



STUDENT ACTIVITIES

As one might expect, student activities have changed over the past fifty years at Granada. Clubs, of course, have always been a staple of high school life. In the mid-1960s the main clubs on campus revolved around academic classes. Active clubs included those in drama, Block G, Rally Club, G.A.A. and a popular Latin club.

The California Scholastic Federation (CSF) was chartered in May 1965 and immediately became popular with students. It was prestigious to attain a lifetime award in this organization, which was achieved by attaining four semesters of regular membership. A lifetime membership included having a gold seal embossed on the diploma and transcript. Other services the CSF provided included:

- Guides at all “Back to School” nights
- Tutoring of students



- Planting trees and juniper bushes in front of the campus
- Today, this is still an active club on campus.

At the time there were no official girls' athletic leagues, so the Girls' Athletic Association was formed to provide females with athletic competition. Again this outlet provided a needed outlet for half of the school's population. Most of the G.A.A. activities included field hockey, basketball, speed a-way, and volleyball. The competition was mostly “friendly” against Livermore High School and Amador High School. In 1964, however, the G.A.A. did host a bowling tournament against Livermore and was victorious. They defended this crown the next year, too, and in 1966 they held a volleyball contest against the Cowboys and won that too.

Homecoming was as popular in the 1960s as it is today. Since the first graduating class at Granada was in June 1966, there was no homecoming activity until the start of the 1966-67 school year. Sue Ellis was elected as Granada's first homecoming queen and the festivities for the weeklong activity were full. The following description of the 1967 Homecoming was typical of the time:

GRANADA ROCKS WITH '67 HOMECOMING WEEK

The excitement around Granada High School's campus mounts as Homecoming Week draws to a close with the crowning of Granada's Homecoming Queen, and the Granada High football team's playing against the Liberty Lions tonight. The

action starts with the junior varsity playing promptly at 5:45 p.m. at Livermore High School's football field.

Homecoming week started out with the casting of ballots for Homecoming Queen on Monday, October 23. The freshman class also entertained the upperclassmen at noon, displaying their talent using the Homecoming theme, "Good Old Days.

Tuesday was reserved for the sophomore entertainment at noon, while the juniors were given Wednesday as their day of talent, followed on Thursday by the rambunctious seniors. All classes were to entertain the student body and promote school spirit.

Dress Up Day

Today, around Granada's campus, students have dressed according to the Homecoming theme. Strange-looking people attired in "Roaring 20" flapper outfits, flat-top straw hats, colorful garters setting off the shirt sleeves of the boys, some of which are clad in old-fashioned knickers and knee socks, granny dresses, and bloomer outfits are wandering the grounds of Granada High School.

Parade Around Field

Immediately following the J.V. game, a procession of class floats and the Homecoming candidates will take a turn around Livermore Field.

Sue Ellis, G.H.S.'s first Homecoming Queen (1966-67) will lead the parade in an old-fashioned, flame-red fire truck. Behind her, the Queen candidates in old cars, with class floats evenly spaced between them, will follow.

After one turn is completed, Sue and the Queen candidates will mount the platform specifically designed for them. The Homecoming Queen for 1967-68 will be announced and last year's Queen will crown the winner.

Promptly following this display, the varsity game against Liberty will be played.

After the varsity game, a dance jointly sponsored by Rally Club and Block "G" is scheduled at G.H.S.'s multi-purpose room. It starts at 10:00 and ends at 12:00. The price is 75 cents stag, \$1.25 drag. All last year's graduates are invited to attend.⁴⁴

⁴⁴ *The Herald and News*, October 27, 1967

A TRADITION IS FORCED TO CHANGE

In 2001 Granada installed a synthetic, all-weather track, and this had a tremendous impact on homecoming. As the above article states, it had become customary for large trucks to pull the various class floats around the track. With the installation of the new track, no large trucks were allowed on the track. Steve Sneeringer, the Activities Director at the time, was given the task of creating a new "tradition" to replace the traditional floats. He reflected:



Ever since the Columbine tragedy, our Leadership students were constantly reminded at Leadership camps and conferences of the importance of student participation in school activities. Class floats tended to become the "territory" of those in charge and their inner circle of friends. Since the number of kids who participated in the short skit that was included in the judging process was limited to about ten, and perhaps an equal number who were allowed to walk beside the float as it paraded around the track, actual class participation in floats was rather minimal. Despite the fact that kids were encouraged every year to help, there was generally no reward. Typically, the tasks they were allowed to help with were minor in nature, and, oftentimes, kids went to the site to help only to be told there was nothing for them to do. And many kids who actually did manage to provide significant work time frequently were bypassed when the skit and parade participants were selected. Obviously, we saw this as a situation that had to be changed.

Safety was another issue that had to be addressed. As the size and technology of floats increased, kids were being put in potentially dangerous positions, whether it was standing on ten-foot ladders, hoisting heavy objects onto a trailer bed, or handling power tools. Our school provided no insurance, so it was up to the homeowner's insurance or the potential accident victim's insurance to cover injury claims. Every year I had class advisors publicly worrying about their personal liability. We knew that it would only take one lawsuit to bring the whole tradition down no matter which high school was involved.

