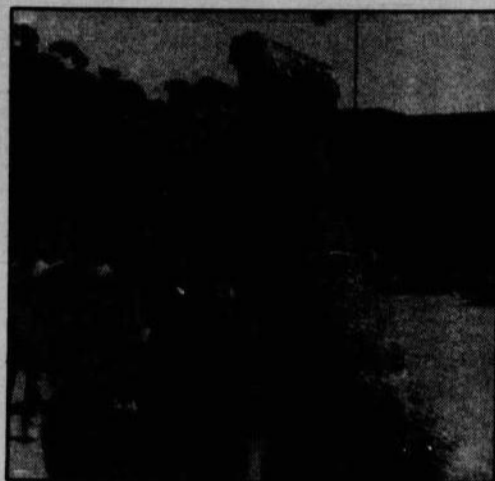


Revelations

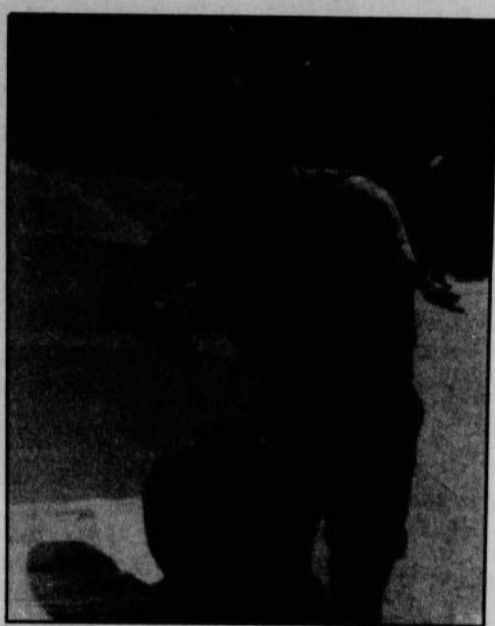
November 8, 1989

a revelle college publication

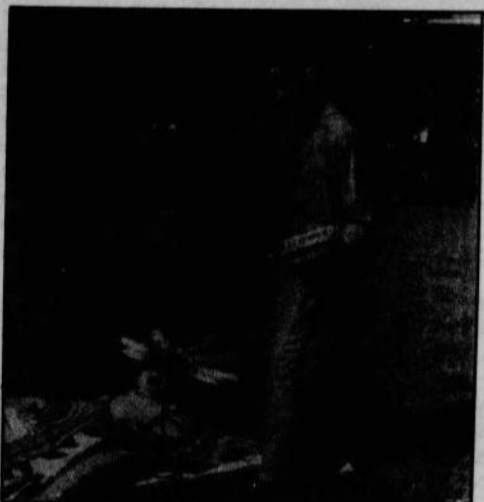
Issue 3



The Halloween Festival on the Plaza



Clockwise from top: The first place winner in the costume contest, the second place pumpkin carver hard at work, the first prize pumpkin designers, the devil (Anthony Jemison), after that Sun God again, and a very serious pumpkin creator below.



RCC Frosh Rep Already Working Hard

By Aimee Nielsen

Having already started at his job as the Revelle College Council Freshperson Representative Mike Aklufi admits that he is still adjusting to the ways of college life and government, but his enthusiasm and dedication to his newly appointed position on RCC overshadow his newness to Revelle and UCSD.

Mike has many plans as RCC Representative including working with A.S. Freshperson Representative Rafael Dominguez in forming a freshperson council. But the involvement of students themselves in RCC meetings and events was specifically stressed by Mike. He wants to "get some more diversity and more input" in the decisions of RCC through "communication between people." His goal is "to

better represent people" and he hopes to reach his goal not only through a freshperson council but also by encouraging students to join in the open meetings at 5 p.m. every Thursday at the Revelle Provosts Office. Included in Mike's goal is also a communication through the media to let students know what topic are going to be discussed at the weekly council meetings.

Similarly Mike admits he got involved in RCC because "he wanted to know what was going on" and he had interests in student government in high school. Most of all Mike got involved because he "wanted to do something to help people."

Mike went to Mira Mesa High School where he actively participated in student government. He was class president in his sophomore and junior year and his senior year he

was A.S.B. Vice President.

Student government is not Mike's only interest as he plans to participate in the College Bowl.

Mike is a commuter and he finds it sometimes difficult to form new friendships and have an active social life as such but he is adjusting well to college life. He feels it "just takes a little more time and a little more effort" as a commuter.

