

Revellations

Vol. 18-1

Revelle College Newsletter

Fall 1995

Mysterious Ways

AMIT ASARVALA
Staff

So I moved in with the others. I met people and spent time with them. I went to class and travelled the paths around Revelle to reach my destination. I ate and I slept and nothing was wrong. Then I stumbled across the mysteries of Revelle. The reality came in the afternoon. I was at Stonehenge, near the Provost's office. The large, grey blocks loomed overhead. The synapses fired. I halted and asked, "Why does Revelle have a Stonehenge?" Thinking again, I wondered, "How does it connect with the college? Why doesn't it look like the real Stonehenge?" And more importantly, "Why can't I knock it over when I try?" Now, I could tell you the wonderful history of our Stonehenge, but that would hinder the real point of this story. Soon after the quizzical afternoon, I made another discovery. Between Argo and Discovery Hall, there exist two low-lying structures. They resemble vents and at random times, they expel warm air out into the night. My curious mind and I took a flashlight there — and not just any flashlight, but a true industrial-strength Maglite. I peered deep down into the abysmal

darkness and saw: nothing. These days, in my old but wise age, I wonder if the vents are related to the giant tower next to the Provost's office. The construction is finished, but once, workers hung from the building and made strange noises with their spot-welding gear. It sounded like Star Wars in a tin can. Now the machine hums quietly and spews steam into the sky each day. Is it a water reclamation plant? Is it a biology experiment? Or is it some foreign weather machine? There's a theory to be formed here. As someone who once lived in the dorms, I'm too familiar with cloudy days. Some say it's the marine layer that comes in from the ocean. But on the corner of the college, we have a giant machine creating steam day after day. Is it possible that the mystery building is nothing more than a weather maker, covering the sky in steamy clouds? Keep in mind that it has been sunny over the dorms for four total months this year. Meanwhile, at the Matthews apartments, it has been sunny for seven months. It's that machine, I tell you... Not all strange things are unexplained. After a year of sneaky undercover work, I finally learned how the marquis mysteriously changes itself. At the topmost center of the

cafeteria wall, the marquis can only be changed by aliens (or the equally enigmatic Will Fry.) Still, construction workers continue to climb from a hole in the ground by the fleet buildings. Where are they coming from? Where are they going? And what's in the ground that's so special? Near the Deli, a number of cement tiles continue to shake and reverberate hollow noises when walked upon. And a plaque in the Argo elevator continues to bear the misspelling: Maximum Capactiy. Was the engraver incompetent, or is there deep meaning in the reversed letters? There are many oddities at Revelle. Many for which we may never find solutions. The University's first college bears many strange fruits. So I conclude with a request for followers in my pursuit of the ultimate enigma. If needed, I can be found in the Blake elevator shaft, wondering, "Is the elevator really slow, or is there, perhaps, a secret floor in the building?" ■

Provost's Corner

DR. THOMAS BOND
Revelle Provost

Sometimes we at Revelle College are so busy trying to meet our requirements that we lose sight of the reasons for them! While it is impossible in the space allotted to cover the full philosophical foundation beneath our structured general education program, a brief overview may be of interest. There is certainly no consensus among educators as to what types of knowledge are important for all students, regardless of major. The founders of Revelle and its faculty have long supported the concept of a liberal education with a core curriculum that stresses Western civilization as the source of many valuable institutions and ideas that need to be transmitted, particularly critical analysis.

Other cultures must be studied, however, and our language requirement is meant to open such a possibility through either a minor (now optional) or an area of focus.

Many universities require humanities, social science, and language for science and engineering majors, but the reverse is far less common. Understanding the natural science, however, is essential in our world, and our humanities, social science, and art majors achieve a unique background that often proves extremely valuable in their professions and personal lives. In a 1993 study of UCSD alumni, Revelle non-science graduates repeatedly praised both the humanities program and the math and science courses they had taken "because they had to."

Students also need to learn about how society works. Our social science requirement is the most flexible because the faculty has been unable to agree on a core curricu-

lum like that of the humanities. It is hoped that a two-course sequence in one of the disciplines (ranging from psychology and economics to sociology, political science, linguistics, and now cognitive science, and ethnic studies) will include enough material of a general nature for further learning beyond college. Finally, the faculty feels that a one-quarter social science course that also meets our American Cultures requirement is essential. Such courses should take as their focus the study of American ethnic groups and their interactions.

