

## STUDENT DILEMMA: Money vs. Education

By Kellee Hartman

"Hard work makes one a better person," some say.... "Students should concentrate on their homework and leave money making to their parents," quote others. Regardless of what the popular attitude towards working students is today, the fact is that many students are getting an education with one foot in the classroom and the other in the dining room - taking table #5's dinner order, that is. Does hard work make one a better person? Or does working hard make for poor report cards?

Fifty full-time Cañada students were asked if they held full or part-time jobs. Thirty-one worked at least part-time, and only 12 of those worked less than 25 hours per week. This means that 19 out of those polled worked more than 25 hours per week in addition to carrying 7 or more units at Cañada.

Flyers are posted all over campus advertising "Help Wanted" in fields ranging from babysitter to computer programmer. These flyers are posted at Cañada because it is known that many students are often looking for jobs. In fact, a program called Cooperative Education was formed with the purpose of allowing students to earn transferable academic units through their jobs. On the Cañada campus alone, 196 students are involved in earning an average of 11.9 units through Co-op Ed. Many students work on campus, doing jobs like cashiering in the bookstore and cafeteria.

The question is, however, whether or not working hinders a student's perform-

ance. Of the 31 students polled who were employed at least part-time, 28 felt that their grades would be much better if they did not have to divide their time. The other three said that having a job forces them to work harder at school, and that the extra free time they would have if they did not work would encourage them to be lazy.

So, why do so many students work? Many have to support themselves and would not be able to make it on their own without the income their jobs provide. Others do not support themselves. They live at home with their parents, but enjoy the comforts of the extra money. Some have jobs in order to satisfy their parents' rules. A few students were told they could live at home but they must pay rent. These rent prices were considerable lower than actual rentals, but when combined with car payments, insurance, new clothes, and Friday night movies, the pressure to hold a job is as real as it is for someone out on their own.

There are students who sacrifice their grades for not-so-noble reasons. One freshman works 30 hours per week at a department store because her best friend has a job there as well. They both like the clothes in the store and enjoy the 10% discount they receive on the merchandise. She said that she spends most of her paycheck in the store on pay day, and her grades have slipped considerably since she started working. Her parents want her to quit the job and spend more time studying, but she would rather quit school. She "knows a lot of girls at work who even have one or two

kids and they support themselves."

It seems as though many students and parents have difficulty seeing the importance of education in regards to wages. The girl in the department store doesn't seem to realize that employees with college degrees go further and make far more money than those with only a high school diploma. Sometimes parents put pressure on their kids to work and learn to "be responsible" while they are attending classes, not realizing they are creating an obstacle to learning. Anyone who has faced it knows studying is the last thing one wants to do after a 5, 6, or 8 hour shift at the restaurant or shopping mall. An 8 am chemistry class doesn't seem worth the effort it takes to keep one's eyes open....especially when there's no immediate financial reward.

Unfortunately, a system of paying students wages for time spent on homework, studying for exams, and reimbursement for gas used commuting to and from campus has yet to be devised. Until that time, students hoping to earn degrees, transfer, and get something out of the time they spend in class should consider their jobs as a means to an end, and keep it all in perspective. We all do what we must....and the key word is must.

If one is lucky enough to have parents who value the importance of education and refrain from hanging a "For Rent" sign on your bedroom door on your 18th birthday, be grateful. You can pay them back in a few years with Carribean Cruise tickets paid for with your hard earned and healthier paychecks.

### CHECK IT OUT!

Auditions for "Long Day's Journey Into Night" by Eugene O'Neill, the third production of the Cañada College Drama Department's fall season, were held November 14, 15, and 16 from 7 to 10 pm in the college's Flexible Theatre.

"Journey Into Night" features O'Neill characters drawn from his own family and youth. The drama has parts for two women, ages 50 to 60 and 20 to 30; and three men, ages 55 to 65, 30 to 40, and 20 to 30.

Mel Ellett will direct the play with performance dates set for January 12, 13, 14, 19, 20, and 21.

