

Crucial Arms Control Course Begins Mar. 19

By Cindy Irwin

Cañada College will soon bring to the community an informative and important class on the subject of arms control. An eight week course, instructed by David Bernstein and Chellis Glendinning, will run from March 19th to May 14th.

The purpose of the course is to educate people on the subject of arms control. Cañada is the only area community college to offer a class on the negotiations



of nuclear disarmament. The course being offered this semester is a continuation of one that was offered last summer. The first two class meetings will summarize the information previously covered. Everyone is encouraged to sign up for this class, as the goal is to increase awareness and stimulate public

participation in the national security debate.

It is difficult to conceptualize the consequences of nuclear war. This is often dealt with by avoiding any consideration of the possibility. This course is designed to bring this potential reality to the attention of the community and address some alternative approaches to the arms race. The course is divided into four sections including the consequences of nuclear war and the aggressiveness of the adversary. Also discussed will be the approaches taken by the superpowers, both current and historical, in dealing with these problems. Lastly, the current domestic debate and some alternative approaches will be discussed.

John Friesen, director of the humanities division, said that Cañada "is committed to the series because we realize the importance of the matter." David Eakin, Cañada language instructor who worked to set up the program, believes this is a curriculum that should be provided at all community colleges, as it is important to make people realize that the current talks will affect the rest of their lives. As the level of intensity of the arms race grows, it becomes more important for the public to understand the problems involved. The course begins on Tuesday evening March 19 from 7-10 p.m. in bldg. 3, room 104. Those interested may pre-register or register at the first class meeting.

Canada's Cafeteria Improved

Cañada's cafeteria has a new face. Last year the cafeteria was considerably less stocked. This year, however, the Saga Corp. has turned it around. They realize this is for Cañada, so over 75 varieties of munchies have been brought in. This includes five varieties of fresh French pastries, and new food being prepared on the grill.

An estimated 1500 students replenish themselves each day. But not many realize how they can influence its manager, Steve Kam. Kam says he's open to suggestions, so long as they're reasonable. "We had a couple of students request freshly sauteed vegetables. That's

a tough one. But, if the students have any complaints bring it to me or to student government. If you have an idea for food, bring a recipe by that is able to feed 50 people." Kam is also attempting to bring easier, more convenient types of food for us.

What affects the prices on our nourishment? Well the Saga Corp. utilizes union workers. Wage increases play a small part in price increases. But more surprising is shoplifting. That's one of the major causes of increased prices. Students eat in line then dispose of the evidence before check out. If food lifting can be cut down, a price reduction may occur.

Canada offers 3 European Courses

By Ken Brewer

This summer there will be a European college tour for students interested in traveling abroad. There will be three separate tours leaving on different dates during the summer. Each tour will last 31 days, including a 7 day cruise. Students will be touring France, Italy, Greece and its islands, plus Switzerland and Germany.

Thus far, each of the three tours, which cost \$2795 per person, plans for approximately 45 students. Included in the plan, is round trip airfare, tourist class hotel with private facilities, an escort for the entire trip tour, plus a reference booklet along with many more luxuries for a comfortable and exciting trip. A faculty member will accompany students on the tour.

Students who elect to participate can receive three transferable units of credit for either geography, literature, or art history.

Students of all ages will be traveling, therefore it is likely students will be put in groups where their age is comparable with others. Students have up to 60 days before departure to apply for the tour.

Geography instructor Peter Gunderson and English instructors Diana LeBow and Robert Glessing from Cañada along with Art History instructor Richard Warren from Skyline will teach the courses. Five weekly three hour classes will be held prior to departure.

Gold Mine Trip

Canada College has four field trips planned for late spring. History instructor James Steidel will conduct one on Jack London and Luther Burbank country on April 26 and 27, a second on the Comstock Lode May 11 and 12 (lecture May 3). History instructor Gilbert Workman will lead the tour to Yosemite Park May 18 and 19 (lecture May 10), and another to the Northern Gold Mines June 1 and 2 (lecture May 17).

These field trips had their start four years ago and have been successful supplements to the California History courses, especially in showing students that the classroom consists of other things than four walls, teachers, and books.

Suggested reading: *Jack London: Sailor on Horseback*, by Irving Stone; *Roughing It*, by Mark Twain; *The Mountains of California*, by John Muir.

Further information may be obtained by consulting the spring catalog.

\$20,000 Theatre Grant

By Cindy Irwin

Cañada College has accepted a \$20,000 grant from the David and Lucille Packard Foundation to install a computerized lighting system in the Flexible Theatre. Kathy Buchanan, member of Cañada College community group, Backstage, worked in cooperation with Bob Curtis, drama instructor and Robert Stiff, executive dean, developing the grant. The grant is a district match grant, meaning that an additional \$20,000 must be supplied by the district. Cañada will come up with \$16,000, and the Backstage community group will provide \$4,000. This is the first phase of Theatre renovation at Cañada.

