

Editorials

Condom Ad Dies On The Vine

If you have been reading "The Newspaper" the past few months, you have heard of "The Great Condom Issue". Members of the editorial staff attended meetings, spoke with the administrators and powers that be, and were ready to go to court to defend the freedom of the press and the freedom of the students to be informed of services that would be to their interests. We published the events, and waited to hear the response of the students. We waited in vain. Except for exactly two letters giving us weak support, we heard nothing.

The energy of five or six people was almost enough to carry this case to the courts. Our anger at being treated as children who needed their thoughts censored, and at being singled out of several campuses to have charges brought against us generated enough energy to question the law itself. But the incredible lack of response discouraged us from fighting the battle on behalf of the student body, because it became quite evident that the student body had no interest in the case.

This lack of interest could mean any number of things. Perhaps students really didn't want the ads run any longer, and therefore saw no point in doing anything, assuming that no action was as good as negative action, or perhaps better. Some students might have supported the ads, but just never "had the time" to do anything about them.

But it has been our impression that the majority of students simply don't give a damn one way or the other. There's still plenty of coffee in the cafeteria, the juke box wails, and it's snowing in Tahoe. Our materialistic world was not being threatened, only our ideals. As long as this is the way the people on this campus feel, the outcome will always be the same — nothing will be accomplished by "The Newspaper", by the student government, the faculty, or any other group that would respond to student feeling. No fight is worth fighting for the faceless crowd.

Looking Forward To Yesterday

When this college first opened, four years ago, there was a lot of room for expansion. Many teachers and students came from other colleges seeking to establish a solid and experimental education environment and it worked. In and around the half completed buildings came eruptions of new creativity and communication. Some will remember when people on normal school days would come loaded and loaded with musical instruments, and the cafeteria would be filled with the sound of guitars, tabla, violins, people drumming on the tables, and rattling glasses filled with varying quantities. The people from the Drama department ran around the campus staging plays wherever the time, place, and manner boys weren't around. The students and faculty organized an experimental college and poets like Wendel Berry, Richard Brautigan, and Ed McClanahan came to read. The atmosphere was free and Canada College began to fully realize the potentials of a learning center.

Since then, unfortunately, the institution has deteriorated to the point of automation. No longer do poets and philosophers gather to exchange ideas and organize projects. No longer does one find people interested in learning from each other as well as from their instructors. No longer do the people in student government become involved enough to organize the separate departments, or even attempt to bind the separate cliques. Teachers like Kent Crockett, who sponsor the Holy Moly poets and readings, are having a hard time producing with the lack of student support and the rickety processes of the administration. The Newspaper staff, like many students, find it hard to take this campus seriously. The Drama students talk to themselves; the Art students talk to themselves; and most importantly, the student government talk to themselves. The levels of communication and experimentation have dwindled. The pencil needs to be sharpened.

College is a resource, a place not only to learn but to teach, to give, to take, and to share awareness. To learn by performing is far more valuable than to learn by something so subjective and general as a test. We have seen Canada College metamorphosize from a place of learning and expression, to an institution producing spiritual and creative morons, due mostly to the inept authority of our administrators and trustees and the apathy of our students. WE are ready to join the trade schools of our time.

Should we adjust our set or is it just network difficulty? The only good reason the administration could give the voters for passing the recent tax bond was one of fear. "Look, if we close the colleges, there will be 20,000 students out looking for jobs." They know what the situation is but they just don't care. They are afraid of ideas and initiative and the subsequent work so they seek the status quo. On the other hand, the cafeteria is a sea of apathy and inattention. The students don't believe in each other. Ideas and initiative are rotting on the lawns. This is the first toll of the bell as we slowly lower down. Must have been something in the air that made it such a short trip for Canada College?

Letters To The Editors

To The Editor,
Although the cause of the 3rd of November Alternative Workshop Program, sponsored by the Student Mobilization Committee and Campus Union, was a noble and just one, as any non-violent protest to this war is justifiable, the tactics by which it was organized were deplorable. I speak as a veteran, and for those several veterans with whom I have spoke about this program.

First, many of the students and instructors knew little or nothing about what was to take place on that day. The majority of us knew little or nothing besides what we heard casually from others. For example, we heard that if we did attend classes, the instructor might talk about things relating to the war, or talk about the war itself. If we did not wish to attend classes, we could go to the theater and hear Vietnam veterans speak against the war. Once again, I speak for myself, and probably for other veterans of this war; we were there, and we need not hear about Vietnam and how the troops marched through rice paddies, how the troops met death, or how the troops committed atrocities on the people of South Vietnam. I need not write that I lost a friend in Vietnam, because each and every man who lost his life in this war was my brother, as well as the brother of each and every American here in the States.

By attending classes and discussing an increasingly unpopular war, or by not attending classes and hearing lectures on an increasingly unpopular war, will not, and cannot accomplish a single thing except to support those things that everyone already knows.

I firmly believe that participating in a student strike will have little or no effect on stopping the war in Vietnam. If we, as individuals, wish to accomplish a meaningful protest against the war, a petition should be drawn up, and each and every one of us should sign it. Not just half the student body, everyone including the instructors should sign it. The petition should then be sent to our Congressman. Signatures showing an agreement by all for an immediate withdrawal from Vietnam would accomplish much more than having the students mill around the campus, or stay at home.

I also believe that student attendance is, in a sense, a protest to the war. By attending classes we are becoming more educated, more knowledgeable, than the generations before us. Education may not end this war, but the more people who attend school and complete some type of

¿Que Pasa?

"Of what are you intolerant?"



Steve Terrell:
What probably gets me uptight most are people who don't look at Jesus Christ as the answer to a meaningful life.



Jirapa Javakula:
I find it very difficult to make close friends.



Marc Meyer:
Of someone shooting up and not being able to stop them.



Lanie Poels:
I tolerate just about everything.



Bruce Dyck:
I am intolerant of intolerance.

education may prevent further wars such as this one.

"In Peace Children Bury Their Parents;
War Violates The Order Of Nature
And
Causes Parents To Bury Their Children"
—Herodotus, The Greek Historian
Bryan L. Coffland

To The Editors:
To the literary dwarfs of the Canada Newspaper:

After wading through your Dec. 17th publication, which was said to be a holiday issue, I couldn't help but laugh.

It appeared to me that the depth of your literary education and background is very shallow, not to mention the obvious lack of creativity and organization employed in that issue.

Your efforts to recount the twelve days of Christmas, in a style which you may refer to as being avant-garde, were very meaningless statements to say the least.

Of all the pagan holidays that we celebrate, here in the U.S., Christmas is the one time of the year when most everyone is reminded of peace and brotherhood. I know you could have used a lot more imagination than you obviously did, or possibly using a few quotes or excerpts from Dostoevsky and other favorable writers, who have contributed many strong thoughts about brotherhood and peace in place of your twelve days of abstraction.

For J.L. Liebman (author) reminds us that the brotherhood of man will work only when we take the time, patience, and love to discover what our fellow man looks like, to learn his name, and to regard him as a human being.

I am writing this letter not wholly to condemn, but to make those people who read and write this paper aware of the fact that more time and concerned efforts need to be invested in the organization, planning, and publication of our newspaper. Keep in mind that it is one of the

(Cont. on Pg. 6)

The Newspaper

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Brent L. Anderson Sports Editor

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Staff

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District Shuns Court Order On Instructor

Despite a court order the San Mateo Junior College District has failed to reinstate CSM English instructor Larry Stewart.

