



Volume XXXIV - Number 15

# LA VOZ weekly

February 20, 2001  
"The voice of De Anza College"

### Help raise money for India earthquake victims:

■ Contact DASB, 864-8694

### Desi Hungama '01 :

■ A cultural Indian event on Friday from 5:00 p.m.-10:00 p.m. in Conference Room A and B. It will include a cultural show and an after party.

## Rough Cuts presents:



Tammy Roseberry / La Voz

## Heartfelt

Kenneth Padron, a 19-year-old De Anza student, choreographed and performed a one-person dance called "Heart on my Sleeve," to the music of Crux Shadows. The performance was a part of the Wednesday, Feb. 14, Valentine's Day Rough Cuts performance in Room G-3. Padron is a theatre major and spent three days choreographing the unique and intricate dance performance.

## Cheaters:

*Survey says: students don't get caught helping others cheat*

by Melinda Latham  
STAFF WRITER

The issue of academic integrity - basic honesty in class work and testing - has gained notoriety in recent times. Statistics from a *La Voz* survey reveal that cheating has reached epidemic proportions.

According to the survey, the majority reported they did not cheat on tests or assignments.

However, nearly half helped someone else cheat, by giving them test questions, letting them copy, or letting them use a paper. The students who did cheat would either use a cheat sheet or copy another's answers.

Cheating on assignments was more common, and the method was evenly split between plagiarism and using another person's paper.

Most of the students considered cheating wrong, but the majority did not say that cheating was wrong at all times. None of the students had ever been caught.

Motivation for cheating was split between a lack of studying and the desire for a good grade. Julian, a student who did not want his last name published said, "My motivation is to get good grades to transfer; I will do anything to obtain a good record. I feel you have to do what you got to do."

Those who had never cheated tended to be more adamant about how cheating is wrong.

"I think cheating is a very foolish thing to do in college. It is especially foolish if it concerns a class that pertains to one's major. It's information that may be vital in the future," said a student who wished to remain anonymous.

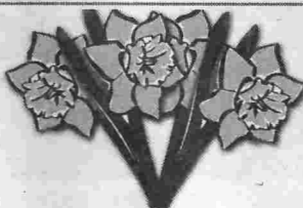
According to De Anza's Web site, "The submission of work which is not the product of a student's personal effort, or work in which some way circumvents the given rules and regulations will not be tolerated."

■ see CHEAT page 5

### NEWS

Daffodils raise money for cancer

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### SPECIAL

Human Sexuality

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### ARTS

Brazilian Martial Artists: Capoeira

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**La voz de La Voz**

**Opinion Section**

**\$15 million not enough for child care**

**Editorial**  
*The opinion of La Voz*

The neglect of our children has become such a large problem that it is receiving noticeable national media and legislative attention today.

While the alleged bomb threat by Al DeGuzman to the heart of privileged Cupertino captured the country's attention for a couple of days, the core responsibility for such confusion seems too elaborate to be tackled in any controlled public discussion.

We point fingers at the individual parents, at the gun sellers, at the school administrators, even at the Internet. Each of them can share the blame, but we need to look inside ourselves more deeply.

We can still be shocked that seemingly privileged, intelligent, young people are demonstrating the same destructive rage that we have gotten used from neglected youth in impoverished neighborhoods.

But we can no longer find solutions in the old, comfortable answers that only the poor are angry and destructive.

The key is the mistreatment of all of America's children.

In 1990, the House of Representatives acknowledged the extent of the damage to our young. A House report disclosed that children under the age of six had become the latest victims of poverty and now formed the largest single group of poor in America.

Earlier this year, Governor Gray Davis addressed childcare and development for community colleges in his proposed FY 2001-2002 State Budget.

He says that he will address Stage 3 funding, after the Administrative Review this spring, in combination with the necessary policy changes to the overall child care program,

to meet the goals expressed last year of serving the state's neediest families within existing resources.

However, by only allocating \$15 million to California community college child development centers (which is the same as he allocated last year), Davis falls beneath his goal of serving the needy families who try to better their lives and the lives of their children.

Davis says that he is for equal access to education. But, how can equal access to education be possible when the funding for quality childcare is not there to begin with?

With the changing demographics of an

increasing number of women in the work force, single heads of households, and two parent families in which both parents must work outside the home, there is a greater demand for quality child care for our young children.

This increased demand has created a need for professionally trained caregivers, teachers, and administrators. In order to ensure this, Davis needs to allocate more than \$15 million.

Until we take a hard look at how we treat our children, the anger of those growing up today can only increase.

*Until we take a hard look at how we treat our children, the anger of those growing up today can only increase.*



**About La Voz**

La Voz is a first amendment newspaper written and published by De Anza College students. The newspaper offices are located in room L-41 at De Anza College, 21250 Stevens Creek Blvd., Cupertino, California, 95014. La Voz is published weekly from the 3rd through 11th weeks of the fall, winter, and spring quarters. Staff editorials reflect the opinions of the majority of the editorial board and do not necessarily reflect the views of the author and are not necessarily the opinion of the La Voz staff. Opinions and viewpoints expressed by staff and contributors are the opinion of the individual, and not necessarily the opinion of La Voz. Advertising rates are available upon request. For information please call 408-864-5626. La Voz reserves the right to accept or reject any advertisement. Printing an advertisement does not imply endorsement or acceptance by La Voz of the service, event, product or idea advertised. La Voz is partially funded by the DASB. La Voz is printed on recycled paper. Please recycle. ©2001 by the La Voz staff. All rights reserved. No part of this publication may be reproduced without permission.

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**Letters Policy**

La Voz encourages Letters to the Editor. Letters must be signed and a phone number included for verification. Names will be withheld upon request. Letters should not exceed two double-spaced, typed pages (300 words). La Voz reserves the right to edit for length and clarity, but will make no attempt to alter meaning. Please e-mail letters to [lavoz@fhda.edu](mailto:lavoz@fhda.edu) or drop letters in the L-41 office or the mailbox outside L-41.

## Letters to the Editor



# Senator Speaks

Editor,

If the De Anza Associated Student Body Senate were to cut funding for *La Voz*, our beloved first amendment school newspaper, we could justifiably be labeled stupid. Since the first draft of the proposed budget shows that DASB has no intention of doing so, that label should fall upon someone else.

Last week, *La Voz* ran a letter to the editor ("Former reporter describes importance of *La Voz*") condemning the DASB Senate for cutting funding to the paper. The letter was written by a former staff reporter in cahoots with the current editors. When I called *La Voz* and inquired as to how we could be cutting their funding, seeing as how we have earmarked the same \$18,000 for them that we did last year (which, by the way, is double the amount they got three years ago), the managing editor explained the mistake to me.

