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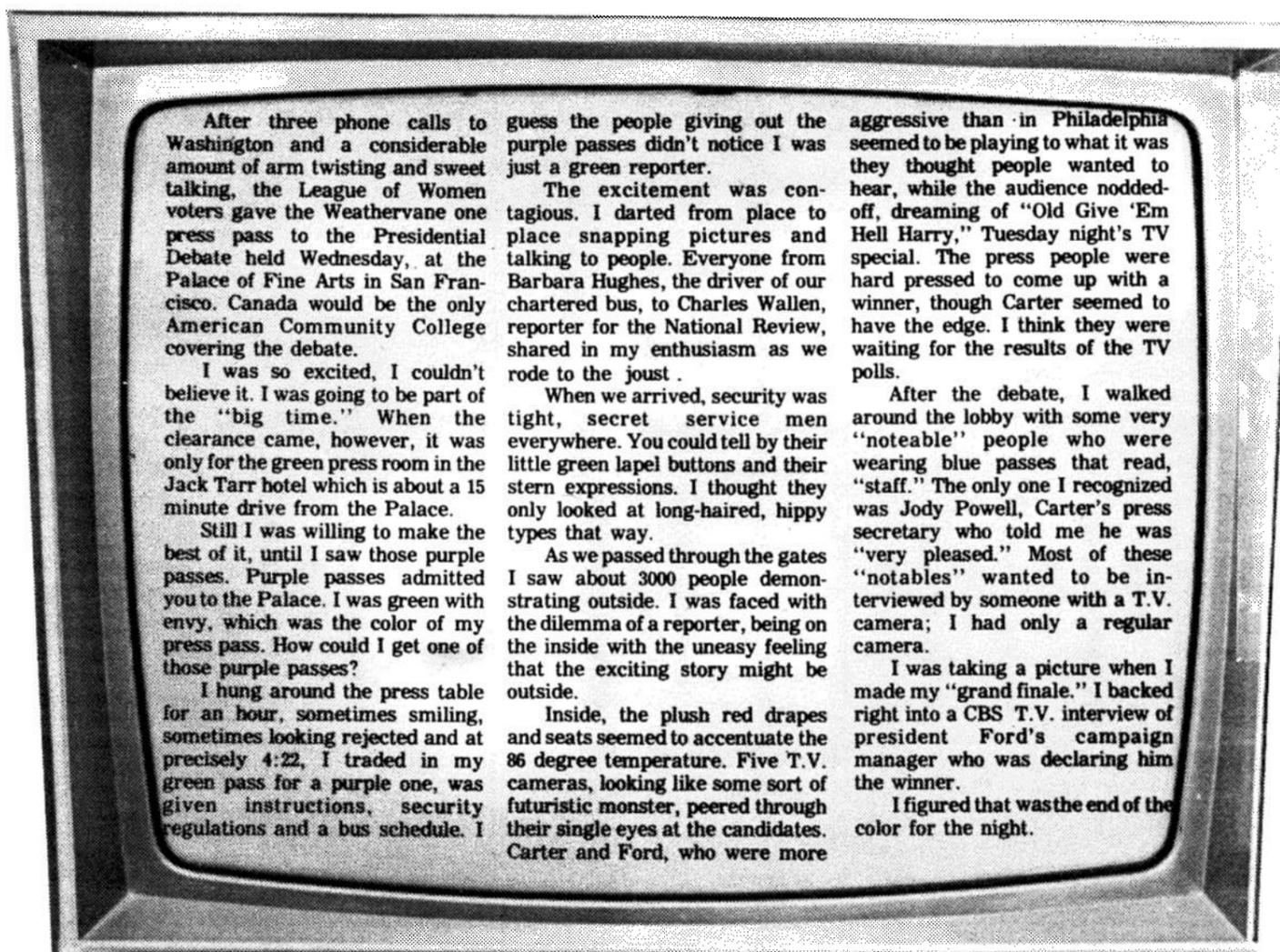
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CANADA COLLEGE, REDWOOD CITY, CALIFORNIA (94061)

OCT. 8, 1976

Inside The Palace... Or What Color Is Your Press Pass?

by Shirley Ward



and furthermore ...

TWO TEACHERS have their own debate over parapsychology. Do "beyond the sixth sense powers" really exist? See page Three.

TOURISM CLASSES at Canada are used as models for classes at other colleges. What's the tourism program's key to success? See page Seven.

A STUDENT OFFICER isn't making everyone happy. What are the complaints against Canada's Controller of Activities? See page Two.

WOMEN IN CHINA are striving for equality as part of the struggle towards a socialist nation. What's their approach to liberation? See page Two.

VOICES . . .

Is Controller Doing his job?

by Jim Sharp

At the present time there is a problem on campus concerning every enrolled Canada student. The problem is why there aren't any activities or entertainment being conducted during college hour from 11 til 12 noon on Tuesdays and Thursdays?

The problem lies squarely on the shoulders of the controller of activities, R. Conrad Griffin. The bottom line of the issue is the possibility Griffin is not organized enough and the fact that there is not enough productive communication between Griffin and those individuals which can help him get this program off the ground and in motion this semester.

According to Scott Hewitt, president of student government, "Conrad is trying to be the best controller of activities Canada has ever had and he's trying to do it all by himself and it's just too hard for one person to do all alone." Hewitt stated he was more than willing to help Griffin tackle the problem of college hour if he will just accept his offer of help.

When Griffin was asked why the president of student government was the one who lined up the bands for the Fall Uprising on two days notice, and he, the controller of activities, had two weeks in which to line up the bands he replied, "it was because of the fact I had tentative promises from groups that would play for nothing and the president spent \$100 to get the groups he arranged for." The point being it was the controller of activities' job and responsibility to line up the bands and get a commitment from them. And the money the president used was also available to Griffin.

The controller of activities should become more familiar with what avenues he has available to him to accomplish his job and make his job easier. It seems Griffin has difficulty in knowing what his tasks are and what he can and cannot do and how to implement his tentative plans into concrete ones.

Up to now Griffin's plans have been vague and unsure as to having some of his ideas solidly planned.

Griffin admits up to now he hasn't been doing too good of a job but he hoped in the future "his record will speak for itself" as he is working to get himself organized.

The problem isn't in coming up with ideas because Griffin has a number of very good ones. Such as: a) a lecture on human sexuality and how roles of men and women are changing; b) the role of the women's re-entry program; c) the possibility of David Kanahale to speak on the benefits and draw backs of being dedicated to the marshal arts; and d) getting the veterans to speak out on their role in a peace time existence. Other possibilities could be different political figures to speak at college with this being an election year, according to Griffin. He also commented on the possibility of a film series and benefit dances besides the lectures.

