

ASDAC grapples with budget cut list

By DAWN GARCIA
Asst. City Editor

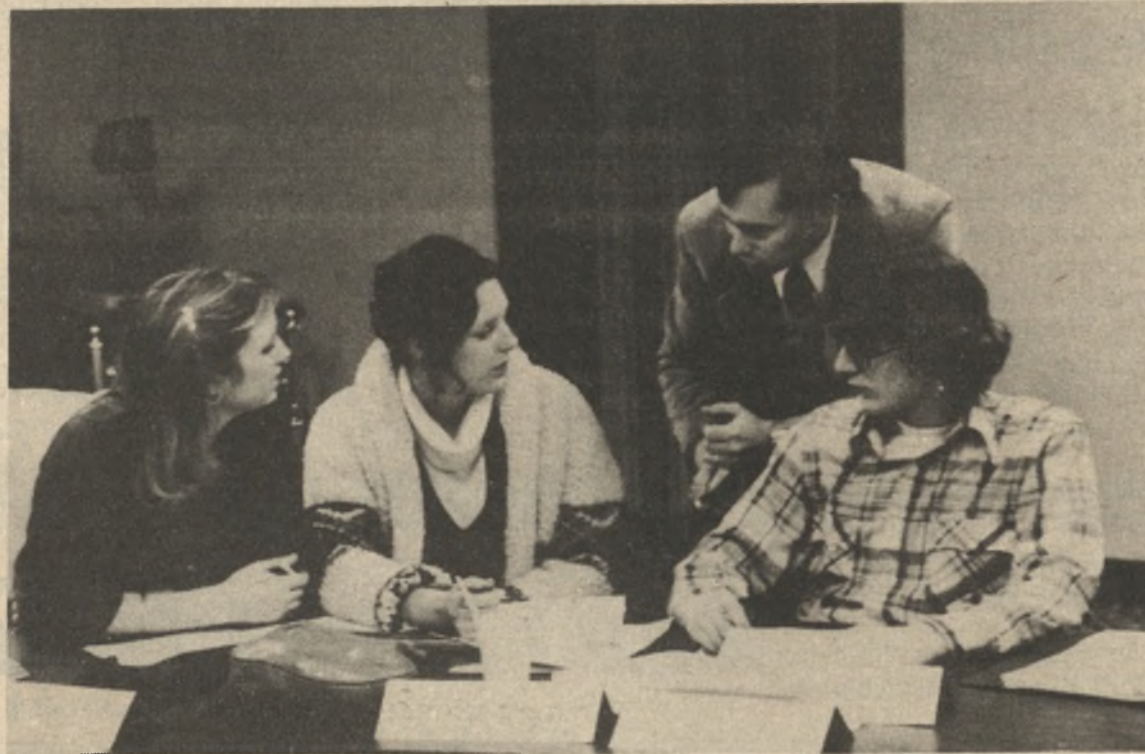
Dominating last Friday's student council (ASDAC) meeting was a discussion of the budget priority list, a few pages of numbers which may become very important in the life and death of many programs on campus.

To better understand the list and its effects on student life, the council broke up into segment groups to discuss the structure of the list and problems regarding its clarity, and to determine the actual effects of the proposed cuts on each segment.

THE COUNCIL reconvened after a half hour to report on the list. They found that though each segment was affected somehow, the Seminar Lecture Series, women's hockey and the Multicultural and Special Ed. programs would be hit the hardest.

Presiding Member Gwen Davis' rationalization of the large cuts in the last two programs was that, "You go by a 'last hired, first fired' type mechanism," since those programs are two of the newer programs at De Anza, they are the first to go.

The three category sheets of the contingency planning lists, A, B and C deal with seven, 10 and 15 percent cuts respectively. The first two lists were only hopeful wishing it seemed when Davis said that "I heard from Chancel-



During the Feb. 23 ASDAC council meeting, [seated from left] Linda Seitz, Barbara Almeter and Brad Bevan discussed President DeHart's contingency

list for next year's budget with ASDAC Adviser Greg Druehl [standing].

Photo by Steve Murray

lor Thomas Fryer today that we're looking at 12 or 13 percent."

However, some of the biggest problems did not deal with the cuts themselves, but rather the understanding of what the lists actually said.

Davis' biggest complaint with the list and the general terminology was the term ADA.

"We would like to know: what is an ADA," she demanded, as if it were a tangible object. Davis also commented on the lack of percentages of cuts on the list

saying, "We've got figures out in space with nothing to relate it to."

Davis promised to write Dean Thomas Clements about these two problems to see if something could be done.

DURING THE "non-agenda comment time," Greg Abreu, IPPC member and activities representative tendered his resignation, effective at the end of the quarter, for academic reasons.

Preceding the review of the budget priority list were the council member's reports, highlighted by a request for help on Cellar-By-Nite and the "D.A. Today" program by Director of Publicity and Communications, Diane Blake. Blake said a shortage of reporters and news may cause a delay in the progress of the TV program.

"**I THINK WE'RE** sinking a lot of money into something that might not happen this quarter," she admitted.

Directing her comment toward La Voz reporters present, Davis declared, "I want you to know we're going to try to make this program work."

About three hours into the meeting, new business was brought up. Dwight Holmes, representing Student Services and in charge of financing for Co-Rec, requested a line item transfer of \$200 to be spent on bookkeeping supplies. These items could not be bought from the \$4.87 left in the usual account because of improper labeling of needs and the depleted account that resulted.

Hiring freeze threatens to cut library service

Drastic reductions in the programs, activities and hours available for student use are forecast for the Learning Center due to the loss of almost 40 percent of the full time librarian staff, says Instructional Services Dean George Sloan.

"If the funds aren't available next year to fill some of the librarian positions," said Sloan, "there will be a definite impact on the Learning Center services—especially in the reference area."

In the last three years, three librarian positions have been vacated and none refilled, leaving only five contracted librarians, including Sloan. The positions of two of the librarians who retired and the last to leave, Gary Korn, are "temporarily frozen" said Sloan. This leaves De Anza with the same library staff size as when the campus opened in 1967.

"We've been reverted back some 12 years," Sloan said sadly, and noted that De Anza has three times more students and four times more faculty than in 1967.

Along with a reduction in staff comes fewer manpower hours available for the Learning Center, and this poses a threat to orientation tours and hours the Center is open. Services and programs are top priorities with Sloan.

"We've come to the realization we can't do everything we'd like for all people," he said.

To compensate for the staff shortage, part-time librarians are working more hours. The time these people need to spend in the Learning Center to perform Korn's and the other librarians' duties is time taken away from Extended Campus and other programs the part-time help were involved in.

"Those other programs will be hurt by this," Sloan said.

Although he does not foresee replacements to fill the vacated library positions in the near future, Sloan said of the Learning Center staff, "There is a real cooperative effort of individual ways to adjust to our new world; ways to plan for the future together."

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La Voz

"THE VOICE
OF DE ANZA"

FRIDAY, MARCH 2, 1979 CUPERTINO, CALIFORNIA VOL. 12 NO. 16

Vasconcellos eyes future

By JAN SHAW
Staff Writer

The community college system will have its 79-80 financing, for better or worse, probably in June, State Assemblyman John Vasconcellos told a Foothill-De Anza luncheon meeting last Friday in the Don Baustista Room in the Campus Center.

The possible size and consequences of the budget and the general atmosphere in Sacramento were the primary subjects of discussion among Vasconcellos, his education consultants, Dave Jolly and Roslyn Elms, Chancellor Thomas Fryer and various members of the Foothill-De Anza community.

VASCONCELLOS OUTLINED the bills proposed to date:

- the Rodda bill, which is essentially a seven percent increase bailout for one more year;
- the Dills bill, which Vasconcellos feels he cannot support because it would cost over \$1 billion more than this year's budget;
- Governor Brown's bill, which would increase this year's statewide budget by \$200 million;
- a fourth bill, which would apportion part of the sales tax to schools; and
- the Green bill, which would allocate about \$700,000 more than this year's budget.

"If we are going to obtain more funds, it will have to be at the expense of something else in Governor Brown's proposal," Vasconcellos commented.

HIS OWN STAFF is working on a two-year bill, but does not, at this point, have a firm money figure or formula on paper.

"I want a bill that is so well thought out that it

can pass," said Vasconcellos who chairs both the fiscal and policy committees on education in the assembly.