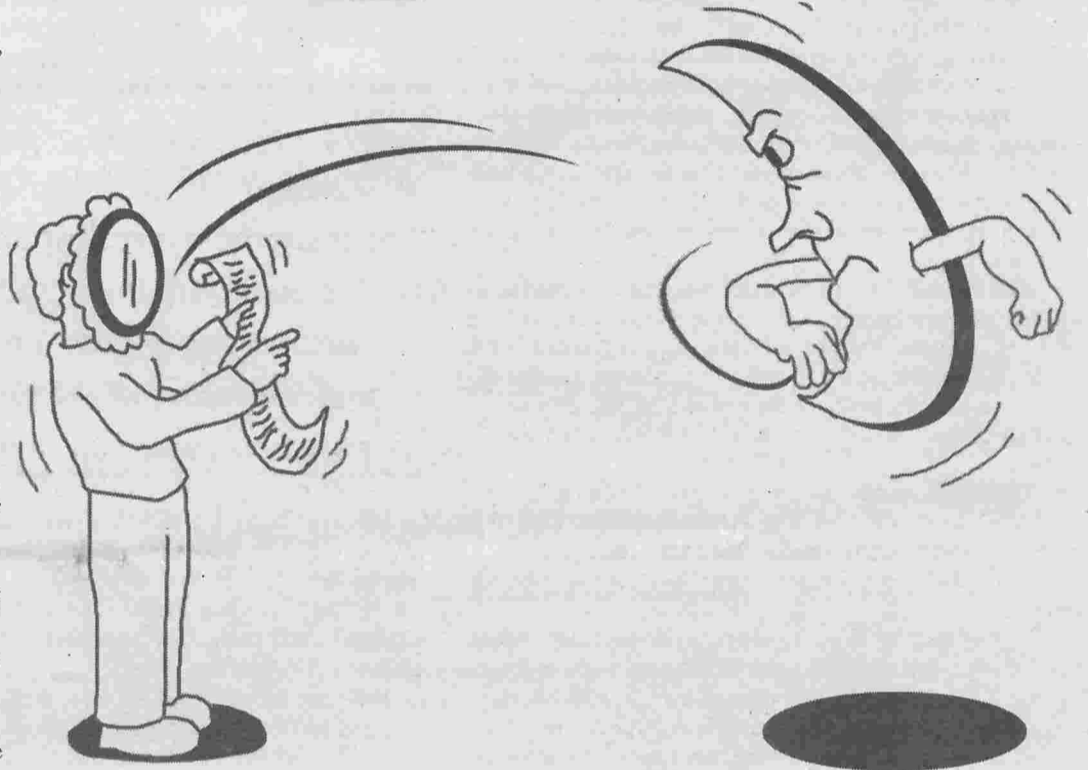
Funding for *La Voz* is not being cut. What is being questioned is the request for additional funding, for a total of \$21,000, which the paper wants. The former staff reporter mistakenly used the term "cut proposed funding" when she should have said, "cut requested funding."

The fact of the matter is, that we, the DASB Budget Committee and the DASB Senate, have enough money to fund 52 percent (\$1.25 million of \$2.42 million) of the requests we received for the 2001-2002 academic year budget. *La Voz* plays an important role in campus life at De Anza, and we have proposed funding 86 to 100 percent of their request. What bothers me about the whole thing is that out of more than 80 requests that we proposed reducing, the only one that was mentioned in *La Voz* is their own. For a first amendment paper that is dedicated to the students, *La Voz* seems awfully selfish and biased to me.

If we do decide to give *La Voz* a larger piece of the pie despite their shortcomings, it will be due to our overwhelming support of free press. As for "ending free press at De Anza College," I can assure you that we won't let that happen. If we could afford to give everyone everything on their wish list, we surely would. However, our current budget doesn't stretch halfway to the moon, just halfway to the requests.

Brett Jensen, DASB Senator

*Editors note: Letters to the editor are sometimes edited for length and clarity, but no attempt is made to alter the writer's meaning.*



**"Listen cheese head, we're trying!!  
...At least we won't give up on free press!!"**

-Yu

## Religious perspective of DeGuzman

Editor,

I believe that we all are capable of evil. Al DeGuzman's was fueled in a specific way that seemed very harmful to society.

The Bible says that we are all sinners, and have all fallen short of the glory of God. I do not believe I am any better than DeGuzman just because I never made a bomb before. The Apostle Paul, a great perpetuator of the Good news of our Lord Jesus Christ, used to persecute Christians before He became one himself. He stood by watching in pleasure as Stephen, a martyr, one who dies for his faith in God, was killed.

But, God is good, and God is mighty, able to work in the hearts of men. Jesus brought the kingdom of heaven here on earth when He came, and this kingdom is for the whole world, for "God so loved the world that He gave His only Begotten Son, so that whoever believes in Him shall not perish, but have eternal life."

This gift of God's love is meant for DeGuzman, you, me, and every beloved creation of our Poppa in heaven.

The point is that whatever could have happened did not happen, and I wanted to acknowledge the Lord Jesus Christ's sovereignty in all things here on earth as well as in heaven.

There are other Christian clubs on campus, in which I've met brothers and sisters from each. We are all

human, and we all have our different weaknesses, opinions, faults, etc. However, we share the one thing in com-

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*We are all human,  
and we all have our different  
weaknesses, opinions, faults ...*

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mon that binds us all, even to you, if you are willing, and this is the gift of God's love and the promise of a glorious heaven to those who believe even in the name of our Lord Jesus Christ, who layed down His life so that all may be saved from the penalty and suffering as a result of sin—after all, no one's perfect.

Some of the fellowships are especially for people who would prefer to meet in the comfort of their own culture and language, such as Grace Fellowship, which, if I remember correctly, is in Chinese. How much good would it benefit one's mind if they sat through a discussion in which they could hardly understand?

Of course, there are many things one can learn from different cultures, but being in the context of your own is much easier on some people. There are at least two English-speaking ones, one of them being ours (Chi Alpha) and the other one is focused on the study of the Old and New Testament. I've met the pastors or presidents of all of the clubs, and they are all very kind brothers and sisters in Christ. We are of different denominations, even Chi Alpha itself, some being Baptist, non-denominational, Catholic, and even Mormon, but our hearts beat as one.

Chi Alpha would like to get together with the rest of the Christian Clubs for some fellowship (which means spiritual time with friends, building relationships) possibly to a Coffee shop called Koinonia, down in Campbell. They have live Christian bands of different styles every Friday. You are more than welcome to come.

If you have time on Wednesdays, also, our club meets from 11:00 a.m. to 12:30 p.m. We are planning to bring some food for everyone this week. We have a question box that any student can drop a question in ... anything at all that's ever in your heart or mind. Please pass the word to anyone who might be interested.

Your sister in Christ,  
Coralyn Fedalizo  
Chi Alpha Christain Fellowship



# Letters to the Editor



## La Voz part-timer coverage addressed

Dear Editor,

The Faculty Association was happy to see that *La Voz* editors chose to dedicate their Jan. 29 issue to the matter of community college use of part-time faculty. It appears that the editors were inspired by their attendance at the Coalition of Contingent Academic Labor (COCAL) Conference held at San Jose City College, Jan. 12 - 14.

However, in reporting on such a national, (international, in fact, as representatives attended from Canada), conference, it is important to be clear whether statements refer to international, national, state, or local circumstances. While the need to address the abuse of part-time faculty is clear and long overdue, the situations of part-time faculty vary widely from state to state, system to system, and from college to college.