Mike chose Revelle for "a bunch of reasons" one of them being that his brother is a senior here at Revelle. Also, Mike wants to become "a well rounded person" in accordance with Revelle philosophy. Most of all Mike hopes that the many requirements will help him choose a major since they cover many areas and he is undecided about his major as of yet.

So far Mike has not found his

Making the Minor Decisions in Life

By Amy Redding

It is very rare that students are allowed to choose classes almost randomly in college. Revelle's requirements seem particularly stringent with two full years of general ed. But there is an option for those students weighted down with the pack of a demanding major. Revelle allows undergraduates to design their own minors.

Many students do not know about this option and as a result can have some questions about it. This writer can speak from experience.

As my roommate panicked one night over the course of her life at UCSD we realized why it takes five years to graduate from Revelle. The requirement that one has to have a minor threw the entire suite for a loop. We consulted Cindy, the Blake II Resident Advisor, for a little guidance.

Cindy told the suite not to worry, because one does not have to declare a minor until the quarter prior to the completion of one's junior year. We were satisfied and we began to kick around a few ideas about what to pick as a minor. There was a little uncertainty in examining minors as our major were not quite firmly decided. My editor without the knowledge of the chaos the minor questioned had caused in our suite, asked me to report on the Revelle minor program.

Taking the assignment for my benefit, to see what I might choose as a minor I approached Jane Wehrle, an Academic Advisor in the Revelle Provost Office.

She effortlessly guided me down the minor path. The minor program which intrigued me the most was the special project minor. The project minor topic is decided by the student and the topic is usually interdisciplinary and interdepartmental. The most popular project minor include the Health Care and Social Issues minor and the Law and Society minor. Six electives unrelated to the major must be taken to satisfy the minor requirement. The good news is that the electives can be taken pass/no pass which may alleviate some pressure. The project minor must be approved by a faculty member and a Revelle academic counselor.

According to Wehrle, the project is attempted by only approximately 230 students per year. The majority of the students that participate in the special minor program are those in take part in the Education Abroad Program. Many of the courses that EAP students take in their exchange country are not directly related to courses at UCSD. Many of these course may be counted toward the special minor project.

Deciding a minor can be challenging. Whenever one is in doubt the academic counselors in the Revelle Provost Office are more than happy to talk. They are friendly and do everything in their power to make ones education at UCSD as enriching as possible. Take the initiative, talk to the counselors and make the most of your education at UCSD.

college experience too overwhelming and has made the transition rather smoothly. His zest for getting involved in college despite his newness illustrates that his year as RCC Freshperson Representative will be most rewarding for both he and the students here at Revelle.

INSIDE THIS ISSUE

Affirmative Action Forum
page 2,3

College Bowl Sign-ups
page 3

Accent on Academics
Campus Notes

page 4

Last Wednesday evening the Students Committee for Cultural Awareness and the Educational Awareness Program had an Affirmative Action forum. Their goal as expressed by Tracey Johnson, chairwoman of the SCCA and mediator of the event, was to increase awareness of affirmative action as well as clarifying many of the myths that cling to it. Tracey opened the forum by introducing the guest speakers and the topic of concern for the evening by expressing that "with this increase in concern about affirmative action there is not only a lot of information being dispensed but a lot of misinformation, and our goal is to find hopefully enough facts so that we can as future leaders make the decisions that it takes to make in order to make education work in this country."

Each of the guest speakers introduced themselves and their interests in this topic:

Dennard Clendenin: Coordinator for the Student Affirmative Action

The concept of affirmative action was born out of the process by which underrepresented qualified populations gain access to such areas as housing, education and unemployment; the American dream. Without this particular process these underrepresented populations would not be presented. It is indeed curious to me that whenever I see opponents view on affirmative action, they leave out one key concept, that is qualified, instead you see disadvantaged, not qualified, or poor and so forth. The fact of the matter is that the program targets those populations that have the potential to succeed in this academic environment. And most importantly, once they get here they have to continue to succeed.

The program here at UCSD has four main components; primarily, the student affirmative action committee which is an advisor to the Chancellor of Undergraduate Affairs on all matters as they relate to SAA here at UCSD and that's the most important component, student affirmative action resource interns who are resource interns to the entire student population and (the SAA program student) budget and the SAA five-year plan. Now the five-year plan is the University's commitment to affirmative action, and currently we are updating that plan. Basically, that plan lays out the strategies, sets the time lines for meeting and the recruitment and retention of these targeted populations.

