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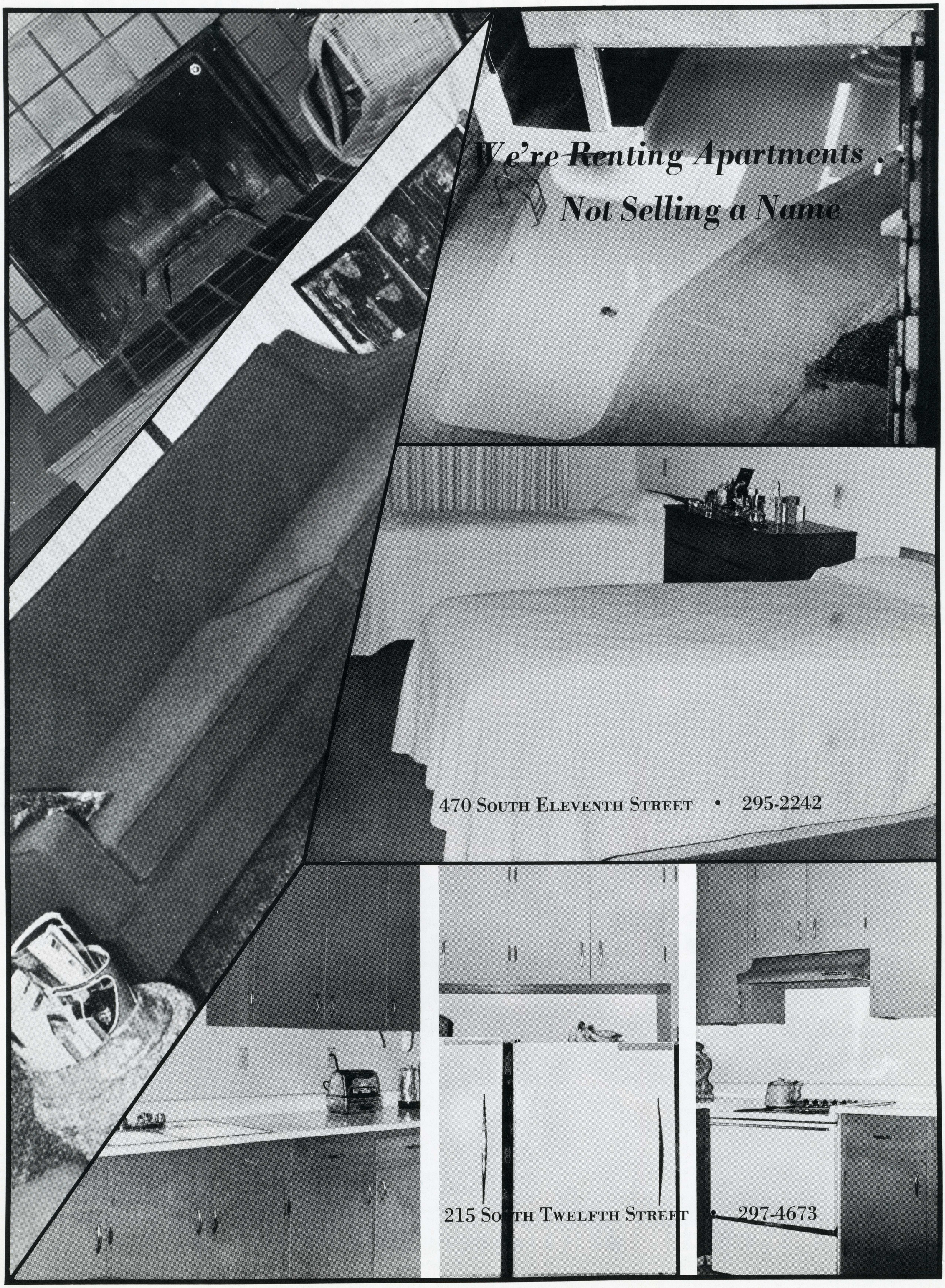

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SAN JOSE STATE COLLEGE
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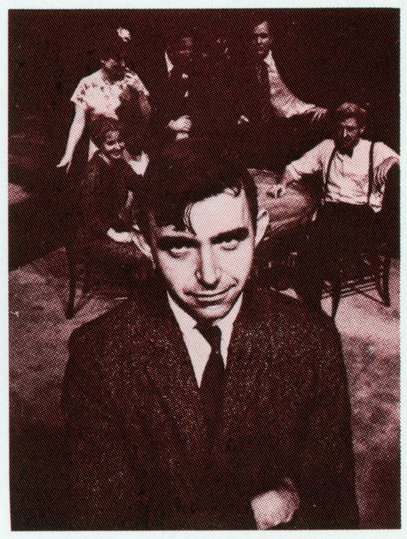
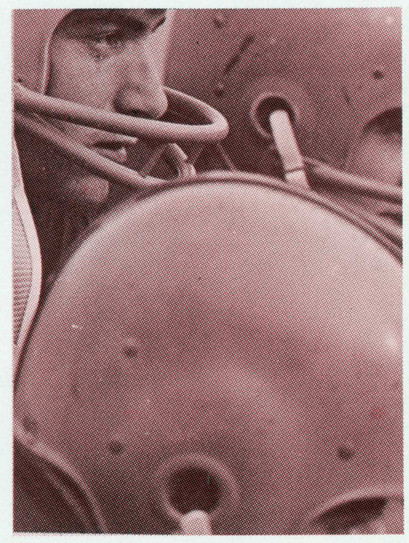


Director Hugh Nelson and Cast



Coeds Soak up Sun



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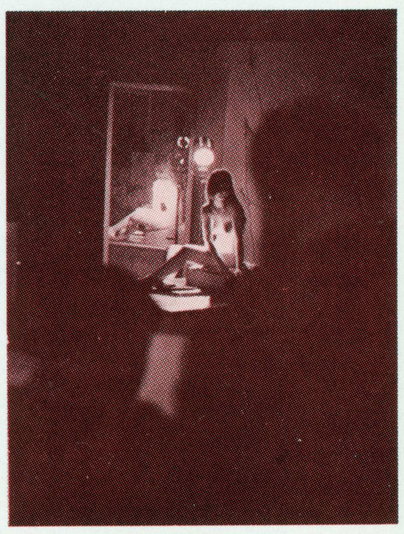

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SJS DRAMA DEPARTMENT
PRESENTS
"THE BIRTHDAY PARTY"

A college-level play is a complex and scientific project, dominating the lives of the players and crew, and uniting them into a closely-knit well-coordinated team. The result is a presentation of professional quality. Here is the story of one such play.

The Chronicle of a Dramatic Production

Hugh Nelson was a college student in 1962 when he saw his first play by Harold Pinter. It was *The Caretaker*, and was playing in New York City. "As a student I didn't have funds to go to plays," he says, "but one night ten minutes before the show they were offering second balcony seats for 50 cents apiece. I went, and it was terrifically impressive."

Nelson's admiration for Pinter, and the influence of one of his Carnegie Institute of Technology professors, lead him to write his doctoral dissertation on the contemporary British playwright. When Nelson came to SJS in fall, 1965, doctorate in hand, he had just spent a year and a half doing Pinter research, had talked to the playwright personally, and read his unfinished manuscripts. What he wanted now was a chance to try what he had learned in a production.

He got that chance the following semester, when the assistant professor of drama learned he was to direct one of the five major stage productions in next season's (1966-67) Drama Department schedule.

Which Pinter play would he do? *The Caretaker* had too small a cast (three men and no women) and the copyrights to *The Homecoming* were not available. He chose *The Birthday Party*, a puzzling play which Dr. Nelson describes as "a thriller, with implications." The cast of four men and two women was still small, as college productions go, but Dr. Nelson explains, "All six positions have relatively equal impact and are equally challenging."

The play's characters are Stanley Webber, former gunman for an underworld organization, hiding out in a seaside boarding house; Meg Boles and her husband Petey, owners of the house, scene of the action; Lulu, a flirtatious neighbor; and Goldberg and McCann, organization men who find Stanley, harrass him into a nervous breakdown during a mock "birthday party," then usher him away for "reorientation" to the organization. Goldberg is the older, more experienced, and McCann the younger, more sadistic.

Although casting would not be done until the following January (five or six weeks before opening night on March 3), Nelson would be studying and planning months ahead of time. "Work, for my part, started in the spring, of 1966," he says, "when I reviewed my dissertation work. My interpretation of the production started immediately. I'd read the play, jotting down notes on the characters, and filling in what the playwright had left shadowy. This was a steady process through the summer. As it got closer to starting time I was more and more preoccupied with the play; it kept popping into my head."

Preparation for costuming, lighting and set design began in the fall. Miss Bernice Prisk, professor of drama, in charge of costumes; J. Wendell Johnson, professor of drama, setting; and Dr. Kenneth R. Dorst, associate professor of drama, lighting, each began by reading the play. Miss Prisk then compiled a list of necessary apparel. "The play was set in the 1950s," Miss Prisk says, "so nothing had to be made. The costuming was done through donations and shopping at used clothing stores.

"My part does not finish the first dress rehearsal," she says. "I watch each dress rehearsal from a different part of the theater to see the impact. I add, take away, tone down and brighten up."

Dr. Dorst began preliminary lighting plans on paper in early December, as did Johnson for the set. *The Birthday Party* was a relatively easy play for the lighting crew, since all the action is in one room. Lighting was varied only for heightening the emotional tone of a scene, spotlighting a part of the room, or coloring lights according to mood. Dr. Dorst began arranging the equipment on stage in late January. Johnson finished his drawings on December 10, had some props built during Christmas vacation, and finished building most of the set by the end of semester break. Painting was mostly completed before the first dress rehearsal, February 27. The first meeting of the four faculty members (Miss Prisk, Dr. Nelson, Dr. Dorst and Johnson) was held before Christmas vacation, then another during the first two weeks of January. "This is where the director presents his ideas about the play," Nelson says. "The result is best when all involved are given as much creative latitude as possible. All the director should do is give a basic idea of how he sees the play—what he wants stressed and what the essential elements are. They came up with their own concepts of the show and how they thought it looked visually. They'd compromise and I'd compromise. Almost simultaneously we came up with the idea of leaving the staircase in the set, and having it come down onto the stage, rather than being off stage. We decided it added to the idea of the play."

On January 4 Dr. Nelson was ready to begin auditions. Pre-auditions had been held on December 14 and 15, at which he answered questions and discussed the play with students interested in trying out. "During the first week of auditions I'd give them a general idea of the character and let them work with that," Nelson explains. "This part of the audition was judged according to how flexible they were—how they responded

CONTINUED

Director Hugh Nelson and cast (from left): Elizabeth Jarrett, Peggy Cosgrave, Eddy EmanuEl, Tracy Thornell, Gary Bothum, Rex Hays.

Goldberg and McCann help Stanley "celebrate" his "birthday." Foreground, Thornell; looking on, EmanuEl and Bothum. Thornell studied for his on-stage nervous breakdown by attending a light show.



PHOTOGRAPHY BY FRED ROSENBERG

Drama CONTINUED

to direction. I'd have them walk around with the script, doing what came naturally to them. The emphasis was on their natural moves and gestures—things other than just voice. I'd make them redo it occasionally to see how they would react to direction — how quickly they would pick it up."

"At the end of the first week of preliminary auditions I had narrowed the actors from 35 to 15, each one a possible for a part."

"Dr. Nelson and I could see two distinct casts emerge," says Sheila Payne, senior drama major, assistant to the director. "We could have cast the play twice."

Nelson continues: "By the end of the second week I had narrowed it down to eight. It was a difficult process of elimination, shifting around and seeing which people fit well together. I hashed it over on the weekend and on Monday (January 16) I posted six names. I apologized to the people who weren't selected, and told them how much their reading impressed me."

Cast as Goldberg was Eddy EmanuEl, graduate drama student. EmanuEl had seen the audition announcement on the Drama Department bulletin board, but had not become interested until a friend visited him with a copy of the script. He read it, and began to get excited about the part of Goldberg.



Dr. Nelson explains point to EmanuEl during an early rehearsal. Nelson declares, "I hit a jackpot with the cast. This extraordinary group put in time above anything expected of them."

Gary Bothum, junior drama major, had attended pre-auditions and asked about the parts of Goldberg and McCann. He first read for Goldberg's part, but later became more interested in McCann. "When Eddy read Goldberg I knew he had it," Bothum declares. "I wasn't even sure I had a part." Even after the cast was cut to six, Nelson was undecided about the parts of McCann, Petey and Stanley. Bothum read for all three, but wanted to play only McCann. "I would have felt a great let-down if I had been cast as anyone else," he says. "We came back after a ten-minute break and I was cast as McCann and I felt very happy."

Tracy Thornell, graduate drama major, cast as Stanley, tried out for all four men's parts. "I tried out for the play only because I liked Pinter," Thornell says. "Last spring I had a practical directing class, and I did Pinter's *The Collection* as my one-act play. I really became wigged out over Pinter."

Selected to play Lulu was junior Peggy Cosgrave. "I've always played older women at SJS, and I thought possibly I was being type-cast. That's why I tried out for the part of Lulu. I read for the part in my jeans and cowboy boots, so I really wonder how I got the part."

Elizabeth Jarrett and Rex Hays were cast as Meg and Petey.

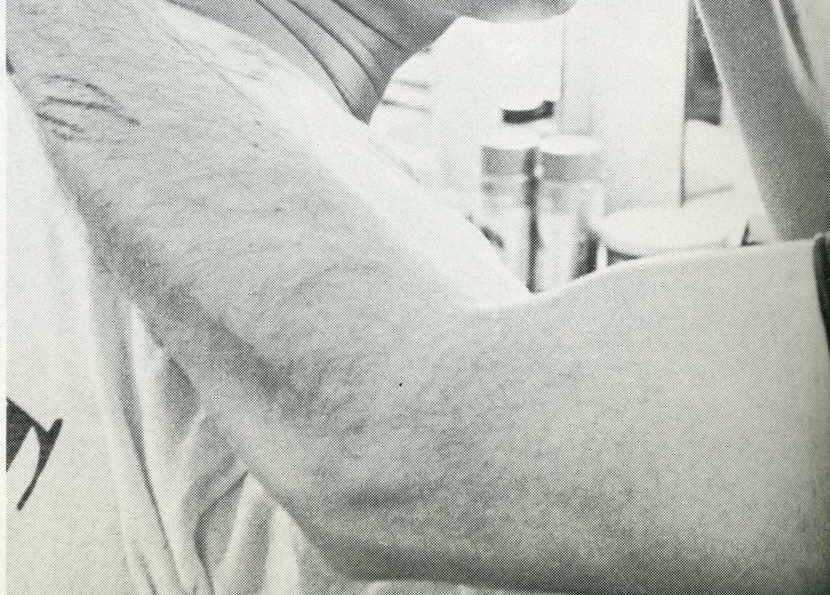
On January 18, the Wednesday before finals, the cast sat in Dr. Nelson's office and read through the play. Then, the Tuesday after finals were over, rehearsals began. The cast had a skeleton set to work with from the beginning—unusual for a college production.

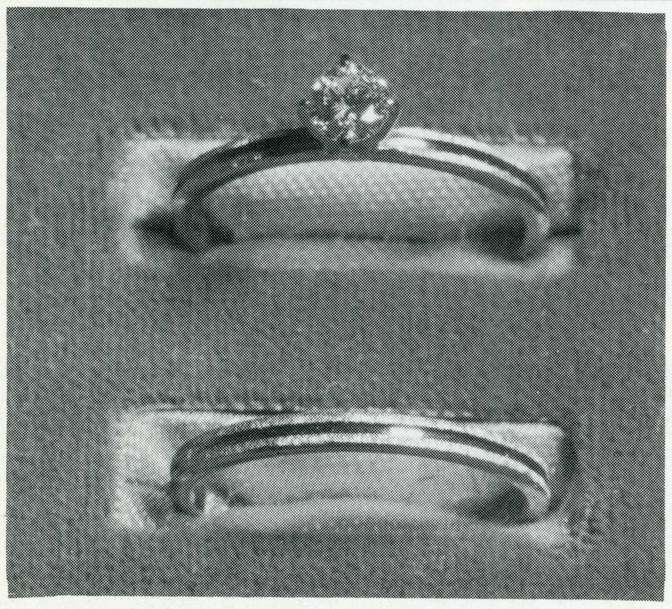
"During the first two rehearsals I got the show basically blocked (actor's on-stage movements recorded)," Nelson says. This was Miss Payne's job. "If Meg had to move from the couch to the chair during a line in act one, I recorded the movement," she explains.

"Sometimes," Nelson says, "we'd spend a whole rehearsal just talking about the characters. I'd have the actors tell me what the character was doing when he was not on stage, what his background was—about his life. This helped, since the characters don't say much, and when they do it's not, in most cases, what they mean. I'd say to them while they were on stage, 'I want to see how you two first met.' They would improvise the dialogue and run through what they believed was the way their characters would act upon first meeting."

'CREATIVE PROCESS'

"It was a completely creative process," says Miss Cosgrave. "When I came onto the stage I lost myself altogether. I had the shell of Lulu and now all I needed





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was the character herself. During semester break we rehearsed from 7 p.m. to 10:30. I was disappointed with myself then. I just couldn't work up a characterization, and time was getting shorter and shorter. We went on in a month.

"Dr. Nelson was constantly changing the blocking. This would usually upset a cast, but we were working so well together and we had such confidence in Nelson, that we hardly noticed it. He really kept things alive. I knew everything was going to jell."

"Rehearsals were a groove," Thornell comments. "Nelson motivated me as to what the character was like. I had to find an idea to fit Stanley, both physically and emotionally. I went around and observed people. I saw this man in the bus station, and I knew it was him. He was different than the first picture I had of Stanley; I had a preconceived idea of him. But I took one look at that guy and said, 'Oh yeah! *There's* Stanley.' He looked just right — English, beat-out, everything.

"From the first we were like one big family. The morale was always high because everyone dug the play and each other. With no more than nine people at each rehearsal we got to know each other closely. We went places together after the rehearsal, and over a short period of time we all became good friends."

ANIMAL STUDIES

Each player used unique methods to "get into character." EmanuEl and Hays did animal studies at the San Francisco zoo, hoping to incorporate some descriptive mannerisms into their parts. Thornell, preparing for Stanley's mental crack-



Miss Jarrett and EmanuEl live their parts during first dress rehearsal. EmanuEl says, "This show gave me a great deal of personal satisfaction."

up, attended a San Francisco light show, where he filled his mind with chaotic images. "If I could get a little bit started, and didn't stop it, then it would go on by itself," he says of the breakdown process. Miss Jarrett built her character by living it—something she could do since she lives alone.

Miss Cosgrave envisioned Lulu as a brassy girl with very theatrical gestures, whose attempts at coyness never come off. The actress studied a girl at the bus station who went there just to meet servicemen. The poses of such movie actresses as Kim Novak also provided guidelines for the part. Bothum prepared for his role by reviewing and contemplating his elaborate, imagined biography of McCann, and projecting this influence into the part.

Rehearsals continued every evening from 7 to 11 p.m. when classes resumed. "The two or three weeks after getting rid of the scripts were the most agonizing," Nelson remembers. "Some nights we were way off; I tried to keep them optimistic on those nights. I guess I did it to conceal my own dark period," he says with a wry smile. The moment when I knew it would be all right was the 20th or 21st (of February) when we were fighting acts two and three. It happened all at once. They had their confidence back and got act one, then it was the same with the other acts."

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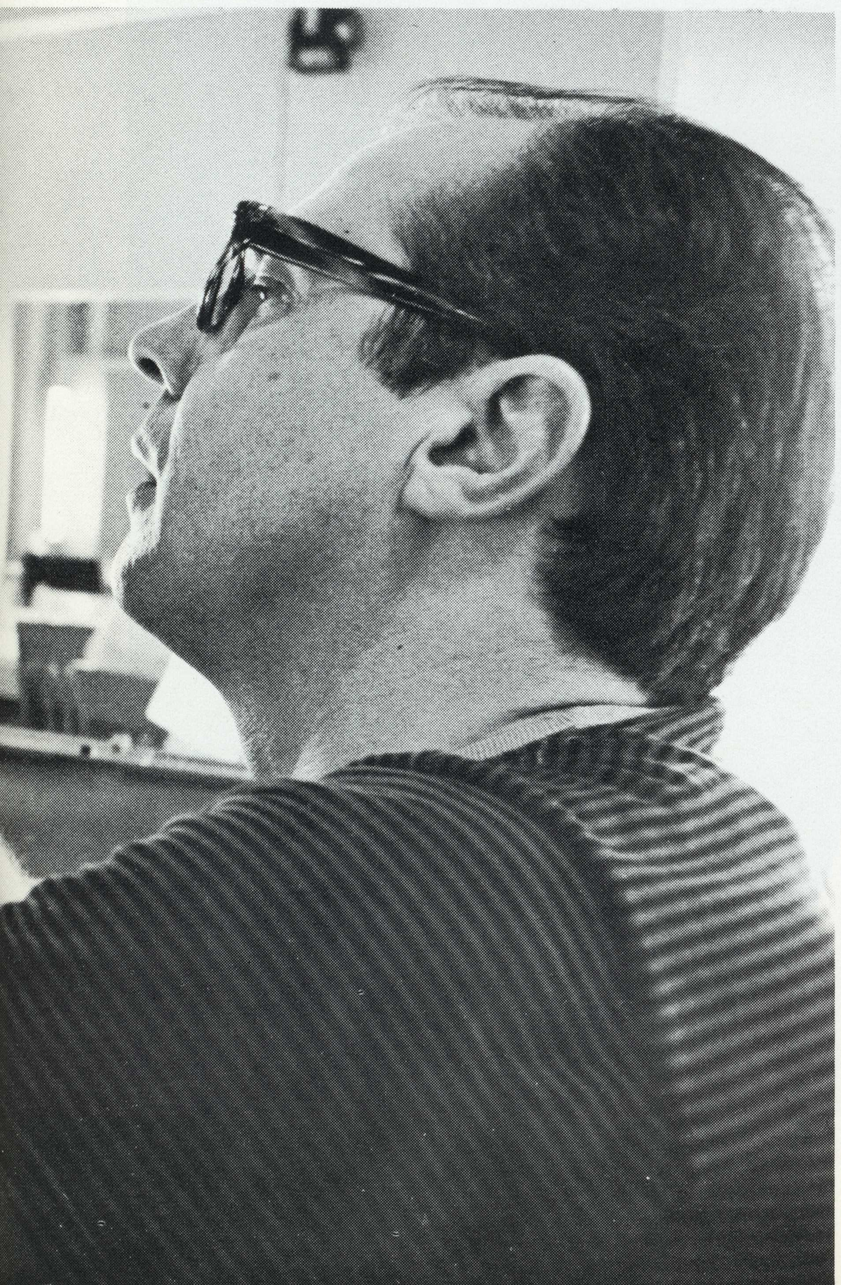
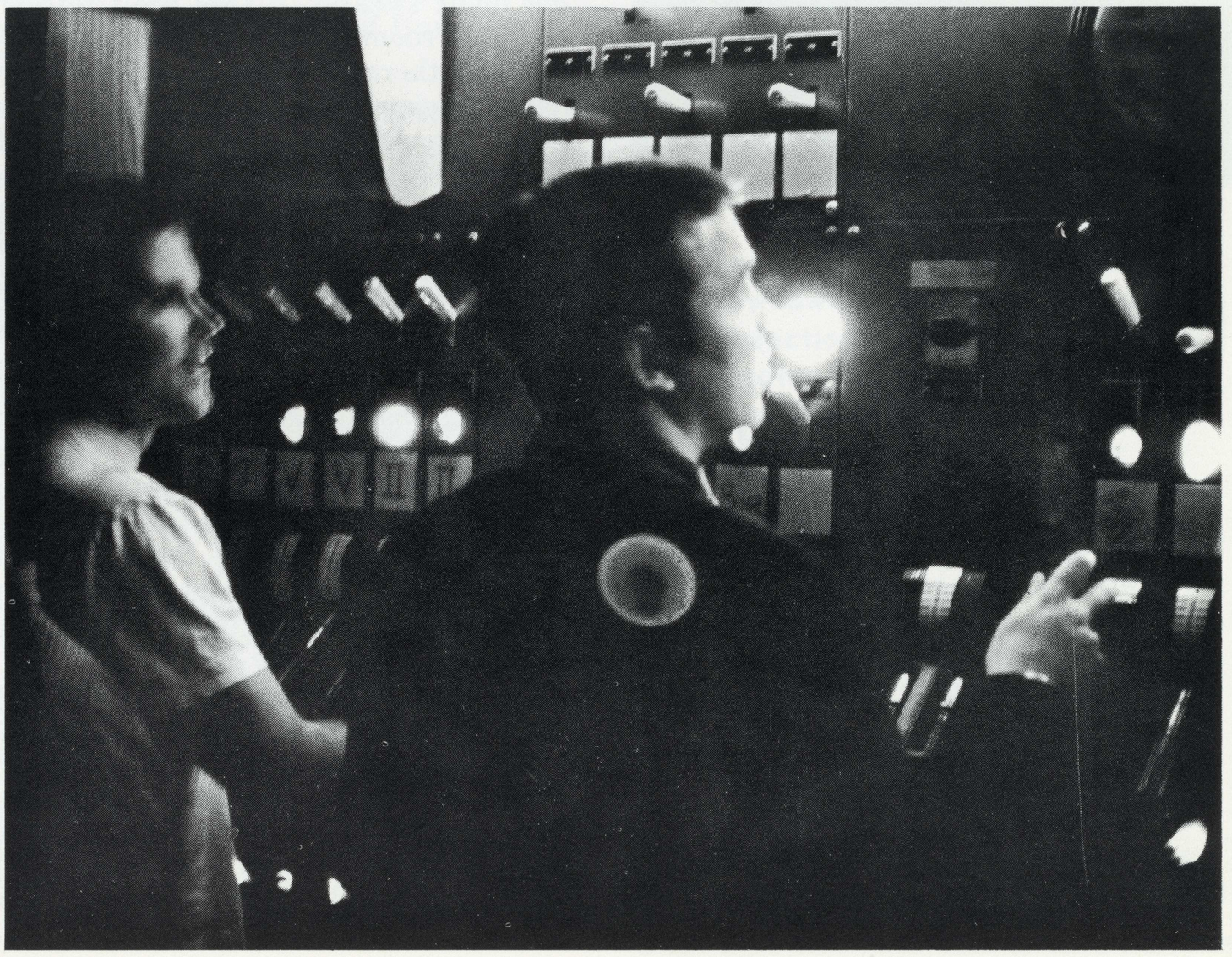
Edwin Barron helps Bothum with makeup. Bothum says he feels the play was good enough to do "off Broadway."



Lighting crew learns its part during the first technical rehearsal. Lights had to be taken apart twice and dried after sprinkler system went off — once because of a fire and once for no apparent reason.





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Drama CONTINUED

Thursday, February 23, eight days before opening night, the cast performed the entire play for the stage crew—a ritual in play development. Miss Cosgrave comments: "The crew run-through was frantic. We weren't in any shape for an audience yet, but we had to whip it together. We were performing before our peers, which made it worse. I was especially nervous, not like I usually am on stage. It was a real blood bath.

"Friday night we had a long talk with the crew, and they said they loved the show. This was a big help. Usually, if you can get through a run-through with the crew liking it, it's downhill the rest of the way."