The Foothill-De Anza Faculty Association would like to take this opportunity to clarify the situation of part-time faculty under the terms of the Agreement negotiated in this district. The Association is doing so to address general misimpressions communicated throughout the Jan. 29 issue and specifically stated in the Krauth editorial when she wrote:

"Part-time faculty members receive 37 pennies to a full-timer's dollar for teaching identical courses. They receive no free health benefits. They are given classes offered at the least favorable times. They have no job security."

1) Part-time faculty are paid on a six-step salary schedule which is calculated at a rate of 70 cents to the full-time dollar. To elaborate, the full-time salary schedule has thirteen steps from which the first six are multiplied by a factor of 70 percent to construct the part-time salary schedule. Both full-time and part-time faculty move ahead on the schedule by accumulating service to the District. Hence, a part-time faculty member at a 50 percent annual load would need two years to accumulate one year of service and move to the next higher step. [Ed note: 37 percent is the statewide average.]

2) Part-time faculty with reemployment preference (see #4) who have completed at least a 50 percent load for one academic year qualify in the following year for fully paid

medical benefits for themselves and their dependents under the District's Kaiser plan. Part-time faculty who have completed between an annual load between 40 percent and 50 percent qualify for these benefits, but the cost is shared -- half paid by the District and half paid by the faculty member. To receive these benefits, part-time faculty must sign

classes are assigned. No new faculty get classes until all of those with seniority have their full complement of load.

This process applies to all part-time faculty, including full-time faculty teaching overload. There is no preference given to full-timers except in getting their full-time assignment; they enter the part-time ranks if they request an overload.

The Agreement states that assignments shall be made with "due attention to the convenience and welfare of faculty ... [and are] usually established by mutual consent between the employee and his or her division chair or supervisor." This applies to both full- and part-time assignments, so those on the low end of the seniority list may find themselves with less favorable assignments and times.

4) The successful operation of all three of the systems described above hinge on a single strength of the Agreement: part-time instructors have job security. At Foothill-De Anza, job security is provided under a seniority system called "reemployment preference."

After serving for five quarters (usually consecutive) in a division and receiving a satisfactory evaluation during the first three quarters of employment, a part-time faculty member is granted employment preference in the division and college in which the service was rendered. This means that these faculty will be offered part-time assignments for which they are qualified in that division before anyone without reemployment preference.

If there are more qualified part-time instructors than available assignments, the most senior will get assignments first. Seniority shall be determined by the part-time faculty member's first quarter of employment leading to the established reemployment preference status.

While the situation of part-time faculty at Foothill-De Anza could be improved, it would be prudent to compare the conditions here with that at other institutions to gain a more complete understanding of the use and abuse of part-time faculty in higher education.

Richard Hansen  
Faculty Association (FA) President

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*While the situation of part-time faculty at Foothill-De Anza could be improved, it would be prudent to compare the conditions here with that at other institutions to gain a more complete understanding of the use and abuse of part-time faculty in higher education.*

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an affidavit stating that they have no other source of medical coverage, for example, through a spouse or other employment.

3) The class assignment system is designed to accommodate faculty preferences with regard to the choice of classes and scheduling times.

Full-time faculty loads are filled first. The District employs its full-time faculty on the basis of an annual salary. To earn that salary, these faculty must carry a full load, so they must have priority assignment. Then, part-time assignments are made on the basis of the part-timer's seniority status; that is, how long he or she has been employed by the District.

These assignments are made one-at-a-time. That is to say that the supervisor assigning classes goes through the seniority list giving one assignment to each part-timer until the end of the list is reached. Then the process repeats, giving a second class in seniority order, and so on until all

## Classified staff addresses letter to Kelly Bennett

Dear Ms. Bennett,

On behalf of the Classified Employees of De Anza College, thank you! Your courage and quick thinking surely saved many lives. Others, no doubt, will express similar gratitude to you, but we are compelled to speak for ourselves quickly from the heart to thank you.

We are convinced that you prevented the horrors of a Columbine High School-style attack from being visited on De Anza's students and staff. As we were being evacuated from De Anza College, a chilling reality greeted us all; the light banter among us was muted by this brush with death. Looking over our shoulders we could see a furious search for bombs was being conducted in the emptying corridors of our campus.

Thongs of uniformed officials began replacing the students and

staff as rooms were checked and rechecked for hidden bombs.

Rumors flew that a suspect was already in custody, but no one knew who had saved us, no one knew how it came to pass that a maniac's plans had been stopped. We were shaken by an ironic contrast in our culture this event presented.

On one hand, a student, a student who represents the worst in our society was preparing mass murder; on the other hand a caring student who represents our best, responded

courageously to prevent the murderous attack. Now, a few days have passed and we know whom to

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*On one hand, a student who represents the worst in our society was preparing mass murder; on the other hand a caring student who represents our best, responded courageously to prevent the murderous attack.*

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thank: Kelly Bennett, our society's best. As parents, employees, and fellow citizens we offer our sincere thanks.

- CSEA Executive Board

P.S., We are making arrangements to thank you in a more tangible way by contributing to your education trust fund.

We plan to ask the membership for a donation of \$500 toward the scholarship fund set up by our college.

Note to Editor: Further, we would like to take this opportunity to thank the *La Voz* for the excellent coverage you gave to Ms. Bennett's heroism.

Sincerely, David Paulsen  
Secretary CSEA 96

## Symbols of hope: daffodil days for cancer

by Catherine Kung  
STAFF WRITER

Daffodils are being sold between now and March 2 to raise funds for the American Cancer Society. Mary-Jo Kane, director of Health Services, will take the orders. The ordering process is "pretty convenient," says Kane. She can be reached via phone at 408-864-8903 or directly at the De Anza Health Services Office. Payments can be made by Visa, MasterCard, check or cash. Kane will hand deliver the flowers when they arrive.

"To me this is the most fun part," Kane said. "Everyone's so happy to get them. Sometimes they are given as surprises."

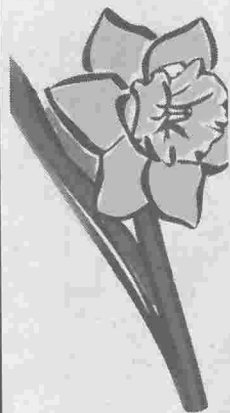
Kane says she herself has lost someone close to cancer.

Kane has been a supporter of this event for the past six years, ever since someone close to her passed away from cancer. According to Kane, many people, even here at De Anza College, have been affected by cancer. "It's like buying Girl Scout cookies. You do the good deed and you enjoy the cookies. Except this is even better, it doesn't have any calories," says Kane. Supporters are not simply just giving away money, beautiful flowers come back in return.

An American Cancer Society brochure indicates that the daffodil, being the first flower of spring, symbolizes the hope and

promise of a cancer free society. This nation-wide voluntary health organization contributes to cancer research, education, advocacy, and service. Based on figures from the 1999 national American Cancer Society Annual Report, the daffodil fund contributes to several categories: 19 percent to research, 15 percent to detection/treatment, 17 percent to patient services, 23 percent to fundraising, six percent to management and general, and 20 percent to prevention.

