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CELEBRATING BLACK HISTORY MONTH

Late 60s was a time of activism and tributes at De Anza

by **Monica Karuth**
STAFF WRITER

Many members of the campus community may not be aware of De Anza's role in the Civil Rights and Black power movements in the late 60s and early 70s. Despite being a predominantly white campus at the time, De Anza was active and involved in the issues and movements that were gripping the nation at the time.

On April 5, 1968, the day after the assassination of Martin Luther King Jr., hundreds of De Anza students gathered around the fountain in front of the library steps for a memorial and rally that paid "tribute to a great man," said Gary Giarretto, a member of the Student Union.

Few have had as much impact upon the American consciousness as the late civil rights leader, Dr. Martin Luther King Jr., who devoted

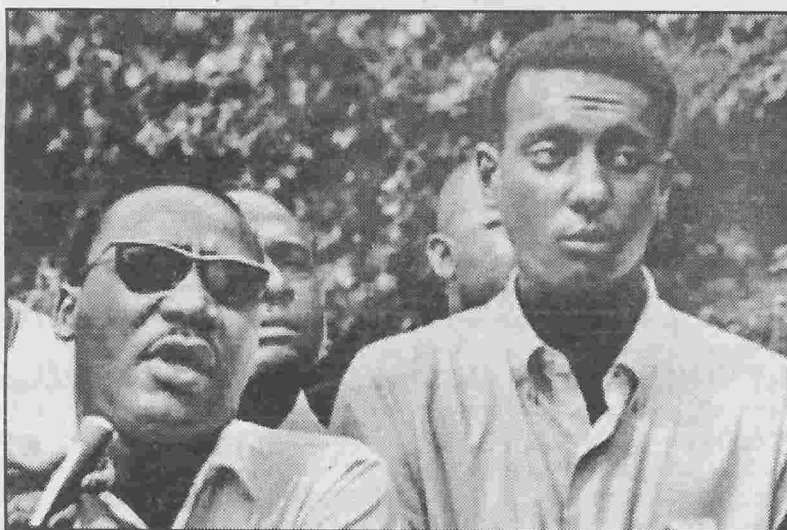


photo by Lynn Pelham courtesy of Life Magazine
Civil Stokely Carmichael, right, spoke to a crowd of 750 people at De Anza in the late 1960s. Here he is seen with Martin Luther King Jr. at a rally in Tennessee. King's memory was also celebrated at De Anza.

ed nearly his entire life for the non-violent fight for full citizenship rights of the poor, disadvantaged, and racially oppressed in the United States.

In 1968, the campus consisted primarily of white students. The minority students (Blacks and Chicanos) who attended De Anza, felt out of place and were discriminated against.

"Martin Luther King is dead, but racism exists still," Giarretto said that day in 1968. "This is a white college, we live in a white community ... I want to know what you people intend to do about it. Do we have to go through another Civil War?" he asked.

Before his death, King, as a

twenty-six year old Baptist minister, became fed up from the racism in the nation. He said:

"There comes a time when people get tired ... tired of being kicked about by the brutal feet of oppression. We have no alternative but to protest."

Many students followed King's model of peaceful protest, but during the sixties, the debate of violent versus nonviolent protest was a hot topic around the country and around our campus.

During a speech on campus about a month after King's assassination, Harry Edwards, San Jose State Instructor and Olympic boy-

■ see HISTORY, backpage

Liability issues may reverse DASB funding for student trip to Chiapas

by **Nelson Ching**
and **Jamie Villalobos**
SPECIAL TO LA VOZ

A student delegation headed for a cultural exchange in Chiapas, Mexico is in danger of losing funding due to a liability issue arising from students travelling to an area of conflict.

Seven students and a faculty adviser had half the \$12,000 needed to attend the "Mujer a Mujer" cultural exchange in Chiapas approved and funded by the De Anza Associated Student Body's travel budget, but are awaiting a risk assessment from the Foothill-De Anza College District for final approval.

"We don't want to stop them from going, but it would be negligent for us not to look into the safety of the students," said Martha Kanter, president of De Anza College. "Student and faculty safety is our primary concern," said Kanter, but if the risk assessment report indicates that De Anza would be liable, "we would not authorize the trip," added Kanter.

"It's all about liability," said Robert Griffin, the vice-president of student services.

"I think the administration's point is totally valid [but] we're going no matter what," said Cynthia Kaufman, eight-year philosophy instructor and the faculty representative to the delegation. Kaufman believes the trip is safe and the controversy is based on liability and insurance.

"It seems to me that if you have the right insurance ■ see CHIAPAS page 4

Diversity Leadership Training Program talks about tough issues

by **Ashley Johnson**
STAFF WRITER

To provide an environment where students, faculty, and administration can gather as one and address issues concerning diversity on campus and within society, Nicky González-Yuen, found the Diversity Leadership Training Project in 1994.

The DLTP emphasizes the development of leadership among students, faculty and administration. "Often leaders want to be in control and take charge of things but fail to consult those they are

working with" said Linda Conroy, a long-time trainer in the DLTP. The DLTP works with leaders by helping them develop skills that enable them to become directly involved with their colleagues. Conroy said, "A sign of a good leader is someone who listens well and then works in collaboration with other people."

In particular, the DLTP provides training resources for student leaders in working with one another, inspiring one another and motivating one another into modes of leadership said Adrienne Hypolite, a DASB student senator and vice president.

The DLTP is a project of De Anza's

Multicultural/International Center under the leadership of division Dean Duane Kubo. The DLTP offers a variety of accredited classes, support and discussion groups, workshops, and retreats. A steering committee produces a quarterly newspaper, plans the retreats, and helps raise funds.

The committee holds retreats three times a year for a period of two and a half days in the Santa Cruz Mountains with specific themes such as racism and sexism said Hypolite. During retreats, a variety of classes are offered, which help teach the tools and concepts upon which

the DLTP is built.

Some classes introduce "listening partnerships," to allow students to communicate with one another without imposing their own agendas. "It's amazing how much of our time in conversation is spent preparing what we're about to say to the other person rather than truly listening," said González-Yuen. "This is especially hard when dealing with sensitive topics of diversity." The classes also provide a forum for students to develop strategies that deal with issues of race, class and gender.

■ see DLTP page 6

“ Adjunct professors contribute to job skills and opportunities of student give them the opportunity for a better income and higher quality of life.

- Anonymous letter writer

Opinion Section

Viewpoint

American Militarism is an unfortunate legacy from colonial days

by Paul Palath
SPECIAL TO LA VOZ

Let's briefly examine the ethics—or lack thereof—of militarism. In any war, it is inevitable that innocent people will be killed. Yet despite being fully aware of this, many people continue to support militarism.

What, in their minds, qualifies some human beings as expendable, yet not others, such as their loved ones? Their rationale is based on a double standard.

If you are one of the people who support America's decision to bomb Hiroshima, would you still support it if you, your children, and all your other loved ones happened to be among the estimated 100,000 people that were killed in that blast?

If not, then why would you support it otherwise? One of the most basic rules in ethical decision making is the “role-exchange test,” i.e. putting yourself in the shoes of the other person before making a decision, and then basing your decision on your role-exchange.

America's maintenance of a huge military is justified to the taxpayers with a fabricated threat or enemy, but the main purpose is to provide large contracts to defense corporations in order to keep the economy pumping.

In order to get a better understanding of American militarism, we must first question our basic notions about human nature. The people in power have an interest in getting the public to have a view of human nature that coincides with the operative principles of capitalism.

They want us to believe that ruthless compe-

titution is an inherent aspect of human nature. The educational system is instrumental in perpetuating that view of human nature.

