

# Focus on the Urban Negro



—photo by John Waugh  
These children are playing at the elementary school they attend in Pasadena. Approximately seventy-five per cent of Pasadena's people are white.

## Caltech Tolerates Racial Imbalance In Admissions

by Roger Goodman and  
Cameron Schlehuber

Negroes have probably never exceeded one percent of the Caltech undergraduate student body. Information has been gathered from a number of faculty members concerning the causes of this imbalance and what can be done to correct it.

Racial discrimination is not the cause of this imbalance, but in the past there has been a lack of applications from minority groups. Few Negroes, Mexican-Americans, and American Indians, even if qualified, have bothered to apply to Caltech because of no home or school encouragement. To these minority groups, Caltech, and science in general, represent white institutions.

According to Dr. Peter Miller, Associate Dean of Admissions, Caltech has always had enough qualified applicants, most of which are turned away each year. No attempt is made to go out of the way to attract students. Because of this admissions policy, many students who have the ability never hear of Caltech.

The problem is slightly different on the graduate level. Dr. H. F. Bohnenblust, Dean of Graduate Studies, feels that any Negroes who enter college and survive would have enough drive to carry them through grad school.

The problem then lies between high school and college. The Faculty Committee on Relations with Secondary Schools provides an office for handling letters concerning Caltech and, specifically, Students' Day. The committee does not seek out students but could provide an active avenue for recruiting students from disadvantaged environments.

At the present, a number of prestigious universities have undertaken massive recruiting programs; they include John Hopkins, Wesleyan University, Yale, Harvard, Columbia, Chicago, and the University of California.

Dr. Robert Woodbury, Assistant Professor of History, considers the program at Wesleyan to be of particular significance to Caltech because of that college's similar size and academic standards.

After a talent search coering a three-year period, Wesleyan was able to increase enrollment of Negroes, Puerto Ricans, and American Indians from 2 to 33. The 33 students, which were nine percent of the freshman class, came from a group of approximately 1500 contacts.

These contacts came through  
(Continued on page 6)

## Governor Reagan to Kick off Fund Drive Amid Controversy

by Dave Lewin

Much to the chagrin of a great number of students and faculty, Gov. Ronald Reagan has been invited to give the keynote address at the kick-off dinner for Caltech's 85-million-dollar fund drive.

The dinner, which is set for November 8, 1967, at one of L.A.'s plush hotels, is being planned by the Trustees to inaugurate the Institute's massive fund-raising campaign. Over a thousand notables will be present at the gathering, which will be addressed by President DuBridge and Dr. Beckman, Chairman of the Board of Trustees, along with Gov. Reagan's address.

Reagan's speech is entitled "Science for Mankind," but little is known of its content at this time.

Coordinator for Institute Development Curzon Fager was interviewed about the dinner, and specifically about the choice of Gov. Reagan as keynote speaker. He said that a list of possible speakers was prepared and submitted to a committee of the Trustees, which included in its

membership Drs. DuBridge and Beckman, and Simon Ramo, National Fund-raising Chairman. The Governor was then invited by the Trustees as a whole. When asked why the Trustees invited Gov. Reagan, Mr. Fager replied that it was "their party," and they have both the right and duty to invite anyone who they feel can be useful in raising funds.

Among the students who object to Reagan's presence as keynote speaker, most feel that this is giving the Governor an unnecessary platform to further his political ambitions and that asking a foe of education to work in its behalf is hypocritical. Mr. Fager replied that a man of Gov. Reagan's public stature can get a soapbox at any time, so this is no special favor to him. He also stated that whether Reagan is a foe of higher education or not is a matter of personal opinion and hence open to question.

## Watts Needs Good Quality Education

A View From Jordan High School, Watts, California, Dwight Miller, Math Teacher.

Education at Jordan High often is not. The appearances are there: books, classrooms filled with students, teachers collecting paychecks, the flag salute, the Senior Tea and student body government. But what's happening? Can we afford to believe that three years at Jordan, topped off by a parchment diploma, have prepared any significant number of students for employment or higher education in 1968? The answers are that very little is happening and that we of the interested white middle class — we who so cherish the notion that education is the answer to the "Negro problem" — would do well to critically evaluate the current educational policies which, although satisfactory for us, are not prepared for the plethora of special problems which arise in the culture of poverty.

One symptom of this educational malaise is the large number of students who graduate believing that society has prepared them for meaningful employment.  
(Continued on page 5)

## Study Center Aids Youth of West Side

One organization whose purpose is to improve the lot of the Negro is the West Side Study Program. It was founded by two members of the Pasadena ghetto, and has no connections with official government. The Study Program is rather unique, as it is about the only creditable ghetto program in Pasadena.

Joe Rhodes, the ASCIT president, was director of the evening programs at the Study Program this past summer. Joe explains that the program has two purposes: to provide an alternative to violence as a means to change the ghetto and to point out the inadequacies of the middle-class white society for the black people.

The main work of the program consists of training ghetto people to take job tests. Practically all job tests are oriented toward the person with a middle-class background and who is used to the middle class jargon. A person from the ghetto has none of this background to draw upon, and has a terrible time with questions that would seem ridiculously easy to most Americans. And thus to a great extent a ghetto person's ability to do a job is much more than his performance on these tests would indicate. Other training given by the program consists of cultural exposure and the teaching of Afro-American history.

There are about 125 boys in the Pasadena Work Study Program also. This is a government program, and Rhodes says it is really "a summer riot program"  
(Continued on page 3)

## Notices

### DRAMA CLUB

Do you want to meet girls, act, or begiven experience in structural, electrical, or acoustical engineering? Then join the CIT Drama Club where talent is sufficient but not necessary.

If this sounds interesting, then please speak to Jeff Moller, Blacker House, immediately.

### COMPUTER CLUB MEMBERSHIP MEETING

Thursday, October 5, 9:00 P.M., 201 Booth. Dr. Fred Thompson will give a short outline of the philosophy behind computing at Caltech.

### A.S.M.E. MEETS

The Caltech student section of the A.S.M.E. will have its first luncheon meeting Wednesday, Oct. 11, 12 noon, in the Athenaeum.

### FROSH!! GRADS!! FLOWER CHILDREN!!

Join the Caltech YR's. Start the 68 Republican bandwagon rolling. New members are wanted to increase voting strength at November elections. Come find out what elections on Thursday, October 5th, 7:30 p.m. in Winnett Clubroom 11.

### GYM LOCKER ASSIGNMENTS

Locker assignments may be applied for at the Athletic Office.  
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## Faculty Committee Proposes Female Undergrad Admission

Coed undergraduates at Caltech will become a reality if the Faculty Board accepts one of the proposals of the Ad Hoc Committee on the Freshman Year, AHCOFY. This proposal is one of six to be submitted by various committees at the October 9 Board meeting.

The aforementioned proposal on coeds suggests "that the faculty and administration proceed with all deliberate speed to the admission of women to undergraduate work at Caltech." It is believed that a coed campus, based on a policy of non-discrimination by sex, would not only prove fairer to qualified women and tend to "normalize" Caltech life, but would help extend the now limited, masculine viewpoint present in the humanities and social science courses.  
(Continued on page 6)

Two other proposals by the AHCOFY will, if accepted, have a major effect on the undergraduate curriculum, and a third will cause the AHCOFY itself to be dissolved. Under the first proposal the freshman curriculum would be revised to allow each freshman one elective and a wider choice of humanities or social science courses. Although the core of the freshman schedule would still be math, physics, and chemistry, the time spent in these classes would be reduced to allow more freedom in the student work load. It is possible that such a curriculum might even reduce the work load.

