A Bicentennial Slogan

Among all the Bicentennial brochures there's a contest being conducted to determine America's official slogan for the 1976 celebrations.

People who care to vote can choose from among five possibilities. The advertisers for the contest have appeared in TV Guide, among other publications. The contestpretty well typifies the general approach toward the Bicentennial—an emphasis on form rather than substance.

Our personal favorite for number one slogan is "Take Pride in America's past, take part in America's future." This is a theme common to the other four slogans. To be meaningful you must specify what part of America's past you are taking pride in. This is not to say that America has not done things that one can be proud of. But to do otherwise implies American history has been the culmination of liberty and justice for all, and it has been less than that.

This isn't nitpicking over a silly contest. Slogans without evidence to buck them up is propaganda. In any form that's hardly an ingredient of the Bicentennial— an emphasis on form rather than substance.

Bicentennial — an emphasis on form rather than substance.

Among the latest victims of PWS is a liberal Democrat, Congressman Thomas Kerr. The Los Angeles Times quoted out Kerr has been a leader of the House reform movement. At 50 Kerr had a lot of years of public service ahead of him.

However, he will not run for a seventh term. Kerr explained: "The Watergate mess has put a pall over public service. Watergate has changed politics completely, and it's almost as if groups like Common Cause and Ralph Nader assume all politicians are guilty until proven innocent.

"I find that my mail gets nastier, not so much because I'm Kerr but because I'm a politician." It's time to take part in America's future. But it's disturbing to think that those who can be instrumental in stopping it for the better decide not to because the American people are cynical about their leaders. Rather than worrying about slogans and including in the ones that typify the Bicentennial, Americans should be concentrating on the issues and the candidates who are running for office in this election year.

If they don't, we might not make it to the Tricentennial.

Looking Back At 200 Years Of The Press

Our superior reference librarians at John Steinbeck Library continue to present unusual and interesting Bicentennial Notes for the Californian readership.

Tuesday's column was no exception. It read, "When the Revolution began, there were 57 newspapers being printed in the United States. They were almost all weeklies; paper and ink were hard to come by. Most of them about four pages long. "About one family in 25 subscribed to a newspaper or bought one regularly, but copies were passed from person to person. In remote areas a newspaper was a curiosity and read avidly, even if it had been printed weeks before. The average reader, however, received more propaganda than news.

"During the war, most newspapers were unashamedly partisan..." In the succeeding 200 years, newspapers have changed as much as the original 15 colonies mushroomed into a large nation.

And, the Californian hopes and strives for a better newspaper.

From the 57 newspapers at the start of the American Revolution, mostly weeklies, a huge communications industry has emerged in the form of 1,715 dailies with a 1976 daily circulation of 68.4 million. There are an estimated 5,800 non-daily newspapers in the U.S., publishing once, twice, or three times a week and accounting for a total circulation in excess of 55 million.

Today, instead of about one family in 25 subscribing to a weekly newspaper, we have one family in three subscribing to a daily newspaper. The newspapers are still passed around to some degree with an average of 3.5 persons reading each daily issue during 1974.

Strangely enough, 200 years later, newspapers and ink are still hard to come by, if you consider coat and strikes at the Canadian producing points.

Newspaper costs nearly $50,000 per ton with The Californian's 1976 cost alone for printing totaling one-half million dollars! And, instead of the average four pages printed on a Washington hand press in 1776, The Californian averaged 56 pages a day last year.

And strikes at the principal West Coast newspaper suppliers in British Columbia have caused extreme shortages of newspaper in recent years. As for the propaganda aspects of the Revolutionary War-era newspapers, the saying, "Nothing is too good as it used to be" can't hold a drop of ink.

Partisanship has remained in one area: editorial. Balanced columnists' opinions and letters from the readers. These are properly labeled opinion. The rest of the newspaper forms a module of current history as it happens — good and bad.

The history of American journalism — i.e., that of early-day newspapers using their own newspaper for their own political gain — apparently still carries over today and in interpretation of the day's events in the average reader's mind.

Good newspapers try to accurately and fairly report a summary of major events as they happen — letting the falseness to both sides of an issue in the press columns. Both sides cannot always be reached before deadline for some 1976, but a good newspaper will report the other side as soon as it is possible and in a comparable news position.

