the name "private," just as deans affect the name "educator." We are all aware of the more evident vulgarities — schools of international affairs commissioned to justify American foreign policy, teams of physicists paid to perfect our weapons. But the erosion of what Paul Goodman terms the community of scholars can be as subtle as a university president at the faculty club.

Money divides. Our two cultures have not developed so much from the specialization of knowledge as from the disparity of comfort. In general, the government and foundation money tends to go to the physical sciences and to biology. Professors in these departments are richer, they have better housing, they are promoted faster, they teach less. Because their knowledge is socially useful in this world, they have more power. If the

departments of physics and biology at any large university wished to change their institution, they would have the president on his knees in no time at all. These departments alone account for the existence of two or three deans. Increasingly, though, money is going to the social sciences, particularly to sociology. The emergence of social science as a major interest of the government inspires dark fantasies.

Sociology, a new Hydra, studies things. There is sociology of knowledge, sociology of education, sociology of science, sociology of literature. Though it is a relatively new discipline, and though it is difficult to predict its course, one would imagine that sociology is a science which might co-ordinate all aspects of a corrupt world — a great unifier which will insure the continued success of bureaucracy. It may value the dignity of true communication, but its tool is the questionnaire. Given a society in which democracy has been reduced to the Gallup Poll, is it unlikely that the humanities will be reduced to sociology? Sociology will have us all shaking hands: administrator and faculty, researcher and humanist, student and government. It will fill the middle-class student rebel with the zeals of social utility. "I like to believe that I serve a vital function as a role-model for my students to emulate," as one of them puts it. All administrators will be trained in management skills. The university will be a great dance of rationality and efficiency, chaperoned by the social scientist in a silk suit. No one must get too close or cop a feel on the back porch.

So we are moving toward the sociological socialist university. The two cultures are being dissolved even as they are defined, and one can posit a time when literature and philosophy and history, impoverished, transform themselves into pseudo-sciences: one culture, indivisible, with research grants and less teaching for all. Even now the university exists more for its teachers than for its students. Undergraduate education is a national scandal. Scientists do their research, humanists write their books. The best researchers and the best writers teach the fewest classes, usually huge impersonal lectures or small elitist seminars for seniors with special permission. Clark Kerr himself, the enthusiastic historian of the multiversity, confesses alarm at the state of undergraduate education.

The students sense the unwillingness of the university to take them seriously. They find their own mission about values — their fear or self-knowledge, their hesitance to act, their failure to love — mirrored perfectly in the institution which is supposed to confer upon them the sanction of adulthood. Unable to harmonize belief and action, some learn to exist within the system. These live like secret agents. Performing their assignments, attending their classes, writing their examinations, they embrace deception. The double agent is the very image of self-destruction, for he realizes that in the end he will become the thing he imitates. At Berkeley, at Chicago, at Northwestern, at Michigan, at Brandeis, at Columbia — some of them choose to rebel. Then the presidents and deans and often the professors expel them.

In the concluding segment of the article, to be reprinted in Thursday's issue, Mr. Kerrigan presents the grim picture of the university in our future, and our alternatives to it.

newUniversity

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The NEW UNIVERSITY is a twice-weekly journal of news, reviews, and opinion published by the Associated Students of the University of California, Irvine. Opinions expressed in this journal represent those of the individual writers.

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athletes mouth: RUN!

by RON TAKEMOTO

Against an inspired Trojan polo squad, the Anteater water polo team won their fifth straight game and their 14th win of the season by a score of 7-5. The Anteaters, since losing to San Jose State, 7-6, have beaten Santa Barbara and UCLA at the All UC Tourney, San Diego State, Fullerton State, and now USC. The Anteaters now own a 14-1 record.

In the Trojan game, the Irvine squad scored one goal in the first quarter and came back with three in the second quarter to take a 4-1 lead at the half. The Irvine squad, playing against a fine defensive team, was held to one goal in the first period. The Anteaters, with their pressure defense, intimidated the Trojan offense.

Because Irvine was able to control the ball for a major part of the contest, USC was forced to commit a lot of personal fouls. They collected 32 fouls as opposed to 22 fouls for the Anteaters.

In the second half, the Anteaters scored three more goals while allowing the Trojans to score four. Scoring for Irvine were Massimino with four goals, Pat McClellan with two goals, and Jim McDonald with one. Watson and Williams were the scorers for the Trojans.

The polo squad moves into its final stages of competition with only five more games left on the schedule. The most important game will be November 9th at UCLA against the Bruins. The Anteaters beat the Bruins in their first meeting at the All UC Tournament by a score of 7-5.

