

The Long Valley Gazette

Vol. 1, No. 7

CAÑADA COLLEGE

May 25, 1984



Photos by Diana Coe

Break Point? or...



Lunch Break!

Cañada's Tennis Team Closes Out Challenging Season
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Financial Aid Available For Fall Fee Happ Stands Firm

By Julie Aldige

Three state sponsored financial aid programs will be in effect this fall to help needy students pay the new \$50 per semester tuition fee.

- 1) Board of Governor's Grant
To be eligible for a Board of Governor's Grant, a student must:
a) Be a California resident.
b) Have applied for financial aid prior to registration. (The priority deadline for filing has been extended to June 1.)
c) Apply for, and receive evidence of Pell Grant assessment.
d) Provide documentation necessary to verify financial status as determined by the district.
e) Enroll for at least six units of credit instruction.
f) Declare an educational goal and maintain satisfactory academic progress according to district financial aid policies.
- 2) Enrollment Fee Waiver
To be eligible for an enrollment fee waiver, a student must:
a) Be a California resident.

- b) Apply for the enrollment fee waiver in a form and manner specified by the Chancellor.
- c) At the time of enrollment be a recipient of one of the benefit programs identified in the Education Code. A dependent student whose parent(s) or guardians are recipients of the Aid to Families with Dependent Children program will be eligible if the AFDC program grant includes a grant for the student.
- d) Provide documentation that at the time of enrollment the student is a recipient of benefits under one of the programs identified in the Education Code. Sufficient documentation includes the untaxed income verification form used by the district in granting financial aid, or a statement from the applicable program authorities that he/she is a beneficiary of the program as of the date of enrollment. In addition, the student shall sign a statement certifying that he/she is a recipient of benefits at the time of enrollment.
Enrollment Fee Credit:
To be eligible for an enrollment fee credit,

- a student must:
a) Be a California resident.
b) Apply for the enrollment fee credit in a form and manner prescribed by the Chancellor.
- c) Meet one of the following criteria:
1) Be a dependent student of a family consisting of at least two or more persons (including the student) whose adjusted gross family income in the prior year was \$12,000 or less.
2) Be married or a single head of household having a family consisting of at least two persons (including the student), in which the adjusted gross family income in the prior year was \$12,000 or less.
3) Be a single, independent student having no other dependents and whose adjusted gross income in the prior year was \$5,500 or less.
- d) Provide documentation of taxable or untaxed income.
If for any reason a student solicits and secures funds by submitting false information or documentation, he or she will be required by State law to reimburse the district.

By Julie Aldige

Canada students Rob Happ and Bob Gianuario swear they will not give up their case against English instructor Aida Hinojosa for what they avow was unfair grading in her fall semester English 110 class.

Originally, a group of Hinojosa's students confronted the Humanities Department and charged that Hinojosa's teaching methods were unprofessional and unorthodox. They objected to her choice of texts, said she did not return assignments, used profanity in class, and ultimately graded them according to her perception of their spiritual growth during the semester.

Division Director John Friesen audited her class twice and replied that although he would not teach the class in Hinojosa's manner, her presentation was correct.

Next, Happ wrote a letter to Executive Dean Bob Stiff, and the San Mateo County Community College District board of trustees stating his and the other students' grievances. The issue atrophied however, because Happ did not file a formal grievance form at the end of the semester.

Then on April 19, Happ reconsidered and began the formal appeal procedure. But at the end of the month he had not completed the appeal requirements and informed Jack Greenalch, Dean of Student Services, that he wanted to drop the issue.

Independently, Happ and Gianuario set a meeting with Chancellor Glenn P. Smith on May 10. Smith pointed out that the students were acting improperly because they had not followed the prescribed procedures. Finally on May 14, Happ and Gianuario filed formal appeals, so technically their case is just beginning.

Jeff Barnes, one of the English 110 students, filed his grievance form and has pursued the matter correctly, according to Greenalch. Barnes' case was scheduled to be heard Wednesday, May 23, by the SMCCCD board of trustees.

"If Happ had not vacillated and had followed through with his appeal, the matter would be closer to termination," said Greenalch.

Greenalch said the students should not feel that they have been ineffective: They have affected Hinojosa profoundly. She has responded by revising her English 110 class and her teaching methods.

Parapsychology Vanishes

By Julie Aldige

Parapsychology (Psychology 480) will no longer be offered at Canada. Acting on the advice of Dr. Floyd Elkins, Director of Business, Social Science and Management Training Institute, the administration decided to delete the course that Ruth Spangenberg has taught since 1976.

The administration feels that although the course is transferable to 19 State Universities, it is really more community services oriented. The deletion, they say, is a result of "an intensive analysis of the curriculum." Also, it is offered at CSM, so any interested students can take it there.

Canada's psychology staff strongly opposed what Ben Kilpack, psychology instructor, describes as an "arbitrary unilateral decision" on the part of Elkins to delete the course. Psychology faculty members Spangenberg, Kilpack, Ernie Rodriguez, Walter Owyang, and Paul Stegner were not consulted regarding the deletion. They advocate parapsychology's continuance because they think it is important to maintain transferable

courses in the department. In addition, they cite the overwhelming community support for the course over the last nine years.

Rodriguez reacted by stating he would no longer serve on campus committees. In his opinion the administration's decision represents a vote of no confidence in both faculty and students, and undermines the committee decision-making structure of the college.

Spangenberg said, "I have not yet begun to fight!" She had considered retiring at the end of this academic year, but had not yet reached a decision when she saw a copy of the fall catalog that did not include her, or the parapsychology course. She immediately initiated a petition to be signed by students, faculty, and community members who wished the course to be reinstated. Fifty-eight people signed the petition.

Kilpack believes that deleting the class is merely the tip of an academic and procedural iceberg. "With all due respect for the parapsychology class, the bigger issue is academic freedom and due process. If the faculty submits to any

course being terminated without clear rationale and due process then we don't deserve the privilege of academic freedom, and those who have fought for the demise of what little autonomy we had, have won, and the students, faculty, and community have lost."

In response to the psychology faculty, Executive Dean Bob Stiff said, "If in the fall, the faculty still feels strongly about reinstatement of the class, then the Curriculum Committee and the Division Director will sit with them and draft a brand new course."

ASCC Elects Fall Officers

The newly-elected officers of the Associated Students of Canada College (ASCC) for 1984-85:

- President Reza Barkhordar
- Vice President Karl Koltermann
- Senators: Frank Champagne, Michael Padreddi, Abdo Zakkak, Lisa Maldonado, Kevin Quinn, Joe Kerska, Keith Rodriguez and George Brown.

Cañada Faculty Evaluates Administration

By Paul C. Newton

The Governing Council of the Cañada College Academic Senate has completed the fourth annual Senate Survey. This survey is a poll of faculty members regarding their perceptions about "The educational/student service environment and the manner in which management administers the college."

Faculty participation was not required, but 96 to 97 percent of the faculty participated, according to a March 19 Governing Council memorandum.

Faculty judged the college administration and individual administrators in the survey by responding to statements with answers of "strongly agree," "tend to agree," "tend to disagree," or "strongly disagree." Percentage figures given here are the sums of the "strongly agree" and "tend to agree" responses, rounded to the nearest whole number.