The costs for daffodils vary, but start at \$10. Anonymous donations can also be made. Daffodil days and the purchasing of a flower is to honor anyone who has battled with cancer.



## Demographics explored

Numbers reveal profile and trends of campus population

by England Wei  
STAFF WRITER

Although student demographics at De Anza College have not changed much over the last ten years, minor trends have taken place according to the Institutional Research office at Foothill-De Anza Community College District.

In fall 2000, a total number of 24,110 students were enrolled at De Anza College. This number was 1,254 less than in fall 1999 and 2,601 less than in fall 1990. De Anza College has enrolled more than 22,000 students every fall quarter since 1984. The highest enrollment was reached in fall 1989 when 27,138 students enrolled.

The enrollment decreased by four percent to 18 percent the following winter and spring quarters compared to fall quarter in each of the past ten years.

While the enrollment at De Anza maintained relatively steady at an even level for the past ten years, the age trend has shifted dramatically. The college population of age 20 and under soared from 3.98 percent in 1990 to 29.09 percent in 1999.

The increase was compensated by a decreasing attendance of those aged 30 and above.

Gender breakdown, on the other hand, has been steady and balanced. De Anza College has seen more female enrollment than male during the past ten years, even though the population of Silicon Valley is overwhelmingly male.

Female students constitute 50.50 percent to 54.32 percent of De Anza's total population, varying each year.

Another pattern was revealed in the ethnic breakdown of enrollment. In 1990, 59.35 percent of the De Anza population was White. In 2000, 28.66 was White.

Asian, Filipino, Hispanic, and other non-White groups have enrolled in higher numbers, while the number of African American and Native American students remained unchanged.

The Asian community became the new majority on campus last fall, constituting 32.35 percent of the total De Anza population.

The ratio of full-time students to part-time students has been staying roughly the same at one to three since 1990.

Most part-time students enroll in three to six units per quarter, while most full-time students enroll in 12 to 15 units.

In 2000, the most popular goal stated by 25.11 percent of the students at admission was to transfer with an AA/AS. In 1990, it was 33.98 percent.

The demographic breakdown within each department at De Anza College was not available.

There are currently two full-time staff employees conducting demographic research in the Foothill-De Anza Community College District. Academic Services forwards statistical data from Institutional Research to the Deans of each department.

Christina Espinosa-Pieb, dean of Academic Services, says that the data she recently received was "obviously inaccurate" department-wise.

According to Espinosa-Pieb, Institutional Research has been understaffed before the Partnership for Excellence Fund came in. Katrin Spinetta, a consultant outside the Foothill-De Anza District, has recently been hired to work in the area.

A possible increase in the number of positions for Institutional Research is currently being reviewed. Espinosa-Pieb says she hopes the demographic data for each department will be available by the end of this year, because this data has been requested by many of the deans.

Duane Kubo, dean of Intercultural/International Studies says he often wants the demographic data about the individual classes.

"Each Division addresses this [demographic] issue in our program reviews, every three years in detail," said Nancy Canter, dean of Creative Arts.

## Cheating is controversial among students

■ CHEAT

From front page

According to the California State Educational Code (#76130), the college has an obligation to specify those standards of behavior essential to its educational mission and campus life. The following types of misconduct for which students are subject to disciplinary sanction apply at all times on campus as well as to any off-campus functions sponsored or supervised by the college: cheating, plagiarism or knowingly furnishing false information in the classroom or to a college officer.

There is a tossup between the value of cheating, according to students. On one hand, cheating can lead to a higher grade than would normally result. On the other hand, penalties for cheating can be very

harsh, from receiving a failing grade on the assignment, to dismissal from the class, to expulsion from the entire college. Cheating comes at a cost to the student's overall knowledge, since information gained from cheating is usually copied in some form, indicating a lack of learning in the subject matter.

Thus, the student will not be as well prepared in the future for further testing. Cheating can also be a detriment to the student's self image.

In the magazine FACCTCS, a publication for community college faculty,

Glendale Community College Physics instructor Jean Lecuyer said, "I always emphasize to my students that cheating is not only dishonest but also utterly stupid because they risk their reputation, which represents so much, for a few lousy points on a test, which represents so little."

“ My motivation is to get good grades to transfer; I will do anything to obtain a good record. I feel you have to do what you got to.”

- Julian, student

## Campus

activities and news

**Summer School in Saigon:** Information meeting on Feb. 22 at 12:30 p.m. in the Don Bautista Rm., Hinson Campus Center. For details call 650-949-7614 or 408-864-8929.

**Musical Performance:** Chamber music by instructor Loren Tayerle and friends on Feb. 22 at 12:30 p.m. in building A1, Rm 11. Free and open to the public.

**Euphrat Museum of Art: Feb. 22 through Apr. 12.** Exhibition "Angel Island and Immigration Stories of the 20th and 21st Centuries" on display. Call 408-864-8929 for details.

**Winter Family Astronomy Evenings:** Astronomy show on Feb. 24. Tickets are sold at the door beginning at 7:00 p.m. For details call 408-864-8814.

**Visiting Speakers Series** on "Stories from Angel Island and other Histories of Chinese Immigration" on March 1 at 1:30 p.m. to 3:30 p.m. in Conference Rm B in Hinson Campus Center. Call 408-864-8836 for details.



# Human sexuality

## Sexuality courses

*discuss gender, domestic violence and homophobia*

by England Wei and Melinda Latham

STAFF WRITERS

Human sexuality instructors say that discussing gender roles, domestic violence, and homophobia are key issues they tackle in their classes. Last Valentine's Day was no exception. Human Sexuality, Sociology of Women and Men, Intimacy and Marriage Today, and Sexual Assault: Police and Community Responses spoke about these issues.

On Valentine's Day, the class **Sociology of Women and Men** discussed "compulsory heterosexuality" and how sociologists believe that gender or sexuality is not biologically or genetically linked. The class sat in a circle and discussed different ideas of masculinity, femininity and homophobia. They also spoke on the differences of how men and women deal with such issues.

One student questioned the straight man's fear of homosexuality. The man disliked the feelings of objectification — feelings some women receive from men. The student said that this is because a gay man might hit on a man.

The class also talked about gender labels — male being masculine and female being feminine. Students threw around ideas of how gays and lesbians choose to fit or not fit into these roles.

In the **Human Sexuality** class, the discussion of the treatment of gays and lesbians took a different angle. Members from the Lesbian Gay Bisexual Awareness Program spoke to the class during a question-answer period. Three representatives answered the class questions. Topics ranged from how their families reacted to when they "came out" to their current lives and relationships.

One said that she and her partner have a one-year-old baby and discussed how she will grow up in a nontraditional household. Showing pictures, she depicted how both of the child's "mama" will raise her in a caring environment. Asked about the absence of a father figure, she answered a "parent figure" is more important and that family and friends will serve as male influences in the child's life.

Another representative said that he did not embrace his sexuality until later in life. He worked as an educator for years, but did not come out to the school. The principal knew of his orientation but said that education was what mattered.

The third LGBAP representative said that he quit a job due to his boss's homophobia.

