

Flag stands for everyone

This is addressed to those people who, seeing demonstrators pass, passionately wave the United States flag to show their disapproval of what is going on. It is also addressed to those people who would burn the flag to show their disapproval of American foreign policy, and who don't see the flag as representing their point of view.

The people who first founded this country were perhaps as misfit as any "long-haired hippie" of today. They came to America to be free from persecutions of all kinds. Many held beliefs that would still be persecuted today. Some came in place of imprisonment in their own countries.

These misfits began the United States of America. They designed the flag and what it stands for.

In this way, the flag of our country stands for change. It rep-

resents any and all people trying to change the United States for the better. It can never stand for apathy or an unwillingness to change, for there is too much in our country that needs help.

Bare feet, the lack of a haircut, or the fact that a person wears a beard is not a basis for figuring his love for, or his involvement in working for, his country.

"America: Love It or Leave It?" This is an often-heard reaction to demonstrators today. Yet these people would not work as they do, with so much time and effort, if they did not care.

"One generation passeth away, and another generation cometh: but the earth abideth forever . . ." — Isaiah.

Some of us look around, lose hope and wonder if soon only the earth will be left. If the generations cannot work together, then who can?



La Voz

de De Anza
College

"THE VOICE OF DE ANZA"

VOL. 3, NO.25

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FRIDAY, MAY 22, 1970

Special opinion issue tells De Anza's story

La Voz shatters all the tradition three years can command in this Special Edition. Views, not news, comprise the bulk of this issue, most of it written by student, faculty and administration volunteers.

We present what is surely as wide a variety of opinions and impressions as exist in any community in an effort to show "what's going on at De Anza."

We hope to prove the College has not shut down, that we can express divergent views without falling apart. Maybe we can show that the College — any college — will never be the same. And maybe that's good.

What follows is a partial table of contents. We guarantee our readers will be disturbed by some of it, startled by some, reassured by some. Readers will find several explanations — not just one — to explain De Anza's own brand of campus unrest. One conclusion should strike home: the campus is stirring, people are asking questions and seeking answers. And that, really, is what education is all about.

The Third World point of view comes through loud and strong on page 4. Largely student-written, the articles provide some insight into the hearts and heads of De Anza's ethnic minorities.

Physics Prof. Murray Alexander argues that Pres. Nixon has not defaulted on his pledge to withdraw American troops from S. E. Asia and that history, not "instant purveyors of wisdom," should judge the President. See page 8.

Student Tom Suddick, a disillusioned ex-GI who says he loves his country very much, pleads for a "Golden Mean of living quality" and freedom from fear and mistrust. See his statement on page 6.

Hopes and purposes of the student-operated Community Coordinating Committee (both credited and blamed for much of De Anza's "awakened awareness") are found on page 7. The committee joins with much of the faculty in extending to local residents an invitation to participate in discussions leading to "constructive change."

Dallas Smith, former Faculty Senate president, summarizes the actions of that group, ranging from encouraging teach-ins, to dispatching a critical letter to Pres. Nixon. See the Senate's saga on page 2.

Nursing Instructor Maurine Harris takes issue with the Faculty Senators for mixing the academic process and political action. Her views on the "false impression" created are on page 5.

A plea for a sane middle ground is advanced on page 7 by Economics Instructor Alan Ellis. He argues for "nearly normal" learning procedures during these "far from normal times."



At a mass rally last Thursday held in front of the library, various speakers voiced their own opinions, mainly for or against the war in Cambodia and Viet Nam. Part of the enter-

tainment included a presentation by the Slut Theater, a roving guerrilla theater group composed of San Jose State students.

(La Voz photo by Dennis Dunham)

Delegates voice various reactions

A trip to Washington, D.C. produced a variety of reactions from the seven-man De Anza delegation who met with Congressmen and Senators last week.

De Anza President A. Robert DeHart, one of four delegates present at an informal panel discussion in Forum I Tuesday afternoon, emphasized that the delegation, which was composed of representatives from most ethnic backgrounds, was not sponsored by tax money, but primarily by private donations.

The main reason for this "fact-finding mission," he said, was to receive and give information through the politicians they came in contact with, and to establish better channels of communication.

The general feeling of the delegation, Dr. DeHart continued, was that talks with Congressmen John Moss and Don Edwards, both from California, proved to be most informative.

Dr. DeHart said that to make the government work, people need to support candidates running for offices and "really get

involved in politics."

John Logan, student delegate, maintained that "over the years I have been turned off." He said this has been caused by actions of the government toward Viet Nam, racism, and other problems facing the country today.

His mind wasn't changed by the visit to Washington, he said but he did come back with more respect for the government and the people running it.

ASDAC President Tom Comer said that according to New York Representative Shirley Chisholm, 19 of the 21 major House committee chairmen are over 70 years old, and two are over 80. Comer maintained that this type of seniority should be abolished.

A common saying today, Comer declared, is that if enough trouble is caused in the United States, the government will have to bring troops home to quell the violence.

This is not true, Comer said, because according to Congressman Moss, there are enough troops in the country now to put

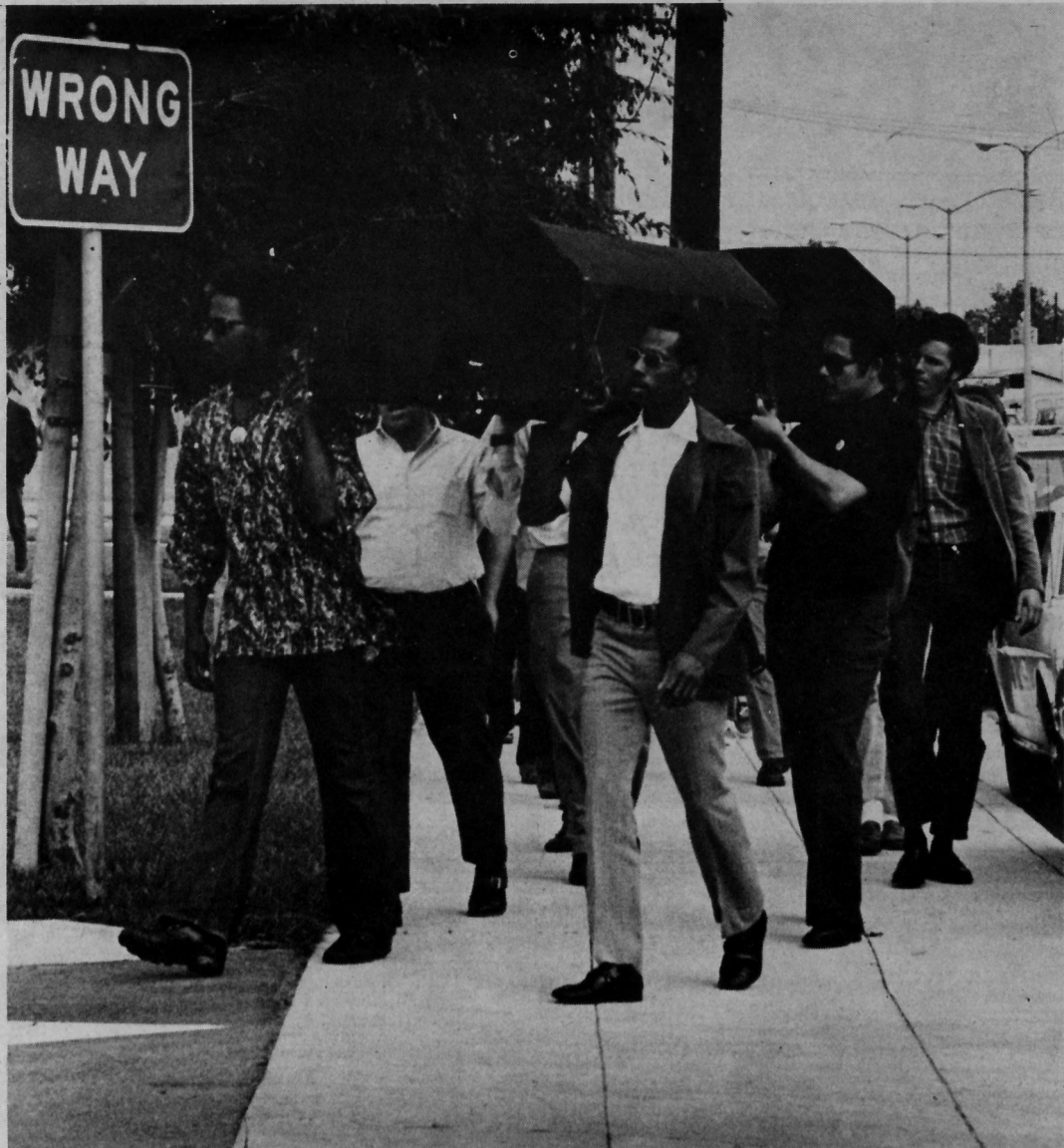
down any violence.

Faculty Senate President Mark Molander told the audience that politicians are favoring the 18-year-old vote because it is the right thing to say.

In another report given at Monday night's student council meeting, Chris Cross, who represented the Black Student Union, said troop withdrawals from Southeast Asia are removing surplus troops, and will continue to remove only extra soldiers until the ratio of Americans to Viet Cong and North Vietnamese is down to five-to-one.

Reggie Acosta, representative of the Mexican-American Student Confederation, called for more student involvement. He said he had heard rumors that six Congressmen and two Senators had changed their opinions, especially on the Viet Nam war, because of student delegations to Washington.