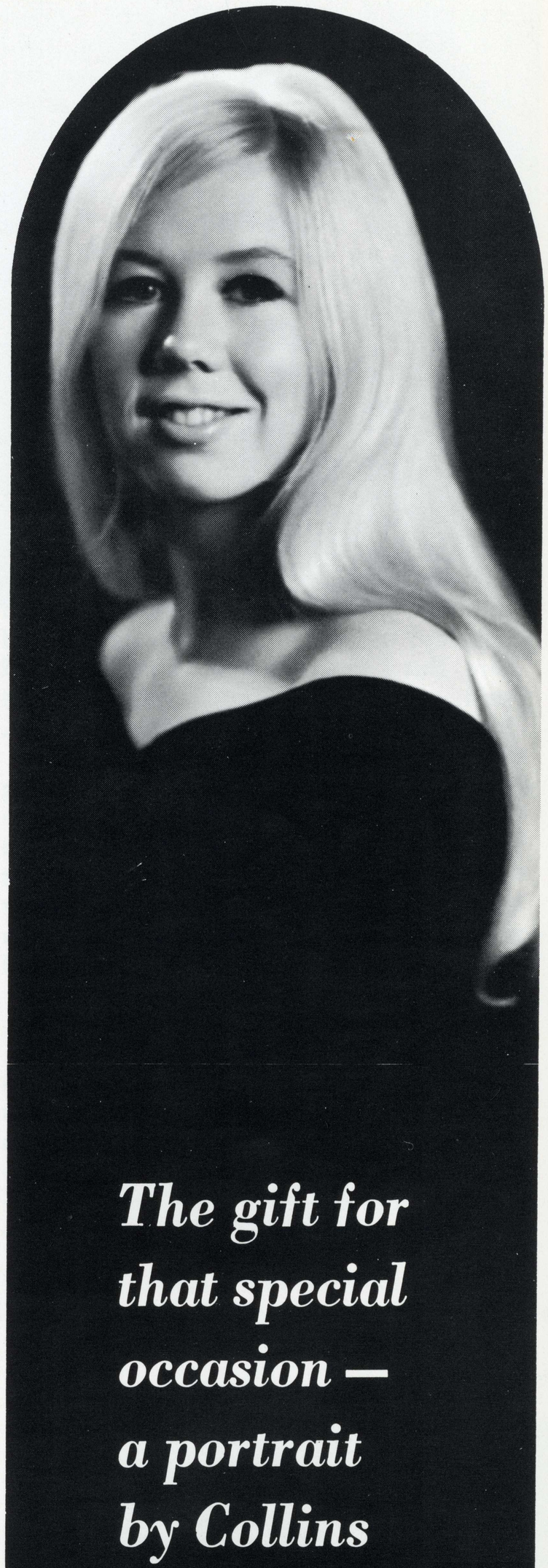
Technical rehearsals (with lights, curtains and sound) were held Monday and Tuesday the week of opening. Wednesday and Thursday were dress rehearsals. "Wednesday we were ready for an audience," Dr. Nelson says. "I hoped and tried for one, but it fell through, so they had none till opening night. They needed to find out what the audience response would be like to get their timing right for pauses and laughs. Now I wish I had tried even harder for an audience. It wasn't until the third of the six performances that their timing was down cold."

Miss Cosgrave recalls, "At 12:30 Wednesday morning, after we had gone through the notes, Dr. Nelson was sitting in the dressing room with his head to one side, leaning back, and he said sadly, 'I want an audience.' That was how we all felt."

'ENORMOUS CONFIDENCE'

Friday night the play opened to a capacity audience. "Opening night was great," Thornell says. "We all had enormous confidence; we knew what to expect from each other. I sat around with the rest of the cast, wearing my lucky opening night sweater, till we went into the makeup room. There was real atmosphere in there. Everybody was set to go, happy, doing 'bits' and having a groovy time. Around eight it quieted down, 15 minutes before curtain. I sat in the makeup room looking into the mirror at Stanley's face. Then I checked my props again to be sure I had them all. I didn't go on till 8:30, and by then I was really up. I became aware of the audience, but it seemed somehow different—groovy. Standing backstage before going on, where it was quiet and dark, I heard the audience laughing and the confidence just rose inside me. I tried to feel how Stanley feels upon entering the room, and then I came down the stairway in my robe. The audience tittered, and I knew they were going to be receptive."

Bothum comments, "It was a beautiful opening—full house, good audience. One of the beauties of the show was that new things constantly happened on stage." Someone would say a line in a different way, he explains, and the other actors would respond to it immediately, never losing rapport. CONTINUED



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Drama CONTINUED

Nelson notes, "It was a very solid performance, except that they held back a bit because it was their first contact with an audience. I would go into the hall between acts and evesdrop on the audience. It was clear the play was provoking to them. Their reaction was that it was very fascinating or that it was poppycock."

'ADRENALIN UP'

Everyone connected with the play felt it improved with each successive performance. The Wednesday and Thursday performances were difficult, EmanuEl says, but by the end of the week "the Adenalin is up and you're ready to go."

"All performances during the second week were tops," Nelson remarks.

"Closing night was the best we had," Miss Cosgrave says. "When I was in putting on my makeup there was a completely different feeling in the dressing room—nobody playing around, everyone sorry it was over and wanting to do it again and again. The only thing we did was give Stanley a drum like the one that's so important to his part. No frivolity — everyone was depressed, and I was close to tears.

"I sat in front of my mirror and talked as Lulu talks. The second act is cheery, so I threw myself into it. But I started crying. At the end of the third act I began crying again while I was lying on stage, but this act called for lots of emotion, so I wasn't noticed too much. After our curtain calls, which I didn't want to make anyway, I sat in the dressing room crying. Some of my friends came back and gave me flowers, but I was still down and just couldn't get up. The cast party was the same. Everyone said they wanted to do it again. It was a professional performance in every way."

Bothum remembers that he too was sad after the play was over. It was good enough, he feels, to do "off Broadway" in New York.

'EVERYONE CONFIDENT'

Thornell remembers of closing night, "Everyone was confident and wanted to top all the other performances. There was no reason why we couldn't do better. It was a full house — standing room. The show went quickly and relaxed. We knew where we were going, and that we didn't have to worry.

"I think the play changed my outlook on a few things," he says. It deepened my sensitivity toward people, the theater, and the play itself."

EmanuEl: "This show gave me a *great* deal of personal satisfaction and creativity—a great sense of accomplishment."

Dr. Nelson: "I hit a jackpot with the cast. This extraordinary group put in time above anything expected of them.

"I got to do something that I'd worked on for three or four years. I have increased respect for Pinter now that I've done him in a theater. It was a very satisfying experience for me." • *sparta life*



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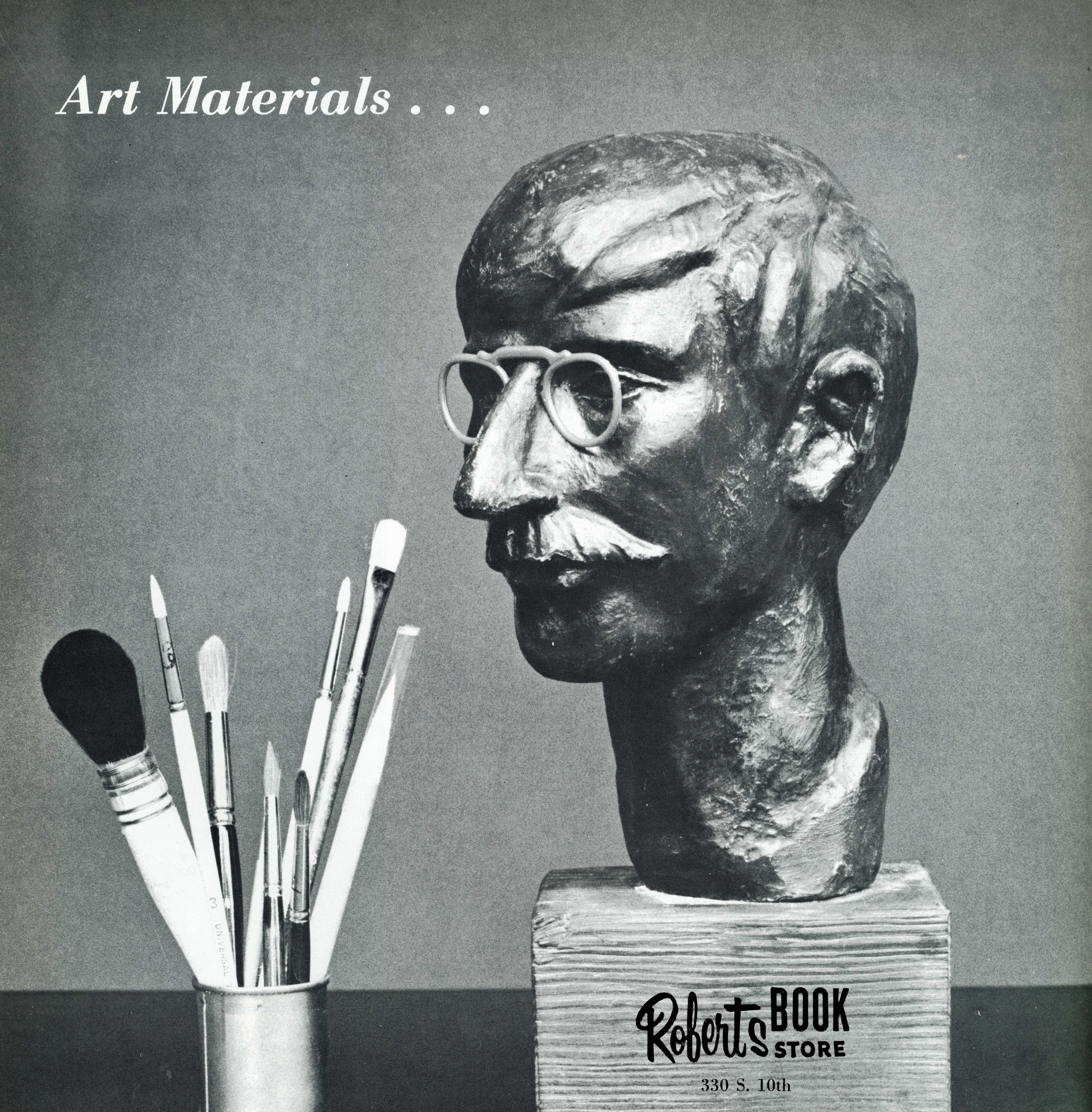

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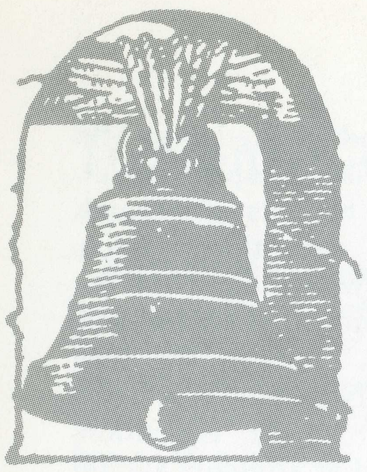

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TUITION: Pro and Con

SINCE The Los Angeles Times *reported January 5 that Governor Ronald Reagan was considering tuition charges for the university and state colleges, students and faculty have been up in arms over the issue. Although the governor decided February 28 not to ask for tuition next year, the question remains open for debate, and will rise to the surface again.* Sparta Life *has invited two faculty spokesmen for the opposing points of view to present their arguments.* *(To learn how students feel about tuition, see page 35.)*

The Case For Tuition

By Owen M. Broyles
professor of economics

THE FIRST CASE *for* tuition is that it is charged by public and private institutions of higher learning; and tuition is an important source of financing.

The tuition-free principle in California is one that we have never had. Tuition is defined as the charge for instruction, especially for class instruction. Ordinarily, tuition does not include capital outlay charges, nor general operating costs, nor board and room. Tuition, specifically, might not be charged; but fees, materials, and service charges constitute tuition.

The U.S. Office of Education makes an annual report on higher education tuition fees, and room and board charges. The latest report for 1964-65 showed that annual tuition fees for California residents at Berkeley were $243 per year. This rate applied, generally, to other campuses. Fees for non-residents at Berkeley were shown as $864 a year, with about the same amount charged at the branches. The California State Colleges have been charging about $95 tuition and fees for residents, and about $595 a year for non-residents. California junior colleges generally charge no fees for residents, although Coalinga College charged $88 a year, and College of San Mateo charged $10. California junior colleges charged non-residents a fee of about $306. At SJS the materials and services fee is $76 per year.

Governor Reagan's proposal of a tuition of $90 to $275 a year, in addition to present student fees at the State Colleges, and a tuition of $150 to $250 a year at the University of California, seems to indicate that higher tuitions are in prospect for California junior colleges, state colleges and the university, even if not for 1967-68.

SECOND CASE

The second case for tuition is the growing expenditures for education, which have been doubling every ten years, and the fact that all government units have contracted expenditures greater than income, despite heavy borrowing for capital outlay and for current operations. It is said that Governor Reagan will have to ask the legislature for various tax increases which might total $700 million per year to meet the current fiscal crisis.

At SJS in the current fiscal year, student fees are scheduled to total $1,411,030 out of an operating budget of $19,655,624, or about 7.2 cents per dollar. The out-of-state students are charged $20 per unit tuition. Students with visas, from foreign countries, are charged $8.50 a unit. The total fees from non-resident students for this year is sched-

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The Case Against Tuition

By Dr. John G. Sperling
associate professor of humanities

ANY DISCUSSION of tuition must begin with an assessment of the social function of higher education. The issue can be stated in the following questions:

1. Does higher education benefit society:
   a. economically?
   b. morally?
2. What is the true cost of higher education:
   a. to the state?
   b. to the student?
3. If higher education does benefit society, then where should the cost lie:
   a. with the state?
   b. with the student?

QUESTION 1. All authorities are agreed that higher education benefits society both economically and morally. That is why it was invented. No country lacking a highly trained labor force can cope with the realities of modern technology or maintain a high level of civilization. Without our colleges and universities to create an intelligent labor force, the U.S. economy could not function. The evidence in support of this proposition is so overwhelming that it is no longer challenged.

The argument for the moral worth of higher education has almost as much support as the argument for its economic worth. Given a highly complex economy, it is clear that political knowledge and skills must be of the same high order as the technical skills. Furthermore, an economy and a policy do not operate in a cultural vacuum. Unless we support humanistic studies for a large portion of our society, we shall soon lack the philosophical awareness and direction needed for a decent society. Material wealth which serves no humane and moral purpose must soon bore the society which produces it.

The problem with higher education today is not that it provides too much social criticism, but rather that it provides too little. The present need is to encourage talent from all social levels to enter our colleges and universities, to become culturally aware and critically demanding. Only then will we generate the rich leadership which is necessary to our survival.

QUESTION 2. The cost of four years of higher education can best be presented in tabular form. (See table)

It is evident that society prospers from its investment in higher education. Indeed it takes but an elementary understanding of arithmetic to realize that it would be an excellent investment in any society to provide, even to the extent of living allowances, a college education for every young man and woman capable of profiting from it.

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Tuition: Pro

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uled to total $328,335. At SJS the tuition for summer school is set at $19.75 per unit, but such fees support the summer session and do not enter into the regular budget. Tuition for summer school is just another indication of tuition charged for higher education in California.

THIRD CASE

A third case for tuition is that not only is it needed to pay costs of higher education, but that it can be collected. Professor Milton Friedman of the University of Chicago, in *Newsweek,* Feb. 20, 1967, stated, "Despite the rhetoric to the contrary, state colleges and universities serve mainly the well-to-do. For California, more than half the students in 1963 came from the top quarter of families — whose incomes exceeded $10,000 per year. At the other end of the scale, only five per cent or so of the students came from the 18 per cent of families with incomes less than $4,000. Yet, the idealistic students march in the name of social justice." *The Wall Street Journal,* Feb. 23, 1967, quotes the National Industrial Conference Board as saying that the people of college age have plenty of cash available. "Using the most conservative estimates, single persons comprise a $60 billion market. According to The Bureau of the Census, there are 8.3 million single, or divorced, men and women between 20 and 34. By 1980, when half the population may be 25 or over, there should be 11.4 million singles."

Besides family income, inheritance, or earnings, students have a number of ways of meeting tuition. Among these are G.I. benefits, California rehabilitation, California Veterans Home and Farm Loan programs, scholarships, tax avoidances, a spouse paying the bill, borrowing and federal aid programs.

FOURTH CASE

The fourth case for tuition is the principles involved. Professor Friedman says in the article quoted, "The cost of higher education to the State of California is roughly $2,000 per student per year. The youngster admitted to a state school automatically gets a scholarship of that amount. By reason of this subsidy, he can expect to earn a higher income, for the rest of his life, than youngsters of equal ability who do not go to college. He will repay a small part of the subsidy himself — in the form of taxes on the increase of his income; but the greater part of the subsidy is paid by the rest of the tax-paying public, including his fellow citizens who are not able to take advantage of the 'free' education."

Besides this question of who should pay for whose education, there is the economic principle that a price below cost or a price below market misallocates resources. This means that not charging tuition overloads the institutions and cuts down their power to give quality education. Possibly, the best institutions of higher learning are the private schools which depend on endowments and tuition. The California junior colleges, state colleges and the university are burdened by persons who come in without adequate financing and soon drop out. It is regrettable that, say, 24 per cent of students at Berkeley are trying to finance their own education. It is also regrettable that we live in a world of scarcity and poverty, where choosers can't be beggars.

Sample studies of differences in earnings associated with differences in education are questionable. A claim that higher education may be worth $35,000 a year for four years, in excess of high school graduate earnings, suggests that a high tuition can be paid, especially on a deferred basis. A good deal of higher education contributes little to productivity or even social objectives. Individual differences, environments, social necessities, and opportunities, mean differences in earnings, perhaps more than differences in education. Whom you know or how you use what you have come to know may be more important than what you have learned in higher education.

Some persons representing minority groups have been in favor of tuition, providing that there is a growth in scholarships for the underprivileged. This is a sound principle in financing. By charging the many who are able to pay, we can finance the few who could benefit from higher education but are unable to pay.

One of the keynotes in our affluent society is, "spend now, pay later;" and this is applied to financing higher education. Public and private agencies are seeking out campus borrowers. Over $1 billion in student loans is now outstanding.

Another point for tuition is that since nothing is free, and since government pushes up costs of its aid by at least its own expenses, and since bills get bigger with time, and with more persons eligible to so-called "free" things, it is obvious that persons seeking higher education would be better off if they paid their way and insisted that others do likewise. Despite the alleged public benefits of expanding higher education, people realize that we cannot be a nation of all chiefs and no Indians. Nevertheless, there is the idea that not only should we have tuition-free higher education, but further that students should be paid to study for degrees. In Switzerland, the Canton of Geneva, according to *Parade* magazine, Feb. 26, 1967, page 14, has just voted for salaried students. All regularly enrolled university students, except foreign students, will receive about $70 a month plus a special allowance for books and supplies. Although the system sounds ideal, at least for students, evidently it does not meet with overwhelming popular approval. The proposition received about 17,000 "yes" votes to about 13,000 "no" votes out of 163,000 registered voters. Apparently 81 per cent of Geneva citizens are not interested in the government paying to send their children to school.

FIFTH CASE

A fifth case for tuition is that higher education has become a refuge from life, including military service, work responsibilities, family responsibilities, and other individual responsibilities. Too many talented persons are part of a brain drain from productive life into "public service." The percentage of 18-21 year olds in college is about 69 per cent.

To conclude this limited study of the case for tuition, it is obvious that we do not have enough college graduates; that most college graduates have little real higher education, and many are coming back to school; that the new population of 18-25 year olds will generally seek higher education; that education is becoming more costly; that larger parts of social income must go to pay for the unlimited increasing bill for higher education; and that the fundamental tax principles of associating benefit and ability to pay should be reflected in the financing of public institutions of higher learning.

California has had fortuitious advantages in building for higher education since 1945. Now California finds it difficult to finance higher education for more students needing more and more expensive faculty and plant. Tuition, a pay-as-you-learn system, must supplement taxes and public debt. Tuition is also an offset to that increasing giantism and profligancy of the federal government which imperils the nation. Higher tuition to cover operating costs seems a necessary supplement to the financing of public higher education in California. ● ***sparta life***

In the United States, the proportion of adults who attended college in 1960 was about 16½ per cent; but in the Western states it was around 20 per cent. The following table from *Arizona Progress,* February, 1967, (data from the Statistical Abstract of the United States, 1966) shows public expenditures for higher education in 1962 (financed by gifts, tuition, federal grants, and taxation).

	Total Expenditures	*Per Capita Expenditures*	*Per Capita Income*	*Expenditures as % of Income*
Arizona	$ 58,871,000	$40	$2,171	1.8%
California	1,191,986,000	70	2,886	2.4
Colorado	122,057,000	65	2,425	2.7
Nevada	12,240,000	35	3,242	1.1
New Mexico	44,271,000	45	2,014	2.2
Utah	71,842,000	75	2,163	3.5
Mountain States	375,290,000	51	2,271	2.2
Pacific Coast	1,468,266,000	65	2,792	2.3
All U.S.	8,475,552,000	46	2,368	1.9

Tuition: Con

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QUESTION 3. Obviously, a college education benefits both the individual and the society. But how should the cost be shared? Here again, arithmetic is clarifying. If a college education is of benefit to the individual and if we wish to maximize human happiness, then we should offer the opportunity to the largest possible number of people. If every college graduate shows a profit for the state (no point of diminishing returns has yet appeared), then we should educate the largest possible number. Both altruism and good business dictate such a policy.

We can end by asking one other question. Does the state now educate the maximum number of qualified young men and women? Unfortunately, no. In fact, our leaders do not even make educational policy with these considerations in mind. All citizens who do wish to promote our society's happiness and material well-being would be well advised to bring such arguments to the attention of our leaders. In the process, it would be possible to point out to them that the imposition of tuition is unwise, both on economic and moral grounds.

If good citizens and legislators really wished to serve our society well, they should encourage college attendance by paying students a salary at such a level that it would produce the greatest profit. That is, we should spend that amount on higher education which maximizes the difference between education costs and add additional tax revenues paid by college graduates. The idea is not new. The G.I. Bill after World War II provided modest incomes for veterans going to college. The influx of students caught the colleges unprepared, but these students, both in numbers and self-confidence, provided higher education with a new conception of its role in this nation.

Students need not consider themselves the debtors of a society which offers them a tuition-free higher education. A student who is truly developing his skills and intelligence is probably working harder and adding more to the state's prosperity than older taxpayers who help support the system. The only free-loaders are those who choose to learn nothing and make it a point of pride to leave college no more intelligent than when they arrived. • *sparta life*

COST BORNE BY THE STUDENT AND/OR PARENTS

Fees	State Colleges	U.C.
State College "Materials and Service Fee"	$ 90	
U.C. "Incidental Fees"		$ 243
Room and Board	900	900
Parking	26	35
Clothing, Books and other expenses	734	734
Yearly income lost	3,000	3,000
Total yearly loss	4,750	4,912
Total four-year loss	$19,000	$19,648

COST BORNE BY THE STATE OF CALIFORNIA

	State Colleges	U.C.
From the General Fund, yearly	$ 1,357	$ 2,971
From the General Fund, four years	5,428	11,884

ECONOMIC RETURN TO THE STATE

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Average increase in lifetime taxes paid by college graduate	36,000

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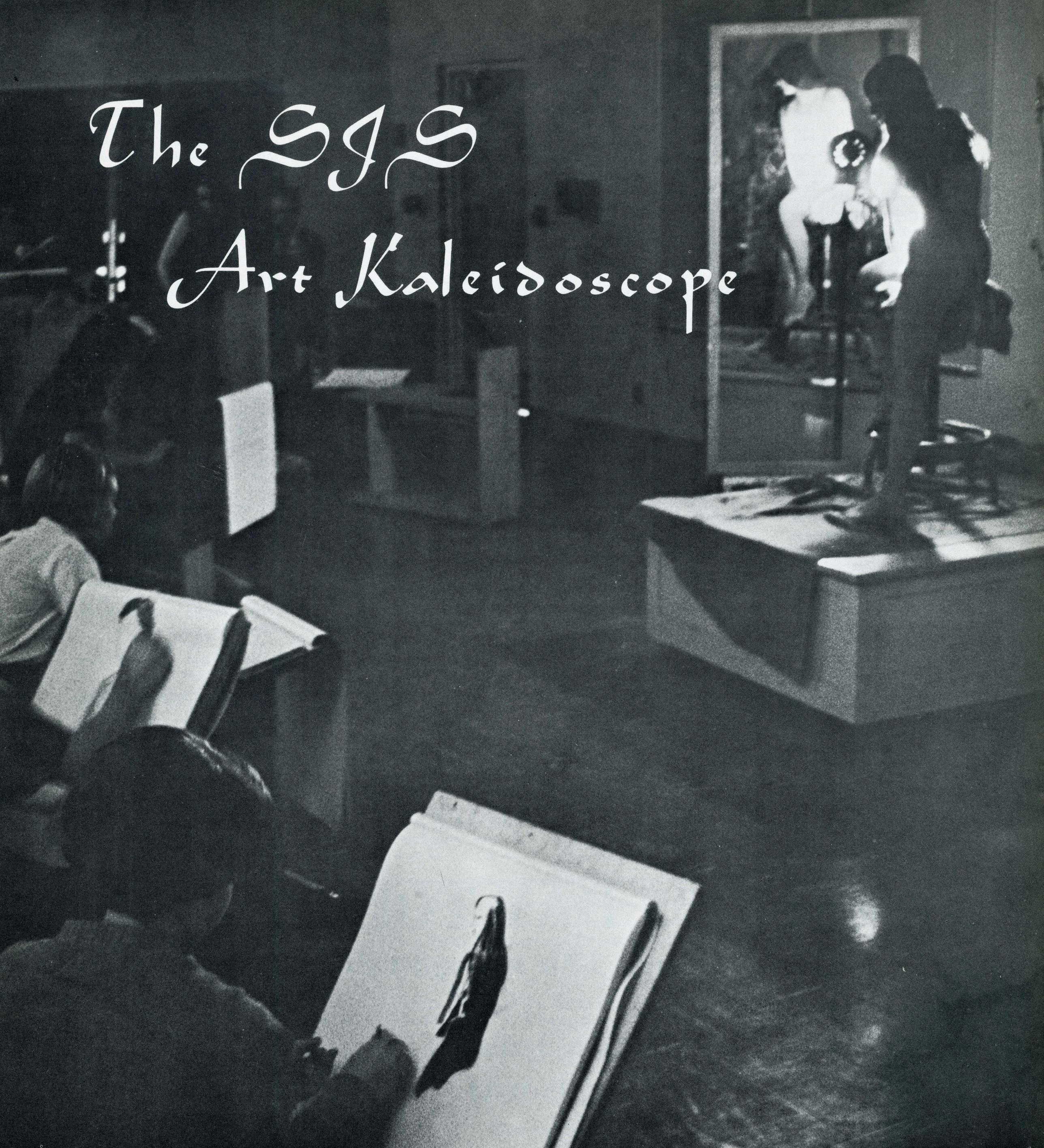


Life Drawing class sketches forms illuminated by spotlight on model and mirror.

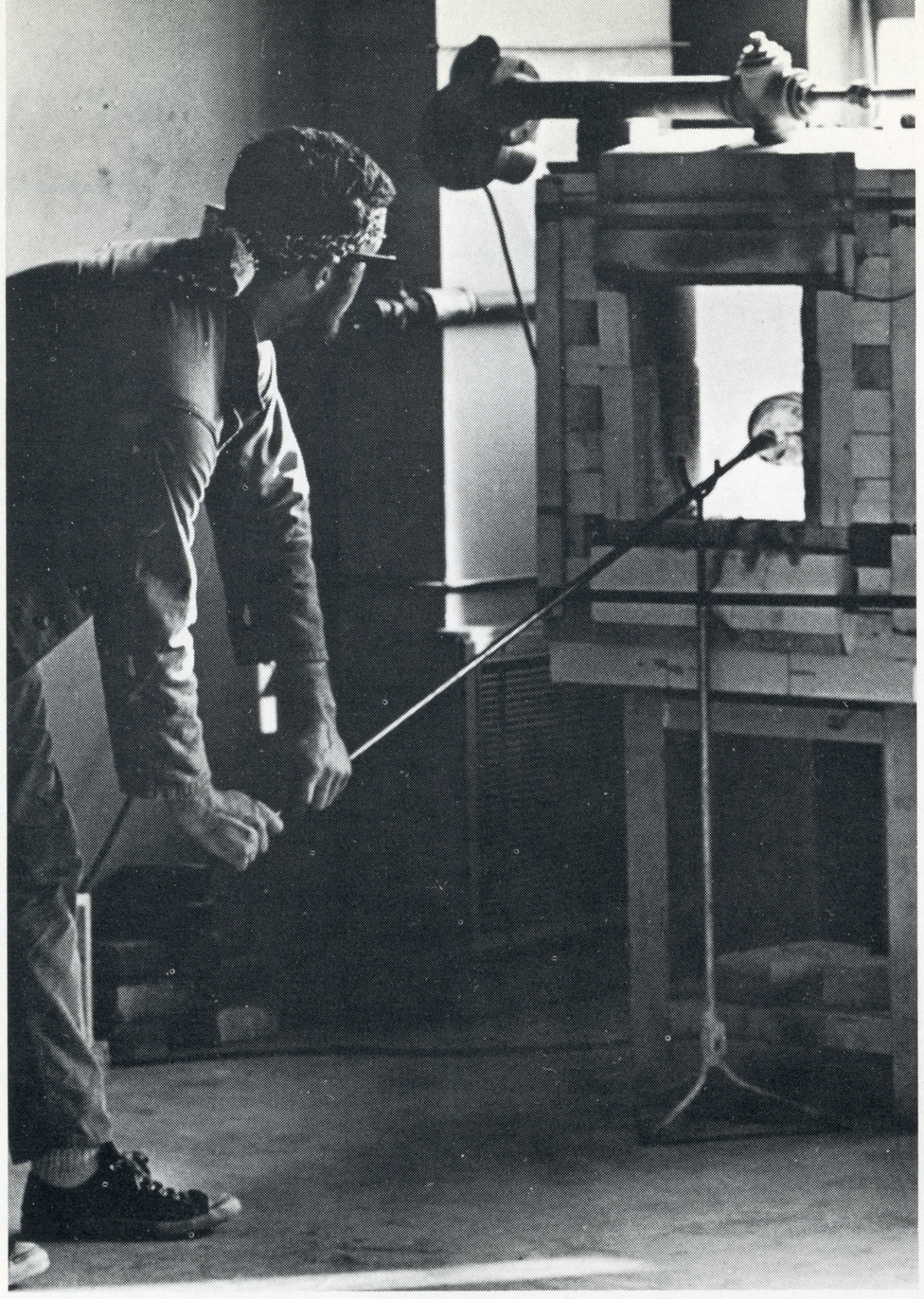
Student artists explore a myriad of mediums.