Archives

The

Long Valley

Gazette

Vol. 2 No. 4 Canada College March 1, 1985

New Course Features 'American Musical'

By Chris Mosel

What is the center for the American Musical? Is it a building? Is it a play? No, it's an exclusive research facility providing Cañada College students and the surrounding community with information regarding American musical plays, past and present.

The Center itself is designed to include three parts. One part is an archive to store material, which is directed by Florence Chan, Cañada's library director. The second section is a class entitled "The History and Development of The American Musical," taught by Joseph Marchi. The third segment deals with community events.

In order to house all the material gathered for the center an archives has been established. Programs, records, and reference books on musicals are housed in the archives by Chan in the library. These programs and clippings are historical pieces for the students, the community, dancers, producers or anyone in search of information on American musicals. The material cannot be lent out because of the obvious value, yet students are allowed to tape records and look at the books as long as they like. These books may prove helpful in costume design, stage layout, original cast listings or as enjoyable reading.

In class Marchi plays records of musicals, presents old programs, gives updates on current musicals, but most importantly is extremely interactive with the students. Audio as well as visual

presentations are used in lectures because in essence that's what musicals are. Students see, hear and occasionally touch and are touched.

"The American Musical is our contribution to the Arts," proclaimed Marchi. When asked how he felt after a class, which ends about 11 p.m. Marchi replied, "I feel energized. I see their faces and hear their stories. A lot of students have first hand experience, they've seen musicals and been to Broadway. I get something out of that, as does the rest of the class."

Apparently many echo his sentiments. One student replied "His spirit is contagious." Sue Gray, another student, had more to add, "Many feel that musicals are old fashioned. Yet if you look at them, they often reflect society. It's sociological experience. West Side Story may be a good example. Musical have a message, but not everyone chooses to hear it." Miss Gray went into detail as to her feelings of being in the class "I enjoy it. It's fun. It's something I've been interested in for a long time. It's great to hear the oral history of those in the class. Mr. Marchi does a very good job."

Community events are being planned but are difficult to arrange. The Center recently had a Sunday special on Vaudeville with guest speakers and films. Yvonne De Carlo is scheduled to appear at Cañada as well as on several local talk shows. The community events receive more publicity but the archives and class are used more often.

Guys and Dolls

a musical comedy directed by Bob Curtis
will be presented in the

Main Theatre

March 21, 22, 23, 28, 29, 30

dean's corner...

I will propose to the Academic Senate that faculty, staff and students schedule a Spring Forum to discuss something very dear to all our hearts — the community college. I think it's very important, as the Nielsen Commission is reviewing and possibly revising the mission of the California community colleges, that this college look at our objectives from our own perspective.

Although the basic mission of the community college has remained nearly unchanged for the past 40 years, powerful external forces have forced us — community college staff, district officers, the state legislature and the Governor — to look ever more closely at everything we do. I'm not aware of a single facet of the community college operation that has gone unexamined in the past few years. Just a brief listing of some of the external forces that have caused this re-examination is enough to make us wonder how it is that community colleges do the generally fine job we do of educating members of the community.

We have endured, and are enduring: real fiscal stringencies and the lack of stable funding; decreased enrollments along with declining numbers of high school graduates; larger numbers of ill-prepared students (one study indicates that over 90 percent of the community colleges' workload in 1981 was introductory and/or remedial work); a real confusion in the public mind of the proper role of the community college, and along with that very unfavorable press, particularly during 1983-84; faculty/administrative tensions not aided by the formalities and legalism required by collective bargaining; the question of community college governance as more and more local authority is shifted to Sacramento; competition with four-year institutions, adult schools and ROP's; a rapidly changing demography; a dramatically altered technology with its impact on both the job market and educational delivery; demands for increased faculty and administrative accountability and for real proof of learning outcomes. Someone has likened our situation to that of a fast-moving hunter (our changing resources and image of ourselves) having to shoot at a moving target (the educational needs of a rapidly changing community).

Most examinations of our situation lately seem to conclude that external forces will force us to become smaller institutions across the state. If that's the case, how can we avoid asking a very difficult question: what priorities shall we set for ourselves? I propose that we set time aside this spring for a wide-ranging forum on what the next decade in community college life will be like and to what extent we can shape that future.

With some sound, current data in hand and some informed notions about where the society is likely to go in the next ten years, we should discuss some of the following questions:

- Will more and more of our students be older, part-time students?
- Will remedial education make up more or less of our curriculum?
- Will the need for English-as-a-second language continue at the same rate or increase?
- Will the community college transfer function increase or decrease?
- What will be the role of occupational training and retraining and how will those two activities work together?
- Will the need for computer literacy continue?
- Will there be a constant need for more advanced courses in computer instruction, given the proliferation of home computers?
- Will continuing education and community services needs increase? or decrease?
- How should we organize ourselves to best accommodate these changes?
- What functions, if any, will either be eliminated, phased out or transferred to another educational institution?