For further information call the Cañada College Humanities Department at 364-1212, ext. 336.

If you want to get your holiday shopping started early be sure to attend the Holiday Crafts Fair in the South Cafeteria Nov. 30 and Dec. 1. Crafts, clothing, foods, and other holiday goods will be on display and for sale.

READ:  
BIG URB  
ON

JOCKS AND PRIORITIES  
(page 2)

### 'TONEY' TUNES

The Redwood Symphony, conducted by Eric Kujawsky, presented its second concert of the season Sunday, November 13, at 3 pm in the Main Theatre at Cañada.

"Brahms Double Concerto" featured Peter Wyrick, cello, and Yvietta Leybin, violin, of the San Francisco Symphony.

Four more concerts are planned for the 1988-89 season and will feature Stravinsky's "The Rite of Spring," Mahler's "Fourth Symphony," An Afternoon of Chamber Music, and a special Choral Concert featuring the choirs of Cañada and Skyline College.

Tickets are \$5 and may be purchased by calling the Peninsula Box Office at (415) 322-3100.



## BIG URB ON: ATHLETICS IN PERSPECTIVE

By Mike Urban

Hi again. Thanks for taking the time to check me out. I hope you're having fun with it. I sure am. The topic today is school and the opportunities that it represents to an athlete.

Fellas, we're all aware that the term "student-athlete" has "student" first, right? Not too tough to figure out why, is it? I'm sure all of your coaches have hit on it occasionally, and most of you probably think about it as often as you think about nuclear disarmament, but it is such a huge reminder of what is truly important to us all, I love it. We are students first, athletes second. We all go to class before practice or games, right? And you must pass certain classes to become eligible before being allowed to compete, right? Do you see the pattern? School before sports is an age old concept; remember After-School Sports in grade school? Same basic idea.

Well, the term is not only accurate chronologically, but much more significant is the accuracy of the term in conjunction to what our priorities should be. Simply going to class and passing 12 units is, and sadly so, a relatively simple task. It scares me to think what would happen if the G.P.A. requirements were raised to a "B" average, as opposed to the current "C" hurdle. We'd either find out that a lot of athletes have been playing dumb all this time, or we'd have a lot smaller teams. The fact is, many of you are here simply to play ball, or you probably wouldn't be here at all. Just look at the number of drop-outs immediately after the basketball team makes final cuts. It's a cold, hard fact that many of you are here with no motivation other than sports.

But what about the future, guys? What about your lives after the ball stops rolling? I mean, get real; how many future pros are there at Cañada? Are you one? Probably not. And even if you are, will it last forever?

Trip: your education does last forever, and I guarantee it will be more useful in the long run than a nasty curve ball or a sweet jumper off the glass, or whatever athletic skill you might possess. Unless you're some kind of god like Michael Jordan,

sports does not pay the bills. Mortgage payments can't be made with old Coast Conference all-league certificates. However, with a little effort and desire, a college degree can easily be transformed into a comfortable, satisfying living for even the least gifted student, providing the degree was earned in the right way. Merely going through the motions and getting by with the minimal work load possible is almost as bad as not being in school at all. Sure, you can get a diploma, but what about all of the knowledge you've cheated yourself out of? Go hard, or go home, dang it!

Something that has always struck me as odd is the way high-schoolers all get fired up for the big graduation ceremony, when we are handed a "reward" for completing what is society's minimal requirement for status; but the real reward is different, depending on how much effort was put into the actual learning process.

The word "education" is vague. The purpose of school is to "educate". We go to get an "education", but when you're finished, they give you a diploma. The "education" part is up to you. You can cheat like a bandit and find ways to skate past the serious work, and even get an AA degree, but does that mean you're "educated"? NOT! In fact, you're even worse off than you were before, because you've wasted the past two years and now you're even closer to the real world....still with no clue on life.

It should be apparent to each and every athlete on this campus that this is an extremely important time of our lives, and we must accept the challenges school presents with effort and enthusiasm. Junior College is a make or break situation for many athletes, and the more we accomplish in the academic arena, the better.