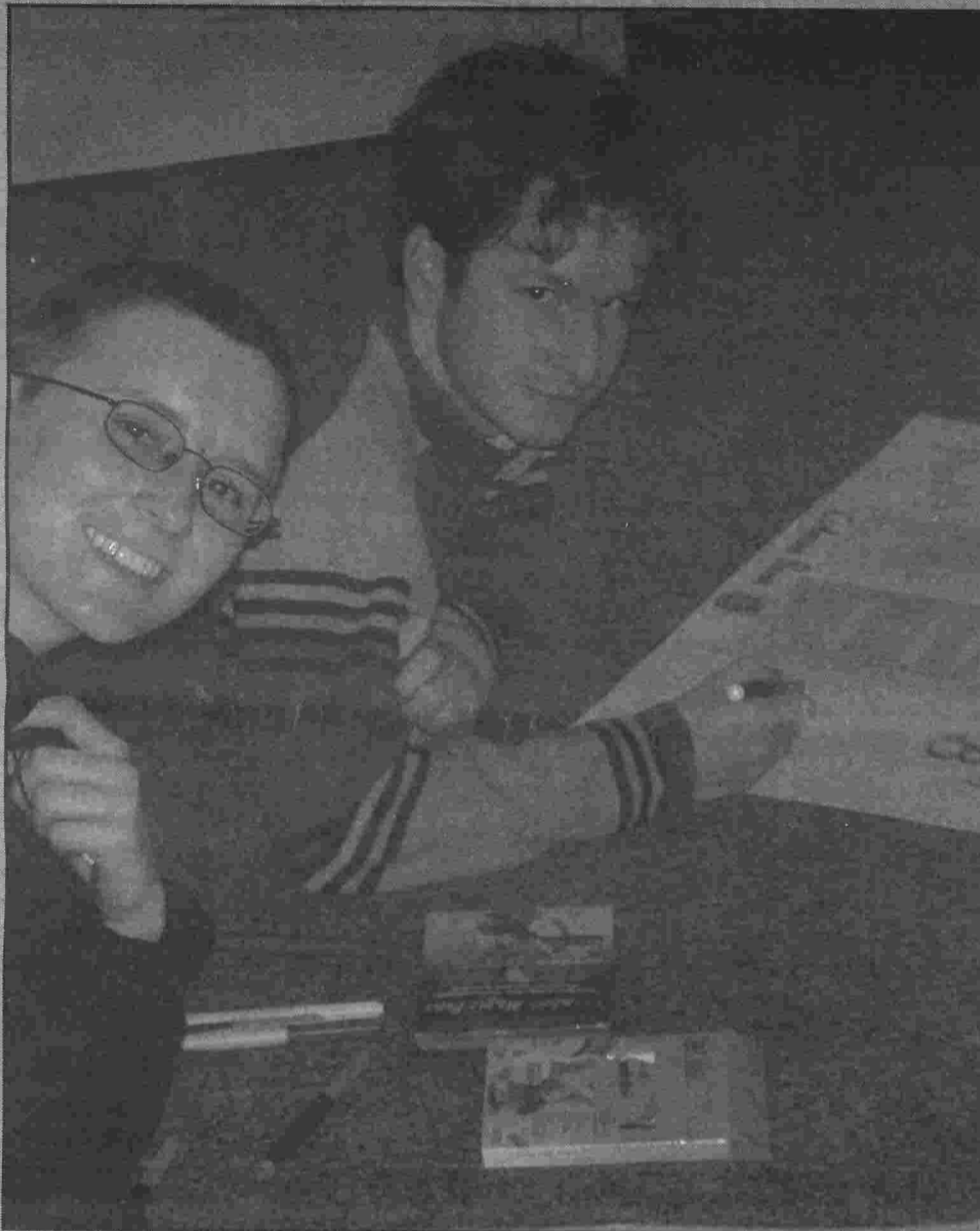
Both men are now in long-term relationships, and both men were asked personal questions about the importance of sex in their relationships.

That day, the class, **Intimacy and Marriage Today**, began with an exercise of sharing "I love you" in various languages. Randi O'Donnell, the instructor introduced the activity in sign language. She compared the ideal images of Hollywood stars to everyday men and women.

Usually O'Donnell presents the material with a combination of lectures, videos, guest speakers, and group works. One of her guest speakers discussed domestic violence, for example.

O'Donnell's classes emphasize the emotional and mental part of the relationship, which, according to her, outweighs the sexual part.

The physical angle is discussed in more depth in instructor McClure's **Sexual Assault, Police and Community Responses** class, which focuses on societal and psychological aspects of sexually physical assault, the perpetrators and the victim practical application of police investigation and the criminal justice process. These topics led to further debates in connection with profiling a sexual predator and raising awareness to possible dangers. In addition, students talked about the impact a sexual assault can have on a victim and his or her surrounding life. As part of the class routine, McClure includes videos and invites guests including Valley Medical Center staff, YWCA Rape Crisis Center representative and members of the child sexual assault unit.



Monica Krauth / La Voz

Lesbian Gay Bisexual Transgendered Questioning and Allies club members Monika "Tommy" Statkiewicz and Christopher Pommier prepare event signs for their club's film festival that took place last Tuesday and Wednesday. They showcased videos that bring awareness to issues in the gay community.

## Get a free anonymous HIV test without a needle

by Tammy Roseberry

FEATURES EDITOR

At the Crane Center, anyone can walk in and get a free anonymous test without any form of identification — and better yet, you can choose the needle-free method.

I went in last Thursday to take my own HIV test. My counselor, Abby (last names are anonymous for privacy reasons), put me at ease before asking very personal and sometimes uncomfortable questions about my sex life.

"More people test because they can test anonymously," said Abby.

She then gave me a stick with some cotton-like material on it and told me to put it into my mouth between the gum and cheek.

I had to rub it around a bit and then wait about three minutes and I was done. That was it.

I had done the "scary" HIV test without any needles!

Abby then asked me if I had any questions and gave me a card in case I came up with any. With a variety bag of condoms, lube, several vanilla-flavored dental dams, some safe sex tips, and a blue sucker in my mouth, I was out the door.

If you want a confidential test with written results, the cost is \$5.00. It requires your name, address, telephone number, photo I.D., and signed consent.

Whether you get the anonymous or the confidential test, two weeks later on your appointment day, you can come back in, talk with the counselor and receive your test results.

The counselor and you then discuss ways for you to have a healthy, safe and enjoyable lifestyle.

The center also offers STD testing with a sliding scale fee, and confidential services for teens.

Contact the Crane center at 408-885-7000.



Valentine's Day brought about discussion on birth control, HIV testing, gender, domestic violence and homophobia

## Church ladies disapprove of free condoms



Tammy Roseberry / La Voz

Jehovah's Witnesses Fernetta Shaw and Olga Tryforos are two members of the local De Anza community who feel that giving away free condoms is wrong. They say it urges sexual activity and shouldn't be done at public institutions of education.

by Tammy Roseberry

FEATURES EDITOR

In the student center last week, you could do more than just pick up some grub. Thanks to the De Anza Health Services and the Jehovah's Witnesses, sex packets and Bibles were being offered for free in the Hinson Campus Center.