A new interdisciplinary option, general studies, will be created if the second curriculum proposal  
(Continued on page 6)

**Editorial**

# Caltech Must Help Solve The Urban Problem

To many people, the events in numerous cities of the United States this summer were a startling revelation that American society is far from democratic. To others, the urban strife was late in coming. Be that as it may, members of both groups are genuinely concerned that the bureaucracy controlling the plumbing system which piddles forth with a relatively small amount of assistance is more interested in retaining political power than in solving society's ills.

Another faction exists, the members of which refuse to be concerned with a problem that is not presently knocking at their front door; these people tend to forget about the events of the summer or take the hard line that police action should face explosive situations head on. But is not there an old maxim about an ounce of prevention being worth a pound of cure?

This issue of the **California Tech** focuses on the problem of the urban Negro. We present information, impressions, threats, promises, statistics, and entreaties. Our aim is to cover the problems of the urban Negro. We do not expect to do a comprehensive job, nor do we expect to be able to publish every side of the political coin. What we do know is that something is very wrong with American society today, and we will do our best to make the problem known in this and later issues.

We are not content with publicizing the problem in general, though, for there exist definite areas where Caltech is patently at fault. At Caltech, the percentage of Negroes in the student body is a factor of ten below the percentage of Negroes in the United States population. At Caltech there are no Negro faculty members.

Of course Caltech welcomes with open arms **qualified** applicants for such positions. But this begs the question as to whether Caltech should encourage such applications. As a large employer in the Pasadena area, and as a major university, Caltech should undertake to train Negroes as technicians for the numerous research projects here.

Twenty-four per cent of Pasadena's people are black. Caltech students and faculty members can avail themselves of the opportunity of helping those that need help through the Westside Study Center.

—Les Fishbone  
Kirk Benson

# Campus Communication

The student academic reform groups and the faculty committees concerned with the undergraduate program are working on the same problem—improving the quality of the undergraduate system at Caltech. Unfortunately, both groups are working without having much idea what each other is doing.

Academic reform groups often find themselves working along a path the faculty has already gone over, fighting for something that has already been approved. Students have felt for a long time that the faculty tends to be apathetic toward change, largely for two reasons. We are not here long enough to appreciate the number of changes that have taken place in, say, the last ten years. We are also not aware what has been done or is being done until it affects either our courses or those of a friend.

The faculty would also like to know what the student groups are doing, but communication is difficult. Inviting individual faculty members helps quite a bit, but it still places a burden on word-of-mouth communication by the individual faculty member.

Forming joint groups or having students on faculty committees and vice versa has been considered, but this also presents problems. Each group is afraid that the other will be too conservative in its attitudes to function within the committee. Merely becoming organized presents difficulties. It will probably take a good deal of effort to solve these and other problems, but the solutions will provide a needed avenue of communication. We need students for such committees who are ready and able to see that one is opened. The **Tech** is glad to help communicate to all, and welcomes such open communication.

—Jeff Hecht  
Les Fishbone  
Kirk Benson

# Letters

## Pass Peace

Editors:

I received the following letter in the mail and thought the Caltech community should have the opportunity to participate in the effort it describes, especially by passing the letter on to acquaintances in other states.

"Please continue this chain letter. Send it to five of your friends right away. We hope to have one million such letters reach the President within two weeks. Write President Johnson telling him that you will not vote for him in the next election unless he puts an end to this dreadful conflict in Vietnam by negotiation, not escalation. Please don't break the chain."

Peace,  
Mike Beeson ('67)

## Act, 1968

Editors:

In the last three weeks we have begun to transform the idea of electoral political action against LBJ into an organizational form. A fundraising prospectus is being prepared. Research on delegate selection in both primary and convention states is being conducted and should be available soon. Representatives of Alternative Candidate Task Force, 1968 (ACT '68) attended conferences of the United States Student Press Association, the National Federation of Catholic College Students, the National Newman Federation, and the National Convention for New Politics, and we are in contact with various organizations with similar interests.

This is the statement released by 400 students after the National Student Congress. It was also endorsed by 100 student newspaper editors and staff, attending the U.S. Student Press Congress in Minnesota and by over 75 Catholic College student leaders at the New York conference of the National Federation of Catholic College Students.

Last December 200 student body presidents and editors wrote to President Johnson in from the government about an effort to obtain enlightenment American purposes and tactics in Vietnam. Later other groups — Peace Corps returnees, Rhodes scholars, Wilson scholars, 1,000 seminarians — made similar efforts.

The inadequacy of the Administration's replies to these letters and the course of events in Vietnam led student leaders to write President Johnson again in June. This time they warned that December's questions and doubts had become June's disillusionment and opposition. They again implored the President to reverse course. Instead, the President continued to increase American involvement in an interminable and increasingly senseless war. And he has done this in the midst of our greatest domestic crisis since the Depression and despite the opportunity of **Hollybush**.

Now the U.S. is bombing next to the Chinese border and straying over the border. We do not know if this taunting of China is calculated or uncalculated. We do know that if the folly of present policy leads to a direct confrontation with China, the President cannot then expect us to close ranks in the face of the consequences of that folly.

Our predecessors tried in good faith to reason with the Administration. We are now convinced that it is necessary to obtain a new Administration. American electoral procedures provide the machinery to do this, and we are determined to do everything humanly possible to see that the machinery works in 1968. It cannot do so if President Johnson is first unopposed for renomination, and then opposed by a Republican who offers no valid alternative.

We are, therefore, committing ourselves to an inter-collegiate political year during which hundreds of thousands of young people will engage in political activity designed to assure that the next President does not pursue the policies which are leading this nation to disaster.

We urge all concerned Americans to join in this effort.

We in New York have directed primary effort toward raising funds. This is where you come in. Campus-based funding must provide the bulk of the money to carry out a large-scale program. If each campus raised \$100 it would provide a substantial beginning. In addition to this \$100 for publications, mail expenses, publicity, organizers and secretarial salaries at a national office, the state organizations will require funds.

These state organizations are the most important and crucial element of the ACT '68 program. These virtually autonomous groups will be the working arms of our campaign. The national office will provide contacts, some travel money, telephone expens-

es, and nominal wages where necessary for state organizers to begin work. The function of these state organizers will be to contact students of both parties on every campus in your state to meet during October to discuss plans for 1968.

While contributions from individuals to the national office will be distributed to the states as state organizational work is begun, this will not be adequate. Plans for state funding efforts should be begun as soon as possible.

If you or someone else on your campus is interested in undertaking work in your state, call at once (collect, station-to-station) 212 - 865 - 3320 or 212 - 865 - 3321. If you are not able to do this work but would like more information for your personal use or for your campus, write to ACT '68, P.O. Box 634, New York, New York 10027.

Sincerely,

Sam Brown, Chairman  
Clint Deveaux, Field Coord.  
Dave Hawk, Field Coord.

# California Tech

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# Tech YMCA Tackles the Ghetto

by Will Manning et al

The urban ghettos of the United States, where 75% of our Negro Americans live, is a worsening cancer in our society. A seemingly endless cycle of poverty, discrimination, ignorance, and hopelessness constitutes an urgency Americans dare not dismiss. The summer's turmoil is too serious a warning to ignore.

