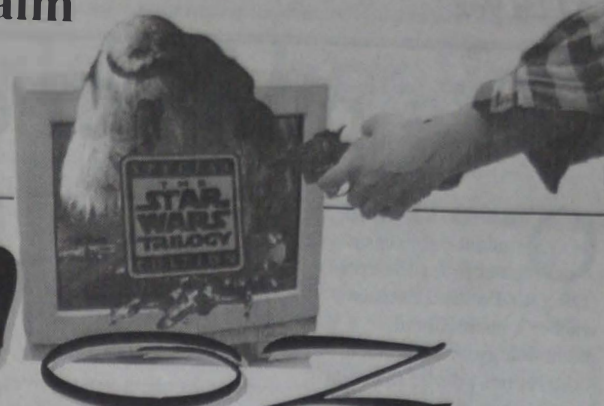


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The Voice of De Anza College

Vol XXX-A, No. 9

Cupertino, California

March 4, 1997

Activists upset over rats' treatment

by Dean Carrico
Staff Writer

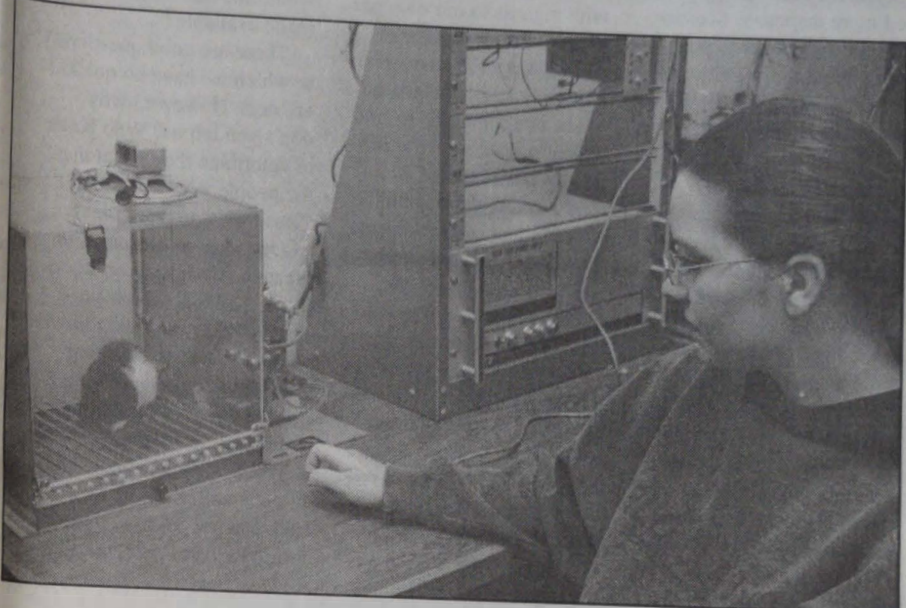
"We don't have anybody ever coming here and saying 'how dare you shock those humans!' But if you do anything with animals, that's a different thing."

-Charles Ramskov, psychology instructor

Live rats used as demonstration of operant conditioning have been a part of the De Anza psychology department for over 20 years. But some critics think it's time for a change. John Clarke is responsible for the newest club on campus, the Students for the Prevention of Animal Cruelty. One of his objectives is to stop both the Biology and Psychology departments from using laboratory animals, a policy he feels is unnecessary. The operant conditioning the rats undergo deals with the power of reward on voluntary behavior. Students learn behavior modification using water deprivation. One primary goal is to train the animals to press a lever in order to obtain water. Charles Ramskov, psychology instructor for De Anza defended the use of the animals. "We've consciously thought this out," Ramskov said. "We're not blind-

ly using the animals because it's easy for us. In fact, it's more difficult, and I think we go to extraordinary means in order to deliver what typically, here at De Anza, is the best two year psychology preparation experience that you could get." "Operant conditioning is fairly unremarkable," he continues, "certain responses are successful, and certain other responses are not successful. What the power of reinforcement shows is the capacity to increase positive behaviors. We don't use any negative reinforcement or punishment

with the rats." Kathy Savory, outreach coordinator for the Physicians Committee for Responsible Medicine, questions the validity of the experiment, arguing that animals have completely different biological and psychological structures than humans. "How is this helping human health to figure out that a rat will push a lever to get some water?" Savory asked. Savory argues the use of animals for any experiments are unnecessary. "There is a variety of alternatives See RATS, back page



Ashley Majors performs operant conditioning with Pete the rat for her Psychology 2 class in room L-27. Majors is thinking about keeping Pete at the end of the quarter.

La Voz / Douglas Rider

Curriculum reform planned

By Janice Winkel
Marketing/Communications Office

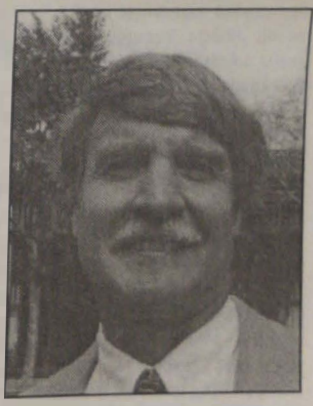
Arts and coordinator of the Office of Interdisciplinary Studies. "Because our college identified interdisciplinary linkages as one of our highest strategic priorities in 1996-97, this dissemination project may serve as a major catalyst in the college's evolution into a model, experimental learning community environment." The three-year project gets its support from the Fund for the Improvement of Post-Secondary Education and is being administered by the Washington Center for Undergraduate Education, a 46-college consortium based at Evergreen State College in Olympia, Washington.

In June a team of De Anza faculty and administrators, led by Trend, will travel to the Washington Center for a week-long institute addressing issues of philosophy, pedagogy, implementation, assessment and evaluation. The team will develop a case study of its own experiences and lessons learned in launching and sustaining innovative curriculum reform. The project culminates in 1999 with a national conference that will showcase the experience and knowledge gained by the participating institutions. Two other colleges in the state will take part in the project: the California State Universities at Los Angeles and Sacramento.

Finance VP here to stay

by Lois Jenkins
Marketing/Communications Office

After more than three years of interim appointments, De Anza has filled the position of vice president of Finance and College Services. Michael Brandy brings more than 20 years of experience in fiscal management for educational institutions to his new job, begun February 3. He will supervise the overall planning, development and administration of the \$57 million college budget for 1997-98 and will act as liaison for De Anza with the Foothill De Anza Community College District and the State.



Michael Brandy new vice president of Finance and College Services

Brandy, a Scotts Valley resident, most recently worked as the business manager for the Los Gatos Union School District for 10 years where he was responsible for managing the budget, facilities and food services for the kindergarten through eighth grades. Prior to that, he worked in the West Valley-Mission Community College District for 13 years. From 1980 to 1986, Brandy was the community college district's vice chancellor of business services where he managed and directed support operations including finance, maintenance, data processing, security, purchasing, college bookstores and food services. He also supervised construction and remodeling for the West Valley and Mission campuses.

and a bachelor's degree from California State University, Northridge, in 1969. Both degrees are in business administration and marketing.

"I love the idea of using business knowledge as a tool in education and what it can do for people," said Brandy, who served for three years as treasurer of the Scotts Valley Educational Foundation.

The new vice president looks forward to being in close contact with the energy generated by De Anza's students. "I've known De Anza's reputation for years as an innovative, aggressive institution in the area of student programs. I'm very excited to be where there's more opportunity for interaction with instructors, staff and students," Brandy said.

Brandy gives every indication of being a multi-talented manager. He has coached girls' softball for the year.

"Mike Brandy brings to De Anza an outstanding record of leadership and a complement in the areas of finance, human resources and college services," said President Martha Kanter. "I believe he is well equipped to bring us new ways of approaching the planning and delivery of these same programs and services at De Anza. He impresses me as a person who will get things done in a caring and sensitive manner in the framework of shared governance."

Brandy received his master's degree from Golden Gate University in San Francisco in 1973.

Beales recounts racial integration

by Patty Guerrero and Maya Frelix Hart
Features Editor and Staff writer

Joy Melba Beales evoked the trauma of being one of nine African-American students integrating Central High School in Little Rock, Arkansas in 1957, to over fifty students and staff last Wednesday evening.

"To say that it was difficult in the beginning is an understatement. . . (But) we had no alternative. Had we turned around, nothing would have changed."

-Joy Melba Beales



"I grew up in a city where I drank from a fountain marked 'colored,' rode in the back of buses, where I couldn't eat in restaurants and I couldn't go to movies. . . The unwillingness to accept the status quo is what led people to want to integrate schools in Little Rock."

Beales recalled feeling scared and lonely. Feeling singled out and often pinching herself to see if she was still alive because no one would speak to her. She was threatened, taunted and spat on.

an understatement. . . (But) we had no alternative. Had we turned around, nothing would have changed," said Beales. Beales wanted the students to imagine how difficult it was to be in such a violent environment where (they) were more than unwelcome. Even her biological father was against her attending Central High.

Beales recalled there being "a time when I had to look at myself and ask, 'who am I? what do I want?'" (We) wanted to give our life more quality than it had. And that was what going to Central High meant for me. During and after that year, the Ku Klux Klan gathered force and eventually put a price on her. See BEALES, back page

De Anza Day cancelled in favor of "open house"

by Alex Kramer
Staff Writer

President Martha Kanter announced the cancellation of De Anza Day, a 25 year tradition held on campus every spring, for 1997. In the moment to all staff and faculty on February 19, Kanter stated, "After months of discussion both on and off campus, we have decided not to hold De Anza Day in 1997. In the coming year, the college community will be developing a new event based upon an 'open house' concept that will be held in the spring of 1998 during the college's 30th anniversary."

Citing a departure from De Anza Day's original intent as the reason for the cancellation, Kanter offered reassurance that De Anza will maintain its contact with the community in the coming year through other events such as the Fourth of July celebration and the Tet Festival. Some students and faculty were less than happy at the decision, such as music teacher Robert Farrington. "I think the creative arts division is disappointed because we've always supported it quite well, and it's a great venue for our students to perform and share what they've accomplished during the year." "I think one of the dangers is that once

something goes away it's hard to get it back and to get the people back, which is a concern that I have," concluded Farrington. Student Catherine Be to concurred. "As I was growing up, I used to come all the time. It's a lot of fun, one of the best things. I remember about De Anza." Kanter ended the memo hopefully, stating "I'm sure you'll agree that the best way to thank the community for its confidence in De Anza College is not with a 'community festival' but with more opportunities for student to upgrade their skills, transfer to universities and experience lifelong learning."