So you can see the problem is not ideas but that of getting these ideas onto the calendar and rolling.

It is understandable that when an individual starts something new for the first time they may have difficulties in getting things organized and moving. When there is a problem they should try to enlist the help of someone who can advise or assist them in alleviating the problem.

It is the responsibility of the students to put pressure on the controller of activities to get the kind of entertainment they want, but on the other hand the controller of activities is not a mind reader and without your input all of the blame cannot go to him solely.

The controller of activities should be given a reasonable amount of time to get his programs organized and if at the end of that time college hour isn't set up and moving he should be asked to resign or be fired.

As you have probably noticed, the physical changes at Canada continue. I know this causes inconvenience for some students and faculty, but the long-range benefits will be worth it. One of the major benefits is the reorganization and development of the Career Center.

The Career Center, located in Building 5 across from both the Registration Office and the Cafeteria, offers a wide variety of services to students and to the community. It combines career counseling and information, job placement, cooperative education (credit for job experience) and interest or aptitude testing. Let me illustrate some of the services.

If you are unsure of what you want to do when you finish at Canada or you want to learn more about different kinds of jobs, you can sign up for a review with a counselor or merely browse through the hundreds of reference publications about vocational opportunities and required training. The Career Resource Technician, Mary Noyes, will be happy to help you find the material you need. If you are unsure of your own abilities or interests, the Center personnel will arrange for you to take personal aptitude and

interest inventory tests to help you focus on the most appropriate career choices. This testing service and use of reference materials is available to any San Mateo County Citizen, regardless of whether or not you are currently enrolled at Canada.

Speaking of testing, you may not be aware that Canada College is the certified examiner for the College Level Examination Program (CLEP). By passing the CLEP tests in any of five general areas (English, Social Studies, Math, Science, or Humanities) you can be awarded college credit without having to take the class that covers that area. At Canada you can earn up to 30 credit units through CLEP. You may wish to consult Paul Stegner in the Career Center about taking the CLEP test.

If a job is what you need, the Placement Assistant, Priscilla Buchan, in the Career Center can help you find one. She gets requests for people for jobs ranging from short-term part-time help at Christmas time to full-time permanent professional positions. Many jobs are posted on the bulletin board by her office, and in case you did not know, you can earn up to four units of credit for

job experience through the Cooperative Education program. If you are interested in Cooperative Education related to a job you already have or to one you hope to get, be sure to see Ted Gilman in the Career Center.

And if you don't feel you need any of the above kinds of assistance, stop by the Career Center anyway just to satisfy your curiosity.

If it's Tuesday - this must be English 1

by Jim Smith

Does your daily routine resemble a Greyhound bus schedule? Does sheer panic come over you at the thought of the family car breaking down? When your babysitter calls you five minutes before she is to start and tells you she's sick, do you feel like giving up? Don't feel alone, many at Canada are in the same rocky boat.

The sheer logistics involved in moving family members from place to place, on time, would try the most strategic minded army general. The physical movement of family troops is only a part of the problem. Home maintenance, doctor and dental appointments, school lunch making, birthday parties and work schedules are tossed in to make the challenge interesting. Somehow you have to do all this and still maintain family harmony. It may seem Canada has a large senior citizen population, but they're just a lot of grey-haired 28 year olds.

It's not a question of days but of hours. Typical students think in 30 minute increments. One slip and Child B is left standing at school, spouse stranded at work, an important class missed or any combination of the above. Like a championship football game, minutes and seconds become crucial especially when out of time-outs. The only thing adjustable in these schedules is sleeping time which always is adjusted downward.

There are always papers to be written, reading to be done so when free moments occur they too must be spent on constructive endeavors. Personally, selfish times become guilt ridden when devoid of activity. And children don't understand a parent's need for solitude or escape.

An on-campus club seems in order for such a harried group, but when could they possibly agree on a meeting time? Keeping up the pace is not impossible, but like the man who kept beating himself on the head with the hammer, we must do it, because it feels so good when we stop.

ASCC's Views

Do you care about what goes on around campus after you get out of class? Do you care about the problems your fellow students are encountering daily, both in class and around campus? Do you know those of us in student government are vitally interested in student problems and want to help in any way we can?

We, in student government, can't do a thing to help you if we don't know about your problems or your solutions to the problems that you see if you don't inform us about them. Once we hear about your ideas we can act on them. You may be pleasantly surprised to find out we are very receptive to student input and can do wonders when given the chance.

Contrary to popular belief, student government can serve more of a function than party planning. We can help you get new classes started. We can help you start a campus club. We can help you bring a speaker to campus and even help fund such an endeavor. We can help to start new programs on campus or assist present ones that are having problems.

We are presently attempting to make ourselves known to the student body in general. Our Executive Board meetings are held each Tuesday noon and are open to anyone who would like to attend. I have open office hours from 8 to 10 a.m. on Monday, Wednesday, and Friday each week and would like to invite all students to come in and talk to me about anything they wish. The student government office is located in Bldg. 5-Room 207A.

Canada is considered by many to be filled with apathetic students. I consider this to be a sign of personal lack of insight in the minds of those people who feel this way. Why are students attending college if they don't care about the world around them? Why is the average age of Canada's students 29? Why is there an increasing

percentage of minorities attending this school? Why do women outnumber men by so much on this campus? It's not because they like the view from the hill. I feel the students at Canada are vitally interested in the world around them and want to improve the conditions of their own lives as well as helping others. I personally feel that given the chance, most of the students would like the opportunity to express their opinions and have some say in what is happening at Canada College.

I have heard many students say they wish they had more control over the classes they took. Many students are forced to take classes from instructors they can't get along with personally. Sometimes the entire class cannot get along with the instructors. Many times problems like this are allowed to go on continuously for the simple reason the proper people don't know the problem or problems exists.

An institute of higher learning should be the last place for communications problems to arise. There are avenues for allowing progressive change to occur that are readily available to any students with such problems. If you can't get any action in these areas you can let us know. We will be happy to show you how you can have something to say about the problems you might be facing. Don't let yourself get stuck in a situation where there is no way out but dropping or failing a class.

The Student Body Government is here to help you if we know about your situation.

Mr. Scott Hewitt
ASCC President

TYPING & EDITING

thesis, term paper, resume, letter, etc.

