

The Long Valley

Gazette

Cañada College • Redwood City, California

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Some Financial Aid Still Available

By Edwin Garcia

Attending college and working at the same time is definitely not easy as a majority of students know. In most cases students work "muchas horas" because they need the money, often suffering poor grades as a consequence. But don't despair — There is hope — if you qualify. The answer is Financial Aid, which any student can apply for at Canada.

The State of California funds a program that plays a vital role for many Canada students. The Extended Opportunity Programs and Services (EOPS) helps financially disadvantaged students as well as assisting students with language and educational difficulties. Last college year (1984-85) Canada received \$185,884 in EOPS funds to distribute among those eligible.

If you happen to qualify for EOPS funds, the program could include the

following: tutoring, transportation, meal tickets, peer counseling, academic counseling and books, basic skills classes, outreach and peer counselors.

The U.S. Dept. of Education sponsors five programs for student financial aid. All five can be applied for at this college and Marie Tucker, the Financial Aid Officer of Canada, encourages students to do so. The Federal forms of assistance and their brief descriptions are as follows:

Pell Grant — Qualified students can receive up to \$2,100. Deadline is May 1, 1986.

Supplemental Educational Opportunity Grants (SEOG) — you can receive up to \$2,000 a year, depending on your need, the availability of SEOG funds at this college and the amount of other aid you are receiving. Applications are now being accepted.

College Work Study (CUS) —

provides jobs for students who need financial assistance. CWS awards \$4.60 per hour for working and provides qualified students with an on-campus job. Applications are now being accepted.

National Direct Student Loans (NDSL) — 5% interest loans. Amounts awarded depend on your need, availability of NDSL funds at this college and the amount of other aid you are receiving. You may be allowed up to ten years to repay your loan after you graduate, leave school, or drop below half-time status. Applications are now being accepted.

Guaranteed Student Loans/PLUS Loans — GSL's range from 7-9% interest and students can borrow up to \$2,500 a year. Once you qualify, you must then look for a lending bank who takes part in the program. Generally, the lender must

allow between five and ten years for a student to repay the loan. Deadline to apply varies depending upon the lender, generally in early May.

PLUS Loans — 12% interest loan. Like GSL, the total amount one can borrow varies. PLUS borrowers do not have to show need and may have to undergo a credit analysis.

All of the above forms of financial aid have been explained in a very brief manner. All interested students are encouraged to visit the financial aid office located in bldg. 5, room 207 for specific information about these and other programs.

So next time you see that bumper sticker that reads, "I owe, I owe, so off to work I go" you may want to reword it to read, "I owe, I owe, so off to COLLEGE I go?... To receive financial aid.

Blood Drive Here November 13-14

By Aquacena Lopez

There is absolutely no truth to the rumor that Meryl Streep and the Thompson Twins will be setting up a kissing booth to thank this semester's blood donors. It is true, however, that there will be a blood bank set up at Canada on Wed. and Thurs., Nov. 13 and 14 in the foyer of the Main Theater from 9:00 a.m. to 1:00 p.m.

Evelyn Bizjak, the director of the Peninsula Blood Bank, urges all healthy students to make a special effort to donate blood this time around. The Peninsula Blood Bank is hoping that our students will donate 75 pints each day of the drive. The last blood drive here in March produced a mere 35 pints in the two days.

Bargain Rate For Paris Semester

Canada College is full of all kinds of opportunities for exotic studies. A very special course sponsored by the San Mateo Community College District will begin in Paris on February 3, 1986, concluding May 8. All students will take the French Life and Culture course. The American Institute for Foreign Study (AIFS) provides the social program (including five hours per week visiting famous places) and living accommodations. Students will have a membership in the American Library in Paris, a monthly ticket for the metro and bus lines, two meals a day, and most will live in twin- or triple- bedrooms (each with bath) in the Foyer International d'Accueil a Paris La Defense (FIAPAD).

There are three optional plans available, ranging from \$2,845.00 (does not include air fare) to \$3,739.00 (includes air fare from San Francisco to Paris and return, plus a week's tour in London, Amsterdam and Brussels).

College students who have completed 12 or more units by January 1986 and who have a 2.0 or better grade point average and are in good standing, are eligible.

An excellent, informative brochure on this program is available from:

Diane LeBow
Bldg. 13 - Room 120
(415) 364-1212, Ext. 214

A comparison is in order. The tuition each quarter at Stanford is \$3,942.00. To this must be added extra fees, board and air fare, so SMCCD is offering a bargain.

