

has on Morningside Heights and in Harlem. But the fact remains that both universities are huge landlords seeking to maximize profits, invariably at the expense of the poor. Faced with a teeming city ghetto, Columbia turns down the heat in the winter. Rolling in the vast expanses of the Farm, Stanford finds it in its interests to keep the poor on the other side of Bayshore Freeway. The University then reaps higher profits and enhances the value of its land by building high-cost housing and setting up industrial parks.

The pattern is clear. Industrial and retail workers are being forced into the ghettos of East Palo Alto, East Menlo Park, and even San Francisco. Others may find a cell and concrete patio in one of those ticky-tack boxes that surround the Bayshore. Green areas are reserved for the corporate rich, Stanford faculty and administrators, and highly paid technical personnel who staff the rapidly expanding Stanford Industrial Park. According to Professor Catherine Wurster of Berkeley, the end result will be "a monumental two-way commute problem". The rich will work in the city and commute back home to their predominantly white, one-class suburban abodes, while laborers and domestics will commute from the high-rent city ghettos to their jobs in the suburbs.

HOMES FOR THE RICH

While industrial parks, shopping centers, and Howard Johnsons sprout up in the Mid-peninsula's lowlying areas, Stanford builds gracious homes for the rich and their privileged servants in the hills behind campus. The University's residential development plan calls for housing for 9,000 people on home sites ranging from a 1/4 acre minimum up to 4 acre estates. The first pilot area was leased for 99 years to Peninsula Pacific Construction Co. at \$5,000 an acre. So far Peninsula Pacific has thrown up 45 houses in the \$20,000 to \$45,000 price range. The rest of the residential area is to be developed into 9 self-contained neighborhoods of 750 families each and a 100-acre open-park apartment district. It is clear for whom this area is reserved--neither workers who twist wires for Lockheed, students, nor cooks who ladle out food at the Faculty Club, but highly paid technicians, teachers, and administrators who get this woodsy inducement to settle near Stanford.

With an annual net income of \$7.8 million collected through property taxes, sales taxes, and sale of utilities from the commercial-industrial developments on Stanford land, the City of Palo Alto has little incentive to challenge the University's housing priorities. It is hardly surprising to find these financial bonds tightened by Palo Alto City Councilman Frank Gallagher, who is also employed full-time by Stanford as director of married student housing.

As Palo Alto moves to reap the tax benefits of commercial and light industrial development while preserving upper-class housing enclaves, it becomes increasingly clear that the interests of the City and Stanford dovetail. High-rise office buildings and commercial redevelopment downtown, private medical facilities, homes for the elderly rich, shopping centers, light industries, and middle and upper class housing dominate the priorities of the city planning department. Small merchants and low income people get squeezed out in the scramble for higher property revenues and by campaigns to "raise neighborhood standards". And in a recent recall election financed to the tune of \$22,000 by vested commercial interests led by Stanford trustee William Hewlett, control of the City Council was wrested away from the residentialists. Even the middle-class homeowners are finding themselves without a voice in the future development of the Palo Alto area.

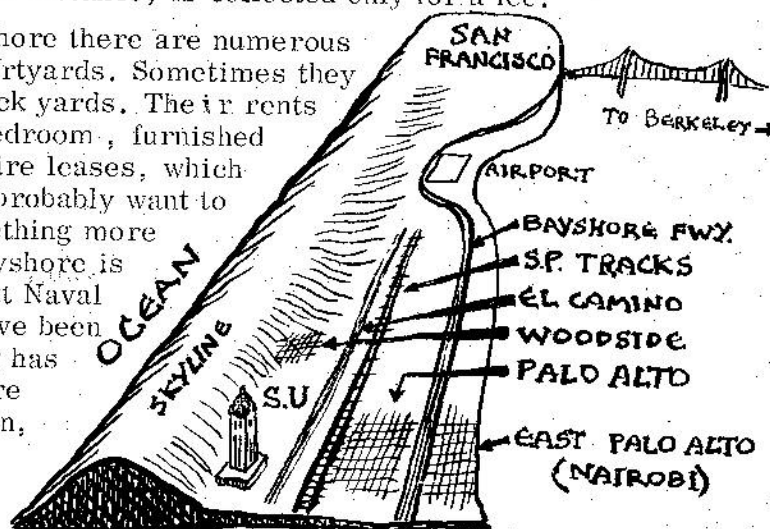
While the rulers of the Stanford and Palo Alto roosts must take primary responsibility for the housing crisis, the San Mateo and Santa Clara County Housing Authorities have been sitting on their collective asses for years. This isn't surprising since real estate agents and local businessman dominate both boards. A San Jose slumlord chairs the Santa Clara board, Dodge dealer Gaston Periat has just resigned from the San Mateo board after a grand jury found that he had rented and sold his cars to the Authority over the years. While the hacks sitting on the San Mateo board have been keeping a sharp lookout for their private interests, the Authority has under taken a grand total of three