Prior to the trip, Multicultural Consultant Rich Rios received an award from a presidential aide for his work with the chicano community.



Symbolic of the feeling among black and chicano students on May 12 were the coffins, symbolizing the shooting deaths of blacks in Augusta, Ga., and the "wrong way" many De Anza students feel this country is headed. Black and brown students led a grim and sol-

emn crowd of some 200 students from the De Anza campus to the Sunnyvale-Cupertino Municipal Court building. After depositing the coffins at the base of the flagpole, the students delivered a few speeches and quietly dispersed. (La Voz photo by Dennis Dunham)

Letters to Nixon begun by Senat

Editor's note: the following is a chronology of some of the recent events at De Anza, compiled by the Faculty Senate.

At the meeting of the Board of Trustees of Foothill Junior College District on Monday, May 4, 1970, a sizable delegation of students appeared before the Board expressing concerns relative to the Cambodian decision of President Nixon and the tragic deaths of fellow students at Kent State University.

The resulting dialogue led to a general agreement that these matters were of grave concern to us all and the Board passed two resolutions supporting appeals made by students.

ON TUESDAY, MAY 5, the Faculty Senate held a special meeting to consider implications and Senate direction on these issues. A subcommittee was appointed to draft a letter to President Nixon stating Senate position.

The Senate also agreed to distribute a list of addresses of the President, Congressmen, Senators, Secretaries of State and Defense and chairmen of national committees. The purpose of this list would be to encourage all De Anza students and staff to engage in a letter-writing campaign to protest the Cambodian action and the deaths of the students at Kent State.

The Faculty Senate also voted to send letters to the president of the student council and the Associated Students of De Anza College to commend them on their effective utilization of channels of communication within the district and their exemplary conduct in expressing their concerns; also to the Board of Trustees for their sensitive response to student pleas.

ON WEDNESDAY afternoon at approximately 4:30 p.m., a committee of about 25 persons met to discuss the Board's decision to follow a recommendation from the Chancellor's Office of the California Community Colleges to close the College on Thursday and Friday, May 7 and 8.

This committee reviewed all activities planned for the four-day period and decided to hold, as scheduled, those activities that were related to social and human rights issues.

The president of De Anza, A. Robert DeHart, had met with students and agreed on a series of proposals. One of these was a 48-hour vigil to be held in the De Anza College Campus Center.

ON WEDNESDAY evening, May 6, the Community Coordinating Committee for Peace was organized to provide democratically a focal point for the community that wishes to articulate by words and deeds their conscience regarding those institutions in our society that are non-functional in expressing the goals and values of the people. No shutdown of classes was proposed, but rather teach-ins for the entire college community.

On Thursday morning, May 7, a general faculty meeting was held at 10 a.m., at which Dr. DeHart explained the bases for

those decisions which had made. Following this meeting at 1 p.m., the Faculty Senate met and passed resolutions

- Send the letter to President Nixon as an official communication from the faculty of De Anza College with copies to legislators in Washington on list prepared by the Senate

- Send letters to the Board of Trustees and the Chancellor's Office of the California Community Colleges stating the Faculty Senate's position that we wished to have De Anza reopen beginning Monday, May 11, and to participate in any action to the contrary should developments indicate any other than that occurring;

- Raise funds to send a delegation to Washington to work with lawmakers;

- Select delegates to go to Washington, D.C., as our representatives from De Anza College.

On Friday, May 8, at 11 a.m. the Senate met and selected DeHart and Mark Molander newly installed president of the Faculty Senate, as the delegates to go to Washington. The Senate appointed a subcommittee to plan a program for students and faculty for the week of May 11 through May 15 to meet in small groups from 9 to 12 p.m. to discuss issues of concern.

THESE WOULD BE attended on a voluntary basis and not intended to interfere with the policies regarding the cancellation of classes. However, Senators were asked to go back to their divisions to encourage faculty members to volunteer to meet with student groups for rap sessions. A list was prepared of suggested topics for teach-ins and some suggestions made recommendations for faculty involvement.

The Senate reconvened at 7 p.m. on Friday, May 8, to draw up a special list of recommendations, including a calendar for the week of May 11-15, beginning with a meeting for the De Anza College staff at 7 a.m. on Monday, May 11.

The stated goal was to involve the total college community in change. These recommendations were adopted on May 9 by the Senate.

IN ADDITION, AN Information Center was established to answer questions from the community. Again, faculty were encouraged to volunteer available hours to assist in dispelling false rumors and keeping the community informed as phone inquiries were received.

The Information Center was located in the district offices to the Administrative Conference Room. Students Jan Sheldo and Karen Wheatland took major responsibility for coordinating service.

An itinerary was prepared for the Washington delegation which left the College at noon on Wednesday, May 13. Dr. DeHart, Mark Molander, representative of the Faculty Senate, and the student delegate included Associated Student President Tom Comer, Jofan, Reggie Acosta, representative of the Mexican-American Student Confederation, and Cross, representing the Student Union.

MULTICULTURAL Consul Rich Rios was also a member of the delegation. This was considered appropriate in view of the August 6, 1968, killing in Augusta, Ga., which the Senate described as a tragic incident and a statement calling for a member of the community to rededicate himself privately to restore justice.

A telephone conference was held on Friday, May 15, at 8 a.m., between the Washington delegation and the student at De Anza.

Collins views perception

My name is Ed Collins and I'm a counselor. I know some of you pretty well, because I've learned to listen. Please try to listen now to what I have to say. It has to do with perception.

You don't need Psychology 1A to understand what I'm about to say. Each of us perceives things in his own way. We hear what we want to hear, we see what we want to see.

MY PERCEPTION OF the march on May 7 was that it was well-organized and that it helped to bring many of us together in a vital cause. I was particularly impressed with the thought and consideration which obviously went into its planning.

Now let me share the perception of a neighbor who saw us on that march. He didn't see me in my suit and tie. Do you know what he saw? A bunch of long-haired, dirty kids walking down the street shouting a lot of nonsense.

He said, "If they really want to be heard, they'll have to get cleaned up first." My reaction was, "That means you want them to conform to your standards before you can listen?" He said, "Yes."

RECENTLY, 50 STUDENTS at San Jose State had their hair cut by barbers brought on cam-

pus, so the students could go out into the community and get people to listen. My neighbor's perception—a very common one—came from the vantage point of his delivery truck.

Office workers along Stevens Creek Boulevard: "Look at all those dirty kids. Some of them don't even have any shirts or shoes on. What are they trying to say? Whatever it is, I'm against it."

We hear what we want to hear, we see what we want to see.

SOME OF YOU may say the perceptions of my neighbor and of those office workers are all screwed up, that they are ignorant, white, middle-class clowns who don't know where it's at. But stop and think: they represent the bulk of the population. Right on this campus there are faculty and students who consider us revolutionaries. We hear what we want to hear, we see what we want to see.

I openly admit that I want a revolution on this campus: I want people to start listening to each other—really listening—and in depth, not just to the words, but to the feelings as well. That kind of revolution could change this campus overnight.

THERE ARE MANY students on this campus who don't understand what is happening, who are angry because they feel that their education is in jeopardy, who are fearful that strongly expressed feelings may be followed by violence. Are we listening to them?

If you really want the support of the silent majority these days you'll have to start listening. Believe it or not, the silent majority is beginning to speak. In some cases it's just a mutter or a groan or a sigh. But when it happens, listen to it, respond to it. Not one of us can afford the luxury of thinking we have all the answers, nor can we afford the fantasy that change will occur because a dedicated few have banded together. We need every bit of support we can muster.

THAT MAY MEAN that we will have to change, too. We may have to become better listeners. We may have to enter the up-tight middle-class mind in order to try to understand where they are, before we can let them know where we are.

Remember the perceptions of my neighbor and those office workers as they watched the marchers: we hear what we want to hear, we see what we want to see.

My plea is simple: Let us all work at becoming better listeners.

Closed classes no solution

The function of the school is education, and everything should be done to keep the institutions open. Recent events have led students to feel that their side of the issues have not been heard.

Inattention of the public to important issues has led to frustration which has caused the closing of some institutions, and even to violence. However, I do not think the closing of classes will lead to any more people being educated in their cause, and in fact, may alienate people against them and their cause.

The teach-ins are an excellent way to educate students, faculty,

and the community on relevant issues and every attempt should be made to attend. I do not think, however, that classes should be cancelled.

Many students feel that they have a right to the education they are here to get, and even if they are not the majority, that right cannot be denied them.

Perhaps holding some of the teach-in sessions in the afternoon will avoid the "conflict of interests" and students and faculty might be able to attend regular classes as well as the teach-ins.

Edwin Burling
biology instructor

La Voz

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Individual rights a must

We believe that each person must respect the right of every individual or group of individuals.

Based on this belief, the following statement has been adopted by the De Anza Evening College Student Council. The main items of concern to the evening college students are: individual rights, individual and civic responsibility, respect for the legal, political and social bounds of our community and the encouragement of better understanding.

IN GENERAL, THE individual rights of others have been respected on the De Anza campus. Those who wish to continue with classes are doing so. Those wishing to participate in the seminars have been allowed to participate without penalty for non-attendance of class.