Fernetta Shaw and Olga Tryforos, both Jehovah's Witnesses, said they don't believe the school should hand out the sex packets. Shaw said, "It's like putting a Band-Aid on cancer."

Tryforos said it was similar to when the state gave out birth control pills in the sixties.

"It made me sick, to tell you the truth. You're finding out that girls are sexually active." She said the worst mistake one of her daughters could make in her life would be to tell her that she needed birth control pills.

The sex packets given out by Health Services were filled with such delicacies such as ribbed condoms, Kimono Select (Japanese for the exotic) condoms, 100 percent electronically tested condoms, and flavored condoms such as strawberry or grape.

Included is a packet of the "new and improved" Aqua Lube Plus, a silky, long lasting water-based that is mild

tasting for the weak at heart.

Tryforos said that if a lot of the females who used to be called "loose," knew how some males talked about them, they would be pretty upset.

She said things have changed from when she was growing up. It wasn't that girls were "morally" clean but it wasn't as pronounced as it is now.

Shaw said, "By the time you get to the age where you really know what you want, maybe you won't be able to

**“** You go into a public bathroom and you use the public bathroom and when you come out you want to wash your hands and then you go to use the towel and its filthy... Do you want to wipe your hands on a filthy dirty towel?

Of course not.

- Fernetta Shaw

get it because of the way you lived your life, and this involves abusing drugs, abusing alcohol. So, it's not just sex."

She said all these things make you "dirty."

"You go into a public bathroom and you use the public bathroom and when you come out you want to wash your hands and then you go to use the towel and it's filthy ... Do you want to wipe your hands on a filthy, dirty towel? Of course not," Shaw said.

"Well that's the way your body will be if you let everybody use it."

Speaking of your body and being dirty, inside warning the sex packets, De Anza Health Services says sex toys can pass disease and need to be washed and protected when shared with others. It's nice to know that you can still share your toys like your parents taught you, if you are careful.

Dental Dams as well can protect against vaginal fluid, menstrual blood and anal blood, and fecal matter being exchanged during oral sex.

All you have to do is cut the tip off one of a latex condom and slit the remaining larger portion down the side to form a rectangle.

You then hold the rectangle between your mouth and your partner's or partners' vagina and/or anus. De Anza Health Services suggests trying flavors for fun.



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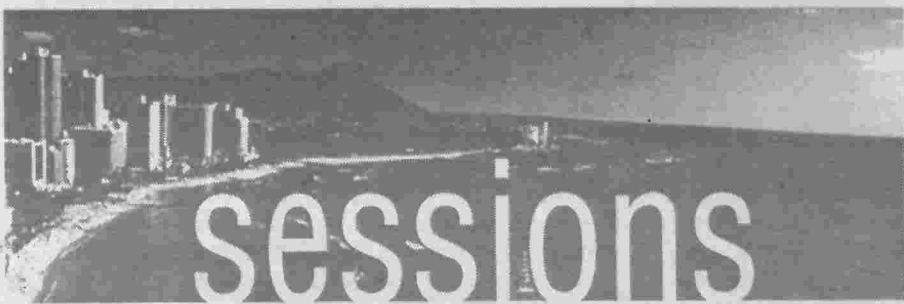
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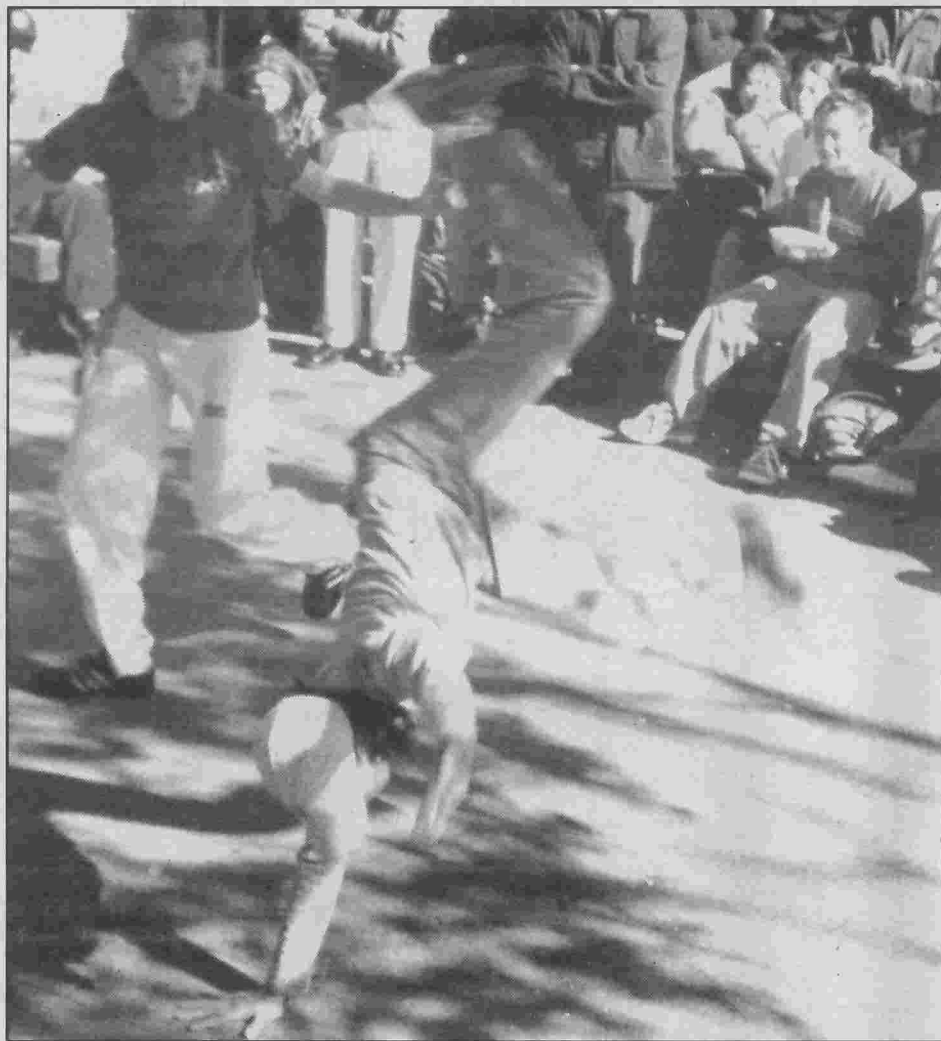
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# Martial art group shares Brazilian culture



Deborah Perez / La Voz



Caroline Perez / La Voz

Above: During the last portion of the event, De Anza students were encouraged to participate. This move is a one-handed au, or cartwheel. Top Left: A Capoeirista performs a move called the Macaco.

## Local group shows there's more to combat than kicks



**Caroline Perez**  
ENTERTAINMENT  
EDITOR

Would you believe the dance form break-dancing came from the martial arts?

Around four hundred years ago, African American slaves in Brazil practiced a form of martial arts, called Capoeira. However, they weren't allowed to practice it, so the

two lines. After being paired off, they started to perform. Players enter the from the pe'da roda, or foot of the circle, usually with a cartwheel, called an au. The two players interact with ritual-like moves, such as kicks and handstands.