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Let's publish opinions of teachers & classes

One week, a De Anza student publishes a letter in *La Voz* criticizing his Political Science teacher's instructional methodology. A week later, more replies pour in than can be published in the next issue.

Nothing special, right? Surely *La Voz* gets mountains of response letters to the articles and opinions it publishes.

As heavenly as that would be, the reality is that the letter published by Amadeo Donofrio regarding Nicky Gonzalez Yuen's Political Science I class has generated more responses than any issue throughout the past year. What this signifies to us is that there is a clear need on campus for open information regarding the perceived qualities of instructors and classes.

As every student has probably experienced in some form or other, there is already an underground torrent of gossip exchanged by word of mouth regarding classes and instructors. Who hasn't been asked the question, "Who do you recommend for (fill in teacher here)?" or "Is (fill in class here) an easy 'A'?"

With all the strong opinions floating around about

Editorial The Opinion of La Voz

what determines a good class or teacher, it's no wonder the debate occasionally heats up. However, realizing that we are all different people with different opinions and ideas who are faced with similar circumstances and goals, it's easy to see the usefulness of a publication where these opinions could be looked up and individually considered with regards to our own particular likes or dislikes.

That way, if a student has a favorite style of class, he or she could look up to find which instructor would fulfill this desire best. Furthermore, there could be both pro and con statements if there is some debate about a class or instructor.

Some instructors and students might protest such a collection of opinions in that it puts in the student's hands the power to control how teachers teach courses, since the teachers that aren't liked are going to suffer in enrollment. However, as places such as U.C. Berkeley have learned through off-campus

publications, students will broadcast their views anyway and teachers won't have control over it.

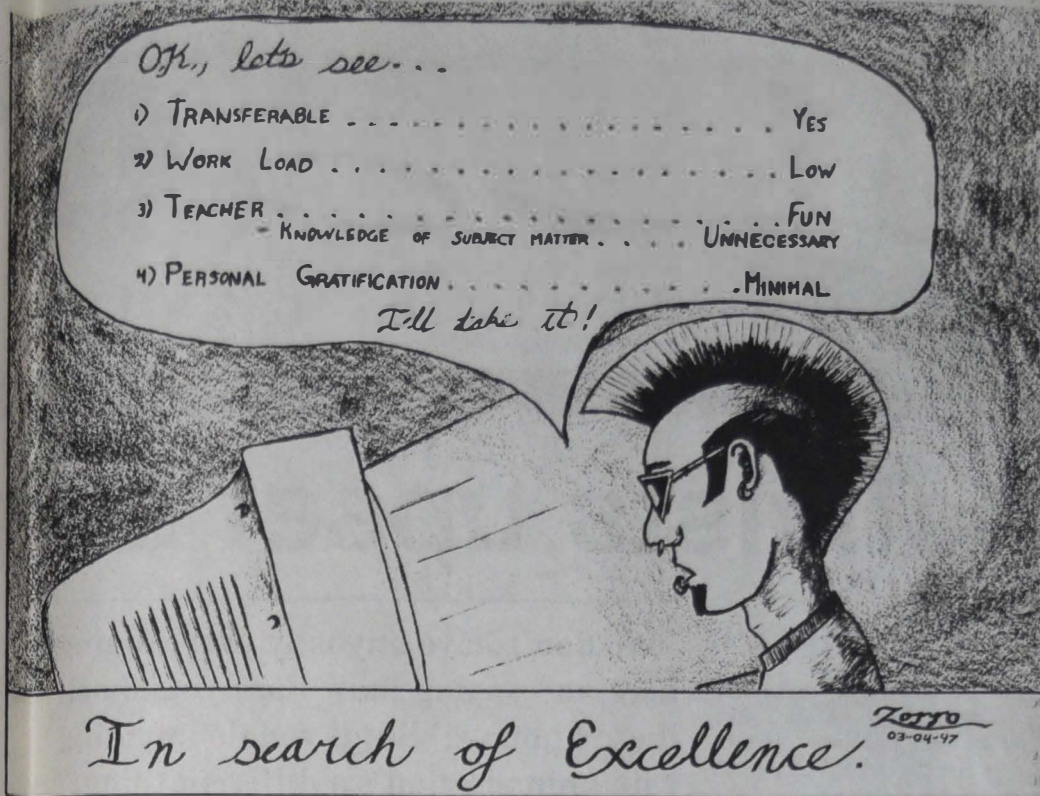
On the other hand, if there were a publication that made sure to express different opinions and viewpoints, one-sided biases could be easily avoided. And, if all of the feedback about a certain course or teacher is negative, perhaps it should serve as a sign that some kind of change would be welcome.

How would such a manual or book be produced? Who would write or edit it? How would the criticism be collected? Where and how would the information be made available?

These are good questions to which we have no quick answers. However, why don't you tell us? Who better to determine the format than the people who will use it. Please write us your ideas.

One idea we've had is to create a newsgroup or other internet site on which students could post their comments. This ever-changing collection could then be printed out periodically and distributed to students.

Whatever the form, such an open collection of feedback and suggestions would definitely be of service to De Anza students.



In search of Excellence.

Letters to the Editor

Open media lab is everything but

I am a student at De Anza College who is currently carrying 16 units of classes. Since all of my course assignments are required to be typed during the quarter, I need to use a computer frequently in order to complete my class work. Unfortunately, I am one of those poor students who does not have a PC at home. Therefore, I have to depend heavily on the open computer lab here on campus. Last quarter, I managed to get all my class work done on time when the convenient open writing lab in the Learning Center was available free of charge for 12 hours daily during the week and 7 hours on Saturday.

Then, all of a sudden, at the beginning of this quarter, the lab closed and all of the computers were removed due to the renovation of the Learning Center. There was no prior notice given regarding the sudden close of the lab and there are no alternative choices for students who need to use a computer. According to a computer aid of the ex-open lab, there will be no further information provided regarding the exact date of the re-opening of the open lab. It may be early this fall, if we get lucky, or it may be sometime next year.

It took me a week and half of active searching for another open writing lab. I finally found the English Writing Lab located in the Advanced Technology Center. I was surprised to note that the lab hours are extremely limited for regular students: 17.5 hours per week.

And this does not include such instances as when you get shut out of the lab during the open lab hours because of a last minute schedule change.

I, together with some other open lab student users, have experienced a few of these "shut out" periods during the open lab hours, and we felt very helpless and mad about the disrespect and poor schedule planning of the lab toward students like us. There was no prior notice of lab hour changes due to the class re-schedule and there was no one who apologized for the inconvenience. There was basically a message saying: "The classes being held here are the only thing we care about and it is not important to us if it affects your class work, and even your final grade."

I was angry and upset when it happened to me the second time, so I asked the lab aid to find a computer for me no matter what because it would be my second time to turn in late home work, and it would result in a 10 point loss in the class. He finally helped me with an available computer, which I think had something to do with my

anger and strong demand at the time.

Although I have never had any dislikes toward the lab staff there (in fact, I have actually made friends with almost all of them now), I still think there are some necessary changes needed to be made in the lab:

- 1 - Make the open lab hours from 17.5 hours to at least 35 hours per week.
- 2 - Try to limit the chance of class schedule changes which will affect the open lab hours.
- 3 - Give prior notice and offer alternatives to open lab students when there is an emergency schedule change.

I think many people would agree that a computer lab is an important and necessary aid to assist college students in reaching their educational success, especially those who do not own a computer at home. In order to serve this worthwhile purpose even better, I suggest that the English Writing Lab at De Anza College should consider the above solution to the existing problems.

-Vienna Wong

Restroom closure relieves no one

I've been a student at De Anza College since Fall 1994. I have noticed that at least once or twice a year during the time that I have attended classes here, some of the restrooms on campus have had on-going construction work in the middle of the quarter.

It is very inconvenient for students to walk to a restroom that is a block or two away from their classroom in the middle of the class or during break times. As all of us may know, no instructor will appreciate it if students take more than ten minutes away from each class unless there is a convincing reason.

For example, it took me almost five minutes to walk to the restroom which is two blocks away from my classroom (the restroom which is located in the building next door has been under construction since early this quarter). Unfortunately, I had to wait in line for three minutes before I could rush back to the class. Of course, I was five minutes late and my instructor was very unhappy because I have missed some important lecture that took place five minutes before.

However, what I want to stress is that in addition to causing class lateness and physical discomfort for students as well as faculty members, it also also unfavorable to potential students who consider enrolling at De Anza College. Therefore, the college should consider speeding up the on-

going construction work on the restrooms or try to have the construction only take place during the summer when there are much fewer students attending classes.

I believe many students at De Anza College are looking forward to see a change in the availability of restrooms on campus. It is important to all of us since we each need to use the restrooms at least two or three times per day.

-Priscilla Choi

ADD not the only learning disability

I am writing in regards to the column written by Nikki Hoffman. To anybody who doesn't read *La Voz* frequently, she writes the disabled students forum.

Every time I open a new issue of the *La Voz*, I am surprised to see yet another article written by her on the subject of ADD (Attention Deficit Disorder). By my last count, I think that this is the fifth article I have seen written by her on this subject.

Apparently, Mrs. Hoffman has ADD. Her columns chronicle the continuing saga of her trials and tribulations she's encountered while dealing with this disorder. While I do feel for her, I also have a couple of concerns.

First of all, if the name of her column is the disabled students forum, shouldn't her column be a forum for De Anza's disabled students? Since I have started reading *La Voz*, I haven't heard or read anything in any of her columns regarding the viewpoints of other disabled students at De Anza. The only thing I have read about is ADD.

Secondly, I think it's important to represent the viewpoints of all De Anza's disabled students and not just her own. As I walk around the campus, I see many students who are blind, deaf or wheelchair bound. How come the readers of *La Voz* haven't heard about their struggles and viewpoints?

I don't think it's right for a columnist to continually write about what she wants and to ignore the viewpoints of those she is charged with writing about.

This letter is not intended to be an affront to Nikki Hoffman or anybody with ADD. I just feel that if she is the columnist of the disabled students forum, it's her responsibility to represent the disabled students of De Anza and not just those afflicted with ADD.

