

The Tip of the Iceberg?

Budget Cuts Hit Psychological Services

By Linda Fuentes

Reality: The cost of psychological counseling in the outside world is on an average \$80.00 per hour.

Reality: The average student can't afford \$80.00 per hour.

Reality: "We have students come in all the time that are upset about some issue and if they can get some

"Without the services, there will be more dropouts."

-Dr. Ernie Rodriguez

support, they can keep their college programs moving ahead, work out their problems and be okay," says Dr. Ernie Rodriguez, Director of Psychological Services at Canada College. "Without the services there will definitely be more dropouts."

Another reality is psychological services will be cut 40% in the

fall. Though this may not seem drastic on the surface, it affects more than 500 students on campus. "We have group, individual and couple's counseling," says Rodriguez. "We are also involved with master's level students, interning in our program for their Marriage, family and child counseling licenses. They give us their time for free and we give them supervision. But, this program may be discontinued if the program continues to be a 60% program," said Rodriguez.

"I told the president I would accept it because of the commitment we had already made to the interns," Rodriguez continued. "That I would do this for a year, but I would not continue after that. With the reduction of time, it is asking too much to continue to do all the tasks that are involved in directing psychological services. I will do this for a year, then ask for a full time assignment to teaching, which they may not grant,

but it would mean closing the psychological services."

The health fee that students pay each semester is to support these services. The district also puts money into its support. This fall the health fee will be raised from \$7.50 to \$10. Will this save the program? Dr. Rodriguez says no. He believes that these cuts in services will be permanent. And if the psycho-

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New Leader Picked for College District

By Yvonne Moriarty

After an eight month national search, the new Chancellor-Superintendent of the San Mateo Community College District is Dr. Lois Callahan. Dr. Callahan has been the President of CSM for the past 13 years. She will replace Chancellor Smith, who held the position for the past 18 years. Dr. Callahan will assume her position on July 1, 1991, and will be the first female chief executive officer to serve the district.

"Dr. Callahan has an excellent understanding of the mission of community colleges, particularly to the San Mateo County district. She will make an outstanding leader," according to Canada President Dr. Kechter.

Dr. Callahan has broad expe-

rience in all areas of college administration. During her tenure at CSM, the college received national recognition for innovations in student services programs, instructional delivery systems, and for the college partnership program with the four-year colleges and universities.

Prior to Dr. Callahan's appointment as president of CSM, she was dean of instruction at CSM. Before that, she was dean of instruction for occupational education at San Jose City College from 1974-76 and was director of cooperative education at CSM from 1972-74. She has also been a business professor and a teacher at Hillsdale High.

Dr. Callahan earned her doctoral degree in higher education admini-

stration from the University of Southern California. She earned her master's degree in business education at California State University, Chico. Her bachelor degree was earned at Southwest Missouri State University.

Georgi La Berge, Communications Coordinator at CSM, and former Canada journalism student, has worked with Dr. Callahan for the past 12 years. She said, "Personally, I'm pleased with Dr. Callahan's appointment because she was an excellent president, and will make an excellent Chancellor. Each college in the district has certain strengths. She recognizes that all three colleges are different. She will be looking closely at Canada to find its strengths and will capitalize on them."

CUTS From pg. 1

logical services are cut completely will the administration stop charging the students the fee altogether? "No," says Rodriguez, there will still be a full time nurse to handle physical emergencies and the rest of the funds will be designated to other programs classified by the administration as health related.

Students need to take heed here. The move is to increase full time instructors, who also serve as program coordinators, in the classroom and to decrease part timers. This would generate more Average Daily Attendance (ADA) from the state.

Whole programs could be cut. Especially those staffed by professionals teaching specialized programs like the paralegal program. If there are no full time staffers eligible to teach a class in paralegalism, then they will have to discontinue the program.

"Even with these cuts the college is still over a hundred thousand short of covering these budget cuts. This is a college that already has no funds available for conferences or travel money, and certainly just cutting part time instructors out isn't enough, now they must look to the classified personnel. The secretarial clerical and maintenance people are now expendable," according to Rodriguez.

Long Valley Gazette

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An Expensive Circus?

The Problem with College Athletics Today

Editors note:

The following essay on athletics and academics was submitted by Pamela Palacios, a Woodside high school student studying English in the evening college.