projects in the last 27 years. In the early fifties it bought 430 units of wartime housing from the Navy and later built a 60-unit development in Half Moon Bay for the elderly with profits from the Navy housing. Half Moon Village had no minority residents at last report, and there is as little discrimination in the Daly City housing as there is in the Navy. Only after large doses of pressure from citizen groups did the Authority apply for federal funds to set up just 150 units of public housing this year. These same citizen groups have demanded that representatives of local Community Action Councils replace the sluggish members of the San Mateo board, but the prospects for a democratized Housing Authority are as bleak as the County's low-cost housing situation in the foreseeable future.

Stanford students find themselves right smack in the middle of this mess. They must compete with workers for scarce housing places, thereby causing friction between two similarly oppressed groups. Instead of fighting together for low-cost, non-profit housing on Stanford's huge empty landholdings, they are being driven apart.

While students and workers tear away at each other in the same congested housing market, it's both necessary and harmful to offer hints for off-campus housing. All along the 50-mile stretch from San Francisco to San Jose, the rich as a rule live in the hills to the west of the Bayshore Freeway while the poor are crowded into the eastern lowlands. Thus students searching for cheap housing should generally look to the east of the Peninsula's Mason-Dixon line. There are many low-rent houses in East Palo Alto, which is being renamed Nairobi by the people. Utilities, however, are more expensive here. Garbage, for instance, is collected only for a fee.

On the West Side of the Bayshore there are numerous apartments built around inner courtyards. Sometimes they have swimming pools and small back yards. Their rents average \$135 per month for one-bedroom, furnished apartments. They often don't require leases, which is a big advantage, since you will probably want to leave as soon as you can find something more livable. Also to the west of the Bayshore is the orchard area around the Moffett Naval Air base. Many of the orchards have been chopped down and low-cost housing has been erected in its place. There are still some fruit trees in this section, but the total war on a balanced ecology will probably get them soon.



In Palo Alto proper the housing situation is very tight. If you manage to find a cottage or an apartment for under \$200 a month, grab it, get yourself a gun, and defend it from the real estate sharks and land developers. If you don't mind driving down windy roads during the rainy season, look up in the hills, especially in the area around Skyline. You must be very lucky. Check out the bulletin board at the Woodside General Store, and you might find one of the cottages that dot the hills.

ON-CAMPUS HOUSING

University publications tout Stanford as a "residence university". For the large numbers of grad students exiled to a Darwinian struggle for off-campus housing, this concept has no meaning. For the majority of undergraduates living on campus the "residence university" means a comfortable isolation from the realities of the outside world. Stanford students living on campus naturally have little idea of the social issues facing normal property owners and tenants, and Stanford, Palo Alto, & Co. seem determined to deepen the splendid isolation of the campus by cradling it with upper-class housing and high-tax-yield commercial and industrial developments.

Though they have the advantages of a \$240 million endowment and free land, Stanford administrators claim that additional student housing would require higher rents for students than they could afford. While it carves up its choice land and lea-

ses it to private developers, Stanford this fall has sent robot-machine letters to members of the neighboring communities asking them to provide housing for incoming students.

A curious melange of dorms, fraternities, row houses, and apartments indicates that the planning process has been as ad hoc as the residence university concept itself. The state of the Cold War has often dictated the timing of housing construction, and the type of student housing has been determined recently by the open wallets of fraternity alumni. The builders of the big dorms such as Wilbur, Stern, Toyon, Flo Mo, and Carothers were concerned more with the cheapest ways of pouring concrete than with students' aesthetic and educational needs. In the words of a faculty resident in Stern, "The halls are gangways and the rooms are functional cells--the clean, well-lighted places of a prison for trustees. Two students share all but the smaller rooms, the halls are entered from staircases at either end, and the most conspicuous items relieving the long stretches of concrete are alarm horns, fire extinguishers, and emergency boxes." The periodic necessity for students to let off steam may well come from violated social and aesthetic sensibilities.