That last question may be the toughest question of all and the one that few really wish to deal with. I'd appreciate hearing from students, faculty and staff regarding their own questions for the forum and about the structure of the forum. I'll report more on the proposed forum soon.

—Bob Stiff
Executive Dean

...editorial

The newspaper staff is doing the best it can, but to get better, it needs your help. The paper is produced for the benefit of the students, but it is difficult to do the job without input from readers. Canada students are encouraged to use the paper as a sounding board to voice opinions. Do you ever disagree with some issue on campus, but feel there is nothing that you can do about it? Send us a letter! Have a suggestion for a story you'd like to see in a future issue? Let us know about it!

Freedom of the press is an idea guaranteed by the first amendment of the constitution. A right to publish differing opinions. Many people don't realize the importance of communication — the exchange of ideas. Words have the power to inform and influence others. Those who get in the habit of expressing their ideas now will probably continue to do so in the future, and the ability to express your opinion is a powerful tool.

In short, a new semester has started and we're going to do the best we can to try to improve the quality of the paper. So help us out. Let us know what's on your mind. To produce a good newspaper, we need to know what you want to read. Not only will we benefit from your efforts but you will too! Send all letters to the editor to: Long Valley Gazette, Canada College, Redwood City, CA 94061.

—The Editor

calendar...

- MARCH 1** Last day to drop classes so they don't show up on permanent records. \$10 drop fee is in effect.
- MARCH 6-7** Blood Drive. Consider donating. The blood you give goes to good causes. It's not like a tax where you don't know where it's going.
- MARCH 21,22,23, 28,29,30** Guys and Dolls, directed by Bob Curtis. A musical comedy.
- MARCH 25-29** Mid-terms. Check with instructors. Students will also receive deficiency notices. This is to let us know we may be failing so we can do something about it.

The Long Valley Gazette

Editor Cindy Irwin
Photography Editor Ed Garcia
Sports Editor Ken Brewer

Staff:

Chris Mosel, Mary Swinerton, Norma Burrowes, Ed Garcia, Ken Brewer, Cindy Irwin, Randy Lutge.

Work for Credit

By Edwin Garcia

By now most of us have seen the flyers that say, "Are you working? If so, earn up to 4 college units by enrolling in Cooperative Education."

Cooperative Education is not a job. It is a work experience program that you can enroll in as you would a regular class. It is designed to improve your skills, knowledge and performance at your present job and earn you college units at the same time, whether you are a paid or volunteer worker.

Briefly, Co-op Ed works like this: You and your work supervisor need to come up with a few learning objectives for the semester you are enrolled in the program. These objectives are goals to be set by a specific date at or near the end of the semester and can vary depending on the type or work. Credit is obtained by the amount of work completed and the total hours worked for the semester. Paid workers receive 1 unit of credit for each 75 hours worked. The maximum 4 units can be earned by working 300 hours, which is approximately 20 hours of work per week. Volunteer workers may earn 1 unit for each 60 hours worked.

In order to qualify for this program you need to be enrolled in at least a total of seven units and that includes the units you may be taking for Co-op Ed. Also, you must be presently working in a job that is related to your major or career goal. The specific Co-op Ed class you choose to enroll in must be consistent to your major or career goal.

The results from students who have taken Co-op Ed have been outstanding. In many cases students improve their job performance, and receive raises and/or promotions. Students can also earn transferable credit toward an AA or AS degree.

It may be too late to enroll in Co-op Ed for this semester but it is not too late to start planning for Fall. For many students it may not be difficult to earn units by working at your regular job while learning.

More information on this program can be obtained in the Office of Co-op Ed located in Bldg. 5, Room 206.

Self Defense Course

For almost 10 years now, a course on self defense has been taught here and it has helped students gain confidence in themselves while eliminating possible situations that could be life threatening. Each semester, students in self defense learn how to defend themselves and address threatening situations.

The class is open to men and women of all ages and concentrates on 38 techniques of self defense. These techniques range from simple to advanced methods using the feet, hands, elbows and fingers when attacked.

"The Self Defense course is basically a class to make people more physically proficient to release themselves from any life threatening position," said instructor Sam Nicolopoulos. "The class is for personal self defense and in no way is to be used to punish. You don't want to kill."

The five cardinal principles taught are: 1) Always distract the assailant. 2) Employ the proper release technique. 3) Strike a blow to incapacitate. 4) Yell loudly. 5) Scram and report to authorities.

If you happen to be looking for a 1.5 unit PE class next semester, think about the one that can make a life and death difference.

Instructional TV

Want to watch television for college credit? Closed circuit television has come to Cañada bringing classes from San Jose State University. Instructional Television Fixed Service (ITFS) will work in conjunction with Cañada College in order to offer upper division classes in math, English, anthropology and other subjects. The program is set up on a trial basis for the spring semester.

