

# GAZETTE

Canada College

Redwood City Ca 94061

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## Registrar's Slot Eliminated

J. R. Moore

Being the Dean of anything here at Cañada is a tough job, let alone the job of being Dean of Admissions. Although he has done a good job in his few years here at Cañada, Scott Thomas is leaving us due to the new streamlining of budgets. Thomas holds a B.A. from Denison University in Ohio and an M. S. from Indiana University.

The position Scott held is being terminated because it was explained that it is a "budget-reduction move", and will save money in these times of empty bureaucratic drawers. His position, which mainly entailed keeping books and sending accounting forms and numbers to the State is now going to be automated...by a brand new computer system, that relays figures and information directly to the state. Without the red tape, delays, and high cost, the administration is hoping that they can eliminate waste within our system without sacrificing services to the students or the

quality of our education.

Having been underway for nearly three years, the new computer system is already implemented and helping with the paperwork. Within the next few years it will be completely set up, and if all goes well, it will do its part to aide our projected budget reduction of \$633,000 in Cañada's next fiscal year.

### More Fiscal Woes

Officials in the San Mateo County Community College District predict that they will have to cut about \$3.5 million from their new budget. Chancellor Lois Callahan calls the estimate a "middle of the road" assessment, adding that the district would take a \$6.5 million dollar hit if the governor's proposal were to be approved as currently written.

Callahan said the district's three college's will be asked to trim \$2 million from their budgets. The remainder would be cut from the districtwide budget.

## Spring Fair Here May 14, 15, 16

By Cortney Kilgore

It's that time of year again and spring is in the air, the perfect time for the annual Spring Fair. Canada's end-of-the-year celebration on May 14, 15 and 16 will be held on the frisbee lawn. The Spring Fair consists of bar-b-q's, live music and vendors. All the organizations and clubs on campus will participate in this celebration sponsored by the associated students of Canada.

The Spring Fair is a tradition at Canada going back to its opening 26 years ago. It is a chance for students to gather while not in class, something most don't get a chance to do in a community College. The Fair is also one of the largest organized sharing of ideas available to the student body. It's a chance to talk, learn, eat, drink and

be generally merry with the students who make Canada such an unique place of learning for all types of people. Come out and enjoy fun in the sun at the Spring Fair.

### Cinco De Mayo To Celebrate With Big Dance Friday, May 7th

Canada is also having a dance on Friday May 7, sponsored by the Latin America club. This dance is in conjunction with the Cinco De Mayo celebration being held in the pit on Wednesday May 5.

## Canada Explores Multi-Culturalism

By Kevin Hecteman

Literature 252 sounds like your ordinary lit course that you must suffer through to graduate. But, as run by Dr. Diane LeBow, Lit 252 is much different.

Her Literature 252 class is an adventure in multiculturalism—that is, the study of many different peoples and many different cultures.

LeBow began teaching at Canada College when the school opened in 1968. At the time, she was a liberal woman in a small innovative college. It was the year of the riots at the Democratic national convention in Chicago and the height of anti-Vietnam-War sentiment. At around that time, LeBow began to battle what she calls the "White

Male Syndrome" in education. She wanted to know why there was virtually no reference to women, blacks, or other ethnic minorities in history books. So she set out to do something about it. In the early 1970's, Dr. LeBow was the woman behind the development and direction of one of the first successful women's studies and women's reentry programs in the country. Dr. LeBow earned her Ph.D. in 1985 from UC Santa Cruz, focusing on women's studies. In Spring 1992, Dr. LeBow began her Literature 252 course here and realized profound changes in the racial attitudes.

In June, she will present a paper in Washington, D.C. for the National Women's Studies Association, of which she is a

founding member dating to 1972. The title of her paper is "Still Swinging After All These Years: 25 Years of Teaching Multicultural Feminist Studies at a Conservative California Community College" (she taught her first women's studies class here in 1971). Dr. LeBow says that "in the last twenty years we have become more aware of gender and cultural diversity" and adds, "Change is uncomfortable and difficult...changing attitudes is uncomfortable...if we're all going to get along together we have to learn more about each other." She also says that even today, women are virtually

(See Culture Page 8)



"Landscape of the Body" - opened last night at Canada, featuring Jim Davenport, Belmont: and Lisa Cooperman, Woodside in a unique play with songs, and slide projected sets. Performances are Th., Fr., and Sat. through May 1 at 8p.m. in the Flexible theatre.

## Unique Play Opens at Canada

"Landscape of the Body" opened at Canada College April 22 and plays Thursday through Saturday, April 29-May 1 at 8 p.m. in the college's Flexible Theatre.

Written by award-

winning playwright John Guare and directed by Bob Curtis, "Landscape of the Body" is a complex and highly entertaining play featuring unusual characters in unique situations. Songs and a set design which include slide projections helps

make this play funny, poignant, and haunting.

Tickets are \$6 students and \$7 general admission and may be purchased at the door or reserved by phoning (415) 306-3396.