One of the fundamental stages of this mental programming is the teaching of nationalism in elementary schools, most obviously through the required recital of the Pledge of Allegiance.

Conditioning children at a young age to believe the ideas that their country is wonderful and it is their duty to be patriotic, sets the groundwork for them to support militarism later on in their lives.

The view of power as a problem solver is deeply rooted in the European perspective. When observed in a historical context, one can

other colleges and universities across the country have done: by citing our school's nondiscrimination policy. As with other colleges and universities, De Anza's nondiscrimination policy prohibits the school from offering any programs or services that discriminate against people based on their sexual orientation.

Yet, De Anza offers the military's R.O.T.C. program, listed as “military science” in the course catalog, despite the fact that the military clearly violates the college's nondiscrimination policy by discriminating against openly homosexual people on the basis of their sexual orientation.

The R.O.T.C. is not the only military presence on campus. De Anza grants permission for military recruiters to table upstairs in the campus center. Recruiters in uniform can sometimes be seen in other areas on campus talking to students, trying to persuade them to join.

De Anza's Student Activities department puts their stamp of approval on many military flyers, thus allowing them to be posted around the campus.

Students need to unite and demand that De Anza enforce its nondiscrimination policy by eliminating and prohibiting the military's presence on campus.

The second thing we as students can do is to not join or support the military. Think for a moment about the ‘honor veterans’ bumper stickers you've seen on occasion. One way of honoring someone is to learn from his or her mistakes and not repeat them.

We can honor veterans by not repeating their mistakes of joining and supporting the military. As Albert Einstein said, “The pioneers of a warless world are the young men and women who refuse military service.”

“ *The pioneers of a warless world are the young men and women who refuse military service.*

- Albert Einstein

see how the military, developed by Europeans for their wars of conquest, has become the means for the U.S. to maintain its economic hegemony worldwide.

The U.S. government is willing to sacrifice both American and foreign lives for the financial profit of American corporations.

Profits over people—that's capitalism, folks. As De Anza College students, there are two things we can do to effectively oppose the military:

First, we can organize and try to get the military kicked off our campus. While we would not be able to do this by citing any of the above-mentioned reasons, we could do it as

Correction: In last week's *La Voz*, Feb. 21, we reported that the rally against Proposition 21 and 22 occurred on Jan. 9. It actually happened on Wed., Feb. 9. *La Voz* regrets the error.

visit *La Voz* on the web at <http://saturn.fhda.edu/lavoz/index.html>

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About La Voz

La Voz is a first amendment newspaper written and published by De Anza College students. The newspaper offices are located in room L-41 at De Anza College, 21250 Stevens Creek Bl., Cupertino, California, 95014. *La Voz* is published weekly from the 3rd through 11th weeks of the fall, winter, and spring quarters. Staff editorials reflect the opinions of the majority of the editorial board and do not necessarily reflect the views of the author and are not necessarily the opinion of the *La Voz* staff. Advertising rates are available upon request. For information please call 408-864-5626. *La Voz* reserves the right to accept or reject any advertisement. Printing an advertisement does not imply endorsement or acceptance by *La Voz* of the service, event, product or idea advertised. *La Voz* is printed on recycled paper. Please recycle. ©2000 by the *La Voz* staff. All rights reserved. No part of this publication may be reproduced without permission.

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

Viewpoint

White, upper-class kids don't need to pretend

by Jonathan Lynch
STAFF WRITER

As I go about my day-to-day existence I see a variety of people who seem determined to showcase themselves off as an identity that greatly differs from who they really are. A sterling example of this would be in Los Altos, the town I live in. Los Altos is what you might call an upper-class town.

There's a quiet, friendly atmosphere, everyone is well-to-do, etc.

One thing about Los Altos that disturbs me is that many of its younger inhabitants are increasingly attempting to appear like something that they are not. As I walk around this posh little town, I hear groups of suburban teenagers talking about how they were brought up "hard" and were raised in the "streets."

By looking at the environment that these kids are living in I cannot help but laugh at their ignorance. This is a town where on almost every corner there are quaint coffeehouses, parking lots full of trendy villagers in their SUV's, groomed

trees, areas of well-manicured grass, and merchants are busy at work in their privately-owned businesses.

This is hardly the setting for the urban blight that these kids are under the impression that they live in.

What it all comes down to is these kids are attempting to pattern every aspect of their lives after the inner-city gang members and rappers that are a common staple nowadays amongst the youth of America.

While they may be familiar with the urban decay and hardships of the ghetto all they know is by word-of-mouth.

They haven't actually experienced it firsthand. I mean these kids in the

suburbs are calling their girlfriends "hos" and other demeaning names, pretending like they are these supercool pimps that carry guns through the "mean streets" of Los Altos while having to constantly watch out for "tha drivebys."

Recently I overheard this one suburban youth telling his "homies" that the only reason he can live in Los Altos is because

he's got "da hookups" and also he "slangs on the side." These kids have such wonderful benefits but they'd rather waste them in an attempt to fit into a group that they know little about, much less are a part of.

Such privileged youths should count their blessings that they have it so lucky. They do not realize all of the chances that they have to make something of their lives while other kids are living in crowded one-room apartments under the constant threat of eviction and homelessness.

Suburban kids have no idea what it is like to live this kind of hard life, save for the accounts given on the evening news and the latest rap CD on sale.

If they only knew the real hardships of inner-city life they would immediately thank God for the blessings he has given them.

People should be proud of who they are. Plain and simple. Kids in this area have some of the best schooling and medical care known to humanity.

While they're busy walking around the quaint "hoods" that they live in pretending to be "scoping fo' da Man," a family of six, including one starving infant, is living in a dilapidated one-room housing project attempting to survive from paycheck to paycheck.

When these well-to-do kids are finished pretending to play "gangster" they hop in their Lexus, drive up the scenic mountain area, and finally arrive in their spacious home where their mommies are waiting with a plate of cookies and lemonade.

Meanwhile the family of six failed to make the rent and is now living in a graffiti-laced alley trying their best to fight off the cold and ignore the gunshots and police sirens right around the corner.

In conclusion, it is best to take advantage of your, well, advantages and live your life to the best that you can.

Although you may not live in an area that is considered trendy or action-packed, at least you have the chance to make it in a world where not everything is equal or fair. You cannot hide who you really are, the only person whom you are fooling is yourself.

*People should be
proud of who they are.
Plain and simple.*

This article is in no way meant to be an attack upon any cultural groups or living conditions. Phrases and/or words in quotation marks serve only as examples to supplement arguments. They are not to be seen as a satire of any cultural groups and/or their dialects.

= Letters to the Editor

A short conversation with an adjunct instructor

Cry havoc and let loose the dogs of war.
- Shakespeare, Julius Caesar

Dear Editor,

I had seen that look many times before as he sat across the table from me in the social science division office.

His facial expression was sullen and somewhat bewildered, as he softly mentioned about getting out of the profession.... I listened haphazardly and kept nodding my head in sympathy as he rambled on about the trials and tribulations of teaching part-time at the community college level.

All the common symptoms were discussed: no medical or dental benefits, low wages, frantic working conditions, meager full employment opportunities, and a bleak retirement plan.

I listened in agreement as he continued on about the high cost of living in Silicon Valley, the resignation of being unable to afford housing in the most expensive market in the nation, the large foreboding college debt looming in the background.

I listened attentively because I knew he was generally well liked by his colleagues and was considered quite good at his craft. Sadly, I also reflected this friend of mine was a Ph.D.