Another significant issue was that the week was clearly oriented toward the seniors. The week's prominent activities revolved around the selection of the Homecoming King and Queen (Seniors only), the floats, and the Friday rally, which focused primarily on the King and Queen candidates in anticipation of the

election at lunch. The only other activity that occurred during the week was the daily "dress-up days" which had lately become stale and lightly participated in. Other than the general stir created by the week, it was clear that the underclassmen didn't have much reason to participate to any great degree in the week's activities.

On the positive side of our investigation, one thing stood out very clearly to us. The kids liked to build something that they could point to with a sense of pride and achievement. It was tangible -- you could touch it, feel it. There was just something special about building a structure with your own hands. No matter what we were to come up with, that aspect of floats had to be included.

The other, very intangible, aspect of Homecoming was the word itself. Just hearing the word spoken, "Homecoming", eyes would glaze over and inspire kids to look forward to that one week of high school each year. I had previously tried to start a spring event and just couldn't muster enough enthusiasm to pull it off. But Homecoming was magic. I knew that, if we could come up with our own unique plan that incorporated a building project while increasing student involvement, we would be okay.⁴⁵

Change is not easy especially when talking about something as emotional as Homecoming. After brainstorming the idea of scaling down the floats, even parading them in the quad area, using golf carts to tow them, it became apparent to the student leaders that a complete overhaul of the system needed to occur. Ideas then blossomed around a four-sided structure, then a three-sided structure, and finally someone suggested a one-sided scene, which could be the backdrop for a skit. Since the previous skits were performed on and in front of the floats, this idea became known as the "Float Without Wheels."⁴⁶

Steve Sneeringer continued:

The concept had several merits to it. First, although not very elaborate, it met the "building" criterion. Second, the skits could be expanded to include more participants. (Currently, skits with 60-70 participants are not uncommon.) Third, a new set of participants would be included as the wall scenes were to be judged as works of art. When asked how the classes were to find artists, I simply responded, 'Ask around. Ask the art teacher! Find out who the artists are and ask them to help you. I'll bet they'll be excited to have their work displayed for the whole school to see!' Fourth, more new participants emerged when I consulted the Industrial Tech Department for advice, which led to their students actually fabricating the pieces for the supporting structure. And naturally the Art teachers formed the nucleus of judges, while the Drama instructor was essential in judging the skit. Fifth, teachers and administrators were asked to participate in the skits, too.

⁴⁵ Steve Sneeringer, March 29, 2014

⁴⁶ Ibid

The idea began to snowball as the kids began to grasp the possibilities, and one idea led to another and another. For instance, having the skits and wall scenes displayed in the quad was an obvious choice, but "when" was another matter. Since it was essentially a "rally- type" event, having all four classes perform in one day wasn't practical. There wouldn't be enough time in a traditional rally period, which was typically before lunch. Moreover, because we have an open campus lunch, many students chose to forego rallies in favor of an extended lunch -- an administrator's nightmare! Worse yet was the fact that, because of an exploding enrollment, we could no longer house all of our students in the gym at the same time, which is where the traditional Homecoming Spirit Rally would take place on Friday. And then there were the issues of mandatory attendance for recalcitrant students and teachers alike. Upon discussing the matter with my ASB President later that spring, I was suddenly hit with a stroke of genius! In our block schedule, we have a 15-minute morning break between blocks 2 and 3. If we took 5 minutes off each block and the lunch period, we could create a 35-minute "Break Rally" that would be adequate time for each class to perform on its designated day. The campus would still be closed, attendance would be non-mandatory, and we would let the event create its own attraction. The administration immediately embraced the concept. Needless to say, it worked like a charm.



By the time Friday rolled around, the campus was alive. Each day built on the next, more students watched each day, and the under classes had their own "royalty" elections of Princes and Princesses. For parents and the general public, a Carnival was put on Thursday evening where all the Walls were

displayed, skits were re-enacted, clubs provided fundraising booths, and the classes competed to raise funds for charity.

At the "non-mandatory" Spirit Rally on Friday, the gym was packed -- SRO -- a feat that was rarely accomplished even when attendance was mandatory! To replace the float pageantry at halftime of the football game, we rented, and have since purchased, portable stages and red carpet for the announcement of the Homecoming Spirit Trophy and the crowning of the Homecoming Queen, which is preceded by a "Human Float" parade where students of all classes who dress in costume or class colors are allowed to march down the track chanting and singing in anticipation of the presentations.

And last, but certainly not least, The Homecoming Dance occurs on Saturday night with the four class walls being used as the major decorations.⁴⁷

This new concept seemed to draw more students to be involved in homecoming and a decision that at first was criticized as ruining homecoming, was turned into a positive event by the innovative minds of the Granada students and staff.



CLUBS

Since girls were denied full access to athletics at the school's beginning stages, other avenues developed that were designed for females only. From the very start, an Associated Girls Students (AGS) organization was formed. As stated in the 1966 yearbook, "AGS is an organization of girl students who dedicate their best efforts in every undertaking of service and pledge their assistance in upholding the standards of Granada."⁴⁸ The events the AGS sponsored included:

- Welcome tea for 9th grade girls
- Twirp Dance
- Spring Fashion Show
- Female student of the month
- The selection of girls to attend the Asilomar Leadership Conference. (pictured at right)



The mother-daughter dessert and fashion show, held near the end of the school year, was the culmination of the activities of the year for the organization.⁴⁹

In addition to the above, other clubs that were active in the 1960s without regard for gender included: Student Court, Journalism, Science, Future Teachers, Spanish Club, Latin Club, Rally Club and Future Homemakers.