Towards the end, Mestre Bueno and the group encouraged students to participate. The students performed in the same fashion as the Capoeiristas did in the beginning.

I saw a mix between the two cultures of Capoeira and De Anza students. The Capoeirista tried some break dancing

moves and likewise, fellow De Anza students attempted some traditional Capoeira moves.

Capoeira member Victor Ceron said "not just about learn-

slaves "danced" to music. When soldiers turned away, they would practice Capoeira.

Capoeira of San Jose performed on

Wednesday, Feb. 7, to a large crowd outside the Campus Center. Ten members of the two hundred Capoeiristas came to entertain.

The mestre (pronounced master) of the group, Wagner Bueno, his wife, and other members played music with traditional instruments while the rest of the members performed.

By changing the rhythms and beats in the berimbau, which is like a bow shaped instrument with a single steel string, the mestre told the performers whether to move fast, play nice, fight, or stop. In addition to the music, the lyrics command the players' actions, too.

The Capoeiristas, or members of the group, bent down and faced each other in

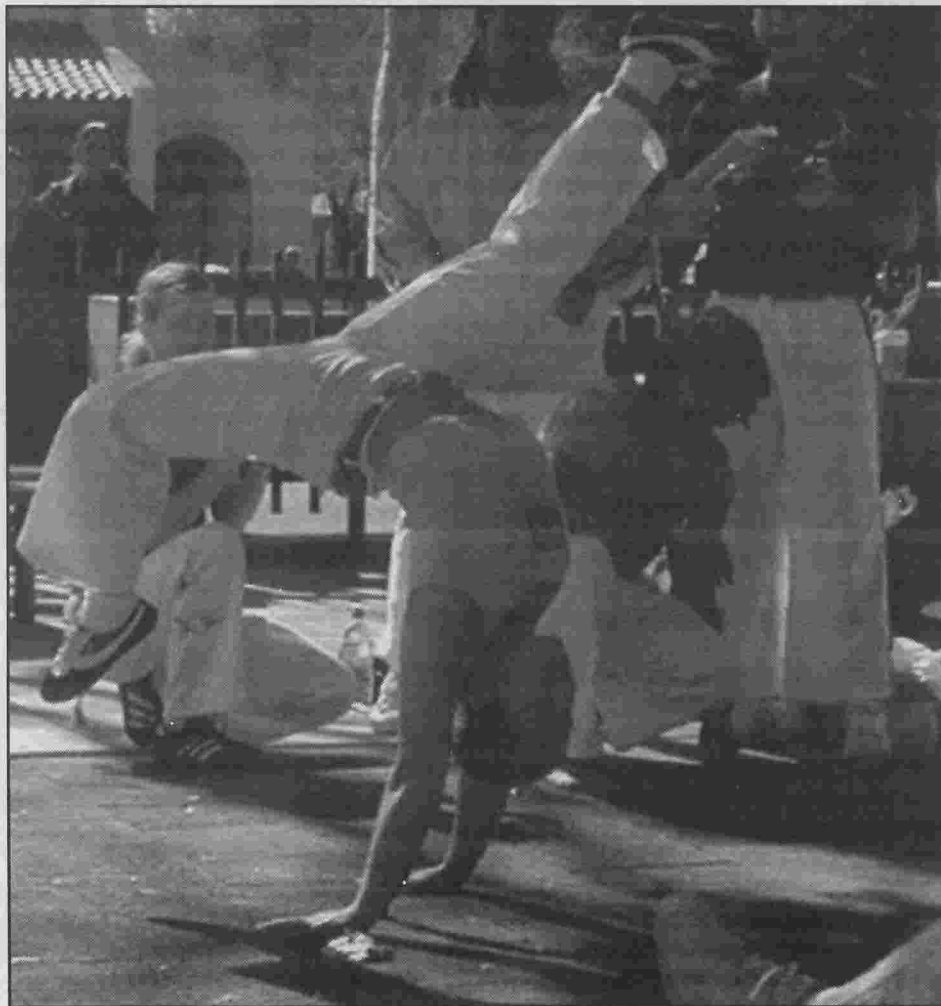
“ Capoeira is a dance and a fight. It's not only a combination of gymnastics, dance and martial arts but also music, culture, history and knowledge. ”

ing kicks. You learn about Brazilian culture and music.”

Another highlight that caught the crowds' attention was when the whole group did an exercise that trains the Capoeirista to be keen and quick on his or her feet. The members tried to make another member fall on the floor by placing his or her foot behind the opponent's supporting leg.

After hooking and pulling the opponent's leg, one has successfully swept the opponent off his or her feet.

“Capoeira is a dance and a fight. It's not only a combination of gymnastics, dance and martial arts but also music, culture, history and knowledge,” according to the Capoeira of San Jose website.



Caroline Perez / La Voz

Flips, kicks, and handstands are normal moves that Capoeiristas practice. Capoeira members learn to control their balance and strength.



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# Counselor's Corner

## The rocks of life - set your priorities right



**Don Nickel**  
COUNSELOR

For this week's Counselor's Corner column, I'd like to reprint a story that came over the Internet with a few minor changes that I added. Given the recent events at De Anza, I'm sure you will understand the timeliness of this story.

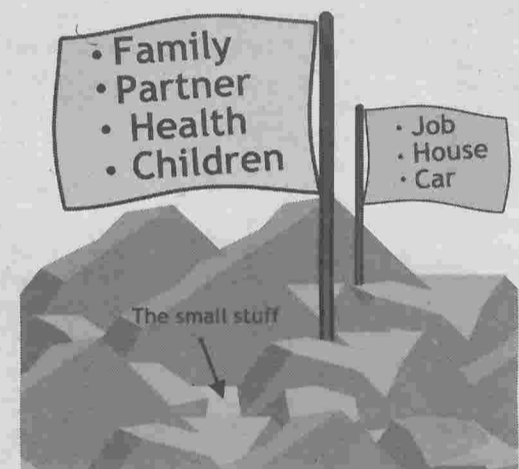
### To All The Rocks In Your Life

A philosophy professor stood before his class and had some items in front of him. When class began, wordlessly he picked up a large empty peanut butter jar and proceeded to fill it with rocks about two inches in diameter. He then asked the students if the jar was full. Without hesitating, they agreed that it was. The professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks. He then asked

the students again if the jar was full. The students laughed. They agreed that it was. The professor now picked up a box of sand and poured it into the jar and slightly shook it. Of course, the sand filled up everything else. "Now," said the professor, "I want you to recognize that this jar is like your life. The rocks are the important things - your family, your partner, your health, your children - anything that is so important to you that if it were lost, you would nearly be destroyed." The professor continued, "The pebbles are the other things that matter like your job, your house, your car. The sand is everything else - the small stuff."

"If you put the sand into the jar first, there will not be enough room for the pebbles or rocks. The same goes for your life. If you spend all your time and energy on the small stuff, you will never have room for the things that are more important to you. Pay attention to the things that are critical to your happiness. Make time to eat with your family at least once a day - and with the television off. Play with your sib-

lings. Take time to get medical checkups. Take your partner out dancing." Finally, the professor added, "There will always be time to work, clean the house, turn on the TV. Take care of the rocks first - the things that really matter. Set your priorities. The rest is just sand."