Financing with or without strings is the second major issue to be resolved, he continued.

"Newer members are for no-strings while some of us want strings to protect the childcare and handicapped programs so that they don't disappear from the face of the earth," he said.

HE ALSO SUGGESTED that this might be a good time to separate community colleges from K-12, attaching it to post-secondary financing.

Chancellor Fryer addressed the group and, working with possibilities and probabilities, described what would happen if state and local income for the district increased by four percent for next year, assuming that this year's ending balance is \$4.5 million and the district retains reserves of \$1.2 million.

Also included in the "ifs" is an inflation rate of 6.7 percent for non-salary items and salary agreements which are within Carter's inflation guidelines.

IF ALL THOSE "ifs" are realized, then district wide budget cuts 10 percent would be enacted and college budgets would be cut 12 to 13 percent.

At a similar luncheon meeting several months ago, Vasconcellos suggested that public bickering between different factions within the district be brought to a halt.

"My impression is that people are getting along better and have ceased publicly chastizing each other," he said.

Editorial**Students should count non-tuition blessings**

Tuition, that vile, oft-repeated word, is cropping up more and more in conversations about California's community colleges and the funding problems wrought by Proposition 13. On more than one occasion, District Chancellor Thomas Fryer has expressed his personal revulsion at the thought of tuition, calling it repressive, but admitting that "we may not be able to stop it."

On the other hand, taxpayers like Harlan Snyder (see Letters to the Editor) feel that they have borne the financial burden unjustly for too long and that "there ain't no free lunch."

A sampling of two-year colleges across the country shows tuition fees, ranging from \$120 to more than \$1000, are charged at most community colleges. Temple Junior College (Texas) charges its approximate 1800 students \$120 per semester.

Lane Community College in Eugene, Ore. levies a tuition of \$392 and Quincy Junior College (Mass.) charges \$600.

It's easy to see why we in the community colleges in California enjoy a particularly enviable place in the sun.

Not only do we enjoy one of the world's highest standards of living, but we enjoy the benefits of an educational system that is unparalleled, and its costs to the student are infinitesimal. The student body can even squawk about a \$1 per class fee on printed materials and not only draw an audience, but pressure the administration into throwing the practice out.

The sad fact about tuition is that it wouldn't offset costs by any significant amount. Studies have indicated that tuition fees of \$200 per student per year would only defray operating costs by 10 percent statewide..

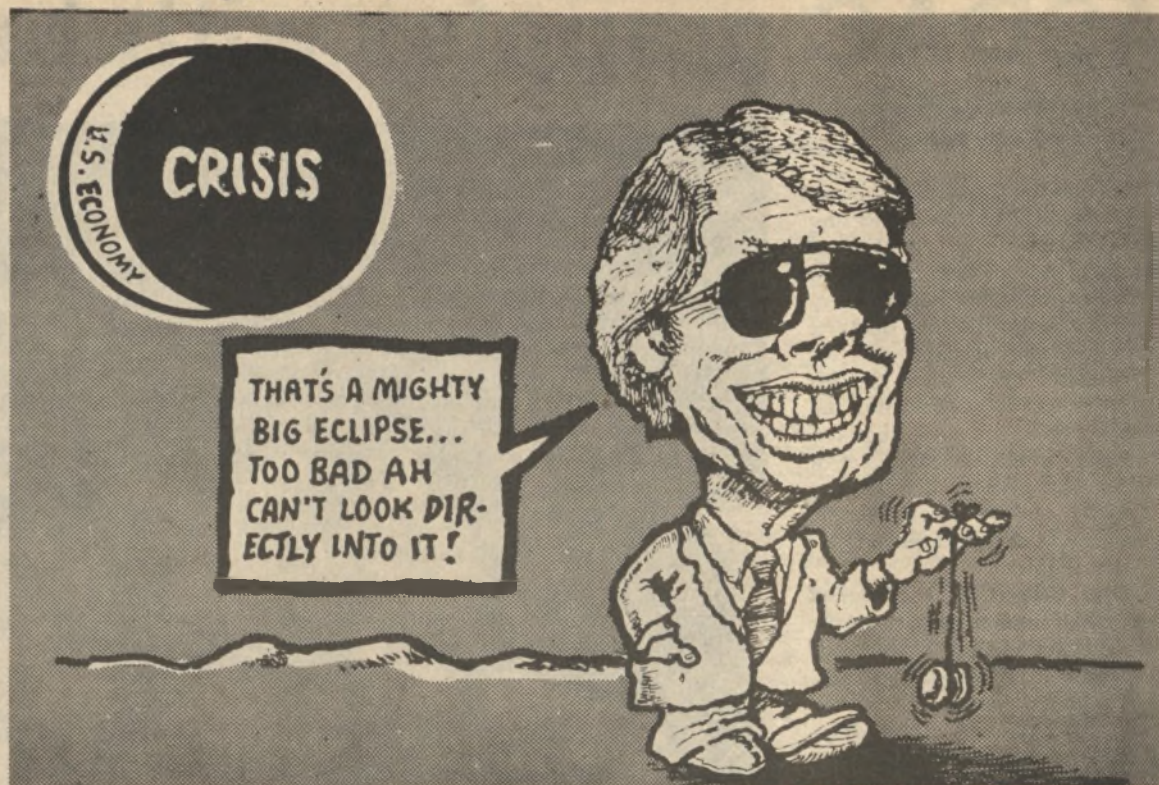
Funding for the community colleges is a complicated and emotional issue. On one side, the taxpayers feel they have been abused and are now expressing their dissatisfaction at the polls. On the other, Californians have enjoyed one of the world's most advanced educational systems, virtually free to students, for many years.

Any person, after residing in California for one year, has access to a community college education and more, up to 15 years of free education (K-14), including some degree programs, courtesy the taxpayer.

La Voz feels that the question of tuition should be examined from all sides so that a rational decision can be made in the interests of all concerned.

La Voz also feels that the student body should look at their contemporaries and what they have to go through in two-year colleges around the country and count their blessings.

The student body should also brace itself, because with the fall will surely come a greater demand for student dollars to take up fiscal slack. The time is coming when all community college students will become more aware of the expenses involved in gaining a quality education.



Cartoon by Rick Yamashiro

LETTERS**Student can't find any space**

Editor:

I am writing this letter because I am both angry and dismayed with the parking situation in parking lot "G." This is

the parking lot in back of the Seminar building. I am a physically limited student who drives her own vehicle to get to college. It is very necessary to have an adequate amount of space to load and unload my wheelchair from my car.

I am, and have been trying

(for about a year) to see that there is an ample supply of parking spaces for the disabled students that drive their own vehicles. There has been a problem with the vans (sometimes as many as eight) taking up spaces intended for the disabled students.

Today's incident is the one which broke the camel's back. I got to school at 10 a.m., to find that all of the parking spaces were taken up (only three of which were not being used by the Physically Limited Program itself). I scouted around the parking lot to see if I could spot two adjacent parking spots. I finally located them, and get this: they were in an area designated for the vans used by the PLP.

I am tired of having my requests fall on deaf ears. I want action—and action NOW! I want this fact brought to everyone's attention: De Anza College is supposedly the most advanced community college in the area of what is provided for the benefit of the physically limited student. Why then, is there disregard for a student's attempt at "main streaming" so far as in being able to provide her own means of transportation. I will leave here eventually, but what about those that come after? Surely we will not always be treated as "third-class citizens."