Two new faculty members with somber faces were now entering the faculty lounge. One checked her mail, the other poured himself another cup of coffee. *Uh oh, foglifter running low. And I have to teach in an hour.*

He went on about how he had taught for four years and was reluctant to end a career that he really enjoyed.

The students were great and his work interested him. But he knew that it was time. He simply could not sustain the lifestyle.

It was getting the better of his self esteem, his human dignity, his finances, as well as impacting his most prized relationship: his wife, a recent college graduate, who worked in the private sector, earned double his salary and had repeatedly suggested a change of career was in order.

A furtive glance at my colleague revealed a dejected look, with gray around the temples and noticeable wrinkles around the eyes.

Yes, this person had the look all right. He had been in the trenches for several years and knew it was time to climb out and be rid of the stigma ... "part-timer."

There are 106 community colleges scattered throughout California, over twenty percent of the nation's vast array of community colleges. Last year, over 1.3 million students from all walks of life were enrolled.

The California Community College Faculty Association boasts it is the largest system of higher education in the world. It also holds the nefarious distinction of being one of California's most exploitative social institutions. Sixty plus percent of its teachers are adjunct.

For those unfamiliar with the different classifications regarding educators, "adjunct" simply means employment on a part-time basis. For example, an

adjunct teaching load factor for a given semester or quarter will typically be sixty percent or less of a full-time educator. This ultimately means less salary, no benefits, no current or future job guarantees for the teacher.

I've taught several years throughout the Bay Area as an adjunct, and teaching loads for a given year, which include summer courses, have ranged as high as fifteen sections to, at the lowest, six sections. Annual compensation at its peak was thirty-six thousand dollars while at its lowest, well, was low.

To maximize one's salary, this has meant traveling to and from several colleges during the week. I've learned a lot about Bay Area highways

The irony of higher education cannot be underscored. Adjunct professors contribute to the job skills and opportunities of students to give them the opportunity for a better income and higher quality of life.

Students look at adjuncts as role models, as highly educational individuals, then perhaps wonder, "why adjunct?" It is a question that needs an answer.

For all the social and educational benefits California's community colleges provide, such as job retaining, fast track degree certification programs, and affordable tuition, it is, perhaps, high time to ask what the institution is lacking.

With a nod of his head and a sigh of relief, my friend walked out of that Social Science Division room and out of community college education forever. However, thousands still remain in the trenches.

- name withheld upon request

Administration concerned with trip to Chiapas

Delegates to cultural exchange may lose \$6000 of student approved funds due to risks involved

■ **CHIAPAS** from front page

policy, this wouldn't be a problem," she said. "I really don't think the school is trying to stop us from going ... [they're] doing everything they can to see if they can do it."

Despite possibly losing funding, the delegation plans to move ahead with the trip, which leaves on March 2 and returns on March 10. Airfare has been already purchased for the entire delegation.

The issue of safety stems from violence that occurred in the state of Chiapas, Mexico, when in 1994, the Zapatista National Liberation Army (EZLN), formed mostly by indigenous peasants, took up arms protesting alleged oppression and government negligence to poverty. After nearly two weeks of fighting, clashes were halted by a cease-fire that remains in effect today. In Dec. 1997, following the massacre of 45 indigenous peasants in Acteal, an area in Chiapas, tensions in the state increased and pressures for a negotiated settlement were renewed.

"I think it is safe for college students or anyone to travel as tourists to visit the tourist areas of Chiapas," said Professor Emeritus George Collier of Stanford University's Anthropology Department. Collier has done extensive research on Chiapas and has written several books, the most recent being, "Basta! Land of the Zapatista Rebellion in Chiapas."

"I do not think it is safe for anyone to go traipsing around the Chiapas countryside outside of tourist areas, as there is quite a bit of low level conflict even among indigenous and peasant groups, and it is too easy for a stranger to get caught in

“*We don't want to stop them from going, but it would be negligent for us not to look into the safety of the students*”

- Martha Kanter, president of De Anza College

the middle of something hot," Collier said. "I would only advise going under or with guidance from people who know the current situation well and can help steer clear of trouble spots."

Kaufman agrees. "The students are well informed on the situation in Chiapas, with three of them fluent in Spanish and another having lived in Mexico previously," said Kaufman.

"This is not a case of students running around in the jungle by themselves."

"The reason why this trip appealed so much to the women going is that we all have extensive experience with Chiapas," said Maristella Huerta, a student delegate. "It's not the administrations fault that they are largely unformed. Whenever there is coverage of Chiapas the media doesn't portray the situation as it is today - all they see are images of [the] 1994 [massacre]," said Huerta. "We've been organizing around Chiapas for years."

The delegation will be hosted by the Chiapas Support Committee, led by Mary Ann Tenuto. Tenuto has traveled extensively in the Chiapas region over the past 15 years. She estimates she has taken over

10 trips, and compares going to Chiapas with driving to Oakland. "It's about as dangerous as getting in your car, getting on the freeway and coming to my house in Oakland. Oakland has violence too," she said. "We wouldn't take the trip unless we knew it was safe."

The U.S. Embassy strongly recom-

mends that U.S. citizens traveling to the state of Chiapas exercise extreme caution, although there is no restriction on travel there. The Mexican military has reestablished authority in rural towns and villages, but armed rebels and civilian groups are still present in some areas of the state, according to an Embassy report.

"The situation is one of a fairly tense standoff between military and Zapatistas - likely to continue until after the presidential elections coming up in the summer," said Collier.

All De Anza out-of-state trips go through a risk assessment process. It is this process that is holding up the \$6000 allotted by the DASB for the trip. The district wants to determine if it will be liable if a student is injured or killed while in Chiapas. The assessment is expected to be completed this week.