There was a time when Canada students were more generous. In 1982 a similar drive collected 110 pints in a single day. College of San Mateo students donated a substantial 117 pints this semester at their drive without giving out free Springsteen tickets. Canada can do better than that.

We've all heard the excuses why people don't give blood, anything from fear of contracting AIDS, to fear of fainting, to being too busy, to passing the buck and thinking that someone else will do it. These are, of course, lousy reasons, and, in the case of contracting AIDS from giving blood, ridiculous.

What are some of the reasons that people give blood?

- 1) Concern for the welfare of others.
- 2) To do their part — all blood is given by volunteers (California State Law) and

blood is needed every 17 seconds in the Bay Area.

3) As a mini physical evaluation for the health conscious — free of charge you get a blood pressure, pulse and temperature check, blood typing, and anemia testing.

4) In case of an accident to you or someone in your family — even if you've donated only one pint — as much blood as you need will be released to you at a reduced price, and blood is expensive.

5) Our bodies have blood to spare — and what is given is quickly replaced by the body.

6) Less people giving blood now — high risk groups for AIDS are encouraged *not* to give blood, thus more need for donations from healthy people, especially women.

7) Thank you treats, — delicious fruit bars, orange juice and coffee will be served to donors.

8) Peer pressure — encourage your reluctant friends to go for it; it's not painful; it will make them feel good and together you can picnic on your snacks.

Nancy Sanden, the director of the health center, states that if a student donates one pint of blood per year he or she can receive all the blood that he or she needs free from the Canada account. The college is currently holding some 400 pints. For further information about the blood drive, call or visit Nancy Sanden at Canada's health services center.

Think of the good feeling that you'll derive from knowing that out of your own free will, without incentives like kissing booths, you gave of yourself to save a life — maybe your own.

Pumpkin Art Contest



Sergio Brauer works intently on his art as he prepares his entry for the ASCC Pumpkin Carving Contest held in the cafeteria.

—Photo by Ed Garcia

President's Corner . . .



A Master Plan Commission has been established to review the State Master Plan for Higher Education. That Commission and a Joint Legislative Committee which works closely with the Commission has been holding a series of public hearings on various issues related to community colleges. Each subcommittee of the Commission has been presented with a set of questions. The Commission must decide which of these questions is most important to answer in a Community College Reassessment Study Report which is due to the Legislature on February 26, 1986. Some of the most important of those questions follow. How would you answer these questions?

Lower Division Transfer

- (A) What should be the role of the community colleges in providing lower-division transfer education?
- (B) In light of California's rapidly changing demographics, what purposes should the transfer function serve in the future?
- (C) What academic standards should be maintained in transfer courses?

Vocational Education

- (A) What should be the role of the community colleges in the provision of vocational education?
- (B) What should be the relationship of the community colleges to business and industry? To private post-secondary institutions?
- (C) What academic standards should be maintained in vocational courses? What should be the relationship of vocational programs to the transfer function?
- (D) How should education respond to the changing demographics of the state?

Associate Degree

- (A) What should be the purpose of the Associate Degree?
- (B) What should be the relationship of the degree to the transfer and vocational education functions? Should the degree(s) be restructured to reflect these functions?

Remedial Instruction

- (A) What should be the role of the community colleges in providing remedial instruction?
- (B) Should there be an overlap or duplication in the remediation function among the segments?

Adult Education

- (A) What should be the role of the community colleges in providing adult education services and how should their programs be different from those in the K-12 segment?

Community Services

- (A) What should be the role of the community colleges in providing community services education?
- (B) What costs are involved in community services courses?

A number of us on the College and District staff are covering these hearings and will keep you informed of the progress of the Commission.

Students Urged to Action

For the past few years, Canada has been seen as an inactive campus. Not only by its own students, but also by others in the community. While asking a few students why they thought Canada was inactive, most younger students believed it was because many of the students were "older," yet they did not want to go to Skyline or CSM because they thought it was too much like a "high school" atmosphere. For the majority of the students, Canada is just a stepping stone in their academic life. They come only to Canada for an education, not for a social life.

