

## Eshoo, Warren Debate Here

Anna Eshoo and Jim Warren, candidates for the San Mateo County Board of Supervisors 3rd District, debated at Canada College on May 20, giving students a first hand look at the local election process.

Incumbent and former Canada student Eshoo and challenger Warren, each addressed students briefly, providing information on their qualifications as candidates and their stands on a wide range of local issues. Mrs. Eshoo first ran for the Board of Supervisors in 1982 and currently acts as Board President. Warren calls himself a "well-known computer expert" and publisher and seeks to unseat Mrs. Eshoo in the June 3 election.

The candidates agree on two issues — the Coastal Initiative (offshore drilling) to which both are opposed; and the "deep pockets" proposition 51, which both support. The real debate began when candidates discussed issues like the quality of County management, comparable worth policy (Eshoo supports it, Warren doesn't) and the emotional issue of the delay of the Sheriff's election because of the death of incumbent Brendan McGuire. Mrs. Eshoo was instrumental in getting the emergency legislation approved which delays the election in order for more candidates to come forward (McGuire had only one opponent); Warren feels that though he doesn't support the remaining candidate for Sheriff, this is "changing the rules in the middle of the game." The exchange was mediated by Political science professor Ted Reller.

Though the contest between the two forceful candidates has at times been heated, they were restrained but stated their positions emphatically and articulately.

## Cheat Rate 35%

A recent survey found that 35% of students admitted to having cheated on at least one test at Canada.

Of those who confessed, approximately 72% said that they seldom cheated, and 14% cheat sometimes. The remainder claimed to have cheated only once.

Of those surveyed, 80% said that they had observed another student cheating. 65% felt that it was easy to cheat at Canada. Only 15% believed that it was hard to cheat.

When asked to name teachers whose classes were easier to cheat in, students named many. Among teachers receiving more than one vote were Mr. Reller (the big winner with 4), Mr. Stegner, and Mr. Jeppson.

Students gave a variety of responses to the question "Why do you think students cheat?" One student attributed it to the fact that "they do not study hard enough." Several believed it was "to get good grades," while some said cheaters were simply "too lazy to study."

Some students surveyed shared rather novel methods of cheating. Some of the more interesting methods included: writing the answers on a tiny piece of paper and slipping it into the inside of a plastic pen, using a wrist watch with paper that can be rolled through it and answers written on the paper, and of course, notes on little papers which fall down on the floor.

**Colt star  
signs with Pirates —  
See p. 8**



—Photo by Barbara Fruhwirth

At sword's point are 'Macbeth' cast members Peter Vilkin (left) and Scott Crandall.

## 'Macbeth' Finale For Drama, Mel Ellett

"Abraham Lincoln was an avid theater goer and his favorite play of all was 'Macbeth,'" said Dr. Mel Ellett.

"This is my last official play after 40 years of directing and I feel myself to be extremely fortunate in the cast, especially in having two such fine actors in Peter Vilkin (Macbeth) and Brenda Laurel (Lady Macbeth). These two are clearly the very finest actors that I have had in 40 years of directing," he said.

If *Macbeth* was Abe's favorite play, and someone as experienced as Mel Ellett says he has his finest actors in 40 years, then this is one play no one should miss. You can't get references much better than this.

William Shakespeare's *Macbeth* is a tragedy set in 1606 that "deals with a man

who defies God's law to remain in his own position and instead of that aspires to be king. He kills the king in order to make himself king. In doing so he destroys the whole orderly system of God. The Elizabethan's vast chain of being becomes unnatural and things become horrible until God's natural order is restored. That can only happen when the murderer of the king is himself killed, and the rightful King, Malcolm (Ernest Stifel) is restored to the throne," Ellett explained.

Ellett's final contribution to Canada's Drama Department runs June 5, 6, 7, and 12, 13, 14, in the Flexible Theater at 8 p.m. Tickets are \$4 Seniors/Students and \$5 General. For reservations call 364-1212 ext. 271.

## New Lighting Board For Flex this Summer

By Robert Knupfer

A new "state of the art" lighting control board is scheduled to be installed in the Flexible Theater this summer according to Bob Curtis, a teacher and director in the school's Drama Department.

The story really started three years ago when a group of people, who appreciated the contribution the Drama Department was making to the culture of our area, realized the performing arts was in a financial crunch.

"Back Stage" was the name they selected for the group when they organized and started to work to do something about the Department's plight. According to Curtis they first asked, "What are your most important needs?" A new lighting control board was listed number one. Back Stage approached, applied for and received a \$20,000 grant from the David and Lucille Packard Foundation IF, and it was a big if, the school could come up with a matching \$20,000. The funds have been obtained with \$16,000 from box office receipts from the Drama Department's productions and \$4,000 raised by Back Stage.

When the money was obtained, the Department researched what was the best equipment to do the job, and then sought bids for the purchase and installation of the board. "All of this took time, but installation can start as soon as the production of *Macbeth* is finished" according to Curtis. "I can't speak highly enough of the efforts of Kathy Buchanan of Back Stage. She was primarily responsible for initiating contact with the Packard Foundation and securing the grant."

The new control board has the potential to interface with the main theater's control board. "In meeting this goal I can't applaud too much the generosity of the Packard Foundation, the hard work of the Drama Department, and the sincere effort of the community support group" (Back Stage).

Having achieved their goal of getting funds for the control board, Back Stage is resting in the wings, but available to be called again. After they have caught their breath, Back Stage may be asked to reactivate to help obtain a new sound system or new curtains, two remaining needs of the Flexible Theater.

## Something For Everyone This Summer

Have you looked at the summer schedule yet? You'll find a wide variety of classes, most of which end in late July. Think of it — full credit for a class six weeks long!

For those who prefer to lie around in the sun on summer days, the administration has scheduled more than half of this summer's classes at night. Most are two nights a week, from 6-10 p.m. Check the schedule for actual days.

Students who have not yet experienced Eldon Earnhart's *Indians of North America* or Peoples and Cultures are invited to do so Mon. through Thurs. from 8-10 a.m., and Mon. and Wed. evenings, 6-10, respectively.

If you, like, don't know where you're headed, consider Life and Career Planning, offered Mon. and Wed. evenings, 6-10.

Anyone who plans to spend time outdoors this summer will want to spend time first in Mervin Giuntoli's Nature Study. The class will be held Mon. through Thurs. 8-11:35, with a half hour break from 10-10:30.

In addition to a rather thin lineup of composition classes, the English department offers two literature classes this summer. William Kenney will teach us *How Hollywood Shapes Our Image of the Bomb*, on Tues. and Thurs. evenings from 6-10. Aida Hinojosa will lead students through *Meta-physical Literature*, Mon. through Thurs., 1:30 to 3:30, at Little House.

This summer is your only chance to catch Interpersonal Communication with Nancy Messner, held Mon. through Thurs. from 8-10 a.m. She will return to De Anza in the fall.

Canada's Home Economics department is offering several courses on sewing this summer. Several are even shorter than normal summer courses.

For the not-so-academically-minded, the Physical Education department will offer dance, tennis, golf, and adaptive P.E. during the day. Seventeen classes will be offered in the evening, including Dance Aerobics, Ballet, Total Fitness, Golf, Tennis, Baseball, Basketball, and Volleyball.

Canada offers something for everyone this summer. Schedules are available in the Administrative offices, so get one and check it out!

## Reporter Wins Chem 'Award'

This semester's infamous Long Valley Gazette Broken Test Tube Award goes to Chemistry 210 student, Phillis May.

May won hands down according to the latest tally by instructional aide Mike Sinkewitsch who operates the chemistry stockroom. Not only did May manage to break a test tube, but also the most expensive thermometer the chem lab stocks. The tenth of a degree centigrade, precision instrument costing \$30, at discount prices, from Fisher Scientific.

When asked how she accomplished this feat, May said, "It was easy. Through creative use of lab equipment, because I didn't know the correct way, I Mickey Moused a setup with clamps to hold the thermometer vertical. Well, the force of gravity took over and the thermometer crashed to the floor and broke."

May said the mishap caused her some embarrassment, especially since her Chem teacher, Mr. Westover, was on lab duty that day.



## President's Corner . . .



It's Commencement season across the nation and that means that the rhetoric will again soar — lifted by its own hot air, I suppose. Not that students and all of us don't need to be reminded anew of the purposes of education. I'm just sorry that this kind of discussion doesn't occur more regularly and with more relevance to students' lives and with more debate.

I am pleased that the higher education community is beginning work on a core curriculum that, if designed and taught well, will provide all post-secondary students with a common understanding of history, the natural world, society and the way people interact in that society, literature and the arts. But those of us in education must show students — and everyone out there — that we care deeply about the use of general education to reflect upon our own existence and our obligations to our fellow citizens. John Gardner said on one occasion that "The deepest threat to the integrity of a community is an incapacity on the part of its citizens to lend themselves to any worthy common purpose."

Faculty and staff have a special obligation to practice what they preach in this regard. I hope, by the way, that Canada students are aware of some of the many volunteer community activities of our own faculty and staff.

A Rotaract club has just been formed at Canada College in association with the Redwood City Rotary and the Club will be required, among other things, to carry out at least one community activity each year — perhaps tutoring younger students, serving as volunteers in nursing homes or day care centers, or painting a run-down church in a poor neighborhood. This club is a step in the right direction, but it will take a concerted effort on the part of us inside of education to really convince our younger citizens that a truly-educated and fully alive human being values public service and is able to put learned thoughts and principles into action for the benefit of others. I know — my rhetoric is beginning to soar and it's not even Commencement time as I write this — but that's still what I believe.

—Robert Stiff

## Satire . . .

Recently, advisors of Canada's international students published a list of the names and home countries of all Canada students on visas. The sheet also tallied and revealed the number of international students on F-1 visa and the number on "miscellaneous visas."