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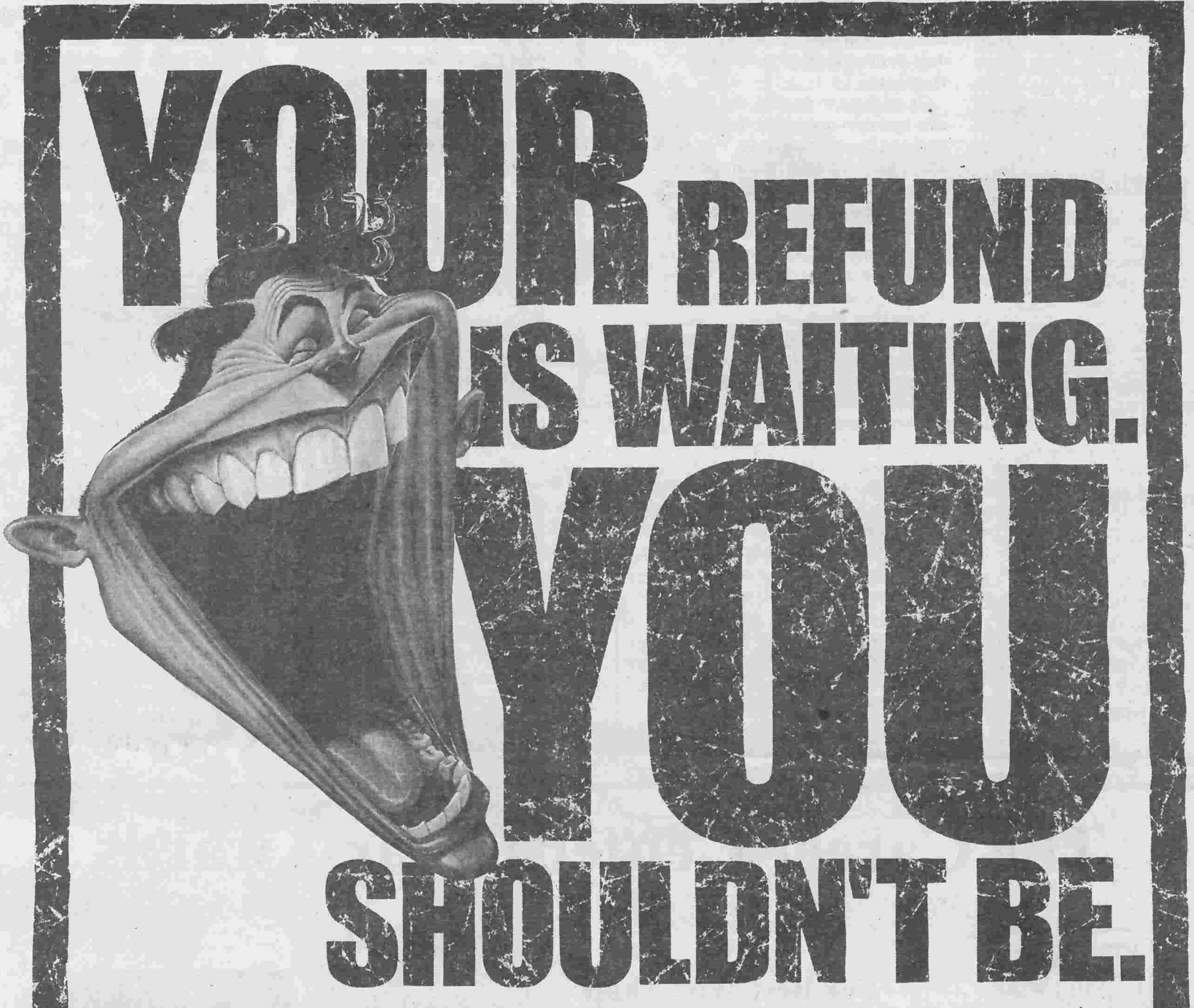
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DLTP topics include leadership and racism

■ DLTP from front page

Sometimes individuals feel intimidated by speaking out; they look upon their own views as unacceptable or stupid. The DLTP's model operates on a different premise: "All of us are humans and we're all born intelligent and bright," said Conroy. "Making mistakes is part of learning so it's worth risking feeling. Taking action is what is important."

Peer-based listening is the heart of the DLTP's methods, where individuals learn support and encouragement by their peers. In this process individuals take turns listening to one another. Initially, issues and concerns on the surface are considered by one person without interruption. Progressively other issues from our pasts that are not readily apparent emerge and become evident of the present problem. Once finished, the second person in the group goes on to talk uninterrupted about feelings or issues in his or her life.

A major component of peer counseling is confidentiality. Fear of a breach of confidence is put to rest. This enables students to be more confident and allows them to share their ideas more freely. Another important goal of peer counseling is developing allies so that you have individuals to lean on and who will be supportive in difficult times.

The DASB provides a substantial percentage of funds for the DLTP to pay for the retreats, the newsletter, carry out workshops, and pay for student leadership development said Hypolite.

In addition to retreats, the DLTP also hosts on-campus workshops, support and discussion groups. Past workshops have included racism and part-time, full-time faculty issues. Specific groups are directed towards faculty, part-time and full-time, people of color, women and student leaders. In the support groups, people talk about issues of concern and in some cases, release their emotions.

The DLTP is different for everyone. When it comes to accomplishments, it is a personal thing, says Hypolite. After the DLTP, many students take major positions on and off campus. Conroy who joined the DLTP five years ago, said, "I was just really affected by it. I found it to be a very powerful tool for me in my own ability to develop my leadership and work with other people. I found that things that happened at the retreat really really hit me, really hit home, and really impacted the way students were able to take leadership."

For more information on the DLTP, you can contact González-Yuen at 408-864-8535 or NGYuen@mercury.fhda.edu or contact Conroy at lsiqcon@aol.com.

Film and books tell dramatic story of boxer Rubin "Hurricane" Carter

by Robert Haugh
STAFF WRITER

Rubin "Hurricane" Carter's story is told in the books "Lazarus and the Hurricane" by Sam Chaiton and Terry Swinton, "Hurricane, the Miraculous Journey of Rubin Carter" by James S. Hirsch, and the autobiographical "The Sixteenth Round, from #1 contender to #45472," and in the film "The Hurricane."

Denzel Washington's stunning performance as "The Hurricane" in the film, is flat out amazing. The movie is phenomenal. Director Norman Jewison used stunning graphic scenes, vivid imagery, fast sequences, and classic black and white clips.

While training in foreign lands in the Army, Carter spoke as an arrogant fighter. A commander suggested that he prove his words and Carter became one of the best boxers in Army history.

When Carter returned from duty, he was arrested for a crime committed years earlier. In prison, he became quicker, lighter, and stronger. After his release from prison, he rose up into the middleweight ranks. In one fight, after a 30-minute plus delay, the judges declared the bout a draw. Fans booed, and broadcasters were mesmerized. Carter had mauled his foe, bloodied him and beaten him.

But race limited Carter's success. He was black and couldn't win the title. Three months later he was arrested and

brought to trial, and convicted of a murder. Carter's boxing career was halted.

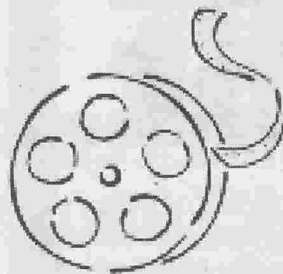
While in prison, Carter started a new life. There, he studied Buddha, Jesus and Allah. He researched law and took notes on his case. In 1976, he was released on bail, only to be convicted again, for the same crime, six months later.

Bob Dylan, Muhammad Ali, Joe Frazier, and Coretta Scott King were among the celebrities who participated in rallies and events benefiting Carter. Dylan held a benefit concert, called "Night of the Hurricane," held at Madison Square Garden, featuring his song about Carter, "Hurricane."

In 1979, a Canadian commune adopted a troubled Black teenager, Lesra, from New York. He was taught African American history and was raised by the group. Those raising Lesra were intolerant of racism and prejudice. They made sure Lesra was aware of his culture and past. Lesra wanted to go to college and become a lawyer some day. In the summer of 1980, Lesra first read about Carter. He was touched by Carter's story; he felt that Carter's life resembled his. The incredible passion that Lesra had for the book started a correspondence between Lesra and Carter, and the two eventually created a unique bond.

Although the plot in the movie is more simplistic than the one in the books, Carter was granted a new trial in 1988, 22 years after the initial one.

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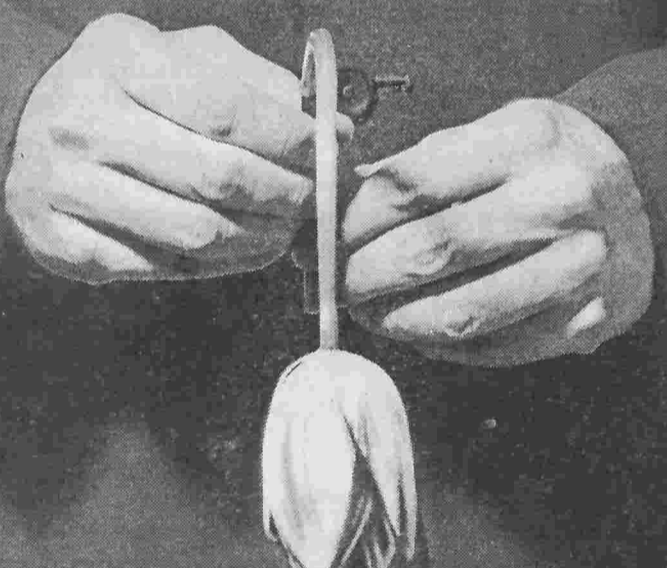
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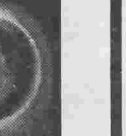
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find a woman
on Earth
to have his baby.