In November, superior court Judge Melvin L. Cohn ordered the district to rehire Stewart with full payment of back salary. Cohn's decision stemmed from the district's lateness in firing Stewart.

The trustees notified Stewart and Cañada publicist, Dru Anderson, that they had been fired on June 23. The last day the district can legally fire teachers is May 15.

Miss Anderson was relocated to the district office in September, but the board has continued to deny Stewart any classes.

Stewart's road to exile began on May 6, 1970, when he made a speech in the CSM cafeteria on the occasion of the U.S. invasion of Cambodia.

The instructor took part in a bit of guerilla theatre in which a copy of Robert's Rules of Order was burned.

Stewart is also alleged to have made some disparaging remarks about former CSM President Ewigleben's personal habits.

The following July, Stewart was ordered by the district to take a psychological examination. They felt he was mentally unfit to teach.

Stewart refused the examination on the grounds no charges were stated. Upon resumption of classes in September, 1970, Stewart was removed from his teaching position, and transferred to the CSM library, in the capacity of assistant to library co-ordinator John Dooley.

He worked the 40 hour week in the library, shelving, cataloging, and marking books, until November of 1970 when he refused to work there further. The "San Matean" quoted Stewart at that time as saying, "I will not work in the library. I was hired to teach English and that is what I will do."

The board retaliated by suspending Stewart and stopped his pay.

Stewart sued the district for violating his constitutional rights and, in March, won a decision from Judge Beckham that the district return him to teaching, and pay his back salary.

The board paid him, but refused to give him any classes. Within two weeks the district announced Stewart would not be granted tenure, for unprofessional conduct.

Three months later the board voted to fire Stewart, the action which Judge Cohn later overturned.

Presently Stewart is living in Sausalito. During a recent interview, he expressed a great deal of disillusionment over his plight.

"I'm not optimistic anymore," he said. "I've realized that the court is on their side."

A m a z e m e n t a n d disappointment mingled in the



Larry Stewart

instructor's voice as he explained his revelations about the judicial system.

"I was shocked when I learned that they (the board) could get away with not observing the order."

Over the year and a half since his initial conflict with the Board of Trustees, the English scholar has grown increasingly discouraged. His gravest concern seems to be with the classes he has been prevented from teaching.

He sounded bitterly discouraged, and continually emphasized the active teaching time he had lost.

"I mean, what does it matter now? What do I care about winning in five years? I had classes I wanted to teach last year."

His pessimism does not pertain to ultimate defeat in the case. He believes that he, the American Federation of Teachers local union, and his attorney, Stewart Weinberg, will win the case.

Stewart's astonishment seems to stem from the fact that he was ever brought into court, and that he has not been returned to the classroom.

Further, he feels the court has taken the district's side in the matter. Stewart charged that during the hearing Judge Cohn indicated sympathy with the trustees. Further, Stewart charged, that when the matter again comes to court, the judge will "probably" say "Well, if you (the district) want a stay of execution of the order, you can have it."

Yet the young instructor believes he can eventually win the case. "In the long run, even if we lost and they somehow overturned the appeal, I won't give up. I want to teach."

Pregnant?

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Who Can Recycle Exhaust?

The affluent society of the United States will someday be faced with the problem of being forced to reduce its level of needless consumption. The root of the problem lies in the word, "consumption." To consume means to take an object from the earth's store of materials and engulf its existence. Many of the properties consumed by people are of the type that can't be re-used in their original state after consumption, for example, gasoline, which in addition to being limited in quantity, has a deteriorating effect on other earthly ingredients when it is consumed. Gasoline is so much a fixed part of the modern world that limitations on its use would do nothing less than revolutionize human existence.

The petroleum industry is closely aligned with the political structure of America. The American society is based mainly on consumer economics and its success is based on the availability of natural resources. Since our natural resources are limited, either our consumption habits must change or we will someday reach the end of nature's cornucopia. It comes as no surprise to the consumer industries of America that government controls are beginning to chip away at industry's immense powers to exploit the resources of the earth. Although the government is finally starting to curb the consumptive industrial appetite, the major industries still hold enough political and economic power to cause people to worry, justifiably.

Although the consumption of non-reusable natural resources might never be curbed, some resources can be recycled. Assuming that American society will always operate and depend on the exchange of items of value, the logical answer seems to lie in restricting products bought and sold to the re-cyclable ones and reserving the non-reusable ones to an absolute minimum. With the present technology, this would be no serious problem. The real problem lies in the fact that the

Cooperative Education Gaining More Support

Eight San Mateo County social service agencies signed up 36 students to serve them spring semester for college credit. It was another success for Cañada's Cooperative Education Plan.

The sign-ups took place at a two-hour, two-day session, arranged by sociology instructor Ben Kilpack, held early in December. The hallway next to the cafeteria buzzed as hundreds of students asked questions, picked up pamphlets, and rapped with representatives of these agencies: Carlmont YMCA, South San Mateo County Switchboard, Community Education Center, Whole Earth Switchboard, Our House, Redwood City Children's Center, Cañada's Cooperative Education, Youth for Service, American Red Cross, Volunteers in Probation Service and San Mateo County Service League.

Cooperative Education, in its third year at Canada, is designed

to help students obtain practical job experience while still in school. Students in the Plan earn one to three units in a semester and must enroll in at least eight units including Coop. Education.

Students Tom Sato, Christie Smith and Bob Focetti, representatives for Coop. Ed., helped recruit supervisors for Cañada's mini-park. The park, a school project, spearheaded by the English classes of Jack Swenson and Bob Curtis, is located at Selby Lane and Santa Clara in Redwood City.

Bob Sato talked persuasively to stir interest in a project that is obviously close to his heart. "How would you like to supervise kids at the mini-park? You get one hour credit for every five hours you work a week." Despite the fact that many answers were vague — "I'll think about it," or "I don't know yet" — the trio signed up nine recruits, the largest number for any group.

John Calkins, director of a relatively new drop-in center, Our House, located at 1290 Arroyo St., Can Carlos, said that the center is looking for new ways to serve the community. "If students have innovative ideas in art, music, tutoring they can come to me to develop. Unfortunately, he said, "none signed up through Coop. Education. Perhaps some students will volunteer on their own time."

The Whole Earth, a project of the Carlmont YMCA, was successful in finding two volunteers. Kathy Flaherty, who serves on the switchboard and as a secretary for the agency, said that Whole Earth works mainly with high school youth through conservation and ecology projects and occasional dances and concerts.

Kilpack, the force behind Cooperative Education said that if there is one overall goal of the Plan it is to "get more students off campus and into the community." Through the Plan the community will benefit, and, hopefully, so will the students. Kilpack added, "I've seen some pretty turned-off students in college. Coop. Education is one way to turn them on again."

Election Results

PRESIDENT	
WARD RUDICK	18
JIM WOODHALL	78
VICE-PRESIDENT	
JAY BUTLER	148
TREASURER	
GORDEN WELLS	136
CONTROLLER OF ACTIVITIES	
BILL BOURLAND	82
KIP GALLION	93
ASSOCIATED WOMEN'S PRESIDENT	
MARVELL BRADLEY	142
ASSOCIATED MEN'S PRESIDENT	
JONH GUERRERO	135
I.C.C. PRESIDENT	
BRIAN QUINN	150
SOPHOMORE CLASS PRESIDENT	
GERRY LETZRING	137
JUDICIAL COUNCIL	
ROBERT COHN	95
JUDITH GOODMAN	110

Ellsberg Speaks At Stanford

K.M^cKoon
Over 2,500 people were drawn to Stanford's Memorial Church to respond alternately with rapt silence, cries, and thunderous standing ovations for Dr. Daniel Ellsberg.