Besides, who do you think a recruiter is going to like more, a solid 'B' student, or a lazy, "will he be eligible?" type? Get outta town, man! The scholar gets the ride! Why do you think it's called a scholarship?!

So please, please, please: go to class, pay attention, do your work. You can thank me later. Word.

## SEMESTER IN PARIS MEETING NOV. 21

The San Mateo Community College District in cooperation with the American Institute of Foreign Study (AIFS) will be presenting its Spring 1989 "Semester In Paris." This academic program provides students with the opportunity to study in Paris for the Spring semester of 1989. All college students who have earned at least 12 college units with a grade point average of 2.0 or higher are eligible. Courses offered during the Paris semester will include a study of French life and culture, and a study of the French language. Other courses offered will be History, Humanities, Mathematics, and Psychology. All are three-unit courses and students must enroll in a program of at least 12-15 semester units which includes French Life and Culture. Courses will be jointly taught by faculty members of San Mateo and Santa Rosa Junior Colleges.

All non-academic services and activities will be provided and supported by AIFS. These provisions include transportation, meals, housing, counseling, and various cultural and social events. AIFS non-academic program fees are broken down into four optional travel packages, each varying from the other in price and content. Students with financial questions should contact Phyllis Hechim at the Office of Admissions, College of San Mateo (Bldg. 1, room 218), San Mateo, CA 94402, or phone at (415) 574-6594.

**Students interested in participating are invited to attend a "Semester In Paris" information meeting which will be held on Monday, November 21st at 7pm in the district office board room located at 3401 CSM Drive in San Mateo. Individuals with further questions can contact Dr. Paul Stegner of the Bus/Social Sciences Division, Cañada College, at building 13 room 226 or phone (415) 364-1212 ext. 384.**

### *(Psyche Services continued)*

students, the school Health Center offers psychological services open to both day and evening students.

Services available include consultation, or individual counseling which consists of on-going meetings with the College psychologist or a counseling intern. Group psychological services are also available whereby groups of students meet together with the College psychologist or an intern. If it is determined that an individual may need more specialized or demanding help than the college can provide, then community referral is also available.

Students interested in finding out more about the Office of Psychological Services and what it has to offer, can drop by the student Health Center located in building 5 room 213, or call days: 364-1212 ext. 455, or eves: 364-1213 ext. 455

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## STRESSED OUT: SEE 'PSYCHE' SERVICES

All of us are at times faced with experiences that bring us stress. It is at such times that we may turn to a close friend or family member, seeking advice to help us cope with the psychological problems we sometimes encounter. It is often impossible to get the straightforward and unbiased advice or opinion we need from someone who is close. It is at such times that we have to look to other sources. For Cañada



# BIG CHRISTMAS DANCE SHOW PLANNED

West Side Story, Cats, Dreams Girls, Grease II, just to name a few, are some of the musicals which will be highlighted in this year's Christmas Dance Show.

The dancers at Cañada are planning their show for Friday, Dec. 16 in Cañada's main theater. The show will start promptly at 7 pm and will run until approximately 9 pm.

"This year's program is shorter than last year's," said director Cheryl McNamara, "it gives everyone a chance to get out of the theater early if they have other Christmas plans."

The show will feature three singers, tap and intermediate jazz demonstrations, and dances, choreographed by students, from Broadway musicals.

"This year there is more involvement with students because there's more choreography by students," said dancer and student choreographer of "America" from West Side Story, Gabriela Mendoza.

There will also be a roller skating skit performed to the music from Gypsy, and the advanced tap class will be performing "Mack the Knife" from The Three Penny Opera.

The show will conclude with a finale to



There's No Business Like Show Business which will include the entire cast of dancers.

A special guest star, Santa Claus, will be available for pictures (\$1.50 each) starting at 6:30 before and also after the show. Refreshments will also be served after the show.

The emcees this year will be Guy Schmidt and Joe Marchi.

The admission will be \$2 plus a new toy for a child. The toys will be given to the Redwood City Fire Department who will distribute them to the needy children or Redwood City.