Donna Lamb

la VOZ

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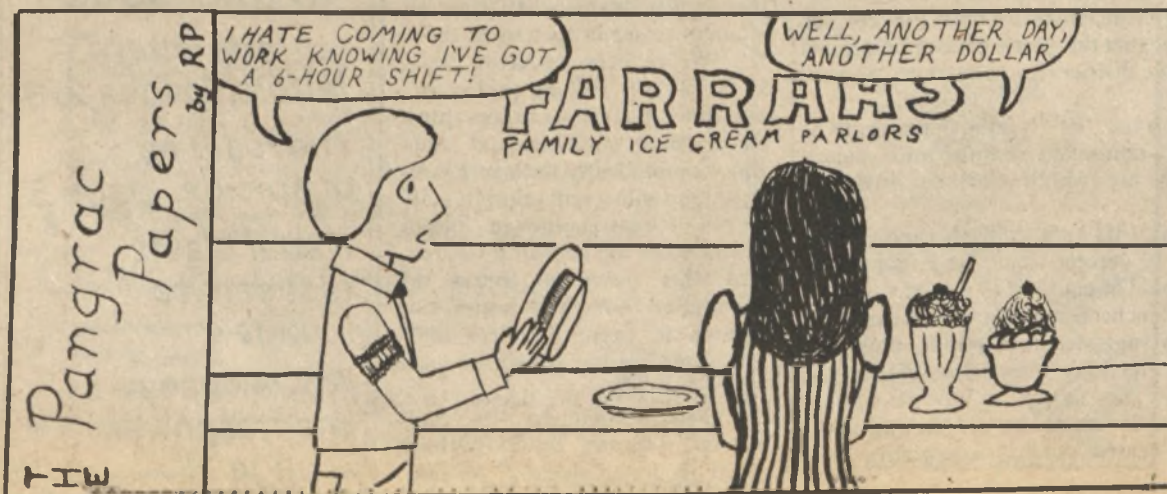
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**Fryer muddles 'tax' definition**

Editor:

According to La Voz, Jan 19, Chancellor Fryer is quoted as saying that "tuition is a terribly regressive tax and a barrier to education, I will fight it, there are those for whom tuition would make the difference."

As both a long suffering tax payer of this district and a

(continued on page 3)

MORE LETTERS

(continued from page 2)

currently enrolled student, I find the above comments reprehensible. First of all, Chancellor Fryer is apparently confused (as are many professional educators these days) in that tuition is not a tax but a fee (see for example, Webster's Third New International Dictionary, Unabridged, where 'a college admission fee' is specifically mentioned).

Yes, the fee for admission may be a barrier to education just as a bus ticket is a barrier to travel, however in the current vernacular, "there ain't no free lunch." Why can't students of this district pay tuition? It is one of the most affluent districts in the country and the taxpayers have done enough in establishing and maintaining the plant, grounds and facilities at Foothill and De Anza. Salaries and on-going operating expenses should be allocated to tuition fees and not property tax payers.

I submit that many citizens feel the education establishment is out of control because of the cost and taxing philosophy as represented by Chancellor Fryer and that reaction as expressed by Prop. 13 is just the beginning.

Harlan Snyder

Schedules lie wasted by box

Editor:

Yesterday, when I checked the mail at my apartment, I noticed about sixty copies of the Spring class schedule sitting in the bulk mail space below my box. Each quarter I notice that the same amount arrives and almost all remain unused.

This is a terrible waste of funds when the paper, printing and mailing costs are considered and then multiplied by the number of unused copies. I attended a state college and paid 25 cents per quarter (probably just enough to cover costs) at the bookstore for a class schedule much less elaborate than De Anza's.

I like the community college approach to education that this school takes, but I feel that people who are interested in attending college should take the responsibility upon themselves to buy class schedules for a nominal fee and avoid this costly waste. Such action makes much more sense in light of cutbacks and layoffs the district is facing.

Jeff Fitzwater

Quarter lends quick recovery

Editor:

In a recent letter to the editor in your paper, Carl Grame asked students to respond to the question of a future semester system as opposed to the present quarter system. I have been a student under both systems, but I prefer the quarter system. Among my reasons for supporting the

quarter system are the following:

1. The teaching and learning of a subject is daily, intensive and continuous in a quarter system.

2. If a student finds a subject of special interest, the quarter system allows him to take more subjects in his major.

3. For many, like myself, the quarter system offers an opportunity to explore many fields of study before focusing on preparation for the future.

4. Sometimes a subject does not turn out to be helpful or interesting. If that is true, the quarter system provides a short time period which is quickly endured and done.

I sincerely hope that the quarter system will continue into the future.

Manfred L. Geisler

Students defend Moreno's style

Editor:

I am writing in response to Anthony Laus' letter in last week's La Voz. In his letter, Laus criticized De Anza instructor Moises Moreno for "ripping the people off" because of his no-test policy. It seems to me that Laus thrives on the traditional memorize—the—facts—and—get—a—reward theory of school, i.e. the letter grade.

I find Moreno's so-called "drugstore rap sessions" to be quite the opposite of this description, as I have really learned a great deal in his classes. More so than if I took a course from one instructor who, for example, gets in front of the class and reads his notes from ten years ago, and the student is required to memorize them almost verbatim. Perhaps this is what Laus thinks instructors should be paid for.

It is my opinion that honesty prevails in Moreno's classes, which is quite unique on this campus.

Rich Robillard

Editor:

Anthony Laus, in his criticism of Moe Moreno's teaching style, overlooks what in my opinion Moreno is trying to accomplish in his Intercultural Studies class. That is, the development of a critical awareness of the true conditions in our multicultural society, so we can take a second, or even a third look at its institutions and their use or abuse of power.

We learn to recognize society's "holy cows," one of which is the supposition that all learning can be graded. Consequently, as I am attending De Anza College of my "own free will," I don't need to be motivated by a grade or by Laus' perceived need for discipline.

On the contrary, through Laus' so-called "alley rap sessions," under the ever-questioning guidance of Moreno, I have been challenged and motivated to really know, to read, and to think.

In my opinion the latter is certainly a function of an institution of learning.

Christina Reynen

Laus offers a tenth of cent

Editor:

I appreciate the criticisms from anybody that I do injustice to grammatical structure. My response is this. I write to convey a message and regardless of my grammatical errors, the message is clear.

I could spend more than five

minutes to write and to be sure that my colleagues would have nothing to complain about, but to put it plainly, "I don't give a dam!" (A dam is equal to approximately one tenth of a cent).

The message is that no young lady, "somebody's girlfriend" or "wife" or "mother" must be exposed to offensive words, regardless of course study by "any professor," "any teacher" or "in public"!

Emphasis must be placed upon teaching a discipline! Teach correct English usage, writing, spelling!

Read "Literacy Hoax" by

Paul Copperman. Quote, "What our English teachers have done is to redefine 11th grade as 9th grade," unquote.

Other recent sources say that they have redefined 12th grade as 8th grade. U.C. Davis, Alumni News, Feb. issue states that 52 percent of college freshmen must take bonehead English.

What frustrates my Italian is that some of our professors must resort to profanities and obscenities as part of their communication with "captive" students! How can that be justified?

Anthony Laus

'Youth Service' slammed by commissioner of youth

By HAL W. PLOTKIN
Chairman, Santa Clara County
Commission on Youth

Senator Stennis and Congressman McCloskey have pooled their collective wisdom and arrived at a plan they euphemistically call Youth Service. They warn us that our military is unready and insufficient. They scare us with political tactics that many of us hoped this country had outgrown.

Guest column

The notion that we will have a better, more fit army if it's made up of unwilling soldiers is absurd. The reluctant soldiers who were forced to serve this country in our last war testify to the futility of forcing soldiers into battles they neither support nor understand.

What makes this particular proposal so insidious is that it is an attempt to replace workers, whose families depend on that income, with cheap forced labor. The farmworkers, having fought so desperately for the few rights they now enjoy face the prospect of being replaced with conscripted labor.

It's apparent that Congressman McCloskey, despite the dimensions of his personal integrity, does not realize that a nation's strength comes from the heart and fiber of its people. The Shah of Iran was incredibly armed and prepared by the preparations in the end only demonstrated his

weakness. He fell with the same inevitability that now threatens the very existence of our free United States.

With the walking wounded of the Vietnam era all around us, our government once again prepares to demand of its young people the strength it lacks itself. The answer is no. Young Americans will not serve and die for a nation that has lost its way.

The task of national leadership now is to restore the love our people have in our society, not to widen the schism of societal misunderstanding by further alienating yet another generation of American youth.

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Photo by Ken Lammi

De Anza's bicycling students can look forward to the revival of the bicycling club. Activities adviser Bruce Fremd hopes to complete plans for the club during this quarter.

Bike club rolls again

Bicyclists may have a rejuvenated club if Bruce Fremd, De Anza activities adviser, can lay the groundwork during this quarter.

The now-defunct club has a two-year-old balance of \$200 in its Inter-club council budget. Fremd hates to see it go to waste, especially "since there's a need for such a club on this campus."

"Probably a quarter of the people here ride bikes at one time or another, especially during the fall and spring quarters," he

commented.