-Steve Bigley

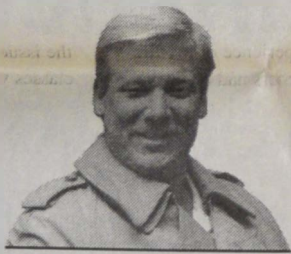
For more letters, see page 4

Old habits die hard

Two years ago I quit smoking cigarettes. It was a smelly, disgusting addiction that I was proud to extinguish. I accomplished this feat by being a Y-camp counselor in the Santa Cruz mountains for a group of children that needed responsible adults as role models. Because smoking is not an ideal activity for a role model, I decided I would quit. Besides, if I could spend a week in the middle of the woods with a cabin full of terrorists, mercenary 12-year olds and not have a cigarette, I could do anything.

Well, it worked. It wasn't easy, but with the help of 25 rowdy adolescents, I focused more on where all the toilet paper and shaving cream was disappearing to than where my next cigarette was coming from. My withdrawal symptoms were not, as some have said, worse than heroin withdrawals (if you don't believe me, ask a recovering heroin addict...you'll get the same answer) but it was not a happy experience. I did, however, manage to overcome my nicotine addiction and stay proudly smoke free...until December 31, 1996 that is.

I was in El Paso, Texas, at the Sun Bowl, when I bought a cigar...a big fat \$13.00 cigar. My logic was that a \$13.00



Trey Dunia
Columnist

cigar was not really smoking, it was an experience in fine tobacco. Yeah, right. About half way through this mammoth stogie I got sick (I forgot not to inhale) and, to the delight of everyone in my 50-yard radius, I threw it away. "What was I thinking?!" I said to myself. "I gave up this habit two years ago. This thing stinks. Am I crazy?" And that was it, I was through with tobacco forever...or so I thought.

That evening I went gambling (another unhealthy vice) at the "Speaking Rock" casino (I now call it, unaffectionately, Spanking Rock) where I began to feel slight nicotine withdrawals from the cigar I smoked about six hours earlier. There was second-hand smoke all around me and I was losing

money at the blackjack table when, much to my dismay, I succumbed to my body's aching desire and bought a pack of Marlboro's. I said to myself, "Just tonight...just one pack tonight only. What could it hurt?" I lit the cigarette and inhaled deeply. I felt my body spin as the nicotine did its deadly deed. I was hooked again. That was 60 days ago or, as I should say, 60 packs ago.

Today I can't believe that I was stupid enough to try smoking "just one." Every day I say to myself, "I have to quit, I hate smoking." But every day I light up again. I remember writing an article for *La Voz* on how disgusting and inconsiderate smokers are. Now, lo and behold, I am among the ranks of the rude, crude and socially unacceptable smoking class. Am I a hypocrite? You tell me.

For now I will just keep trying. Maybe the patch, maybe nicotine gum, maybe a hypnotist. But whatever I do, I must keep trying. For I can stand being a hypocrite, but a summer camp counselor never again!

Between puffs, write to Trey Dunia, our very own Marlboro man, via e-mail at mid29232@tiptoe.fhda.edu, or drop off a letter in L-41. As much as we'd like to accept smoke signals, they're a pain to decode.

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Letters to the Editor Policy

La Voz welcomes Letters to the Editor. Letters must be signed and a phone number should be included so that we can verify that the person whose name is signed is in fact the author. Names will be withheld by request. Letters should not exceed two double-spaced, typed pages. We reserve the right to edit for length and clarity, but will make no attempt to alter meaning. Please drop off letters in L-41 or e-mail to apk38447@tiptoe.fhda.edu

A world of hurt calls for a world of healing

by Nicky Gonzalez Yuen
Guest Writer

A letter you printed in the last issue of *La Voz* regarding my teaching ("Gonzalez Yuen's teaching style creates frustration") raises important issues that merit thoughtful discussion.

The author's chief complaint is that he leaves my class feeling bad about himself. While I am truly sorry about anyone's emotional pain, I believe the author has misidentified the source of his discomfort. For the record, while my class is in fact centrally focused on understanding a variety of forms of social oppression that inhibit democracy, I do not in fact believe that European American males as a group are the "primary agents of oppression."

As a matter of fact, I have repeatedly emphasized both the emotional pain and practical disadvantages that males and European Americans experience as a result of being targeted by oppression and as a result of being coerced into being agents of oppression. In fact, I make efforts to help people notice the ways we have all resisted being forced into oppressive or victimized roles. Far from thinking of European American males as "monsters," I am inspired by the resilience I see in most European

American men as they continually challenge the dehumanizing roles they are subjected to in our society.

Rather than deal with the particulars of my teaching style or personality, I wish to raise a broader set of questions. The author notes at the outset that the classroom is comprised of 70% people of color and 50% women. He then notes with some discomfort that in the last five weeks of class he has heard more first-hand accounts of racism than in his entire life. The questions raised for me in these observations are these:

- How could it be that a thoughtful, kind, and talented European American student who has been successful in his academic career throughout his time at De Anza can have gone through his entire life not being very familiar with the daily realities of race and sex discrimination experienced by most people in the world? And how can it be that simply taking note of the existence of such experiences would elicit in him feelings of "being a monster"?

- How could it be that such a student would take issue with an instructor who points out - in a discussion on the topic of racism where six of nine in-class comments came from European American students - that European American voices are being over-

represented in the class by twice their numbers?

- How can it be that this student would not take note of this fact by himself and speak up on his own to help remedy the situation?

- How could it be that the instructor and the other people of color in a such a situation could be cast as the perpetrators of oppression and the European-American students the victims?

I don't presume to know the particular motives or history of the student author who wrote about me,

but I believe I can offer some general insights into how situations like those described here can develop. I believe these situations can only exist because such a student will have been raised in a society and educated in a school system that systematically has excluded critical voices of people of color and women so that the oppression of such groups has become "normal," and thereby "invisible" to him.

This student will probably not have had deep and meaningful con-

tact with people of color or women in a setting where they would be likely to share their daily experiences of hardship resulting from social oppression.

This student will further have been trained into roles of complicity with the oppression and punished for any attempt to resist these roles. Starting in childhood, he will have been subject to emotional and/or physical abuse and routine violence as a male but told that these were no big deal, that he had the best of everything the society had to offer, and that if he wasn't happy with what he got, he was a complainer or a loser, or both.

He will have been raised in a society in which poverty and homelessness were routine. He will have lived in fear of becoming poor himself if he did not conform to the norms of the oppressive culture.

He will have been told that while instances of racism, sexism and other forms of oppression might be bad, the routine functioning of the institutional systems

will have been mystified and made invisible. Instead, he will have been told that racism, for example, was the result of morally flawed individuals who either were evil "monsters" or "ignorant" people.

Finally, he will have been told that those who took note of or criticized the culture's oppressive norms were both exaggerating the problem and making excuses for the individual failings of people who had opportunities to get ahead but were more interested in wallowing in their victimization than exerting some personal initiative.

Such a student will have probably experienced deep emotional pain about all of the above. But lacking decent information about what to do and lacking any systems of emotional support which might validate his experiences of hardship - indeed horror - at the routine dehumanization of all people in the society, in order to function and survive, he will have probably become emotionally numb and begun living out his life in a state of blindness to the social conditions surrounding him.

In such a situation, then, anything or anyone who set up the conditions which might interfere with the survival patterns of social blindness and emotional numbness, even thoughtfully, might be seen as

"pointing fingers" and might become the target of his anger.

The author of the letter attacking my teaching pleads with me to be "objective" as a teacher. But under the social and political conditions which are antithetical to our society's most cherished values of democracy and equality and social justice, I find it impossible, indeed inappropriate, to be 'objective.' I have no interest in being dispassionate and clinical in describing the miseries of social oppression. My job as a teacher of political science is to train citizens to be versed in the analytical skills and practical tools of democracy. Of course this means that students must think for themselves. But I have confidence that students are very capable of doing this if expected to do so.

The solution to the problems of social oppression is a combination of democratic political organizing and social healing. A preliminary step to both, however, is first holding out the possibility that there might be social problems worthy of our sustained attention. While the honesty of this recognition is often painful, it is a necessary step on the path to healing.

Nicky Gonzalez Yuen teaches Political Science at De Anza College and coordinates the Diversity Leadership Training Project, a program of the De Anza College Multicultural/International Center

Because the questions about Gonzalez Yuen's approach to teaching clearly touched a nerve, we've devoted an entire page to the responses.

Students and faculty flock in support of Gonzalez Yuen

Politics isn't pretty

Every day we leave our Political Science class with a bad taste in our mouths. The reason for our distaste is that our instructor, Nicky Gonzalez Yuen, has articulated our unconscious feelings of despair toward the world in which we live. Nicky's primary goal is to introduce a new ideology for the structure of American society. Before we can actively change the current system, we must understand the problems that plague our society today. Examining the ideologies that reinforce our problems involves addressing sensitive issues such as race, gender, and class oppression. Nicky emphasizes that oppression is a double edged sword, in which no one is simply the target or the agent of oppression without participating in both categories. This abandons misconceptions of good vs. evil, black vs. white. For the purpose of not alienating anyone, Nicky absolved every individual of the blame associated with gender and race discussions. Often when the issue of blame is focused upon, personal agendas receive more attention than the possibility of solutions. Much like Amadeo, we both leave class

daily feeling the psychological effects of our political discussions. Unlike Amadeo, we believe that the focus should be on the vision that Nicky was trying to share. We do not believe that any concern regarding oppression should be trivialized into a self esteem issue. We too feel guilty for using our white privilege unknowingly, however our focus has become the prospect of channeling our personal frustrations into a constructive process.

Amadeo is entitled to disagree with Nicky's teaching style and technique, but to claim dehumanization at the hands of Nicky goes too far. We believe Nicky made a substantial effort to present oppression without attacking anyone at a personal level.

Amadeo must acknowledge the repetition of Nicky's message, "All people are good." This statement reflects his attitude towards the studentss he involves in his discussions. His essential hope is that we will overcome the alienation of the current system, which is in direct conflict with Amadeo's assertions. All we ask is for Amadeo to listen again to what Nicky has to say, this time with an open mind.

-Lee Aislinn Denton & Daniel S. Hillman

Nicky is the best!

In the latest edition of *La Voz*, a letter was published by a student describing his reaction to the Political Science I class taught by Dr. Nicky Gonzalez Yuen. I disagree with this student's remarks and would like to counter his experience with that of my own.