- The following statements pertain to the college administration in general:
1. I am free to express my views without recrimination. 88% agree
2. Channels of communication are open. 64% agree
3. Money is allocated fairly among programs at Cañada. 48% agree
4. The process of evaluating instructors is thorough and fair. 48% agree
5. The administration is supportive of the faculty. 57% agree
6. Open disagreement with some administrators will not result in subtle punishment such as being given a less desirable assignment. 59% agree
7. Administrators who evaluate me are competent to do so. 51% agree
8. The number of administrators is low relative to the number of faculty for proper college function. 49% agree
9. Faculty morale, internal to this institution, is high. 28% agree
10. Faculty are usually kept informed about changes that are under consideration. 33% agree
11. The faculty is encouraged to make suggestions concerning college policies and practices. 49% agree
12. In case of a student complaint, faculty members can count on administrative support. 74% agree
13. This college is operated efficiently. 38% agree
14. Supervision by administration at Cañada is constructive and conducive to improvement in instruction. 40% agree
15. The college is meeting the academic needs of the majority of its students. 72% agree
16. Faculty are asked to work on committees whose efforts and reports are subsequently implemented. 31% agree
17. The administration's main concern seems to be to achieve important educational goals. 44% agree

The second section of the survey (statements 18-27), deals with "administrative changes that occurred at Cañada for 1983-84. These included the combination of offices of President and Dean of Instruction into one office; the Executive Dean; the combination of the Business and Social Sciences into one division; the institution of Director of Instructional Resources; the institution of an Administrative Dean.

The statements in this section are positive statements that the above changes

improved morale, administration-faculty communications, educational atmosphere, and administration efficiency, and generally have a postive effect on the college. None of these received more than 29.17% agreement.

The following statements pertain to the Executive and Administrative Deans: Bob Stiff and Jack Greenalch, respectively.

28. Have sufficient contact to judge. If respondents did not have sufficient contact, they did not respond. The following percentages represent the combined categories of "strongly agree" and "tend to agree".

	Stiff	Greenalch
29. Provides creative leadership	46%	21
30. Provides for faculty participation in decision-making	64	35
31. Provides clear, consistent direction to the faculty	32	30
32. Defends faculty against unwarranted attacks and criticism	80	56
33. Benefits from constructive criticism	57	41
34. Follows through on commitments and promises	68	59
35. Is ethical in his or her dealings	89	64
36. Fosters high institutional morale	46	30
37. Supports the faculty in their professional judgements	71	58
38. Encourages initiative and innovation by faculty and staff	53	28
39. Views the purpose of administration as supporting and facilitating the instructional program	67	49
40. Does not show favoritism toward one individual or group over another	64	42
41. Has multiple responsibilities that one person may be expected to perform effectively	55	72

The following statements pertain to the Division Directors:

	Elkins	Friesen	Bowling
Humanities — John Friesen			
Business/Social Sciences/Training — Floyd Elkins			
Basic and Applied Sciences — Clayton Bowling			
Percentages represent a combination of "agree" responses.			
57. Provides leadership	58%	65%	73%
58. Provides for faculty participation in decision making	50	62	70
59. Provides clear, consistent direction to faculty	50	63	67
60. Defends faculty against unwarranted attacks and criticism	96	71	86
61. Benefits from constructive criticism	60	92	88
62. Follows through on commitments and promises	88	90	93
63. Is ethical in his/her dealings	79	92	89
64. Fosters high institutional morale	46	67	67
65. Supports faculty in their professional judgements	77	94	89

continued on page 3

Letter to the Editor

Cafeteria Complaint

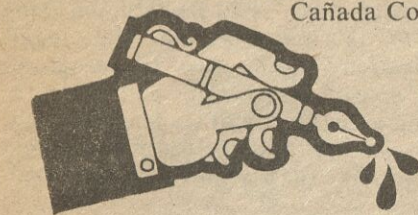
To the Editors:

Concerning the cafeteria at Cañada College, with the exception of Mary, who is always cheerful and courteous, the daytime staff is rude and self indulgent. They have demonstrated a casual indifference to, and contempt for the students, and the students needs.

Indeed, if the college were to look for a program that would discourage usage of the cafeteria, they could hardly improve on the existing situation. A prime example of the "service" provided, is the fact that the breakfast grill closes at 10:00 a.m. and the lunch grill doesn't open until 11:00. Whose needs does this satisfy? Closing the lunch grill promptly at 1:15 and the doors at 1:30 seems to invoke the only enthusiasm of the day for the staff (excepting Mary).

In short it is, or should be apparent to everyone that the culinary needs of this campus would be better served by machines and possibly a microwave oven. This would liberate the overworked cafeteria staff to perhaps obtain employment at any of the welfare offices, whose manner they so strongly emulate.

John Elliott
Computer Science student
Cañada College



Fees for Fall

1. Enrollment fee of \$5 per unit for up to 5.5 units (maximum of \$27.50).
 2. Enrollment fee for 6 units or more — \$50.
 3. Parking permits for the semester — \$15.
 4. Optional daily parking permits — \$50.
 5. A fee of \$10 per class will be charged for dropping a semester length class after Sept. 19, or dropping a short course after completion of 12 percent of the class (Maximum \$20).
 6. Non-resident or foreign student tuition —\$77 per unit.
- All fees are due and payable at the time of registration. Registration by proxy is possible if the class schedule has been completed and all fees are paid.
- The refund policy for enrollment fees is presently under review by the Board of Governors of the California Community Colleges. There will be no enrollment fee refunds in the San Mateo County Community College District until the board completes its review.

Faculty Evaluation

from page 2

66. Encourages initiative and innovation by the faculty and staff	81	84	81
67. Views the purpose of this position as supporting and facilitating the instructional program	58	91	81
68. Does not show favoritism toward one individual or group over another	54	67	68
69. Has multiple responsibilities one person may be expected to perform effectively	58	87	58

This table shows the "agree" response percentages for Registrar, Jesse Guerrero; Director of Special Services, Ella Turner Gray; Director of Administrative Operations, John Rhoads; and Director of Instructional Resources, Lori Hergert.

Blanks are not omissions, but indicate specific information not requested regarding certain administrators, because the statements are not relevant to the job descriptions of those people.

	Guerrero	Gray	Rhoads	Hergert
70. Provides for faculty participation in decision-making	28		51	
71. Provides clear, consistent direction to faculty	48			
72. Benefits from constructive criticism	45	16	51	52
73. Follows through on commitments and promises	75	23	75	73
74. Is completely ethical in his/her dealings	65	32	83	62
75. Fosters high institutional morale	30			
76. Views his/her position as supporting the instructional program	58	24	65	60
77. Does not show favoritism to groups or individuals	61	19	80	63
78. Has staff willing to help faculty/students with problems	60	49	91	

Registrar Dedicated to Helping Students

By Julie Aldige

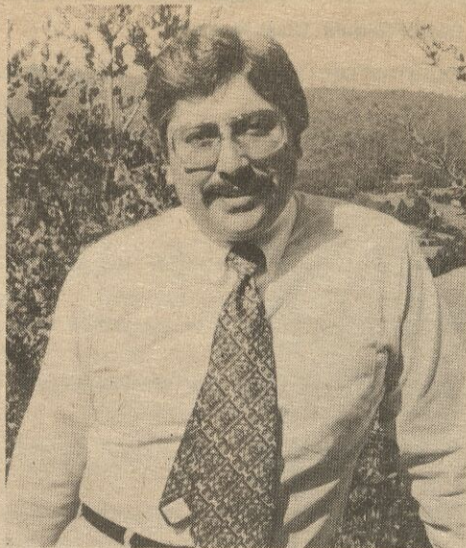
Jesse Guerrero, Cañada's registrar, enjoys one of the most diverse jobs on campus. "Basically, the job is student services oriented," he says. The object is to provide students with all the advice, counseling and record-keeping information necessary for their academic careers.