The Pentagon Papers' co-defendant, a traitor to some, a hero, albeit a tragic one, to others,

Bulletin Board

For those students who have large sums of money at one time — Neil Diamond will be appearing at the Circle Star in San Carlos, Friday, January 21 at 8:30 and Saturday, January 22 at 7:30 and 10:30. Tickets are \$4.50, 5.50, and 6.50 available at the Circle Star Box Office, Macy's, and Ticketron agencies. For further info call 364-2550.

Traffic and J.J. Cale will be appearing on Friday and Saturday, January 21 and 22 at 8 p.m. at Winterland. B.B. King and Freddie King will be appearing on Friday and Saturday, February 4 and 5 at 8 p.m. at Winterland. Tickets are \$3.50 in advance, \$4.00 at the door. Advance tickets available at Peninsula Box Office in Menlo Park and all Macy's outlets.

Seals and Croft will be appearing at the Berkeley Community Theater on Saturday, January 29 at 8 p.m. Tickets are \$3.50, 4.50, and 5.50 and can be purchased at the Peninsula Box Office in Menlo Park.

"The Great White Hope" will be presented at San Francisco City College in the campus' Little Theater, Wednesday thru Saturday, January 12-15 at 8 p.m. For further info, look up the phone number and call.

Dance Theater of Harlem will be appearing in the Zellerbach Auditorium at Cal Berkeley, Sunday and Monday, January 16 and 17 at 8 p.m. Tickets at student prices range from \$1.00 to 3.50. Tickets are available at Cal Box Office, Macy's, and Ticketron agencies. For further info call 642-2561.

There will be an Education Seminar to inform young voters on the best use of their newly acquired vote on Saturday, January 22 at Cabrillo College in Aptos, near Santa Cruz. Anyone interested in attending, contact Fred Dusel in the student activities office.

Today is the last day of auditions for 'Man of La Mancha.' Auditions will be held in the Main Theater between 3 and 6 p.m. This is the first attempt at Cañada to stage a musical and will be presented in conjunction with the music department.

Rick Dougherty, Tony Tichenor, and Tommy Faya will be appearing at Brothers Unlimited, 739 El Camino Real, Redwood City, on January 14 and 15 at 9 p.m.

appeared despite a threat on his life.

Along with his co-defendant, Anthony Russo, and Katherine Barkley, who became Russo's wife moments before the public panel was held, Ellsberg intended to take part in a discussion entitled "The War, the University, and the Pentagon."

The panel format was, however, abandoned when the assassination threat was sent to the Stanford switchboard.

After the tumultuous ovation which greeted his arrival subsided, the former staunch hawk and defense department advisor, assumed the microphone.

His thin, almost frail figure appeared momentarily dwarfed by the huge cherubum which adorn the walls of the massive church.

As he spoke the articulate dynamism with which he has frequently denounced U.S. involvement in Vietnam captured the audience.

At Russo's request, Ellsberg read from Solidad Brother. The passage celebrated George Jackson's deep-felt love for Angela Davis, and Jackson's growing admiration for revolutionary women in America.

Ellsberg strikes one as a man of deep and highly disciplined passion. When he worked in the defense department under John McNamera, Ellsberg was so passionately involved in the conflict, that he gave serious consideration to re-enlisting in the Marine Corps.

When he did travel to Viet Nam in an advisory capacity, Ellsberg began to view the conflict differently, and he began to publicly speak against it.

The culmination of his changes came about less than a year ago when he released the Pentagon Papers which he helped author, to the "New York Times."

At that time he was quoted as saying, "My role in the war was as a participant, along with a lot of other people, in a conspiracy to commit a number of war crimes, including, I believe, an aggressive war."

He further stated, "If I could find the proper forum, I would be willing to risk 20 years in jail to expose the duplicity of the government."

Ellsberg faces far more than his estimated 20 years. The possible sentence, if he is convicted of "failure to release documents to the proper authorities," is 125 years.

The youthful 40 year old Ellsberg, sorrowfully spoke of the recent death of a close friend,



Daniel Ellsberg, indicted for releasing the Pentagon Papers, charged the American people with "collaborating on the war in Viet Nam".

comparing the sadness it incurred with the continuous sorrow experienced by Vietnamese widows and families for the past 20 years.

He spoke of his own wife, Patricia Marx Ellsberg, who had not accompanied him. Ellsberg explained his wife had received a call she had been expecting for some time.

"Somebody proposed to assassinate me tonight in this audience," he said. His listeners made no response, and he continued with his soft monologue on deceit at the governmental level.

He recounted trying to alert the American people to the activities of their military. He attempted to communicate the wrongs being committed. Then "I took the word to America through the press. The people, they and their representatives, have collaborated on the war in Vietnam."

Ellsberg related greeting a friend recently released from prison. He had reassured his wife, "If you go into the prison for the right reasons, it couldn't break you."

An MIT professor himself, Ellsberg addressed himself to the involvement of universities in the war.

In particular, he addressed himself to the plight on banished English professor Bruce Franklin.

Ellsberg explained that he had never met Franklin, yet from reading the decision handed down

spoke of the "arrogance of violence."

He cautioned that the men who now wield power have grown omnipotent and arrogant. He suggested that the corruption brought about by power could effect anyone. The statement appeared directed at Franklin.

Ellsberg left the church after speaking for about 25 minutes. Before him stretched the flight to Los Angeles to join his wife, a long trial, further possible threats, and two life-times in jail sentences.

Leadville?

Looking for the land of ever-flowing beer? Looking for plenty of snow and sensible chicks and get-it-on barrooms? Do you dig on high altitudes and young people and miners who smoke dope? Well, Leadville, Colorado is where it's at. Nine months worth of snow with the pretty little women in Aspen waiting only fifty miles away. A college overlooking a mining town at 10,000 feet and surrounded by Colorado's highest peaks. And the people — Leadville has the highest consumer rate of alcohol per head in the whole nation — not to mention what happens when it gets dark. Yes sir, that's where me and my buddy are headed for — and this is on the level — and if you can help us out in any way — well, it'll be really appreciated (even a good-bye kiss would be in order). I mean, we'll drink to you and yours. Any ride headed towards Denver — even only as far as the Sierras will be greatly appreciated. We plan to split as soon as finals are over. Contact Peter at 854-4176.

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Franklin Fired--For 'Serving People'

K.M. Koon

An amused and laughing Bruce Franklin expressed amazement over what he considered the obviousness of Stanford University in voting to dismiss him last week.

"There's some amazing stuff in here," he said, flipping through the voluminous decision the seven faculty members compiled. Several passages were marked with index cards.

"They come right out and say that the reason they have to fire me — they realize that it is a very severe penalty — but the reason they have to fire me is because there's no hope that I can be 'rehabilitated.' That's their word. This is a quotation." He opened to a carefully marked passage and read the text, "We are highly dubious whether rehabilitation is a useful concept in this case." And then they say why. "Professor Franklin announced convictions about the guilt of the University appear deeply held," he raised his voice theatrically and continued, "And his opposition to the institution in its present form seems implacable. We believe him when he expresses his regret that his role in converting the University to serve the people is restricted by practical reasons to advocacy rather than action."

"So that's why they're firing me, because I'm in favor of the University serving the people, instead of serving them. And then they say, 'Rehabilitation might appear to Professor Franklin as a highly unfair mandate to change his conviction.' He chuckled softly and said, "That's right."