One can harken back to the *Bakke v. UC Davis* decision in 1977 and on the surface it would appear that Mr. Bakke won his suit. That is, in his suit, he felt he was discriminated against, that members of so-called minorities were given preferential treatment and they got into the medical schools and so he sued. The Supreme Court agreed with him, however, what seems to be lost in the wake of that decision was that the Supreme Court also held that ethnicity and race can be taken into consideration when making admissions decisions, that other factors also come into play.

Dr. Oscar Lumpkin: UCSD Physics Professor

I'd like to thank the Revelle Committee on Cultural Awareness Committee for inviting me. It's not an area that I have day-to-day experience or expertise in but it is an area in which I'm deeply concerned, which I think we're all concerned that everyone has access to what our society has to offer in proportion with their desires and abilities. Our society is a dynamic society, and today we live far, it seems to me, sociologically from the days of the 60's. And I think we have to ask ourselves has affirmative action addressed that problem, has it continued to address that problem and if it doesn't what can we do from the vantage point of the '80's. What have we learned? And it seems to me that what we have learned is that affirmative action is no longer addressing the problem it was designed to address, that is, institutions, because most people who are traditionally denied the advantages of our society, no matter what ethnic background they come from, they come into our society through the public system and if that system does not function, then it will fall hard upon the groups that have been traditionally denied but it will eventually fall on all of us, we will all suffer if the traditional route to advantage in this society, if the public education system no longer does what it's supposed to do.

We are here, and many public institutions in this country use our presence to say, "There's no problem, or there's not as serious a problem as we imagine there is. So don't spend the money improving the primary and secondary schools. Spend the money expanding an enormous research effort that is increasingly being used to benefit the graduates not of the United States high schools, but of high schools far from these shores. There is nothing wrong with providing educational opportunity in this country for everyone in this world if we can afford it." My point is we can't afford it, and affirmative action has used that as an excuse to misallocate these funds. Instead of solving a problem, it is now a shield, a cover for a much more serious problem and I think where we go with affirmative action from today will depend on how we use the vantage point of our presence here at this university to address that problem. We could stand up loud and clear and say, "Affirmative action was meant to address a problem of unequal access. It is clear from the vantage point that we have today that the most serious U.S. high schools with the numbers of appointments that go to people who never attended high school in this country.

We cannot have a society where half the people or three-fourths of the people have no access at all to the vector pointing up. We cannot have a society where we count upon intellectual vigor and intellectual imagination educated, nurtured, and culture of foreign shores to come here and provide the weak for ourselves. We simply can't have that. This university pretends as if this problem does not exist. If we are here because of affirmative action and if affirmative action was meant to address that problem, we owe it to ourselves, we owe it to our country, we owe it to the people that we have left behind to say something about that. It is time to reallocate the limited educational dollars--there's only so many dollars this state, this country is going to spend on primary and secondary education. I'm not an economist but my estimate is: we're close to the saturation point. No more dollars are going to go. If we're going to do a better job, we're going to have to reallocate the dollars that are already available. New dollars are not going to appear. Misallocation becomes a very, very serious problem. My feeling is that affirmative action has afforded us a vantage point: it no longer addresses, it no longer solves the problem it was pointed at, but we shouldn't be disappointed in that. Ours is a dynamic society: solutions proposed in one decade may become irrelevant in another. But if we exhaust with the vantage point and experience to address a far more serious problem-- We're mandated to take the top 20 per cent. We're mandated to educate the top elite. But how can there be an elite if the primary and secondary schools are no longer functioning? And they're dysfunctional practically everywhere.

AFFIRMATIVE ACTION



Members of the panel at the affirmative action forum were from left to right: Mr. Ernie Mort, Dean of Revelle College, Dennard Clendenin, Coordinator of Affirmative Action at UCSD, Dr. Oscar Lumpkin, UCSD Physics Professor, Mr. Patrick Velazquez, Coordinator of Academic Services, Dr. Sanford Lakoff, UCSD Political Science Professor.