All aspects of the current issues are being discussed meaningfully without recourse to violence, which is in excellent contrast to what has been happening on many other campuses in the nation. We believe that the

rights of each individual must not be violated. Every person has the right to participate or refrain from participation, to speak or not to speak. Respect for the rights of others is the beginning of true freedom.

EACH MAN IS responsible for his actions and the effects of those actions. This responsibility is being demonstrated on our campus. Many of those who are concerned, for example, about the current Viet Nam-Cambodia situation, are expressing that concern in a responsible manner. Letters and petitions are being sent to our elected representatives expressing individual and group views.

Between classes, groups of students gather and discuss current issues, trying to understand and evaluate the causes and effects of these events. We encourage this type of responsible participation by all students, all members of the community. However, the recognition of this responsibility for all acts must come from within the individual, it cannot be externally imposed.

The sit-in on May 11 does not have the approval of the council. We believe that action taken by any group or movement must operate within our social boundaries. Any illegal or immoral act must be avoided.

OUR SOCIETY IS very liberal in the areas of freedom of speech, assemblage and movement. These freedoms must be maintained. The violation of these liberal bounds may lead to a reduction of these freedoms. One incident of this nature has occurred at De Anza.

Several well-ordered demonstrations have been held and

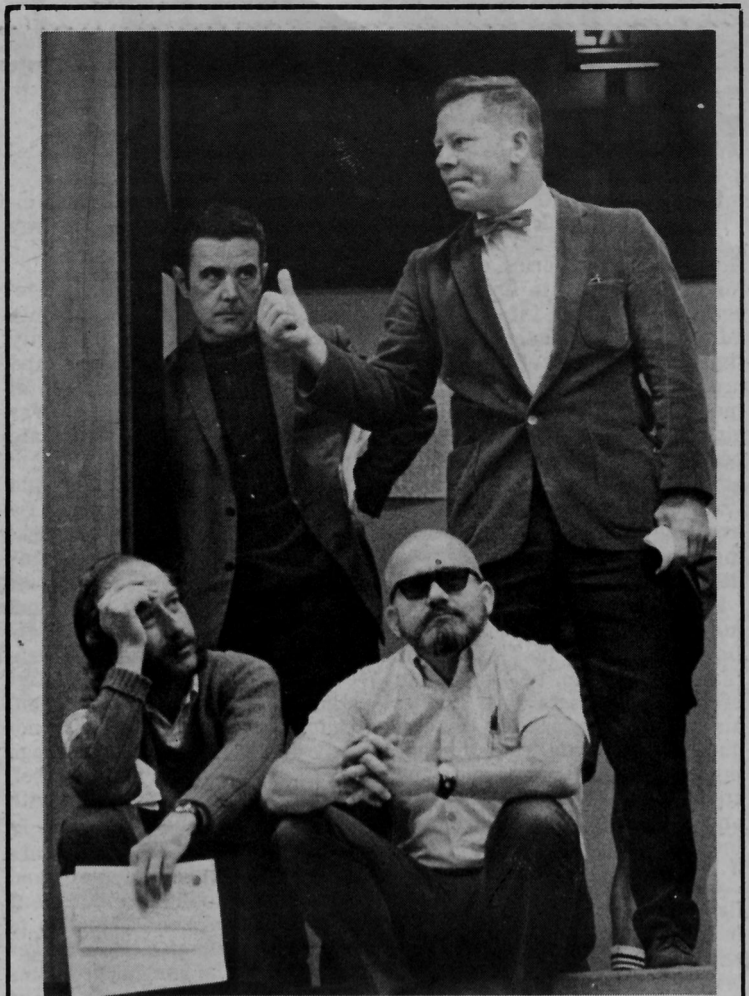
these are a credit to the participants. Regardless of the views being expressed, we must all support the right of free expression. We only request, and require, that these broad limits of our society be recognized.

Finally, we encourage better understanding between all points of view. Tolerate each person's position whether you agree or not. Listen to what the other man is saying, and think about it. If we all try to understand, we may find ourselves standing closer together.

WE HAVE SEEN this happening on our campus and in our community. There is meaningful and effective dialogue taking place, both on and off the campus. It is especially interesting to hear some of the younger members of our community relate that they find communication better with their parents on issues of national importance, than on local and family matters.

In another instance, a problem concerning the use of a limited facility was readily solved by the recognition and cooperation of two conflicting groups. Such examples are commendable and should be recognized and encouraged by the entire community.

Individual freedom of choice must be recognized while we work together within our social bounds for the improvement of our society. When we listen to the opposing points of view, we must try to understand and evaluate. Freedom of speech is one of our most precious rights, and more valuable discussions are occurring every day. We are not worlds apart, only a few words.



Engineering instructor Tony Laus (wearing a bow-tie) delivered a speech to a Faculty Senate meeting declaring the College is moving away from its primary job — education. He maintained that the move is being caused by the Language Arts Division. Afterwards, Steven Ngin, sociology instructor, rose to congratulate the Language Arts Division for being the first to congratulate the Board of Trustees on their stand on Cambodia. (La Voz photo by Gary Stone)

Nurse agrees with Withrow

I agree with the comments in the May 11 memos put out by the Engineering Division and the one signed by Robert Lincoln and Roger Withrow, social science instructors. Also I am in favor of lowering the voting age to 18, and there should be no drafting of men for undeclared wars.

Constance Larkin
nursing instructor

Dean calls for community pride

A community college should be, in a very real way, a microcosm of the community it serves. In the past several days, this has proved to be the case at De Anza College.

The community should take considerable pride in the actions of De Anza students. Students, deeply concerned about the great issues of our day, have insisted that this is not a time for lethargy but a time for commitment and involvement. They have stated clearly that it does not matter on which side of an issue people become involved—what is essential is that they are indeed involved.

THE ACTIVITIES conducted by our students, such as rallies, marches and teach-ins have been accomplished with a firm commitment to non-violence and have been directed toward change within our system.

A great deal of dialogue has taken place and is continuing to take place as a result of these activities. I commend these involved students for their maturity of judgment and their exercise of personal responsibility in a time of emotional stress.

IT HAS BEEN SAID that the hottest corner of hell is reserved for those who remain neutral in a time of crisis. I feel I must accept the spirit of this statement, modifying it only to the extent that I must, at the same time, respect opposing view points.

The following letter, which I

have sent to a number of government officials is my attempt to state my position, not as a college administrator but as a citizen. I would encourage others to write their representatives, whatever their position happens to be.

Dear President Nixon:

I am writing to you to express my grave concern over our country's involvement in Southeast Asia, and, particularly, our recently announced involvement in Laos and Cambodia. As a Dean of Students in a community college, I watch young people being torn by feelings unique in the history of our country.

The recent incredible incident at Kent State surely must be viewed as an example of something that can become widespread unless we reverse the escalation of our conflict. I firmly believe that we should remove our armed forces from Southeast Asia with all due haste.

If the great outpouring of

funds for war effort could, at least in part, be channeled into meeting the social needs of our country, we have a chance of averting the most disastrous internal conflict our country has seen since the civil war.

Also as a college person, I must express my great alarm at being kept uninformed as to the bases of national decisions. If we believe our form of government can function only with an informed electorate, we must cease unilateral action by the executive branch of our government. We must truly believe in, and function on, the premises of our constitution.

Respectfully yours,
Thomas H. Clements

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See instructor Tom Moore
or call 967-4602

Engineering Division

Instructors dissatisfied with trustees' resolutions

It is the consensus of opinion among members of the Engineering Technology Division of De Anza College that no constructive purpose or activity was furthered by the cancellation of classes at this institution. We also wish to express dissatisfaction with the board having established a precedent whereby they expressed a unified position regarding national and international issues. This was done without consulting the faculty and student body at large to learn the true consensus of opinion.

It is our belief that an individual should have the privilege of stating his personal dissatisfaction with any action, political or otherwise, that seems inequitable to him. However, he is under a moral obligation to not impose his viewpoint upon anyone else, relative to the same issue, without their tacit or active consent. By implication, the cancellation of classes and the position of the board on current campus issues forced one viewpoint upon the entire student and faculty bodies without the representation of their views.

It is our position that when

any resolution establishes such a far-reaching precedent, with an implication of future statements of policy, it becomes obligatory for a governing body to bring the resolution before the individuals affected by it so that they may state their position by ballot. Any resolution or action based upon this vote would then become an expression of the will of the majority.

As for the American involvement in Southeast Asia, we would like to see hostilities ended as quickly as possible. However, we would not try to outguess the President nor his military advisers who certainly have information not available to the students or faculty at this institution. We fully support the President of the United States in his effort to neutralize the Cambodian sanctuaries.

P. E. Trejo
Stanley Randol
Les Schwoob
Anthony Lauß
LeRoy Potter
Bob Gammon
W. G. Lewis
J. J. Reid (with qualifications)
W. Thompson

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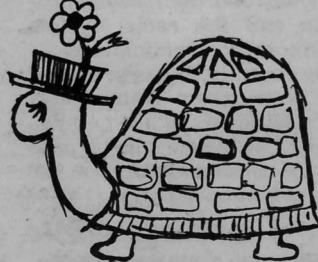
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Third world decries 'man's inhumanity'

Teach-ins involve College

By M. EDWARD JACKSON

On Monday, May 11, 1970, De Anza started a series of teach-ins that intended to involve and consume student, faculty and administration concern and activity. The "political" issue that promoted the intense involvement was President Nixon's decision to send troops into Cambodia. Four students were killed at Kent State in Ohio and the "silent majority" again had an exciting, interesting and horrifying reoccurrence of national student unrest.