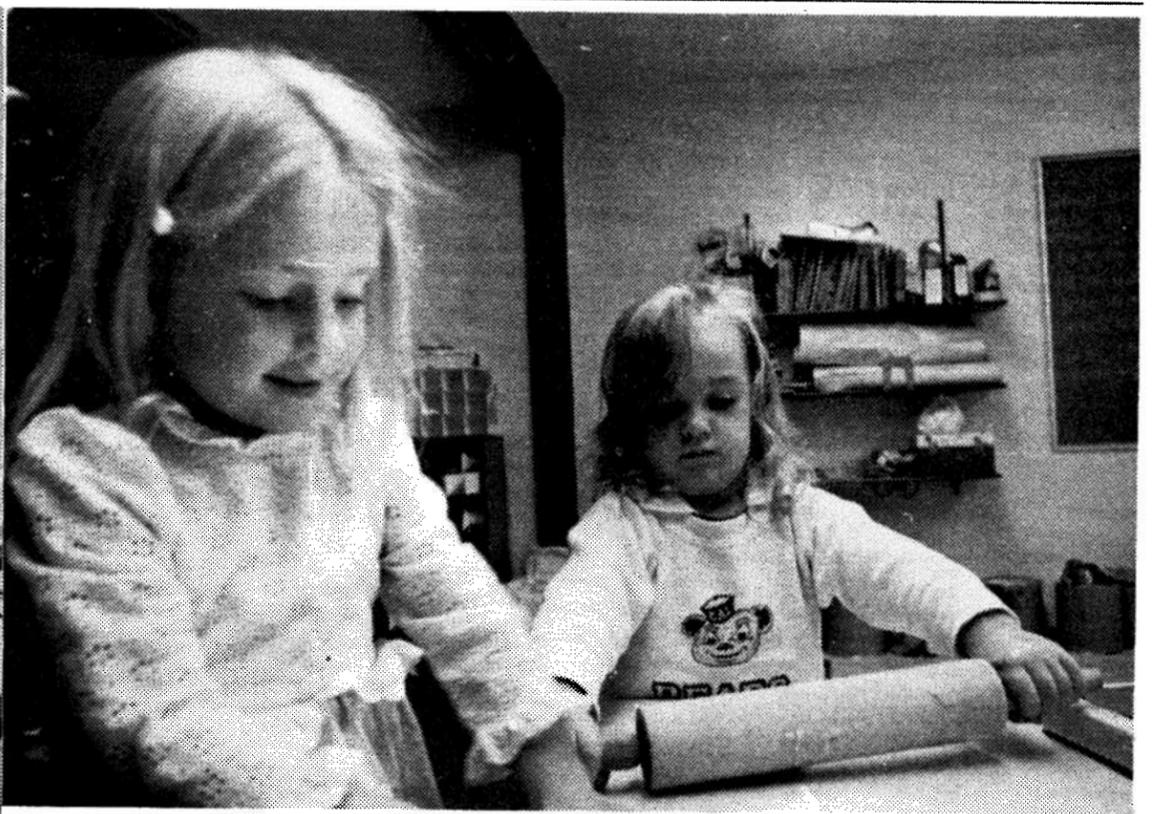
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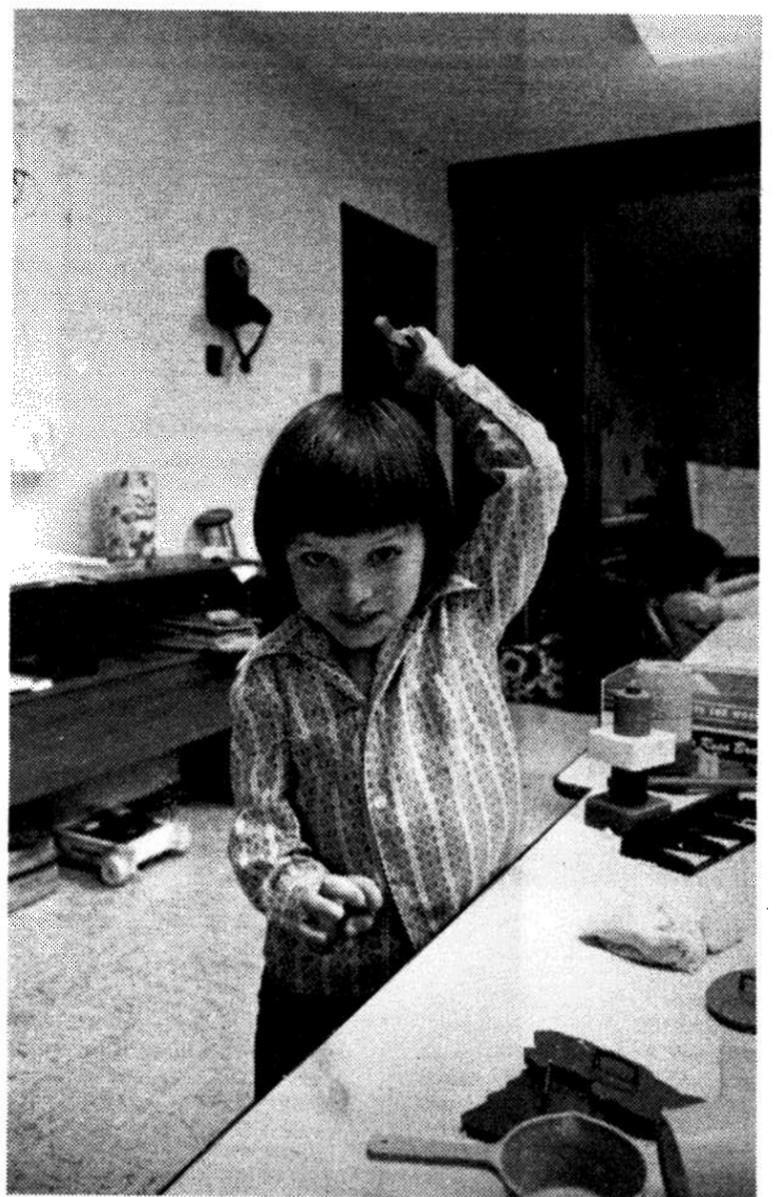
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(across from Towne Ford)



CARE



Improved services at expanded center

by Robin Burgess

Most college and high school students, at one time or another, have experienced an uncertainty and apprehension about a career or educational future. Unfortunately, there remains a lot of students who are still pondering the question of what lies ahead.

You know the feeling when you're trying to register and you have no idea what occupation to relate courses to; or when you fill out questionnaires and forms and you ignore the space asking for your major; or when October arrives and you wonder how one goes about transferring to a college in a special field of interest that one doesn't have.

In an effort to have students avoid wasting endless semesters at Canada various courses in search of an interest in a occupation, Canada has expanded its Career Center.