I hope that this summary of our general education requirements will inspire questions, comments, and even criticism. Feel free to address them to me at the Provost's Office (mail code 0321), by e-mail (tbond@ucsd.edu) or in person (make an appointment by calling 534-1571). ■

Pro & Con: Affirmative Action*

Bring it back!

KAREN OBERG
Staff

One-hundred-thirty-five years after the Civil War and 30 years since the Civil Rights Act of 1964 and racism is still a strong presence in America. Slavery is thriving in disguise and the sad fact is discrimination will remain festering in our society like weeds growing in grandma's garden.

If we want to change that fact we must shift the paradigm with which our country was based. The Civil War was the foundation for such a change in the 1860s and the Civil Rights Movement was its complement in the 1960s. Affirmative action is the means for that change today. The objective of the Civil Rights Movement was to integrate the races and to eliminate black and other minority disenfranchisement; however, more complex problems remain today which need to be addressed.

One is education. To make sure this problem was adequately addressed, the University of California Board of Regents established goals of minority representation by requiring UC schools to adopt affirmative action programs. This was to ensure and achieve a racial balance within the UC student body. Affirmative action is a conscious effort. Quotas don't exist in the UC system and haven't since *Bakke v. UC Regents* (1978). An applicant receives more points for being the child of a professor or an alumni, not for being a minority. The American education system is biased toward minorities. If you don't believe me, pick up a history book, most likely to be written by a caucasian male of European descent. We learn how the west was won, not how the west was lost. An obvious negligence to the Native American perspective.

What about the tribulation and defamation of slavery? Students barely get a glimpse of this ominous practice from classroom history books. Thus, a bicultural student would be held back by the ideologies of the dominant culture through internalized racism. Affirmative action is an attempt at cultural awareness. Affirmative action programs are in accordance with, not only the moral sense of the nation, but with the real and pressing problem of how to guarantee minority citizens equal treatment. And if you're one of those unfortunate, ignorant and imperturbable individuals who don't grasp this concept then pick up any of the various sociological studies concerning social inequality at your local library and read it. Maybe it will open your mind to the discriminatory world we live in and the institutionalized inequality in which it results. Instead of a physical Civil War, America is battling an internalized one. Which side are you on? Don't let the regents stymie progress. Bring back affirmative action. NOW! ■

Discrimination is not "affirmative"

MARY ZIMMERMAN & HELENA TANG
Staff

Although the United States indeed behaved atrociously in dealing with its minority groups in the past, a policy of reverse discrimination does nothing to compensate for that behavior. Not only is affirmative action unfair, but it is doubtful whether it truly benefits the groups it tries to help. The argument that members of minority groups have a disadvantage now because of past injustices is a valid claim. However, the notion that affirmative action covers up for this disadvantage is surely a pretty illusion that Americans like to use to help their conscience. In fact, affirmative action does not make up for the disadvantages that ethnic groups with exploited ancestors face. Rather, it disregards the disadvantages. Applicants without the necessary qualifications who are accepted will not gain from their acceptance. Johnny will not benefit from a job which he does not have the skills to do. Nor will Jamie benefit from a college in which she fails half of her classes. If Jamie grew up in a bad neighborhood and attended a bad high school because injustices to her ancestors led her to that situation, she should attend a junior college to catch up. No, it's not fair that she should have to catch up, but throwing her into a school where she will only do badly is not fair to her, either. The proper solution should be to reform Jamie's neighborhood and the education system so that Jamie doesn't fall behind her peers.