Franklin settled back into the couch in his darkened living room. The walls of the room were covered with bookshelves and

colorful revolutionary art.

"Well I'm beyond rehabilitation," he smiled. "So what are they going to do? And they're right. I don't think I can be rehabilitated to be like them." He laughed. "I hope that's true"

Again opening the manuscript he read, "Professor Franklin forcefully remonstrates that the University is a primary agent of injustice in order to focus protest action at the University itself."

Franklin was ambiguous over the decision. "Our analysis told us this is what their decision would be, but I still had enough illusions about the nice liberal professors

Flash

Bruce Franklin will speak in Canada's Main Theatre today at 11:00 during the College Hour.

to think they wouldn't really do it, but ..." the young professor rolled his eyes upward and laughed.

Five of Franklin's fellow faculty members voted to dismiss him, with two other members desenting. The young professor felt he had lost most of his illusions about the faculty when they voted to oust him.

"Scratch a liberal, find a fascist," he grinned. "The most liberal on the board is Brown, and he said I was guilty on that second charge, the speech in White Plaza, and voted suspension for a quarter, or something. That's less piggy than the rest, but that's certainly lining up with the forces of repression." However, Franklin does not view the faculty as entirely representing the "forces of repression."

Registration Down From Last Year

Registration has dropped off steadily at Cañada. If current trends continue, there may be nearly 600 fewer students on the hill next semester than there were a year ago.

Only 1952 continuing students registered for the coming semester, as opposed to the 2415 who signed up last year.

Lynn Carlyle, Cañada's registrar, indicated the deficit could still be made up by late registrants, "but I doubt it with that great a number." Applications are also down. Last year 717 students applied. This year the number is down to 596.

Mrs. Carlyle further explained that last year 66% of those who applied actually registered for classes. If those figures follow through only 2561 students will attend Cañada next semester, as opposed to 3102 last year.

The drop could mean a curtailment in hiring next year, and raises questions over a possible cutback in staff.

Mrs. Carlyle felt the drop could be partially due to decreased interest and job-pulling value of school. She pointed the high rate of unemployment among college graduates could serve as a negative

example to students who might otherwise work toward a degree.

Other students, she said, were finding greater satisfaction in taking to the road and in seeing life rather than studying it. They are more interested in exploring themselves than in exploring books. "They might be right," she said.

There is currently a study underway to find out why students are quitting school, and chairman of the American Federation of Teachers at Cañada, Pat Manning explained, "It's because of Lynn Carlyle personally that this study is going on."

Manning expressed regret the study hadn't been made earlier. He felt teachers hadn't become sufficiently involved in matters concerning enrollment. "Though we have a lot of information we keep ourselves out of the discussion."

He believes the drop in students could have been predicted. "If we had thought about it we should have seen this coming." He gave as examples of student disenchantment, the number of required subjects, as opposed to the classes individual students actually need.



Bruce Franklin, ousted Stanford professor, charged the University with "ripping off from poor and working people."

"There are some progressive people in the faculty but it's a relative handful. And let's face it, they're going to line up with their class interests, and their main business is ripping off from poor and working people. And teaching other people how to exploit and oppress people."

Franklin views Stanford as major contributor to oppression in the bay area.

"Stanford's the second largest employer in the peninsula area. Besides that, the Board of Trustees consists of people who represent all the major corporations in the area. And most of the smaller companies are subcontractors for those large corporations, so everybody, in a sense, works directly or indirectly for Stanford. And in addition to that, Stanford has tremendous political influence in the lives of the various peninsula communities."

"So it's not that Stanford is an extension of society, it's more a part, or apparatus that the rulers

Blank Space

Amidst a discussion of the buildings on campus, a student happened to mention that he had heard of a room in Bldg. 3 that had neither doors nor windows. Since the student had no direct knowledge of the room's existence, THE NEWSPAPER assigned this reporter to research the rumor and in the event the room does prove to exist, report the findings of our readers.

John Rhoads, Director of Services for the college, presented a copy of the floor plan of building 3, upon which, the room in question was not shown. Rhoads did however, attest to the room's existence. "The reason it wasn't shown on the floor plan," he explained, "was because the room wasn't exactly a room. It would be more accurately described as just a space, that for structural reasons, had been sealed, closing the gap between Bldg. 3 and the hillside. An underground spring had been uncovered during the excavation for the building and to prevent flooding of the building, the water was diverted through the room. For this reason, the building can serve no academic functions."

of the society have at their control for their use...

"But there's another side to it. There's a struggle going on at Stanford as to who's going to control it, just like in the rest of society, there's a struggle. And I don't think that rich people are going to be able to rule the society indefinitely."

(Cont. on Pg. 7)

We All Have Pet Hang-ups

A popular Cañada Instructor, who wished to remain anonymous, recently observed an unusual manifestation of blind intolerance. Upon his office door he found some penciled words, denouncing him as a "red", complaining that the author's taxes were paying the taxes of a "commie". Totally bewildered by the notes, Mr. X verbally wondered how a person could be so mis-informed, as well as dislike him so much. He said that it must have been written by someone who didn't know him. "How else," he said, "could the person have misjudged his political philosophy so wrongly." The main thing that bothered him was the level of intolerance people are exhibiting on campus. "I was greatly depressed about the incident for a while," he said, "Then when I began to probe my students a bit and found that many of them are basically intolerant about many things, I could see many levels of intolerance in everyone, including myself."

People are always suffering from the cold intolerance of others, especially college students, who probably are this society's most favored victims. Since many of us have similar intolerances, it might be helpful to ban together in our specific intolerance group, to isolate ourselves from the things we can't tolerate. That would be the simple way perhaps, but many people tend to fool themselves about their level of tolerance. This can create a problem, because the person who is too cool to face the problem that he is intolerant of a certain thing, will become disenchanted with his poorly-fitting intolerance

(Continued on Pg. 6)

Crisis Intervention

It's been one of those days. Your girlfriend's left you, you've lost your job, your car won't start, and the landlady has thrown you out. Before you go out and do yourself in or wander off and become a hermit, try giving 365-CARE a call.

Crisis Intervention began operation in Redwood City on January 7, 1972. The main idea? Just to be there when someone needs the security of knowing there's someone else who cares, no matter what the problem, big or small.

The idea of such a program began last year with a few concerned Canada students and Walt Owyang, Cañada psychologist. When the funding fell through, the idea was temporarily put aside. This year, with new activated interest by the South San Mateo Mental Health Center and some concerned people in the community, the funds were raised and Crisis Intervention began to operate.

Due to the limited staff, at present, Crisis Intervention hours are:


Friday 6 p.m. - Midnight

Saturday 3 p.m. - Midnight

Sun. - Thurs. 7 p.m. - 11 p.m.


Phone no. 365-CARE

If you are interested in becoming a volunteer, phone 365-CARE anytime during the above mentioned scheduling. College credit can be obtained through Community Co-op Education.



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Hein To Leave Cañada

by DeDe Schlageter

"I don't want to look back at my life at 50 or 60 and realize that I have spent all my life in the classroom".

Mark Hein, a teacher at Cañada since the fall of 1969, has decided to leave the teaching profession as of next month. He plans on going into management consulting. "I sat down and wrote my qualifications for going into the business world, and I was amazed at the outcome. I had done practically nothing, outside of a few summer jobs, that would qualify me for a position in the business world."

NEWSPAPER: Why have you decided to leave teaching?