# Feed Forward

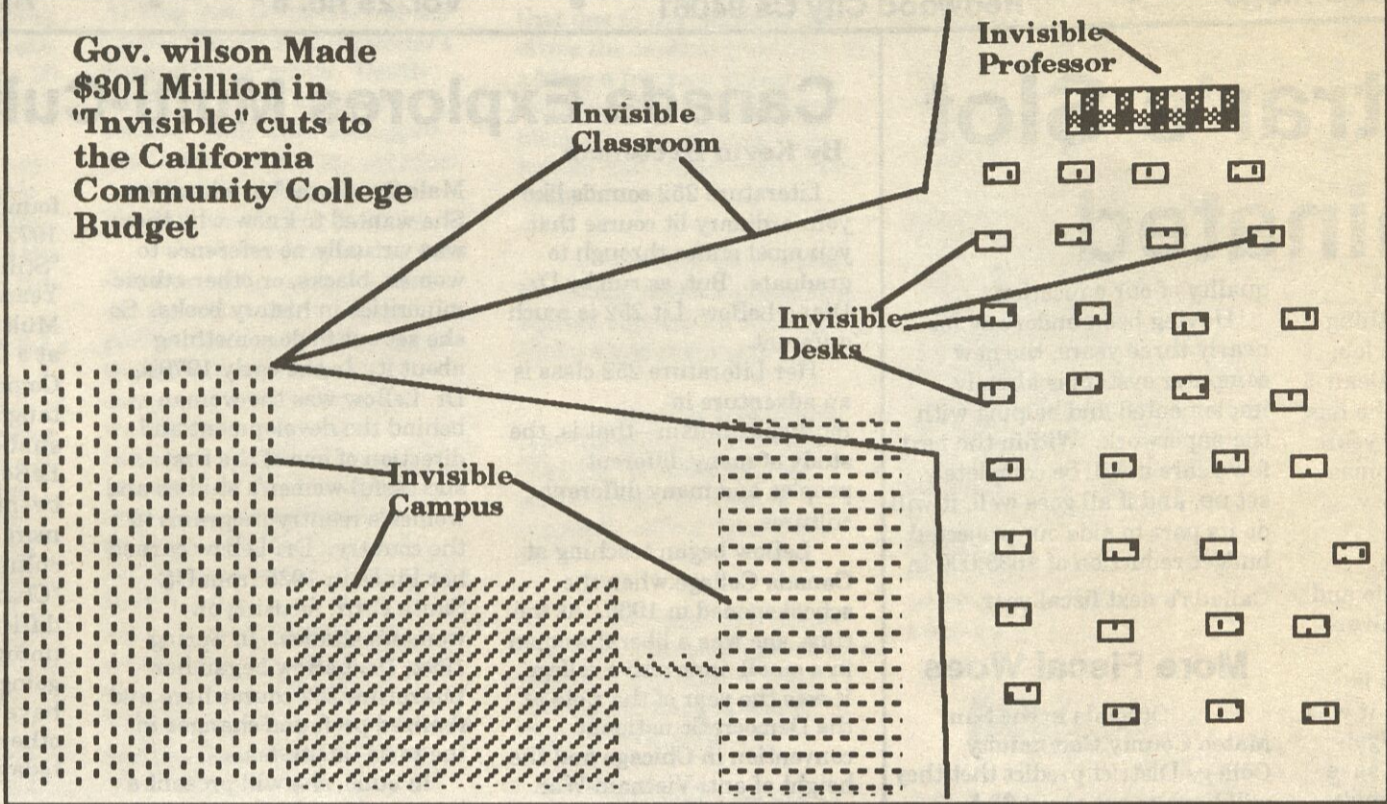
## Help Save Your College Today Editorial

"Autocracy is based upon the principle that one man makes a decision better than 10,000 men; that doesn't seem quite right. Democracy is based upon the principle that 10,000 men make a decision better than one man. Wait a second, that doesn't quite work either. The situation requires re-examining." -Robert Heinlein

On Wednesday March 24 I attended a board meeting of the San Mateo County Community College District. I thought the meeting would be boring, stuffy, dry and generally very dull. I was wrong. It was alarming and made me nervous and scared. Parts of the meeting dealt with cuts the district was forced to make in classes, faculty, and staff. For example, Canada College is cutting three history courses and an anthropology course; CSM is cutting a drafting course, a technical arts and graphics course, plus an English course. In addition, nine positions, none of which are instructor positions, are being eliminated from the district. The Board of Trustees openly expressed regret at enacting these cuts, but I wonder if enough was done to prevent these cuts. Moreover, was enough done to prevent the massive budgetary problems California and its educational system is currently experiencing? Is California experiencing these problems because the government and administrators of the state's educational

## Seth Sees by: Seth A. Roberts

Gov. Wilson Made \$301 Million in 'Invisible' cuts to the California Community College Budget



system were being negligent? Is it because of mis-management? Why are the colleges of this state in such a mess? I'm sure the answer to these questions are many and complex. It does no good to blame or point the finger at just one entity. But, back to the board meeting. Did anyone else express regret at the eliminations announced at the meeting? Did anyone wish or even try to further discuss the cuts? *Were there any students present to voice their opinion about the cuts?* To all of these questions the answer is a resounding and terrible NO. What's wrong with this picture? It seemed like the the faculty present wasn't concerned enough to express their thoughts. Perhaps I may be over-reacting. Perhaps I missed other board meetings in which the board members did try to prevent these cuts. After all, the Board of Trustees of our college district is concerned about the budget crisis and its effect on

Canada, CSM, and Skyline. Before and after the meeting I met and talked briefly with some of the members. I was heartened because they seemed like sincere, caring and hard-working people. However, the Board of Trustees CAN'T fight this thing alone. Justifiably, they are concerned primarily with saving money. They believe that saving money will help achieve their number one goal: to save Canada, CSM and Skyline. But saving money is causing lots of "damaging", frustrating and—let's face it—tragic things to happen to our colleges and the students of these colleges. Things like tuition rising so high that students who had difficulty in affording the skyrocketing costs now have to drop out; students who are at-risk because they lack job skills also may not be able to afford the tuition—consequently they not only are out of school but their chances of getting employed decline sharply. Other tragedies may befall our schools as well: good professors who teach well and therefore have justifiably high salaries may be induced to retire. Other instructors who are perhaps just as skilled may not be paid as well and therefore may be forced to change careers. Just as devastating is the elimination of a class, a series of classes, a specialized program (read

ophthalmic dispensing), an athletic team or even an entity as large as a music program. Eliminations of such massive proportions as these are frustrating, frightening and indeed tragic. They have happened and they can happen again, causing students, faculty, administrators and the society as a whole to suffer. The educational system is an integral and essential part of society's fabric. When it begins to suffer economically, the fabric of society begins to fray. Neither politicians nor college board trustees can solve the economic and educational problems of California alone. Indeed, **THEY MUST NOT BE ALLOWED TO MANAGE THESE PROBLEMS ALONE.** Students must join in and help tackle these problems. Students must loudly voice their concerns. Yes, loudly. Let the administrators of Canada College, the Board of Trustees and the government of this state know how you feel. Do so fairly— don't criticize, attack or blame people; to do this merely suggests that you are just a panicky and uninformed student, reacting to these problems exclusively at a gut level. This is not to say that emotion is unimportant. Expressing how you feel about the state's educational and economic crises is important and **MUST** be done. But equally important

is showing these administrators and politicians that you, the students, know *what* you're talking about. Events like board meetings, faculty meetings, student senate meetings, student rallies, whether on or off campus, are extremely important because they give the students a chance to tell others how they feel. Indeed, people who are *required* to attend these meetings are very happy when they see students in attendance. Canada College, CSM, Skyline and all the other community and state colleges in California depend, to a large extent, on your support, not just your money. Are you pissed off about the cuts in classes and the increase in tuition. If so, do something about

it! Feel like you've got no time to do something about it? Feel like these problems won't affect you because you only take one or two classes? Feel like you'd be wasting your breath by "complaining" because no one would listen to just one individual? Think again! These excuses are lame and just don't add up! The quality of your education and how you want to get it will affect the quality of your future. Make time to voice your opinion and do so to someone who wields power in the state's educational system. If you're not a full-time student, your child, sibling, relative or someone you know may be—or one day will be a full-time student. Help stabilize the turbulence within California's schools and colleges for them. Finally, all students (and faculty) at Canada must realize that they, singly or in groups, are important and do have power. The voice of just one person is important. You have power—the power of voice, of knowledge, of reason. Attend a meeting, write a letter, sign a petition, make a phone call. Join the fight to save California's elementary and secondary schools and its two- and four-year colleges. Join this fight **NOW**—we cannot afford to leave this fight up to just the administrators or the politicians. It is not their education; it is ours.