First of all, Guerrero insures that proper registration procedures are carried out. This includes establishing residency, coordinating counseling, and advising students which courses fulfill the transfer function. In addition, the registrar's office collects fees, provides transcripts for other institutions and assists students in processing applications for degrees. In marginal cases, Guerrero advises students as to their rights in filing appeals and grievances.

Another aspect of his job is to establish enrollment goals, and try to boost the Average Daily Attendance (ADA). Guerrero acts as a bridge between faculty and staff in recording attendance records as required by state code. He works with faculty and commissions to facilitate grading processes. He has developed a new mid-term grading policy for this fall. Teachers will transmit a form with students' mid-term grade standing to the registration office, and they in turn will give a copy to the counselors.

Part of Guerrero's job consists of establishing new directional goals and academic missions. For example, in 1979, he served on the original district task force to review levels of organizational changes, and then made recommendations to the board of trustees. With Ruth Nagler, he developed a program of district-wide community services which resulted in adding courses like calligraphy to the curriculum. Also, he was instrumental in the Investment in People (IIP) program which contributed the special micro-computer repair course to Cañada.

He also serves on commissions based on the suggestions of Bob Stiff, the Executive Dean, or Jack Greenalch, the Dean of Student Services. This entails incorporating sensitivity for the academic faction, while at the same time keeping administrative needs in focus. His role in the Districtwide Affirmative Action committee was to make recommendations to Chancellor Glenn Smith regarding the achievement of clarity among units. He also offered suggestions as to hiring processes.



Cañada Registrar, Jesse Guerrero

Another of Guerrero's duties is to organize fall, spring and summer registration. "It's a year-round job. As soon as one registration and grading period ends, another begins," he says. He works from 8 a.m. until 10 p.m. about 45 nights per year. "During the busiest times in May and late August, I'm at home so rarely that my family has a get-to-know-Daddy-day every few weeks."

He ruefully admits he was responsible for the spring registration fiasco. "We'd hoped to register 50 students per hour, but computer stress problems complicated the process. The new fee payment screen confused both operators and computers. Also, during the first few days, appointment cards were not collected, so students bottlenecked by passing permits to their friends."

In August, approximately 1400

TuesDAY Theatre Co. Breaks a Leg

The Cañada College drama department's resident ensemble group, the TuesDAY Theatre Company, will stage its final performance of the current semester on Tuesday, May 29, at 11:10 a.m. in the Main Theatre. Admission is free, and performances conclude at noon.

This presentation features a variety of selections from the modern American theatre, ranging from the hilarious and nostalgic to the bitter-sweet and charmingly bizarre.

The TuesDAY Theatre Company was originally planned to perform during spring semesters only, but because of its success and popularity, both on and off campus, it has been extended into the fall semester. Casting for the fall company will be in early September.

For further information, contact the Company's director Bob Curtis, or the Humanities Division Office.

continuing students are expected to register for fall classes. To avoid long lines and reduce congestion, 30 appointments per hour will be scheduled instead of 50. Program changes will be possible on the last two days of registration only rather than arbitrarily as in the past.

Another new addition to this fall's registration will be payment with Master or Visa cards. If students plan to use their parents' cards, they must present a note granting permission to use the card. All old debts, such as late add or drop fees must be reconciled before new registration will be processed.

"We're asking students to be more cautious and diligent in their course selection. Get in right the first time," Guerrero suggests. If proper procedures are followed, registration should flow smoothly this August.

Fall Registration To Begin May 29

Registration for the fall semester will take place in the cafeteria from May 29 through June 1. A drop-in counselor will be available during registration. Continuing students may also register in August during new student registration. Registration times are as follows:

Students with last names beginning with:

R-Z	Tues	May 29
J-Q	Wed	May 30
A-I	Thurs	May 31

Hours:

9 am - 12 noon
1 pm - 3 pm
6 pm - 9 pm

On Friday, June 1, open registration will be held for all continuing students from 9 am to 12 noon, and 1 to 3 pm.

Cash For Texts

By Donna Agate

Books may be returned for a cash refund to the Student Bookstore starting June 5 and continuing through June 12, during regular store hours. Monday through Thursday, the store is open from 8 am to 7 pm, and on Friday from 8 am until 3 pm.

If the book will used again in fall, the refund will be 50 percent of the original price. If the book is to be discontinued, the bookstore's manager Judy Inouye says she will try to buy the books back at their wholesale prices.

Books for the summer session will be available before the end of this semester.

Get a Head Start

ENROLL NOW FOR
SUMMER SESSION CLASSES
AT YOUR COMMUNITY COLLEGE.
CLASSES BEGIN JUNE 18th

Cañada College 4200 Farm Hill Blvd. Redwood City, CA 94061 364.1212 (day) 364-0262 (evening)	College of San Mateo 1700 W. Hillsdale Blvd. San Mateo, CA 94402 574-6161	Skyline College 3300 College Drive San Bruno, CA 94066 355-7000 (day) 355-6580 (evening)
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FINAL EXAM SCHEDULE

1. Find the time your class begins.
2. Look for the day it meets.
3. Read across to the time and date of your final.

Time Class Meets	Day of Regular Class Meeting	Time and Day of Final Examination
8 o'clock	Daily; MTWTh; MTWF; MTThF; MWThF; MWTh; MWF; MW; MF; WF; M; W; F	8:10-10:40 a.m. Wednesday, June 6
8 o'clock	TWThF; TTh; T; Th	8:10-10:40 a.m. Tuesday, June 5
9 o'clock	Daily; MTWTh; MTWF; MTThF; MWThF; MWTh; MWF; MW; MF; WF; M; W; F	8:10-10:40 a.m. Thursday, June 7
9 o'clock	TWThF; TTh; T; Th	11:10-1:40 p.m. Thursday, June 7
10 o'clock	Daily; MTWTh; MTWF; MTThF; MWThF; MWTh; MWF; MW; MF; WF; M; W; F	8:10-10:40 a.m. Friday, June 8
10 o'clock	TWThF; TTh; T; Th	2:10-4:40 p.m. Thursday, June 7
11 o'clock	Daily; MTWTh; MTWF; MTThF; MWThF; MWTh; MWF; MW; MF; WF; M; W; F	8:10-10:40 a.m. Monday, June 11
11 o'clock	TWThF; TTh; T; Th	11:10-1:40 p.m. Tuesday, June 5
12 o'clock	Daily; MTWTh; MTWF; MTThF; MWThF; MWTh; MWF; MW; MF; WF; M; W; F	2:10-4:40 p.m. Friday, June 8
12 o'clock	TWThF; TTh; T; Th	2:10-4:40 p.m. Monday, June 11
1 o'clock	Daily; MTWTh; MTWF; MTThF; MWThF; MWTh; MWF; MW; MF; WF; M; W; F	2:10-4:40 p.m. Wednesday, June 6
1 o'clock	TWThF; TTh; T; Th	11:10-1:40 p.m. Monday, June 11
2 o'clock	Daily; MTWTh; MTWF; MTThF; MWThF; MWTh; MWF; MW; MF; WF; M; W; F	8:10-10:40 a.m. Tuesday, June 12
2 o'clock	TWThF; TTh; T; Th	2:10-4:40 p.m. Tuesday, June 5
3 o'clock	Daily; MTWTh; MTWF; MTThF; MWThF; MWTh; MWF; MW; MF; WF; M; W; F	11:10-1:40 a.m. Wednesday, June 6
All others	(*except Saturday)	12:10-2:40 p.m. Tuesday, June 12

NOTES

* Evening and Saturday Classes—Instructors should check the Evening & Saturday Class Calendar and students should check with their individual instructors.