Comparatively, a current list of clubs at Granada (2014), include: Ambassadors, Anime and Manga, Art, Cancer Awareness, CSF, Drama, Fellowship of Christian Athletes, French, Gaming, GSA, Hip Hop Dancing, Improv, Interact, Latinos en Accion, Literary Society, Math, Mock Trial, Model United Nations, Mythology, Pre Med Society, Programming, Red Cross, Robotics, Shooting Stars, Speech and Debate, Tennis, Ultimate Frisbee, and Urban Parkour.

⁴⁷ Ibid

⁴⁸ 1966 Yearbook, p. 50

⁴⁹ Mother-Daughter Dessert Program, May 10, 1967

MOCK TRIAL

Mock Trial was started in 1996 as a way to increase student involvement with public speaking at Granada. The Constitutional Rights Foundation sponsored the program in an attempt to have students research criminal cases, try the cases in court and hear the verdict.

There were eight schools from Alameda County participating in the program. All schools were given the identical case. The schools had to prepare a defense, as well as prosecution positions. Once a week the schools would compete against each other at the Alameda Superior Courthouse in Oakland. The presiding judge was usually a sitting judge in Alameda County. The prosecution would present the case first, using witnesses to defend the position. The defense would cross-examine all witnesses and then present its case. After closing arguments, the judge would dismiss all participants, and then they would have to wait until the next morning to read the verdict. Each side would be judged and scored on specific areas such as their presentation, logic and clarity of argument. The points were tallied, and there was a winner and a loser.



In 1996, Principal Kevin Drake was the adviser, who brought in local attorneys to help the students present the case. From that year on, Dexter Frye (first person, second row above), a 1967 GHS graduate, who had been a practicing attorney, took over as advisor. Starting in 2000, he was assisted

by AP Government instructor Bob Mariotti (last person, third row).

The competition was always stiff, as some schools had Mock Trial classes where students could research and prepare cases as part of the curriculum. Both in 2005 and 2007, Granada reached the Alameda County Finals losing in closely contested competitions for the right to represent Alameda County in State competition. Sadly, Mr. Frye died suddenly in summer 2011, but Mr. Mariotti continued as teacher-coach, and Granada reached the semifinals in 2012. For the past two years, Granada math teacher Lejla Cyr has been the teacher-coach. Granada reached the County semifinals again in 2014.

ASSEMBLIES



School-wide Award Assemblies have been a tradition at Granada from the start. In the early years the honors included the San Francisco Bay Area award in science and mathematics, the American Legion award to outstanding freshmen boy and girl, the Granada Players honor roll, Quill and Scroll pins, Band honors, choir honors, the DAR Girl-of-the-Year award and the GAA outstanding senior girl of the year.⁵⁰

From this start, the current award assemblies have increased in scope. The current **Black and Gold Honor Breakfast** has grown steadily over the past fifteen years. Physical Education teacher Jan Freytag is mostly responsible for organizing this student award concept. Under the Block Schedule, the award breakfast was held twice annually. Under



the current trimester system, the Black And Gold Breakfast is held in the spring, and students must have achieved a at least a 3.75 GPA in each of the previous three trimesters to be eligible. This recognition program of student academic achievement is vital to the academic health of Granada. The staff takes pride in setting up the decorations in the Student Union and serving the students.

The end-of-the-year **Senior Awards** has now outgrown the facilities at Granada. Senior Awards, once held in the Student Union, are now held at the Shrine Event Convention site in Livermore. At this event, seniors are not only recognized by outside groups, but awarded department cords (each department has a different color) for their achievement in curricular as well as co-curricular activities.



⁵⁰ Herald and News, June 23, 1967, p.3

RALLIES



The one thing that has not changed much in content or scope over the last fifty years is the Granada rallies. Early on, members of the Rally Club and Block G organized rallies. Today the leadership class takes a prominent role in the planning and executing of rallies.

Rallies fall into four categories: (1) Homecoming; (2) Guy/girl; (3) Faculty; (4) and Night.

The Homecoming Rally, starting in 1967, was usually the grandest rally of the year. Homecoming started a spirit week competition and led to a variety of traditions, most of which have been terminated by now. In the early 1970s the seniors started a tradition by driving in the back gate of the campus in cars and convertibles and dressed in gangster/mafia attire reminiscent of the prohibition era. They caravanned around the campus with squirt guns and blasted anyone too slow to get out of the way. This “mafia/gangster” phase lasted until 1976 or 1977. This event, started by seniors, became known as “Senior Surprise.” Other senior themes through the years included a senior class in togas, the Class of ’81 dressing as hippies, the class of ’84 were “wild things” as they dressed in loincloths. The Class of ’87 seemed to end the Senior Surprise era as they dressed as Indians, whooped and hollered around campus, and in so doing broke some lights.⁵¹ There was no record of any homecoming “Senior Surprises” after the 1987 episode.



As noted earlier, Homecoming meant building floats. Many students have wonderful memories working on these floats. Steve Goodman, Class of ’72 reflected, “I have stuffed so many paper napkins into chicken wire that I still have nightmares about it. I knew how to do it just right so it poofed out.”⁵² In 1981 the seniors were able to use the Holdener Dairy barn to build their float. This was located across Murrieta Boulevard, where the current Peppertree Shopping Center is located.