Fremd is now collecting names of interested students and hopes to have the club underway in one or two months.

The nature of the club depends on the membership, he explained.

He has only four names at the moment but feels he has just begun to get organized.

Interested students can leave messages for Fremd at the Activities Office, lower level of the Campus Center.

Guest column

ETS role put to the test

By RALPH NADER
Consumer Advocate

The next time you pick up a well-sharpened No. 2 pencil and begin to hurriedly answer a standardized, multiple-choice test, chances are that your test is one of more than eight million given annually by the Educational Testing Service (ETS).

You may know ETS manufactures SATs, LSATs, GREs and GMATs. With these tests alone, ETS influences the educational and career opportunities of millions of people.

But the power of ETS does not begin or end with those tests. ETS markets 299 different tests. ETS tests are used to determine entrance to over 60 occupations including firefighters, actuaries, policemen, real estate brokers, sailors, teachers, gynecologists, engineers and auto mechanics. ETS test results are the standards of access to some of the most powerful professions: Foreign Service officers, New York stockbrokers, lawyers in over 40 states, CIA agents. Two million elementary students take ETS tests, and ETS is even developing ways to test infants. ETS helps determine who will be eligible for financial aid and how much they will receive.

THE FINANCIAL information ETS obtains on nearly two million families is more detailed than a mortgage application or an IRS return.

ETS consultants and trainees help shape education and labor allocation policy in scores of countries, including Singapore, Brazil and Saudi Arabia. And ETS has test centers in 120 countries.

In 30 years, probably 90 million people have had their schooling, jobs, prospects for advancement and beliefs in their own potential directly shaped by the quiet but pervasive power of ETS.

WHAT IS THE Educational Testing Service? How has it centralized so much power? Is it accountable to anyone, or anything? Should your opportunities be so influenced by ETS' standards of aptitude or intelligence?

Despite its massive influence, few people question ETS. Students may want to tear up test forms in moments of frustration, but few of us think of challenging the corporation that makes the tests.

Indeed, ETS is, in non-dollar ways, a large corporation. It has more customers per year than GM and Ford combined. Despite its non-profit status, it declares roughly a million dollars in "non-profits" each year. This money is plowed back into corporate expansion and maintaining the ETS estate, which includes a 400-acre headquarters in Princeton, New Jersey, a \$250,000 home for the president, William Turnbull, and a \$3 million hotel/conference center—all built with student test fees. Its revenue from test fees enabled ETS to double in size every five years from 1948 to 1972, a rate of growth faster than IBM.

THE POWER of ETS is massive, as even one ETS executive conceded. "No matter what they try to tell you here about how we really don't have much power," he said, "we know we do. We know we're the nation's gatekeeper." This gatekeeper can determine who enters college, graduate and professional schools, as well as many occupations and professions. Is that power legitimate?

ETS defends its role as the gatekeeper by claiming it has developed the "science of mental measurement," but as our report will argue, the tests measure nothing more than how you answered a few multiple-choice questions. The correlation between SAT scores and first-year grades in college, for example, is often lower than the correlation between the test scores and the income of the test taker's parents.

At best, standardized tests measure the specialized skill of test-taking, but they do not measure key determinants of success such as writing and research skill, ability to make coherent arguments, creativity, motivation, stamina, judgment, experience or ethics.

MOREOVER, TEST takers are subject to numerous injustices, ranging from incorrect scoring of tests, to late reporting of applicant information, to secret evaluation of grades and test scores—and they have no recourse.

We must begin to examine the examiners.

There is a growing movement to reform and restructure the testing industry. In New York, Ohio, Texas, and other states, student-run Public Interest Re-

search Groups (PIRGs) have introduced "Truth in Testing" legislation in their state legislatures. This legislation would force ETS and other testing companies to disclose test questions and answers, and all studies and data on the tests; it would also require companies to keep information on applicants confidential.

Disclosing test answers would enable students to contest disputed answers, and thus eliminate much of the mystery surrounding the tests.

THE TESTING reform movement has other facets. Jesse Jackson is organizing around the issue of the ETS National Teacher Examinations which have systematically eliminated qualified black applicants from teaching jobs. The FTC has apparently found, contrary to ETS claims, that certain kinds of prep or cram courses can raise test scores—but the report has been withheld at this time. And several members of Congress have called for an investigation of the testing industry.

Students now have opportunities to challenge the test makers.

Individuals interested in this issue, or in sponsoring Truth in Testing legislation, can contact Ed Hanley at our office at P.O. Box 19312, Washington, D.C. 20036.

"Bottomfish" breathes anew

"Bottomfish," the De Anza literary magazine, is back in the swim of things.

The magazine will be revived after its publication had been stopped for some time. Funding was the main cause of its demise, according to Dave Kunert of the Bottomfish staff. With its return, readers can again enjoy poetry, short stories, and photographs which students and non-students produce.

The Bottomfish staff is also putting together a publication of collected English 1A and 1B essays. The purpose of this publication is to acquaint students with compositions that are well-written. Beginning students may then learn from example how to write a good English theme.

Both of these publications should be available this quarter, said Kunnert.

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Suicide: one attempt every minute

By DAVE KUNERT
Staff Writer

Someone attempts suicide once every minute in the United States, and 70 succeed each day.

Attempts far and away outnumber actual suicides. More than two million people in this country have unsuccessfully tried to take their own lives.

But perhaps the most disturbing statistics are those involving suicides committed by the young. More than 2,000 children and teenagers kill themselves each year, and the number is steadily rising. Experts have termed this increase as being epidemic in proportion.

CURRENT STATISTICS reveal that a startling 30 percent of all suicides are committed by men between the ages of 20 and 29.

Keeping that figure in mind, it is easier to understand why suicide is the second leading cause of death among college students.

IN A RECENT STUDY, the Yale University School of Medicine found that suicide accounts for eight to 12 percent of all deaths among young scholars.

They also found the rate seems to be higher at the so-called "prestige" schools. Ironically, it appears as though the students who are achieving the highest marks in these schools are the ones most likely to kill themselves.

A Cornell University study pointed out that brighter students tend to place higher demands on themselves, far more than either their professors or universities place on them. When they fail to meet their own standards, some become so overwhelmed by their "failure" that they choose suicide as an answer to their problems.

Erwin M. Stengel, professor of psychiatry at the University of Sheffield, England, believes the high incidence of suicide among the student population "isn't surprising."

He maintains the college system that isolates the individual from the mainstream of society is bound to have an adverse effect on some.

THE QUESTION OF why students take their own lives is a critical one indeed.

Dr. William Worden, a psychologist at Harvard University Medical School, believes "most individual attempts to end life are made because the person faces what he thinks is an insoluble situation or feels extreme alienation."

He notes that in many cases young people give clues to their state of mind when they are contemplating suicide. "But, more often than not, the clues are missed by parents, educators, or others who should be concerned."

ALTHOUGH NO statistics are available on how many students at De Anza have committed suicide while enrolled, if any, it is fairly reasonable to assume there are those on campus who either have unsuccessfully attempted suicide, or have seriously contemplated it.

Many of those people may not know where to turn if the impulse to die comes over them.

Barbara Mitchell, program coordinator for the Suicide Prevention Center in San Jose, wants to change that.

She emphasized that it does help for people to talk about any suicidal thoughts they might be having. Her belief is that the overwhelming despair a person feels when contemplating suicide



Photo by Eric James

The tragic incidence of suicide in the United States has reached epidemic proportions. For San Jose residents, help is available at the Suicide Prevention Center.

can often be alleviated just by knowing someone else cares.

IN SANTA CLARA County alone, 200 people kill themselves each year. That number seems to have stabilized over the last several years, and Mitchell sees a direct correlation between the

leveling off, and the increase in calls to the crisis line.

Contrary to popular belief, suicide can be prevented. The senseless waste of life that results when a person kills himself need not occur. People such as Barbara Mitchell and her staff at the

Center are on the hotlines 24 hours a day, year around. All it takes is a call to find that there are people who really care.

Those who are interested in doing volunteer work for the Prevention Center are urged to contact Mitchell at 279-6250.

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Doctor helps relieve pain of death

By ROBYN SOARES
Feature Editor

Blending the right amount of tenderness, humor and seriousness, Elisabeth Kubler-Ross, psychiatrist and MD, spoke to a packed audience at Flint Center Tuesday evening, Feb. 20, on a most delicate subject — death.