As usual, "White America" jumped on the bandwagon and De Anza was no exception. Classes were to be boycotted; protest demonstrations, rallies and marches were to be conducted. Left-wing radicals and moderates started pushing for student and faculty involvement and commitment to the end of the Vietnam war.

DURING THE COURSE of the first week, an interesting shift in concerns developed at De Anza. Students became aware of what Third World Activists have been explaining for years: the social implications of U. S. involvement in Vietnam is imperialistic racism.

This unilateral war effort is only concerned with maintaining U. S. dominance and control of the world's political and economic situation. The people of Vietnam and all of Southeast Asia don't matter. If the people are destroyed, so what! They aren't comparable to White Americans. As has always been the case, "circumstances" allows "them" to follow "us" to a better and ideal way of life. To believe that one nation and one people has the only "correct" style of life is what Funk & Wagnalls Standard Dictionary calls racism. The belief in the superiority of one group based on racial grounds.

THUS THE HOPE for intelligently understanding the political issues and the social injustices of Uncle Sam were to be discussed. The Third World representatives of De Anza proposed to sit-in and observe what possible utility would result from their participation in this diversion from "business as usual."

I had two disappointments right from the start. To be told that the Communist Party has to direct my concerns regarding my life as a black man in the United States is absurd! I don't need political direction to be sick and tired of the "same old sh--." I don't have to be a Communist to be appalled at the oppression of black and white people in this country. The death of four white liberal students is nothing new to black people. This means control is only a repeat of what I've felt all my life. The shooting of six black men

in Georgia did not require Communist agitation to intensify my anger and hostility.

THE SECOND appalling element at De Anza and in Santa Clara County is the majority apathy regarding racism and imperialism. Every member of the community of De Anza was invited to attend and participate in the teach-ins, irregardless of their political convictions and beliefs, by Dr. A. Robert De Hart. He expressed his personal dissatisfaction with the status quo and asked the students, staff and faculty to search their consciences and come to the teach-ins ready to inform the concerned people there of their understanding of our present situation. Unfortunately, the majority not only didn't adhere to the College president's advice and counsel, but they proceeded to go on with "business as usual."

The silent majority isn't aware or concerned. The Vietnam and Cambodian political questions serve as diversionary tactics to displace the population's anger away from the central problems facing this nation: abuse of the rights of the people. This strategy is excellent in permitting politicians to control the "puppets" of this country, the silent majority. In fact, "Trickie Dickie" proved how "wise" a politician he is by introducing this insulting term as a label for the naive populace of the United States. And you swallowed it! I have heard white people brag of their ignorance by commending themselves for being able to identify with a group that isn't even willing to think for itself.

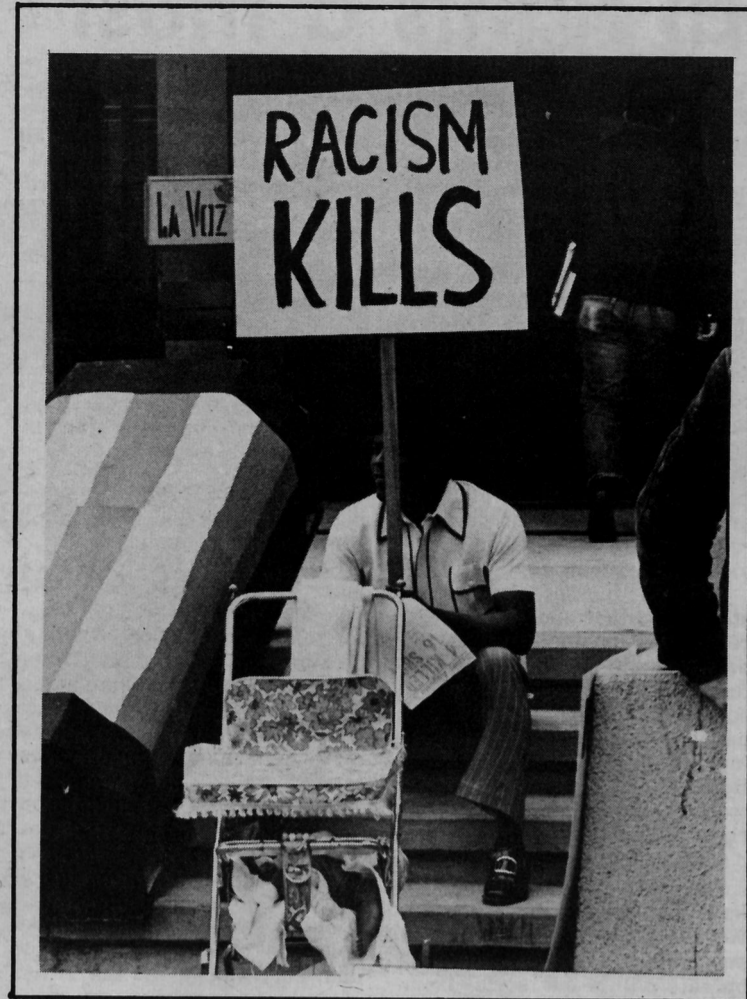
Come, "Dickie," lead us to hell.

The surprising element is the effect that these control measures appear to work equally as well on so-called white liberals in directing their attention away from political and social injustices toward Third World People within their own community.

Viet Nam war: good, bad

The war in Vietnam has been going on now for 15 years. Due to my experience with war and its makings, I think there are good and bad points to these kinds of murders.

Of course no one can afford the Communist government to take over, but the U.S.A. should never have become involved as deep as they did. They should have advised and trained the South Vietnam forces to defend themselves, instead of moving in becoming big boss-man when the United States is having so many troubles. If the United States had never become involved there



Urban coalition needs support

The Poverty Cycle, which has affected all of us in some manner whether rich or poor through dependence or taxation needs to be eliminated through our involvement, a few hours, or maybe a few dollars directed toward the development of our community. The name of this program is Urban Coalition. We the community intend to enlist the energies, skills and resources of the private sector to improve the quality of life in our community. This would require commitment by citizens, industries, foundations, High Schools and College. The alter-

native to this program simply would be to deny the community its most valuable asset, the productive capability of its citizens.

The Urban Coalition Program is not a charity, it is a joint private sector effort, unprecedented in modern time, an alleviation of oppressing conditions of the Status Quo. This program deserves top level support, it is our community's first line of defense against dependent conditions.

THERE IS A PILOT program running in Foothill College and our De Anza District. It is called "The Gateway to Opportunity." This program is designed to help our economically disadvantaged students and future students, it will establish for new needy students an aid package which includes work study employment up to 15 hours a week, low interest loans and grants and hopefully vacation employment. This is a fine example of Foothill and De Anza Faculty and Students getting it together.

What we need is your support or commitment to this program! If you are willing to contribute time, we would appreciate your contacting Edward Jackson or Maurice Campbell through the Ethnic Studies Division office, and if you are a needy student seeking employment for the summer, please contact us also. Give a Damn.

—Maurice Campbell

would not have been a Cambodian Crisis.

But now people are asking, should he or shouldn't he (Mr. Nixon) send troops into Cambodia. All this should have been considered before now, because it's too late for tears.

As for me I don't believe in war of any shape, fashion or form, but still you get a lot you don't want, like Racism among the American people, who believe in "All men are created equal. **"BULL!"**

Will it, take four murders on this campus to wake-up this lily-white community? So Be Aware. —Danie F. Clark, III

Past 15 years show steps for liberation but...

By LENNORIS WILSON

The struggle for Black Liberation has taken giant steps since the 1955 Montgomery Bus Boycott, which touched off the contemporary phase of the movement. It has given Black Americans a heightened sense of dignity, worth and destiny as a people. It has made claims of the Black masses into a paramount and unpostponable issue in American life and politics, and acquainted the whole world with the intolerable conditions of the more than 25 million Black Americans and their determination to end the racist system and win self-determination.

More recently, it has propelled Black Nationalism from deeply felt resentment against injustice and inequality into a powerful and ascending force in the Black communities.

IN THE CONCLUSION of the biography of Sammy Younge,

Jr., the first Black college student to die in the Black Liberation movement, SNCC leader James Forman summed up the situation in the following terms: "The History of Resistance to the most unique colonization experience known to mankind shows that the 60's must be recorded as an accelerating generation, a generation of Black people determined they will survive, a generation aware that resistance is the agenda for today and that **Action** by people is necessary to quicken the steps of history."

Black Americans have participated in plenty of action since 1955, and these struggles have been responsible for whatever advances have been achieved. But it is painfully evident that all the struggles over the past decade and a half have not succeeded in improving the living and working conditions of the Black masses or eliminating the

worst abuses inflicted daily upon them. Only a few favored individuals from the Black upper crust have benefitted from the tokenism through which the White possessors of power and wealth have tried to dampen or buy off the militancy of the masses.

ECONOMIC STATISTICS confirm what every Black American knows from personal experience, that Blacks are subjected to many forms of discrimination, have much lower incomes and fewer job opportunities. They receive lower wages, live in rotten housing and receive inferior education. Just one figure from the bottom of the head shows what the score is — 40 per cent of the nation's 9,500,000 citizens on welfare are Black. In some states monthly welfare payments amount to as little as \$40 for a family of four. In New York City, 80 per cent on wel-

fare are Blacks or Puerto Ricans.