A Homecoming tradition that occurred from the early 1970s until the mid-1980s was hall decorations. Each class was given a wing to decorate, with the winning hall having points awarded for **Spirit Cup**.

The Guy/Girl rallies were usually part of an existing rally, but what happened in these rallies was that each group (song girls/letter girls/Pompom etc.) having dances to perform and they asking a boy to join them in the dance. It was very prestigious (at the time) to be asked to perform a dance with one of these groups.

⁵¹ Barbara Peck, GHS Teacher, March 23, 2014

⁵² Steve Goodman, Class of 1972, March 21, 2014

Faculty participation was encouraged at rallies. A couple of faculty members didn't take much "arm twisting" to get their participation. Dick Bennett was notorious for his bizarre costumes. At one rally he dressed as Cupid in diapers, with a bow and arrow and a banner across his chest. He then danced from section to section to the song, "Cupid, cupid, lend me your ear."⁵³ Other faculty involvement in rallies included Lary Adamsen (math teacher) and Barbara Peck (PE teacher) dressed in 1950s attire doing the jitterbug for amused students.⁵⁴ Another faculty rally that made it into GHS folklore involved eight faculty members dressed in jungle outfits and dancing across the gym to "Wild Thing." At the end of the song a gorilla came sliding across the floor. Another time at the "Heard It Through The Grapevine" rally saw faculty members with garbage bags over their heads, and paper stuffed around them, dancing to the song with their hands (topped with white gloves) waving as they moved like dancing raisins.

There were only a couple of night rallies over the past fifty years. One occurred the night prior to the Livermore game in the mid-90s. Somehow the Livermore Fire Department signed off on a bonfire, so GHS did its best to replicate the bonfires of college campuses and held a rally at the football stadium with a huge fire in the background. When subsequent classes wanted to duplicate this rally, the LFP turned down all requests.

A second night rally was held on February 28, 1995, one night prior to the first NCS boy's basketball game in Granada's history. This rally was unique in many ways. There was the typical rally atmosphere featuring class competitions and students in gorilla outfits slam-dunking the basketball. But it was the first rally where a coach from another school came to address the crowd. Hans deLannoy, the Head Basketball Coach at California High School fired up the Matador faithful by saying what a privilege it was to coach against Granada and how the spirit of the fans was without equal. The rally atmosphere from the night rally carried over to the game the next night. Mitch Stephens, a columnist for *The Valley Times* reported:

It was just a first round North Coast Section Division III basketball game Tuesday night at Granada High School. But I saw more.

I saw students jammed like sardines into one tight section, led by pigtailed cheerleaders with pompoms and dudes smudged with black, white, and gold war paint and clad in old-time basketball uniforms.

I saw them sway and sing the national anthem in unison—well almost, they got ahead of themselves during the "rockets red glare." When public address announcer Jim Willis introduced the Matadors, he might as well have been Ed Sullivan waving on the Beatles.

No tears were shed, but there was a chorus of shrieks at every name, twists and shouts at every bucket and 'oohs' and 'ahhhs' at every Chris Gomes blocked shot.

⁵³ Barbara Peck, GHS Teacher, March 23, 2014

⁵⁴ Ibid

Directly across the way, I saw parents and supporters jammed like the 580/680 interchange at rush hour behind the Granada bench, standing, cheering, laughing and slapping hands.

There was no special attire on this side, but I saw horned rim glasses, thin ties, and crew cuts.

I saw a different era. A time of respect, wholesome fun, enthusiasm. No trash-talking here. No in-your-face, finger-pointing, garbage-flinging gestures.

Fans, players, coaches, administrators savored the moment. It was cotton-candy sweet. It was 'Grease,' 'Hoosiers,' and 'Happy Days' rolled into one.

It wasn't just a basketball game. It was a happening.⁵⁵

⁵⁵ Mitch Stevens, *The Valley Times*, March 1, 1995 p. 18

NEWSPAPERS

The following is a copy of the first student newspaper at Granada High School, while the students were still attending class on the Livermore High School campus. It is being re-typed here since the original copy is quite faded. Page one only.

NAME???????????

As you can see there is no name for the newspaper. So, please submit an entry.

Contact Kathi Larsen, Heather Wallace.

Volume 1 Number 1 Livermore, California - September 20, 1963

Jan HERITAGE
Deligans

Did you ever see the pictures of the first graduating class from Livermore High? Did you laugh at their clothes and hairdos? Those students had the honor of setting the standards for Livermore High School.

Now, this year's sophomore class have the privilege (sic) of setting the standard for a new, more modern school, Granada High. We can start new traditions. New senior privileges will be made and first practiced by us. We will be the first to use the new school buildings in 1964. We can make a new heritage of which future Granada students can be proud.

Maybe, 20 years from now, students will look at the pictures of Granada's first graduating class and smile at our hairdos and dress, but we hope they will be proud of the heritage and traditions we make for those who attend Granada High.

.....
WHAT WOULD THEY DO WITHOUT IT?

Suzie T. wrote it!