Cañada is currently unable to receive the live signal, so those enrolled in the classes are watching videotapes. It is expected that ITFS will be working properly by the end of February, and students will be able to watch the classes live. Participants in the program view the classes in the media learning center.

Health Center Offers Wide Variety of Programs

A health center pamphlet reads "We all experience various kinds of stress in our life. At times help may be needed to understand what is happening and to learn to cope with the psychological issues we face." The health center at Cañada not only offers services for physical health, but mental health as well.

At Cañada's Health Center, there is a free psychological services department. It is confidential and operates night and day. If you or a friend need someone to talk to, don't hesitate to stop by.

As director Ernie Rodriguez states "sometimes students feel they need big dilemmas to come see us. We are here for the students. If they just need to talk to someone, drop in please." The psychological services department does have connections with outside agencies. Sometimes students may want a private therapist, other times they can't afford one.

At the beginning of the semester, adjusting to classes may be difficult. If any students have a problem stop by. Rodriguez said there are no typical problems. This meaning that all can be discussed.

If a student feels uncomfortable talking to an older person, Cañada has an excellent peer counseling department. It is located near the vending machines in the cafeteria. They operate under a code of ethics while under the supervision of Rodriguez. The peer counseling is also free and, most important, confidential. No files are kept.

Sometimes students are having problems with teachers or other students. Peer counseling can help. Other times students are breaking away from home in search of independence, yet need someone to talk to instead of their parents. Peer counseling can help. When family or relationship problems arise, peer counseling can help. The message is clear.

The second part of the Health Center deals with the body and how to keep it healthy or just let it rest. The Health Center offers a multitude of programs. March 6-7 will be the days for the annual blood drive. The blood you give could save a life. They do need donors so please keep that in mind. Also from the health center are free tuberculosis screening, information on measles or other health diseases. Blood pressure screening for evening students is offered on the first Wednesday and second Thursday of each month. A variety of health brochures and pamphlets are available.

Right now their goal is not only keeping people healthy but to offer health education. In the planning stages are programs on C.P.R. and first aid. According to nurse Joyce Harrington, "It's open to all students for counseling or information. They can come in and lie down to rest. We're happy to accommodate them."

Cañada has a lot to offer. It is important to be aware of the services available to students simply because they have been designed for students. Don't be shy or feel that your problems are too trivial.

EdVentures Offers Mixed Bag

If you have an interest in signing up for an EdVenture it is not too late.

EdVentures, or, educational ventures, are short courses in the San Mateo County Community College District designed for people who want to expand their knowledge without receiving a grade. The duration of an EdVenture usually is anywhere from a few hours to an entire day and takes place mainly on weekends. At Cañada topics covered range from business to home repair and from writing well to tap dancing.

Other courses scheduled either here or at nearby locations include: sailing, English horsemanship and financial planning. Over 25 courses will be offered on campus throughout March and April and there is a modest enrollment fee.

For more information call the Community Education Office, 574-6563.

Movie Review

'Falcon and The Snowman'

By Chris Mosel

"The Falcon and The Snowman" is a movie based on a true story. The plot revolves around two young men who sell classified information to the Soviets.

Timothy Hutton plays Christopher Boyce, the son of an ex-F.B.I. agent. Sean Penn portrays Andrew Dalton Lee, a drug dealer and best friend to Boyce. They've been friends since childhood, but together become known to the Soviets as spies.

After Boyce who, when the movie opens is in the priesthood, decides he doesn't want to be a priest, his father sets him up with a job at an information gathering service for the government. The information they gather is classified and comes from satellites and other intelligence gathering sources.

This is where Boyce discovers covert CIA operations in Australia. Throughout the movie specifics on just what information was sold are vague. Other questions arise as to how Boyce could be admitted into such a high security job. Speculation is his father pulled some strings. Once Boyce figures out he's not too happy about covert CIA operations, the movie begins to roll.

This movie isn't like "Beverly Hills Cop" where there's a laugh a minute. It deals with a subject many find humorless. By selling secrets to the Soviets Boyce and Lee endanger thousands of lives. It is up to each individual who sees the movie as to how they feel about traitors.

Once Boyce finds the information, he needs a connection on the outside. This is where Lee comes in. When we first see Lee he lives in an expensive pad with his family. One major problem is his excessive drug dealing. Warrants for his arrest are issued so he flees to Mexico. Before he leaves Boyce contacts him and gives him a few papers that may be of interest to the Soviets.

Lee gets in touch with the Soviets at the Mexican embassy and begins selling secrets. As the movie progresses, the deterioration of both men's lives and their relationships with each other is evident.

Lee arranges several drops with the Soviets. With all the cash they receive for secrets, Lee develops a slight heroin habit. At one point in the movie he offers the Soviets five kilos which he says can be smuggled in through the Soviets diplomatic pouches. The Soviets were outraged.