University students find that barriers of background and academic life often prevent their grasping an issue of this magnitude. They also sense that protestations of goodwill too often lack awareness of the reality of the ghetto. A lecture, a headline, or a bull session is insufficient to sustain reflection or provoke involvement.

The Caltech YMCA plans a four-phase program in the fall and winter of 1967, in an attempt to involve the entire California Institute of Technology community in the first steps toward understanding what it means to be black in this land, and toward exploring the city's resources to implement the American dream.

During the fall and winter major national leaders, among them California Senator Thomas Kuckel, concerned with the ghet-

to and the city, will speak on campus to impress the weight and urgency of the issue on the community. Perceptive social commentators will probe the issue and black leaders will confront the community with the issues from their perspectives.

### Exposure

In mid-October articulate young persons from the ghettos of southern California will live in each of the student houses. In informal surroundings the students can question, try to communicate and venture to expose themselves in a personal encounter. The awkwardness as well as satisfaction discovered in attempted communication across racial and class barriers will help prepare for Phase Three.

### Immersion

At the beginning of second term, about ten percent of Caltech's undergraduates will be immersed for several days in northwest Pasadena, a ghetto area of 25,000 people two miles from the Caltech campus. This phase will be guided in large part by the Westside Study Center, one of the nation's most successful community service organizations, one that is supported and staffed by ghetto residents. Opportunities will include

spending complete days with ghetto residents in their home territory, acting as unskilled volunteers in Negro self-help organizations, travelling with Negro ghetto residents the routes prescribed by bureaucratic procedures, choosing to join as a participant-observer in community action programs devoted to alleviating the lack of employment opportunity, the administration of injustice, educational inequality and stifled mobility.

A series of lectures, seminars, study and action programs continuing through the second term will offer a deeper opportunity for reflection and commitment. Able men who can suggest ways to use all the resources of the university and society to come to terms with the issue will visit the campus.

# West Side Center Aids Negro Youth

(Continued from page 1)

designed just to keep kids off the streets and out of trouble. The boys are paid minimum wages to do general work for the city. Some people feel that the only purpose of school for ghetto inhabitants seems to be just to keep them off the streets. They feel that a total inadequate job of education is being done.

Pasadena is on the verge of riot all the time now, according to Rhodes. The city almost had two riots this past summer because of what Rhodes calls the incompetent police force. And Rhodes is frankly very pessimistic about the future — he considers programs such as the West Side Study Program almost last-ditch efforts.

# YMCA to Sponsor Black Militants

by Mike Farber

During this year the YMCA will bring on campus some of the more articulate and militant leaders of the Southern California black community to stimulate discussion about the entire question of race relations in America. One of the most hotly debated concepts of race relations is the philosophy of black power. Black power, the cry of the new militants of the civil rights movement, is violently opposed by such old-line leaders as Roy Wilkins of the NAACP, as well as by many white liberals who have formerly given much support to civil rights activity. However, its supporters, including such predominantly white organizations as the National Student Association and the California Federation of Young Democrats, claim that black power is the only way that the civil rights struggle can be made relevant for the people in the ghettos of Watts or Pasadena.

In essence, black power is the philosophy that the black people must develop a unified community in order to capture their just share of political, economic, and social power in American society. It calls for the pride of black people in their own achievements, rather than their emulation of white models and white society. Black power stresses economic and political equality rather than integration, which is held to be of benefit only to the small black middle class.

### Black Control

The most controversial feature of black power is the role that it assigns to whites in the free-

dom movement. Some black power leaders, such as H. Rap Brown and Stokely Carmichael of the Student Non-violent Coordinating Committee, have stated that there is no place for white people in the movement, and that black people must form their own separate community. More moderate leaders, however, claim that there is a place for whites in the movement, but that control must remain in the hands of the black community.

Although the idea is still repugnant to many so-called liberals, it seems that black power is the only rational direction in which the civil rights movement can move. Those who oppose it generally do so out of either fear or hypocrisy, which only strengthens the hand of those who wish to bar all whites or moderates. Without black power, the American Negro is doomed to second-class citizenship.

## More Notices

(Continued from page 1)  
**FACIT MISSING IN ACTION**

12" Facit typewriter (portable) disappeared in transit from Huntington-Sheraton Hotel Sept. 18, near 2:00 p.m. Black leather case. Miscellanea inside. Anyone in second carload from hotel Sept. 18, contact BELONIS, 65 FLEMING. Return typewriter to "Y" Lost and Found.

### GRADUATE STUDENTS AND SENIORS

Information on fellowship programs and financial aid available to graduate students will be presented by Dean Bohnenblust on Friday, October 6, at 12:30 p.m. in 22 Gates. Seniors and graduate students are urged to attend.