- Carla Stibbins—Ron Sheppard
- Patty Powers—her L.H.S. sweater
- Cherlene Peterson—her figure?
- Marylin Molin—her locker partner
- Steve Greist—football and girls
- Patsy Sharpe—her ponytail (sic)
- Chris Larsen—her hair spray
- Dee Siagrave—her bright red shoes
- Frank May—thinking
- Mark Bercherdeit—dancing-and his cigarette
- +++++
- FROSH in the barbershop, "How long do I have to wait for a shave?"
- BARBER: "Oh, maybe a year or two."
- THE MERRY OLD CROWD

School started off with a bang at the first Assembly in the history of Granada High School. Both the pom-pom girls and yell leader made their debut before the whole school. The yell leaders, Deidre Foote, head cheer leader, Carla Stebbins and Marge Holdener look real well in spite of the fact that they couldn't wear their outfits. They really had a lot of pep and go go go. . . . When you see Valeta Motta going down the hall, saying "hello motorboat", I think she goes by that name. Speaking of Valeta, anyone can be a club president nowadays, including Valeta. She is Rally Club President. Others are Marge Holdener, A.G.S. President, and Joan Roth, G.A.A. President. Have fun girls, in organizing your clubs. . . .The Howdy Hop was a real success, thanks to the Sophs and their clever decorating. . . .Come to the game tonight, everyone is expected to be there to cheer our team to victory. Show your school spirit by going to the game, wearing white and sitting in the rally section.

Let me print the names of your FRIENDS.
Thekla Cooley

.....

YAK YAK

On Tuesday, September 3rd, Granada High School spent their first day on foreign soil, much to the dismay of the Livermore student body. A large paper sign "Granada" was hung near the quad entrance (sic) of the Library Bldg. designating the wing in which most of the classes for Granada students are held. My first impression was one of utter confusion. People running this way and that. The Main Building was jammed to standing room only.

The following is the first newspaper at Granada to use a title—*The Granadan*. Again, this is being reprinted because of the condition of the original.

The Granadan

Volume I

Granada High

October 5, 1963

Editorial

By: Martha Whillhite

Have you heard the latest elephant joke? No? Here it is. "How can you tell that you are in Granada High School? By the herd of elephants that just knocked you down and slammed the door in your face."

Elephants in green tennis shoes and mascara plunge through the crowded forest called Granada Hall; ricocheting (sic) off of the hapless fellows. Elephants, obviously the ones going out for football practice the latest block and tackle plays between classes. The stampede is likely to permanently stunt the growth of the freshmen and turn out alligator-nosed sophomores. Is the coat-of-arms of Granada High to be Elephant-Feet, rampant upon a field of fallen bodies?

How large will Granada's first graduating class be? How many will have succumbed (sic) from "elephantitus" before ever reaching senior status?

In a typical American High School, there are four basic classifications of teens. They are:

1. The fun group
2. The Academic group
3. The delinquent group
4. The faceless group

Generally, the 'fun' group has a main goal; having fun, being popular and having lots of nice clothes. An important attribute is being in the right clique or gang. Meeting social success is essential and more important than good grades. Some even get good grades, much to the joy of their parents and teachers.

The next group 'academic', is the serious students. They are intellectually inclined, and received academic achievement and award. Believe it or not, more people than you realize are interested in this group. Next to being popular, being academic is preferred. Serious study and classroom prestige draws many a student.

The delinquent group at Granada is growing larger. These teens are mainly interested in getting through school or more easily, checking out. Future success doesn't enter their thoughts or else draws a blank mind. They break or evade rules and try to act big by toughness and rebellion. This actually doesn't impress anyone. In the long run their respect is on trial.

Unfortunately, too large a portion of the student body belongs to the 'faceless' group. These people never speak out and go unnoticed. They are not especially serious, not do they belong to the social whirl. They drift through school and vanish after graduation night.

Everyone claims to one of these groups or perhaps a blend of 2 or 3. The 'academic' group and the 'fun' group are more desirable (sic). A more true satisfaction is found, here your studies and activities are important. What group are you in?

One month later a new name for the newspaper was established—*El Toro*. The following is the first page of that paper. Look at the date of the newspaper.

EL TORO

Vol. 1 Granada High School

November 22, 1963

No. 5

A POUND OF FLESH

With the low roar of the Matadors ringing in the ears of the bus driver, the bus containing the students from Granada High School pulled out of Livermore and headed for the U.C. Campus and the Shakespeare play Merchant of Venice.

The story concerns a deal made between a rich merchant, Antonio, and a rich Jewish money lender, Shylock. Antonio borrows money from Shylock to help a friend. Since Shylock, as most Jews at that time were, had been mistreated and abused by all and especially Antonio. He recognizes this as a chance to get even with Antonio. So he demands that if Antonio couldn't pay the money back to him within a certain amount of time Antonio must give Shylock a pound of flesh. Antonio thinking his ships would return by the slotted time laughingly agreed.

As the plot thickens Shylock's daughter runs off and marries a Christian, making Shylock all the more vengeful.

The allotted time draws near and word comes to Antonio informing him that his ships have been lost at sea. All seems lost for Antonio as Shylock begins to sharpen his knife. How this all works out is very interesting.

For many of those who went it was the second time they had seen a Shakesperian (sic) play and many of those people are now staunch Shakespere (sic) fans. Many new Shakespeare fans were also born at this play. But those of you who didn't get to go to either play don't despair, remember there is still next year.