By the movie's end, it is obvious that the government was aware of their actions. For how long remains a mystery. Many questions arise as the final scenes of the movie unfold. One question is whether or not the CIA had a picture of Lee entering the Soviet embassy in Mexico. Another question is whether or not the government was setting bait information for Boyce and his uninvolved co-workers.

"The Falcon and The Snowman" is a true story, it has happened and has happened close to us in Silicon Valley. If two young men can sell secrets to the Soviets, what will those with more experience be able to accomplish? This was a good movie. Though it wasn't spectacular, the message was clear. If you want laughs and jokes check out Eddie Murphy in "Beverly Hills Cop". If you want to see two of the premium young actors in the business plus a movie which may make you consider your own morals and beliefs, check out "The Falcon and The Snowman".

Retirement Workshop

"Can You Afford to Retire?" This is a do-it-yourself workshop to calculate your own capital and cash flow needs to plan for retirement. The class will meet Tuesday, March 12, 7:30 p.m. to 9:30 p.m. at Menlo Park Recreation Center, Menlo Park. Fee: \$12. Instructor is Phyllis R. Kallman, B.A., C.F.P.

For additional information on any of the above classes call 574-6563 the Community Education Office of the San Mateo County Community College District.

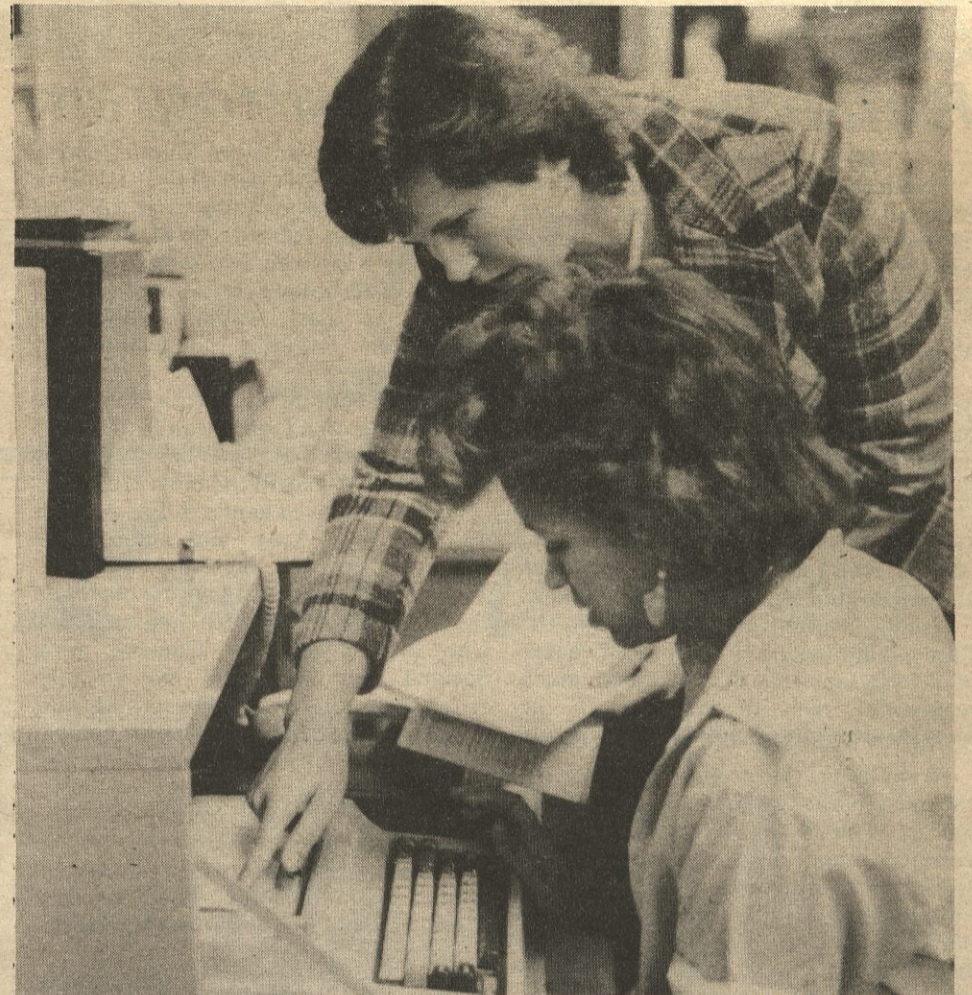


Photo by Ed Garcia

Karen Olesen Hired: New Career Counselor

Canada's new career resources aide (career counseling), Karen Olesen, comes well-qualified for her new job. She graduated from Fresno State in 1972, where she majored in criminology and corrections. Thereafter, Olesen worked as a probation officer for three years, but decided that was not to be her lifelong work.