ARTICLE BY MARCIA TEMME

PHOTOGRAPHY BY AL DUBIEL

A tour of the kaleidoscopic SJS Art Department, from crafts to textiles, gives an insight into the current dynamic art world.

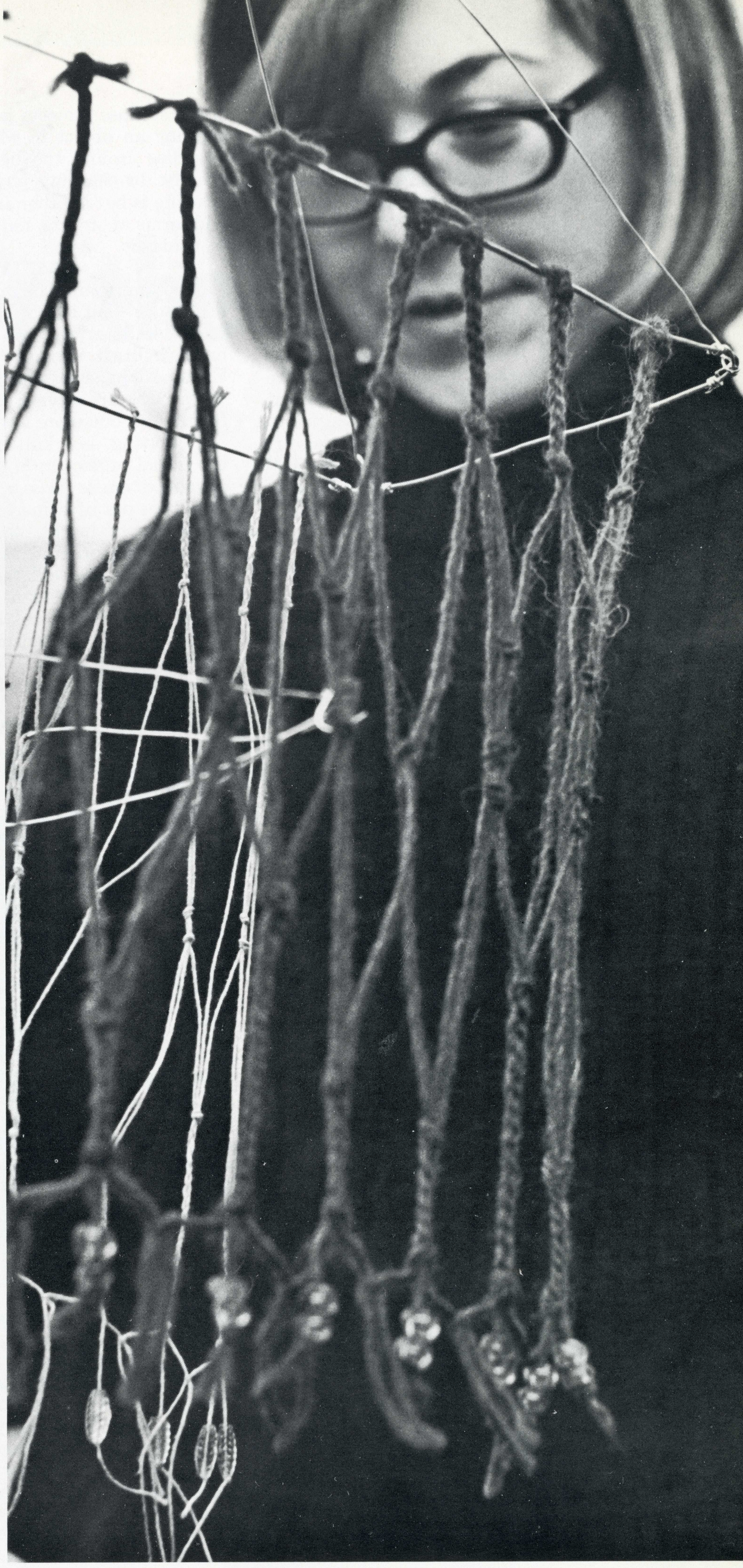
Since any artist will explain his work in terms of a keen perception and awareness of the world about him, "an invitation to see" awaits all who venture into



David Ogle turns his near-finished project in a 1000-degree furnace, a glass blower's necessity.



Pinching pottery is a major occupation for ceramics student Jim Lundberg.



Behind the threaded spider web tapestry is Alice Goodman, art student and designer.

the realm of art, in the words of Anna Ballarian, associate professor of art.

Three floors of classroom creations, from avant-garde plastics and pops to traditional perspective, design and lettering, exemplify these studies in perception. In addition, the SJS Art Gallery portrays famed international artists.

Programs offered by the Art Department are nearly as varied as its student creations. The department offers two occupational degrees—commercial art (or graphic art) and interior design, one of the few programs of its kind on the West Coast. A third area offers a B.A. in the fine arts, with emphasis in a specific field —painting, sculpture, ceramics, design, art history, elementary or secondary education.

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ART CONTINUED

There is a "very happy balance" between the different concentrations, explains Warren Faus, department chairman. That is, each area has about an equal number of students and is of comparable prominence.

Design in packaging, advertising and industry comprises a small portion of commercial art. Ron Carraher, associate professor, explains, "A feeling for the finished product" in which the student and viewer must believe, is essential to the commercial artist. Commercial art must be concise and direct in its message, yet creative and original in its idea. For this reason, it overlaps with the other art mediums.

LIFE DRAWING

For example, a commercial art student was found one morning drawing the human figure with charcoal. She was enrolled in Robert Freimark's Life Drawing class so she could learn how to drape material on the human form for fashion design. Life drawing is not required for the commercial or graphic art major, according to Freimark, assistant professor, but it is "highly recommended." To the layman the course appears as nothing more than a study in human anatomy. To the artist, it is a creative and conscientious observance of form, light and beauty, as art in the human body. One of the first class projects is a study of light striking an object in which the student sketches around the lighted area, completely disregarding physical form. Life drawing is but another study of all facets and forms in objects, requiring awareness to transmit.

CRAFTS

The same awareness applies to the field of crafts. "The age of beaded belts and tooled wallets has been negated in the modern craft world," relates Marcia Chamberlain, assistant professor of art. Today, the art of yarn and metal is still functional, but more aesthetic.

"Knotting and knitting" by hand is the initial project in Miss Chamberlain's advanced crafts class. Students design tapestries out of twine, yarn, leather and metal. From bright, carnival colors to earthy, from oriental and Early American to intricate and spidery creations, each project reflects a different mood. Each student expresses his individuality in his work, and transmits a particular feeling to the viewer. This is the functional-aesthetic duality of crafts and other art media.

GLASS BLOWING

One of the newer functional-aesthetic mediums at SJS is glass blowing. Dr. Robert Fritz, art professor, pioneered glass blowing on the West Coast three years ago. Since then over 20 colleges in the nation have caught on to the old, but new media. Student response to the class has been enthusiastic and successful..

Located in the Industrial Arts Building, along with glass blowing, is a sculpture class instructed by John Battenberg, who has exhibited his work internationally. He specializes in full-scale models of World War I flying heroes and their planes, cast in bronze and aluminum. His students specialize in everything from wood to wax. With the age of power tools and other technological noise, sculpture classes like Battenberg's sound like a factory. Women and men carve and sand enormous shapes or enclosures into myriad free forms.

TEXTILES

Visitors are astounded at the amazing work in textiles which Anna Ballarian and her students turn out with fabric and dyes in silk screen, batik (a resist method) block printing and stitchery. Miss Ballarian calls textile work "painting with fabric and stitches." Since the program was pioneered by Miss Ballarian more than eight years ago, textile design has become very popular throughout the state. Miss Ballarian has given several workshops and lectures on the medium.

"An invitation to see" applies to textiles as well as commercial art, life drawing, all the painting arts, crafts, glass blowing, sculpture and many more. These are merely a few patterns from the ever-changing kaleidoscope of the creative arts.

• *sparta life*



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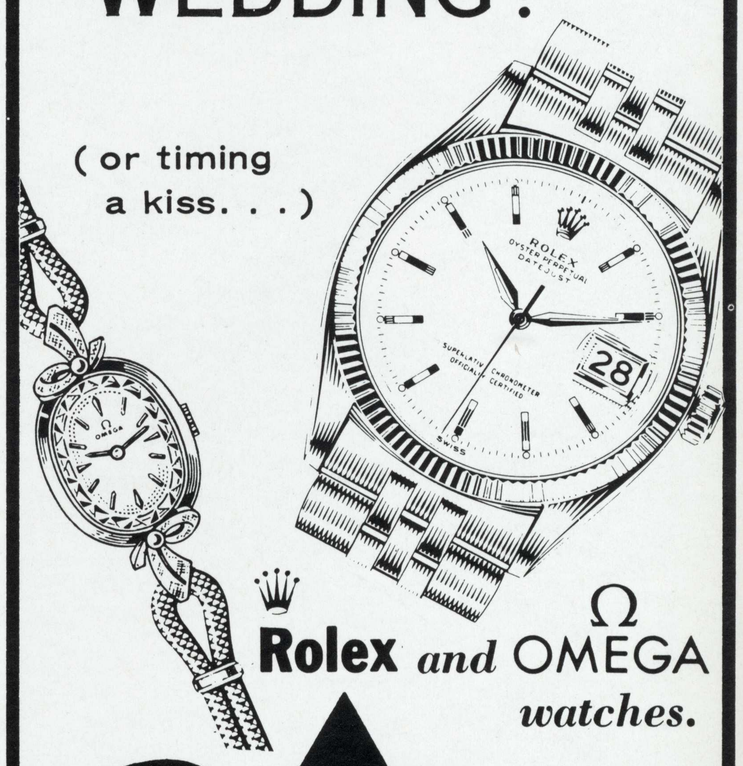

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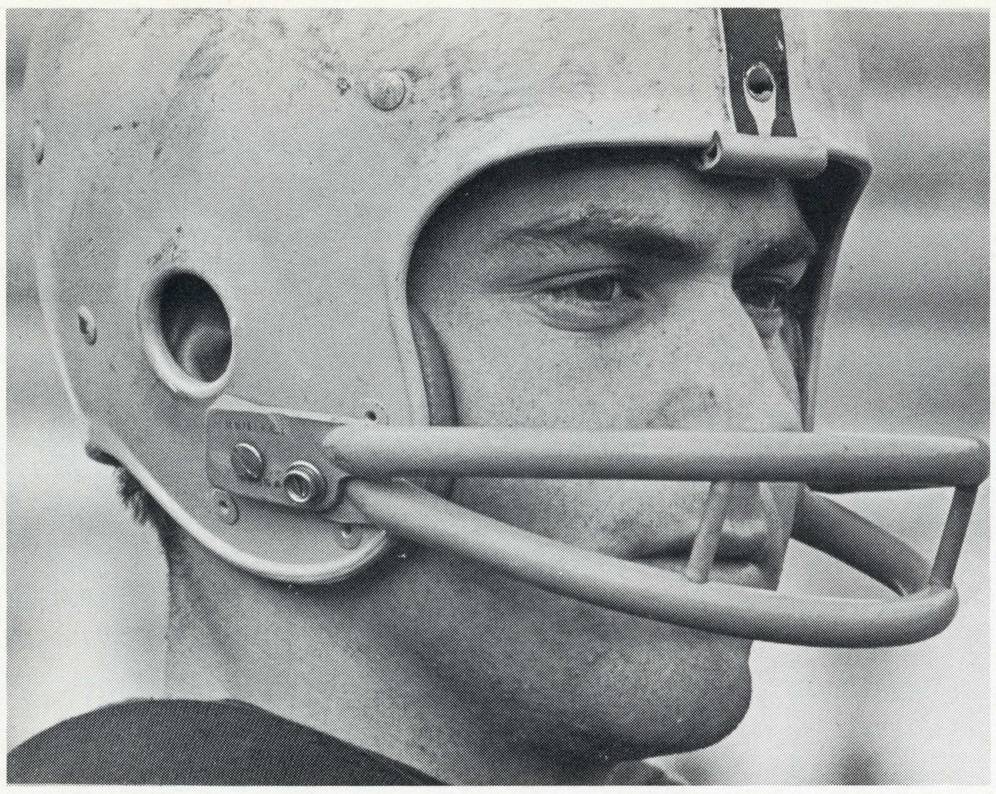

ARTICLE BY STEVEN E. AMES
PHOTOGRAPHY BY DAVE STOUT

Danny Holman--

spartan super star

Several students sat in Coach Harry Anderson's office having a lunch hour bull session. The coach was asked if he knew the whereabouts of Danny Holman so that an interview could be arranged. "That's Holman there with the tee-shirt on," Anderson said.

The 6 foot, 2 inch Holman, weighing 175 pounds, looked like an athlete, all right, but a prospective All-American quarterback? No—Not at *that* weight!

He played last season at 160 pounds, but his lack of weight obviously did not hinder him—nor is it expected to as the new season approaches.

His accomplishments speak for themselves. During the fall, he broke eight individual SJS passing records:

GAME RECORDS:

- Most passes attempted, 39 against Brigham Young University, breaking the record of Ken Berry, 32, set against Stanford University in 1964.
- Most passes completed, 22, against BYU, topping Berry's 19 against Stanford in 1964.
- Most yards in a single game passing, 301 against the University of Oregon, beating 260 yards by Berry against the University of New Mexico in 1965.
- Most yards in a single game total offense, against Oregon, 305, bettering 265 by Berry against New Mexico in 1965.

SEASON RECORDS:

- Most pass attempts, 260, held by Berry, 202, in 1965.
- Most completions, 160, held by Chon Gallegos, 117 in 1961.
- Most yards passing, 1,925, held by Berry, 1,593 in 1965.
- Best passing percentage, 260-160, .615, held by Leroy Zimmerman, 1939, 85-61, .600, and Berry, 1963, 90-54, .600.

His other laurels include Associated Press and *Sports Illustrated* "Back of the Week" for his performance in the Cal game, Northern California Football Writers Association "Back of the Year" and three times "Player of the Week," Santa Clara Valley Sportswriters and Broadcasters "Back of the Year" and "Back of the Month" in September, AP and American Football Coaches Association All-American Honorable Mention, and AP and United Press International All-Coast

Holman scrambles to evade onrushing tacklers.



Honorable Mention.

You might say Holman *was* the Spartan backfield, ranking 15th in the nation for total (net) yards with 1,714. Also, his 160 passes in 260 tries for 1,925 yards was the nation's best completion figure of .6153, to top Heisman Trophy winner Steve Spurrier of the University of Florida who had .6151. He had an exceptional year in 1966 considering SJS had a paper-thin line in front of him and absolutely no rushing game which led to the opposition placing extreme pressure on Holman. Take away his 108 forced rushing plays in 1966 and Holman threw the ball 38 times more than the entire backfield had running plays. He was dumped for a loss due to the fierce rush he encountered the entire season.

Holman's ability as a quarterback was best displayed against major collegiate competition—Stanford University, University of California at Berkeley and University of Oregon. Against Cal, Holman completed 20 of 37 passes for 216 yards and tossed two touchdowns in the victory. At Oregon, SJS had the ball only 16 plays in the first half, but when the Spartans got the pigskin in the second half, Holman began clicking and completed 11 consecutive passes, 19 in all for the day which he had also done the week before when he tied Berry's record against Stanford.

CAL GAME

Holman recalled with pleasure the Cal game, one of three games SJS won of its 10-game slate last season. "It was funny against Cal," he said with a slight hint of a smile on his otherwise serious face. "They didn't look that good in their game movies. We felt we could throw against them." And *that* SJS did, although Cal's losing six of eight fumbles did not hurt the Spartan cause a bit, Holman noted. Looking back on the Stanford game, he says, "It was a lot of fun. When you are in high school, the big university is the big thing. But when you finally play them, you quickly find out that they are not that much bigger or better than San Jose State."

Holman is unmoved by his individual marks. "The press and the public seem to be interested in these facts. The statistics only indicate what happened last season. Wait until next season. We think we will have stronger running backs and a better offensive line up front. We only lost a few guys, but we have adequate replacements." (These "few guys" Holman speaks of are split-end Steve Cox, flankerback S. T. Saffold, tight-end Bill Peterson, linebackers Mel Tom and Eric Watts, and tackles Martin Baccaglio and Sam Moore.)

SECRET OF SUCCESS

What makes the slender stalwart so successful? Coach Anderson notes that Holman has "quick feet, is an adept runner, can operate from a rollout and drop back calls. He can throw passes long and short, hard or soft. He prefers being on his own to having plays sent in from the bench."



Holman and teammates John Crivello and Jack Brubaker.

What does Anderson tell him before the game? "Not much," Holman says. "He and Coach Gene Menges get together. One of them calls the first play. Sometimes they ask me what I want to call. We usually try to start out with something big, a rollout or fullback play."

Anderson adds that Holman is a "team man with the power of positive thinking. He looks ahead to the next play."

"If they are getting to me," says Holman, "I try to forget it. We try to run away from them. You just don't throw it to be throwing it. You either have to eat it or throw it away. I did some of both. Sometimes you have to take a chance. If you know the whereabouts of the receiver, and if you can catch a glimpse of him between the onrushers, you throw. This is especially true in a sideline pattern. There are not as many bodies in the way then. Anytime you are on your feet, you should be able to release the ball." However, there is no secret to accuracy, he claims. "It's just knowing where to throw the ball when your man will have the best chance to catch it. Also, it helps to have a man with a good pair of hands out there."

INJURIES HURT

Holman was going along strong for the Spartans, then in the Texas Western College game, he was down on his back in the first quarter. He pulled some ligaments and sat out the remainder of the game and the first eight minutes of the University of Pacific game the next week. Holman also split a finger on his throwing hand in Texas. He finished out the season with a protective fiber-glass cast around his lower back. The back injury didn't affect his overall play, Holman says. "It only affected my quick moves. But when you are in the game, you don't think about anything but the game. Even when you are well, you can't throw or run without blocking." Is he afraid of being hurt? "No," he says, "Other people are. The coaching staff and my mother."

In addition to his prowess on the gridiron, Holman carries a five handicap in golf and won the Peninsula Junior Championship in 1962 while playing at the Pebble Beach Country Club. He kept in shape earlier this spring by daily workouts with the SJS golf team. In jest, he says, one of his three wishes would be to become a better golfer. The other two wishes? To play professional football and enjoy a good individual season next year

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Holman CONTINUED

along with a good team season. "Maybe we'll beat Stanford next year. We've never defeated both Cal and Stanford in the same season," he notes.

"Football is a great game to play because you know yourself what you have and have not done. No one can really tell you. People don't know the circumstances. They are often people who have not played. I know they mean well, but I really only listen to criticism from people who know something about the game."

Holman likes the games. But practice? No. "Practice can be a drag. It is just so much repetition. You have to do it, but you don't want to, although it's not as bad for the backs as it is for the linemen.

"The best part about the games is winning. I hate to lose. It is no good to play and lose. The quarterback also enjoys completing a pass when he knows he has thrown it well." Holman's try at defense was a failure, he readily admits. He played in the defensive secondary once while at MPC when the team was short of players. "During the game," he relates, "a guy caught a pass in my zone and as I went to tackle him, he went around me. Fortunately another Monterey man tackled him further down the field."

Although many are concerned about his weight, Holman isn't. "Guess I will begin lifting weights, or something. I don't know what I'll do really." says the curly headed, personable junior physical education major who will be 22 on June 4, 1967. "I'm still growing. I expect my weight will take care of itself. I usually gain weight naturally during the off-season, then level off and keep that weight during the football season. I would like to be 190 pounds by the time I graduate (June, 1968). I'm only 15 pounds from that right now. Not really a lot."

There is no special weight which a quarterback should be, but for the purpose of endurance, it is desirable that the signal caller weight at least 190 if he is to go pro. Otherwise, no matter what his skills as a passer are, it is unlikely he can take the beating given a pro gridder on a Sunday afternoon.

LIGHT SUPER STAR

If he maintains his present 175 pounds through next fall, he still will be one of the lightest quarterbacks in the nation on a team playing a major collegiate football schedule. A look at several of the Spartans' opposing signal callers last season gives testimony to this—for instance, Steve Garman of the University of Idaho, 6-1, 201 pounds; Bob Lee, UOP, 6-2, 195 pounds; Barry Bronk, Cal, 6-2, 193 pounds, and Dan Horn, San Diego State College, 6-1, 193 pounds.

SJS' super star says that if he had his life to live over, he wouldn't have done it any other way. For one reason, he has never had to sit on the bench longer than to catch his breath, and he was lucky enough to transfer to a college not too far from his Carmel home. He received scholarship offers from eight schools when he left MPC. These included Louisiana State University, Miami University of Florida, University of Idaho, Arizona State University, University of Arizona, University of Dayton, Utah State University and the University of Utah. Why did he select SJS? "The coaching staff and offense were geared to my type of play. Also, SJS traditionally threw a lot and had a good schedule."

During the summer, Holman spends his time in Carmel, where he is a recreation supervisor. He supervises softball games for the 9 to 12-year-old group and teaches golf to kids and adults. "I favor kids to adults in golf," he says. "They are easier to teach." Such a thought is about as close to philosophy as Holman is likely to get. He says it is difficult to compare the game of football with the game of life. "Football is football, life is life. I like football because I like the guys in it." Nothing bothers him—breaking passing records, injuring his back, his lack of weight, or his golf game. "I just like to play football," he emphasizes. When he suits up for a game, the opposition surely knows by the time the 60-minutes has expired, win-lose-or-draw, that Daniel William Holman is a man of his word. He goes on that gridiron for one reason—to play. • *sparta life*



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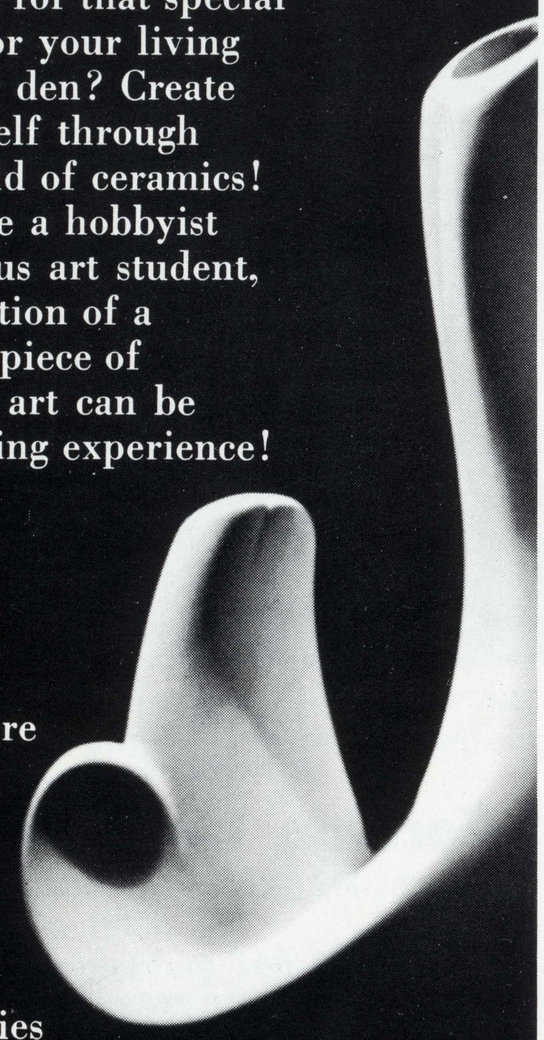

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PHOTO BY RUSS POOLER

A Coed's Struggle

THE counseling center for mental and emotional problems on campus is Building K, the brown stucco structure in front of the cafeteria. It provides both individual and group counseling free of charge for students requesting it. A coed who went through an emotional crisis has consented to tell of her experience with Building K for Sparta Life.

By Miss X

I DON'T REMEMBER everything, of course. At the beginning I felt . . . well, sometimes you just have to talk to someone. All your problems are crowding in on you and you can't take it. You're not even sure what your problems are.

Then I heard about Building K. It sounded like a chance to find out what was gnawing on me.

It was hard to go. No one likes to think about going to a psychiatrist—that's like admitting you're paranoid or something. But, I didn't seem to have a choice.

I'd seen the building there on Seventh Street before, but the day I decided to go, it took me 20 minutes to finally get the guts to go in. There was a waiting room and a receptionist. She just asked my name and gave me a form to fill out. Then she said they'd contact me in a couple of weeks. Four days later, I received an appointment card. I panicked.

It was December, in the morning, cold and gray, and the trip from my boarding-house to Seventh Street had never taken so long. I went in and the receptionist introduced me to Dr. Y, my psychotherapist. He asked me to step into his office. My stomach was queasy. I knew I had to talk, but I was scared. Where do you start on 20 years of problems?

It didn't look like the doctor was going to be much help. He read my name and class, then looked at me, folded his hands, and said, "Well?"

I had to say something. I needed an opening line. So I started to explain why I thought I was there. "My mother and I are too much alike," I started, thinking I'd start the conversation about anything but me.

He'd seen the dodge before, and dropped the subject in my lap. "I don't want to hear about your mother," he said. "I want hear about *you*."

I couldn't say anything. I wanted to run for the door. I felt trapped. I just looked at him. He didn't move. I was lost.

One of the things holding me back, I think now, was that I didn't trust him. I was afraid that he'd think I was wasting his time. I wanted to be reassured that I needed help, and that he wanted to help.

So, finally, I don't know how, I started to talk. I told him that I'd built myself a little island, all covered with green things and birds, a haven to protect me. But, recently, I'd begun to realize there weren't any bridges. I was trapped on my island.

And there I sat, telling him this, daring him to try to help me.

After that first session I felt like I'd been through a wringer. I knew I'd have to continue, but I didn't know how I could tell him everything. Suddenly a rush of things I should have said hit me.

The second time it was still hard to put my thoughts into words, and I stuttered a lot. He asked me about my roommates. That was a sore spot. I would often feel isolated, as if they were ganging up, and I'd retreat to my island. I was hostile to them and to myself. I had the attitude, "No one knows me and that's the way I want it."

Anyway, I knew that ten appointments, a standard counseling session, wouldn't be long enough for me to say everything. But as the appointments progressed week by week, we explored lots of sore spots. My mother, for instance. I told him that she expected too much. She wanted me to be on my own, but kept a tight rein; she called me irresponsible—she'd scream it. I could never

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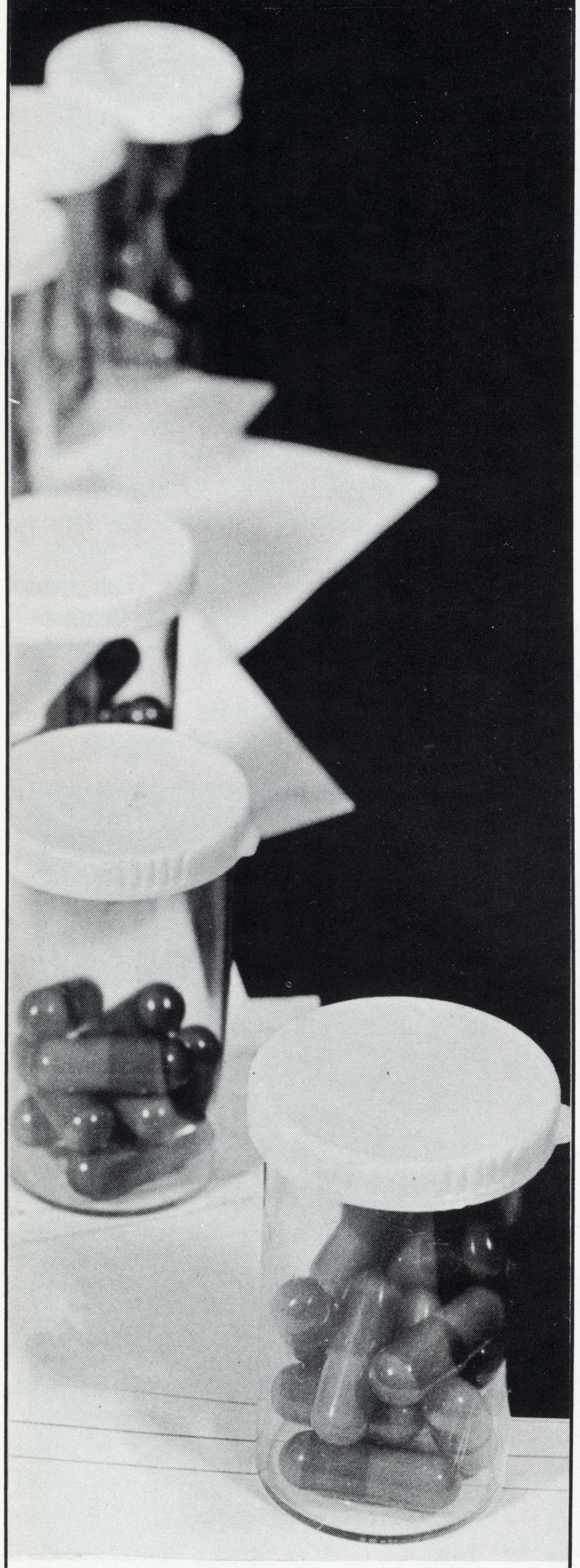

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Coed's Struggle

CONTINUED

scream or express anger, somehow. I lived on a quiet island.