"The show is a real fun affair," said McNamara. "The most important goal is getting the toys to the children."

The tickets are on sale now, available in the dance studio, sold by Carol Gray, or Charlotte Kelley in the business office. The tickets will be sold on a first come first serve basis. The dance studio is located in building two, across from the P.E. secretary's office or just follow the blaring music.

The show is a happy party atmosphere," said tap and jazz dancer Jennifer Brouhard. "So please come and be a part of it."

## PROGRAM'S GOALS: ACADEMIC SUCCESS

Cañada, Skyline, and College of San Mateo are participating in a state-mandated, matriculation program for all community colleges throughout California. Long overdue, the matriculation program's primary goals are helping students achieve academic success and increase their access to appropriate programs and services at the community colleges.

The program will be phased in over a three-year period and will be in effect by the 1990-91 school year. Cañada faculty, administrators and staff participating in the matriculation program spent the first year, 1987-88, interpreting guidelines and developing strategy in seven major component areas that are designed individually and collectively to serve students' needs better. These components are Admissions; Assessment and Evaluation; Orientation; Counseling, Advising, and Placement; Academic Follow Up; Institutional Research; and Coordination and Training.

The Admissions component seeks to obtain and store relevant information on applicants for the benefit of students and accountability to the Chancellor of the Community Colleges. In addition, it seeks to identify those students who would be exempt from the matriculation program. These might include enrolling students who have completed requirements for an associate or bachelor degree or those en-

rolling only in courses not having skill prerequisites such as performing arts or physical education courses.

The Assessment and Evaluation component strives to assess students' competencies in language and computational skills, while also identifying their aptitudes, interests, and educational goals. The matriculation program requires any and all assessment tools to be valid, reliable, and sensitive to cultural and/or linguistic differences among students. All student assessments will be treated with care and confidentiality for use only by appropriate Cañada College faculty, administrators, and staff involved directly with students, research, or accountability to the College, the District, or the Chancellor's Office.

The Orientation component assures students formally become acquainted with the college's programs, services, academic expectations, procedures, and facilities. Orientation will be provided on a timely basis, most likely before students attend their first classes at Cañada.

The Counseling, Advising, and Placement component enables each student to develop and update his or her educational plan. The educational plan will identify the student's educational objectives and the courses, services, and programs necessary to achieve those objectives.

The Academic Follow Up component tracks the student's academic progress on a regular basis and works with the student to keep him or her on track. Also, this component assists students who have not declared an educational goal and are enrolled in pre-collegiate basic skills courses and/or have been placed on academic probation.

The Institutional Research component records collective data on all students for purposes of evaluating the effectiveness of the matriculation program at Cañada and initiating changes for greater effectiveness. This component also provides similar data to the District and the Chancellor's office.

The Coordination and Training component allows the college to conduct staff development activities they believe critical for matriculation to succeed.

The faculty, administrators, and staff are excited about the matriculation program and what it eventually will mean to the academic success of future matriculating students at Cañada. Present students wishing to help in this program or have questions are encouraged to contact Joan Del Gaudio, Acting Director of Counseling, Advising, and Matriculation Services.

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# HOOPSTERS OPEN WITH 'CLASSIC' TONIGHT

By Mike Urban

Get ready to rock, everybody, 'cause Cañada basketball is about to throw down. This Friday night marks the official opening of the 1988-89 hoop season for the Colts, and hopes are high all around.

Coach Klein has made all final roster selections and over the past two weeks the team has really begun to gel. No longer are players looking around to see who they must compete against. They are a team now, and as Klein constantly points out, "There is no I in TEAM."

Friday's 7:30 match-up against U.C. Berkeley Club Team should prove a good yardstick for what to expect this season. Sure, there will be the inevitable first game jitters, but by the second half the Colts' abundance of talent will surely shine through. The Colts are defending champions in this season-opening Cañada Classic, which also features the always tough De Anza and San Jose City squads. Assuming the favored (on my line, at least) Colts emerge victorious on Friday night, they will take on the De Anza/San Jose winner on Saturday night for the title. And al-



though the Colts will more than likely play both nights at 7:30, remember there is a 6:00 game each night as well.