At a time when public education is on the receiving end of rather harsh and sometimes unfair criticism, this essay demonstrates the high level of instruction and scholarship at one of our local high schools.

By Pamela Palacios

College athletics were created to supplement the academic curriculum by providing a moral education, instilling in athletes an appreciation for hard work, sportsmanship, and competitiveness. Instead, college athletics have grown into an expensive circus, thriving on society's obsession- both psychological and economic- to win. The overriding economic incentives from big-time college sports have corrupted the moral education behind it. Rather, many student-athletes are being taught to win no matter what the cost may be, are neglecting their education, and are sadly being used and left with unfulfilled dreams.

Big-time college sports are major money makers, but in order to make money teams have to win. The teams that competed in the 1990 Rose Bowl walked away with six million. Bowl games altogether were worth more than \$55 million in 1989. Not only do winning teams attract alumni donations but starting in 1991 college basketball powerhouses will rake in \$1 billion over seven years for letting CBS broadcast their games. Practically all of the revenues made by sporting events go to athletic departments rather than academic budgets. Coaches, recruiters, and concessionaires all make their living off the sweat and talent of college athletes. UNLV coach Jerry Tarkanian, with the highest winning percentage in basket-

ball, has a base salary of \$173,855, post season revenues of about \$80,000, an endorsement contract with Nike Shoes, a promotional agreement with a Las Vegas nightclub, and a sporting-goods store at the Las Vegas airport. A single talented athlete can be worth thousands of dollars to a college and indirectly to a coach. Because of this reality, it is easy to understand why a prominent high-school athlete is often persuaded by recruiters with money, cars, or jewelry.

Big-time college sports also satisfy a psychological need. Society's overly competitive nature is teaching athletes the wrong morals- winning at all costs. The obsession with winning to make money is distorting society's values and destroying the idea of amateurism in college sports. In 1989, twenty-one universities were penalized by the NCAA for violations such as falsifying entrance exams and paying players. Additionally, the intensity of athletic competition compels many athletes to

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Dr. Ellett's Final Curtain Call

By Daniel Trecroci

If there are any theatrical connoisseurs out there who saw Canada's production of "Candida" a few weeks back, you better save your program because it will be the last one that says "Mel Ellett-Director" in it, for awhile at least.

Ellett, who is completing his post retirement contract following his retirement in June, 1986, has directed over 70 district shows in a career spanning over 40 years. The contract gave Ellett the opportunity to teach 5 years more. He opted to continue directing shows which included, "Candida", "Kiss me Kate", "Heda Gabler", "Uncle Vanya", and "Macbeth". Ellett, however, never saw this as a fulfillment of an obligation.

"It was definitely a pleasure. I love drama very much, and I never looked upon this as work," stated Ellett from his home in San Carlos.

Dr. Ellett came to Canada when it opened in 1968 after a 16 year stint at CSM. While at CSM he got his doctorate from Stanford University, and

being so in love with the Peninsula area, he was content on staying.

"I was friends with Canada's first President Bill Goss back then and I sort of followed him here," said Ellett.

While at Canada, Ellett was a Humanities Division Professor in the Drama Department as an acting instructor and professor of dramatic literature. He is proud to say that many of his students have gone on to professional careers or are now teaching themselves. Perhaps his most successful product is Hollywood actor Kurtwood Smith, who was quoted in the San Mateo Times recently as saying, "I must give credit to Mel Ellett for instilling his great love of theatre, literature, and drama into me as a youth." Smith has performed in "Dead Poet's Society", "Robo Cop" and "True Believer."

"I'll do any play, from any era, to any staging concept. I have never really placed limitations on myself when it comes to directing."

Ellett can back up those words with a resume that includes nearly 100 shows in total under his belt, ranging

from Sophocles and Shakespearean works, to more "contemporary" works by Arthur Miller and Tennessee Williams. Through it all, he says that he feels most partial towards his recent production of Candida.

"It was a small cast of only six people, yet pound per pound, I am going to say they were the best. I am very proud of what the cast and crew of Carl Sitton, Cheryl Mc Namara, Mike Walsh, and Kate Irving did."

At the conclusion of the Saturday show, a party was thrown for Ellett by Dave Eakin, Rosemary George, and Judy Onoye and was attended by many people including three Canada presidents past and present.