Digging into the petty work order fund, two walls have been eliminated from the registrar's building, enlarging the facility to accommodate the newly united career, job placement and co-op centers.

The center has not only increased its size but there is also added working staff. The center plans to have day and evening counselors to assist all students in their quest for answers.

Mary Noyes, the center's new assistant for the past six months, a former teacher and educational researcher, is working full time offering advice and assistance to those who seek it. Ms. Noyes, a counseling and guidance graduate of Peabody University, Pennsylvania, will also serve as an evening counselor. Ms. Noyes admits, "I like working with this varied age group. You get a chance to work with young students who haven't set career goals, while aiding the re-entry student who might be improving or changing occupations."

Running a thorough program, Ms. Noyes wants all students to receive the help they need. She adds, "Many younger students have no idea or inspiration as to what they want to do with the rest of their lives." For these students there are available self assessment tests that will reveal a student's interest, values, personality and aptitude thus possibly opening opportunities in a field of interest. Using a wide variety of information and resources the student may then see what occupations exist in that particular field.

Once a student has a basic interest in a particular career then he may proceed to find out what the occupation can offer, the salary, the promotional possibilities and the employment outlook in specific areas in California.

The center has shelves of reference books outlining the training and educational ability required for specific jobs. Information is also provided regarding furthering education including junior colleges, universities and private or special schools. Appointments may be set for visits to certain colleges of interest.

Students now holding temporary jobs may receive three credits for work experience and if the job relates to a student's major or interest the student receives an extra credit.



Mary Noyes advises students in the expanded career center.

The career center joined by the job placement and co-op offices, located in building 5, room 108, is designed to serve the student. Ms. Noyes adds, "Being physically close enables us to work cooperatively and supplement each other, we can help the student together."

Scholarships available

Undergraduate college students who will require financial assistance to continue college in 1977-78 are invited to file for a California State Scholarship (Cal Grant A). Approximately 14,900 new State Scholarships will be awarded in April 1977 for use in 1977-78. Although a majority of the new scholarships will be awarded to high school students, it is anticipated that some 3,700 awards will be available for currently enrolled college students who are not already in the State Scholarship Program.

State Scholarships may be used at any four-year or two-year college which is eligible to participate in the Basic Educational Opportunity Grant Program or which is a candidate for accreditation with the Western Association of Schools and Colleges.

Applications are available in the Financial Aid Office of every California college or directly from the Student Aid Commission, 1410 Fifth Street, Sacramento, California 95814. Applications must be mailed to the Student Aid Commission by midnight, December 4, 1976, and a 1977-78 Financial Aid Form must be mailed to the College Scholarship Service by midnight, December 4, 1976. All applicants must complete the Scholastic Aptitude Test no later than December 4, 1976 to be considered. Scores from the Scholastic Aptitude Test examinations completed in prior years will be accepted.

Need for tourism instruction met; Canada's pioneer program acclaimed

by Doug Teter

The need for professional instruction in the complexities of the travel industry was the motivation behind the founding of Canada's tourism department. Ms. Lynne Sorenson, a professional travel agent saw that need. It was her efforts that started what has become one of Canada's most widely acclaimed programs.

Though students studying for degrees in tourism comprise only five percent of the student body, the excellence of instruction, and the department's dedication to high standards have established Canada as a leader in training in the travel industry.

Over the summer, at the request of travel agents across the western United States, Canada's tourism department offered courses in airline tariff and ticketing, and wholesale tour packaging and operating. The six one-week intensified courses were open to all members of the travel industry.

The courses, the first of such offered by a public school, were given at a San Mateo hotel where special package rates were arranged for those coming in from a distance to stay for the classes. In addition, Hughes Airwest, through special arrangement with the Civil Aeronautics Board, provided free air transportation to professional travel agents wishing to attend from outside the Bay Area.

The advanced training courses were seen as a great success by all who attended, many coming from out of state, willingly paying out of state tuition fees.

Canada's tourism program is so innovative that colleges across the country are duplicating its format in attempts to start similar programs or upgrade existing programs. The key to Canada's success though, lies more in the

staff of the tourism department. It consists of some 22 career professionals teaching part time. The department's only full time staffer is Ms. Sorenson.

The staff's enthusiasm for its subject seems infectious. All teaching assistance comes from student volunteers, as the department is yet too small to afford a paid student assistant. Most of the books and rate schedules are donated by local travel agencies. When the department found the need for a telephone answering machine, its students pooled funds, matched by Ms. Sorenson, to purchase an answering recorder. Their generosity is not unfounded however, because as the department has no secretary, calls offering employment could go unanswered or returned.

Ms. Sorenson says her greatest problem is having students leave school to work before completion of the two year program, so great is the need for well trained personnel in the field of travel arrangement. Ms. Sorenson also praises Canada's administration for its interest in quality vocational training programs, and its support of her efforts, saying, "We never would have made it without their support."

Not content to merely watch as its deservedly good reputation extends across the country, the tourism department has moved into a new office, (formerly the women's center) and a new year with the enthusiasm and drive that has marked this program's rise from an idea to a successful reality.

We need part time drivers for pre-school children. \$2.65-hour, 1 1/2 hour each school day, 12 cents-mile. You must have your own car and insurance. Ask for Laura Correa 364-7340.

Counseling

New counselors, more flexible hours, new help for students with psychological problems and new guidance courses are some of the news items out of Joe Marchi's counseling division this fall.

Five new counselors have been reassigned to the counseling division this semester.

Lee Mahood specializes in referring students with health problems to the appropriate county or private service. Paul Stegner is in charge of student testing programs. Ted Gilman heads the co-op program that was just incorporated into the counseling division. Marv Branstrom concentrates on advising the student with an undetermined major. Samuel Elkins specializes in counseling students interested in natural science and health fields.

All counselors rotate new hours, a 6 to 9 p.m. shift that gives evening students greater access to counseling.

Starting next week a psychiatric social worker and nurse will be available twice monthly to counsel students.

And finally, new counseling courses such as Guidance I are serving this semester to orient students to Canada and the college experience in general.

ROOMMATE NEEDED IMMEDIATELY

Neat, Clean Male or Female needed **NOW** to share an apartment with active Thespian (that means actor). We could pick the apartment together (preferably furnished but could take unfurnished), or might even rely on your judgement in choosing apartment.

Will split rent. Am willing to pay \$100.00 to \$130.00 call 369-0215 and ask for Louis if I'm not there leave name and phone number and I'll call you as soon as I can. I am a great roommate. Please call.