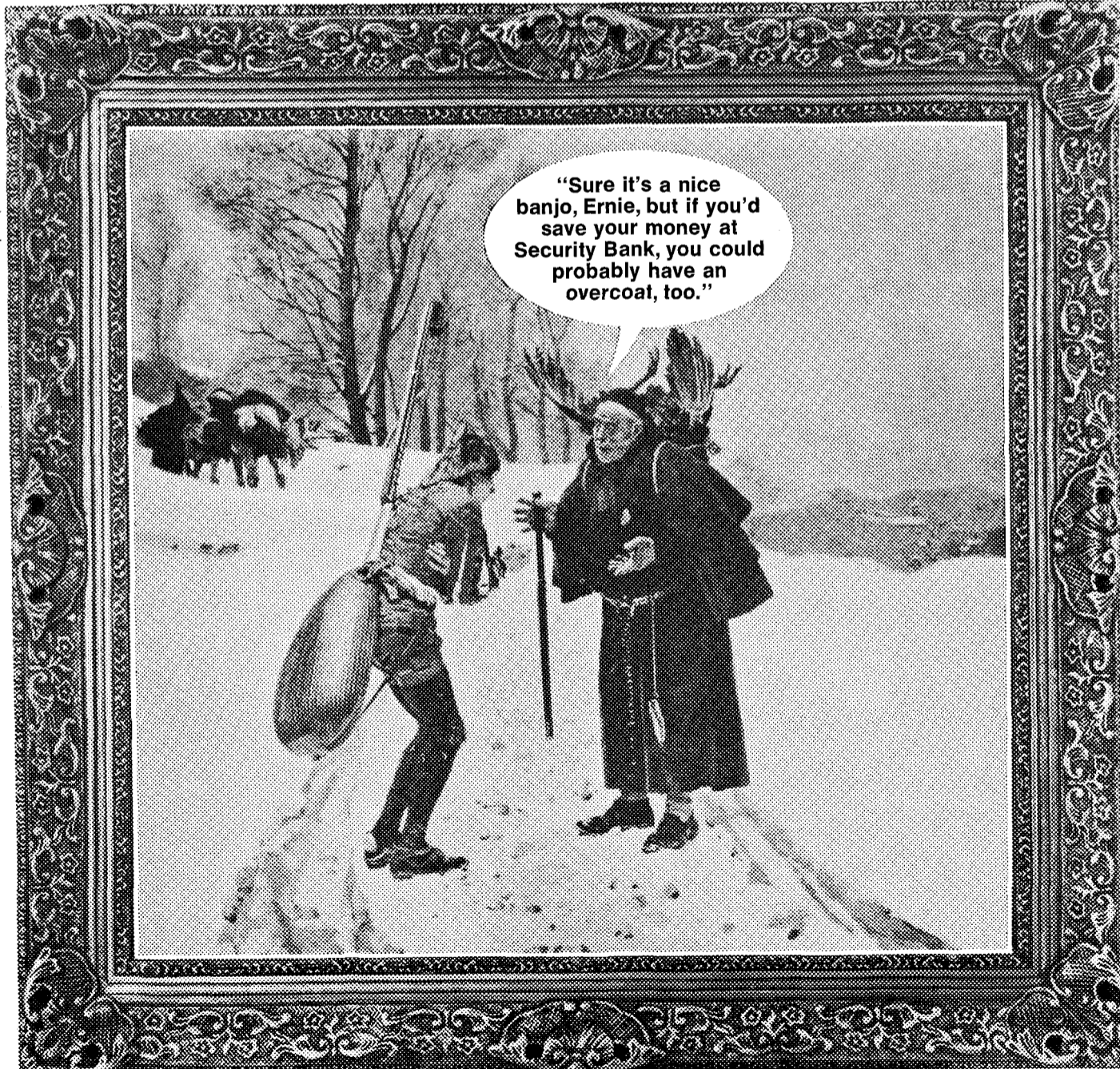
### DONOVAN POSTERS

Anyone interested in posters of Donovan contact Glen Whitehead, 15 Fleming.

### CALTECH CHRISTIAN SCIENCE ORGANIZATION

holds weekly testimony meetings, Thurs., 7:30 p.m., Winnett Clubroom 2. For further information, contact John Healy, 112 Page.

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# Slum Housing Very Poor, But Maintenance Worse

by Tom Carlson

To find out about the housing situation for improverished people in Los Angeles, the Tech interviewed Jim Morthe Department of Public Social Services. He has done all of his work in East Los Angeles, but the conditions are the same in other areas such as Watts.

Slums in the West are not the same as the well-known slums of the East, such as Harlem. In Los Angeles slum houses are mostly single family dwellings or small apartments. While there is no problem with rats as in the East, many houses are infested with cockroaches and bedbugs.

Most of the landlords of the private housing are absentee. This leads to a poor job of maintenance, for the landlords do an absolute minimum. Toilets do not work, drains are plugged, and the electrical connections are faulty. Housing codes exist, but these are ineffective for a variety of reasons. First, the tenants are very unskilled in dealing with authorities, so that they have trouble trying to get something done about their complaints. Secondly, at least with the Mexican-Americans, there is often a language barrier, and so the complaint is not even understood. And lastly, even if the authorities do act upon a complaint, the landlord can always get a delay order, and the whole affair drags on interminably.

As always, the rents are extremely high for the kind of housing that is being rented and the kind of people renting them. It is generally agreed upon that a family should spend no more than a fifth or a fourth of its income on housing. Most people on welfare have to pay much more than that, and they often are unable to keep up with the rent. If that happens the landlord can have the welfare department take the money out of the wel-

fare recipient's check and have it paid directly to the landlord. This solves all payment problems, but it makes the welfare recipient lose even more of his already too little supply of self-respect.

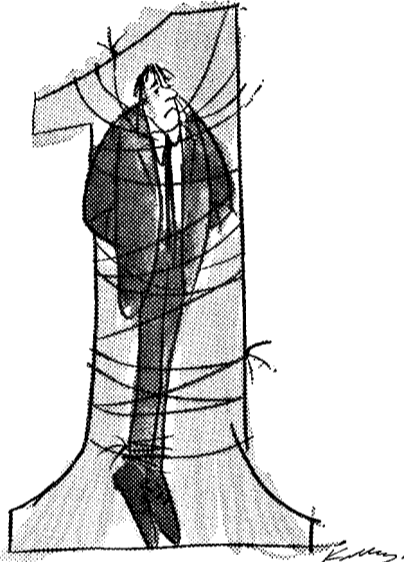
## Public Housing

Public housing is really not a whole lot better. It is newer and better maintained and, on the surface at least, the rent is lower. But there are many hidden expenses. The tenant has to pay for any damages to his apartment, even if he was not responsible for them. And the tenants have to pay for a the utilities they use beyond a certain minimum amount. For example, the housing authority pays 5 or 6 dollars a month for gas, while the tenant has to pay an extra \$10 or \$15 above that. Morgan considered these rates so exorbitant that he suspected that the meter readings were not made honestly.

There are many things about the way the authority is administered that are very question-

able. Regulations are rarely enforced except to the detriment of th tenant. For instance, one rule is that an unmarried woman with children is not allowed to live in the authority. But they often, in practice, are allowed to gget a house in the authority. And from then on they are at the mercy of the administrator, who can then have the woman ejected any time he wants. Also, a file is kept on every person who ever rents under the housing authority, and this too leads to all kinds of abuses. The people who live in public housing are only there at the discretion of the manager, who can always find some rule by which he can eject a family.

Housing has always been a major frustration for the poverty stricken and those who are discriminated against. And really, about then only thing that has happened in recent years is that the city, in effect, has joined the private landlords in taking advantage of these people.



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## Negro Education Inefficient

(Continued from page 1)

ment, yet who are indeed miserably prepared to pass the aptitude tests so often given. We issue them diplomas, yet a majority are not reading at the twelfth grade level and many are at the fifth, sixth and seventh grade level. Not more than two or three in a class of thirty non-college-prep seniors can work arithmetic involving fractions, decimals, percents or "word" problems. The recognition vocabulary of many Jordan graduates would shock you, for they are primarily limited to experiences within the Negro culture. Most do not possess a mental frame of reference which goes beyond the

inner-city, so they are unable to discuss even problems of greater Los Angeles, while international problems (outside of Vietnam) are essentially non-existent to them.

The seriousness of this naked unpreparedness cannot be overestimated. HARYOU, the Harlem Youth Opportunities agency, has issued a study for the O.E.O. which indicates that the average I.Q. of students in Harlem (where I.Q. is standardized on a national norm) is actually regressing as they proceed through school. I have witnessed the same phenomenon in checking records of Jordan students, with

(Continued on page 5)

## GENIUSES WANTED!

The 45th International Automobile Show publicity people are looking for brilliant — or moderately great — ideas. Caltech, we thought, is the best possible place to find them. **SO, WE PLANNED THIS CONTEST FOR CALTECH STUDENTS ONLY.**

We want "inventions" or ideas related to the automotive industry. Winners will be selected primarily on the basis of their pictorial value — for newspaper and magazine photographs, television, and possible exhibition at the Auto Show. However, a non-visual idea with great interest potential could be a winner.

We want Caltech's geniuses to think as freely and as wildly as we know they can.

But, to illustrate some of the automotive areas which might be explored, here are some thoughts:

A moisture sensitive device to turn on wipers during rain? An ashtray that somehow extinguishes a cigarette dropped into it? A way-out distress signal for a stalled car?

As you know, California has the problem of not enough letter and numeral combinations for the needed millions of license plates. Anybody have a formula to solve it? Or a new kind of license plate to replace the ones we've had for decades?

Here are the rules. Entries should be mockups or prototypes (that work), not designs or drawings. All ideas remain your property — and will be returned after the Auto Show ends November 5.

Judging will be done by an impartial panel and if some Caltech official wishes to volunteer, he'll be on it.