-Nicolas Dellaporta

Long Valley Gazette  
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# Feed Back

Dear Editor:

The time has come to start a movement to completely redesign education and its funding as we know it in California. Education is simply too ineffective, too disorganized, too unfocused, too wasteful, too encrusted with useless requirements and regulations and much too expensive for our children, young people and parents. For what the system achieves the cost is astronomical. Its management is utterly bloated. It is a political football. In the current economic pinch, all that administrators can think of is to squeeze more money out of students and parents and to cut those who teach in order to continue doing more of the same. The politicians will go along. This is rubbish. What has been allowed to happen to schools, community colleges, and universities is an absolute disgrace. The very futures of all our children and young people in California are seriously threatened. It is time to act and if you young people are interested in doing something about it, much of the responsibility has to rest on your shoulders as never before. You had all better get interested in politics, and fast. Politicians stick it to the young because the young don't vote; they have the very large number of elderly voters of the American Association of Retired Persons to worry about and pander to. You need an American Association of Young People to put a little fear into the hearts of politicians and the first item on your agenda has to be education.

At my personal expense, letters are going out to every U.C., every Cal State, every community college, and every high school paper. This is a call to action. It is my intent to try and enlist the support of students of every age and their parents in completely redefining education for all ages, improving its effectiveness, drastically reorganizing the whole enterprise at every level, eliminating unnecessary costs, focusing its budget on what matters and spending its money much more wisely. We cannot wait any longer in the hope that politicians and bureaucrats will get the job done. They have absolutely no interest in doing so. They have every interest in squeezing every last dollar out of students, parents, and taxpayers to perpetuate useless bureaucracy, monumental waste, educational empires and the choke hold which vested

interests have on our education at every level. This has got to stop. We have got to take back OUR education system.

I am a rather ordinary guy with forty years experience in teaching, education and training, in four countries, covering eleven year-olds up through graduate students. I now work for a company as a training and training design manager, no longer for any school, school district, college or university. I have watched with dismay the experiences of my own two children.

No one can mount this effort alone. I propose that all students and parents participate in getting the word out that a proposition is in the making. It is time to empower not only the young but also the best of teachers. I propose the use of a form of chain letter. Send copies of this letter to others who will make copies of this letter and so on. Your help is needed in this and also later in gathering signatures by the same method. THIS HAS ABSOLUTELY NOTHING TO DO WITH ELICITING MONEY WHICH IS HIGHLY ILLEGAL. IT IS A WAY TO SPREAD THE COSTS WHICH NO ONE PERSON CAN AFFORD. I have enclosed a brief outline of the proposition for your newspaper's editor. There are several longer documents available. I have spent four years on this project. The proposition would, among other items:

a) Put the best professors, instructors, and teachers in charge of the whole enterprise - those whom I call the Research and Teaching Fellows as well as the Teaching Fellows at the higher levels and the Master Teachers at the lower levels - empowering them to fix the mess and be held accountable for results. There are, to paraphrase a saying from real estate, only three things matter in education. They are teaching, teaching, and teaching. Without great teachers, there is no education. Period.

b) Completely overhaul the way teachers, instructors, and professors are hired, evaluated, trained, and compensated.

c) Require our Teaching Fellows and Master Teachers to be paid at a rate not less than that of the average of the top ten per cent of the best equivalent institutions nationwide.

d) Turn ALL current education monies over to the new education budget, which in the future would be funded out of completely, separately identified taxes with severe penalties for anyone, including elected representatives and officials, who attempt to raid

curriculum would be required of every school district, but locally master teachers would implement it and suitably go beyond it, tailored to their individual students' backgrounds and needs.

h) Increase the school year for primary and secondary levels to 210 days, giving students two full years of schooling beyond that which they receive now. This will ensure a much higher level of achievement at graduation than is the case now. Three months vacation is too long.

i) Based on performance on statewide exams, students would either go direct to U.C. or

Cal State with advanced placement pass or to a community college first for one to three years to obtain the necessary advancement placement standing. Anyone, of any age, would be permitted to take the advanced placement exam as many times

year would be lengthened to 200 days to provide proper, inviolable, dead weeks to review for exams and for less crowded exam schedules. Simply "covering" material would no longer be acceptable. Teaching is not telling. It is the active engagement of minds. There is no true education without teach, teach, teach- learn, learn, learn- think, think, think- imagine, imagine, imagine- create, create, create.

k) Roll back recent increases in U.C. and Cal State fees and institute a scale of modest compulsory payments by all parents to suitably chosen and monitored banks and savings institutions to provide very low-cost loans to students to assist with college tuition should their children earn the right to do so.

I look forward to everyone's participation. With all young people's help, this is a battle that we can win. If you have suggestion, comments, and helpful advice, please write me at:  
P.O. Box 641, Los Altos, California 94023-0641 Roger K Jarvis, M.Sc., MA, Ph.D. Stanford.

"Never again shall the older generations who have been mortgaging the future of the younger generations, lay the solution of deficit problems on the backs of our children and young people by cutting back on their education and their right to have doors of opportunity to their futures kept open"

-R.K.Jarvis Ph.D.

the fund for any other purpose whatsoever. Taxes would be collected, mandated by the State Constitution, to fund a specific level of excellence and class size.

e) Absolutely limit the total cost of administrators' (non-teachers') salaries and benefits at all levels to not more than ten per cent of the cost of teachers salaries and benefits and also limit the levels of management from top to bottom inclusive to five. Below the administrator in charge, levels two, three, and four would be limited to a maximum of seven.

f) Require elementary and high school education to be free to all students and all community college fees to be limited to eight dollars per unit, as of 1994, with increases strictly limited to cost of living increases.

g) Require all graduation from elementary and high schools to be based on a performance on state wide exams. A minimum but excellent state mandated core

as they wished. People would be encouraged to continue with lifelong education, self-improvement and training and retraining for meaningful work, career changes and independent self-support. Politicians protest the importance of education and have the unmitigated gall to allow fees to go up, access to be reduced, and students to be hassled, inconvenienced and harassed to the point of dropping out.

j) Would require U.C. and Cal State bachelor's degrees to be obtained in three years with a much reduced number of required G.E. courses but studied in much greater depth. Many courses at the introductory level is not education. With much better qualified students to deal with, professors would hold classes at much higher levels. Having professors doing high school teaching and remedial work is idiotic. This would also reduce the cost of a college education by twenty-five per cent and open up some thirty-three per cent more spaces. The school

## Canada College Long Valley Gazette Letter Policy

The Long Valley Gazette welcomes and encourages letters, comments, and suggestions from all students, faculty and staff at Canada College. However, in order to appear in the Gazette all letters must be typed, double-spaced and signed. Please submit your letters at the office of the Long Valley Gazette, located in Building 17, Room 212. All letters must be signed.