Many students protested the list, feeling that it singled them out, instead of aiding their acculturation. However, some students have begun to see the list for what it really is — the beginning of a new era of frank, no-holds-barred openness between students, administration, and faculty at Canada. They have organized the Student Revelation Committee, and are dedicated to seeking out and sharing any information which might prove pertinent about Canada staffers.

"We spoke to the Legal Advisory Forum for Students down in Redwood City," said an SRC spokesperson. "She helped us gather a list of the GPAs of all of the teachers at Canada. That list will be distributed among students next week, and printed in the *Times-Tribune* the following week. Right now we're working on their driving records."

The group has many new ideas in mind. "We'd like to do a couple on just the administration. You know, political affiliation, mother's maiden names, monetary worth, sexual habits, stuff that we, as students, have a right to know."

—Donna Simon

## Opinion . . .

I came to Canada three semesters ago. Coming from the "bigger high school" of this college district (the one across the street from the district office), the Farm Hill experience became one of the very best decisions in my life. No joke.

The first and most obvious thing I noticed about this campus was the friendliness. From the library to the Chemistry lab the students and faculty gave me the impression that I was in fact a person once again. Canada is unique for its friendliness. It's the place where you can go up and talk to a good looking girl (yes guys, they do exist) and she won't think you're trying to pick up on her. What a relief!

Then there's the natural beauty of driving up the hill in the morning through the thick fog that settles around our college. The colorful view to the west of the beautiful foothills — cows and horses included. To the east (Canada's version of a vista point) the scenery is remarkable, overlooking the Peninsula and San Francisco Bay.

In three semesters, I learned that a large number of the staff really do care about us as individuals. They often go out of their way to help out and give personal attention to help us grow academically.

Our Journalism class is made up of seven HARD WORKING students who tried very hard to publish newsworthy items for Canada students to read. For that reason, I would like to award them the \$500 in surplus money that was specially funded for our program this semester. I propose the money be divided in the following manner:

I will give \$20 to the student in our class who can correctly spell Irwin Vogel's "lenses dispensing thing" program. And \$20 to the student who can correctly spell Barbara F's last name. She's Canada's Public Information Director.

How about \$10 to the staff member that can write up a play-by-play article on the 1986 ASCC Athletics Week. I would also like to award \$15 to the first person on our staff who can see Canada Vice President Jack Greenalch smiling.

If anyone is daring enough to be next year's editor, have \$35, a headache, and Canada's first unpaid student full time job.

Are you ready for this one? The big and final reward of \$400. To the LVG staff member who can interview (Mike Wallace style) the couple that is always non-stop kissing in our cafeteria. You know, the ones that are always all over each other in our public dining area. Uggh! Then again, \$400. Think about it.

I'll be leaving Canada with a bunch of memories and a lot of friends (I think). Thanks to all the people who played a role in making Canada College the best.

—Edwin Garcia

## Letters . . .



### Need Improvement

Dear Editor:

After serving this past semester as an ASCC Senator, I have come to believe that improvement is needed in several areas of student government.

First, we need to exercise more effective control of student funds. The senate recently approved (over my objections) a loan of \$200 to a student whose name we did not know and whose ability to repay was not even analyzed. The student has since dropped out of sight and it seems unlikely that the money will be repaid (particularly since, to my knowledge, he was not required so much as to sign an agreement to repay it). I am in favor of giving loans to students in need, but I object to throwing away student money blindly.

Second, more thought should be given to student activities. When I say that more thought should be given, I do not necessarily mean more *ideas*. Indeed, we seem to suffer from an over-abundance of creativity, without being sufficiently organized to make effective use of our many creative ideas. Political Awareness Week, Music Week, Talent Week and Athletic Week were each thought up, scheduled and implemented with little, if any, evaluation of past successes and failures. This lack of organization has resulted in wasted ideas, wasted energy and wasted money. This is not to say that all of our activities have been failures (International Week was successful) but the fact is that we have not learned from them. After the disaster of Music Week, for example, we went through with our plans for Talent Week without even stopping to consider what it may have been that caused Music Week to fail. Thus Talent Week was (rather predictably) a failure as well. And does anyone even *remember* Athletic Week?

Third, the most important aspect of student government is its representation of student interests to the faculty and administration of the college. Our ineffective leadership and low level of organization inhibit our effective representation of student interests. Only by being well-organized and efficient can student government hope to command the respect necessary to adequately represent the student point of view to the faculty and administration.

I am aware that, in years past, student government has been practically non-existent at Canada and that the present senate has made much progress when measured from such a starting point. Progress will only continue, however, as students make themselves aware of what student government is doing. Student Government is the student's government, and we not only have the right, but also the responsibility, to be sure that it is managed wisely.

John Segale, ASCC Senator

### Rights Issue

Dear Editor:

In the May 2 edition of the *Gazette* I was quoted as saying: "We cannot have everyone come, distribute literature and voice opinions. For example, the Nazis."

I said this, but it is not entirely what I said. My exact words were:

After reading this article, I can see that these words are lies! How can the Senate support lies? I could have written the same document without having done any research! But, still, we must bear in mind and remember that a country can only grow through its allowance of creative criticisms. The criticism and rationalization of critical issues is what made Greece great! If a country doesn't allow criticism it may never know of its mistakes. But this is not even smart criticism; this does not analyze the issue; this is not even true. The Senate cannot support lies.

My position is this: in our earnest efforts to respect the rights of others, we ought not to revoke our own right to protect ourselves against those who would abuse our democratic charity. The constitutional right to free speech implies the right of a *Free Public to Refuse to Hear what — or Whom — It Chooses Not to Hear*. And we have the further right to impose rules of order, of disciplined conduct, and other criteria in order to protect ourselves from disorderly harassment.

What would become of this institution if we had no one encharged to restrict propaganda? Should the college, for example, be obligated to post pornography on every wall because someone wishes to express himself? If the college, as Mr. Erhardt says, is "... a center where people come to receive new knowledge and also to reevaluate our old ideals ...", how can we permit outside influences to prejudice our intellectual environment? It is my opinion that the pursuit after learning need not submit itself to what is irrelevant; that it can — and ought to — discriminate, as in the present case, between what is muckraking and what is thought-provoking.

The issue, of course, is controversial. Perhaps one solution might be that which has been suggested by Jim Nunziatti and Sharon Lowman, of providing a "Political Speech Zone," an on-campus area reserved for the expression of free speech on some controversial topic.

I sincerely hope these lines may have shed more light on the real meaning of my earlier statement. I hope, too, that they will help to clarify the question of the arrest and so called "deprivation" of the first-amendment rights of a man who truly broke the law by acting violently.

Francis Xavier Icaza

### Free Speech

Editor,

One of the fundamental underlying principles of a liberal democracy is freedom of speech. Societies that uphold this principle pride themselves of having an open society and as leaders of modern civilization. John Stuart Mill wrote in the nineteenth century that "To refuse a hearing to an opinion because they are sure that it is false is to assume that *their* certainty is the same thing as *absolute* certainty. All silencing of discussion is an assumption of infallibility." Granted, the adoption of this principle depends largely on the cultural, economic, social and political heritage of each respective country, the denial of the Revolutionary Communist Party to appear on campus without proper authorization a couple of months ago was unfortunate and regrettable. Personally, I was a bit embarrassed; how soon we forget the political impulses of the 60s, when the demand for information was equally paramount to political action and social awareness!

The Philosophy Club of Canada

Continued on page 3

## The Long Valley Gazette

4200 Farm Hill Blvd., RWC 94061 (415) 364-1212

Editor: Edwin Garcia

Reporters: Julie Gauthier, Spencer Greenwood, Bob Knupfer, Phillis May, Caroline Ritter, Donna Simon, Stephanie Waeckerli.



# 450 Enrolled in Cañada's 'Instituto'

By Edwin Garcia

Twenty-three year old Catalina Rios came to Canada College four years ago from Guadalajara, Mexico, without knowing a word of English.

At the end of this semester, Rios will have obtained her AA degree. She is a product of Canada's unique English Institute Program.

The purpose of EI is to academically prepare non English speaking students to learn the language so they can enroll in transferrable college courses. "It is not

just to teach them English," explains veteran EI instructor Kent Sutherland.

Established in the fall of 1973 by Gilberto de la Rocha and Sutherland with a maximum 70 students eager to learn English, the English Institute has grown drastically.

Today, 450 students are enrolled in the four semester "instituto" program. Thirteen instructors take part, opposed to the original four teaching English as a Foreign Language.

The English Institute grew so rapidly

that in 1974 there was a time when the capacity crowd forced Jane Weidman's class to meet in a campus bathroom.

The students involved vary in educational backgrounds. Some are already doctors and engineers studying English to work at their professions in this country. Others are attending school for the first time. And yet a large number of the students are adults with full time jobs and families.

A typical EI student carries about 22-24 units from 8 a.m. to 1 p.m. according to the institute's full time Counselor and former director Virginia Padron, who says, "My biggest joy has been to see the motivation that they have for learning."

An example is Juan Jesus, a small 34 year old Peruvian student who lives with his wife and two boys in a one room Palo Alto apartment. When one asks Jesus how many hours a week he works, he laughs and says in his South American accent, "Maybe 100."

Other than studying at Canada from 8 a.m. to 1 p.m. daily, Jesus holds three jobs. Knowing he needs to better his English skills, he prefers to sleep four or five hours a night and continue to work over 60 hours each week. Motivation has kept him pursuing the EI program in his second of four semesters.

Jesus owned his own business in Lima, Peru selling automobile oil when he decided to pursue North American goals with his family. Without really complaining of his conditions, he says, "It has been very difficult. Very difficult. It is not at all easy." Even though he would rather be a lawyer, he is determined to enroll in a vocational course at the completion of EI.

Many of the 450 students in EI share similar experiences as the one of Juan Jesus. Some of the students sitting in the 8 a.m. classes just left their graveyard shift jobs.