Zodiac course stirs controversy

by Jim Smith

In interviews with Andrew Fraknoi, astronomy instructor and Ruth Spangenberg, parapsychology teacher, one common factor was established. They disagree on almost everything.

"Most lecturers on parapsychology have inadequate scientific backgrounds. Parapsychologists often make statements unsupported by any evidence" Fraknoi said.

Expressing impatience with "non'flexible" people, Spangenberg said, "I have compassion and sympathy for people who are not open to new ideas. People are not things, they cannot be turned on and off." Earlier in the interview she stated "scientists are suffering under (the pressure to scientifically) prove everything. They are threatened by the unknown."

Fraknoi, author of a newspaper astronomy column, is trying to break the connection made between astrology and astronomy. He feels young people are misled at the elementary level by unanswered or misanswered science questions. This misinformation can turn them to parapsychology for "pseudo science answers" he believes.

Mrs. Spangenberg attributes

an increased interest in parapsychology to "a heightened spiritual awareness in the country." She feels the evidence is strong for the existence of "beyond the sixth sense" powers and experiences. She believes "technology has failed" and the parapsychologist steps in where science breaks down. Science "is unable to answer all the questions" she points out.

Instructor Fraknoi believes "there is room for a course teaching the history or psychology of parapsychology" but feels no units should be earned if the class is taught as a science. He expressed modest frustration over the abundance of Program Specials featuring "ghost people" or others in the paranormal field.

Spangenberg feels "the school belongs to everyone" and sees valid contributions in her program and Fraknoi's. She says "it's a waste of good energy" for her to get worried or upset about opposition to her class. She feels students in her classes are there because of previous training or experiences in parapsychology. "No one is forced to believe anything." The parapsychology teacher did express a desire to see

the course taught as a science.

There is a small point of agreement in the cases of such professed psychics as Uri Geller and in regards to the early visitor theories of Erich Von Daniken. Fraknoi classifies Geller as a magician and the theories of Von Daniken as "bunk." Describing herself as a skeptic, Spangenberg agrees generally with those two assessments. She hedges, believing Geller does possess some psychic powers and said at least Von Daniken showed us we have a lot yet to learn about our beginnings.

Explaining the rise in parapsychology Fraknoi believes "this is happening because of a decrease in formal, organized religion . . . people have the need to know where they fit in . . . people are searching for some higher being or purpose." He earlier stated in regards to the para-normal "Science takes two positions, one, ignore it and it will go away; two, refute it and by doing so you stand the chance of giving it credence." To Fraknoi's credit he is not ignoring the issue and through his newspaper columns, letters to the editor and a new science course for elementary

teachers is publicly supporting his position.

Mrs. Spangenberg believes he will find it difficult to refute what she believes to be an emerging science. "We have barely tapped our psychic resources." She believes college is the best place for the investigation of psychic phenomena. Opposing Fraknoi's view she feels those inclined toward the parapsychology field "are extremely evolved spiritually high people," not people in search of some false being or power. She adheres to the research and evidence presented by experts in her field. She also believes "the narrow training of scientists make them intellectually lopsided." She said "even Einstein understood you couldn't discuss physics without considering metaphysics." With increased exposure, perhaps within the next decade Mrs. Spangenberg believes even "the would-be scientists who take issue with present day evidence," will be believers.

The argument will wage on. With articulate spokespersons like Andrew Fraknoi and Ruth Spangenberg the debate will at least be interesting.



Ruth Spangenberg favors "sixth sense" classes.

Women's studies grow On nation's campuses

by Shirley Ward

Women studies courses are growing at an astounding rate on college campus as throughout the country. Educators, in an effort to provide relevant student-centered programs, have been quick to respond to the expanding interest and changing roll of women in society. Over 1,000 colleges and universities are now offering approximately 5,000 women's studies courses, according to a recent N.Y. Times report.

This fall, Canada is offering four courses in women's studies, Literature By & About Women, Sociology of Women, Women in Politics and Women in U.S. History. Dean of Instruction, Dr. Sam Ferguson feels, "Women's Studies form an important part of our social sciences. Like ethnic minorities, many of their achievements and contributions have been masked. It is our responsibility as an educational organization to try to unmask these truths. Both men and women need to have a better understanding of them."

Women's studies, like other area studies and ethnic studies courses, offers a generalized in depth look at women's contributions, rolls and expectations by cutting through other disciplines to study their relationship to history, economics, literature, psychology and so forth. Women and men students gain a new perspective, sensitivity and un-

derstanding of the dynamics of women in today's changing culture.

"Students are discovering that combining women's studies with traditional career areas such as business, engineering and the sciences gives them easy access to a wide variety of jobs," says Ms. Diane LeBow, coordinator of women's studies.

Women in particular are finding the studies program provides them with self assessment and builds confidence which helps them in getting and keeping jobs. It is an attitudinal thing as well as informational.

Ms. LeBow, having been instrumental in the development of the women's re-entry program core curriculum and counseling, has shifted her energy into the development of a more complete women's studies program. She is presently studying programs being offered on community college, four year college and university campuses throughout the U.S. and Europe looking for the best courses and adapting them to Canada's own particular needs. Some of the courses presently being considered are the Psychology of Women, Women and Religion, Third World Women, Sex Barriers in Law, Women and Sports, Women and Philosophy and Women and Science.

Ms. Le Bow is currently teaching the literature by and about women course which is



Andrew Fraknoi disputes the value of parapsychology courses.

focusing this fall on American women writers. She has her students keep a journal of their reactions to the class and the readings which include diaries, letters, short stories and novels by frontier women, slave women, Indian women and women from the cities, plains and villages.

Sociology of women, taught by Ms. Marie Bishop, Director of the Women's center, examines issues of social structure sex rolls, education, government, language as a reflection of culture and social values from the perspective of

women's identity.

The history of women, taught by Ms. Murphy on Monday evenings, traces American women's story through the Indian, Pilgrim, southern bell, the slave, mill girl, feminist and others. Ms. Murphy used some innovative approaches such as a simulated witch trail and having students track the history of a woman in their own family, to develop this fascinating course.

New this fall is Women in Politics taught by Ms. Marilyn Fleener. Women's roll in the

political system and society's reaction to women in politics is thoroughly investigated.

Thirty-nine colleges throughout the U.S. are presently offering a B.A. degree in women's studies, 11 a M.S. degree, and three PhD's. In the area, San Francisco State, San Jose State, Berkeley and Santa Cruz offer B.A.'s, San Francisco and San Jose offer a M.A. and Santa Cruz and University of Nevada offers a PhD. Canada is now hoping to be able to prepare students for their degree program in women studies.