POOL PLANNED

By Jean Quan

Due to a shortage of funds, the state will not finance a swimming pool for Granada High School. We will have a pool, though a pool developed by the Livermore Area Recreation and Park District in cooperation

with the high school district which will provide dressing rooms and showers. The total cost of the swimming pool complex will be fifty to seventy thousand dollars. It will be shared jointly by the LARPD, which will use it in the summer and Granada High School, which will use it during the school year. The complex will include a diving pool 42X75 feet and a pool for children 30X55 feet. If the pools are to be built separately, the diving pool will definitely go first.

HONOR ROLL ANNOUNCED
GRANADA HIGH'S First

Our principal, Mr. Jack Lee, announced Friday November 8th Granada High School's first honor roll. The honor roll for this first quarter contained 39 people. The Principal's Roll requires an A in all subjects for at least 30 units of work, with at least a C in the seventh subject, if seven are taken. The Regular Honor Roll requires a B or better in all subjects for at least 30 units of work, with a C in the seventh subject, if seven are taken.

New Semester—New Schedule For G.H.S.

"This is a trial of a different method scheduling classes to enable teachers and students to experience something different from the traditional one hour, one class concept." This is a description and purpose of the newly-developed "flexible scheduling" as Mr. Jerry March, head counselor, sees it. He emphasized the fact that "it is not true flexible scheduling." It is classes scheduled for the best possible result for students' educations.

"This type of scheduling has already been used for the technical arts (metal shop, wood shop, etc.) where the classes are taken in two hour blocks," Mr. March explained. The reason for this is that more time is needed for getting things out, working, and cleaning up.

This is also one big reason for putting the whole school on "flexible scheduling." When homemaking or science classes have labs, quite a bit of time

is needed in order to make the lab worthwhile to the students. Also, administrators "are not convinced that the best way to teach a subject is one hour, once each day." This type of scheduling will be used for 2 weeks up to 4 weeks. After this, another type of scheduling may be substituted. One suggested form is to have some classes one and one-half hours long, some for thirty minutes, and still others an hour long.



Vol. 4, No. 9
Friday, February 17, 1967

Granada High School
Livermore, California 95376

By 1967 the *El Toro* had a new logo, and announced that Granada had a new schedule.

Included in the *El Toro* now were two permanent additions:

1. **Pomegranate Seeds:** This was a column on the hot topics of the day.
2. **Seen and Heard:** This addition chronicled upcoming events.

For a short time *The Herald & News* published the *El Toro* in its newspaper.⁵⁶

Early on *The Herald & News* allowed both high schools to have space to write about their perspective schools. The Granada column was titled the *Granada Eye*, and it had various authors over the years. In May 1969, however, the senior author used

this space to pen a critical piece about her alma mater⁵⁷ that caused a stir on campus and resulted in a scathing rebuttal to the newspaper by a Granada English teacher.⁵⁸ (Please note that the student author is not the name of the person named in the above picture).

12—Livermore Herald & News Friday, May 28, 1969

Granada Eye

By Thekla Cooley



Granada High's Wall Street Journal

Wall Street Journal. The first adviser to this paper was English teacher Sue Staley. She held this position until the mid-1970s when a new English teacher, Jerome Burg, assumed the duties as the journalism teacher/adviser. As Mr. Burg recalled, "At this time teachers were asked to perform many adjunct duties and Jack Lee (principal) called me in and asked me if I wanted to

In the 1970s the school newspaper again changed titles. It became *The*

⁵⁶ *The Herald & News*, April 21, 1969

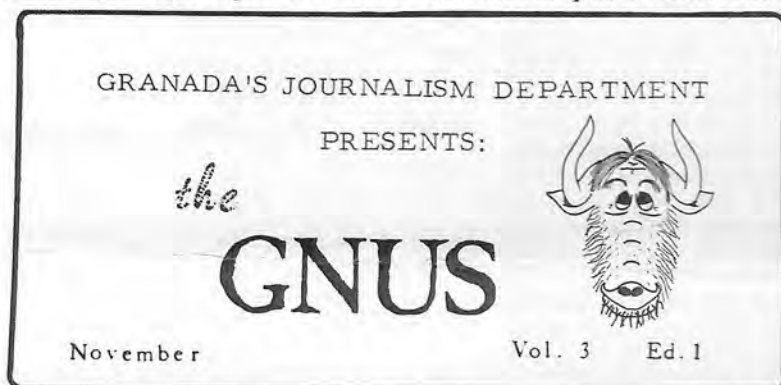
⁵⁷ *The Herald & News*, May 15, 1969

⁵⁸ *The Herald & News*, May 22, 1969

chaperone dances or become the journalism adviser. I immediately took the journalism job even though I had never taken a journalism class in my life."⁵⁹

Ultimately Mr. Burg stayed as adviser until the mid-1990s. During that time he experienced, and sometimes led many changes in the style and content of the high school newspaper.

In the mid-1970s the title of the newspaper changed once again. *The Gnus* was born. The newspaper developed a satirical look at campus events. This format fit Mr. Burg's personality as he taught an English class entitled Satire.



The newspaper encouraged students to submit poems, letters to the editor, and other short literary pieces instead of the normal repeat of campus activities that had been a common theme in previous publications.

One continuing series was entitled AD 3967241. The following is a short section of this series:

"...Mangora was coming! Traveling at 7000 times the speed of light, Mangora flew at the quadradimension bridger, with poisonous seth flowing from the tips of his fangs..."