When a course consists of recitation, lecture, and laboratory, the final examination is scheduled according to the lecture. When a course meets one hour one day and two hours a second day, or for one and one-half hours two days a week, the final examination is scheduled according to the hour that is common to both days (e.g. T 10 and Th 9-11 or TTh 9:30-11, the examination would be scheduled as listed for TTh 10).

Examinations will start promptly at the hours indicated. Examinations are held in the same room in which the class regularly meets.

If there is an unavoidable conflict in your final examination schedule, see your instructor in one of the classes and arrange to take the examination with another group.

Stress Strikes During Finals

By Paul C. Newton

It is 8 a.m. when you slide your car through the gravel of the college parking lot. The traffic was terrible this morning—the drivers were touchy, leaning on their horns as you jumped lanes on the freeway, trying to make it to your exam. Boy, is the timing of the stoplights ever screwed up! You can never make good time when you're in a hurry.

What's worse is that you're so tired. Studied 'til 4:30 this morning...couldn't study for this exam before because you were studying for other exams, and you had to see that movie special on channel 2 last night at 8.

Now you're running into the building, now the room, and take a seat. The instructor comes to you, frowns at his watch, and hands you the question sheet. You glance at your watch — 8:14. "Why wouldn't those cars get out of my way...I should have started earlier—driven faster."

You look at the question sheet in your sweaty hand and wonder why the teacher didn't emphasize this material more in class if you were expected to know it for the final. Maybe you should have read chapter 17 more carefully last night—maybe skipped the movie.

The next question deals with something you read, but what did the book say?...something about 1066AD. Was that in France? The more you try to think about it, the blanker your mind feels.

Now your forehead begins to sweat, and ache, and your stomach tightens. This is a stress overload—distress—and until it goes away, you're not going to do very well with the exam, and it will be too late.

Stress has been with us for tens-of-thousands of years as a method of self-preservation. If the cause of stress is infection, we manufacture extra white blood cells and specific antibodies to fight it off. If the stress is caused by physical threat, we get into "fight or flight" condition: extra blood goes to our muscles, and our digestion and critical thinking function of our brains are virtually shut off. Our bodies are ready for major muscle work. We are ready to fight, run, or have sex. This is hardly a good condition for taking a final exam.

"Fight or flight" stress reactions that saved the lives of our far-back forebears are not necessarily self-preserving in the more mental world of today, but said Canada psychology instructor Ben Kilpack, there are things we can do to prevent distress. We can pay attention to nutrition (Kilpack said, "you are what your body metabolizes."). Time management is important. "Take time for yourself without guilt or scruple."

Aerobic exercise is good to relieve stress or as a preventive measure. And, said Kilpack, laughing is very important. Laughing expels gasses (at up to 70 mph) and wastes from the body, brings both hemispheres of the brain into harmony, and releases endorphins, the body's natural opiates. Laughing is very healthy.

If you feel stress during an exam, said Kilpack, you should close your eyes softly, take three deep breaths, and focus on impurities leaving your body. Visualize the material you need to know, then visualize it flowing from your brain, through your writing hand and onto your paper.

If you are distracted by external noises during tests, you can train yourself to use these sounds as cues to concentrate more deeply. Other tips for taking exams are: study thoroughly in advance, plan to be on time with all necessary materials, sit so you feel solid and grounded on your

chair, and picture yourself doing everything step-by-step as you do it.

If you want to learn more about avoiding stress or controlling it, go to the audio-visual lab at the Media Learning Center in Building 5. There you will find audio and visual tapes dealing with stress from such specific causes as death of a loved one, disability, drugs, or anxiety. There are such gender-specific tapes as "Women and Anxiety" and "The New Male: Various Crises Facing Contemporary Men." Also available are "Guided Imagery," "Relaxation Training," Ben Kilpack's "Techniques for Relieving Tension," and instructional tapes on sleep and self-hypnosis.

Some of the signs of stress to watch for, especially at exam time, are nervousness, short temper (getting angry at objects or when little things go wrong), diarrhea, flatulence (gas), headaches, and sleep problems such as having trouble getting to sleep or not feeling rested after sleep.

Calendar

May 1-June 8
May 29-June 1
May 30

Summer register by mail
Registration for Fall 1984 for continuing students
Jim Bolen, publisher of the New Realities magazine, formerly The Psychic Magazine since 1969, will speak in bldg. 2, rm. 10, 12-3 p.m. For more information call 364-1212 ex.286

June 12

Graduation Celebration
Main Theatre 7:30-9 p.m.
Reception in Cafeteria after 9 p.m.

June 18-21

Pre-registration for summer

Grievance Procedure Stated

By Ahmad Al-Waheab

If a student believes he has a legitimate grievance or problem with an instructor he has the right to file a formal appeal with the Student Faculty Relations Committee.

This standard form may be obtained at Dean Jack Greenalch's office. Once completed, the formal appeal will be reviewed and a decision will be made as to whether or not it will be considered. It must be noted, however, that first efforts are made to resolve the problem informally.

If the dispute is not resolved informally it will be reviewed at the monthly meeting of the Student Faculty Relations Committee. Members are Nancy Sanden - chairperson, Jack Greenalch, Jane Hetrick, Rosemary Damon, Paul Willis and Paulette Botti. Within ten days, the student will receive a written notice of the decision.

In the event the committee does not resolve the dispute, the student's second step is to appeal to Bob Stiff, the executive dean. The dean can then provide the student with a hearing to review the appeal. Again, the student will be notified in writing as to the outcome.

If the dispute is not resolved at the college, he can appeal in writing to Chancellor/Superintendent of the San Mateo Community College District, Glenn P. Smith, who will in turn respond in writing.

If the student is still dissatisfied, he may appeal to the Board of Trustees. Participants of previous hearings must appear at this meeting. The written decision resulting from this meeting will be considered final.

For further information regarding grievances, students should contact the Office of the Dean of Student Services.

Activity Cards Under Discussion By ASCC

By Paul C. Newton

Student Activity Cards are an idea now being researched and discussed by the Associated Students of Canada College. Activity Cards, said Canada Senator Karl (K.X.) Koltermann, would be an optional purchase, for "under \$10," which would grant discounts from certain local merchants, the college cafeteria and bookstore, and college-sponsored events on-and off-campus.

One problem facing the ASCC now, said Koltermann, is "a discrepancy between what the ASCC wants to do for students (activities), and funding for those activities...activities for all students." If enough money can be raised through card sales, Koltermann said, the ASCC would like to sponsor periodic prize drawings (the cards would be numbered) such as dinner for 2 at "a nice restaurant."

Eventually, the ASCC would like to be able to sponsor a scholarship and small, short-term, cash loans to needy students.

Student Activity Cards are "in the discussion stage," said Koltermann. The ASCC is investigating the legal implications and limits of this program with "no problems, so far," and is doing a demographic survey of students through the registrar's office, to get a better idea how to serve the students with increased funds.

Koltermann said plans are for the Student Activity Cards—not to be confused with existing computer printed Student Identification Cards—to be available at registration next fall. They will also be available at the ASCC office in the cafeteria.

"We hope the convenience and advantages will sell the idea of the cards," Koltermann said.