In casting about for a new career and needing time to think about her future, she took a job in a tomato cannery in Hollister. With the seasonal lapse in canning Miss Olesen was laid off, along with the others, and drew unemployment. During this time she did volunteer work for a convalescent hospital, Aid to Victims and Witnesses, and with pre-

school children.

Olesen returned to school and earned her master's degree at San Francisco State University specializing in high school and career counseling. She went through two internships, one at C.S.M., the other at Capuchino High School, while also working full-time in the San Mateo Union High School District. Here she assisted in campus supervision and counseling. After that she went to Aragon High School where she first acquired her present title.

Olesen is looking forward to meeting the Canada students and helping them with any information regarding future careers.

Conners Chosen for Berlin trip

By Cindy Irwin

Matt Conners is a student going places and is willing to work hard to get there. Conners, a student at Cañada for two years, has left for Germany to take part in a study program put on by an established group called Experiment in International Living. Conners is one of eight students selected from the United States to study the German language, culture and east/west relations. The eight students are currently participating in seminars at the University of Berlin. Conners, who studied German under Cañada instructor Edna Spitz, is the only student selected from an American junior college. The students were selected on the basis of knowledge of the German language and interest in international relations.

The travel program consists of an extended stay in Germany plus a three week excursion through Poland. Conners is currently living with a family in the suburbs of Berlin, while attending daily classes. Conners reports that the language classes are not difficult for him and that Cañada provided him with a solid knowledge of the language. Aside from language, the main emphasis of the study program will be on the relationship between East and West Germany. In the last month of their stay, the students must complete an independent study project.

Conners has been extremely pleased with his education at Cañada. Spitz stated that Conners is "a very motivated student. He was always willing to do a little extra." In turn, Conners stated that Spitz "has been a fantastic teacher!", and he believes Cañada is lucky to have such a highly qualified instructor. Conners sums up his feelings in the following statement. "Cañada has been an incredible stepping stone. If you apply yourself, you are able to get a really good education at Cañada." Conners will attend the University of California, Berkeley, in the fall as a political economy major also studying languages.

Question Man

What was your most embarrassing date?

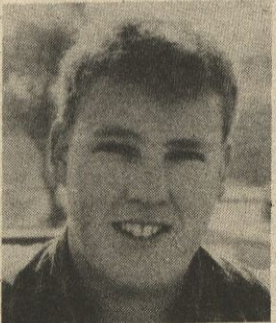


Perla Pasallo

My most embarrassing date was my first date. I was getting into the guy's car when the strap from my dress slipped off and the top part came down on one side. When I asked him if he saw anything, he said no. That was embarrassing but it broke the ice.

Robbie Walker

As soon as I got my license as a sophomore at South City high school I asked a senior girl out. She happened to be in my cooking class. It took me four hours cleaning my yellow Hornet to make a good impression on the senior when I realized the keys were in the trunk. So I never showed and never called. It was so embarrassing I had to skip cooking class for a long time.



Randy Holthaus

My most embarrassing date was when I picked up a girl at her house and was introduced to the parents. Her father introduced himself as a minister. I was stunned. It was embarrassing to me, although it didn't change my plans.

Jane Baleix

I was a senior in high school and I went over to a guy's house to have dinner with his family. While eating, the conversation came up about restaurants. I told his father and the other guests at the dinner table about the worst restaurant I had ever eaten at. I mean, I really got into the details. It was then that I felt an elbow from my date sitting next to me. His father then explained that the restaurant I had just mentioned was their family business.



Restaurant

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A great American success story
An affirmative action employer

Coach Lyman Ashley Reflects on 15-year Program

By Tom Jacoubowsky

Fourteen years ago, Canada College Baseball Coach Lyman Ashley thought he had a team that had the potential to win the state championship. It did. This year, though, his realistic goal is just to make the Golden Gate Conference playoffs.

This will be Ashley's 16th year at the helm of Colt baseball, the only head baseball coach Canada has had. He will be joined by six-year assistant coach Tom King who will handle pitching. Former Canada great Mike Garcia, who was a Junior College All-American in the mid '70's, is in his first year coaching full time at Canada and will handle the infield.

Ashley, whose Canada team won the state championship in 1971, is in charge of a program that has received much recognition over the years, with the present being no exception.

If anything, the program is receiving the most publicity it ever has had, as USA Today, The Wall Street Journal and various other newspapers have run stories on foreign players from the Dominican Republic who have come to play for Canada. Two players on this year's squad will be playing their first year for Canada, as they become the fourth and fifth players from that country to play here.

This year, much of the success the squad may have will depend on the play of Raphael Bournigal. The second baseman from the Dominican Republic was an 11th round draft choice of the Texas Rangers recently, but has opted to go to school instead.

Along with Bournigal is a fellow countryman outfielder Moses Alou (whose father Felipe Alou played with several major league teams, including the San Francisco Giants). It was Moses' older brother Jose, who was the first one to play at Canada when he came over for the 1981 season.