**CONTEST CLOSSES OCTOBER 15. JUDGING AND AWARDS MONDAY, OCTOBER 16.**

**CASH AWARDS FOR ENTRIES ACCEPTED FOR PUBLICITY USE:**

<b>FIRST PRIZE</b>	<b>\$200</b>
<b>SECOND</b>	<b>\$100</b>
<b>THIRD</b>	<b>\$ 50</b>
<b>FOURTH</b>	<b>\$ 25</b>

**IN THE INCREDIBLE EVENT THAT NO ENTRIES ARE JUDGED SUITABLE, \$25 SAVINGS BONDS WILL BE AWARDED TO THE TOP FOUR.**

Admittedly, time is short. To enter you **MUST** telephone or write, giving your name and address and telephone number before **6 PM MONDAY, OCTOBER 9.** You need not outline your ideas unless you care to but **CALL** or **WRITE** now or soon.

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# Environment, Structure, Hamper Education

(Continued from page 4)  
 the apparent conclusion that the Watts environment inhibits intellectual growth and mental awareness. Last week my eyes were opened even wider as my Algebra I class grappled with the questions: "What is the population of L.A.?" and "What percent are Negro?" Only two students attempted answers to the first, as one girl said, "20,000" and a boy said "thirty thousand million." Then, quickly, the girl said that she wanted to revise her answer — she thought a moment and said, "8,000." Stunned, I took a moment to recover, then proceeded through a tabulation with them of the number of students in our classroom, building, school, and then the city. We finally decided on about three million people in the city and then went to the second question. The first guess was 90%, then 70, 60, 50, 40, and 20%. They couldn't believe it when I told them that there were only 500,000 Negroes in Los Angeles, or

about 16% of the city and about 8% of the county.

If this lack of awareness of events outside of their immediate surroundings is a handicap for the non-college student, how severe is it for the college bound? Last weekend I talked with Dorothy Berry, an exceptional student last year who has been a freshman at Stanford for two weeks. Her initial reaction to her classes was that all the students seemed so well informed, particularly in her Western Civ course. She had barely heard of most of the topics being discussed, while her classmates articulated answers with apparent ease. Johnny Scott, a talented Jordan grad of several years ago, experienced similar problems in adjusting to the intellectual climate at Harvard. Last year he wrote an article for *Harpers* condemning his education in Los Angeles, and while his tone was perhaps too sweeping in its harshness, most evidence demon-

strates that he and other intellectually talented graduates of Negro high schools are pitifully prepared for competition in a four year university.

It is then, education as usual at Jordan, with many of the appearances of a high school as you and I knew it. The difference is that the products of this system are not ready. They are eager to find one of the new "equal opportunity" jobs or to further their education at one of the colleges which are suddenly "Negro-ratio" conscious. Yet for many the first step is the hardest and they meet with disappointment. Why? Consider the analogy of a computer to the human brain. One's output is a function of total input — not only consciously stored data, but subconsciously learned subroutines or behavior patterns. A typical Watts child learns less in school than a middle-class child (including middle-class Negroes as well as Whites) because his

family and friends provide many fewer inputs which are oriented toward the majority culture. By high school a Jordan student may have fluent knowledge about broken families, crap games, pills and grass, and the swingers who make their money through burglary, mugging, or pimping. A few lead very sheltered lives, attending a storefront church two or three days a week with their parent(s) — often just their mother because their father left home. Yet whether from sheltered or from completely open backgrounds, nearly all students lack significant contact with the majority culture with which they will someday have to cope. Very few read the newspaper — most just don't read at all. How can we expect them to handle discussions about world affairs or to see a need for algebra when the vast majority of their intellectual input is so limited? In particular there is the problem of language, for

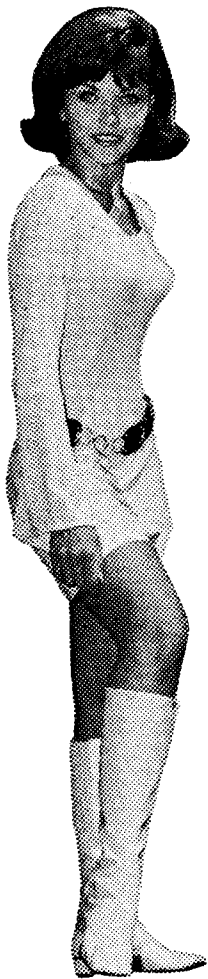
it is through the acquisition of words and sentence structure that we establish frames of reference for newer words and more complex structures. Whereas you and I grew up with acceptable vocabularies and syntax, a child in Watts actually learns a completely different language, with fewer words, incomplete sentences and aberrations of Standard American English.

The major problem, then, is environmental. A child enters elementary school with an experiential handicap when measured against the middle-class child and the middle-class goals of our educational system. As he progresses through school he falls further behind because only a few hours per day are in the classroom — most of what he has learned is quickly forgotten in the non-intellectual morass of his family and community life. By the time he enters high school he becomes aware of his inability to keep up with the standards of the essentially alien school system. Many students either drop out, or continue with no curiosity, no enthusiasm, and a growing hatred for the system. Their presence in the classroom often affects the enthusiasm of other students, so that study and class participation are minimal.

Once the students have entered high school there are additional barriers to learning besides those imposed by environment. The classes are ostensibly programmed by ability level, yet standardized tests are nearly useless in placing these students. For a large variety of reasons, in particular a different cultural background than that being tested and an inability to read the instructions, many students test lower than their true abilities. One student earned an A in my Geometry class, yet when I checked his cumulative record his last I.Q. test score was 68, three standard deviations from the norm, or nearly retarded on a normal distribution. The result of such anomolous testing is that the teacher seldom knows what a student can really do, and in any noe class he must gear the lesson to several different levels in order to meet the learning needs of the various students. This is difficult to do without sacrificing continuity in the overall course structure.

What about the quality of teaching at Jordan? That's a difficult question, for there is a broad spectrum of quality represented. In my own department, 5 out of 7 have college majors in their field and placed high on the L.A. City qualifying exams. The shops are generally good, though there are not enough of them to meet the needs of modern job openings in industry. The English and Social Studies departments have many dedicated and enthusiastic teachers who are at ordan primarily out of idealistic commitment. On the other hand, there are some teachers who are just putting ni time, others who are obviously not prepared enough in their subject field and a few whose prejudices create continual problems. In general, the quality of personnel is about average, though it is below that of the innovative suburban schools which attract many vital and dynamic teachers

(Continued on page 6)



## A new girl for girl-watchers to watch...

Her name is Joan Parker, and she's the new Dodge Fever Girl. Watch her on television this season, dispensing Dodge Fever to a variety of unsuspecting souls. (Dodge's TV schedule is listed below.)

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- Oct. 2, 16, 30.....Gunsmoke
- Oct. 5, 19, 26.....Thursday Night at the Movies
- Oct. 7, 14.....Mannix
- Oct. 1, 22.....The Smothers Brothers
- Oct. 8, 15, 22, 29.....Mission: Impossible
- Oct. 8, 22.....AFL Football
- Oct. 5, 8, 11.....The World Series

These dates subject to change.

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# Reform Committees Report; Suggest Exchange Programs

The first meeting this term of the chairmen of the various Academic Reform Committees was held Sunday at 2 p.m. in Winnett. The meeting's purpose was stated by ASCIT President Joe Rhodes as being, "Where do we go from here?" Although most of the committee chairmen reported that they had not yet met with their committees this term, they did give preliminary reports of the basic ideas and suggestions each committee will be investigating in detail.