Editor talks on Parapsychology

The last parapsychology lecture of this semester will be offered May 30 by Jim Bolen, the publisher of "New Realities", formerly "The Psychic Magazine". Previously an electrical engineer, Bolen is now a journalist. His editorial approach is quite positive: "...the individual and the world can be made better...life is exciting and rewarding, and everyone has the potential to achieve and accomplish great things and to triumph over adversity." At the same time he points out that such growth and achievement require steadfast effort, willingness and commitment, development of individual abilities, trial and error, overcoming mistakes and failures.

Publisher and Editor-in-Chief Bolen has had previous experience in public relations and advertising management and consultation. He is a graduate of San Jose State University and author of "Psychics" published by Harper and Row in 1972.

Black Students Celebrate

By Naotaka Nagashiro

The Black Student Union Associated Students of Canada College and The City of East Palo Alto presented Black Celebration Gospel Musical at St. John Missionary Baptist Church in East Palo Alto on Feb. 25, 1984 at 7 p.m.

Over 100 people attended the celebration, according to Joanna Jacobs who is the advisor of BSU.

The speakers from Canada College were Joanna Jacobs, Debbie Upshow, Bob Hoover and Fred Campbell, who is the president of BSU.

They held more celebrations of Black History on Feb. 27, 28 and 29. These were celebrated on the Canada campus.

Silent Auction Nets \$2,438

The Friends of Canada College raised \$2,438 for Canada at their May 18 Silent Auction in Redwood City. The proceeds of this year's Auction have not yet been assigned. The proceeds of last year's Auction were donated to the college library.

CAÑADA TENNIS 1984



By James Levi Paras
The Cañada tennis team finished with a respectable 4-1 record in the Golden Gate Conference with the single defeat coming against powerful Foothill (9-0).

A singular record at many other J.C.'s would be welcomed with excitement, but the Cañada tennis program has cultivated a high standard — this year was poor by those standards. This year's tennis team was constantly plagued by injuries. This could account for some of the problem, but it can't be denied Cañada failed in attracting the quality of players of previous years during Coach Anderson's tenure.

What about the coaching? It is not easy for any new coach to adopt a winning team and continue to win. Professional sports have proven this theory time and again. Whatever the reasons, the Cañada Netters didn't have the punch they used to have.

If Coach Welles wants a winning team next year, he must attract high quality players, and perhaps alter his coaching methods. In all fairness, Welles needs time to build his own dynasty. Until that time, Cañada tennis fans will have to get used to cheering for a "human" tennis team. Hey! a 4-1 GGC record isn't bad.

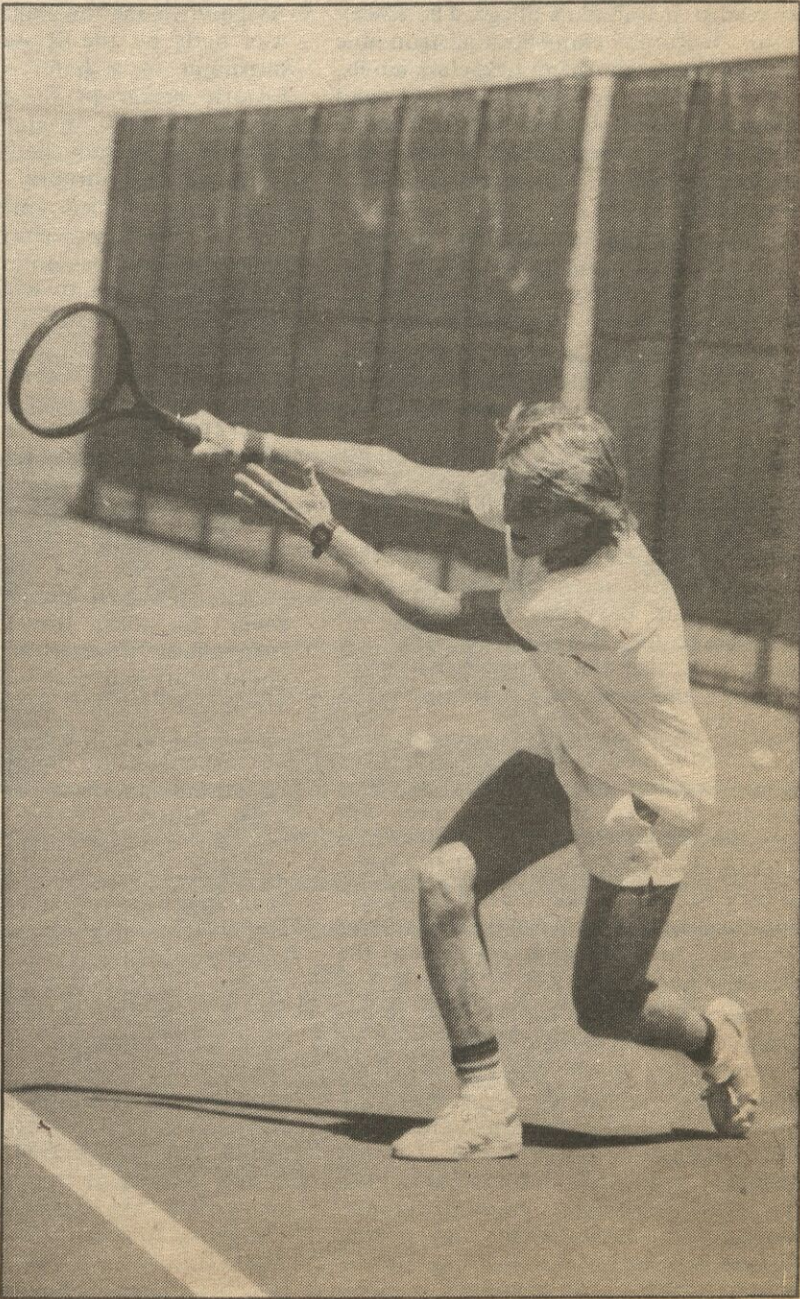
Scott Selig, Chris Dundas and John Soto are performing in a post season State Championship. Selig and Dundas, playing doubles, won their first round matches despite Dundas having a torn ligament in his index finger. Although Soto lost his first round singles match, he is still eligible for further play because of his fine season record.

Looking ahead for next year, half of the current team should return, giving the '85 squad some much needed experience.

Darin Bridgett (left) and Tim Foley (right and below right).



Colt 1984 Tennis Team. Clockwise from left: Scott Larson, Darin Bridgett, Tim Foley, Greg Roumeliotes, Chris Dundas, John Soto, Coach Paul Welles, Scott Selig, Gordon Hammond, Phillippe Levy.



Children's Hour Opens Thursday



A scene from Cañada's next play, "The Children's Hour." Left to right: Bridget Burke, Suzanne Waldman, Colleen Haight.

"The Children's Hour," the controversial play written in the '30's by Lillian Hellman, opens at Cañada College Thurs., May 31. The play continues June 1, 2, 7, 8 and 9 at 8 p.m. in the Cañada College Flexible Theatre. Tickets are \$4 for general admission and \$3 for students and seniors and may be

reserved by calling the Cañada Box Office at 363-1516.

"The Children's Hour" seemed destined for a Pulitzer Prize, according to Director Mel Ellett, but its references to lesbianism killed its chances. The subject is not sex, however, but the appalling effects of a child's lie which threatens the

careers and lives of two female teachers.

The Cañada production utilizes young actresses from six different high schools: Melissa Bond, Marilu Cirneo and Loretta Coffman from Sequoia High School; Mary Krummel from Aragon, Aviva Scheinman from Mills; Kim Moss from Hillsdale; and Erin Donovan from Half Moon Bay High School.