Hein: There are some personal reasons that have to do with me and my personal growth, and there are some reasons that relate with why I wanted to teach in the first place. One of the things that I find for myself is that the more you teach, the more you know what could be done and the more

you realize that you're not going to get the money, you're not going to get the time, and you're not going to get the tools to do it, so you really have to pretend. In terms of what I want to do and what I can do, they're very different when I have 300 rather than 30 students to teach. People say, 'Well, that's just idealism. Go in there and do what you can anyway'. Well, that's cool, except that morally what you can do changes that a great deal. You can't just say 'Well, I was going to do something that would have been good for 20 people, so I'll do it with 200 people and it will be 1/10th as good'. That's just not true. What was constructive for 20 may be destructive for 200.

NEWSPAPER: Do you find that true for Canada or junior colleges in particular, or in education as a whole?

HEIN: That's the problem that is fundamental to the whole American idea of universal higher education. Think of it; we're

going to educate half of 200 million people. That means that the other half all has to be teaching.

NEWSPAPER: Then that is true of all education?

HEIN: Yes, I don't know of any level where it is any different. I have friends teaching first grade. They have the advantage of having one group of 30 kids for six hours a day, but they still find that the support systems are not there. They have no time to research the skills they need to help the kids with the problems they need help with. Even if the teacher does all the diagnostic work, makes out a long list of the problems of the students, where does he get the time to teach hand-eye coordination? 'Well, sorry, we're doing volleyball now, and that's all we have time for'. Even if it were possible to properly train the teachers, to have proper research and consultation, you're still talking about 1/2 the population. This is particularly true in the junior colleges, because we have the broadest task. What we're saying is that we're going to take everybody, regardless of IQ, regardless of his education, regardless of his family background, regardless of his economic and social background, and we're going to give them a higher education. Now what the hell is that? Are we going to give them a Harvard education, is that what we mean, with a traditional college curriculum. OK, great, so on population alone, since we're handling 9 times as many students

Faculty Evaluation Becoming Reality

Canada students will have an opportunity next semester to do some evaluating of their own. Under the new California State Education Code, teachers will be required by law to be evaluated at least once every two years. Here at Cañada college we are always one step ahead. Mark Hein, an instructor in the social sciences division, and Brian Quinn a student here at Cañada, have been putting together an evaluation three months prior to the new state law. "The benefits from this evaluation will be innumeral," says Mr. Quinn, "not only for the students, but also instructors, counselors, and administrators as well. Students will now have the opportunity to find out what instructors are like before registering for a class. It has normally been believed that students who drop out of Cañada, do so because they don't know how much work is expected of them by an instructor. With the help of this evaluation, continues Quinn, students can find out just what is expected of them and how previous students felt was the strong and weak points of the class and the instructor.

Westwind Folk Ensemble To Appear At Canada At End Of January

The Westwind International Folk Ensemble is presenting a suite based on an ageless foundation of tradition derived by the Shaker Quakers. An example of this early American group is being done in authentic fashion by 50 persons from the Bay Area that sing, dance, and play musical instruments.

The Shaker Quakers worshipped Mother Ann, who was their founder. Shaking, bowing, and turning are all mental highs which give them the spiritual gifts they diligently practice to obtain. Insight can be given to them they claim by moving certain parts of the body in a methodical way. Worshipping through song and dance is a spiritual uplifting experience.

Living arrangements stipulated that women lived in one dormitory and men arranged housing in another dormitory. They kept perfectly clean houses, ritually cleaning before beginning their religious ceremonies. Inventing was also another of their assets bringing forth the rocking chair into existence helped many people feel the comfort of home.

Some of the dances they are doing are from South Russia, a small valley of the Ukraine. The Ukrainian customs are beautiful ancient ceremonies which are not seen by people here in the United States. The courtship dances from the Ukraine show the women with braided hair, as virgins, while the ones with unbraided hair, married, cut loose from the strings of their families. It is a very symbolic sign when the hair is unbraided.

This concert is premiering January 28th and 29th at 8:30 p.m. and January 30th at 2:30 p.m. at the Cañada College Theatre, 4200 Farmhill Boulevard, Redwood City, California. Tickets will be \$2.50 general admission and \$1.50 Student admission. For information contact Carolyn Fox 369-7061 or the Cañada Box Office.

Hungarian Gypsy Suites, Appalachian Hymns, South Serbian Harem Dances, Early American Knockdown, Ukrainian Wedding Celebration, Shaker Worship in Dance, Norwegian Suites, and French Bourrees shall all be part of this festival. It should prove an enjoyable experience for one and for all.

Bob Schey, a counselor here at Cañada, also feels the evaluation will be helpful for students selecting their courses. "Many of the counselors do not like to influence students in selecting certain teachers which are considered stricter or "looser" in their course curriculum," says Schey, "but under this new plan, students may do their own selecting according to what other students feel about the class."

"The evaluation," according to Mark Hein, "will be bound in a hardback cover, set on tables similar to those in the Audio-Visual department, and placed in area's around the campus. Along with this, we have asked that each Division chairman, publish a course description similar to the one the English department publishes, also to be placed along side the evaluation." Hein says the evaluation here at Cañada will be somewhat unique. "I have read at least a hundred different evaluations from other schools around the country, but I think ours will be more successful merely because we have also planned to do a follow-up study each semester, which would correlate past evaluation." All in all, it looks as though Cañada students will have a big break in selecting their classes in the near future.

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Pet Hang-Ups

(Continued from Pg. 5)

group. This leaves him out of touch with all the other intolerance groups, which sends him into a frenzy trying to learn why he cannot tolerate his intolerance group. Since it seems likely that there would be quite a number of these displaced denouncers, maybe it would be better if we could become more tolerant of our separate but same brothers and sisters. In other words, take a dirty, pinko commie to lunch. Read "The Question Man" section of this issue of THE NEWSPAPER for a glimpse of the intolerances expressed by several Cañada students.

Letters To The Editors

(Cont. from Pg. 2)

sole means of communication between students and also between students and the administrative body of this institute of higher education.

Jim Woodhall

Dear friends,

Please listen to these words. I am speaking for the Retarded in the State of California. I also am speaking for the Mentally Ill. I will try to speak for Mentally Ill. I will also get help from Father Byrne to tell me about the Mentally Ill.

I know a boy named Clyde. He is really retarded. He has no way to know what is happening. I can be thankful that I know. Also the retarded are special to me because I have lived with them almost all of my life. My life is pretty hard but some of the retarded helped me with it. I got a little retarded inside of me, so I know what the feeling is.

It is foolish that the Governor spends all the money on our buildings in the hospital we will never see. They had one building built for the retarded - spent half a million dollars on it - and now they are not even going to let us see our new homes. I walk on the grounds sometimes, almost every day. Some of the kids there don't know the way to walk out of the hospital. They live there on the grounds. They have a place to play; they have classes; they go on trips; so they take all this away from us. Why? Who knows?

My boss in the Canteen will have no job for him 'cause one day he told me they don't look for older men to work. So this is effecting my social worker too. I went to her office one day and asked her if this would effect her. And she said in scary words,

"yes."

I am one of the luckier boys. I am one of the luckier boys who has parents that can take me home. And some of the retarded don't. It is foolish to know this. Everyday when people talk about it it scares me inside. I even dream about it. What would you do if you were in the same situation? You would probably be smart and tell someone about it. I am just a little guy because I live there too. But I am going to take steps the best I can. It is funny to know that I am in this situation now. But I am kind of glad.

When they close these hospitals down, the county won't have no where to live for the retarded. They also are spending money to build more county hospitals. Why do they want to do this when they already have the hospitals and the buildings of the State?