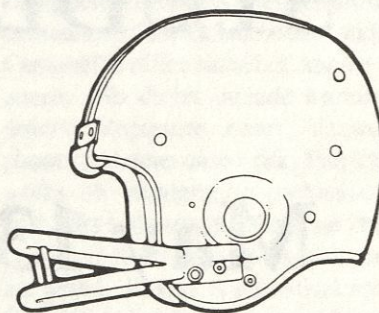
"It was an honor and a pleasure indeed," stated Ellett.

Right now Ellett says it's time for him and his wife Margaret to "shift gears and identify with certain areas of our life that need to be explored, which include plenty of tennis playing and a trip to France on May 18th."

Bon Voyage Dr. Ellett

ATHLETICS From pg. 2 resort to drugs such as steroids to boost their athletic performance in order to win.

College athletes especially from disadvantaged backgrounds, some who are even illiterate or have learning disabilities, often discover the promise of an education to be an illusion. Even the most motivated students would have trouble keeping up with their schoolwork while practicing as much as thirty hours a week and missing thirty to forty days of classes due to road games. In 1989, Diana Costello, head academic tutor for the UNLV basketball team, said, "If subjected to the same grueling physical workouts, even the finest of students would have a difficult time." Yet, many student athletes nationwide neither receive the tutoring nor the extra study time promised by recruiters, finding themselves betrayed and treated like a piece of equipment owned by the athletic department. Many times in order to maintain an athlete's GPA eligibility, athletes are



enrolled in "mickey mouse" type classes. Undoubtedly, while their athletic talents may be raking in large amounts of money they aren't getting the educational or moral guidance they are entitled to in college.

From their first day in college, many of the athletes' decisions are made for them by the coaches. They are pampered so much which, in effect, slows the maturation process. They do not learn to focus their concentration on academic responsibilities and lose sight of reality, the consequence becoming evident in the behavior of athletes. Since

1987, more than 250 college athletes have been arrested for violent crimes such as drug abuse, rape, and attempted murder. Again the power of money underlies this problem because it has increased the pressure on recruiters to pay more attention to athletic ability than to attitude.

Furthermore, self-centered coaches and recruiters lead athletes to believe they are definitely headed for the pros. A large number of these athletes are poor and see basketball as their sole chance to escape from poverty. In reality, the chances of making it into the pros are less than 1 in 500. Put more grimly, only 1 in 12,000 high school players will ever play professionally. Too many of them get their priorities mixed up and neglect their studies thinking they can make a lucrative career on their athletic talents. As a result of this deception, fewer than 305 of football and basketball players ever receive a college degree.

There is a desperate need for
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ATHLETICS From pg. 3

reform in the way college athletics are currently being run and the NCAA has responded to it as reported in the January 21, 1991 issue of Sports Illustrated. At the NCAA convention in January of 1991, various reforms were established to control college athletic programs. Practice and competition time may not exceed twenty hours a week and four hours per day, with a guaranteed one day of rest per week. Athletic dorms will be abolished by 1996 to make athletes more affiliated with the rest of the student body. Training meals will be cut to one a day by 1996. Coaching staffs will be reduced in size and scholarships in all Division I sports will be reduced by 10%. Finally Division I athletes who enter the fourth year in college must have completed at least 50% of their degree requirements to remain eligible to play. These measures, if successfully carried