Although the students in EI are given an 11 a.m.-noon lunch hour, a number of them take advantage of the break to take non EI courses or receive extra help from tutors in the Tutorial Center. The rest are

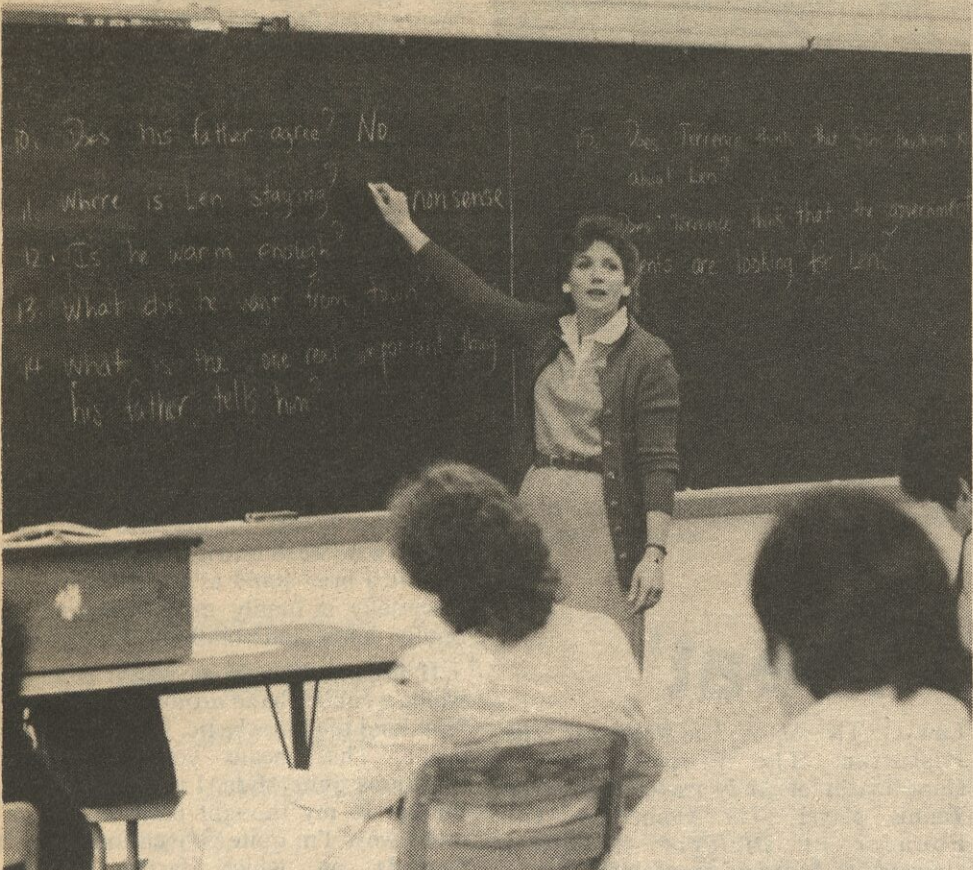
usually found in the cafeteria.

De la Rocha retired from teaching in the "instituto" four years ago. The former teacher, coordinator and director of the program, successfully recruited local



—Photo by Ed Garcia

E.I. Student, Dr. Javier Oseguera



—Photo by Ed Garcia

E.I. Instructor Jennifer Castello

## H-a-r-t Spells Relief?

By Edwin Garcia

Relief is in sight for California community college students planning to transfer to a University, thanks to California State Senator Gary K. Hart.

In April, Hart's bill, the California Community College Student Bill of Rights, was approved in the Senate Education Committee by a 9-0 vote.

The Santa Barbara Democrat introduced his bill to the legislature in Feb. to make transferring easier from two year colleges to all branches of the University of California and the California State University system.

What it means is UC and CSU must provide a written statement of admissions criteria to community colleges who request it.

For example, when a student enrolls in a community college with plans to transfer to a UC or CSU school, the UC or CSU institution must inform the student what courses and grades are required for admission to their schools.

The bill also protects transfer students by preventing four-year institutions from changing degree requirements while the

student is completing his or her course of study.

"Currently, students who begin their college education at two-year schools and then transfer to a four-year college to complete their education often encounter a great deal of confusion and end up losing time, money and college credits," Hart said. "I believe these problems could be avoided if students had knowledge of the school's requirements."

However, approving such a bill at the State Capitol takes time.

According to Senator Hart's office in Sacramento, the only formal opposition for the Hart bill comes from Deukmejian. Deukmejian's office believes that the 17 statewide "transfer centers" on community college campuses are sufficient to assist in transferring to a four year college, said Sutherland in a telephone interview.

On August 29, 1986, governor Deukmejian will have the option of signing or vetoing the bill.

If signed, the bill would become effective Sept. 1, 1988. It is urged that students who favor the bill send a letter to the governor showing their support.

## Letters, from pg. 2

College conjoins with the 12:00 p.m. Critical Thinking class, invited a representative from the Revolutionary Communist Party — Mr. Joe Veale — to speak and discuss their position in regard to the recent U.S. active involvement in the Middle East. You are cordially invited to join us and to share with us another interpretation of current political processes.

Friday, May 30, 1986 — 12:00 p.m. — Building 17-105.

Frank C.C. Young

## Club Says Thanks

Dear Edwin:

The Cinco de Mayo celebration is over and the Latinos are back to their daily school work. This letter is our way to say thank you Canada College for your support and participation. I do not single

out any particular name for the success of our party. On the contrary, it was the Latin American spirit blended together with the Mexican-American membership body of this College that made the final outcome a reality. Very few events in history are as important as the wedding of people and togetherness. Yet, when these events happen, the results are greater than the causes that originated them. We Latinos, or Hispanos as some Americans prefer to call us, are a proud race: A mix of geographical contrasts and a variety of cultures. A web of capricious historical events capture the fancy of our minds and our territories in the spinning wheel of reality. We are also a solar soul of mystical proportions rising above the barriers of fights and triumphs, of wars and disasters, of peace within joy and happiness. We are a proud and strong race, but also a thankful people.

Samuel Guia  
The Latin American  
Friendship Club President

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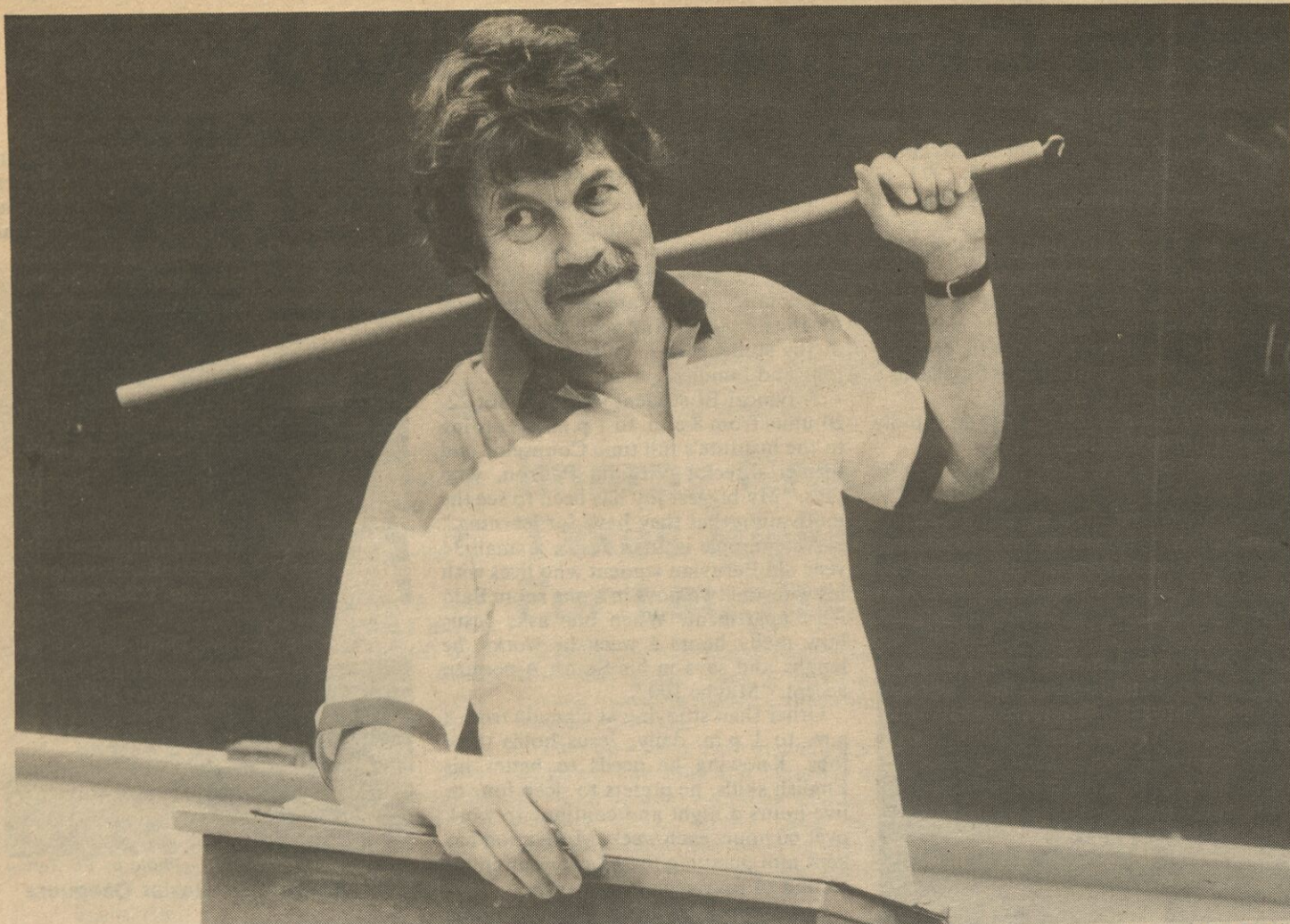
**Cañada College, 364-1212**  
**College of San Mateo, 574-6161**  
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Monday, June 23





Canada Instructor Joe Jeppson

—Photo by Ed Garcia

## Teachers

# History Professor is 'Offbeat'

By Edwin Garcia

When Madeline Chappelle was asked in her Peer Counseling class who her favorite comedian was, she said, "it's Mr. Jeppson."