Write to your Senators and Assemblymen and talk to more people about it. It is really not Ronald Reagan's fault. But the rest of his Senators are pushing him. He is not that bad a guy, but I don't like him. Some of the kids are situated not to speak for themselves. It takes guys like me to speak for them and also the seminarians can speak too. They already have in the way of my words. Father Byrne doesn't have the power and the way to help. He needs your support to help. Speak to your priests and your Church. Get people to wake up to realize this is happening. Some people will say "Why?" Why? Because the State says they need the money. So they are picking on us because they know we are little guys. I am closing for now.

I hope the person that reads this won't throw it away.

Sincerely,
Charles Cunningham.



Mark Hein

as Harvard, we should have a budget 9 times as big, but we don't. And it's also not just population. We're also supposed to be giving personal counseling, career counseling, exposure situations to various possibilities of employment, help with personal identity, and so on. Well, if we're supposed to do all that, that's a hell of a lot harder than having some guy teaching Melville or giving a biology lecture.

NEWSPAPER: So you see the budget as the main problem of the junior colleges?

HEIN: Not just the budget, but the resources. In other words, the community doesn't have the feeling that this is really an important thing, even though they may say it is. But you don't find businessmen who are willing to take 17 year old apprentices. You don't find an accountant who is willing to take three hours a day to offer to teach accounting. OK,

(Continued on Pg. 7)

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Hein To Leave Cañada and Teaching

(Continued from Pg. 6)

that's great if everybody in the community isn't willing to teach in that way, by being teachers themselves, then they're going to have to pay for those hours. But they don't give the money either, so you have nothing. It wouldn't have to be in the form of money, but the community could commit itself to education by any use of it's resources. When you hand the school 1/3 to 1/2 of the population and say give these people an education and leave it as loosely defined as that, then these people pay for the students finding out who they are and carrying out this identity in the world, achieving some sense of valid schooling, and purpose through what they do in their connected life and their work life. And then they say 'Here's \$10 to do it with, don't bother me. Don't ask me for any more money, and don't ask for any help either.' Well, that's insane.

NEWSPAPER: Have you noticed any change at Canada since you started teaching here?

HEIN: Yes, I came here the second year it was operating. I guess it's inevitable in an institution that it will start off with a great deal of enthusiasm, and since most of it is yet to be designed and most of the things that are done from day to day have yet to happen, there is a great sense of adventure. There are no rules for anything because we haven't done it yet. So it's real exciting and anything's possible. Well, after you've done it a few times, you start looking at precedent, at what you did the last time. I'm not saying that is a good thing but people almost inevitably do it. So sure, the adventure is gone now. But in return for that, like a baby growing up, it begins to develop

character. The college becomes not just a possibility, but something real and specific.

NEWSPAPER: What do you think of the character this school has built?

HEIN: I like it. I think that among the public institutions in this area, it comes closest to being responsive to the needs of the people that are here, both the faculty and the students. I haven't yet gotten the sense that there is any major group of people that are consistently ignored, be it the faculty, students, clerical staff, or

any subdivision of those groups. This hasn't become part of the structure here.

NEWSPAPER: Have you noticed much change in the school between Goss's administration and Dr. Duke's?

HEIN: No, so far I'm pretty well impressed with what Dr. Duke has done. One thing he hasn't done, which is a common failure with administrators in any organization, is to come in and stamp the organization with his personal sense of styles and goals.

The president feels it incumbent on him to do that in politics. The only reason he takes the office is that he wants to change everything, it will all be done the way he wants it done, because the people elected him. College presidents, the way I think Jim (Dr. Duke) sees it and the way I know Bill (Goss) saw it is more like the guy at the railroad station who coordinates the switching so all the cars can come and go without colliding. His job is to sense and respond to what the people around him are doing and to make it possible for them to

achieve the goals they have found and to help them become specific in their goals, and to try and get the resources for them. His job is to be a responsive coordinator rather than an administrative pleaser, and I think Jim is doing a good job of that.

NEWSPAPER: Do you find the students at Cañada turned on to education?

HEIN: Yes, all people need to be turned on to education at every point of their lives. Some students are turned off to what's happening here at Cañada, the way things are being presented, but not to education itself.

NEWSPAPER: What do you think of the San Mateo Junior College District as a whole?

HEIN: It is not the most liberal in the state. At state wide meetings, faculty and administrators were shocked when they heard of the Larry Stewart case, and couldn't believe it could happen. The community we are in was at one time, maybe 10 years ago, very liberal towards education. We took their attitudes for granted, and ignored them in making plans and decisions. When we went back to them, their ideas had changed. Part of this blame falls on Chancellor Erickson, whose weakest point is his ability to relate well with other people. But then, the faculty did help hire him, so it all comes around again.

NEWSPAPER: What about Bruce Franklin?

HEIN: Three years ago that might have been the way I would have done things. But now I feel that he went about it in the wrong way. He's like a kid who wants to do things his own way, and also wants the protection of his parents at the same time. You can't fight the system from within the system.

CANADA COLLEGE					
FINAL EXAMINATION SCHEDULE - FALL 1971					
Time and Day of Regular Class Meeting			Time and Day of Final Examination		
8 o'clock	Daily-MTWTh-MTWf-MTThf-MWThf-MWTh-MWf-MW-Mf-Wf-M-W-F	8:10-10:40 a.m.	Mon. Jan. 17		
8 o'clock	TWThf-TTh-T-Th	8:10-10:40 a.m.	Wed. Jan. 19		
9 o'clock	Daily-MTWTh-MTWf-MTThf-MWThf-MWTh-MWf-MW-Mf-Wf-M-W-F	8:10-10:40 a.m.	Thurs. Jan. 20		
9 o'clock	TWThf-TTh-T-Th	11:10-1:40 p.m.	Fri. Jan. 21		
10 o'clock	Daily-MTWTh-MTWf-MTThf-MWThf-MWTh-MWf-MW-Mf-Wf-M-W-F	8:10-10:40 a.m.	Tues. Jan. 18		
10 o'clock	TWThf-TTh-T-Th	8:10-10:40 a.m.	Mon. Jan. 24		
11 o'clock	Daily-MTWTh-MTWf-MTThf-MWThf-MWTh-MWf-MW-Mf-Wf-M-W-F	11:10-1:40 p.m.	Mon. Jan. 17		
12 o'clock	Daily-MTWTh-MTWf-MTThf-MWThf-MWTh-MWf-MW-Mf-Wf-M-W-F	11:10-1:40 p.m.	Wed. Jan. 19		
12 o'clock	TWThf-TTh-T-Th	8:10-10:40 a.m.	Fri. Jan. 21		
1 o'clock	Daily-MTWTh-MTWf-MTThf-MWThf-MWTh-MWf-MW-Mf-Wf-M-W-F	11:10-1:40 p.m.	Tues. Jan. 18		
1 o'clock	TWThf-TTh-T-Th	11:10-1:40 p.m.	Mon. Jan. 24		
2 o'clock	Daily-MTWTh-MTWf-MTThf-MWThf-MWTh-MWf-MW-Mf-Wf-M-W-F	11:10-1:40 p.m.	Thurs. Jan. 20		
2 o'clock	TWThf-TTh-T-Th	2:10-4:40 p.m.	Thurs. Jan. 20		
3 o'clock	Daily-MTWTh-MTWf-MTThf-MWThf-MWTh-MWf-MW-Mf-Wf-M-W-F	2:10-4:40 p.m.	Wed. Jan. 19		
All others		8:10-10:40 a.m.	Tues. Jan. 25		
NOTE					
When a course consists of recitation, lecture, and laboratory, the final examination is scheduled according to the lecture. When a course meets one hour one day and two hours a second day, or for one and one-half hours two days a week, the final examination is scheduled according to the hour that is common to both days (e.g. T 10 and Th 9-11 or TTh 9:30-11, the examination would be scheduled as listed for TTh 10).					
Examinations will start promptly at the hours indicated. Examinations are held in the same room in which the class regularly meets.					
If there is an unavoidable conflict in your final examination schedule, see your instructor in one of the classes and arrange to take the examination with another group.					