I was a full time student at De Anza for three years and as such I had the opportunity to experience many different classes and many different teachers. There were many teachers that were outstanding, but I found Gonzalez Yuen to be the best.

Gonzalez Yuen is the only teacher who truly values the opinions of his students. If students have constructive criticisms about the workload, teaching style, material, etc., he wants to know. And when a complaint is lodged, he works hard to make the class better for the next quarter. In addition, at the end of the quarter he requires that each student fill out an evaluation of the class. Questions asked are things like, "did you feel like you could comfortably express your opinions in class?" and, "what suggestions do you have to make this class better?"

These evaluations are completely anonymous and aren't read until grades are submitted. Each evaluation is taken very seriously and used to inform how the class will be altered for the following quarter. In this way, Gonzalez Yuen is constantly improving, modifying and updating his course to accommodate the expressed needs of his students while trying to create the ideal teaching system. Unlike Gonzalez Yuen, most teachers assume that they have already achieved a perfect teaching style and never voluntarily ask for student input on how they can better teach.

Another reason Gonzalez Yuen is one of the best teachers around is because of his level of enthusiasm about his work. He loves teaching and he loves issues in politics. This is evident in the excitement he radiates when lecturing. In my experience, (especially here at UCSC), lectures are mostly droning, worthy of being marketed as a sleeping pill. Gonzalez Yuen's enthusiasm and hard work create a lecture in which the topic is related to the students allowing them to remain interested while learning the subject matter.

Another thing that makes Gonzalez Yuen a fantastic teacher is that he gives students the opportunity to seek and find assistance from him and his teaching assistants. If a student has a problem, he wants them to be able to get an answer quickly. To do this, he makes himself available for office hours along with his T.A.'s, offers sessions outside of class for additional help comprehending the reading, and he gives out all the T.A.'s phone numbers. When I was a teaching assistant for him I received desperate phone calls on numerous occasions from students who needed questions answered or help formulating paper assignments. I know of no other teacher who goes to so much trouble to make sure his students can get help anytime.

-Derald Hamilton

Gonzalez Yuen's class was the best class I took at De Anza. It helped me, as a white female, to understand the complex realities of different forms of oppression. His main objective is to teach students how to critically evaluate social problems and then inspire them to make social change.

He succeeded in inspiring me. I ended up volunteering my time at the Silicon Valley Toxics Coalition where I won the award of "Volunteer of the Year." Being taught by Gonzalez Yuen was the most valuable learning experience of my life and I wish more teachers had the drive, enthusiasm and love that he has for his work.

Thank you Nicky!

-Shiloh Ballard

Nicky awakens and inspires students

Last spring, I enrolled in a political science class at De Anza College. I was expecting a dry introduction to US politics on how a bill becomes a law. What I got instead was a class that forced me to open my eyes to the social injustices in this country. I was asked to think about things that I had not thought about before; to stand in shoes that I hadn't stood in. I was encouraged to decide what kind of world I want to live in and then to make it happen. This was Nicky Gonzalez Yuen's Introduction to Political Science.

In Nicky's class, students are asked to read articles on the topics of racism, sexism, and classism, as well as other topics, and then to engage in class discussions. These are important issues that are often ignored. They're also very sensitive topics that evoke strong emotions.

When discussing race, white students will often feel guilty and therefore become defensive. Throughout the discussion, Nicky states that the roles of perpetrator and victim are not roles that we want to play, but rather roles that we have been conditioned to play. Seeing yourself as an oppressor is difficult, but it is only when you can see things for what they are that you can begin to truly fight against oppression and create a world that is beneficial to everyone.

Nicky's purpose is not to make white people feel bad about themselves. In fact, our discussions on race have made me become prouder of my race and my heritage as a white person. Before taking Nicky's class, I saw myself as a white person/ an American. Now I see myself as a European American with a rich heritage including Scottish, Irish, and Dutch roots.

Nicky doesn't exclude white students from discussions on race or from any discussion, for that matter. But when white students dominate the class discussion, he has an obligation to ask them to hold their tongues, while encouraging people of color to speak up. I would like to respond to the objection of Nicky instituting a "no

one shall speak twice until everyone has spoken once" rule. In a class where he is encouraging people to think about how some groups of people are given more "voice" than others in our society, it would be hypocritical to allow one group to overrun another in his own classroom.

I have been working with Nicky for almost six months as a teaching assistant and it is difficult for me to see him openly attacked. I know what a caring, loving and giving teacher he is. At a time when people are too confused or afraid to talk about the issue of oppression, much less take classes year after year on the subject, people like Nicky should be embraced and respected. Thank you Nicky.

-Leslie Walker

Yuen's class a "model format"

We are writing to you because we are the other two teachers who are currently teaching an interdisciplinary class (Power and Voice, combining Political Science I, EWRT 100B and EWRT 1A) with Nicky Gonzalez Yuen, the instructor who was the subject of a letter in your last issue. We want to share our perspective.

We have played the role of teacher, T.A., and student ourselves in many large classes (about 100 students) and we believe that the way Nicky Gonzalez Yuen organizes his class is a model format for active student learning! Many teachers would decide that the only way to "teach" 100 students at once would be to lecture for two hours, occasionally breaking the monotony with overhead diagrams, films, and slides.

Nicky does all this, but he has also developed some great techniques for allowing students to connect the abstract and sometimes difficult ideas of political science to the everyday reality of our lives. For example, students practice active listening and speaking in pairs as a way of either digesting or reviewing the course material.

About once a week, we have collaborative group sessions in which we apply the readings to practical problems. A portion of each day is a whole class discussion in which all students are encouraged to express their points of view.

The fact that a student wrote to *La Voz* about the class is a measure of the success of the class - he has truly gained power to use his voice in the public arena. The fact that we are actually getting students to think hard about oppression, power, and public speaking means that these students will be more able citizens in our democracy. We salute the student who wrote the letter, but we want to emphasize that he was motivated and empowered to write by the very class he critiqued.

-Rowena Matsunari and Marilyn Patton

Student dignity is priceless

In your February 18 edition of *La Voz*, you featured a letter to the editor from Amadeo Donofrio. The letter's content expressed a student's frustrations and feelings of oppression brought about by the views and methods employed by Political Science instructor Gonzalez Yuen.

What appears to be at the forefront of this matter is, once again, the issue of free speech. *La Voz* dealt with this issue a few editions back with the Mark Trout incident. On the surface, the Mark Trout controversy and the Gonzalez Yuen issue might appear to be totally separate matters with no perceivable connection. However, taking a closer look, the two incidents do bear undeniable points of contrast.

Mark Trout, on the one hand, is a blue collar worker who makes his living from the sweat of his brow. Out of his earnings he pays taxes which go toward building and sustaining institutions like De Anza College. This, in a very real sense, makes him a partial owner of De Anza College. So, when Mark Trout decides to visit a campus his tax dollars helped to build, and appropriate certain rights perceived by many to be "God given," John Cognetta, the faculty coordinator for student activities, has the audacity to come out publicly and state "We regard his (Mark Trout's) actions as illegal activities," and seeks his removal from the campus.

On the other hand, Mr Yuen, who is employed by the institution and whose salary is paid by our tax dollars, goes unchallenged by Mr Cognetta, or any other staff member, he pollutes the integrity of his chosen academic discipline by peddling his oppressive Marxist doctrines, baiting students of certain ethnic backgrounds and

Opposing point of view

gender, and generally creating a hostile and uncomfortable classroom environment. At this juncture, Mr Yuen's class ceases to be education and takes on all the characteristics of social orientation.

So, on the basis of these facts I would like to remind Mr. Cognetta, and all the other staff members, least you forget, we students here at De Anza, who pay our tuition and our taxes, are not just your students - we are both your customers and your bosses. You, in turn, are our servants. As our servants, it is your job to impart the expertise of your chosen discipline, which we choose to partake, in a manner that is pure and objective in its presentation and uncompromised by your personal bias.

Moreover, a student's dignity is a priceless commodity which is to be guarded with utmost fervency and esteemed highly. If I recall, there was a certain point in history when teaching was regarded as a sacred calling. Perhaps that might be hoping for a bit much in this quasi-libertine age in which we live, but I believe a little more dignity could be restored to the profession, especially when you consider the responsibility that goes with it.

Regardless of who you are, what your color, ethnic origin, gender, or nationality may be, respect is the most priceless gift you can give yourself and others. And as to the issue of race, there is a passage in the Book of Amos which sums up the matter clearly and succinctly "God made all men of one blood to occupy the Earth." To say anything more would be superfluous.

-Derald Hamilton

Taking aim at "The Star Wars Trilogy"

by Lud Itc
Guest Writer

On a recent episode of "Politically Incorrect", Mark Hamill was asked to comment on the ongoing popularity of the "Star Wars" trilogy.

"It's a timeless story," Hamill explained. "You have a classic story of good versus evil, and all the characters have a certain mystical nature. You have a wizard, a knight, an emperor, robots, and a farmboy."

He left out one major character: The sheep.

"Star Wars" was an instant marketing success. Film studios had looked for decades on how to tie merchandise in with their product and they found a dream when they invented the "Action Figure." These were not the dolls your ugly sister played with, but "Action Figures," molded in plastic, with arms and legs that defied the laws of aerobics because they could swing all the way around! Han Solo had a strange resemblance to Arnold Schwarzenegger; every character looked like they had been riding a horse for ten years straight, and phallic symbols were everywhere. But hey! These were Action Figures!

But I digress, I was talking about the sheep. Well, the sheep went nuts, not satisfied with owning every character shown in the movie, including the droid who blows up, forcing Skywalker to take R2D2 instead. Or the

Hammerhead guy who appears on screen for approximately 25 seconds. People started purchasing "Star Wars" costumes, complete with plastic colored tubes that were re-marketed as light sabres, and the stores saw riots more devastating than any other before, only now comparable with the Cabbage Patch Riots of '84 and possibly the L.A. riots of '94.

People snatched up blankets, sleeping bags, lunch boxes, wrist-watches, shirts, socks, ties, underwear, silverware, tablecloths, video games, board games, comic books, corncob holders, aluminum siding, and adult sexual devices, which were really nothing more than the same plastic colored tubes mentioned before.