Chappelle, taking California History taught by Mr. Jeppson, loves her class because she thinks Jeppson is "quite offbeat." "He's very weird and that's what I like about him."

Joe Jeppson, in his seventeenth year as a Canada History instructor, has demonstrated popularity among students

like Ms. Chappelle for his uniqueness as a teacher.

Dressed much like a student in Levi 501's, tennis shoes or topsiders, and untucked striped shirts that drape over his belly, Jeppson lectures on History like an encyclopedia and at the same time, performs like an actor behind his rostrum.

While slowly running his fingers over his face and through his uncombed hair, the blue eyed moustached man becomes Dr. Jeppson (Ph.D., UC Berkeley). The

Lawyer. The Actor. The Professor. The Historian. The Proprietor. The Coordinator of study travel tours. The Tennis player. The Comedian. The Founder of *Dialogue* (Stanford University's Mormon magazine).

"He's a sight to watch. He gets out his binder that looks like it's 20 years old and goes into acting out his lesson plan as he turns the old pages," observes U.S. history student Tom Jacobowsky.

It's very common for Jeppson to disguise his voice — ranging from

innocent little girls to influential world leaders — in getting historical facts across to his many amused students in a highly theatrical manner.

The personal stories Jeppson shares with his classes fluctuate from wild Woodside parties to his experience in the Mormon church in his home state of Utah.

He often sings Historical songs to his classes, in both English and Spanish, and proudly recites the major university fight songs he can remember.

The world according to Jeppson includes theories such as Bill Cosby being white, and seeing gondolas transport students to and from Redwood City and the top of Farm Hill Blvd. Not to mention his fictional tours homesteading Lybia with students.

**On why he isn't practicing law opposed to teaching:** "I do. I'm active with the bar but I only have time to take what interests me."

**Influence in his life:** "I had great parents. My father was a judge and my mother was a socialite — she ran all these women's clubs in Salt Lake City."

**Unusual experiences:** "Woods parties with students. 16 cars went up there (160 acre property in Portola Valley area) and 13 came back. The rest took two days to get their cars out of ditches."

**Who Joe Jeppson is:** "I see myself as someone who's interested in the large questions: What's the universe all about and how do we fit into it? And I think that despite a brief stand as a single guy, I'm essentially a family man interested in family, home and children."

**If he sees himself as weird:** (silently winds a rubber band around his fingers). "I'm kind of iconoclastic. I-c-o-n-o-c-l-a-s-t-i-c. That means you go against traditions quite often. I think I'm a free thinker in my thought patterns and in other ways I'm quite conventional, so it depends on which facets of my personality one experiences."

Bruce Utecht, a freshman who often listens to the lectures wearing a Sequoia High football jersey and Vuarnet sunglasses, has one comment about his U.S. History instructor. "That dude's the tripper of the century."

## Another View

# English Essays Mystify Cañada Students

By Phillis May

Do you find writing English essays an enigma? Well, you're not alone. Many students are mystified by English courses. They wonder why the teachers are so tough on grading and so demanding on papers. Nor do they understand why they need these classes.

After interviewing four Canada English teachers, there emerges a view from the other side, the instructor's view. Those interviewed were Pamela Stein, Gerald Messner, William Kenney, and Craig R. Hoffman.

Question asked: As an English Teacher how would you assess Canada students' English proficiency?

Stein is generally impressed with the quality of students and sees tremendous growth of students in her English 100 classes. "Our students have gone on to University of California schools and performed well," said Stein. Messner finds "students coming into Canada bright, articulate, and good readers, but inexperienced writers."

In Kenney's estimate, Canada students' English proficiency is okay. He

Stein grades on both content and structure as one reinforces the other. Kenney says he bases his grades on how well the student accomplishes the assignment.

"No one loves to give a bad grade," stated Messner. "Grades and evaluations are to help the student to improve." This is the reason for allowing students to revise their papers explained Messner.

All of the teachers interviewed said they wanted to see their students improve in their writing and that they didn't want to give anyone a poor grade. All the teachers give credit for improvement, and none of them grade down for minor mechanical errors. The average time spent grading each paper was 20 minutes for the teachers interviewed.

Kenney wants students to discover the possibilities of English and to be interested and enthusiastic about learning.

Question asked: What advice do you have for students who want to do well in English?

"To get a good grade a student needs to put in the time necessary to complete assignments, and be prepared for class," according to Kenney.

modes of writing learned in Eng 100 relate to many other classes. "Writing is a direct expression of one's thinking process. To write clearly, you have to think clearly," says Hoffman.

The teachers also sympathize with students. Messner understands that for many students it is difficult to see the importance of English, to see why English is going to help them reach their goals. But he points out that written expression is one of the most important abilities needed by a job seeker. Even if you're a Business or Science major you need to be able to write well.

For all of us who struggle with writing, there is a ray of hope. Hoffman believes, "Everyone can learn to write better." He feels every student has the ability to improve. If you compare the early works of a professional writer to their later works, you would see a difference, an improvement," said Hoffman.

## Transfers' GPAs

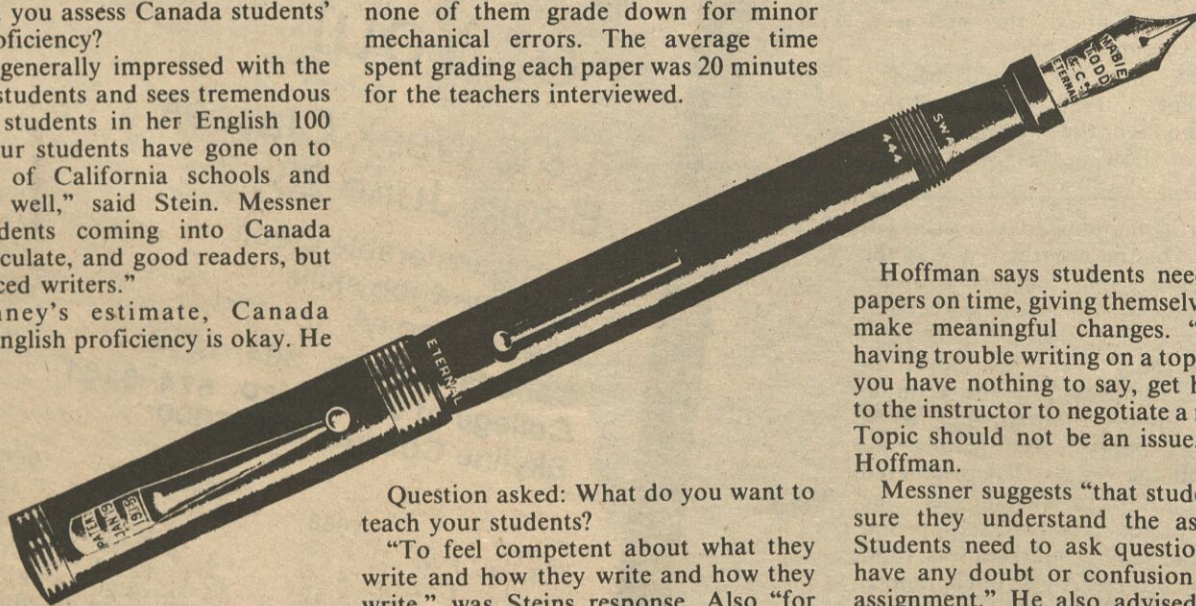
When students transfer from Canada College to California State Universities, how do they fare academically? They do very well. According to an April report, Canada transfers' cumulative grade point average was 2.87. That compares with a 2.64 gpa for CSU students overall.

Transfers from all three colleges in the San Mateo County Community College District beat the 2.64 average. Compared with performance by CSM and Skyline students, Canada topped the list.

CSM transfers posted a 2.73 GPA and Skyline students averaged 2.66.

The period taken into consideration in the report was fall '84 to fall '85.

Canada's transferring students also excelled when compared with the academic performance of students from other community colleges who averaged 2.67.



Question asked: What do you want to teach your students?

"To feel competent about what they write and how they write and how they write," was Steins response. Also "for students to feel comfortable with sharing their view point with an audience," added Stein.

Hoffman would like to impart a sense of good writing to students. Additionally, he wants to teach students "to sharpen their critical thinking ability."

Messner wants students not to fear English, but to feel competent as writers and to have confidence in their writing.

Hoffman says students need to start papers on time, giving themselves time to make meaningful changes. "If you're having trouble writing on a topic, finding you have nothing to say, get help or go to the instructor to negotiate a new topic. Topic should not be an issue," advised Hoffman.

Messner suggests "that students make sure they understand the assignment. Students need to ask questions if they have any doubt or confusion about an assignment." He also advised taking a writing lab.

"To get a good grade in English, do not take five solids. Allow time to write and rewrite by starting on assignments early," recommended Stein.

All of the teachers felt English is important. Stein points out that English helps people to think clearly, and thinking clearly raises intelligence. Hoffman noted that the basic rhetoric

wonders if many students aren't taking English because it is required.

"Canada's students look good and their abilities are good," stated Hoffman.

Question asked: How do you grade?

For Hoffman grading is "something we're stuck with." Although not perfect, grading is necessary in academia. He considers himself an easy grader.



## Teachers' Pay Above Average In California

In California, where the cost of living is among the highest in the nation, teachers are among the highest paid, according to national survey of 2159 colleges and universities.

San Mateo Community College District is \$35,700 annually, \$7,400 more per year than the national annual average of \$28,300 for two year institutions.