In the first term, they did give preliminary reports of the basic ideas and suggestions each committee will be investigating in detail. John Bennett, chairman of the Educational Exchange Committee, outlined some of the activities of his group in communicating with domestic colleges about setting up an exchange program. Response, both from small liberal-arts colleges and Caltech's own Humanities Division, has been favorable. Michael Meo outlined some of the difficulties of a foreign exchange program, including the language barrier and credit requirements. None of the colleges researched during the summer, except Stanford, have been able to find colleges in Europe with programs as rigorous as their own. Stanford maintains its own overseas campuses.

The reports of both the Undergraduate Research Committee and the Advisory Committee emphasized the opinion that the major problem in their particular areas of concern was the lack of student-faculty communication. The chairmen of both committees, Rufus Woody and Rob Drew respectively, placed the

blame for this lack largely on the students. Woody particularly felt that the opportunities for the student were here, but that the students either were not aware of them or just did not take advantage of them.

**Optional Options**

Rich Flammang, chairman of the Options Committee, discussed ideas he and members of his committee had brought forth concerning options. These included increasing the flexibility of the options, the creation of new, interdisciplinary options, changing department requirements to make it easier for a student to take a double major or a major/minor, and even abolishing the options system altogether.

The chairmen of the Teaching Techniques Committee, Larry Shirley, reported that his committee would be investigating the suggestion that teaching assistants be advised or required to take a seminar-type course in teaching. A suggestion made at the meeting was that these seminars should be conducted by a Professor of Education from a nearby college, as well as by a professor of the course the T.A. was to teach.

Jeff Hecht, chairman of the Instructional Systems Committee, said his committee is encouraged by faculty action in introducing experimental courses, such as Chem 2. There is also a suggestion to replace the first three years of math with an independent study sequence.

All committees, however, have

more investigations and studies to make before their formal recommendations are submitted to the students, faculty, and administration. President Rhodes stated that it is vital that all students be represented by these recommendations, and that "The Academic Reform Groups can do their job only if they have a constant and meaningful feedback from the student body."

## Peace Party Needs Many Names

by Mike Farber

The Peace and Freedom Party, a new, independent political party, is now seeking registrations in California. Formed primarily of Democrats dissatisfied with President Johnson's policy in Vietnam and his handling of the racial explosions in our cities, it now numbers 5,000 registered voters, mostly in Southern California.

The statement of the party's position reveals that the group is for "immediate withdrawal of American troops from Vietnam" and "the principles of equality and self-determination which are manifested in the Black Power movement." An unusual feature of its organization is that people under 21, though not able to register to vote in California, are allowed to join the party and participate fully in the decision-making process. The new party hopes to be able to combine electoral activity with organization, especially among students and the black and Mexican-American communities.

**Recognition**

According to J.P. Parker, Pasadena chairman, and Donald Hoffman, a Caltech chemistry graduate student serving as vice-chairman, if the party reaches a level of 66,000 registrations by January 19, 1968, it will become a recognized political party in California. If it does so, it will then run candidates in the 1968 primary and final elections to provide an electoral alternative to President Johnson.

The party has already held one registration drive at Tech, obtaining nearly a dozen registrations. More are planned, and the party holds regular meetings in Pasadena on Monday nights. For more information, contact Donald Hoffman in Church.

## Racial Imbalance at Caltech

(Continued from page 1)

visiting, direct mail, Upward Bound, National Merit's Achievement Program, VISTA, and a wide variety of self-help and scholarship programs. This recruiting has been supplemented with summer programs and extra tutoring to help make up deficiencies.

Among the advantages of such a program mentioned by Dr. Woodbury is the broadening of our presently homogenous student body. This would improve the limited perspectives available on campus from which the humanities courses and the students' lives at Caltech could grow.

Also, Caltech, as a symbol of excellence in science and engineering, has the opportunity to show the possibilities of science as a potential field for disadvantaged groups. Caltech is cut off from a large pool of possible talent when it does not bring in Negroes and help them get a start.

Major institutions with the power and prestige of Caltech could lead the way in finding creative solutions to this social crisis.

Aeronautics Professor Lester Lees pointed out that any program to help Negroes at Caltech requires the concerted efforts of many people. Students, faculty, and alumni are possible representatives for contacting Negroes. He suggested gathering a group of Negro scientists and engineers to speak at predominantly Negro high schools, describing opportunities in their respective fields. These are the people Negro students can emulate.

Caltech could instrument a policy to help Negroes without lowering academic standards. This would require extra tutoring and summer help. Dr. Miller said that finances are not a ma-

major problem. There are enough interested people on campus who are willing to overcome the many obstacles and find a solution.

## Will Coeds Grace Caltech Campus?

(Continued from page 1)

is accepted. Such an option would satisfy the not uncommon student who is uncertain what his option should be or is only in an option at the present because he has no other choice.

What may be the final proposal by AHCOFY asks that the Committee itself be dissolved at the end of the quarter, as its members believe that the four proposals to be submitted complete the AHCOFY's function. In the same proposal the Faculty Chairman is asked to consider the possibility of formation of a "stable faculty committee especially concerned with the freshman and sophomore years."

The Ad Hoc Organizing Committee proposes that an Institute Committee on Relations with the Community be created. Such a committee would, in the words of the Organizing Committee, "demonstrate institutional responsibility to community service," "extend good (community) relations," and "maintain a community which will attract and hold faculty." Such a committee would not formulate policy, but could initiate the study of important topics such as "racial patterns in housing" and "problems of economically depressed minorities."

The final proposal recommends that the liaison between the Caltech and Huntington Libraries be improved by allowing authorized persons to have library loan privileges at Caltech.

## Negro Society Hampers Learning

(Continued from page 5)

who would probably feel trapped by the administrative attitudes and snail's pace of change in the giant L.A. City Schools (800,000 students).

We've discussed the inadequacy of a Jordan education and the environmental roots of the learning deficit which grows from elementary to high school and essentially precludes the possibility of graduating with an "equal" education. What, however, are some possible changes in the system which might overcome this deficit? The present system is essentially unchanged from that of forty years ago, with the few modifications being patches over "leaky" systems and malfunctioning procedures. The approach, then, must be imaginative and comprehensive if it is to cure the ailments of the present system. A first step, obvious to a Caltech student but probably not to a school administrator with a college major in P.E., would be to invite a team of systems analysts in for a detailed study of every aspect of teaching in Watts, from Operation Headstart to the local junior college. Litton Industries is doing a similar study for the Greek government, to recommend changes in the total economy of one of their islands. If Litton can do it for Greece, why not Watts? If this study were made I imagine that the following recommendations would be among those presented:

- 1) Significant enlargement of Operation Headstart in order to expose more young children to cultural inputs requisite to success in elementary school;
- 2) Teaching machines, programmed textbooks, computer-assisted instruction and teacher aides at all levels to provide for varieties in learning speeds and for make-up of deficits;
- 3) Non-graded curriculum which allows a student to move into any level which he is capable of handling;
- 4) Carefully determined behavioral objectives for each course, with the possibility of passing out of the course with a satisfactory grade on a pre-test or of staying in for several semesters if the objectives are not met the first time around;
- 5) Lowering of class size to between 15 and 20 pupils per teacher and reduction of class load to 3 per day with 3 preparation periods, in order to provide adequate preparation for class and rapid feedback if all papers, for studies have demonstrated that ad-most important elements of quite feedback is one of the learning;
- 6) Flexible scheduling, via computer, of class length and size, depending on the nature of the

subject; with this system a typing class might meet for 20 minutes and a physics lab for two hours, a large group lecture on the history of the Common Market might be appropriate at one time while a small discussion seminar on the politics of Black Power might be appropriate some other time;

7) Development of suitable test devices for determining much more precisely than present tests the differential aptitudes of students, and enlargement of the counseling staff to permit genuine counseling rather than pure programming as at present;

8) Adequate procedures, oriented toward rehabilitation, for handling the troublemakers on campus;

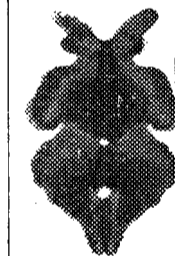
9) Development of curricula geared toward future job openings, with emphases on computer technology, electronics and maintenance of the many varieties of new machines being marketed;

10) Appointment of an administrator whose job would be to encourage and aid innovative projects by teachers, administrators and students.