"We're serving the needs of the community," comments child care organizer Peg Pribyl as she evaluates Canada's child care center, entering its second year this semester.

The center serves the community by caring for infants and children one month to six years old while their parents go to class at Canada.

The children now enrolled in the program are cared for at the Center at 233 Topaz St. in Redwood City or in several private homes accredited by the center.

A progress report a month into the fall semester reveals good news from the center, according to Ms. Pribyl, now president of Incorporated Canada Child Care Development.

A new board of directors, made up of three "student-parents" and three community members was recently elected.

Along with Ms. Pribyl, community members Dorothy Kraus and Ann Gordon now serve on the board. Ms. Kraus is a retired preschool co-ordinator for San Mateo County and Ms. Gordon is a parent education instructor at Canada.

Canada students Nashelle Scolfield, Annelies Squerie and Susana Cuervo make up the student-parent side of the board.

Center children now have a true "indoors-outdoors" program, reports Ms. Pribyl. A homeowner next door has consented to let the children have the run of his backyard which includes a sandbox and a roped off driveway.

Funding, a continual sore point between the District Board of Trustees and the center last

spring, "is coming along pretty well," adds Ms. Pribyl. A \$15,000 state grant plus \$5,000 in matching funds should take the center through this year.

The center's coffers were enriched recently by two grants: one this summer of \$5,000 from industrialist David Packard and his wife Lucille and one for \$5,000 from Canada's student government.

Thirty-two children now spend their days in the friendly, supportive atmosphere of the child care center in its First Christian Church headquarters.

Four or five aides and Director Barbara Best care for the children while parents are busy studying at Canada. Parents are required to put in time as well. For every 1 hour a child spends at the center for example, his or her parent is asked to give one hour as a center aide.

Enrollment in the center is determined by economic need. Those with low incomes are given first priority on the center's short waiting list.

The center is more than a babysitting agency. "The program is very instructive," explains Ms. Pribyl. "Children bisect frogs and cook breakfast. We're very heavy on science. All the children's play is a learning experience."

As for the center's future, Ms. Pribyl adds, "We hope the community college district will assume the responsibility of running the center. We hope they'll see it as a laboratory school."

Barbara Best at 364-2373 can answer questions about Canada's child care center.

CHILD

by Anne Houghteling



Right English courses pay off says survey

by Anne Houghteling

If you want to do well in college, it pays to take the right English class, a recent Canada survey shows.

Students choosing English courses designed for their reading level drop fewer classes and get higher overall grades than those who don't match up their reading skills with the appropriate level English course, the survey concludes.

These findings come from this summer's study of the Canada English Diagnostic Examination, a placement test in English and math which has been given to incoming students for the last year and a half.

The positive relationship between taking the right English class and doing well in all classes shows the effect of mastery of English skills on college work, believes Gerald Messner, head of the humanities division.

"It (the survey) seems to show," comments Messner, "that your chances of doing better or even surviving are much enhanced rate of those taking the recommended class against those who

didn't.

In school year 1975-76, between 66-69 percent of the students taking placement tests were advised to enroll in English 1A, the traditional beginning college English class. The rest were directed to one of the by taking the English course you're placed in."

The research project followed the progress of 1,103 students who took placement exams from April, 1975 to February of this year.

In its main findings, the Diagnostic Examination Research Project tabulated the number of students the placement test directed into each level English class; what percentage of these students actually registered in the indicated class; and the success remedial English classes at Canada.

Only a little more than half of the students placed in English 1A, however, finally enrolled in the class. And of the students channeled towards more basic skills classes, only one half down to a low of 13 percent took the indicated remedial classes.

In perhaps the study's most noteworthy discovery, a positive

relationship between a student's sticking with a remedial class and continuing in all classes was established.

For instance, of the 98 students placed last spring in one remedial class, English 67A, only two of the 24 who actually took the class dropped out of school. In contrast, 23 of those who didn't enroll withdrew from all their classes.

These last figures, believes Messner, show it is "absolutely key at college level to read and write properly for success in all classes."

Though Canada used placement tests when the college opened in 1968, they were dropped three years later "as the result of the 60's," recalls Messner somewhat critically. "It was one more really democratic thing to do."

When complaints about poor reading and writing skills began to filter into the English Department, the tests were reinstated.

Despite the correlation between enrollment in remedial classes and academic success, Messner is concerned about the

students who don't take the voluntary catch-up classes and need to.

"Many are resistant (to taking remedial classes)," he explains, "until they find out how helpful they are. They progress quickly and the pay-off is all positive. We don't have 'bond-head' classes, just classes to help that you can take along with 1A."

Follow-up studies are due around mid-terms to further chart the relationship between enrollment in basic skills classes and academic performance.

More enrolled; groups show gains

by Anne Houghteling

Canada's population is up, with evening students, women and Hispanic and South East Asian minorities registering the three biggest jumps in enrollment.

The actual "body count" enrollment, as distinguished from the average daily attendance (ADA) figure of people per class, is 7,497 or a little over three percent higher than last fall.

With 4,378 students, evening college showed a whopping 14.19 percent growth over last year. A few percentage points of this increase, however, are due to the new practice of counting Saturday students as evening rather than day enrollees.

Gilberto Villarreal, head of the continuing or evening division, commented on the figures, "The growth left in the district is in continuing education. Our problems now are 'good problems,'

like how do we provide services for all the students, the counseling, bookstore and duplicating services, for example."

Along with the jump in the number of evening students, the number of women at Canada has risen dramatically, increasing 9.46 percent in one year.

This fall, 4,717 women are registered, compared with 4,309 in fall 1975.

The number of men is decreasing, down 5.85 percent at 2,780 this fall contrasted with 2,953 in fall of 1975.

Joan Del Gaudio, a counselor specializing in the returning women student, commented on the increase in female students, "I think it's great. It shows more women are finding justification for their lives by returning to class and being other things than housewives."

In the third dramatic enrollment increase, Canada's

ethnic student population rose 34.36 percent over last fall's. Some of this jump, however, is based on the department of Health, Education and Welfare's (HEW) new manner of classifying minorities.

The biggest jump came in the number of South East Asians on campus. That figure, registering generally the increase in Vietnamese students, went from 134 last year at 181 this fall.

Hispanic students also registered a jump in enrollment, going from 319 in 1975 to 497 this year. This figure is a bit deceptive, however, since this year's preferred term of "Hispanic" is more inclusive than last year's "Spanish-American," explains registrar Lois Chanslor.

Ernie Rodriguez, specializing in counseling minorities and low-income students, gave recruiting drives and outreach programs credit for the jump in Hispanic enrollees.