All the while, the doctor never made a judgment. His sole purpose seemed to be to keep my monologues on the right track—myself.

There were times when I went into the office all keyed up, ready to tell him something—something I'd never told anyone. Then I'd sit there, clenching my hands and fighting the decision, concentrating on *not* telling him. Then I'd break, and it would come out in waves.

I remember one especially rough day. We'd built a picture of my island. I'd speak from it. He told me there was a door on the island, and that I'd given him a key, but wouldn't let him use it. He knew I was afraid.

Then he looked at me and asked, "Do you want to hold something?" I just nodded. He handed me a small carved animal. I played with it unconsciously. He watched, then smiled and said, "You're a child." I yelled, "Shut up or I'll throw it at you." We laughed, and a little more tension was gone.

My personal feelings toward him were weird. I remember one day when I was particularly scared, huddling under a raincoat, and he said, "I wish I could take your hand and tell you it will all be OK."

We discovered that one of the things that put me on my island was my fear of boys. I was raised near a boys' school where my father taught until his death when I was twelve. (That was another thing. I saw my father die. He'd been sick for a long time, but I didn't quite understand. What's death to a 12-year-old?)

So I had an overpowering fear of older boys, my father's pupils. Boys in their teens can be pretty terrifying to a young girl. I came to especially dread groups. I stayed alone rather than risk ridicule.

Then, too, I couldn't put anger into perspective. I couldn't see how someone could yell at me and then go on liking me. My mother couldn't understand my fears.

We moved to California in my junior year of high school. I'd been raised in the East, in a private school atmosphere. The casualness here terrified me. Everyone seemed to be an exhibitionist, and I couldn't stand the attention called to myself. All of this drove me into my self-imposed solitude—my quiet island.

As the weeks passed the hours seemed to slip away. When I only had a few appointments left I began to realize something my doctor had probably known for a long time. I'd fallen for him.

This haunted me, and I didn't realize I'd made the step which would enable me to take many more. I trusted him now, completely. The island had started to dissolve. I didn't need it as much. There were people now, at least one, that I didn't need to run from.

Luck helped too. Just as the doctor would tell me I should express my feelings, say to my mother, she'd call.

Then, even more luck. He told me during one of the last consultations that to overcome my fear of men, I needed to meet and date someone my own age. That very night I ran into a boy I'd known from class a year before. We ended up dating all semester. Ten weeks had, after all, been enough.

Then I began the last phase—group therapy.

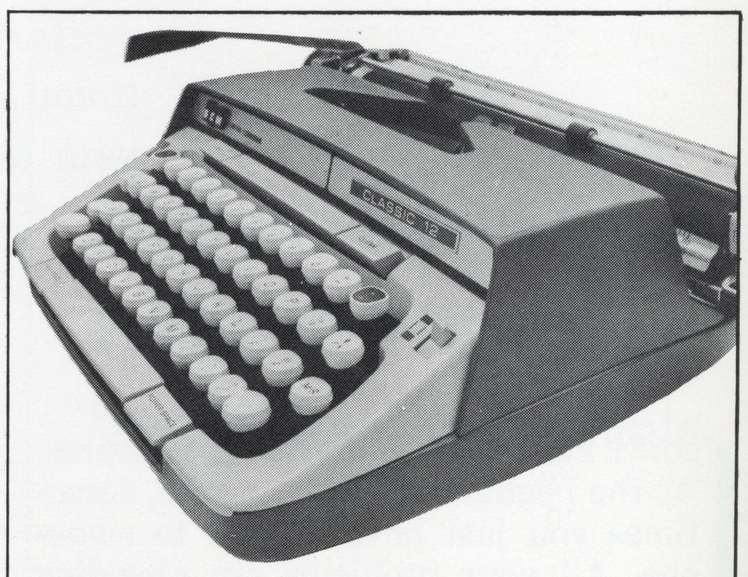
In group we sat and discussed each other's hangups. The psychologist (who happened to be my original doctor) only listened, and prodded us if there was a silence.

Some members of the group had smaller problems than mine, others larger. I saw how other people were handling problems like mine, and on the other hand, I saw different problems that helped me put my own into perspective.

Then it was over.

Was I adjusted? Not totally—no one is. They don't expect you to notice a big difference in yourself. It's just a gradual learning of how to live with yourself through better understanding.

That's what Building K is good for, I guess. They have a task force trained in blowing up islands. • *sparta life*



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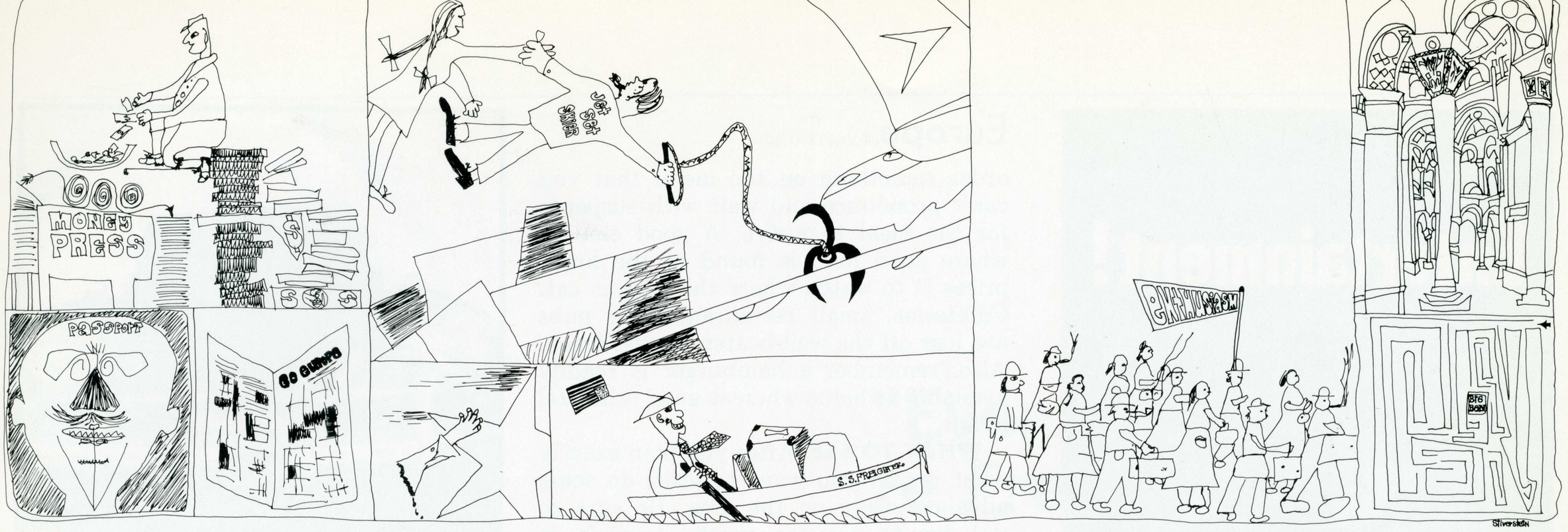

How to See EUROPE On a Student's Budget

BY BARBARA PARKER

TODAY IT IS POSSIBLE to travel to Europe on a low budget. Most students begin their journeys with an excess of enthusiasm and a limited bank account, and traveling this way can be an adventure and an enjoyable challenge requiring careful planning and lots of energy.

HOW TO GET THERE. Every summer there are a number of student charter flights to European port cities such as Amsterdam or London. The round trip fare is approximately $400. This is one of the easiest and fastest ways to reach Europe. Some charters are advertised in newspapers and others can be arranged through various local travel agencies.

Traveling by freighter has the reputation for being economical, but freighters do not usually have definite schedules. They are slow and accommodations are limited.

REQUIREMENTS. All that is required for traveling abroad is a valid passport. The form is available at the County Clerk's office. Two passport pictures are required along with $9.00 fee and $2.00 service charge. The form is then mailed to San Francisco and it takes anywhere from two days to three months before the passport is returned. No European country requires an entrance visa. (Visas into those countries that require them can be obtained at the consulates in San Francisco.) No shots are required for Europe, but a recent smallpox vaccination is necessary for re-entry into the U.S.

ILLUSTRATION BY GARY SILVERSTEIN

Take an International Student ID card as many prices are discounted for students. This includes train fares, museum tickets, etc. Information about this ID card can be obtained by writing National Student Association-Educational Travel Inc., P.O. Box 2887, Grand Central Station, New York, N.Y. 10017. Flash this card around; it works magic sometimes.

WHAT TO TAKE. When planning a travel wardrobe and packing your suitcase, the general rule is don't take too much. A good portion of your trip will be spent packing and unpacking and the less there is, the better. Comfort is essential in your wardrobe. Easy to care for clothing is also important as laundry bills can deplete most any budget.

A general rule of thumb for the amount of clothing is to take only what you can carry easily for at least three blocks. One female traveler (they are the worst offenders) claimed that she sent one half of her luggage back home soon after her arrival in Europe. Another thing to remember is everyone carries his own luggage in Europe and keeps it with him in train compartments which are usually crowded with passengers and luggage.

HOW TO GET AROUND. Transportation within Europe is excellent. Train service through all parts is fast and reliable. The European trains have gained the reputation of being almost too prompt in leaving the stations. A traveler loaded down with luggage, running to catch a train, is an amusing sight, except when it is you who is running.

Traveling by car helps to eliminate the nuisance of the ever present suitcase. The roads through most of Europe are good and well marked with a system of internationally accepted road signs. Most travel agents can make arrangements for anyone to buy a car and have it waiting at the point of debarkation. Usually included in the service are all the necessary papers needed to drive in the various countries. Spain and Italy require a driver to have an International Driver's License. Also in Italy you can purchase gas only with gas coupons, but these can be purchased at any tourist office.

Traveling by car is a good way to see Europe at your own speed. It is nice to stop at any place that looks interesting. However, keep in mind that cars have a tendency to stop when you don't want to. A young couple driving from Asia to Europe recorded their 41st flat tire upon entering Ankara, Turkey. The final count upon their arrival in France was never known. Repair service cars do cruise the roads to help stalled motorists and young ladies who run out of gas.

WHERE TO STAY. Europe is set up for all kinds of tourist travel. Hotels are available at a wide range of prices and with various types of accommodations. Whether you travel by car or train, in each large city a tourist office is usually located near the city limits and in the train station. These offices hold a wealth of information for any stranger. Detailed street maps are available. Pamphlets and guide books show all the local interesting sights. They also have listings of all hotels and their rates. Reservations can usually be made while you are waiting. One of the most time consuming and frustrating problems while traveling is finding a place to stay. A good idea to keep in mind is that hotels are only a place to sleep and change clothes. Rooms without baths usually cost less and are just as convenient as most of the rooms with baths. In some of the cheaper hotels where the plumbing is not the best, it is advantageous to have the bath at the end of the hall.

If you plan to drive, another economical place to stay is the Mo-camp, a rental camping site with outhouses. Mo-camps are very popular with the European tourists and in the summer are quite adequate. It is easy to get to know your neighboring tent dwellers in the informal atmosphere of these camps.

WHERE TO EAT. The food in Europe is excellent. Don't be afraid to try something new. It is quite an adventure to

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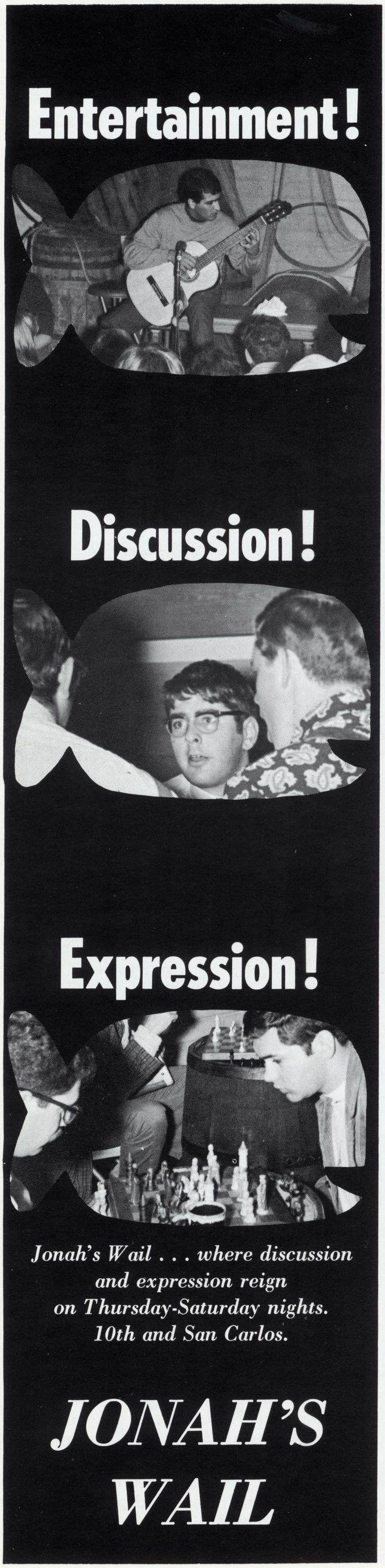


Europe CONTINUED

order something on the menu that you can't pronounce and wait with suspense for the meal to arrive. A good clue to where good food is found at the lower prices is to watch where the natives eat. Cafeterias, small restaurants and pubs are just off the well-beaten tourist track. Also, remember a hamburger is readily available at home whereas good schnitzel is not.

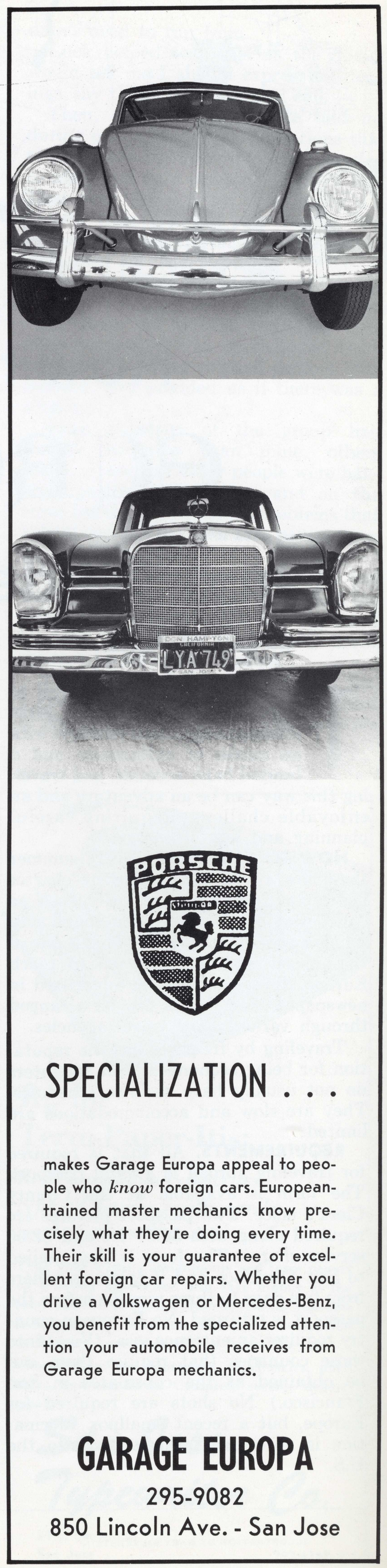
WHAT TO SEE. After you plan exactly what region you want to visit, do some advance study on the area. Be sure to not try to see too much. A week in Vienna can be more enjoyable than two days in Vienna, two days in Munich and two in Berlin. Plot a temporary course including places you would like to see. All advance studies will help you be able to identify what you are looking at. Knowing a few words in the various languages of the countries you visit is imperative. It will be easy to find someone who speaks English, but even the basic phrase of hello, thank you, excuse me and counting to ten will take you far.

Guided tours are the lazy way to see a country or city. A good guide book and a sturdy pair of walking shoes will take you to the same places plus a few more at a much cheaper price. When visiting large cities, don't bother with driving to the many museums, castles and cathedrals. You will probably spend more time watching traffic and looking for a parking place than seeing the sights. Public transportation all over Europe provides the cheapest and easiest way to get around. If you do get lost, you will probably see something you might have missed on a scheduled tour.

MORE INFORMATION. Hints on traveling can be found most anywhere. Reputable travel agents can make most arrangements. The National Student Travel Association, 265 Madison Ave., New York, N.Y., is a good source for economical short cuts for students. They also can arrange most travel arrangements. In San Francisco, University Study Tours, Inc., is located at 345 Stockton. Another information source is American Youth Hostels, Inc., Metropolitan New York Council, 14 West 8th, New York, N.Y. Travel sections of the newspapers often cover more specific locations. Magazine articles on travel are in abundance.

A wonderful and meaningful education can be gained through traveling. Make up your mind to be a good tourist and you'll find that traveling can be a happy and enjoyable experience. Maintaining company manners and wearing a smile will still win friends, even where there is a language barrier. Courtesy and friendliness will almost always get you through any difficult situations that may arise. No matter what problem may come up, you can always find a friend to help you. Bon Voyage and Happy Holiday.

● *sparta life*



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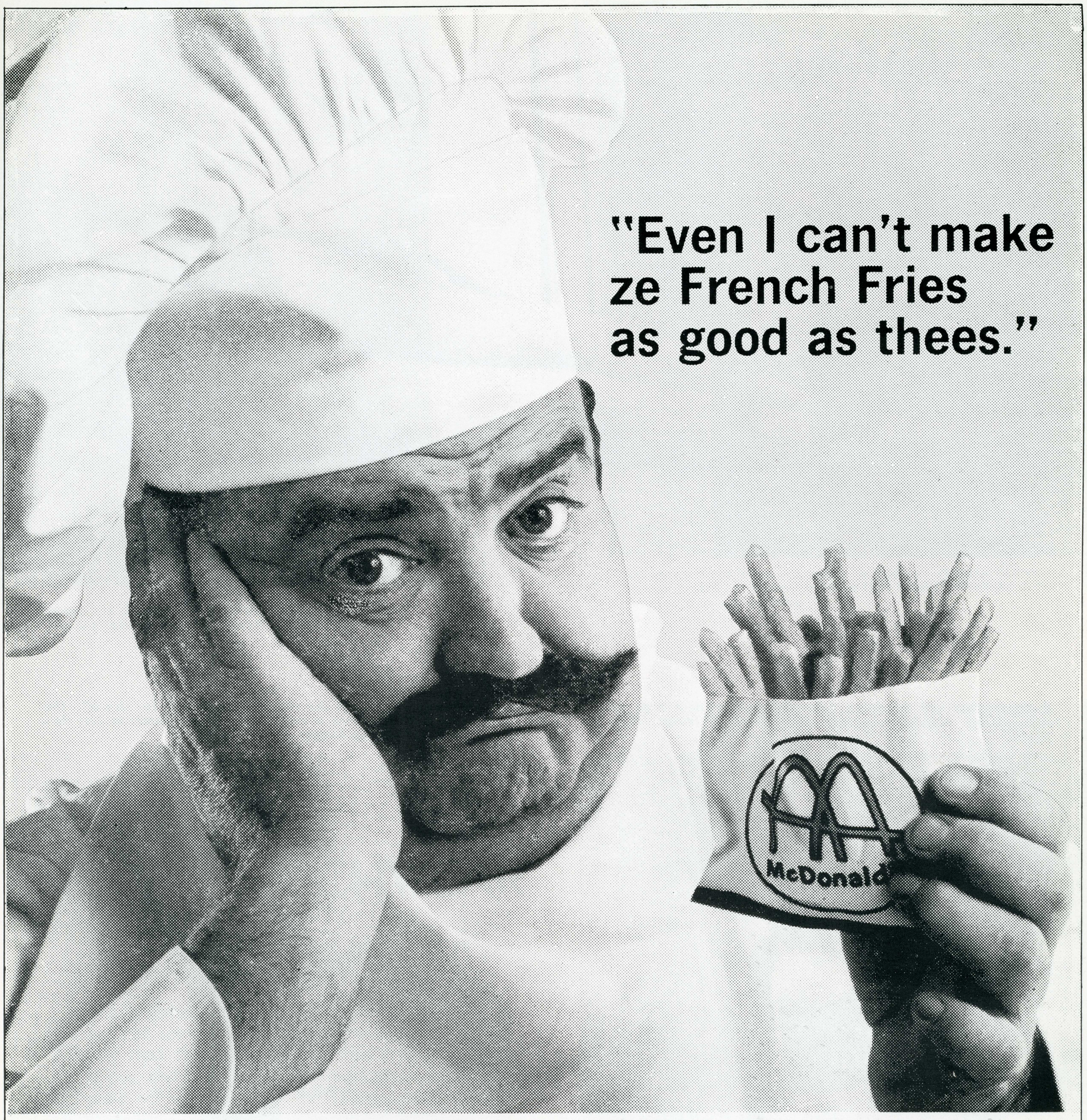

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Eighteen-year old Madelyn Lee models the new rage in summertime swimwear, a two piece swinging fringe white Bikini.

One way to go with the stream this year is to "dry-off" that brand new suit with a cover-up as Toni Cameron has done with a striped hip-hugger pair of capris.







The "cat's meow" is displayed by Shirley Schutte, social science major, as she takes a rest on a large cabin cruiser.



Art major Debi Silva keeps chic in a one piece natural-looking swimsuit with permanent gathers that keep their shape during swimming or sun bathing.

MODWAVE BEACHWEAR

Surf's-up on the west coast, so zero in on the way-out swimwear for the way-in girls.

While some of the styles from last summer are the same, there are still the newer arrivals that the Mod dresser, the style conscious and the average American college coed will want to wear this season.

So take a quick look at the fashion silhouettes that will most likely be seen on the beaches during high tide.



A height of fashion this summer is the bikini with a lace cover-up that shows the "in fashion" outlook on life as modeled by Carole Coons, English major.

PHOTOGRAPHY BY DAVE STOUT

ARRANGEMENTS BY RHYSA DAVIS

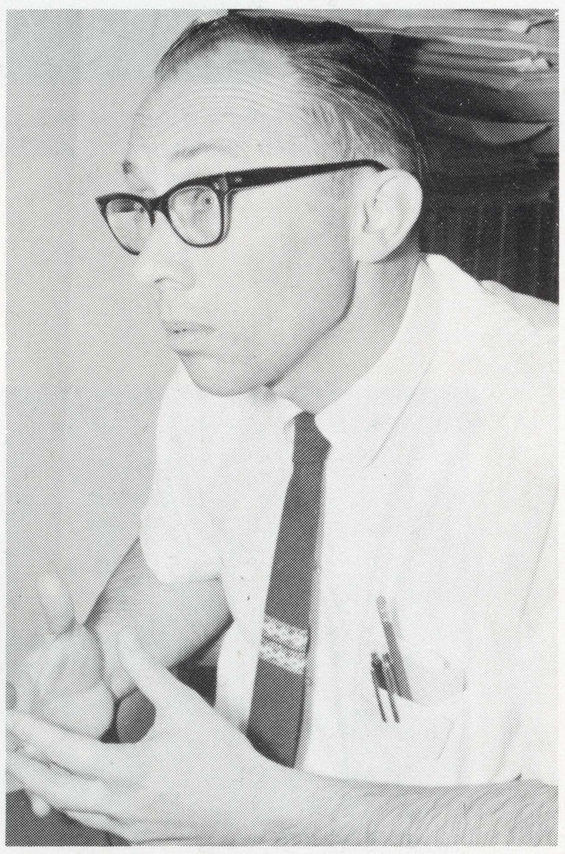
SWIMSUITS COURTESY OF COLE'S

Professors Speak Out

On *The Tower List*

TAU Delta Phi, men's honorary scholastic fraternity, brought out its audacious booklet of professor evaluations in 1964. Despite stinging rebukes to many tenured instructors (and praises to many others) only a handful of instructors have made their views on The List *known to the campus at large. Here, three years and two issues after its first appearance,* Sparta Life *gives a subjective account of the views of some of* The List's *targets.*

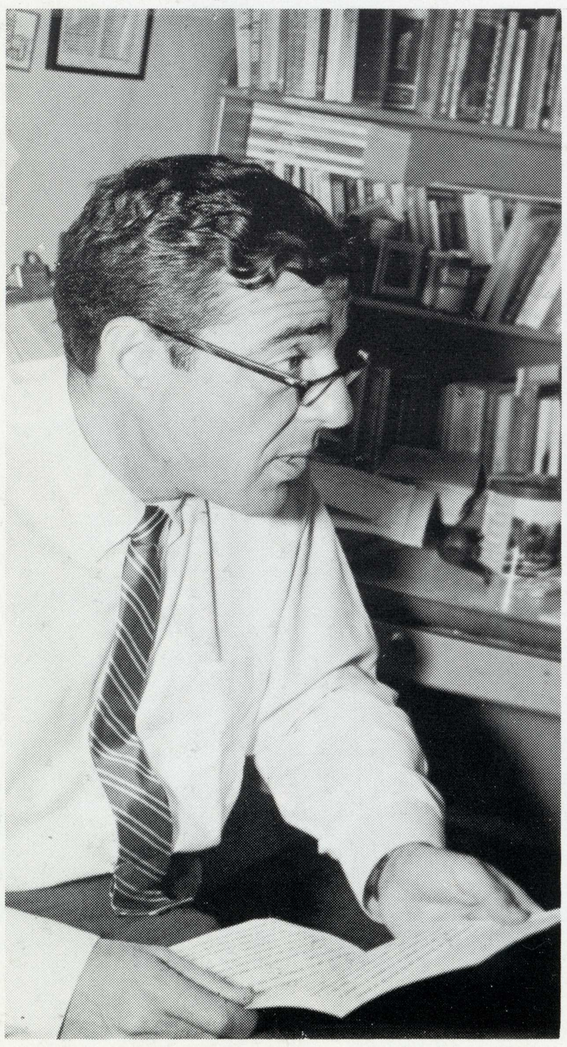
Dr. Charles B. Burdick
professor of history



"The *Tower List* in a general context apparently wants to improve the level of education at the college. It has the positive function of chiding instructors, but it does give ideas for self-improvement. It is an impartial avenue allowing students to judge teachers, no matter how imperfect the methods.

"The write-ups were poor, but they are founded on some useful techniques. In past issues the writing was vicious; people thought it was funny to say glib, off-hand and nasty things about teachers. But I think it is important for students to express their views on teachers; it gives them status."

Dr. Herman Shapiro
professor of philosophy

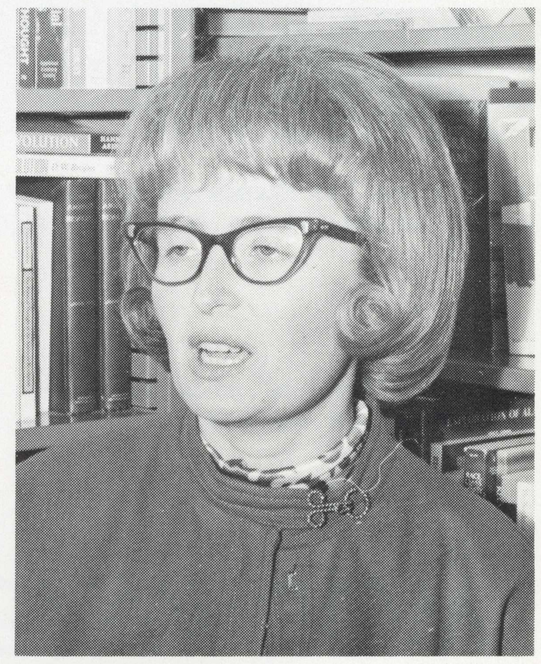


"In principle, the way the *List* is being handled is poor. If they really want to improve the quality of education, they would not print their findings, but send them to the teacher for his own improvement. Democracy gives everyone the idea they can judge everyone else, but students are not really qualified to judge teachers.

"You should not prejudice students ahead of time concerning a teacher's worth. It ends up having someone else deciding for a student if a teacher is the right one for him, and this is no good.