She confronted the audience with the fact that "dying does not have to be a nightmare unless we make a nightmare out of it."

There was hardly a dry eye in the house, after she finished her moving two-hour address. This was not because the people in the audience were saddened, but because they were touched by the miraculous stories of her attempts to relieve people of the guilt, grief and frustration that occurs when one is either dying or has lost someone through death.

KUBLER-ROSS CONVEYED several messages

throughout her talk: "To learn what life and death is all about, to learn to live without guilt and to die without leaving unfinished business."

In her work, she explained, she spends a great deal of time convincing those who are dying or those closely related to one who is dying to "let go" and not be afraid to die, to "live" while they can, and most of all "to acknowledge death."

Kubler-Ross believes, "You can become bitter and curse, or you can look at what you have and make the most of it, and make it positive. If the dying can express their anguish and share it, they can make things positive."

"It is mandatory that we stop sedating people in grief. Instead there should be a sound-proof screaming room where they can question God and externalize pain."

Born in Switzerland, Kubler-Ross traveled throughout Europe after World War II visiting con-

centration camps.

SHE SOFTLY SPOKE of the murdering of so many children and said, "What touched me most were the inscriptions on the barracks walls drawn by the children right before their death."

Years later she was able to analyze such pictures and recognize their symbolism. She now firmly believes that "every single person knows when they are dying, even children. Though they may not know it consciously, they do subconsciously, and it shows in the pictures."

Kubler-Ross began her counseling when she moved to the United States. As a "small town country doctor," she began working in a state hospital in New York City. She told of it being "the saddest place anybody could work. The patients were treated the worst."

She was assigned, with no understanding of psychiatry, to aid the "hopeless schizophrenics"

"BECAUSE I WAS miserable, because they were so sick, and because I didn't know what I was doing...my patients got well," she said incredulously.

She talked of her semi-traumatic childhood, of her heart-breaks and downfalls, and concluded that "all the traumas in your life, even the most painful, if you look back 20-50 years later, are your biggest blessings."

She confessed that one of the most important things she realized was, "People who can counsel best are people who have come through the windstorms. They haven't been trained through academics but through life."

Near the end of her speech she had the audience mesmerized by her complete and sure description of death, giving the impression she had been there herself:

"WHEN YOU DIE you are totally conscious of your physical body, like a butterfly out of a cocoon. You can't force it to come out; it has to be ready. You are aware of the place of your death, and there is no pain or anxiety."

She assured everyone when they die they will be greeted by their guardian angel, so they will not be alone.

"If people knew what death was, they would probably celebrate instead of mourn," she said.

She described the after-death process as going through a mystery tunnel to a source of light, "There you review every single aspect of your existence."

Camp slated for chambers

Katherine L. Camp, President of the Women's International League for Peace and Freedom will be speaking in De Anza's student council chamber, Thursday, March 8 from 9:30 to 10:30 a.m.

Camp is presently Vice-Chairperson of the Non-Governmental Organizations Committee on Disarmament at United Nations headquarters in New York and liaison to the special committee on Disarmament in Geneva.

Founding member of the National Women's Political Caucus, Camp won the Democratic nomination for the U.S. House of Representatives in the 13th Congressional District of Pennsylvania in 1972.

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Undersides

Steve Murray



POWER T' DA PAMPHLET: By now, most of us have received our pretty pink schedules for the spring quarter. And if we were observant enough, we found lying amongst the pages—a pamphlet!

Ah, says you, and what does this pamphlet do besides sit upon my table and blind me with its bright colors?

So glad you asked.

This pamphlet, an explanation of student government and campus activities, is a paper-embodiment of the most positive thing ASDAC council has done towards council-student relations this year.

It outlines where that student body card fee goes and where you can take advantage of that charge (athletics, scholarships, legal aid, ed-said-her-ah...).

The most poignant point in the pamphlet is the rejoinder to the question: how do I get involved (in ASDAC)? Answer: you already are. Most of us "scholars" have forgotten that little blue ASB card rotting in our wallet or purse.

On the other hand, it seemed that ASDAC council had forgotten how to get a hold of us...until now. Thanx, y'all.

SPRING IS IN THE AIR: Speaking of that magical pink brochure from whence we receive all info about how to shape our lives from April 2 to June 20, how are we doing so far?

Of course, by the time one reads this, if you are a mail-in student, you better have gotten your packet and-or act together by now, since the deadline for mail-in was yesterday. If you didn't, read this and weep, for now you must rejoin the multitudes at "the mill."

Ah, I can recall the chilling days of yesteryear, placing myself among the long centipede of people outside the gym, clutching that packet as if it held the key for my future (some tell me it does. Horrors...). There are small reunions along the way, especially in the fall quarter, when the sight of a high school buddy lost since June warms the heart, and strains the brain trying to remember the fool's name.

It was coming to the head of the line to discover that your 16-unit masterpiece was 10-units filled. Desperation time: fill this hole with an archery class, switch from astronomy to biology, pick up Beginning Bubble Blowing at 11:30...

Next registration line: would you like to buy a student body card? Refer to above for answer.

And on: Any health problems? Hmmm, should I tell them about my ulcer. Ah, why not, it could only bother me in a mind-bending field, like journalism, and I'm a math major...

And on: your counselor? I dunno, you pick one for me, a nice one. Oh, they're all nice. Gee, this place is neat!

All set? Sure you are, and a full year later, after three quarters of drops, delight, and disillusion, you reach your goal...MAIL-IN!! Live it up, kid...the party's just begun.

BOUND TO HAPPEN SEWER OR LATER: In last year's Nov. 3 issue of La Voz, Facility Supervisor Bob Mibach was queried as to the horrendous stench emanating from the entrance to the College from parking lot "B." The stink is coming from storm drains hidden in the bushes next to the people-infested sidewalks.

This ominous odor has existed for at least two years, yet Mibach said in the November story that "this is the first time I've heard about the smell." He assured the La Voz reporter that he would check into the matter.

Well?

Close to a half-year has since gone by, and one can still make his way onto campus with his eyes closed: just follow your nose! De Anza has many distinctions among California community colleges, but this dis-stink-tion is nasally nauseous and unnerving. What say you, Bob?

WHO PUT OUT THE LIGHTS?: As long as we're in the complaining mood, who's the gonzo who keeps twisting the turnsignal on the Stelling east entrance? It's a pain to have to hang one's head out the window and gaze intently upon the signal next to you because the one across the way is out of sight.

A reasonable penalty should be dreamed up for the perpetrators of this evil deed...hey, how about this: one week tied to the storm drain next to parking lot "B." I hear the stench is terrible there...

Reid takes over as interim humanities dean

By STEVE MURRAY
Staff Writer

For two years, Barbara Reid has been the solitary female in the realm of segment deans. However, she maintains that she is just one of the guys.

On Feb. 1, Reid shifted her responsibilities from special education to humanities, replacing David Kest on an 18 month-interim basis.

AFTER TWO YEARS, Reid and her associates have become accustomed to her being a minority.

"They've never treated me like that (the only woman)," Reid said. "Sometimes, though, when we all get together, DeHart will say, 'Now this is what I want you guys to do...'"

She does admit that being female is "an ingredient" in her work.

That ingredient may be a major part of the recipe that produces her calm, smiling demeanor during a meeting or interview. Her very presence seems to put people at ease.



Barbara Reid

THE SMILING face turns somber when asked about her position's greatest problem. The answer is no different from that of any other administrator—lack of contact with the student body.

"I'm never able to see enough of them," she said. "It's so easy to get locked into a desk."

"We (administrators) should always be aware of this as a need. We should attend student performances, be among them. I try to eat in the cafeteria whenever I can."

AS DEAN of humanities, Reid has been thrust into one of the biggest segments of the college

during a volatile post-Proposition 13 period. A contingency list of proposed cuts was made prior to her Feb. 1 appointment, but many of the final decisions will be hers. She has asked assistance from her faculty and division deans in helping to formulate her stands.

Her top criteria will be "to maintain full-time instruction and services for students."

"What fascinates me about this area (humanities) is the quality of the instructors. They are constantly undergoing the process of inquiry, both in the classroom and within themselves. They look at their own courses, and make necessary changes."