Philosophy Club told of new Feminist awareness in China

by Miner Lowe

Women's liberation in China is part of all men and women's fight to dissolve Confucian bondages and establish a socialist China, according to a speaker at Canada's Philosophy Club last Friday night.

"There isn't complete equality yet," explained Roberta Cane, feminist and education instructor at San Jose State University, as she showed slides of her trip this summer to China.

Canada's Philosophy Club and friends, totaling more than 25, overflowing a club member's Redwood City living room; listed intently to their month speaker's lecture, "The Role of Women in Modern China."

"Men still refuse to do housework, and dislike having daughters instead of sons," continued Ms. Cane, who wore a Mao styled Chinese worker's jacket; her blond pony braid falling halfway down its back. She pointed out significant changes have been made overall, noting 60 percent of China's doctors are women.

One of Ms. Cane's photos was of a legal document, capturing the Confucian attitude that women had to serve their husbands. Her clear color slide, as they all were, displayed a boy's red hand print next to black characters, finalizing the transfer of some property. Because of the woman's subservient role, she had no rights allowing her property. Though she was widowed, rather than having a woman's signature on a legal document, her son, —too young to write, was required to "sign" for her.

Since the 1949 Tai Pei rebellion, in which Mao's peasants marched across China, overthrowing the ruling class landlords, Ms. Cane told the group China has worked in setting up a socialist state, equitable for both men and women.

"For a genuine socialist society to exist, men and women

will have to receive equal pay," said the late Chairman Mao, according to Ms. Cane. Yet she noted men still feel they should get more for the heavier labor they do.

Ms. Cane spent as much time of her 2½ hour lecture presenting her views on China as showing her slides. After China passed the Marriage Law in 1950, which among other things gave women the right to divorce, she pointed out the women initiated rate rose to 76 percent.

Having ventured to China with the U.S.-China Peoples Friendship Ass.—a group concerned with normalizing our relationship with China, Ms. Cane was interested in their educational system. Impressed as she was with the change of the centuries old role of women taking place, she came back an advocate of China's women's movement.

Accompanying Ms. Cane, Paula Chidichimo, a Menlo Park teacher, complemented her friend's slides and feelings for China. "Coming from Chicago," Ms. Chidichimo said, "I was thrilled to find a place where I could walk through the streets at night without getting mugged." She went to the mainland with the People's Friendship Ass. in the spring of last year.

A couple students asked whether socialist China had enough variety and if the people lacked the passion of western culture. Though it was apparent the speakers were well received, as the lively group refreshing themselves with cake and coffee, continued discussing China and the women's movement into the late night.

Philosophy Club advisor, Frank Young, is proud of his club's consistency, noting they met every semester since Canada opened in 1968. He encourages the club to gather off campus so students can get used to carrying on the learning process without the regimentation of school.

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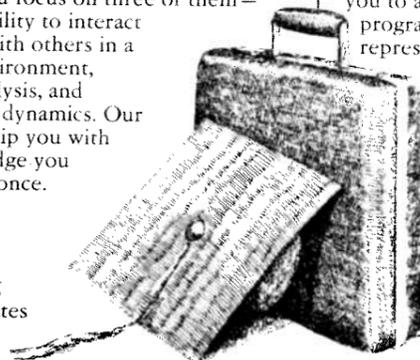
Invest an hour, talk with the faculty

We can think of no better way for you to appreciate and evaluate the program. Faculty and program representatives will be available as shown below to discuss the Winter trimester, which begins January 4. Please call to confirm.

Larry Burt
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Latin American soccer Players talk shop

Circling a cafeteria table, last week, six Latin Americans discussed their sport, soccer.

Lured to Canada by the successful soccer program and coaching staff, all share a keen competitive spirit. Top conditioning requires workouts seven days a week, three hours a day. Primary selection to the team requires a two mile run.

Soccer requires "more skill, agility and conditioning than American football" according to Jose Chavez, Colt goalie. He credits the popularity rise in soccer to the rapid game pace unlike traditional American sports.

Center-Forward Rafael Miranda emphasized the team work required in soccer. "If we are playing a real tough team we work together to go harder" he said. Unlike American football, teammates must quickly shift back and forth from offense to defense.

They agreed they had all started soccer participation at an early age. Soccer is THE sport of their native countries and a natural desire to compete drew them into it. Miranda reported "most towns and cities participate in soccer on some professional level."

As a group, they feel American football suffers from too much violence. Unfortunately, they see American professional soccer following the same black and blue path. Goalie Chavez feels "cheap shots by soccer players make up for an absence of skill." He suspects when American soccer skills are improved a more traditional or Latin style game will emerge.

Most participated in prep soccer in the Bay Area and find Canada's schedule often pits them against former high school teammates. "You just pretend you don't know them until afterwards" explained Joel Perez, halfback.

While some expressed a desire to continue into professional soccer, others like Chavez are enrolled in career programs outside of sports. Chavez hoped to get involved in probation work and currently studies under the AJ program here.

No permanent team captain has been picked, the position being rotated weekly among team members.

All hoped more students would begin to come out to the games. In the future they suggested night contests would probably draw more spectators. A longer pre-

season was suggested by Goalie Chavez.

By country the Latin teammates are : Mexico: Joel Perez, Half Back and Right wing; Luis Sandoval, Right wing; Jose Chavez, goalie; Rafael Miranda, Center-forward; Jose Prieto, forward and Victor Bustos, a CSM student who competes here. Carlos Correa, halfback, from Ecuador and Gustavo Valdes, wing from El Salvador complete the Latin soccer contingent.

Canada Hosts Santa Rosa

Canada's soccer team has been busy this week as the defending Camino Norte Conference champions take on three conference foes within a period of five days.

Monday the Colts faced Los Medanos in a game which was rescheduled from last week due to the rain. Tuesday the Colts met Merritt and Friday the Colts entertain Santa Rosa here at 3 o'clock.

Canada improved their overall record to 6-2-1 Saturday when the Colts shut out Ohlone behind some acrobatic saves by veteran goalie Jose Chavez, former Sequoia High star.

Rafeal Miranda scored a goal five minutes into the first half and Brendon Hennessey's score from the left corner midway in the second half paced the victory.