# Recruiters Ro

-Text By Nicolas Dellaporta  
-Photos by Terri Cresswell

On Wednesday March 31 a new, interesting and unique program helpful to high school students was initiated by Canada College. On this day 16 students from Carlmont High School, in Belmont toured the Canada College campus with help from President Douglas Kechter, public information officer Terri Cresswell, and athletic director Bruce Edmonds.

The purpose of the tour was to introduce high school students to Canada and give them an idea of what college life is about. It was different from traditional college campus tours in that the college president and others were directly and actively involved. It was "a hands-on recruitment program," according to Terri Cresswell. The program is unique for Canada because it was an all-day event, rather than merely part of the day. It was also a unique program for Canada because, according to Terri Cresswell, President Kechter and his office created, planned and carried out the day's events. President Kechter wanted strongly to meet with and talk to the high school students personally, rather than delegating the job to another college official. He also wanted a diverse cross-section of Canada's instructors. Accordingly, throughout the day, faculty members representing various subjects gave presentations to the students, describing the subjects they taught. The students were picked up from and returned to Carlmont using Canada's newly-purchased bus and at the end of the tour had lunch with President Kechter.

Upon arriving the students were initially shown the gym. Specifically, the high school students saw two P.E. classes and the weight room. A couple of the students even tried the weight lifting equipment. Next on the agenda was a visit to an art class taught by Phil Egan. Many of the Carlmont students enjoyed this part of the tour. Maria Mesa, a junior who is considering majoring in computer engineering, pointedly said, at the end of the tour, "My favorite part was at the art room . . . the drawings were fantastic!" Nancy Vargas, a sophomore who wants to study cosmetology after graduating from Carlmont commented that, "There were so many interesting pictures (in the art studio) that caught my eye. I liked the environment at Canada." Mr. Egan allowed the students to walk around the studio, examine the artwork and talk to his students. Afterwards, the students quickly went through the scene shop where sets are constructed for plays at Canada. A few students remarked upon the similarity between Canada's scene shop and the one at Carlmont.

The next two stops on the tour were fairly more academic in nature: a visit to the Learning Center as well as to an astronomy class. Tim Norman, a Canada mathematics instructor and member of the Learning Center Committee, played a fairly significant role in the tour. He explained to the students the importance of the Learning Center at Canada and described as well as



Carlmont High School Students ready to board Canada bus for a morning tour of the campus. Carlmont history Eric Digre accompanied the students.



The Weight Room was a favorite stop and provided an opportunity for a short work-out for Arceli Pulido, LaDraper Ollison, and Montreal Monk.

# pin' 'Em In

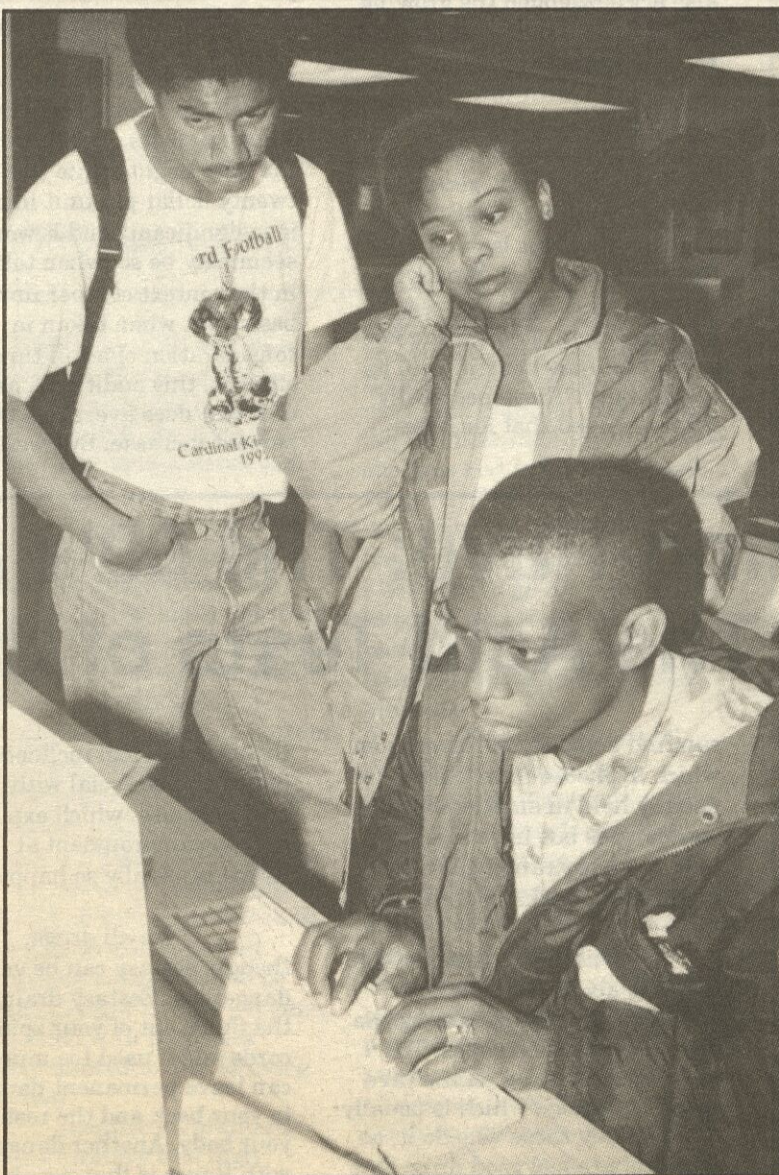
demonstrated how students utilize the computers at the center. Alicia Aguirre, an instructor at Canada's English Institute talked to the students about the E.I. program. She stressed that this is potentially very beneficial in that a significant and growing percentage of adolescents and older people in California were not born in the U.S., nor are they native speakers of English. The students also had an opportunity to operate the Learning Center's computers and experiment with the various programs. Several of the students expressed an interest in science and, not surprisingly, enjoyed Dr. Jack Preston's astronomy class. Cecilia Anguiano and Willie Castillo, both sophomores, found the astronomy class particularly appealing. When asked to explain, Cecilia stated, "I liked it because I enjoy science. I would like to study biology, oceanography and some other sciences." Cecilia added that she thinks, "it would be fun to come to Canada (as a student)." Willie said that he may enter the military or college, but has not yet made up his mind. "I think I'd love (going to) Canada, but I am sad that they don't have a track team."