Franklin: 'No Academic Freedom At Stanford'

(Cont. from Pg. 5)

The revolutionary Marxist-Leninist instructor was, for the past few years, a leader of that struggle at Stanford. He did not, however, enter Stanford with the intention of changing it, or even with a knowledge of the corruption which he now believes is present.

"When I started teaching at Stanford, I pretty much accepted the ideology of the other professors. I had some pretty fairly radical disagreements, but they weren't the basic things. And it was only in the course of civil rights work and anti-war work that I really began to develop a revolutionary view of what Stanford is.

"And I think that happens to a lot of other people too. That's happening to a lot of people at Stanford, a lot of other professors, as well as workers and students.

"I don't hold out a great deal of hope for many professors becoming revolutionaries. I think a few will. But I don't think the vast majority will until it becomes

obvious that the revolution is winning. Then they'll all of a sudden declare themselves to be revolutionaries so they can be on the winning side."

The ousted revolutionary views his term at Stanford as a constructive experience, with only one major contradiction.

"In a way I've served one bad function for the past few years, and that is that I've been a token for them, that they could say, 'Well sure we have the graduate school of business, sure we have all this department of defense research, sure we have ROTC, but on the other hand there's Bruce Franklin, a communist revolutionary, allowed to go around speaking his ideas freely. It's academic freedom, everything's free here. And it's proved that that's a lot of crap, because there isn't a Marxist-Leninist any place in this country that's allowed to teach in a college, or university, or a high school, or a grade school, or allowed to work any place.

"And it's not just a question of

being academic freedom, there's no freedom to make any kind of fundamental challenge to the rule of rich people. Once you take the position that poor working people should be running the country instead of rich people, which is what Communism is all about, then they take away your job. Wherever you are. If you're working in a factory, or in a

school, where ever.

"By firing me they kind of show that to the people. No one really expects a worker to have the right to any kind of free expression. But people sort of think professors have got that right.

Right now franklin hangs in an academic limbo. He has not been

quite fired, yet, and once the final action comes through he may fight it.

"If we can raise money, we'll take it to court. We don't have the money to do it. It will cost about \$25,000, Money rules," he laughed ruefully. "The professors at Stanford are trying to organize something. I hope they're successful.

Students Grade Cañada

Cañada College is rated an "excellent" or "good" college by 82 percent of its students responding to a recent survey.

Nearly 800 day students at the two-year public junior college in Redwood City participated in the poll, according to Dean of Students William J. Walsh.

In addition to rating the college generally as an educational institution, they were asked to evaluate 45 specific aspects of campus life, Walsh said.

Quality of instruction ranked highest on the "excellent-good"

list, with an 85 percent total. Freedom of expression for teachers and students was second, at 75 percent; counselors' availability, third, 74 percent.

Interest of instructors in students and counselors' help in program planning were tied for fourth place, at 70 percent;

Of the three major survey categories — instruction, student personnel services and student activities — the last-mentioned brought the least favorable responses. Students gave a 27 percent "adequate" and 32

percent "poor" rating to college spirit, as well as corresponding ratings of 24 and 27 percent to effectiveness of student government, and 37 and 25 percent to the bookstore.

Ease of transportation to and from the campus drew a 31 percent "adequate" and 24 percent "poor" response.

Walsh noted that Cañada's 82 percent overall "excellent-good" rating represents a marked improvement since the first year of operation of the college, in 1968-69. A similar survey taken then showed a 70 percent overall "excellent-good" rating, he said.

Marin Tars Prove To Be Gooney Opponents As Colt Five Drop Fifth Straight: 70-67

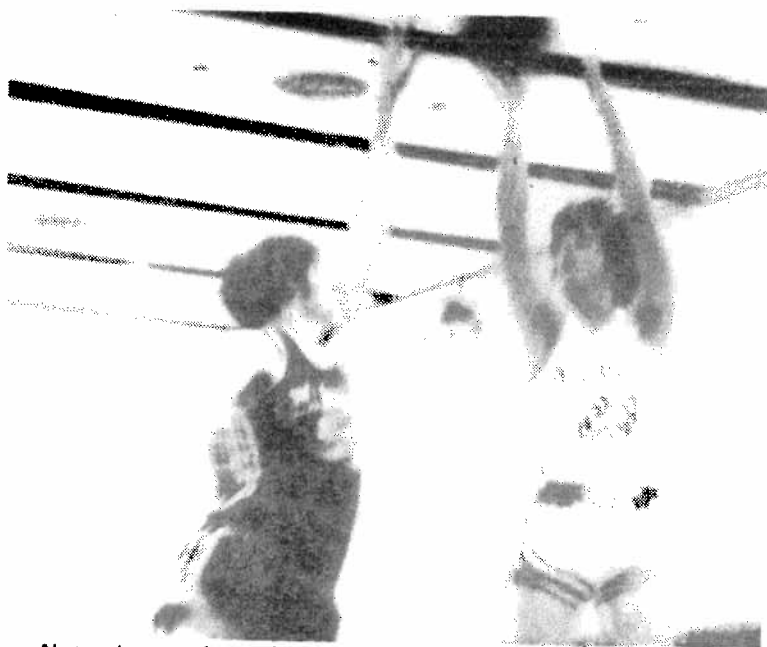
The Cañada Colt basketball team watched loss number five-in-a-row go on the books last Saturday night as the College of Marin Tars out-pointed, out-played, and out-classed the Colt five by the score of 70-67. The game, held here at Cañada, was a Camino Norte Conference game. Even though the score shows only a three-point spread, the Colts were never really in the game.

The Marin full-court press made the Colt five look quite awkward, and along with sloppy passing, kept the Colts away from the bucket. Rickie Watts scored Cañada's first bucket with a tip-in. A minute later Watts tied the score at 4-4 with two foul shots. Watts was only allowed one more point for the remainder of the game as the Tar defense kept the ball away from Watts who can destroy an opponent with his inside shooting.

The Tars scored mostly from the outside on 15-20 foot jump shots. Later in the opening half Marin worked the ball through the Colt defense for the short "percentage" jumpers and lay-ups. Cañada's free throw shooting was another plus for Marin as the Colts were cold at the line.

Cañada pulled within five points at 31-26 but Marin quickly rallied and pulled ahead to a nine point lead 38-29 at halftime. Joe Smith, number 24 for Marin, had 15-points at half and was the key factor in the Tar attack.

Billy Lewis opened the second half with a net-snapping jumper from the head of the key. It was the outside shooting of the Colts that kept them somewhat in the game. Steve Kircher had a few moments of greatness and along with Ray Rotolo and Billy Lewis kept the "home" side of John Rhoad's scoreboard somewhat close to the other side of the



Not only was picture blurred, but so was play as Colts dropped fifth straight by score of 70-67.

scoreboard.

The Colts pulled to within six when Kircher stole the ball and waltzed in for a lay-up. That made the score 52-46 with 12 minutes left in the half.