The two maligned teachers are Bridget Burke of Belmont and Colleen Haight, who attends Castilleja School in Palo Alto.

French Instructor Plans Tour

By Julie Aldige

This July, a tour "extraordinaire" has been organized by Dave Eakin, French specialist at Cañada College. The 22-day tour features exquisite gastronomic adventures, sojourns in first-class hotels, wine tasting in the Bordeaux and Burgundy wine regions, visits to historic chateaux in the Loire Valley, and exploration of lavender-scented Provence.

Eakin scouted the entire trip last year. He stayed in each hotel, dined in the restaurants — La Mere Poulard, world-renowned for its omelettes, for one — and has arranged each day's itinerary to highlight the unique regional aspects of France.

The group, expected to number 30, arrives in Paris. They get on an air-conditioned motor-coach and travel a short distance to Honfleur in Normandy, and spend their first night in a quiet, peaceful hotel across the bay from Le Havre. The next day, they drive 50 kilometers to Bayeux to view the tapestries, visit the Abbey of Mont St. Michel, and savor the omelettes at La Mere Poulard.

Motoring southward to Angers, the group enters the romantic chateau country in the Loire Valley. They will spend two nights in Tours, visit the grand cathedral, and enjoy some of the finest cuisine in France. Then it's wine tasting in the Bordeaux region, and a brief visit to Biarritz, an exclusive resort on the Atlantic coast.

On July 14, Bastille Day, the group sleeps ensconced within the walled city of Carcassones in the Episcopal Palace. The palace, which has been converted into a majestic four-star hotel, affords an ideal vantage point for the national holiday festivities. At sunset, the dramatic torchlight pageant begins. Garbed in revolutionary dress, the townsfolk enact "The Burning of the City," almost as it occurred in 1789; needless to say, they do not destroy the

city!

Following the excitement of Carcassones, the group proceeds to Avignon to see the Papal Palace which was built by the Romans. Here they overnight in a hotel overlooking the historic bridge of St. Benezet on the Rhone. Actually, "bridge" is a misnomer because it extends halfway across the river and ends abruptly.

In Lyon, famed gourmet center of France, the group sleeps in the Old Town and then continues on to Bon to sample the great Burgundy wines. At Macon, they ride a TGV train (Train of Great Speed) that travels 230 kilometers per hour. They dine on the train and return to Paris for the last four days of the trip. Here they will stay at the Hotel Nikko, visit the Cathedral of Chartres, and spend an afternoon in Versailles.

Eakin is highly qualified to conduct this deluxe cultural journey. He went to France for the first time in 1950 as a student at the Sorbonne in Paris. Since then, he has traveled extensively throughout France, and lived in the country off and on for nearly six years. His fluent French, intimate knowledge of the land, and expertise as a gourmet chef are responsible for his choice of the finest restaurants and hotels for his tour.

He found a travel agency in Los Angeles, Unique Discoveries, that was willing and able to meet his specifications for a first-class tour at reasonable prices. In July, the big hotels are half-empty and offer excellent rates. Reservations have been secured by Melea, the third largest travel agency in Europe. The 22-day tour costs \$2,695, includes round-trip air-fare, top accommodations, travel by air-conditioned motorcoach, two meals per day, services of a professional, certified guide, and many extras.

For instance, in Provence near the end of the trip, Mr. Eakin has arranged for the group to lunch privately at Chateau Mont Poupon as guests of the chatellaine (the proprietress). Her personal chef will prepare the meal.

College Dean Blows Horn

By James Levi Paras

Clark Kent by day — Superman by night. This metaphor describes the transition Bob Stiff, Canada's Executive Dean makes when the sun sets over the campus.

Stiff plays alto saxophone in the Walt Tolleson Jazz Band that performs in many of San Francisco's finer hotels, including the Fairmont, the Hilton and the St. Francis.

"I play alto and tenor sax, clarinet and a little flute," said Stiff.

He started playing in Jr. High School and continued through high school in Detroit, Michigan.

"I graduated from high school on a Friday and I was on a train headed for Dayton, Ohio with a dance band on Monday," Stiff recalls. "That's how eager I was."

Stiff landed a job with the Rod Rafell Big Band and often played Chicago's renowned Downbeat Club. Out of his original high school band, one fellow went on to play with Jimmy Dorsey, and another with Stan Kenton.

Later, Stiff blew his sax with other orchestras, including Joe Sanders, Bob Strong, and Tommy Reynolds. In 1944, the U.S. Army caught up with him, but he managed to keep up his chops by playing with an Army band. When the war ended, the big band craze subsided. Stiff moved to San Bernadino, California, to work in his parent's restaurant. He continued to play sporadic gigs in the L.A. club scene. Subsequently he moved to the bay area where he has played with Walt Tolleson since 1954.

"I don't practice, I just play," he confides, referring to his busy administrative schedule.

His favorite big band is Rob McConnel; his second is the late Count Basie. His favorite saxophonists are Phil Woods who plays alto sax, and Stan Getz who plays tenor. Stiff's favorite jazz style is be-bop.

Stiff has even tried his hand at composing. In fact, one of his works, a piece for woodwind quintet may be performed at Canada in a future concert.

Hotel/Motel Moved to Skyline

By Paul C. Newton

The San Mateo County Community College District is moving its entire Hotel-Management Program to Skyline College—effective fall, 1984. Jerry Peel, H-MM Program Coordinator since February 1979, said "There are probably 100 to 125 students all willing to make the move to Skyline...and only one student said he would have a problem with the move."

Peel said the growing hotel-motel industry has a serious void in "first-line supervision," and the college district is designing a "blue-ribbon" program to prepare people to fill this void. Whereas schools now tend to de-emphasize management arts, said Peel, this program will open up the "whole market" from San Francisco for the district.

This fall only one course will be taught—an orientation course giving an overview of the whole industry.

There should be plenty of local jobs for students who earn either A.S. degrees or certificates in H-MM, said Peel, because industry predictions are that there will be 10,000 new guest rooms in San Mateo County by 1990, creating four to five thousand new jobs.

Two of the faculty members of this program will be Peel, who has 17 years of practical experience in owning, operating, and doing "everything in the industry" to do with hotels, and Skylines Alan Appell, former Director of Marketing for Hyatt Corporation.

Completion of the H-MM program will prepare students with a working knowledge in health codes, kitchen and bar design, work-flow patterns, accounting, quantity purchasing, and more.

Although there have been H-MM program cutbacks at Canada in the past, Peel said "(Skyline President) McIntyre and the Administration have invited the program and have the money set aside."

Cañada Student on KOME Radio

By Paul C. Newton

Joe Kerska, a 27 year old Cañada freshman, says he "always liked the entertainment industry." He is a business finance major with a unique job and big plans.

After a radio-announcing course at the San Francisco office of the Columbia School of Broadcasting, Kerska got his foot in the door at KOME (98.5 FM) radio as a volunteer. There he "prompted a guest amateur DJ show," telling the guest DJs when to play commercials and give station identification. He stayed on as a volunteer "until a job became available."

Kerska now, in his words, "engineers," "The Expressway Show" on KOME each Monday from 12:30 to 3:30 a.m. He "keeps things rolling" for the host, then plays 2 hours of taped music.

"The Expressway Show" is a call-in talk show with no particular theme. The discussions deal with "drugs and sex," said Kerska, or whatever callers want to talk about.