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one
problem.



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COMING SOON

And the beat goes on ...



Jonathan Lynch
STAFF WRITER

This past Thursday, many of De Anza's esteemed faculty members assembled in room A-11 for their own band rehearsal. The atmosphere was filled with musical notes and melodies as the performers gave their all in a whirl of deep breathing and rapid finger movements.

Right from the start it was apparent that a good time was to be had for all, and the performance concluded with everyone leaving in good spirits after the satisfaction of a good jam session. Of course, there were moments where some of the band members lost their bearings or ran out of breath, but these little mistakes were soon overlooked as the whole assembly once again became synchronized with one another and the notes flowed forth like a river of poetry.

There was a large turnout for the rehearsal. It was good to see many people taking an interest in the extracurricular activities at De Anza, and the level of support that was shown for the performers was astounding. No one quite knew what to expect going into the room, but I'm sure that everyone can agree that it

was a magnificent sight to behold and to hear.

People were awestruck at the professionalism of the band. This is a far cry from the usual assumption that teachers merely grade papers and retire to dark, dingy castles after working hours. It was nice to see that all branches of De Anza can pull together in order to have a good time and become productive in the community.

The band members showed talent that otherwise would have never been known had they not chose to demonstrate it that day. The students can take pride in knowing that their faculty enjoys a wide variety of hobbies and entertainment. The faculty members are unique individuals who share many of the same interests as the students they teach.

Not all great musicians are touring worldwide and releasing billboard-topping hits. The world will always have it's Blink 182's and it's Three Tenors, but the true sign of an accomplished musician is one who marches to the sound of his or her own drum. The words that they say are the sounds and lyrics of many years of wisdom.

Wisdom is one thing that the faculty of De Anza College has. So the next time you are sitting in a lecture class about to fall asleep, crank up the volume and listen to what the musicians have to say. Their lyrics are true and never misleading.

'Reindeer Games' proves not so jolly

by **Michelle Hecht**
ENTERTAINMENT EDITOR

It's Christmas all over again with Dimension Film's new release, "Reindeer Games," but all I found in my viewing stocking was coal.

Ben Affleck stars as a convict named Rudy, who takes on the identity of his cellmate, Nick, in order to meet the girl of his dreams after being released. The girl, Ashley, played by Charlize Theron, has actually been writing to Nick, who she has never met, so Rudy dupes her into thinking he is her prisoner of love via the U.S. mail. It's a wonderful life for them the first few days getting acquainted, until Gary Sinise steps into the picture as Ashley's brother. From there, he keeps Rudy captive to pull off a casino heist on Christmas Eve.

"Reindeer Games" comes off as anything but jolly, with enough violence in the film to make every character secure a place on Santa's "naughty" list. Bullets, flames, and even darts penetrate a body here and there, concluding in so much blood shed that you'll never look at Christmas the same way again.

The acting alone could move Santa to skip the ensemble's homes this year. The actors always seemed to be forcing the lines out and never really convinced me

that they were their characters. Ben Affleck's role did not suit his style, either. Gary Sinise showed the most believability in his sinister role, proving to be the accomplished and versatile actor that he is.

From actors to cinematography, the entire production proved disappointing, with the exception of the script, which provides a lot of twists and turns, keeping the movie entertaining despite the action.

When we discover who is the real mastermind behind the casino heist, or watch the ways that Rudy tries to escape, it proves that a movie isn't a movie without a script. Nobody is who he or she first appears to be, changing the plot continually, until your brain happily swirls around like a December snowstorm.

Being a late release affected the viewing of "Reindeer Games," since the fresher the subject matter the better. Seeing Ben Affleck's rear end didn't make things better, either, though it came very close. Of course, that's only when the scene was steadily shot, otherwise everything appears blurry and out of the frame throughout the movie.

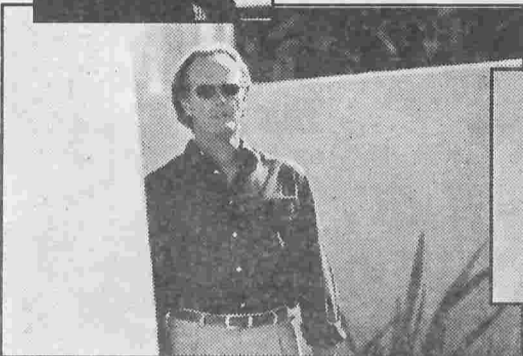
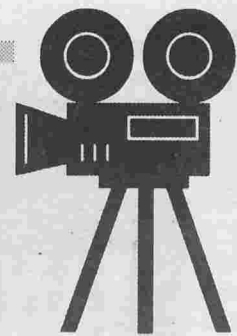
It's probably a good thing that this movie wasn't released around Christmas, or else the holiday season would have been a dreary one, and you would never be able to look at Santa the same way again.



I give it 2 out of 5 clapperboards



SAN JOSE FILM FESTIVAL
CINEQUEST
 MAVERICK FILMS & TECHNOLOGY



Festival opens with a big bang

by Michelle Hecht
 ENTERTAINMENT EDITOR

Cinequest's opening night gala on Feb. 24, brought an unprecedented turnout from the media and record breaking pre-festival ticket sales. Drawing all this attention was the debut of first-time director, John Swanbeck's movie, "The Big Kahuna," starring Kevin Spacey and Danny DeVito.



Photo by Don Gorday

Director, John Swanbeck, and A&E editor, Michelle Hecht, at gala party.

The screening of the film, which opens nationwide in late April, demanded extra chairs to be brought into the Camera 3 theater to accommodate the overflowing crowd. Truly a sign of knowing great film potential when you see it.

"The Big Kahuna" takes a look at the low-flying world of traveling salespeople, specifically three by the names of Larry (Spacey), Phil (DeVito), and Bob (Pete Facinelli). Swanbeck's background of stage directing prepared him for "Kahuna," since it is based on a play by Roger Hueff, and mostly takes place in one room. What it lacks in setting, it makes up in humor, wisdom, and most importantly, great acting. "Actors are the setting and the special effects are the emotions in their eyes," said Swanbeck.

Following in the footsteps of "Who's Afraid of Virginia Woolf?" and "Twelve Angry Men," is a film that makes the most of a confined, yet highly charged situation, said Swanbeck. The movie was

prepared in three weeks, and shot in an amazing 16 days. Challenges of time and limited settings did not stop Swanbeck from making a strong drama with brilliant performances from Spacey and DeVito.

A question and answer session with the director, followed by a gala party at Blake's Steakhouse proceeded the movie premiere, providing the partygoers with sumptuous food, drink, and a live band. Swanbeck joined the festivities and mingled with filmgoers and media crews covering the event. Executive director of Cinequest, Halfdan Heussey, said that this is what the festival is all about, "seeing filmmakers come together and enjoying the film experience."

The evening opened Cinequest's tenth annual festival with a big bang. A wonderful accomplishment for a director who before "The Big Kahuna" had never been behind the camera and never taken a film class.

Star-studded tributes and a great line-up of films at fest

by Michelle Hecht
 ENTERTAINMENT EDITOR

Ten years ago, a group of independent filmmakers began Cinequest, the San Jose film Festival, which runs this year from Feb. 24 to March 5. Cinequest honors the Maverick spirit of filmmaking through film screenings, tributes, seminars, and special events.