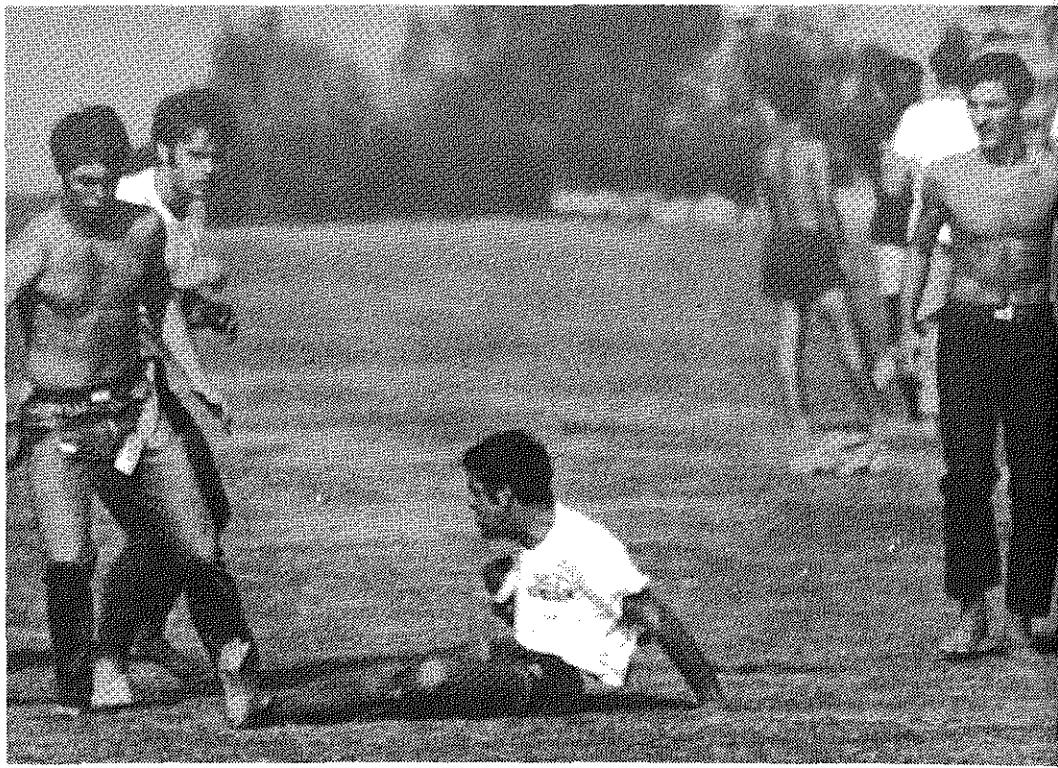
Intramural badminton open to all registered students - co-ed competition open to students, faculty and staff. Entries are due on Tuesday, November 12 at the recreation sports office.

Competition will start Tuesday, November 19, at 7:00 p.m. Co-ed

doubles, Wednesday - November 20, 7:00 p.m. Doubles (men and women) will be held Thursday, November 21, 7:00 p.m.

Friday, November 8 - the UCI Women's intercollegiate volleyball squad will play San Diego State here at 7:30 p.m.

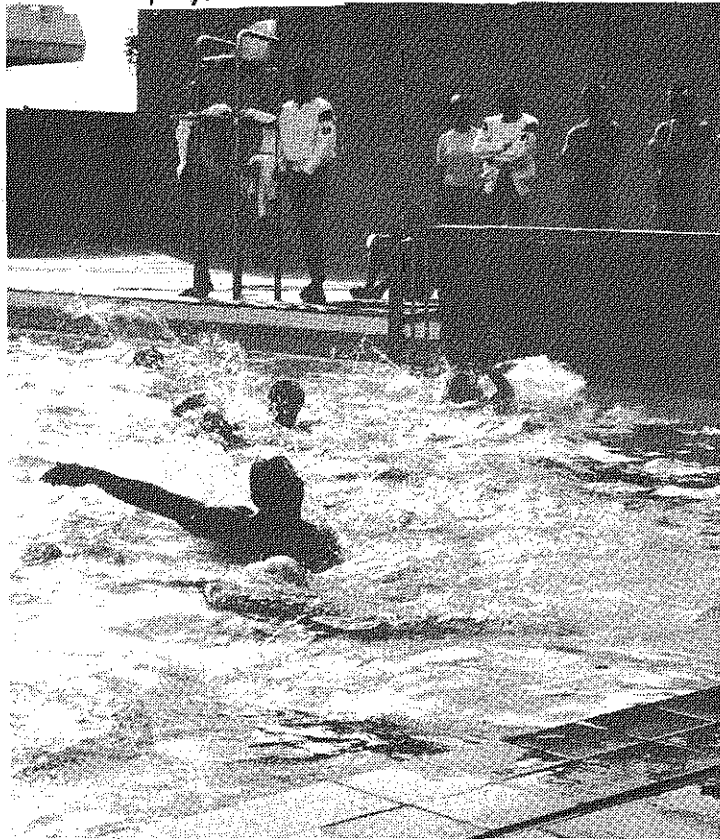
SPORTS NOTES: X-Country race this Friday... shoes should be worn for this great event... Rumor has it that Candy has backed out of the cross country race because of certain problems with health, back, etc. Unquoteable Quote: when asked about the intercollegiate volleyball results "They played a good game." ... Linda Dempsey.