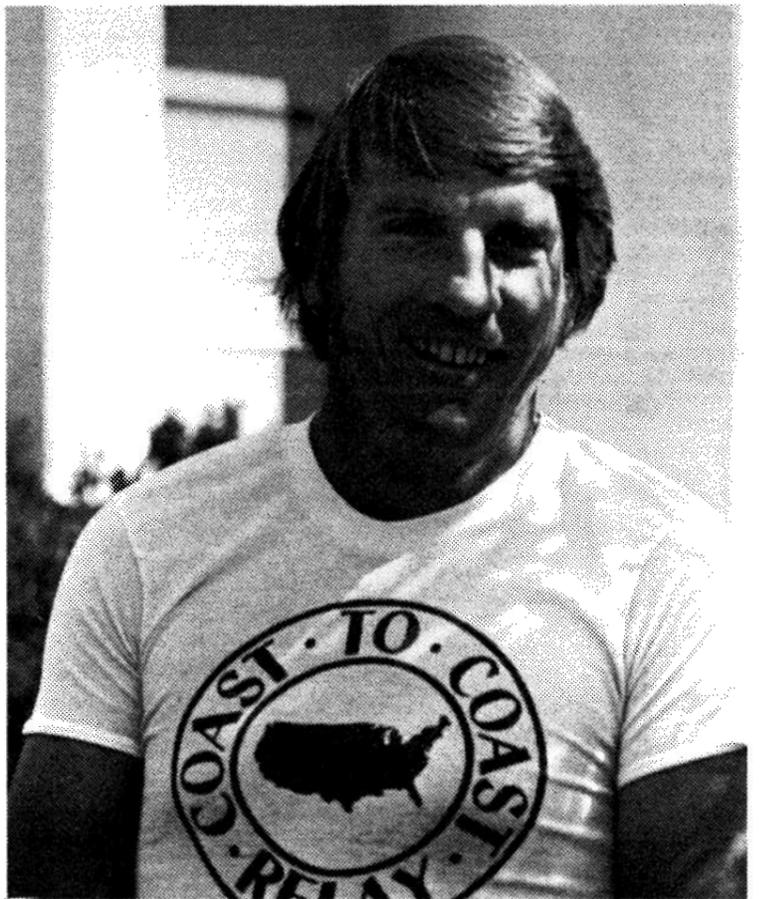
The Colt's lone tie of the season came in a 0-0 deadlock with Skyline a week ago Tuesday.

Next Tuesday the Colts host Alameda at 3 before taking to the road next Friday.

Info center opened

Canada now has an Information Center, a service badly needed for some time. The center will provide students, staff, and the community with a place on campus that can supply answers or references for answers to all college related questions.

The new center is located at the front counter of the admissions office. Freda Sepp will answer over-the-counter and phone-in questions from 9 a.m. to noon daily. The Community Relations Office will answer calls during additional unspecified hours.



Coach Mike Ipsen, above, pleased with the recent cross country meet.

Harriers coach happy With home meet

Gary Schreier

Canada's cross country team participated in its only home meet of the season last Saturday when the Colts hosted its first annual Canada Invitational cross country meet.

"It was a very successful meet," commented coach Mike Ipsen. "The coaches were pleased, everybody enjoyed it," he continued.

John Routh of the Woodside Striders took first place honors with a time of 19:42.2 on the back roads of Canada's 3.8 mile course. Top Canada finishers were Noe Vigil who placed 24th with a time of 23:16 and Tom Bales, a 1972 Sequoia High grad, who "ran very well" according to Ipsen placing 25th with a time of 23:20. Ipsen also had special praise for female runner Diane Saunders, a sophomore from Woodside, who participated in her first cross country meet.

Solano took team honors with 32 points, Modesto finished second with 41, Merritt was third with 71, Cabrillo fourth with 121, the Striders fifth with 153, Canada sixth with 161, Los Medonas seventh with 173 and Menlo eighth with 273.

The Colts low finish hasn't worried Ipsen much. "We have a young improving team. We've been slowed down by injuries but we'll be all right by Nov. 6 when the championships come around," he said.

Other Colt harriers include Mark Merry, Canada's number one man who had his difficulties during the invitational; Steve Honey, a freshman from Woodside; Pat Crimmins, a freshman from St. Ignatius, San Francisco; Jim Taylor, a freshman from Carlmont's championship team; Vence Ketchens, a sophomore from Carlmont; Joan Clark, a 1972 grad of San Carlos; and Virginia Dimminger, a freshman from Woodside.

Canada travels to Belmont Saturday to take part in the CSM invitational.

Out and About Around the Bay

by Doug Teter

THEATER:

The Broadway hit "TOBACCO ROAD" opens at 8 p.m., Friday Oct. 8 at San Jose State University. Repeat performances are on Oct. 9, 13, 14, 15, 16 in the University Theater. Tickets are \$2.25 and \$1.25 for students. For more information call 277-2763.

ACT presents "When You Comin' Back Red Ryder" at the Little Fox Theater in San Francisco. This show will run until Nov. 28. Tickets are available from Bass.

CONCERTS:

Tickets are still on sale for Days on the Green 8 and 9, on Saturday and Sunday, Oct. 9 and 10, at the Oakland Stadium, featuring THE GREATFUL DEAD and THE WHO. Tickets are \$11 in advance and \$12.50 the day of the show from Bass. The Gates will open at 9 a.m., and show time is 11 a.m. You are asked not to come early, and reminded that no cans, bottles, alcohol, or ice chests will be allowed inside the stadium.

Daryl HALL and John OATES will be appearing at the Paramount Theater in Oakland, on Tuesday, Oct. 12, at 8 p.m. Tickets are \$5.50, \$6.50, and \$7.50 from Bass.

LILY TOMLIN will be on stage at the Flint Center on the De Anza College campus, in Cupertino, on Sunday, Oct. 24 at 8 p.m.

If you thought you missed THE BAND at the Paramount Theater, last Sunday, take heart, the performance has been rescheduled for Sunday, Nov. 14. Tickets for the Oct. 3 show will be good for the November show.

CLUBS:

KENNY RANKIN will be at the Boarding House, in the City, Oct. 8-10.

Closer to home, Sophie's in Palo Alto, will present COUNTRY JOE MCDONALD, Friday and Saturday nights, Oct. 15 and 16.

COMING ATTRACTIONS:

Friday, Oct. 29, at the Paramount Theater, FLORA PURIM and AIRTO.

Friday and Saturday, Oct. 29 and 30, at Winterland, BLACK SABBATH and BOB SEGER.

Sunday night, Oct. 31, at the Concord Pavilion, Halloween VAMPIRE COSTUME BALL with THE TUBES.

Finally what you've all been waiting for. ELVIS PRESLEY will be making his first San Francisco appearance in more than six years, at Winterland, on Sunday, Nov. 28, at 8:30 p.m. Tickets are \$7.50, \$10 and \$12.50 from Bass and Ticketron. They went on sale Wednesday morning so get moving. He won't be back again this year.



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