Patrick Velazquez: Coordinator of Summer BRIDGE program and student outreach at Oasis at Revelle

I'm a philosophical supporter of affirmative action. I don't see it, or for that matter, anything as a panacea for the problems or the situations faced by people of color today. But I feel it serves an equitable and effective purpose. I'm also a strong student of history, and I think that as Dennard alluded to, it's really impossible to understand the need for affirmative action if you don't have the historical realization between people of color and public institutions that American society--and that's everything from governmental policies at every level to educational institutions and their policies to judicial decisions and so forth. And I realize that we don't have time for a history lesson tonight, but in a nutshell, those institutions have deliberately and consciously denied equitable, social, and economic opportunity to people of color specifically for the reason of providing whites in this society with the privilege to economic position. I don't believe for a minute that prejudice and discrimination, at least in this country, is a result of ignorance. I think that both in the historical and the present context that discrimination is a very deliberate process. And that type of discrimination has wreaked a real physical havoc upon the people of color in our society today, and what we see as a result is obviously very slow or sometimes declining rates of post-secondary rate among students of color and we see escalating drop-out rates, escalating poverty rates. That discrimination also has real tangible effect on the aspirations, on the expectations of our young people today. And I think another thing we should make no mistake about is that discrimination still exists, it still thrives, both overtly on an individual level and also covertly perhaps more seriously. Covertly, in a sense of institutional neglect.



The last point that I would emphasize is that as people of color we have to have educational and social and economic progress now. I don't think that we can afford that another generation of our children go by while we hope that the voice of society will somehow open up its doors at all levels. Particularly when we see that on a historical and even in the present context all the indicators show that that's not likely to happen. The idea of affirmative action is a very concrete tangible strategy and I think it's workable, and if it is unfair I think any of us that are supportive of affirmative action are willing to entertain other alternatives that are more affective, that are more fair in determining equitable opportunity in this country. But certainly the idea of status quo, laissez-faire, open market approach that guarantees keeping us in the position that we're in now, that's not an acceptable alternative. Frankly, the only alternative I can think of that might be feasible might be the idea of segregated facilities. If white society is not willing to open up its doors to people of color on an equitable basis perhaps there would be a higher return on our tax dollars if we could ask them for separate post-secondary institutions, separate school districts, separate government agencies, that we could govern ourselves. I don't think that will ever happen for reasons perhaps that we can talk about later.

Dr. Sanford Lakoff: UCSD Political Science Professor

Well, I guess if Patrick is a representative of the people of color that makes me a representative of the colorless people. I'll try to live up to that as best as I can. But let me say on a personal note that I really have, not as Tracey said, been a close student of the legalities of affirmative action. In fact I had to ask my colleague Peter Irons to help me bone up for this meeting tonight because the last five or six years I have been working on a book, on Star Wars. Called "Shield in Space" and this gives me a chance to plug it, I hope you don't mind, it's going out of the UC press, co-authoring with Dr. York. But I did get interested in affirmative action partially because I was department chairman when I first came to UCSD about 14 or 15 years ago when this sort of thing got started. I became something of a troublemaker and the reason was that I found it very offensive to fill out those forms that say which candidates were male, female, white or hispanic or etc. And of course I had filled out Native American wherever I could. The University authorities were rather upset with me for doing that and so we had a go-round on that issue.

I think I'm sensitive on that issue, we are all members of minorities. I was thinking of all the minorities that I belong to on the way over. I own a Betamax VCR for example....

But what I am going to do this evening is give you a brief history lesson. Even though I agree with Mr. Velazquez that it is very difficult to do that in a couple of minutes. Briefly, affirmative action got started not because of the Civil Rights Act of 1964, the Civil Rights Act didn't contain that language at all. The Civil Rights Act was designed to protect us against discrimination of individuals on the grounds of race, or other irrelevant criteria. It got started because President Kennedy signed an executive order in which he used the words affirmative action and then President Johnson in 1964 signed another one in which he used those words. It was assumed when those words were first used that it meant that one would act affirmatively when someone was being discriminated against. Very soon the Department of Labor and other agencies began to put things differently. They said that you've gotta have an affirmative action compliance plan and that plan should have goals and time tables. And it should involve making sure that you have percentages of the population represented in your factory or school or whatever. And that's why affirmative action took the controversial pose or mode that it has now. If it were simply a matter of avoiding discrimination against individuals there would really be no controversy over it. There might have been in the past history of the United States in a certain truth that if you go back in time there was a great deal of discrimination, and by the way Mr. Velazquez not just against people of color. The discrimination in this country was against people of religion in the case of the Catholics and Jews and it was against all sorts of ethnic groups and all sorts of immigrants; let's not forget the name of this movement that spawned the Know-nothing party of the 1850's and the Klu Klux Klan and the American Protective Association and all that stuff. Then there were quotas directed against minority groups of all sorts in this country. But the Civil Rights Act of 1964 represented a great milestone as indeed did a whole string of Supreme Court decisions because they finally enacted the statement of justice found in Harlowe's dissent in *Plessy v. Ferguson*. That was a great desegregation case in which the court upheld desegregation. Harlowe said that our constitution was colorblind and that principle was gradually brought forth by all sorts of civil rights leaders, by all sorts of people who are champions of the disadvantaged in this country and who are finally getting that result summed up in the 1964 Civil Rights Act....