A divorcee, Reid cherishes her spare time. She has few demands outside her job, and will "defend my right to go Pier 39. I love San Francisco. I could go to the de Young Museum umpteen times." Reid replaces Kest, who is spending 18 months as director of the western regional office of the Higher Education Management Institute. Richard Charles has replaced Reid as dean of special education.

Fishback exhibit shows warmth, fragile lines

The Learning center is not simply called a "library" because of the various facets of life and education it can show to a visitor.

So when one is through scouring the aisles for information on "the economic impact of the Crusades," take a peek at what is gracing the walls of the Center near the stairs.

There one will find 10 photographic compositions by Los Gatos resident and De Anza graduate Robert Fishback. It is here that one is taught the softness and beauty of life and nature seen through the camera's eye.

Six of the photos are of flowers, each so soft and fragile

that one daren't breathe while standing near them.

The other four compositions are of women, exemplifying Fishback's "love of flowing line and fragile structure."

The women photos range from the sensuous to the surreal. The colors are warm and brilliant and the black-and-whites have a slight and out-of-focus softness that adds to the subjects.

The exhibit will continue until March 16. A book to the right of the Center entrance asks people to write their comments and criticisms.

All 10 photos are for sale. Fishback can be contacted at (408) 354-1347.

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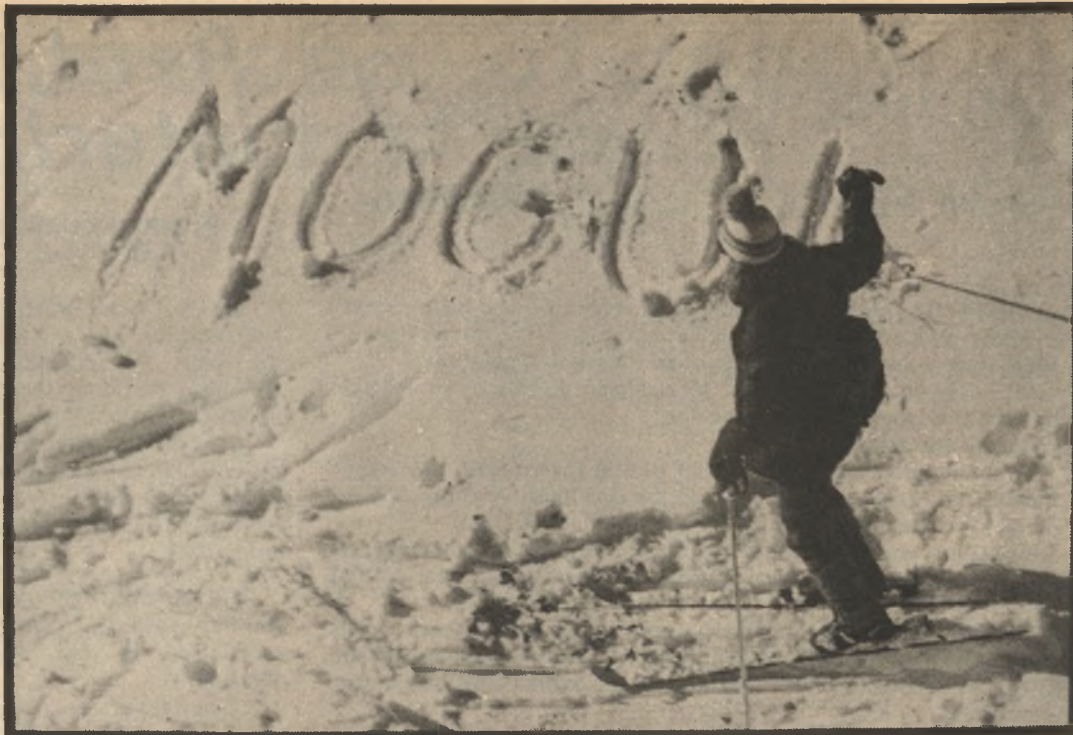
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De Anza student Kathryn Airey reflects on the day's possibilities.



Traveling grafitti artist leaves mark for moguls.



Good form not necessary for good fun.

Photos by

Robín Kíng



Skier searches for prey—stranded ski bunnies.

Skiers do it
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Gladiators edge Dons as season winds down

The performance of men's basketball this season can be likened to the action of the ball as Kelley Harris starts another fast break—up and down, up and down.

The Dons have had all it takes to be a championship team this year, but a strong conference and cold spots in the shooting department have put De Anza on a thin string, hanging on to a playoff spot with a 11-5 record. It may very easily come down to tonight's game against San Jose City College, here at 7:30 p.m.

The Dons took the down side last Friday at home against a lightning-quick Chabot team, losing 83-81. Contrary to the popular cliché, the game was as close as the score indicates.

THE DONS TRIED to open it up in the initial minutes, jumping off to an 11-4 lead. But the Gladiators, using fast breaks and awesome outside shooting, pulled ahead and maintained a steady two- or four-point lead throughout the first half, except for a 10-foot jumper by Harris that gave the Dons a brief 37-35 edge.

The Gladiators threatened to blow the Dons out of their own gym at the start of the second half, scoring six unanswered points and upping their lead to 48-39.

True to form, at least in this game, the Dons came roaring back to lead 58-56 on a 10-footer by Thurman Wallace.

From this point on, the game was a mad scramble of fouls, breakaways and keepaway, until two free throws by Chabot's Lee Thomas put the Glads ahead, 83-79, with seconds left on the clock.

The Dons' Jim Greeley scored a season-high 26 points to lead both teams. The performance was noteworthy since Greeley missed the previous game against West Valley because of a sprained wrist. Teammates Bill Korhummel and Kelley Harris added 13 and 12 points, respectively.

THE LOSS TO CHABOT came on the heels of an impressive 80-62 win over West Valley.

Harris ran the Vikes silly with numerous breakaway layups, contributing to his 22 points on the night, 15 in the second half.



Photo by John Long

Bill Korhummel (34) leaps for two points while Chabot's Lee Thomas looks on helplessly during last Friday's 83-81 loss to the Gladiators.

Quick, aggressive Dons down Chabot

Smearsville. That was the feeling after the De Anza women's basketball team downed Chabot College with a record setting score of 109-32 last Friday night at the De Anza gym.

It was an unevenly matched contest from the start. De Anza was the more aggressive, quicker team and outplayed Chabot in every aspect. They overpowered their opponent and at the end of the first half De Anza had scored 58 points to Chabot's 18.

Some of the over-powering strength came from the shooting of Sue Webb. It was a hot night for Webb as she shot for 15 points in the first half and 12 in the second.

Also having a high-scoring night was Sue Sievert who came on in the second half and scored

16 points. Webb and Sievert helped the Dons set a new high scoring record. The most points scored by the Dons in the past was 106.

Other top scorers for the game included Cathy Fisher with 17, Kathi Silverman with 10 and Suki Halverson with eight.

It was quite a different story Wednesday night, Feb. 21, when the Dons faced off against West Valley College. The Dons pulled ahead in the last minute of the game and won 62-58.

In the opening quarter of play, nothing seemed to be going right for the Dons. They couldn't execute the ball on the inside, make the rebounds or even buy a basket.

The second half was much the same as the first—a constant

battle back and forth.

With 1:13 remaining to play, De Anza led 58-56. WVC tied the score 58-58 with 58 seconds left on the clock. The Dons led by two on a basket by Silverman with 30 seconds left. The game-clinching points came when Sue Sievert completed two free throws.

Surf's-up call draws joggers to beach runs

The early-morning fog will barely be lifting when intrepid joggers meet for a 10 a.m. beach run Saturday at Rio Del Mar beach, eight miles south of Santa Cruz on Highway 1.

The run, sponsored by De Anza's running program, is free and open to the public. Program coordinator Chuck Crampton urges all participants to bring

picnic lunches for a get-together after the event.

Later in the month, De Anza's second panel discussion on running, slated for March 15 at 7 p.m. in Forum 3, will delve into "some of the great satisfactions that runners have experienced along with the aches and pains that can occur," Crampton explained.

A podiatrist, a shoe specialist and De Anza's Tom Fahey, physiology lab director, will man the panel. Treatment and prevention of injuries are the themes for the program. Topics covered in Fahey's latest book, "What To Do About Athletic Injuries" will be discussed.

Registration is not necessary to attend the free program.