According to one Canada student, Dan Vargas, "students do not even know, or care about what happens in the everyday life in the school." Students seem to accept everything that is given to them whether they like it or not. When Canada first opened, the school was filled with activity. Students actively participated in student government, and even a few dances were given. Between 1968 and 1985 something has changed in the students' behavior. More students are beginning to feel that they do not matter. They no longer play an active role in the decisions made in their own school, or the world around them. Most students do not even vote in an election. Students do not realize their potential power. They are the future of the world, yet they sit back and let others make valuable decisions affecting their lives. As an individual, the student may not be able to change what ought to be changed, but as a group our goals are phenomenal.

If students believe our campus is "dead," then why aren't efforts being taken to change this image? Our enrollment at Canada is significantly lower than CSM. Many students steer away from Canada because they believe that it is harder to transfer to a four year school here. This has been proven as a myth. Many Canada students have transferred to fine Universities with excellent results. If Canada's image could somehow improve. If we had a more active campus. If our students would take more initiatives to change what they believe is wrong, then our enrollment would increase, and students, and faculty could take more pride in attending and teaching at our college. And, contrary to major belief, education could even be enjoyable.

Letter-To-The-Editor

Dear Editor

Hi, my name is Dee, and I am enrolled in the Tuesday night Shorthand Enrichment Class with Dr. Hairston. I have been a secretary for almost twenty years with various companies and recently relocated to this area. In June I was hired with an excellent company with the understanding that I had to pass my shorthand test within six months from my hire date. The shorthand skills that I learned in high school were seldom used over the years; therefore, I was very thankful that Canada College had the class I needed to save my job. Five weeks after beginning the class I passed my test at 80 words per minute, the minimum requirement. Thanks Dr. Hairston and Canada College for being there when I needed you!

Dee Hays

The Long Valley Gazette

Editors: Edwin Garcia, Chris Mosel

Reporters: Mark Lewman, Frank Helm,
Aquacena Lopez, Mike Cole, Polly Swinerton.



No Men at Women's Meet

A four-week workshop was presented by Bev Conrad, M.A. and Louise Burton, M.A., two psychological interns currently fulfilling their requirements for degrees in Marriage and Family Child Counseling at Canada.

This course, for women only, is to help with skill-building and the directors hope that as a result women will be able to be more out in the open as they face life and its problems. Women must learn to distinguish between assertive behavior and aggressive behavior, between the acceptability of the former and the often misunderstood intentions of the latter.

Respecting the rights of others without giving up your own rights constitutes assertiveness, a valuable tool that can be carefully studied and applied. This is in contrast to aggressiveness where others' rights are disregarded or passivity where one's own rights are ignored. Other goals of the workshop are to identify irrational beliefs that prevent positive action and to reduce anxiety in conflict situations by seeing conflict as an opportunity to communicate effectively.

This course is a good example of the many interesting lectures offered at Canada in many diverse fields.

Reviewer Likes 'Gods'

By Michael Cole

For close to eight weeks now, I have been driving by the Millbrae theater and have seen the listing for a movie called "The Gods Must Be Crazy." I am what you would call your basic movie buff, and of all the movies I have seen lately the Gods is not one of them.

A few days ago a friend of mine and I decided to go and see a film. As we looked through the newspaper I saw the listing for "The Gods Must Be Crazy," and thought to myself, if this movie has been around this long there must be something good about it. As we walked up to the window to purchase our tickets, I asked the lady if this movie was any good. She said that out of all the movies playing the Gods was making the most money even after the length of time the movie had been running.

The movie was slapstick humor. If you liked "Airplane," then you will probably like this one.

The film begins when a passenger aboard an airplane throws his empty Coke bottle out the window. The bottle lands in a small tribe of bushmen. The bushmen think the bottle is a gift from the gods. From then on the bottle is used for all tasks around the village. After a period of time the members of the tribe begin to fight over the bottle. Xi, the chief of the tribe, takes the bottle and proceeds to give it back to the gods. He throws it up into the air from whence it came, but it falls back to the ground hitting one of the children. He tries it again, but this time he hits one of the women.

After this he decided that the only solution is to take the bottle to the end of the earth and throw it off. Off he goes.

Meanwhile, not too far away, a band of Communist revolutionaries try to kill the president of the country (not the U.S.A.), but they fail. They head into the bushlands being pursued by the police.

At another end of the jungle a bumbling microbiologist, studying various manure specimens, sets off with his sidekick to pick up an idealistic blonde who wants to teach the deprived children. He picks her up and drops her off at the school. During the trip back to the school, he makes a complete fool of himself.