I believe that the University has some role in public education. I am just as committed as anybody else to that. But on legal grounds, on philosophical grounds, I think that affirmative action is the wrong way to go.

Ernie Mort: Dean, Revelle College

For me, the thought has always been that one of the greatest things this system of education that we have, on that subject, is built on the concept of providing as many opportunities as possible. It didn't happen overnight. It took awhile for that kind of system to take place and develop, and although there's in our country enormous inequities and tragedies and a tragic history of discrimination, nevertheless the concept is to me a very persuasive one. That our country has been very strongly providing opportunities for people to seek a better education. And you can contrast that sharply with other countries including Europe or England which has a much longer and older history, a heritage of education there is for the privileged, for the very few. Even though it has two great universities and a very good education system, still educates about 14% of the 18-year-olds. In comparison to American universities. I think in that respect in all fairness we need to take a look at the United States and to look at our public institutions and especially since the public institution has a much greater obligation. To be sure that it is as representative of society as possible. And so whatever you call it whether it is affirmative action, I think what we've really tried to do is to provide as many opportunities for people to enter a university or college as possible. Each state does it a little differently. I do support the concept of a master plan in California. Before I came to UCSD 24 years ago, I was at another university, Ohio State University, it's a great university, and there although I think it's not the same caliber as UC, it is interesting in one respect, that it provides a great number of opportunities for people in the history of the land-grant colleges. I really believe that one of the good aspects of that university and many of the big-10 universities is that you have people from the rural areas and from the urban areas and you have the pathway for an enormous number of immigrants and it still is. There are enormous difficulties in managing that huge cumbersome system and I'd like to think that we can do a lot better at UC and be a lot more representative of our society within the times we talk about multi-cultural society. Well, the university should be multi-cultural it seems to me. How can we do that? We can provide opportunities for people, as we reach out, make a special effort, to see that we have opportunity for people who come to a university such as UCSD.

While the forum offered no definite answers as to how to update affirmative action, it did explore the question from a number of angles. While the forum focused primarily on the use of affirmative action for ethnic groups, it is defined, as was pointed out late in the forum that affirmative action is intended for women and the handicapped as well.

Fittingly, Professor Lakoff concluded his comments with "In the old words of Provo - "We have met the enemy and the enemy is us. The truth of the matter is that people can manage to get educated and succeed in this country if their family circumstances and their values are as such that they're just going to struggle against all the obstacles. We are not going to overcome the problems of ghetto, the poverty that we have, the lack of people coming into graduate schools, unless there is going to be a change in cultural attitudes that either predispose or don't predispose people in coming to school. So I think that we might as well recognize that there has to be a new attitude toward education."



CLO's Encounters
Practicing Procrastination

Hello again. I know, so maybe the last article wasn't really that great, but you have to admit that we all know a lot of people who are like that. This week let's examine other personality traits.

Here is the one that we all know and understand... the procrastinator. We procrastinate doing homework, we wait til the last minute for that paper, and we cram for those mid-terms. It's natural for us. I've spent many a night watching the sun rise from Urey Hall as a reward for finishing my paper in that 8 hour stretch from midnight, and I can tell you it's not a pleasant thing to do. You tax your body to the utmost and the only thing that matters is that you hand in that stupid assignment and make friends with that rather uncomfortable mattress on the bed. I have yet to run across a returning student who has not pulled the famous "all-nighter", but I'm sure there are some. Those are the smart ones, the ones you'd really like to hate but know you can't because they are doing the one thing you'd like to do...sleep. Here's a good example of a procrastinator: He goes home weekends and gets nothing accomplished. In his studies he has a paper due the next day. Instead of the classic "all-nighter" he decides to finish a favorite novel and turn it in late. He figures that since it's late, it might as well be a little bit later and a better job. Four weeks later, it's finally in the teacher's hands. Sound familiar?

