

Mandatory classes bolster ethnic studies

Enrollment at De Anza College in ethnic studies is thriving even though it has been steadily declining for the past few years on most other U.S. college and university campuses.

From 1977 to 1982, the enrollment in the ethnic studies program has increased 16 percent. This fall more than 2,000 students are taking advantage of the college's ethnic studies classes and services.

"Our healthy growth at De Anza can be attributed to several factors," said Olivia Mercado, dean of the intercultural studies division.

"One of our greatest strengths is the broad scope and interrelationships of our classes and vital support service programs," she

explained.

The major target group for the division's programs is the low income ethnic minority populations of Asians, Blacks, Hispanics and Native Americans. However, the majority of students in the ethnic studies classes are Anglos.

Mercado noted that the division offers classes in several interdisciplinary subject areas—African/Afro-American, Asian/Asian-American, Chicano/Latin American, Native American, Intercultural and International Studies.

Supplementing the course offerings, according to Mercado, are two "highly successful and popular programs"—the bilingual center and the multicultural department.

Providing services such as counseling for economically disadvantaged students, the multicultural department also coordinates several developmental courses to help students become academically proficient and subsequently succeed in the academic mainstream of De Anza, according to Mercado.

The college's bilingual center, which is housed at De Anza's Sunnyvale campus, is designed to extend educational, cultural and supportive services to the bilingual and those of limited English proficiency, with an emphasis placed on language development and vocational training.

Mercado attributes much of the division's success to her 19 faculty and staff members. "Our instructors and support staff work very hard to create an appropriate educational environment for students from various cultures and linguistic backgrounds," she said.

She also noted that the minority population of the De Anza service area (primarily Sunnyvale and Cupertino) had jumped from 12.8 percent of the total population in 1977 to 22.9 percent in 1981.

On the economic front, the intercultural studies division has been very successful in finding funding from outside of the Foothill-De Anza Community College District. Mercado noted that during the last five years, the division has been awarded 2.2 mil-

lion dollars in external revenue for maintenance and implementation of programs. Those funds have come primarily from state and federal grants.

Not to be discounted as a significant factor in the division's high enrollments is the fact that all De Anza students who plan to be awarded an A.A. degree from the college to transfer to a four-year university or college must enroll in at least one ethnic studies class.

Ethnic studies programs sprung up on many colleges and university campuses in the late 1960's and 1970's when various ethnic minority groups demanded Black Studies, Chicano Studies and the like.

Mercado noted that enrollments in those programs on many campuses have declined in recent years. At some colleges and universities, enrollments have been so low that programs have been discontinued.

Mercado attributes the decline to a change in values. "In the late 1960's," she said, "there was a greater degree of social conscious-

ness throughout the United States. Educational institutions were perceived as being a part of the solution for social inequities. Today people are looking to education for economic survival—they want to acquire the skills they need to land a good-paying job."

In addition to the programs and ethnic studies courses, the division coordinates a variety of cross-cultural events sponsored by DASB.

On October 25 and 26, "Latin America: Food and Development," the first segment of a free lecture series on third world nations, will be held at 6:30 p.m. on campus.

Guests include Julio Olalla of the Breakthrough Foundation, San Francisco, and Pedro Castillo of the University of California, Santa Cruz, who will speak Monday, Oct. 25, in room L23, and Nick Allen of the Institute for Food and Development Policy, San Francisco, who will make a presentation Tuesday, Oct. 26, in the student council chamber of the Hinson Campus Center.

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Accreditation team cites high standards

DAC called "established and well-managed"

De Anza college is "a well-established, well managed institution" that is providing "excellent service" to its residents, according to the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

The commission, one of six national accrediting agencies, recently reaffirmed De Anza's accreditation in a 20-page report to the college. Accreditation validates an institution's academic reliability and high standards.

The report followed a year-long self-study by De Anza administrators, instructors, staff members

and students as well as a three-day visit to the campus last spring of a 13-person team representing the commission.

That team's report contained this summary: "De Anza is a well-established, well-managed, effectively functioning student/community-oriented institution that is providing excellent service to the residents of its service area. There is impressive evidence of attention to planning, to the development of positive and mutually supportive college and district relations, and to the creation of close, constructive ties with the local community."

"The general good health of the college," continued the summary, "derives in large measure from the high quality of its faculty, administrative staff and support personnel. As a group the college staff appears to understand and strongly support the goals and objectives of the college, to be dedicated to students and to understand the fiscal constraints within which the college and the district must work."

In closing, the summary noted that De Anza "is functioning in substantial compliance with commission standards, in many respects its programs and services are clearly superior."

Two areas of the college's oper-

ation that need attention according to the report, were a clarification of the college's and district's decision-making process and a clarification of the role of the De Anza faculty senate.

Commenting on the overall positive nature of the report, De Anza President A. Robert DeHart said, "The entire staff can take justifiable pride in the achievements of De Anza College, but it is especially gratifying when your peers recognize your efforts."

"There is still plenty of room for improvement here," DeHart continued, "but our recognition of that and our continuing work on it has been one of our strongest characteristics over the years."

Aid shortages ahead

(CPS)—College officials and students predicted grievous shortages of financial aid this fall.

What they've gotten instead are less severe shortages, but even more grievous quantities of delays, confusion and anger over financial aid, and a check of campuses across the country reveals.

The result is that, even as classes open, many students still don't know if they'll be able to afford to go to college this fall.

"I really don't know what to do," said Doug Haas, a second-year student at the Community College of Denver.

NOW TWO WEEKS into this fall semester, Haas is still waiting to find out if he's eligible for grant money and for getting his work-study position back.

"I guess I'll have to fall back on

my dad if everything else fails," Haas said. "Either that or I'll have to drop out."

Northwestern University grad student James Finney "applied for a loan over a month ago and (I) haven't heard anything. As a matter of fact, I'm still waiting for an appointment just to see how much longer I'll have to wait."

FINNEY CONSEQUENTLY doesn't know how to mold his class schedule because he doesn't know how many part-time jobs he'll have to get to muster Northwestern's \$2,600-a-quarter tuition. Moreover, "it means not going to school at all next quarter if (aid) doesn't come through."

"For this fall's financial aid applicants, there's one word that's first and foremost in their

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