George Lucas brought it and we came. And right when the fanfare and hoopla had started to die down, we were hit with a sequel introducing all new characters! Back to the stores we ran, this time picking up "Star Wars" furniture, home pregnancy tests, vanity plates, and limited edition Lando Calrissian Mustang Convertibles. And you know owners of a certain fast-food chain are jumping up and down in delight right now, screaming, "Suckers!" But in all fairness, perhaps it truly is their turn, as the last movies they helped market were "Congo" and "Demolition Man."

Now don't get me wrong, I love the "Star Wars" trilogy. I owned all three movies before Lucas took a cue from Disney, putting the videos on limited circulation with attrac-

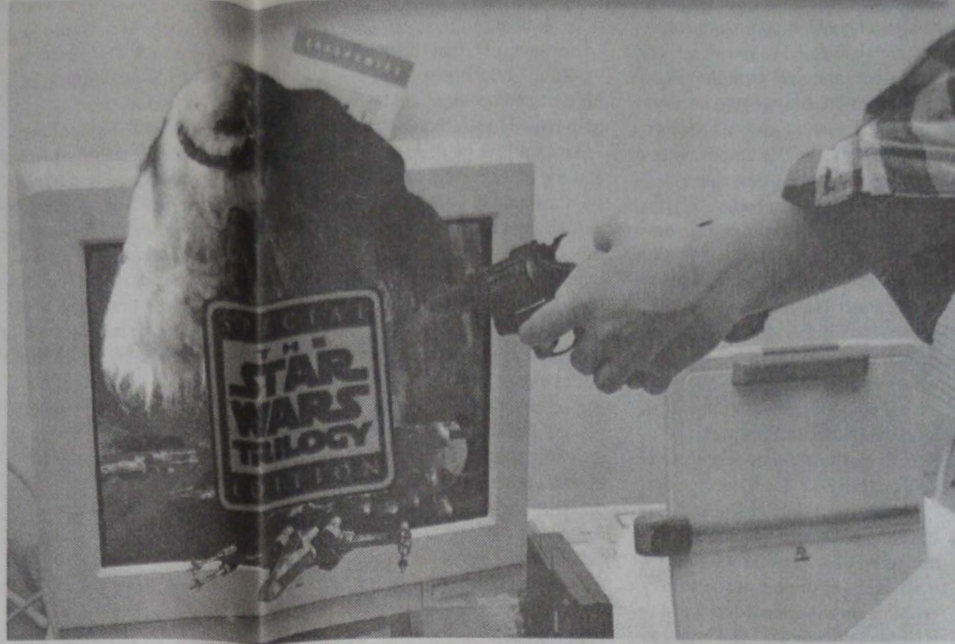


Photo illustration by Douglas Rider

tive new packaging to entice those who weren't thinking about it before. I'm sure there are some "Forceaphiles", who own the older versions, the re-mastered THX versions, and plan on buying the new special edition. Bully for them, it's nice to know that they can have a hobby, rather than having to waste their money on something frivolous like say, charities. But I believe there is a more sinister aspect of The Force at work here. A force known as mindless consumerism.

"Star Wars" has always enjoyed a cult status. Sometimes I wonder if

the USA cable station owns any other movies besides the trilogy and the Wizard of Oz. But until recently, "Star Wars" was a topic for people on the internet who couldn't understand Marxism, so they argued over the oppression of the rebels by the Empire. And some points are valid and well thought out. As Randall from the film "Clerks" points out, remember that when you cheer on the rebels when they blow up the Death Star the second time on March 14, they probably slaughtered thousands of contract workers. To quote Randall,

"You think a stormtrooper knows anything about installing a toilet man? All they know is killing and white uniforms."

The fanaticism that this film has generated has become more than a little frightening. As of this writing, there were over 1,000 web sites dedicated entirely to "Star Wars." That's not a fan club, that's a cult. Courtesy clerks at grocery stores now say "May the Force be with you," rather than "Have a nice day," and I'm not sure which phrase is more annoying. Last year, "Taxi Driver" was re-

mastered and released by Martin Scorsese for its twentieth anniversary, but you can't buy any Travis Bickle action figures, complete with spring loaded nickel-plated .38 and mohawk. I can't help but think this whole reissue was a scheme to help pay for the new "Star Wars" installments. Remember, the movie Lucas made after the trilogy included "Howard the Duck" and "Willow." Why would you fix up the versions on video, complete with attractive new packaging, if your intention is to release a new version three months later?

A more frightening aspect of the reissue is that Hollywood may have finally run out of ideas. We've seen remakes of "Sabrina," "La Femme Nikita," "Of Mice and Men," "The Nutty Professor," "The Brady Bunch," etc., etc. Even movies that are not remakes seem lifted from other (usually better) films. "Independence Day" was "Star Wars," "Star Trek," and "Aliens" all rolled into one big mess. "Mission Impossible" was a less hip "Sneakers" and "Total Recall." What's next? A "Porky's" for the nineties? "Spaceballs: The Special Edition"?

A week before the Lucas machine started, I asked a co-worker if she was planning on taking her five year old son to see "Star Wars." She had never heard of it. "What's 'Star Wars'?" she asked. I stood up and shook her hand. "Nothing," I said, glad to see that at least one person had escaped from the Empire.

Letters to the Editor

ADD sufferers need support

I am writing in response to Nikki Hoffman's article on Attention Deficit Disorder (ADD). According to Hoffman, people with ADD need a lot of social support. I agree with her philosophy because I know people who suffer from low self-esteem due to ADD.

I believe that people with ADD acquire low self-esteem because they are looked upon as non-conforming individuals by society. People who are considered as non-conforming have behavior problems, such as a short span of attention, distractibility, and learning problems when dealing with school.

These behavior problems cause teachers, parents, peers, and society in general to disdain innocent people with ADD. There is ignorance and a lack of education among those in society which causes much reprimanding and ridicule to those with ADD. This is a shame because the low self-esteem that those with ADD suffer from is not made any better by those around them.

We need to pull together as a community and understand the needs of others because anyone can be afflicted with ADD, one way or another. It's not anyone's fault that ADD exists. This is something that people should be made aware of. It shouldn't be a disgrace or a shameful disorder, everyone will eventually need to overcome something in their lives.

-Sybil Jenkins

Foreign students bear unfair burden

The appeal of a higher education draws students from around the world to the United States. The opportunity to study at an American university is a dream that many people have. To accomplish this dream, sacrifices and hardship have to be overcome.

International students face a whole slew of bills upon arrival in the United States. Unlike residents defined as green card holders and citizens of United States, non-residents (out of state and international student) pay up to 10

times as much at De Anza College. The fee for a non resident is \$9 per unit whereas an international student pays \$92 per unit. Mandatory insurance with a price tag of \$600 per year adds onto the rising bill, thus making education a rich man's option and a poor man's dream.

Residents get all the benefits of financial aid and scholarships, but international students do not. There are programs like OTI, EOPS, CARE for residents but what about international students? They have to bear the burden of the bill as well as the books on their shoulders. There is only one scholarship available at De Anza that international students are eligible for and approximately 400 students are competing for it.

What makes it worse is that International students are not able to work outside of De Anza. Here I would like to give my personal example. Two years ago I came to De Anza and attended a Counseling 100 class. To my utter disappointment, I was refused a work permit by the international student coordinator, Agnes Smith. When I told her about my brother bearing one, she replied that he must have acquired it by fraud and it is illegal for an international student to hold such a permit. Now let's go to my brother. According to him, his counselor helped him to get the work permit and gave him a very good recommendation.

Why is this going on at De Anza College? Why are we denied work permits while other colleges are helping international students to get one?

De Anza students are pushed to work illegally, or "under the table," as they call it, earning less than the minimum wage rate. If such a student would be allowed to work off campus by our school officials, he or she will not only work fewer hours, but also earn more, contribute to state and federal income taxes, and have the opportunity to get good grades.

Thus I would request to the International Student Office to try to understand our problems and issue work permits as other schools do. Also I would request the government to reduce and subsidize our fees. This will not only help us today, but also this country when we will increase its productivity and pay taxes.

-Aziz Merchant

Stick to the speed limit

Since the start of the second quarter I have noticed more speeding in the parking garage. Every morning as I drive into the parking garage, I notice numerous cars speeding. Everytime I get out of my car I hear tires screeching. Also, I hear multiple car alarms. I can feel the vibrations made by cars going too fast. It feels like an earthquake.

I am hard of hearing and am therefore a little worried because I don't want to get hit by a car. There are about 10 to 20 deaf students on campus. One of the deaf or handicap students could be injured by a speeding car. Yesterday on my way to class, I came very close to being hit by a speeding car because the driver was not paying attention.

Everyone should follow the speed limit in the parking garage.

-Cathleen Bero

What is college all about?

Is De Anza College's atmosphere just another extension of high school? Do people attend De Anza to get a degree or transfer with the notion of an assured job? There are all misconceptions that run rampant in the minds of many students here. There is some truth to these ideas, but what I want to address is - what is college all about?

In my experience, students have said that they attend here because their friends are attending here or their parents are nagging them to go to school. (Some may be laughing or nodding their heads right about now.) Do students really really want to be here? I ask myself this all the time. I believe that the college system is mainly here to learn how to work with people. Don't you think that a person can learn more about a certain subject spending numerous number of hours reading than attending a one hour a day for the month?

Students need to realize the importance of being in the school setting. In college, you learn how to work with people, gain contact

for the future, and it is a step into what life really has to offer. College is a great way to hear and learn others' ideas so you can understand the true personalities of diverse people.

Another thing that students do not realize is that De Anza is a truly diverse place that reflects the entire world; people do not touch upon that our school is at the forefront of diversity. What is De Anza doing about it? A slogan that hangs above our campus center. I do not solely blame the school because the students play an important role in the advancement of De Anza. (Do not ask what De Anza can do for you, but what you can do for De Anza!)

Overall, students need to understand that De Anza is not a fashion or attitude competition, but a step to reality and a place to gain knowledge to uplift and empower yourself and your community. What I want for people to get out of this letter is to truly understand what you are doing here and how your experience is going to help you in your future. If you are upset, please write to La Voz and not me, because I can not do anything - only you can!

-Tony Santa Ana

Smokers should be snuffed out

A major problem has arisen on campus for many students. It seems that a serious increase in the number of smokers on campus has occurred. Everyday I walk past many students who light up a cigarette and blow the smoke out.