The band of revolutionaries takes over the school and proceeds to walk to the border with the teacher and students as hostages. Before our hero finds out about this he runs into the chief on his journey. The chief had come across a herd of goats and not knowing it was a crime to kill any of the animals, thought he would grab a bite to eat. He was caught and put in jail. The biologist got him out of jail, on the condition that the chief work for him.

At this point the biologist hears about the hostages and sets out to rescue his damsel.

At the end, the chief finally takes the bottle to the edge of a cliff and throws it off.

The movie is a splendid blend of slapstick, romance, and sly political commentary.

ADVICE: see it before it's gone!

Callan Discusses College's Future

Much light was shed on the continuing dilemma of funding for community colleges in the state, in the county and at Canada when Pat Callan, director of the prestigious California Postsecondary Education Commission (CPEC) addressed the district Thursday at the District offices.

Callan spoke to the questions surrounding the community college's future mission through the year 2,000 and explained the history and changing conditions in higher education in the state.

The articulate education leader outlined the historical practice of making eligible the top 12½ percent of California high school graduates for the University

system, the next 33 percent for the State University system with all others eligible for the community colleges. Because California is changing its makeup so rapidly, new conditions must be factored in before a new formula can be established.

By March, 1986 Callan's committee of involved citizens along with group legislators will complete a study on the needs of higher education in the state.

Callan's projections predict that by the year 2,000 California will increase its population by 8,000,000. He said that "By the year 2000 one third of all kindergartners will be Hispanic, the population's average age will rise to 36 and will be

centered in many areas that presently have no colleges or universities."

Tim Norman, Canada mathematics instructor and AFT union president, asked Callan what was being done by his commission about the quality of teaching in these studies. Callan explained that his committee was well aware of the problem "since it has already hit at the elementary level" where there are shortages.

Callan's March report will speak to the best way to fund and govern community colleges in the future. The present formula forces the community colleges, and thus Canada, to receive 100 percent of its funding based entirely on enrollment figures from the previous

year. Universities and state universities receive 55 and 65 percent respectively based on enrollment figures. This allows the universities and state universities to factor in *quality* while the community colleges are restricted to quantity (or enrollment) only. Callan appeared aware of this community college dilemma and described his job as "trying to live my life between a dog and a tree."

The meeting was attended by Chancellor Glenn Smith, Vice Chancellor Jim Wyatt, other college administrators, students, and union representatives. Canada's Humanities secretary and CSEA Treasurer, Jan Allen, along with members of the press also attended.

Student Government Elects New Council

After almost a month of being in office the newly elected student council is doing it's best to establish an organized basis to work from and to fulfill their campaign promises.

This is not easy task given what last year's student council left at legacy. The council fell apart last year due to strong personalities and conflicts in the council. The members couldn't agree on issues or communicate effectively. This year's council unwittingly inherited the whole mess.

The first steps have consisted of re-organizing the council's structure and having the council members become acquainted with their responsibilities.

Council members have been appointed to various areas of responsibility which include:

- student-faculty relations
- curriculum
- steering committee
- inter-intra campus communications
- student services
- clubs and organizations
- activities

While this step has revived the student government's form, the content is still forthcoming. The pumpkin carving contest is one indication that they do mean business and are serious about implementing decisions and being more than a title.

George Lefty Karkazis, president of the Student Council, states that, "The council is here to work for you (the students). We're here for your enjoyment and pleasure."

Having run on a platform of increased student participation, Karkazis maintains that students can get involved and voice their opinions to him or the council member.

Our Student Government represents us as Canada students. We can all benefit from opening up the lines of communication and directing our rookie but well-intentioned government towards goals that reflect our needs.

Willie Nelson Hit at Circle Star

By Mark Lewman

When superstar Willie Nelson hit the Circle Star with a series of performances last week, every show was sold out. As Willie's adoring fans ran to greet him as he strode towards the stage, he seemed to shrug them aside without care or emotion.

William Nelson's Country music has been around long enough to bring him hit records and great awards. He has not only written award winning songs for himself, but he has also written songs for other singers. Yet, despite the glamour that we see of Willie in his music, or in one of his many movies, on stage he shows a lack of interest in his audience. Throughout the entire concert, the only words that Willie told the audience were "Thank you." People like to see live entertainers enjoying themselves on stage. They like to hear the entertainer come off his pedestal, and talk to the crowd on friendly, equal terms.

Clubs Being Formed

Do you want to meet people with similar interests to your own? Do you want to educate Canada students about your concerns and ideas? Why not start a club on campus?