This year's line-up is considered the best so far by the festival. Alec Baldwin, Peter Fonda, and Wes Craven join the festivities to converse with local audiences and discuss their film careers.

Of the host of humorous, creative, outrageous, terrifying, dark, and fabulous films showcased, there are a handful geared toward the college crowd. These include "Janice Beard: 45WPM," "Pop in Reykjavik," "Virtual Vampire," "WADD: The Life and Times of John C. Holmes," "Norma Jean, Jack, and Me," "Shift," "Mindbenders," and "Whipped."

A highlight for all ages is on Feb. 28 at 7:30p.m. at San Jose State University. Peter Fonda will join the Cinequest crowd for an in-depth conversation and a Q&A. Wes Craven, well-known for his films "Nightmare on Elm Street" and "Scream" will be at AMC 14 theater to screen a film

and discuss his life and work. This will be March 4 at 12:15 p.m.

Cinequest appeals to all forms of filmmaking and various genres, which is illustrated through several exciting events. Along with the presentation of over 143 films is a Latino showcase celebrating great Latin films and filmmakers, where eight great films will be presented with two special guests. The festival is also host to the Maverick Film and Technology Showcase, which includes presentations by industry leaders, digital films, and the top digital cinematographers.

Working to inspire mavericks in their creative endeavors and striving to enable them to create and exhibit their artistic quests, Cinequest proves to be a promising event in the heart of Silicon Valley. The films are each shown several times throughout the two weeks.

For a listing of films and events, visit the Cinequest website: www.cinequest.org. Free program guides can also be picked up at various locations with film and event descriptions, dates, times, and locations. Call 408-295-FEST (3378) to purchase tickets for all films and events.

Films are shown at Camera 3 Cinema, Town Theatre, and AMC Saratoga 14. Film-lovers and filmmakers alike, rejoice!



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Dons lose to Cañada Despite valiant effort

by Tom Thygesen
SPECIAL TO LA VOZ

The Men's Basketball team lost in the first round of playoffs late Friday night against a tough Cañada squad despite a valiant effort from the men with the final score 112-91.

The 18th seeded Dons played the 15th seeded Cañada in tournament action, with the higher seed ultimately winning. The 91 points in any other game would have won it for the men, but not on this night. The Colts' high-powered offense was too much for the Dons to handle. The team started off the night as if in a trance and did not snap out of it until it was too late.

Coach Mike Riley stated after the first round loss "The starters didn't play well, but the subs came in and played great." Coming off the bench, sophomore guard Aman Heran shot the lights out in the losing effort, draining long range bombs from all over the court. He ended with 7 3's on the night despite constant pressure from the Colts.

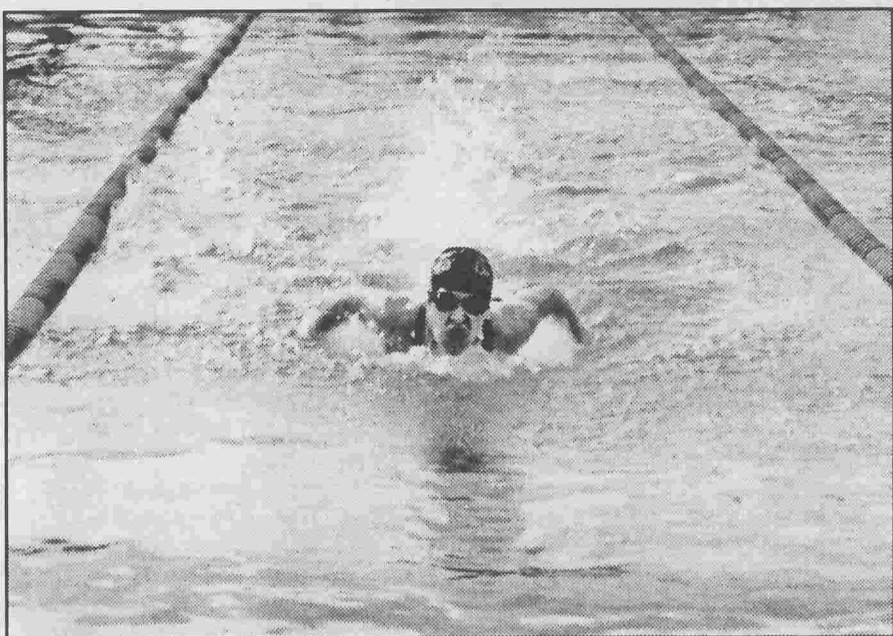
The team came out at half time trailing

55-38, and looked like they were in slow motion at first. Signs of life soon came, waking the Dons up. There were spurts in the second half giving the momentum of the game to the Dons, but the referees liked calling fouls. This killed a lot of the rhythm of the game for the team since most of the calls were against them. In the end the Dons played hard till the final buzzer showing their heart and proving they belonged in post season play.

The Men's season may be over, but the Women's team has yet to play. Come to the game Wednesday night to support your Lady Dons against an opponent to be determined as they start their quest for a title right here at home. See you there!

Coast Conference Playoffs

Second round Women's game
7 p.m. Wednesday
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Monica Krauth / La Voz

Kacey Roessler swims with determination at the Feb. 19 400-yard individual medley relay at Sierra College.

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Sports

Schedule

MEN'S BASEBALL

Cañada College, Tues. March 2, 2:00 p.m. at Cañada
College of San Mateo, Sat. March 4, 12:00 p.m. at De Anza

WOMEN'S SOFTBALL

Foothill College, Tue. Feb. 29, 3:00 p.m. at Foothill
Ohlone College, Thur. Mar. 2, 3:00 p.m. at De Anza
Chabot College, Sat. Mar. 4, 3:00 p.m. at Chabot

WOMEN'S BASKETBALL

Foothill College, Wed., Feb 16, 5:30 p.m., at De Anza
Ohlone, Fri. Feb. 18, 7 p.m., at Ohlone

SWIMMING AND DIVING

Foothill College, Fri. Mar. 3, 2:00 p.m. at De Anza

MEN'S TENNIS

Cabrillo College, Tue. Feb. 29, 2:00 p.m. at Cabrillo
Foothill College, Tue. Mar 3, 2:00 p.m. at De Anza

WOMEN'S TENNIS

Cabrillo College, Tue. Feb. 29, 2:00 p.m. at De Anza
Monterey Peninsula College, Fri. Mar. 3, 2:00 p.m. at Monterey

TRACK AND FIELD

Foothill-Monterey-Merced, Fri. Mar. 3, 2:00 p.m. at De Anza

Listings in **bold** denote home games

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Student

Activities

Week of Feb. - March 5

Food Service Menu:

Monday: Veggie Burger & Fries, Hamburger & Chips.
 Tuesday: Chicken Tostado.
 Wednesday: Meatloaf, Mashed Potatoes & Gravy.
 Thursday: Turkey Club Sandwich & Fries.
 Friday: Fish & Chips.

Clubs/ICC/DASB Meetings:

Monday, February 28

Gente del Quinto Sol. 12:00 p.m. - 1:00 p.m., Student Council Chambers.
 Disabled Students Unlimited. 12:30 p.m. - 1:30 p.m., Santa Cruz Room.
 Honors. 12:30 p.m. - 1:20 p.m., L26.
 Muslim Student Association. 12:30 p.m. - 1:20 p.m., L83.
 Muslim Student Association - Prayer Meeting. 12:30 p.m. - 1:00 p.m., G1.
 DASB Travel Committee. 2:30 p.m. - 3:30 p.m., Student Activities Conference Room.
 Phi Theta Kappa. 5:00 p.m. - 6:00 p.m., Santa Cruz Room.

