

Convocation On Student Power

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From the Editors

Changing Focus On College Education

College is a manufacturing plant. It is designed to produce parts needed for the constant repair entailed in keeping society running at maximum efficiency.

Children are the raw materials processed. Society shovels its children in one door where a series of strengthening alloys and hardening agents are added. The materials are now placed in molds until they gell. The finished product is then spewed forth, now labeled "adult" and is ready for the open market. Ideally, the product will be so skillfully molded that it will fit easily into its proper niche, allowing society to continue to run smoothly.

Such an archaic interpretation of college was presented by Dr. Lewis Mayhew last week at the Convocation on Student Power.

Dr. Mayhew is viewing college with 20-20 hindsight. His concept of college was possibly applicable twenty years ago when the primary purpose for attending college was to get a good job. Students were trained in skills to fill the qualifications of a profession.

True, this is still the reason some students attend college. However, the primary focus of education seems to have shifted from a training process to an expanded liberal arts experience with an emphasis on self-awareness. Dr. Mayhew mentioned the need for students to establish their own identity, but this was the last on his list of functions which a college should fill.

Twenty years ago students were programmed to channel their potential towards an occupation. Many of today's occupations are inter-related, requiring a broad spectrum of knowledge. Two decades ago an average student went to college to fill the requirements of a job; today the average college student is looking for an exposure to many areas of study, hoping to find a course of study which captures his interests and from there decides on an occupation or goal.

Today students are asking more questions. We want to explore ourselves, find out our potentials, and discover our relationships to society. This need to question and desire for self-awareness is evident in today's stress on relevant education. Our questions become challenges when they are ignored or answered with irrelevant or out of date facts delivered with a close-minded attitude. Staid ideas, like those of Dr. Mayhew, are outdated in today's educational system.

—JM

Forum Column

Is 'Everyman' Being Ruined?

To the editors and readers of THE NEWSPAPER,

"Everyman" cannot be described with any truth as a "Medieval (sic) morality play moved to the present." That happens to be only Mr. Krempetz's infantile notion of how the drama will be presented. It is, rather, a medieval morality play with such a universal appeal that it endures time as a masterpiece and has no need to don contemporary garb nor avant-garde trappings to entertain everyone for all ages.

Listening to Mr. Krempetz's childish babble-babble has convinced me that he has not even witnessed, at the least, one traditional presentation production of the drama. I even doubt whether he has read the play in the original, as the script

to be employed happens to be the "modernized version" of John Gassner's. It baffles and disgusts me why the honor of such a responsibility has been conferred upon a student whose bad taste and fantastic egotism prepares him to cut the wings off a butterfly.

Mr. Krempetz, though a student of dramatic art, doesn't possess the genius of Peter Brock; nor will he ever if, as a student, he is unable to realize that for him to direct a play means still to interpret not to create. Picasso, nor Pound, nor Peter Brock would never have founded new vistas in art without the stern discipline and training, and knowledge of tradition while young.