Nazanin Afshar, chairperson of the clubs and organizations committee, is inviting anyone with a good idea and a willingness to take responsibility to spend time at it and make his or her club work, to present a plan to her at the student government office in the cafeteria. Afshar is especially supportive of ideas that will encourage debate on campus and increase students' awareness of the greater world.

At present only two clubs exist, the dance club and the international student's club. The possibilities for clubs are endless:

- political — from left, to right, to anything in between;
- religious — study groups, prayer and meditation groups;
- support groups — gay/lesbian, women, men;
- sports — bike club, marathon club, mountaineering club;
- arts — camera club, drama club, video club;
- other — hackers club, chess club, nerds club, French club, underwater basket-weaving club, etc.

Perhaps Canada will never resemble UC Berkeley in its campus activity, but it doesn't have to be the spit and image of rural Kansas either. If you've beefed about how dead Canada looks, you now have an idea of what to do; start a club and raise heck.

Plans for Long Weekend

Alto, 260 California, Palo Alto.

If you're in the mood for a good laugh then trot on down to the Emerson Street Bar, 412 Emerson St, in Palo Alto.

For some daytime entertainment take a tour of Alcatraz or a Bay Cruise.

There are also some good concerts coming up. 'Til Tuesday will be appearing Nov. 14, at 8 p.m. at the Warfield Theater. Tickets \$13.50 res., Motley Crue will be appearing at the Cow Palace on Nov. 24 at 7:30; Simple Minds will be appearing at the Henry J. Kaiser Convention Center on Nov. 23 at 8:00 p.m., and Corey Hart will be appearing at the Warfield Theater on Fri., Nov. 29 at 8 p.m.

Tickets for the listings can be purchased through Bass Ticket Centers.

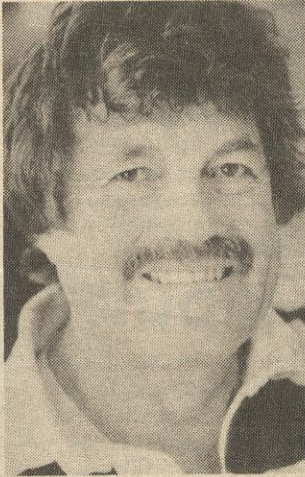
Question Man

Q: What do you think of the quality of teaching at Canada?



Connie Hiram

I like it a lot. I'm in the tourism program and it's not a boring program so I look forward to going to class. I think the Tourism instructors are great.



Dr. Jeppson

I think that our charming faculty is aptly suited to instruct good-hearted students who have no desire to spend much time in libraries.



Matthew Oppegaard

For my field — Ophthalmology — I think my instructor has been very helpful. He takes time to help students and he's often available to assist students.



Vickie Wilson

Well I only have one instructor and I think he's pretty good.



Chris Myers

I think it's between good and excellent. I actually am surprised because it's a lot better than I expected. I have good teachers, including Dr. Millan — he's so strange you have to like him.



Kiyo Quarry

Most of the teachers have good qualities. What I don't like is when their moods interfere with the classes being taught — because their moods reflect our eagerness to study.



Frank Bonaparte

I think the quality of teaching is really good. It should really try harder to become a four year college.



Natalie Taylor

It's great except for my Career Counseling class. I don't think they should treat us like we're in kindergarten or even on probation. It's a boring class and I feel like I'm being treated as if I'm in elementary school and not college.

Sociologist Reflects on Changes

When Canada College opened its doors, in 1968, according to Sociology instructor Dr. Bennett Kilpack, it was likened to CSM as a Junior College. Canada and its people have changed from a Junior College to a Community College over the years. Although there have been a variety of changes, Kilpack offered some views on what has happened and what we may want to do in the future.

When the school opened, Kilpack was teaching at CSM. A year later Kilpack moved to Canada and hasn't moved since. He came to the Community/Junior College level because "I have more freedom." As he searched for answers to questions he sifted through words to create the proper phrases, so that he could carefully convey his thought.

"One difference I see in this generation, as opposed to tohers," began Kilpack "is that they've grown up entirely on t.v. This isn't saying it's good or bad . . ." Kilpack just stated the truth that today's students home had the company of t.v. through their entire existence on this planet.