We've come a long way since 1776. We hope to travel even further and better — during the next 200 years!

Reprinted from The San Francisco Examiner

1976: Continued prosperity for another 200 years.

Mustang Daily

Co-editors
Fred Pullin
Regis King
Assistant Editors
Steve Chinn
Jerry Tunnere
Connie Berchuz
Jenny McPhail
Publications Manager
Wesley McMillen
Photo Editor
Ken Courville
National Affairs Editor
Mario Machado
Art Director
Paul Momo
Sports Editor
Jim Hutchings
Circulation Manager
Mark Looker
Production Manager
Bob Craft
Affiliated with Readers' Oxygen Fund and San Francisco Examiner Benefit Fund:
California Bicentennial Crown Association

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1976: Continued prosperity for another 200 years.

Mustang Daily welcomes letters from all viewpoints. Length of letters should be limited to 350 words—typed and double spaced. Letters will not be publish without a signature and student ID number. We reserve the right to edit for length and content. Sorry, but no printed is accepted. Bring letters to Grady Arts Room 202.
FOR OVER 70 YEARS WE'VE

.end of the month shoe sale

ALL REMAINING MEN'S SALE

SHOES NOW ONLY

885

WOMEN'S WARM FALL BOOTS

NOW ONLY

985

ALL REMAINING WOMEN'S FALL SHOES

NOW ONLY

6 85

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THese ARE THE LOWEST PRICES EVER DON'T MISS IT!

Copeland's FINE SHOES

Downtown San Luis Obispo
Open Mon-Sat: 9:30-5:30
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When the United States of America declared its independence nearly 200 years ago, San Luis Obispo was a growing mission that was founded four years earlier. Landmarks from its past can still be found around the city. Mission San Luis Obispo De Tolosa, built of adobe bricks made by the local Chumash Indians, is still standing in the middle of town.

There are many more historic sites around the city but the San Luis Obispo County Historical Museum is one of the more interesting places to visit in town. With the help of the museum's curator, Louisiana Clayton Dart, one can find it possible to relive the history of San Luis Obispo.

The San Luis Obispo County Historical Museum was formerly the city library, donated by Andrew Carnegie in 1905 at the cost of $10,000. The building is one of those in town which was built from stone quarried from the top of Bishop's Peak. (The building is still owned by the city and has been occupied by the museum since February 26, 1956.)

Louisiana Clayton Dart who has been the museum's curator for almost 20 years said, "This year the museum is celebrating its 20th birthday, and in those years we've had visitors from every country in the world and from every state in the nation. Besides her job as curator she is kept busy lecturing at many civic affairs. However, on the job, she informs the visitors of the historical importance of many antiques found in the museum. She says all the pieces in the museum were either given on loan or donated from the residents of San Luis Obispo county. "The most popular exhibit in the museum is the parlor of 1660," says the elderly curator.

The parlor is an exact replica of a parlor from the late 19th century. "We have a mail cart used by the city from 1890-1910," she says, "which was drawn by horses."

The museum also holds a collection of Chumash Indian artifacts which contains a fine selection of ancient Indian baskets.

The growth of San Luis Obispo County can be seen in the Irene Carpenter collection of photographs. "There are over 500 old photographs in the collection. They were donated to the museum by her nephew Harry F. Macdonald," says Dart.

"The museum has such a variety of things to see," says Dart, "anything from antique typewriters to human hair reels, made from the hair of children by their mothers, we even have golf clubs that belonged to William Randolph Hearst."
Historic Themes From Home Ec

To look at the El Corral Bookstore today it is hard to visualize it's past or how the whole thing came about.

The Bookstore began in May of 1916 as an altar to the campus. In 1919, the store was moved to the old Anderson Hall and was managed by Coach Howie O’Donnell. In addition to his other responsibilities, Athletes and other students earned part of their school expenses by serving soup and beans to Bookstore patrons.

The “New” Administration Building was adopted. In 1940 the Building was torn down and El Corral was moved to Crandall Gymnasium where it remained until 1948. The “New” Administration Building was completed and once again El Corral moved. This location proved good for twenty years.