According to the survey done by the American Association of University Professors in Washington, D.C. and based on salary information for the 1985-86 school year, San Mateo Community College District professors are paid more than instructors at about nine out of ten schools surveyed. The survey was broken down by degree offerings, classifying and ranking two year institutions separately from four year institutions offering Baccalaureate, Masters and Doctoral degrees.

The survey only reflected salary information as it currently exists in schools, but didn't indicate the average length of employment by faculty members earning those salaries or examine cost of living differences experienced by teachers in the Bay Area as opposed to other parts of the nation.

*Teachers clearly feel the job they do is an important one and should be compensated as such.*

As of fall 1985, Canada College had 95 full-time instructors in three divisions. Of those 95 full-time or contract faculty, the average length of tenure in the District was 16 years. Professors are paid according to a pay scale that rewards teachers for the kind of degree that they have, with a Ph.D. commanding a higher salary increase with every year of employment, but in recent years, Community College Districts in California have experienced *little or no growth* in pay scales as a result of financial shortages.

With money tight and salaries eating up 87% of the budget, Canada College has been forced to replace departing full-time instructors with part-time staff. Currently Canada employs 108 part-time teachers whose salaries weren't reflected in the survey and who, because they are paid hourly and receive no benefits, represent less of a financial burden on a district working hard to live within its means.

To earn the average salary cited by the survey, S.M.C.C. District teachers must either have a Ph.D. and have been employed by the district at least 10 years, a Master's degree and 12 or more years, or a B.A. or B.S. and at least 17 years of teaching experience in the district.

With the level of education and the number of years required to earn the average of \$35,700, some teachers feel that from a financial standpoint, there is more money to be earned in private industry.

Business and computer professor Gale Hurley has a Masters degree and has been on the staff at Canada for 18 years. With that background as well as being a published author, he says that in private industry, at a minimum, he could earn twice as much. He does supplement the salary he makes as a teacher by doing consulting work, which, according to Hurley, "has two benefits — it keeps me current and enhances my teaching. Letting teachers practice what they preach — and teaching lends itself well to the kind of consulting work that I do — makes you a better teacher. It also brings in extra money. I don't want to count completely on the state of California."

Some instructors left lucrative careers or receive job offers during the course of their teaching that promise salaries that exceed what they earn as college instructors.

Business instructor Richard Claire left a well paying job in private industry to become a teacher. He's been teaching in this district for 10 years. He recently received a job offer with not only a generous salary but stock options and bonuses. He turned it down in favor of teaching saying, "I must be crazy, but I love it."

He doesn't feel that teachers earn enough to keep up with the high cost of living in the Bay Area. Claire says he works summers because he "can't afford not to." He's also concerned that non-competitive salaries will discourage bright students from wanting to become teachers in the future. It is a concern that anthropology professor Eldon Earnhardt shares saying, "You get what you pay for."

The California Teachers Association says that there is a problem, and has challenged itself to bring starting salaries of K-12 teachers up to \$30,000 by 1990, with the highest salary on the scale being \$60,000.

There are teachers at Canada who feel that the same challenge will have to be made at the college level if you want to entice bright students away from private industry. Richard Claire says "I watch my friends in business getting 10 or 12% increases every year . . . There was a time when the teaching profession attracted the brightest and the best — the cream of the crop. Today, the cream of the crop is going into engineering and computers."

Most teachers say that they're not in teaching for the money. They cite other benefits, some tangible, some not, that aren't necessarily available to those who choose private industry. The advantage of having flexible schedules, without the drudgery of 9 to 5, and summers off (if it's affordable) provide part of the compensation as well as what some call the "psychic pay" of working in a youth oriented, academic environment.

College President Robert Stiff also says that teachers usually enjoy "greater job security than individuals in private industry" where competition sometimes creates a cutthroat environment.

In spite of average annual salaries that may or may not pay the bills and "psychic pay" that isn't yet recognized as legal tender, teachers clearly feel the job they do is an important one and should be compensated as such. Gale Hurley says, "If you look at the time teachers spend attaining and maintaining proficiency, and you line the salaries of all the professions up and look at them on a worth basis — teachers are underpaid. Of course it's very subjective."

## 'Minimal' Profit Made on Books

Bookstore manager Judy Inouye is concerned that students think the bookstore is making big profits off the sale of new and used books at their expense.

According to Mrs. Inouye, new book prices are set by the publisher who allows the bookstore to keep 20% of the retail price as "profit." Mrs. Inouye says that if new books were all the store sold, the store would be unable to cover its operating expenses which generally run about 25% of its income. Operating expenses are the expenses incurred to run the store — electric bill, salaries, etc. If the income from the sale of new books is 20% and the operating cost is 25%, it doesn't take Price-Waterhouse to figure out that the bookstore is operating at a loss of 5%. To offset the loss from new book sales, the bookstore sells school supplies and clothing which yield somewhat better profits. The sale of used books also helps offset the loss from new book sales.

After the sales are totaled and the expenses deducted, the bookstore makes a minimal profit which is used to replace fixtures and make store improvements.

The San Mateo Community College District owns and operates the store as a service to students. The district expects the store to be self-supporting which means making enough money to cover its operating costs and the cost of the goods it sells. According to Mrs. Inouye, "the district is not willing to subsidize the bookstore. Students think that we're just raking in the money here and the reality is that we're not. Basically, we're a service."

## Students' Summer Plans

The majority of Canada's students won't lay back this summer, and female students are going to take it easier than the males, according to a recent LVG survey.

Of 150 interviewed students, over 60 percent will work; work and attend summer classes (20 percent); or work, go to summer school and spend some time on vacation (20 percent).

"I'm gonna do fulltime work this summer so that I'll be able to concentrate on studies this fall. I might take a few days off and go to a beach, Lake Tahoe or Yosemite park," said math student Donald Sarraia.

Susan Flynn, business major, puts her diligence to work when she goes back home to her mother in the east this way: "I don't wanna loaf the whole summer."

Rich Hargreaves, student and cafeteria employee: "I'll work and go to summer school. I wanna get going with my education and then get out of here."

Only 25 percent are going exclusively on vacation, and 12 percent will stay at home or go back home without working. Of these 54 students two thirds are female. Male students tend to spend their time on beaches while females tend to go home and see their families.

A graduating sociology major: "Yeah, all pressure will be off after finals. I'll have some fun. I'll be scot free, kick back at home and live like a bum. And I'll spend vacation on the beautiful Hawaiian island of Maui where I'll drink orange juice, fly, parachute, snorkel and see the fish, and bike down a volcano."

French and Math student Manuel Moreno: "I'll meet my friends, go to movies, relax at the beach in Santa Cruz

and pick up some girls. I'm not gonna take any classes this summer. School's boring in summer."

Carol, a tourism student, feels the same way: "They don't offer anything interesting for me, this summer. I'll go back to the Philippines and visit my grandmother."

Shes not a student, but one of Canada's most prominent people, especially among cafeteria visitors, Ruth, will also depart. "I'll go back home to Alabama, I need to freshen up my southern drawl. But I'll be back after 2½ months if I'm still breathin'."

## Enrollment Up 6.7%

Canada's enrollment provided a bright spot for the spring 1986 enrollment and A.D.A. report. The "college on the hill" posted a healthy 6.7% increase in enrollment.

Here are the figures. Students enrolled spring '86 number 7,362. Last spring enrollment stood at 6,897.

College officials are projecting a total average daily attendance increase of 2.7% for the college for the 1985-86 school year.

According to a board report dated May 14, Canada's increase in enrollment was boosted by a hefty 11.4% increase in the number of day students. Night student totals showed a 3.8% increase.

Compared with sister schools in the district, Canada was the only college to show a spring increase. CSM was down 1.9% and Skyline's enrollment was off 2.8%.

## Job Centers on Campuses

Establishing job placement centers on community college campuses is the goal of AB3335 being introduced by Assemblyman McAlister (Milpitas).

"We need to build a better employment bridge between industry and education," McAlister states. "We will create a statewide computerized job bank for job market information to be gathered and adjustment of education courses to occur with the short and long term labor requirements of our state employers."

Since the loss of Canada's job placement counselor, job opportunities have been posted in two notebook covers on a table in the cafeteria area. Robert Davern a work/study student assigned to the College Career Center has been given the task of keeping the books current.

The California Community College Placement Association is sponsoring McAlister's bill as they feel the present organization does not adequately assist students in the selection of training and educational activities. Joe Richey, President of CCCPA wants placements centers that "identify employment opportunities, provide analysis of job trends, offer job search skills as well as matching and referring applicants to appropriate employers." (The CCCPA is composed of the state's major employers

as well as many small and medium sized companies.)

AB3335 will establish "25 or more" job placement centers, but does not specify which community colleges will get them. The program is to be on a three year pilot basis, after which it is to be evaluated and a report made to the Legislature. The \$3,500,000 funding will be from the Employment Training Fund of the Board of Governors of the California Community Colleges.

California's Employment Development Department currently staffs an "outstation" office in the College of San Mateo. They register students who want jobs and refer them to appropriate prospective employers. Shirley Anderson, in charge of the San Mateo EDD office, states that it is "touch and go" each year as to whether EDD will be able to continue to fund that position.

Opposition to McAlister's bill has been made by Assemblymen who feel it would be a duplication of the services of the State Employment Development Department. Anderson says regional offices are not encouraged to take stands on pending legislation, and referred us to Sacramento. Kaye Kiddo, director of EDD did not reply to our correspondence asking his department's position on AB3335.



—Photo by Ed Garcia

Board of Supervisors candidates Anna Eshoo and Jim Warren debate the issues. See story on page 1.



# Co-op Singles Out Soph for 'Dedication'

Sophomore Dean Wilson has been recognized this month by Canada's Cooperative Education department for his dedication to the program.

Wilson, 21, was chosen by his co-op instructor, Peter Gunderson, because "he has a fairly typical job for a Canada college student who works." This is Wilson's second semester in co-op ed, receiving four units of credit while learning on the job.