"One day," recalled Kilpack, "I had a speaker come in and lecture my class, live. During the lecture I had the videotape going. Then I took the videotape and showed it to another class. The class that watched the videotape was much more attentive. It was as if they were thinking, 'Hey this is videotape. It's important.'"

The attitudes of the students is very important. If we don't do the work, it's our loss, no one else's. How the

administration and faculty go about creating curriculum is highly diverse. This too has changed over the years. In the late 60's and early 70's they would wait until a specific class arose, say law enforcement. Now they are trying to foresee, from professional advisory committees to the school, just what the job market is looking for.

In his opinion, Kilpack sees a difference in class evaluation. "In creating and evaluating classes" Kilpack continued "you have needs assessment and demand analysis. Needs assessment decisions are made by the administration as to what they think the community wants. Demand analysis is what the community had told the administration. It was what they wanted. Demand analysis is much more accurate and beneficial to us and the community."

"It's very important," Kilpack continued "for us to have a strong idea of what the community wants. Over the years the school changed from a junior college to a community college. Over the years we listened to the people. We've done a good job of that, but now because people have so many things going on we must understand desires and work with them."

Because a student may not be able to honor a 17 week commitment, we have designed short courses which Kilpack feels "will be our salvation." Kilpack talked a little more about the changes that have occurred and those that should occur.

Among the more interesting and

High Demand for MCTs

By Mark Lewman

During the three years the Micro-Computer Technician course has been offered, many changes have taken place. The class started as a 27 week course based on retraining displaced General Motors workers laid off in 1983. Over the past few years, the course has been condensed from twenty-seven weeks to eighteen weeks in order to fit in one semester.

The program is designed to provide the general theory and laboratory work in basics electronics, digital devices, micro processor, and micro-computer technology. The first section of the course teaches mathematical skills and reviews basic study skills needed throughout the program. The major target, according to James McDonald (the course instructor), emphasizes digital devices.

Because the job of micro-computer technician is in very high demand, the opportunities are excellent for men and women. Many students who have completed the course have received "above average jobs, at above average pay," according to MacDonald. MacDonald believes that the opportunities for women in this job field are much greater than men for one basic reason. On the job, women are more

easily received by their customers. Once customers see that she is well aware of what her job is, and equipped to repair the damage, they are more relaxed in associating and relating to the woman technician. On the average, about 10% of the population enrolled in the program are women, although MacDonald would encourage more women to enroll.

Because the course occupies between eight to ten hours daily for one semester, many students get discouraged because of the subsequent decline in income. Many students find themselves working the graveyard shift, while others work part-time, or collect unemployment. Financial aid is also available to students involved in the program. Students who feel they may qualify for financial support should contact the Financial Aid office. The only prerequisite for the program is a high school diploma or its equivalent; a course in basic algebra is highly recommended.

MacDonald strongly urges those students who wish to receive their A.A. Degree along with the Micro-Computer Technician Certificate, to take the General Education courses before they enroll in the Technician Program so that when they find a job, the information will still be fresh.

Jazz Dance Proves Popular

By Edwin Garcia

Jazz Dance is a class where students are required to look at themselves in front of the mirror for two hours and at the same time learn the right moves. The Jazz Dance moves, that is.

With a basis in ballet, tap and modern dance, jazz dance is not the same as aerobics, according to instructor Cheryl McNamara, who has been teaching dance classes here since 1969. The goals are different in jazz and aerobics.

In the class, most students, if not all, wear leotards, leg warmers, sweatshirts, and jazz dance shoes. The classes are held in the dance room by the gym where the front wall is covered with large mirrors. In the rear of the room, it is not unusual to find guys peeking through the doorway to take a glance at students working out.

Exercising to the loud music with a catchy beat, the students always seem to be enjoying themselves in each class. They are often heard laughing and overall having a good time during each session while learning new steps as well.

Mary Else Wyant finds time from her busy schedule and family life to receive four hours worth each week. She states, "It's really fun and it's good for your flexibility." "Cheryl is not only a teacher, she has a heart," added Wyant.

But the exercise is not always easy. At times it is challenging. Because Donna Mancini was absent from one class, she was lost for about ten minutes of a routine. In a positive tone, McNamara told Donna not to be absent.

Even though Monique Grosshauser is a Liberal Arts major, she's taking both the beginning and intermediate Jazz Dance classes for a total workout of eight hours per week. "I love the class and I love to exercise" is her reason for taking jazz dance.