During the time the store also operated a coffee shop across the hall, which was taken over by the Dining Hall when its present facility was opened. After World War Two many students began returning to school on the GI Bill causing increased enrollments. The Bookstore Advisory Committee was formed in 1948 to make every effort to have available at the appropriate times and in sufficient quantities, the books and supplies needed to complete their courses of study. Items that supplement and complement the cultural and academic significance of the university are also made available together with items and services which serve the personal needs of students.

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By pursuing these goals, the El Corral Bookstore has become an integral part of campus community life providing services and interacting with all campus organizations and the Associated Students, Inc.
Mercy Otis Warren, who helped kindle rebellion.

Abigail Adams, who challenged the "iniquitous" absurdity of men keeping slaves while fighting in the name of liberty.

Phyllis Wheatley, who emerged from slavery to become a poet of peace and freedom.

Deborah Sampson, who fought us Pvt. Robert Shurtleff in the Revolutionary Army and removed a bullet from her own thigh to avoid detection and censure as a woman.

Eliza Lucas Pinckney, who initiated the development of indigo into an export business valued at more than a million pounds a year.

Agnes Surriage, who left scrubbing floors to become Mrs. Bartlett managed the family (arm in New Hampshire while her husband was at the Continental Congress. She is one of the women being studied by a Cornell scholar, Dr. Mary Beth Norton, who observes "the consolidation of a strong government on any or no principles; and are for supporting it by force, at the risk of distorting the fairest features in the political aspect of America."

John Adams said Mercy Warren's pen had "no equal that I know of in this country" — though he praised the way she pictured him in her pioneering history of the Revolution.

Meanwhile, Mercy's friend Abigail Adams was not only taking care of things at home but writing to husband John and son John Quincy, both to become presidents: "Give me the man I love," she would write in one letter, while praising the legal and political situation of women in another.

Agnes Surriage was attributed to men because no one could believe a woman would "use satire so openly and flagrantly." One of her attacks on Tory politicians was printed the day before the Battle of Lexington.

After independence she wrote and fought to preserve what had been won. At 60 she shook shoulders to shoulders with Samuel Adams in the anti-Federalist political wars, challenging the unamended Constitution and those who favored "the constitution of a strong government on any or no principles; and are for supporting it by force, at the risk of distorting the fairest features in the political aspect of America."

The whole spectrum of revolutionary worthiness is getting biennial attention, as exemplified by such forthcoming books by Dr. Linda DePauw's "Founding Mothers: Women of America in the Revolutionary Era" (Houghton Mifflin) and Elizabeth Evans's documentary record from diaries and letters, "Weathering the Storm: Women of the American Revolution" (Belknap).

I tried calling a friend, actress Joanne Hanlin who has been researching and performing a one-woman show on the nonconformist women for stage and television audiences. She immediately thought of Mercy Warren, whose scorching satire on colonial government not only fired dissent but called for such ambitious political effects as "a swarm of . . . wretches, hungry harpies, and ungrateful, unappreciative villagers, hovering over the stage in the stage of locusts, led by Massachusetts in the form of a basilisk."

Mrs. Warren gave Governor Hutchinson the stage name of Rappata. Sometimes her work was attributed to men because no one could believe a woman would "use satire so openly and flagrantly." One of her attacks on Tory politicians was printed the day before the Battle of Lexington.

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George Washington: The Founding Father

Christian Science Monitor New Service

Gouverneur Morris made a little wager with Alexander Hamilton at the Constitutional Convention in Philadelphia in 1787: He was in awe of nobody on earth, he boasted. "Well, General," said Morris familiarly, putting his hand on his shoulder, "the general said nothing. Instantly Morris saw his mistake; he said later he felt like sinking through the floor.

There is other testimony. Abigail Adams was not a woman easily impressed, and her firm-eyed New England upbringing did not quail before the Virginia gentry. When American troops encircled Boston she went out to headquarters to meet the new commander. Abigail melted—there is no other word for it. To her mind came instantly a line from Dryden, she said later, "Mark his majestic triumph! Anybody who could flutter Abigail was worth observing.

His schooling hardly went beyond what we would call today the elementary grades, yet he somehow picked up a dignified rhythm in his prose. Rudyard Kipling, in his book for children, "Rewards and Fairies," had the Indians call Washington "big hand," and the latter inspired his poem "If you can keep your head when all about you...Yet make allowance for their doubting too."