Many smokers congregate in groups of two or three or more, and create a large cloud of smoke. My status as a non smoker makes me gag and feel off and out every time I have to inhale someone else's second hand smoke. Aside from all of the health risks associated with second hand smoke, many other non-smokers become uneasy when forced to inhale smoke.

I feel that smoking should be banned from just outside the classroom and confined to the large quad area. This will help to minimize the unnecessary inhalation of second hand smoke.

-Riad Hosain

Vandalism stinks

I'm not getting paid by the school or any outside party to type this up. I am, however, very concerned. What am I concerned about, you ask?

Well it starts out like this: I'm not from the wealthiest of families and I don't have a high paying job. So I have come to appreciate a great many things, like our school. That's right, our school! In other states an education isn't as affordable as it is in California; a quarter unit could cost as much as \$100 or more. So I feel fortunate to have all the benefits of a much larger university at a much smaller price.

When I walk into our multi-million dollar high technology center, I feel very fortunate. The fact that we have so much state of the art equipment, at such a small price, is fantastic. At least I think so. I'm sure most of you do too.

Well, to get to my point, there has been a lot of vandalism to our bathrooms all over campus. One can walk onto De Anza to look at the beautiful surroundings, go to the film

or high tech centers, be in awe over it all, then walk into the bathrooms and feel as if you were in a high school bathroom.

Graffiti is vandalism and it is against the law! A good majority of graffiti is what is called "tagging." This is where a vandal marks a bathroom, sign, bench, etc., with a "tag-name." In high crime neighborhoods gangs use this method to mark territory. To me, it's like a dog urinating on a bush to mark its territory.

As far as I'm concerned, there's no room for this behavior at our school. The tagging and the other bathroom vandalism has to stop.

What can I do, you ask? Well for one thing, if you do any of this, stop doing it, that will help the most. If you're like me, "a victim of this crime," then talk about it, let others know you don't think it's cool. You can always report it to the campus police, that's what they're there for. The people who get the bill in the long run are YOU, ME, & EVERY OTHER TAXPAYER.

Help Keep Our Campus Clean!

-A Concerned Student

The Spring Schedule of classes omits a great new course

Page Design for Newspapers, Magazines, & Web Pages

EWRT 66W PAGE DESIGN FOR NEWSPAPERS, MAGAZINES, & WEB PAGES 1 Unit

Recommended: English Writing 61 and 62. (Any combination of English Writing 66W, X, Y, and Z may be taken for a maximum of eight units as long as the topic is different each time.)
Two hours lecture-laboratory for each unit of credit.
Introduction to Quark Xpress and Adobe Photoshop for applications in designing appealing and readable print and electronic publications, with emphasis on newspaper design principle. Includes practice with Linotronic typesetting equipment.
EWRT 66W STUDENTS MUST CO-ENROLL IN EWRT 66V

EWRT 66V PAGE DESIGN FOR NEWSPAPERS, MAGAZINES, & WEB PAGES 3 Units

Recommended: English Writing 61 and 62. (Any combination of English Writing 66W, X, Y, and Z may be taken for a maximum of eight units as long as the topic is different each time.)
Two hours lecture-laboratory for each unit of credit.
Introduction to Quark Xpress and Adobe Photoshop for applications in designing appealing and readable print and electronic publications with emphasis on newspaper design principle. Includes practice with Linotronic typesetting equipment.
EWRT 66V STUDENTS MUST CO-ENROLL IN EWRT 66W

12:30PM-420 W Allen L-41

Moliere a Cardinal Success

by Patty Guerrero
Features Editor

Professor Carl Weber's excellent translation of Moliere's "George Dandin," performed by members of the Stanford University Department of Drama and directed by Professor Jean-Marie Apostolides was a rousing success.

Jordan Gelber captivated the audience with his convincing portrayal of George Dandin, a farmer who comes into wealth and marries Angelique (Tanya Lukin) thinking he will be accepted into aristocratic society.

Instead, he is be-littled by his in-laws Monsieur and Madame de Sottenville (Adam Susman and Sarah Cathcart), and humiliated by his young wife's sexual infidelity.

Clitandre (Nathan Harper), the object of Angelique's lust, professes his love through notes delivered from his loyal but gossipy servant Lubin (Robin Moroney), to Angelique's headstrong maidservant Claudine (Joya Martuscello).

And it was Moroney's manic, innuendo-filled performance of Lubin relentlessly pursuing Claudine, which received waves of roaring laughter from the audience. The chemistry between Moroney and Martuscello clearly stole the show.



Special to La Voz / Alex Stewart

Joya Martuscello (L), Jordan Gelber (CTR) and Tanya Lukin (R) in a scene from Moliere's "George Dandin" shown Feb. 20 through Mar. 1 at Stanford University.

This translation of "George Dandin" produced by special arrangement with the Elizabeth Marton Agency in New York, originally written and produced by Moliere for the King at Versailles in 1668, remains a timeless *classique*.

"George Dandin" is no longer showing, but there is more to come. "The Bear" & "The Festivities," two one act comedies by Chekhov, open tomorrow night at 8 p.m. in the Niter Theatre in the Old Union and will be running through Mar. 9.

Other upcoming events include "A Shayna Maidel" by Barbara Lebow and "City of Angels" directed by John Chakan - both in April. For more information on Stanford Universities drama events, call (415) 723-2576.

Spring brings big changes

It's finals time once again, another quarter is in the record books.

The Senate's budget committee is just about finished with next year's budget. As a budget committee we see many worthwhile proposals - more than double the amount we are able to fund.

We have concentrated our efforts on those proposals that most directly affect the greatest number of students. We will finalize and ratify next year's budget by March 10th.

The DASB is scheduled to present its funding proposals for the remainder of this school year before the Board of Trustees on March 3rd.

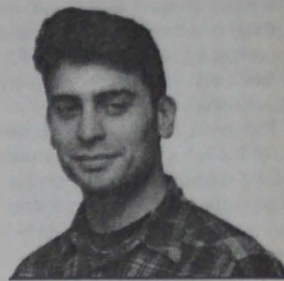
Among the important items awaiting final Board approval is; funding for multicultural and diversity programs including, Flor Y Canto and Women's Awareness Week, and upgrades to the DASB Internet Lab.

We are also working to finalize modifications to our bylaws that will affect the upcoming DASB elections in the Spring.

Among proposed changes are general elections for executive as well as Senator positions. Currently the President and all Vice Presidents are elected from within the Senate.

Also, the positions of President and Executive Vice President would be elected as a joint ticket to allow for a smoother succession in the event of the President leaving before their term expires.

We are also considering opening up the position of



Jose Fesas
DASB President

Student Trustee, currently selected by a committee, to general elections. This is related to a separate issue with the Board of Trustees.

The Board was considering a policy that would allow them to recall the Student Trustee. Students from De Anza and Foothill are working with the Board to ensure that updates to district policy do not infringe upon the right of students to select and manage their Student Trustee, as per the State Education Code.

As you can see, Spring is as much a time of renewal and rededication to goals as it is an end to the school year. The DASB hopes to continue serving students for the remainder of the year - but this can only happen with your help. The Senate will meet at 3:30 p.m. on Mondays in March. Come down and let us know what you think or stop by the Senate offices and see us.

The DASB wishes you a great end to the quarter and continued success in the Spring!

ADD overlooked in young girls

David has recently been diagnosed as having Attention Deficit Hyperactivity Disorder. An education plan, medication and treatment has been prescribed for him. Within days, Mrs. Poole sees an improvement in his behavior and school work.

The difficulty begins here. Because of the physical invisibility in a girl, not having teachers, parents, or health care providers open to other suggestions than family dysfunction, a lack of diagnosis and treatment, the problems experienced may have serious impact on other areas in her life than just school.

Social skills are difficult because of problems with small talk and figuring out the rules of social interaction. Girls may become shy and withdrawn. Often feeling like they are in a fog. Sometimes it is hard for them to stay awake. Organizational skills are non-existent. Short tempers are common and an inability to stay on task or finish a task because of short interest spans is not unusual. These girls will quit school, not be able to hold down jobs, suffer life-long bouts of uncontrollable depression and serious difficulties with interpersonal relationships.

Because the girl feels unaccept-



Nikkie Hoffman
Bionic Ear for those with ADD

ed and unwanted, she will often-times want to have a baby and will get pregnant very young. She thinks she will be loved and approved of unconditionally by her child. Unaware that the stimulation and added responsibility will be much more overwhelming and will create severe withdrawal and incapacity. Severe depression may set in. The ability to receive diagnosis and treatment as a child has the strong potential to break this cycle.

The important thing to remember is, the child does not "grow out" of the disorder. This is a physical problem, a malfunction of the brain that has serious psychological implications. It has to be addressed

and treated as any other ailment, such as diabetes or asthma. Medication, therapy, teaching of life skills and coaching is a must to assist in becoming productive, successful adults.

The good news is, after treatment life can become "normal." In his book "Driven to Distraction," Dr. Edward Hallowell relates a story of the enormous changes in the life of a woman diagnosed in her 80's. She is happier and more productive than she has been in her entire life.

The weekend of Oct. 3 and 4, De Anza College will be hosting the first ADD Outreach Conference at the Flint Center on campus.

The conference will focus on adult ADD issues. We are pleased that Dr. Hallowell has agreed to be our keynote speaker. Breakout sessions will include such topics as, school power; "Getting Smarter" (how to get better grades); ADD in the workplace; "Listening and Interpersonal Relationships," a class offered by our own David Stringer, ADD in the justice system; and ADD in adults.

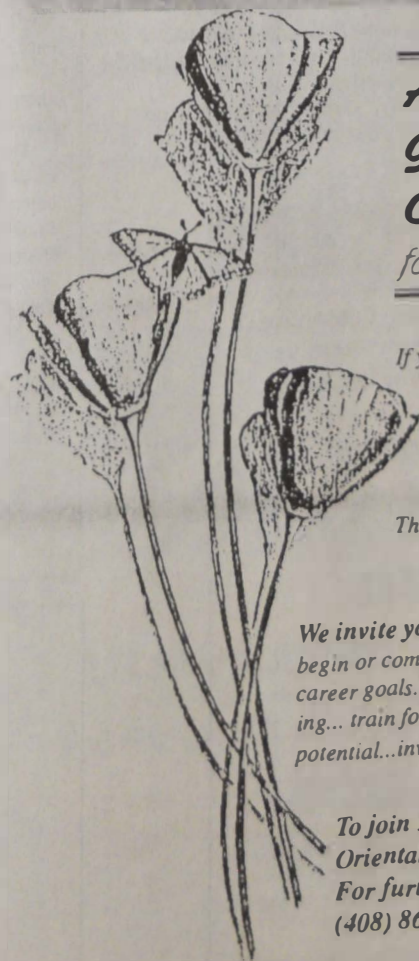
On Fri. evening, a benefit concert of well known entertainers who have learning disabilities, will be held. Proceeds from the concert and conference will go toward setting

up a Learning Disabilities Support Program, which will help in all areas of a student's life. We hope to also have a scholarship program for assisting in treatment and coaching services.