Granted, not all people accepted to college on affirmative action are "less qualified", but the fact is, many are. And many who are much better qualified are rejected so that there would be a space for a African American or Indian or Latino or Eskimo. Those most qualified for the openings at a school should be accepted, regardless of race. This means that schools like UCSD would turn out a better group of graduates. Truly, opposition to affirmative action is NOT a condemnation of racial equality, as popular belief claims. It is a search for racial equality. Affirmative action is not racial equality, or any kind of equality at all. It is reverse discrimination. Nor is affirmative action "affirmative"; it causes many people in this country to be treated unfairly. Why is ethnicity a qualification in getting a job or an education when it does not help anyone do those jobs better? Everyone in this country does have an equal opportunity to apply for a job or to go to college, but that does not mean everyone can always get what he or she wants. As author Thomas Sowell said, "The right to vote is a civil right. The right to win is not. Equal treatment does not mean equal results." Discrimination is discrimination. It was wrong when it was done to minorities in the past, and it is wrong when it is done to majorities now. Whatever happened to learning from the past? The racism which affirmative action is supposedly trying to alleviate is still being continued in the form of affirmative action. No matter how you look at it, two wrongs simply utterly fail to make a right. ■

Comments about the points of view presented here are welcomed at the *Revelations* mailbox in the Dean's office.

* Of the 75 people polled, 44% of Revelle students agree with the basis of Affirmative Action (though most could not resist mentioning that they are not satisfied with its present form); 26% disagree, while 30% either don't care or feel that they don't know enough about it.

ADVISING

To all Revelle students:

We extend an open invitation to the Provost's office for any questions you may have throughout the quarter and year. The college academic counselors can address your academic concerns as well as refer you to other departments on campus for additional information. Please feel free to call the office to make an appointment at 534-3490. The Provost's Office hours are Mon-Fri 8:00-12:30, and 1:00-4:30.

Also, Provost Bond makes a special point to be involved with the undergraduates of Revelle College. He is available to you for discussion of any questions you may have regarding the college. If you wish to talk to Dr. Bond, see Joan Sheridan in the Provost's office to make an appointment. ■

DID YOU KNOW?

98% of Revelle students do not follow the simple instructions of lather, rinse, repeat.

It's time!! Now pack your bags and let's go!!

TAE CHONG
Staff

Yep, the day had finally come. After packing and repacking about ten times, all my belongings were stashed onto the car. I had been anticipating this day for months now, but the reality finally hit me. As I backed out of the garage and went down the familiar road, I looked back at my house. Then I realized that I no longer lived there and never will again for the rest of my life...

Okay, that might have been a little on the melodramatic side, but some of us can definitely understand. It can be scary to think about, especially since no one knows what lies ahead when they first start college. In fact, no one knows what lies ahead, period. Some people say that the greatest thing about being in college is being able to live on our own. We're all so overjoyed by the fact that we are leaving home and becoming independent. At first, this is great. However, soon we begin to realize that a very precious thing about our life has been taken away from us. We begin to wonder about what exactly has happened in our lives. We begin to miss the very smallest things about our homes which we had taken

A COMMUTERS PERSPECTIVE

VICKY GARCIA
Staff

Every single student's goal is having the ultimate college experience. This includes making a new set of friends, obtaining excellent grades, and becoming independent. Unfortunately, many obstacles may make it more difficult for these students to accomplish their goal. As a commuter, one may experience a more challenging aspect of college life.

Commuters must attempt to meet new people with slightly more effort. Apparently, campus residents feel that they have something in common because they have drastically changed their life-styles. This accounts for their strong friendships with one another and the casual acquaintances with commuters. "You begin to feel like an outsider in the town where you've lived all your life," says freshman commuter, Jesse Trujillo. Because commuters' permanent homes are so close to the University, it seems almost ridiculous to move in with students who come from long distances. The negative

effects are the continuous transportation problems, the conflicts with campus activities, and the negligence towards school involvement.

Obtaining the desired grades may seem an even grater task for commuters. Most students agree that it is too difficult to study at home for many reasons. It is also more difficult to create study groups if one is a commuter. Commuters must then struggle with difficult courses on their own, at the library or other similar locations.

A commuter will definitely not become independent, especially if one remains to live with parents. There is clearly no need to explain the incredible dependence that takes place while living at home.

Although there are many reasons why one should not commute to college, students continue doing so every year. Jose Partida, a senior who has been a commuter for five years, says, "Altogether, if I had to do it all over again, I still wouldn't live on campus." Perhaps as students we should simply make the best of our college years, whether we are campus residents or commuters. ■

for granted before. Freshman Jessica Kemp laments, "I miss my mom's home cooked dinner and I even miss fighting with my younger siblings."