At the end of the tour the students and their chaperone, Eric Digre, who is a social studies teacher at Carlmont, ate lunch with President Kechter. This allowed the students an opportunity to discuss what they had seen and to ask questions about Canada that they might not have thought about earlier. President Kechter asked the students if they learned anything new about colleges that they were previously unaware of. Many of the students responded by saying that they were amazed at the freedoms college students had. Araceli Pudilo, a sophomore, put it rather succinctly when she said, "When you're in college you're responsible for what you want to do." Charlene Graham, who would like to eventually go to law or medical school, noted that in comparison to Carlmont, "people of higher ages were here and that all the students seemed very friendly." Many of the students learned the difference between a two year college and a four year college while visiting Canada. President Kechter also gave them practical tips on how to go about paying for college and advised them on the various possible routes to take, academically, after high school. He told them about the importance of community colleges and how they differ from four year colleges. He also added that community colleges can provide training that four colleges do not necessarily offer and that the tuition is far less. However, he did stress that many students go to two year colleges for the purpose of transferring and that community colleges can help students prepare for life in a four college.

Mr. Digre seemed very pleased with the results of the tour. "So many of our high school students today cannot



**President Kechter personally escorted Carlmont visitors Antoine Watts, Howard Milligan, Rachelle Cabral, and Mele Kaufust around the campus.**



**The Learning Center computers were a hit with Willie Castillo, Charlene Graham, and Weldon Anderson (on computer).**

# A Brilliant Master Plan Ignored

-ByKathy Koos

**Editor's Note: the following essay was submitted as an assignment in English for Professor Gerald Messner's writing class. It is included in this issue of the Gazette as an attempt to provide historical background and clarification for the sometimes complicated and confusing fiscal dilemmas presently facing Canada and the District.**

A long time ago, when California was prosperous, with a strong economy and involved in great progress, it took it upon itself to consult experts on education. Hence, these experts, since called the Commission on Education, banded together for a search of truth and to provide equal opportunity to educate all of California's residents. After much study, this commission wrote "The Master Plan for Higher Education", a guide to a progressive approach for California's collegiate system.

In this great design were three levels of collegiate study. Each level had, as its purpose, a goal to educate a certain segment of our society. The University of California system was designed to accommodate those advanced academic students well prepared for an intensive curriculum. Generally speaking, these students had to maintain a higher grade point average than students at the other levels of education. The secondary level, or State Colleges, accommodated the vast majority of students desiring a baccalaureate, but whose grade point average did not meet the rigid, vigorous requirements of the UC system. The overcrowd-

ing of the second system was the purpose of the design for the third system, one of Junior Colleges, was meant to house the overflow from the already burdened secondary system. Its primary focus was directed at the "average student," one defined as "freshly out of high school."

Additionally, education was to be available to any California resident "who has the capacity and is so motivated to learn." The only criteria of education was the desire to learn, money was not to be a factor. The commission felt that any California resident seeking an education was entitled to one and one would be provided. The commission could appropriately see the social benefits of a highly educated society and, in their wisdom, they decided to ensure that such an education would be provided.

As systems go, this system was to be revisited later by another group of wise ones called the Commission on the Master Plan Renewed. These experts acknowledged the changing demographics of California, the student body comprised of increasing minorities, women and re-entry students. They also acknowledged the growing financial demand on an already-strained system and compared it with the earlier desire to provide a free and equal opportunity to educate all. They, rightfully, recommended grants to assist those so motivated, but lacking financial resources. Finally, they acknowledged the need to keep the costs of education low so that all may benefit from its opportunity. They specifically acknowledged that fee hikes

had a way of further alienating the lower income households. It seems, in their wisdom, they saw that financial aid could only become financial aid to those who knew of its existence. Lower income households, generally, did not have information on financial aid. If tuition costs were too high, it was likely these households would not even bother to apply, since they had no knowledge of financial aid. It was, therefore, the hearty recommendation of the commission that any fee hikes be applied judiciously and with no annual increase

**"This additional per unit cost does average a 650% increase."**

greater than 10 percent.

Well, here we are today. Both commissions are seriously being challenged by the elected "experts." The legislative body is proposing a tuition hike in the junior colleges that, for a full time student, amounts to roughly a 650 percent increase, and in one year's time no doubt! This, by the way, is not to have an impact on lower income households, women and re-entry students. Proponents of the hike might argue that "a twenty dollar per unit increase is insignificant" and it would seemingly be so, when taken in the context of a per unit basis. But when taken in consideration of a full time student, this additional per unit cost does average a 650 percent increase. But wait, it

gets even better. For a student who is fortunate enough to hold a bachelor's degree, the news get brighter. Their increase will only be 2,725 percent, from \$6 to a maximum of \$60 a unit last year, to a proposed \$113 per unit with no maximum. This is hardly even close to the 10 percent annual increase tentatively suggested by The Master Plan Renewed.

Perhaps the greatest crime here is the disparity of education available to all, the insidious discrimination that takes place from such a flagrant policy of tuition hikes. Parents of students from middle income households will balk a little at the proposed hikes, but not complain too loudly. After all, it's still cheaper than the State, UC or private system. But the lower income families, the single female heads of households, and even those whose bachelor degrees are no longer sufficient in a dynamically changing society all face costs that their already over-burdened financial obligations cannot tolerate.

Although one could argue "but there is always financial aid for such families or conditions", the statistics do not bear this out. For example, in 1983 there were 17,400 type A grants available for students in need of financial aid. Of those grants awarded, there were 53,000 qualified applicants. The picture becomes even more poignant when considering type B grants. Of 9,250 type B grants available, there were 32,000 qualified applicants. Therefore, in total of type A and B grants, there were 85,000 qualified applicants. This becomes even more frightening

when one considers this sum includes only those students who have an awareness of possible financial support. It excludes those students who are psychologically turned away because the tuition is too high. Financial aid proponents might further argue "well there are student loans available to students so motivated." Of course there are, but so is a \$20,000 debt burden to be assumed upon graduation and the successful landing of the first job. Not a pretty sight when one is just beginning a life, starting over or making a career change. Add to this "hyper-inflationary" tuition hike a California economy just barely on the brink of recovery and you usher out of the educational system the very students the Plan was trying to accommodate. These students will no longer be able to afford an education. Clearly, our earlier goal to provide education to all who are so motivated is not being reached. Financial aid is not enough to aid all the struggling students.