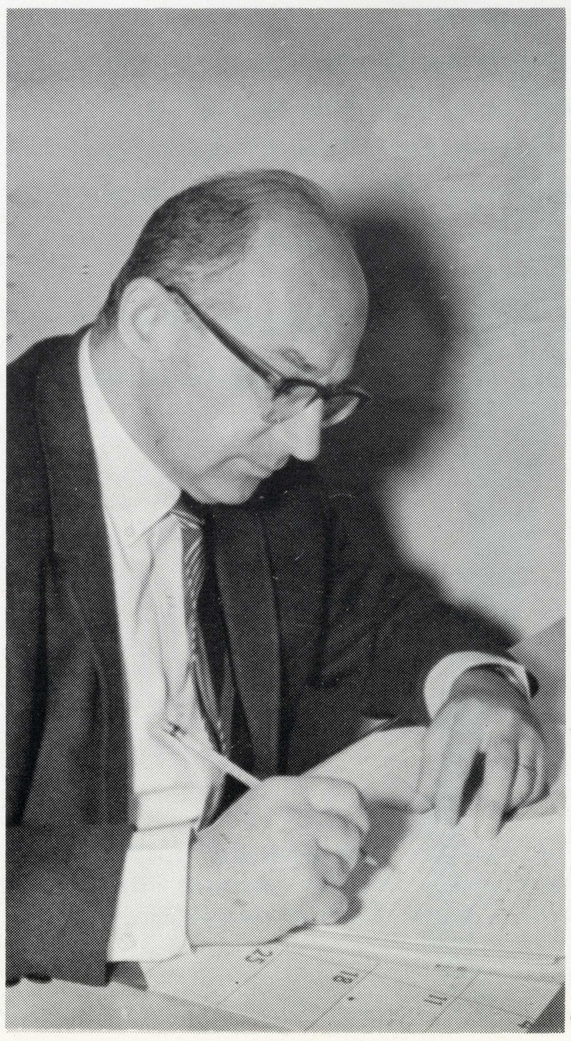
"Another problem is that the *Tower List* makes enemies of teachers — between those receiving bad ratings and those receiving good ones. This has had a bad effect on the judgment of one's colleagues toward each other. It causes bad relations."

Dr. Billie Barnes Jensen
associate professor of history



"This year's *Tower List* seemed much milder, less fun to read. I do not know how fair it was, but it seemed to entertain the students. That appears to be its only real purpose. I think it should be more voluntary and less inaccurate, with possibly a more adequate means of recruiting ratings."

Dr. Mario Federici
assistant professor of foreign languages



"The *List* serves a good purpose, in general. But the same judgment comes year after year for the same teacher, and this creates a tradition of students judging teachers on the basis of what the teacher has been judged before.

"This detached manner of filling out a card is not as healthy as expressing your opinions to the teacher personally. Before judging, the student should know the teacher better and discuss his problems in that way. The student should also know that teaching is the teacher's vocation and he spends all his time trying to improve this, so it would benefit both the student and the teacher if the student were to help as best he can in this improvement. The *Tower List* does this in only a rudimentary fashion.

"I think the *List* should interview a certain number of the professor's students first. A teacher gets criticized for the conflicting interests of the students — they go too fast for some, too slow for others. The cold manner of judging and these inconsistencies of opinion from students make the *List* appear either biased or inaccurate."

Dr. Frederick J. D. Scott
assistant professor of philosophy



"The *List* needs to supply further information on a teacher. I send out my own questionaire every year and I've gotten far different responses than those of the *Tower List*. I think replies should be written instead of tabulated. Tabulation can be too easily misinterperted and not be a faithful presentation of a person's views of a teacher.

"The students compiling the List should consult the teacher before printing it to gain a fuller understanding of the teacher. A two-way communication is needed here.

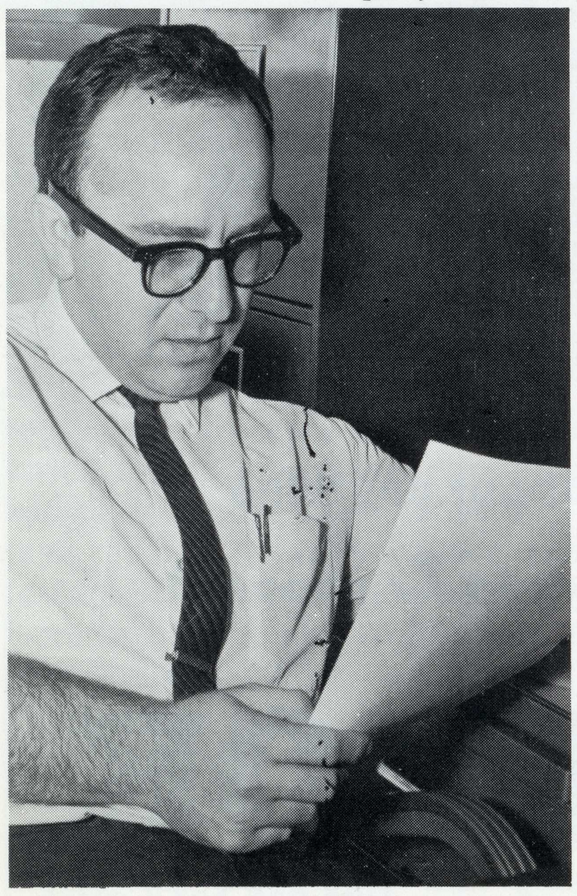
"You must take the *List* for what it is worth, but encourage it to be better. It has a grain of value, and is somewhat worthwhile, but it is also inaccurate and it projects the dissatisfactions of the poorer students who are naturally more active in letting their feelings be known."

Mrs. Irene M. Epstein
assistant professor of journalism

"The *List* seems not to be representative. It is unfair because the students who are dissatisfied are the ones that vote. The students recently out of college are the ones to ask about a teacher's ability. I think a poll of alumni would be more accurate. A balance between a survey of graduates, the one who have stayed in the field of their major, and present students would be much fairer. Some of the phraseology used was taken from three years ago on my rating."



Evangelos Moustakas
associate professor of electrical engineering



"From past *Lists,* I would say this year's was toned down quite a bit. It seems like the students had a fear of expressing their opinion. If the comments on a teacher are bad, it is no good toning them down. The percentages on the questionnaire will tell the story anyway.

"Teachers should be listed only if there were enough students rating them to make it accurate and only the good teachers should be given the space. There are many areas a teacher can improve in, and not enough room to show them all. I think teachers should make their own forms for student opinion to supplement the *List*. The *List's* ideal should be to guide students to the best teachers."

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RESEARCH BY RUSS POOLER
PHOTOGRAPHY BY KEN JONES

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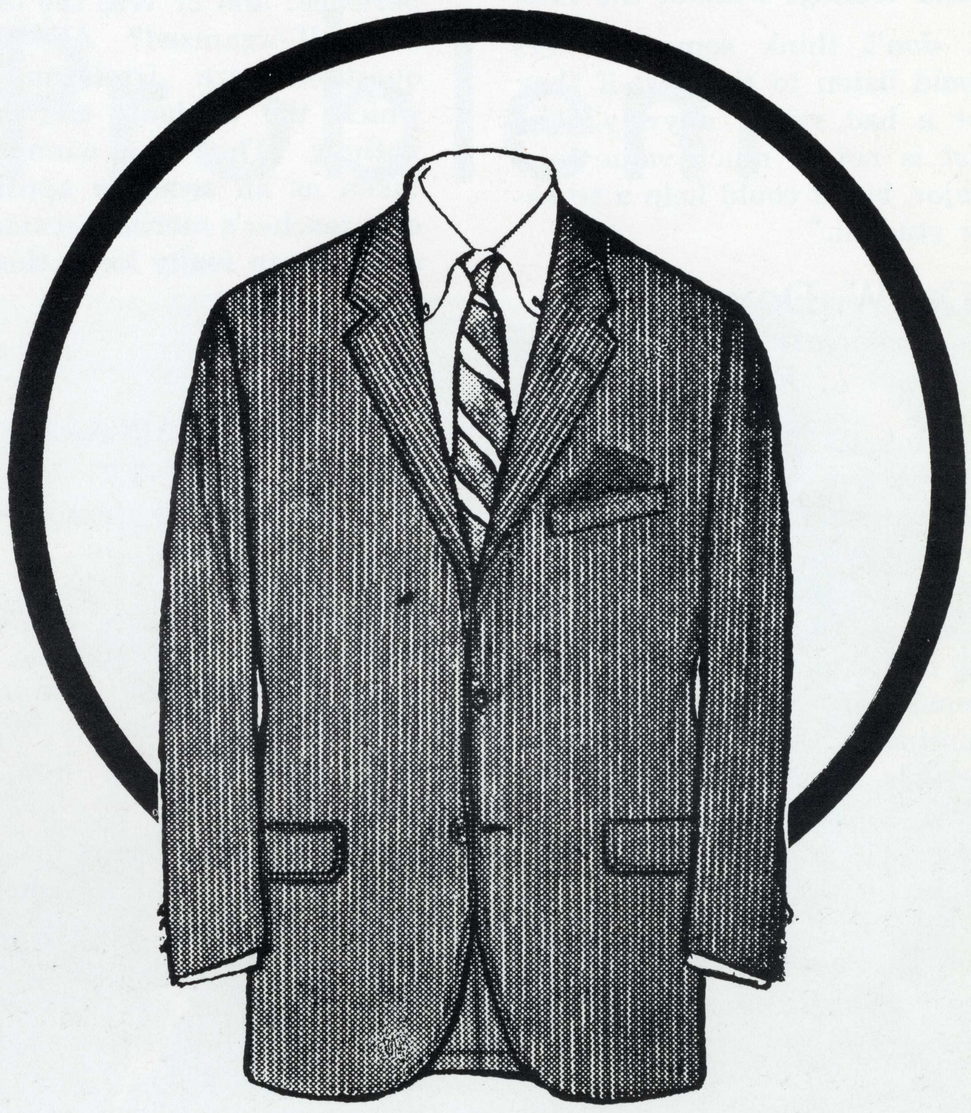

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The Tower List

CONTINUED

DR. RUTH YAFFE
professor of chemistry

"Some teachers in the *Tower List* had too few students rating them for the sampling to be accurate. But on the whole, though, it was as accurate as it could be under the circumstances. Most faculty try hard and are well aware of their students' feelings without the *List*.

"I don't think some teachers would listen to the *List* if they got a bad rating anyway. The *List* is not of much value to a major, but it could help a transfer student."

DR. W. DONALD HEAD
associate professor of English

"I think the *Tower List* is outrageously presumptuous. To me they're usually generous, but I do not approve of what they are doing at all. It is 'Mickey Mouse' and my only responsibility is to my students, not to them. They seem to be commenting on what is not happening. My rating criticized something I hadn't been doing for years. The whole thing is presumptuous and unnecessary."

DR. A. R. LOVAGLIA
professor of mathematics

"Students have a right to judge teachers, but a larger sampling is needed. If some of the criticism were more constructive it could better help the teacher. The *Tower List* should accomplish two things: 1) telling of the students' ideas on who are the better teachers, and 2) a specifically constructive approach so the teacher can improve.

"For the most part, the analyses of the teachers were in agreement with my own. The *List* seems a useful instrument to both teachers and students and it attempts to be fair, but a more precise statement on what is lacking in a teacher's technique could be given."

DR. WILLIAM C. STEELE
professor of geography

"The *Tower List* is a good idea, but it should be improved and refined in many ways. A broader concensus is needed. All students receiving D's and F's should not be allowed to vote, since teachers not giving many of these grades have an advantage. The broad group of A's to C's that make up 75 per cent of the student body should be the only ones to vote. This could possibly be done at the end of each semester.

"Some teachers had only 20 or 30 students rating them; this is too limited. I could go out and drum up this many enemies on my own. In fact, the bad rating I received did hurt one of my classes."

DR. ROBERT SASSEEN
assistant professor of psychology

"The only two relevant questions for the *List* to ask are: 1) Was the class a learning experience? and 2) Was the teacher well-organized? All other questions are irrelevant, of which the students can know nothing. The *List* cannot be taken as an accurate appraisal of a teacher's merits, because no student can really know this."

MRS. MARGARET SUMNER
assistant professor of sociology

"Although I believe the *List* performs a useful purpose, the students will get the same information about a teacher by rumor anyway. It is just the grapevine in print.

"The advantage seems to go to good lecturers, not to scholars. It can be fairly damaging to some sensitive teachers who try hard but cannot get their lesson over to the insensitive student. Even though I don't know how the *List is* actually used, or by whom, I would say it is useful to the faculty but not essential."

DR. JACK SMOLENSKY
professor of health and hygiene

"I think you might get a better idea of a teacher by talking to three or four students in his class than through the *Tower List*. It is not a fair and representative sampling of a whole class. I think the teacher should be able to see the cards before they are printed, and he should be consulted so the whole class can be polled.

"Some professors don't realize or recognize what they are doing wrong, and the *List* can help them. Any self-evaluation by a teacher is good, it can only strengthen his course. Possibly, they could send the *List* to professors privately, because some teachers become bitter when criticized in print. I would feel much better about the tally if they would use all my students instead of taking these pot shots at random from various students."

• *sparta life*



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James Farmer Looks at the Negro Problem

BY STEVE GRANUCCI

'EVERYTHING HAS CHANGED, but it's still the same." This paradox, voiced by James Farmer during his visit to San Jose State College, speaks for him and for the Negro movement in America, in which he has played a major role.

Today, the mass of black men in America are trapped in a ghetto, the American city. Farmer describes the city as "a dark core with a white noose." The passage of civil rights bills is of no help to the poor in these ghettos. Their needs are immediate and immense. This is why America faces difficult days ahead.

"We want our cut of the action, our piece of the business," says Farmer about Black Power. He explains that to him, "Black Power means pride, identity, and self-esteem."

For the mass of black men, the appeal to the conscience of America has not paid off. So the movement is shifting for economic and political power. "Strength may not make a man love me, but it can keep him from lynching me," Farmer adds.

He explains that the Negroes in America spend 29 billion dollars a year, and that this is greater spending power than Canada, any African country, and several European nations. "We must use it (this market) in behalf of our own interests," he continues, "and build businesses, buy stocks and bonds, and own property. It's power that speaks."

Farmer sees the Black Muslims as having helped the Negro community movement. They have instilled a great sense of pride in their members, and their strict regulations have eliminated drug addiction within their following, Farmer says. "They actually have a strict protestant ethic, and have been a positive force in helping ghetto Negroes to regain their self-respect."

"Nobody should be in Vietnam," is Farmer's reply to questions about the war. "In many ways it does have racist implications. The American people would not accept the killing that goes on in Vietnam if it were going on in a European country," he explains.



PHOTO BY MIKE HOBAN

'WE want our cut of the action.'

Farmer refers to the War on Poverty as the "skirmish" on poverty. He says that the funds allotted were "puny" and cites as an example the fact that the Headstart program in Harlem was cancelled for lack of funds.

If things like the War on Poverty do not really help, then what is needed — and how will it be provided? Farmer has some ideas.

He sees jobs as the key, and education as the key to jobs. This is why he resigned as the national director of CORE to head a national literacy program.

GHETTO SCHOOLS

"Ghetto high schools are graduating people who read at a 3rd or 4th grade level," Farmer charges. "Our schools are turning out functional illiterates." He sees the answer to the problem of education as a many-sided one. The quality of the ghetto schools needs improvement, but this not enough. School integration should continue, Farmer believes, because learning to get along with people should be a fundamental part of education. Along with this, neighborhood folk-schools within the Negro community would give complementary education.

Farmer feels that these programs should all be set up on a national scale. The neighborhood schools would be a carry over from the freedom schools that have been started in certain areas

CONTINUED

Farmer CONTINUED

already. The children would be taught Negro history and helped in all subjects to supplement what they get in the public schools.

"Education is far too important to be left to the educators," Farmer says. "The people in the ghetto have to get involved."

On the college level, Farmer suggests that minority students should be taken into college on some sort of judgment basis. "All IQ and entrance exams are aimed at the middle class," he said, "and most Negros who are not middle class and have their own subculture are discriminated against simply because of their background."

Farmer feels that the federal government could play a much greater role in solving minority problems. The President, Farmer noted, should apply the "Johnson treatment" to get business and industry to invest in ghetto communities. They could build factories creating jobs within the ghetto and give loans to those who wish to go into business. Industrial and management training would be a part of their help.

When asked about welfare, Farmer makes it clear that he thinks it is "unspeakably poor." It was originally designed as a very temporary kind of relief during the depression, but in Farmer's words, it now "helps to keep the people down."

"There has to be a redefinition of work," he explains. As we develop, everyone will work less and less hours, and eventually many will have no need to work. Farmer sees a negative income tax as a possible solution. The minimum income will be set at a certain amount. Those who do not earn that much will receive it from the government. He adds, "I think that the student should also be paid for going to school."

Farmer sees the emergence of Afro-American organizations as necessary and healthy. He puts it this way: "No people can have a sense of destiny in the future with no consciousness in the past." Behind the Afro-American movement is a growing sense of identity.

"The Negro in America has a dual identity," Farmer states. "We must know what it means to be black and American at the same time."

The Africans use the word Negritude to convey this identity concept. Meetings have taken place in which black men from all over the world have gotten together and found a common bond. All black men face the same enemies in their search for identity in a world of white power.

ROLE OF WHITE

Farmer is asked about the role that whites could play in the movement now that Negroes are closing ranks in order to serve their best interests.

"It is extremely difficult, but not impossible for whites to work in the ghetto due to the burgeoning Negro self-pride," he answers. "The role of the white intellectual should be to engage the nation in a debate." In this way, the people can be convinced that "What's good for the Negro is good for the nation," he concludes.

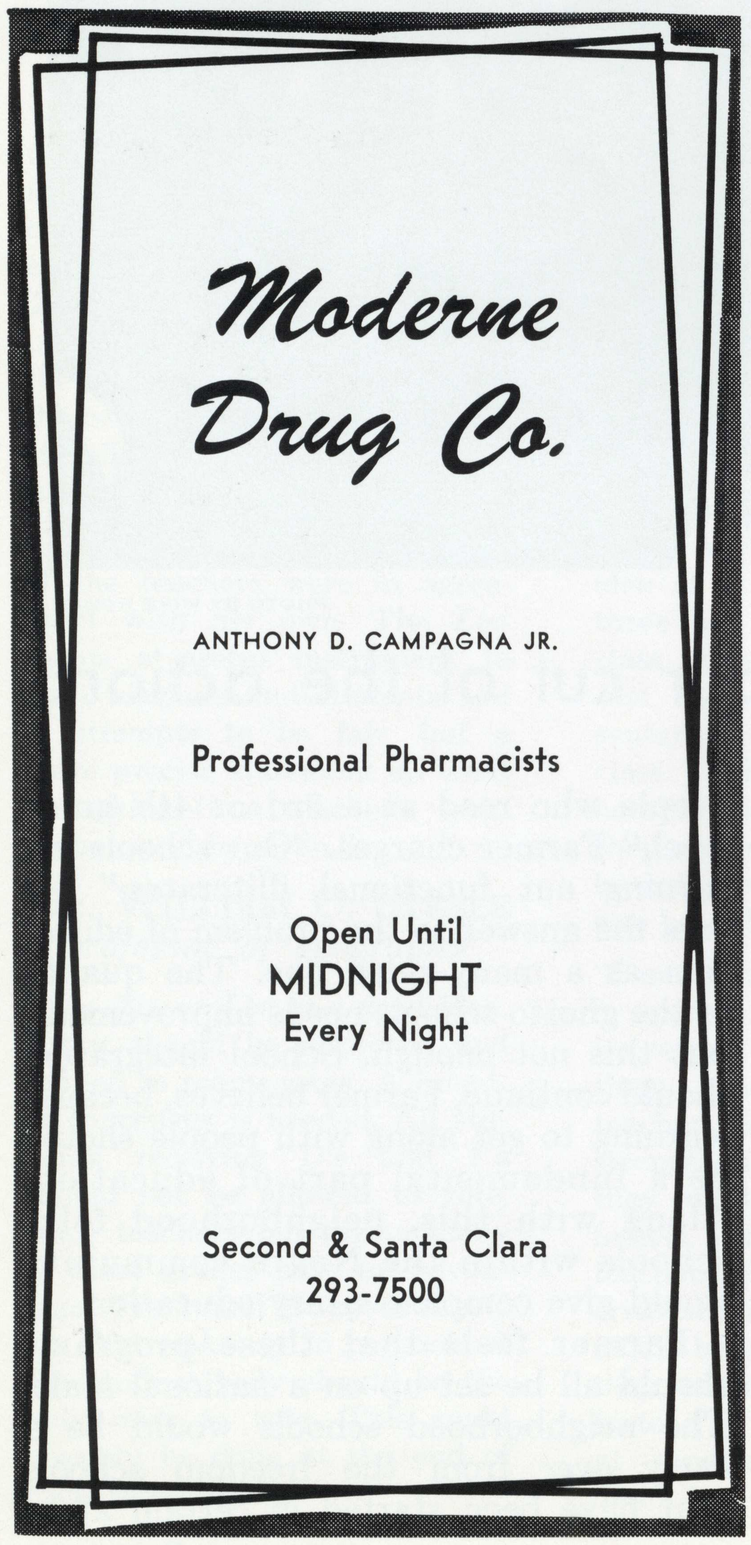
Many changes have taken place since Farmer helped to found CORE in the early forties. But they have not profoundly affected the masses in the ghettos. Things are still essentially the same.

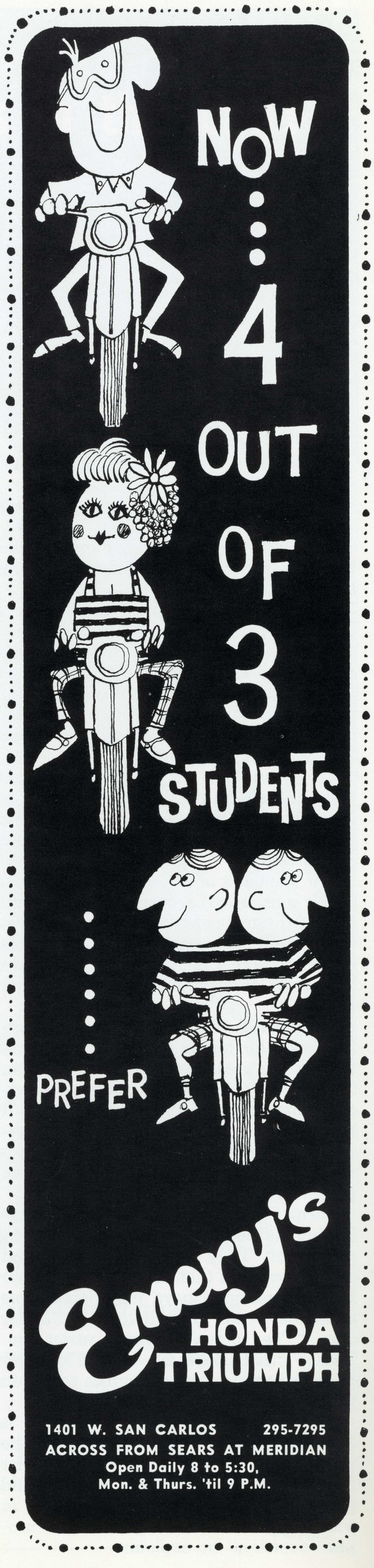
Farmer was the first national chairman of CORE, and also served as its national director. He was one of the first Freedom Riders, and has been jailed several times. Last year, he finished his first book, titled *Freedom When?*

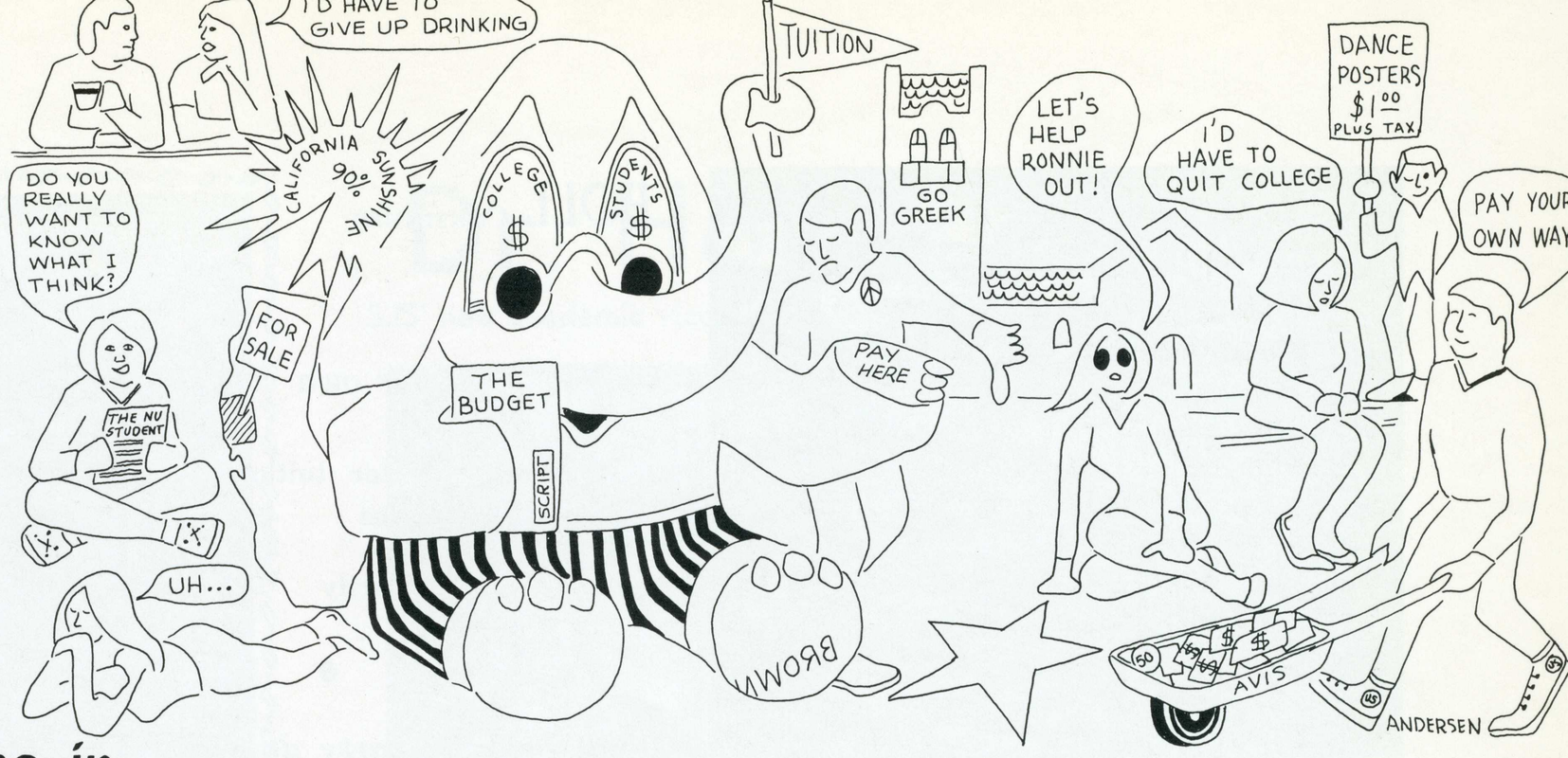
Farmer left CORE to head the Center For Community Action Education. This program is presently non-operational because it was to be funded through EOC, headed by Sargent Schriver, but the money never came. Farmer is now in contact with several philanthropic and business organizations and hopes to get the funds from them.

But the man, like the problems the masses face, remains unchanged. He is still dedicated. One of his favorite phrases is, "The wheel that squeaks gets the grease." If men like James Farmer keep "squeaking" and working, America may someday fix what he considers the most out of line wheel in American society, the vicious circle of prejudice and poverty.

• *sparta life*







WHAT do SJS students think about tuition, politics, the Vietnam war and drugs? Here are the answers, the results of weeks of questioning, in . . .

THE *sparta life* POLL

A poll of 900 SJS students by a Sparta Life research team early this semester reveals that local collegians

- oppose college tuition by a ratio of eight to three.
- favor either Michigan Gov. George Romney or New York Sen. Robert Kennedy for president in 1968.
- tend to be politically independent rather than party minded.
- tend to favor either stopping or escalating U.S. military activity in Vietnam.
- support U.S. bombing of North Vietnam.

Students from nearly all major fields of study are represented in the poll. About half of those who responded are male, and half are female. Classes (freshman, etc.) are represented in the same proportion as in SJS' total enrollment. Responses were sought at dormitories and Greek houses, in classrooms, and at various busy student centers on campus.

The ability of a student to pay extra fees seems to have some bearing on his position on the tuition question. Of those who say they favor tuition, four out of five say they could still continue at SJS if more fees were charged. However, more than three out of five in the anti-tuition category say tuition would affect their chances of staying in college. About the same percentage in both categories claim to be self-supporting.

The typical pro-tuition student says the extra charges would help balance the state budget, and that students should pay for what they get. He most likely belongs to the Republican party, chooses Gov. Romney for president, thinks the war effort should be stepped up and opposes legal use of marijuana.