Despite the heightened consciousness of the nature of this oppression and the awareness of the failure of the policies pursued in the past, no clear alternative conception has yet emerged from the Black community on what has to be done to bring better results. Although repeated uprisings in the Black communities have indicated time and again the existence of a deep-going mass radicalization, little headway has been made in organizing the ghetto masses into an effective force for struggle. Instead, the gunning down of Black Leaders, assassination of Malcolm X and Martin Luther King, Jr., the repression of the Black Panther Party and the lack of mass agencies of struggle have bred a widespread feeling of frustration which exists in the Black community on all levels.

Ethnic Studie

The expectations pres department of Ethnic should move toward tw equally important ends.

The first goal is dir ward the Third World whether he is aware of cept or not. This studer be presented with facts and a new world of intel oriented material which use to reinforce his emerging self-concept o vide a base from which Ethnic Studies should tr rect the many years of ism to which the stud been exposed, and help it with a self-image pride, knowledge and a f humanitarianism.

THE SECOND directio be that of instilling av in the Anglo-student. Se the two goals are syno however there is a sense ing between people c which can very seldom tected in non-Third Wo ple. This means a diffe proach is necessary w proaching this group in help them understand tl ority people have suffere oppression and that t beauty in difference.

This oppression has quite clear to them due to the unfortunate and t cidents of the past weel are aware that they, 1 now in the minority and ready begun to feel the of the bullet and the l and degradation of th They feel the frustratio and futility born of the i to reach a goal one k just and right.

As callous as we so feel we are towards othe our world, in our hearts grief for our young white for we can foresee ma States in the future.

—David F

Racism diseas

How long will it tak much blood must be How many hearts m broken? How many, how How many tears must b Wake up, Americans!

Racism is a disease minds of men. Col ferences exist only mind. We must start now ing the world that all r brothers walking upon o et — earta. The differen and kinds are to lend bea fragrance to the garden kind. The different col personalities of individu beauty to the world and distract from the garden.

The Black people of th should be regarded as Roses in the Garden o Oh, how lovely the beau Black Rose.

When the minds of n come directed in a positi and we begin to see eac as **BEAUTIFUL** brothers ters, then, and only the racism be erased from t of the earth.

Wake up Americans! —Marlene

Blacks, radicals spl

A definite split exists t America. The letters, m etc., being written by wh day, when not reinfor Blacks has been misinter The facts, that Blacks join the protest is no counter of their feeling rather a statement of th illusionment of a journe have traveled many tin fore.

So the apparent split is group against the othe rather a misunderstand white radicals as to wh Black Man "is coming f

When he arrives at this maybe, he will then be re make some real changes "status quo." —Lacey Th

'Business as usual'

A majority of Fine Arts instructors at De Anza have openly expressed their deep concern about the issues of the current crisis. Several have participated in the teach-ins and demonstrations. Yet they feel strongly that the ingredients of the subjects they teach are brought into more urgent demand than ever by the very intensity of contemporary problems.

The times call for wisdom and insight, and for human beings blessed with the ability to see clearly, hear perceptively, sense deeply and think keenly. The disciplines of art, music, drama and photography foster just such attributes.

THE THOUGHT OF suspending fine arts activity in deference to the call for "no business as usual" seems to the Fine Arts faculty to be counter-productive, or even destructive of the very objectives of those raising the cry. It has been interesting to note the reactions of students in fine arts classes to this stand, for with some few exceptions, these classes have been consistently well attended.

"The Desk Set," the De Anza drama department's spring quarter production, will be shown for the last two times tonight and tomorrow, May 22 and 23.

The play, about a group of women fighting a computer takeover, is being shown in room A-11 at 8:15 p.m. Admission is \$1 for adults and 50 cents for students.

Students have been encouraged to follow their consciences in matters of attending rallies or participating in demonstrations. In some classes, naturally, it is virtually impossible to disregard absence entirely, since participation can only happen by being physically present (Band, Chorale), but every latitude possible has been afforded.

SCHEDULED performances by music groups have continued, both for the personal involvement of the members and to counteract the mindless suspicion abroad in the community that all college students are irresponsible radicals.

Plans for the annual Art Show have proceeded, involving faculty and students in a public display of the results of personal artistic thought and commitment. The Drama Department is preparing its Spring Play, a comedy which will give audiences a chance to laugh at the perennial "up-tightness" of our human dilemma. Photography students and staff have found in the tensions of the time notable opportunities to provide through their craft a record of insight. The Fine Arts faculty happening.

Business as usual? Perhaps. But it is of singular urgency to the persons involved, and contributes to their awareness, individual integrity, creativity and insight. The Fine Arts faculty feels this is a contribution to the times.

Royal Stanton
for the
Fine Arts Division

Studies, politics different

By MAURINE HARRIS

My concerns are with the manner in which we solve problems in a democratic society.

1. There seems to be a tendency by some to mix the academic process and political action as if our academic commitment should be a vehicle for political action.

LET THOSE who wish to take political action do so separately from their academic commitment. I would like my congressman to represent my political

views and not my (faculty) senator at De Anza.

2. Let those who wish to take political action do so, representing themselves only and not as the representatives for the total academic community. One of the statements in the memorandum of May 13, reporting the Faculty Senate stand on the Georgia situation, asks the President of the United States "to end the war immediately." There are those in the academic community who support President Nixon in his non-immediate plans to end the war. M. Molander re-

ports that the Senators agreed unanimously as to the contents of the memorandum, so I presume that those in Washington and elsewhere are under the false impression that the entire academic community at De Anza is of one opinion.

3. I AM CONCERNED about the democratic process. I do not recall my Senator discussing with me separately or in Division meeting the contents of the above-mentioned memorandum. First, I did not give him license to act for me in a political matter; and, second, if I had, he voted without knowing my feelings.

I am concerned about the element of coercion and threat that has crept into some public statements, for example, that those who are "apathetic" may be targets. There are those who seem to believe they can and should measure another person's involvement. It may be that the person who does nothing demonstrable may be more involved and acting in a more constructive manner than the man who acts his feelings out publicly. In a democracy each person has a right to his point of view. He should be able to choose to be apathetic, if he wishes.

WHEN STUDENTS are to be encouraged not to attend the class of the teacher who is "apathetic" that is the kind of problem that arises when the academic life is identified as a vehicle for political action. The two must be separated if we are to avoid chaos.

The college should be a center for free discussion of all ideas. That is different from the college being a center for political action which interrupts the academic process.

Psych discussion explains reasons behind movement

"The acceptance of acting out the inauthentic roles imposed by society is to deny our own uniqueness." This statement was offered by Dr. Frank Savage as a possible explanation for the motives of people involved in the peace movement.

During a discussion Tuesday morning entitled "The Psychology of the Peace Movement," Dr. Savage and interested students offered ideas concerning opposition to and involvement in the movement.

Dr. Savage suggested that many participants of the movement may be trying to assert their own beliefs and ideals as unique individuals.

Several reasons for the strong opposition of some to the peace movement were also discussed. Resistance to change from the

status quo and the fear of possible growing violence were two of the possibilities suggested by students.

The belief of a large number of people that the peace movement is communist controlled was examined. Dr. Savage explained that confrontation with the unknown results in fear, and the ability to explain it as a simplistic solution reduces this fear.

"Existential reality," as Dr. Savage described it, is the inability to know for certain what events will take place, producing anxiety. The tendency to blame unrest on a certain element, such as communism, offers an excuse for the activity, thus making it less of a threat.

Dr. Savage also pointed out that when people feel threatened, frightened, and confused they subscribe to and support stronger authority to control the forces they do not understand.

Member of '23' explains position

On Monday morning, May 11, 1970, a group of 23 people marched off this campus and sat in the street at a nearby intersection to demonstrate their personal commitment to ending war, racism, poverty and all inhumanities being spread throughout the world.

The group consisted of 21 students and two faculty members. I was one of those students and I have been asked to try to explain to the people on this campus and in this community why I did it.

BEFORE I DO THAT I want to make it clear that the things I have to say are my own ideas and not necessarily those of the others involved in the sit-in.

I have been criticized by some

No more loans, Fund used up

The Financial Aids Office has reported that their will be no more emergency loans this year. Students who currently have emergency loans have been encouraged to repay them as soon as possible.

The funds were available to students who find they have immediate expenses that they cannot meet. The money was used for everything from repairing cars to purchasing books. The loans are supposed to be repaid in 30 days.

The reason that the loans will not be available for the remainder of this school year is that the emergency loan fund is not only empty, but below zero.

and praised by others. To those I have spoken to I feel somewhat assured that they understand my reasons for the actions I took. I hope that I can reach the others in this letter.

Two weeks ago at Kent State four students were shot and killed by National Guardsmen after they rallied in opposition to the war in Southeast Asia. That was on a Monday, and by Thursday nearly every college campus in the nation was feeling the effects of this action.

THIS EVENT horrified me so much that I started spending all my conscious hours trying to figure out what I was doing and what the people in this country were doing. I saw that most of the people in this country were completely oblivious to the suffering here in the United States and in all countries throughout the world.

This community, De Anza, and the surrounding area was no exception. On Wednesday evening a handful of students (about 250) got together and organized themselves with the objective of getting the community involved, be it in a sympathetic or opposing manner. By Friday evening I saw no change in the reactions of the community.