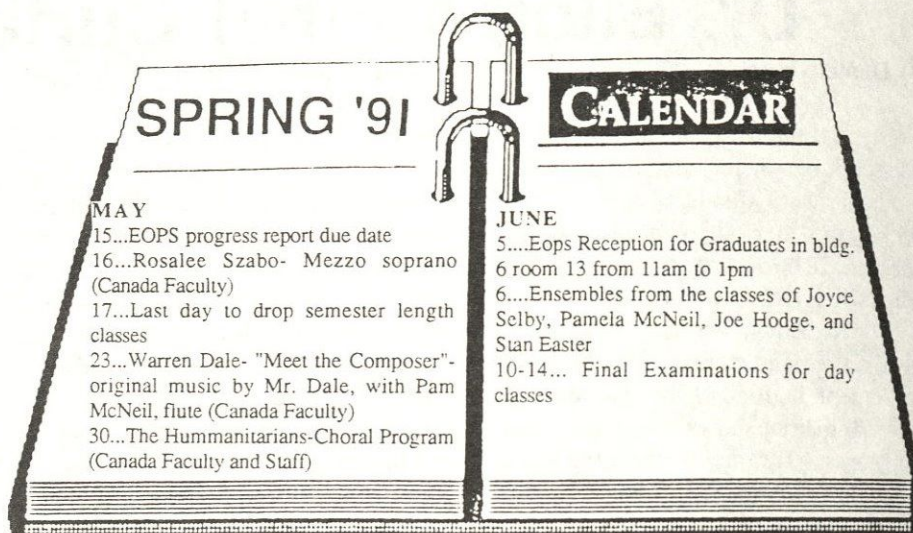
"If you shortchange your education, you're not giving yourself a chance to succeed..."

-Rex Robinson

out, should help restore the image of college athletics.

But what else should be done? Coaches should be paid on the same level as faculty members to eliminate economic incentives that too often hurt student athletes. Secondly, a greater amount of sports revenues should be dispersed through the university instead of remaining within the athletic departments. Lastly, colleges should be required to give sufficient counseling and tutoring to help student athletes get college degrees.

"If you shortchange your education you're not giving yourself a chance to succeed and excel in the long run," says Rex Robinson formerly of the victorious University of Georgia in the 1981 Sugar Bowl. Never having received a college degree and being released from the NFL after only two years, Rex has realized that he was cheating himself when he put football ahead of education. Colleges nationwide need to conquer this problem so that present and future student-athletes will graduate with degrees and be prepared for life after the game is over.



EXHIBITION OF STUDENT ART

May 13-June 11

RECEPTION

May 16 4-6:30 p.m.

Main Theatre Lobby

Building 3

Co Op Ed- It May Be For You

PROGRAM GETS HIGH MARKS

By Suzanne Whitney

A survey of Canada's Cooperative Education Program has just received high marks from those enrolled in the program as well as employers who work with the students. This program continues to be successful as a result of the objectives and goals set by the students which are achieved and continue throughout the student's career.

Robert Schey, the program coordinator of Cooperative education, said that "The program's main purpose is to extend college credit for learning on the job, not working on the job." Students have set meaningful objectives in order to achieve success in the program. In general, it's any way in which they can improve their performance so that they become more productive. There has to be a learning way in which they do that. "Secondly, their objective is to learn a new skill, something new on the job that they can apply," said Schey. For example, one of the students wanted to learn new software programming that his company was installing into their computers. Another example was someone else who had to take a silicon bar from a wafer, dipping the wafer into a silicon bath. His job was to identify each production point and identify what each person did by extending his knowledge of the company.

Schey said that "students must locate their own job and then they



will assign it certain objectives and goals. There has to be a major connection between the job and the career goal." Students can work on campus and apply and can have positions which are either salaried or volunteer.

Greg Patrick, a student in the Co-op Program, is working in the legislative office of Congressmen Tom Campbell, a former economics professor at Stanford. Patrick has been working in Campbell's office since last August as an intern. His duties include working on orderly departure cases, answering phones and other case work. Patrick also works on immigration problems, IRS problems and cases for the State Department and deals with embassies around the world. Patrick is a political science major and his job fulfills a work experience requirement for the college of Notre

Dame where he will enroll in the fall. It also fulfills the requirement for the Co-op Program at Canada. Patrick said the Co-op Program has given him a work experience doing something that has a strong possibility for a career in the future. "For many people it gets them more involved with their supervisors and it shows their supervisors that they are very serious about their skills," said Patrick.

Students receive one unit of credit for every 75 hours worked during the semester if they are paid for their work; if they are doing volunteer work, they receive one unit of credit for every 60 hours of work during the semester. These units of credit can be applied towards the A.A. or the A.S. degree as electives. More than 1,000 colleges and universities nationwide participate in co-op education.

Last semester there were 264 students enrolled in the Co-op Program and this semester there are 205 Students. Recently some of these students completed a survey of the program and were asked if they would recommend the program to their friends. 100% of those surveyed answered yes. Employers were asked if they would recommend the Co-op Program to other employees and again 100% of those surveyed answered yes.