Is this what the experts had really intended? Is this what we want as a society? Is this the message we wish to convey? That education is available only to the upper and middle class or to those so motivated that they are willing to assume a huge debt burden before they even land their first job? If we, as a society, want to save costs and limit educational opportunity to only those who can afford it, why wait until students are of college age? Why not start with early social economic purging and kick them out of school when they're in high school? I think the commission must be reeling with this one.

## Techno-Rave: The 90's Answer To The Acid Tests of the 60's

by Brian Snethen

In the sixties, hippies took over, in the seventies, everybody went to discos. In the eighties, nightclubs were the place to be. In the nineties, a new form of entertainment has taken over the teens of the nation and it has come in the form of Raves.

Every weekend about ten thousand Bay Area's flock to these all night dance clubs in search of the perfect high, the perfect girl, or just simply, the perfect time. On any given Friday or Saturday night, you

can find a variety of Raves from which to choose from. Raves are usually held in emptied-out warehouses but have also been held at places ranging from amusement parks to airports.

One of the most notable features about Raves is the widespread drug-use among the people who attend raves. The most common drug on the rave scene is ecstasy, which is usually described by those who do it, as the ultimate feel good drug. One hit, which usually comes in the form of a capsule or a tablet, can cost up to 20 dollars and will last up to 6 hours. While on ecstasy,

the user will feel inclined to dance and be social with everyone else, which explains why the environment at Raves is usually so happy.

Like all drugs, though, ecstasy can be very dangerous. Ecstasy drains the fluids out of your spinal cords and if used too much it can leave permanent damage to your back and the rest of your body. Another danger with Raves is that people will often dance themselves into a heat stroke. They will get so pumped up on ecstasy, dance

continuously for hours, and eventually it will cause their brain to blow up. It's very similar to the way a car engine will blow up if it overheats long enough.

If Raves continue at the pace that they are going today they will soon surpass the crazes that came before them in the previous decades. This reporter is in no way encouraging anyone to ingest illegal drugs. We're just trying to keep our readers up to date on recent developments in the music and entertainment world.

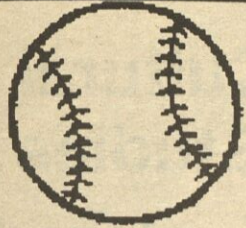
## Campus Happenings

Canada's Humanities department will present a student art exhibit in the theater lobby in bldg. 3 daily from May 3 through June 2.

The art dept. will also hold an artists reception in the theater lobby on Thurs., May 5-6.

The Peninsula Master Chorale will present Brahms: Liebeslieder Walzer in the main theater on Sun., April 25 at 3 pm.

On Sunday, May 9 at 3:00 p.m. The Redwood Symphony will present Symphony #2 Bizet, Cantaloube



# Play-y-y-y-y-y Ball!!

## Baseball Season Flies into Full Swing

The Canada baseball juggernaut is rolling along at 12-4 in Coast Conference play as several of the Colts' conference rivals found themselves on the ground with tire tracks on their jerseys.

On March 13, the victim was Hartnell College of Salinas, which fell to the visiting Colts 7-6 in ten innings. On the second pitch of the game, Rick Forman smashed a home run to get Canada started as the Colts tallied three runs in the first inning. After two innings of play, Canada led Hartnell 5-1. Noah Sevilla, the Colts' starting pitcher, was firmly in control through the first three innings before surrendering four hits and four runs in the fourth. Coach Mike Garcia gave Sevilla the hook and brought in Brien Shamp to pitch. Shamp pitched until being yanked in the seventh inning and was replaced by James Talavs. Talavs surrendered two bases-loaded walks while on the hill, sending the game into extra innings knotted at 6-6. In the top of the tenth inning, catcher Brian Lopiccolo reached base on an error and scored on a single by Jason Knupfer. Pitcher Russ George then proceeded to strike out the side in the bottom of the tenth to seal the win.

The juggernaut, slightly dented but intact, then rolled over the Dumbarton Bridge into Fremont and subjugated Ohlone College 4-1 on March 16. Chad Cattaneo had a shutout going until the Renegades scored a run with two out in the bottom of the ninth. It was too little, too late, however, as Cattaneo then got the next hitter to pop up to

center to end the game. After the game, Garcia raved about his team's "flawless" play against one of the conference's toughest teams.

On March 18, the Canada Colts recorded their first whitewash of the year, shutting down Mission College 7-0 at Santa Clara. The Colts tallied two runs in the first and had Mission in their hip pockets by the seventh. Colt infielders turned no less than three double plays, including a D.J. Hauge-to-Jesse Galarza twin killer in the first inning and a short-to-second-to-first DP late in the game after Mission had loaded the bases with one out.

On March 20, Canada hosted Monterey Peninsula College, and sent them home 5-3 losers. The game was tied 1-1 after four innings. In the fifth inning, Monterey put runners on first and second with no outs. Garcia sent starter Brien Shamp to the showers and put Matt Chad on the mound. Chad got out of the inning by getting a bunt forceout and then inducing MP to hit into a double play. MP scored a run in the top of the sixth to take a 2-1 lead. Canada infielder Armando Balderramos then tied up the game at 2-2 with a seventh-inning four-bagger. MP scored once more, but the Colts tallied three runs; a fine pitching performance by Chad quashed MP's victory hopes.

Things didn't go nearly so well in Cupertino on March 24, however. After waiting a day to play because of a rainout on March 23rd, the juggernaut suffered four flat tires and a blown engine in falling, 8-2, to defending Coast Conference champ DeAnza. In what Coach

Garcia called Canada's "worst game all year," the Colts' infielders committed five errors and Chad Cattaneo served up two gopher balls which ended up in the bleachers. The game remained tied at 2-2 until the eighth inning, when DeAnza scored four runs to put the game on ice. Coach Garcia was livid after the loss, saying that the Colts "weren't ready to play" and considered his team's play in general "very sloppy."

The bruised and battered juggernaut, after repairs, steamed up to San Bruno and brought Skyline College back to earth in a 4-3 Colts victory on March 25. Canada's Rick Forman manufactured the Colts' first run in the top of the first. After bunting his way on, he stole second, went to third on a Francis Collins bunt and scored on Armando Balderramos's groundout. Skyline scored two runs in the next two innings and led 2-1 after three innings. Canada tallied two runs in the fifth to take a 3-2 lead. In the seventh, after the Colts had upped their lead to 4-2, starting pitcher Chris Barrango lost his control, walking four batters and hitting two others. Skyline tallied a run in the frame and trailed 4-3 after Matt Chad had come in to retire the side. James Talavs came in in the eighth inning and kept the Trojans in check, nailing down the win for the Colts.