The people working here were getting somewhat dismayed and were racking their brains in an attempt to figure out a way to get people up here to talk to us, to give us their ideas, to at least listen to us.

TWO MARCHES AND numerous radio announcements failed

to reach all but 300 or 400 people. That evening I spoke to several of the people here and we decided on the sit-in. Our objective was to show to the community, in a peaceful and non-violent manner, our commitment to ending war, racism and poverty in the world.

We did this willing to accept the actions that we knew would be taken against us. Our immediate objective was met. We sat in the street, hurt no one, destroyed nothing, and resisted nothing. We were arrested and taken to the Santa Clara County Jail and booked. We spent the night in jail and were arraigned on Tuesday morning.

The outcome of our action has not been decided, yet I face a maximum sentence of six months in jail and a \$500 fine. I am going to plead guilty to my charges. But I am also pleading to everyone who reads this letter to listen, talk, get involved. The future of mankind is at stake.

Respectfully,
Gary Woolridge

Business and Data Processing

Right to education probed

We believe in freedom of choice as well as freedom of expression. Therefore, we believe that students have a right to pursue their formal education if they wish. Some classes lend themselves to discussion of current topics — others do not. We plan to offer our classes as scheduled as long as students attend them.

We respect the rights of students and faculty who dissent even though we may not entirely agree with their dissension. Some of us believe that we should withdraw from Indo-China immediately and completely; others stand behind President Nixon 100 per cent. Everyone of us believes that each person has the right to express his own opinion. He even has a right to be apathetic if he so chooses, although we do not condone this.

Our students have the right to

be educated as well as the right to be heard. Every student, every faculty member and every citizen has the obligation to express his views on topics of national concern.

We believe that only the democratic process should be used to change government policy. We are against violence by the National Guard, leftist or rightist student groups, the U. S. Military, the Mafia, the Ku Klux Klan, etc. We are for world peace and for local peace.

Above all, we are for the freedom to agree or disagree.

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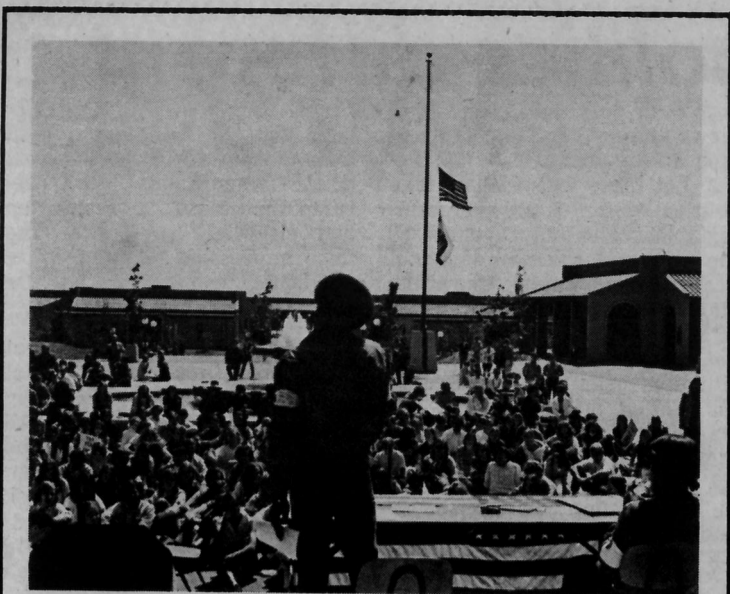
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A short rally was held at De Anza prior to the march to the Cupertino - Sunnyvale Municipal Courthouse in memory of the black people killed in Georgia. Chris Cross, assistant multicultural consultant, expressed approval of the number of people who went on the march in a speech at the courthouse. Above, Cross speaks to the crowd at the campus rally. (La Voz photo by Dennis Dunham)

Withrow, Lincoln

Two instructors favor Cambodia

Dear Students, Staff and Board Members:

Despite our recognition of the value of unity, we feel it necessary to describe our views concerning recent events because you are entitled to know those views. Briefly stated, they are as follows:

1. Reasoning from the analogy that we saw between Munich and Vietnam, we have supported the war in Vietnam as a means of accomplishing a goal—the maintenance of, if not a “free” world, at least a freer world. This goal was certainly not achieved by the isolationism that preceded World War II.

2. **BECAUSE THIS** analogy no longer appears as valid as we once believed, we have concluded that our military efforts in Asia should be brought to an end by means that are consistent

with the overall safety of the South Vietnamese and the Americans in Vietnam. We believe that this concern precludes an immediate withdrawal of all American troops. We also recognize the possibility of serious difficulties in the long run, as a consequence of the removal of American forces from Asia, and we accept that risk. We retain our long held view of the United States as the best working model of the democratic process now in existence.

3. In the sense that an invader traditionally intends to permanently occupy a country, we do not view the movement into Cambodia as an invasion. We do believe that this action does have the potential for shortening the war.

4. We do not believe that our Board should have adopted as its collective policy a resolution concerning the Cambodian action. As a tax exempt institution supported by public subsidy, the public has the right to expect that the Foothill College District will forego political activity.

5. **WE ARE DISTURBED**, rather than awed, by the apparently unanimous agreement of the Language Arts Division concerning the Board's statement on Cambodia. We continue to believe that differences in opinion are indicative of a healthy college. We believe that the variety of attitudes exhibited within the Social Science Division (which we perceive as ranging from considered concern to committed involvement) represents a beneficially democratic mixture.

6. We do not believe that the classroom is intended to provide any instructor with the opportunity to indoctrinate his students exclusively with his own restricted views. This belief has been more ably expressed by Kingman Brewster, Jr., president of Yale University. “. . . The appeal of popularity and relevance combined finds its most disastrous consequence in what I would call the ‘evangel-

ical’ academic. The teacher who has no convictions is a neuter. The teacher who won't tell his class what he believes is a misquetoast. But the teacher who sees his classroom or his professional podium as an opportunity for missionary indoctrination is an outrage. . . . The classroom evangelist is to my mind the worst form of the anti-intellectual intellectual.”

7. We do not believe that a boycott of classes by student and/or faculty is an appropriate way to stop a war. We believe that, for some, a boycott serves largely as an implied threat of more destructive activity to come.

8. **WE DO BELIEVE** that a students, faculty and member of the Board should have the opportunity to express their individual views by those lawful non-destructive means available. We would encourage all to listen to these views whether or not they can be readily accepted. We shall resist, however, the entreaties of those who operate solely on the basis of emotional appeals. In years now hopelessly passed, the appearance of an evangelist in a fundamentalist church was a frequent Sunday occurrence. The refusal to heed the emotional appeals to “come forward” and accept their version of the truth produces strong feelings of guilt in those who remained seated. In the same way, and despite the associated feelings of guilt, we must refuse the calls of those who by their emotional condemnations try to convince us that they alone know the truth in the secular world. The people who claim that the country is falling apart, despite their efforts to save it, should be aware of the potent effects of what is often referred to as the “self-fulfilling prophecy.”

Sincerely,

Robert S. Lincoln
Roger P. Withrow
Instructors
Social Science Division
De Anza College

Suddick calls for 'Golden Mean'

Some 40 years ago, President Franklin D. Roosevelt stated that among the inalienable rights is the right to “freedom from fear.” I accept this as a truth even though it has not come to pass in my 23-year existence.

Movements, such as the one presently in motion on the De Anza campus, have begun for the purpose of alleviating the fear which brings about needless starvation, racial oppression, seemingly endless Indo-Chinese conflicts, thoughtless ravaging of an environment which must support us for years to come, and the omnipresent threat of apocalypse through nuclear war. I have joined this movement because, through community interaction and democratic process, it seeks to eliminate fear as well as put an end to our frustrating foreign and domestic entanglements.

AMERICA — LISTEN to it. I love the sound of it. I love what it can be. I deplore what it has become.

Through fear and misunderstanding, it has become a country where I see human beings suffering the most painful hurt of all — starvation. While this goes on, I see farmers being paid not to grow their crops.

It has become a country where oppressed minorities are now having to resort to protracted violence in order to be heard. Fear tells many to silence these people who are proclaiming their humanity. It has become a country which carries on and advocates an Indo-Chinese war of mass butchery, and is so Orwellian in its overtones that it

is an object of shame for every rational human being.

I RETURNED FROM that war with all the abhorrence for violence attributed to those who have been close to death. The ideals for which I was allegedly fighting were not to be found in the bunkers of Khe Sanh, nor were they perpetuated on the Laotian border, or the De-Militarized Zone. I looked forward to my return to a country based on unity.

Instead, I found polarization over the issues I've mentioned before. I somehow felt that these things would ultimately affect me, since we are all parts of a whole. With my abhorrence of violent action, I could not take to the streets and further perpetuate and fortify the basis for the very things which are tearing this country apart—fear and misunderstanding. I therefore chose to align myself with the youth movement, emphasizing my commitment to non-violence. This movement has recently manifested itself at De Anza and I am morally obligated to involve myself with it.

WE CANNOT GO ON trying to end poverty while we cause suffering in war. We cannot end war while we continually oppress ethnic minorities. We cannot clean up an environment if we have a propensity for creating ways to alienate and kill one another. In short, we can make no progress whatsoever if we don't stop being afraid of one another.