Students interested in enrolling in the program or obtaining more information can contact Bob Schey at 306-3367.

Health Services Will Survive Budget Cuts

By Christina delos Santos

Budget cuts aren't the kind of cuts that are treated at the Health Center, but there are a lot of other services available there. Even with the drastic financial demands being placed on Canada there isn't anything to worry about when it comes to health services. There will always be a nurse on campus.

The Health Center is mandated by the State to provide health care on campus through the charge of a \$7.50 health fee per student each semester. The fee is the lifeline for the Health Center so that it will be able to provide various services on campus.

These services range from minor medical emergencies to psychological services. Psychological services

are something new to the college and it seems to be getting great response. The staff consists of Stanford interns and professional psychologists who organize various services such as self-esteem support groups, marriage counseling and tai-chi stress relief. The Health Center also offers confidential counseling to students. Info is available at the Health Center.

E.I. To Regular Academics

New Program Makes Transition Easier

By Betty Smith

Alicia Aguirre is the instructor and Coordinator Director of the English Institute "Content Base Program" at Canada. The program is designed for non English speaking students. Aguirre says the reason Nonan Villanueva and she started the program is because there are some 600 students in the English Institute, and she says they discovered that the students weren't transitioning easily into regular academic programs, even after two years of finishing up English a second language. Aguirre says Kent Sutherland, an English Instructor at Canada, wrote a trustee grant giving different ideas after his step-in research. Aguirre says the grant was funded last year by the Chancellor's office. She states that the grant allowed them to develop a program called "Content Base," instruction that teaches in five different areas: Math, Social Science, Biology, History of Western Civilization and College Study Skills.

Aguirre says students go through an intensive semester in choosing between three to five classes that gives them the basics: vocabulary, knowledge, and the tools to go on in either one of these areas or just basic general education to be successful in a regular classroom. Aguirre mentioned that this is the second semester of the program and they have been up for refunding of the program because it is now a model.

She says the "Content Base Program" has been presented at different conferences and has been chosen by the State Chancellor's office to be presented in an ethnic minority conference in Los Angeles. Aguirre says Canada's "Content Base Program" is one of three model programs that was chosen by the office. She also mentions the fact that the program is still in the experimental stages, but it's helping the students' transitions more easily from language learning to English and into regular academic classes.

Aguirre says students are able

to continue their schooling instead of dropping out and not attending a University after finishing the Institute or trying classes and having to drop out because they can't handle the language aspect. Aguirre notes that at the present time the



program serves 15 students and she says this is ideal and it's done by a team-teaching approach. In two days it's done by the content teacher, History teacher, and the third day it's done by a Language Specialist, Aguirre says, in this case it would be Jackie Phillips. She states that the students are getting a real lecture and a real teacher and other days they go back to a Language Specialist that helps them with the vocabulary in that particular class. Aguirre says the Content teachers are also getting trained as far as what things to say and how to work with non native speaking students.

Nonan Villanueva also works in the English Institute at Canada, along with being a counselor and working for the Care Center. Villanueva says what's going on for example is that teacher's always presuppose that a student who is going to a needs help program that exists, would have a command of English. He states that the students have a command of English in terms of basic communicator's skills, but not the vocabulary or the language used in the

academic environment. Villanueva says this is what they are trying to instill into the students but in the process the two English speaking teachers and the Content teachers are beginning to work together and understand each other.

Martha Figueroa is a student at Canada who has completed the "Content Base Program". Figueroa says she is the first to go through the program and is in the follow-up to see if she is able to articulate and mainstream. She says that this is the most important part of the program. Figueroa says that the experience she has gained in the "Content Based Program" was great. She expresses the fact that before entering the program she had to drop her English classes, because she couldn't understand the teachers and her English skills were very low. Figueroa says when she enrolled into the program, the instructors were very patient and they understood that her second language was not English. She says the instructors explained more and this made her feel comfortable and confident. Now she's not shy about talking to others in English. She also mentions how well she has improved in her courses Social Science, Biology, and Math because "many people can understand Math, but if they don't know the language its very hard to succeed in Math and other courses."



SPORTS SPORTS SPORTS SPORTS SPORTS

Tennis Team**Tournament Time for Colts**

By Ryan Jones

Canada's tennis team is hoping the strong play of their two top players will continue into the post season and lead the Colts to Coast Conference Tournament success.