Yours truly,
Robert Neale

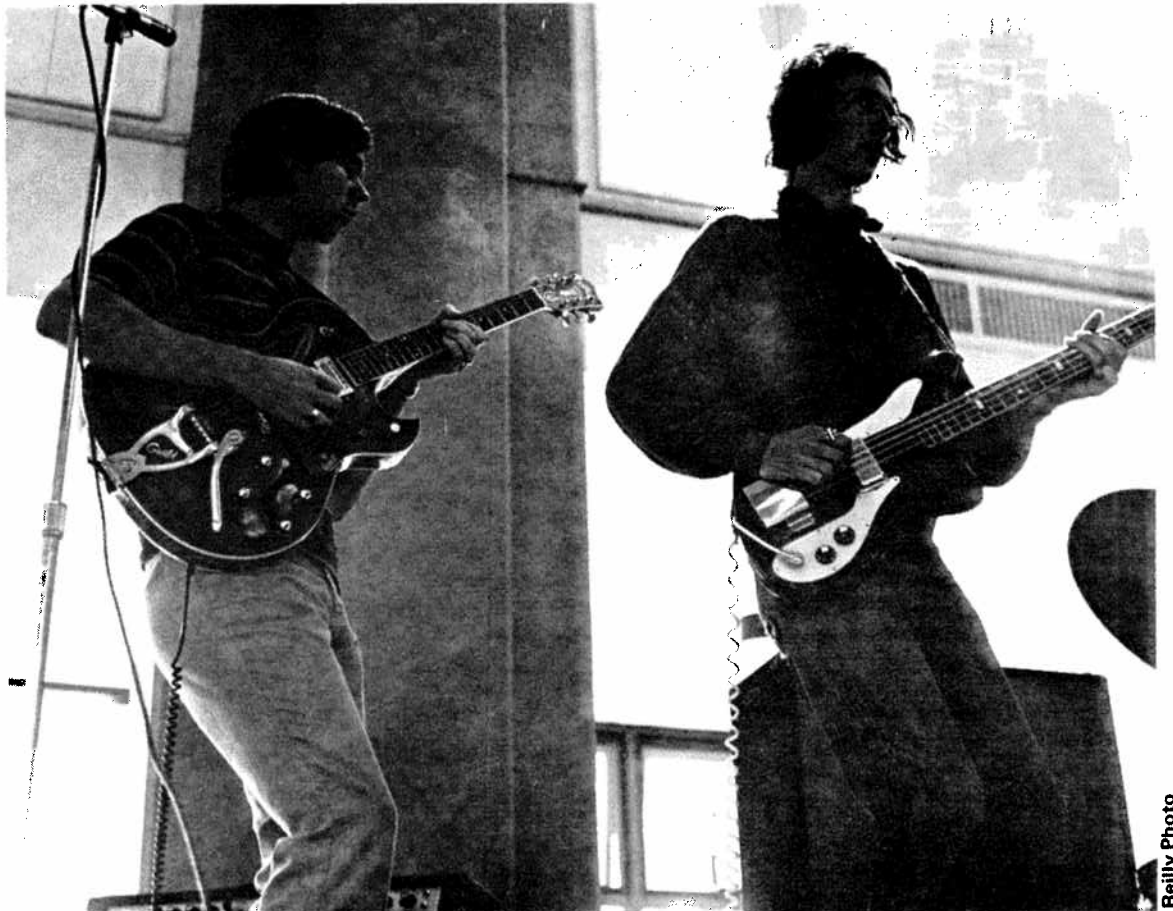
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Music was a part of the lunch break during last week's Student Power Convocation scene. Pictured are Bill Gunther playing rhythm and lead and "Rattlesnake" Bill Anderson on bass.

Also with the band, but not pictured, are Pares Bertulucci on organ and Bob Hammond keeping the beat on drums. Patti Cathcart, not with the group, filled in as vocalist.

Drama & Athletic Budgets OK'd by Student Council

The Associated Students Budget for 1969-70 inched closer to final approval after lengthy debate by student council members during meetings held last week.

7 New Plans For Careers

Do you want to enter a career in public service but not want to wait four years to begin? If so, the Social Science Dept. at Cañada has a program that might interest you.

If your career plans include eventual employment as an education technician, nursery school teacher, social service community worker, mental health community worker, probation community worker, psychological technician, or police officer, you may enter any of the corresponding two-year training programs at Cañada, while obtaining the Associate of Arts degree.

The training you receive in your area of interest should enable you to function in a secondary or supporting capacity with an employing agency while completing your lower division education. This "work-study" type plan affords you the option of continuing at a four-year institution while attaining full professional status in your occupation.

If you would like more information regarding this possible arrangement of your academic schedule, please get in touch with our registrar, Mrs. Lynn Carlyle, in the Administration Bldg., Rm. 210, or call extension 229.

The main point of contention has been the athletic budget which had tentatively been appropriated \$10,453 by last year's council. After discussion on a number of items on the budget, including awards, meals, and laundering of uniforms, the council passed a \$9000 allocation of funds for the athletic department. This will be worked into a new athletic budget by Gordon Gray, head of the department.

Passage of the drama department budget was also questioned by several council members. Reports had been received by the council that a number of people in the drama classes had not purchased student activity cards. Student director Bruce Krempetz rose to refute these charges and stated that after a recent survey of the drama students, only 2 per cent were not ASSC card holders. He went on to point out that the non-card holding students might

not even appear in the drama productions which ASSC helps fund, and argued that the drama department should not be penalized because of such a small minority. After more discussion the council passed the drama budget on the condition that Krempetz' figure of 2 per cent be checked and found accurate.

At the end of budget discussion, only the choir and chamber chorale budgets remained to be acted upon. Voting on these has been delayed until the council could check further into the usage and handling of the money requested. The final order of business was the appointment of Mike Schnautz to the post of election commissioner for the up-coming student body elections.

Future meetings of the council will be held in bldg. 13, room 110, on Tuesdays, & Thursdays, 1 to 11 a.m.