In recognition of the unpopularity of these reinforced concrete monstrosities, the Housing Committee of the Study of Education at Stanford has come out for the concept of "campus towns." These communities would house up to 1500 undergraduates, grad students, junior faculty, and foreign students in different sized living units. Each town would have a grocery store, a pub, libraries and common rooms, an arts & crafts shop, and a swimming pool. The level of campus town life would certainly rise above that of the Wilbur zoo, but these towns would tend to cut Stanford students off more than ever from the hot, treeless areas east of Bayshore where some of the more socially concerned might tutor black kids. One might as well dig a moat around Stanford to maintain the proper atmosphere for upper-class social and vocational grooming.

Stanford administers a full year's dose of the good life to all freshmen but those who live with their families. Aside from the Administration's obvious interest in keeping the dorms full, the official rationale for keeping freshmen on campus is a variant of the leveling process which holds that they should be exposed to as wide a cross-section of the largely affluent student body as possible. In seeming recognition of the contrast between egalitarian rhetoric and the stultifying atmosphere of the frosh ghetto, Administration and students alike have pushed towards integrating freshmen with other upperclassmen, but this process cannot mean much. Freshmen are still shunted away from independent life-styles chosen by many off-campus students. Sponsors continue to make valiant attempts to bring freshmen into the university community, but there is precious little community into which to bring them because of ghettoized student housing and the off-campus housing shortage.

Last year's token allowance for women moving off-campus reinforced the ghetto atmosphere, since those with unusual interests often left first. Largely as a result of pressure from women undergrads, all but freshman women may move off this fall. Though women will find the housing market just as tight as the men, the University is expecting vacancies in the women's dorms. The rapidly expanding coed option is a huge improvement over the privatistic halls of Flo Mo and Lag, but most girls will continue to have little opportunity to develop independent lifestyles in the frenzied atmosphere of the 3:1 ratio.

Traditionally well-rushed by eager freshmen, fraternities are experiencing growing competition from coed housing. The long-standing debate about the educational value and moral justifiability of the fraternal selection process would have been settled long ago if the Administration had made the off-campus option freely available and had placed as high a priority on coping with the low-cost housing shortage as it has on new fraternity clusters. With old frat men studded throughout the Administration, alumni have effectively lobbied for new fraternity houses which they help finance through tax-exempt gifts. Approximately one-half of the cost of the new clusters

comes from federal loans, which impose added debt services on the University. It would be misleading, however, to imply that no experimentation is going on within the fraternity system. Lambda Nu has gone coed, Beta Chi has turned into a de facto coed crash pad, and a number of the more liberal fraternities will most likely soon move to a draw system and take up the coed option.

The University operates Escondido Village, primarily for married students. The Village is cheap by outside standards: \$115 for a two bedroom apartment, \$130 for those lucky enough to get a three bedroom suite. It isn't surprising, then, that there is an average waiting time of one year to get in.

But the Village is a lonely place. In the older courtyards tensions build up because of over-crowding and lack of privacy. The newer courtyards are larger and better designed, but here the tendency is towards isolation and estrangement. No efforts are made to develop a real community in EV. This is only possible when people themselves have control over the decision-making process.

Of course, there is a village council in EV. It has an advisory role, which means it's powerless. Decisions about rent, new buildings, salaries for employees, social functions and the like take place in the Administration building, which is run by a typical group of petty bureaucrats (directed by a Palo Alto City Councilman).

Harassment of residents for minor "infractions," like clipping their bushes down to a desired height, or planting vegetables, is quite common. Most residents don't stick their necks out to make complaints. Given the price difference between EV and the outside neighborhoods they can't afford to get in trouble with the Office. And even when they do complain, e.g. about the rats that have frequently been seen in the unsanitary garbage areas of "Increment III," their complaints are shrugged off with references to "our existing contracts."

Over the summer Stanford received a \$2 million Federal grant to build an addition to Escondido Village. Even if the residence university were a desirable goal, this addition, slated to house 340 grad students by 1971, won't even keep pace with the 450 additional grad students projected for 1971.

The development of coed, integrated housing is without doubt the chief improvement in Stanford housing in the last decade. Only after extended student discontent and a myriad of commission reports did it get off the ground. The first experimental coed house, Grove House, found a home in Winter '67 in the Phi Delt house after some of the brothers made unbecoming advances to a Mills girl, made the papers, and were booted off-campus for a year. Though Grove replaced the Phi Delt's social compatibility with intellectual snobbery, it proved so successful that the University created four coed houses for the '67-68 year and has greatly expanded the option for the coming year. At the risk of repetition, coed dorms will undoubtedly be a much-needed civilizing influence, but a student community, high-brow as it may be, can never be healthy as long as it turns in on itself.