Marin guard Joe DeMaestri, number 23, started complimenting his teammate Smith and the Tars pulled out to a 60-48 lead halfway through the second half. Watching Joe Smith, and the moves and touch that he had with the ball, one got the impression that he could score anytime he felt like it.

With less than two minutes left in the game, Cañada pulled to within four points at 69-65 on a 25-foot jump shot by Steve Kircher. Marin answered with a free-throw. Lewis then popped one in with just 30 seconds left to pull the Colts within three points of Marin. Bruce Bulkin drove for the bucket with just five seconds left in the game hoping to be fouled while making the basket

and tying the game at 70-70. However, Bulkin had the ball slapped away from him by the Tar defense and the final buzzer sounded. Final score was 70-67; Marin winning.

High point man for the Colts was Steve Kircher with 24 points. Ray Rotolo ripped the nets for 16, Billy Lewis dumped in 15, Rickie Watts was held to 5, Bruce Bulkin threw in 4, and Joe McCarthy tallied 3.

The Colts host Skyline College this Saturday at 8 p.m. at the Cañada Gym in an attempt to get back on the winning path.

	1	2	Final
Marin	38	32	70
Cañada	29	38	67

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Netters Seek CNC Title

by Mike Markwith

Tennis coach Rich Anderson hopes to make it two Camino Norte Conference titles in two years of tennis for Cañada.

As was the case with Cañada's baseball and soccer teams last year, the Colt tennis team captured the C.N.C. title. They compiled a 14-0 record and were ranked fourth out of 45 junior colleges in Northern California.

Practice formally started January 3. However, as Anderson, a professional tennis player himself, put it, "Tennis is a year round sport and the boys have worked hard all year long."

In college play each team has the possibility of picking up nine points. Six players play "singles" matches with a point being awarded for each victory. These six then pair up for three "doubles" matches, with a point added for each of these victories also.

Two players from Woodside

include freshman John Hursh, and sophomore Todd Lewis. Anderson said, "Hursh is a very fine prospect and certainly will rank with the top junior college prospects in the state." Anderson added, "Lewis has lots of talent. I hope he will realize his potential."

Coming up to Cañada from Menlo-Atherton are freshmen Randy Marx and George Hwang. Anderson remarked, "Hwang is a young player with talent, but needs lots of experience." Anderson noted, "Marx has good potential but needs to develop more consistency and gain a more aggressive attitude."

Last but not least are sophomores Rich Demartini of Mills and Jim Sciaroni, a returnee from last year's squad. "Demartini is an aggressive, good thinking, competitor and is a very good 'doubles' player," enthused Anderson.

Sophomore Bill Spiker, a

finalist in last year's playoffs, is going to "red shirt" it this year. (For you girls who think "red shirting" means Bill is trying to start a new fad or something you're wrong. This means he is going to sit this out so he can have a year of eligibility left to play next year.)

The youthful Anderson thinks Cañada has a good shot to win the title again this year, but reflected, "College of Marin seems to be the team to beat in the conference."

Last year's attendance averaged about 25 people. The acquisition of a scoreboard, seating facilities and signs to locate our hidden courts should increase the attendance measurably.

So, if you want to see a fast game, demanding quick reflexes and good coordination, come out and see Cañada's first home tennis match, Thursday, Feb. 17, at 2:30 vs. Chabot College. Chances are you'll be backing a winner.

Evening the Score

By Brent L. Anderson

"It's not whether you win or lose, but how you play the game," once wrote Grantland Rice. Unfortunately, Mr. Rice's words seem to have little meaning these days. How many losing teams do you see smiling as much as winning teams? You see what I mean? So let's twist Grantland Rice's quote around and make it relevant to today's athletics: "It's not how you play the game but rather if you win or lose." Down, get down ego! Just play ball. Yes, I'm generalizing quite a bit.

* * *

Grantland Rice was one of the best sports writers (if not the best) in the United States. He was born in Murfreesboro, Tennessee in 1880. Grantland Rice, upon graduation from Vanderbilt University, went into newspaper work. He supplemented his regular assignments with verse and sports comment. Rice wrote for several newspapers in his day including the NASHVILLE NEWS, THE ATLANTIC JOURNAL, THE CLEVELAND NEWS, and THE NEW YORK TRIBUNE. In his sports articles as well as in his verse, he emphasized the drama and the morale-building effects of clean competition. Popular collections of his verse include ONLY THE BRAVE, SONGS OF THE STALWART, and SONGS OF THE OPEN. You'll see more of Grantland Rice in this column at later dates.

* * *

Ever heard of James Naismith? He's supposed to have been the guy who in 1891 invented the most popular of all indoor sports in America. No Shirley, he didn't invent sex. Lift your head and look at that round steel rim with the bottomless net attached to it that's over your head. That's right, he invented basketball. I wish you would forget about sex, Shirley.

* * *

What has two wheels, knobby tires, handlebars, and a noisy, nerve-racking mechanical sound? I mean besides a runaway chainsaw on a bicycle. Ah yes, you guessed it. The infamous dirt bike. The little two cycle (usually) motorcycle that tears up dirt, sand, gravel, hillsides, quiet forest paths, public and private property and makes a man feel like Steve McQueen's double. Thank Abraxas that we don't have snow mobiles. Boo to both as recreational vehicles.

* * *

Motorcycles, snowmobiles, skiing, and ten-speed bicycles might all be termed "fads." Certainly not all fads are good or bad, but it's a good bet that most fads are expensive — at least initially. Skiing always costs money. Motorcycles and snowmobiles, even once you've purchased them, require gas, oil, and maintenance. The bicycle is the fad that is the least expensive and is better for the peddler (don't misinterpret) and the environment. That's assuming that the cyclist doesn't get creamed by a car or have his bike "ripped-off" while parked somewhere. Oh well, as Philip James Bailey wrote about 75 years ago, "It matters not how long we live, but how."

* * *

Soccer fund drives at local high schools? A member of the Canada P.E. staff has set his income goal at \$75,000 per year? Or for just one year? No facts, just hear-say. But a little hint, his heroes are Vince Lombardi, John Wooden, and William P. Bailey. Nothing wrong with wanting to be rich is there?

* * *

Interested in running six or eight miles a week to "keep in shape — avoid going to seed so soon — staying away from the great pasture of physical sterility?" If so, be at the Woodside Store at 3:00 on Tuesdays and/or Thursdays and run two miles. Weekend running schedule unknown at this time. Perhaps a little tennis or basketball after the run at Woodside High School.

* * *

The paper won't be on the stands again until February 10th or 11th. Hope all of you have a nice semester break and make it back to Canada on Feb. 7. Until then sports fans, players, and coaches remember what Carl Gustav Jung once wrote: "A wrong functioning of the psyche can do much to injure the body, just as conversely a bodily illness can affect the psyche; for psyche and body are not separate entities, but one and the same life."

Grapplers Place 9th

Cañada's wrestling team made a fine showing over the weekend, placing 9th overall in a field of 33 teams at the Cal Poly Tournament held in San Luis Obispo. Hoarce Hurst and Hal Morris were the individual stars for Cañada, placing 2nd and 6th in their respective weight divisions. Hurst carried an unblemished record into the final round, before losing the championship match in

overtime on a judges' decision. Morris won his first two matches with pins and cracked his ribs in the third while dropping a 4-2 decision. Injury and all, he remained in the tournament, split his last four matches and finished 6th in the 190 lb. division even though he weighs only 175 lbs. Hats off to coach Nicolopolos and the entire team for their fine effort.