A letter to the editor followed:

Dear Editor:

More!! More!! I'm in love with "A.D. 3967243!!" Everyday I lie on the floor tying myself in knots until your paper comes. When it finally gets here, I read it as fast as possible and then I eat it. Keep it coming!⁶⁰

Well, not everyone must have loved it because on October 16, 1977 the following headline ran in *The Herald and News*:

Granada High's Gnus is dead.⁶¹

The Gnus is dead---at least temporarily---because of a lack of interest and declining enrollment.

Granada High School is without its student newspaper---the *Gnus*--- this year after several years of financial problems and dwindling interest.

Principal Jack Snodgrass said that when signups were taken this year, students expressed little interest in the journalism class which produced the *Gnus*, so it halted publication until a future date.

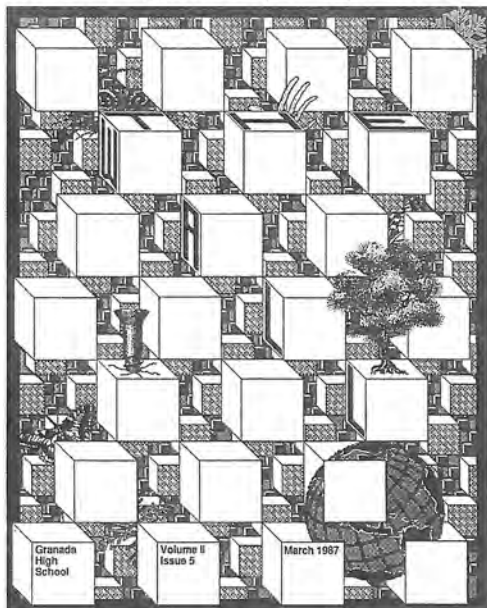
The student body last year tried to cut off funds because of dissatisfaction. The *Gnus* had become a vehicle for creative writing, according to Gene Lara, student body president, and many copies ended up unread or in trash cans on campus.

⁵⁹ Jerome Burg, March 26, 2014

⁶⁰ *The Gnus*, November 1976, p.3

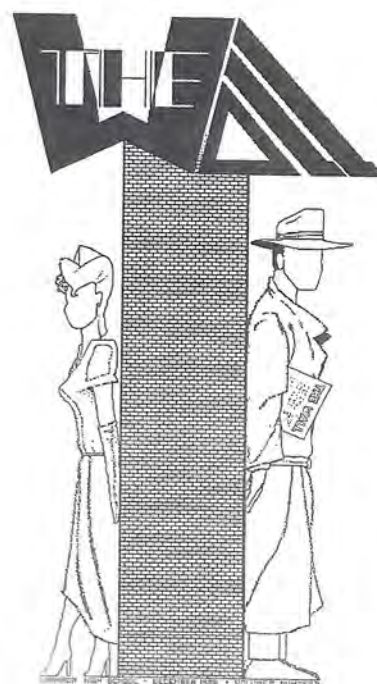
⁶¹ *The Herald and News*, October 16, 1977, p. 1

The Gnus did not survive, and the Granada school newspaper remained dormant until 1985. In May of that year, the School Site Council allocated \$6,000 to buy equipment and begin publishing the paper in mid-October.⁶² On October 21, 1985 *The Herald* reported, “*The Journal*, Granada High School’s first school paper in six years, is a sleek 12-page production with a magazine-style approach to school events.”⁶³ The new *Wall Street Journal*, under the



guidance of Jerome Burg, was written on Apple II computers, and this development piqued the interest of Apple Corporation. For three days in the early 1980s Apple filmed on Granada’s campus with the intent of developing a plan for technology use on high school campuses. They ultimately gave the journalism department three new computers and a laser printer as a result of the film.⁶⁴

Journalism at Granada now entered the desktop publishing stage, which enabled the work to include graphics as well as a quicker turnaround for publication.



Little did this journalism class know they were making history. It was not until 1991 that the Mac 512 computer and printer the students used in class would be displayed at the Computer Museum of Boston. A mannequin wearing a Granada High sweatshirt also was featured as well as was the new publication—*The Wall*. Rachel Hellenga, assistant exhibit developer, learned through Apple that Jerome Burg taught one of the oldest and most respected school desktop publishing programs in the nation.⁶⁵

The Wall had a magazine format and was published monthly. It focused more on featured stories because as Mr. Burg related, “There was no way we could publish a paper that had all the current school events. Who wants to read the scores that happened two weeks ago?”⁶⁶ The cover of *The Wall* changed with each issue. Drew Massey was the artist and he went on to be a successful commercial artist.