Sometimes we don't realize our loneliness when we're out with our friends, working hard in classes (ahem...) and out running around, but when we're alone we start to miss home. College life is always a new experience for everyone. When we were all young and foolish, everything was basically set up for us. If we got into trouble, our parents helped us out. We felt secure knowing that we had that support there. Now, we are pretty much responsible for ourselves, down to the little details. Nicki Lee says, "I had to learn to cook for myself," another important factor on living away from home.

Many choices are ours to make as well. We could choose to get drunk and lie in the gutter all night if we want. There will be no one there to tell us what we should or shouldn't do to ourselves. If you mess up, only you can fix it. There's also a new set of responsibilities for us here. We must be considerate of others since we share our living spaces with so many other people. On the academic side, we have to keep ourselves on track because usually classes are

too large for professors to keep track of students. We have to know when to have fun and when to draw the line and get to work (a constant problem for many of us).

Life in college is full of compromises. We could come here full of motivation and high expectations, but inevitably we will run into unexpected roadblocks that can hold us back from doing what we want to do. For example, there is pretty much nothing we can do except compromise when we don't get the classes we want or if our schedules don't allow us to do all the extracurricular activities that we're interested in. Sleep and free time are precious. We learn to make the most of everything. After while, we accept the realities of living on campus as part of being in college. It eventually becomes an exciting part of being in college. We must remember that college is a time for us to explore the nature of our own being. We begin to enjoy our life on campus and to take the experience of living on campus as a part of our life. Home and school are now one and the same. ■

72% of students living on campus are happy to finally have their freedom, while 28% continue to feel homesick

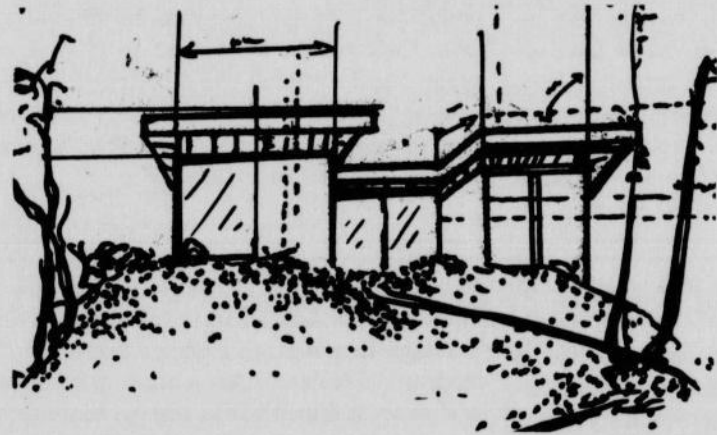
The Fragility of Higher Education

ALISON SCHLICK
Staff

Most people know that our Administration building which houses both the Provost's and the Dean's Office is quite an unusual structure - all glass. Dr. Paul Saltman, an excellent Biology Professor who was Revelle's Provost from 1967 to 1972 shall relate it's profound story.

"It was necessary to move the administration, which was then located in the Humanities Building (aka Galbraith Hall) because all the new Humanities professors were coming. The Provost's Office was to be "very open, sheer, modern and not expensive".

"Since I was very, very interested in architecture and design all my life, I was acquainted with the work of a modern architect whose name was Simpson. So, we talked to [Simpson and Gerber] about what a Provost did. I wanted it to be all glass - remember, this was a time of Riots, even. This building was an icon. An open



transparent place. Students could see that I was there - not hiding. They could see that my colleagues and I were available. It was not to be a fortress" (a foreboding and unapproachable establishment). "Open and Elegant" is the key to not only what the Provost's Office stands for but what "the university should be." Leaning back in his chair, he paused. His open door, the trampled but comfortable green shag carpeting which spoke of another time, the student who listened, smiling, to the story which was a break from their work on a letter of recommendation, and the general "lived in" clutter of the office; all spoke of his true sincerity - how approachable and down to earth he was.

"But," he continued, "people said we were crazy." It was the 60's and great student upheavals were taking place everywhere. "In fact," Dr. Saltman explained, "One year later, seventeen windows of the office were trashed. The day after [this incident] a delegation came from Japan to get ideas for 'the model university'." How heartbreaking it must have been for the Provost to lead them through the fresh destruction. Still with lingering bitterness he spoke of how he came before the city of San Diego and spoke about the importance of respect from students to make a University work. "No Respect, No University" was his credo. Incidentally, never again has it been trashed.