It is encouraging that students have successfully organized themselves around demands for integrated, coed living groups. But they have not seriously begun to grapple with the idea of filling up several hundred acres of Stanford's immense pasture lands with low-cost housing for students, junior faculty, Stanford employees, and the workers who have been squeezed out of the palmy Palo Alto area.



Courses

Most of us have come to Stanford to "get an education." It is unclear exactly what this means, and a surprisingly large number of Stanford students graduate unsatisfied, or drop out. On one hand, many of us feel that our minds are bogged down in trivia, and on the other, that we are merely being produced by a "knowledge factory" to serve the American economy. A student can develop his mind at Stanford, but to do so he must declare his independence from the institutional curriculum. It's not completely bleak--there are good professors, unusual access to information, and new programs instituted by students. On the whole, however, to make the university more responsive to the real needs of its students, and the needs of the people of this and other countries, changes must be made in the nature of the university.

The Stanford University Bulletin Courses and Degrees says: "The aims of education at Stanford are twofold--to provide a liberal education and to make available specialized study. A liberal education is designed to produce a citizen worthy of a free society and a free university. Specialized study aims to equip a student to take his place in the profession or vocation of his choice. Both are essential to modern life." While the nature of specialized study is clear, a Stanford liberal education seems to be the result of a dedication to classical education and a desire, on the part of those who own and run the Universities, to form young people into a cultural mold compatible with modern society.

SPECIALIZED STUDY

Specialized study in a major field here is professional or vocational training, and measured financially, it's among the best. But to describe such training as a matter of choice ignores the development of universities of the past few decades. College students are trained to fit into vocational niches already defined for them by government, industry, and universities. The courses offered merely represent "choices" in a limited number of narrowly defined fields. The university serves as an important source of manpower for American society by training highly skilled scientists, lawyers, teachers, and businessmen. Vocational training, not education, is the process which most students undergo at the university. Individual development is subordinated to the needs of an impersonal socio-economic system.

Each department has its own hardened arteries. The Engineering requirements offer almost no opportunity for educational experimentation. Other fields, such as Physics, control the student's time in more subtle ways. Courses are not required but it is understood that the student must complete "recommended courses" in order to compete professionally. The situation in the social sciences and the humanities is somewhat different. Most professors treat the underpinnings of American society as eternal verities and proceed to pass on their assumptions to their students. In their scramble to qualify as a full-blown "science", social scientists spend more of their time detailing presumably objective methodologies than grappling with social problems. Equilibrium models of society dot the Stanford

away from or dissociated themselves from last spring's sit-in. In economics one leafs through Paul Samuelson instead of Marx; in sociology, Talcott Parsons instead of C. Wright Mills. The result is phony objectivism--phony because current social problems are fit into a methodological Procrustean bed and because many significant questions are never raised.

SDS people believe that students should be offered the opportunity to freely reach into other fields, and "broaden their minds." The General Studies program at Stanford does not offer that opportunity. General studies is structured as a system of requirements. Undergraduates must fulfill a certain number of units in fields outside their majors. Many professors teaching non-majors do not prepare adequately. Many students dislike the required courses. As a result, general studies becomes a chore, put off as long as possible, in which students go through the motions of studying but close their minds. This tendency is accentuated by the pressures of grading--some students, even good ones, cheat and cram in areas of study in which they have no aptitude or interest. A more sensible way to broaden the perspective of the student beyond his major would be relaxing course and grade requirements. In making general courses voluntary, instructors would be forced to present their material in a more creative manner.

Too often students in low-level general studies courses are taught to search for one correct analysis--that of the instructor. Discussion is employed to achieve immediate unity. Students in Western Civilization are taught to accept each theory as it is presented. While they are expected to understand the historical continuity between the many "great ideas" presented in Western Civ, dialogue between the various great thoughts is limited to "compare and contrast" questions on exams. In short, the course prevents creative thought, the sine qua non of liberal education. We are told that a liberal education is designed to produce a "worthy citizen." The nature of many general studies courses at Stanford offers us an idea of what those who run Stanford consider a worthy citizen to be.