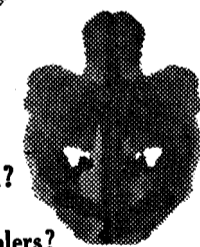
The implementation of any or all of these recommendations would greatly increase the chances of education being meaningful at Jordan. There is even a possibility, as happened with an experimental elementary school in Berkeley, that white middle-class parents from the fringes of the city would begin sending their children to Jordan, voluntarily, in order to take advantage of the superior education there.

## Swingline Ratty Rorschachs

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[2] A lantern? A moth? TOT Staplers? (TOT Staplers!? What in...)

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## Water Polo Team Suffers Two Defeats

Caltech's water polo team met defeat twice this weekend but hopes are higher than ever. Friday, PCC demonstrated what two extra weeks of practice can do by rolling 16-6, but before fatigue caught up with Coach Reck's tank men, they held or to a 1-1 tie into the second period. Henry DeWitt emerged as the team's leading scorer with 5 goals, with Norm Whitely contributing the other.

Saturday the Alumni returned for their annual game and got more than they asked for. While they did win it 7-6, it took them 52 minutes (a regulation game is 28 minutes) to do it. After regulation time the score was tied 4-4 so two five-minute overtimes were played with the score tied 6-6 to send the game into sudden death overtime.

At this point each team had 29 team fouls which meant one more for a penalty shot (one for every ten team fouls), which is virtually a certain goal. For eight minutes the game was the cleanest in history before the varsity finally fouled an alumnus. Much to everyone's surprise the shot was missed and the game continued until Rich Neilson ('66) lobbed in the winning goal.

For the varsity DeWitt scored four goals with Mike Bell and Mike Stefanko adding the other two.

Yesterday Caltech hosted Fullerton at the Beaver pool. The results of that contest were unavailable at the printing deadline. Tomorrow the Teckers travel to San Fernando Valley for a match. The next day the CIT tankers return home for a ten o'clock game against Citrus City College. Also, at 4:00 p.m. Wednesday afternoon, the Beavers host a team from Riverside City College.

# TECH Sports

## CIT Gridders Open SCIAC Against Oxy

For the twenty-fourth straight time, the football Beavers of the California Institute of Technology went down in defeat; Tech's latest setback came via Azusa Pacific College, 26-0. The Cougars turned the game into a rout in the second half after leading only 6-0 when the first half ended.

The Beavers, whose last victory as the first game of the 1964 campaign, looked as though they might keep the contest interesting and close, as it was scoreless until about ten minutes of the second quarter. Then APC scored a touchdown, but the extra point attempt was no good.

During the first half, the Engineers' offense failed to put together the type of sustained drive that the preseason performances suggested they could. The major factor in this lack of success was the inability of the interior linemen to contain the Cougar defensive line.

Quarterback Tom Burton didn't have sufficient time to effectively execute CIT's passing offense. Despite the strong rush from Azusa however, Burton managed to complete 13 of 25 for 134 yards. His favorite receiver was junior end Lonnie Martin. The 6'1", 198 pounder from Houston caught six passes for 62 yards.

Both flanker Charles Creasy and halfback John Frazzini caught three passes for 31 yards each. Sophomore Bill Nichols caught one pass for 10 yards.

The Engineer's ground game was essentially non-existent, as they netted minus fifteen yards

rushing. Frosh half back Barry Fitzgerald was the leading ground gainer with seven yards. Azusa's stacked 4-4-3 defense really did a good job against the run.

Interestingly enough, Caltech actually led APC in first downs, 14 to 11. But even that is no consolation, since the only important statistic is the final score: Azusa, 26; Caltech, 0.

Tomorrow night at 8:00 p.m., the Beavers open their 1967 SCIAC campaign by playing host to the powerful Tigers of Occidental in the Rose Bowl.

## Tech Musical Under Way

After the success of last year's ASCIT Musical Comedy, a tradition seems to have been created. The first draft of this year's musical has already been written by Don Nemzer, a Blacker House junior, with lyrics and music by Mike Garet.

The show will be presented in Beckman Auditorium on May 17-18, 1968, but much of the work has to be started almost immediately. The committee is looking for people to assist in all capacities, from actors to stagehands to publicity assistants. There will be a meeting of all interested persons at 7:30 P.M. on Wednesday, October 11, in Winnett Clubroom #1.

## Interhouse Teams Take to Diamonds for 1967 Softball

Interhouse 1967-68 is here! Monday marked the opening of IH Softball at Caltech. Through Tuesday's games, it looked as though Ricketts, Page, and Fleming, last year's co-champions, might make it a toss up again this year.

Ricketts really bombed Blacker 22-2 on Monday. Experience and depth characterize this year's Scurve nine. As in the past two years, the team is built around the two-way threats of big Ed Rehbein, pitcher, and Dick Russell, third baseman.

Also on Monday, Page convincingly defeated Lloyd 12-3. First baseman Bruce Ault, catcher Robin Adler, frosh second sacker Phil Morgan, and pitcher Nate Isgur lead a good all-around ball team. The Pagers hit well consistently, field better than average, and have a fairly decent pitcher in Isgur.

Fleming managed a 6-3 victory over Blacker on Tuesday. Fleming's athletic manager has admitted the Flems aren't extraordinarily great, but that the nature of IH softball is such that any of four or five Houses could win, including Fleming.

Depth, experience, and a strong hitting attack propelled Ruddock over Dabney 16-14 on Tuesday. Leading this year's Ruds are

Hank Thackerd (1B), Carl Friedlander (all-around), Bill Wright (OF), John Camming (OF), Allan Lee (OF). Prospective frosh standouts include third sacker Al Christians and catcher Dave Turner.

For Dabney pitching is the weakest department as pitchers Bob Drean and Andy Joseph have almost no previous experience. The infield is fairly impressive, however, with Dave Kuehn (3B) and George Fox (SS) providing the punch. The outfield is slow and inexperienced. The Darbs hope that their offense punch will offset their defensive deficiencies. Both Lloyd and Blacker have average teams of players with more or less equivalent abilities.

Yesterday's results of Dabney vs. Page and Fleming vs. Ricketts were not available at press time. Today Ruddock takes on Page and Blacker challenges Lloyd. Ricketts and Dabney tangle tomorrow, as do Fleming and Lloyd.

## Soccer Season Is Under Way

Caltech's Soccer team lost its first game Saturday, against Cal Poly at San Luis Obispo. The spirit shown by the team, however, points to a good season. Tech will present a threat to any American team it plays.