Despite what would have seemed to the Japanese Delegation to have been a chaotic University they still used UCSD, the "unified

but multi-faceted" multiple college system as a model for their school of higher learning which was established at Tskuba. In fact, Paul Saltman was even invited as one of the two Americans to give the opening address at the inauguration of Tskuba University in Japan. The all glass design of the Provost's Office emphasizes the "fragility" of the office, the university and all of higher education. "The University, itself, is easily trashable," Dr. Saltman concluded. "If the faculty won't teach, or the students won't learn, or if legislatures won't fund higher education, all is lost." ■

Greetings from the Dean...

RENEE BARNETT
Dean of Student Affairs

Welcome back and welcome to Revelle for our entering class of 1995! This year promises to be full of excitement and challenges—enthusiastic first year students, committed leaders in Revelle, "fun" and informative programs planned by our various committees, great resident advisors serving students living on campus, system-wide policy changes that will impact students and forums throughout campus addressing affirmative action...and a dedicated staff to work with you here at Revelle College! This short story speaks loudly of your challenge as a Revelle student this year:

An American Indian tells about a brave who found an eagle's egg and put it into the nest of a prairie chicken. The eaglet hatched with the brood of chicks and grew up with them. All its life, the changeling eagle, thinking it was a prairie chicken, did what the prairie chickens did. It scratched in the dirt for seeds and insects to eat. It clucked and cackled. And it flew in a brief thrashing of wings and flurry of feathers no more than a few feet off the ground. After all, that's how prairie chickens were supposed to fly. Years passed. And the changeling eagle grew very old. One day, it saw a magnificent bird far above in the cloudless sky. Hanging with graceful majesty on the powerful wind currents, it soared with scarcely a beat of its strong golden wings. 'What a beautiful bird!' said the changeling eagle to its neighbor. 'What is it?' 'That's an eagle—the chief of birds,' the neighbor clucked. 'But don't give it a second thought. You could never be like him.' So the changeling eagle never gave it another thought. And it died thinking it was a prairie chicken."

May you rise up to become all that you are within. Maximize your potential as a great eagle and soar to new horizons inside and outside the classroom! Always here to serve you!

"Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly."

—Langston Hughes ■

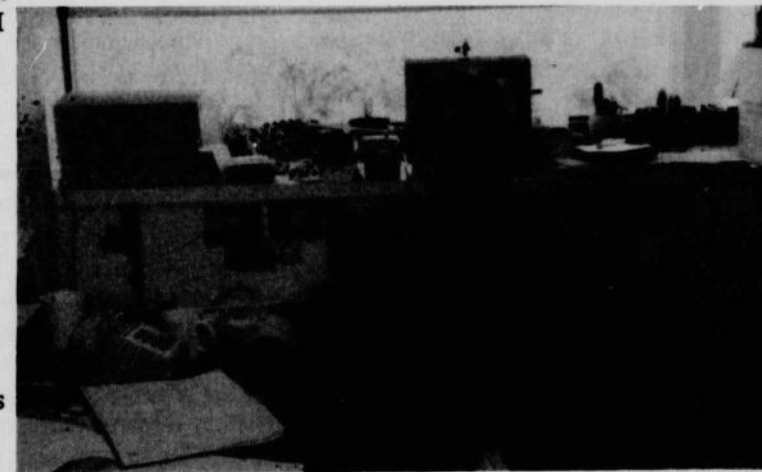
DID YOU KNOW?

61% of all Revelle students put their toothbrush under the water before and after they put toothpaste on it, 25% of students only put their toothbrush under the water once, and 14% of Revelle students just don't brush their teeth at all.