Cañada Put Through Paces

In a short time, Cañada College will hopefully become an official member of the Western Association of Schools and Colleges. In December, two men will come to appraise our school.

The men will go into classrooms, listen to teachers, ask them questions, and after they have given Cañada a thorough academic, cultural, and administrative going over, they will decide whether she has met the Association standards for the status of Candidate for Accreditation.

Being a Candidate for

Accreditation means that a college has shown its program to be strong and is progressing toward full accreditation.

The two-man examining team will consist of Dr. Henry T. Tyler, the Executive Secretary of the Accrediting Commission for Junior Colleges and Mr. Clifford Boyer, President of Reedley College (near Fresno).

The primary significance of Cañada gaining full accreditation status is that the courses students take here will be transferable to any four year academic institution.

Student Power Convocation

"Everybody's Talkin' At Me"

by Colleen Burke

In an effort to bridge communications between students, faculty and the administration, Canada held a convocation Sept. 11, with spokesmen of divergent views on student power, Dr. William Stanton from San Francisco State College and Dr. Lewis Mayhew of Stanford University. The second half of the convocation was student-oriented, with a panel representative of black and brown students, SDS, Women's Liberation, the administration and faculty. The following article highlights the major statements of the day with quotes from Bob Dylan and the Beatles serving as this reporter's comment on the events.

"I used to get mad at my school, the teachers that taught me weren't cool. Holding me down, turning me round, filling me up with your rules."

Dr. William Stanton, a professor at San Francisco State College, member of the Calif. Bar Association, and former member of the state legislature (63-'66) for Santa Clara, was one of the guest speakers at Canada's convocation last week.

Dr. Stanton declared "I believe the generation gap covers up the real problem — young people are revolting against the hypocrisy in our society which is so rewarding to those who practice it."

Minus notes, with hands in his pocket, Dr. Stanton continued, "If you believe the men who make the decisions are superhuman, you have nothing to fear. You could make better decisions ... This is not the time for students to be in the decision-making process, but to start making decisions."

Continuing with his negative approach, Dr. Stanton claimed

that colleges look at students "as resources to be prepared for working life, with no intention to liberate you."

He urged students to "participate fully" in what the college does. However, no concrete ideas were presented here.

Dr. Stanton echoed the cry of college students — "why do all the rewards go to those willing to destroy the human race?" — *"But when you want money for people with minds that hate, all I can tell you is brother you have to wait...."*

"Anyone who looks at society would have to agree it's a tremendous disappointment. To change it you must give your complete participation," in changing society, one must exercise his power, explained Dr. Stanton. He then stated, "Having power is being unpopular, having to make your own decisions. It's lousy. It takes time, it's dull, it takes soul-searching."

In conclusion he added "If we as a world society are to survive, it's important that young people come forward and say 'we want a share of decision-making, or power.'"

Because it appeared to some students Dr. Stanton said what he thought the students wanted to hear, and because of the sometimes surly or 'hip' way he delivered his message, many students were disillusioned.

"I just want you to know that I can see through your mask — you play with my world like it's your little toy..."

Presenting a divergent point of view was Dr. Lewis Mayhew, of Stanford University, and author of many books on education — *"And nobody seems to like him, they know what he wants to do..."*

"Students cannot exercise



Lebo Photo

Mobile faces mirror student reactions to convocation speeches

direct control over some things," or *"your mother should know, though she was born a long time ago,"* was the main theme of Dr. Mayhew's speech.

Dr. Mayhew noted that since World War II, the largest revolutionary changes in history have occurred. He said the result would be, "In the year 2000, we don't know what vocations will be open. Students today have an unknown destination."

Dr. Mayhew categorized two to five per cent of students to be "militant revolutionaries who believe society is so sick, it can never recover. They will provoke a confrontation over the most trivial matter. They are intelligent CHILDREN who have lost faith in the legitimacy of society — the same as German youth in the 1920's who answered the call of Hitler."

He stated that college students come from "permissive

homes, and since college restricts them, this causes a syndrome of discontents" — *"What they need is a damn good whacking—"*

Dr. Mayhew singled out the Students for a Democratic Society (SDS) as a group that will justify criminal assault in the name of their ideas, as they believe their ideas must prevail, whether the majority wants it or not.