But radio is not Kerska's long range goal. He "always liked the entertainment industry," and wanted to "make money and enjoy myself." By his unique logic, this led to a decision to produce movies.

Joe Kerska is now working on a short (15-20 minutes) detective mystery movie, with the help of this father, a professional photographer. This movie is narrated. "I'll get into sound (dialogue), later," Kerska said.

Speaking of his goals, Kerska said he plans to stay at Cañada until next summer (1985), when he plans to leave for an indefinite stay in Europe. When he returns to the U.S. he hopes to go to San Jose State University. Eventually, he hopes to earn a masters degree in business finance and go into film production.

Triathlete Wallach Olympic Marshal

By Julie Aldige

For Tim Wallach, Canada sophomore triathlete extraordinaire, the Soviet boycott of the Summer Olympics bears special significance. As Assistant Marshal Manager in charge of 2000 security marshals hired to protect the athletes in both the men's and women's marathons, Wallach has mixed emotions.

"It makes my job easier, but I'd have liked to see the Russians. After all, they're our biggest competition," he said.

Since late March, Wallach has commuted to Los Angeles every two weeks for special training and briefing for his job at the Olympics. As soon as school lets out in June, Wallach will move down south until after the games.



Tim Wallach

How did Wallach, a 24 year old anthropology major land his job? He and his father, Len, formed a sports promotion company, The Winning Team, two years ago in Belmont. The Los Angeles Olympic Organizing Committee hired The Winning Team to organize the Olympic marathons. Young Wallach was recruited to be the Security Marshal Manager's assistant. The Winning Team was the only "outsider" in the organizational group. The remaining staff members are all natives of Los Angeles.

As president of The Winning Team, Tim's father deals with administration and conceptualizes marketable races. For example, the "Chicago Tribune" just bought a costume-masquerade race that Wallach describes as a sister race to the Bay-to-Breakers.

Wallach's role in The Winning Team is to handle the logistics involved in planning a race. On May 27, for instance, he will direct a women's triathlon, The First Bonne Bell at Redwood Shores, sponsored by the Bonne Bell Cosmetic Company.

Wallach certainly qualifies for the position of race director. His interest in sports developed at an early age. When he was six, he began swimming competitively and continued until he was 16. Then he discovered running and began to compete in marathons. It was logical, Wallach said, that bicycle riding follow.

"I researched cycling and trained with friends who were professional cyclists. They taught me the do's and don'ts, and I learned a lot of tricks about racing."

Next, Wallach began to compete in triathlons. Twice he has participated in the "Iron Man Triathlon" in Kona, Hawaii. Both times he finished in the middle of the pack of 900. Few beginners finish at all. In October 1982, his first Iron Man race, he completed the 2.4 mile ocean swim, 112 mile bicycle ride through lava fields, and 26.6 mile run in 15½ hours. The second time around in 1983, he improved his time and completed the gruelling race in 14 hours. The winner finished in nine hours.

"It was incredibly hot," Wallach recalls. "They said it was 106 degrees. We ran in the dark on a pitch black highway through the lava fields. It was like being on the moon. You had to keep yourself wet to stay cool."

Wallach says he won't compete this October.

"It's difficult to balance my time.

Athletics interfere with my education. During the 18 months I was in training for the 'Iron Man,' I ran, swam, or rode my bike six hours per day."

Now Wallach is waiting to hear from the University of California at Santa Cruz. He believes he has a good chance of being accepted. Ultimately, he wants to teach anthropology on a community college level.

"I'd like to get my BA at Santa Cruz, and support myself through graduate school at University of Hawaii by doing corporate promotional work. As long as the Winning Team is profitable, I'll stay on with it on a consulting basis," he said.

Last Sunday for the third year, Wallach performed the duty of Starting Line Director for the Bay-to-Breakers race. Prior to working as Starting Line Director, he ran in the race for nine years in a row finishing the 7.5 mile course in 47 minutes. Wallach's father has been a director of Bay-to-Breakers since 1978.

"I'm going to continue to participate in races while I'm going to school, but not on a competitive basis," explains Wallach. "I'll get competitive again after I graduate. Now I run because I love it."

Tourism Program Flourishes Here

By Paul C. Newton

Canada's Tourism Program has the reputation of being the "Harvard Business School of the industry," said Program Coordinator Lynne Sorensen, and she claims many trade publications support her convictions. Sorensen is the only full-time faculty member in the department. The other 11 faculty members are full or part-time workers in the field, which allows them to be aware of the latest facts, figures, and restrictions in airline ticket pricing, train fares, and pleasure cruise rates.

There are about 300 tourism majors presently on campus, Sorensen said, although "it varies." 85% of the students are female, and half of the daytime students average 19 years of age; the other half average 44. The average age of the night students is 43. Most of the students are single, said Sorensen, and many are already employed and seeking means of a second income.

Travel people need a "sales personality," said Sorensen, and need to learn to "give the client what he wants—his way—pick according to the client's taste...make dreams come true for people."

Students who complete studies in tourism at Canada will be able to "put together all the information that a person will need" for a tour to anywhere, including travel accommodations, hotels, restaurants, even information on electrical current (much of Europe operates on 220-volt current with different wall receptacles than are seen in the US).

Tourism graduates will be prepared for immediate employment in retail and wholesale travel agencies, or as airlines reservations clerks. Starting pay in these areas is "pretty low," said Sorensen, \$850 to \$1,000 a month, but by the end of the third year, employees can expect \$15,000-\$18,000 per year, "plus lots of marvelous benefits."

Tourism students also get hands-on experience with computer CRTs, slave terminals that only display information and take reservations. No programming ability is necessary, although it helps to be able to type 30 words per minute.

Special training is given at Canada to get around "computer bias," the situation where computers may favor certain airlines in the information they display about available flights on a certain route and schedule. "In-house" training has been given to airline employees to teach them to avoid this bias.

Starting this fall, if pending state legislation is passed, travel agents will be required to pass state proficiency examinations to be licensed. Canada's Tourism Program will prepare for this exam.

Canada Trainer Olympic Volunteer



Jo and friends. Pictured above, Cañada athletic trainer, Jo Silken, with two members of the Colt baseball team and Sam the Eagle, official mascot for the Olympic Games.

The 1984 Summer Olympics in Los Angeles will have a representative from Canada College, but not on the playing field.

Canada Athletic Trainer Jo Silken, one of the few female trainers in the country, will direct a staff of 15 athletic trainers at the United States Olympic training facility for gymnastics, located on the University of Southern California campus.

Silken, a full-time trainer at Canada, is no stranger to this type of international team training. She was Athletic Trainer with the United States Volleyball Team for three years and went to the Pan American World Games with them.

Along with hundreds of other health care professionals, Silken is volunteering her time and talents to the Olympic cause. Few may realize that the life and breath of the Olympic medical program are the volunteers. Most of them feel, as she does, that "it's as much a privilege to work at the Games as a trainer as it is for an athlete to represent his or her country on the playing fields."

When asked if she had a good time at the Pan American Games, she said, "It was really hard to say it was fun. It was a great experience. We worked really long, hard hours, having only two half-days off in a three-week period. But it was a great honor to be there."

Volunteerism is nothing new to Jo Silken. She began volunteering her skills as a trainer while studying in her home state of New York. When she graduated she found that there were no openings for female trainers, so she taught physical education on Long Island and volunteered as a trainer for local teams.

Silken came to California in 1974 as a part-time women's trainer at Cal State Fullerton, eventually becoming head women's trainer at UCLA.