Smooth Sailing

JESSICA SCHIFF
Revelations

Usually the hardest part about an interview is getting the person to talk and getting enough interesting information about them to make them appeal to the reader. In the case of Dr. Michael Sailor the opposite problem applies; with all of the interesting information I found, I had a hard time deciding what information I would leave out. My first impression of Dr. Sailor was that of his office door covered with Star Trek pictures, comic book cards and a large poster of the structure of a molecule (I don't know which one). This door exemplifies Dr. Sailor: a wry sense of humor and both a playful and serious approach to science and research. Dr. Sailor's sense of humor is one of his most notable qualities. The CAPE review of his inorganic chemistry class of fall last year mentions his "corny sense of humor" and described him as "genuinely fun". Both of these comments must be true of a professor who, while changing lab locations two summers ago, used the cart he had rented to move lab equipment to race in obstacle style races with his grad students around the campus. Dr. Sailor's sense of humor is also quite noticeable in his approach to chemistry, especially his research. Although he is an inorganic chemist, he gave his projects biological names: a luminescent porous silicon was dubbed "the tongue" and



Dr. Michael Sailor in his office at Pacific Hall

polymers that he was attempting to connect were called "the brain". There is also a more serious side to Dr. Sailor. He is very interested in working with undergraduates and providing them with research opportunities. This stems both from his educational background and from his interest in working with students. At Harvey Mudd where he attended as an undergraduate, research was required. This forced students to find out if research was what they truly wanted to do. Dr. Sailor feels that this decision is important to make as an undergraduate and is dedicated to giving the same opportunity to as many undergraduates as possible. He feels that only in a lab situation can students find out whether or not the realities of research appeals to them. Because of this commitment to undergraduate research, Dr. Sailor is held in high regard and has won awards for being such a capable mentor; most notably the Presidential Award for Excellence in Undergraduate Research which recognizes faculty for their support of undergraduate research. Dr. Sailor is proud of this distinction as well as the accomplishments of

his students but he sees it all as part of his job. "I enjoy research and working with people... [as a professor] I get to do both." Dr. Sailor finds that working with students is his favorite part of being a professor. "Undergraduates are at an interesting stage. Their lives are not crystallized." Dr. Sailor appreciates the opportunity to help them make decisions. All in all Dr. Sailor is an interesting individual and caring professor who is interested in helping students to find the right path for them. ■

Revelle College Council (RCC)

RACHEL PIMENTEL
Revelle College Council Chair

The 1995-96 Revelle College Council would like to welcome you to a new year at UCSD. The Revelle College Council (RCC) is the student governing body of Revelle. We meet weekly in the Dean's conference room on Tuesdays from 5:00 to 7:00 PM. Anyone is welcome to attend the meetings and we highly encourage you to do so. Some of our tasks include allocating funds to the standing committees, supporting campus-wide student organizations, and being the liaison between the Associated Students and Revelle College. Here are some of the goals the council would like to achieve this year: 1. To be more accessible to students at Revelle and to better inform the students as to what RCC is and does; 2. To improve the publicity of events at Revelle; 3. To increase funding from AS to all college councils; 4. To perform internal reorganization of the council itself so it can become a more efficient body; 5. To try to establish a 24 hour study room for students at Revelle campus and; 6. To provide access to the minutes through the internet.

The members of RCC are as follows:

* Chair: Rachel Pimentel * Vice Chair: Normy Chiou



The Revelle College Council (RCC)

* Financial Controller: Lily Panyacosit
* Senior Senator: Alex Lam
* Junior Senator: Arezou Minoocoe
* Sophomore Senator: Mike Malliaris
* RCC Reps: Rhonda Nagata, Alison Schlick, Umesh Tiwari
* ELP Ex-official Members: Charles Hung, Danny Leong, Keyur Desai, Seetal Tejura, Brandon Doan

We look forward to meeting you and encourage you to visit us with your questions and concerns. Have a good year! ■

WHAT'S THE DEAL???

MARY ZIMMERMAN
Staff

You are tired of the Deli, right? Hundreds of Revelle students eat at the Revelle Deli day after day after... well, you get the point. With Anchorview Cafeteria now closed, you must be wondering what all of that construction is about as you walk around it to get to the Deli. The fact of the matter is that Anchorview had "surpassed its relevant life span," as manager Mark Dittman put it. In other words, it was just time for it to go.

The renovation includes remodeling inside the cafeteria and kitchen area, a cleaning out of asbestos, a new plumbing system to rid the many plumbing problems the facility has had, and an improvement to the student-run coffee shop, Why Not Here? Inside the new cafeteria, there will be a wide variety of different foods, tentatively consisting of a pasta bar, grill area, work station, fresh coffee, a dessert station with an Oreo topping bar, and much more. There will even be cold cases for those who would like to quickly grab some food to take back to their rooms. The dining room area will be made up of different levels, and there will be booths and different sizes of tables to accommodate small or large groups of people.