According to Dr. Mayhew, a judicial institution should be set up on college campuses so that "justice will prevail. Too often militants have been given a legitimate cause when some of their constitutional rights have been violated." — *"And the time will come when you see we're all one, and life flows on within you and without you—"*

Dr. Mayhew's belief that college should not be concerned with a student's private life, and that it serves five purposes: custodial, screening, training for a vocation, facilitates communication, and allows a student to reflect on himself, met with some dissent. When he added quite seriously that professors are baby sitters, 20 year old student, Margaret Habeeb, accused him of being "cynical." — *"Cry baby, cry, make your mother cry—"*

Student Panel

Following the two speakers and an hour of entertainment by Throckmorton, the student half of the convocation was held in the cafeteria.

The purpose of this panel, consisting of Bob Burnett, ASCC president; Roger Snyder, SDS; Cliff Sledge, CSDP; Rusty Kelch, Women's Liberation; Pat Manning, faculty advisor for SDS; Ken Kennedy, former president of the faculty senate; Albert Archuleta, brown students representative; Robert Fryckman, dean of men was to discuss the role of students and student government.

One of the more lengthy

discussions centered around women's rights and their role in student government. Rusty felt that the women at Canada feel oppressed, and that women "are pushed into roles of raising children, cooking food, and sewing — jobs men are just as capable of doing." Rusty further added that she had to fight to even get on the panel to represent the women of this campus. — *"Well, the Lone Ranger and Tanto were riding up and down the line fixing up everybody's troubles 'cept mine. Somebody must've told 'em I was doing fine.—"*

The discussion moved from women's rights to just how many rights and how much power the students really have. Mr. Kennedy pointed out that last year, a considerable number of faculty members were originally opposed to the theatrical production, "Entrails" and also the CSDP, but because the students wanted them, they came to be.

Many of the 80 students present felt dissatisfied with the two speakers lack of concreteness, as did Fryckman. He stated that "If we don't change rapidly, we'll be destroyed. We CAN involve young people with rapid change. But we need to produce some kind of mechanism for this. I can't agree with Dr. Mayhew, that the essence of democracy is compromise — that's the result of democracy. The power to persuade is the essence of democracy. We need to listen to everyone, but that's not enough, we must also have some institution of force, but not so much force as to tear apart this society."

In speaking of forces, many of the students thought of the Board of Trustees. But Kennedy interjected that the Board doesn't interfere except when the public is aroused.

In speaking of the public (Cont. on page 4)



Dr. William Stanton puzzles over Dr. Lewis Mayhew's speech while President William Goss contemplates

Lebo Photo

Nairobi 'raps in the Man's Own Game'

A representative from Nairobi College in Palo Alto, Aaron Mangonelli, was a major speaker at the CSDP's first formal meeting last week.

Mangonelli explained that he felt Nairobi was a necessary institution because third world people — blacks and poor whites — find the education system detrimental to them. The basic philosophy of Nairobi is that the courses should relate to the communities the students come from.

"They (educational systems) take our people up on a hill away from their communities and teach things that are supposed to relate to their street, and they don't relate. The best setting for a sociology class would be in a pool room. People know more about pigmies than they do about our own ghettos.

"Our instructors are different in that they're revolutionary technicians who can rap in the man's own game," went on Mangonelli.

Helping black brothers and sisters is the hope of Mangonelli. He urges those who take courses at Nairobi to come back to their communities.

Most of the volunteer instructors at Nairobi are from Stanford and San Francisco State, according to Mangonelli.

Courses include existential psychology and the problems of the black persons, applied sociology, algebra, trigonometry, English, black history, community organization,

journalism workshop, and Chicano culture, the latter taught by Mangonelli. All 31 courses at Nairobi are transferrable.

FINANCIAL AID

Financial aid to students in the CSDP was discussed by Bill Walsh and Gay Coleman, as well. Coleman explained that three bills afford money to the student — the Educational Opportunity Grant (EOG), National Defense Loan, and the college-work-study program.

Coleman explained that with each \$500 grant, the student must receive money from another part of the program — somehow the grant must be matched.

BUS SERVICE

Charter bus service for students has attracted far too few riders to justify continuation, the trustees of the San Mateo Junior College District were told last week.

A daily average of only 17 students have ridden the bus serving East Palo Alto, Menlo Park and Redwood City.

"We tried everything we could think of, to encourage students to use the buses, both at Cañada and the College of San Mateo," said Bill Walsh, dean of students, "but it just didn't work out."

Top Bands at Cañada?

Cañada college's first rock concert, featuring the "Chosen Few" and "Throckmorton," was held last Friday night in the cafeteria. A crowd of 360 students showed for the concert.

Mike Sanifer, student at Cañada, who co-sponsored the concert with the A.W.S., is putting on another concert at the College of San Mateo featuring "It's A Beautiful Day," "Cold Blood" and "Throckmorton."