One would get the idea that there are no such things as geographical limits when it comes time to find players for the green and gold, but as Ashley explains, that is far from the truth.

"We are bound by district and state rules that say we can't recruit outside of our area."

The area he is talking about is extremely small, the Sequoia Union High School District. This only includes five high schools (Woodside, Sequoia, Carlmont, Menlo-Atherton, and also

those students who go to Menlo School, though Menlo isn't part of the SUHSD).

"Since we are bound by these rules, we cannot contact kids outside of this area," he says. "Kids who live outside of this area have to initiate the contact."

This, in part, explains how the Dominican Republic connection has come to be.

Prior to coming to Canada, Jose Alou was playing on a Dominican Republican all-star team that was sponsored by former major-leaguer Manny Mota.

The team played games in Los Angeles and the Bay Area, and stayed with families of teams they were playing. When Alou was staying with a player on the Palo Alto American Legion team, who also played for Canada, Alou decided that he would like to play baseball in the states. Everything falls well within the rules that the district and state have set up, since it was Alou who contacted Canada.

So with Jose Alou leading the way, Canada has also had Matty Alou Jr. (son of Matty Alou, who played for several teams, including the Giants), Bien Figueroa, Jose's younger brother Moses, and Raphael Bournigal.

Bournigal is one of six players that Ashley considers to be "key" offensively and defensively if Canada is to have a solid season.

Along with Bournigal in the middle is returnee Collin Lultringer at shortstop. First-year player Paul Schrieber from Oregon has been doing a fine job in fall play and in Canada's early games at catcher.

In the outfield will be returnee Nick Verdoia, along with first year players Chuck Waible and Terrance Batiste.

At the pitching spot there will be some experience, as sophomores Gary Robb, Rob Walker and Ken Thompson will be the starting rotation.

"The defense will be sound," says Ashley. "It hasn't been (sound) in the early going, but it is far superior to what it was when we started. Offensively, Waible, Lultringer and Bournigal have been our most consistent hitters."

The Colts roster has a few more freshmen than sophomores, but Ashley more or less takes the attitude that the future is now whenever he coaches a Canada baseball team.

"You really can't build for the future," he says. "It is basically a new team every year, and a complete new team every two years."

Spring Sports Schedule

Spring sports gets underway, as Canada's baseball, golf, and tennis teams begin league play.

Canada's baseball team, which is dominated by freshmen, is hoping that the inexperience will not detour them from having a successful season. Coach Lyman Ashley leads his team into league play March 5, at CC of San Francisco. In all, there will be 27 league games.

Golf coach Jerry Drever leads his team

into league play March 4, along with a spattering of non-conference matches along the way. The opening league meet will be the Golden Gate Conference Tourney at Fort Ord March 4.

Canada's tennis team begins league play March 1, against Diablo Valley College in Concord. In all, they will play six league matches, along with several non-conference matches that will test the strength of coach Paul Welles' team.

BASEBALL SCHEDULE - 1985

DAY	DATE	OPPONENT	PLACE	TIME
Tues.	March 5	*City College of San Francisco	San Francisco	2:30 p.m.
Thurs.	March 7	*West Valley College	Redwood City	2:30 p.m.
Sat.	March 9	*Foothill College	Los Altos Hills	11:00 a.m.
Tues.	March 12	*DeAnza College	Redwood City	2:30 p.m.
Thurs.	March 14	*San Jose City College	San Jose	2:30 p.m.
Sat.	March 16	*Diablo Valley College	Redwood City	11:00 a.m.
Tues.	March 19	*Laney College	Oakland	2:45 p.m.
Thurs.	March 21	*Chabot College	Hayward	2:45 p.m.
Sat.	March 23	*College of San Mateo	Redwood City	11:00 a.m.
Tues.	March 26	*City College of San Francisco	Redwood City	2:30 p.m.
Thurs.	March 28	*West Valley College	Saratoga	2:30 p.m.
SAt.	March 30	*Foothill College	Redwood City	11:00 a.m.

GOLF SCHEDULE - 1985

DAY	DATE	OPPONENT	PLACE	TIME
Mon.	March 4	*Golden Gate Conference Tourney	Fort Ord	1:00 p.m.
Thurs.	March 7	Santa Rosa Junior College	Menlo C.C.	1:00 p.m.
Tues.	March 12	*Hartnell College	Fort Ord G.C.	1:00 p.m.
Thurs.	March 14	Menlo College	Stanford G.C.	1:00 p.m.
Tues.	March 19	*San Jose City College	Menlo C.C.	1:00 p.m.
Mon.	March 25	*DeAnza College	Los Altos C.C.	2:00 p.m.
Tues.	March 26	Modesto College	Menlo C.C.	1:00 p.m.
Thurs.	March 28	*Monterey Peninsula College	Rancho Canada	1:00 p.m.