Gunderson has been teaching co-op for 14 years and believes having a job like Wilson's is beneficial to the student. The reason is that the student can experience different fields to help decide what he wants to do for a career.

On the street Wilson drives a 1969 restored Corvette. At the Price Club in Redwood City he drives a forklift and stocks products. A veteran Price Club worker, Wilson makes a hefty \$11.07 per hour and works twenty four hours each week.

Setting objectives is one of the main requirements in co-op. In Wilson's case, he is accomplishing his self-established goals.

The measurable objectives chosen by Wilson have to do mainly with the familiarity of products and their locations. Once accomplished, Wilson's job will be easier. He will also receive a letter grade on his transcript along with four units of transferrable credit.

Wilson admits his job is very stressful. He works a lot of overtime and carries 13 units at Canada.

For his schooling plans, the Sequoia High 1983 graduate is teased by his parents. They say he's on the "four year plan of Canada University." Wilson needs about one or two semesters to transfer to San Diego University to study either Business Management or Liberal Arts.

## 'Espanglish' Catches on At Cañada

By Edwin Garcia

### EN ESPANGLISH

Language is combining words that are used and understood by a considerable community. At Canada, there are students who use a form of slang known as "Espanglish" to communicate with each other.

Espanglish, like it sounds, is a combination of Spanish and English. Though you won't find definitions in a dictionary, it has grown with a large population of predominantly Mexican-American students learning both languages.

Espanglish was created by combining an existing English word and adding a Spanish ending.

The first Espanglish "rule" is to take any English word beginning with an "s" and add an "e" in front of the word. The reason being that Spanish speaking people find it easier to pronounce such words. For example: Eschool and Estore.

The following is ~~alist~~ of the most commonly used Espanglish terms and their definitions:

- Birria — beer
- Watchar — to watch
- Lonchar — to have lunch
- Catchar — to catch
- Checkear — to check
- Troca — truck
- Blockear — to block
- Leakear — to leak
- Pushar — to push
- Cora — quarter
- Typear — to type
- Trackes — tracks
- Quitear — to quit
- Mapear — to mop
- Raite — to give a ride
- Brecas — brakes
- Marketa — market
- Washar — to wash
- Dompear — to dump
- Lockear — to lock
- Floshear — to flush

After typiando this, I'm going to washar my hands and go to Conchar with my friends.

During any spare time, Wilson continues to restore his '69 Corvette and "date girls."

About co-op, Wilson says, "It's a good program." He first heard about it when he was approached by an instructor while registering for his classes.

Students with almost any job can enroll in Cooperative Education at Canada for the fall semester.

## Improv Group Takes Risks For Laughs

Faultline is a fresh new improvisational comedy group made up of six young comics, including former Canada student Sandee Althouse.

They do a superb job in making people laugh on Thursday and Saturday nights in San Francisco with their spontaneous comedy from words their packed audiences blurt out down in the brick walled basement of Lipps Bar and Grill, 201 Ninth Street (at Howard).

Faultline is a daring group — willing to risk takeoffs solely from the audience suggestions. Improv fans find the group hilarious and well worth the 45 minutes.

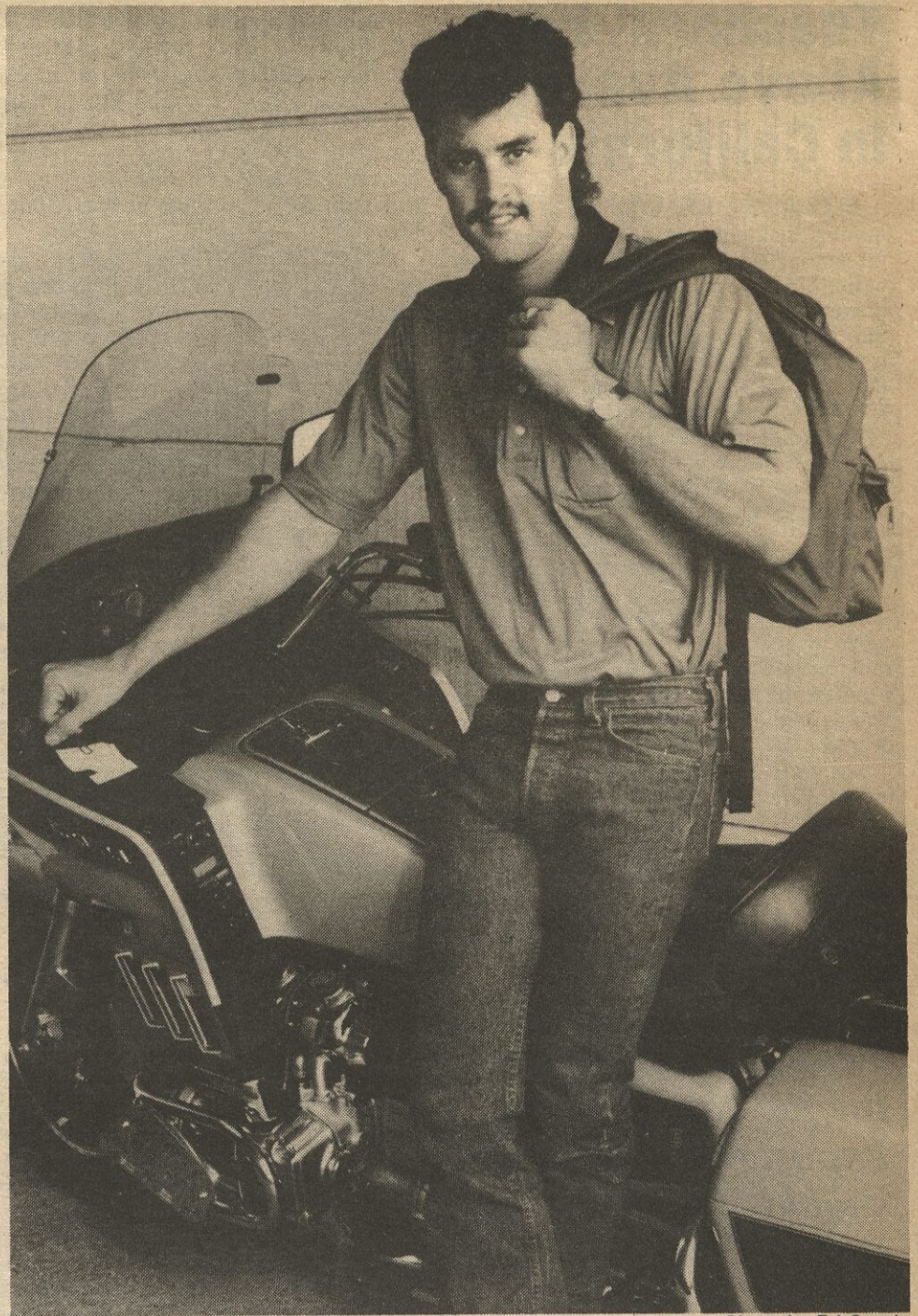
When the Faultliners asked the chuckling crowd for the title of an unreleased musical, someone suggested, "The return of the lumberjack's wives." Even though an odd title, the comics pulled it off with ease in unpredictable and unrehearsed scenes with each member taking part in better than amateur singing and acting.

With the comical looks on their faces, the six youngsters have a similar appearance. It's as if they are brothers and sisters and their parents are comedians. This natural togetherness helps them relax and perform their skits with confidence.

Sandee Althouse attended Canada for one year during 1978-79 as an editor of Canada's *Weatherlane* (now *Long Valley Gazette*.) She claims the most memorable moments in her one year stint were working on the newspaper and watching the fog creep over the mountain at dusk.

Since then, Althouse went on to San Diego State University and S.F. State to receive her degree in Speech Communications.

Since Canada she has held radio related jobs such as reporting traffic from Metro Traffic Control's helicopters, production work for KYUU's Don Bleu show, DJ at college radio station KFJC and DJ with production work at KUSF where she engineered and produced



Coop Student, Dean Wilson

—Photo by Ed Garcia

Faultline's 1984 radio show before joining the successful group.

Currently, Althouse is the producer for the Peter B. Collins and Michael Knight morning show at San Francisco's KRQR. She tells a daily joke which can be heard at 7:20 a.m.

Besides her 20 hr. week at The Rocker, Althouse puts in even more time with Faultline. She admits there's not much money involved. "There's more than there's ever been, but you have to pay your dues."

Faultline's base is in San Francisco, but if the group keeps cracking up audiences they can spread and create new epicenters in Los Angeles and New York.

Faultline appears at 8:30 p.m. Thursdays and Saturdays at Lipps in San Francisco. There is no age requirement for admittance, only for drinks. For more info. call (415) 668-9769.

## One Act Plays This Summer

Tradition holds, and the One Act Summer Plays will return in July. Auditions for the three separate plays are scheduled for June 18-19 at 7:00 p.m. in the Flexible Theater. There are roles available for seven men and sixteen women.

"Auditions are open to anyone who has ever had an inclination to act," said Mike Walsh.

Walsh will direct "Tears of My Sister" and Robert Curtis will direct "The Midnight Caller" and "The Dancers." All three plays were written by Horton Foote, who also wrote the screenplays "Tender Mercies" and "Trip to Bountiful."

Curtis explained all three plays take place in Harrison, Texas, and show human experience in a microcosm, representing the universal experience.

"The plays have a lot of mood, a lot of texture . . . the characters are really accurately drawn. The content is always serious, yet not at all without humor," Curtis said.

There will be four performances, July 16-19 at 8 p.m. in the Arena Theater, more affectionately known as "The Pit."

## Election Results

The results from last week's student elections have determined next year's governing body. Nazanin Afshar (140 votes) was elected to the top spot. He will serve as ASCC president for the 1986-87 school year. Vicky Howell, with 127 votes, was elected vice-president.

ASCC senators and their vote counts are as follows: Laura Alexandre, 118; John Segale, 54; Nick Verreos, 72; Stephanie Waeckerli, 105; Dusty Bedford, 43; George Mansfield, 37; Abe Zakkak, 28.