“Ignoramus” is the Latin first person plural verb conjugation meaning “we CHOOSE NOT to

know.” We cannot “choose not to know” any longer. This movement is committed to bringing together the experience of the community and the idealism of the campus in an effort to create a Golden Mean of living quality. Fear can only tarnish and misunderstand can only corrode and make us perishable as brass. I appeal to my fellow students to not fear us. Please choose to know what we are doing and why. If we cannot meet as people, we destroy the very ideal of unity on which this country was created.

Tom Suddick
student

Argues gradual pull-out as best

I am against the war, but I do not feel we should pull out immediately. I support the proposed amendment by Church (D-Idaho) et al, to be discussed in the U. S. Senate to pull out of Southeast Asia by June, 1971.

I feel we should continue classes for students who want to go to class and also have discussions on campus about the war, social problems, etc., for those interested.

I do not feel that people should be forced to attend or participate in the teach-ins unless they want to. I DO NOT believe in closing down the school!

Douglas Cheeseman
biology instructor

Instructors seek involvement

We wish to join the Student Coordinating Committee in inviting faculty and students to participate in a series of Community Seminars May 18 through 28. These will explore “The Moral Relationship of Americans to America.” Please announce these to your classes and come yourself.

This series of informal discussions, led by faculty and student teachers, will seek to provide a meeting place for all points of view. This could become a step toward the kind of learning community that De Anza has been working for since the foundation of the college. Could become — but will not without your help. We are coming out of the strict confines of our separate formal disciplines and beginning conversations that focus on our common goal: the growth of each of us into a more informed, compassionate human being, capable of effective action in a democratic community.

NATURALLY, WE do not think that the Community Sem-

inars are a substitute for all other classroom activity. Instead, the seminars are intended to be a means of deepening participation in the standard curriculum and of applying the segmented knowledge gained in the regular classes to broader human concerns. Thus, although the seminars are not a substitute for the standard curriculum, we believe that every curriculum at De Anza could be enriched by the kind of perspective that can be gained in the seminar discussions.

We think you agree with us that De Anza's primary aim is not, except in special cases, to produce mere efficient instruments, but rather to foster the growth of self-directed, self-confident human beings who are capable of seeing the relationships among all the subjects taught here. Recognizing that teachers commonly provide a variety of ways in which students may meet their course objectives, some instructors will no doubt allow involvement in the seminars to fulfill a part of

their course requirements, where appropriate.

THE SEMINARS ARE only a modest beginning, and they could easily wither away unless all those involved try to become a community of learners and teachers. De Anza has already moved toward a sense of community and away from the concept of college as an intellectual assembly line, with the instructors as workers and students as “a diversified line of products.” Would you please help by your example and exhortation to keep us moving toward community?

Finally, we invite you to make your presence in the De Anza community more deeply felt by assuming the responsibility for one of the seminars yourself.

Signed:

Bob Brock, Jim Luotto,
Language Arts
Sal Pecoraro,
Fine Arts
Sandy Hay,
Physical Sciences
Walt Travis
Political Science

Disputes Withrow-Lincoln

Some members of the Language Arts Division are surprised that Messrs. Lincoln and Withrow are interested enough in our proceedings to think that we meant them to be awed by one of the few unanimous decisions we have ever been able to reach.

We are flattered by this attention, and must admit that it is unnerving to be, however humbly, in the company of such unanimous bodies as the electors of George Washington and the signers of the Declaration of Independence. Perhaps if the influence of a few De Anza instructors could have been exercised in those days, such “disturbing” unanimity might have been avoided.

We feel, however that Messrs. Withrow and Lincoln have an impression of us based on almost total ignorance, and we wish to invite them to attend our

future coucels in order to discover for themselves how little cause they have to be either awed or disturbed by our unanimity.

As to using the classroom for “missionary indoctrination,” we too, agree with Kingman Brewster Jr. that this is an “outrage.” But who does it? We are not aware that any of us have been conducting camp meetings in our classrooms.

Finally, we agree that a boycott of classes is not likely to stop the war. What is needed obviously, is a boycott of the war, the “destructive activity” which is likely to make the question of college classes irrelevant to even more than the over 40,000 potential students already dead.

James Luotto,
Language Arts Division
Chairman

Opposed to war and Cambodia, frightened at chance of violence

I am opposed to the war in Southeast Asia and frightened by the escalation into Cambodia. Frightened because of the effect this action has had in uniting previously non-united opposition for us — thereby increasing the likelihood of global war; and frightened by the likelihood that violent protest in our own country will be the type Washington (Nixon) promotes by its (his) failure to listen to non-violent protest.

The explanations given for our administration's Asian policy are

an insult to the people's intelligence. There seems to be much analogy to the situation which occurred in Germany at the time of Hitler's rise to power.

One of these is the policy of genocide being carried out on Southeast Asian people because they won't “buy” our economic system and won't allow our economic interests to take precedence over their own.

I am opposed to any of our troops remaining in Southeast Asia.

Thora Rose
nursing instructor



Hundreds of De Anza students turned out for a peaceful march to the Town and Country Village in San Jose. The well-organized march commenced at De Anza College, traveling down Stevens Creek Boulevard blocking two of the three lanes. The five-mile march in protest of U. S. involvement in Cambodia was well patrolled by sheriff's deputies and San Jose police. No acts of violence were committed by the passive group. (La Voz photo by Dennis Dunham)

Committee members

Nixon's move catalyst

Editor:

It is characteristic of Man to harbor and express thoughts of changes which his world profoundly needs. When individuals collectively assemble to express these thoughts non-violently, they are ensuring the health of the democratic process. Therefore, it is our purpose with this movement that we do indeed adhere to those principles and processes set forth in the Declaration of Independence.

Though it was the actions of President Nixon in respect to Southeast Asia which acted as the catalyst to motivate this movement, we see as the function of this movement, not only the questioning of government policies in reference to S. E. Asia, but the broader proportions of domestic conflicts such as poverty, institutionalized racism, irrelevant public school instruction, environmental deterioration and most important, lack of trust in interpersonal relationships.

IT IS THEREFORE our purpose to not only question these issues but to openly discuss and entertain ideas and methods for constructive change.

We would like the community to recognize this movement and the role of non-violent protest in our society to affect these positive changes.

"The general rule is that pro-

test is permissible unless it upsets the orderly routines of society. Yet, obviously, protest will have no results unless it does precisely that. Protest which does not disturb is futile; protest which does may be unacceptable to the majority. . . . Yet the vitality of the democratic process requires that those with grievances be willing to demand redress and that those against whom their protests are directed permit them to do so. . . . To demand that the protesters accept "the law," to castigate them as disturbing elements, or to otherwise avoid entertaining their protests on the merits is to shortcircuit the democratic process." From Theory and Practice of American Democracy by Krinsky and Rigby, U of SC.

De Anza is a community college. To us, it belongs not only to students and staff, but to the community as well. We as members of the college community see the need for the continuing growth of our minds.

"IT IS OWING TO a quality of the human mind, the source of everything respectable in man, either as an intellectual or as a moral being, namely that his errors are corrigible. He is capable of rectifying his mistake, by discussion, and experience. Not by experience alone. There must be discussion, to show how experience is to be interpreted. Wrong opinions and practices gradually yield to fact and argument; but facts and arguments to produce any effect on the mind, must be brought before it." Theory and Practice of American Democracy, Krinsky and Rigby.

We would like to bring before you, the community, a program of continuing seminars of open dialogue in pursuit of a relationship among all persons and all viewpoints. We hope that through these seminars, understanding and mutual awareness can be achieved.

Tom Suddick
Gordon Kirby
Deborah Bogart

Instructor's feelings

'Middle' views not neutral

By ALAN E. ELLIS
Instructor of Economics

Within the spread of faculty opinion on recent events, I probably represent a fair example of the "middle". My own views on the war and its consequent social upheaval are by no means neutral.

Like most Americans, I am deeply concerned about the future of this country. Indeed, that concern is why I am a teacher. I believe, however, that I can best express my concern by trying to insure that in the future our citizens can make better decisions.

With that as a goal I have felt that it would be best in the long run to try to do as effective a job in teaching my subject as possible. Economics is highly relevant to the future of this country. Many of the areas of deep social controversy hinge on

economic issues. My goal is that students receive the foundation in my discipline which will make them better decision makers. For that reason I have conducted my classes in a nearly normal fashion. I have been active in encouraging others to do likewise.

Notice that I said "nearly normal" and not "normal." These are far from normal times. To ignore the real and deep concerns of students would soon mean that the students would stop listening. In order to teach, one has to listen and learn. Students have demanded of me that I address myself to the issues uppermost in their minds. I have done so and will continue to do so in the future.

In the normal course of study, an economics class studies the impact of governmental policy on economic life. A major factor in governmental policy is the war. Accordingly, my classes have studied the ways in which government expands its role when it fights a war. We have done this in the past and we are doing it now.

My classroom is not a forum for a particular point of view, but it does offer the student a picture of what economics as a

science has to say about the impact of current governmental policy. Needless to say, my lesson planning does take account of current events and student feeling. To that extent this year is unlike last year. But then, last year was different from the year before!

I have also made other adjustments of a more administrative nature. I have arranged for students who have missed work to make up what they have missed. To the best of my knowledge other instructors are, and have been as a general rule, doing the same.