TENNIS SCHEDULE - 1985

DAY	DATE	OPPONENT	PLACE	TIME
Fri.	March 1	*Diablo Valley College	Concord	2:30 p.m.
Wed.	March 6	Univ. of California, Santa Cruz	Santa Cruz	2:00 p.m.
Fri.	March 8	Menlo College	Menlo Park	2:00 p.m.
Wed.	March 13	American River College	Redwood City	2:00 p.m.
Fri.	March 15	*DeAnza College	Cupertino	2:30 p.m.
Tues.	March 19	Modesto Junior College	Redwood City	2:00 p.m.
Fri.	March 22	*Chabot College	Redwood City	2:30 p.m.
Thurs.	March 28	Univ. of California, Berkeley	Berkeley	2:00 p.m.
Fri.	March 29	University of Santa Clara	Redwood City	2:00 p.m.

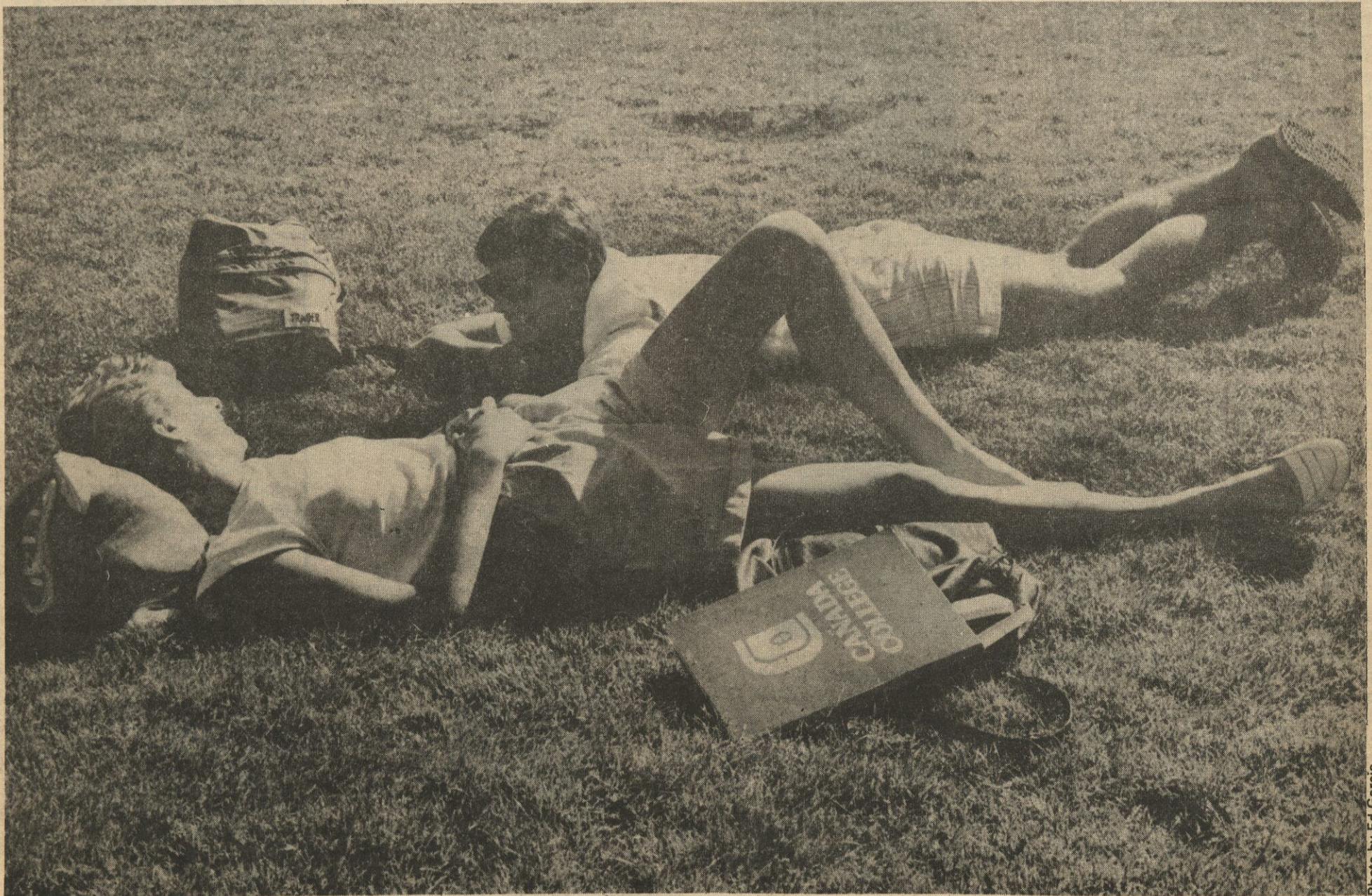


Photo by Ed Garcia