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Maintains authority over all writing staff personnel. Is responsible for making and over seeing story assignments that will fill a thirty minute broadcast. Must keep informed on all the news going on at De Anza College and select the most news worthy for broadcast.

DA Today, a news oriented, student produced television program, is looking for individuals to fill key non-paid positions in production, organization and sales.

The program's goals are to inform students, through closed circuit television, about the events and news that happen at De Anza College.

WRITING STAFF

Five positions

Will be asked to cover a wide range of events including Sports, Student Government, Clubs and Services, Performing and Fine Arts, Intercultural and Multicultural Studies, Public Events and Special Interests.

No experience is necessary, but some experience would be welcome.

Applications are available in the Activities Office on the lower level of the Campus Center.

Deadline for submitting applications and resumes for the described openings is Monday, March 12.

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Two positions

On the spot reporting with a camera crew present and filming. Responsibilities include generating special interest stories and acting as back-ups for the Anchorpersons.

AD STAFF

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Striving Olympians wait for 80's

When the nations of the world send their best athletes to Moscow next year, De Anza will not be forgotten.

De Anza's Olympic hopefuls include Willie Bratcher, Mark Diaz, Joe Kammerer and Pat Yates.

Freshman swimmer Willie Bratcher from Oregon excels in the breast-stroke. Last year he came within .3 of a second of tying the national high school swimming record for the breast-stroke.

Freshman diver Mark Diaz from Campbell, according to swim coach Bob Wegman, was the top high school diver in Northern California last year.

Joe Kammerer, sophomore diver, placed second in the three-meter diving competition at the community college state championship in Los Angeles in 1978.

Freshman water polo player Pat Yates was elected Most Valuable Player for his sport in Northern California and De Anza. He was chosen for the All-American team.

Wegman said of Yates, "He comes from a family of many fine water polo players. He ends the line, though. He's the baby of the family."

The athletes work-outs include one training session at 5:30 a.m. that lasts approximately two hours and another two-hour session in the evening.

Wegman attributes the high level of De Anza competitors and athletics to Tony Nunes and De Anza President A. Robert DeHart. "Thanks to Tony Nunes and Dr. DeHart, De Anza's pool is kept open for everyone to use."

Early in the season the athletes run and lift weights to strengthen endurance and shape up muscles.

In the summer the AAU Finals, the National Finals, Olympic trials and the World Games meets will be held to decide which athletes make the journey to Russia in 1980.

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Powerful imagery supports Powell

By LOIS APCAR
Staff Writer

The power of mental imagery, "seeing yourself where you want to be," is not new to John Powell. It's the philosophy that pervades his life and that has allowed him to participate in the 1972 Olympics, set the 1975 world record in discus throwing and capture the bronze in the 1976 Olympics.

He shares this philosophy daily with the young athletes at De Anza and others who seek his coaching and evaluation.

"I'm not a great natural athlete. Just on raw talent—I don't have it," said the sinewy, handsome Powell in a recent interview.

THE OLYMPIC dream hit Powell in high school, but it was at American River College in Sacramento that he was introduced to coach Al Baeta and mental imagery.

"When you start out with a dream and it becomes a reality, you begin to believe in mental imagery," said Powell emphatically.

"In throwing the discus, all I had to do was see myself throwing one foot farther, then five feet farther. Baeta said I could do it and I did. I believed in him." When he lost Baeta's personal influence, he kept the philosophy which he uses every day of his life.

The 6-2, 220-pound Powell carries an aura of confidence with him without the arrogance associated with a "super jock." He is an intense young man who wryly said he "reads serious books" for entertainment and throws the discus not only for sport but as a form of mental therapy.

HE ALSO LIVES by the conviction that the power of the mind creates one's situation.

"If we don't like where we are, all we have to do is change our thinking," said Powell. However, he added, doing that is a major process.

He sees setting goals as the key to success. "You have to establish...goals at an early age, start out on the trip and passionately go for it," he said, "and be content with the gradual successes. There will be setbacks but as long as you can see you're progressing toward the goal, you'll achieve it or go above it."

POWELL'S FIRST major setback was his failure to make the 1968 Olympic team. But this was dramatically reversed in 1972 when he tried again and made it and then again in '76.

"The first time I made the Olympic team, that was all I was trying for, not for a medal. The second time the goal was different. I wanted a medal," Powell said. And in '76 he brought home the bronze.

"IN TERMS OF achieving, you have to have a single mindedness of purpose, and a lot of other things that are important go by the wayside," he explained.

However, he found that he could share a career with his Olympic dream. The 1969 San Jose State graduate supported his ambitions by working as night patrolman for the San Jose Police Department. This left his days free to devote to the rigorous training.

He left the force in 1977 to branch out. "There's a time in a person's life when you have to say 'Perhaps there are other things I should explore,'" said Powell.

Describing himself as "in transition now, deciding which way to go," he is currently involved in running his own business. He also enjoys coaching at De Anza, which he does in exchange for the use of campus facilities, lectures at sports clinics and has written two books on the art of discus throwing.

ALTHOUGH HE has made the physical commitment to the '80 Olympics by training two hours every day, Powell says he hasn't made the mental commitment yet.

"This would be my last Olympics if I make the commitment," he said explaining that he would be "pushing 33" in 1980 when he feels he would be at his peak physically.

"We're going to get our asses kicked in '80," predicts Powell. "We're not ready; we haven't taken the games seriously."

As a representative to the Olympic Committee, he does see programs being developed in the United States now that are laying the groundwork for the 1984 Olympics.

"Large corporations are offering employment to athletes, paying them for 40 hours with time off for training and competitions," he said.

OUR HANDICAP, as he sees it, is that talented athletes go for the green instead of the gold.

"It boils down to money. We have as much talent (as other countries) but our athletes opt for the money," he said, adding, "I would."

Government subsidy doesn't help the performance of athletes, says Powell. "You can't buy a gold medal."



Photo by Jan Shaw

John Powell unleashes the discus with a form and power that once garnered him the world record.

Non-students abuse free ticket rights

If you've ever been to a basketball game here, you've probably seen non-students go past the ticket table without paying. This is because they have one of the many passes that allow free entry for the pass holder and one guest.

Some of these passholders, according to Diane Blake, a ticket taker, are abusing the privileges.

The passes abused most, according to Blake, are green passes that Basketball Coach Tony Nunes and the school's administration give out.

Nunes says he issues green passes to parents of the players, administrators and coaches of De Anza's feeder schools in the Fremont Union High School District. He estimates that there are about 200 of these passes issued.

The abuses come to light, according to Nunes, since a large percentage of the people who show up for games use them. He said that if there were more

students filling the gym, then the green passes would not be so visible.

Blake said that paying customers bring ASDAC about \$40 per home game, which goes back into ASDAC's general fund. ASDAC council gave the basketball programs a total of \$3,110 for this school year and expects \$913 back in revenue.

Blake feels that another ticket taker would help stop many of the abuses and increase ASDAC revenue. She would also like to have tighter controls on the green passes.

But Nunes says there is no

major concern since most of the passes do go to the high schools and they in turn give the passes to coaches here to aid in their scouting.

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Photo by Linda O'Connor

Cornrowing, an ancient African art of hair sculpture, was demonstrated by Zakia Perry, hair sculpturist, and Billy Stokes during the final celebration of Black Heritage Month on Feb. 22. The hair sculpture in progress was accompanied by "Spiritual Awakenings," black jazz by the band "Folks." Black Heritage Month also featured the Fua-Dia Congo dancers, led by Malonga, on Feb. 8 in the Campus Center.

Required ASDAC rules still not pieced together

By JOYCE RICHARDS
Staff Writer

The final lines of ASDAC's constitution, drafted a year ago, state "The enactment and enforcement of this constitution and amendments lies with members of the ASDAC Council as outlined in the OPM (Operating Procedures Manual)." The OPM, referred to seven times in the five-page constitution, does not exist.

The oversight, Activities Representative Greg Abreu feels, is due to the fact "we (the council) can conduct business without an OPM, unless there are big hassles, where incorrect procedures or abuses of power arise."

IN A MOVE approved Feb. 16, ASDAC adopted the simplified parliamentary procedures, written by the League of Women Voters as an official, binding guide, until a replacement is written into the OPM.