To conclude my observations, I would say that while it is very wrong to assume that this campus or this generation of students is conducting "business as usual," it is equally wrong to assume that the entire educational program has been disrupted or even drastically altered by recent events. Certain areas have been clearly touched more than others. By and large, however, I would like to feel that our educational program is one of continuing relevance. As such, I hope it can cope with the external world pretty much "in stride." In any case, that has been this instructor's approach.

Nurse deplors Nixon's policy

I deplore President Nixon's Far-Eastern policy and favor immediate and unilateral withdrawal from Indo-China. I hope the closing of the College for two days helped focus the attention of our community and our elected representatives on the extent of the dissent.

Jeanne Wilcox
nursing instructor

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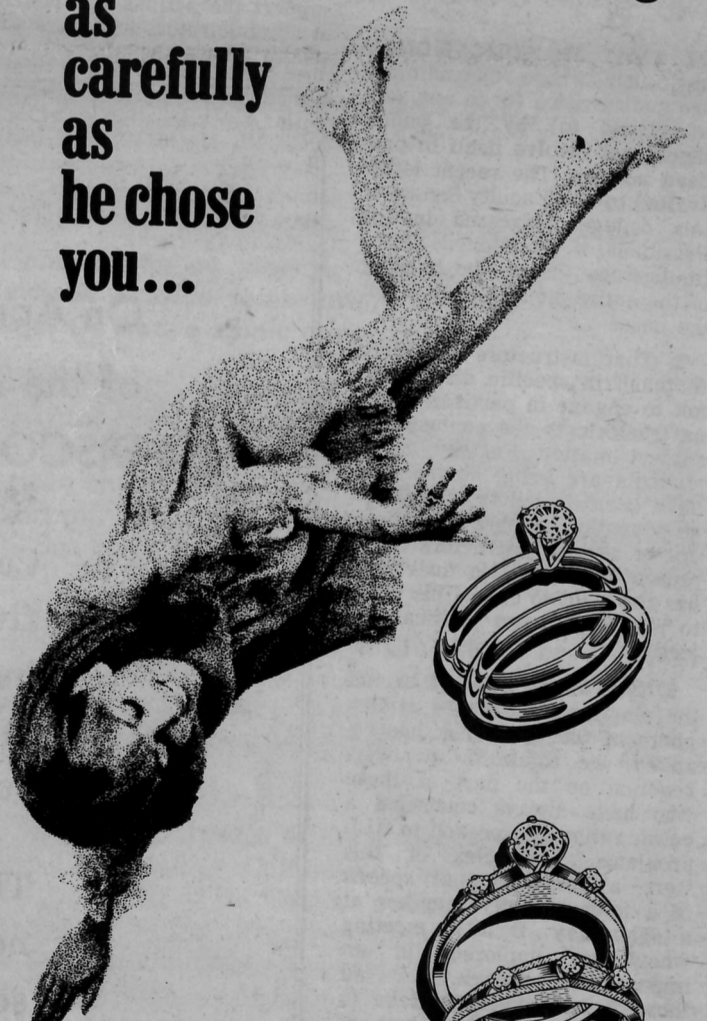
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Alexander backs Nixon

Our country has a reputation for judging a man by his performance—not by the distortions of his critics. But this quality now seems almost as beclouded as the issues in the South Vietnam problem.

I claim no crystal ball, either in foresight or in hindsight. I simply suggest that we look at the evidence before we blindly accept any condemnation of the President's actions.

PRESIDENT NIXON inherited the situation in South Vietnam; he did not create it. His election pledge was to bring U. S. troops out of Southeast Asia in an orderly fashion, while attempting to leave the South Vietnamese people able to defend their right to free self-determination. The U. S. public clearly repudiated the strident voices calling for immediate and precipitate withdrawal.

What is the record of the President's action in this unenviable

situation? A first contingent of U. S. forces has indeed, been brought home from Vietnam. Plans for the withdrawal of many more have been announced, as specifically as any commander could be expected to do it. In making the announcement last month, President Nixon cautioned the North Vietnamese leaders against any attempt to use the violated areas of Laos and Cambodia for an escalation of military activity.

THE PRESIDENT'S statement is worth recalling; it has been much distorted by his critics. He stated that he had no intention of sending U. S. troops into Laos or Cambodia PROVIDED no increased military activity by the North Vietnamese occurred in those areas. He stated that any such increase would constitute a threat to U. S. and South Vietnamese forces, in which event he would have to take appropriate action.

Following the increased military build-up in those areas, the President did take appropriate action, as he had stated he would. In order to give South Vietnamese and U. S. forces tactical advantage, maximum surprise was essential, and any suggestion that such an operation should've had prior Senate debate is ludicrous. Information being reported by observers in the field, suggests that this operation may well be one of the most decisive yet undertaken in the interests of withdrawing U.S. forces from South Vietnam as rapidly as possible.

A FULL ASSESSMENT of the significance of the operation can not be expected immediately, but I believe the President is entitled to be judged on its outcome, and NOT by some self-appointed purveyors of instant wisdom. To have known the existence of such an arsenal poised for release at the optimum time against our withdrawing forces, and NOT to have ordered its liquidation, would, in my opinion, have been more deserving of the cries of impeachment.

I submit that the President cannot yet, in all fairness be accused of having defaulted in his election pledge. A journey starts from where you are, with a single step. The President has taken that first step in the direction he promised, and has outlined firm plans to continue in that direction. We can support him best by getting on with our individual jobs and letting him get on with his.

And if there are those who must shout, let their voices ring clearly in Paris and Hanoi supporting the President's repeated call for a negotiated cease-fire, for a phased withdrawal of ALL foreign troops from South Vietnam, and for internationally supervised elections.

Murray Alexander
Department of Physics

Campus polled: many silent, wide range of views given

"Do your own thing" is definitely the by-word for most De Anza students.

A La Voz poll of students on campus indicates that most students support the aims of the student peace movement, but are working for change on an individual basis rather than becoming involved in the group.

IN AN EFFORT to discover where De Anza students stand on the issues, La Voz interviewed 34 students at random.

Three times this number were asked to comment for La Voz, but it seems that the silent majority preferred to remain silent in this matter.

All were opposed to violent means to promote social change, and some said they were afraid to participate in two De Anza marches because they feared violence.

Three students said they participated in the boycott of classes, the rest were opposed to such tactics. Ten said they have been active on an individual basis, but have not been active in the Community Coordinating Committee activities. Two said they are not at all concerned about change.

CONCERNING A boycott or eventual closure of classes, Hans G. Reinecke said he felt there should be a closing of the school to "get recognition where it is really deserved — to get people to see the problem."

Evening student Clyde Sipes disagreed, saying, "Why should people be denied education because of the war problem?"

Declared Greg Alterton, "Anyone dedicated to shutting down the schools is dedicated to non-education; anyone dedicated to non-education is dedicated to ignorance, hence, stupidity; therefore, they are stupid."

"MY PEOPLE HAVE been fighting too long to go to college to boycott classes!" declared black student Phillip Q. Miller.

Three faculty members reported on how they felt students' opinions were in terms of the boycott by observing action in classes.

"It doesn't mean they're not concerned with the issues, but about half of them would rather have 'business as usual,'" said Jim Dunivan, sociology instructor. He said the other half seemed to want teach-ins in addition to traditional classroom activity and about 10 per cent wanted to strike.

RAYMOND LEIDLICH, English instructor, found little sentiment for strike in his students. He found a strong desire to carry on classes, but not "as usual."

Murray Leavitt, business instructor, said 95 per cent want to carry on "business as usual." He found no sentiment for striking, but some toward "active involvement" outside of class time.

Suggestions for future action were varied, but many agreed that working in the community was of vital importance for the peace movement.

Said Paul Romanshek, "We should get the public on campus to see there's not just violence that the kids are not ready to destroy everything. I have talked to people off campus and they are afraid they're going to get clubbed if they come to De Anza."

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P.E. Division

'Vocal minority' protested

Reflecting upon the events transpiring the past week on campus, the general opinion of the Physical Education Department is that we take issue with the actions and statements of what we consider to be a small vocal minority group purporting to represent the majority opinion at this college.

We find the following points and actions to be contrary to our philosophy concerning the operation of a formal public educational institution on the college level.

1. THAT AN EDUCATIONAL institution whose expenditures are underwritten (or in any way subscribed to) by the public should not involve itself in partisan politics. The recent letter drafted by the Faculty Senate of this college addressed to the President of the United States implies that it has the backing of the entire faculty. Such is not the case.

2. That instructors are hired to teach in specific disciplines, not to engage in partisan political rhetoric to the exclusion of subject matter. Further, many students are being denied, and have been denied their right to an education because of the failure of certain instructors to be present in class. No instructor has the right to cancel his class to pursue his own political objectives.

3. THE MASS HYSTERIA and the emotionally charged atmosphere of the past week has resulted, we think, in an over-reaction on the part of those who have always counseled a calm, rational approach to ALL problems. Examples of this were a) the emotional speech of a fellow faculty member at a Thursday faculty meeting where he implored, in an impassioned speech, for all those in attendance to take to the streets, and b) failure of

many to show intellectual courtesy to colleagues expressing divergent points of view in open meetings.

We feel that when encouraging change in the course of social events one does so within the bounds of normal democratic process and not through a circumventing of the orderly democratic channels.

In closing, we strongly recommend that subject disciplines continue to be taught and we support administration policies that are consistent with the belief and convictions of the tax-paying community. We do not support the actions and policies of administrators who have chosen to ignore the above.

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