In Virginia, in 1758-59, Governor Dinwiddie had a problem: King George II ordered him to send somebody across the Alleghenies into the Ohio wilderness to see if the French were there, and to ward them off if they were. Whom should he send? There was that strapping young surveyor Washington, with a connection to the great Fairfax family. Could somebody of 22 control older men? Washington knew the woods; he had gone over the Blue Ridge with a surveying party at 16; he was militia major at 20; he looked competent. So he was dispatched.

All he had to do (with winter setting in) was to travel 500 miles through Indian-haunted, murmuring forest, do a little fighting, maybe, and get back again. He did it. He was also there, at 29, to help extricate Braddock's scarlet-coated survivors. He was the only one of the aides not wounded. His reputation spread abroad and at home the state appointed him Commander in Chief of All Virginia Forces.

Hat good times with fellow officers, stood six-foot-two, and wore his hair in a queue tied with a ribbon. Inheritance and marriage made him an immense landowner, and the ditter of his life seemed to stretch comfortably ahead. He was an outdoor man, rose at dawn, made the circuit of his Washington page 19.

This is the heritage of Security Pacific National Bank, whose early history dates back over a century—to 1871—when the City of Los Angeles had a population of less than 8,500.

RUDYARD KIPLING

1130 Garden St.
San Luis Obispo

VINCENT L. RAY

Life Pension Group

I.R.A.
Estate Conservation

543-2857
Cal Poly: A History From Birth To Present

by JOSEPH B. ROMNEY
Special to the Daily

One of the major issues raised by the bicentennial celebration is to what extent Americans have succeeded in achieving such ideals as liberty and equality which were proclaimed by the founding fathers. While much has been done it seems pretty clear there is still much to do.

Ideals, by their very nature, are always just beyond reach. But if they are too far removed from reality they become meaningless, a mockery, or perhaps a motivation for revolt.

From its inception Cal Poly had a dominant ideal. As in the case with the goals of the American Revolution period, Poly's ideal has been achieved in many ways, but not totally so.

To understand this ideal and its relevancy for today we need to go back to the events which lead to the founding of the school.

Myrbn Angel arrived in 1883 in San Luis Obispo, a small town of some 3,000 people. He liked the town. He received support from citizens of the town and from other parts of the country. Support also came from businessmen in San Francisco and from the Southern Pacific Railroad which would reach San Luis in 1888.

Several legislators in Sacramento worked for passage of an act authorizing a school, but then as now school support was hard to obtain.

Finally in 1901 an act was passed establishing a school in San Luis Obispo, a polytechnic school. The change from a normal to a polytechnic school was made to obtain the necessary legislative support.

Angel was favorably inclined toward technical education, partly because of his experience when he arrived in San Francisco. He had needed money but he had found a job as a road shingler because he knew nothing about that trade. He referred to that experience when he described the type of school he envisioned in San Luis Obispo.

"I have planned a school here which will teach the trade as well as the head so that no young man or young woman will be set off in the world to earn their living so

"Th* purpose of tho school is to furnish to young people of both sexes mental and manual training in the arts and sciences."

He invencd him of the value of such an institution in elevating the cultural level of a community. He determined to see such a school was established in San Luis Obispo.

The years 1760 to 1783 were monumental ones in the history of the United States of America. On the Atlantic seaboard thirteen colonies were emerging as a new nation while, at the same time far to the west on the coast of yet another great ocean, Western Civilization made its first inroads into California.

In some ways the two were similar. They both had strong leadership and a determination to follow through in their tasks — the one toward independence and the other toward discovery and settlement. Yet, they were separated by more than just a continent, for they also were worlds apart. They had different cultures, habits, language and even dress. But eventually the two would merge and each would contribute incalculably to the universal character which America has continued to enjoy.

Junipero Serra, perhaps the best known of all the early pioneers in California, died on August 28, 1784, and lies buried in his beloved Carmel Mission. His was a selfless and unique contribution to the history of the West Coast.

In 1848, after a little more than a century after the Spanish arrived at San Diego, Mexico gained its independence. However, it was unable to press the advantages offered by its northern territories and California lay dormant.

Meanwhile,

Back Home

In California

The pueblo of Los Angeles became one of the largest cities in the world. San Francisco, a jewel built amongst the hills, refused to die when struck by a murderous earthquake and fire in 1906, and continues to be called the cultural center of the country. San Diego, the birthplace of California, has grown to become America's largest Naval installation and the home of the fleet. California has become the home of many of the world's largest companies, and the state is one of the most popular vacation spots in the world.