NOWHERE TO GO. . . Dale Brown runs out of running room after slipping on athletic field in recent intramural foot-

ball action. On far left in T-shirt is "The Turtle."

Photo by JOHN BLAIR



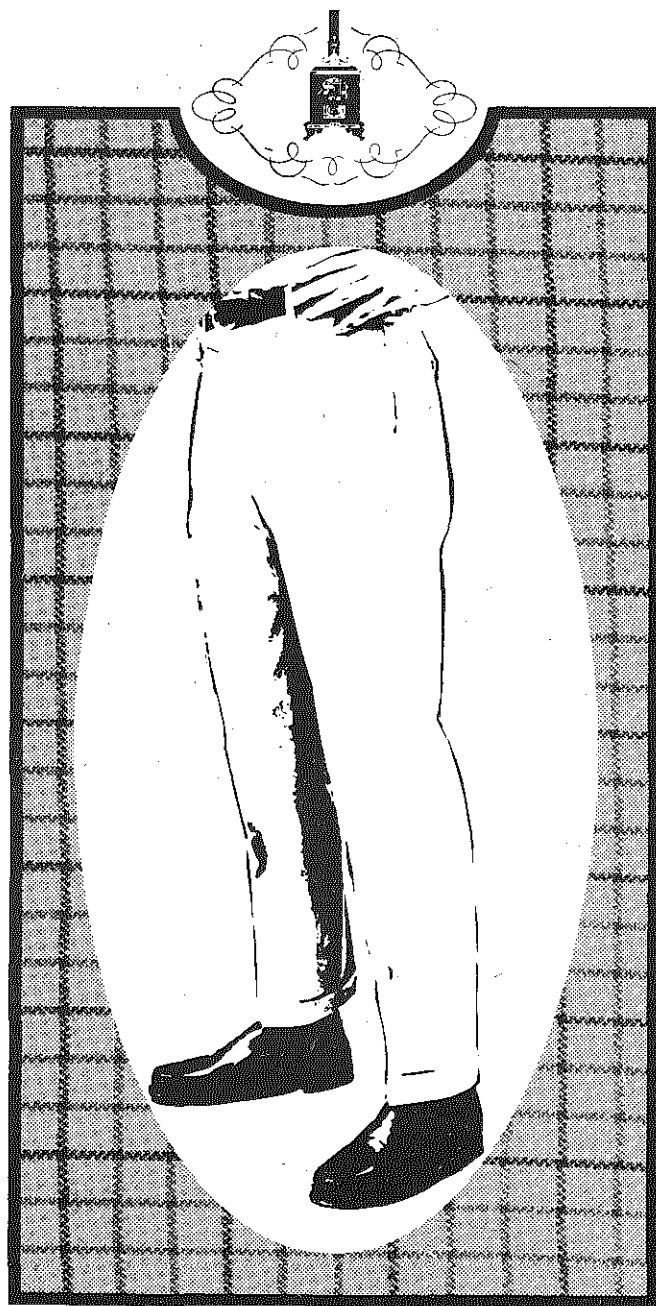
Polo action. . . poloists moved toward ball in game held earlier this year. Irvine defeated USC for the second time 7-4 last week.

Photo by JOHN BLAIR

Water Polo Schedule

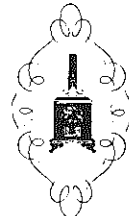
Nov. 5	Fullerton J.C.	Home	7:30 p.m.
6	UC, San Diego*	Away	3:30 p.m.
9	UCLA	Away	10:00 a.m.
12	Long Beach City College	Home	3:30 p.m.
13	Cerritos	Away	3:30 p.m.
29-30	NCAA	Long Beach	9:00 a.m.

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Cross Country race this Friday, November 8th, at 4:00 p.m. This First Annual Run for intramural teams, faculty, staff, students, anyone, will be held this Friday. Maps of the course and additional information about the race can be obtained from the Recreation Sports Office . . . See Gary Adams.

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