The student opposing tuition says the extra charges would force low-income students out of college, and that the state should provide free education. He is an independent voter, but more often a Democrat than a Republican. He would vote for Sen. Kennedy for president, wants the U.S. to get out of Vietnam, and favors legalized marijuana use.

Should California state colleges charge tuition?

overall		freshmen		sophomores	
yes	27%	yes	22%	yes	25%
no	71%	no	75%	no	72%
und'cided	2%	und'cided	3%	und'cided	3%

juniors		seniors		graduates	
yes	26%	yes	29%	yes	26%
no	72%	no	71%	no	68%
und'cided	2%	und'cided	0%	und'cided	6%

Would extra tuition fees affect your chances of continuing your college education at SJS?

overall		for tuition		against tuition	
yes	49%	yes	16%	yes	62%
no	48%	no	81%	no	35%
maybe	3%	maybe	3%	maybe	3%

Arguments in support of tuition given by those who answered "yes" to question one:

Tuition would help the state budget	36%
Students should pay for what they get	30%
Students would be more serious	12%
Tuition would mean more educational improvements	12%
State school financing is unfair to taxpayers	10%

Arguments against tuition given by those who answered "no" to question one:

Too many students could not pay	40%
The state should provide free education	33%
Tuition would be a discriminitory tax	20%
The money is available elsewhere	6%
Tuition would be OK at a permanently low cost	1%

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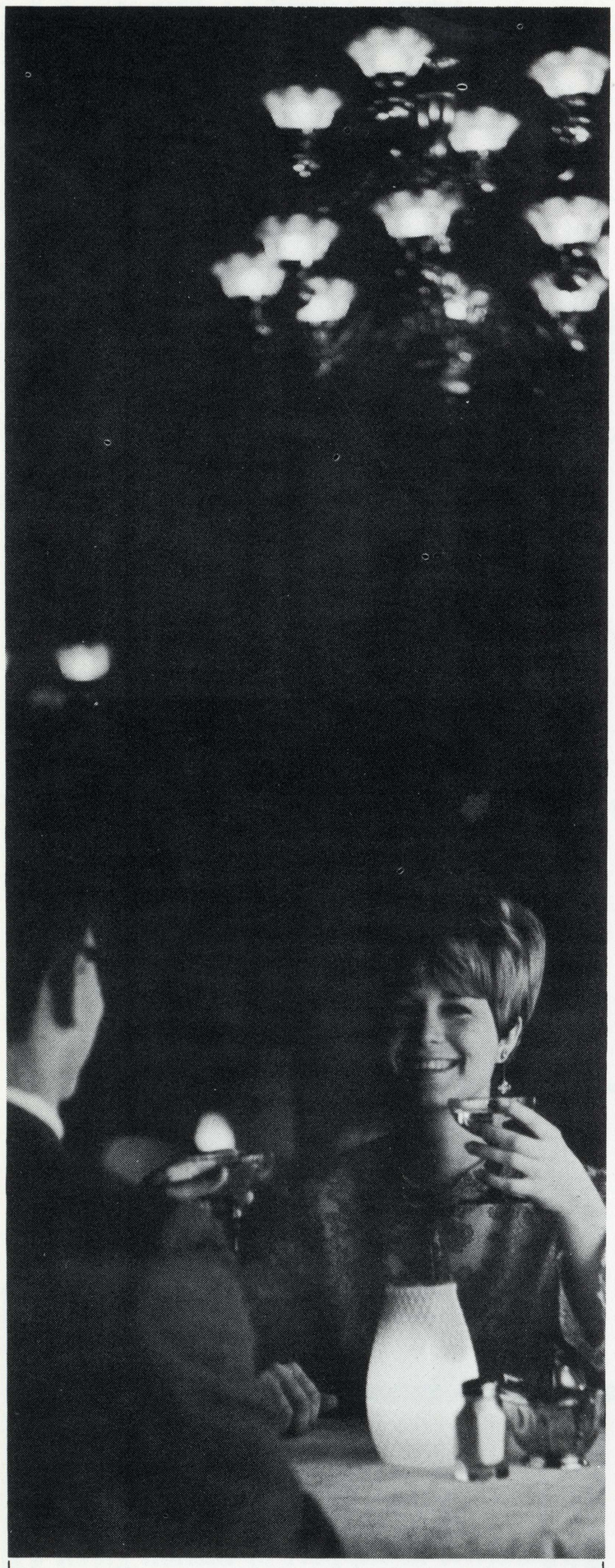
RESEARCH BY RHYSA DAVIS AND SUE DUNN

ILLUSTRATION BY PAUL ANDERSEN



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POLL Continued

Do you pay your own college expenses?

overall		for tuition		against tuition	
yes	49%	yes	49%	yes	49%
no	42%	no	42%	no	42%
partly	9%	partly	9%	partly	9%

◆

What political party do you belong to, if any?

overall		for tuition		against tuition	
Demo.	26%	Demo.	16%	Demo.	31%
Repub.	29%	Repub.	50%	Repub.	20%
Inde.	45%	Inde.	34%	Inde.	49%

◆

For whom would you vote for U.S. president in 1968?

overall		for tuition	against tuition
Romney	31%	45%	26%
Kennedy	31%	15%	37%
Johnson	10%	11%	10%
Nixon	8%	15%	5%
Reagan	2%	4%	1%
Humphrey	1%	1%	1%
other	17%	9%	20%

◆

Should U.S. military activity in Vietnam be discontinued, curtailed, kept at present level, or escalated?

overall		for tuition	against tuition
discontinued	28%	17%	33%
curtailed	18%	16%	19%
present level	18%	23%	17%
escalated	28%	44%	22%
undecided	8%	0%	9%

◆

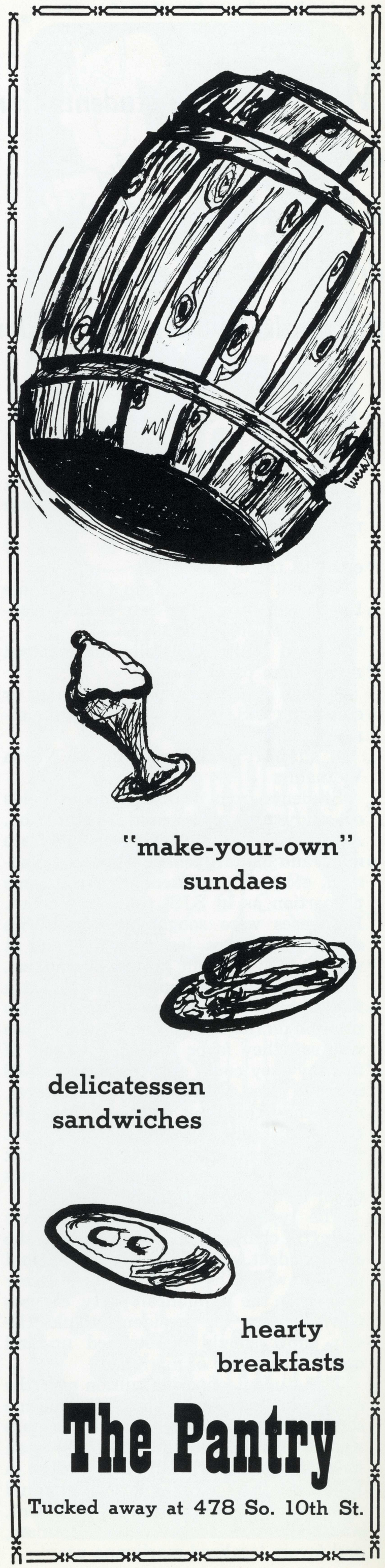
Do you approve of bombing North Vietnam?

overall		for tuition		against tuition	
yes	54%	yes	75%	yes	46%
no	38%	no	25%	no	43%
und'cided	8%	und'cided	0%	und'cid.	11%

◆

Should marijuana be legalized?

overall		for tuition		against tuition	
yes	49%	yes	34%	yes	55%
no	49%	no	65%	no	43%
und'cided	2%	und'cided	1%	und'cided	2%



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Dr. Hobert Burns

SJS' new academic vice president explains his philosophy of education.



PHOTO BY KEN JONES

BY CINDY LYLE

Perhaps the most striking feature about Hobert Warren Burns, aside from his obvious sincerity and enthusiasm for his work, is the air of confidence with which he confronts each new situation.

This attitude is not wholly surprising, considering the breadth of academic background which led him to this campus. The installation of San Jose State College's first academic vice president in early January marked another step in the college's administrative reorganization plan.

As a well-published philosopher of education, Dr. Burns is a liberal. He leans heavily in favor of such an educational format as is found in SJS' Tutorials program. As academic vice president of the college, he is in probably the best position on campus to broaden the existing structure, since his duties will center around providing leadership in developing and affecting programs of instruction, research and supporting services, and in acting for the president in matters affecting the academic progress of the college.

Critical of the rigidity of general education requirements traditionally imposed on all students, Dr. Burns laments that "we are trapped by a document called Title V in which the California legislature has prescribed the General Eudcation requirements that students must take. Each student, regardless of concentration, has to run a series of hurdles in many fields. Many of these requirements are irrelevant to the needs of the students, but the curriculum is very much dependent on the actions of politicians," he asserts.

The administrator would substitute a unified program similar to the Humanities-Tutorials system which would be extended to encompass the entire student body. He looks forward to a three-week seminar to be held during the summer months in Colorado concerning this educational trend.

Dr. Burns looks forward ultimately to a system wherein students interested in similar course matter can live closely together and devote working hours to common projects, thus sharing social and academic ties.

Perhaps more easily envisioned is Dr. Burns' hope of instituting interdisciplinary programs comprised of academic subjects designed to complement each other. Thus, a Latin American area study program would combine classes in the languages, history, politics, sociology and fine arts representing that geographical area.

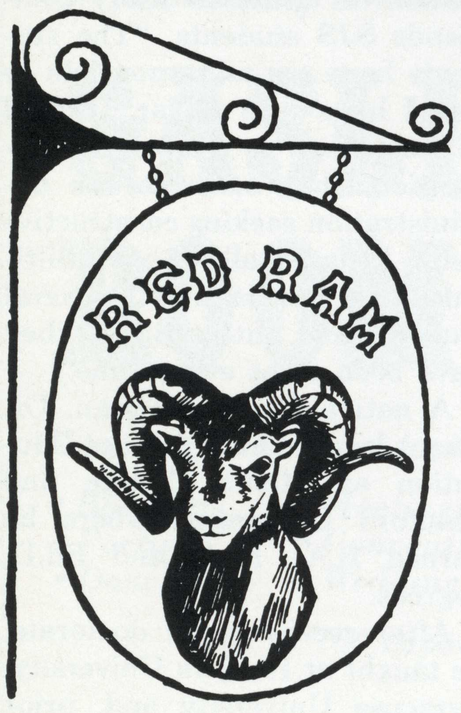
Although Dr. Burns looks forward to the time when SJS will enjoy university status, he stresses that graduate curricula not take precedence over the undergraduate program, commenting that the two academic levels can do much to complement each other.

The educator early expressed his interest in establishing student identity with the college. After several months of observation, he enthusiastically commends SJS students. "The students here are as responsible as any I have seen so far. Instead of hastening to public demonstration, they come to the administration seeking constructive help. I have talked over difficulties on this basis with several students and, interestingly, they have been right every time."

A native San Franciscan, Dr. Burns received his college education at Menlo College and Stanford University, where he earned B.A., M.A. and Ed.D. degrees.

After receiving his doctorate, he taught at Rutgers University, Syracuse University and, prior to his SJS appointment, was dean of the School of Education at Hofstra University, Long Island, N.Y. • ***sparta life***





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A Divorcee Through

BY MRS. X

I thought this story should be called "The Old Coed With the Hollow Head." Any divorcee over 35 (just barely) who thinks she can find happiness as a full-time college student must have a few weak spots in the cranium. Even an older woman with a family, however, does stand some chance of surviving this experience if she makes up her mind that a college degree is necessary for a career.

I am now locked in a death or graduation struggle with my last semester. I have become so inured to the feeling that I may collapse at any moment that it is now just a part of my life.

Perhaps it is the realization of imminent disaster that makes me glad I had finished two years of college at a leisurely hobby-like pace before I became a divorcee with a career to contemplate and two boys to be responsible for. It was at that point that I decided to finish college and then look for a job. As it turned out, the first year of college plus summer session, almost finished me.

Of course, I was operating under innumerable handicaps. At least, that was how I consoled myself. There was the emotional strain of getting a divorce for one thing. I had thought studying would take my mind off personal troubles; instead personal troubles took my mind off studying. Since my powers of concentration have shown so little improvement despite a lessening of strife, I have had to conclude that my ability as a student is not outstanding.

During this first year and a half I also had home troubles in the form of five individuals, three of whom are cats. The two of these five that are boys were responsible for the three that are cats. That is to say they were responsible for the presence in this house of the cats, not for the feeding or the letting in and out of. It requires more than you would imagine just to feed and let in and out these particular cats. In fact, it is and was a full time job for anyone that wants to apply.

HANDSOME CAT

The oldest male of this trio of cats is a handsome, manly looking devil but he and I were ashamed of his thin reedy yowl. To cover up he took to clawing the window screens to signify his intention to enter the house. This was an action that would arouse me from the soundest slumber, especially after he tore two of them to shreds.

The only female cat, a shoulder-sitter, always chose to be pregnant during the time of finals, registration or mid-terms. Pregnancy makes her moody, and during this time she leans on me heavily while complaining of her plight. Pregnancy also makes her heavier and clumsier so I am permanently stoop shouldered and scarred from trying to type and study with her companionship.

Despite being outnumbered, the two boys were even more of a problem. They did not take my college career seriously, but they did regard their homework and other affairs as matters demanding immediate attention and cooperation from me.

7:05 BUS

One boy had to catch a bus at 7:05, though why I should know I can't think, since he never caught it. The other presumably caught a bus at 7:40, but I never was sure, since I left somewhere between the two times. The strain of feeding cats, dragging boys from beds, screaming from the next room when it appeared obvious they'd gone back to bed the minute I left the room, fixing a breakfast that would taste as good hot as cold and eating something that would sustain me for the long day ahead, would leave me in an emotional state far from conducive to being educated.

That, of course, was just the first year. The grimness of those days was pale compared to summer session. At least during the winter they had forcibly arisen early and had been fairly tired at night. When the combination of a physical endurance contest and intellectual stimulation left me a mumbling heap by 10 p.m., I could go to bed. It was during this time that I began to wonder, rather bitterly, who had ever thought of the term *gay* divorcee.

SUMMER SESSION

Then came summer session, and bed times got later and later (boys and cats are nocturnal animals). But I had to get up at 6:15 in the morning. It was only after I got back home very late in the morning that those long glorious carefree summer

Struggles College

days could really begin and go on and on. Exhaustion made me indecisive as I never carried out my plans to either sell the two boys, kill them or quit school.

Now that I am so close to the end of my scholastic career it would be more encouraging to other "little old lady" divorcees if I could say that there were some signs of improvement. But I can't . . . at least not truthfully. I have aged at least five years while boys and cats are only a little over a year older. The boys still think its funny to ask me what I'm going to be when I grow up. The moody, pregnant cat of last year is the moody, pregnant cat of this year. She, like I, seems no wiser for a year's experience. I have no positive clues that will help others in a similar situation. But through experience, some of it rather bitter, I have evolved a few "don'ts."

One important one is *don't* try reading any of those books on "How To Study" . . . "How To Get Better Grades," etc. They are written for the college age student and they will only lead you to make little schedules of studying at set times and set places. They also will lead you to a sense of failure, because you can never manage them. It is far better to feel quite pleased with yourself because you found your classroom the first day, or because you didn't cry during registration.

GOOD GRADES?

As for good grades, you may well ask just what they mean by good. As far as I am concerned, a C is equivalent to, if not an A, a merit badge. There are so many factors that contribute to my not making higher grades, it makes my head swim just to think of them. Among these factors is one which is definitely the fault of the college. I, for one, feel that the only people who should be required to cut up frogs are those people who intend to do so for a living. Nevertheless, a cutting-up-frogs class is required for a great many majors. If you take into account that I spent the time during that class looking very determinedly out of the window and holding my ears (they croak very piteously), you may appreciate why I think a C is a very creditable grade.

The last "don't" is difficult to make into a short motto that you could work into a sampler. It involves not being conspicuous because of your age, status, or opinions. It is perhaps best avoided if you don't equate age with wisdom. I have seen some painful examples of older students who seemed to feel that their personal opinions on subjects were worthy of as much class time as the instructor took.

For example, there was a man in a political science class who took it as a personal insult when the teacher said the Tennessee Valley had been declared a "depressed area." Since he had been raised there some 100 years ago, he proceeded to inform the class of the terrible mistake that both the government and the teacher were making.

A mature and unhappy looking woman in an anthropology class got into a rather heated argument over the definition of "survival of the fittest" and finally denounced the teacher as a Nazi. A most persistent woman in a literature class I attended, insisted that Franz Kafka's *Metamorphosis* could have been a Walt Disney type fantasy. When the teacher refused to agree with her, she became quite bitter and swept grandly from the room in mid-class. Unfortunately, she forgot her purse and had to come back.

It could be that these people are just looking for a place and time to express themselves. On the other hand, I simply want to get through college and out into the wicked world.

It may not be very inspirational to others to have such a mundane goal as getting out of college. Actually it's worse than that. My actual goal is just to get through each day until the days get to seven and make a week, and the weeks, etc. But I see no reason why other divorcees should not emulate this exhausting, aging experience. Why should they be out enjoying themselves when I don't even have time to bring in the mail?

And after all, this amazing combination of desperation and determination *has* brought me to my last semester, and, I hope, to a degree (which I intend to have stamped on my forehead). If I do falter, however, I have my exit all planned. I will walk quietly out in the middle of a class, and I *won't* forget my purse. • ***sparta life***





Governor Ronald Reagan proposed January 12 a $169 million budget for the California State Colleges for 1967-68 — $7.6 million under this year's budget and $44 million under the Board of Trustees' original budget request of $213 million. After cries of protest, demonstrations, freezes on admissions by college administrators, and a prediction of "disaster" by SJS President Robert D. Clark, it was announced by State College Chancellor Glenn S. Dumke March 14 that Reagan would request a budget of $191 million, to insure the acceptance of all qualified students.

The College Budget--



10% Fat?

BY BILL KOELZER

THE FUROR OVER BUDGET CUTS for the University of California and the State Colleges has subsided. Compromises have been reached, colleges are hiring and admitting students again, and both sides are breathing easier. Although the temporary budget issue has been resolved, however, the question of whether colleges *could* operate on reduced expenditures without hurting educational quality only lies dormant. When another budget proposal comes before the state for approval the issue will rise again.

How would a drastic cut affect curriculum, faculty, the state economy and the community? Is Governor Reagan right in assuming that college campuses are inefficiently run? Would the quality of education decline with a declining budget, or can quality actually be improved with limited funds?

Two vocal spokesmen for the opposing sides in the controversy are Dr. John W. Gilbaugh, professor of education and dean of the college from 1959 to 1966, and the man who Dr. Gilbaugh claims replaced him, Dr. Hobert Burns, serving his first year in the newly-named position of academic vice president. (Dr. Gilbaugh was reassigned to teaching duties last year by Pres. Robert D. Clark following a widely-publicized "feud" between the two over faculty control in American colleges and universities).

Dr. Burns claims the proposed budget for 1967-68 was an economical one, and maintains that even before the budget squeeze the State Colleges were lacking in adequate funds.

Dr. Gilbaugh, however, believes "featherbedding practices" and "dual-administration" in campus politics brought the budget crisis, and proposes a solution which would increase teachers' salaries by 20 per cent and reduce costs. Under his plan, part-time instructors, their secretaries and the space they occupy on campus would be phased out.

"If he (Reagan) thinks there's ten per cent fat," Dr. Burns says, "he'll find it just isn't there. It was an honest budget." Dr. Gilbaugh, however, disagrees, saying, "I think the quality of education can be increased and the budget reduced. A lot of the committee work here is meaningless, and those things that faculty members do besides teaching should be cut to the absolute minimum."

The state now requires a full time instructor to teach 12 units and receive credit for three units of combined counseling, administration and committee work—this is one (1.0) faculty Full Time Equivalent position.

"There are 1,000 FTE positions here," Dr. Gilbaugh says, "which is 12,000 units (1,000x12 units each). About 200 of these positions are filled by part time or temporary teachers, accounting for 2,400 of the 12,000 FTE units. If the part time employees at SJS were phased out, and if the 800 full time teachers would each teach three more units, the total units would remain the same (800x15=12,000) and we would not need secretaries for all those (part time) persons, or the desks and offices they use. The extra space would permit every qualified student who wanted admission to the college to be admitted."

"Now some faculty members may argue that 15 units is too heavy a load, yet 25 per cent of the faculty are teaching or doing outside remunerative work off campus." Dr. Gilbaugh says professors would be paid for the extra three teaching units, having their salaries raised 20 per cent.

Dr. Burns, however, claims faculty positions would have been cut unreasonably by Governor Reagan's original budget. Last year state auditors, after inspecting the SJS curriculum, decided the college had 60 too many positions.

The original budget, Dr. Burns claims, would have eliminated 110 positions, 50 more than the recommendation.

He continues, "The freeze on hiring is another unfortunate thing. At hiring, a new doctor's candidate looks for a job. The California State Colleges are not hiring, so the private colleges snap up the good prospects. So you end up with the picked-over instructors."

How would a budget cut affect the curriculum? "The budget cut means a one year delay in curriculum plans at SJS," Dr. Burns says. "Two master's programs in electrical engineering were planned, but can't be carried through now, and that's only one example. Reagan's budget adds insult to injury. The State Colleges had been starved for funds even before the cut. With such incredible bureaucracy in the state, it's difficult to make any advance."

Dr. Gilbaugh, however, sees the "bureaucracy" as the fault of the faculty's "featherbedding practices." He states that the Board of Trustees has allowed this alleged waste of money by ordering the formation of faculty councils or senates on each campus, in return for faculty support. "The guidelines supplied by the central administration for writing local senate constitutions virtually insured the maximum in featherbedding practices," he says.

Regarding the effects of the budget squeeze on faculty loads in her department, Dr. Mary Bowman, chairman of the Women's Physical Education Department, can produce folders showing that nearly all her faculty members carry more than the established full time load of 12 units. "Initiative, creativity, expansion, improvement of instruction — all these things take time, money and faculty, unless we can somehow figure out a way to effectively teach 250 students at one time," Dr. Bowman says.

On diversification of courses Dr. John T. Ballard, assistant chairman of the Political Science Department, says, "The addition of a new class often means that an instructor will have an opportunity to teach in his special field." Dr. Gilbaugh's opinion is, "Some courses are designed for faculty members — this is not good unless it contributes to the students. Classes should be added according to the needs of society and the student, not because a faculty member has a particular talent in that field."

Are California's excellent educational institutions a major reason for the state's economic growth? According to Dr. Burns, the fruitful success of California's aerospace industry can be traced directly to advanced education; and its potential decline to curtailed advanced education, due to budget cuts. "Why do the aerospace industries locate here?" he asks. "Well, one reason is the climate, but the greatest reason is that they can send their researchers to advanced school at Stanford, USC, UCLA, and any of the other colleges having technical courses. The companies can also recruit new men as they graduate from college. California gets fat on aerospace and so what happens if 'Ronnie' cuts the roots off the tree? If they cut back on the budget, the first thing they cut is advanced research funds or 'seed money'."

Dr. Burns holds that the state "bureaucracy" strangles the college through its chain of command until, "In General Education what we do is mandated by law. Lawyers tell us what should be taught. We should have more freedom than that." Dr. Gilbraugh disagrees. "In General Education we have freedom in choosing the contents of the course while its name remains the same. And eight or ten units we can designate ourselves.

"I'm for some structuring," he maintains. "We need some limitations on colleges and universities because they are public tax-supported institutions and the people have a right to know something about how colleges are run."

And so the difference of opinion continues between the state government and the Board of Trustees, between faculty members and administrators, over the budget question. Although this year's controversy has been settled, differences will arise year after year, as long as men can reason for themselves, and as long as money has value. The only acceptable answer to the dilemma seems to be compromise on both sides.



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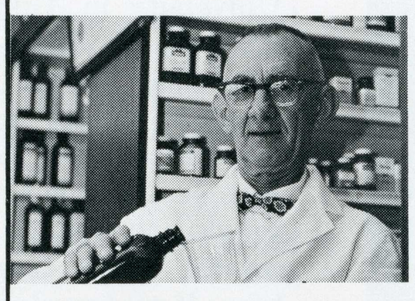

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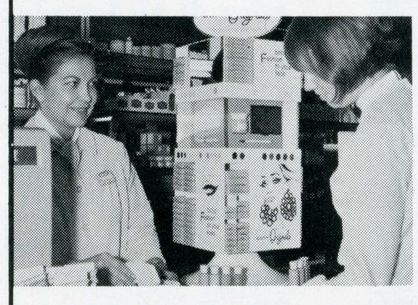

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College Credit Abroad

BY PATTY WISCAVAGE

SPANISH GUITARS are singing gay flamenco tunes in Granada, students are strolling under blossoming trees along the Left Bank in Paris and someone is comptemplating the nature of things in the serenity of a rock garden in Tokyo.

They are all earning academic credit toward their degrees from San Jose State College.

Early last fall, 46 SJS students flew to seven countries for a year-long adventure in friendship and learning. They are nearing the end of their studies, but their friendships will remain.

Judy Harbour, senior history major from San Jose, is one of the four SJS students at Waseda University in Tokyo. Since the students in Japan and Taiwan have the option of returning straight home or the same amount applied to a ticket via Europe, Judy is looking forward to visiting Poland, Russia and several other European countries. If all her plans materialize, the trip home will take a full month—enough time to soak up a little European culture to balance out the Asian influence.

While in Japan, Judy is staying with a family which includes three teen-age daughters. The family speaks some English, but Judy has found it more expedient to learn Japanese. She was especially proud the day she got lost in Tokyo's infamous train station and was able to converse well enough to find her way out out of the maze. She must take a bus and two trains each way to school, a total round-trip commute of an hour and a half.

Like many of the other American students abroad, Judy is teaching English. Her pupil is an older woman, a friend of her "family" there.



Richard Wada captures the spotlight at an informal gathering at the home of the Resident Director of the program at Waseda University in Tokyo. Richard is a senior at SJS, from Pasadena.





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She claims to handle chopsticks like a native, for the most part eating native food. However, spaghetti is a favorite lunch at the University cafeteria.





Carolyn Brecunier (extreme left), from Los Gatos, and Linda Buchser, with new friends on the steps of the Facultad in Granada.

Linda Buchser, San Jose English major in Granada, Spain, writes home for fabrics to be made up in Spain where she reports the styles are very high fashion and dressmakers plentiful.

In class Linda, a senior, studies with the regular students, though she finds the educational system a little strange. She says "student-professor communication is zero" and students are expected to perform more like tape recorders — feeding back just what the book and the professor say.

Although Granada is about three-fourths the size of San Jose, Linda says the atmosphere there is very relaxed and rural in character. She has become so enthusiastic about Spain that she is trying to find a way to stay another year.

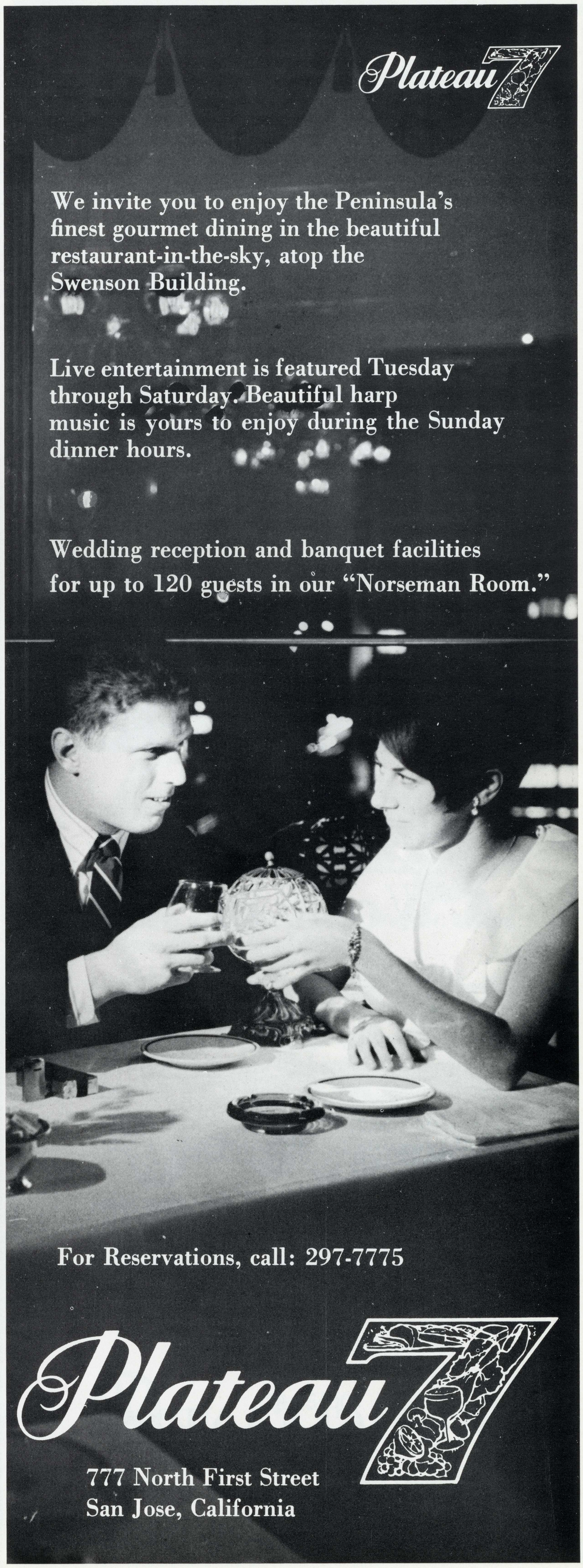
Dr. Sebastian Cassarino, assistant professor of foreign languages at SJS and adviser for the program, says that next year, 1967-68, SJS will have between 45 and 50 students abroad. The number has steadily increased each of the four years of the program's existence.