With only two weeks of training under the direction of Coach Ron Kehoe, the team met a tough team of foreign transfers at Cal Poly.

The Beavers fought amazingly well after a tiring drive of over two hundred miles, but lost 2-1 to the skilled Cal Poly team. Despite hard work, Tech was unable to beat the Cal Poly team consisting of eleven semi-professionals, one referee and two linemen.

Skillful play by the Beavers' forward line gave Armando Moreira the chance to make Tech's lone goal. Quick action and fantastic playing by Tech's freshman Joe Templeton kept the opposition from scoring several more goals.

The Beavers team included freshmen Joe Templeton, Ralph Graham, and Jerry Eriman, and substitutes Jon Hall. Returning upperclassmen playing in Saturday's game included Nelson Briseno, Richard Burton, Harvey Butcher, Len Erickson, Milt Johnson, Mike MacLeod, Jim McWilliams, and Armando Moreira, and subs Les Fishbone, Steve Hadler, Vesa Junkkarinen, and Rufus Woody.

Saturday's game opened a schedule of thirteen games in seven weeks, one of the heaviest schedules the team has ever had to face. There will be games with Redlands, Cal Poly at Pomona, USC, Biola, Loyola, Occidental, UCLA, Whittier, Westmont, Fresno Pacific and Pomona.

(Schedules are available in the athletic office).

## Happiness Is Rugby

by Davies

Last season Caltech's rugby team entered its first serious league competition. Playing against major sports schools like the university of Southern California, the University of California at Los Angeles, and Occidental College, the Teckers demonstrated some extraordinary talent while winning some tough games and staying close in those they lost. Judging from last year's successes, it is not unlikely that the CIT ruggers will rank high in the national polls during their 1967-68 campaign. Undoubtedly, rugby is one sport at which Caltech can and does compete on equal terms with the major sports schools of the nation.

The season starts in December, but training and practice will begin within the next few weeks. Anybody who has ever played rugby before is especially urged to join the squad. However, if you have enjoyed American football, soccer, basketball, you are still welcome to participate.

There will be an organizational meeting in Winnett Clubroom #1 at 5:00 p.m. on October 11. All undergraduates, graduate students, faculty, employees, and Jet Propulsion Laboratory personnel are invited. If you are interested in playing but cannot attend the meeting, please contact either Peter Dobbs at Extension 1364 or John Davies at Extension 630.

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Sponsored by Beckman Auditorium -- Prepared by ASCIT

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Legend: B—Beckman D—Dabney Lounge W—Winnett Lounge A—Athenaeum Luncheon Y—YMCA Lounge **—Caltech Student Discount		Note: Fifty free tickets are available to students (one per student) for each of the Coleman Concerts starting at 9 a.m. on the Tuesday preceding the concert. Fifty other tickets for each of the concerts are also available at the same time for \$1 each also at a one-per-student basis. Both the free tickets and the \$1 tickets are located in the same section.			<b>OCTOBER 6</b>	<b>7</b>
<b>8</b>  Coleman Concert: Amadeus Quartet 3:30 p.m. B 4—3—2—1**	<b>9</b>	<b>10</b>  "Swan Lake" 8:30 B 2—1**	<b>11</b>  Raymond M. Steinberg "Who Calls The Shots In the War on Poverty?" 12:00 A \$1.75  Jean Mayer: "Civilization and Nutrition; Medical, Social and Philosophical Aspects" 4:00 D Free	<b>12</b>	<b>13</b>  Add Day  ASCIT Exchange 8:30 Winnett	<b>14</b>  "Oedipus Rex" 8:30 B 5—4—3—1**
<b>15</b>  Dabney Lounge Concert: Festival Players of California 8:15 D Free	<b>16</b>  Monday Lecture: Dr. R. Wark "The Blue Boy Revisited: The Case For The Hunt- ington Art Collection." 8:30 B Free	<b>17</b>	<b>18</b>  A. Lionel Larsuel "A Pasadena Summer That Didn't Explode." 12:00 A \$1.75	<b>19</b>	<b>20</b>  "Squat Betty" and "The Sponge Room" 8:30 B 5—4—3—1**	<b>21</b>  Parent's Day
<b>22</b>  Coleman Concert: New York Chamber Soloists 3:30 p.m. B 4—3—2—1**	<b>23</b>  Monday Lecture: Dr. A. Tyler "The Start of Development in Animals" 8:30 B Free	<b>24</b>  "Winters Tale" 8:30 B 2—1**	<b>25</b>  Paul D. Salmon "The Future of the Pasadena School System" 12:00 A \$1.75	<b>26</b>  ASCIT Jazz Concert 3:00 p.m. B Free	<b>27</b>	<b>28</b>  JPL Ski Club Movie: "Ski West" 8:00 B \$2.00 Gen. Adm. \$1.50 Students, Children, and Ski Club Members
<b>29</b>  Dabney Lounge Concert: The DiTullio Trio 8:15 D Free	<b>30</b>  Monday Lecture: Dr. H. Gray "Molecular Irony; From Iron Rust to Hemoglobin" 8:30 B Free	<b>31</b>	<b>NOV. 1</b>  J. Robert Smith: "Reporting the Judicial Process: A Social Respon- sibility." 12:00 A \$1.75	<b>2</b>	<b>3</b>	<b>4</b>  "The Tiger" and "The Typists" 8:30 B 5—4—3—1**
<b>5</b>  Dabney Lounge Concert: The Wakita Ensemble and Koto Chamber Orchestra. 8:15 D Free	<b>6</b>  Monday Lecture: Dr. M. Plesset "Nuclear Proliferation and International Security." 8:30 B Free	<b>7</b>  Film: "Turn On, Tune In, Drop Out." 8:30 B 2—1**	<b>MIDTERMS</b>		<b>10</b>  "Benjamin Franklin, Citizen" 8:30 B 5—4—3—1**	<b>11</b>
<b>12</b>  YMCA Dixie-Land Band Concert 3:00 B Free	<b>13</b>  Monday Lecture: Dr. W. Pickering "Progress in Planetary Exploration" 8:30 B Free	<b>14</b>  Frosh-Soph Mudeo  Free Student Tickets Available for Quartetto Di Roma	<b>15</b>	<b>16</b>	<b>17</b>  Build Interhouse!	<b>18</b>  Interhouse Dance
<b>19</b>  Coleman Concert: Quartetto Di Roma 3:30 B 4—3—2—1**	<b>20</b>  Monday Lecture: Dr. R. Vogt "Cosmic Rays" 8:30 B Free	<b>21</b>	<b>22</b>	<b>23</b>	<b>THANKSGIVING</b>	
<b>26</b>  RECESS	<b>27</b>  Monday Lecture: Dr. A. Sandage "The Time Scale of Creation" 8:30 B Free	<b>28</b>	<b>29</b>	<b>30</b>  Senator Kuchel: "The Ghetto and the City: Blight and Promise" 8:15 B Free	<b>DEC. 1</b>  Student's Day  ASCIT Dinner and Xmas Dance Senior Formal  Ruggiero Ricci Violinist 8:30 B 5—4—3—1**	<b>2</b>
<b>3</b>  Dabney Lounge Concert: Philharmonia Players 8:15 D Free	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>  "P.D.Q. Bach" 8:30 B 5—4—3—1**	<b>9</b>
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>F I N A L S</b>						