Wearing her yellow sweatshirt and black sweatpants, Cheryl McNamara is a very energetic teacher. One can only wonder how she can carry a smile class after class and at the same time exercise along with the students as if she were one herself. While teaching a dance combination to the intermediate Jazz Dance class in front of the room, McNamara told her students, "We're gonna make one change to show your legs off." Show them off to who? The mirrors in the front. McNamara likes to think of the mirrors as the audience.

Being one of two men in the beginning Jazz Dance class, Guy Schmidt, a Theatre Arts major, presented his view of the class. "I probably get a lot more support being one of the only guys. It helps a lot, but sometimes distracts."

thought-provoking deal with students. Because a college has been created to educate people, people must feel like they belong here. Dr. Kilpack had a strong view of this. "We must show the student population that their people have succeeded, we all need role models. The demographics of the student population I feel, should be taken into account when we hire new teachers. This is not always done."

One other topic of change focused on teachers. "Before, say in the late 60's and early 70's, teachers were never expected to merchandise their class. Now, with decreased enrollment, teachers like myself must now devote some energy to generate interest in our classes. This takes valuable preparation time away from the teacher."

What does all this lead to? For one it gives present day students valuable insight as to how the college was conceived. It also gives us information as to where we've been and where we plan to go.

'Streetcar' Opens November 14 In Flex Theatre

"A Streetcar Named Desire" will be presented by Canada College's drama department November 14, 15, 16, 17, and 21, 22, and 23 at 8 p.m. in the College's Flexible Theater.

"Streetcar," Tennessee Williams' longest-running play, won the Pulitzer Prize and the Drama Critics Circle Award. It was made into two films and established Tennessee Williams as America's leading dramatist.

The role of the beautiful and delicate southern belle Blanche DuBois, will be played by San Francisco actress Shelley Johnson who has performed widely in the Bay Area.

Foster City actor John Oswald will play Stanley Kowalski. Oswald, who studied Shakespeare in London, is also well-known to Bay Area audiences.

Stella, Blanche's sister, will be played by San Jose actress Renee Bishop and the role of Mitch will be performed by Redwood City actor Doug VauDell.

Supporting men will be performed by Dan Roach of Menlo Park, Chris Mouline of Redwood City, Jim Mussatti of Burlingame, and Chip Howard of Redwood City.

Supporting women are Carol Wexler of Woodside, Gina Cocco of Redwood City, Karen Grant of Menlo Park, and Jean Dixon of Palo Alto.

"Streetcar" will be directed by Mel Ellett.

Interior Design Program Updated

Did you know that Canada College has the largest Interior Design program West of the Mississippi? And that it is approved by the American Society of Interior Design (ASID)?

This program has been set up with three goals in mind. (1) to prepare students to enter the field of interior design by giving them the necessary academic background and the skills necessary to communicate visually; (2) to give the courses to update the profession, and; (3) to give seminars and events for the lay public in the interior design field.

There are various core curriculums available — an A.S. Degree Program, a Certificate Program (which leads to a three-year associate membership in ASID), a Certificate Program in Residential Design (for students who have a B.S. or B.A. degree in other disciplines), a Certificate Program in Interior and Commercial design. It was found that there was a tremendous need for a Kitchen and Bathroom Design Program, so that is also available.

The commercial design program has two new part-time faculty members — Margaret Herndon has been a senior designer for Skidmore, Owings and Merrill for 20 years, Hub McDaniel has been an interior architect for 30 years with the Bank of California and has had his own firm.

Dr. Genevieve H. Cory is the Coordinator for the Department of Interior Design. She obtained her B.S. from the University of Nevada, her M.A. and Ph.D. from UC Berkeley, the latter in the administration of higher education, with emphasis on communication and television for adult education. Dr. Cory was an exchange scholar at Stanford for two years in their Communication Research Institute. She has also published in the field.

Right now the Interior Design Department is readying itself for the Foundation for Interior Design Education Research (FIDER) accreditation team's visit in May 1986.

There are many workshops that students find of interest. A seminar on Construction Estimating, Kitchens and Baths, will be given on Saturday, January 25, all day, by William Peterson, ASID affiliate, ISID instructor, UCLA and CKD (Certified Kitchen Designer).

In the past, Genevieve Cory and her staff have conducted study trips to London. This year will see a group off to Hong Kong, where they will begin a trip to China to study Oriental Art and home furnishings. The cost, including air fare, hotel rooms, etc., will be just under \$3,000. This does not include three meals in Hong Kong.

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