If you are interested in learning more about the conference and/or participating in the planning, please page me at (408) 581-3789. There are many tasks to be performed that will fit your particular schedule. Hope to hear from you.

De Anza College

Renew Program



A
Golden
Opportunity
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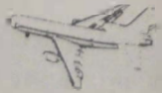
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M.E.Ch.A. members showcase heritage

by **Patty Guerrero**
Features Editor

M.E.Ch.A. (Movimiento Estudiantil Chicano de Aztlan, or Chicano Student Movement of Aztlan), is enthusiastically planning and preparing for Flor Y Canto festivities week to be held during the first two weeks of May.

Fortunado Stinson, Co-Advisor to M.E.Ch.A., is bicultural and stresses the significance which Flor Y Canto has on the De Anza community. "It brings cultural knowledge to the college.

I grew up in Mexico City where

they had a Flor Y Canto week in Coyoacan, which is one of the more historical parts of the city. It is one of the traditions that is from the Aztecs, Spaniards and is still a part of modern Mexico," said Stinson.

Stinson is clearly proud of the dedication which student members of M.E.Ch.A. have put into Flor Y Canto week and the organization as a whole. "They are a hard working group of Latin-American kids. M.E.Ch.A.'s whole attitude has been so great during the last two years," remarked Stinson.

Jewells Ramirez, Co-Chair for

M.E.Ch.A. and vice president of finance for DASB (De Anza Student Body), is one of the forces behind De Anza's Flor Y Canto week. She feels that recognizing the past will return help eliminate the animosity within her own people.

This year one of her main goals as Co-Chair of M.E.Ch.A. "has been to help both 'Mechistas' and the De Anza community understand our intertwined histories and that we are all of the same blood.

Our ancestors died to give us the opportunities we have today, and I feel we have an obligation to give back to them, by providing role

models who not only excel scholastically, but are also aware of their heritage. We can not progress through denial," said Ramirez.

"Since M.E.Ch.A.'s goal is to include Native, African and European American cultures into the celebration, it is my hope that all of the clubs will cooperate," stressed Stinson.

"I am looking forward to the full participation and support of the College's faculty, staff and administration," added Ramirez.

M.E.Ch.A.'s secretary, Maria Olmos, agrees with Ramirez and feels that educational events such as

Flor y Canto week are very needed. That although Flor Y Canto is sponsored by M.E.Ch.A., it is really about multi-culturalism, in a time when cultural awareness is indispensable.

Olmos stated that being involved in M.E.Ch.A. and in particular Flor Y Canto has really helped broaden her knowledge about her heritage. "I used to think that if (you) were not Chicano, then (you) were Mexicano.

I've learned that our race is comprised of various Latin cultures. And it doesn't stop there. We have our Moorish, African and Jewish roots, just to name a few. (And) if it wasn't for all of the things, good and bad,

that have happened in our history, I wouldn't be who I am today," said Olmos.

Flor Y Canto meetings are being held on Fridays from 10:30 a.m. to 12:30 p.m., Spring Quarter M.E.Ch.A. meetings will be held on Thursdays from 1:30 p.m. to 3:00 p.m. in the Student Council Chambers located on the lower level of the Hinson Campus Center.

For more information on the location of meetings or anything else related to either Flor Y Canto or M.E.Ch.A. call Jewells Ramirez at 864-5653.

Music captures Mandela's plight

by **Alex Kramer**
Staff Writer

"O Mandela, son of Africa. Father of our freedom, spirit of our love. O Madiba, we hold you in our hearts. Father of our nation, we sing a praise in light of you."

Such is the cry that bursts forth on the opening track of the soundtrack to the upcoming movie "Mandela." If you like Paul Simon's "Graceland," think of it as an appetizer to the five star meal that awaits you in the form of "Mandela - The Soundtrack."

Featuring a diverse array of South African artists, the soundtrack chronicles the music that accompanied the tumultuous history that Nelson Mandela was embroiled in. Combined with these historical recordings and other contemporary compositions is a captivating original score that showcases the incredible choral style so unique to African music.

The first half of the album consists primarily of a variety of original jazz tunes performed by such bands as The African Jazz Pioneers, The Havana Swingsters, The Manhattan Brothers, and The Skylarks.

Ranging from swingin' big band in the likes of Ellington to soulful combos, the songs convey an upbeat and lively mood familiar to much of American jazz. However, several of the pieces, such as "Lalelani," by The Skylarks, contain vocals that are distinctly different from any jazz I've ever heard, adding a unique touch that sets the songs apart.

After this foray into South Africa's jazz roots, the album craftily intersperses the provocative choral music of the original score with an eclectic selection that portrays the tension and oppression that has been a tragic theme throughout Mandela's lifetime. "Heavyweight," by Lesego Rampolokeng and the Kalahari Surfers, combines elements of hip-hop and rap to deliver a story of the reciprocating diatribe that has pervaded the interaction between the people and the government.

Other songs, such as "Asimbonanga," by Johny Clegg and Savuka, and "When You

Come Back," by Vusi Mahlasela, are upbeat selections that recognize the troubles South Africa has faced, but look with hope towards the future.

One of the sonic signatures that is carried across many of the tracks is an irresistible, sexy rhythm that, at times, has a grin cracking bottom end. On such songs as "Phansi Ngodlame," by Babsi Mangeni, the bass guitar and synthesizers seem to massage the room from the foundation up.

Whether the old joke about white man's (lack of rhythm) disease is true or not, the artists on the album create a groove that tempts you on many occasions to just jump up and dance. Even slow songs, such as "Mmalo-we," by Bayette and Jabu Khanyile, have a rhythmic foundation that caused me to subconsciously start shaking my booty, even while writing this article. I would stop typing and suddenly realize that I'd been girating back and forth for the past 10 minutes.

In addition, the vocals on many of the tracks seem to soar out of the songs as if headed to the heavens. I normally don't consider myself a fan of choral music, but the harmonies layered on top of each other in the score are enough to simply make you smile.

Altogether, a worthy addition to any music collection.

CD Review

Mandela - The Soundtrack

Various Artists
Mango Records

Performance: an inspirationally diverse foray into the music of South Africa - superb artistry all around

Sound: crystal clear, yet dynamic up the wazoo - boogiefactor 10

Reaching for the stars



La Voz / Sandy Chiang

Dana Duran, Rachel Johnson, and Amy Joy ready for "Spirit Dances" to be held at the Flint Center, Fri.

Dancers to perform at Flint

by **David Brooks**
Guest writer

The Spirit Dances, choreographed and performed by students at De Anza College, have become a tradition passed down from quarter to quarter, started long ago by Advisor, Warren Lucas.

"Spirit is something we all have. It is the spirit of the group and it brings out some emotion or feeling of what the dance is all about," commented De Anza dancer, Michael Saenz.

These talented, creative, dancing choreographers are actually no other than our very own De Anza Dancers.

They come from a multitude of backgrounds— everything from tip-toeing ballerinas, country rockin' line shakers, funkified jazz groovers, tippity-tappity floor breakers, cherubic bouncing cheerleaders to abstract art makers. The list goes on and it is not exclusive.

De Anza dancer, Christy Chavez said, "it's fun. I like learning different styles. I enjoy (the dance workshop) being student-based instead of learning from one type of teacher."

Watching the dancers practice, it seems like requirements for becoming a De Anza Dancer, should include the ability to perform backward flips through

hoops, toe balancing and upside down nose balancing! Not to mention a good ol' fashioned attitude and the desire to have a good time.

However, besides the aforementioned 'normal' contortions, there are some simple steps to becoming a leaping and bounding modern De Anza Dancer.

First and most obvious, a desire to dance. Then, simply being present during the first day of the dance workshop class and audition taught by Warren Lucas. Finally, a dancer is judged by a panel of student choreographers. (Usually smiling in anticipation to welcoming the new dancer into their tight-knit group of performers.)

Thanks to the welcoming feeling all new dancers are greeted with, Lucas has created the ideal environment for anyone who has ever wanted to be part of an extra curricular activity that dealt with self expression.

"I joined because my friends said I danced well, everyone is basically open with each other. . . They took me as one of their own and I thought that was kinda' cool, it's very inviting and I haven't had any bad experiences with De Anza Dancers...I'll probably do it again next quarter," said Saenz.

Inside the De Anza schedule of classes, Dance 27D (Student Productions, The De Anza Dancers) meets in PE11u (upstairs on the right side of the north face of the PE facilities) and is instructed by Warren Lucas.

The description of the course in the schedule of classes reads: "a cultivation of choreographic skills in varied dance styles culminating in a Flint Center performance."

The present culmination happens @ 15 pm, this Friday, March 7th at the Flint Center.

The decision to attend will be rewarded by a special treat, because not only will the De Anza Dancers be jumping around in their Spirit Dances, but also the award winning Phase Two dancers will be jumping around as well.

The Phase Two dancers recently won first place in a dance competition, and it is no doubt that they will more than compliment the De Anza Dancers.

The true spirit of the performances is added by the students themselves.

So, mark the calendar, get in the spirit and come watch the De Anza Dancers with Phase Two perform at 8:15 pm this Friday, March 7th at Flint Center; the consequences for missing this performance may be quite haunting.

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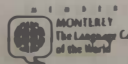


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Fall teams achieve academic excellence

by Mercedes Adams
Sports Writer

Maintaining standards of academic excellence, six out of the nine fall teams achieved grade point averages above 3.0 during their recently completed seasons.

The discipline, determination, and drives the fall teams displayed in the achievement of the high G.P.A. scores is also reflected in their athletic endeavors. Of the nine fall quarter teams, eight played in Northern California playoffs and two of those eight went to state championships.

Matt Trosper, the Athletic Academic Advisor at De Anza, said of the high scores, "It's a testament to how hard the coaching staff, student athletes, and everyone out here are working... how serious they are and committed they are as student athletes."