## Mini-Track Soon

According to Max Koop, editor of the staff newsletter "The Bulletin," a Canada fitness mini-track will soon be a reality. At a recent meeting the board of trustees authorized the opening of bids for development of the first phase of the three lane, 200 meter track to be located immediately east of the P.E. building.



## FAULTLINE COMEDY

—Photo by Butler/Matoso Photography

Recognize her? In case you didn't, that's former Canada student Sandee Althouse on the far left with other members of the comedy group 'Faultline.'



# 'Breakers' 86

By Spencer Greenwood

I awoke at 5:30 to my clock-radio blaring the Car's "Moving in Stereo." Considering that this particular morning I was going to run in the 75th Bay to Breakers, I thought it was quite appropriate. I listened to the remainder of the song, and then started what would prove to be quite an eventful morning.

After a cold shower, and believe me I needed it after partying half the night, I made "breakfast." For starters I drank five eggs — no not like Rocky. I have to mix'em first. After the macho drink I made some whole wheat toast, ate three bananas and a couple of oranges. The tank was full, now all I needed was some tired and a cover for the chassis. I dressed and walked the half mile up to Canada.

I arrived at Canada a little more than an hour after waking up, and signed in with Sil Vial, Canada P.E. instructor. As was reported in an earlier article, for the past 10 years Vial has organized groups of Canada students and friends as large as 250 to partake in the annual race. This year we filled three buses with 75 people.

The buses dropped us off at the Ferry Building in San Francisco and we walked to the start of the race — as close as we could, that is. It was the coldest day in recent Breakers history, and all I had on was shoes, shorts and a cut-off shirt. I wanted the race to start immediately. It finally did, but I didn't even reach the starting line for about 7 minutes. When I realized that the edges of the pack were moving faster than the middle, I ran the remainder of the race on the outside.

The most hilarious scenes occurred on Hayes Street. The people in the apartments overlooking the street had brought their speakers out onto fire escapes, and were blasting music for us. I'm glad they were playing funk because it

was perfect to run to — Barry Manilow just wouldn't cut it.

Hayes street also had the most irritating scene. The notorious "Hayes street Hill." After running the hills surrounding Canada, Hayes street is like a barely noticeable slope. Apparently to some it was life-threatening, because they stopped dead in their tracks or started walking. There is nothing worse than being forced to be mediocre where you can excel.

"Hayes street was a hang-up, in my recollection, it was the worst I've seen it in years," said Vial. "Comparing this year to all the other years, there were a lot more walkers . . . they should make them stay on the right or something."

Perhaps the race has gotten out of hand, as I think, but as Vial said, "It is a people-oriented run where you can't worry about time or competition."

He's right; I had the time of my life during the race and at the after-race party he hosted. At the party, while munching on an array of great food and drink, I spoke with other runners. One of our group placed in the top 40 of finishers — that's the first 40 of 102,000!

Jim Moyles is his name, and running is his game. He's game 34 years young, and has been a student of Vial's Total Fitness class for 12-14 years.

"I came up to the B to B with Vial in 1978, and that was the first race I've ever run. I came up with the class," he said.

After this comment, I jokingly asked him if he was a product of Sil Vial. He said, "Yeah, Sil, and Lyman Ashley."

"I also ran on Canada's cross country team for Mike Ipsen a few years ago."

Mike finished in the top 0.1%. Everyone in our group seemed to be happy with his or her performance, and I just want to soak my feet.

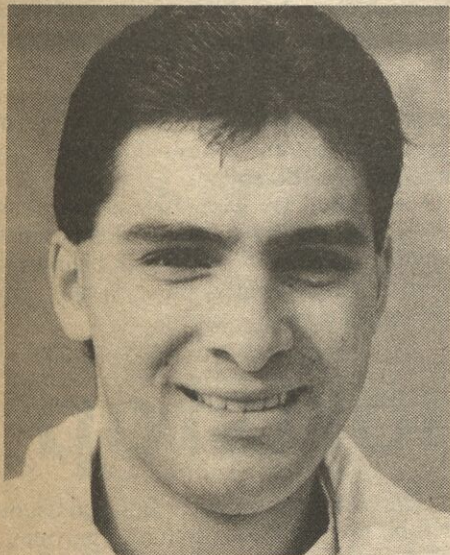


—Photo by Ed Garcia

## Question Man

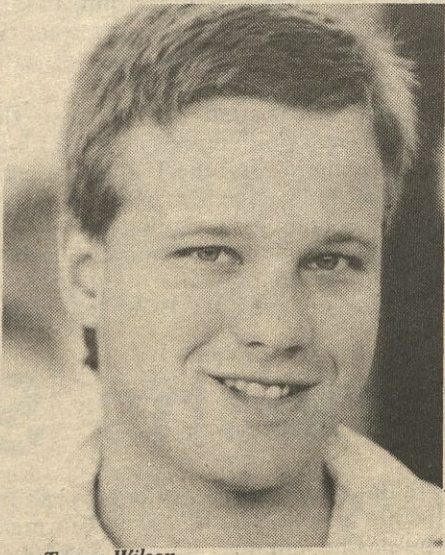
Do you favor the 'early start' academic calendar?

*Note: The early start academic calendar begins the fall semester in late August and final exams are taken before Christmas vacation. One month vacation (winter break) is given. In January the spring semester starts, ending in late May.*



Hector Rodriguez

Yeah. For one thing, I'd like to have a month off for Christmas and I'd like to have the finals before Christmas so we don't have to study during vacation.



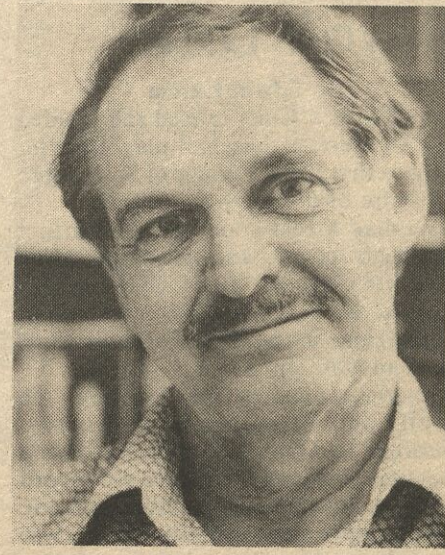
Trevor Wilson

Yeah, because it's kind of hard to go through Christmas vacation, then come back to study for finals. It makes more sense to have a vacation after you're all done with your finals.



Fred Pressel

Yes, I definitely do. I just like the idea of getting out earlier in the summer.



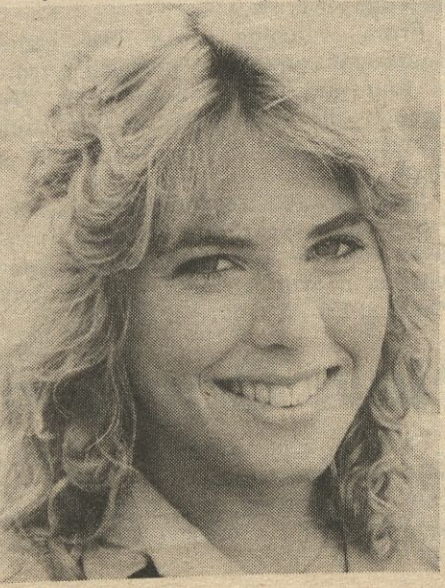
Tim Norman

Yes, I'm in favor of it. I think it makes more sense as far as pedagogy is concerned. Did you know that we've been talking about this for at least ten years?



Jennifer Ahlberg

Yeah, definitely. I wouldn't want to study during the Christmas holidays. And I'd rather get out early for the summer to be with my friends from other colleges.



Monique Grosshauser

Yeah. I think it would be better than the way they're doing it right now. It's not fun spending Christmas with your textbooks.



Shelly Forbes

No, because then you have to come back to school too early (August). It cuts your summer break too early.



Neval Lawrence

Yes, it's good and logical. For example, if it starts in August, it's early and the weather is hot so it's hard to study.



## College Trying For Full-time Coach's Slot

The fall semester will see Canada's basketball team, the Colts, participating in a new Coast Conference, and, if Athletic Director Bub Bowling has anything to say about it, it will include a new, almost full-time coach.

Since the team's part-time coach Mark Sullivan resigned earlier this year because of "more job than pay," Bowling has been lobbying for approval for a full-time position. Bowling himself was the last full-time coach employed by the College from 1976 to 1983 when he retired as coach and became a Division Director. Because of a lack of funds for athletics, the full-time position was reduced to part-time. Bowling believes that coaching demands full-time efforts and should be salaried accordingly. He's once again trying to obtain approval for a full-time slot that would include both coaching and counseling.

Even before the job is officially approved by the school president and Chancellor, Bowling receives almost daily inquiries regarding the position which would start at "60% and lead into a full-time position." Once the job is approved, it must be posted for over 20 days. Bowling feels that the field will be narrowed somewhat by the fact that the candidates must not only be good coaches but also qualified counselors.

Among the hopefuls and some say one of the more likely candidates is Palo Alto High School counselor and coach Al Klein. Klein, 37, has enjoyed success leading that high school basketball team to a 20 win, 4 loss record last season. Klein has accumulated a record of successes over the last ten years, also winning a reputation as a player's coach. He is also a qualified counselor.

Bowling admits that Klein is "well known and has had lots of success" and that he would make a "comfortable fit" in the counseling/coaching position, but is reluctant to discuss specific candidates before a job description is actually approved.

## Injuries Hurt Baseball Team's Playoff Drive

By Edwin Garcia

The Canada Colts missed the Golden State Conference baseball playoffs after losing to first place College of San Mateo by a score of 6-0 May 6 at CSM.

"We had a real good year," said first year head coach and alumnus Mike Garcia of Canada's 12-15 GGC record; 13-19 overall. Canada came in seventh of the ten teams in the GGC — the first five earned playoff spots.