On March 30, the juggernaut suffered another flat tire in a 2-1, ten-inning loss to host Foothill of Los Altos. All of the game's runs were scored in the tenth. In the top of the tenth, Scott Navarro walked with two outs and scored on

Josh Rowell's double to put the Colts up 1-0. In the bottom of the tenth, however, Foothill scored the tying and winning runs on a single, a double, and a Canada error. Despite the loss, Chad Cattaneo turned in a masterful performance, allowing five hits and two walks while striking out ten in 9 1/3 innings of work (he was replaced by Matt Chad with one out in the bottom of the tenth).

On April Fools Day, the joke was on Gavilan College of Gilroy, as the Canada Colts steamrolled them in a 10-0 laughter. The visiting Colts tallied four runs in the fourth inning and two runs each in the fifth, sixth, and seventh innings. While Chris Barrango and James Talavs owned the Rams' "offense," Canada batsmen, in the words of Coach Garcia, "hit the spot out of the ball." No less than seventeen Canada Colts players saw action as they made the Gavilan Rams look like lambs.

The juggernaut, now fully repaired and packing a full head of steam, set Hartnell of Salinas on its ear again in a 4-0 shutout at Colts Field on April 3. Brien Shamp pitched a complete game in Canada's second whitewash in a row and third of the season. Canada scored its first run of the day in the first inning as Rick Forman singled and scored after Josh Rowell's one-out, two-on single. The Colts added two more in the fourth on base hits and one more in the sixth on Jesse Galarza's home run. Hartnell had to play most of the game without its head coach. In the third inning, a Hartnell runner was picked off at first by Shamp to retire the side. Hartnell's

coach protested the "horrible call" and was thumbed out of the game by the field umpire after telling him to "go back to high school." The coach spent the rest of the game sulking behind the left field fence, watching his team go down to defeat.

Canada was to have played host to Cabrillo of Aptos on March 27, but heavy rains forced postponement of the game to April 12. When Cabrillo finally made the trip up to Redwood City, Chad Cattaneo made sure it was a wasted one by allowing one run and no walks while fanning nine batters. Jesse Galarza homered and D.J. Hauge collected two hits in four trips as the Colts cruised 6-1.

The following day, April 13, the Colts welcomed Ohlone of Fremont to Colts Field and once again took the Renegades to the cleaners, this time by the score of 6-3. After Ohlone scored a run in the top of the first, Chris Barrango settled down and pitched well until the seventh inning, when he surrendered another run, a hit, and a walk, and was sent to the showers. James Talavs and Matt Chad kept the Ohlone offense (minus its starting third baseman, who was ejected in the top of the second for arguing over a hit bat-vs.-hit batsman call) under wraps. Armando Balderramos and Brian Lopiccolo homered and Canada's batsmen chimed in with key walks, hits, and, in the words of Coach Garcia, "clutch two-out hitting." The Colts are now 12-4 in league play, having won nine of their last 11.

--Kevin Hecteman

## Canada Students Make Major Leagues

Out of the hundreds of baseball players who have worn Canada College green and gold, only five to date have had the good fortune to make it to the majors.

Bob Melvin played only one season here, in 1979. After that year, he was drafted by the Baltimore Orioles. Since then, Melvin has played for the Orioles, the San Francisco Giants, and the Kansas City Royals. He is now catching for the Boston Red Sox.

Harold Reynolds was a Canada Colt for two years, in 1980 and 1981. The Seattle Mariners drafted Reynolds out

of Canada after the '81 season. He was a Mariner until signing a free agent contract with the Orioles last month. He is now the Birds' starting second baseman. He has made the All-Star team twice and won three Gold Gloves.

Rafael Bournigal played for Canada in 1985 and 1986. He then transferred to Florida State University. After the 1987 season, he was drafted by the Los Angeles Dodgers, where he is a utility infielder.

Bien Figaruroa wore Canada green and gold in 1983 and 1984. Like Bournigal, he

See MAJORS Page 8

## Ballplayers Superstitions: Hit or Myth?

By Kevin Hecteman

"In no other sport are athletes as superstitious as they are in baseball. Players cling like a sweat-soaked jersey to silly quirks, weird beliefs, and wacky rituals. There is only one superstition that has always been proven to be true: It's unlucky to be behind at the end of the game."—From The Baseball Hall Of SHAME 4.

Indeed, players, coaches, and managers of baseball teams from the Canada Colts to the Baltimore Orioles are undoubtedly the most superstitious athletes around. Even this sportswriter is superstitious to some extent.

Yours truly, Canada's baseball scribe, has fallen victim to superstition. I have to wear the same Baltimore

Orioles hat to every game, or at least wear the hat on game day at game time. Here's how the superstition developed:

\* First game of the year—I happened to be wearing the hat. Canada beat DeAnza 3-2.

\* Second game of the year—Not worrying about superstition, I wore my Philadelphia Phillies hat to the game. Canada lost to Skyline, 3-2.

\* Third game of the year—I wore no hat at all. Canada lost to Cabrillo, 4-1.

Since then, I have worn the Orioles hat on every possible occasion. The Colts have been winning. However, the superstition took a new turn when I became employed. On my first day, I had to take the hat off early because my shift started before game time.

Predictably, the Colts lost, 8-2, to DeAnza.

The next day, I had to lose the hat early again, so at baseball coach Mike Garcia's suggestion, I took the Oriole pin out of the hat and slipped it into my shirt pocket as a substitute. The Colts beat Skyline 4-3. As it stands now, the Canada Colts are 12-0 when I have the hat or pin on my person at game time, and 0-4 when I don't. You don't think this could be coincidence, do you?

As wacky as this might sound, there are even weirder superstitions among major league players. The following true stories are from The Baseball Hall of SHAME 4 by Bruce Nash and Allan Zullo:

See Superstition Page 8

## Superstitions Influence Ball Players Lives

(Cont. from Page 7)

"MIKE CUELLAR, pitcher-Cardinals, Astros, Orioles, and Angels, 1964-77: Mike Cuellar was the most superstitious pitcher in major league history. His every move on and off the diamond involved a series of strange, never-ending rituals. These formalities were his way of dealing with the gods of fate.