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In 1848, war broke out between Mexico and the United States. In California it was a time of limited land action and the Naval occupation of major ports. Crops which were captured by American troops have a very familiar ring to the reader of the Colonial-California Time Line — Among them San Diego, Monterey, Los Angeles, and San Francisco.

In 1849, scarcely a week before the Treaty of Guadalupe Hidalgo ended hostilities and ceded California to the United States, gold was discovered at Sutter's Mill. A new phase of history began as an avalanche of gold-seekers made their way across deserts, mountains, and the ocean to find instant riches.

In 1850 California became the thirty-first state in the flag when it was admitted to statehood. As the years passed, more and more people came to the Golden West.

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Since 1887

Another long standing tradition in San Luis Obispo is Riley's Department Store. Originally, J. Cracker and Company, the store changed its name several times from the former to Riley-Cannon Company and finally to Rileys.

Not only has the business changed its name numerous times but it has also changed its merchandise regularly to keep up its policy of selling only popular quality and famous brand names.

The company was first located at Garden and Higuera in 1887. In 1918 the store moved to its present location, Chorro at Marsh. In 1964 Rileys expanded to what is currently University Square. In 1970 they opened a sister store in Morro Bay. The latest addition is Rileys in Plaza del Camino.
Roof Repair: San Luis Obispo's 1776 Mission

by SUSAN STEVENSON
Daily Staff Writer

San Luis Obispo in 1776 — no Cal Poly, no downtown and even no Madonna Inn. The main worry of the mission padres was to erect a new lime-proof roof for their tiny adobe Mission San Luis Obispo de Tolosa. Still a possession of Spain in 1778, the four-year-old mission had been plagued by roof burnings from attacking Indians, according to recorded county histories.

While the rest of the nation turned its attention to the task of winning independence, the padres turned theirs to covering the mission roof with tiles, thus preventing further destruction of the building.

Few people realize that San Luis Obispo's mission was a trendsetter in the roofing business. After the original tile roof implementation and success at the mission, the design was adapted by all the other missions throughout California.

During the middle of the eighteenth century San Luis Obispo's population was approximately 100 people, many of whom were Indians converted to Christianity. According to California Mission History, a number of California Indians were able to acquire some academic education in San Luis Obispo through the help of a Padre that had spent a year at the University of San Francisco, Pedro Fonte, a chaplain traveling with the group recorded the names of those enrolled, noting that the mission was "...situated in a beautiful place on a slightly elevated close by an arrow of most excellent water, near the Sierra de Santa Lucia, and about three leagues from the ocean."

The scarcity of tiles consisted of several pallets, poles stuck into the ground and covered by thatches — which formed a large quadrangle. It later was rebuilt with adobe, and finally mosaic. The bell was added in about 1829, when the bells arrived from Peru.

Thus, while emphasis was on the "hand," the "head" was also considered essential to an effective educational experience.

Curriculum expanded and school organization changed due to accreditation by the University of California, classes were added and included in 1916 within an Academic Department covering English, history, mathematics, and foreign languages.

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Thus, while emphasis was on the "hand," the "head" was also considered essential to an effective educational experience.

Cal Poly: World Events Affect Course

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The very success of the school has created an ecological issue as students and staff have strained local housing and services beyond what some find acceptable.

Successive presidents have continued to emphasize that while the ideal can be adjusted and modified, the pedagogical emphasis must be maintained. Julian McPhee, president from 1955 to 1966, included the "head" but clearly emphasized the "hand" in his educational philosophy. He expressed his view of the mission of the school in this way: "The plan of California Polytechnic, is to combine vocational and technical skills with a background of science and poorly equipped for the task as I was when I landed in San Francisco in 1840."

The founding act further marked the school's character.

The purpose of the school is to furnish to young people of both sexes moral and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy, and such other branches as will fit the students for non-professional walks of life. Clarification of these ideals and their application during the ensuing decades has been of major importance to students, faculty and administrators. When the fine curriculum was being developed, strong voices were being heard advocating a limitation of classes to agriculture alone. But a broader course of study was accepted so that the first year class consisted of registration in 10 in agriculture, six in mechanics and four in domestic science.