Sanifer expressed his desire to hold more concerts at Cañada, and hopes to bring "big name" groups to the college in the near future.

Baseball Team Slated For Upcoming Season

Cañada has added a baseball team to its sports program, to be coached by Lyman Ashley.

Baseball would have been started here at Cañada last year, but Gordon Gray, P.E. Director, didn't want to depend on neighboring ball parks for its facilities. Now with a baseball diamond being built behind the gym, it looks like the school will have a top-notch playing field.

The park will have all the conveniences that a major league park has. It will not only have a batting tunnel, which only a few junior colleges have, but also a movable batting cage. For the tunnel, a pitching machine has been ordered. The field has a unique panoramic background. The local foothills provide the view.

By Jan. 1, when the park should be finished, Cañada will be able to boast that it has one



Demonstrations in Japanese flower arranging were presented to Mrs. Genevieve Cory's Interior Decorating class last week. Mrs. Kay Kawasaki (foreground) and Mrs. Norkiko Goniiji (looking on) teamed up for the demonstration.

Reilly Photo

Convocation

(Cont. from page 2)

Snyder held that the one million or so people with money who rule this country are the big "they" we need to get that power from.

At this point, Louis Aldrich, 19, was applauded for saying it's not the ruling class we need convince, it being too abstract, but our parents need convincing of the cause of the student and colleges.

"The loser now will be later to win. For the times they are a changin' Come senators, congressmen, please heed the call; don't stand in the doorway, don't block up the hall, for he that gets hurt will be he who has stalled. There's a battle outside and it's ragin' — for the times they are a changin'. Come mothers and fathers throughout the land and don't criticize what you can't understand. Your sons and your daughters are beyond your command, your old road is rapidly agin' — please get out of the new one if you can't lend a hand. For the times they are a changin'!

Mild Success Recruiting Brown Students at Cañada

In the two and one-half week period immediately preceding the opening of school, Amador Bustos and Maria Sanchez, both 18, had one goal in mind: Contact and recruit as many Mexican-American or Spanish-speaking students for Cañada's fall semester.

Amador and Maria were hired by the college after a Citizen's Advisory Committee meeting held in the summer revealed that Mexican-American students were being "neglected" in the college's recruitment program.

The college had originally intended counselor James Custodio to handle Mexican-American recruiting, but he was away in Spain and was not scheduled to return until August 28.

Due to the nature of the work, the person in charge of recruiting had to be bi-lingual in order to speak to Mexican-Americans having difficulty with English.

Beginning August 18, Maria and Amador worked from 1 to 9:00 p.m., contacting prospective students wherever they could. Because of their knowledge of the area (Amador lives in Menlo Park and Maria in Palo Alto) and of the Mexican-American community, the two were able to see hundreds of people. Meetings

took place in homes, in stores, and even in streets.

Amador feels that their work has resulted in the actual recruitment of ten students. James Custodio, counselor, indicates there are 44 brown students in the Student Development Program. This figure does not include brown students on campus who are not in the program, said Custodio.

According to the registrar's office, there were less than 25 brown students at Cañada last year.

Experimental College Planned

Tom Williams of Redwood City, one of those helping to put together an Experimental College at Cañada this year, feels that the purpose of this project is to fill in the gaps in our regular education.

"First, I would like to see a point-by-point radical critique of regular political science courses at Cañada," Tom said. "This gap," he continued, "is one automatically created by the nature of education at present."

In his view, most colleges, and especially public colleges like Cañada, are "representative of the establishment." He continued, "Cañada is funded by the state legislature and at every step from there to the faculty, decisions of policy are made. Guidelines are established about what can and cannot be taught, how it is to be taught, how much power the students can have, what is and is not controversial, etc. And at the most local level, specific issues are decided within the limits of these guidelines."

Tom feels that broad limits

are set by a "roughly liberal consensus" in the legislature and that this consensus, "the American Mainstream," is thus reflected all the way down to what is learned in class.

According to Tom it is important to work with local radicals to discuss each issue as it is raised in the classroom, making each point of view relevant to the other one and balancing them off against each other. By this method Tom believes we can achieve a rounded picture of American Society as it is. He feels strongly that as a non-official group, the Experimental College has the responsibility to provide these outside criticisms.

On Tuesday, October 7, an organizational meeting will be held for those interested in this experimental venture. Come to Bldg. 5, Room 102. It could be important to you because as Tom Williams puts it: "This is your education and what you learn now may determine how you live for the rest of your life."

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