Trosper, who works with student athletes making and maintaining educational plans, also said, "That's the highest I can remember it being since '92 when I came to the Athletic Department."

Trosper credits the efforts of the students

"Anyone that is disciplined enough and has enough drive to have good grades and stand to that challenge can carry themselves on the athletic field with the same drive for success."

-Athletic Director, Al Vacio

and the coaches, as well as the support of such resources on campus as Admissions and Records, Counseling, EDC, and the Tutorial Center.

De Anza's Athletic Director, Al Vacio, feels that part of the success of the athletic program is a combination of the strong academic and athletic disciplines of the student athletes.

"Anyone that is disciplined enough and has enough drive to have good grades and stand to that challenge can carry themselves on the athletic field with the same drive for success," said Vacio.

Helping its student-athletes move on to

four-year colleges is an important goal for the athletic program.

Vacio said, "Our mission is to advance our students to the next level. In my eyes, I look upon it as being a successful athletic program. We don't consider success determined by win/loss records."

"Ensuring that student athletes win in the classes as well as on the field is a way to measure the success of the athletic programs and coaches," Vacio said.

"There are certain college teams that go undefeated, or to the playoffs, but a large percentage of their athletes never go further than that level," said Vacio.

Here's the statistics and comments Trosper conveyed to President Martha Kanter about these student achievements.

Women's Soccer G.P.A. 3.23

This is in addition to their on-field achievements of playing in the State Championship Tournament. An outstanding group of hard working young women.

Water Polo G.P.A. 3.23

Basically a coed team, playing against all male teams. Outstanding achievement.

Men's Basketball G.P.A. 3.14

A men's basketball team finishing above a 3.00 is much too rare. For De Anza's men to do it by 14 hundredths of a grade point, is a testament to the student-athletes and

Coach Mike Riley.

Women's Cross Country G.P.A. 3.14

Another outstanding achievement. This group of young women is traditionally very hard working. This year was no exception.

Volleyball G.P.A. 3.12

A group of over-achievers. They had an excellent season (second round of the state play-offs). Excellent students.

Football G.P.A. 3.02

This is the second year in a row that De Anza's men have finished the season above a 3.0 G.P.A. Only two teams have ever won the Scholar Team Award for Football. Laney College was one in 1994, and De Anza was the other last year. Being eligible to win this award two years in a row for football, is a true testament to the dedication of the coaching staff and student athletes.

The other three teams in season during the fall maintained good grades as well. Men's Soccer had a 2.89 G.P.A., Men's Cross-Country had a 2.88 G.P.A., and the Women's Basketball team had a 2.72 G.P.A. during the fall quarter.

The nine teams collectively achieved a B average with a 3.02 G.P.A.

Sports Shots of the Issue



Track team loses; Baseball team wins

Left: Junior Fernandez throws the javelin at the home track meet held Friday. The final score for the men was De Anza 30, DVC 53, MPC 39, Hartnell 124 and CSM 47. The score for the women was De Anza 19, DVC 57, MPC 13, Hartnell 108 and CSM 60.

Top: Steeplechase Ivan Russo runs the 3000m steeple chase in Friday home track meet.

Right: Jeremy Cunningham helped give the baseball team a home victory 10-2 over Skyline Thursday.

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Thirsty rats found in Psych classes

RATS, from front page
available to just about any animal experiment. I know that many psychology experiments can be done through computer modeling, or human clinical trials, or large population studies."

For Kenneth Shapiro, executive director of Psychologists for the Ethical Treatment of Animals (PSYeta), the use of water deprivation is a form of cruelty. PSYeta has a measuring scale called the invasiveness scale that assigns a number to any laboratory procedure, ranging from zero to five, zero being just looking at the animal, and five meaning inflicting pain or distress. Water deprivation is considered a three, or moderately invasive.

"It seems to me, that this level of pain and distress is not justified in a laboratory exercise, which is merely for demonstration purposes that are very well known," Shapiro said.

"This procedure is not justified. Even if we allowed using the rats, it seems unnecessary to deprive the rats of water in order to get them to do these exercises. There are lots of ways of motivating animals without making them thirsty."

Ramskov says students enrolled in the course are offered the option of using

"Sniffy," a computer simulated rat, and are required to complete some work using the Sniffy program. But Ramskov feels the live animal training is a better tool for the students to learn.

"When the students interact with the animal they see that the training of the animal is not a cut and dried kind of process," said Ramskov. "Sniffy is like a computer game. Animals are not computer games. And the best simulations don't come close to the real thing."

But Clarke argues that the use of the rats desensitizes students.

"Even if they're treated as humanly as possible, I still don't like animals here, because it gets in the minds of the students that it's okay to experiment on animals," Clarke said. "It indoctrinates the students and gets them to believe that what they're working with is a research tool, and not a living being. Later on, they're going to do some psychology experiments that are unbelievably, unbearably cruel to the animals."

"If you think there is a dehumanizing or desensitizing associated with the animal, I think the opposite is actually the case," Ramskov answered. "When you train a real live animal, you really develop a respect, I think, for the majesty of this creature that



La Voz / Douglas Rider

Ashley Majors puts her rat Pete back in his cage after performing operant conditioning for her 8:30 Psychology 2 class in L-27.

you're never going to get from Sniffy."

Contrary to protocol of research environments, De Anza students have the option of taking the rats home to keep as pets at the end of the quarter, rather than being eutha-

nized. If a student decides not to take an animal home, it is sold to Andy's Pet Shop in Cupertino.

Ramskov acknowledges that there are some research projects that do unnecessarily

abuse animals. "I'm certainly not for that," he said. "I don't think this is one of those kinds of programs. We stress very heavily for the care and feeding of our animals."

But he also points out the Pavlovian conditioning experiments used in class. "We use electric shock with real live human subjects," Ramskov says with an ironic grin. "We give them electrical stimulation, but that's okay. Ethically, there's never any problem. We don't have anybody ever coming here and saying 'how dare you shock those humans!' But if you do anything with animals, that's a different thing."

Although this is a polarized issue, Ramskov is comfortable with letting students have the option of whether to use the rats, stating that he would be willing to put the matter to a democratic vote. He also stated that he could formally change the course description so students would be aware that laboratory rats are used in the course.

But to Clarke, that's not enough. "They [the students] should be interacting with the animals in their own ecosystem, instead of in a classroom," he said. "When you take the rat out of its ecosystem and put it in a classroom, it's very hard to see it as a small part of the big web of life. I think the teacher shows callousness towards life."

Women on Women, She Vox tell herstory

by Cynthia Kaufman
Guest Writer

It's March and that means Women's History Month! This year at De Anza, as in past years, there will be a program of speakers coming to campus to talk to us about the accomplishments, challenges and interesting lives of women from a wide variety of backgrounds.

Every year the Women's History month committee puts together a great program, and just about every year when I announce the events in my classes, I get

asked, "Why is there a Women's History Month?"

I believe that the special focus on women that we have during March is important because students rarely have a chance to learn much about:

- The roles that women have played in history
- The writings of women.
- Problems that are specific to women.
- The ways the things that are often thought of as women's work, such as child rearing, household labor and emotional support work, are basic contributions to the func-

tioning of society
• The ways that the oppression of women works in our society.

When we ignore the contributions of half the population, our understanding of the world is bound to have holes in it. Participating in the events planned for Women's History Month is a great way to make those holes a bit smaller.

I hope you will join us in celebrating Women's History Month.

Cynthia Kaufman teaches Philosophy and Women's Studies at De Anza College.

Events planned for Women's History Month

- Tuesday, 11:30 a.m. - 1 p.m., Women on Women: a Reading of Women's Writings, faculty, staff and students read their own work or the work of their favorite authors. Campus Center patio.
- Wednesday, 12:00 p.m., She Vox, Bay Area women perform folk, rock, jazz, and blues. Campus Center patio.
- Thursday, 12:30 - 2 p.m., panel "Community Activism and Asian Pacific American Women," discussion following screening of a documentary, Sa-I-Gu Korean Women's Perspectives, exploring issues of race, class, gender and the Los Angeles riots. Conference Room B, Campus Center.
- March 10-13, 12:30 - 1:30 p.m., California History Center series "What does feminism look like in different cultures: Personal perspectives of four California women;"
Monday, March 10 - Jackie Reza, Counseling;
Tuesday, March 11 - Shirley Kawazoe, Career Planning/Placement;
Wednesday, March 12 - Jean Miller, Language Arts;
Thursday, March 13 - Nanna Mayfield, Intercultural Studies. Reception following March 13 presentation offering the opportunity for informal discussion.



Raymond Timbelake and Melba Beales partake in some friendly interact following Beales' speech regarding her experiences with racism, in Conference Room B last Wed.

Integration stories evoke strong emotion

BEALES, from front page
head: \$10,000 dead; \$5,000 alive. So she was forced to uproot her life and move west to California.

"I thought I was going to live with a black family, but they turned me out because their neighbors objected," said Beales.

Ironically, the family that opened their home and their hearts to Beales was white. "I went to live with (them) when I was sixteen and learned that family is not defined by blood (rather) by those who feed you, hug you and inspire you. . . And that (skin) color does not determine hatred or certain attitudes."

"People of conscience existed even back then. (So) the people who were to mistreat me as a child

were the ones who saved me as a young woman. Until this day, they have remained my family. I was essentially saved by them," recalled Beales.

Family continues to be a main focus in Beales' life. With the recent adoption of her twin four-year-old sons, her time is mostly spent tying roller skate laces and buying training wheels, so she doesn't travel as much as she used to.

Her response to questions surrounding modern day racism in America and allegations against the CIA plotting to destroy ethnic communities, specifically African Americans, was passionate and concerned. She stated, "There has always been an institutionalized plan to keep people apart. I think African Americans are angry

because we had a dream and that dream has not been realized."

She continues by stating that for her integration is "just another word for 'sharing the wealth.' We all have to keep in mind that the consequences of not sharing the wealth is being surrounded by hopeless people. A hopeless man is a dangerous man."

Beales' visit which was sponsored by the BSU (Brothers and Sisters United) as an event honoring Black History Month was prompted by her nephew Trey Dunia, who is a re-entry student at De Anza and a columnist for La Voz.

In closing, Beales related, "the most important historical significance was to realize that we all are very, very, very dependent on each other."

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