The school was educational in a prophetic ratio of 18 boys to five girls during the first year. The academic backgrounds of the first three presidents of the school exemplify three aspects of the continuing educational role of Poly. Leland Stanford was a father of animal and dairy husbandry.

Leroy Smith represented the non-emphasized areas of history and English. Robert Ryder was an engineer. A similar variety of backgrounds has been a feature of succeeding presidents of the school.

But through it all the emphasis on the "hand" — varied and referred to in such a way as to be not by doing, but by downside education, or more recently career education — has been strong.

A review of some of the early activities and problems at Cal Poly reminds us that education is a time-worn term. The first enrollment of students was surprisingly low — only 50 per cent of those who had been expected. Budgetary allocations were inadequate and construction slow so that classes were housed in inadequate facilities.

Students helped in constructing the new buildings in part of their education. Practical field work, daily or at least regularly, was required. Students carried their expenses by working at the school's agricultural projects or in such areas as janitorial and dining hall work.

Economies that a graduate is immediately valuable to employer. . .

In his last convention address for 1973 Prof. Kennedy said:

"An institution's heritage... is in the powerful ideas which survive the people who make up the academic community during the various periods in its history."

He then quoted the school's first president who said "Let us train the head, the head and the hands." Pres. Kennedy endorsed those three aspects as the "tools in the learning process," then stressed career education, the traditional emphasis of Cal Poly, as an "idea whose time has come."

Twenty-one members of the English Department faculty responded to this talk in language harking back to Angel's original description of the purpose of the school: They said:

"Education... becomes oriented toward producing humble and readily manipulated consumers rather than traininginquiring minds, then set adrift in the modern world."

Therefore, we feel that this university should endeavor to strike a true balance between technological innovation and the humanities.

Just as the difficulty in prating a balance between the national revolutionary ideals of liberty and equality is a continuing quest, so Cal Poly has a bi-centric challenge of striking a balance between historical emphasis on "hand" and "head." Also the challenge between competing interests such as large size and "a spirit of community," centralized leadership and faculty and student governance, constitutional growth and commitment, responsibility, academic excellence and affirmative action.

The solutions must draw upon the varied traditions of the past and the ideas of the present. Within these traditions a proper balance is possible. Our challenge is to continually achieve that balance.

Joseph Remmers has been a history instructor here since 1949. In addition he has his background in history, Remmers has been an assistant at the city Potrero History Library and a research clerk for the Flash State Supreme Court.
The Vocational High School Is Now A University

by STEVE WARNOFF
Daily Staff Writer

"A school that is built on a hill cannot be hid."...he read the cover of the California Polytechnic bulletin of 1927-28. The California Polytechnic was the predecessor of Cal Poly. The year 1927 was when California Polytechnic, founded in 1901 by the state legislature, was a vocational high school in San Luis Obispo. First offered junior college courses.

Looking at the California Polytechnic over the last 60 years we can see the tremendous growth of what is now California Polytechnic State University.

In 1927 The California Polytechnic was a state institution that offered courses in agriculture, mechanics, engineering, printing, and homemaking. The campus housed 13 buildings which included the administration building, science hall, homemaking building, print shop and boys' dormitory.

In 1927 students of a wide variety in age and of education could be found at The California Polytechnic. Ages ranged from 15 to 55, and most students had from one to three years of high school education.

The bulletin said that 21 per cent of the students were high school graduates. The minimum entrance requirement was a grammar school education.

The California Polytechnic was coeducational in 1927 although dorms were supplied for boys only. Female students stayed in homes approved by the president, Ben B. Chandall.

Boys who lived on campus paid $687.50 for one year's education. Military uniforms, which were required, cost $6.

Registration fees were refunded at the end of the year — cost $30. Room and board cost $390 a month and books were $15 a year.

Girls roommates, except for room and board, ran about the same. Their uniform, which cost $6.50, consisted of a white middy with a blue detachable collar, black slacks and navy box-plaided skirt.

The agriculture major for boys was agriculture while the girls was homemaking.

The agriculture courses projected the method "Learn by doing and earn while you learn." Students could get involved and pay their way through school from peddling the homestead fruit and vegetables. In the making a picture of a boy holding a pig is above a caption which reads, "Agriculture teaches who pigs is pigs..."