Tuesday, February 29

Chi Alpha Christian Fellowship - Prayer Meeting. 11:30 a.m. - 12:30 p.m., Meeting Room 2.
 De Anza Jazz Ensemble. 11:30 a.m. - 12:30 p.m., Patio.
 De Anza Students of India. 11:30 a.m. - 12:30 p.m., Student Council Chambers.
 De Anza Bible Study. 12:30 p.m. - 1:30 p.m., L21.
 MEChA. 12:30 p.m. - 1:30 p.m., L48.
 Muslim Student Association - Prayer

Meeting. 12:30 p.m. - 1:00 p.m., G1.
 Students for Justice. 12:30 p.m. - 1:20 p.m., Student Council Chambers.
 Student Ambassadors. 1:30 p.m. - 3:00 p.m., Student Council Chambers.
 Lesbian, Gay & Bisexual Association. 3:30 p.m. - 4:30 p.m., L11.

Wednesday, March 1

Chi Alpha Christian Fellowship. 11:30 a.m. - 12:30 p.m., Student Council Chambers.
 Muslim Student Association - Prayer Meeting. 12:30 p.m. - 1:00 p.m., G1.
 Women's Awareness & Allies. 12:30 p.m. - 1:20 p.m., L83.
 Inter Club Council (ICC). 1:30 p.m. - 2:30 p.m., Student Council Chambers.
 DASB Finance. 2:00 p.m. - 3:00 p.m., Meeting Room 2.
 DASB Marketing & Communication. 3:00 p.m. - 3:30 p.m., Student Activities Conference Room.
 DASB Senate. 4:30 p.m. - 6:30 p.m., Student Council Chambers.
 Bottomfish. 5:10 p.m. - 8:00 p.m., Administrative Conference Room.

Thursday, March 2

Hillel - Jewish Song Event. 11:30 a.m. - 12:30 p.m., Santa Cruz Room.
 Brothers & Sisters United. 12:30 p.m. - 1:30 p.m., Student Council Chambers.
 Muslim Student Association - Prayer Meeting. 12:30 p.m. - 1:00 p.m., G1.
 Students for Justice. 12:30 p.m. - 1:20 p.m., L31.
 Students for the Truth. 2:00 p.m. - 4:30 p.m., Student Council Chambers.
 Deutsch. 2:45 p.m. - 4:00 p.m., L64.

Grace Fellowship. 4:30 p.m. - 6:30 p.m., Student Council Chambers.
 Investment. 8:00 p.m. - 9:00 p.m., Student Council Chambers.

Friday, March 3

DASB Programs. 9:30 a.m. - 10:30 a.m., Student Activities Conference Room.
 Perspective Club - Bridge Team. 9:30 a.m. - 10:30 a.m., Meeting Room 1.
 Grace Fellowship - Club Activities. 11:00 a.m. - 1:00 p.m., L72.
 De Anza Taiwanese Association. 12:00 p.m. - 3:30 p.m., L31.
 Film & TV Guild. 12:30 p.m. - 2:00 p.m., Meeting Room 2.
 Indonesian Student Organization. 12:30 p.m. - 1:30 p.m., L24.
 Muslim Student Association - Prayer Meeting. 12:30 p.m. - 1:00 p.m., G1.
 Vietnamese Students Association. 12:30 p.m. - 4:00 p.m., Student Council Chambers.
 Dance Connection. 1:30 p.m. - 5:30 p.m., PE 11U.
 DASB Executive. 1:30 p.m. - 4:30 p.m., Meeting Room 1.

Saturday, March 4

MEChA - Hispanic Genealogy. 8:00 a.m. - 4:00 p.m., L11 & L12.
 Dance Connection. 1:30 p.m. - 5:30 p.m., PE 11U.

Sunday, February 27

De Anza Students of India. 11:30 a.m. - 12:30 p.m., Student Council Chambers.
 Dance Connection - Rehearsals. 12:00 p.m. - 5:00 p.m., L72.

SFJ plans walkout on classes against Props. 21, 22

Staff report

Students for Justice in collaboration with Californians for Justice is planning a walkout in opposition to Propositions 21 and 22 on March 6 at 11 a.m. with a following at 11:30 a.m.

"I feel that Proposition 21 is targeting youth minority," said SFJ member, Bocaletti. "[It] is taking money out of convention programs and putting it into punitive programs," said Bocaletti. "Proposition 22 is targeting another community. It's already illegal to marry people in California and they are just trying to put a final stamp on it," Bocaletti.

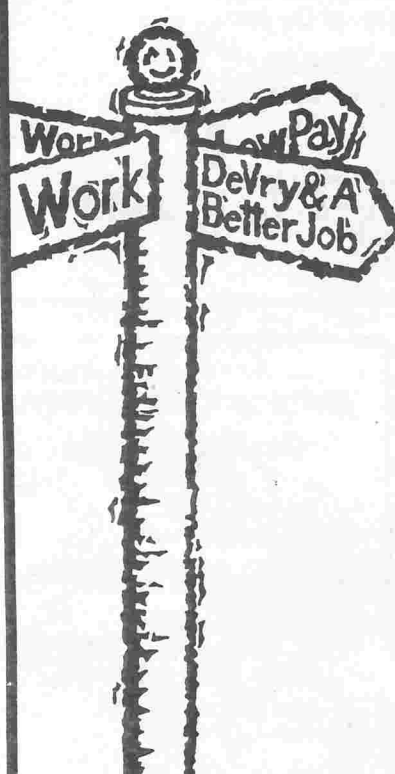
SFJ is also in the process of preparing a pre-walkout rally, tentatively scheduled for March 2, to inform students about the propositions.

On Feb. 19 a benefit concert was held at Channel One in San Jose where money was raised for the no on Prop. 21 campaign.

The rallies and walk-out will include DJ and music.

Bocaletti says SFJ is holding a walkout to raise awareness in the student body.

"We shouldn't impose other people's morals on diverse groups," he said.




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Linked classes explore many subjects in depth



Don Nickel
COUNSELOR

I would like to devote this week's column to spreading the good news about the learning communities that are offered here at De Anza. By definition, learning commu-

nities are classes that are linked together during a quarter that comprise a common cohort of students.

Learning communities are an exciting and innovative approach to learning in which students and faculty work cooperatively in a friendly and academic atmosphere. There has been plenty of research to support that the purposeful restructuring of student's time, units, and learning experiences promotes more explicit intellectual connections between

students, between students and faculty, and between disciplines.

Look at it this way. In traditional classrooms, instructors teach their separate courses to separate sets of students. The result is that students also often experience their classes in an unrelated manner. Students miss out on the opportunity to make connections of course material and how they experience learning with other students and faculty.

First of all, students need to make connections with other students, not just for socialization purposes, but because students who partner with other students in their learning tend to process their learning better and enjoy it while they're at it. One important reason why students do well in learning communities is that they get to know many of their fellow classmates because they're in so many classes together. Sooner or later, students will start talking to each other about what they are learning. Talking shop, as I like to describe it, serves the purpose of

deeper processing of subject material in which the student becomes an active player in their own education rather than being a passive conduit of information.

Learning communities add an incentive for students in that they combine two or more separate classes and connect them through the exploration of a common theme. Imagine what could be done to create a common theme around a writing class and a history class or a sociology class. Can you imagine how the writing assignments would revolve around ideas and subjects related to these classes? Having subject matter cross boundaries between classrooms invites the chance to explore and understand diverse perspectives.