Early this spring, Dr. Thomas Lantos, director of the California State Colleges' International Programs, offered several points for a student to consider when contemplating study abroad.

First, the lack of money need not be an insurmountable barrier. Costs range from about $1,800 to $2,300. This includes everything except holiday travel, gifts and miscellaneous personal expenditures. There are some funds available, Dr. Lantos stated, and "we've never turned away a qualified applicant for lack of money."

Secondly, the language barrier can be overcome in Sweden, Japan and Taiwan because classes are also taught in English. All other countries do require a degree of language proficiency.

Dr. Lantos emphasized that the program is not an opportunity to get away from it all. If you have problems, they will go right along. The year abroad does offer students new maturity, self-discipline and an increased awareness of the world as a single entity.





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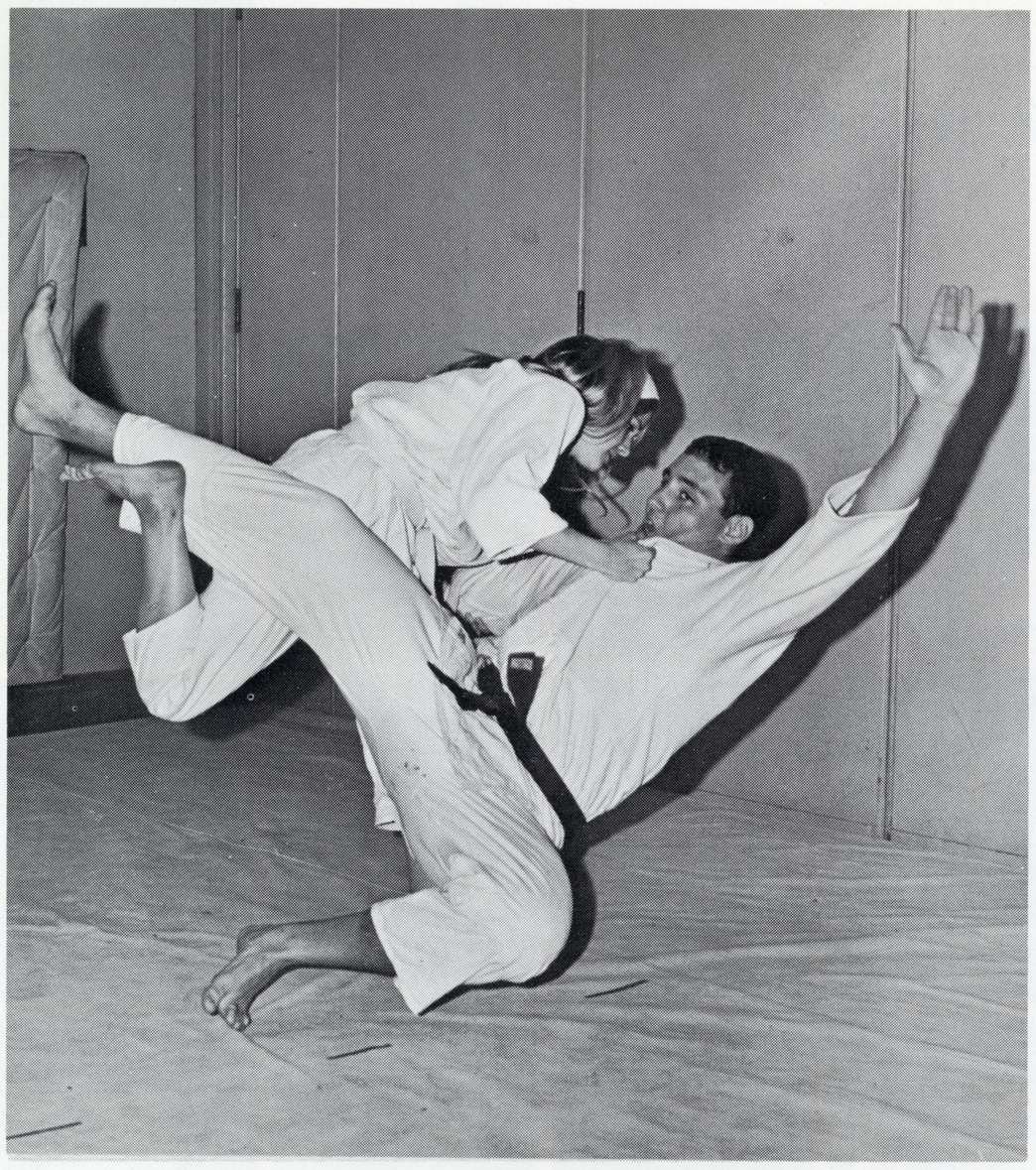
Women Judoists-- Deadliest of the Species?



Miss O'Day explains, "I would like to be able to defend myself if I got into a situation I couldn't anticipate." Solitske helps out at no charge to the college.

Rosie O'Day, taking judo for the first time, learns quickly as she throws Lewis Solitske, brown-belt varsity judoist.



ARTICLE BY BILL KOELZER

PHOTOGRAPHY BY AL DUBIEL

Their canvas clothes are baggy, except at the waist where their white judo belts tie in the front. They bounce into the SJS judo room, bow toward the huge mat covering the floor, and select partners. Judoists? Yes, but women students, all 43 of them.

Rosie O'Day, taking judo the first time in her life, hesitates at the edge of the mat. Lewis Solitske, a brown-belt SJS varsity man who is there to help, says, "Come at me with a knife." She does, holding an empty fist in front, and goes flying over his head, landing with a bang on the floor. "Are we going to learn that?" she asks. Lewis says, "Sure." She jumps up from the mat and says, "Let's try it again."

And so it goes for about ten throws. Then she takes a turn at throwing him. In the background 42 women do judo exercises under the watchful eye of Yosh Uchida, 1964 U.S. Olympic Team coach and judo coach at SJS since 1947. Then Uchida calls them to order, gives quiet instructions as they huddle around him, and they spread throughout the 80-feet square room, tugging, shoving, and throwing each other in happy abandon. This is the scene each Tuesday and Thursday from 1:30 to 2:30 p.m. in the men's gym.

But do the women really learn judo? Uchida grins, "They learn enough to know to stay out of trouble . . . not to go looking for trouble. They are all serious about it and there are very few absences."

Just now Rosie O'Day throws Joanne King who lands with a booming thud nearby. Asked why she is taking judo, Miss King says, "Mostly for information's sake — just to experience the art." She takes gymnastics also, and feels judo will help her. "I'd rather take it now for free than pay a private instructor about $160 later."

Rosie O'Day explains, "I would like to be able to defend myself if I got into a situation I couldn't anticipate." Now the two attractive blondes return to the mat, attacking each other. This time Miss King does the throwing.

In the women's judo class (offered since 1957) Uchida teaches the women, "*first* to fall, then how to throw and to do judo exercises." He adds that quite a few women want to take the course again, but he doesn't have the space to teach them, so they are limited to just one class at SJS. Personnel to teach, though, is no problem. Male alumni judoists and varsity members help at no charge to the college. Most of the alumni helpers are former NCAA blackbelt champions, and combining their talents with those of Uchida, one of the ten or fifteen sixth-degree, blackbelt holders in the U.S., the women learn quickly.

When asked if any of the women ever continued on to earn a blackbelt, Uchida says, "Well, I've never heard of any."

● *sparta life*

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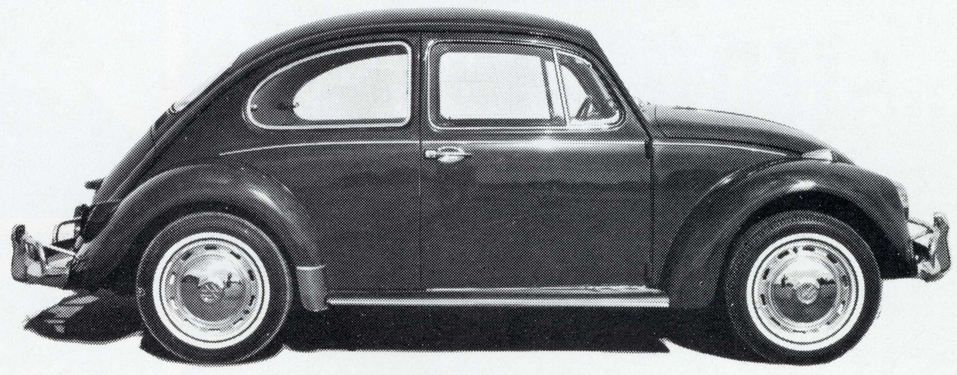

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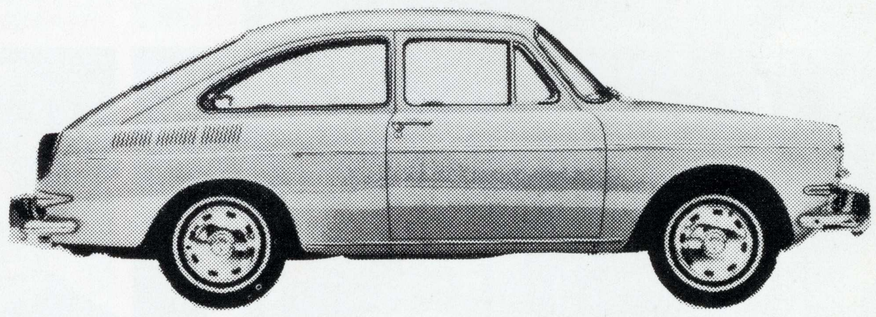

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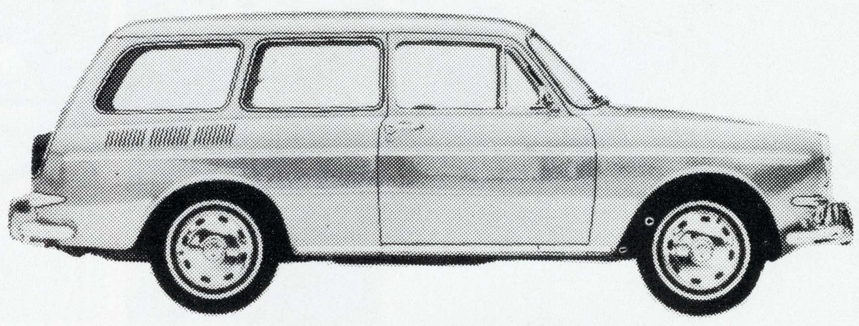

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1967 Graduates

Some of this year's graduating seniors and master's candidates are pictured.

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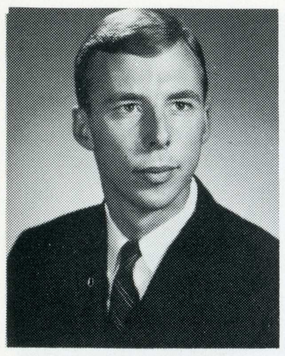
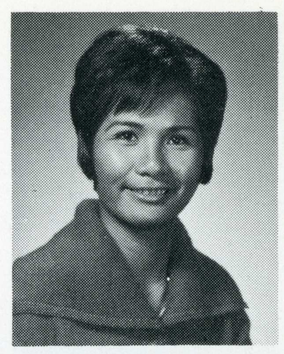
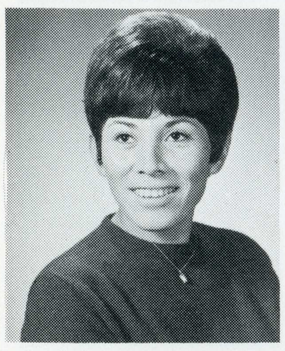
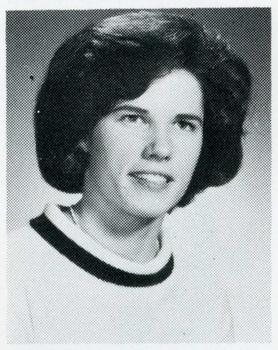
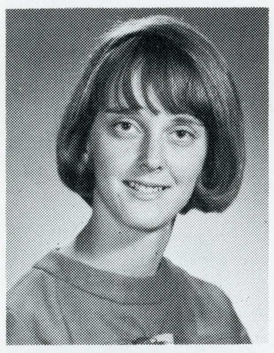
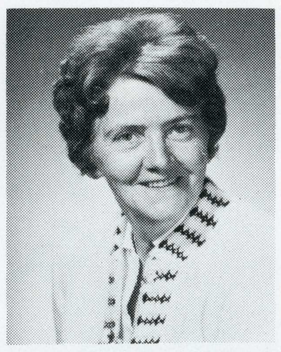
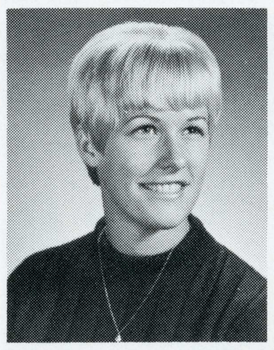

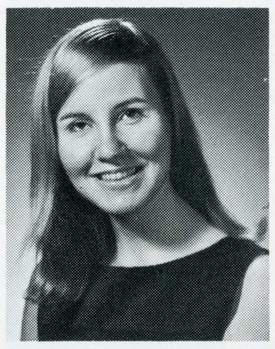
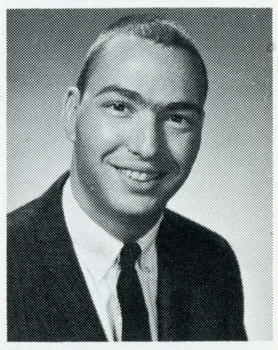
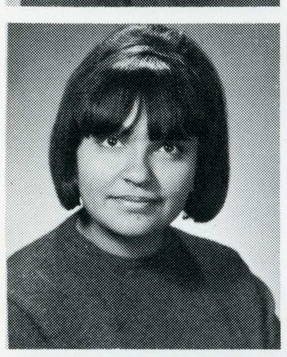
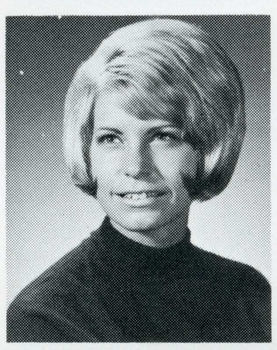
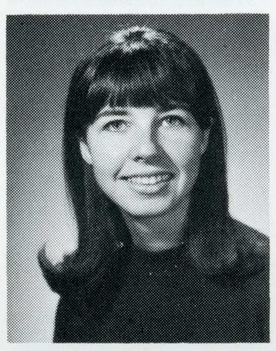
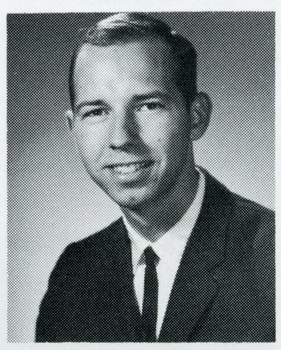
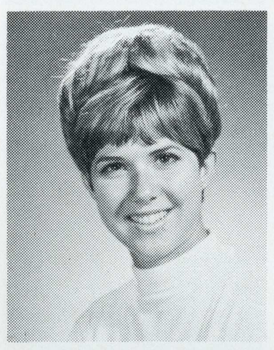
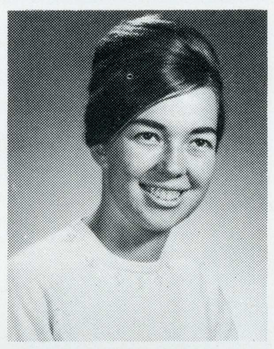

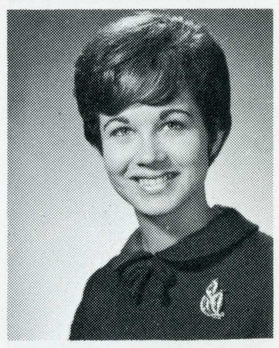
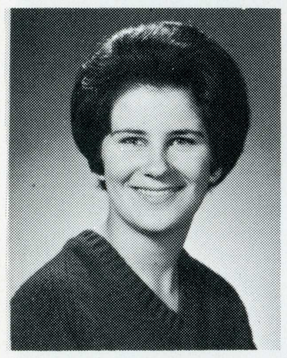

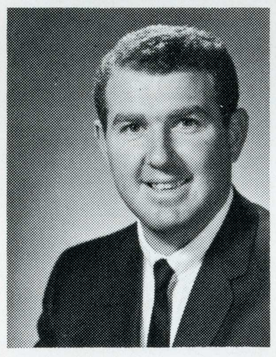
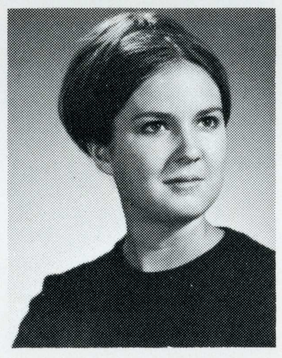
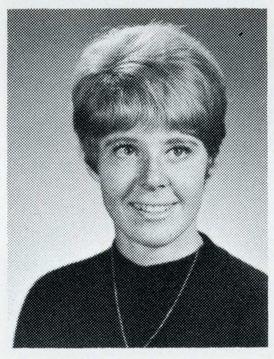
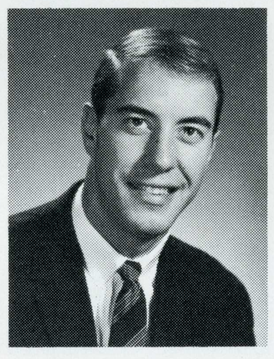
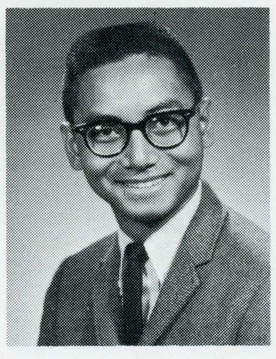
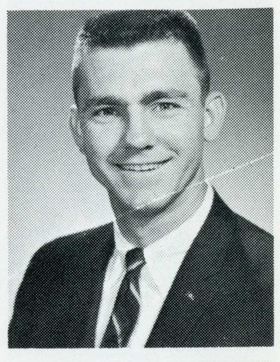
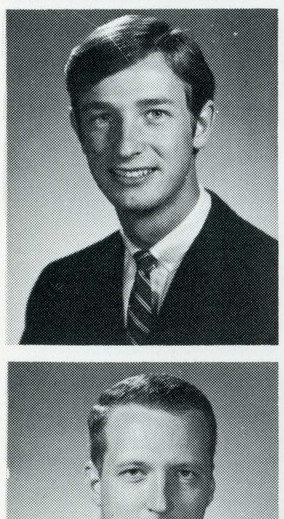
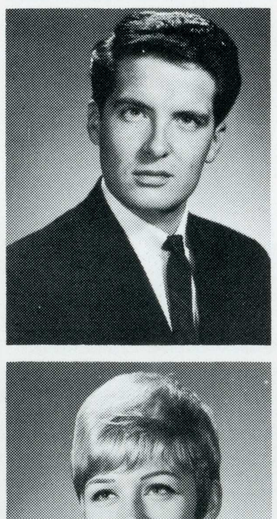

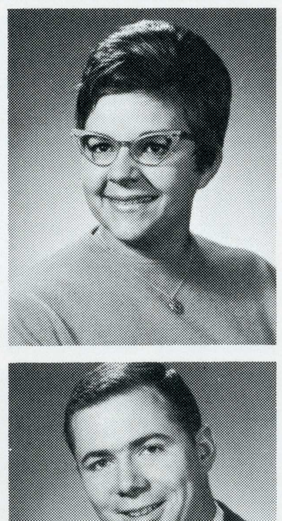
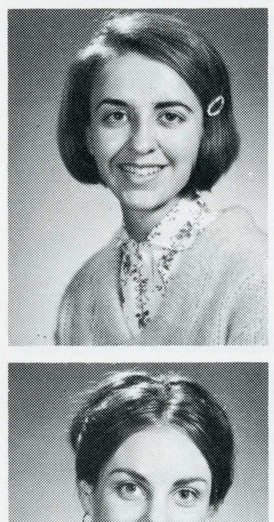
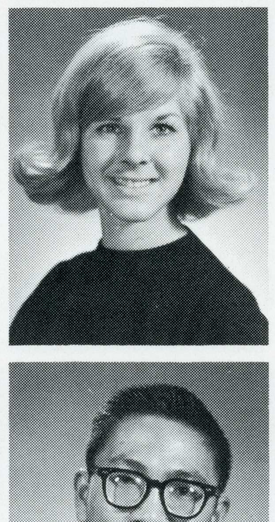
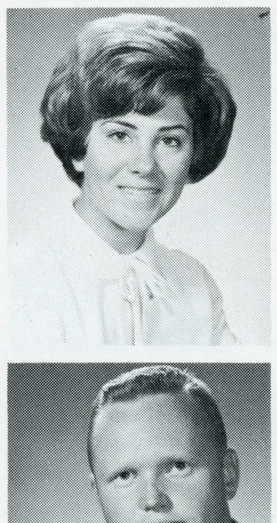
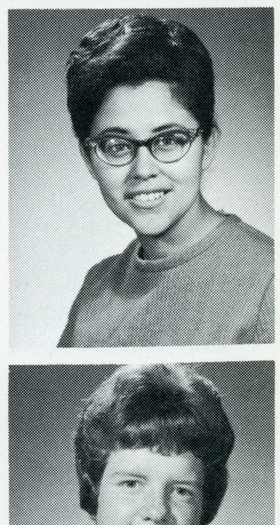
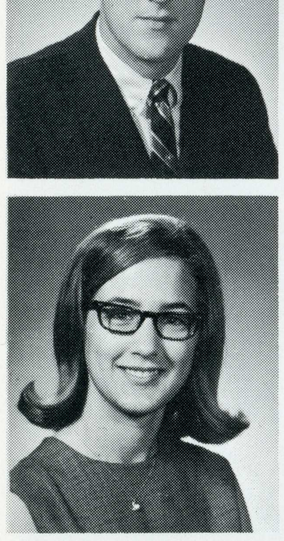
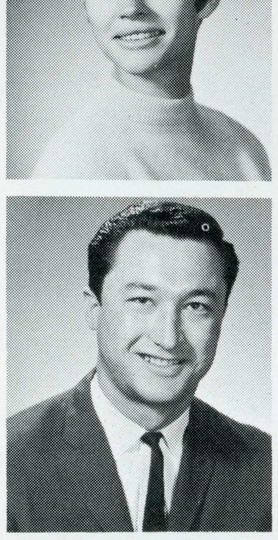
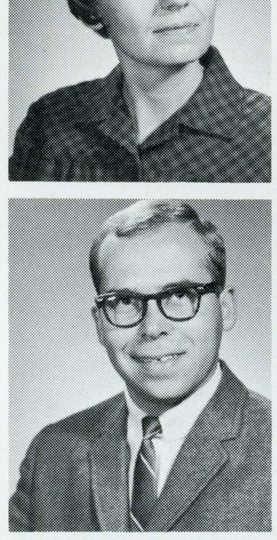
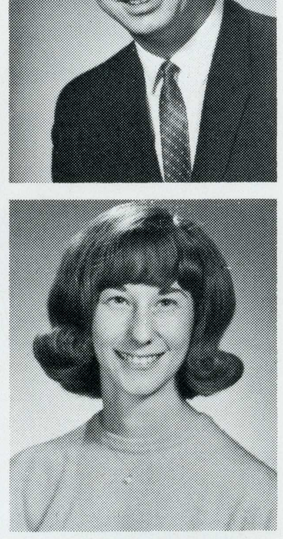
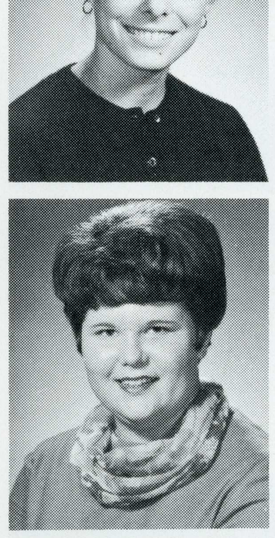
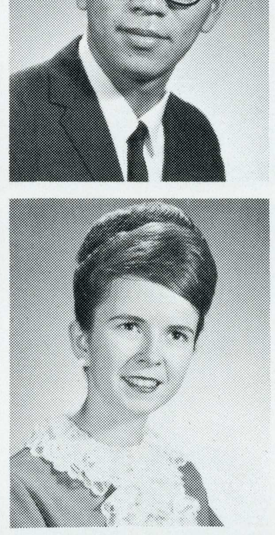

Kirk Aguer, Bus.
Rosie Aguilar, Sec. Sci.
Michele Albano, Eng.
Marilyn Alexander, Soc. Sci.
David J. Amdal, Adv.
Steven E. Ames, Mag. Journ.
Helen Anderson, Bus. Mgt.
Tim Anderson, Law Enf.

Margot Anthonisen, Occ. Ther.
Carol Armstrong, Mag. Journ.
Shirley Baba, Art
Paul Bailiff, Eng.
Bonnie Baker, Mkt.
Luis Baraona, Elec. Eng.
Lloyd Bareuttier, Bus.

Bonita Barnes, Nat. Sci.
Linda Barozzi, Bus. Adm.
James Basin, Pub. Adm.
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Elfrieda Bender, Russian
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Salvatore Bianco, Pol. Sci.

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Phyllis Brown, Family Life
Bette Bryan, Health and Hygiene

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Linda Egan, Math.
Jack Elgredge, Bus. Ind. Mgt.

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Brenda Estruth, Soc.
William Ewertz, Adv.
Pam Falt, Soc. Sci.
Al Fawcett, Adv.
Charles Ferguson, Mech. Eng.
Douglas Fields, Marketing
Mike Fife, Bus. Marketing

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John Fisk, Mgt. Mktg.
Robert Fleck, Ind. Mgt.
Charles Flory, Geography
Celine Fok, Adv.
Charles Follett, Law Enforc.
Sharon Forrest, Soc. Sci.
Melba Forsberg, Soc.

Rick Foster, Psych.
Joe Francis, Bus. & Ind.
Ron Frankel, Psych.
Charlotte Free, Drama
Marjie Frost, Soc.
Paul Gaiser, P.E.
Claudia Geno, Soc. & Psych.
Carole Gipe, Psych.

Gloria Glidden, Com. Art
Harriett Goddard, Art
Andris Goldmanis, Ind. Tech.
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Tathagat Gosalia, Elec. Eng.
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Leslie Greer, Soc. Sci.

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Gayle Hendry, Bus. Mgt.
Michael Hertel, Poli. Sci.
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Cheryl Hubbard, Art
William Huckaby, Mech. Eng.
Alma Imamura. Occ. Ther.
Linda Inouye, Nat. Sci.
Connie Ishihara, Med. Tech
Johnnie Jackson, Journ.



Louise Jardine, Soc. Sci.
Lourine Johnson, Radio-TV Journ.
Gertrude Jones. Soc.
Judy Kaita, Soc. Sci.
Sheryl Kanechika, Soc. Sci.
John Keating, Bus.
Jackie Kelley, Eng.
Leslie Kelley, Soc. Sci.

Joyce Kerr, Eng
Katherine Kobayashi, Occ. Ther.
Cary Koegle, Journ.
Aleatha Landry, P.E.
Alice Larko, Eng.
David Lee, Elec. Eng.
Lou Lee, Psych.
Eric Lefstad, Chem.

Sue Longinotti, Soc. Sci.
John Lovejoy, Psych.
Felicia Lowe, Adv.
Patricia Lowther, Life Sci.
Barclay MacDonald, Acc.
Barbara Mansfield, Soc. Sci.
Robert Martin, Ind. Rel.
Janet Masik, Nursing

Marilyn Masunaka, Occ. Ther.
Tanil Matosian, Man Power Mgt.
Shirley Matsumura, Nat. Sci.
Carolyn Maynard, Eng.
Carol Morehouse, Bus. Mkt.
Molly McClintock, P.E.
Maureen McGlennon, Home Ec.
Sheila McManus, Soc. Sci.