Stanford students, through their specialized studies, are prepared for high-level research, instructional, and managerial roles in society. To function in these roles, they must have social training and sophisticated interests. One aspect of General Studies is to acquaint the student with various great thinkers and writers, well enough to quote them, if not to understand them. Western Civilization teaches us what Socrates said, but not how to apply his philosophy. It is a "survey course" designed for a finishing school.

PEDAGOGY

The means of transmitting knowledge in the University (adequately equalled by computers in some fields) is in itself repressive. The student-teacher relationship is hierarchical. Students listen; professors teach. When students speak, it is to question, correct details, or to see if their thought is correct. A student who tries to break through this arrangement can be put down harshly by his professor, but often the professor will respond positively, stimulated by the dialogue. To break through, however, the student must realize that the "study skills" training he has received since Junior High stifles such dialogue. The desire to succeed by the strictly defined criteria of grades necessitates practices such as cramming which stifle the development of meaningful discourse.

GRADES AND DEGREES

Many students, aware of the educational limitations of the modern university, cynically ignore their education in an attempt to gain high grades and manifold degrees. Most, however, unconsciously allow the pressures of grades and the degree to ruin their individual development. Grades force the student to compete--but is there any reason why education should be competitive? The real functions of grades are services to those who need to hire people with college degrees. Industry

and government (and the middle-step, graduate school) want people who can fulfill productive functions. Grades offer an evaluation of how a student performs in a situation similar to industry--school. Perhaps more important, grades accustom the student to regular evaluations by his superiors. By the time a young American has a job he actually believes that his supervisor can objectively value his work and accepts this function unquestioningly. And we can feel the pressures of grades as we go through school. We cram for exams, learn information and theories that we do not believe or do not care about, and emphasize study skills.



ALTERNATIVES

There is the possibility for education at Stanford University. There are a number of good professors, instructors, and TA's who can break through the normal limitations. And individual students can find what they want if they try hard enough. There are some fairly recent programs, most instigated by dissatisfied students: undergraduate special seminars, including freshman seminars, pass-fail grading in a few areas, directed reading, honors programs, and educational programs built around experimental housing. While these are distinct improvements, they are exceptions, rather than the rule. Often these changes serve to isolate students who are already critical of the system, maintaining the mis-education of the majority.

In the past few years a number of counter-institutions have grown up around Stanford. The Mid-Peninsula Free University and Esalen Institute are two of these. They are chiefly responsive to the cultural and emotional void created by the University, and often serve to obscure the real problem, the nature of Stanford. Two years ago a similar counter-university, the Experiment, an on-campus version of the Free University, extended education to its logical extension, political activism against the nature of the University. It lost its building on campus.

The Free U. will offer a number of courses to add to the Stanford Education, but it fails to offer direct criticism of the Stanford curriculum. SDS hopes, through on-campus work, to analyze the nature of the Stanford Education. We hope to prepare course critiques--examining the assumptions of various courses and texts and to form classroom caucuses of people dissatisfied with the content of their courses to offer an alternative to what is currently provided. SDS people don't feel that such work will change the overall direction of the University, but in calling attention to the current situation, we will be able to stimulate the consciousness of the campus where we can radically alter the direction of the Stanford University.

Health Insurance

"Stanford University has made certain changes in its Health Service coverage, effective with the Fall Quarter of the 1968-9 academic year. The major change is that hospital care is no longer provided, but such care is available to students who purchase the Supplemental Health Insurance policy."

-- supplement, Stanford University Bulletin 1968-9

The Stanford University budget was \$125,000 short this year. This deficit represents 0.003% of trustee David Packard's holdings in Hewlett-Packard. Vice-President for Finance Kenneth Cuthbertson and Provost Richard Lyman had to find an item of low priority to cut from the budget, and the axe fell on the University's hospitalization coverage.

There must have been a time when student health was higher on the list of priorities, for not only was student hospitalization covered, but surgery for pre-existing condition (such as an accident between quarters) was also covered. Last year surgery for pre-existing conditions was dropped. This year student hospitalization was dropped. In neither case was the university community consulted.

Decisions on budget matters like hospitalization are made one year in advance. But the University usually chooses, as in this case, to remain secretive until there is no chance of posing alternative possibilities to budget problems. The budget itself is secret.

Continental Casualty Co. of San Francisco offered, at Stanford's request, a hospitalization plan "exclusively for Stanford University students and their dependents." Unfortunately the \$48 plan is ill-priced for Stanford's 5,500 grad students and T.A.'s who must live on \$2,000 a year. Those with dependents can buy coverage for \$128 a year.