The year before she came to Canada College, she worked at the high school level in southern California, gaining experience in treating football injuries.

She still used this experience by volunteering to help Canada's sister school to the north, the College of San Mateo, with its football team.

Although Canada College doesn't have a football team, it does have baseball, basketball, volleyball, soccer, tennis, and golf teams. On any given day, members of these teams can be found in Jo Silken's training room where she and her aides treat up to 25 or more men and women on a daily basis.

Perhaps the only difference in Jo Silken's training room and an all-male training facility is a sign over the door: "Shorts must be worn—this facility is coed!"

★★★★★

Sam was here!

In case you missed him, Sam, the official mascot for the 1984 Los Angeles Olympic Games, visited the Cañada campus the first week in May.

He was here to pose for pictures with Cañada Olympic bound Athletic Trainer Jo Silken. Silken heads for Los Angeles in July to direct a staff of 15 fellow athletic trainers at the United States Olympic training facility for gymnastics.

Sam, who is almost seven feet tall, 36 inches wide, over 21, and very patriotic, is the official Ambassador of the 1984 Olympics. He was also here to pass out information on the Olympic soccer games to be played at Stanford Stadium July 29 through August 8.

Sam let it be known that tickets are still available for all the Stanford games, but going fast! He also let it be known that the opening ceremonies at Stanford would be as spectacular and exciting as those of the Los Angeles games.

Tickets for the Stanford matches may be purchased directly at selected Sears stores in the Bay Area. Ticket applications are also available at the Cañada Public Information Desk adjacent to the Admissions Office.



COLT GOLF TEAM (first row): Mike Coffman, Paul Shigler, Chris Johnson, Kirk Kashevaroff, Brad Bonino; (second row) Steve Carson, Bob Matias, Mike Biehl, Coach Jerry Drever.

Cañada's Honor Graduates

Cañada College Class of 1984

Associate in Arts Degree

Students graduating with high honors:

Stacy Giles Arents
Jacklyn Lee Baum
Nesaraj Cumaravel
Sharon Bonnie Leilani Denis
Edith A. Ecken
Charles Morgan Evans
Yannette Lora Fichou
Takako Fukushima
Michael Paul Gilmore
Helen Mary James
Joyce Marie Kafoury
Keiko Kambe
Pamela Lynne Kelly
Russell Wellington Light
Linda Jo Logan
Vincent James Muller
Nancy Monica Ochoa
Roberto Ramirez
Haruko Shimada
Carol Anne Swienton

Mary Jane Tamony
Karen Lynn Ullom
Bonnie Jeanne Wilson
Students graduating with honors:
Bridget Angela Burke
Kelley J. Del Pozzo
Magda Alicia Gonzalez
Deborah Roase Martinez-Biagi
Eva Wilson McDonald
Mark Sanchez
Jon I. Suzukawa

Class of 1984

Associate of Science Degree

Students graduating with high honors:

Lawrence H. Cheek
Kathryn Theresa Koch Johnson
Cheryl Ann Kreuzer
Chris C. Larsen
Carolyn L. Olivera
Virginia Catherine Palladino
Terewa Ramirez
Ada I. Redmond

Cathy Lynne Sacco

Students graduating with honors:

Barbara Susan Bunyan
Janet Carmina Burnett
Penny Chin
Kathy Grace Drever
Hazel Chua Go
Bonnie Jean Grey
Ernst Byron Kimler
Michelle Elizabeth Mills
Leslie A. Phipps
Poornima Devi Turgeon

Class of 1984

Certificates of Completion

Students with high honors:

Judy Goerlick Aptekar
Erin Kane Branson
Shirley Patricia Dow
John Philip Flynn
Sandra Lynn Fricke
Irene Haas
Lila Hawthorne

Anne Daniel Knight
Mary Jane McLaughlin
Kathleen Rose Morrison
Jane S. Pao
Kirby Ann Riggs
Mary Alice Ruddell
Pat Sustarich
Linda LCA Tanzman
Judith C. Tirado
Kristine Tong
Steven Keith Trubey
Jacqueline Marie Vercelli
Students with honors:
Barbara Susan Bunyan
Judy Cabrera
Shirley Patricia Dow
Steven Michael Frank
Candyce Sue Graham
Sharon D. Kasser
James L. Leonard
Helen Deborah Moore
Deborah L. Swan
Lisette Marie Wilbur

High School Students Give College A Try

Cañada College and the Sequoia Union High School District have jointly announced the selection of 25 academically advanced ninth, tenth and eleventh grade students to attend Cañada's 1984 summer session.

In this pilot program, the selected students will receive scholarships for academic achievement, thus enabling them to enroll in a wide variety of courses at the college at no expense. The aim of the program is to give high school students a first-hand look at a college experience. Each student may take up to two summer courses, and will receive either high school or college credit for their work.

An orientation for the students took place at Cañada College May 11 as a means of introducing them to the college, its administration, faculty and staff.

The following students have been selected by the high school district to participate:

CARLMONT HIGH SCHOOL — Allison Hansen, Nicole Simpson, Tracy Turner, and Ann Villanueva.

MENLO-ATHERTON HIGH SCHOOL — John Baylis, Andrew Bullock, Kevin Finn, Nadia Kalousek, Bill Harris, Carla Holm, Darcy Lanphere, Karin Polak, Mark Maxwell, Tom Umback, Caius VanNouhuys.

SEQUOIA HIGH SCHOOL — Laura Gambetta, Deborah Li, Steve K. Martin, Kathy Stanberry.

WOODSIDE HIGH SCHOOL — Paul Bycott, Nathan E. Carroll, Adauro Diaz, Karen Kentworthy, Mabel Lew, John Madden, Alisa Mallari, Benjamin Page, Kara Maximovich, Karen Castellucci, Matthew Hulse, Russell Cowan, Natalie Minenko.

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Perspectives on Nuclear War

A Symposium

1 unit of transferable college credit available

JUNE 18-21

1-4:30 pm

CAÑADA COLLEGE • REDWOOD CITY

June 18

HOW DID WE GET TO WHERE WE ARE?

History of relations between the Soviet Union and the United States

June 19

DO WE REALLY NEED 6,000 WORLD WAR II's?

The technology of nuclear weapons

June 20

WAS KARL MARX RIGHT AFTER ALL?

The economic and political consequences of the nuclear arms buildup

June 21

PATHS TOWARD PEACE

Alternatives to nuclear arms as an instrument of national policy

Speakers include

- **ALEXANDER SAKHAROV**
Former Fellow USA-Canada Institute, Moscow
- **DR. DAVID HOLLOWAY**
Visiting professor, Arms Control Center Stanford
- **ROBERT T. JONES**
Engineer with Ames Research
- **BRIG. GEN. HOMER BOUSHEY, USAF (Ret.)**
Pioneer in missile development
- **DR. WOLFGANG PANOFSKY**
Director, Stanford Linear Accelerator Center
- **DR. HENRY ROWEN**
Stanford Graduate School of Business
- **REAR ADMIRAL EUGENE CARROLL,**
US Navy (Ret.)
Center for Defense Information, Washington D.C.
- **PETE McCLOSKEY**
Former congressman 12th district
- **HAROLD WILLENS**
Author of The Trinitab Factor
- **DOUGLAS McGLASHEN**
Former Polaris submarine officer
- **DR. THOMAS ACKERMAN**
Co-author with Carl Sagan of "The Nuclear Winter"

\$10 fee

Register by mail until June 8, or in person June 18.

Call the college at 364-1212 x336 for more information