Last week I was fortunate enough to watch the Colts scrimmage, and even without top returner Fine Lauese, the team looked well-drilled and together. Most impressive was Lauese's back-up at the small forward position, James Davis from Menlo-Atherton High. Despite his youth and lack of experience, Davis seemed confident and under control at all times. Keep your eyes on this guy; he can flat out play.

Also starring in the scrimmage were shooting guard Kyle Kerlegen from Serra and center Scott McDonald from Hillsdale (via CCSF). Expect opposing teams to have problems deciding who to concentrate on, because they can both fill the bucket with relative ease, as they did in the scrimmage.

These opening games will be a great time to get familiar with your team and show your enthusiasm and support. So if you've got plans for the weekend, change'em! Doors open at 5:45. Be there!

## HOW TO BUY A USED CAR

By Bob Calhoun

Most college students are active people. In addition to attending college many of them also hold jobs. On top of all that, they probably have some of the most active social lives out of any other group of people. The more things you have to do, the greater the need for mobile transportation. Since most students don't have oodles of cash to play around with, (and if you're reading this you're most likely a college student) you'll have to start looking at used cars.

When asking students how much money they would spend on the purchase of a used car, it was established that your average student has between \$500 and \$1500 to spend on such a product. Buying in this price range can create a whole host of problems. "For about \$1000 to \$1500, all you're going to get is somebody else's problems," said a salesman at a car lot in Redwood City. "No matter what kind of car you buy, in that price range, you'll probably end up putting another two thousand into it in repairs. By the time it's all over you'll be in over your head and it won't be worth it."

This may sound pretty grim and discouraging, but there are good finds out there, you just have to search them out and know what to look for. The salesman went on to say, "What you need to look for is a car that's well maintained and checks out okay

with a mechanic. In finding a good cheap used car you'll also need a lot of luck."

When shopping for the auto, it would be wise to consult with someone who knows about buying cars and/or auto mechanics. Parents may be good for this because they've probably bought a lot of cars. Friends or relatives who have already gone through the hassles of buying a car or know about fixing cars may also serve well. If you don't like dealing with the high pressure salesmen at car lots, shop from the classified ads in the local newspaper and buy the car directly from the private owner. You may also end up with a better deal this way.

In obtaining the funds for the purchase of a car, you should probably go without for a while and save up. But if doing this is unfeasible, you can try to get credit. This may prove almost impossible for most students because they don't have an established line of credit or decent collateral, although a respectable co-signer may get it for you.

Then after all the buying of the damned thing is over you have to concern yourself with the cost of insurance, repairs, and just keeping it gassed up. If you can't deal with all of that stress maybe you should just ride a bike, take the bus, or manipulate your friends who already have cars into giving you rides.

## SHOULD DRUGS BE LEGALIZED?

Henry Johnson - Electronic Engineering: "I feel that drugs should be legalized. It would control the flow of illegal drug trafficking because people would be able to grow it themselves, and that may cut back gang related crime."

Kelly Sommons - Undeclared: "I don't think cocaine should be legalized. That would be a horrible thing, but the effects of marijuana aren't even as bad as alcohol, and neither are the health risks."

Chris Fields - Business: "No, because there are too many alcoholics in this world as it is, and if people can get drugs legally it will just increase the number of cocaine addicts."

Julie Ostella - Advertising: "Yes, because the rate would go down. People tend to want to do what they aren't supposed to. If drugs were legalized they would be easier to get, so there would not be as much money in it for the dealers that sell them now."

John Williams - Undeclared: "Marijuana, yes - cocaine, no. Alcohol is the number one killer and cigarettes are just as bad."

Jennifer Chang - Illustration: "I don't think so because people will just go around stoned 24 hours a day instead of half that time. They'll just go nuts on it....we'll have a stoned nation."