Redistribution of decision-making power is becoming more and more vital to students at Stanford. A university which rates a new basketball pavillion and a new police headquarters of higher priority than student health cannot be counted on to protect the interests of its human resources, the students.

The Draft

As the American military commitment in Vietnam (not to mention Thailand, Guatemala, Detroit, and Chicago) increases, Uncle Sam needs more and more young men. Vietnam casualties rise while reenlistments decline and the pressure of the draft becomes particularly acute. The pre-election lull in inductions is expected to erupt into massive conscription of grad students this December. Come 1969 many young men who are unwilling to look ahead now will be trapped.

For others, the draft will dampen any future plans outside of the military. Still others will be forced into special occupations. Many of these men will react without understanding the cause of their uneasiness. Those of us who have read the Selective Service Document entitled Channeling, available from the Stanford Anti-Draft Union, know that the government plans it that way. According to Channeling, "The psychology of granting wide choice under pressure to take action is the American or indirect way of achieving what is done by direction in foreign countries where choice is not permitted."

Students who have never held 2-S deferments are requesting them now, unaware of the liabilities they thus incur. Order of call and age limit are affected, and according to the 1967 draft law, a man cannot receive a fatherhood deferment subsequent to requesting and receiving a 2-S. It makes sense for new students to see draft counselors before they commit themselves to 2-S.

Draft Counseling

There are three draft counselling services on campus. The Dean of Students' office provides counseling and draft information in a strictly legal fashion. The Conscientious Objector counselor who maintains office hours in the Clubhouse is the man to see when considering filing a claim as a conscientious objector or while actually pursuing one's claim through the Selective Service bureaucracy. The Stanford Anti-Draft Union, associated with SDS, provides draft counseling on the full range of draft evasion and resistance, with information on legal technicalities, medical standards, political exemptions, and immigration. The Anti-Draft Union can be contacted through the SDS desk in the ASSU office. Although emergency counseling is available by calling 325-7604, most of the Anti-Draft Union's counseling will take place in regular group counseling sessions.

Transportation

The planned isolation of Stanford University from the rest of the World creates all sorts of problems. For the students, the most direct is the difficulty getting to the world and coming back. Students without cars are stranded; students with cars can't find streets or parking places close enough to their on-campus destinations.

Bicycles are a comfortable and healthy compromise between walking and driving for many students, especially for those who live on or near campus. But those who live far from campus or want to get away from it need cars. The shortage of housing near campus aggravates the problem, so an unusually large number of Stanford students own cars. Some also own bicycles, but risk theft if they leave their bikes on campus. Consequently, some carry their bikes on their cars.

Stanford practices what it likes to call "long-range road planning." To drivers, "long-range" works out as large distances between roads and the center of campus. It may comfort students to know that their needing to drive a mile or two to travel a half-mile is not a mistake, but a result of planning.

There are parking spots close to where students want to go, but most are reserved for administrators and faculty. Other lots are reserved for staff; still others, like the Tresidder lot, carry time limits. Nevertheless, the student must buy a \$10 parking sticker--proceeds to the Stanford police. Giving parking tickets--not to be confused with parking stickers--gives the Stanford police their most active exercise--outside of watching sit-ins--and they rarely miss a violation. Last spring the Student Judicial Council accepted all appeals of parking violations, because while Stanford did not force other constituencies to pay, it denied registration to student parking criminals.

In the past the Stanford roads have been clear of outside traffic cops, but last year the Santa Clara County Sheriff forced Stanford to accept the services of a deputy who now patrols the Stanford roads.

A reasonable solution to the trials and tribulations of the off-campus students would be the creation of parking structures and student recreation and study centers far from the center of campus, with shuttle busses providing transportation to key points.

TO THE OTHER WORLD

Assuming you can find a place for your car, you may want to go somewhere else. The usual route to San Francisco is the Bayshore Freeway (US 101), but the inland windings of Skyline Drive provide an attractive and often relaxing alternative. The Junipero Serra Freeway, which relaxes the traffic load between here and San Jose, does not yet extend to San Francisco, construction having been delayed by controversy between "plural" economic interests in San Francisco and San Mateo County.

The new student who drives out University Avenue in Palo Alto may wonder why traffic is diverted onto Lytton and Hamilton streets. This system was established last year, and although the corners are hard to turn and traffic laws confusing, it is safer and quicker than narrow, crowded University, with its unsynchronized signals. The only major complaints arising from the restructuring of traffic in