The cafeteria in Revelle will be completely unlike what it used to be; what better way to celebrate this than with a new name? The Plaza Cafe is scheduled to be completed by April 1. So until then, enjoy the Deli and other places on campus, because the new cafeteria may just be so good that you will not want to go anywhere else again. ■

Diversions

Finding Food

CONNIE SZETO
Staff

There are many places to eat on campus. Yet every once in a while, I crave for a change in atmosphere where I can dine at a fancy restaurant (within my college student's budget) and have fun eating. Here are a few places, recommended by many college students, for those people who get the same temptations to venture out and try different kinds of restaurants in the areas around UCSD.

- | | |
|---|--|
| 1. Korea House BBQ
4620 Convoy St. A, B, & C
(Balboa Ave.)
(619)560-0080 (**) | 2. Phuong Trang
Vietnamese Restaurant
4170 Convoy St.
(619)565-6750 (*) |
| 3. Noodle House of Otemoyan
Japanese noodles
4646 Convoy St.
(619)268-9595 (*) | 4. Royal Thai Cuisine
467 5th Ave. (La Jolla)
(619)230-8424 (*/**) |

How I Got My Flies, and
How You Can Get Yours

SHIVA IMANI
Revelle Student

"Hi! My name is Shiva Imani and I'm a junior. I am interested in a research position and was wondering if you had any research positions available for this quarter," having said so in one breath, I found myself gasping for air. I must have been crazy to go knocking on forty professors' doors, repeating this very statement, in the heat of it all, craving to hear that one, all-embracing, caressing, passionate, satisfying, almost orgasmic outburst- "YES! OOH, YES!" But all I heard was an empty, "No." Not a very satisfying reply. But I don't just take no for an answer. When I want something, I get it. And, gosh, darn it, I wanted flies bad. Bad enough to do what I did. The only way I could get my flies was through research. And the only way I could get research was to find a professor who had room in his lab. This was the tough part. First, I got a list of professors' telephone numbers from the undergraduate Biology Department on the first floor of Pacific Hall. After having called about 50 professors, four of them invited me to drop by to see what they could do for me. If a professor has room, they then find a graduate student working in the lab who will be willing to work with and supervise the undergraduate. With a lot of hard work and aggressiveness, I landed a position working in a fly lab, breeding, shocking, and decapitating them, so I can paste them on slides and look at their insides close-up to identify any mutations that they might have. To top it all off, I get four units of upper division credit through BISP 199. So, this is the story of how I got my flies, and if you really want some flies or mice or even cells of your own, just do what I did. ■



- | | |
|---|---|
| 5. Niban Japanese Restaurant
7081 Clairemont Mesa Blvd.
(619)268-0465 (*) | 6. Ichiban
1449 University Ave.
(619)299-7903 (*) |
| 7. Do Re Mi House
Korean food
8199 Clairemont Mesa Blvd.
(619)565-2085 (**) | 8. Marrakesh Restaurant
Moroccan food/belly dancers
634 Pearl (La Jolla)
(619)454-2500 (**/**) |
| 9. Khatoon Persian Cuisine
Persian food/modern atmosphere
639 Pearl (La Jolla)
(619)459-4016 (**/**) | 10. Khyber Pass Restuarant
Afghani food
4647 Convoy
(619)571-3749 (**/**) |
| 11. Lorna's Italian Kitchen
3945 Governor Dr.
University City
(619)452-0661 (*/**) | 12. Sfuzzi
Italian cuisine
8990 University Center Ln.
(619)622-4750 (***) |

** = fairly inexpensive (around \$10 per person)
*** = average prices (around \$15 per person)
**** = little above average (around \$20 per person)