The council, in the past, had used a combination of "Robert's Rules of Order" and the "Red Tapes Book." The Red Tapes deal with a different legislative system and was written before the reorganization of the council last year when the new constitution was written. The Red Tapes uses out-dated terminology and does not reflect the structure of the current council.

Bob Kretschmann, co-presiding member, admits the present

guidelines aren't adequate. "Survival is the game plan for now," he said. "If we had to take time out to write the OPM in the council chambers, we'd have to throw out other business, including people's requests for money."

"THE OPM is important, but there's a small number on the council doing the job of all the students," Kretschmann said. "I'm not willing to spend all day and night here to get the OPM written. We're looking for the time, place and energy to get together."

The OPM committee is one of ASDAC's biggest standing committees. Its members met once during the fall quarter. The committee's objective, to complete an election code, wasn't accomplished. An election date cannot be set until the code is completed. Presiding Member Gwen Davis hopes it will be completed sometime in the middle of Spring quarter.

No one is chairing the committee members doubt the OPM will be finished in the near future. One member wonders if it ever will be finished, as no one seems to be pressing for its completion.

Abreu feels there is no excuse for the committee's inaction. "If I didn't push, it wouldn't have come up," he said. "The OPM could successfully head off any future conflicts or problems that would arise."

Students get involved in community

"I think there is a real need for us to develop a more humanistic society," said Community Fieldwork Coordinator Vicki McElroy emphatically. "I can't stress that enough."

Community Fieldwork, whose purpose McElroy describes as "getting students involved in community work," is more than teachers, classrooms and bodies. There are 12 hours of "learning activity," including viewing films and reading articles on subjects such as transactional analysis, communication and problem-solving.

The main difference from conventional classes, however, is the field work involved.

A LEARNING guide describes the work as "assisting organizations and agencies in meeting the needs of people in our community." Students can explore career interests, get practical experience, and receive academic credit. All work is volunteer.

"I don't think the program is for everybody," cautioned McElroy. Many students, she believes, are "I-oriented" and want to know "what's in it for me" when they go into the program. She says this is absolutely the wrong attitude.

For example, students are not placed in industry. There is training for personnel management but only for non-profit companies. Possible student jobs include working with Greenpeace or with consumer advocacy.

Assistant co-ordinator Gloria Ott stressed that the program covers almost all academic majors and professional areas, such as education, health, administration of justice or work with minorities.

"IF THERE isn't (a program), we are willing to look into new fields," she added.

Unfortunately, both women agree, it is very discouraging to try to recruit students, because of apathy.

It is very difficult to get students concerned and involved in their community they say. McElroy also believes that, since the community in a sense pays for De Anza, it is a pity that students don't feel they have to give anything back in the form of service.

"I think it's a shame," she added, that out of approximately 25,000 students, only 130 are enrolled in the program which began in the early 70's with 287 students.

STUDENTS MUST put in a minimum of three hours weekly of field work and four hours of assignments. They receive one to three credits, depending on how much field work they do. "It's definitely not an 'easy credit' or an 'easy A,'" emphasized McElroy.

"We have quite a few programs on campus which utilize volunteers," she added, "such as tutoring, work in the Learning Center, work with the physically limited and with senior citizens. Most people don't realize this, however."

Ott said, "I don't think it's just publicity. Support of the community has to be seen as a valuable commodity." Both made it clear they do not feel it is seen that way by many people.

"WE HAVE students who've done incredible things," McElroy said, such as the ones who started the Native American Studies program on campus.

She said firmly, "Students should be encouraged to be outspoken. They can have an impact; they can be change agents."

What's Happening...

-ART-

Through 3/16: Photo exhibit. A variation of themes by Robert Fishback, a De Anza graduate. Includes 20 photos taken in the 19th Century. Learning Center.

-MUSIC-

3/7: "12:30 Jazz Ensemble." Noontime Entertainment. Campus Center, noon. Free.

3/8: De Anza Chamber Orchestra. Robert Newton, guest artist. Choral Hall, A11, 8 p.m. Admission free.

3/9: De Anza Chamber Orchestra. Nelson Tandoc conducting. De Anza Choral Hall, A11, 8 p.m. Admission Free.

3/11: California Youth Symphony. Flint Center, 2:30 p.m.

3/14: De Anza Symphonic Band Concert. Dr. Herb Patnoe conducting. Flint Center, 8 p.m. \$2 general admission, \$1 students and senior citizens.

3/16: De Anza Chorale. Royal Stanton conducting Mozart's "Requiem." Flint Center, 8 p.m. \$2 general admission, \$1 students and seniors.

3/18: De Anza Jazz Band. Joined by jazz group, the Foothill Fanfares. Directed by Dr. Herb Patnoe. Flint Center, 8 p.m. \$2 general admission, \$1 students and seniors.

-FILM-

3/4: "All Aboard for Siberia." Armchair Traveler film series. Flint Center, 7:30 p.m. Advance tickets: \$3 general, \$2 students and seniors. At the door: \$3.50 general, \$2.50 students and seniors.

-THEATER-

3/8: Melodrama and dinner, Gaslight Theater in Campbell. 4 p.m. to midnight. Sponsored by Co-Rec. 996-4645 for information.

3/8: "Festivity." Flint Center, 8:15 p.m. Tickets \$4. Available at Flint Box Office. Eight Bay Area dance companies will perform.

3/14-17: "The Matchmaker." Flint Box Theater, 8:15 p.m. \$3 general admission, \$2 students and seniors.

-SPECIAL EVENTS-

3/3: De Anza flea market. Parking lot "A," 8 a.m.-4 p.m. Vendors fees: \$6 general, \$3 students and seniors.

3/3: Environmental Study Area tour. Noon-4 p.m. Admission free.

3/6: Disco Swing 'n Cha workshop. Main Gym, 10:30 a.m.-3 p.m. Three sessions, \$7 general, \$6 seniors and students per session.

3/14: Blood drive. Student Council Chambers, 9 a.m.-3 p.m. Sponsored by Health Office.

3/14: "Wednesday Night Entertainment." Campus Center, 7 p.m.

3/16: San Francisco Symphony Preview lecture. Room A11, 8-10 p.m. \$2.50 admission.

-SPORTS-

Baseball—

3/3: Chabot at Chabot, 11 a.m.

3/6: San Mateo at CSM, 2:30 p.m.

3/8: Foothill, here, 2:30 p.m.

3/10: San Jose at SJCC, 11 a.m.

3/13: Canada, here, 2:30 p.m.

3/15: Laney at Laney, 2:30 p.m.

3/17: West Valley, here, 11 a.m.

Men's Basketball—

3/2: San Jose, here, 7:30 p.m.

3/6-7: Golden Gate Conference playoffs, TBA.

Women's Basketball—

3/2: Alumni, here, 7 p.m.

3/5-7: Golden Gate Conference playoffs, TBA.

Golf—

3/5: San Mateo at Los Altos C.C., 2 p.m.

3/8: West Valley at Riverside C.C., 1 p.m.

3/12: Canada at Los Altos C.C., 2 p.m.

3/13: Cabrillo at De Laveaga C.C., 1 p.m.

Men's Tennis—

3/2: Canada at Canada, 2:30 p.m.

3/7: Santa Rosa, here, 2:30 p.m.

3/9: San Francisco at SFCC, 2:30 p.m.

3/14: College of Marin, here, 2:30 p.m.

3/16: Chabot, here, 2:30 p.m.

Women's Tennis—

3/7: College of Marin at Kentfield, 2:30 p.m.

3/8: Chabot, here, 2:30 p.m.

3/13: San Jose State University, here, 2:30 p.m.

3/15: San Mateo at CSM, 2:30 p.m.

Women's Softball—

3/8: Chabot at Chabot, 2:30 p.m.

3/9: USF, here, 3 p.m.

3/13: Laney, here, 3 p.m.

3/15: San Mateo at CSM, 2:30 p.m.

Swimming—

3/19: West Valley, here, 2 p.m.

3/16: Diablo Valley at DVC, 2 p.m.

Men's Track—

3/3: Santa Rosa, Marin, West Valley at Santa Rosa, 11 a.m.

3/10: GGC Relays at West Valley, 10 a.m.

3/16: San Jose at SJCC, 2:30 p.m.

Women's Track—

3/9: Conference Relays at Foothill, 2 p.m.

3/16: San Jose, Laney, here, 2:30 p.m.