Learning communities ultimately provide students with a sense of purpose. They can also provide a sense of group identity and specialness. Another plus is that the number of students is lower than in many other classes, providing an opportunity for quality interaction and learning.

Many faculty members enjoy the extra work it takes to be involved with a learning community. They appreciate the opportunity to interact with fellow faculty members and students. Faculty members are able to relate to each other as specialists and as educators, and this interaction facilitates the development of new faculty roles.

Marilyn Patton teaches English composition at De Anza and has dedicated herself to participating in learning communities. Having taught at Stanford and UC Santa Cruz, Marilyn brings a passion to her work at De Anza. "I saw what kind of community can be shared by students and faculty who become involved with learning communities when I taught at these other campuses. I wanted to participate in that sense of community here at De Anza," says Patton as students walk by her office waving hello. "I enjoy the friends that I make through learning communities and the support system that develops

between students and between faculty and students. And that support system stays in place long after the classes are over."

Not only do students and faculty benefit from the inclusion of learning communities, but the college profits as well. Learning communities foster continuity and integration in the curriculum. This holistic interaction encourages the notion of college-wide partnering and fellowship. They also address the need for student retention and progress to academic success.

What kind of classes will you find participating in learning communities? GE classes comprise many of the learning communities here on campus. Other kinds of classes include developmental studies, honors, and orientation to college courses.

For more information about learning communities in general at De Anza, please call me at (408) 864-5700 x4460 or email at Nickel@admin.fhda.edu. The Spring Schedule has more information on page 130.

DE ANZA COLLEGE

DANCE/THEATRE DEPARTMENT PRESENTS -

Check Schedule listings for Registration Information and details.

STRETCH YOUR BODY...

ACTING

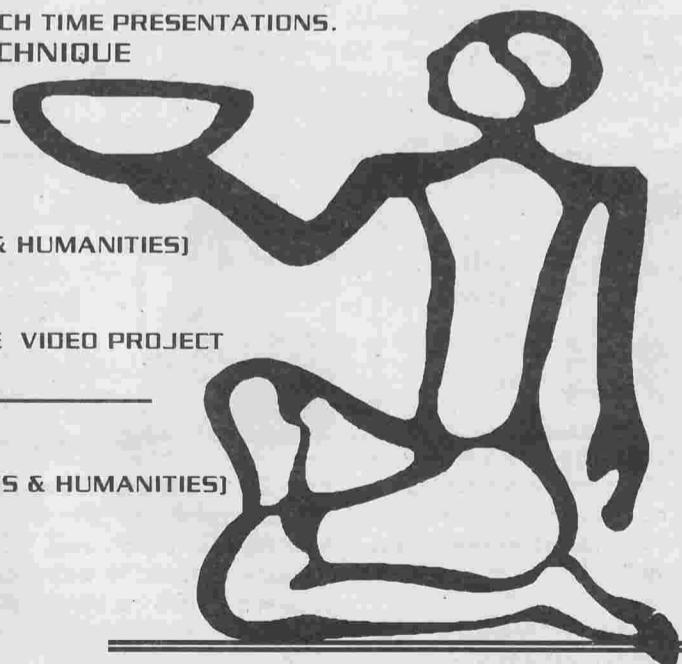
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Activists Carmichael and Seale both spoke at De Anza

■ **HISTORY** from front page

cott organizer, blasted the status quo of American society, which he said, agreed with King. Edwards had more radical views saying, "White young people must begin to realize that the great luxury liner is on the rocks. It's full of holes with a madman at the helm."

"We have no choice but to take the ship over ... It is our responsibility to rebel," he said during his speech.

Edwards stressed that it was the "system" that was at fault and that the system would have to be eradicated.

Although he gave no specific propos-

als for changing the system other than "any means possible."

Edwards said the time had come to flee the burning house or the sinking ship that is commonly known as "America."

To achieve equality among the races by "any means possible," is what Stokely Carmichael advocated during a speech to a crowd of about 750 De Anza students in Campus Center in the late 60s.

Carmichael characterized the black power movement as supporting "revolutionary violence because it is necessary to arrest white oppression. Whatever we have at our disposal, we will use to end our oppression."

He stressed that the major failure of all liberal movements is that their primary task is to stop confrontation and that if they see a polarization occurring on the right or left, with the rich or poor or blacks or white, they see their main job as stopping confrontation. In his talk Carmichael said he believed this is a mistake because in many cases we need confrontation to resolve problems.

When asked what the black people plan to do with power once they get it: "We will use that power to meet the needs and desires of our people."

He stated, "It is more important for someone to have a full stomach rather than a vote. A vote on an empty stomach doesn't mean anything. The liberal movement in the United States should move to create a more conducive atmosphere for an opportunity for economic equality."

To achieve greater economic equality, a few instructors at De Anza advocated non-violence by means of solidarity and education within the Black and Chicano student groups.

"If the Chicanos and Negroes are going to be part of the education system, they will have to have more identities. People have to be made aware of the cultural differences that these two ethnic groups have," said Richard Rios in the

late 60s Rios said. chairman for the Chicano and Black student unions on the De Anza campus.

Through the Chicano and Black student unions, students learned about their ancestral background and were enrolled in courses of relevant interest, such as Black history taught by a Black professor. "I've considered lecturer series with visiting minority group lecturers, social events such as rallies, conventions and even an international day where people of the same nationality get together and build booths where they can show their native dress, food, music, art and anything else they could think of," said Rios.

Rios said that it is a good chance for other minority students to get together and help each other regain identities that they have been denied all their life.





Other figures have also recently stressed the importance of solidarity with in minority groups on campus.

Bobby Seale, co-founder of the Black Panthers, made a surprise visit last January to the Hinson Campus Center. He too, claimed that we as a society "need to feel responsibility for our own destiny. We need to build a coalition of oppressed people. We need an environment that is inclusive of the poor, the different and the estranged."

Backtalk

Compiled and photographed by Michelle Hecht

What do you think about Propositions 21 and 22?

 <p>Amanda Holt</p>	 <p>Kacey Dike</p>
<p>Prop 21: "The law moves toward the direction that doesn't put emphasis on prevention ... Studies show that putting more money on prevention has a better outcome."</p> <p>Prop 22: "Any law based on discrimination of others is inherently wrong ... Protect marriage from what?!"</p>	<p>Prop 21: "As far as convicting kids for petty crimes like graffiti, they should not be charged as adults. For major crimes they should pay the consequences."</p> <p>Prop 22: "No on 22."</p>
 <p>Chris Diener</p>	 <p>Emily Raymond</p>
<p>Prop 21: "It's pretty much ridiculous ... should be a case by case basis. Some 14-year-olds are worldly, some are innocent."</p> <p>Prop 22: "I don't know why people worry about things that don't affect them. They (politicians) serve the public if they leave it (the issue) alone. They represent ideas, not the people they're supposed to represent."</p>	<p>Prop 21: "I don't think that that should happen; they have juvenile halls for that. I don't think [teenagers] should be with adults. I think it's harsh for a 14-year-old to be in jail with a big guy named Bubba."</p> <p>Prop 22: "I disagree, because everyone has the right to get married. If you love someone, why should they be deprived of what heterosexuals can have?"</p>

Classified

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Announcements

The Spirit, a new age African-American feminist lez-gay literary news magazine, is looking for stories, cartoons, essays and features for the Spring Women's Issue (deadline Mar. 15) and for the Summer Millennium Issue (deadline July 1). Fax 408-279-6636* (star key) or email womaninmoon@earthlink.net for details. Reading fee includes written evaluation. Visit the web site at www.womaninthemoon.com.

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