Wilma McNutt, Soc. Sci.
Jean Medina, Eng. Lit.
Susan Menegay, Soc. Sci.
Lois Mendonsa, Soc.
Paul Michaels, Mech. Eng.
Russell Morris, Bio. Sci.
Joyce Mukuno, Med. Ther.
Vickki Muscat, Soc.

Bill Neary, Penlogy
Phil Nelson, Soc.
Marilyn Nicol. Int. Des.
Mary Nickerson, Bus. Ed./Econ.
Elizabeth Noto, Bus. Ind. Mgt.
Janyce Nunes, Family Life
Mike Oatey, Bus. Adm.
David O'Grady, Com. Art

Karin Olsson, Music
Carole O'Reilly, Occ. Ther.
Sharon Osaki, Journ.
Linda Osugi, History
Tarla Owens, Bus. Sec.
Marilyn Pappert, P.E.
Margaret Parker, Nursing
John Parsons, Bus. & Ind. Mgt.

Pam Pearson, Soc. Sci.
Edith Perez, Health & Hygiene
Joan Peterson, Soc. Service
Leonard Peterson, Acc.
Christine Popovich, Comm. Art
Craig Potter, Bus. Adm.
Florence A. Principato, Speech
Laura Pritchett, Eng.

Henry Quintero, Spanish
Jerrilyn Raber, Soc. Sci.
Ronald Reagan, Pol. Drama
Dave Reid, Soc. Sci.
Pamela Rentfrow, Med. Tech.
Susan Reyes, Eng.
Gerald Rickler, Bus. Mgt.
Frankie Ringer, Soc.

Vivian Rivoira, Soc. Sci.
Mariso Rizzo, Eng.
Gary Robertson, Soc. Service
Sue Robertson, Occ. Ther.
Donald Robles, Law Enforce. Adm.
Kathleen Rodeen, Soc.
Diane Roth, Soc. Service
Joyce Rupp, Soc. Service

Kent Ryan, Bus. Mgt.
Judy Ryan, Nat. Sci.
Charlotte Sakai, Soc. Sci.
Marilyn Sakai, Pol. Sci.
Martha Sampson, Eng.
Sandra Sartor, Bus. Ed.
Kathleen Sartoris, Nat. Sci.
Pam Scoville, Soc. Sci.

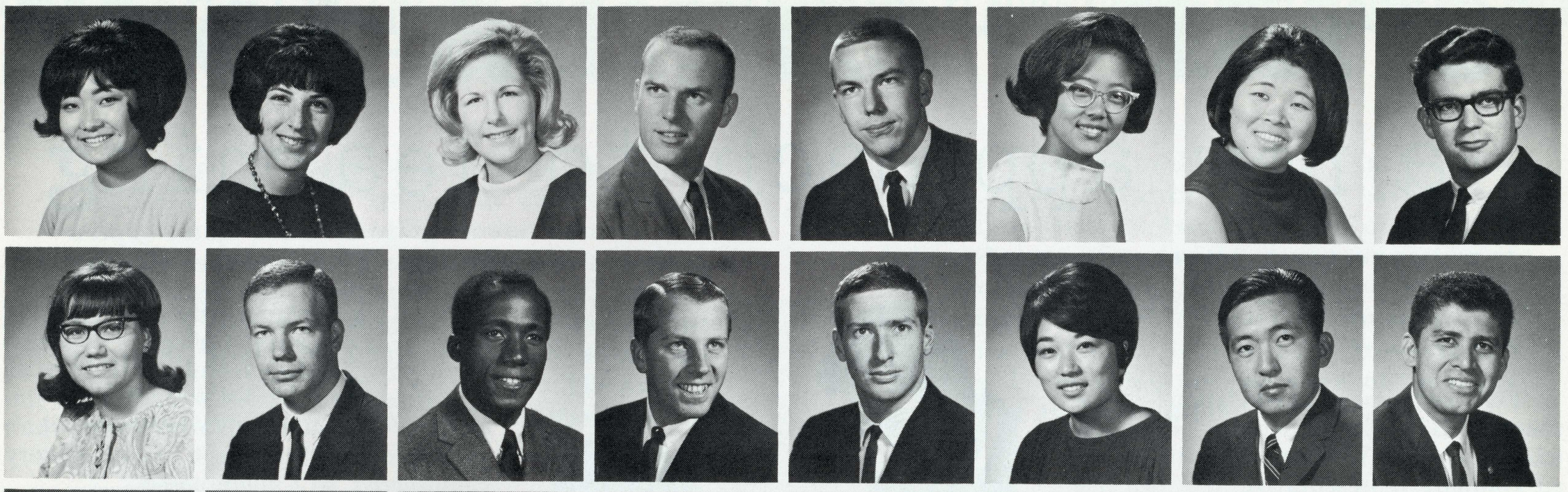
Rosemarie Schneider, Bus. Adm.
Nancy Schroeder, Home Ec.
Glen Schumacher, Geo.
Jeanne Shafsky, Eng.
Linda Shaw, Med. Tech.
Bill Sheaff, Bus.
Delores Sherman, Math.
Thomas Shigemasa, Penology

Wayne Silkett, History
Stefani Silva, Soc.
Louise Simmons, Soc.
Janet Simoni, History
Carl Skropeta, Bus. & Ind. Mgt.
Bill Sleight, Pol. Sci.
Celia Snow, Speech
Christina Staley, Soc.

Rick Steffens, Bus. Mgt.
Suzanne Stevenson, Soc. Sci.
David Stout, Photo-Journ.
Joyce Summers, Nursing
Carol Swartout, Drama
Bill Tandersley, Econ.
Gerard Tariguchi, Mkt.
Dee Thatcher, Real Est.

Roger Thompson, Aero.
Beth Thornton, History
Stephanie Tish, Soc.
Ping Hon Tom, Int. Design
Irene Tong, Music
Patricia Trimble, Med. Tech.
Thomas Trudell, Psych.
Dan Trutanich, Radio & TV Journ.

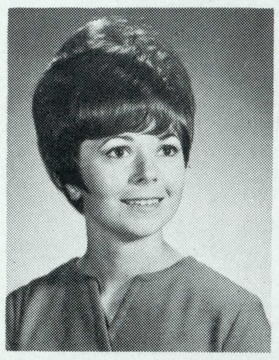
Ronald Underwood, Bus. & Ind. Mgt.
Karen Updegraff, Soc. Sci.
Elizabeth Upton, Soc. Sci.
Jane Valentine, Bus. Sec.
Judy Vanguard, Psych.
P. O. Varghese, Chem. Eng.
Kathy Vargas, Nat. Sci.
Carolyn Wake, Home Ec.

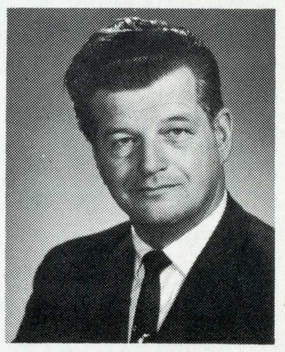


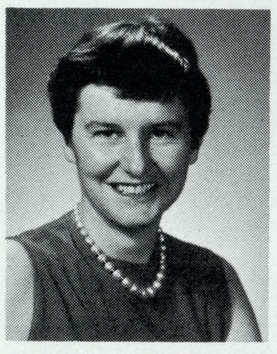


Master's Candidates

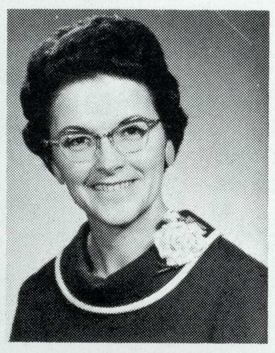


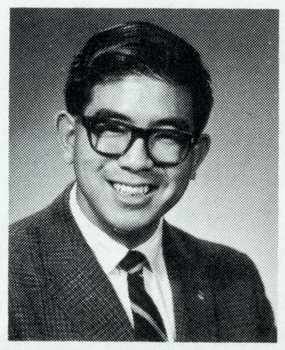


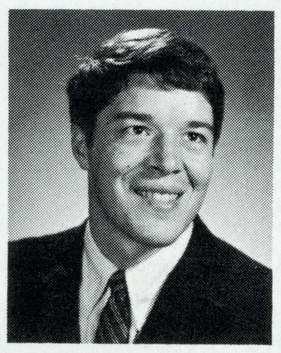


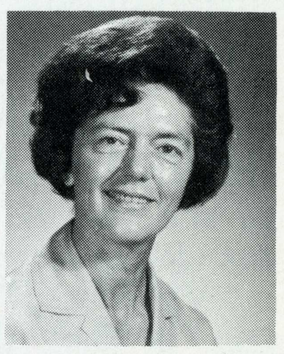






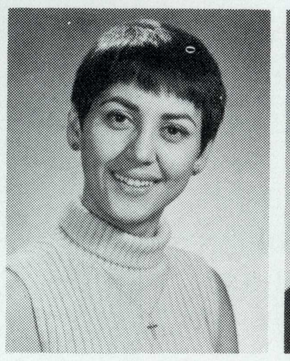


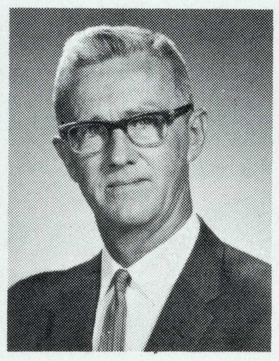


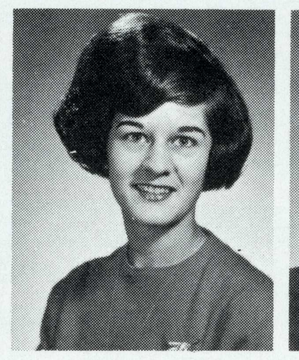


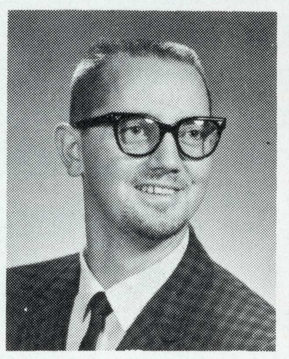


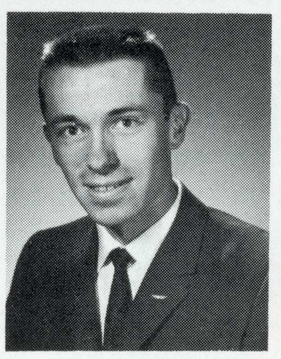


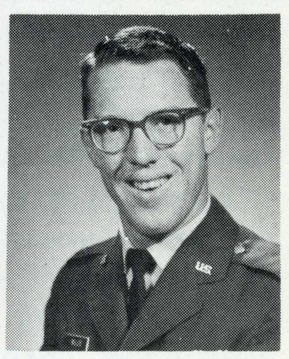












Kay Watanabe, Soc. Sci.
Jeanne Watson, English
Edward Welsh, English

Vivione Abot, French
Nancy Aiken, Ind. Arts
Martha Bouldin, Psych.

Anita Wexler, Soc.
Theodore West, Bus.
Bobbi Whalen, Soc.

Lance Beizer, English
Nancy Edwards, English

Lynn Wicklund, Soc. Sci.
Darrell Williams, Econ.
Charles Winkleman, Bus. Mgt.

Emma Elkins, Home Ec.
Alice Ellsworth, Music

Thomas Wisdon, Soc.
Patrick Winsor, Bus. & Ind.
Karen Witner, Soc. Sci.

John Halpin, Business

Dick Wolden, Econ.
John Wood, Geology
Jay Woodruff, Soc. Sci.

Dianne Halpin, Business

Donna Yamaguchi, Nursing
Diane Yasukochi, Home Ec.
Jane Yee, Home Ec.

Philip Hanasaki, Soc.
Jon Hoffman, Soc.

Carol Yoshida, Microbio.
Richard Yoshimora, Mech. Eng.
Joy Yoshioka, Home Ec.

Jack Lyle, Psych.
S. K. Lee, Ind. Arts

Frank Young, Acc.
Jose Zelada, Ind. Eng.
Donald Zembiec, Law Enforc.

Marcia Rigel, Home Econ.
Earl Smith, Music
Lorraine Such, English
Steven Willis, Soc. Sci.

EXPERIMENTAL COLLEGE--

a new approach to learning

ARTICLE BY ELAINE GRAVES

PHOTOGRAPHY BY FRED ROSENBERG

"Full partnership in education" is the theme of SJS' Experimental College. Initiated by Phil Whitten, Student Council graduate representative, the idea has grown into 17 classes offered in such subjects as "Communication," "Viet Nam," "A Study of Non-Violence," and "Man-Woman Relationships."

Whitten reports that two years ago he and two graduate students, one from the University of Wisconsin and the other from the University of California at Berkeley developed the idea of an experimental college. Each went their separate ways to develop the idea on their respective campuses.

Whitten interested other students in his idea, and with their support introduced the Experimental College bill to the Student Council of the SJS Associated Students (ASB).

Thus the Experimental College became a reality under "ASB sponsorship and out of the administration's hands," which is how Whitten conceived the idea.

The graduate representative is eager to see the Experimental College expand to include an "annual student conference on education reform," a "student institute for the study of problems of peace and war," and a "visiting scholar program."

One student wholeheartedly supporting the new college is Gene Lokey, administrative assistant to ASB President Jerry Spolter. Lokey is currently handling the administration of the Experimental College.

He calls the college "as anti-bureaucratic as possible." He notes the similarity to San Francisco State's Experimental College which is also initiated and administered by students, but hastens to add that SJS' college is "not to be branded as second rate to San Francisco."

"My concept of an experimental college is that the students themselves should take the responsibility for their own education. It should be taken out of the hands of the professors and their traditional lectures, so the student takes out and puts in as much as he wants," explains Lokey. He believes the student should "not be bound up in required units, text, and reading, but instead be concerned with educational enlightenment."

Both Lokey and Whitten explain that credit for the Experimental College courses may be obtained under Special Studies 180 in the individual departments. But these Experimental College leaders hope eventually that the new college will have its separate division offering 25 or 35 units of credit toward a B.A. or B.S. degree. Grades and/or whether to have them or not will be determined by the class participants.



Dr. Rogers demonstrates an "exercise" for his "Man-Woman Relationships" course with Mrs. Glennys Spitze.

250 SIGN UP

Nearly 250 SJS students signed up for the courses during registration. One of the most popular courses is a section titled "Man-Woman relationships" organized by Dr. Arthur H. Rogers, assistant professor and counselor of psychology. Two other sections are led by students Glennys Spitze and Pat Carpio.

Dr. Rogers explains that his group consists of married, engaged or dating couples who discuss their interpersonal relationships. Problems of communication are discussed, as well as sexual relationships, according to the professor.

He administered an "interpersonal perception test" which tells the couples how they see the world, how their mate sees the world, and how they think their mate sees them. The couples discuss the results of this test as well as read the book, "Nature, Man and Woman" by Alan Watts.

Dr. Rogers concludes, "The couples' relationships through time will determine the discussion material."

"My idea of an Experimental College is a group of people who are running their own class, rather than hearing a series of lectures," states Dr. Peter King, assistant professor of Humanities. Dr. King is leading the "Viet Nam" course. His group is discussing Robert Scheer's book "How the United States Government Got Involved in Viet Nam."

Dr. King explains why he's teaching in the Experimental College: "It seems to me that it's disgraceful not to have an opportunity to discuss something so important." He adds, "No professor who's an expert in Southeast Asian history volunteered, so I volunteered."

'STUDY OF NON-VIOLENCE'

This writer attended a couple of Experimental College classes. One is "A Study of Non-Violence" led by the Rev. Mr. George Collins, former Baptist chaplain at SJS and Dr. Robert McNair, assistant professor of sociology.

The Rev. Mr. Collins, an admitted pacifist, led the group in a discussion of non-violence. He handed them a bibliography listing 22 books on this subject. The group of students sat around a table in the New Wineskin coffee house at 110 South Tenth Street, discussing their feelings on the bomb, Vietnam and capital punishment.

One fellow bitterly noted, "The war in Vietnam is a big business." A young

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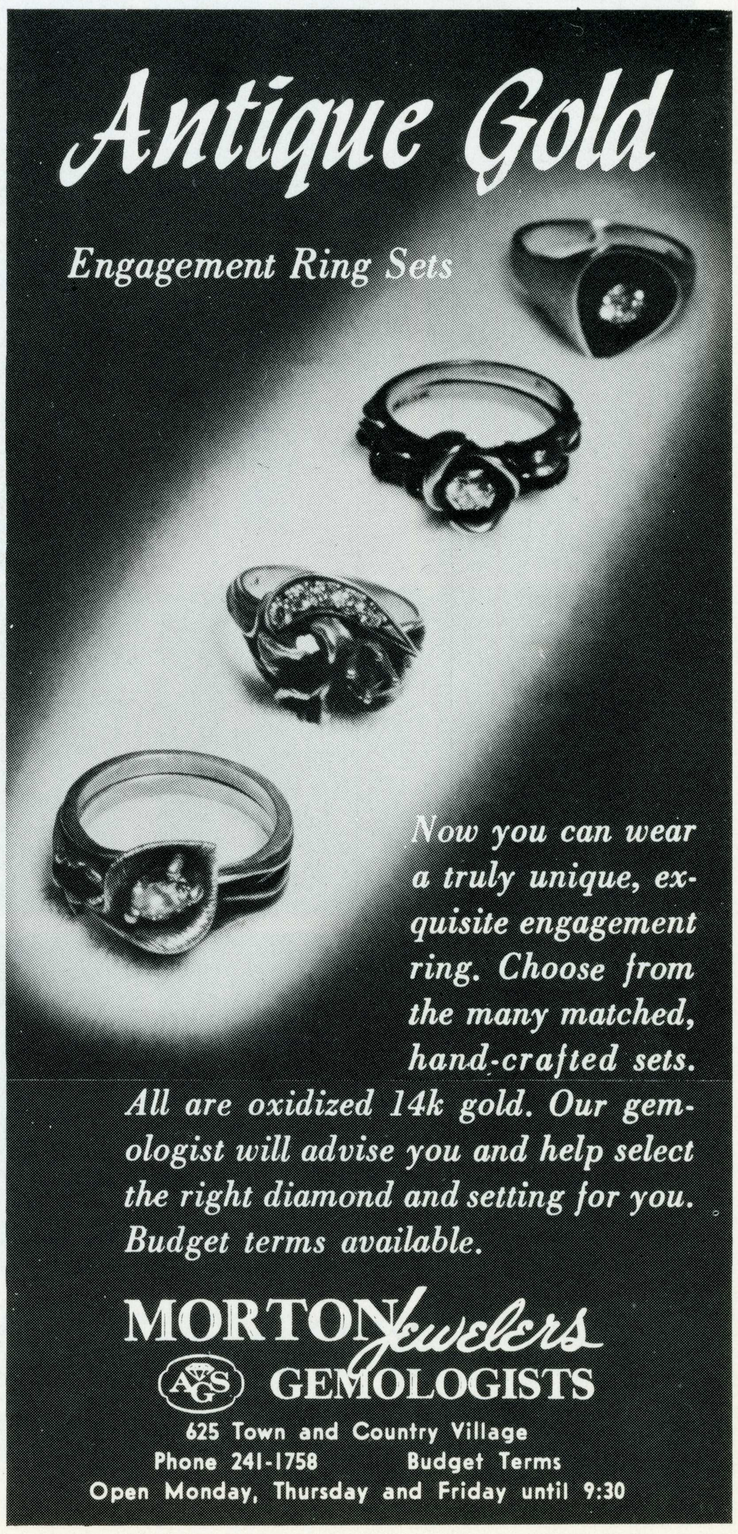
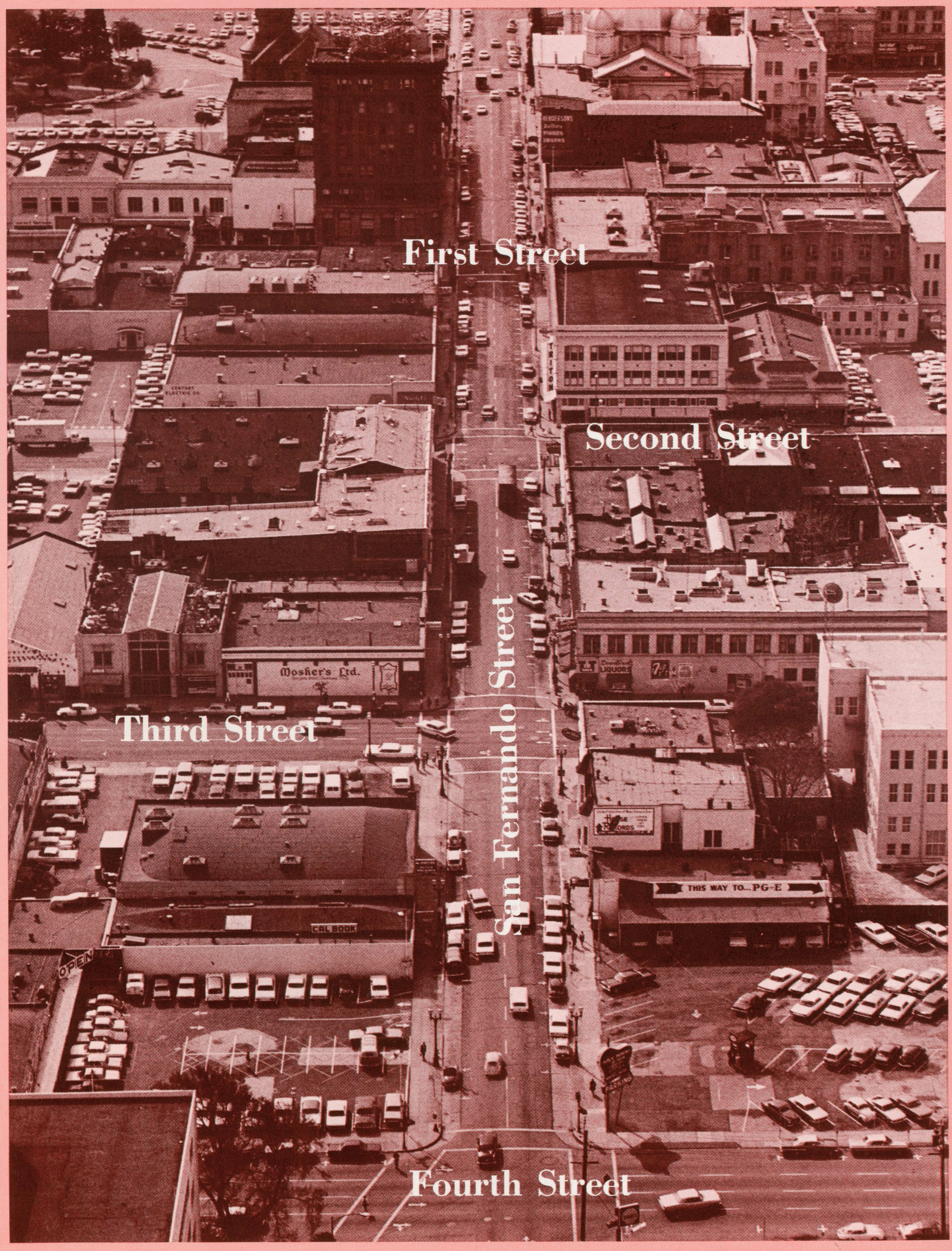


The Campus Quarter

THE CAMPUS QUARTER—a unified, pleasant shopping area lined with trees, Old English shops, unique lamp posts, hanging flower baskets, and sidewalk benches . . . a comforting place to shop, and an area with a distinctly "different" personality. This area, when completed, will focus on San Fernando Street, from First to Fourth, encompassing merchants on all the cross streets. The owners and managers of the many shops and stores in this area cater expressly to the needs of San Jose State College students. Realizing this, they have formed the Campus Quarter Association, an organization dedicated to transforming this downtown section of San Jose into a beautiful, tightly knit shopping community filled with the campus atmosphere to give you a perfect environment for browsing and shopping. Listed below are just a few of the many members of this association.



California Book Company
134 E. San Fernando St.

Coast Radio
Third & San Fernando Sts.

Downtown U-Save Liquors
Corner Third & San Fernando Sts.

Gordon's Sport Shop
121 E. San Fernando St.

Inter-City Office Machines
96 E. San Fernando St.

Jimmie's Barber Shop
At Mosher's Ltd.
Corner Third & San Fernando Sts.

Mosher's Ltd.
Corner Third & San Fernando Sts.

Moyer Bros. Music House
84 E. San Fernando St.

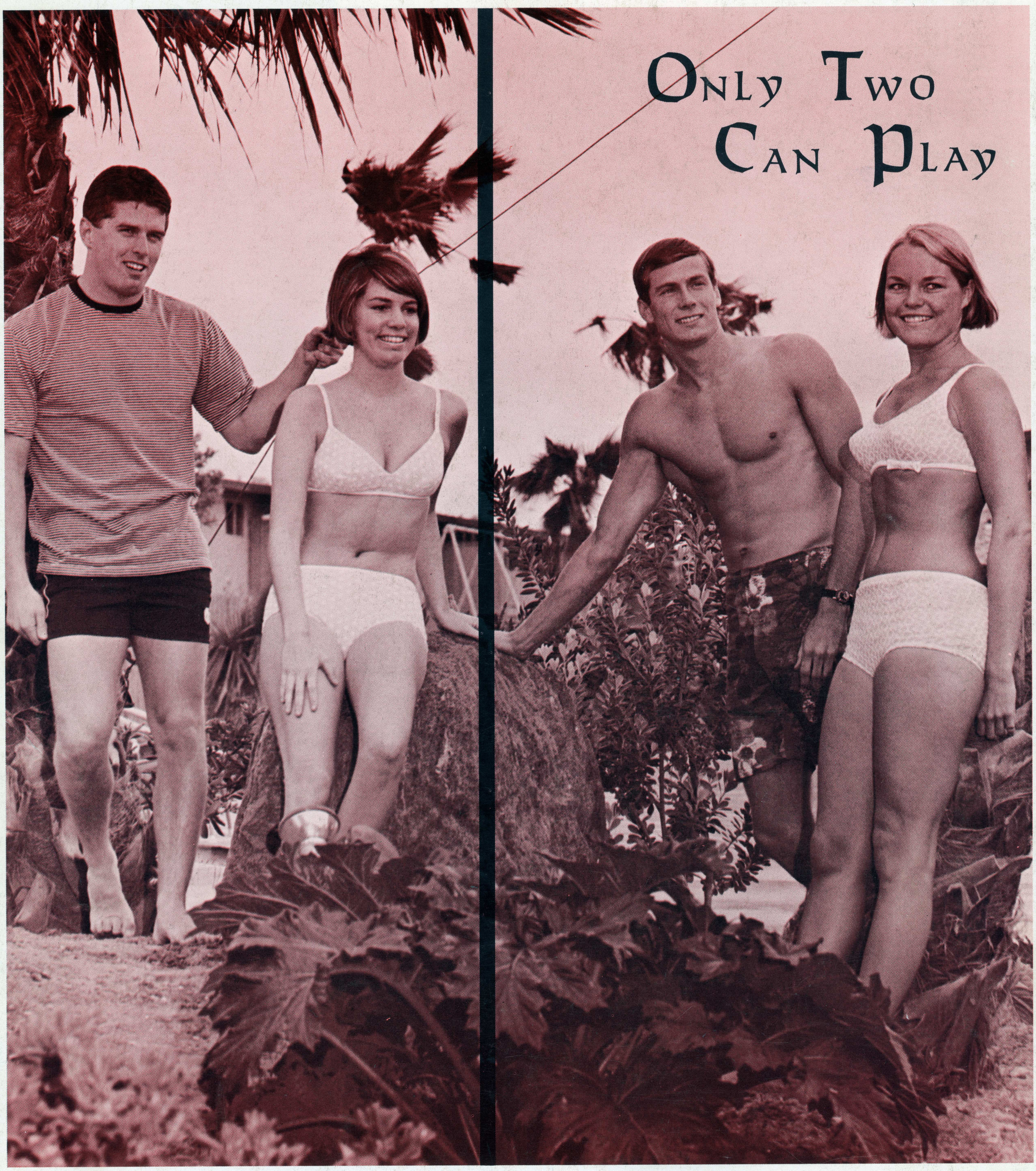
Navlet's Flowers
Corner Second & San Fernando Sts.

Orange Julius
Corner First & San Fernando Sts.

San Jose Cafeteria
89 E. San Fernando St.

Vaughn's at Sather Gate
125 S. 4th St.

The Campus Quarter Association urges your patience, patronage and co-operation in order to help make this grand and far-reaching plan a reality in the near future.



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