Canada's chances of entering the playoffs were hampered by key injuries, according to Garcia. The Colts started the season with an impressive 4-0 record before the injuries began to hurt the team.

Sophomore pitcher Jamie Theisen was out early in the season with a shoulder injury. Replaced by Rob Bush, the bullpen suffered to a certain extent. The starting pitchers were Brad Comstock and Bob Fannucchi.

Moses Alou (a.k.a. Mr. Canada, 1986) lead the GGC with his .449 batting average. He was chosen second in the nation overall in January's baseball draft by the Pittsburgh Pirates.

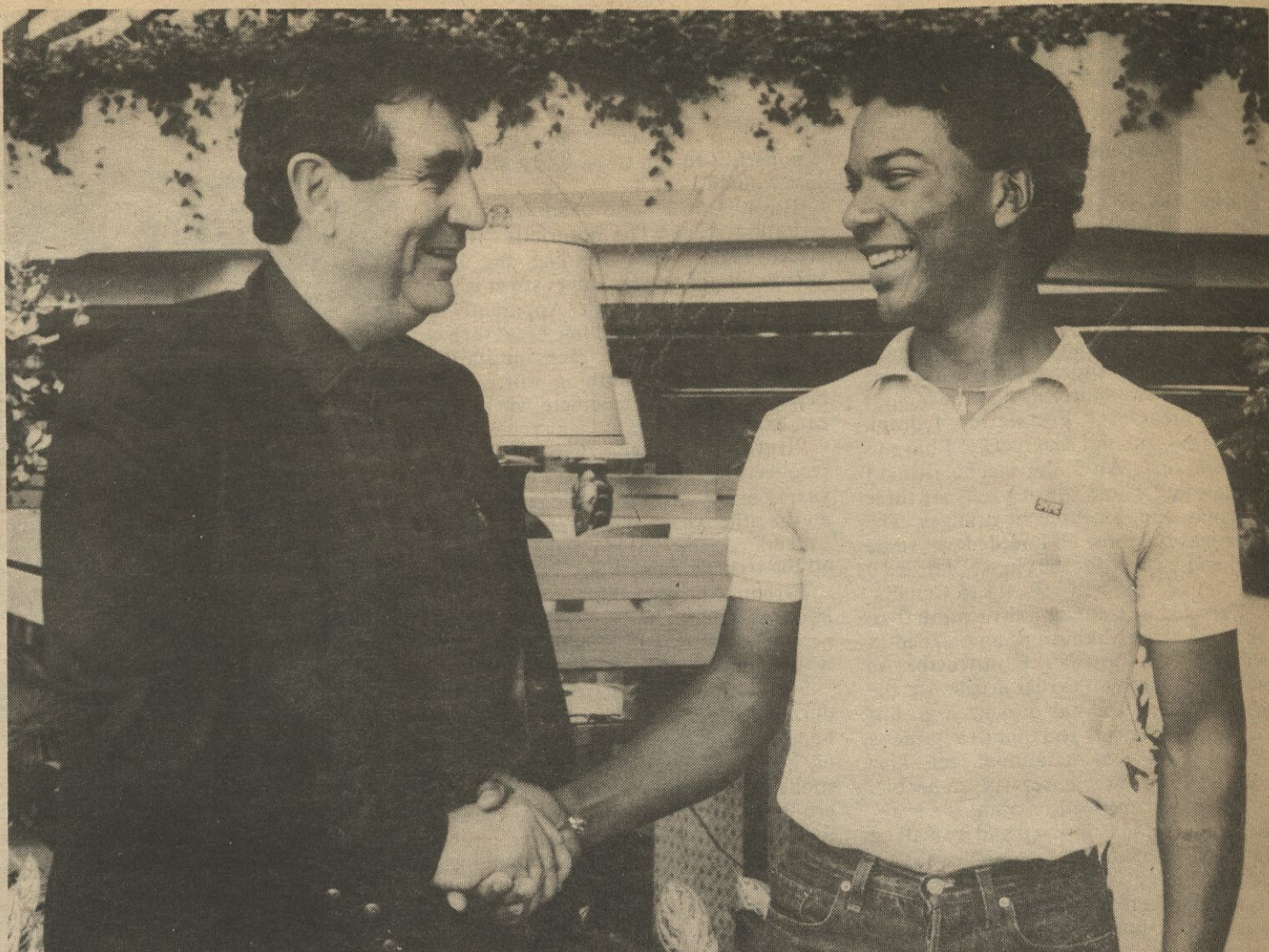
Rafael Bournigal (Alou's non-identical twin also from the Dominican Republic) had an impressive season. He was drafted by the Baltimore Orioles in the fourth round of the same winter draft.

Coach Garcia is counting on his returning players to have a successful 1987 season, which by the way, will be played in the already existent Coast Conference.

"We have a real good nucleus coming back," said Garcia who is counting on Jesse Germano, Dean Mitchell, Fred Rowen, Frank Fulgham and Hector Rodriguez. Troy Jackson, who redshirted this season, is also expected to join the squad.

As for pitchers, Ron Bush, Jamie Theisen, and Jim Fales are some that will be returning, according to Garcia.

Garcia already has his eyes on players from the Peninsula Athletic League, a



Syd Thrift and Moises Alou

— Photo by Ed Garcia

## Alou Signs with Pirates

By Edwin Garcia

Moses Alou, Canada's 19 yr. old star center fielder, has signed to play baseball with the Pittsburgh Pirates (He signed for \$84,000).

The offer, according to Alou, said to be one of the highest ever paid to a junior college student, was finalized on May 23 at the San Francisco Airport Marriott Hotel after a three hour meeting, concluding a total of five negotiation sessions.

Pittsburgh Pirates General Manager Syd Thrift was a very happy man after signing the Dominican sophomore. "I feel unbelievably great," he told the LVG. "You always have this feeling after the player signs."

Thrift was so excited; he said he would call Three Rivers Stadium so his Public Relations office can announce Pittsburgh's latest addition on the scoreboard for that evening's game.

When can Alou be seen playing the

outfield at Three Rivers Stadium? Thrift responded, "The sooner the better." He then mentioned the possibility of three years.

Alou, the son of former S.F. Giant Felipe Alou, had few words to say just after signing. He was more relieved that the process was over, saying he felt "great."

For Alou, one of the best parts of the contract include six semesters of paid education at the college of his choice. Also, he will have the opportunity to take part in spring training next year in Bradenton, Florida with the Pirates' major league team.

Alou, who batted .449 to lead the Golden Gate Conference this season, will be receiving his first check in four weeks, the other half is due next January. Other than the high paid signing bonus, his contract includes a \$700 monthly salary while in the minors.

"I have my goals set. Every ball player

has his goals of playing in the big leagues, and like they say, this is the first step," said the enthused Alou.

Also at the meeting were Alou's agents Donald Oddermann and Jack Hillis; the Pirates scout who first discovered Alou, Bart Braun; and the Dominican scout, Pablo Cruz.

There is no doubt that Alou will be leaving memories behind at Canada.

He thanks coaches Mike Garcia, Tom King and Lyman Ashley for their help in baseball. He also thanks his teammates, and all teachers including Mr. Earnhardt and Dr. Villarreal for their support.

When asked what he will miss the most, Alou responded, "All the people of Canada. From the groundskeepers to the president of the college."

Meanwhile, the wooden bench remains above the cafeteria where the baseball players hang out. "This bench belongs to Moises Alou. If you want to sit here, you got to ask him."

## Florida Beckons Shortstop

By Edwin Garcia

When students ask Dominican sophomore Rafael Bournigal about Florida State University, the Colts' shortstop doesn't stop talking.

Although Bournigal was drafted by the Baltimore Orioles in the fourth round of the January draft, his mind is already set in Florida with beaches, the sun and the blondes.

"I went to Florida State (weekend of May 9) and I love that school. It's a great school and they are the number one team in the nation right now," said Bournigal who also mildly brags of the cheerleaders that greeted him at the airport.

Bournigal, who batted .315 this season, believes that because he was drafted in the fourth round this year, the chances are slim he would be signing to play ball

with Baltimore. "If they offer me peanuts I'm not gonna take it," said Bournigal who has his mind set on over \$25,000.

Apparently, Bournigal is already known at Florida State. He says that when he entered the ball park during a Friday night F.S.U. game, his name was announced and he signed autographs for the younger crowd.

From watching an F.S.U. game, Bournigal is anxious to perform in front of four and five thousand fans. "At Canada the biggest crowd was nine people," complains Bournigal with a laugh.

Less than ten free rides are given by F.S.U. each year and Bournigal was given one. He is still undecided about whether he will be studying Computers, Physical Ed. or Gourmet Cooking.

Once at Florida next fall, Bournigal will be given \$385 to rent an apartment. He will also be given the luxury of flying to games six times during the season as opposed to bus rides.

Other colleges that showed an interest in Bournigal include Jacksonville University, University of Nebraska, University of Houston, Cal State Fullerton, University of Arkansas and New Orleans.

As far as Bournigal is concerned, Florida State is his choice because it is closer to his Dominican Republic home.

"I'm gonna miss the people of Canada. They have been so friendly to me. Here I learned English. It's my first place in the U.S. and I'm gonna miss it a lot," said Bournigal.

## New Conference for Colts

Formerly a participant in the Golden Gate Conference, the Canada basketball team will, starting next September, be competing in a new eleven-team Coast Conference.

The decision to change conferences was made during a regional meeting earlier in the year. Colleges assembled and rearranged themselves into conferences that were more to their liking

from a geographical and/or philosophical standpoint.

Former coach Bub Bowling believes that "the new conference is very well rounded, top to bottom, and our chances of success are at least as good if not better than last season" when the basketball team finished with a 6 win, 20 loss record. With a new conference, and hopefully a new coach, Bowling has higher hopes for next season.