When the four-time 20-game winner pitched for the Baltimore Orioles, he was convinced that his rituals had given him a special, favorable rapport with Lady Luck. After each inning, he walked into the dugout, placed his glove on the "lucky end" of the bench, stopped at the water cooler for a drink, then retreated to the runway for a cigarette. He kept smoking until one Oriole hitter was retired—whether it was 30 seconds or five minutes later. Then he tossed the cigarette away, returned to the dugout, picked up his glove, and sat down in a special place on the bench. If Baltimore manager Earl Weaver inadvertently was sitting on that spot, Cuellar would make him move.

Whenever the Oriole catcher made the last out of the inning, Cuellar wouldn't budge from the bench until the catcher had put on his second shin guard. Not the first shin guard, the second one. Only then did Cuellar go to the mound to take his warmup pitches.

Once on the mound, he wouldn't allow anybody to throw the ball to start his warmup tosses. He had to pick it up off the ground, circle the mound, and walk up the mound from the second base side before he was ready to warm up.

Long aware of Cuellar's superstitious eccentricities, Cleveland Indians outfielder Alex Johnson devilishly tried to disrupt the hurler's rigid routine during a 1972 game. But Cuellar wasn't about to get whammied.

After catching a fly for the third out of the third inning, Johnson slowly carried the ball back to the infield. Timing his arrival there with Cuellar's approach to the mound, Johnson tossed the ball to the Oriole pitcher. Cuellar ducked just in time and let the ball roll free. Helpfully, the batboy retrieved it and threw it back. Once more Cuellar squirmed from its path, and the ball dribbled toward first base. Momentarily forgetting his teammate's habits, Oriole first baseman Boog Powell threw the ball squarely at Cuellar. The pitcher caught the ball in self-defense.

Disgusted but undeterred, Cuellar—convinced that the ball had been tainted—tossed it to umpire Bill Haller

and asked for a new ball. The plate arbiter obliged. From a pocket Haller produced the desired replacement and threw a strike back to the mound. Again, Cuellar sidestepped nimbly. The new baseball finally trickled dead near second baseman Bobby Grich. At long last, Grich showed the proper respect for his pitcher's superstitious beliefs. Gently, Grich rolled the ball to the mound. Only after it stopped did Cuellar pick it up, satisfied now that no evil spirits had invaded his place of business.

In the next inning Alex Johnson again caught a third-out fly and sought a repeat performance as he returned to the infield, ball in hand. Johnson's intended victim would have no part of it, however. Grimly, Cuellar remained in the Baltimore dugout until his Cleveland tormentor finally flipped the ball to Boog Powell. This time Powell rolled the ball to the mound. Only then did the superstitious hurler walk back onto the field—after first leaping over the top dugout step and avoiding the foul line en route to the mound.

Cuellar had a few other rituals. The night before he pitched, he always ate Chinese food. On days he was slated to pitch, he arrived in the clubhouse dressed from head to toe in blue—blue shirt, blue tie, blue suit, blue socks, and blue shoes. He also drove to the park in a blue car.

He always wore the same Orioles cap when he pitched. Once in 1975 when he was scheduled to start in Cleveland, he inadvertently left his lucky hat back in Baltimore and refused to pitch without it. So the team secretary arranged for a courier to put it on a flight to Cleveland. The hat arrived just minutes before game time.

Feeling confident now that he had his lucky hat, Cuellar threw a complete-game shutout."

BABE RUTH, outfielder-pitcher-Red Sox, Yankees, Braves, 1914-35—The Babe would never lend one of his bats to a teammate. Explained Ruth, "Bats have so many hits in them, and each time I lend one to a guy and he whacks out a couple of hits, all I'm doing is lopping a couple of points off Babe Ruth's batting average. That's why nobody uses Babe Ruth's bat—but Babe Ruth!"

DION JAMES, outfielder, Atlanta Braves—In 1988, during the outfielder's 16-game hitting streak, he refused to wash his underwear. "People didn't like to get close to me," he said.

## O'Sullivan's Student Law

By: John O'Sullivan

Student Law States that the monetary woes of Canada would be solved if we could harvest and sell all the olives from these darn trees.

Student Law States that due to the excess of these olives the cantina truck will be adding a few new dishes, including: black olive pizza, black olive enchiladas, olive kabobs and yogurt with olives at the bottom.

Student Law States that many students have been injured slipping on olive oil slicks while rushing to class.

Student Law States that the spot now known as "The Pit" is really only an abbreviation for what it originally called: "The Olive Pit."

Student Law States that one of Canada's graduates started a well-known restaurant chain, you guessed it . . . The Olive Garden.

Student Law States that the cafe has been secretly selling the students haunted food. What do you think they mean by "Con Spirito"?

Student Law States that it is hard to tell whether the video games are conveniently located next the Transfer Center or vice versa.

Student Law States that it is about time they removed the registration rat maze from the cafeteria.

## Carlmont At Canada

(Cont. from Page 7)

visualize themselves in the educational community that exists beyond high school. Today's program is an excellent way to introduce students to the world of higher education and to help convince them that they can be a part of it," Mr. Digre said.

Many of the Carlmont students on the tour of Canada expressed a desire to go to college, but also expressed concern that it might be too expensive. President Kechter tried to ease their fears by saying, "Don't let the fact that money might be tight deter you. Don't let that be a reason why you don't continue your education." President Kechter gave the students some encouraging words near the end of the lunch: Set your target as high as you want to set it. Really be persistent and tenacious . . . but have some fun along the way."

## Majors

(Cont. from Page 7)

transferred to Florida State, and after one year as a Seminole, the St. Louis Cardinals drafted the shortstop.

Moises Alou was a Colt in 1985 and 1986. He was drafted out of Canada in the first round by the Pittsburgh Pirates after 1985, but Alou played out the '86 season before signing with the Bucs. In 1990, he was traded to the Montreal Expos, where he now plays left field.

## Cultural Studies

### Explored

(Cont. From Page 1)

unheard of in typical history courses even though 63% of the students at Canada are women.

Dr. LeBow's students are very happy they signed up for the class. Elaine Dart, a reentry student, says that the class has taught her "things I've never known in my life" and says she prefers Dr. LeBow's class over the higher literature course. Amelia Mayes says, "I recommend it [Dr. LeBow's class] not only because it satisfies a requirement but because it's a class to enrich one's understanding." She also says that "we share life with all sorts of people. This class gives me hope that people will become more aware."

Quotes from other students in the class: "This class brings you in touch with different cultures and races."

"People are afraid of the unknown. When you become more familiar with different groups you feel more comfortable. You break down stereotypes. You're not so intimidated by different people." "This class taught me to appreciate diversity in culture—different points of view."

Dr. Diane LeBow's Literature 252 class is indeed an adventure in the studies of women in history and of many different cultural backgrounds. In her classroom, the white male doesn't rule.

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