The homemaking courses were established to train girls to be fit for home life. "The courses were founded in the belief that the making of a home and its proper management entails details that are all too seldom understood."

The concentration of the courses were knowledge of the sciences underlying good housekeeping, for a training in habits of good housewifery and artistic self-expression.

Some other departments that didn't offer a "major" were mathematics which offered courses in algebra, geometry and trigonometry. Music offered courses to all students who had vocal ability. The music department housed a 26 piece orchestra.

The Voterical High School Is Now A University...
AN HISTORICAL LOOK AT SAN LUIS OBISPO
George Washington: Revolution Leader

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his fine farm on horseback, took a band in whatever was toward no matter how trivial and if the dogs started a fox, as like as not he would give a bark and be off. (In 1796 he hunted foxes 70 days.) In the evening there might as well be, and his willingness to take risks showed up later at Trenton and Princeton. For a man like this, it was almost obligatory to be a member of the House of Burgesses.

As Philadelphia in 1775, they tried easily. It was not Governor Shirley now who was looking for somebody to undertake a dangerous mission; it was an anxious group of delegates risking their necks. Washington showed "manly physical and nervous power," he was the colonel's greatest expert on the wilder-ness and its warfare; he inspired confidence. They made him a continent-in-chief.

At such an appointment the dramatist looks for a spine-chilling gremlin. But Washington was not the dramatic type like Nelson or Andrew Jackson or Napoleon. One can imagine the scene if Napoleon, say, with follow officiers and wore his hair in a queue tied with a ribbon.

Instead of that the delegates, still a little uncertain at what they had done, heard Washington say, "I this day declare, with the greatest sincerity, I do not think myself equal in the command I am honored with." He wanted no more, he said only expresses (for which he pledged an exact account). Then he sat down. The dramatist gives him up in disgust. But what would a military genius like Napoleon have done in months to come, one wonders, with an army that, lacked shoes, mess, clothing, gunpowder, medicine — and discipline; an army where one detachment of New Jersey troops stubbornly refused to swear allegiance to the united colonies (as Washington tried to persuade them). "New Jersey," they said, "is our country."

This was a different kind of leader in a different kind of war. Only little by little did colonists learn to appreciate him. Dependence on him grew. It was a war in which the greater fear would be not to win battles but to keep an army in the field at all, to carry them through Valley Forge, in hope of how to fight a mobile and unconventional struggle in which the very absence of heavy equipment would mean that he could move twice as fast as a conventional army.

Leader and lead were close together in that kind of army. Once at Monmouth, in 100-degree heat, the American troops wavered and started falling back. Then through the dust, down the road, came that big white brute of a horse they all knew, with Washington (a splendid rider) on it in a sweat-soaked uniform, and young Marcus de Lafayette watched as he "rude all along the lines amidst the shout of soldiers cheering him by his voice an example and resting to our standard the fortunes of the fight. I thought then, as now, that never had I beheld so superb a man."

The big question was always even after Washington became president whether this new system would work. Monarchy was in its control everywhere. It was a political as well as a military war. Historians guess that maybe one-third of the colonists were opposed, one-third indifferent, and that a dominant third lied the way. What happened if Washington won? Hamilton did not believe that people could govern themselves there was nothing in modern history to show they could. America's challenge to hereditary power shook the world, but the consequences were as uncertain as men's first step on the moon. What would Washington do? Hamilton seemed to be urging him. At least he pointed out significantly early in 1783 that if differences were resting to dishabille quietly without their pay, which the amorphous Congress had failed to provide, that the army intended to wear Uniforms "to procure justice for itself." There was opportunity for an ambitious man here, he implied.

The pivotal point was reached at Newburgh, New York, March 15, 1783. Anonymous circulars went through the camp. An unusual and unexpected meeting was called; grievances were palpable and pathetic.

Quarreled with at last, Washington appeared at the meeting and appealed to them. Had they bought the war for this? he asked. He was no Patrick Henry in his oratory; he had not sweated off their feet; he could feel their anger still smoldering. He had a letter in his pocket from a congressman promising pay and took it out, then started helplessly. They watched anxiously.

It was a small, homely act, but did what his speech had failed to do, the harden were wiped their eyes and disparaged. Perhaps historian James Flexner in 'Washington: the Indispensable Man' (a condemnation of four volumes), exaggerates, but he calls it "probably the most important single gathering ever held in the United States."