⁶² *The Herald*, May 16, 1985, p.15

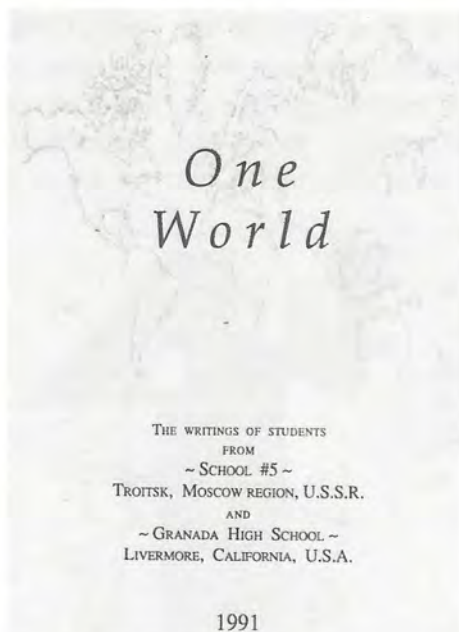
⁶³ *The Herald*, October 21, 1985

⁶⁴ Jerome Burg, March 26, 2014

⁶⁵ *The Valley Times*, September 28, 1991

⁶⁶ Jerome Burg, March 26, 2014

Later in the 1980s students started to publish a literary magazine. After some debate in class they decided to call this publication, *Pomegranate* (Spanish for Granada). They held writing contests across campus, which included poems and short stories. They sold this publication for \$2.00, but were able to sell advertisements in the magazine. These advertisements, couple with the fact that the journalism class was now designing and printing the Professional Development Catalog for the Alameda County Office of Education, allowed Mr. Burg to tell his principal that he did not need any money from the student body as the program was now self-sufficient.⁶⁷



In 1990 the East Bay Computer Using Educators (EBCUE) asked Mr. Burg to conduct a workshop for a group of visiting Russian educators. After the workshop he met with one of the Russian teachers to see if they could create a literary magazine that included writings from Russian and American students.

Out of this discussion the publication *One World* evolved. In August 1991 Mr. Burg was invited to make a presentation at a Russian Technology Conference in Moscow. As it turned out, it was quite a trip as the following article in the *San Jose Mercury News* reported:

⁶⁷ Ibid.

COMPUTER PROVIDED LINK FOR U.S. TEACHER IN USSR AMID COUP

RENEE KOURY, Mercury News Staff Writer

Livermore teacher Jerome Burg was riding a train toward Moscow on Sunday just as a hard-liner Communist Party junta was taking over the Soviet Union.

But when he arrived at the Moscow station with other Americans and their Soviet guides, four hours after the coup began, everything seemed normal. People milled about calmly. Trains ran as scheduled. Burg's group, unaware of the tanks rolling just miles away, boarded a bus and rode peacefully to the suburb of Troitsk, where he and 15 other U.S. teachers were attending a computer conference.

It was only after he walked into the home of his host family in Troitsk that Burg realized something was very wrong.

"The family all looked at me and started trying to tell me about it (in Russian)," Burg recalled Friday hours after he arrived home Thursday night. "They looked very worried. I couldn't understand what they were saying. But then I recognized the words 'coup d'etat' and 'Gorbachev.' They started miming signs and pointing to pictures to tell me Gorbachev was out. I was flabbergasted. All of a sudden we were caught in the middle of this."

"The first mission of the Troitsk families hosting the 16 teachers was to be sure the Americans felt safe," Burg said. They also wanted the Americans to know that although they had criticized Gorbachev for the nation's economic hardship, they staunchly opposed the coup.

They also could communicate with the United States through "electronic mail." The leader of Burg's delegation would send queries to the United States through a computer, then wait a few hours for return of information. Most of all, they wanted to know what was happening in Moscow, and the computer relays were considered most reliable.

Burg, 42, who teaches English and journalism at Granada High School in Livermore, was one of 16 U.S. teachers from a group called Computer-Using Educators who visited Troitsk for a computer conference.

Burg was working on a project to develop a joint literary magazine with poems and short stories traded over the computer between his students and Russian youngsters.

He and the other teachers were returning from a sightseeing excursion to Leningrad on Sunday and were

passing through Moscow when the takeover happened. During the coup, Burg said, he never felt in any personal danger.

On Wednesday, an hour before the coup collapsed, Burg and the other teachers boarded a jet in Moscow headed for Helsinki, Finland. Burg was leaving as scheduled, though six of the teachers had planned to stay another week.

An hour after the flight took off, the pilot addressed the passengers. He told them the coup had crumbled. "There was a loud roar in the cabin," Burg recalled. "It was still hard to leave. But at least we knew they'd be throwing a big party in Troitsk that night."⁶⁸

(Editor's Note: In August 1991 a group of hard-line members of the Communist Party attempted to take control of the country from Mikhail Gorbachev. They were opposed to Gorbachev's reform program and a new treaty, which decentralized much of the central government's power to the republics. This attempted coup collapsed in two days and Gorbachev returned to power, but the event is said to have contributed to the eventual dissolution of the Soviet Union.⁶⁹)

In 2000 another English teacher, Matt Hart, took over the leadership of the journalism department after Mr. Burg left. In his first year he put out a survey to see what the students thought a new name for the paper should be. The number one response? "The Bullsheet." Well, that didn't fly. The paper that was produced was called *The Toreador Times*. It followed the format of traditional high school newspapers, but now with an increased emphasis on digital photography. Mr. Hart also had his students produce a news magazine entitled *The Time*.

In 2005 Lisa Jost, another English teacher, assumed the leadership of the Granada newspaper. She too, asked her students to come up with a new name for the publication. After much debate and discussion it was



overwhelmingly decided to name the paper *The Pomegranate*. It is published monthly, and Ms. Jost acknowledged that her students did not know that this name had been previously used as a name for an earlier school publication.

⁶⁸ Renee Koury, *San Jose Mercury News*, August 24, 1991

⁶⁹ Wikipedia