The Emerging Leaders of Revelle

JAIMIE OLMSTEAD
Revelle Student

Some of you may have heard one of the newer group anachronisms, E.L.P., floating around Revelle. Now, to some this is the English Language Program, but not at Revelle. At Revelle, E.L.P. stands for the Emerging Leaders Program. This is a program in its third year at Revelle, and is training our freshmen and sophomores to become more adept leaders. E.L.P. meets every Monday for two hours and the class of 47 students discuss matters that lie at the core of being a good leader. Matters such as: What type of a leader are you? How do you handle a confrontation with a peer? What are

the important traits for a leader to possess? And the list goes on and on. One of the most exciting (or nerve-wracking) events that the program participates in is a retreat in the mountains, where they discuss diversity and cultural issues, and where they climb 30 foot trees and walk across cables 30 feet in the air!! Does anyone remember P.U.F.F.? That was last year's E.L.P. group project. This year the students haven't decided exactly what they want to do, but they're working on it! That is E.L.P. in short, and for those who have been wondering, what E.L.P. is, now you know. ■

Student Poetry

Sunset

HELENA TANG
Staff

glittering streaks of gold
dancing on ocean waves
lighting a flaming road
the settling red orb

the sky becomes a rainbow
hues of lavender and pink
watercoloring the horizon
the settling red orb

soft ethereal glowing
the moon illuminating the sky
sunlight creating moonlight
the settling red orb

the light in the water
is the light in the sky
the light of the moon
is the light of the settling

Submissions to *Revellations* are welcomed and urged and should be submitted to the *Revellations* mailbox in the Revelle Dean's Office.

Sometimes I Wonder Why

Anonymous

Sometimes I wonder why
Sometimes I just cry
What really happened?
Why did you lie?
If wishing we're real
I'd wish for you
They say first love doesn't die
Can this be true?
Do you still love me?
Why can't I see?
I still long for you
You let go so easily
When I moved away
I thought of you everyday
Life is a gamble
Why didn't I stay?
When it rains
my heart pours
I think it still loves you
What about yours?
Sometimes I wonder why
I still dream of you
being right by my side.

Students Needed for
Graduation Committee

Just a short note to any and all who are interested in participating in the Revelle Graduation Committee, we are trying to get our feet off the ground, and plan a couple of meetings. So, if you are interested in helping out please come by the Dean's/Provost's office and fill out a student schedule, so we can coordinate a meeting time that is convenient for the most amount of people!! Please put it in the Graduation Committee Box. Thank You! Hope everyone is having a good quarter!!! ■

Revellations

<http://sdcc13.ucsd.edu/~ramirnov/revelle>

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Get Yourself Connected

AMIT ASARAVALA
Revellations

While other stories have overshadowed the Internet, the network thrives and grows larger. Executives include Email addresses on business cards and their corporations boast "online purchasing and information." While these CEOs are paying high prices for Internet access, many students don't realize that they get the same service for free. Academic Computing Services (ACS), located in the basement of AP&M, offers free accounts to all students. For the unimpressed, an account literally allows access to the world. Through programs such as Pine and Eudora, one can instantly send mail to friends anywhere on the globe. Talk and the Internet Relay Chat (IRC) allow live conversations with one or more people. And the impressive Netscape opens the window to any and all information on the World Wide Web (WWW). Millions of "hypertext documents" make up the WWW. These documents have been placed online by the government, by universities, by scientists and researchers, and by students and other individuals.

These "homepages" vary in the information they convey, from quantum theory to Nietzsche's works to the stock exchange to Joe Bob's toenail color-of-the-week. Smart students rarely enter the library anymore and log into the Net for research instead. The first step is acquiring an account, which is easy enough thanks to ACS. A simple, ten minute trip to AP&M is all it takes. Finding a computer is the next step. Some computer labs use text-only terminals, meaning Netscape and Eudora aren't available. Even then, Talk, IRC, and Pine start up when their titles are entered at the command prompt. Connecting from home takes a bit more time. The Macintosh user needs to get ahold of MacPPP software. The IBM compatible user needs TCPman. Both take patience while installing, and that's where friends and manuals help immensely. Add the other software mentioned above and the only remaining limitations are the number of available dial-in phone lines. The Bookstore offers packages with the needed software. Since they are shareware/freeware programs, copying them is allowed. Most students don't realize the fun and information that's out there. Some hide behind the I-can't-use-a-computer facade. But the hour spent learning about the Internet is a great trade off for free access to the world's newest frontier. ■

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