Niza Simunyola's perfect 10-0 record, and Todd Waibel's 13-1 mark played a major part in Canada's 10-4 conference record and 11-7 finish overall. Simunyola's 10-0 record reflects his #1 ranking in the Coast Conference and his #15 ranking in the state. Waibel, who was recently named the Times Tribune athlete of the week, will enter post season play ranked #4 in the conference and among the top 30 in the state.

The Colts finished the season on a high note, shutting out Modesto 9-0 April 12 and beating Cabrillo by the same 9-0 score on the 17th. Canada went on to score an impressive upset over second place De Anza on the 19th with a slim 5-4 win. Simunyola and Waibel led the way past De Anza with decisive victories, while #5 singles player Eric Neuman came from behind to outlast his opponent 6-7, 6-2, 7-6.

Neuman's victory provided the win Canada needed to beat De Anza. The Colts also got strong doubles play from Simunyola and Waibel, who are the #1 ranked doubles team in the Coast Conference, winning in straight sets, 6-3, 6-4. Jim Drimmer and Eric Neuman also combined for a victory, winning in three sets, 6-4, 2-6, 6-3. Toshi Yamada has played a role in Canada's success, playing well in the #7 slot and substituting for the Colts at #6 singles.

Canada's season finale was the Ojai Tournament in Ojai. Simunyola beat Foothill's #1 seed, Jamie Price, while Waibel defeated Mike Osier of Bakersfield, ranked 40th in the state. In doubles, Neuman and Drimmer defeated their opponents in three sets 6-1, 5-7, 6-1, and Soriano and Tica collaborated to beat Figura and Frame of Citrus J.C. in straight sets, 7-6, 6-3.

Coach Paul Welles is hoping that the Colts will have a strong Coast Conference Tournament which will qualify them for the Northern California Championships. The Nor Cals will provide stiff competition from #1 seeded West Valley, as well as host Fresno.

Golfers Tee Up For Nor Cals

By Ryan Jones

With a recent win over Galivan, and two strong matches against first place Monterey Peninsula, Canada's golfers are building momentum as they prepare for the Northern California Championships.

The Colts have continued to get good performances from their two top sophomores Brad Bullock and Rich Bin. Bullock, who has played at #1 all year, is looking to make the all-conference team with a good score in the last of five conference tournaments which will be held at Rancho Canada in Carmel Monday. Bin has also played an important part in Canada's success, shooting a 72 against Monterey Peninsula, and a 79 in the Colt's defeat of Gavilan.

Freshmen Jamie Bendotoff turned in his strongest round of the year, and led Canada to a tie with first place Monterey Peninsula, shooting a par 70 at Menlo Country Club. Phillip Laurie and Brad Garrett also had good rounds to help the Colts against Monterey Peninsula, shooting a 73 and 74 respectively "Our freshman are developing consistency, which is very exciting," coach Jerry Drever said. Drever will be excited if the consistency of the Colts continues in the up coming Nor Cals.

Although Monterey Peninsula is in first place right now in the Coast Conference, the Colt's chances are ripe for an impressive showing in the Nor Cals, having defeated Monterey by 13 strokes on April 11, 382-395. As of April 28, the Coast Conference standings are Monterey Peninsula 79 (1st), Canada 73 (2nd), San Jose 52 (3rd).

Baseball**Colts Lose Showdown to Ohlone**

In a showdown between the top two teams, Ohlone beat first place Canada 4-1 on a three hitter by Albert Perez and overtook the Colts in the standings by half a game.

Perez, a sophomore right hander from John F. Kennedy High, was at his overpowering best. He was in such control that his split fingered fastball and curveball induced Canada batters to strike out nine times and ground out during 16 of the 18 remaining outs.

Ohlone (21-8) earned the Coast's top seed in the state regional

playoffs because it won two out of three from Canada (21-9). which ended its regular season.

An Ohlone win over Skyline May 4 gave the Renegades the conference championship. Regardless, the conference's two best teams already have earned berths to the state playoffs.

The Colts pitted their ace, 6-foot-9 right hander James Wallkvist, against Ohlone's ace Perez, but Ohlone touched him for three runs in the first four innings and eight hits altogether.



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