Here's another one for you, the exact opposite in some respects; the dedicated student. They're the ones that always have the book open, always have their homework done on time and in good order. Don't you

just hate that? They're also usually the ones too worried about their grades to find much else in college life. When I arrived at this school I felt much the same way. I was trapped (by parental conditioning) into thinking that only the grades matter, and that was why I was in college. While it is true that grades do matter, that is not the only reason to be in college. Campus life is full of many unique experiences, most of which aren't experienced in the life-at-home. Campus life gives you the opportunity to do these things, or to experiment with things that are new and different. Trial-and-error often come into play in these areas, but how else do you find the things that you like?

These are just two of the many traits people encounter in their sojourn through college and campus life. I know I have as most of my examples will show. These are factual people and not fiction, and I know that even though they sound unrealistic, they are very much a reality. Well until next time, ponder this topic... "Final's Week Stress-out!"



College Bowl Sign-ups

The Revelle College edition of COLLEGE BOWL, "the varsity sport of the mind," is scheduled for Wednesday, January 31, 1990. As you may know, the competition is the forerunner to the ever-popular board game "Trivial Pursuit," as well as the popular TV game show "Jeopardy."

All participants will receive participation certificates. Winners will receive T-shirts and trophies.

Presently, student teams are being sought to participate in this season's games. Teams are comprised of four members. Interested individuals may also sign up; they will be

matched with other individual players.

Two teams from the Revelle College competition, in addition to an All-Star team (selected by the game's sponsor), will represent Revelle at the all-college competition. Teams from Fifth, Muir, Third and Warren will engage in head-to-head competition with Revelle. The winning team at that stage will represent UCSD in intercollegiate play at the regional competition.

Additional information, and team entry forms, can be picked up at the Revelle Dean's Office by contacting Anthony J. Jemison.

COLLEGE BOWL

REVELLE COLLEGE 1989-90

Team Registration

Team Name: _____

- | | |
|---|---|
| 1. * Name: _____
Address: _____
Phone: _____
I.D. #: _____ | 3. Name: _____
Address: _____
Phone: _____
I.D. #: _____ |
| 2. Name: _____
Address: _____
Phone: _____
I.D. #: _____ | 4. Name: _____
Address: _____
Phone: _____
I.D. #: _____ |

* Denotes Team Captain

Personals

Heather - you dancing studette! Winter concert in Mandeville. . Right!?! - Lisa D.

Ken of Argo 6 - your little moustache just puts me out of control. Take me, I'm yours.

T - Here's to a future book on T & L philosophy - L

Mike C. - Thanks for the use of your bathroom and Bill's hairdryer. Next time we'll spray for rodents. - Toni and Cece.

To the guys in Discovery 400's: Now you've gotten a personal. - L

To the Women of Atlantis 450: Thanx for showing us how to party "The Revelle Way" - Rage on! Your Muirin Amigas

Fruit Man - what's the matter, aren't the melons you're getting now ripe enough? Luscious

Cindy - You are the woman of my dreams and I want you to be a reality!! The Boys in B

I love you Ka-Ka breath, from Mark

Linda - Who could ask for a better roomie. What would I do without you? I luv u! - Mindy

Sandy (Discovery) What's under that sweater? - the curious in Argo II

To Kim: Yo - Ben

To Tammy - Who is bigger?

To Joqn: I want you scrumptuous Cafe bud - W

To Red & Sexy, come sing with me! love, The Phantom

To Phil (Beagle 250's) - Do you need to follow us everywhere? The impurity crew

Min - You look beautiful, I hope that doesn't mean you have a boyfriend - Scott 'the Swami'

I could compare your eyes to a summer's day

Amy - you are the most incredible aerobics instructor on the planet. You're also a very nice person.

K - Why can't I stop loving you?

PEC - You're fat, go on a diet. Your calves are just too huge - SWAMI & WHEEL

Kavari, you inspire me everyday when you walk by me. I wish I could get to know you better. Someone with good EYES. P.S. Please respond here.



PERSONALS WRITERS - Guess what? This isn't the *Koala*. and we don't run the same kind of personals that they do.

CAMPUS NOTES

What were all those fifth and sixth graders doing at Revelle last Monday? These students are from Sherman Elementary School and are taking part in Revelle's after-school tutoring program! Twenty-five UCSD students will be going down to Sherman Elementary Monday through Thursday afternoons, both to help the kids with homework and to create a relationship between the elementary school and our University. The after school program consists of dialy games, arts and crafts, and movies. In addition to helping the younger students with homework, the goal is to help some of them come to UCSD someday.