President or king — And could the country work in uniform? Washington's struggle for just treatment for the veterans pledged him, almost automatically, so strive for a strong central government when the war ended. The testing time came in the hot summer of 1788 in the Constitutional Convention at Philadelphia. They chose Washington chairman at once. He made few formal speeches, but his presence held them together as he had his regiment.

This was no abstract, shadowy figure, made apparently of stone, with false teeth that lilted wretchedly, and turned as much by the painting of Gilbert Stuart or a national caricature as by Parson Weems' silly Sunday school fables. He was a very human figure who went trout fishing from the Philadelphia convention, who wrote with love to his beloved Mount Vernon that it now looked as though the convention would last all summer and to

get Washington page 14

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George Washington: Our First President

Continued from page 13

send him his umbrella, the new one in the studio also his
"Blue Coat with the Cramson collar."

Had they nailed up the honeysuckle? And — "P.S.
have you thinned the Carrons that were too thick?"
He was a private person: it was noted that he delivered
his first inaugural address (New York, April 30, 1789)
"with trembling voice and trembling hands." He was not
a slogan; he was generous and enjoyed paying com-
pliments to women and engaging in ritualistic flattery.
But there was something about him that swelt people.
It may have been the formidable temper, kept under
iron control beneath that formal exterior, but evident
nevertheless. Occasionally it burst out. When poet Philip
Freneau in the National Gazette once too often charged
him scurrilously with wanting to make himself king:
"He got into one of those passions when he cannot
command himself," Jefferson noted. (Jefferson, by the
way, though a member of the Cabinet, was criticizing
Freneau as a traitor in the State Department.)
Washington was not a man of deep philosophic observa-
tion like Jefferson nor of quick intuitive perceptions like
Hamilton; they were two characters born to hate each
other. But Washington could control them both, using
what was valuable ignoring the rest. One did not take
liberties with a sleeping temper like that — as soon as
with an A-bomb. The sense of that power became known to
us today, two centuries later, like a charge over an entire
wheel.

The founding fathers — they were remarkable figures.
Patrick Henry for eloquence, John and Sam Adams for
steady independence, John Jay for diplomacy, Hamilton
for finance, Jefferson for intellect, Franklin for wisdom.
But the character — Washington. In any land, in any age,
he would have been great.

Face To Face
With The
Founding Fathers

THOMAS JEFFERSON

JOHN ADAMS

PATRICK HENRY

JAMES MADISON

JOHN MARSHALL
La Musica De Poly

The first year we went north. The second year we went south. The middle and for the third year bicentennial, we are going to do as we can.

Two Centuries Of AG

Agriculture has come a long way in 200 years. In 1776, about 90 per cent of the American people lived off the land growing their own food. Today, less than five per cent of Americans are involved in farming.

Cal Poly plays a large role in today's agriculture. The School of Agriculture is the largest school at Cal Poly, with 5319 students, according to Assistant Dean John May. Cal Poly is ranked in the top five agriculture schools nationally.

So it seems natural that the School of Agriculture should sponsor the Smithsonian Institution Bicentennial Exhibit, "American Agriculture, a Continuing Revolution."

"The exhibit will be shown sometime in April," says Guarino Adamson, Daniel Sax's Crop Science Department. "It might coincide with Poly Royal. We might have some speakers and free planting activities. Nothing definite has been set yet."

The exhibit covers six themes in the growth of American agriculture. The first theme, technology and innovation, discusses farming with hand tools and streamlined, computerized methods. The second theme is education and training, which means the story of teaching and training in agriculture. The third theme, energy and agriculture, begins with animal energy and human muscle power to the wide use of fossil fuel in the 19th century. The use of petroleum has led to chemical pesticides and other chemicals has raised a lot of problems about the future of farming.

If petroleum runs out, will America have to return to traditional means of power? American agriculture and its use of technology, biologists and new plant and animal varieties has put on a new environmental balance. The use of pesticides and herbicides is questionable.

The fourth theme points out pollution and concentration. Over the last two centuries, American farmers have seen changes from slave labor on the plantations to small farms. Agriculture became the mechanized modern farming, with large forces of migrant seasonal workers.
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