Karl Dotter / La Voz

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# Rough Cuts: Heartfelt



**Tammy Roseberry**  
FEATURES EDITOR

In "Beyond Therapy," two lonely people seem to have their fair share of trials and tribulations in the dating game.

First of all, there is Bruce, a bisexual man who used to be married to the homecoming queen, slept with the gas guy, got a divorce, and moved in with a

lover named Bob.

Dr. Wallace, played by 18-year-old Shonelle Redke, suggested that Bruce place a personal ad looking for the "right woman," since he is unsatisfied with his relationship with Bob.

Prudence, played by 33-year-old Darlene J. Day, who is looking for someone other than her psychiatrist, answers Bruce's ad.

Prudence used to date her current psychiatrist, Dr. Framingham, played by 33-year-old Ken Fernandez. He can't keep his paws off of her long enough for her to spit out her problems.

It was laughter from the get-go, but the highlight came when Dr. Wallace threw such a temper tantrum I thought she had genuinely lost it. The girl has skills.

Fernandez shined brilliantly with a smooth talk and touch that seemed to get him nowhere except a pre-ejaculation.

Redke, who has acted since high school, said, "It pushed my limits. It's

hard to be a real person and insane."

Day has been in theatre only since last month. She said it was really fun, but a lot of work.

Bishop, who celebrated his birthday on the day of the performance, has been in theatre all his life. He said it was a "real rush" and would like to pursue acting as a career.

Fernandez has done theatre for a year or two and likes the "rush of live performance."

All in all, it was a lovely valentine treat to see the talented foursome perform.

### Black Elk Speaks

After "Beyond Therapy," Silas Parker, 18, performed a stand-up monologue entitled "Black Elk Speaks."

It was a moving monologue with a variation of tone and feeling, but he might have clued in the audience more by giving a brief introduction. Still, it was nicely done.

Parker has been acting since the age of five. He wishes to pursue a master's in fine arts and hopes to act on Broadway one day. "It's more in the raw," he said.

In an almost flawless performance, Parker conveyed the emotions felt in "Black Elk Speaks."

### Heart on my Sleeve

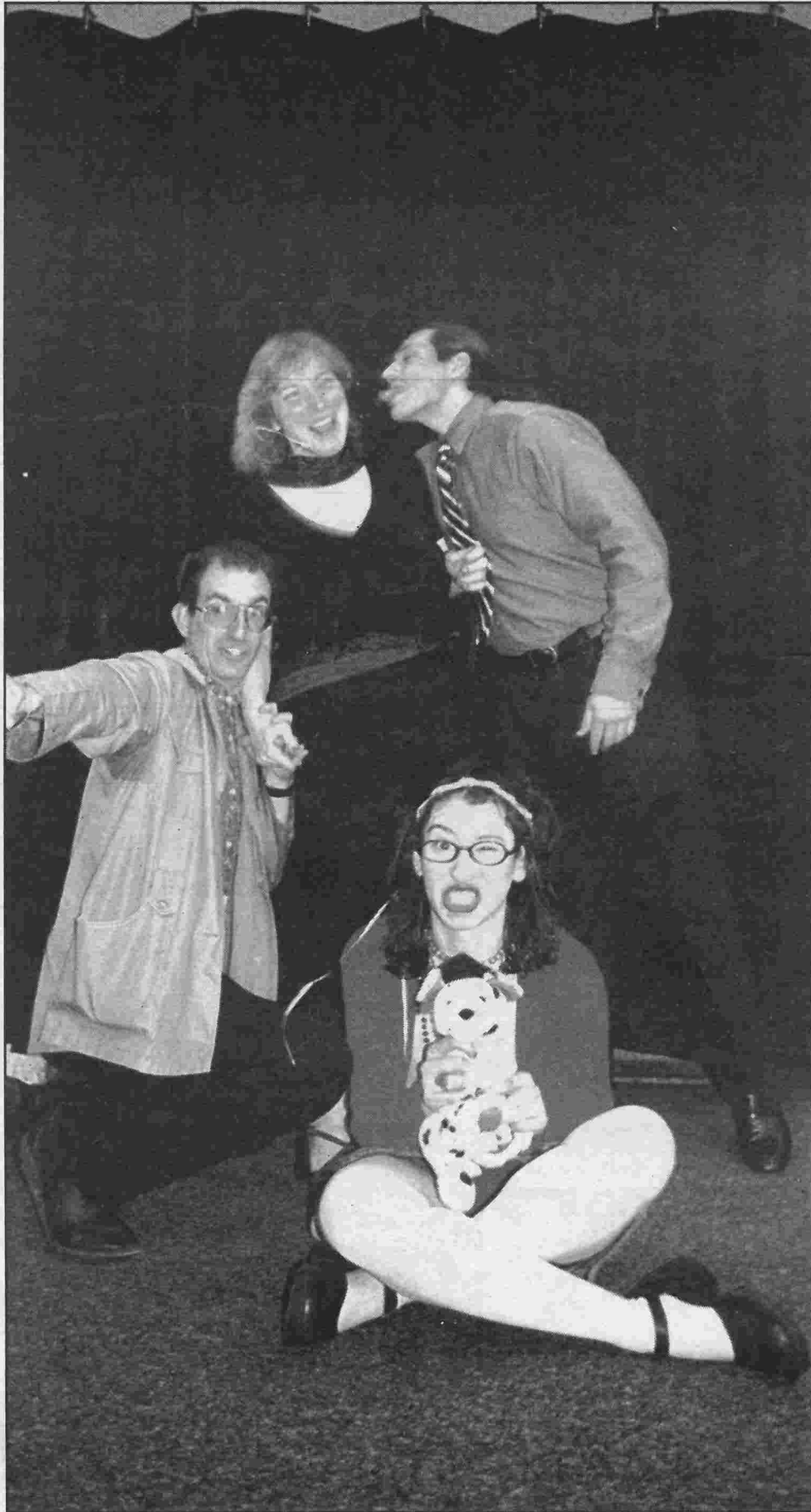
"Heart on my Sleeve" was performed and choreographed by Kenneth Padron (photo on front page).

Just when you thought the lights were too dark to see anything, there slithered a glowing white face, looking out from the curtain.

In an eerie and beautiful way, Padron 19, a theatre major, danced his entrapment until he had the audience captivated and moving and feeling with him.

Though not enrolled in any dance classes, Padron loves to dance and try something different -- and different it was.

The next Rough Cut Production, *Laughing Matter II*, will be broadcast live through the De Anza College Channel on Wednesday, March 7. Rough Cuts invites you to enjoy their talented, funny and free entertainment. Contact Hester Schell at 408-864-8872 for more information.



Tammy Roseberry (2) / La Voz

Above: Members of Rough Cuts (clockwise from far left); Stephen J. Bishop, Darlene J. Day, Ken Fernandez, and Shonelle Redke, acting their character roles of a bisexual man, a lonely woman, a horny psychiatrist and a psychotic psychiatrist.

Left: Silas Parker acting an award-winning performance of "Black Elk Speaks." Parker is a theatre major at De Anza College.