Students interested in helping out with the program should contact Karen Peters in the Dean's office at 534-3492.



The Noon Programming Board will be sponsoring a martial arts exposition with at least two different teams and the popular animal show done by the San Diego Wild Animal Park. Look for dates on these events coming soon.

NPB will also have a pre-Thanksgiving noon concert on the Plaza, Nov. 21. Watch for band announcements.



Don't forget that tonight at 8 p.m. in Anchorview the famous Air Band Concert will take place. This event, sponsored by the Revelle Programming Board, will include prizes.



Revellations is looking for a few good men and women to work on the college newspaper. Positions will be opening soon for assistant editor and activities coordinator. Mail a resume with a cover letter and clips to Leesa Light, UCSD, B-021, La Jolla, Ca 92093. Or, drop it by the Provosts office or the Intern office in the Revelle Commuter Lounge. No experience is necessary, but time and energy are a necessity as well as a desire to learn. For more information speak with Leesa in the Intern office or call at 534-2519.

After final touches of remodeling, the new Argo Tutorial Center will offer not only tutoring, but a multitude of Chemistry 6A related sources, including alternate texts, handouts, and old tests. However, free Chem 6A tutoring is currently available Sunday through Thursday nights from 7-9 p.m. in the former Hall Programming Advisory room. Eric Schmitt, a veteran of the Chem 6 sequence, will be tutoring at least one segment of the Chem 6 sequence each quarter for the year. The post-dinner hours and chemistry-based resource stack are intended to provide both a study and tutorial environment.



Watch for these exciting events in Why Not Here?

Tonight is a **Games Night** in WNH? From 9 p.m. to 11 p.m. play cards, chess hackysack, etc. BYOG. (Bring Your Own Games)

Dating Game participants can sign-up in WNH? and in the College Center through the end of this week.

The Dating Game will be in WNH? at 9:30 p.m. on Wednesday, Nov. 15.

(All of the events are sponsored by the Revelle Residence Hall Advisory and Why Not Here?)



This year's **MATCH YOUR MATE DANCE** will be held Friday, November 17 from 9 p.m. to 1 a.m. in Anchorview. Here's how it works: Either a guy and a girl get together and set up their roomates as blind dates for the evening, or one person sets his/her roommate up with a blind date for the evening. Here's your chance to get set up. Look for a sign-up table outside Anchorview, Nov. 13-15 during dinner! Everyone is welcome and the even is sponsored by the Revelle Residence Halls Advisory.



Hey Revelle students, don't forget about argorobics. Come join in the fun and get in shape on Monday, Wednesday and Thursday nights at 6:30 p.m. in Why Not Here?

ACCENT ON ACADEMICS

FINALS

Check your Fall 1989 Revised Schedule of Classes (p. 13) for a listing of final examinations. If there is a conflict, or if you have three or more finals on the same day, contact each instructor and try to make other arrangements. If you need verification of these problems, contact the Provost's Office for assistance.

LANGUAGE PROFICIENCY EXAMINATIONS

The language proficiency exams will be given at the end of the fall quarter as follows:

French, German, Russian and Spanish; the examination will be given Saturday, December 2, 1989, at 9:00 a.m., in USB 2722. The language proficiency oral interview will be given at the end of the fall quarter on Tuesday and Wednesday of final examination week, December 5 and 6, 1989.

Sign-ups are in the Linguistics Undergraduate Center Office. P&L 2125. during the ninth

week for BOTH the reading and oral portions of the examination.

IMPORTANT DATE!!

November 27 is the Final day to drop classes without penalty of "F" grade. The drop card must be submitted to the Registrar's Office before 4:30 p.m. on this date. If you are unable to make this deadline, there is no way to drop in the days following - planning ahead and dropping courses earlier, will avoid lines and possible problems. The Cashiers Office closes at 3:00 p.m. If you find yourself too late to pay your drop fee, leave the card with the registrar and take care of the fee the next day. If for any reason you are too sick to file your drop card on

November 27 call the Provost's Office (619) 534-3490 for help in dropping. You will not be allowed to drop after November 27! Note: This deadline is the first day after the Thanksgiving holiday! To avoid long lines and/or "forgetting" to drop a course, it would be best to drop any courses prior to the holiday.



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